UNESCO
United Nations
Educational, Scientific and
Cultural Organization

INTERNAL OVERSIGHT SERVICE
Evaluation Office

EVALUATION OF UNESCO'S ACTION TO REVITALIZE AND PROMOTE INDIGENOUS LANGUAGES

Within the framework of the International Year of Indigenous Languages

March 2021
IOS/EVS/PI/194

Abstract & Acknowledgements

ABSTRACT

To draw attention to the critical loss of indigenous languages and the urgent need to preserve, revitalize and promote them and to take further urgent steps at the national and international levels, in 2016 the United Nations General Assembly in its resolution 71/178 proclaimed the year beginning on 1 January 2019 the International Year of Indigenous Languages (hereafter the IYIL2019). UNESCO was invited to serve as the lead agency for the Year and the coordination role was internally assigned to the Communication and Information Sector. UNESCO requested an evaluation of its action within the IYIL2019 with a view to learning from its experience during 2019 and further strengthening its coordination and implementation role during the upcoming Decade of Indigenous Languages (2022-2032).

As the lead agency for the IYIL2019, UNESCO played a key role raising awareness of not only the critical loss of indigenous languages, but also the positive value and meanings that indigenous languages provide to Indigenous Peoples and humanity at large. The evaluation found that UNESCO led the development of an ambitious and relevant Action Plan for the Year. It also succeeded in setting up an 18-member Steering Committee composed of representatives of Member States, Indigenous Peoples and the UN three-party indigenous mechanisms. UNESCO staff implemented more than 80 activities around the world, with three-quarters of these at the global level and the majority of national events in Latin America and the Caribbean region. It also maintained an interactive website, which registered more than 880 events around the world.

Leading and coordinating the IYIL2019 was not without its challenges, particularly as UNESCO was asked to lead this effort within existing resources and relying on a very small core team. Its programme sectors found creative solutions for indigenous language programming, but without a budget for intersectoral activities, collaboration between sectors was limited to information sharing and activities in Africa and the Arab States were few. The evaluation also found that the Action Plan lacked a meaningful results framework and thereby did not facilitate the monitoring of the IYIL2019. Partnerships with UNESCO networks and the wider UN system were underutilized and many opportunities for future collaboration have been highlighted for the upcoming Decade.

ACKNOWLEDGEMENTS

Table of Contents

Tables and Figures

Boxes of Good Practices

Acronyms

ACALAN	African Academy of Languages
ADG	Assistant Director-General
ASPNet	UNESCO Associated Schools Network
BSP	UNESCO Bureau of Strategic Planning
CI	UNESCO Communication and Information Sector
CSO	Civil Society Organization
Decade	International Decade of Indigenous Languages 2022-2032
DPI	UNESCO Department of Public Information
EMRIP	Expert Mechanism on the Rights of Indigenous Peoples
ERG	Evaluation Reference Group
FAO	Food and Agricultural Organization
FO	Field Office(s)
FOSSASIA	Free and Open-Source Software Asia
FPIC	Free, prior and informed consent
GEM	Gender Equality Markers
HQ	Headquarters
HRM	Bureau of Human Resources Management
ICT	Information and Communications Technology
IASG	Inter-Agency Support Group on Indigenous Peoples' Issues
ICCAR	International Coalition of Inclusive and Sustainable Cities
IDIL2022-2032	International Decade of Indigenous Languages 2022-2032
IL	Indigenous Language(s)
ILO	International Labour Organization
ILS	Indigenous Language Speaker / Indigenous Language Signer
IOS	UNESCO Internal Oversight Service

IP	Indigenous Peoples
IPO(s)	Indigenous Peoples Organization
ISWGIPI	Inter-Sectoral Working Group on Indigenous Peoples' Issues
ITT4IDIL Languages	Intersectoral Task Team for the International Decade for Indigenous Knowledge Management and Information Services
IYIL2019	International Year of Indigenous Languages
KII(s)	Key Informant Interview(s)
LINKS	Local and Indigenous Knowledge Systems
LT4ALL	Language Technology for All
MRG	Minority Rights Group
MS	Member States
MTBMLE	Mother Tongue-Based Multilingual Education
NGOs	Non-Governmental Organizations
OHCHR	Office of the UN High Commissioner for Human Rights
PAX	UNESCO Priority Africa and External Relations Sector
RBA	Rights-based Approach
SC	Steering Committee
SDG(s)	Sustainable Development Goal(s)
SEAMEO	Southeast Asian Ministers of Education Organization
SHS	UNESCO Social and Human Sciences Sector
SIDS	Small Island Developing States
SISTER	System of Information on Strategies, Tasks and the Evaluation of Results
SMART	Specific, Measurable, Achievable, Relevant, Time-bound (indicators)
SRRIP	Special Rapporteur on the Rights of Indigenous Peoples
ToC	Theory of Change
ToR	Terms of Reference

Acronyms

UN	United Nations
UN DESA	United Nations Department of Economic and Social Affairs
UNDRIP	UN Declaration on the Rights of Indigenous Peoples
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNEVOC	International Centre for Technical and Vocational Education and Training of the UNESCO
UNGA	United Nations General Assembly
UNICEF	United Nations Children's Fund
UNPFII	United Nations Permanent Forum on Indigenous Issues
WBS	Work Breakdown Structure (budget element)
WIPO	World Intellectual Property Organization
Year	International Year of Indigenous Languages 2019

Executive Summary

1. To draw attention to the critical loss of indigenous languages and the urgent need to preserve, revitalize and promote them and to take further urgent steps at the national and international levels, in 2016 the United Nations (UN) General Assembly in its resolution 71/178 proclaimed the year beginning on 1 January 2019 the International Year of Indigenous Languages (hereafter the IYIL2019). UNESCO was invited to serve as the lead agency for the Year and the coordination role was internally assigned to the Communication and Information (CI) Sector. UNESCO facilitated the development of an Action Plan for the IYIL2019 through consultations with representatives of Member States, Indigenous Peoples, United Nations entities, researchers, civil society and other public and private actors. Furthermore, it set up an interactive website to promote initiatives, events, partnerships and resources related to the IYIL2019. In addition to its coordination role, all UNESCO programme sectors implemented activities around the world. In December 2019, the UN General Assembly proclaimed the period 2022–2032 as the International Decade of Indigenous Languages (hereafter the IDIL2022-2032) and invited UNESCO to once again serve as the leading agency thereto.

Purpose of the evaluation

2. In proclaiming the IDIL2022-2032, the UN General Assembly recognized that efforts, which began under the IYIL2019, need to be sustained. UNESCO requested an evaluation of its action within the IYIL2019 with a view to learning from its experience during 2019 and further strengthening its coordination and implementation role during the upcoming Decade.

3. The primary objectives of the present evaluation were to assess the higher-level results of the IYIL2019 and UNESCO's contribution thereto; to inform the Global Action Plan for the IDIL2022-2032; and, to determine the role and priority areas of action for UNESCO as the lead UN agency therein. The intended users of the evaluation are UNESCO's senior management, particularly the Secretariat for both the IYIL2019 and the IDIL2022-2032 in the CI Sector, the UNESCO Intersectoral Task Team for the International Decade of Indigenous Languages, and all UNESCO staff working on Indigenous Peoples' and language issues. Secondary users are Member States and the Organization's extensive networks of partners, which include Indigenous Peoples' organizations.

Methodology

4. The evaluation used a mixed-methods approach to collect data from a wide variety of sources. Due to the COVID-19 pandemic, all data for this evaluation was collected remotely. Methods included:

    -   a document review to draw emerging themes, map and analyse UNESCO's portfolio of 80 activities in the framework of the IYIL2019;

    -   a quantitative survey for the following stakeholder groups: Member States (including public institutions), UN entities, UNESCO staff, Indigenous Peoples, Academia, Civil Society, Media and the Private Sector in five languages[1] (702 responses were received of which 44% were from individuals of indigenous origin and 54% were from women);

    -   qualitative key informant interviews with the following stakeholder groups: UNESCO staff (both at Headquarters and in field offices), representatives of other United Nations agencies, implementing partners, donors, civil society, academia, expert practitioners, representatives of national and local governments, the private sector, community members and other direct beneficiaries (136 interviews, of which 41% included individuals of indigenous origin and 48% women);

    -   two thematic case studies for an in-depth assessment of results: (1) on the process that led up to the Bangkok Statement on Language and Inclusion; and (2) on empowerment of indigenous youth through capacity building and ICTs, namely during two Hackathons on Indigenous Languages in Singapore and Ecuador; and,

    -   two consultative workshops held respectively with the Steering Committee of the IYIL2019 and UNESCO staff to present preliminary findings and solicit feedback.

---

1   English, French, Spanish, Russian and Arabic.

5. A special effort was made to reach out to Indigenous Peoples' representatives from different stakeholder groups in all seven socio-cultural regions. The evaluation applied a gender lens to its methodology, included gender in its portfolio analysis and also examined the way that UNESCO engaged with youth and persons with disabilities in the framework of the IYIL2019.

Key Findings

6. As the lead agency for the IYIL2019, UNESCO played a key role raising awareness of not only the *critical loss* of indigenous languages, but also the *positive value and meanings* that indigenous languages provide to Indigenous Peoples and humanity at large. The strongest evidence of UNESCO accomplishing this goal lies in the proclamation of the IDIL2022-2032.

7. UNESCO led the development of an ambitious Action Plan for the IYIL2019, whose wide objectives nearly all respondents to the evaluation found to be relevant. It also set up an 18-member Steering Committee composed of representatives of Member States, Indigenous Peoples, the UN three-party-mechanism[2], UN-DESA and UNESCO, as well as a number of permanent observers from governments, Indigenous Peoples organizations, academia and civil society, which provided for an important platform for consensus building and dissemination of information. More than three-quarters of respondents to the evaluation survey found the Steering Committee to be overall effective.

8. UNESCO staff in Field Offices and at Headquarters directly implemented or supported more than 80 activities around the world in the framework of the IYIL2019. Nearly three-quarters of these were at the global and regional levels, and 65% of national efforts took place in Latin America and the Caribbean. Africa, however, saw very little activity (5% of the total), despite being a Global Priority for the Organization. Interviews and the evaluation survey showed that high-level events organized by UNESCO were a great success, particularly the closing event of the IYIL2019 in Mexico City on 27-28 February 2020 which resulted in the Los Pinos Declaration [Chapoltepek] – Making a Decade of Action for Indigenous Languages – that highlights the centrality of Indigenous Peoples "*Nothing about us without us*".

9. The coordinating entity for the IYIL2019 based in the CI sector also maintained

---

2 UN Permanent Forum on Indigenous Issues, Expert Mechanism on the Rights of Indigenous Peoples, the Special Rapporteur on the Rights of Indigenous Peoples.

an interactive website for the Year, which enabled registered organizations and individuals to upload information on more than 880 events around the world. The website functioned as an effective clearing house and information sharing mechanism.

10. The coordination of the IYIL2019 was not without its challenges, particularly as UNESCO was asked to lead the Year within existing resources. To address this, UNESCO had to find creative solutions and dedicate space for indigenous language programming within activities that had already been planned. Consequently, over three quarters of activities addressed one of the five IYIL2019 intervention areas and there were significant imbalances between Programme Sectors, all of which tended to work in silos. Without a dedicated budget for joint activities, intersectoral collaboration was limited to information sharing. The evaluation also found that UNESCO's portfolio of activities was retrofitted to the Action Plan rather than being guided by it.

11. While the wide scope of the global Action Plan was found to be a strength, it comes as no surprise that stakeholders found it difficult to balance its high expectations with pragmatic realities. A lack of clear strategic direction and prioritisation in the Action Plan, underscored by the absence of a clear theory of change for the IYIL2019, resulted in efforts that were often sporadic and disjoined. The Action Plan also did not contain a meaningful results framework with SMART indicators that could be used to assess progress against objectives and intervention areas. This made it difficult for UNESCO to monitor progress at the global level and the Organization's internal systems also did not facilitate the monitoring of its own activities and their contribution to the Action Plan.

12. Indigenous Peoples' participation in decision-making and implementation during the IYIL2019 was found to be varied. While the Steering Committee provided a platform for dialogue with Member States, Indigenous Peoples' representatives could not always attend in-person Steering Committee meetings in Paris, unlike representatives of Member States who were already based in the capital. Due to the COVID-19 pandemic, follow-up meetings of the Steering Committee during 2020 took place online and this enabled the participation of Indigenous Peoples on a more equal footing.

13. Indigenous Peoples' participation in UNESCO events was also found to be mixed. The evaluation survey showed that 64% of indigenous respondents considered

Indigenous Peoples' participation in the IYIL2019 as 'good or excellent' and a majority of respondents were aware of and engaged in the Year. The portfolio analysis of UNESCO activities showed that only 66% of activities integrated the participation of Indigenous Peoples. UNESCO provided a platform for Indigenous Peoples to advocate for the importance of indigenous languages with Member States; however, the evaluation found that information about the Year and the role of UNESCO did not sufficiently reach the level of indigenous communities and most initiatives were designed with a top-down, rather than a bottom-up approach. This highlights the need for a paradigm shift in Indigenous Peoples' involvement in the IDIL2022-2032.

14. In terms of other partnerships, the evaluation found that academia was the largest independently mobilising sector, followed by civil society and several UN agencies. At the same time, a number of missed opportunities were identified for UNESCO to engage with its highly specialized networks such as Chairs, Category II institutes and centres, Associated Schools, and accredited NGOs. Participation from UN agencies was also found to be uneven, with some very active but others requesting more detailed guidance from UNESCO as to their role and potential contribution. Outreach to the private sector was also limited to the organization of the successful LT4ALL conference held in December 2019 and a few projects such as the Singapore and Ecuador Hackathons.

15. The evaluation's findings on gender equality in the IYIL2019 were also rather mixed. When it came to attendance and delivery of speeches at high-level events, gender balance was achieved. However, an analysis of the portfolio of UNESCO activities implemented in the framework of the IYIL2019 shows that most of these (70%) did not show evidence of gender mainstreaming. The portfolio also shows that several UNESCO projects took into consideration persons with disabilities; however, these were almost always considered separately from indigenous language issues. A good proportion of UNESCO projects targeted youth.

16. UNESCO's internal resources for leading and coordinating the year were limited to a core team of one permanent staff that was supported by two consultants. They were responsible for all coordination and communication efforts, including the management of the IYIL2019 website, but also the organization of high-level events and the implementation of specialized activities, such as the preparation of the World Atlas of Languages – many ambitious tasks for such a small team. Support was provided by the Intersectoral Working Group on Indigenous Peoples'

Issues, which facilitated information-sharing among sectors' activities on indigenous languages and provided for a more holistic vision of languages within UNESCO's mandate, a practice which should be further strengthened in the framework of the upcoming Decade.

Recommendations

17. The findings have led to the development of seven overarching recommendations for the Secretariat (in the CI Sector) of the Intersectoral Task Team for the International Decade of Indigenous Languages (ITT4IDIL), the Sector for Priority Africa and External Relations (PAX), for the Bureau of Human Resources Management (HRM), the Bureau of Strategic Planning (BSP), the Department of Public Information (DPI) and for Programme Sectors working on languages and Indigenous Peoples' issues. Suggested actions for each of the recommendations are provided in annex and the full report.

Recommendation 1: Ensure the meaningful participation of Indigenous Peoples within UNESCO structures designing and implementing the IDIL2022-2032. This entails including expertise in the revitalisation of indigenous languages in the Secretariat of the ITT4IDIL, encouraging all UNESCO entities that implement activities in the framework of the Decade to hire indigenous staff (such as through project appointments and even internships), and promoting the presence of indigenous artists on international platforms and events convened by UNESCO.

Recommendation 2: Lead the development of an inclusive Global Action Plan, setting priorities among operational objectives and building a related monitoring system. This includes developing a theory of change that spells out the desired change processes of the Decade along with underlying assumptions, as well as a results framework for monitoring progress towards the Action Plan globally and also of UNESCO's contribution thereto.

Recommendation 3: Engage and support indigenous language communities from the start of the Decade, ensuring that goals encompassing taking urgent steps are addressed equally with awareness raising. This entails responding to direct requests from indigenous language communities and ensuring bottom up, local as well as global (awareness raising) activity.

Recommendation 4: Fine-tune approaches to actively involve Member States in preserving, revitalising and promoting indigenous languages during the

Decade. This entails supporting Member States in designing National Action Plans for the Decade, providing guidance on terminology that encompasses inclusive definitions of indigenous languages, and assisting with the adoption of national legislation and policies.

Recommendation 5: Engage all UNESCO Programme Sectors and relevant Central Services in coordinating and implementing the Decade. This entails establishing joint ways of working across Sectors and encouraging members of the ITT4IDIL to act as champions of the Decade within their respective sectors and services.

Recommendation 6: Mobilise all UNESCO Networks, as well as UN system partners for the Decade. This includes mapping UNESCO networks such as Chairs, ASPNet, UNEVOC, Category II Centres, and accredited NGOs, but also all members of the Inter-Agency Support Group on Indigenous Issues for entry points for collaboration on indigenous languages and involve them in the development of activities.

Recommendation 7: Develop an effective outreach and communication strategy that adopts multilingual and multichannel approaches to reach indigenous communities and all stakeholders engaged in the Decade. This entails developing a holistic vision of the value of indigenous languages and maximising the outreach of this vision using all UN languages as well as, where possible, a variety of languages serving as *lingua franca* to many Indigenous Peoples.

Management Response

Recommendation	Management Response (Accepted or Not Accepted as well as the way forward)
1. Ensure the meaningful participation of Indigenous Peoples within UNESCO structures designing and implementing the IDIL2022-2032. a. Include Indigenous representatives with expertise in Indigenous language revitalization in the core team coordinating the Decade (*i.e. Secretariat of ITT4IDIL*). (CI) b. Invite all indigenous staff to participate in the Intersectoral Task Team for the Decade. (*Secretariat of ITT4IDIL*) c. Encourage all UNESCO entities implementing activities in the framework of the Decade to recruit Indigenous staff (including to serve as focal points, see below). (HRM, Heads of Offices, Project Managers in all Programme Sectors) d. Positively encourage indigenous applications to relevant programmes, loans and secondments, JPO positions, and internships. Develop partnerships such as with OHCHR and mobilise resources to establish fellowships and traineeships for Indigenous Peoples (HRM) e. Promote the presence of Indigenous artists (e.g. musicians, writers, actors, poets, etc.) on international platforms convened by UNESCO during the Decade (*ITT4IDIL, PAX*) f. Develop and deliver tailored pre-event or pre-process briefings and/or induction trainings to ensure that indigenous representatives engaged in the Decade have the information and skills required for their effective participation at national and international levels. (*ITT4IDIL*) g. Guided by a Human Rights Based Approach, adopt and mainstream the Indigenous concept of 'Wellbeing or Buen Vivir' (Indigenous holistic worldview) in UNESCO's discourse, strategy, actions and advocacy in the framework of the Decade (*ITT4IDIL, CI, DPI*)	Accepted a. UNESCO will ensure participation, inclusion and empowerment of indigenous peoples in the design and implementation of the IDIL2022-2032. b. The Secretariat of the ITT4IDIL will communicate this recommendation to all programme sectors, central services and field offices, inviting their indigenous staff to participate. c. Staffing and Recruitment has already integrated this component into the standard Vacancy Notice. d. Indigenous applications to relevant talent programmes will be encouraged and partnerships pursued. e. The Secretariat will promote the presence of Indigenous artists, including in line with the Terms of Reference of the ITT4IDIL, which mention the importance of working with Goodwill Ambassadors, and evaluating and approving possible Goodwill Ambassadors within indigenous communities, and other influencers that can help promote the IDIL2022-2032. f. The ITT4IDIL will be tasked to develop tailored pre-event or pre-process briefings and/or induction trainings to ensure that indigenous representatives engage and effectively participate in the Decade. g. The ITT4IDIL will provide the necessary backstopping in the drafting of UNESCO's discourse, strategy, actions and advocacy in the framework of the Decade, to include such approaches.

Recommendation	Management Response (Accepted or Not Accepted as well as the way forward)
2. Lead the development of an inclusive Global Action Plan for the Decade, setting priorities among operational objectives and building a related monitoring system. a. Elaborate a clear theory of change for the Decade (with the involvement of all Stakeholders) with desired objectives, change processes needed to achieve them, duty bearers, rights holders, assumptions and risks. (*ITT4IDIL*) b. Develop a results framework for the Global Action Plan for the Decade with SMART[3] criteria to measure progress. UNESCO's monitoring role should encompass the result of efforts of all stakeholders (Member States and other UN entities in particular), as well as of its own initiatives. (*ITT4IDIL*) c. Establish a UNESCO-wide monitoring system for the Decade, whereby all Sectors and Offices report in (close to) real time on their activities to the ITT4IDIL who regularly reviews project plans and results achieved for balance by (at least) gender mainstreaming, geography and type of result achieved. (*Secretariat of ITT4IDIL, BSP*)	Accepted a. A theory of change will be incorporated in the elaboration of the Global Action Plan, involving Member States, UN entities, Indigenous Peoples' organizations and Academia. b. The Global Action Plan will include a results framework and monitoring framework. c. The ITT4IDIL acknowledges the importance of consultative and monitoring processes. The ITT4IDIL will work with BSP in order to make the necessary adjustments to SISTER to measure progress made against the Organization's strategic commitments and contributions to the implementation of the Global Action Plan in the areas that fall into UNESCO's mandate.
3. Engage and support Indigenous Language communities from the start of the Decade, ensuring that goals encompassing taking urgent steps are addressed equally with awareness raising. a. Identify, promote and share examples of successful community-level language revitalization practices, (e.g. language nests, master-apprentice programmes and community-level language planning). (*ITT4IDIL*) b. Establish a global collaborative platform for grassroots indigenous language support in response to requests from Indigenous language communities worldwide for support and guidance on language revitalization (taking into account existing related initiatives in different socio-cultural regions). (*ITT4IDIL*) c. Identify and support, including via small grants and other funding mechanisms, locally designed, Indigenous-led pilot revitalization projects. (*ITT4IDIL*) d. Organise competitions or awards for UNESCO Indigenous Language Champions from the seven socio-cultural regions, acknowledging Indigenous leadership in language revitalization. (*ITT4IDIL*)	Accepted a. UNESCO will ensure its function as a clearing house by identifying, mapping and sharing good practices of successful language preservation, revitalization and promotion through the enhanced partnership mechanisms and online tools. b. UNESCO is in the process of reviewing the IYIL2019 website to accommodate all feedback received in preparation of an online platform for the Decade. c. UNESCO is in the process of undertaking a Feasibility Study for the establishment of the multi-donor funding mechanism of the IDIL2022-2032 that will highlight options for indigenous-led projects. d. The ITT4IDIL will pay attention to the suggested modalities, for inclusion in the workplans that will accompany the Global Action Plan of the Decade.

---

3 Specific, Measurable, Achievable, Relevant, Time-bound

Recommendation	Management Response (Accepted or Not Accepted as well as the way forward)
4. Fine-tune approaches to actively involve Member States in promoting and revitalizing Indigenous Languages during the Decade a. Support Member States, involving all stakeholders, in designing National Action Plans for the Decade (where relevant, as part of a plan to implement UNDRIP), including by tailoring the Global Action Plan of the Decade to national realities. (*ITT4IDIL*) b. Provide Member States (and other stakeholders) with guidance on terminology that encompasses an inclusive interpretation of the term "Indigenous languages" and consider the utility of other related concepts, such as endangered, local, regional, minority, native, tribal languages. (*ITT4IDIL*) c. Promote to all Member States (and UN entities) good practice in terms of the setup of or strengthening of existing national structures that connect Indigenous people with key stakeholders (local authorities, national governments and regional organisations, UN entities) and that form alliances with civil society, academia and the private sector for the purpose of language revitalization (*ITT4IDIL*) d. Provide technical support and promote the adoption of national legislation and policies that are conducive to Indigenous language recognition and revitalisation (*ITT4IDIL*) e. Provide technical support and promote the fostering by Member States of enabling environments for Indigenous Language use in public spaces, signposting and promoting an all-inclusive linguistic landscape. (*ITT4IDIL*) f. Invite National Commissions, in particular in Member States without UNESCO field offices, to coordinate initiatives during the Decade in partnership with Indigenous Peoples and other stakeholders. This includes disseminating key information about the Decade to national stakeholders, translating Decade-related content into Member States' official and Indigenous languages to ensure that relevant information trickles down to Indigenous Peoples. (*PAX*) g. Engage with Member States where language loss is imminent and urgent measures are needed, particularly where involvement in the IYIL was limited (Africa, Pacific Small Island Developing States, Asia) and where Indigenous language rights are not fully recognized. (*ITT4IDIL*)	Accepted a. UNESCO will work in close cooperation with UN Country Teams, Field Offices and National Commissions, Centres, Institutes and other networks to support Member States in developing National Action Plans. b. The Global Action Plan of the Decade will use clear terminology for the interpretation of terms used in the implementation of the Decade. The Communication Strategy will also aim to assist, through various media in the dissemination of key messages linked to terminology used in the Decade. c. UNESCO will promote such good practices to all countries and regions through the dedicated IDIL website and other communication channels. d. UNESCO will work in close cooperation with UN Country Teams, Field Offices and national partners in the establishment of normative frameworks that are conducive to Indigenous language, in line with the Recommendation concerning the Promotion and Use of Multilingualism and Universal Access to Cyberspace (2003). e. UNESCO will continue work in close cooperation with UN Country Teams, Field Offices and national partners in promoting indigenous Languages in public spaces, where appropriate. f. UNESCO will work with National Commissions to coordinate initiatives during the Decade in partnership with Indigenous peoples and other stakeholders. g. In using data from the World Atlas of Languages, UNESCO will engage with Member States in targeted interventions to prevent the loss of indigenous languages.

Recommendation	Management Response (Accepted or Not Accepted as well as the way forward)
5. Engage all UNESCO Programme Sectors and relevant Central Services in coordinating and implementing the Decade. a. Nominate focal points for the Decade in UNESCO Field offices and relevant units at Headquarters (including Central Services) and coordinate with them so that they act as a source of information and guidance on the Decade for other staff. (Directors of Field Offices and ITT4IDIL) b. Invite the Assistant Director-General of Education to join the UNESCO Intersectoral Task Team for the Decade (ITT4IDIL) as Co-Chair, alongside ADG for Communication and Information, and ADG for Culture. (*Addressed to ADGs CI and Culture*) c. Establish mechanisms for joint work across Sectors, considering the use of shared or thematic budgets and reporting on cross-Sectoral results. (*ITT4IDIL, BSP*) d. Clarify the roles of members of the ITT4IDIL in the TOR, to include responsibilities in communication i.e. members should act as champions of IDIL2022-2032 plans and activities within their office and Sector as well as with external stakeholders. Task Team members could also be expected to individually seek to establish contact and two-way exchanges of information with Indigenous representatives in their field of responsibility and ensure participation and ownership of IPs in design, implementation, monitoring and evaluation throughout IDIL. e. Create internal thematic working groups within the ITT4IDIL to strengthen initiatives on UNESCO's global priorities Gender Equality and Africa, among others. (*ITT4IDIL*)	Accepted a. The ITT4IDIL will encourage the nomination of focal points in all Field Offices and relevant units at Headquarters, as well as their participation in the ITT4IDIL. b. ADG/ED will be invited to consider co-chairing the ITT4IDIL. This would come in addition to the representation of the Education Sector in the ITT4IDIL. c. The new programming documents of UNESCO foresee intersectoral programmes that will be an important mechanism for joint work across Sectors. d. The Terms of Reference of the ITT4IDIL will be reviewed to include communication responsibilities. e. Where necessary, the ITT4IDIL will create relevant thematic working groups to strengthen initiatives that are in line with UNESCO's global priorities.

Recommendation	Management Response (Accepted or Not Accepted as well as the way forward)
6. Mobilize all UNESCO Networks as well as UN system partners for the Decade. a. Assign a specific minimum output, activity level or result contributing to the Decade each Year to each UNESCO unit from the Cabinet to Field Offices. The ITT4IDIL Secretariat and overseeing/advisory Task Force should regularly review delivery across the whole organisation and suggest interventions to address gaps. (*ITT4IDIL Secretariat with Global Task Force support*) b. Request UNESCO entities managing networks such as the Associated Schools (ASP-Net), UNEVOC centres, UNESCO Chairs, and accredited NGOs to conduct mappings of members c. Engage with the above-mentioned partners and networks to promote the sharing of expertise, good practices, and the development of joint activities. Encourage partners and network members to join the online community of the upcoming Decade website. (*Secretariat of the ITT4IDIL, PAX*) d. Conduct a mapping of UN specialised Agencies Funds and Programmes to identify entry points among those whose mandate and activities are most relevant to the objectives of the Decade as well as UNESCO's global priorities (i.e. Gender Equality, Africa). (*Secretariat of the ITT4IDIL*) e. Proactively approach those UN agencies, using a tailored approach, where joint work with UNESCO at either national and/or international levels shows high potential for added value, facilitate high-level bilateral consultations about collaboration opportunities for the Decade, seeking to conclude formal partnership agreements and action plans prior to and throughout the Decade. (*Secretariat of the ITT4IDIL*)	Accepted a. The ITT4IDIL will develop specific workplans, and different sectors, central cervices or field offices will lead UNESCO's input to the Global Action Plan for the Decade that will lead to joint implementation. b. UNESCO will work with its networks to contribute to and present to the ITT4IDIL a mapping of members working on issues related to Indigenous languages. c. UNESCO will work with its networks to promote the sharing of expertise, good practices, and the development of joint activities. d. The mapping of UN specialized Agencies Funds and Programmes and their involvement in the Decade is ongoing in order to determine their role in the different thematic areas of the Global Action Plan. e. While UN agencies are part of the Global Task Force, their role in a tailored approach will be highlighted alongside UNESCO.

Recommendation	Management Response (Accepted or Not Accepted as well as the way forward)
7. Develop an effective outreach and communication strategy that adopts multilingual and multichannel approaches to reach indigenous communities and all stakeholders engaged in the Decade. a. Raise the visibility of Indigenous Languages in UNESCO communication about the Decade, including on its social media channels, which is key to highlighting linguistic diversity, legitimizing the use of Indigenous languages and empowering Indigenous language speakers. (*Secretariat of the ITT4IDIL, DPI*) b. Build a contact management system across UNESCO and make it available to all staff working on the Decade, utilizing multiple communication channels to reach out to contacts in places less well represented on current lists (e.g. much of Africa, parts of Asia, Central Asia and Caucasus and SIDS). (*Secretariat of the ITT4IDIL, PAX*) c. Increase multilingual, multichannel communication about IDIL2022-2032 to maximise outreach to all stakeholders engaged in the Decade (*Secretariat of the ITT4IDIL*) d. Increase the number of languages on the Decade website to all six official UN languages (*Secretariat of the ITT4IDIL*) e. Consider using other widely spoken languages serving as *lingua franca* to many Indigenous Peoples, such as Hindi, Swahili, Portuguese, in IDIL2022-2032 social media channels. (*Secretariat of the ITT4IDIL, DPI*) f. Seek collaboration with Indigenous-led media and Indigenous communicators, (*supporting their capacity development, as needed*) as a high value way to reach more Indigenous Peoples.	Accepted a. In the context of the ongoing preparation to the IDIL2022-2032, UNESCO will develop the outreach and communication strategy taking full advantage of technological development in order to provide access to information, knowledge sharing, a collaborative environment and enhanced partnerships among different stakeholders. b. The existing CRM system will be used to expand the shared list of contacts working on the Decade. The communication plan that will accompany the Global Plan of Action will target specifically outreach activities to under-represented regions. c. The existing social media channels will be strengthened, and invite indigenous languages users to communicate in their languages. Targeted communication campaigns with appropriate multilingual content will be developed, pending availability of resources. d. UNESCO will consider increasing a number of linguistic versions on the IDIL website in cooperation with other UN agencies and will encourage utilization of other widely spoken and signed languages on social media channels. e. A budgetary estimate will be made and included in the resource mobilization plan for the Decade to cater for widely spoken languages. f. Building on the IYIL2019 launched social media network, UNESCO will continue seeking collaboration with indigenous-led media and other relevant partners and strengthen their institutional capacities.

Introduction

1.1 Background

1. As stated in the Outcome Document for the International Year of Indigenous Languages 2019 (IYIL2019), "*language is one of the fundamental preconditions of human development, dialogue, reconciliation, tolerance, cultural and linguistic diversity, and the peaceful existence of human society. People, of course, need language to communicate with one another and also transmit from generation to generation knowledge, ideas, beliefs and traditions, which are essential for their recognition, well-being, evolution and peaceful co-existence.*" Language is also a core component of human rights, fundamental freedoms and values as enshrined in the Universal Declaration of Human Rights. Indeed, the right to language is inextricably linked to identity, dignity, culture, health, livelihoods, physical and mental well-being, governance, and history, intertwined with traditional knowledge systems, the natural environment and cognitive awareness[1].

2. Although indigenous peoples make up less than 6% of the global population, they speak more than 4,000 of the world's languages[2]. Articles 13 and 14 of the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) uphold that Indigenous peoples (IP) have the right to revitalize, use, develop and transmit their languages to future generations and to all levels and forms of education in their own culture and languages[3].

3. According to UNESCO, 40% of the estimated 7,000 languages around the world are endangered, most of which are indigenous languages (IL). Language endangerment refers to the phenomenon leading towards the extinction or loss of a language. The primary drivers of indigenous language loss involve economic, social, and political subjugation of Indigenous peoples, including centuries of social exclusion and poverty, genocide, forced displacement, policies of assimilation (including residential schools), discriminatory laws and actions in all regions. Languages continue to disappear at an alarming rate and with them so do entire cultures and ways of life.

"When one elder dies, a library burns."

Indigenous interviewee, Africa

4. The United Nations Permanent Forum for Indigenous Issues (UNPFII) has continuously expressed concern for threatened indigenous languages and has been formulating and advocating for policies to overcome the critical situation they face. Indigenous peoples' movements, the UNPFII recommendation[4], the two International Expert Group Meetings of the United Nations Department of Economic and Social Affairs (UN DESA) (2008[5] and 2016[6]) with members of the UNPFII, Indigenous experts, Member States (MS) and the UN system, were instrumental in drawing attention to the disappearance of indigenous languages.

5. With this in mind, in its resolution 71/178 on the rights of Indigenous peoples, the United Nations General Assembly (UNGA) proclaimed 2019 as the International Year of Indigenous Languages. Paragraph 13 of that resolution "*draws attention to the critical loss of indigenous languages and the urgent need to preserve, revitalize and promote indigenous languages and to take further urgent steps at the national and international levels, and invites the United Nations Educational, Scientific and Cultural Organization to serve as the lead agency for the Year, in collaboration with other relevant agencies, within existing resources*".

6. The overall coordination of the IYIL2019 was entrusted to UNESCO in view of its role in facilitating the development of knowledge societies and promoting respect for cultural and linguistic diversity and universal access to information. The coordination role was new to UNESCO, as the first and second International Decades of the World's Indigenous Peoples were coordinated by the Office of the

---

1 Recent IYIL2019 documents such as the Strategic Outcome Document of the IYIL2019 or the Los Pinos Outcome Document provide a more enhanced understanding of language within a full spectrum of human rights and fundamental freedoms.

2 https://www.un.org/development/desa/indigenouspeoples/wp-content/uploads/sites/19/2018/04/Indigenous-Languages.pdf.

3 A/RES/61/295.

4 E/2019/44. Par. 22.

5 The first 2008 Expert Group Meeting addressed the principles of cultural diversity and indigenous languages as a way to promote intercultural dialogue and affirm Indigenous peoples' identity.

6 The second 2016 Expert Group Meeting organized by UN DESA at UN Headquarters in New York focused on indigenous languages.

United Nations High Commissioner for Human Rights (OHCHR) and UN DESA.

7.   UNESCO facilitated the development of an Action Plan for the IYIL2019[7], which was guided by the key principle of multi-stakeholder involvement[8]. To ensure this was respected, UNESCO established an 18-member Steering Committee consisting of Member State representatives, Indigenous peoples and designated members from UN mechanisms working on Indigenous peoples' issues[9]. The Action Plan, which was designed for the entire UN system, included key principles, a guiding framework, the role of the Steering Committee, major objectives, Impact and Objectives[10], five intervention areas (each with one outcome and several "outputs[11]"), key outputs, participation modalities and a roadmap towards strategic objectives (the last was, in fact, information on key decision and reporting moments).

8.   A website (www.iyil2019.org) was set up to map, monitor and evaluate the activities and events organised by stakeholders and ensure global dissemination and visibility of initiatives. Over 882 activities worldwide were registered in a variety of fields[12]. The high-level closing event of the IYIL2019 resulted in the Los Pinos Declaration [Chapoltepek] – Making a Decade of Action for Indigenous Languages that highlights the centrality of indigenous peoples – *"Nothing about us without us"*.

9.   One year was too short for the IYIL2019 to achieve its goals. A range of partners[13] called for the need to extend the Year into a Decade, to provide the necessary scope for strategic efforts in all relevant areas. Following a UNPFII recommendation[14] , the UNGA proclaimed 2022-2032 as the International Decade of Indigenous Languages

(IDIL2022-2023), inviting Indigenous peoples, as custodians, to initiate ideas for preserving this endangered facet of their lives. UNESCO, in collaboration with UN DESA, was named the lead UN agency for the Decade.

10.   In proclaiming the Decade, the UNGA recognized that efforts, which began under the IYIL2019, need to be sustained. The Strategic Outcome Document of the Year called for continuity of action and recommended that a review should be undertaken to evaluate its impact as an international cooperation and awareness-raising mechanism and its potential as a launch pad for a new longer-term sustainable response. The present evaluation builds on ongoing internal activities and provides an external, independent, and objective assessment of UNESCO's contribution to the IYIL2019. It also aims to provide input to the preparations for the International Decade of Indigenous Languages 2022-2032.

1.2   Evaluation Purpose, Scope and Use

11.   The primary objectives of this evaluation are to assess the higher-level results of the IYIL2019 and UNESCO's contribution thereto, as well as lessons learned; to inform the elaboration of the Global Action Plan for the Decade; and to inform the determination of the role and priority areas of action for UNESCO as the lead UN agency therein.

12.   As the IYIL2019 Action Plan did not contain a results framework with indicators against which progress, including UNESCO's, could be assessed (see 2.2 and 3.3), the evaluation focused on assessing where possible, UNESCO's contribution to "higher-level results" i.e., the aims set out by the UNGA quoted above, and the major Objectives of the Action Plan and the Outcomes listed in the intervention areas. The evaluation mapped and assessed the UNESCO portfolio of supported activities implemented by different stakeholders during the Year. It also reviewed ways in which UNESCO was able to share the contributions of those working independently and offer a hub of knowledge and practice available to all. It analysed and reflected on UNESCO's performance and achievements. It also documented elements of good practice: what worked well and areas where system-wide change or a fine-tuning of approach could deliver greater value.

13.   The scope of the evaluation aimed to maximise the inclusion of both internal and external perspectives and experiences of Member States, academia, partners,

---

7 205 EX/4.I.INF.2 and E/C.19/2018/8.

8 I.e., MS, IP, UN entities, research specialists, civil society organizations and other public and private bodies.

9 Representatives of the UNFPII, the Expert Mechanism on the Rights of Indigenous Peoples, the Special Rapporteur on the Rights of Indigenous Peoples; as well as UNESCO and UN DESA.

10 Whilst the two headings "major objectives" and "Impact and Objectives" might appear to overlap, the major objectives describe some aims for the year itself and some key thematic areas, whilst impact and objectives describes the longer-term sustainable change that was desired to be achieved over a much longer time period as a result of processes that began during IYIL.

11 In fact, many of these outputs were closer to the level of outcomes and the ways that outputs were expected to contribute to the achievement of outcomes was implicit, absent or unclear.

12 Including awareness raising campaigns, capacity-building workshops, academic conferences, intergovernmental meetings, theatrical, musical and artistic performances, hackathons and online events, as well as celebrations of international days, international award ceremonies.

13 Including IP, MS, UNPFII, EMRIP, Special Rapporteur on the Rights of Indigenous Peoples, Steering Committee for the IYIL2019, Human Rights Council, and the Chair of the Voluntary Fund on the Rights of Indigenous Peoples.

14 E/2019/44. Par. 22.

civil society organizations (CSOs) and non-governmental organizations (NGOs) and indigenous language custodians. Another focus was on how IYIL2019 work dovetailed with UNESCO's global priorities Africa and Gender Equality by making a special effort to incorporate experiences from stakeholders in Africa and providing insights on the role of women as guardians of indigenous languages.

14. The primary intended users of the evaluation are the Coordinating Entity for the IYIL2019 and the Intersectoral Task Force for the IDIL2022-2032. Secondary users are UNESCO staff of all five Programme Sectors working on Indigenous peoples' issues and languages plus the Organization's networks, Member States (including National Commissions), UN entities and Indigenous peoples and their organizations. The findings and recommendations of the evaluation aim to provide inputs to the preparations for the IDIL2022-2023 based on lessons learned from the IYIL2019. The evaluation formulates recommendations to assist UNESCO to strengthen, focus and coordinate its work in the field of protection and revitalisation of indigenous languages. It also seeks to inform UNESCO's next quadrennial Programme and Budget (2022-2025) as well as the Organization's future Medium-Term Strategy for 2022-2029. The final evaluation report is submitted to UNESCO Senior Management, the Steering Committee for the Year, presented to the UNESCO Executive Board in spring 2021 and made publicly available.

1.3   Methodology

15. The evaluation applied a mixed methods approach, collecting quantitative and qualitative data from multiple primary data sources including UNESCO staff, Member States, public institutions, Indigenous peoples' representatives, UN system entities, academia, civil society and private sector. Due to the COVID-19 pandemic, the evaluation was conducted entirely remotely.

16. **Inception.** The research framework was established based on an extensive literature and UNESCO document review, 15 inception interviews with members of the Evaluation Reference Group (ERG) and UNESCO staff involved in the IYIL2019, a stakeholder analysis and the development of an evaluation matrix. A list of interviewees was drawn up based on a stakeholder analysis, UNESCO and Minority Rights Group (MRG) databases. A special effort was made to reach out to Indigenous representatives from different stakeholder groups in all seven socio-cultural regions. A participatory Inception Workshop was held on September 29,

2020 to build consensus on the evaluation methodology and resulted in a final Inception Note outlining the agreed methodology in October 2020.

17. **Mapping and analysis of UNESCO portfolio.** An evaluative mapping of 80 projects implemented during the IYIL2019 was undertaken according to location, Sector, budget, source of finance, initiating office type, gender mainstreaming, Indigenous participation, and theme (see ANNEX 6: METHODOLOGY OF THE UNESCO PORTFOLIO MAPPING). Five initiatives were reviewed in greater detail as snapshots (see ANNEX 3: SNAPSHOTS), and two UNESCO supported projects were selected as case studies for deeper analysis following consultations with the ERG (see ANNEX 2: CASE STUDIES) and to surface useful lessons for UNESCO staff and networks. The selection of case studies and snapshots was guided by the need to balance geographical regions, sectors, gender and type and level of activity. Furthermore, a post hoc Theory of Change (ToC)[15] of the leading role of UNESCO in coordinating the Year was constructed, refined and discussed with the IYIL2019 team.

18. **Survey.** A global survey in English, French, Spanish, Russian and Arabic collected data from six pre-defined stakeholder groups[16] with the purpose of gaining both quantitative and qualitative insights through open and closed questions into the key topics of interest to the study, identified based on the Terms of Reference (ToR) and consultations with the ERG (see ANNEX 5: TERMS OF REFERENCE). Both UNESCO and MRG outreach methods (email and social networks) were used to reach stakeholders. A total of 702 responses were gathered from all seven socio-cultural regions during five weeks. One-third of respondents came from Europe and North America, whereas 44% were Indigenous persons (see Figure 1. 1).

19. A total of **136 semi-structured key informant interviews (KIIs)** (plus 14 scoping and inception interviews) were conducted by the team in English, French, Spanish, Portuguese and Russian, mostly via Zoom, to gather deeper insights. Tailored questionnaires were designed to guide interviews with all six stakeholder groups. Regional, thematic and gender balance were ensured among the selection criteria for experts and UNESCO staff interviewed. The evaluation team explicitly targeted 40% of Indigenous peoples for the interviews.

---

15 Internal working document.

16 Member States (including public institutions), UN entities, UNESCO staff, Indigenous representatives, Academia and Civil Society.

Figure 1.1 *Key Informant Interviews and survey stakeholders*
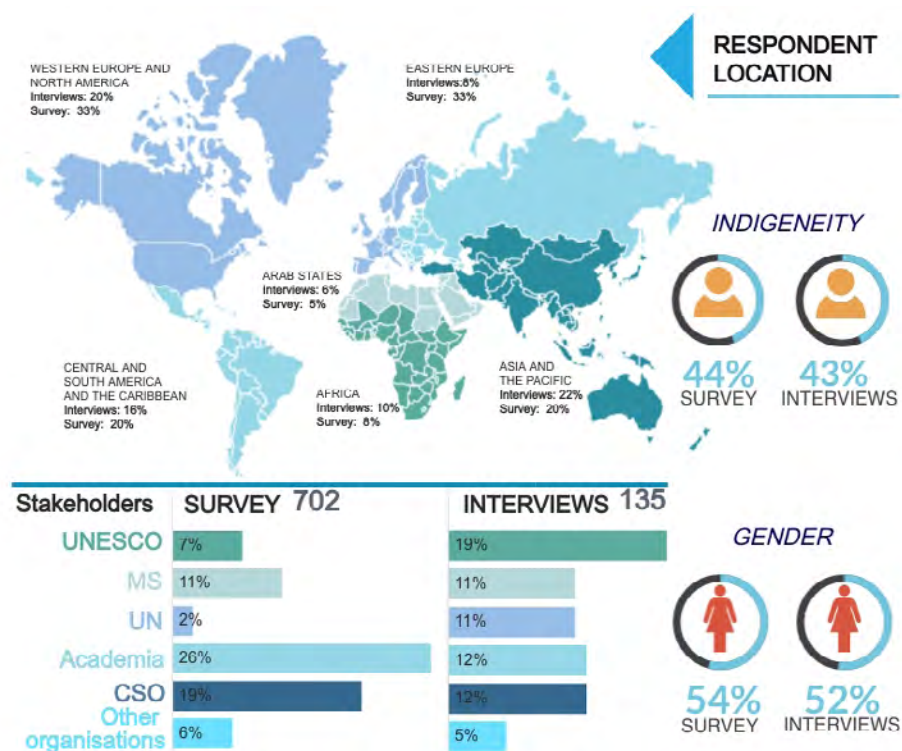
Source: Evaluation survey (n=702) and Key Informant Interviews (n=136, this excludes the 14 inception phase interviews). Note: "Other organizations" includes the private sector, the media, public institutions, other entities.

20. **Data analysis techniques.** The team used a variety of techniques to reduce large amounts of data and deduct reliable trends. Data gathered by document review, the survey and interviews were organized through summarization, categorization and linking. To convert raw information into meaningful insights, data gathered from the survey was validated, edited and coded. Quantitative data were used to develop infographics and comprehensive overviews of specific topics. Qualitative data from the open questions of the survey and interview notes, were structured based on stakeholder, theme, region and evaluation questions and compared to the data captured in the Strategic Outcome Document for the IYIL2019. In addition, the quantification of the survey open questions qualitative data through data coding (after translation into English) facilitated the identification of general trends, which were conclusive with the findings from the interviews.

21. **Synthesis and triangulation.** The surveys and interviews allowed the team to collect a diverse range of perspectives from relevant actors and to meaningfully triangulate data (see Figure 1.1) for an overview of the number of stakeholders surveyed and interviewed). Two consultative workshops were held in January 2021: firstly, with members of the IYIL2019 Steering Committee (SC) (including members of the Task Force for the upcoming Decade) and secondly, for UNESCO staff, with the purpose of presenting preliminary findings and gathering feedback. The recommendations in this report primarily flow out of the analysis of all the evaluation data, but key recommendation areas were tested at the two participatory workshops. In addition, several additional interviews were held to discuss some of the emerging findings and recommendation areas with key staff. The draft evaluation report was shared with the ERG and all UNESCO staff interviewed. Comments received were integrated into the final report.

22. An **Indigenous Advisory Group** made up of Indigenous experts from six socio-cultural regions assisted the team. Their role was to ensure the inclusion of Indigenous perspectives and regional insights. Each member of the group provided an assessment of the implementation, results and impact of the Year in their region (two members covered Africa – distinguishing between Northern and Sub-Saharan Africa), gave interviews, and provided region-specific feedback.

1.4 Limitations and Opportunities

23. The COVID-19 pandemic created a challenging environment for the research, but also for indigenous language custodians, many of whom are elders and are particularly vulnerable. During the Inception phase, the evaluation team identified the risk of low survey and interview response rates early. This was successfully mitigated by developing surveys and conducting interviews in multiple languages (Arabic, English, French, Spanish, Russian and Portuguese), reaching out to trusted contacts through existing networks worldwide and engaging regional Indigenous experts to assist with dissemination, particularly among indigenous language custodians. Field visits were not possible and this affected the degree to which the team was able to verify data on the ground. All interviews were conducted remotely and although this saved time, being present in the field would have allowed better

understanding of participants performing tasks in the context of their environment and enabled the conduct of focus group discussions.

24. As the IYIL2019 Action Plan did not contain measurable indicators or outcomes, all assessments are qualitative, based on the deep set of evidence gathered by the evaluation team (see Section 2.2). The achievement of outputs was not assessed, as this had already been done by the IYIL2019 coordinating entity. In addition, the evaluation team considered it important to assess the role and contribution of the multiple stakeholders involved throughout IYIL2019 as mandated by the UNGA (see Section 2.4) and to consider geographical balance (as UNESCO had an organization-wide priority on Africa and as UNESCO's own monitoring had shown geographical balance to be a challenge, see Section 2.5) together with inclusion (gender, people living with a disability and youth, see Section 2.3).

25. The portfolio analysis showed that UNESCO activities were not directly linked to the IYIL2019 Action Plan. Despite the fact that initiatives covered a wide range of relevant issues, key information about their outputs and outcomes was not always presented and only rarely was a monitoring or evaluation report available. Limited information was available in SISTER documents (which are UNESCO workplans)[17]. Where documents were lacking, internet resources were used to fill information gaps. In the end, classification was done in hindsight by the evaluation team, each initiative was linked to one or more of the five intervention areas based on the information available, however, due to a lack of documentation, a margin of error in the percentage split between result areas is possible.

26. Limitations of UNESCO´s project monitoring system also affected the portfolio mapping with data concerning gender mainstreaming, results achieved, and IP participation not always clearly spelled out; the costs of elements of the IYIL2019 relevant portions of the portfolio were particularly difficult to ascertain from the available records. Constraints were met in assessing the utility and applicability of findings to the specific mandate of UNESCO. The triangulation between the outcome of open and closed questions of the survey, interviews and documentation during the last months of the evaluation process, did allow for identification of overall trends.

---

17 The assessment of progress was done in accordance with the Expected Results of the Workplans for 2018-2019 and were wider in scope than the objectives of the Year. Considering that many of the projects started before the formulation of the Action Plan and that IYIL2019 initiatives were added according to implementation and budgetary possibilities (see Section 3.3), explicit Expected Results customised according to the IYIL2019 Action Plan were not developed.

Results of the International Year of Indigenous Languages 2019

27. This chapter assesses effectiveness of the IYIL2019, that is the extent to which UNESCO's efforts contributed to achieving the aims of IYIL2019 set out by the UNGA and to the major objectives and intervention area outcomes listed in the Action Plan, the degree to which the planned higher-level results were achieved and UNESCO's contribution to this. Important distinctions were also made between the distribution of results across stakeholders and geographic regions. A focus is included on the alignment and complementarity of UNESCO's work on indigenous languages with the Organization's global priorities Africa and Gender Equality, notably in the framework of the 2030 Agenda for Sustainable Development and the Agenda 2063 of the African Union. Sustainability was reviewed by highlighting good practice and lessons learned during the Year and asking a range of stakeholders about UNESCO initiatives and the degree to which gains showed evidence of being maintained (e.g., attention drawn to language loss), and to what extent impact was achieved via legislative and policy change with implementation.

UNESCO Portfolio

28. The evaluation mapped 80 activities and projects from the UNESCO 2018-2019 Programme and Budget (39C/5) against a list of characteristics, including geography, scope, implementing entity within UNESCO, thematic areas, type of activity, gender, disability and youth mainstreaming, stakeholder groups involved, Indigenous participation, budget and source of finance. Results are summarised in (see Figure 2. 1).

29. The portfolio review demonstrates that projects with global and regional scope predominated (73%). Of the non-global projects, 65% took place in one region, Latin America and the Caribbean[18]. With the sole exception of the Asia/Pacific region, activity in other regions was very low and the Arab states had no initiatives in the portfolio, (except contributions to the Atlas of World Languages and a research report)[19]. A majority

of projects (56%) originated in Headquarters (HQ). In terms of the five intervention areas identified for the IYIL2019, 76% of UNESCO's efforts focused on "Increasing Understanding, Reconciliation and International Cooperation" (see Section 2.2).

30. The portfolio review reveals a more even distribution of initiatives by Sector, stakeholder group involvement[20] and a good degree of fit between project activities and results sought with IYIL2019 objectives (85%). The Communication and Information (CI), Culture, and Education Sectors generated most activity, together making up 86% of all initiatives within the portfolio[21]. Of these, CI and Culture have already been designated the co-lead Sectors for the UNESCO Intersectoral Task Team for the IDIL2022-2032 and the evaluation findings support their relevance and added value. However, the high level of activity within the Education Sector also demonstrates the importance of its role for Indigenous peoples (see Figure 2. 4).

31. The mapping and other data consistently showed missed opportunities for cross-sectoral activities (see Section 3.3) and this is primarily due to limitations in UNESCO's internal project management and budgeting systems, which are set up by Sector. However, the Organization's internal project management, monitoring and reporting system (SISTER) allows for the flagging of work in one sector that contributes to results in another. The evaluation found that less than one-third (10 out of 35) system records used this facility to showcase results across Sectors. At the same time, SISTER does not require reporting of results for each activity disaggregated by the primary and secondary Sector, so it is difficult to determine whether the cross sector aims listed were achieved. Interview data showed that more joint initiatives across sectors would have added value. Just one of potentially many examples, Social and Human Sciences (SHS) learning about the vital importance of IP in linguistic landscapes could have been consistently infused into the Education Sector's thinking about visibility, as well as use of, IL in schools and colleges, into the Culture Sector's thinking about the visibility of IL in the management of heritage sites as well as into CI's thinking about linguistic diversity and inclusion online.

---

18 This UNESCO region includes "Latin America", a term that refers to the Spanish and Portuguese colonial heritage of this region and does not integrate other heritage including that of IP. Later in this report, we refer to this region using the term Central and South America.

19 Projects launched during the IYIL2019 did involve states in UNESCO's Arab region (e.g., the Atlas of World Languages and a major research report); however, these were not complete at the time of the finalisation of this evaluation and could not be assessed.

---

20 There was one noteworthy exception: private company involvement was rare with involvement in only 9% of all activities.

21 CI 48%, Education 20%, Culture 18%, Other 8%, SHS 4%, Intersectoral 4% and Natural Sciences 1%.

Figure 2. 1 UNESCO International Year of Indigenous Languages portfolio analysis
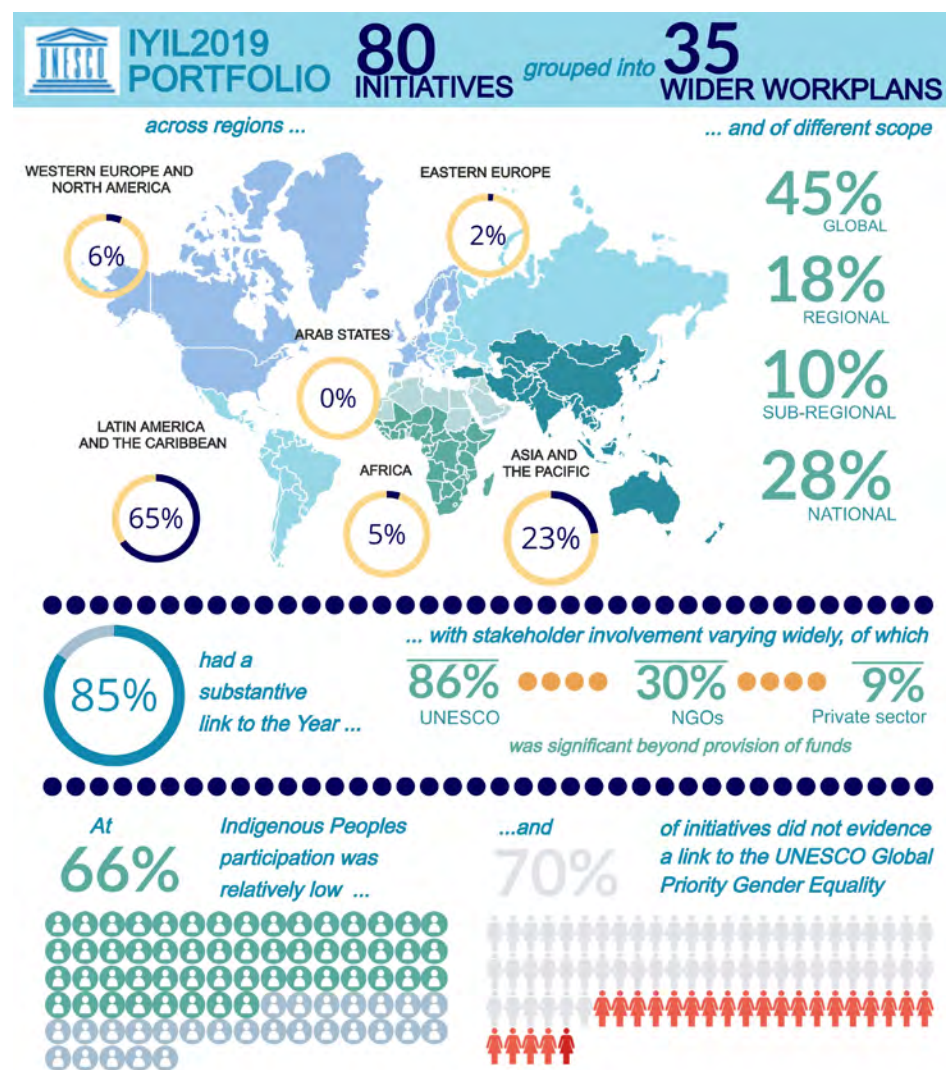
Source: Authors based on the UNESCO portfolio of the Year.

32. The mapping found evidence of IP participation in 66% of projects. For a Year that states as its top key principle "Centrality of Indigenous peoples ('nothing for us without us')", this rating is not high enough (see Section 2.5). The commitment made by UNESCO means ensuring that 100% of initiatives have significant IP involvement[22]. IP participation was also more about attendance and making presentations, whereas the commitment to full participation requires IP involvement at every stage from project design, rollout and in monitoring and evaluation.

33. Most initiatives (70%) did not show evidence of gender mainstreaming according to the materials available to the evaluation team, although there were some noteworthy exceptions (see Section 2.2). Whilst disability was included in a number of projects, this was almost always a separate issue alongside indigeneity and not addressing intersectional or multiple exclusion[23]. Finally, in terms of inclusion characteristics, 29% of projects had a specific focus on young people. The portfolio review suggests that the inclusion of indigenous young people was stronger that of indigenous women or the intersectional attention to indigenous persons living with a disability (see Section 2.4).

34. The total budget for all portfolio activities was just over US$6 million (see Figure 2. 2). Projects were included whenever any part related to the objectives of the Year, so this comprised elements that were not IYIL2019-related. UNESCO did not have any system in place to track expenditure towards the IYIL2019 per se but did flag projects that addressed IP issues. Using this IP marker, the amount allocated for IP within the portfolio comes to just under US$1.5 million (approximately one quarter of the portfolio budget). However, as IP issues are much wider than IL issues, this seems likely to be an overstatement of what was actually spent on IYIL2019 within the portfolio. At the same time, there was some evidence that this marker system was not consistently used; eight system records (approx. 25%), despite being confirmed as relevant to the Year and therefore IP relevant, did not flag any spending as related to IP. It seems therefore likely, that including all the relevant elements in the portfolio, approximately US$2 million was spent directly by UNESCO during 2019 on implementing activities in the

---

22 As adopted by UN DESA in relation to people living with a disability "The motto "Nothing About Us Without Us" relies on this principle of participation, and it has been used by Disabled Peoples Organizations throughout the years as part of the global movement to achieve the full participation and equalization of opportunities for, by and with persons with disabilities."https://www.un.org/development/desa/disabilities/international-day-of-persons-with-disabilities-3-december/international-day-of-disabled-persons-2004-nothing-about-us-without-us.html.

23 Intersectional and multiple discrimination are established concepts that describe e.g., the experience of an Indigenous person living with a disability.

framework of the Year[24]. This system excludes the "in kind" support that was made available, primarily by MS, which adds a further US$1.3 million to this provisional total (see Section 3.3).

Figure 2. 2 Budget of the UNESCO IYIL2019 portfolio and flagged as contributing to the UNESCO Policy on Indigenous Peoples

Source: Authors based on UNESCO 39C/5 SISTER documents.

35. Member States[25] were the primary donors that contributed to the portfolio projects[26]. Of the US$6 million budget, the largest single segment was from UNESCO's regular programme (funded by regular contributions of MS, at 41%, US$2.5 million). The remaining amount (59%) was covered by extrabudgetary support, half of which cannot be broken down by funding source, as it was part of larger funds. Of the other half, just under US$700,000 was contributed in the form of Funds-in-Trust (almost all from MS, but also UNICEF), followed by MS donations towards specific projects which made up 12% of the total budget or just over US$750,000. In comparison, contributions from the UN (3% including UNICEF mentioned above), Trusts/Foundations (4%), and private companies (1%) were very low. Multilateral organizations other than the UN contributed only US$2,000. For a breakdown by Sector, see Table 2. 1. Given the existence of well aligned and potentially supportive multilateral organizations, UNESCO should reflect on whether all potential synergies and possibilities to build partnerships were explored.

---

24 Some elements of the project were incomplete as of 31st December 2019 and funding was carried over.

25 The largest MS contributors of extrabudgetary support as listed in the wide set of projects included in portfolio were in order of size of contribution, Japan, China, France, Canada, Uruguay, and Estonia. Those who made significant in kind or fund in trust contributions in addition were Mexico, Saudi Arabia and Canada. The final amount of "in kind" support had not been confirmed at the time of the evaluation.

26 Bearing in mind that these figures are of the total funding allocated to a project and it is not possible to subdivide that to select only the Year related elements of these projects. Similarly, the team was not able to ascertain which donors' money was spent and which was not spent during the Year and was carried over.

Table 2. 1 Funding sources of the UNESCO IYIL2019 portfolio by Programme Sector

TOTAL BUDGETS (US$)		EXTRABUDGETARY FUNDING SOURCES (US$)	
Education			
UNESCO Regular Programme	**678 533**		
Extrabudgetary	**789 225**	United Nations	170 121
Fund in trust	178 221	Private (Trust/Foundation)	86 957
*WBS	210 450	Private (Corporate)	16 912
TOTAL	1 467 758	Government	296 693
[of which IP flagged	**325 260]**		
Natural Sciences			
UNESCO Regular Programme			
Extrabudgetary	**789 225**	United Nations	2 210
TOTAL	55 800	Government	1 863
[of which IP flagged	**55 800]**		
Social and Human Sciences			
UNESCO Regular Programme	**443 750**		
Extrabudgetary	**150 070**	United Nations	2 001
		Government	38 071
TOTAL	1 467 758	Private (Trust/Foundation)	100 001
[of which IP flagged	**325 260]**	Private (Corporate)	10 001
Culture			
UNESCO Regular Programme	**136 009**		
Extrabudgetary	**1 733 671**	Government	15 001

Fund in Trust	15 000	Private (Corporate)	489
**Special account	1 718 184		
TOTAL	1 869 680		
[of which IP flagged	**131 111]**		
Communication and Information			
UNESCO Regular Programme	**831 213**		
Extrabudgetary	**992 061**	Government	938 484
Fund in Trust	500 000	Private (Trust/Foundation)	51 579
TOTAL	1 467 758	Multilateral	2 001
[of which IP flagged	**325 260]**		
Intersectoral			
UNESCO Regular Programme	**56 000**		
Extrabudgetary	**23 075**	Private (Corporate)	23 076
TOTAL	79 075		
[of which IP flagged	**2953]**		
Participation Programmes			
UNESCO Regular Programme	**109 532**		
TOTAL	109 532		
[of which IP flagged	**109532]**		
Other activities			
UNESCO Regular Programme	**279 100**		
TOTAL	279 100		
[of which IP flagged	**27 910]**		

*The WBS and the Special Account combined budget cover 52% of all the extrabudgetary funding. Their respective SISTER documents do not have a breakdown by funding source provided in the budget section.

** Associated with the Culture Heritage Fund.

Source: Authors based on UNESCO 39C/5 SISTER documents

36. UNESCO achieved many important results during the Year, but also faced a number of challenges. The following sections provide an assessment of UNESCO's contribution to the IYIL2019 Action Plan and an analysis by intervention area, thematic priorities, stakeholder group and region.

2.1 UNESCO's contribution to the implementation of the IYIL2019 Action Plan

37. The IYIL2019 Action Plan delineated three major objectives and this section provides an overview of UNESCO's contribution to their achievement. Due to the absence of an integrated results framework for monitoring the objectives (see Section 3.3), their assessment was challenging and the evaluation team reverted to qualitative data collected through the survey and interviews.

38. **Objective 1: Focusing global attention on the critical risks confronting IL and the significance of such risks for sustainable development, reconciliation, good governance and peacebuilding.** This objective was met and UNESCO's contribution to this was significant but other actors were also important. Global visibility was achieved through the UNESCO logo that carried prestige, the dedicated website and its map of events, media, publications, high-level conferences. The Year contributed to language endangerment being understood not only as a linguistic problem, but also as a political issue. It broke the silence on language loss in some contexts and highlighted the dangers of linguistic homogenization. A majority of interviewees reported evidence from their experience providing examples of increased attention for risks that threaten IL during the Year. The Year also highlighted the important role of Member States as duty bearers and the urgency of taking steps to address the drivers of language loss, improve legislation and dialogue with indigenous language custodians. UNESCO's own efforts and those that it supported through over 40 major well-attended and well-curated international events held in all regions and covering a wide range of IL specific themes played a major role in informing both relevant policy makers and

many other stakeholders of the critical risks confronting IL and the implications for wider societies of IL loss. The social media and media efforts run by UNESCO also contributed to this achievement with over 4,000 news items on IYIL2019 generated worldwide.

"I grew up feeling ashamed of Quechua, my parents did not teach me, and they did not want me to suffer. When the IYIL2019 came, I could finally speak of my language in public."

Indigenous language rights advocate, expert in Intercultural Bilingual Education and a trained sociolinguist, Peru

39. **Objective 2: Targeting steps which will lead to improved quality of life, enhanced international cooperation, and strengthened intercultural dialogue, and reaffirming cultural and linguistic continuity.** This objective was partially met. Whilst steps were taken in some contexts in the lead up to and during the IYIL2019 (e.g., Peru, New Zealand, Canada, Norway, Estonia) (see Section 2.5), it was less clear how much UNESCO contributed to them. A majority of interviewees were not able to cite targeted steps that had resulted from IYIL2019 (regardless of the contribution that UNESCO had made to them). The practical or policy steps forward were insufficiently common or widespread (being restricted to under a dozen MS) for this objective to be considered fully achieved.

40. **Objective 3: Delivering increased capacities on the part of all stakeholders to take concrete and sustainable measures at every level to support, access and promote IL around the world in accordance with the legitimate rights of IP.** This objective was partially met and aligns closely with intervention area 4 (see below). The element of capacity building that involves sharing knowledge at the level of policy making was well covered by UNESCO, with numerous events as well as at the national level by some Field Offices (primarily those in Central and South America). Interviewees reported a lesser focus on practical advice on concrete steps that could be taken in relation to the challenges faced by IL and their custodians in specific contexts. Capacity building that involves sharing opportunities, skills and supporting strong and effective organizations was less well covered. Interviewees cited examples of opportunities to build stakeholder capacity by "learning by doing", which were not facilitated, for example, by not seeking to involve IP led media organizations as media partners and build their capacity (see section 2.4 on Media).

41. The IYIL2019 Action Plan further delineated five intervention areas. The figure below presents the spread of UNESCO supported activities across these five areas. Once again, as the Action Plan did not include clearly defined SMART indicators, there is ambiguity about the precise focus of each intervention area and some overlap between them.

Figure 2. 3 Intervention areas targeted by UNESCO initiatives
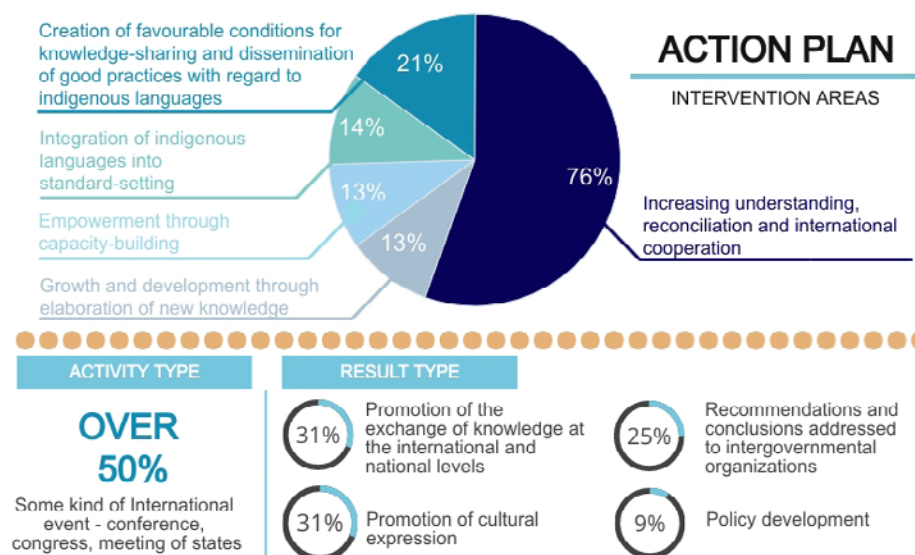
Source: Authors based on UNESCO Portfolio (NB initiatives could contribute to multiple intervention areas).

42. **Intervention area 1: Increasing understanding, reconciliation and international cooperation.** Whilst some elements of this complex outcome remained partially addressed (e.g., "deploying necessary resources" or "robust data through national statistics institutions", the main thrust of this objective was achieved. Seventy-six per cent of all actions supported by UNESCO focused on this intervention area (which was closely linked to the first major objective reported on above). The Year triggered international cooperation e.g., through the High-level Policy Forum on Multilingual Education and the Regional Congress on Indigenous Languages in Latin America and the Caribbean. Initiatives addressing this intervention area cover all UNESCO regional groups (although Arab states were only involved in global events).

43. **Intervention area 2: Creation of favourable conditions for knowledge-sharing and dissemination of good practices with regard to indigenous languages.** Twenty-one percent of actions supported during the Year by UNESCO fit in this intervention area, which was the second most addressed. It mainly involved academia, bringing together interested stakeholders around key topics relevant to the Year. Knowledge-sharing was enabled to a greater extent than the dissemination of good practices and the evaluation survey results revealed the good practice limitation. Two noteworthy initiatives in support of knowledge-sharing and dissemination of good practices were: The International Seminar on Indigenous Knowledge and Educational Policies in Latin America and the Good Practices Tool/compendium on the Inclusion of Indigenous Peoples at Local Level in selected member cities of International Coalition of Inclusive and Sustainable Cities (ICCAR). Other planned research outputs such as the Atlas of Languages were still in progress at the time of the present evaluation.

44. **Intervention area 3: Integration of indigenous languages into standard-setting.** Strengthened national and regional capacities to assess and mainstream IL and integrate them into national policies, strategic plans and regulatory frameworks was not widely achieved. Not only was the end result in terms of shifts in policies, plans and frameworks very limited (which could have been expected given the one-year time frame) but, in many instances, where it did take place this could not be attributed directly to UNESCO efforts. Evidence of strengthened national and regional capacity to achieve this in practice on an ongoing basis (going beyond general enhanced awareness), was also low, with a more tailored, national level, long term, context sensitive approach required. Fourteen per cent of supported actions promoted this intervention area, including Pluralistic policies and practices in media: Indigenous Radio in Mexico and the DR Congo and a Regional Action Plan on Indigenous Language Preservation and Vitalisation.

45. **Intervention area 4: Empowerment through capacity building.** UNESCO actions in the field of education and capacity building accounted for 13%. Educational activities were more highly prioritised as shown by the relatively high number of projects in the Education Sector. For instance, in South-East Asia education initiatives succeeded in mobilising efforts linked to Sustainable Development Goal (SDG) 4. This was an area where some significant gains were made, and efforts built on a long track record of closely related work. The educational elements of the outcome can be considered to have been delivered on, the capacity building partly achieved with limited achievement on empowerment. Examples of UNESCO supported initiatives include: Development of the Samoan Monolingual Dictionary and Community Radio in Indigenous Languages in Timor-Leste or Malala Centres in Guatemala (see Box 1).

46. **Intervention Area 5: Growth and development through elaboration of new knowledge.** This area also accounts for 13% of UNESCO supported activities, including the LINKS initiative (see Box 13) and publications with IP-focused content issued by the UNESCO Institute for Lifelong Learning in its International Review of Education. A majority of initiatives addressing this intervention area were global or multiregional with two regional efforts covering Latin America and the Caribbean and Asia and the Pacific respectively.

2.2 UNESCO contribution to the promotion of gender equality and women's empowerment through the IYIL2019

47. Gender Equality is one of two Global Priorities for UNESCO and the role of women is also extremely relevant to language support and revitalisation. Women have at least an equal role with men in transmitting languages between generations. In fact, as gender inequality continues in patterns of education attendance and achievement, formal employment and migration, arguably, in many settings women are often more involved in IP language transmission than men.

"In Africa many women don't even have access to other languages, they only speak their indigenous language, so there would be a lot of outcomes in valorising IL because if they can work in their IL, and if their language is valued and recognized in some way, they would be the first ones to benefit from the Decade and beyond."

Member of the Evaluation Advisory Committee, Tin-Hinane Indigenous women's organization in Sahel (Africa), former expert member of UNPFII

48. IP female interviewees highlighted the potential benefits of greater value being placed on and wider usage of IL to women. Many women are also on the frontline when it comes to language documentation and revitalisation. However, their voices are rarely heard when it comes to language policy and planning:

"In [my area], all language community members and representatives are male, women pass the language and knowledge, but they are not given an opportunity to actively engage in language development. This should be assessed because both women and men play a role in language development and I saw this everywhere in the world, it is not just in [my country]."

Indigenous key informant interviewee, Asia

49. The evaluation examined the importance given to gender equality in UNESCO programming, focusing on the prioritisation of the specific needs and contributions of women and girls in activities and results, and the gender-balance in both content and attendance at events and the representation of (indigenous) women at the decision-making level.

50. When it came to attendance and delivery of speeches at high-level events, gender balance was achieved; women were visible as participants, speakers, panel members and gender issues were discussed at meetings and events. Gender balance was also taken into consideration for the composition of the Steering Committee[27] and overall, in strategic meetings. UNESCO also commissioned research on gender and Indigenous Language Speaker/ Signers (ILS) for a forthcoming major research publication.

51. However, most of the initiatives (70%) implemented or directly supported by UNESCO as assessed by the portfolio mapping did not show evidence of gender being considered with limited examples of gender mainstreaming and gender specific projects (see Section 2.1 and Figure 2. 1). part of the explanation for this lies in the limitations of UNESCO's SISTER monitoring system, which integrates Gender Equality Markers (GEM). Percentages are assigned by programme officers based on a four-point scale: GEM0 (does not contribute to gender equality), GEM1 (gender-sensitive), GEM2 (gender-responsive) and GEM3 (gender-transformative)[28]. Five activities (6%) in the portfolio were marked by UNESCO staff as being fully or partially gender-transformative, 11 (14%) gender-responsive and 12 (15%) gender-sensitive[29]. The portfolio assessment established, however, that the GEM

was not consistently used with some activities not showing evidence of gender mainstreaming despite being marked as doing so.

52. The cross-mainstreaming of Indigeneity and gender in projects within the language field, is undeniably challenging. Indigenous women face multiple facets of discrimination, making them harder to reach within a group, which is already marginalised. Mainstreaming IL into a pre-existing project and then gender within that added to the difficulty (see 3.3.). UNESCO staff certainly lacked the time, resources and systems to ensure this double mainstreaming, although it seems likely that had these and good communication (between staff working on IYIL2019 and Gender focal points and experts) been in place, this could have been reinforced.

53. A report issued by UNESCO on its action promoting Gender Equality during 2018-19[30] included one project on IL, the Malala Centres in Guatemala (see Box 1), but it was not branded under the IYIL2019. Other potentially relevant projects included UNESCO Dakar supporting women attending literacy classes in Wolof in Senegal and Hackathons run in Kenya, Senegal and Tajikistan, alongside projects to train girls on how to code and use Information and Communication Technologies (ICT) in 'local languages'. This suggests that opportunities for more cross mainstreaming between the Year and UNESCO's work towards gender equality may not have been captured. The IYIL2019 website provided opportunities to include gender analysis and initiatives but did not show much evidence of this materialising[31]. UNESCO's Gender Equality Division was mobilised towards the end of the Year, which led to a stronger integration of gender equality in the wording of the Los Pinos/ Chapoltepek Declaration. UNESCO Gender focal points were also not sufficiently mobilised during the IYIL2019, which represents a missed opportunity.

Box 1. *Good Practice: UNESCO Malala Centres in Guatemala*

Participation Programme UNESCO Malala Centres in Guatemala offer bilingual (Spanish – K'iche') and culturally contextualized non-formal education to Indigenous adolescent girls and women living in rural areas of Guatemala, many of whom live in poverty, experience domestic violence and lack access to formal education. Over 600 women have been trained on subjects such as Health and Wellbeing and Economic Autonomy, by Indigenous bilingual facilitators, using bilingual, culturally contextualized techniques and education materials.

---

27 The exact percentages are not available; although representatives of IP remained the same, representatives of MS and UN bodies were changing.

28 For a full assessment, of the use of UNESCO gender markers, please refer to "From Ambition to Action, Evaluation of the UNESCO Global Priority Gender Equality" (IOS, October 2020); specific feedback for improvement of GEM system at pp. 52-54.

29 UNESCO Gender Equality Division periodically undertakes an assessment of some SISTER document values assigned by project officers; however, the evaluation team did not have access to this information on the projects in the portfolio and could therefore not compare the two approaches.

---

30 UNESCO and the Promise of Gender Equality: Key Actions of 2018 And 2019.

31 This was ascertained by a review of the central (UNESCO authored) areas of the site combined with searches of the site for key relevant terms; gender, women, men, intersectional etc., which generated low results.

This approach has resulted in participants taking more ownership of training materials and process, which in turn has improved student satisfaction and educational outcomes. In particular, participants have appreciated the opportunity to speak in K'iche' language and to learn in a culturally safe environment. The project has shown high sustainability even during the COVID-19 pandemic, when the two Malala Centres continue to operate virtually, including via mobile phones and social media. The project is a good practice in terms of how it addresses simultaneously multifaceted exclusion and discrimination experienced by Indigenous girls and women living in remote areas. Gender equality mainstreaming therefore only partly materialised, and more evidence was found for this in international events under the direct control of the IYIL2019 team than in programmes run by others (in which IYIL2019 issues were already being mainstreamed into existing plans). The input of gender specialists into key texts was an added value, but their involvement could and should have been secured earlier. Given the existing resource constraints, cross mainstreaming of both IL and gender s in existing projects needed greater levels of advice, support and monitoring to succeed than were available.

Source: KIIs and desk review – see also ANNEX 3: SNAPSHOTS 3.2

2.3 Indigenous languages and intersectional inclusion: disability and youth

54.   The portfolio review shows that several UNESCO projects implemented during the IYIL2019 took into consideration the role of persons living with a disability, particularly concerning access to knowledge and education. This is in line with the Model Policy for Inclusive ICT in Education for Persons with Disabilities[32]. However, issues related to IP/ILS and to children and adults with disabilities were almost always considered separately in projects. Limited exceptions are projects in which sign languages were mentioned in correlation to IL, such as the International Forum on Inclusion and Equity in Education or the Guidelines on the Inclusion of Learners with Disabilities in Open and Distance Learning[33]. A fully intersectional approach to

tackling the needs of Indigenous children and adults living with disabilities was not achieved during the Year.

55.   UN agencies are requested to apply the Web Content Accessibility Guidelines (W3C WAI, Version 2.1., level AA). The IYIL2019 website complies with the AA level, which is in line with UN and international standards. The website also provides an accessibility statement[34], however an analysis based on the Web Accessibility Evaluation Tool[35] revealed the presence of some errors, alerts and flags for structural elements, meaning that people with visual impairments and using assistive technologies, such as a screen-reader, might encounter issues in accessing the content. Upgrading from AA to AAA required making compromises in the functional, content and user experience aspects (such as reducing maps and other complex interactions consistently). UNESCO tried therefore to balance between the recommended level of full accessibility for people living with a disability and the desired level of interactivity on all the online resources.

56.   As with GE, the inclusion of people living with a disability was almost certainly affected by limited resources, which necessitated the adaptation of existing projects. Disability was not visible in the agendas of international events to the same extent as gender and attention to intersectional disability inclusion in participation in those events was not evident in monitoring and evaluation materials[36]. Projects in the portfolio that paid attention to disability almost always did so as a stand-alone issue alongside indigeneity and did not focus on IP living with a disability as a group of the "furthest behind" who need to be put first. An important exception is the Cali Commitment to Equity and Inclusion in Education[37], which acknowledges that "*inclusive education must tackle intersecting drivers of exclusion*[38]*".*

---

32 http://www.unesco.org/new/en/communication-and-information/resources/publications-and-communication-materials/publications/full-list/model-policy-for-inclusive-icts-in-education-for-persons-with-disabilities/.

33 https://learningportal.iiep.unesco.org/en/library/learning-for-all-guidelines-on-the-inclusion-of-learners-with-disabilities-in-open-and.

34 https://en.iyil2019.org/all-resources/accessibility/.

35 https://wave.webaim.org/report#/https://en.iyil2019.org/.

36 KIIs included two indigenous women living with a disability; one had applied to attend a UNESCO event, but was not selected.

37 The event was held in September 2019 in partnership with the Ministry of Education of Colombia and the City of Cali, see: https://en.unesco.org/themes/inclusion-in-education/international-forum-2019; https://en.iyil2019.org/newsletter/enable-the-rights-of-indigenous-persons-with-disabilities-join-story4development/.

38 https://unesdoc.unesco.org/ark:/48223/pf0000370910; also see https://en.iyil2019.org/newsletter/enable-the-rights-of-indigenous-persons-with-disabilities-join-story4development/.

2.4 High level results and lessons learned by stakeholder group

57. This section explores the ways that UNESCO collaborated with and supported the following stakeholder groups: Indigenous peoples, and their organizations, Member States, United Nations entities, academia, broader civil society, media and private sector[39]. The role of each, UNESCO collaboration, good practices, challenges, and lessons learned are briefly discussed hereunder.

Indigenous Peoples

58. Indigenous peoples were involved in the IYIL2019 at many levels. A Steering Committee consisting of representatives of Indigenous peoples and institutions from seven socio-cultural regions (including two Indigenous co-chairs), designated members from United Nations mechanisms working on Indigenous peoples' issues, and representatives and alternates of 18 Member States was established. This was a noteworthy achievement. Indigenous peoples were also involved as participants, speakers or experts in events organised by all five UNESCO Sectors[40]. Indigenous peoples' issues are at the core of some UNESCO supported Chairs in Colombia, Ecuador, India, and Namibia. The Director-General of UNESCO named Mexican Oscar-nominated actress Yalitza Aparicio as the UNESCO Goodwill Ambassador for Indigenous Peoples to work alongside UNESCO and IP across the world, to preserve their cultural heritage, environment knowledge and advocate for Indigenous parents' role to preserve, revitalize and promote languages. The latter is an issue of great importance, as many Indigenous parents are not passing on their language (due to their fear of also passing on exclusion and discrimination).

"… that no girl or boy grows up ashamed of their roots and that they know that speaking an Indigenous language is a source of pride that gives a rich perspective."

UNESCO Goodwill Ambassador Yalitza Aparicio

---

39 It must be noted that stakeholder groups are not exclusive. This is particularly true of the Indigenous stakeholder category, and Indigenous persons responded and were interviewed who were also UN staff, MS representatives, academics, etc.

40 Summary Report on the IYIL2019 submitted to the UNPFII 19th session held in April 2020 available: https://undocs.org/en/E/C.19/2020/9.

---

*Box 2. **Good Practice: Indigenous-led initiatives during the IYIL2019***

Eighty-five per cent of Indigenous respondents to the survey from all seven socio-cultural regions provided testimonies about their engagement in strengthening the languages of their communities. Mapping these and countless other initiatives started before and during the IYIL2019. The Decade can contribute to supporting, linking and monitoring impact and substantive content:

» Indigenous language users from Iran develop content in sangsari on Telegram,

» A language technology centre is created to promote Komi in Russia,

» A learning space (kadalkoodam) is set up for indigenous fisher folk in India to share traditional knowledge and experiences about the sea for the next generation,

» Nuba Kogolo speakers come together to address challenges facing their language in the wake of the on-going conflict in Sudan,

» The Uru population in Bolivia develops educational materials for Uru youngsters and promotes the language in music festivals,

» Children's books are translated into Choctaw and Tohono O'odham writing is being standardized (USA),

» Courses, a theatre play and songs are developed in Karelian in the Russian Republic of Karelia

» School teaching materials have been produced in Assyrian in Iraq,

» Nahuatl (one of the 68 Indigenous languages of Mexico) is spoken on Facebook, Instagram, and Twitter,

» A strategy is developed for the preservation of the Buryat language (of the Mongolic people in Siberia,

» Pataxó community members in Brazil have participated in national events in 2019 (Viva lingua viva),

» Mobile Keyboards are created in Bashkir, Turkic people, indigenous to Bashkortostan

» Indigenous language content is shared on Wikipedia, Wikiquote, Wikipedia, Wikitionary in Sakha in the Russian the Republic of Sakha,

» An Inuktut (Inuit) writing contest was organized,

» And workshops are held to raise awareness of Garo and advocacy for the use of this language as a medium of instruction and in textbooks is carried out by the National Curriculum and Textbook Board of the Education Ministry of Bangladesh.

Source: Authors collated from qualitative survey responses.

59.   During IYIL2019, some 102 independently organised activities and events (12% of the worldwide registered total) were carried out by Indigenous peoples or representative organizations (as uploaded onto the website for the Year)[41]. Forty-four per cent of respondents to the evaluation survey from all different stakeholder groups, self-identified as Indigenous, of which 64% rated participation of IP in the IYIL2019 as "good or excellent". A majority of IP participating in the survey were aware of and engaged in the IYIL2019. Across regions, over two-thirds of Indigenous respondents either attended or organised events in the framework of the Year. A majority identified IL teaching materials and education as top needs (see Figure 2. 4) and marked provision of finances for IL education as a priority for support. Examples of good practice in this area within UNESCO include the inclusion of IP in activities from the planning and agenda setting stage (see Box 7) and promoting innovative and inclusive dialogue between IP and MS (see ANNEX 3: SNAPSHOTS).

Figure 2. 4 *Top priorities of Indigenous communities in terms of language support*

What are the needs of your community in terms of language support?
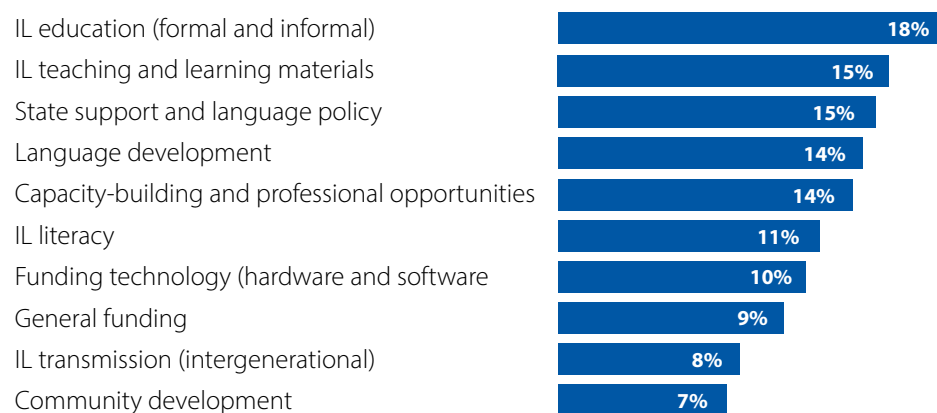
Source: Evaluation survey question addressed to Indigenous peoples (n=306).

60.   The IYIL2019 provided a strong platform for Indigenous peoples to safely position the importance of their IL to local and national authorities. Globally, however, respondents from different stakeholder groups (including UNESCO and UN

41 Summary Report on the IYIL2019 submitted to the UNPFII 19th session held in April 2020 available: https://undocs.org/en/E/C.19/2020/9.

staff), observed that information about the Year and the role of UNESCO did not trickle down sufficiently to the level of communities. Particularly in regions where Member States do not acknowledge the existence of IL or did not inform Indigenous representatives of the Year, IL communities remained unaware and expressed concern about being excluded. A majority of IP surveyed observed that print is the least appropriate means of communication, rather, (depending on the situation in each MS) information should be shared through radio, television, internet, government, schools, organizations and where possible, directly in the communities, using audio (recordings or loudspeakers) and involving Indigenous organizations and leaders. Linked to this is the finding that UNESCO initiatives during the Year focused at global and regional levels. IP echoed the call for UNESCO to increase efforts that ensure indigenous language custodians' engagement at different levels. This can be achieved by increasing involvement of intermediaries and partnering with different entities (authorities, academia and civil society) that link local Indigenous beneficiaries to national and regional structures, and stronger alliances with Indigenous organizations (particularly at regional level) to achieve local impact.

"We as Indigenous Peoples must play an active role in reviving indigenous languages ourselves."

Indigenous Member of the Steering Committee for the organization of the IYIL2019

61.   UNESCO's focus during the IYIL2019 was on indigenous languages and this did not always align with a more holistic vision held by IP in which IL are inseparable from communities, land, ways of life, health, and knowledge. As stated by Conclusion IV of the Strategic Outcome Document of the IYIL2019, it is evident that historically measures have tended to leave indigenous language speakers/signers/custodians behind and that it is now urgent to secure equality, enhance ownership of communities so they are involved in documentation and transcription of their own languages. Indigenous communities are rich in diversity, languages and traditional knowledge systems but also belong to the poorest sections of society worldwide, an aspect that was underexposed in the Year. Many Indigenous respondents to the survey and interviews expressed the wish to be more involved in the Decade. The value of indigenous cultures and languages is increasingly recognised for its immense contribution to all spheres of life. Indigenous respondents have stressed the importance of mobilising societies and resources by shifting the vocabulary around IL from endangerment to vitality and resurgence.

"Indigenous languages are thriving not dying."

Indigenous key informant interviewee, North America

62. Indigenous respondents highlighted in interviews that IL are important not only to them but to achieving the SDGs. The transcendence of language into other domains requires prioritisation as it affects health, development, law and justice, environment (biodiversity and climate change), education and work, etc. To achieve this, IP and academics pointed to the need to include as a strategic area of focus the concept of 'wellbeing of Indigenous Peoples', an Indigenous holistic notion used widely in South America (*so-called buen vivir or vivir bien*)[42], the Arctic region (*Language is a tool for people to maintain well-being, It's about well-being*)[43], Australia and New Zealand[44].

63. The challenge is to affirm cultural and linguistic continuity, acting on developing strategies that improve the wellbeing of IL custodians, curbing the emergency of critical language loss worldwide. A human rights-based approach that prioritizes meaningful participation of indigenous language custodians as right holders and Member States as duty bearers in the context of the 2030 Agenda is needed.

Member States

64. All Member States were at least to some extent aware of the IYIL2019, given its proclamation in 2016 by the UNGA, and as a result of UNESCO's and the wider UN system's communications. This, however, did not translate into an active interest or participation in IYIL2019 for many MS. According to IYIL2019 website, events and initiatives were organized in 78 countries and researchers from many others participated by responding to calls for papers[45]. However, the number of national governments that actively participated in the IYIL2019 (e.g., by attending or expressing interest in the Steering Committee, establishing national committees

and/or action plans for implementing IYIL2019 domestically, organizing major events, and proactively disseminating information about the Year to domestic stakeholders, including IP[46]) was much lower. No MS expressed explicit opposition to the IYIL2019 and its goals, and no MS objected to the proclamation of the Decade.

65. The evaluation survey received responses from 37 Member States, of which 24 confirmed that they had actively participated in the IYIL2019 and 16 reported having received UNESCO support to develop initiatives in the framework of the Year. Interviews with 16 representatives from MS revealed that some were particularly active in developing a range of activities, e.g., Canada, Norway, Mexico[47] and Peru including on state funding and legislative developments. It was found that MS that were members of the Steering Committee, tended to be more active. Being part of the conversation and receiving information first-hand mattered. Responsibility for follow up and sharing information with national IL communities and with other Member States in the region was the responsibility of each Member State. The evaluation found that UNESCO, through the SC, could have encouraged and facilitated this to a greater extent, e.g., by more clearly setting expectations about MS representatives' roles at the outset, periodically reminding them of their regional roles and sharing the potential added value of meetings of regional groupings of MS and requesting respective activity updates.

66. Several good practices conducting nation-wide consultations with Indigenous groups can be highlighted, such as in Peru, that can serve as a model to other Member States for the Decade (see Box 7); in Mexico where the UNESCO Office and the National Institute of Indigenous Languages signed a cooperation agreement to develop the Plan of Action for the International Year of Indigenous Languages; and,

42 See: Work of the Fund for the Development of the Indigenous Peoples of Latin America and the Caribbean (FILAC) - an international organization specialised in Development with Identity focused on Good Living- Living Well (Wellbeing/Vivir Bien/Buen Vivir) of IP, as well as the recognition of individual and collective rights; http://www.filac.net/publicaciones/100-fi-brinst-es.pdf.

43 Gavin Nesbit, Inuit speaker during the webinar: "Indigenous languages thriving in a digital age", Scottish Government, January 28, 2021; https://www.uarctic.org/news/2021/1/webinar-on-indigenous-languages-thriving-in-a-digital-age/.

44 For example, the 2019 budget of New Zealand is founded on the concept Wellbeing.

45 https://en.unesco.org/news/taking-stock-iyil2019-78-countries-actively-promoted-indigenous-languages.

46 24 out of 37 MSs responding to the survey reported participation in the IYIL2019, confirmed by KIIs and desk review of materials. In many cases, representatives of MS may have attended events and activities initiated by non-state actors, however, the evaluation team did not classify this involvement as "participating actively in the Year".

47 1.Escribir el Futuro en Leguas Indígenas (English: Write the future in Indigenous Languages (http://www.unesco.org/new/es/media-services/single-view/news/el_encuentro_escribir_el_futuro_en_lenguas_indigenas_en_chi/; 2. Asociación de Escritores en Lenguas Indígenas (English: Association of writers in Indigenous Languages):

http://www.unesco.org/new/es/media-services/single-view/news/presentan_la_declaracion_de_escritores_en_lenguas_indigena; 3. Feria Nacional de Lenguas Indígenas (English: National workshop on Indigenous Languages): http://www.unesco.org/new/es/media-services/single-view-tv-release/news/en_el_ano_internacional_de_las_lenguas_indigenas_la_feria/; 4. High Level Event: Los Pinos https://es.unesco.org/news/febrero-2020-mexico-acogera-comunidad-internacional-evento-que-definira-agenda-decenio.

in New Zealand where the Government Wellbeing Budget was developed, inspired by Tea Ao Māori perspectives, (although any link between this budget which is a much wider undertaking and the IYIL2019 is not clear).

67.   The main channel for UNESCO to work with MS at the global level was through the IYIL2019 Steering Committee, which provided guidance and monitored the overall implementation of the Year within the framework of the Action Plan. MS that were represented in the Steering Committee, as full Members or Observers, were among the most active proponents of the IYIL2019 internationally and domestically. UNESCO also communicated with MS via Permanent Delegations and National Commissions (NCs), though some NCs in interviews reported having received insufficient information about IYIL2019 activities, including short notices of upcoming international conferences. In addition, UNESCO engaged MS through IYIL2019-related initiatives implemented by its Field Offices (FO), including in collaboration with Ministries of Education and Culture.

68.   A significant overlap was observed between MS that actively participated in the IYIL2019 with those that are known to be supportive for IP rights in the UN system and domestically. This included MS with Indigenous peoples that are officially recognized in legal frameworks (e.g., Canada, Ecuador), but also MS with no officially recognized IP, but for whom supporting Indigenous peoples' rights is a foreign policy priority (e.g., Estonia). In addition, the IYIL2019 mobilised some MS that historically have not participated as actively in the UN's work on IP, e.g., Japan and Saudi Arabia. The latter can be seen as a contribution by UNESCO to engage more MS more actively on Indigenous issues, with likely positive spillover effects beyond IL. However, MS involvement also mirrors wider regional patterns overall (see Section 2.5) with very low activity in Africa and in parts of Asia and Pacific Small Island States. The level of momentum that UNESCO was able to gain during IYIL2019 did galvanise those who were already somewhat supportive but was less successful in addressing barriers or working in contexts where IP issues are sensitive or political. A more tailored approach to its MS communication and collaboration could therefore have added value.

Box 3. *Good Practice: Involvement of IP in the high-level event for the closing of IYIL2019*

"The closing event helped galvanize interest in indigenous languages and push for the Decade."

UN DESA representative

The high-level closing event was held in December 2019 in New York where 27 Member States, representatives of 13 Indigenous Peoples' organizations and seven UN entities made statements. The event established the following precedents for Indigenous Peoples' participation in the UN: representatives of seven socio-cultural regions spoke in the General Assembly Hall in their indigenous languages (with interpretation), the seating arrangement mirroring UNPFII sessions enabled attending Indigenous Peoples' Organizations to sit in the main hall alongside Member States, and make interventions alternating with Member States. The event showed the value that New York based high-level events can add by shaping MS' political positions and priorities.

Source: KIIs and desk review – see also ANNEX 3: SNAPSHOTS 3.1

UN entities

69.   UNESCO engaged UN entities on the IYIL2019 through multiple channels, including: 1) Steering Committee meetings and official communication 2) the Inter-Agency Support Group (IASG) on Indigenous Issues (44 members, including most UN entities working on IP issues) and 3) direct bilateral communication with UN entities (e.g., UN DESA) on global, and to some extent on country levels.

70.   The engagement of the Indigenous specific three main UN Mechanisms was key to the success of the IYIL, as was ongoing communication with UNDESA and initiatives with others such as WIPO, ILO and FAO. The evaluation team was not able to identify evidence that all UN entities had implemented relevant activities[48]. However, the UN system as a whole was insufficiently mobilised. To enhance strategic engagement during the Decade, the positioning of IL at the level of the UN should be strengthened and all relevant entities should be working together. UNESCO could launch a targeted strategy that mobilizes relevant policies, fields

48 One UN agency, with a mandate deemed highly relevant to IYIL2019 by both the evaluation team and UNESCO, declined our request for an interview on the basis that they had little to contribute "unfortunately Indigenous languages is not our forte and hence, we shall have very little to share in that regard".

and competences of each of the entities of the UN system. Resident Coordinators and sister Agencies should receive guidance at the highest level.

71. UN entities attending the SC, UN DESA and the three Indigenous-specific mechanisms (UNPFII, Expert Mechanism on the Rights of Indigenous Peoples (EMRIP) and the Special Rapporteur on the Rights of Indigenous Peoples (SRRIP) – represented by OHCHR), were regularly informed about, and actively contributed to the planning and implementation of IYIL2019. Their participation also helped ensure the consistency of Steering Committee decisions with the Indigenous peoples' human rights framework and the UN's prior work on IL. This participation directly contributed to joint awareness-raising initiatives with UNESCO, such as IYIL2019 side events at the 18th session of the UNPFII in New York and during the 12th session of EMRIP in Geneva, as well as the participation of the Special Rapporteur (then Vicky Tauli-Corpuz) in milestones such as the IYIL2019 Launch Event in Paris. UNESCO also coordinated high-level opening and closing events in New York closely with UN DESA (see Box 3). A key positive development and result of the UNESCO/UN entity dialogue and collaboration over the Year was a shift in OHCHR to better appreciate both the essential importance of, and ways to mainstream, indigenous languages within its work. As a result, OHCHR's role in the Steering Committee evolved from initially representing the SRRIP to later representing OHCHR in its own right. UNESCO's decision to formally engage these UN entities into the work of the Steering Committee further deepened collaboration with them, including on Indigenous issues beyond IYIL2019/ indigenous languages. This is an important and sustainable positive outcome of IYIL2019, with spillover effects for the entire UN system.

72. Most UN entities received information about the IYIL2019 via the IASG meetings and mailing list, of which several acknowledged UNESCO for actively disseminating information; however, this was insufficient to mobilise all UN agencies that could and should have played a bigger role in the IYIL2019. Reasons for this included a late start, a lack of direction and some misperceptions. Interviewees reported that frequent communication by UNESCO about IYIL2019 to IASG focal points began in early 2019, by which point it was too late to mobilise resources for IYIL-related programming. Some IASG members would have appreciated more guidance or support in operationalising IYIL2019 and linked to this, there was a misperception by some UN agencies that IYIL2019 was a UNESCO-oriented initiative rather than an International Year of the UN as a whole coordinated by UNESCO, but fully involving every UN entity.

73. A key missed opportunity was related to the third channel: direct/bilateral communication/relations with relevant UN agencies. Some UN entities (though members of IASG) would have appreciated and/or benefitted from direct outreach by UNESCO to develop joint initiatives, both on global and country levels[49]. Bilateral communications would have required either more human resources or different prioritisation decisions.

74. Finally, the UN's extensive Resident Coordinator system was mostly underutilized during the Year. A good practice was recorded in Central America: the Resident Coordinator in Panama involved a number of UN entities, including the UNESCO Regional Office in San Jose, and initiated a UN Interagency Working Group for the Coordination of Activities in the Framework of the Year to promote the implementation of a Regional Strategy and Action Plan for the Preservation of the Indigenous Languages in Costa Rica, Nicaragua, Honduras, El Salvador and Panama.

Academia

75. Academia was the single biggest independently mobilising sector accounting for 27% of events registered on the IYIL2019 website[50]. After IP, it was also the largest response group to the evaluation survey with the widest geographical spread. Activities by academia were not necessarily prompted by the Year, but ongoing actions in the field of IL were associated with UNESCO. It provided universities and research institutes with prestige and the opportunity to link initiatives together regionally and globally. For example, the UNESCO Chair on Language Policies for Multilingualism in Brazil participated in a conference on IL in India that resulted in the creation of the Indian consortium of Indigenous languages.

76. The contribution of academia was substantive, as the IYIL2019 unleashed much research and support from the academic community about IL. Research revealed that language owners, linguistics and education are key elements for revitalisation. Several UNESCO Chairs and academic interviewees identified ongoing weaknesses of the academic world highlighted during the Year: institutes tend to work in silos, linguistic research is still too often only theoretical and there are limited numbers of indigenous language users with higher degrees in linguistics. The Year helped

---

49 Exceptions include UN DESA, as well as the three Indigenous mechanisms and OHCHR (all members of the SC), as well as FAO, which proactively implemented several initiatives.

50 Summary Report on the IYIL2019 submitted to the UNPFII 19th session held in April 2020 available: https://undocs.org/en/E/C.19/2020/9.

focus attention on the need for applied linguistics that is relevant to communities and involves them.

77. Academic interviewees and respondents to the survey identified ICT initiatives as the most important priority for UNESCO support. Increasingly, universities focus on language in the context of wellbeing of IL users. The research, archiving, storage and digitalisation of IL materials are of immense value[51], but IL custodians should always participate and have the right to access information. Academia engaged in the Year worldwide and interviewees highlighted the urgent need for a bottom-up approach that responds to requests from Indigenous persons for data, archive ownership and support to revitalize languages; hence free, prior and informed consent (FPIC) from concerned communities is key.

78. UNESCO, through its academic and educational networks and partnerships could play a vital coordinating role in supporting universities worldwide to open courses and master classes in IL, increase IL speakers and learners' access to higher education[52] and further a systematic approach to Indigenous-centred language resource development and participatory revitalisation pilot projects. The UNESCO Chair on Language Policies for Multilingualism in Brazil is planning to organise a global webinar involving other Chairs in a mapping exercise about achievements and challenges in IL to prepare for the Decade. UNESCO could ensure that support is prioritised to linguistic research embedded in Indigenous realities, collaborative, beneficial to communities, involving Indigenous researchers and supportive of local claims for sovereignty in the research space. Indigenous academics stress the importance of national education in IL and Indigenous-owned mass media to open new ways to strengthen languages with low-cost digital technology tools and support of software activists (see ANNEX 3: SNAPSHOTS).

Civil Society

79. Civil society was also very active during the IYIL2019, comprising 33% of the registered users on the IYIL2019 website (including both Indigenous and other organizations). CSOs and NGOs were also involved in 30% of UNESCO's portfolio projects as a stakeholder group (see Figure 2. 1). Since many participating CSOs were either Indigenous-led or working on Indigenous-related matters, they played an important role during the Year in spreading information and organising activities on the ground in the different socio-cultural regions. However, as this was done without significant support from UNESCO in most cases, regions where CSOs/NGOs have stronger capacities, freer civic space and higher access to funding were clearly in a position that enabled them to be more active.

80. UNESCO collaborated with civil society in many ways. A number were formally listed as IYIL2019 partners on the dedicated website and collaborated on joint activities (e.g., SIL involvement in Bangkok Statement, see ANNEX 2: CASE STUDIES). UNESCO has formal accreditation partnerships with accredited NGOs, but the Organization does not track Indigenous leadership or focus within these. A review of the official accredited NGO list by organization name suggested that both IPOs and CSOs/NGOs with a focus on IP issues are not well represented. A significant number of IPO interviewees were also unaware of the possibility to apply for accreditation status with UNESCO. At the same time, this did not stop UNESCO working jointly with non-accredited NGOs on IYIL2019 events, pulling in their expertise, contacts as well as, at times, their resources[53] (e.g., the Language Technology for All (LT4ALL) event heavily involved the European Language Resources Association). Some UNESCO grassroots facing projects in the portfolio were run in partnership with NGOs (e.g., LINKS, which worked with the Stockholm Resilience Centre). UNESCO also has a Participation Programme, which channels micro level funding to less well-resourced MS and accredited NGOs for small projects. For instance, the PP project submitted by *Traditions Pour Demain* aimed to achieve impact at ground level in a "left behind" region of Guatemala using local IL radio broadcasts.

81. CSOs/NGOs appreciated being part of a global endeavour. They reported some bureaucratic issues[54], but the majority (via interviews or survey questions) agreed that once these were overcome, partnering with UNESCO brought greater visibility and prestige. Other partnership benefits included networking with high-profile stakeholders and being part of an initiative that reflected UN values. CSOs/NGOs active during the Year were mostly those already working on IL issues or at least

---

51 E.g., the Endangered Languages Archive (ELAR) at School of Oriental and African Studies (SOAS) London is a digital repository preserving and publishing multimedia collections of endangered languages. The archive contains collections from all over the world with regional strongholds in Africa, the Middle East, Asia, Australia and Latin America. ELAR is freely accessible to all with internet access.

52 In Australia, where legislation and awareness of the value of aboriginal cultures and languages today is one of the more advanced worldwide, there are only two indigenous PhDs in linguistics.

53 This was another mechanism by which the under-resourced Year could usefully pull in additional resources (see 3.3).

54 Delays registering on the website, being asked to produce a proposal for joint work, delays in responses, etc.

topics very closely related such as Mother Tongue-Based Multilingual Education and digital tools. Most continued with the work already planned and whilst the IYIL2019 provided an opportunity to link with a global effort.

Private Sector

82.   The private sector was the least visible stakeholder during IYIL2019 and its contribution was low in terms of resource mobilisation, involvement in portfolio initiatives and uploads on IYIL2019 website. Notable exceptions to this were found in the Language Technology for All conference, which brought together some of the leading names in language technology and software, such as Google, Facebook, Microsoft, IBM, almost uniquely allowing them to listen to and network with attending IP. Other events in the portfolio that saw the participation of the private sector (also Microsoft and IBM) were Hackathons, all under the responsibility of the CI sector (see ANNEX 2: CASE STUDIES). Interest was expressed by some technology companies to work more on the inclusion of IL scripts and languages in their platforms, but considerably more follow up would be needed to move this forward. In addition, the participation of software development companies and social media platforms was key to discussions of one fundamental issue for the survival of IL, namely their limited use in global Internet tools and platforms and therefore the role that ICT, Language Technologies, social media can play in reverting those trends and thus contributing to IL revitalisation.

83.   LT4ALL and Hackathons raised international awareness that Language Technology is not just a niche issue, but something that has true impact on IL endangerment and can therefore help reverse those trends. From the 1990s, political and social movements of Indigenous communities began to gather more strength, and many called for the standardisation of their languages and their use in public spaces. Currently, digital activism plays a significant role in processes of language revitalisation[55], using information and communication technologies to increase the visibility of indigenous languages and populations and combat the stigma of IL as lacking or unsuitable for the modern era. Motivated by the Year, interested users created content about IL on social media and internet-based public platforms such

as Youtube[56], Twitter, Facebook, Instagram, and Tiktok[57]. In particular, UNESCO's partner Wikitongues offered valuable content[58]. Albeit celebrating languages and diversity online is important, there are also risks related to Indigenous ownership, Indigenous data sovereignty, intellectual property rights and copyright[59]. Digital technologies offer great opportunities for safeguarding and transmission of IL. However, exclusion and appropriation by non-indigenous content providers also occurs at virtual level. Indigenous experts therefore propose that UNESCO develops guidance materials with their support that address the challenges of uploading, archiving and handling IL content, as well as guidance on best practices in navigating for-profit business models of public platforms[60].

"Technology is a tool, but what brings the languages back is community planning."

Indigenous key informant interviewee, Canada

84.   LT4ALL revealed a gap between the sophisticated commercial research and development goals of private companies and the language revitalisation needs of community-based IP, which often could benefit from more basic language technologies such as digital keyboards and IL interfaces of social media platforms. It also showed that, although tech companies' models are based on dominant languages, for which large amounts of data are available, this does not exclude the possibility of developing models for languages with different morphological structures. Gathering big IL data and expertise is fundamental to bridge this gap. In addition, the key role of IL data ownership and control emerged with the

---

55 Llanes-Ortiz, G. (n.d). Interculturalización fallida: Desarrollismo, neoindigenismo y universidad intercultural en Yucatán, México. (English: Failed interculturalization: developmentalism, neo-indigenism and intercultural university in Yucatan, Mexico), 2016.

56 During the IYIL2019, Indigenous academics have been invited by YouTube to brainstorm about participation in the Year and promote YouTube as an ILS platform for the Decade in the context of social responsibility. Some interviewees expressed concerns regarding that fact that much content on YouTube, presents IL as a thing from the past, as folklore, whereas ILS want their languages to look into the present and future from a rights perspective.

57 Throughout the Year, a systematic analysis of social media activities was carried out by UNESCO.

58 Wikitongues aims to build a seedbank of linguistic diversity by crowdsourcing video oral histories, audio files, and lexicon documents in all the world's languages. It also offers a Language Sustainability Toolkit for language activists showing best practices in language revitalisation. See: https://wikitongues.org/.

59 See: Kukutai, Tahu, and John Taylor. Indigenous data sovereignty: Toward an agenda. Canberra: ANU Press, 2016 "ID-SOV: the right of Indigenous peoples to own, control, access and possess data that derive from them, and which pertain to their members, knowledge systems, customs or territories".

60 See: "Check before you Tech" a guiding document for indigenous language speakers that aims to protect them from all the pitfalls, First Peoples Cultural Council of Canada: https://fpcc.ca/resource/check-before-you-tech/.

need of commercial companies to follow FPIC when working with IL data. Digital technologies offer great opportunities for safeguarding and transmission of IL but there are risks of a virtual exclusion. For the upcoming Decade, UNESCO needs to take into account opportunities for fundraising, launching campaigns (e.g., mobile phone providers), offering services in IL, employing native speakers to improve support to Indigenous customers, monitoring respect for FPIC etc.

Media

85. The media (both traditional and new) was a central stakeholder of the Year for UNESCO given that one of the two objectives centred on awareness raising. Media can not only reach large numbers of people directly but can also help shift paradigms and build popular support for an issue. Separately more local level IL media projects offered scope to express the value of IL and create a tangible IL presence, which is part of an enabling environment support strategy for IL.

86. The use of local media as a vehicle for IL promotion was correctly identified and used appropriately in the portfolio. Projects involving media as a means and end were implemented by FO (such as Community Radio in Indigenous Languages in Timor-Leste or Pluralistic policies and practices in media: Indigenous Radio in Mexico and the DR Congo) or supported through the Participation Programme (Storytelling through film-making and broadcasting in Swazi or the use of local radio to promote an IP language in Guatemala). The portfolio also included a number of film festivals, which featured films made in the medium of IL or by or featuring IP.

87. UNESCO identified media partners in all world regions and entered into agreements with them to share content that they would translate and disseminate more locally. Social media partners were primarily not IP-led which may have missed an opportunity to build the capacity and credibility of IP-led media focused organizations and did not follow "*nothing about us without us*" principle.

2.5   Achieving results across world regions

88. Activity relating to IYIL2019, both UNESCO supported and other, was higher in some world regions than others. The top 10 countries listed by the number of activities and events hosted represent 65% of the total for the Year: (organised independently of UNESCO but uploaded on IYIL2019 website) were Mexico (159),

United States of America (108), Australia (49), Canada (48), the Philippines (46), United Kingdom of Great Britain and Northern Ireland (45), France (45), Norway (36), Brazil (24) and Germany (16). The rarity of activities in Africa (30 activities, or 4%) and Arab States (3 events) should be taken into consideration as part of the preparations for an International Decade of Indigenous Languages[61]. This section aims to understand the reasons why activities in Africa and Arab States were less well represented and to identify good practices and lessons learned from other regions, which are relevant in supporting an equal balance between countries and continents during the Decade.

89. The following sections present an IYIL2019 world tour organised by IP socio-cultural region in alphabetical order. Each section reviews the situation and context of IL in that region, the levels and kinds of participation in IYIL2019, good practices and challenges, and lessons learned. It should be noted at the outset the wide variation in context from region to region that the IYIL2019 needed to operate in to succeed. Important factors included non-recognition of Indigenous peoples/languages, discrimination, and definitional issues. Some countries have less interest in IL because of the limited presence of these groups on national territories and this has been taken into account by the evaluation team, where gaps are highlighted, this concerns countries and regions where IP are present.

Africa

90. Africa is home to nearly a third of the world's indigenous languages and yet many exist in a context where national and sub-national languages are also under threat from ex-colonial ones and where capacities of many stakeholders, whilst rising fast, remain relatively low and competing demands for resources, policy-making and prioritisation are high. In consultation with African MS, within its declared Global Priority Africa, UNESCO agreed, at the level of the organization as a whole, to focus on peacebuilding through inclusive, peaceful and resilient societies as well as on building institutional capacities for sustainable development and poverty eradication. This was potentially fertile ground for the Year and indeed the African Union Agenda 2063 was mentioned in the IYIL2019 Action Plan.

91. In practice, the evaluation found that Africa was insufficiently prioritized by UNESCO

---

61 Summary Report on the IYIL2019 submitted to the UNPFII nineteenth session held in April 2020 available: https://undocs.org/en/E/C.19/2020/9.

for support over other regions during the IYIL2019. On the website, less than 3% of all initiatives were from Africa. The 24 initiatives uploaded were concentrated in a few MS (11 were in South Africa alone) and much of the continent saw no registered activity at all. Within UNESCO's own portfolio, initiatives focussing on African nations or the region as a whole were well below those of other regions (5% of the total)[62]. However, African participants did attend international events organized by UNESCO (e.g., LT4ALL).

92. Several reasons for low participation on the continent itself emerged from KIIs and survey open questions, the most quoted being the lack of political will of African MS to engage on IL issues[63], followed by a lack of financial resources, and the insufficient trickling down of information from UNESCO HQ to its FO and beyond (i.e., to NCs, IPOs and to communities). KIIs revealed that UNESCO FO were not enabled to overcome constraints or barriers to their involvement. In fact, UNESCO was running initiatives in Africa that were relevant and thus could have been included in IYIL2019 efforts without any additional budget. For example, its work in Africa already included mother-tongue education, intangible cultural heritage preservation, Indigenous knowledge of climate and weather[64], and work on language policies[65].

93. Definitional issues were an important factor, which contributed to lower activity. A key regional event was organised in Addis Ababa by UNESCO in partnership with the African Academy of Languages (ACALAN), which is the African Union's specialized institution on languages. During this event, a debate emerged around terminology: 'indigenous languages', 'African languages', 'national', 'community' and 'local languages'.

94. The definitional issues were explored during KIIs, and many, particularly Indigenous respondents did not acknowledge the agreement reached at the Addis Ababa event, referring instead to definitions of indigeneity in international standards,

further elaborated by the African Commission for Human and Peoples' Rights[66]. Others made a distinction between IP and IL in the context of Africa (i.e., all African languages are indigenous to Africa, but they are not always spoken by IP). UNESCO staff in Africa generally sought to avoid definitional pitfalls and used the terms 'mother-tongue education' and 'local' or 'national languages'. This illustrates the difficulty in convincing MS and other key audiences of the distinct challenges facing IL (as internationally understood) in Africa. On the one hand, the specificities of the African linguistic landscape cannot be ignored, as even major African languages in many countries are still overridden by ex-colonial ones in education, constitutions and other public matters, and are therefore potentially endangered. On the other hand, there is a clear risk in treating all African languages as part of the same category since Indigenous peoples' languages are exposed to even further marginalisation and therefore require a specific framework and additional support and attention. This challenge is not solely present in Africa, it also arose in Asia and is relevant in some other regional contexts, but its impact on the IYIL2019 activities was most severe.

95. Several African governments have legal or constitutional mechanisms in place for IL or IP, and yet they were not very visible in the IYIL2019[67]. The lack of a clear implementation mechanism to support the prioritisation of Africa within UNESCO's IYIL2019 effort[68], to make practical linkages with the existing Operational Strategy for Global Priority Africa (which was reflected in a plan presented to the Executive Board in November 2017[69]), and to overcome known barriers, contributed to a lower level of activity and represented one of the main missed opportunities of

---

62 In KIIs with 21 different stakeholders in Africa, the evaluation team asked about any additional initiatives, but this led to discovering only two more. The issue was not one of under-reporting - the level of activity was definitively low, and this was widely accepted by interviewees.

63 Including due to definitional issues and in some instances, there was an absence of direct IP/MS dialogue due to levels of distrust and/or limited civil space.

64 This work strand was incorporated into IYIL2019 through the LINKS project see Box 13.

65 E.g.in Senegal, UNESCO works with the Ministry of Culture to integrate orality and Intangible Cultural Heritage as part of the gradual shift to mother-tongue education in multi-ethnic classes as a way of tackling inter-community tensions, but this was not linked to IYIL2019.

66 Advisory Opinion of the African Commission on Human and Peoples' Rights on the United Nations Declaration on the Rights of Indigenous Peoples, adopted at the 41st Ordinary Session (May 2007).

67 There have been some achievements. The Republic of Congo in 2011 became the first African country to adopt a specific law on the promotion and protection of the rights of Indigenous populations. The Central African Republic in 2010 ratified ILO Convention No. 169. The constitution of Kenya recognizes historically marginalized groups, including IP; in Cameroon the constitution mentions IP, and in Burundi the constitution provides for special representation of the Indigenous Batwa people in the National Assembly and the Senate. At the regional level, the inclusion of "'peoples' rights" in the African Charter on Human and Peoples' Rights serves as a basis for coverage of IP under the Charter. (Indigenous Peoples in the African region 12th session of UNFPII).

68 The core team did make efforts to encourage more activity in Africa (e.g., supporting the Steering Committee memberships with outreach), but this was not a clear and proactive joined up strategy to prioritise Africa from the outset, nor did it maximise engagement within UNESCO (e.g. via field offices) to rectify the imbalance.

69 See: https://unesdoc.unesco.org/ark:/48223/pf0000261648/PDF/261648eng.pdf.multi ER 4/1 in which clear sub-targets identifying MS in Africa are listed against a target including IL elements.

the Year. The Priority Africa and External Relations Sector (PAX) participated in the regional event in Addis Ababa, but its stronger involvement from the onset would have had the potential to overcome some of the challenges that are particular to the continent. Constraints that also affected other regions had deeper impacts in Africa. KIIs data points to stronger competing demands, more challenging contexts for IP to be active and lower existing capacities/resources of many of UNESCO's key stakeholder groups (academia, MS, civil society). Given the importance of Africa to UNESCO and the high diversity of languages on the continent, close monitoring and targeted measures to adjust to any continuing low participation rate here will be critically important going forward.

96.   One specific issue that elicited mixed feelings from African interviewees and merits attention for the Decade was that of the role of technology. On the one hand, discussions around ICT may not be considered relevant because of other challenges facing Africa such as access to basic education in mother tongues and even electricity for certain communities. Others see the role that ICT plays in the endangerment of African IL, which are almost absent from the internet, and how this could be reversed and used as something that can help support languages under threat. It is likely that technology will be a focus during the Decade and attention to the specific feedback from and challenges facing IP in Africa on ICT must be carefully considered.

"As big as Hausa is, we can't do emails because the diacritics will be distorted, so we need to do more, African languages need to be developed in cyberspace"

Academic key informant interviewee, Africa

The Arctic

97.   UNESCO's efforts in the Arctic region benefited from a well-coordinated IP movement, supportive Member States and allocated national budgets. Political and financial support from Norway, Sweden, Finland and Canada meant that many Arctic IP could engage and benefit in concrete ways. Stakeholders in the region were able to make use of the opportunities provided at the global level by the Year to good effect. Given the absence of UNESCO Field Offices in this region, the Organization's opportunities to directly shape activity in the region were limited, but this did not prevent the region as a whole from achieving positive results from

IYIL2019. Furthermore, the Steering Committee Indigenous Co-Chair, President of the Sámi Parliament of Norway, did ensure that information flow across the region was good.

98.   With 113 registered IYIL2019 initiatives, the Arctic region was the most active socio-cultural region per capita. Of these, 100 were held on Sami territories. Many KIIs sources reported close cooperation between the Sami parliaments of Norway, Sweden, and Finland, which in turn disseminated information to other organizations in their states. KIIs also show that the Year helped strengthen Sami cross-border cooperation beyond IYIL2019/indigenous languages and this was an important capacity-building exercise that helped prioritize language advocacy for the Sami movement. Thirteen initiatives were registered on Inuit territories, including ten in Alaska and three in Nunavut (Canada). Reasons for relatively lower Inuit participation provided to the evaluation team included objective factors (population density, communications, and transport infrastructure), but also lower MS support and competing priorities for IP. Consequently, Inuit interviewees perceived the tangible impact of IYIL2019 for their communities lower than the Sami.

Box 4. *Good Practice: Mobilisation of Sami IP during the IYIL2019*

The IYIL2019 supported the Sámi people to accelerate existing language initiatives, including Sami language reform and language technology programmes and helped boost a plan to create a cross-border language institution (by the Norwegian, Swedish and Finnish Sami parliaments). Norway began collecting baseline statistics about Sami speakers. In Finland, the Inari municipality completed its first-ever Sami language strategy and has since begun implementation.

Source: KIIs with IP representatives from Norway and Finland

99.   By common consent, the most important event encompassing this region was the joint North American and Arctic regional conference. This was the single event in the UNESCO portfolio addressing the Arctic region[70]. IP were represented by key IPOs[71], which ensured a diversity of Arctic perspectives. UNESCO acted as the meeting convenor and facilitator. While all participants appreciated the opportunity to

---

70 Whereas other socio-cultural regions bear some resemblance to UNESCO/UN regions, the Arctic is the only one, which is entirely split between other regions and in which there is no UNESCO office, which may have contributed to its low presence in the portfolio.

71 Such as Sami parliaments of Norway and Finland, the Inuit Circumpolar Council and Nunavut Tunngavik.

attend the meeting and provide input, several communication issues were raised in a number of interviews and open survey responses. A case in point was this event where several participating IP from both Arctic and North American socio-cultural regions perceived that the wording of the outcome document somewhat softened Indigenous views. Furthermore, interviewees highlighted differences in Indigenous deliberation and decision-making mechanisms with those of the UN system. It is important for UNESCO to reflect on the balance between its mandate as a UN agency answerable to Member States and its responsibility to meaningfully involve and give ownership to IP of processes, which affect them. In the words of one Indigenous participant reflecting on the meeting: "*UNESCO should take the time to listen to Indigenous peoples*"[72].

100.   One missed opportunity during the IYIL2019 represented further engaging Greenland. It did not feature in UNESCO's portfolio mapped by the evaluation (although an IYIL2019 commemorative stamp was produced there in partnership with the Universal Postal Union). No events were registered on the IYIL2019 website despite Greenland's many good IL practices, with Greenlandic (Inuit) language having official language status and its wide usage in all spheres of life. There are potential benefits of more actively engaging Greenland in future, including on regional and global levels.

101.   The Arctic was an active IYIL2019 region with concrete positive policy setting and implementation steps taken to benefit IP. However, although inspired or given momentum by the IYIL2019 overall, there is limited evidence of links between activity in the region and interventions on the part of UNESCO. Nonetheless, the region can be called on to provide good practice in many IL and IP respects.

Asia

102.   Asia has the highest population of IP and the highest number of IL in the world. Definitional issues and the recognition of IP represent challenges in some Asian states. Numerous interviewees referred to doubts about the benefits of IL that remain firmly established at the level of MS in many contexts. There is a still commonly held belief that each nation state should have one language to encourage and build

72 Key Informant IP interviewee who had attended the event. This quote is typical of a number of interviews with similar content and has been selected as representing both a middle point in terms of the views expressed and a constructive suggestion to UNESCO.

post-colonial national unity. As with Africa, resource limitations impacted on what could be undertaken. UNESCO regional office staff were proactive on IP issues; many had a track record of relevant work preceding the Year.

103.   Whilst registrations on the IYIL2019 site for Asia were low, interviewees reported that additional events that were not registered did take place. In terms of UNESCO's own portfolio, Asia was the region with the second largest number of supported activities (8), with the Bangkok Office initiating most projects. A number of good practices in terms of IP ownership and involvement from the design stages, sophisticated and long-term advocacy strategies, mobilisation of SDG Agenda and youth involvement were found (see ANNEX 3: Snapshots).

Box 5. *Good Practice: UNESCO Hackathon on Promoting Indigenous Languages in Singapore*

The Hackathon on Promoting Indigenous Languages through Free and Open-Source Software (FOSS) was a UNESCO-led initiative inspired by the IYIL2019, which built on an existing partnership between UNESCO and FOSSASIA – a CSO promoting free and open-source software in Asia. The hackathon aimed to raise awareness among young developers and FOSS communities on the important role of language technologies for protecting and promoting indigenous languages. UNESCO invited ten young Indigenous activists from the Mekong region. Fifteen teams, consisting of developers and Indigenous activists, developed ideas and prototypes for indigenous language apps, advised by 17 mentors - open-source advocates and language technologists, as well as Indigenous experts from the region. Two years on, several Indigenous participants of the Hackathon have stayed in touch and are linked to FOSSASIA's network of open tech developers and advocates, potentially leading to new collaborations on indigenous language technologies.

Source: KIIs and desk review – see also ANNEX 2: CASE STUDIES (Case Study 1)

104.   According to interviews with IP, UNESCO's outreach to relevant IPOs working on language issues was limited in Asia and this was partly due to the low level of human resources. In regions where IP networks operate in less challenging contexts, UNESCO's limited resource did not matter as much because the Organization could rely on existing networks to cascade initial starter messages. However, in contexts where civil space is limited and open networks more difficult to sustain, UNESCO faced additional challenges and needed to adapt accordingly. A higher level of

resources dedicated to initial outreach in Asia (and Africa and Small Island Pacific States) could have enabled the simultaneous usage of multiple media, which would have supported reaching more relevant individuals and organizations with key messages. As with Africa, with notable exceptions, a highly tailored approach to national contexts was not in evidence, meaning that specific known barriers and contextual elements were not always taken into consideration.

105. Asia shared many contextual elements with Africa (definitional issues, recognition issues, civil space challenges, lower levels of national resource availability and high levels of competing demands) but managed to a greater extent to transcend these and utilise the opportunity of the Year to, at least advance awareness of IL, and in some cases, achieve new MS commitments on relevant issues, such as for example sixteen MS endorsing the Bangkok Statement on Language and Inclusion. Joint work across different UN agencies[73] involving a wide range of stakeholders took place. Regional coherence was achieved on some issues despite the limitations of Asian regional intergovernmental fora. The IYIL2019 in Asia can be considered to have many successful features on which to build moving forward.

Central and South America and the Caribbean

106. According to estimated, there are 42 million Indigenous people in Central and South America and the Caribbean. Five hundred and sixty IL are spoken, but one out of five Indigenous groups have lost their native language over the past few decades. Twenty-six per cent of IL are at risk of disappearing[74]. There are furthermore important deficits in representation of IP. Despite the fact that in two Member States, IP are the majority population, Indigenous identity is closely linked to social inequality in the entire region.

107. Sixty-five per cent of national projects that were part of the UNESCO portfolio were located in this region; UNESCO staff in different countries showed capacity and willingness to develop projects and allocate resources to IL. Furthermore, 257 initiatives from the region were registered on the IYIL2019 website. Colombia, Mexico, Brazil, Uruguay and Peru featured among the top visitors of the site. Mexico was home to the highest number of registered activities and events (159) in any one state; Brazil came 9th. In addition to Mexico and Brazil, UNESCO field offices hosted

single events in Guatemala City, Lima, Quito, Santiago, and San José. Respondents from different stakeholder groups in the region highlighted that the IYIL2019 helped to focus attention of the public and governments on IL and recognised their importance to the achievement of the SDGs and the 2030 Agenda. The Year also drew attention to the lack of public policies and resources and the need for concrete action to address discrimination and generate appreciation of the value of languages in society. IP became more visible and were invited by their governments to speak about their languages (See Box 1, Box 6, and Box 7).

Box 6. *Good Practice: Success of the IYIL2019 in Mexico*

Mexico, in cooperation with UNESCO, organised the high-level closing event: "Making a Decade of Action for Indigenous Languages". Indigenous representatives interviewed, expressed satisfaction about their participation, representation and involvement in the conference. In the framework of the IYIL2019, Mexico also signed an agreement with the UNESCO office in Mexico City to encourage media pluralism. Addressing the need to involve the indigenous language speakers and the UN system in the IYIL, UNESCO Mexico showed leadership by fostering direct engagement with Indigenous experts and creating an interagency mechanism to ensure interculturality, Indigenous peoples and languages were included in interagency cooperation with the government.

Source: KII with the UNESCO Office in Mexico

108. Political Leadership was a key factor. Two Member States, Ecuador and Bolivia co-sponsored the UNGA IYIL2019 resolution (A/RES/71/178). Bolivia's initiative to establish the Group of Friends of Indigenous Peoples at UNESCO in Paris can be considered good practice[75] and a model to develop further during the Decade. In Ecuador, the UNESCO Office, the government and civil society were much involved. A conference was held on Cultural and Linguistic Decolonization for Wellbeing and Achieving the SDGs in Bolivia. In preparation of the Strategic Outcome Document of the IYIL2019, three regional meetings were celebrated in Cusco, Quito and Asuncion.

---

73 Bangkok Statement involving UNICEF and a youth initiative involving UNDP, both run out of Bangkok.
74 https://www.worldbank.org/en/news/infographic/2019/02/22/lenguas-indigenas-legado-en-extincion.

75 The Group of Friends created an informal environment for MS to discuss, coordinate and plan their participation in the Steering Committee (both in Member and Observer capacity), thus improving the efficiency and effectiveness of Steering Committee's work. Unfortunately, it was not sustained throughout the Year due to personnel changes in delegations.

"At the level of Indigenous communities, ancestral languages are increasingly lost as a result of lack of awareness of their value and the influence of globalization. Indigenous peoples are taking initiatives to reverse this process, support needs to come from governments that need to allocate budgets and improve policies. The IYIL2019 was very important in generating levels of awareness in indigenous and non-indigenous communities, a series of events echoed locally, nationally and globally."

Indigenous Leader, Ecuador

Box 7. *Good Practice: Implementation of the IYIL2019 in Peru*

In 2018, in the run-up to the IYIL2019, the Ministry of Culture of Peru held a series of consultations with Indigenous organizations at the local and national levels. In February 2019, a multisectoral consultative commission was established including the Ministry of Education, UNESCO, seven organizations of indigenous peoples, the National Institute of Radio and Television of Peru, UNICEF and the Regional Centre for the Safeguarding of the Intangible Cultural Heritage of Latin America. Its purpose was to implement participatory national and local action plans for the Year and organise intersectoral initiatives in response to its objectives: position Indigenous languages in the agendas of key sectors, draw attention to the importance of languages through a book fair, cinema and music, organise the Regional Congress of Indigenous Languages for Latin America and the Caribbean and create the Ibero-American Institute of Indigenous Languages. These good practices can serve as a model to other Member States for the preparation the Decade.

Source: KII with the Ministry of Culture, Peru

109.   UNESCO achieved good presence through digital media and social networks; however, as in other regions, information about the Year did not reach the communities and there was limited collaboration with traditional media (press, TV, radio), yet these means of communication are more widely used in Indigenous communities in this region (UNESCO Mexico supported a pilot with Indigenous media). There is a need for UNESCO to focus on supporting the region in strengthening a human-rights-based approach, position IL inside national and regional agendas, showcase good examples, establish collaborative structures with IP based on experiences during the IYIL2019 and link IL to poverty and human rights as IP belong to the poorest sections of societies.

Eastern Europe, Russia, Central Asia and Transcaucasia

110.   It is hard to define a common IL context for this diverse and fluid region in which IP are found mostly literally and figuratively at the margins (from Siberia to Uzbekistan). Civil space is an issue in places and geopolitical tensions remain a factor. The very high rate of response to the evaluation survey from Russia (See Fig 1.1) demonstrates the high level of interest.

111.   The regional centre of gravity for participation in this region was the Russian Federation (700+ official events, 16 uploaded initiatives on IYIL2019 website). The federal government's decision to officially mark IYIL2019 in Russia and to set up a national committee (led by the Federal Agency of Ethnic Affairs) was a significant step and a good practice for other MS. On the international level, the Russian Federation was a major sponsor of the successful LT4ALL conference in Paris. The highest-profile event in the region was the International Conference on Preservation of World Languages in Cyberspace also held in the Russian Federation, in Yakutsk, with the participation of the Assistant Director-General of the UNESCO CI Sector and attendees from 60 countries[76].

Box 8. *Good Practice: Cross-border initiative for Indigenous Finno-Ugric languages*

One of the most significant and sustainable cross-border initiatives in the region was the SANA project, which established a civil society network for Indigenous Finno-Ugric languages, uniting language activists from North-West Russia, Estonia, Latvia and Finland. Funded by the Nordic Council of Ministers, the project awarded mini-grants for community-based language activists to implement projects such as producing a Karelian-language animated film about the region's historical linen trade, publishing a children's workbook in Seto language, and holding a Skype-based course of Livonian, which some -though not SANA activists - consider extinct.

Source: KIIs with IP representatives from Russia and Estonia

112.   One key issue raised by both representatives of the Russian Federation and Indigenous peoples was the lack of Russian-language support, in particular on the IYIL2019 website, which may partly explain low uploads and a website map which

---

76 Despite this level of cooperation and support, the event was not funded by UNESCO and thus was not included in the portfolio of projects listed as those that they directly supported.

greatly under-represents actual activity in the Russian Federation. Also, Russian language was significantly underrepresented in dedicated IYIL2019 social media channels but occasionally featured in UNESCO´s main Russian-language channels. The presence of Russian-language messaging in dedicated IYIL2019 channels could have partly compensated for the absence of Russian on IYIL2019 website and would have brought it closer to Russia's IP by offering relevant and timely content.

113. Several Indigenous representatives expressed regret that the extensive network of over 60 UNESCO Chairs in Russia was underutilized. The evaluation team also found that in at least some cases, relevant Chairs were unaware of the IYIL2019. Given the high reputation and intellectual capital of UNESCO Chairs, this was a missed opportunity and a lesson for this region and globally.

114. Given the geopolitical complexities of the region, it was effectively impossible for Indigenous representatives in the Steering Committee to reach out to and engage IP across geopolitical fault lines. Furthermore, evidence suggested a very low level of both awareness of and engagement in the Year in Central Asia[77] and Transcaucasia, despite the presence of IL. Additional attention and focus would have been needed to make inroads even in terms of awareness in Central Asia and Transcaucasia.

North America

115. The North America socio-cultural region comprises two UN Member States (United States of America and Canada), but just one UNESCO Member State (Canada). The region is characterized by an extremely high degree of IL assimilation, including due to a painful history of colonial practices, combined with the cultural dominance of the English language. However, IP of North America are also active in both the theory and practice of language revitalisation, as evidenced by a growing body of academic literature about language revitalisation by North American Indigenous scholars, and community-oriented work of Indigenous-led organizations such as First Peoples' Cultural Council in British Columbia, Canada.

116. North America as a region was highly active during the IYIL2019, but had a relatively small footprint (5% of all initiatives) in the UNESCO portfolio (resources were directed to less wealthy nations). However, the main regional highlights of IYIL2019 were both supported by UNESCO: two simultaneous events: HELISET / Let the Languages Live conference organized by the First Peoples' Cultural Council, and the North

American and Arctic joint IYIL2019 regional conference (see Arctic section above). HELISET brought together over 1000 attendees from over 20 countries, including hundreds of IL champions. The conference articulated a powerful message that IL can be reclaimed and revitalized, underscored the central role of community-based "language champions", and called on authorities to support community-based language programming and invest in immersive language learning environments.

Box 9. *Good Practice: The implementation of the IYIL2019 in Canada*

Canada's Indigenous peoples interviewed praised the Canadian Commission for UNESCO for its listening ability and "quiet leadership", (which may be related to the fact that the Commission includes Indigenous staff). In the words of an Indigenous leader, the Commission facilitated and funded various initiatives, while "not taking over" the content. In June 2019, Canada adopted its Indigenous Languages Act, which was a key milestone of the Year domestically and a positive signal for the wider international community. Furthermore, Canada's 2019 budget committed very substantial funding for implementation of the Act[78].

Source: Desk review and KIIs with North American IP and academia

Box 10. *Good Practice: Perspectives conference at the Purdue University, Fort Wayne, Indiana, USA*

Based on a wide consensus, the most important event held in the USA was the Perspectives conference hosted by Purdue University in Fort Wayne, Indiana, directly inspired by the Year and attended by over 400 varied stakeholders from over 17 countries. It was not formally affiliated with or supported by UNESCO, but several members of the Steering Committee attended (which was much appreciated). The conference was praised for facilitating a rather atypical dialogue between academics and community-based indigenous language activists in an inclusive and open atmosphere[79].

Source: Desk review and KIIs with North American IP and academia

---

77 Except for one UNESCO supported sub-activity in Baku, Azerbaijan.

78 https://www.canada.ca/en/canadian-heritage/news/2019/09/preserving-and-strengthening-an-indigenous-language-in-british-columbia.html.

79 Lack of such dialogues, and the resulting mistrust between linguist and Indigenous communities, was mentioned in interviews as a key structural issue in the U.S., but also the wider North American region.

Box 11. *Good Practice: Tool/compendium on the inclusion of IP at local level in selected member cities of the International Coalition of Inclusive and Sustainable Cities*

This activity brought together different stakeholders (National Commission, Indigenous peoples' representatives and language experts, municipalities, UNESCO Networks in Canada) each adding expertise to a common whole, which proved effective. The International Coalition of Inclusive and Sustainable Cities, an already existing network, was strategically mobilised for the Year thanks to the direct involvement of the Canadian National Commission for UNESCO, which also initiated a process of consultation with Indigenous experts. The "Language Factsheet for Inclusive Municipalities" that was produced flipped the narrative from one of language loss and damage into one of positive achievements. Moreover, concrete actions were listed for municipalities to promote the visibility of indigenous languages of Canada. Those actions were related back to the Truth and Reconciliation Commission principles and calls for action.

Source: Desk review and KIIs with MS, IP, and UNESCO staff – see also ANNEX 3: SNAPSHOTS 3.3

117. According to interviewees, the IYIL2019 was implemented in the USA with less political and financial support from the authorities, both on federal and state levels. Interview data further suggested that American Indigenous peoples had lower levels of information about the IYIL2019 and reported feeling being less well represented in the North American and Arctic joint regional conference held in Canada. The USA not being a UNESCO MS added a layer of challenge to ensuring that the impressive intellectual capital, leadership capabilities and other resources of US Indigenous peoples were deployed to maximum effect during the Year. UNESCO needed to think beyond its own Member States in this role, as a neutral actor of global stature, leading on an initiative of the UN as a whole. With a view to the Decade, UNESCO is in a good position to work directly with US IP, if not all stakeholders to ensure that they contribute as much as possible to and also benefit from any global UN IP initiative.

The Pacific

118. This region encompasses three economically highly developed MS with large but historically very significantly disadvantaged IP, with long and tragic histories of colonial exploitation of IP and deliberate forced assimilation attempts, but also higher levels of political pressure and resources to address marginalisation. On the

other hand, it includes the many Small Island Developing States (SIDS) in the Pacific with different political agendas and limited resources.

119. Australia and New Zealand/Aotearoa were among the most active states participating in the IYIL2019 in the region. The participation of SIDS was however very low, which was partly due to a lack of clarity about IYIL2019's relevance to their societies where local languages are widely used but may not be perceived as IL. Another factor was the lack of funding to implement IYIL2019-related initiatives without UNESCO (and wider UN) support and limited outreach by both the UNESCO Secretariat and IYIL2019 Steering Committee to Pacific SIDS[80]. UNESCO's portfolio, however, included two national level initiatives (Papua New Guinea and Samoa) and two regional initiatives that included the Pacific Islands. The key challenge in the region centred on disseminating information about IYIL2019 to all Member States and IP, in particular SIDS. The Pacific was one of the few socio-cultural regions where no dedicated regional IYIL2019 conference took place in 2019[81], which was a missed opportunity to engage in the region.

Box 12. *Good Practice: Māori language initiatives in New Zealand/Aotearoa*

In New Zealand/ Aotearoa, the Te Taura Whiri (Māori Language Commission) took a strong focus on building Māori youth self-confidence to speak Māori in public spaces by organizing ten workshops across New Zealand, followed by a national summit in Auckland. The programme has literally rejuvenated Te Taura Whiri after several Māori youth joined the organization. The Ministry of Pacific Peoples further reported sustainable benefits for its work.

A Māori delegation from the Waikatu-Tanui tribe visited UNESCO's Santiago Office in July 2019 for the Meeting He Aputahi Taketake (the Questing Soul of Indigenous People) to explore language revitalization in Latin America.

Source: KIIs with IP representatives and public officials of Aotearoa

---

80 Australia was the most active state in the region in terms of uploaded initiatives (35), followed by New Zealand (9) and Hawaii (6). Events were also held in Fiji (2), Papua New Guinea (1) and Palau (1).

81 The Pacific was included in a joint Asia-Pacific regional conference held in Changsha, China in September 2018.

Box 13. *Good Practice: Local and Indigenous Knowledge Systems in global environmental processes (LINKS)*

This UNESCO project focused on building links and mutual respect between Indigenous Knowledge Systems and other knowledge holders and users, (in particular, academia and policy makers) with a particular focus on environment (and climate change). Although focused on IP knowledge, the project included indigenous languages as a key knowledge sharing and intergenerational transmission vehicle. The project included many positive elements, participation of IP was high and their feedback was positive. The project enabled IP to express and capture traditional knowledge, share this with others in ways that respected their ownership, and mutually discuss how such knowledge could help to mitigate and manage current environmental crises. The project focused on Pacific SIDS and seven states in Africa, thus usefully counterbalancing the lack of projects of the IYIL2019 in both regions. The project involved joined up work with both NGOs and UN systems. The project also supported translation of project outputs into IP languages (in at least some cases but not all). Whilst the UNESCO regional events did raise awareness in some SIDS where the issue was little known and even less prioritised, the big gains were made in Australia and New Zealand where momentum and political pressure already existed.

Source: KIIs and desk review – see also ANNEX 3: SNAPSHOTS 3.4

UNESCO Leadership and Coordination Role

120. This Chapter assesses UNESCO's leadership role during the IYIL2019, the Action Plan, the governance of the IYIL2019, the role of the Steering Committee and internal and external coordination mechanisms. Efficiency was assessed, as far as possible given constraints related to clear desired results, by reviewing how well resources were used in an economic and timely way to benefit Indigenous peoples and languages and how efficiently inputs (human and financial resources) were transformed into outputs and results.

121. UNESCO's role leading on the issue of IL was new to the organization. During the Year, it learned, built experience and improved levels of engagement with indigenous language custodians and experts. Its leading role served as a stepping-stone to improve engagement with IP and bring together large numbers of actors around the key issue of IL. UNESCO managed to showcase events and conferences on IL issue in countries where IL and IP are not recognised in law nor practice[82]. As the lead agency, UNESCO was effective in raising awareness and mobilising a variety of players to share initiatives on IL around the world.

122. Surveyed stakeholders rated UNESCO's lead coordination of the IYIL2019 as "good" and highlighted the following contributing factors: UNESCO's mandate, credibility, prestige and specialised expertise. UNESCO's performance as the lead agency for the IYIL2019 was effective in several ways. It inspired initiatives worldwide, acted as a clearing house, strengthened awareness about the need to improve the enabling environment for IL and prepared the ground for changing paradigms. To involve interested parties and mobilise support, UNESCO established multi-stakeholder partnerships. There were two key benefits that partners identified in associating with UNESCO during the IYIL: "*being part of a global initiative*" and "*having access to UNESCO knowledge resources*". A strong online community was created during the Year and the dedicated Website attracted 276,000 visitors, who accounted for more than 700,000 page views[83].

123. Stakeholders also observed challenges, ranging from planning, internal and external coordination, broad definition of objectives and key issues of the Action Plan, shortage of a strategic approach in mapping and interaction with stakeholders, articulation and cross-fertilisation between actors[84]. Albeit UNESCO's role in leading the Year resulted in increased global awareness on the critical situation of IL worldwide and this was extremely important and long overdue, leadership was not sufficiently effective to guarantee meaningful involvement of all UNESCO sectors, networks and stakeholders. Sixteen Field Offices[85] were particularly engaged[86], however, other country representatives, NCs and UNESCO networks did not actively participate in the Year. Opportunities for more effectively engaging all UNESCO structures, offices and networks around the issue of IL were missed. Several staff in field offices noted they would have welcomed more specific guidance on IL. Initiatives, events and conferences sometimes lacked strategic preparation, follow-up and integration inside a conceptual framework that tracked impacts on the ground.

124. UNESCO today is in a unique position to strengthen its leadership role during the preliminary planning period and the Decade. An important challenge will be to use the leadership role put in place well-structured inter-sectoral mechanisms and mobilise all stakeholder groups and the entire UNESCO family strategically around the issue of indigenous language promotion and revitalisation, building a broader base of allies that are instrumental to advancing policies and action for ILs and reflecting a holistic vision that is characteristic of Indigenous peoples' world views.

---

82 In China for example.

83 Summary Report on the IYIL2019 submitted to the UNPFII 19th session held in April 2020 available: https://undocs.org/en/E/C.19/2020/9.

84 This does not suggest that those stakeholders were not involved in the development of the Action Plan, which involved a participatory process.

85 Events and activities to mark the Year were organised by UNESCO field offices in Addis Ababa, Apia, Bangkok, Beijing, Brasilia, Geneva, Guatemala City, Lima, Mexico City, New Delhi, New York, Quito, Rabat, San José, Santiago and Venice, Italy.

86 E.g., Santiago, Chile, Montevideo Uruguay, Bangkok Thailand.

3.1 Devising the Action Plan and developing a IYIL2019 Theory of Change

125.   UNESCO led the development of an Action Plan to guide not only its own efforts, but also that of the whole UN system. The Action Plan was approved by the UNPFII in April 2018[87]. It aimed at contributing to realizing Indigenous peoples' rights worldwide, as stated in the UNDRIP, including by engaging the United Nations system in support of Member States. It called for a coherent approach and for joint collaborative action by all stakeholders to achieve maximal positive impact and social change with regard to the indigenous languages and those who speak them. The key principles of the action plan were well defined and highly relevant. They highlighted the centrality of IP according to the principle of self-determination, a holistic approach, joint action, coordination across the UN system, multi-stakeholder partnerships and results-based management.

126.   The centrality of languages to all fields of human endeavour was both a challenge and an opportunity. The scope of the exercise, the expertise needed and the potential areas of intervention were broad, the challenges enormous. The wide scope of the Action Plan was a strength; however, limited resources required prioritization. Balancing the high expectations of IP with pragmatic realities was always going to be difficult and damping down expectations at an early stage would have run the risk of draining momentum, which was a significant factor in making the Year a success. Nonetheless, the priorities of the Action Plan should have been determined at the level of the Steering Committee, the Inter-Sectoral Working Group on Indigenous Peoples' Issues (ISWGIPI) and ideally the IASG prior to and during the Year. Discussions were needed in the lead up to the Year regarding competing priorities under different resource level scenarios. A lack of clear strategic direction and prioritisation in the Action Plan contributed to potential allies being either not clear on what was expected of them (see Section 2.5) or a view that efforts were disjointed, sporadic and lacked follow up (see Section 2.1). This applied to both UNESCO colleagues outside of the ISWGIPI and wider stakeholders.

127.   Operationalising the Action Plan would have benefitted from additional thinking and understanding about the processes of change expected; how UNESCO and other stakeholders' interventions would (need to) combine to create change (whether of awareness, paradigm, policy or practice) and of the assumptions being made

behind this. Elaborating a Theory of Change for the whole Year would have been challenging and might have necessitated a high level of generality. However, using a "nested" approach, a ToC could have been developed at the level of each of the five intervention areas, which would have allowed a higher level of detail and potentially more insightful analysis (see Section 2.2). Some UNESCO staff showed the value of such exercises in their work[88].

128.   A related challenge is that the Action Plan did not contain a results framework with SMART indicators[89], to assess progress against each result area. This affected not only UNESCO's own monitoring, but also created challenges for the evaluation team to assess the achievement of desired results (See Section 2.2). Such a framework could have been used to not only monitor progress, but also to direct efforts of all parts of UNESCO and other stakeholders towards shared goals and results. It would have necessitated "unpacking" the major objectives and intervention areas included in the Action Plan, identifying results at different levels (outcome and output) and pinpointing milestones or other progress markers. The process of elaboration of such a framework would have needed to be participatory and inclusive.

129.   As evidenced by the Bangkok Statement (see ANNEX 2: CASE STUDIES), the added value of explicit reflection and thinking concerning change processes is clear[90]. The Action Plan was comprehensive in its contents and relevant, but it lacked prioritization, any developed ToC, any SMART results framework and/or other clear metrics to support strategic direction and monitoring of progress.

3.2 Governance of IYIL2019 – Role of the Steering Committee

130.   A Steering Committee (SC) to oversee the Year was established in 2018 as an international multi-stakeholder entity to oversee the implementation of the Year, in collaboration with UNESCO. In particular, the Steering Committee was mandated to provide guidance on the elaboration of the Action Plan, to monitor the Plan's implementation, support the mobilisation of financial resources, and prepare a follow-up or monitoring proposal for the Year. The 18-member Steering Committee

---

87 https://undocs.org/E/C.19/2018/8.

88 In the case that, it should prove difficult to achieve agreement on these tools at higher levels.

89 Specific, Measurable, Achievable, Relevant and Time-bound.

90 The Bangkok Statement team did not have an elaborated ToC, but several team members independently described desired change processes and ways of achieving them as well as explicit conversations about this.

consisted of MS (representing each UNESCO electoral group), representatives of Indigenous peoples (seven, one for each (Indigenous) socio-cultural region), representatives of the UN's Indigenous-specific mechanisms (UNPFII, EMRIP, SRRIP), UNESCO and UN DESA.

131.   Interviews and survey results revealed a broad consensus among both MS and IP representatives that the multi-stakeholder structure of the SC corresponded to the goals and principles of the Year and created a good balance between Indigenous and non-Indigenous representatives. Within this, UNESCO's role in facilitating the work of the SC was generally regarded positively by all groups.

Figure 3.1 *Over 80% of survey respondents from Member States and UN entities assessed the role of the Steering Committee as overall effectiv*

How would you rate the role of the Steering Committee in providing guidance and overseeing the overall implementation of the action plan for the IYIL2019?

19%	64%	16%	2%
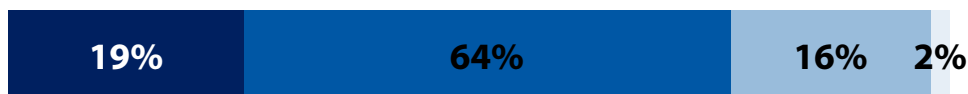
Source: Evaluation survey question addressed to Member States and UN entities other than UNESCO (n=58)

132.   While the structure of the Steering Committee allowed the voices of IP from all seven socio-cultural regions to be effectively represented, interviewees highlighted some challenges in developing inclusive consultative mechanisms for the SC and in selecting IP representatives in a fully transparent manner. This may have meant that some Indigenous representatives lacked wider support and engagement in their regions. Whilst this issue is outside UNESCO's direct control, it is a factor to be aware of and mitigate in the future. Secondly, structural inequalities between MS and IP participation were revealed because MS, unlike IP, were already represented in Paris through permanent delegations and could almost always attend meetings in person. IP representatives had to secure additional funding to attend (affecting in particular IP representatives from less affluent states), thus limiting their substantive contributions to Steering Committee's work and the balance between different stakeholders within the Committee. Even though the majority of Steering Committee meetings in 2018-2019 could also be attended virtually, the fact that MS representatives could usually attend the meetings in person, created certain structural advantages over

IP, including for informal communication and networking. Due to the COVID-19 pandemic, Steering Committee meetings were held virtually starting from May 2020 to discuss the follow-up to the IYIL2019. While this removed the benefits of in-person and informal communication, virtual meetings also placed IP and MS on more equal ground vis-a-vis each other.

133.   Interviews (with SC members and observers) revealed that the effectiveness of the SC's work improved during 2019, as some technical challenges (in particular, initial lack of interpretation between English and French) were overcome and SC members learned to work together better. For several SC members, this was a first and unique opportunity to engage in dialogue and action at global level. Participation of Canada, Norway and Russia as observers enhanced their critical role as key players already engaged in the Year. The SC's work would have been more effective if orientation/training sessions had been available for IP representatives on the expected tasks. This would also have allowed for explicit discussions regarding expectations on all sides. A typical SC representative – either MS or IP – did not prioritize or was not able to undertake an ideal amount of effective regional outreach, partly due to time and resource constraints, but also because roles were not clearly discussed and agreed upon at the outset.

3.3 UNESCO's Internal Organization

Resource allocation and mobilisation

134.   The UNGA when proclaiming the Year in 2016 indicated that no additional UN resources would be made available[91]. The following November (2017), the UNESCO General Conference approved the programme and budget for 2018- 2019. This timing posed a challenge, as UNESCO had not concluded consultations on the Action Plan by the time that budgets and plans were being finalised. No standalone or earmarked budget for the Year was approved although the agreement that "*UNESCO will serve as lead agency for the International Year of Indigenous Languages in 2019*" was noted[92]. Timing issues may arise again with the Decade as UNESCO is preparing its budget for the relevant period simultaneously with the Action Plan.

---

91 This is a common UN practice and does not imply lesser UN support.
92 https://unesdoc.unesco.org/ark:/48223/pf0000261648/PDF/261648eng.pdf.multi (p. 258).

135. With no earmarked funding in place, financial contributions from external sources were critical for the implementation of the IYIL2019. UNESCO had three options, free up financial resources to allocate to the Year; raise external funding; or mainstream IL within existing projects. UNESCO reverted to all three options, but the first only to a limited extent. From January 2019, in addition to the three-member coordination/core team, the CI Sector allocated around US$300,000 to the IYIL2019. This was to cover all coordination costs (e.g., running of the website, organization of SC meetings, monitoring, producing social media content) as well as at least part of the CI elements of the portfolio (World Atlas, commissioning research, supporting Hackathons etc.). Over and above this, extra-budgetary resources were raised towards activities and events totalling approximately US$2,000,000. Raising new resources specifically for the Year proved somewhat slow and difficult[93] and where successful, support either was often given in kind or was otherwise tied to certain projects. Looking forward, very few MS survey respondents, when asked, indicated plans to support the Decade financially, although all planned to support it in other ways.

136. Flexible funding is notoriously hard to mobilise and UNESCO is affected by wider forces that affect similarly on many actors. Nonetheless, it is possible that a small proportion of the tied funding could and should have been identified as a contribution to coordination or monitoring and evaluation and could thus have become available to the core team. Secondly, it is the case that flexible funding was at times utilised to carry out activities rather than simply coordinate and monitor. Although one or two exceptions could have been prioritised as essential to the global effort[94], it was not clear that decisions on the prioritisation of this ultra-valuable flexible funding for central costs and allocation of it to support activities were strategically discussed and taken.

137. UNESCO therefore essentially defaulted to a significant extent to option three; seeking to build on already planned activities that could deliver against the Year's objectives alongside their original aims. This was a creative and pragmatic response, and it is what allowed UNESCO itself to do a significant level of work (see Section 2.1), but it did have important consequences. The work that was possible became dependent on existing projects, and the creativity and willingness of teams to craft an IL element within them. Firstly, as the portfolio analysis revealed, whilst highly motivated teams and those where the IL interlinkage with their work was abundantly clear, (e.g., in Central and South America) did achieve significant activities with no new resources. Multiple UNESCO staff interviewees mentioned that as budgets had already been allocated to other areas, it was very difficult or impossible for them to build any IYIL2019 focused element into their work. Secondly it meant that the IYIL2019 core team was unable to inform the balance of work across Sectors, between result areas or geographically. Whilst they could suggest or request more activity, without any budget allocation, these efforts had limited success. Even then, not all opportunities to use existing modalities were well-utilized[95] and relevant projects, or opportunities to generate relevant projects were not all captured as part of the Year efforts.

138. Importantly, in spite of the essential cross-sectoral nature of IL (see Section 2.5), UNESCO allocates budgets to particular Sectors. The absence of any budget for the IYIL2019 held outside of any Sector impeded the necessary degree of meaningful cross-sector working; as in genuinely joint programming (not to the flow of information about what each sector was doing to the others, which did take place through the ISWGIPI). The lack of sufficient flexible funding was therefore a major impediment to maximum results. It is important to note that the amounts of such funding would not have needed to be large; relatively small amounts of additional funding[96] outside of any sector and with flexibility could potentially have made a difference.

Human Resources

139. Leadership within UNESCO was assumed by the CI Universal Access to Information Section, which is responsible for the implementation of the 2003 Recommendation concerning the Promotion and Use of Multilingualism and Universal Access to

---

93 The reasons for this are many and varied. It seems that not all potential supporters placed the same value on the Year, and some may have had low expectations, which were surpassed by the eventual success. Cynicism regarding UN "Days" and "Years" may have been part of this. It is also true that MS were the most obvious supporters, but as they are already contributors to UNESCO, they may have been hard to convince of additional contributions. However, it also true that the Action Plan for the Year lacked a clear results framework and metrics which many donors are looking for. Finally, imaginative and innovative "solution focused" or win/win project elements might have helped convince more donors.

94 Most notably the commissioning of an updated World Atlas of Languages. Although this was not yet ready at the time of this evaluation, a number of interviewees mentioned its central importance. Funding to finalise and keep it updated should remain a priority.

---

95 E.g., a clearer signal could have been sent prioritising relevant initiatives in the Participation Programme solicitation call. Only 5 out of over 500 projects selected for support were identified as addressing IYIL2019 objectives.

96 For example, allocating 100% of the US$300,000 regular programme CI budget to oversight, monitoring, advice and support for colleagues, data capture, portfolio balance review and trouble shooting.

Cyberspace. Its staff has expertise and knowledge on access to information and on socially marginalized people, including those who speak and sign less-used, minority and indigenous languages. It should be noted that other Sectors (notably Education and Culture) have equally important responsibilities relevant to IL.

140. Within the CI Sector, one permanent staff member and two temporary consultants formed the core coordination team for the IYIL2019, although the permanent staff member was not dedicated to this coordination role full-time as the post continued to have other responsibilities related to CI programme implementation. This small team not only sought to coordinate and monitor the work of all UNESCO Sectors related to the IYIL2019 and to liaise with stakeholders, administer the IYIL2019 website and run the social media accounts[97]. It also responded to all external queries and commissioned many CI contributions to the Year including the World Atlas of Languages, and a major research study[98], supported a number of projects and cooperated with colleagues on the many high-level events that took place. It is abundantly clear that the human resources were insufficient to do all these tasks and staff faced extremely difficult prioritisation decisions.

141. Not only was the level of staffing allocated to coordinate and work on IYIL2019 too limited overall, but it was also too concentrated (in one sector, CI, and in HQ). Eight focal points were identified in each Sector and some central services, which were useful conduits of information and knowledge management, but all had other fulltime responsibilities, and most were not involved to a very significant extent beyond attending meetings and ensuring information flow[99]. Of course, there were other CI sections and other Sectors both at the FO and HQ levels who contributed to the implementation of the IYIL2019, including by providing strategic guidance, organizing regional or high-level events, acting as liaison officers, as well as administrating financial resources and this should not be under-valued. However, the evaluation evidence still points to a lack of clearly allocated and funded responsibility outside of the CI core team. Focal points for the IYIL2019 should have been present in all regional and field offices as well as relevant central services. They should not

only be sources of information, but have the delegated authority to lead on design, implementation, monitoring and adaptation of IL related work within their sphere of influence and should also have a role in identifying, nurturing and involving key local stakeholders (including financial contributors). Both responsibility and some level of staff resources should have been delegated in tandem (with reporting and accountability).

142. The CI Sector achieved a great deal during the Year (see 2.2), but the allocation of the leading role internally to CI had implications that were not fully understood and acted on. Firstly, CI is the smallest of UNESCO's Sectors with a lower staff footprint around the world than any other. Secondly, some UNESCO KIIs concluded that the Year was mostly or entirely about awareness raising. Given CI's inherent focus on communication, a key message calling for grassroots work in all other sectors would have helped offset this tendency.

143. Another effect was that because the CI core team was responsible for both the overall coordination on behalf of UNESCO as a whole and the implementation of its own projects, there was a blurring between CI activity and oversight of the Year. This allowed focus to move away more easily from oversight and monitoring (particularly of UNESCO's own work, whereas monitoring of the IYIL2019 website was maintained throughout) and time and effort to be spent instead on commissioning or running CI activities. If there was no possibility of additional dedicated CI staff resources for the Year, at the least, a clearer division of responsibility within the team was a missed opportunity. Ideally, the core team should have been focused entirely on intervention design, advice, trouble shooting, monitoring for quality and, at the level of the portfolio for balance, running essential support services (e.g., the website) and coordinating content generation and uptake, with CI activity implementation under a separate post.

144. The proportion of UNESCO staff survey respondents who identified as Indigenous was the lowest out of all the stakeholder groups. Additionally, UNESCO staff who spoke an indigenous language (and who stated a workplace) were all based in national offices or in a UNESCO Institute; none were in HQ[100]. UNESCO's work on the

---

97 This involved a wide set of work: monitoring, updating, and developing the functionalities and content pages of the IYIL2019 website, including manual approval of user requests (nearly 3000), event registration (nearly 1000), requests for logo use, regular check of official email address, answer of queries and requests for partnerships, together with regular update of content, featured activities, media page and other.

98 Both the World Atlas of Languages and study were due for publication after the evaluation period concluded (February 2021) and were not evaluated.

99 Because of the co-chair role of the ISWGIPI, the focal point in Natural Sciences was more active.

100 One survey respondent was an IP in HQ who did not report speaking any IL. UNESCO does not monitor the ethnicity of its workforce. Of the total of 36 UNESCO staff KIIs (including inception interviews), not one said that they self-identified as Indigenous, although all other stakeholder group KIIs, including both MS and UN staff, did volunteer this information.

IYIL2019 would have benefitted significantly if IP or staff with specialized indigenous language expertise were routinely employed.

145. The role of the Inter-Sectoral Working Group on Indigenous Peoples' Issues was highly rated by UNESCO sources. It was not created for the Year and was a long-standing internal body with the wider remit of information sharing and exchange regarding all IP issues. Staff cited examples of positive sharing of information and learning within the group, joint decision making and even instances where staff in different sectors combined budgets to achieve common goals for the Year. Locating intersectoral coordination for the Year within this existing body with its wider remit was perceived as a risk (i.e., that it would be insufficiently focused). In fact, data revealed that the benefits of doing so outweighed the perceived disadvantages and for an intervention of one year, for which setting up an additional and more elaborate structure would not have been justified. It meant that discussions about IL took place in a more holistic context (closer to an IP viewpoint than a more language exclusive viewpoint) and it also built on existing positive working relationships. The evaluation findings endorse the decision to locate internal discussions about IYIL2019 in the ISWGIPI.

Working across the UNESCO family

146. Messages and information about the IYIL2019, and the potential role of all UNESCO actors and teams to contribute, across the UNESCO family was inconsistent or lacking. Although some entities within UNESCO's wide networks (Associated Schools Network, UNEVOC network of technical and vocational education and training centres, Category II Institutes and Chairs) were involved, many were under-utilised. In some cases, according to interview data, no outreach was made. In others, a message did get through and some low-level activity took place (e.g., reference was made to IL on web resources by the Associated Schools Network). As above, both a clear direct and focused "ask" and a push from management would have been needed to change this. UNESCO has unique networks of relevant actors in fields relevant to the IYIL2019, which could model inclusive good practice. The non-participation of these networks was a significant missed opportunity of the Year and provides a major opportunity for the Decade, thus helping to widen its geographic, demographic (including Indigenous children and youth, adolescent girls and women) and thematic reach.

Monitoring and Evaluation

147. Monitoring and Evaluation during the Year was primarily completed through UNESCO's existing project management system, but there was no specific ongoing systematic monitoring mechanism at the IYIL2019 portfolio level. Information about activities in different Sectors were exchanged via the ISWGIPI. Based on this, updates were provided to the Steering Committee and a report was provided to the UNPFII[101], but in both cases reporting focused at the level of activities completed and not results achieved. Given the small size of the coordination team and the scope of its responsibilities, it was not very realistic to expect systematic reviews of all UNESCO activities. At the same time, the lack of a results framework for the IYIL2019 Action Plan linked to a UNESCO monitoring framework created additional challenges that human resources alone could not have solved.

3.4 External Communication and Influencing lessons

148. UNESCO established the IYIL2019 website, dedicated social media channels (including Facebook, Twitter and Instagram), a social media committee and communicated with MS and NCs via established means of communication managed by a central services unit, PAX, primarily through email. UNESCO is also represented on the IASGIPI and used this to communicate centrally with the UN wide system (via email lists and meetings).

149. A Social Media Committee was created including UNESCO staff and external contacts working on or with social media. The core team sought to engage UNESCO's internal Department for Public Information which has information channels and outreach capability in all six UN languages. All of these were considered good strategic choices; however, some problems in implementation were noted. Social media uptake remained in the low tens of thousands which considering UNESCO's prestige and size could have reached much higher figures through an effort that went far beyond the small core team.

150. At the time of IYIL2019, UNESCO did not have a single centralized system of sharing

101 Summary Report on the IYIL2019 submitted to the UNPFII 19th session held in April 2020 available: https://undocs.org/en/E/C.19/2020/9.

contact information or tracking its interchanges with contacts internally amongst its workforce[102]. This hampered efforts to reach out to relevant individuals and organizations, particularly in terms of academics, CSOs and IPOs. Without such a shared system, staff relied on the pooling of colleagues' personally built-up contact lists; the painstaking creation from scratch of a new broad list encompassing all sectors and regions was beyond the scope of the human resources available. In fact, UNESCO is aware of this and has recently decided upon using such a system in future.[103] Investing time in populating it and supporting staff to use it consistently will be important, including for Decade outreach.

151. UNESCO's resource levels (and levels of delegated responsibility/engagement of staff at all levels and in all places) did not permit a highly tailored approach to audiences. Additional and clearly delegated responsibility to field offices would have supported more concerted, deep and consistent conversations with both duty bearers and colleagues at sub-regional or national levels across the UN system. This would have meant that conversations between UNESCO staff and the UN Resident Coordinator's offices, with MS and other UN entities could have happened to back up conversations with delegations in Paris or other senior officials attending high-level events. Opportunities for such sustained multilevel influencing conversations were limited during the Year due to its short time-period but will be much more important during the Decade.

152. Regarding the gaps in information flow to IP mentioned earlier, an important lesson is that UNESCO cannot rely on any single communication method to reach these audiences. Strategically chosen multiple strands of messaging (i.e., the website, emails, e-bulletin, social media, radio, side events at UN Fora, etc.) are essential to ensure maximum reach, particularly during the early years of the Decade. Information flow also needs to be meaningfully multi-directional, with UNESCO listening actively as well as conveying and sharing information.

The dedicated website: IYIL2019.org

153. The website was a very important and positive element of UNESCO's external communication effort. It provided a framework for the Year and links to relevant bodies (e.g., EMRIP), but its main added value was the interactive function whereby users could, after having successfully completed a registration process, upload details of (independent) initiatives related to the IYIL2019. Over 880 such initiatives were uploaded in all, allowing those interested to share information and knowledge and learn what others were planning to do. This was particularly relevant to the intervention area focused on "*the creation of favourable conditions for knowledge-sharing and dissemination of good practices on indigenous languages*". With high numbers of initiatives uploaded, the website functioned effectively as a clearing house and information sharing mechanism.

154. It was not a given that the website could be interactive and to achieve this it was decided to make a standalone website dedicated to the Year away from UNESCO's main online presence[104]. Even with a dedicated site, measures aiming at mitigating risk linked to the site's interactive nature took up valuable time of the limited core team; each potential user needed to justify in some detail why they wished to use the site and applications were individually reviewed and approved. Thereafter uploads were also reviewed before they went live.

155. Survey responses suggested that there was some lack of clarity about the purpose of the website as there was a mismatch between users' motivations for joining (to become part of a network discussing IL or to share good practice and learning) and the gains they ultimately reported (increased visibility of either their community/language or of a specific initiative or event). Over a quarter of survey respondents reported either no result, one below their expectations or commented negatively and many KIIs similarly mentioned website delays or frustrations[105]. UNESCO's (risk averse) decision to individually approve all registrations and uploads, combined with insufficient staff resources to process all such requests quickly at peak periods, contributed to this.

---

102 Such systems are now widely used by commercial companies and increasingly by NGOs. They are referred to using the term CMS with the C standing variously for Customer, Client or, in the case of NGOs, Contact. The M is for Management and the S for System. Such systems allow for the restriction and/or sharing of data about those an organization interacts with to improve consistency, avoid repetition, and prevent frustration so as to maximize positive outcomes for both parties.

103 A Constituency Relationship Management system has recently been set up and is to be developed further.

104 UNESCO did not have the risk appetite to allow even mediated uploads from all stakeholders directly to a site that was closely linked to or identified with UNESCO as a whole.

105 Mostly concerning bureaucratic delays or a lack of transparency regarding approval of the use of the UNESCO logo. The latter decisions had been sensibly referred to National Commissions which may have led to both delays and perceived inconsistency in decisions.

156. When asked about what they would recommend for the website for the Decade, survey respondents called for an "improved user experience", more content generated by IP and availability in additional languages. Not far behind were calls for a website that highlights good practices, with increased interactivity, more multimedia content, interactive forums to discuss particular topics, raising visibility of IL and adding a stakeholder directory[106]. The website served a useful purpose and was well used. The decision to make it interactive was smart. There were missed opportunities to highlight gender equality (see Section 2.3). The fact that the website was only available in three of the six UN languages (English, French and Spanish) and not available in Russian, Arabic or Chinese was a significant disadvantage[107]. UNESCO could have offered good practice sharing and communities of practice discussions as part of the online offer for the IYIL2019. Overall, the IYIL2019 website was well used but could have been improved in terms of the languages it was available in, gender mainstreaming and more clarity internally as to the implications of design and interactivity decisions (in terms of human resource needs). Moving forward, ways to improve the user experience should be explored.

106 Whereby individuals can reach out to those working on a specific language or who hold a specific expertise.
107 Uploaded materials were not, in any event, necessarily made available in all the site's languages unless uploaders submitted translated materials.

Conclusions and Recommendations

Conclusions

157.   The International Year of Indigenous Languages exceeded the initial expectations of many stakeholders. Evaluation interviews showed broad consensus that UNESCO played a key role in this; in particular, by helping raise awareness of not only the critical loss of Indigenous languages, but also the positive value and meanings that indigenous languages provide to Indigenous peoples and humanity at large. The best demonstration of UNESCO accomplishing the first goal as stated in UNGA resolution 71/78, lies in the proclamation of the International Decade of International Languages 2022-2032. This can be viewed as both a key milestone in drawing further and more sustained global attention to indigenous languages, but also as an example of at least one significant urgent step taken at the international level. Member State approval of the Decade was by no means a given or an automatic follow up to the year and needed considerable effort to achieve. The prioritisation of this issue for a 10-year period is also a considerable step up from and necessitated a higher level of Member State 'buy in'. The proclamation of the Decade and with it the invitation for UNESCO to lead it, also signals the confidence of UN Member States to entrust UNESCO with continuing the important work that began in 2019.

158.   UNESCO's key strengths in coordinating the IYIL2019 included its expertise and multisectoral mandate, its extensive global networks across disciplines and stakeholders, the impressive expert knowledge, skills and personal commitment of the core team within the Communications and Information Sector coordinating the IYIL2019 and, in particular, UNESCO's convening power that brought together diverse stakeholders. A key and sustainable accomplishment of UNESCO was the establishment of an IYIL2019 governance structure, which for the most part allowed for balanced dialogue and decision-making between Member States, Indigenous peoples and relevant UN entities' representatives. This is an important prerequisite for the Decade.

159.   UNESCO worked within severe resource constraints, given that the original UNGA resolution 71/78 requested the Organization to perform its role within existing resources. This obviously limited its opportunity to support resource constrained

Indigenous peoples worldwide working to preserve and revitalize their languages at the community level. While this was a challenge for the IYIL2019, it remains a key opportunity for the upcoming Decade. In most Member States, the IYIL2019 did not lead to the delivery of structural improvements concerning the recognition, legislation and policies in support of indigenous languages on a national level. However, given the multi-year planning cycles for legislative and policy changes, the Decade is much better suited for implementing such structural changes. UNESCO's commissioning of a study into ways to maximise resource mobilisation for the Decade in 2020 is one indicator that it is addressing the resource constraint issue and at an early stage.

160.   The evaluation found that there is room for improving the engagement of UNESCO field offices whose strong participation is needed in the Decade to reverse the trend of indigenous language loss and shift into language promotion and revitalisation. Internal coordination can be strengthened by transversally engaging all of UNESCO's five sectors, in particular the Education Sector. Planning stages suggest that UNESCO has already been learning lessons (before and during the evaluation period); a wider pool of staff and leadership in more than one Sector are already in place; and changes to monitoring systems and budget allocations are being discussed. It is very important that these discussions are positively concluded swiftly to allow UNESCO to plan for the Decade.

161.   The engagement of the UN system would benefit from a tailored strategy that builds on the specific expertise of UN entities, ensuring inter-agency collaboration around indigenous languages and the stronger involvement of UN Country Teams. The evaluation also demonstrated the importance of UNESCO's networks, universities, civil society and (indigenous) language institutes worldwide. Liaison with the private sector was limited, yet it can provide funds for the Decade, and the communications and technology sector, in particular, has a key role to play in creating indigenous language enabling online spaces and platforms.

162.   UNESCO can play a key role in replacing old paradigms that considered indigenous languages a barrier with new standards that embrace language as an integral part of sustainable development, "leaving no one behind" and the 2030 Agenda. UNESCO can support MS to improve the enabling environment for indigenous languages with

their speakers by a three-pronged approach: (1) addressing the gap in international and national standards on language rights (defining IL as official languages of their region), (2) supporting communities with the revival of their languages and (3) promoting the use of IL in private and public spaces and services, positioning of IL in society. The centrality of indigenous language custodians can be ensured by promoting a Decade with, not for Indigenous Peoples and by mainstreaming the Indigenous concept of Wellbeing/*Buen Vivir* in all initiatives.

163.   The Decade provides an opportunity to consolidate what IYIL2019 began: and concrete impact on the ground through the engagement of indigenous language custodians and strategic multi-stakeholder participation. Building on its accomplishments as well as learning from shortcomings as a lead agency of IYIL, UNESCO is uniquely positioned to make the International Decade of Indigenous Languages 2022-2032 into a success not only for itself and its Member States, but for the wider UN system and ultimately for Indigenous peoples and their languages. The Evaluation team wishes UNESCO success in this important endeavour.

Recommendations

164.   The evaluation makes seven overarching recommendations for the Secretariat (in the CI Sector) of the Intersectoral Task Team for the International Decade of Indigenous Languages (ITT4IDIL), the Sector for Priority Africa and External Relations (PAX), the Bureau of Human Resources Management (HRM), the Bureau of Strategic Planning (BSP), the Department of Public Information (DPI) and for Programme Sectors working on languages and Indigenous Peoples' issues. Suggested actions are listed underneath each recommendation with owners in italic. Eleven years remain from now until the end of the Decade; therefore, no prioritization is suggested within the recommendations. Some will need to be acted on immediately (e.g. those concerning the Action Plan); others will need to be implemented continuously throughout the Decade.

1.   Ensure the meaningful participation of Indigenous Peoples within UNESCO structures designing and implementing the IDIL2022-2032.

a.   Include Indigenous representatives with expertise in Indigenous language revitalization in the core team coordinating the Decade (*i.e., Secretariat of ITT4IDIL*). (*CI*)

b.   Invite all indigenous staff to participate in the Intersectoral Task Team for the Decade. (*Secretariat of ITT4IDIL*)

c.   Encourage all UNESCO entities implementing activities in the framework of the Decade to recruit Indigenous staff (including to serve as focal points, see below). (*HRM, Heads of Offices, Project Managers in all Programme Sectors*)

d.   Positively encourage indigenous applications to relevant programmes, loans and secondments, JPO positions, and internships. Develop partnerships such as with OHCHR and mobilise resources to establish fellowships and traineeships for Indigenous Peoples (*HRM*)

e   Promote the presence of Indigenous artists (e.g., musicians, writers, actors, poets, etc.) on international platforms convened by UNESCO during the Decade (*ITT4IDIL, PAX*)

f.   Develop and deliver tailored pre-event or pre-process briefings and/or induction trainings to ensure that indigenous representatives engaged in the Decade have the information and skills required for their effective participation at national and international levels. (*ITT4IDIL*)

g.   Guided by a Human Rights Based Approach, adopt and mainstream the Indigenous concept of 'Wellbeing or Buen Vivir' (Indigenous holistic worldview) in UNESCO's discourse, strategy, actions and advocacy in the framework of the Decade (*ITT4IDIL, CI, DPI*)

2.   Lead the development of an inclusive Global Action Plan for the Decade, setting priorities among operational objectives and building a related monitoring system.

a.   Elaborate a clear theory of change for the Decade (with the involvement of all Stakeholders) with desired objectives, change processes needed to achieve them, duty bearers, rights holders, assumptions and risks. (*ITT4IDIL*)

b.   Develop a results framework for the Global Action Plan for the Decade with SMART[108] criteria to measure progress. UNESCO's monitoring role should

---

108 Specific, Measurable, Achievable, Relevant, Time-bound

encompass the result of efforts of all stakeholders (Member States and other UN entities in particular), as well as of its own initiatives. (*ITT4IDIL*)

c. Establish a UNESCO-wide monitoring system for the Decade, whereby all Sectors and Offices report in (close to) real time on their activities to the ITT4IDIL who regularly reviews project plans and results achieved for balance by (at least) gender mainstreaming, geography and type of result achieved. (*Secretariat of ITT4IDIL, BSP*)

3. Engage and support Indigenous Language communities from the start of the Decade, ensuring that goals encompassing taking urgent steps are addressed equally with awareness raising.

a. Identify, promote and share examples of successful community-level language revitalization practices, (e.g., language nests, master-apprentice programmes and community-level language planning). (*ITT4IDIL*)

b. Establish a global collaborative platform for grassroots indigenous language support in response to requests from Indigenous language communities worldwide for support and guidance on language revitalization (taking into account existing related initiatives in different socio-cultural regions). (*ITT4IDIL*)

c. Identify and support, including via small grants and other funding mechanisms, locally designed, Indigenous-led pilot revitalization projects. (*ITT4IDIL*)

d. Organise competitions or awards for UNESCO Indigenous Language Champions from the seven socio-cultural regions, acknowledging Indigenous leadership in language revitalization. (*ITT4IDIL*)

4. Fine-tune approaches to actively involve Member States in promoting and revitalizing Indigenous Languages during the Decade.

a. Support Member States, involving all stakeholders, in designing National Action Plans for the Decade (where relevant, as part of a plan to implement UNDRIP), including by tailoring the Global Action Plan of the Decade to national realities. (*ITT4IDIL*)

b. Provide Member States (and other stakeholders) with guidance on terminology that encompasses an inclusive interpretation of the term "Indigenous languages" and consider the utility of other related concepts, such as endangered, local, regional, minority, native, tribal languages. (*ITT4IDIL*)

c. Promote to all Member States (and UN entities) good practice in terms of the setup of or strengthening of existing national structures that connect Indigenous people with key stakeholders (local authorities, national governments and regional organizations, UN entities) and that form alliances with civil society, academia and the private sector for the purpose of language revitalization (*ITT4IDIL*)

d. Provide technical support and promote the adoption of national legislation and policies that are conducive to Indigenous language recognition and revitalisation (*ITT4IDIL*)

e. Provide technical support and promote the fostering by Member States of enabling environments for Indigenous Language use in public spaces, signposting and promoting an all-inclusive linguistic landscape. (*ITT4IDIL*)

f. Invite National Commissions, in particular in Member States without UNESCO field offices, to coordinate initiatives during the Decade in partnership with Indigenous Peoples and other stakeholders. This includes disseminating key information about the Decade to national stakeholders, translating Decade-related content into Member States' official and Indigenous languages to ensure that relevant information trickles down to Indigenous Peoples. (*PAX*)

g. Engage with Member States where language loss is imminent and urgent measures are needed, particularly where involvement in the IYIL2019 was limited (Africa, Pacific Small Island Developing States, Asia) and where Indigenous language rights are not fully recognized. (*ITT4IDIL*)

5. Engage all UNESCO Programme Sectors and relevant Central Services in coordinating and implementing the Decade.

a. Nominate focal points for the Decade in UNESCO Field offices and relevant units at Headquarters (including Central Services) and coordinate with them so that they act as a source of information and guidance on the Decade for other staff. (*Directors of Field Offices and ITT4IDIL*)

b. Invite the Assistant Director-General of Education to join the UNESCO Intersectoral Task Team for the Decade (ITT4IDIL) as Co-Chair, alongside ADG for Communication and Information, and ADG for Culture. (*Addressed to ADGs CI and Culture*)

c. Establish mechanisms for joint work across Sectors, considering the use of shared or thematic budgets and reporting on cross-Sectoral results. (*ITT4IDIL, BSP*)

d. Clarify the roles of members of the ITT4IDIL in the TOR, to include responsibilities in communication i.e., members should act as champions of IDIL2022-2032 plans and activities within their office and Sector as well as with external stakeholders. Task Team members could also be expected to individually seek to establish contact and two-way exchanges of information with Indigenous representatives in their field of responsibility and ensure participation and ownership of IP in design, implementation, monitoring and evaluation throughout IDIL.

e. Create internal thematic working groups within the ITT4IDIL to strengthen initiatives on UNESCO's global priorities Gender Equality and Africa, among others. (*ITT4IDIL*)

6. **Mobilize all UNESCO Networks as well as UN system partners for the Decade.**

a. Assign a specific minimum output, activity level or result contributing to the Decade each Year to each UNESCO unit from the Cabinet to Field Offices. The ITT4IDIL Secretariat and overseeing/advisory Task Force should regularly review delivery across the whole organization and suggest interventions to address gaps. (*ITT4IDIL Secretariat with Global Task Force support*)

b. Request UNESCO entities managing networks such as the Associated Schools (ASPNet), UNEVOC centres, UNESCO Chairs, and accredited NGOs to conduct mappings of members working on issues related to Indigenous Languages in order to build a repository of all those actors that is to be maintained by the Secretariat of the ITT4IDIL. (*Education Sector, PAX*)

c. Engage with the above-mentioned partners and networks to promote the sharing of expertise, good practices, and the development of joint activities. Encourage partners and network members to join the online community of the upcoming Decade website. (*Secretariat of the ITT4IDIL, PAX*)

d. Conduct a mapping of UN specialised Agencies Funds and Programmes to identify entry points among those whose mandate and activities are most

relevant to the objectives of the Decade as well as UNESCO's global priorities (i.e., Gender Equality, Africa). (*Secretariat of the ITT4IDIL*)

e. Proactively approach those UN agencies, using a tailored approach, where joint work with UNESCO at either national and/or international levels shows high potential for added value, facilitate high-level bilateral consultations about collaboration opportunities for the Decade, seeking to conclude formal partnership agreements and action plans prior to and throughout the Decade. (*Secretariat of the ITT4IDIL*)

7. **Develop an effective outreach and communication strategy that adopts multilingual and multichannel approaches to reach indigenous communities and all stakeholders engaged in the Decade.**

a. Raise the visibility of Indigenous Languages in UNESCO communication about the Decade, including on its social media channels, which is key to highlighting linguistic diversity, legitimizing the use of Indigenous languages and empowering Indigenous language speakers. (*Secretariat of the ITT4IDIL, DPI*)

b. Build a contact management system across UNESCO and make it available to all staff working on the Decade, utilizing multiple communication channels to reach out to contacts in places less well represented on current lists (e.g., much of Africa, parts of Asia, Central Asia and Caucasus and SIDS). (*Secretariat of the ITT4IDIL, PAX*)

c. Increase multilingual, multichannel communication about IDIL2022-2032 to maximise outreach to all stakeholders engaged in the Decade (*Secretariat of the ITT4IDIL*)

d. Increase the number of languages on the Decade website to all six official UN languages (*Secretariat of the ITT4IDIL*)

e. Consider using other widely spoken languages serving as lingua franca to many Indigenous Peoples, such as Hindi, Swahili, Portuguese, in IDIL2022-2032 social media channels. (*Secretariat of the ITT4IDIL, DPI*)

f. Seek collaboration with Indigenous-led media and Indigenous communicators, (supporting their capacity development, as needed) as a high value way to reach more Indigenous Peoples.

Annexes

Annex 1: Selected Survey Results

The survey aimed to collect a diverse range of perspectives from the multiple types of stakeholders involved in the IYIL2019. Two major sections, (1) IYIL2019 – 54 questions and (2) IDIL2022-2032 – 12 questions, reflected the purpose of the evaluation to inform the elaboration of the Global Action Plan for the IDIL2022-2032 based on lessons learned from the IYIL2019. The survey was available in English, French, Spanish and Russian and was open for a five-week period.

A selection of the survey results is presented in the infographic below.

EVALUATION OF UNESCO'S ACTION TO REVITALISE AND PROMOTE INDIGENOUS LANGUAGES WITHIN THE FRAMEWORK OF IYIL2019
SELECTED SURVEY RESULTS

2019 | INTERNATIONAL YEAR OF Indigenous Languages

RESPONDENTS OVERVIEW

Nearly half of the respondents were from Europe and North America...

- 33% WESTERN EUROPE AND NORTH AMERICA
- 14% EASTERN EUROPE
- 5% ARAB STATES
- 20% CENTRAL AND SOUTH AMERICA AND THE CARIBBEAN
- 20% ASIA AND PACIFIC
- 8% AFRICA

... 46% of total from 5 countries

- 11% RUSSIAN FEDERATION
- 11% MEXICO
- 10% CANADA
- 8% USA
- 6% AUSTRALIA

Responses per stakeholder group varied widely, the UN accounting for only 2%

STAKEHOLDERS
- UNESCO 7%
- Member States 11%
- Other UN 2%
- Academia 26%
- CSO 19%
- Other organisations 6%

A total of 702 responses

54% are women

44% self-identified as Indigenous

STAKEHOLDER OVERVIEW

Overall, positive results of Indigenous respondents engagement with the Year...

82% were aware of the IYIL, out of which ...

83% have attended or participated in the organisation of IYIL events

... even though communication from UNESCO was not the primary driver

Over 60% heard about the Year through Indigenous Organisations and Internet, and none from print material

...and "Nothing for us without us" was not fully reached

44% reported the Year had an impact on their communities, while 31% reported no impact

Participation of UNESCO Members States was relatively low in general

37 replied to the survey and...

24 confirmed they participated in UNESCO events during the Year

43% confirmed receiving UNESCO support, with 79% reporting it was "somewhat good"

- 79% Somewhat good
- 7% Excellent
- 14% Poor

Independently, Indigenous respondents were noticeably active

91%

took initiatives to promote their language and indigenous languages in general

...and consider needs pertaining to education as primary in terms of language support

Indigenous language education (formal and informal)

Indigenous language teaching and learning materials

State support and language policy

A majority from both, Academia and CSOs, did not establish a partnership modality with UNESCO during the Year. Both have identified specific areas for future support

ACADEMIA

ICT and Language Technologies

Language resource development

CSO *66% of total are indigenous

Indigenous language education

Language revitalisation

UNESCO OVERVIEW

Overall positive perceptions of UNESCO's leadership during the Year were recorded

81% Good   19% Poor

81% (of all respondents) rated UNESCO coordination as "somewhat good" and "excellent" ...

72% Good   28% Poor

...with a relatively good achievement of objectives at 72% positive.
*Indigenous organisations dominated the lower scores

82% Effective   18% Ineffective
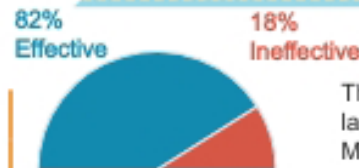
The Steering Committee was largely effective according to Member States and the UN ...

83% Effective   17% Ineffective
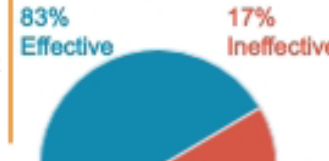
...and UNESCO respondents perceived the Intersectoral Working Group as largely effective

Further improvements can be focused on the inclusion of Indigenous Peoples at all levels

72% Good   28% Poor

IPs participation was relatively good overall.
*Indigenous organisations dominated lower scores.

14%

is the share of IPs among UNESCO respondents.
Most of them are from National Offices

Registered IYIL website users' responses reveal a mismatch between motivations and results of initiative uploads

Top MOTIVATIONS   Top RESULTS

Being part of a network that discusses topics pertaining to indigenous languages while sharing good practices

Increased visibility of specific event, project, organisation, indigenous language or community

24% reported "No results" or results below their expectations, but...

80% were positive about UNESCO information sharing during the Year
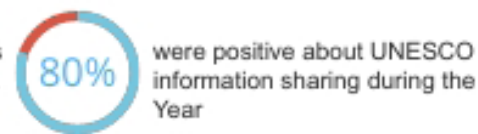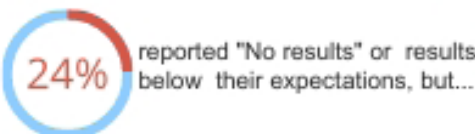
Moving towards the Decade a more tailored approach to indigenous language preservation and revitalisation is needed

Top 3 priorities by all survey respondents

Indigenous language education

Indigenous language and IPs rights

Language development

Top communication channels by Indigenous respondents

Internet and social media

Indigenous organisations and schools

Radio and TV

Annex 2: Case Studies

1. To better understand UNESCO's efforts within the portfolio, the evaluation team assessed seven specific initiatives in more detail. Two were reviewed in-depth (via KIIs, desk review and one additional participant survey) to form learning case studies. Other five were reviewed (via 1-2 KIIs and desk review) to form brief snapshots. The set of case studies and snapshots aimed to be inclusive in terms of both UNESCO Sectors and as far as possible, geography.

Case Study 1 Bangkok Statement on Language and Inclusion

Cover Page of the Bangkok Statement on Language and Inclusion
Source: UNESCO

UNESCO: Education Sector, Bangkok Regional Bureau for Education

Region: Asia and the Pacific

2. The Bangkok Statement on Language and Inclusion[109] is an Asia and the Pacific regional inter-governmental statement of principles focusing on the topic of mother tongue-based multilingual education (MTBMLE) in particular. Sixteen states in the region[110] endorsed the Statement at a major UNESCO supported conference on this topic in September 2019. The Statement was one outcome of a long-term effort on regional advocacy for MTBMLE under the leadership of the UNESCO Education Unit in Bangkok which was implemented with close involvement of indigenous peoples' organizations, other civil society organizations, academics, UNICEF and the Southeast Asian Ministers of Education Organization (SEAMEO). All these stakeholder groups are long term members of the Asia-Pacific Multilingual Education Working Group which is co-chaired by UNESCO and UNICEF and the long track record of joint work was extremely important to the success of this initiative. The Statement was able to build on lessons captured and shared from a series of similar past events showing evidence of ongoing learning and adaptive management. It should be noted that this activity within the UNESCO portfolio was undertaken in a context where definitional issues concerning the concept of indigeneity are more complex and there are differences of view at least between Indigenous peoples themselves and some of the states they live in as to the relevance and applicability of the concept. Since finalisation and endorsement, the Statement has been translated into at least seven languages (Thai, Burmese, Malay, Bahasa Indonesian, Khmer, Tetun and Sundanese), but interviews confirmed that additional translations into IL are either planned or have been completed. A follow up regional webinar to discuss progress in implementing the Statement was held in February 2021.

Relevance

3. Despite a decision to not brand the activity as an IYIL2019 event and the decision to not refer to indigeneity in the text (see below), the event and the Statement were highly relevant to the IYIL2019. The event not only raised awareness of

---

109 Full text available here https://bangkok.unesco.org/content/bangkok-statement-language-and-inclusion.
110 Afghanistan, Bhutan, Cambodia, Japan, Kiribati, Lao PDR, Micronesia, Mongolia, Myanmar, Nepal, Papua New Guinea, Sri Lanka, Tajikistan, Timor-Leste, Thailand and Viet Nam.

the importance of home or first languages (including many IL) as a medium of instruction in achieving education goals, but also created favourable conditions for knowledge sharing and the dissemination of good practice. Language was already at the heart of the initiative and IP were included, although it was not exclusive to their concerns or to the focus of the Year as it also encompassed other groups (ethno-linguistic minorities, refugees and Internally displaced persons).

Notable features of the event/process

4. Indigenous peoples (and other linguistically marginalised groups) were recruited to serve on the panel that outlined the conference agenda and selected submissions in response to the call for papers and presentations to be made at the event. This ensured IP were involved beyond the role of speakers and participants and were part of the decisions concerning agendas, priorities, representation and modalities.

5. Key individuals involved in the events were able to explain sophisticated advocacy strategies which spoke to and centred on the motivations of the duty bearers who had the power to deliver policy change. This was partly enabled due to the longstanding involvement and learning of a core group of actors (UNESCO and UNICEF staff, academics and CSO staff). Examples included successfully utilising supportive MS participants to convince other MS, awareness of and deliberate use of cultural factors (e.g., respect for older persons), and at a level of detail, innovative ways of creating discursive spaces for MS representatives that were simultaneously convivial, non-threatening and informative[1]. The team provided clear evidence of reflection on the success and limitations of past events in the same series and the ability to surface, discuss and apply learning that can be seen as hallmark elements of adaptive management. In the view of the evaluation team, the close working relationship between different stakeholder groups aided this process with different perspectives brought to bear and active solicitations of feedback and suggestions. UNESCO should seek to replicate such processes in other settings to maximise the effectiveness of work and support innovation and risk taking.

6. A deliberate advocacy strategy explained by UNESCO staff, CSO and academic interviewees, was to demonstrate to duty bearers that MTBMLE would enable MS to achieve more progress on SDG 4. This meant that the Statement was framed within existing momentum and debates at the national level, which was already

---

1 In one part of the event, experts assumed the role of waiting staff in what was otherwise a MS space, allowing them to be supportive of discussions, to be present and influential but foreground an MS-to-MS dialogue.

"in motion" (and so required a lower level of advocacy effectiveness to overcome initial policy inertia). This framing also meant that the advocacy appealed to strong self-interest motivations of many relevant duty bearers, who wished to be seen to be achieving progress vis-a-vis SDG 4. This was an approach which contributed to the success of the event/endorsements which was highly tailored to decisions makers' existing priorities. *The initiative showed that it was possible to strongly embed the IL issue within the SDG agenda, and leverage SDG momentum and buy in of MS, even if language issues are not visible in most SDGs texts.* The initiative clearly showed elements of a rights-based approach (RBA), particularly concerning participation of rights holders and focus on duty bearers to enable the fulfilment of rights. However, none of the discourse was framed as a rights issue and the Statement does not include the term "right". The understanding that the RBA does not mean that every conversation needs to centre on rights, or be framed in terms of rights, was and is important. The framing of the debate was highly pragmatic, deliberately seeking to maximise the possibility of policy change commitment and action, and this was beneficial.

7. The event was able to refer to and rely on a wide range of already published, and largely uncontested, data that show both the effectiveness (and importantly, cost effectiveness) of MTBMLE. The fact that such data has been published by a wide range of UN system partners (including e.g., the World Bank) over a long time period enhances its credibility and reach.

8. The event convenors also made the decision to not use the term 'Indigenous' in the statement, nor use the IYIL2019 logo or to otherwise brand the event or the Statement as part of the Year (despite including it as a relevant activity in the framework of the Year when reporting internally to HQ). Feedback on this decision provided to the evaluation team was mixed; whilst a minority of Asian IP interviewed both felt that indigeneity should have been made explicit and that it would not have affected the endorsement of the Statement by the MS they are located in, there was still a very widespread view (including many of the same IP individuals) that the Statement is nonetheless a positive step towards the fulfilment of rights of IP and is supportive of IL in practice. These kinds of "policy trade off" decisions are difficult and sensitive and rarely have the support of all stakeholders. However, given the findings cited in the report concerning definitional issues impeding activities there and the repeated references in CSO and IP interviews to difficult MS/IP dialogue concerning recognition of IP in a number of MS in Asia, UNESCO demonstrated a thoughtful and considered approach to this issue. This was, at least

in the short term, an enabling factor that allowed for substantive progress in terms of MS commitments, which are ultimately likely to be supportive of fulfilment of IP rights in practice.

9.   This event was one of a series of conferences on related topics that have built up a track record of both substantive learning, convening power and prestige. As a result, the organisers are able to charge a fee of those attending. Part of the income from this fee, was deployed to support the participation of a wider group of Indigenous participants. *Given resource constraints, UNESCO could assess whether the fee charged element of the event (and deploying fee income to allow the participation of marginalised groups) can be replicated in other instances where the benefits of attendance at an event mean that potential attendees will agree to attend even if this means paying a fee.*

Learning points from the Bangkok Statement include:

» Good practice in terms of ways to include Indigenous peoples as designers, decision makers and not just speakers and participants.

» The need for a better prioritisation to allow long-term interventions on one focal topic with reflection, learning and adaptation. The Decade offers the opportunity for the long term and sustained engagement on indigenous languages relevant topics, which is already evident in the Asia-Pacific Multilingual Education Working Group. This initiative showed the value of prioritising to allow resources for follow up and return again to the same topic on multiple occasions to reinforce messages and ensure that concrete actions are the final result (and that MS are supported to move beyond rhetoric).

» The value of highly tailored advocacy messages to existing MS priorities.

» The event/process successfully mobilised the SDG agenda and momentum.

Case Study 2 Singapore Hackathon 2.1

Young programmers at the Singapore Hackathon
Source: FOSSASIA

1.   Throughout the IYIL2019, hackathons, i.e., contests to develop prototypes of apps related to Indigenous languages, were held with and without UNESCO's direct support in multiple Member States, including Singapore ("Hack the Future"), Ecuador ("*Conecta Culturas*") and Australia ("INDIGI HACK"). While the specific objectives, formats and outcomes of each hackathon differed, they shared the optimistic vision of harnessing ICT to preserve and promote Indigenous languages and cultures, and prioritised youth as a target group. Of these three hackathons, the Singapore hackathon offers the most promising example of how UNESCO can add value by bringing together tech and Indigenous communities for collaboration to revitalize IL, with clear implications for the Decade.

2.   The Hackathon on Promoting Indigenous Languages through Free and Open-Source Software, held on March 15-17, 2019 in Singapore, is an example of a UNESCO-led initiative inspired by the Year, which built on an existing partnership between UNESCO and a civil society organization[2].

2 In addition to the Singapore event, the hackathon "Conecta Culturas" was co-organised by UNESCO Quito Cluster Office on July 26-28, 2019 in Quito, Ecuador, thus showing wider global appeal of this initiative format.

3. Prior to 2019, UNESCO Bangkok had partnered with FOSSASIA – a civil society organization promoting free and open-source software in Asia - on multiple occasions, most recently by co-organizing a hackathon on monitoring and reporting on climate change in 2018. The idea to hold a 3-day hackathon on IL during FOSSASIA's annual OpenTechSummit 2019 was proposed by UNESCO HQ (CI Sector) to the Bangkok Office in January 2019. In a matter of weeks, the Bangkok office developed a project brief and mobilized resources[3] for an event that would team up Asian IL activists with open tech developers.

4. The hackathon had two main objectives: 1) Raise awareness among young developers and free and open-source software communities of the importance of IL and language technologies to protect them, and 2) Develop innovative ideas and prototypes for open-source technological solutions for promoting indigenous languages in the region. UNESCO's key contribution was to invite ten young Indigenous activists to the hackathon, selected from UNESCO's existing Indigenous contacts in the region, including from Cambodia, Myanmar, Laos, Thailand and Bangladesh and most of whom had little or no background in language technologies.

5. In total, 15 teams, consisting of developers and Indigenous activists, developed ideas and prototypes for IL apps. During the hackathon, teams were advised by mentors, jointly selected by FOSSASIA and UNESCO. Mentors included 17 open-source advocates from the Mekong region, including language technology specialists, as well as several Indigenous experts. They worked alongside participants, providing feedback on teams' projects and helping turn their ideas into feasible mobile apps. At the end, teams presented their results – presentations of prototypes for mobile apps or games related to IL - to the jury, consisting of UNESCO and FOSSASIA representatives, IL experts and corporate sponsors (including Microsoft and IBM). Best projects were awarded in-kind prizes offered by private sector sponsors. For example, one of the winning projects was "Crowd-sourced Corpus Generation" with an aim to provide reliable crowd translation using an Artificial Intelligence matrix, presented by an Indian hack team[4].

Relevance

6. The main positive impact of the Hackathon was to raise awareness of the potential synergies from linking the open tech community with IL activists – two communities that traditionally have had little contact. This worked in two directions: sensitizing developers about the need for IL technologies, but also showing the enormous potential of language technologies for Indigenous activists. Two years on, several Indigenous participants of the Hackathon have stayed in touch among themselves and are linked to FOSSASIA's network of open tech developers and advocates, potentially leading to new collaborations on IL technologies - but not only. In the words of an Indigenous participant from Thailand, "*The idea from the hackathon was later shared with the Indigenous network in Thailand to develop its fundraising activities by maximizing technology*"[5].

Learning points from the hackathon include:

» UNESCO is at its best when connecting stakeholders from historically unconnected fields to solve common interdisciplinary problems, building on its networks and partnerships (where these are strong and inclusive).

» Indigenous language hackathons are a promising format for the upcoming Decade (both in Asia and other socio-cultural regions), including due to their focus on youth, collaboration and practical results/outputs (i.e., language apps) with a potential to address real language revitalisation needs.

» The short duration of the hackathon and lack of funding for follow-up activities meant that it was unrealistic to expect tested and deployable apps to emerge from the hackathon. While some follow-up meetings were held after the Hackathon, including with UNESCO's participation, they were not sustainable without additional resource inputs which were not available/not prioritised.

The planning of the hackathon would have benefitted from a more rigorous needs assessment by organizers and Indigenous participants prior to the hackathon: what are the most pressing problems facing this region's indigenous languages (and in particular those problems to which technology offers a contribution /a partial solution).

---

3 Total UNESCO budget 18 300 USD, of which 5000 from HQ.
4 https://devpost.com/software/crowd-sourced-corpus-generation.

5 From online survey conducted by MRG among Hackathon participants.

Annex 3: Snapshots

2.1 High-Level Event for the Closing of IYIL2019

UNESCO: Communication and Information Sector, Liaison Office in New York

UN entities: Department of Economic and Social Affairs (DESA), Office of the President of the General Assembly

Region: Global

IYIL high-level closing event in the UN General Assembly Hall

Source: UNESCO NYO

"The closing event helped galvanize interest in indigenous languages and push for the Decade."[6]

The high-level closing event was held on December 17, 2019 in the UN General Assembly Hall in New York. Key objectives were to *"bring together Member States, indigenous peoples, UN-system organizations and other relevant stakeholders to take stock of the current situation of indigenous languages worldwide, analyse existing challenges and assess progress made, and share key conclusions and lessons learnt about the preservation, promotion and revitalization of indigenous languages".* Twenty-seven Member States, representatives of 13 IPOs and seven UN entities made statements during the event. No MS or IPOs expressed opposition to the Decade, which set the stage for its eventual proclamation the next day. Moreover, KIIs with UNESCO and other UN sources revealed the reported perception by some Member States of the "softer", i.e., less controversial nature of IL issues, which allowed these MS to express more pro-Indigenous views than in the past.

The event established the following precedents for Indigenous peoples' participation

in the UN: representatives of seven socio-cultural regions spoke in the GA Hall in their indigenous languages (with interpretation), the seating arrangement mirroring UNPFII sessions enabled attending IPOs to sit in the main hall alongside Member States, and make interventions alternating with MS. The event showed the value that New York based high-level events can add by shaping MS' political positions and priorities. Evaluation interviews with UN DESA and UNESCO representatives suggested that such events complement UNESCO-led events in Paris, by convening high-level representatives of Member States who view Indigenous languages from a wider angle (i.e., not limited to UNESCO mandated areas) and who are in a position to shape their states' Indigenous policy agenda in unique ways that may not be available for Permanent Delegations to UNESCO in Paris.

Within UNESCO, the event required tight coordination between HQ and the Liaison Office in New York. Multiple evaluation interviews pointed out that the event could have benefitted from higher-level participation from HQ as a confidence-building sign of UNESCO's sustained political commitment to Indigenous languages and in particular the Decade (which at that point had not been proclaimed), both during planning and the actual event[7].

Take away points

» The event demonstrated good practice in event modalities signalling value and role of Indigenous peoples (modelled on UNFPII).

» This was a well-crafted high-level event that solidified and expressed MS and UN system support for indigenous languages.

» Higher level participation from HQ would have been beneficial.

---

6 UNDESA representative

7 UNESCO's statement was delivered by Marie Paule Roudil, Head of the New York Office

2.2 Malala Centres, Guatemala
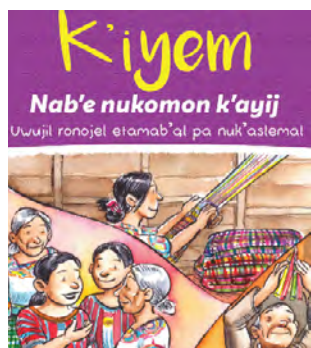
K'iche'-language study material
Source: UNESCO Guatemala Office

UNESCO: Education Sector, National Office to Guatemala

Region: Central and South America

In 2018, the UNESCO Guatemala Office established two Malala Centres for the education of Indigenous adolescent girls and women in the Totonicapán municipality of Guatemala, with financial support from the UNESCO Malala Fund for Girls' Right to Education. While not directly triggered by the IYIL2019, the project was implemented in 2019, contributing to the celebration of the Year in Guatemala.

UNESCO Malala Centres offer bilingual (Spanish – K'iche') and culturally contextualized non-formal education to Indigenous adolescent girls and women living in rural areas of Guatemala, many of whom live in poverty, experience domestic violence and lack access to formal education.

Over 600 women have been trained on subjects such as Health and Wellbeing and Economic Autonomy, by Indigenous bilingual facilitators and using bilingual, culturally contextualized education materials (including workbooks, videos) and techniques. For example, instructors make use of the Mayan calendar during bilingual "ice-breaker" sessions and discuss economic autonomy using the example of Indigenous crops. This approach has resulted in participants taking more ownership of training materials and process, which in turn has improved student satisfaction and educational outcomes. In particular, participants have appreciated the opportunity to speak up in K'iche' language and to learn in a culturally safe environment.

The project has turned out to be sustainable even during the COVID-19 pandemic, when the two Malala Centres continue to operate virtually, including via mobile phones and social media.

The project is a good practice of implementing IYIL2019 due to its innovative[1] use of Indigenous language as a medium of non-formal education, but also due to its explicit focus on educating and empowering Indigenous adolescent girls and women, thus supporting UNESCO's Gender Equality global priority. In light of the Decade, there is potential to scale up bilingual Malala Centres across Guatemala, in the wider region and even globally.

Take away points

» The project showed good practice of gender and indigenous intersectional programming.

» The project was an example of a local level initiative directly benefitting indigenous girls and women.

2.3 The good practices tool/compendium on the inclusion of Indigenous peoples at local level in selected member cities of the International Coalition of Inclusive and Sustainable Cities

Extract from the good practices tool compendium.
Source: Canadian Commission for UNESCO

UNESCO: Social and Human Sciences

Region: North America

Partly funded by the Government of Canada, this initiative provides an example of an activity that brought different stakeholders together: the Canadian National Commission for UNESCO, Indigenous peoples' representatives and language experts, municipalities, and UNESCO Networks in Canada, with positive feedback from several sources as to the positive handling of this collaboration. The International Coalition of Inclusive and Sustainable Cities (ICCAR), an already existing network, was strategically mobilised for the Year thanks to the direct involvement of the Canadian National Commission for UNESCO, which also initiated a process of consultation with Indigenous experts. Whilst the ICCAR covers many topics within the broad inclusive and sustainable cities mandate, the IYIL2019 element enabled a focus on language within this.

The *Language Factsheet for Inclusive Municipalities* that was produced as a result, showed that the numbers of Indigenous speakers are on the rise thanks to revitalization efforts, and flipped the narrative from one of language loss and damage into one of positive achievements. Moreover, concrete actions were listed for municipalities to promote the visibility of Indigenous languages of Canada (which links to recommendations of this report concerning more locally focused initiatives and the importance of linguistically inclusive environments). Those actions were related back to the Canadian Truth and Reconciliation Commission principles and calls for action, therefore showing how within the Year a project can also contribute towards a wider effort and importantly a country's emerging engagement with its IP to provide remedies to the consequences of colonial wrongdoings.

Take away points

> » The project showed good practice of multi stakeholder collaboration at the national level.

> » The project showed good practice as a local level initiative to make Indigenous languages visible and create an enabling environment.

> » The discussion succeeded in portraying indigenous languages in positive terms.

> » The initiative takes into account the need to remedy long standing patterns of discrimination in society, the effects of which remain potent.

2.4 Local and Indigenous Knowledge Systems in environmental processes (LINKS)

UNESCO: Natural Sciences Sector

Region: Multi-regional

This project was the sole entry in the portfolio for the Natural Sciences Sector. It was managed by the Chair of the ISWGIPI and was entirely focused on building links and mutual respect between Indigenous Knowledge Systems and other knowledge holders and users, with a particular focus on climate change. Typical activities involved events or discussions with IP with knowledge of weather and climate indicators, patterns or mitigation strategies, ocean navigation, another event concerned pollinators. UNESCO enabled IP to document their ownership and use of such traditional knowledge, which was shared with meteorologists or ecologists. Although focused on IP knowledge, the project included IL as a key knowledge sharing and intergenerational transmission vehicle. Participation of IP in the project was high and their feedback was positive. The project focused on Small Island Developing States and seven states in Africa (six of which were less-developed countries), thus usefully counterbalancing the wider trend of projects away from both regions. The project received extra-budgetary support from a MS and involved joined-up work with both NGOs and UN system. This was helpful in providing additional resources, contacts, staffing and expertise but diluted UNESCO's control over some project elements. The project supported translation of project outputs into IL (in at least some cases but not all).

Take away points

> » Translation of project outputs into indigenous languages was achieved in some cases.

> » Definitional issues were not a barrier to work in Africa (partly due to the fact that the project was not seeking to directly influence MS).

> » The adjustment to emphasise language in an already planned project was successful but was not always addressed in project outputs (in particular where outputs were produced in partnership with an NGO partner that did not share UNESCO's momentum on Year topics).

> » Whilst the project had a much wider remit, bringing the risk that indigenous languages would "get lost" in fact treating language holistically within Indigenous peoples overall knowledge and value systems was viewed positively.

2.5 Promoting Unity in Diversity: Celebrating the Indigenous languages of the South Pacific Conference

UNESCO: Culture Sector, Cluster Office in Apia

Region: Pacific

As part of the "Strengthening capacity in the effective implementation of the ICH Convention in Pacific SIDS" programme, a conference was organised by the Linguistic Society of Papua New Guinea (University of Papua New Guinea) in September 2019. With over 800 local languages, at least half of which remain undocumented, for only 7.6 million inhabitants, Papua New Guinea is the most linguistically diverse place on earth and presents many challenges in terms of language planning. This conference provided a forum for exchanges between scholars and policy makers on language education and language-related issues, to help find ways forward in language education policy, and to ensure that Vision 2050 becomes reality for Papua New Guinea. The conference had a wide agenda covering several aspects of Indigenous language work (documentation, revitalisation, education, promotion of literacy) and proceedings were published online[8]. Whilst this activity contributed to the creation of favourable conditions for knowledge-sharing and dissemination of good practices with regard to IL, some lack of clarity around the respective roles of different stakeholders was apparent.

Take away points

» High degree of tailoring is needed to take into account widely varying national contexts.

---

8 https://www.langlxmelanesia.com/lspng-2019-proceedings

Annex 4: Further survey data

Respondents' indigenous languages

This is a list of 220 languages self-reported by Indigenous survey respondents answering the question *"Which indigenous languages do you speak?"* and does not reflect MRG´s or UNESCO's standpoint.

Adyghe	Igbo	Nanay
Afaan Oromo	Ilokano	Nauruan
Akuzipik	Inari Saami	Navajo
Amazigh	Indigenous Nigerian Sign Language	Neapolitan
Amuzgo	Inga *(de la rama lingüística Quechua)*	Nganasan
Anicinabe	Ingrian	Nivkh
Anicinapemowin-Algonquin	Innu	Norf´k
Apasaalooke	Inuinnaqtun	North Saami
Assamese	Inuktitut	Northern Tutchone dialect
Assyrian	Inuktun	Nsenga
Atikamekw	Inuktut	Nuba
Awabakal	Inupiaq	Nuba Kadugli or Tingolo *formerly known as Kadu language*
Aymara	Inuttitut	Nubian
Ayuujk/mixe de oaxaca	Inuvialuktun	Nubian Almutuki
Basaa *langue bantu du Cameroun*	Ipili	Nui
Bashkir	isiZulu	Ojibwe
Bawm	Itelmen	'Ōlelo Hawai'i
Bikol	Javanese	Omyênê du Gabon

Binisaya / Cebuano	Joola	O'odham
Brezhoneg - Breton	K'iche'	Oraon
Buryat	Kabard-Cherkes	Otomí
Cayuga	Kalaallisut	Pame (Pame del Centro)
CH'ol	Kalaallisut/Greenlandic	Patxohã *(em processo de revitalização)*
Chakma	Kanien'kéha	PNG Pidgin
Changma	Kankanaey	Qatok' o Motozintleco
Chichimeca jonaz	Kaqchikel	Quechua
Choctaw	Karaim	Rakhine
Chontal	Karelian	Rapa.
Chukchi	Karen	Rarámuri (*Tarahumara*)
Chuukese	Karen (*Pgakenyaw*)	reo Māori
Chuvash	Kharia	Sa'an Savi
Cinyanja	Khmer	Sadri
Cook Islands Maori	Khumi	Sakha
Cree	Kichwa	Samoan
Cymraeg	Kirant Lohorung	Sangsari
Dago	Kirant Sangpang	Sasak
Darug	Kokborok	Selkup
Deg Xinag	Kokborok (*Tripura*)	Sepedi
Denaakk'e	Kolami	Seto
Dene/Athabaskan *Dan Kwanje - Southern Tutchone*	Komi	Setswana
Dhurga *language of the South Coast of NSW, Australia*	Koryak	Shor

Didza Xidza *(zapoteco del Rincón de la sierra norte de Oaxaca)*	Koya	Skolt Saami
Dill Xhon Zapoteco *Sierra Norte de Oaxaca*	Kunda	Sorbian
Dill Xhon	Kurdish	Sylheti
Dimasa	Kurukh	Tari
Dinka	Kwak'wala	Tatar
Dolgan	Lak	Tay
Enata	Lil'wat	Tének *(Huasteco de San Luis Potosí, México)*
Enga	Livonian	Torwali
Erzya	Lushai	Tripura
Evenki	Ma'di	Tsakhur
Eyak	Malinke	Tseltal
Farsi	Mandinka	Tu 'un Savi *(Mixteco)*
Fijian	Manipuri/Meithei language	Ulcha
Frysk	Manjaaku	Vagahau Niue
Fulfulde pular	Northern Mansi	Veps
Fur	Maʻohi	Võro
Gamilaraay	Māori	Vote
GarÃfuna	Mapuzungun	Wayana
Garo	Marma	Welsh
Gawri	Maya	Wiradjuri
Gilaki	Mazahua	Wirdi
Gondi	MazatlÃ¡n Mazatec	Wirungu
Gooreng Gooreng	Mi"kmaq	Wolof
North Greenlandic	Michif	Yakut

Guaraní	Middle Aramaic *(a.k.a. Classical Syriac, Sanliurfa region in Southeast Turkey)*	Yaqui
Gumbaynggirr Aboriginal language *(Australia)*	Mississauga	Yokot'an
Guna	Mixe	Yoruba
Gunadule	Mixteco	Yuambeh
Gunggari	Modern Aramaic *(Tur-Abdin region in South-east Turkey)*	Yup'ik
Hawaiian	Mohawk	Zapotec
Hñähñu	Mukkuva Language *(Language of Marine Fishers or Mukkuva Community) in South India, this is also known as 'kadappora passai'*	Zuni
Hopi	Munda	
Huave	Náhuatl	

Survey Questions

We are interested in hearing from many different groups who were involved in or were relevant to the International Year of Indigenous Languages.

1. **Please select any of the following that applies to you: «I…»**

   Please answer the questions on this page, then proceed to the relevant section.

   self-identify as an indigenous person

   work for or represent a UNESCO Member State (including a public body)

   work for UNESCO

   work for the UN

   registered as a user on IYIL2019.org

   work as an academic, in a civil society/not for profit organization, private sector or the media

   None of the above

2. **Please choose your Socio-Cultural Region:**

   Africa

   Arctic

   Asia

   Central and Eastern Europe, Russian Federation, Central Asia and Transcaucasia

   Central and South America

   North America

   Pacific

3. **Please specify your country:**

   Click or tap here to insert text.

4. **Please choose your age group:**

   17 or younger

   18 to 34

   35 to 49

   50 to 64

   64 or older

   Prefer not to say

5. **Please specify your gender:**

   Female

   Male

   Other

QUESTIONS FOR UNESCO STAFF

Please indicate where you work:

   Headquarters Paris

   Regional Field Office

   Liaison Office

   Cluster Office

   National Office

   Institute or Office

1. **Within the framework of the IYIL2019, has your entity …**

   participated in UNESCO initiatives?

   organised UNESCO initiatives?

2. **How relevant were the key <u>intervention areas</u> of the IYIL2019?**

Very irrelevant   Irrelevant   Somewhat relevant   Very relevant

3. **Should the IYIL2019 have addressed other key intervention areas? Which ones?**

Click or tap here to enter text.

4. **In your view, are there different kinds of initiatives that UNESCO could have prioritised?**

Click or tap here to enter text.

QUESTIONS FOR UNESCO MEMBER STATES

1. **Please indicate which key <u>intervention area(s)</u> your country contributed to in the framework of the International Year of Indigenous Languages 2019?**
Please select all that apply

   Increase understanding, reconciliation and international cooperation

   Create favourable conditions for the knowledge-sharing and dissemination of good practices with regards to indigenous languages

   Integrate indigenous languages into standard setting

   Empowerment through capacity building

   Growth and development through elaboration of new knowledge

   None

  Please share examples:

Click or tap here to enter text.

2. **Should the IYIL2019 have addressed other key intervention areas? Which ones?**

Click or tap here to enter text.

3. **3. Did your country participate in UNESCO events in the Framework of the IYIL2019?**

Yes   No

4. **4. Did your country receive support from UNESCO to develop initiatives in the framework of the IYIL2019?**

Yes   No

5. **If yes, how would you rate this support?**

Very poor   Poor   Good   Excellent

QUESTIONS FOR INDIGENOUS PEOPLES REPRESENTATIVES

1. **Were you aware of the International Year for Indigenous Languages (IYIL2019)?**

Yes   No

2. **How did you learn about the IYIL2019?**

   UNESCO

   Government

Indigenous organization

Community radio

Printed material (brochures)

Internet/social media

School

If other, please specify:

Click or tap here to enter text.

3. **3. Did you participate in the IYIL2019?**

    i. by organising initiatives/events

    ii. by attending initiatives/events

4. **4. Did the IYIL2019 have an impact on your language community?**

    Yes   No

If yes, can you give an example?

Click or tap here to enter text.

5. **Were you aware that UNESCO was coordinating the IYIL2019?**

    Yes   No

6. **Which indigenous languages do you speak?**

Language 1: Click or tap here to enter text.

Language 2: Click or tap here to enter text.

Language 3: Click or tap here to enter text.

Language 4: Click or tap here to enter text.

7. **Do you take initiatives to promote your language or indigenous languages in general?**

    Yes   No

If yes, could you give examples?

Click or tap here to enter text.

8. **What are the needs of your community in terms of language support?**

Click or tap here to enter text.

QUESTIONS FOR UNITED NATIONS ENTITIES

Please select your UN entity:

EMRIP

FAO

ILO

OHCHR

UNDESA

UNDP

UNEP

UN-HABITAT

UNICEF

UNFPA

UNFCCC

UNHCR

UN Mandate Holder (e.g., Special Rapporteur, Representative, Independent Expert)

UNPFII

UNRISD

UN Women

WHO

WIPO

World Bank Group

If other, please specify:

Click or tap here to enter text.

1. **Please indicate which key intervention area(s) your entity contributed to in the framework of the International Year of Indigenous Languages 2019 (IYIL2019)?**

    Please select all that apply

    Increase understanding, reconciliation and international cooperation

    Create favourable conditions for the knowledge-sharing and dissemination of good practices with regards to indigenous languages

    Integrate indigenous languages into standard setting

    Empowerment through capacity building

    Growth and development through elaboration of new knowledge

    None

    Please share examples:

    Click or tap here to enter text.

2. **Should the IYIL2019 have addressed other key intervention areas? Which ones?**

    Click or tap here to enter text.

3. **Did your entity participate in UNESCO initiatives in the framework of the IYIL2019?**

    Yes   No

4. **Should UNESCO have organised other initiatives in the framework of the IYIL2019?**

    Yes   No

    If yes, please share examples:

    Click or tap here to enter text.

5. **Did your entity partner with UNESCO to develop initiatives in the framework of the IYIL2019?**

    Yes   No

6. **If yes, how would you rate this partnership?**

    Very poor   Poor   Good   Excellent

7. **During the IYIL2019, did your entity also partner with any of the following?**

    Member states and public institutions

    Other United Nations Entities

Indigenous Peoples and their organizations

Civil Society and NGOs

Academia

Private Sector

If other, please specify:

Click or tap here to enter text.

What type of organization do you work for?

Academia (University, Research Institute)

Civil Society (Indigenous)

Civil Society (Non-Indigenous)

Media organisation

Private Sector

If other, please specify:

Click or tap here to enter text.

QUESTIONS FOR ACADEMIA, CSO/NGO, PRIVATE SECTOR, THE MEDIA

(individual or organization)

1. **Please indicate which key intervention area(s) you/your organization contributed to in the framework of the International Year of Indigenous Languages 2019 (IYIL2019)?**

   Please select all that apply

   Increase understanding, reconciliation and international cooperation

Create favourable conditions for the knowledge-sharing and dissemination of good practices with regards to indigenous languages

Integrate indigenous languages into standard setting

Empowerment through capacity building

Growth and development through elaboration of new knowledge

None

Please share examples:

Click or tap here to enter text.

2. **Should the IYIL2019 have addressed other key intervention areas? Which ones?**

   Click or tap here to enter text.

3. **Did your organization participate in UNESCO events or activities in the framework of the IYIL2019?**

   Yes   No

4. **What was the partnership modality you established with UNESCO during the IYIL2019, if any? Please select all that apply**

   Co-organization

   Sponsorship

   Know-how provision

   None

5. **Which of the following potential benefits of partnering with UNESCO in the framework of the IYIL2019 materialised for your organization?**

    Please select all that apply

    Access to UNESCO´s knowledge resources, expert analysis and global networks

    Raising your international profile, creating strategic business alliances and networking

    Contributing to positive social change through your Corporate Social Responsibility programme

    Publicity and acknowledgement in all related documentation and press

    Being part of a global initiative that reflects United Nations values

    None of the above

    If other, please specify:

    Click or tap here to enter text.

    Please choose your organization type.

    Government institution

    Indigenous-led NGO

    Other NGO

    Academia

    International organization

    Media

    Private Sector

    Individual

    If other, please specify:

    Click or tap here to enter text.

QUESTIONS FOR REGISTERED USERS OF THE IYIL2019.ORG WEBSITE

1. **Please indicate which key intervention area(s) you/your organization contributed to in the framework of the International Year of Indigenous Languages 2019 (IYIL2019)?**

    Please select all that apply

    Increase understanding, reconciliation and international cooperation

    Create favourable conditions for the knowledge-sharing and dissemination of good practices with regards to indigenous languages

    Integrate indigenous languages into standard setting

    Empowerment through capacity building

    Growth and development through elaboration of new knowledge

    None

    Please share examples:

    Click or tap here to enter text.

2. **Should the IYIL2019 have addressed other key intervention areas? Which ones?**

    Click or tap here to enter text.

3. **What motivated you to upload initiatives on the IYIL2019 website?**

    Please select all that apply

    Advertising an event to attract participants

    Advertising an event or activity to seek media coverage

    Better understanding what works to preserve and revitalise indigenous languages

☑ Sharing our own good practice or what we have learned

☑ Sharing in order to get input on how to overcome problems or limitations

☑ Being part of a network that discusses these topics

☑ Learning more about indigenous languages

☑ Gathering information for a research project/essay/dissertation

☑ Gaining credibility for an event or activity (because associated with UNESCO)

☑ Feeling more secure in claiming rights (because associated with UNESCO)

☑ Reaching out to funders

☑ Seeking UNESCO technical support

☑ Seeking UNESCO political support

☑ Supporting UNESCO's global effort/ to help build momentum for the IYIL

4. **What was the result of registering your initiative on the IYIL2019 website?**

Click or tap here to enter text.

5. **Do you continue to keep in touch with other registered users through the website?**

Yes   No

QUESTIONS FOR ALL

1. **How would you rate the achievement of the overall objectives of the IYIL2019 to support, access and promote indigenous languages?**

Very poor   Poor   Good   Excellent

QUESTION FOR INDIGENOUS PEOPLES´ REPRESENTATIVES

2. **How relevant were the objectives of the IYIL2019 to the needs of indigenous language communities?**

Very irrelevant   Irrelevant   Somewhat relevant   Very relevant

QUESTION FOR ALL, excluding Indigenous Peoples´ representatives

3. **How would you rate UNESCO's coordination of the IYIL2019?**

Very poor   Poor   Good   Excellent

QUESTION FOR ALL, excluding IYIL2019.org registered users

4. **How would you rate the participation of indigenous language speakers in the IYIL2019?**

Very poor   Poor   Good   Excellent

QUESTION FOR MEMBER STATES AND the UN

5. **How would you rate the role of the Steering Committee in providing guidance and overseeing the overall implementation of the action plan for the IYIL2019?**

Very ineffective   Ineffective   Somewhat effective   Very effective

QUESTION FOR UNESCO STAFF

6. **How would you rate the role of the Intersectoral Working Group on Indigenous Issues in ensuring organization-wide contribution to the IYIL2019?**

Very ineffective   Ineffective   Somewhat effective   Very effective

QUESTION FOR IYIL2019.org REGISTERED USERS

7. **How would you rate UNESCO information sharing throughout the IYIL2019?**

Very poor   Poor   Good   Excellent

QUESTIONS FOR "NONE OF THE ABOVE"

1. **Were you aware of the International Year for Indigenous Languages (IYIL2019)?**

Yes   No

2. **How did you learn about the IYIL2019?**

☑ UNESCO

☑ Government

☑ Indigenous organization

☑ Community Radio

☑ Printed Material (brochures)

☑ Internet/social media

☑ School

If other, please specify:

Click or tap here to enter text.

3. **Did you participate in the IYIL2019?**

☑ i. by organising initiatives/events

☑ ii. by attending initiatives/events

4. **Please describe the capacity in which you interacted with the IYIL2019.**

☑ Individual activist

☑ Individual expert

☑ Student

☑ Teacher

If other, please specify:

Click or tap here to enter text.

5. **Please indicate which key intervention area(s) you/your organization contributed to in the framework of the International Year of Indigenous Languages 2019 (IYIL2019)?**

Please select all that apply

☑ Increase understanding, reconciliation and international cooperation

☑ Create favourable conditions for the knowledge-sharing and dissemination of good practices with regards to indigenous languages

☑ Integrate indigenous languages into standard setting

☑ Empowerment through capacity building

☑ Growth and development through elaboration of new knowledge

☑ None

Please share examples:

Click or tap here to enter text.

6. **Should the IYIL2019 have addressed other key intervention areas? Which ones?**

Click or tap here to enter text.

7. **Were you aware that UNESCO was coordinating the IYIL2019?**

Yes   No

8. **How would you rate the participation of indigenous language speakers in the IYIL2019?**

Very poor   Poor   Good   Excellent

INTERNATIONAL DECADE OF INDIGENOUS LANGUAGES (IDIL2022-2032)
QUESTIONS FOR INDIGENOUS PEOPLES´ REPRESENTATIVES, "NONE OF THE ABOVE"

1. **Are you aware that the International Decade of Indigenous Languages (IDIL) starts in 2022?**

Yes   No

2. **What would be the best choice of communication about the Decade?**

Please select all that apply

☑ Print: Newspapers or Brochures

☑ Indigenous organizations

☑ Government institutions

☑ Radio networks

☑ Schools

☑ Internet/Social Media

If other, please specify:

Click or tap here to enter text.

QUESTION FOR UNESCO

3. **How can UNESCO´s internal coordination be improved for the upcoming International Decade of Indigenous Languages (IDIL2022-2032)?**

Click or tap here to enter text.

QUESTION FOR MEMBER STATES

4. **What support can UNESCO provide to your country to promote and revitalise indigenous languages in the framework of the International Decade for Indigenous Languages (IDIL2022-2032)?**

Click or tap here to enter text.

QUESTIONS FOR THE UN

5. **What support can UNESCO provide to your entity to promote and revitalise indigenous languages in the framework of the International Decade of Indigenous Languages (IDIL2022-2032)?**

Click or tap here to enter text.

QUESTION FOR ACADEMIA/CIVIL SOCIETY/PRIVATE SECTOR/MEDIA

6.   **What support can UNESCO provide to your organization to promote and revitalise indigenous languages in the framework of the International Decade of Indigenous Languages (IDIL2022-2032)?**

Click or tap here to enter text.

QUESTION FOR UN

7.   **How can the UN work better together to support the implementation of the upcoming IDIL2022-2032?**

Click or tap here to enter text.

QUESTION FOR MEMBER STATES, UNESCO, ACADEMIA/CIVIL SOCIETY/PRIVATE SECTOR/MEDIA

8.   **What kind of support can your entity/organization/country offer to make the IDIL2022-2032 a success?**

Click or tap here to enter text.

QUESTIONS FOR IYIL2019. Org USERS, "NONE OF THE ABOVE"

9.   **What recommendations do you have for the future website of the upcoming IDIL2022-2032?**

Click or tap here to enter text.

10.   **What role could new information and communication technologies play to preserve, promote and revitalise indigenous languages?**

Click or tap here to enter text.

QUESTIONS FOR ALL

11.   **Could you define 3 priorities for the upcoming IDIL2022-2032?**

Click or tap here to enter text.

12.   **Do you have any other feedback on the IYIL2019 or the upcoming IDIL2022-2032?**

Click or tap here to enter text.

Annex 5: Terms of Reference

Evaluation of UNESCO's action to revitalize and promote indigenous languages within the framework of the International Year of Indigenous Languages 2019

Background

The United Nations estimates that there are over 476 million indigenous peoples living in all world regions.[9] While there is no internationally agreed definition of indigenous peoples, they share a number of characteristics such as having (or having had) their own land or territory to which they are connected at various levels; to self-identify as indigenous; to practice distinct cultural traditions; and, to usually have (or had) their own language(s).[10]

According to UNESCO, indigenous peoples have created and speak the major share of the world's 7000 languages. As stated by a report of the Permanent Forum on Indigenous Issues, "indigenous languages are not only methods of communication but also extensive and complex systems of knowledge that have developed over millenniums. They are central to the identity of indigenous peoples, the preservation of their cultures, worldviews and visions and an expression of self-determination."[11] Language is also a core component of human rights and fundamental freedoms and values as enshrined in the Universal Declaration of Human Rights.

To date, there is no internationally agreed definition of indigenous languages and the distinction between a language and a dialect is not always straightforward. However, there exist a number of international legal frameworks for the protection of indigenous languages with specific references thereto. The International Labour Organization's *Indigenous and Tribal Peoples Convention*, 1989 (No. 169)[12] states in its Article 28 that "Children belonging to the peoples concerned shall, wherever practicable, be taught to read and write in their own indigenous language…" and "Measures shall be taken to preserve and promote the development and practice of the indigenous languages". Other United Nations and UNESCO normative instruments have further reaffirmed the right to maintain and practice indigenous languages,[13] culminating in the *United Nations Declaration on the Rights of Indigenous Peoples* (hereafter the UNDRIP), adopted by the United Nations General Assembly in 2007.

In its article 13, the UNDRIP states that indigenous peoples have the right to "revitalize, use, develop and transmit to future generations their histories, languages, oral traditions, philosophies, writing systems and literatures" and that States shall take effective measures to ensure that this right is protected. Article 14 states that indigenous individuals, especially children, have the right to all levels and forms of education of the State and that States shall take measures to ensure that indigenous peoples have access to an education in their own culture and language. Moreover, article 16 states that "indigenous peoples have the right to establish their own media in their own languages".

The importance and benefits that indigenous languages offer indigenous children and youth are many and have been presented to various fora and in a number of United Nations Reports.[14] They provide indigenous peoples with a sense of identity and a worldview that speaks to them in a way that the dominant language cannot do. It is also important to recognize that women and men both can share transmission of indigenous knowledge and is one of the pillars of indigenous peoples' cultures. Women play a vital role in the transmission of language and knowledge as the primary caregivers of young children.

UNESCO's programme on Endangered Languages of Indigenous Peoples indicated in 2008 that most of the indigenous languages belong to the category of languages seriously endangered and threatened with extinction. A language is considered endangered when "its speakers cease to use it, use it in fewer and fewer domains, use fewer of its registers and speaking styles, and/or stop passing it on to the next generation."[15] This problem affects indigenous languages in all world regions. However, as highlighted by the Human Rights Council Report in 2012, "Africa is considered the most linguistically diverse continent in the world, but many of the languages spoken by its indigenous peoples are the most endangered."[16] In December 2019, the President of the 73rd session of the General Assembly cautioned that one indigenous language disappears every two weeks.[17]

9   Source: ILO

10 Indigenous Peoples .:. Sustainable Development Knowledge Platform (un.org)

11 E/C.19/2016/10

12 The 1989 Convention is an update of the Indigenous and Tribal Populations Convention, 1957 (No. 107) which in its Article 23 states that measures shall be taken to "preserve the mother tongue or the vernacular language"

13 Article 27 of the International Covenant on Civil and Political Rights 1966, Articles 29 and 30 of the Convention on the Rights of the Child 1989, Article 5 of the Convention against Discrimination in Education 1960

14 See in particular PFII/2008/EGM1/15, A/HRC/21/53, and E/C.19/2016/10.

15 FAQ on endangered languages | United Nations Educational, Scientific and Cultural Organization (unesco.org)

16 A/HRC/21/53

17 https://www.un.org/press/en/2019/ga12230.doc.htm

The consequences of this phenomenon are grave and many. For example, when school curricula are not taught in their mother tongues, indigenous children's ability to achieve school readiness and express their cultural identity can be compromised.[18] The difficulty to access education in their mother tongue thereby also exacerbates inequalities. As more and more communications take place on digital platforms, indigenous languages face additional challenges. For both children and adults, language barriers can also be obstacles to access to justice as they may lead to a lack of knowledge of rights and insufficient legal advice, thereby reducing the changes of indigenous peoples seeking redress for violations.[19] Historic and modern-day discrimination against individuals based on their language and culture may also lead to social, mental and physical health problems. The current COVID-19 crisis has demonstrated the lack of information on health-related issues in indigenous languages and the consequences of this for entire communities. The loss of languages is a serious concern, which affects the realization of all human rights, in particular cultural rights. It also threatens entire human societies with cultural extinction and severely affects the realization of the rights of indigenous peoples.

To address the rights of indigenous peoples, including their economic, social and cultural rights, the United Nations set up the following bodies and mechanisms:

United Nations mechanisms working on indigenous peoples' issues, including languages

The **UN Permanent Forum on Indigenous Issues** (hereafter the UNPFII) was established in July 2000 as an advisory body to the Economic and Social Council, with a mandate to discuss indigenous peoples' issues related to economic and social development, culture, the environment, education, health, and human rights. In addition to these six mandated areas, the Forum also works on a number of other cross cutting topics such as gender and indigenous women as well as children and youth. Article 42 of the UNDRIP mandates the UNPFII to promote respect for and full application of the Declaration and to follow up on it. The Forum is made up of 16 independent experts, functioning in their personal capacity. The Forum recommended that the UN organizes International Expert Group Meetings on Indigenous Languages, which were held in 2008[20] and 2016[21]. Additionally, the Forum recommended that the General Assembly proclaim an International Decade on Indigenous Languages.[22]

---

18 A/HRC/30/41
19 A/HRC/42/37
20 International Expert Group Meeting on Indigenous Languages | United Nations For Indigenous Peoples
21 International Expert Group Meeting on Indigenous Languages | United Nations For Indigenous Peoples
22 E/C.19/2019/10, para. 22

The **Expert Mechanism on the Rights of Indigenous Peoples** was established in 2007 by the Human Rights Council, of which it is a subsidiary body. The Expert Mechanism provides the Council with expertise and advice on the rights of indigenous peoples as set out in the UNDRIP, and assists Member States, upon request, in achieving the ends of the Declaration. Composed of seven independent experts on the rights of indigenous peoples, the Expert Mechanism conducted an in-depth Study on the role of languages and culture in the promotion and protection of the rights and identity of indigenous peoples and developed Thematic Advice on indigenous peoples' languages and cultures.

The **Special Rapporteur on the Rights of Indigenous Peoples** is a part of the system of thematic Special Procedures of the Human Rights Council. The mandate of the Special Rapporteur was established in 2001 by the Commission on Human Rights and continued by the Human Rights Council in 2007.

The **Inter-Agency Support Group** (hereafter the IASG) on Indigenous Peoples' Issues was established to support and promote the mandate of the UNPFII within the United Nations system. The Group has 44 members, including UNESCO. In 2015, the IASG finalized the system-wide action plan for ensuring a coherent approach within the UN to achieving the ends of the UNDRIP. The action plan aims to promote improved support to Member States and to indigenous peoples themselves. Particular attention is paid to the UN system using its convening capacity to facilitate dialogue and cooperation between State actors and indigenous peoples, promoting indigenous peoples' participation in global, regional and national processes that affect them and supporting Member States to take into account indigenous peoples' rights and views in line with international standards.

International Year of Indigenous Languages 2019 and International Decade of Indigenous Languages 2022-2032

To draw attention to the critical loss of indigenous languages and the urgent need to preserve, revitalize and promote indigenous languages and to take further urgent steps at the national and international levels, in 2016 the United Nations General Assembly in its resolution 71/178 proclaimed the year beginning on 1 January 2019 the International Year of Indigenous Languages (hereafter the IYIL2019). UNESCO was invited to serve as the lead agency for the Year, in collaboration with the Department of Economic and Social Affairs of the Secretariat, and other relevant agencies within existing resources. UNESCO facilitated the development of an Action Plan for the IYIL2019 through consultations with representatives of interested Member States, indigenous peoples, United Nations entities, researchers, civil society organizations and other public and private actors.

Centred around the three thematic areas of support, access and promotion, the primary intended (reworded) impacts of the IYIL2019 are: the attainment of official status in individual countries to linguistic diversity and indigenous languages, the transmission of indigenous languages to future generations, the reduction of inequalities and the mitigation of discrimination against speakers of indigenous languages, and the prosperity of individuals belonging to indigenous communities.

The Action Plan furthermore provides an overview of objectives, principles and actions to be taken, during the IYIL2019 and afterwards. It also outlines the following (reworded and shortened) major outcomes, which are to be achieved during 2018-2020:

1. Increased understanding, reconciliation and international cooperation among different stakeholders focused on upholding and reinforcing the human rights of indigenous language speakers

2. Sharing and enhancement of information, research and understanding about indigenous languages, conditional upon the involvement and active participation of the holders of such languages and knowledge

3. Strengthened national and regional capacities to assess and mainstream indigenous languages and, to integrate them into national policies, strategic plans and regulatory frameworks

4. Expanded educational capacity to provide more equitable and inclusive access to education in areas where indigenous languages and traditional knowledge feature prominently

5. Global academic and scientific community leveraging of the value residing in the intellectual assets and cultural and linguistic heritage of indigenous peoples both for their own benefit and for wider society on a national, regional and global scale

The Action Plan furthermore creates a multi-stakeholder partnership for the implementation of the IYIL2019 involving the following stakeholders: Member States, Indigenous peoples, United Nations entities, Indigenous-specific UN three-party mechanisms (the Permanent Forum, the Special Rapporteur and the Expert Mechanism), academia, Non-governmental organizations, civil society, public institutions and the private sector, and other organizations.

A Steering Committee was set up to provide guidance and oversee overall implementation of the Action Plan. It is composed of 18 representatives: six representatives of Member States, two of whom act as Co-Chairs; seven leaders and representatives of indigenous peoples and institutions from the seven sociocultural regions, two of whom also act as Co-Chairs; three designated members representing, respectively, the Permanent Forum, the Special Rapporteur and the Expert Mechanism; and one representative each of the UNESCO secretariat and the Department of Economic and Social Affairs (in an advisory role).

A **Summary Report on the IYIL2019** was prepared by UNESCO and submitted to the UNPFII in April 2020. The report presents an overview of all the activities performed and measures taken by UNESCO and the entities of the multi-stakeholder partnership throughout the IYIL2019. A comprehensive website IYIL2019.org further outlines the initiatives, events, partnerships and resources behind the IYIL2019. It also contains a database, which enabled the collection of information on the nearly 900 voluntarily reported activities and events organized by partners throughout the year.

The IYIL2019 ended with a number of high-level events and the publication of the Strategic Outcome Document, adopted at the 40th session of UNESCO's General Conference, which presents key insights and conclusions from the year, but also indicated the future steps for the way ahead, as well as calls for immediate action. In December 2019, the United Nations General Assembly proclaimed the period 2022–2032 as the International Decade of Indigenous Languages (hereafter the IDIL2022-2032) and for UNESCO to serve as the leading agency thereto. On 28 February 2020 at the High-level event, "Making a decade of action for indigenous languages," organized by the Government of Mexico and UNESCO, participants adopted the Los Pinos Declaration, which aims to pave the way for the development of a Global Action Plan for the IDIL2022-2032. Consultations for the elaboration of this new Global Action Plan for the Decade are currently ongoing with coordination by UNESCO and the guidance of the Steering Committee established for the IYIL2019. The Global Action Plan for the IDIL2022-2032 is to be presented to the UNPFII in April 2021.

Situating the theme within UNESCO's Programme and Budget

UNESCO has been working on indigenous peoples' rights and languages for decades and was the leading agency for the International Year of Languages 2008. It has also developed

extensive normative frameworks in education[23], culture[24] and communication and information[25] that touch upon issues related to indigenous languages, linguistic diversity and multilingualism. In autumn 2017, UNESCO's Executive Board adopted the UNESCO Policy on Engaging with Indigenous Peoples which spells out UNESCO's commitment to the implementation of the UNDRIP and guides the work of UNESCO's five programme sectors on indigenous people' issues, including languages. The UNESCO Intersectoral Working Group for Indigenous Peoples is responsible for the internal coordination of the implementation of this Policy and is chaired by the Section on Small Islands and Indigenous Knowledge in the Natural Sciences Sector.

The coordination role for the IYIL2019 and the upcoming IDIL2022-2032 has been entrusted to UNESCO's Communication and Information Sector (hereafter CI Sector) and more specifically its Universal Access to Information Section. However, all five UNESCO programme sectors and many field offices[26] around the world contributed to the implementation of the IYIL2019 through various activities as outlined in the Report submitted by UNESCO to the 19th Session of the UNPFII in 2020.

UNESCO's Programme and Budget Document 39C/5 for 2018-2019 provides the following overview of the Organization's programme sectors and their respective Expected Results (ERs), which cover activities and projects related to indigenous languages:

- Education: works on lifelong learning and literacy by promoting mother language literacy and the revitalization of indigenous languages as well as the integration of indigenous knowledge and culture in mandated curricula (ER3), global citizenship education (ER6), and multilingual education based on mother tongue and inclusion by means of research and monitoring (ER8) and organizes the celebrations for the International Literacy and Mother Language Days

- Natural Sciences: works to support indigenous peoples in increasing their capacity to mobilize local knowledge systems, and build synergies with sciences, so as to address challenges of sustainable development through its ER3

- Social and Human Sciences: as the organizational focal point for the human rights based approach, the Sector works to mainstream human rights, including those of indigenous peoples through ER 2 (national institutional and human capacities strengthened at all levels to generate, manage and apply knowledge for inclusive, equitable development) and ER4 (research, policies and programmes to create enabling conditions for youth – including the most vulnerable and marginalized and especially young women – to prosper, exercise rights and engage as responsible citizens and social actors)

- Culture: works to protect cultural heritage and diversity of cultural expressions, including of indigenous peoples through its standard-setting instruments and programmes that are covered by ER1, ER2, ER6, ER7 and others

- Communication and Information: works on the implementation of the 2003 Recommendation and the World Atlas of Languages due in 2020 with the aim of safeguarding linguistic diversity, encouraging digital documentation and preserving resources in multiple languages as well as encouraging civic participation of speakers of lesser-used languages, such as indigenous peoples through its ER4

Rationale for Evaluation

In proclaiming the IDIL2022-2032, the General Assembly recognized that efforts, which began under the IYIL2019, need to be sustained. The Strategic Outcome Document of the IYIL2019 in its Goal VIII further calls for continuity of action: "By 2022 to ensure that there are systematic measures in place to carry forward the progress achieved in IYIL2019, to maintain the momentum of enhanced awareness around the needs and rights of indigenous language users, and to underline the commitment towards building inclusive, open, pluralistic and diverse societies in which no one is left behind."

As such, the Strategic Outcome Document recommended that a review of the IYIL2019 should be undertaken "in terms of evaluating its impact as international cooperation and awareness-raising mechanism…[and] its potential as a launch-pad for a new longer-term sustainable response designed with specific goals, actions, and timelines. This review should provide input to the preparations of the International Decade of Indigenous Languages (2022-2032)."

At its 40th session, the UNESCO General Conference adopted a decision (Ref.: 40 C/ Resolution 54; para 8 c) requesting UNESCO "to ensure an appropriate follow-up to the

---

23 1960 Convention against Discrimination in Education, 1974 Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms

24 2001 Universal Declaration of Cultural Diversity, 2003 Convention on the Protection of Intangible Cultural Heritage, 2005 Convention on the Protection and Promotion of the Diversity of Cultural Expressions

25 2003 Recommendation concerning the Promotion and Use of Multilingualism and Universal Access to Cyberspace

26 Events and activities to mark the Year were organized by a large number of UNESCO field offices, in particular those located in Addis Ababa, Apia, Bangkok, Beijing, Brasilia, Geneva, Guatemala City, Lima, Mexico City, New Delhi, New York, Quito, Rabat, Santiago, San José and Venice

outcomes of the International Year of Indigenous Languages (2019), taking into account the results of and lessons learnt from the Year… to entrust the coordination of this work to the Communication and Information (CI) Sector…". As such, its CI Sector has requested an evaluation of UNESCO's work in this field with a view to learning from its experience in 2019 and further strengthening its coordination and implementation role in the upcoming Decade.

It is important to note that this evaluation is not the only assessment of the IYIL2019, as a technical Summary Report on the IYIL2019 at activity level was submitted to the UNPFII in April 2020. Furthermore, UNESCO's CI Sector is conducting an analysis of a sample activities (implemented by UNESCO and other partners) of the IYIL2019, for the preparation of a Flagship Report that will be published at the end of the summer 2020. It is also conducting a satisfaction survey of users of the IYIL2019 website as well as a feasibility study on the establishment of the Multi-Trust donor mechanism for the IDIL2022-2032. Finally, the high-level closing event (27-28 February 2020, Mexico City, Mexico) that concluded with Los Pinos [Chapoltepek] Outcome Document - Making a Decade of Action for Indigenous Languages, also provided for an assessment of the implementation of the Action Plan for Organizing the IYIL2019, in particular to the established roadmap towards achieving strategic objectives and expected impacts based on the Strategic Outcome Document. The present evaluation aims to build on these ongoing internal activities and provide an external, independent and objective assessment of UNESCO's contribution to the IYIL2019.

Purpose and Scope

Objectives and Use

The primary objectives of the present evaluation are as follows:

- To assess the higher-level results (outcomes and impact, if possible) and UNESCO's contribution thereto, as well as lessons learned from the IYIL2019;

- To inform the elaboration of the Global Action Plan for the IDIL2022-2032; and, to determine the role and priority areas of action for UNESCO as the lead UN agency therein.

The evaluation will also focus on the alignment and complementarity of UNESCO's work on indigenous languages with the Organization's global priorities Africa and Gender Equality, and its continued relevance, notably in the framework of the 2030 Sustainable Development Agenda and the Agenda 2063 of the African Union.

The evaluation aims to help UNESCO strengthen, refocus, and better coordinate the Organization's work in relation to indigenous languages in connection to the Global Action Plan to be designed for the International Decade and UNESCO's contribution thereto. It also aims to inform UNESCO's next quadrennial programme and budget (2022-2025) as well as the Organization's future Medium-Term Strategy for 2022-2029. Finally, the evaluation shall serve as a learning exercise for UNESCO staff, partners in the UN system, Member States, indigenous peoples and the multitude of stakeholders working on indigenous languages in the framework of the IYIL2019 and the upcoming Decade.

The final evaluation report will be submitted to UNESCO Senior Management, the Steering Committee for the IYIL2019, presented to the UNESCO Executive Board in 2021 and made publicly available.

Scope and Evaluation Questions

The evaluation will assess UNESCO's work in the field of indigenous languages within the framework of both the regular and extrabudgetary programmes during the period 2018-2020, although primarily focussing on the programme of the 39 C/5. The evaluation shall integrate UNESCO's global priorities Gender Equality and Africa by seeking to collect data on gender-relevant matters as well as focusing, when appropriate, on the needs of the African continent.

The evaluation will also examine the IYIL2019 as a coordination and awareness-raising mechanism for indigenous languages, and more specifically UNESCO's leadership and coordination role with the multi-stakeholder partnership mentioned above.

Key evaluation questions will include the following:

Relevance and Coherence:

- To what extent and how did UNESCO involve indigenous peoples in the design and implementation of its activities within the framework of the IYIL2019?

- To what extent did UNESCO adopt a coherent organization-wide human-rights based approach to the implementation of its activities on indigenous languages within the framework of the IYIL2019?

- To what extent did the Action Plan for the IYIL2019 guide UNESCO's work and contribution?

- To what extent have UNESCO's activities in the framework of the IYIL2019 targeted children (boys and girls) and youth (men and women) as well as older

persons and persons with disabilities among indigenous peoples?

- What are the key strategic areas of focus for the upcoming IDIL2022-2032 that can contribute to the attainment of the SDGs and the 2030 Agenda? How can UNESCO draw on its intersectoral strengths in defining these?

Effectiveness:

- What have been some of the results of UNESCO's activities in terms of the objectives and outcomes of the Action Plan for the IYIL2019?

- How did UNESCO contribute to the promotion of gender equality and women's empowerment through the IYIL2019?

- How have UNESCO's standard-setting instruments contributed to the effective implementation of activities in the framework of the IYIL2019?

- How effective were UNESCO's internal coordination mechanisms, particularly through the Intersectoral Working Group on Indigenous Peoples' Issues, in contributing to the planning and implementation of the IYIL2019? What lessons can be learned from this to ensure that all UNESCO's expertise contributes to the planning and implementation of the upcoming IDIL2022-2032?

- How effective has the IYIL2019 been as an international cooperation mechanism for helping UNESCO raise awareness of its action on indigenous languages in Member States, other UN system entities, civil society, and public and private partners?

- How did UNESCO perform in its role as leading agency for the IYIL2019 (leadership, coordination, partnerships)? What lessons can be learned for the upcoming IDIL2022-2032?

Efficiency:

- To what extent did UNESCO have the capacity (human and financial) to fully assume its coordination role of the IYIL2019?

- How did UNESCO engage with United Nations bodies (UNPFII, EMRIP, Special Rapporteur) mandated to focus on indigenous peoples as well as the Inter-agency Support Group on Indigenous Peoples' Issues in the framework of the IYIL2019? What lessons can be learned for the upcoming IDIL2022-2032?

- What mechanisms did UNESCO put in place for monitoring the implementation

of the IYIL2019? To what extent did these mechanisms adhere to gender responsive approaches and collect sex-disaggregated data? How can these inspire the monitoring of progress for the IDIL2022-2032?

Sustainability:

- How likely are initiatives started by UNESCO during the IYIL2019 to continue during the IDIL2022-2032?

- How did UNESCO forge new partnerships and mobilize financial resources for its work in the framework of the IYIL2019?

- To what extent are the current resource mobilization strategies and tools appropriate? How can they be improved and better utilized for the IDIL2022-2032?

An adjusted list of evaluation questions and sub-questions will be developed during the Inception Phase of the evaluation.

Evaluation in the Context of COVID-19

This evaluation is starting in the current unprecedented context of COVID-19. The crisis has had an impact on communities everywhere, including those of indigenous peoples. It will also have a significant impact on the present evaluation.[27] As such, this exercise is to be guided above all by the "do no harm principle" and the wellbeing of all stakeholders involved. All data for this evaluation will be collected remotely with the help of information and communication technologies. No fieldwork or travel is therefore envisaged for this assignment. The evaluation acknowledges that this may constitute a significant limitation for outreach to indigenous peoples and other stakeholders and will do its utmost to consult indigenous peoples remotely through their organizations.[28] The evaluation is also mindful of the distinct cultural and sanitary contexts of stakeholders that will be involved.

Methodology

The evaluation will adopt a Contribution analysis approach in order to assess UNESCO's contribution to the results of the IYIL2019. The evaluation may include some or all of the elements below. The specific methods will be further refined during the inception phase

---

27 See the UNESCO Guidance on Evaluation in the context of the Pandemic

28 In line with articles 3, 41 and others of the UNDRIP, the evaluation shall obtain free prior and informed consent of indigenous peoples on all matters involving their participation.

and in consultation with the Evaluation Reference Group. The evaluation team will use a mixed method approach involving quantitative and qualitative data from multiple sources. The team will need to be mindful of adjusting methods in changing circumstances, which may result in additional challenges.

- **Desk study:** strategic planning and outcome documents on the IYIL2019, the IYIL2019 website, international legal and policy frameworks on indigenous peoples' rights, including languages

- **Development of a Theory of Change for the IYIL2019** in view of assessing UNESCO's contribution thereto

- **Portfolio review and analysis** of UNESCO's contribution to the IYIL2019 based on programme and project documents on activities implemented by UNESCO within the framework of the IYIL2019, monitoring tools, documents on key partnerships established, etc.

- **Structured and semi-structured interviews** with a purposeful sample of the following stakeholders: UNESCO staff, representatives of the Steering Committee for the IYIL2019, Indigenous peoples, representatives of Member States; Indigenous peoples-specific UN three-party mechanisms, United Nations entities involved in the IYIL2019, academia, particularly any UNESCO Institutes, Chairs and Networks involved in the IYIL2019, non-governmental organizations, civil society, public institutions and the private sector, and other organizations

- **Case studies:** one or two case studies on specific initiatives implemented by UNESCO in the framework of the IYIL2019, to be determined during the Inception Phase

- **Survey(s)** of all Member States and partners to the IYIL2019

- **Participatory workshop** to steer the evaluation and to discuss preliminary findings, lessons learned and recommendations.

Data collection, sampling and analysis must incorporate a gender equality perspective, be based on a human rights-based approach, and take into consideration the diverse cultural contexts in which the activities are being implemented. The evaluation shall obtain free prior and informed consent of indigenous peoples on all matters involving their participation.

Roles and Responsibilities

The evaluation will be managed by UNESCO's Internal Oversight Service (IOS) Evaluation Office with the support of and input from external experts. They are expected to contribute specific expertise in indigenous peoples' issues and particularly languages in order to strengthen the technical quality of the data collection. They are further expected to contribute senior evaluation expertise to the evaluation design, approach and analysis. The external consultants will be responsible for the collection of data and analysis, as well as for drafting the evaluation report in English and for producing other communication products (see section below). The evaluation foresees a level of effort of around 120 days staff time. The evaluation manager from the UNESCO Evaluation Office will also participate in data collection and will be responsible for the overall quality assurance of the evaluation process and deliverables. The exact distribution of roles and responsibilities of the team members will be further specified in the Inception Report once the external experts have been selected.

An Evaluation Reference Group is established to guide the evaluation process, ensure the quality of associated deliverables and promote the use of the evaluation products. The group will be composed of the evaluation manager from the UNESCO Evaluation Office and representatives from the following entities: the Coordinator of the IYIL2019, a representative of each UNESCO programme sector, a representative from the UNESCO Division of Gender Equality, a representative from the United Nations Department of Economic and Social Affairs, and two representatives (one co-chair from a Member State and one co-chair representing Indigenous Peoples) from the Steering Committee of the IYIL2019.

The Evaluation Manager will inform the Evaluation Reference Group and Steering Committee of the IYIL2019 on progress in the evaluation on a regular basis by providing updates at Steering Committee meetings, when required.

Qualifications of External Experts

Given the specific and technical nature of the evaluation, a combination of expertise is being sought in indigenous peoples' issues and rights, particularly languages, knowledge, cultures, and education systems, as well as international cooperation and human rights mechanisms. **Experts and evaluators from indigenous communities are strongly encouraged to apply.**

Expressions of interest will be sought from teams with the following qualifications:

Thematic expert:

❱ Advanced university degree in areas relevant to the evaluation such as international law, social sciences, political sciences, public policy or related field to the subject of the evaluation

❱ Strong knowledge and understanding of indigenous peoples' issues and rights (demonstrated with examples of previous evaluation, research, publication, etc. on the subject area)

❱ Knowledge and understanding of international legal frameworks for indigenous peoples (for example through previous work assignments and/or publications thereon);

❱ Understanding and application of UN mandates in Human Rights and Gender Equality (for example through certification, training, examples of assignments);

❱ Knowledge and understanding of international cooperation mechanisms;

❱ Minimum 7 years work experience in indigenous peoples' issues (for example through previous work assignments and/or publications thereon).

Senior evaluator:

❱ Advanced university degree in social sciences, political science, economics, or related field; specialized training in planning, monitoring and/or evaluation of development programmes or policies will be an asset;

❱ At least 10 years of work experience in evaluation acquired at the international level or in an international setting (demonstrated with examples of experience and publications);

❱ At least 5 experiences in evaluation leading an evaluation team (demonstrated with examples of experience and publications);

❱ Knowledge of data collection and analysis methods (quantitative and qualitative).

Furthermore, both experts are required to have:

❱ No previous involvement in the implementation of UNESCO activities under review (occasional attendance of events or meetings may be accepted);

❱ Excellent language skills in English and at least one of the following: Spanish and French (oral communication and report writing) (to be demonstrated in examples of previous publications).

Moreover, it is desirable that the external consultant(s) possess the following qualifications:

❱ Knowledge of the role of the UN and its programming (for example through previous work assignments);

❱ Experience with assignments for the UN;

❱ Other language skills, particularly Indigenous Languages and other official UN languages (Arabic, Russian, and Chinese) will be considered an advantage.

Verification of these qualifications will be based on the provided curriculum vitae and possible reference checks. Candidates are also encouraged to submit other references such as research papers or articles that demonstrate their familiarity with the field. Attention will be paid to establish an evaluation team that is gender- and geographically balanced.

Deliverables and Schedule

The evaluation will take place between July 2020 and January 2021.

Deliverables

Inception note: An inception note containing the purpose and expected use of the evaluation (based on the desk study and preliminary interviews), an evaluation workplan with a timeline, detailed methodology including an evaluation matrix (with a full list of evaluation questions and subsequent methods for data collection), a draft Theory of Change, a stakeholder analysis and a list of documents.

Draft evaluation report: The draft evaluation report should be written in English, be comprised of no more than 30 pages and follow the IOS Evaluation Office template (to be shared).

Communication outputs: The evaluation team will prepare communication products targeting different users: PowerPoint presentations for Stakeholder Workshops, including to update the Steering Committee of the IYIL2019 and the Evaluation Reference Group on progress and to present preliminary findings, a 2-page synthesis of the main findings from the evaluation, and any other products to be decided upon during the Inception Phase.

Final evaluation report: The final evaluation report should incorporate comments provided by the IOS Evaluation Office, as well as those of an independent Quality Assurance Reviewer and the Evaluation Reference Group without exceeding 30 pages (excluding Annexes). It should also include an Executive Summary and Annexes. Time and

effort should therefore be set aside for the integration of comments and the finalization of the report. The final report must comply with the UNEG Evaluation Norms and Standards and will be assessed against the UNEG Quality Checklist for Evaluation Reports by an external reviewer. The evaluation will refer to the UNEG Guidance on Integrating Human Rights and Gender Equality in Evaluation.

Schedule

Activity/Deliverables	Date
Finalisation of Terms of reference	Mid-June 2020
Call for Proposals	23 June – 2 August
Selection of Consultants and Contracting	August
Launch of Evaluation – Inception Phase	1 September
Inception Note	Mid-September
Data Collection and Analysis	September – November
Stakeholder Workshop with Presentation of Preliminary Findings	Late November
Draft Evaluation Report	December
Final Evaluation Report and other Communication Outputs	End January 202

References

Website for IYIL2019: 2019 - International Year of Indigenous Language (iyil2019.org)

UNESCO Policy on Engaging with Indigenous Peoples

Action Plan for the IYIL2019

39 C/5 Approved Programme and Budget 2018-2019

Strategic Outcome Document of the IYIL2019

Report submitted by UNESCO to the 19th Session of the UNPFII

Summary Report on the IYIL2019

Los Pinos [Chapoltepek] Outcome Document

Annex 6: Methodology of the UNESCO Portfolio Mapping

1. An analysis of UNESCO's IYIL2019 portfolio was conducted as part of the research. The evaluation mapped supported activities implemented by UNESCO and/or by stakeholders who benefitted from UNESCO support during the IYIL2019. Eighty initiatives were identified in the 39C/5 programme and budget for 2018-2019 and mapped against a list of 12 characteristics (location, scope, UNESCO programme sector, budget, funding source, responsible UNESCO entity, gender equality, disability and youth inclusion, Indigenous participation, IYIL2019 theme and activity type). The characteristics were derived from the evaluation Terms of Reference and the IYIL2019 Action Plan.

2. The assessment of geography aimed at balancing UNESCO and Indigenous perspectives and was conducted according to the UNESCO regional groups, seven (Indigenous) sociocultural regions and project scope. Geography was based on the location of the project beneficiaries rather than that of the implementing office. This analysis was essential to ascertain the degree of geographical balance and the extent to which efforts were in line with UNESCO global priorities, particularly Africa. The assessment of project scope was important as the Action Plan targeted results at global, national and local levels.

3. To assess UNESCO's internal coordination, a mapping and review of the UNESCO responsible entities was undertaken. This section was divided between the implementing sectors (ED, SC, SHS, CLT, CI and PAX/Participation Programme), including assessing the extent of intersectoral initiatives, and implementing units (HQ and Field Offices). Intersectoral activities were identified from the *Intra- or intersectoral Contributions to other C/5 expected result(s)* element in the SISTER reports, and it should be noted that this was only a prediction or target and that progress or results assessment is presented in general and not by sector. This was a clear limitation as to the evaluation of the degree of involvement between sectors in implementing IYIL2019 related initiatives.

4. The five key intervention areas and their associated outcomes, outputs and activities were mapped to ascertain alignment with the Action Plan. Each initiative could be coded to several intervention areas. However, a certain degree of repetition and overlap between the five areas was noted. Each of the 80 initiatives was also mapped against output categories which included 15 activity types (event categories[29]) and 10 result types (expected outputs[30]). For the result type, an additional category was added: "policy development".

5. In line with the key principle on joint action "delivering as one", the multi-stakeholder partnership approach was mapped according to the degree of involvement of each stakeholder group as identified in the Action Plan[31] including UNESCO and the Steering Committee. The assessment was based on the reading materials, which were not always complete. Where there was a clear assertion, report or evidence of stakeholder involvement, this was mapped as having taken place. Simply having provided funding for an activity was not counted as a stakeholder having been involved and this accounts for the 86% UNESCO stakeholder participation data finding.

6. In line with the human rights-based approach underlying United Nations project delivery emphasized in the Action Plan, as well as, the UNESCO Global Priority Gender Equality, initiatives were mapped according to three gender inclusion categories (gender- specific, mainstreaming, and no evidence of contribution to gender equality). The following rationale was attributed to each "term". "Gender specific" refers to those initiatives whose main target was a specific gender group. Initiatives which "*mainstreamed gender*" included those which either gender indicated as a target group (e.g. opportunities for girls) or participation in events (e.g. women speakers). The third category indicates that there was no supporting evidence for the consideration of gender equality among the available materials. Disability-inclusiveness and youth focus and participation were also similarly assessed as part of the holistic approach.

7. The participation of IP was assessed in addition to the mapping of IP involvement

---

29 The event categories are the following: (a) international conference of States, (b) international meetings, (c) non-governmental organizations, (d) international congress, (e) advisory committees, (f) expert committees, (g) seminars and training/courses, (h) symposiums, (i) concerts, (j) performance/theatre, (k) exhibitions, (l) sports events, traditional sports and games, (m) film screenings, (n) media and (o) online events.

30 Expected outputs include decisions, recommendations and conclusions addressed to intergovernmental organizations, promotion of the exchange of knowledge at the international and national levels, advice on the execution programmes, advice on the formulation of programmes, training, promotion of cultural expression, promotion of sports and traditional sports and games, and dissemination of information.

31 Member States, Indigenous Peoples Representatives, United Nations entities, academia, Non-governmental organizations (NGO) and civil society, public institutions and the private sector and others.

as a stakeholder group. Initiatives were rated as sufficient whereby IP were involved as speakers on panels and as participants at events. However, this does not imply that IP were involved at the ideal level e.g., setting the agenda for events and determining participants and speakers rather than just attending and speaking at them.

8. The evaluation also mapped the substantive link to the IYIL2019, according to five types of activities (1. specifically designed for the IYIL2019 or very significantly adapted to/modified for the IYIL2019; 2. language focused projects or events adapted to IP; 3. IP-focused projects or events adapted to language; 4. other and 5. marginal or unrelated to IYIL). Due to the absence of a flagging mechanism for the IYIL2019 in UNESCO's project monitoring system, this area was important to capturing how existing planned activities were modified to make them more relevant to the IYIL2019.

9. UNESCO did not have any system in place to track budgets (or expenditure) by relevance to the IYIL2019. To overcome this limitation, Activity budgets were extracted from the 39C/5 SISTER reports, which covered IYIL2019 related initiatives. The budgets for IYIL2019 initiatives was estimated using the Marker (% of total budget) for the *UNESCO Policy on Engaging with Indigenous People*. As the monitoring system did not allow for the flagging of budgets for the IYIL2019, all the amounts are indicative.

10. Similarly, the analysis of the funding sources for the Year was based on the budgetary information from the 35 C/5 SISTER reports. The funding sources were divided between the UNESCO Regular Programme (including the Participation Programme) and extrabudgetary sources. The latter includes Funds-in-Trust and Special Accounts, which were mapped by originating donor sources[32]. An "unknown" category was added to cover those initiatives, which were not mentioned in a SISTER report.

---

32 Governments, United Nations entities, Multilateral (not UN), Private Sector (Trust/Foundation), private Sector (Corporate).

Annex 7: List of Stakeholders Interviewed

The interviewees are presented by stakeholder group and in alphabetical order (by first name). In the main report we refer to numbers of interviews and in some cases, more than one person attended one interview. For this reason, there are more interviewees listed here than the number of interviews mentioned in the report.

INCEPTION

1. **Aili Keskitalo,** Indigenous Co-Chair of IYIL2019 Steering Committee, President of the Sámi Parliament of Norway

2. **Arturo Requesens-Galnares*,** Associate Legal Officer, United Nations Permanent Forum on Indigenous Issues, UN DESA; SPFII/UN DESA Representative in IYIL2019 Steering Committee

3. **Carlos Vargas Tamez,** Chief of Unit on Teacher Development, UNESCO Santiago Regional Bureau for Education in Latin America, and the Caribbean

4. **Chandra Roy-Henriksen*,** Former Chief of Branch, Indigenous Peoples and Development Branch/Secretariat of the Permanent Forum on Indigenous Issues, Division for Inclusive Social Development, UN DESA

5. **Getu Assefa,** National Programme Officer, Culture Sector, UNESCO Liaison Office in Addis Ababa

6. **Indira Salazar Martinez*,** Programme Officer, Communication and Information Sector, UNESCO Regional Office in Quito

7. **Irmgarda Kasinskaite-Buddeberg*,** Programme Specialist, Universal Access to Information Section, Communication and Information Sector, UNESCO (IYIL2019 Co-ordinator)

8. **Jaco Du Toit,** Chief, Universal Access to Information Section, Communication and Information Sector, UNESCO

9. **Jamion Knight,** Associate Programme Specialist, Communication and Information Sector, UNESCO Central American Cluster Office in San Jose

10. **Kyungah (Kristy) Bang*,** Programme Officer, Education Sector, UNESCO Regional Office in Bangkok

11. **Nigel Crawhall*,** Chief, Section on Small Islands and Indigenous Knowledge, Natural Sciences Sector; Chair, UNESCO's Intersectoral Platform on Indigenous Issues

12. **Noro Andriamiseza Ingarao,** Programme Specialist, Inclusion and Gender Equality, Education Sector, UNESCO

13. **Rasul Samadov,** Assistant Programme Specialist, Capacity Building and Heritage Policy Unit, Living Heritage Entity, UNESCO

14. **Susanne Schnüttgen,** Chief, Capacity Building and Heritage Policy Unit, Living Heritage Entity, UNESCO

15. **Sylvie Coudray*,** Chief, Executive Office, Communication and Information Sector, UNESCO

*Individuals who were interviewed again during the main data collection phase

KEY INFORMANT INTERVIEWS

UNESCO

1. **Akatsuki Takahashi,** Advisor for Culture, UNESCO Office in Cairo (formerly in the Cluster Office in Apia (Samoa))

2. **Berta de Sancristobal,** Head of Policy and Research Unit, Diversity of Cultural Expressions Entity, Culture Sector

3. **Carlos Tejada,** Programme Coordinator, UNESCO Office in Mexico City (involved in organizing the Los Piños conference)

4. **Christina Cusenza,** Consultant, Universal Access to Information Section, Communication and Information Sector (IYIL2019 Team)

5. **Damiano Giampaoli,** Programme Specialist, Gender Equality Division

6. **David Young,** Consultant, Social and Human Sciences, and Communication and Information Sectors, UNESCO Office in Bangkok

7. **Davide Storti,** Programme Specialist, Media and Information Literacy and Media Development Section, Communication and Information Sector

8. **Ernesto Calderon,** Desk Officer, Latin America and the Caribbean Desk, Priority Africa and External Relations Sector

9. **Esther Kuisch Laroche,** Director and Representative, UNESCO Office in San José

10. **Fouzia Belhami,** Associate Programme Specialist, Unit for Associated Schools Network (ASPNet); Education Sector,

11. **Frédéric Vacheron,** Head of Office, UNESCO Office in Mexico City

12. **Fuad Pashayev,** Chief of Unit, National Commissions Unit, Priority Africa and External Relations Sector

13. **Gabriela Velazquez Alvarez,** Programme Coordinator, Communication and Information Sector, UNESCO Office in Mexico City

14. **Guiomar Alonso,** Programme Specialist, Culture Sector, UNESCO Office in Dakar

15. **Jennifer Blinker,** Associate HR Officer, Bureau of Human Resources Management

16. **Judith Ogana,** National Programme Officer, Culture Sector, UNESCO Office in Nairobi

17. **Julie Saito,** Chief, Unit for UNESCO Associated Schools Network (ASPNet), Education Sector

18. **Lucia Verdugo,** National Professional Officer, Education Sector, UNESCO Office in Guatemala City

19. **Maria Jose Perez,** Technical Officer, Education Sector, UNESCO Office in Guatemala City

20. **Marie Josaline Ndongmo,** Programme Assistant, Literacy and National Languages, Regional Office in Yaoundé

21. **Marie Paule Roudil,** Director, Liaison Office in New York

22. **Mila Ibrahimova,** Junior Professional Officer, Division of Public Information

23. **Misako Ito,** Regional Adviser, Communication and Information Sector, UNESCO Office in Bangkok

24. **Montserrat Vidal,** Consultant, Communication and Information Sector, UNESCO Office in Guatemala City (in charge of one IYIL2019 event)

25. **Paul Hector, Advisor,** Communication and Information Sector, UNESCO Office in Cairo

26. **Stoyan Bantchev,** Chief, Participation Programme and Fellowships Section

27. **Susan Vize,** Programme Specialist, Social and Human Sciences Sector, UNESCO Office in Bangkok

28. **Theresia Lippitsch,** Consultant, Universal Access to Information Section, Communication and Information Sector (IYIL2019 Team)

29. **Tidiane Sall,** Project Officer, Literacy and Non-formal Education and Bilingual and National Languages, Regional Office in Dakar

30. **Tim Francis,** Associate Advisor for CLT and CI, Office of the Director-General

31. **Wanlu Zhang,** Associate Programme Specialist, Liaison Office in New York

32. **Zulmira Rodrigues,** Senior Programme Specialist, Section for Cooperation with African Regional Organizations, Priority Africa and External Relations Sector

Member States

1. **Alejandra Arellano,** Director of Language Policies, INALI, Mexico

2. **Almadina Cardenas,** Academic Deputy General Director, INALI, Mexico

3. **Arthur Albert,** Assistant Secretary, Ministry of Education, Federated States of Micronesia

4. **Claudia Sanchez,** Assistant to the Directorate of Indigenous Languages, Ministry of Culture, Peru

5. **Craig Ritchie,** Co-Chair of the IYIL2019 Steering Committee, CEO of the Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS), Australia

6. **Elizabeth Irene Nasubo,** Ministry of Culture, Kenya

7. **George Ngwane,** Member, National Commission on Bilingualism and Multiculturalism, Cameroon

    Gerardo Manuel Garcia Chinchay, Director of the Directorate of Indigenous Languages, Vice Minister of Interculturality, Ministry of Culture, Peru

8. **Innocent Byaruhanga,** Assistant Commissioner, Family Affairs, Ministry of Gender, Labour and Social Development, Uganda

9. **Ixel Hernández,** Head of International Affairs, INALI, Mexico

10. **Prof. Jinnat Imtiaz Ali,** Director General, International Mother Language Institute (IMLI), Bangladesh

11. **Katherine Turvey,** Programme Officer, Canadian Commission for UNESCO (Lead at the commission for the IYIL)

12. **Kristin Karlsen,** Chargé de Mission, Permanent Delegation of the Kingdom of Norway to UNESCO

13. **Nikolay Khaustov,** Councellor, Permanent Delegation of the Russian Federation to UNESCO

14. **Pablo Guayasamin,** Co-Chair of the IYIL2019 Steering Committee, Permanent Delegation of Ecuador to UNESCO

15. **Riia Salsa, Deputy Permanent Delegate,** Permanent Delegation of the Republic of Estonia to UNESCO, Member of the IYIL2019 Steering Committee

16. **Romeld Bustamante,** Permanent Delegation of Peru to UNESCO

17. **Sébastien Goupil,** Secretary General, Canadian Commission for UNESCO

18. **Tatiana Gogoleva,** Member, State Duma of the Russian Federation

19. **Tian Lixin, Director,** Department of Language Information Management, Ministry of Education, China

20. **Vaine Tuta'i Richard,** Director, Languages; Ministry for Pacific Peoples, New Zealand

21. **Zuleika Chang,** Senior Advisor, New Zealand National Commission for UNESCO

Indigenous Peoples Representatives*

*There were Indigenous Peoples' Representatives among interviewees under all the other stakeholder categories, but they are listed as UN/CSO/Academics as they were interviewed in that capacity.

1. **Aluki Kotierk,** President, Nunavut Tunngavik (Arctic)

2. **Annela Laaneots,** Founder, Seto Children's School in Tallinn, (Eastern Europe)

3. **Artem Malykh,** Vice President, Youth Association of Finno-Ugric Peoples (MAFUN) (Eastern Europe)

4. **Badhon Areng,** General Secretary, Culture and Development Society, Indigenous led (Asia)

5. **Charu Tripura,** Asia Indigenous Peoples Pact (Asia)

6. **Christine Ammunson,** Director of Partnerships and Promotion, The Māori Language Commission, (Pacific)

7. **Christine Kandie,** Executive Director, Endorois Indigenous Women's Environment Network (Africa)

8. **Dalee Sambo Dorough,** International Chair, Inuit Circumpolar Council (ICC) (Arctic)

9. **Daniel Kobei,** Ogiek Peoples Development Programme (Africa)

10. **Des Crump,** Indigenous languages Co-ordinator, State Library of Queensland (speaker and expert in Indigenous aboriginal languages) (Pacific)

11. **Dev Kumar Sunuwar,** Journalist and Manager of Indigenous Television and Indigenous Community Radio Network, Nepal (Asia)

12. **Dimitry Harakka-Zaytsev,** Leader, "Shoikula" Izhora Community NGO (Eastern Europe)

13. **Edward John,** Former Indigenous Co-Chair, IYIL2019 Steering Committee (North America)

14. **Elrayah Hammad Kakki,** Chief Executive Officer, Nuba Mountains Peoples Foundation (Africa)

15. **Irma Pineda Santiago,** Member, UNFPII, Zapoteca Poet and representative, Oaxaca (Central and South America)

16. **Jean Kayombye,** Secretary, African Indigenous Peoples Network (Africa)

17. **Jenny L. Davis, Citizen,** Chickasaw Nation; Anthropologist, University of Illinois (North America)

18. **Lahoucine Amouzay,** Linguist and Amazigh Indigenous speaker, researcher at IRCAM (Africa)

19. **Lars Miguel Utsi,** Vice President, Sámi Parliament of Sweden (Arctic)

20. **Lounes Belkacem,** Member of UN Expert Mechanism on the Rights of Indigenous Peoples, Observer in the IYIL2019 Steering Committee, EMRIP for IDIL2022-2032 (Africa)

21. **Luke Briscoe,** CEO, INDIGI-LAB Music Production

22. **Manuel Martínez Villagra,** Director, National Coordinating Body of Indigenous Peoples in Panama (COONAPIP) (Central and South America)

23. **Maria Elisa Chavarrea Chim,** Regional Government Agency representative, Secretary of Culture Merida Yukatan (Central and South America)

24. **Mariam Wallet Aboubakrine,** Former Member and Chair, UNPFII (Africa)

25. **Marina Fedina,** Director, Centre of Innovative Language Technologies in Komi Republic (Eastern Europe)

26. **Mathura Bikash Tripura,** Executive Director, Zabarang Kalyan Samity (Asia)

27. **Matu Ihaka,** Director, language Planning, The Māori Language Commission (Pacific)

28. **Maung Nyeu,** Author, Indigenous languages activist and academic (Asia)

29. **Mikhael Benjamin,** Board Director, Nineveh Center for Minority Rights, Duhok (Asia)

30. **Miryam Yataco,** Indigenous Expert, Language Rights Advocacy (Central and South America)

31. **Mohamed Hamed Azmy,** Nubian activist and lawyer (Africa)

32. **Mohamed Handaine,** President, Indigenous Peoples of Africa Coordinating Committee (Africa)

33. **Dr Monali Longmaili,** Indigenous Expert, Linguist and Dimasa indigenous speaker, Assam University (Asia)

34. **Myriam Yataco,** indigenous languages expert, Language Rights Advocacy (Central and South America)

35. **Natalia Antonova,** Language nest methodologist, House of Karelian Language (Eastern Europe)

36. **Nbyen Dan Hkung Awng,** Director, Kachinland Community College (Asia)

37. **Ngahiwi Apanui,** Chief Executive, The Māori Language Commission (Pacific)

38. **Nicholas Barla,** Indigenous member, IYIL2019 Steering Committee (Asia)

39. **Nouha Grine,** Indigenous Language Researcher (Africa)

40. **Pacha Cabascango,** Indigenous Community Leader, Kichwas Kayambi (Central and South America)

41. **Pratima Gurung,** Executive Director, Nepal Indigenous Disabled Women's Activist Network (Asia)

42. **Richard Grounds,** Chair, Global Indigenous Languages Caucus (North America)

43. **Tiina Sanila-Aikio,** Former President, Sámi Parliament of Finland (Arctic)

44. **Tracey Herbert,** Director, First Peoples' Cultural Council (FPCC) (North America)

45. **Wesley Leonard,** Citizen, Miami Tribe of Oklahoma, Assistant Professor, UC Riverside, Linguist (North America)

United Nations

1. **Aleksey Tsykarev,** Member, UNFPII; former Chair, EMRIP

2. **Belen Sanz,** UN Resident Coordinator Mexico

3. **Diop Diagne,** Assistant to the Resident Coordinator to the Gambia

4. **Emilie Filmer Wilson,** Human Rights Lead, UNFPA, Chair UN Inter-Agency Group Indigenous Peoples' Issues

5. **Gina Consentino,** Senior Social Specialist, West Africa Region, World Bank Group

6. **Kristen Carpenter,** Chair, EMRIP

7. **Manel Stambouli,** Programme Specialist, Human Rights Division, UNICEF, HQ focal point IP

8. **Mariana Estrada,** Communication Officer, PSUI, FAO

9. **Ollimatou Barry,** Executive Assistant, Office of the Resident Coordinator in the Gambia

10. **Paulo David,** Chief, Indigenous Peoples and Minorities Section (IPMS), Rule of Law, Equality, and Non-Discrimination Branch, Office of the United Nations High Commissioner for Human Rights (OHCHR)

11. **Qapaj Conde Choque,** Associate Programme Management Officer for the Peoples and Biodiversity Unit, Secretariat of the Convention on Biological Diversity (CBD)

12. **Rodion Sulyandziga,** Member, EMRIP

13. **Seraphine Wakana,** Resident Coordinator Gambia

14. **Steve Utterwulghe,** Resident Representative of UNDP, Tunisia

15. **Sven-Erik Soosaar,** Member, UNFPII

16. **Tarcila Rivera Zea,** Former member of UNPFII (2017-2019)

17. **You Fernandez-de-Larrinoa,** Head of Unit, Indigenous Peoples Unit (PSUI), FAO

18. **Martin Oelz,** Senior Specialist on Equality and Non-discrimination, Gender, Equality and Diversity, ILOAIDS Branch

Academia

1. **Prof. Ana Felipe Vrdoljak,** UNESCO Chair in International Law and Cultural Heritage, University of Technology Sydney, Australia

2. **Prof. Ayọ Bámgbósé,** Emeritus Professor of Linguistics, University of Ibadan, Nigeria

3. **Elsa Stamatopoulou,** Director, Indigenous Peoples Rights Programme at the Institute for the Study of Human Rights, Columbia University, USA

4. **Dr Genner Llanes-Ortiz,** Assistant Professor; Expert in Linguistics and Anthropology; Leiden University, Germany

5. **Ghil´ad Zuckermann,** Chair of Linguistics and Endangered Languages, University of Adelaide, Australia

6. **Dr Gilvan Müller de Oliveira,** UNESCO Chair on Language Policies for Multilingualism, Universidade Federal de Santa Catarina (2018), Universidade Federal de Santa Catarina, Florianópolis, Brazil

7. **Ines Garcia-Azkoaga,** UNESCO Chair on World Languages Heritage, Basque University, Spain

8. **Prof. Joe Lo Bianco,** Language and Literacy Education, Melbourne Graduate School of Education, University of Melbourne, Australia

9. **John McCaffery,** Hon. Senior Lecturer, School of Māori and Indigenous Studies, Faculty of Education, University of Auckland, New Zealand

10. **Jose Luis Saballos Velasquez,** UNESCO Chair on Native and Indigenous Wisdom and Knowledge, Nicaragua

11. **Prof. Larry Kimura,** Professor of Hawaiian language and Hawaiian studies, University of Hawaii, USA

12. **Dr Lorna Williams,** Associate Professor Emeritus, Indigenous Education, University of Victoria, Canada

13. **Mandana Seyfeddinipur,** Director of SOAS World Language Institute and Director of ELPD, SOAS – University of London, UK

14. **Olga Temple,** Senior Lecturer, Secretary of Linguistics Society, University of Papua New Guinea

15. **Dr Shannon Bischoff,** Associate Professor of Linguistics, Purdue University, USA

CSO/NGOs

1. **Alexa Little,** Executive Director, 7000 Languages

2. **Anna Belew,** Co-ordinator, Endangered Languages Project (ELP)

3. **Astrid Carlsen,** Executive Director, Wikimedia Norway

4. **Cecilia Piaggio,** Founder, LatinoAmerica Habla

5. **Chris Chapman,** Indigenous Peoples' Rights Advisor, Amnesty International

6. **Daniel Bögre Udell,** Wikitongues

7. **David Muelana,** Corape, Ecuador

8. **Davyth Hicks,** Secretary-General, European Languages Equality Network (ELEN)

9. **Eddia Avila,** Director, Rising Voices

10. **Jeannette Stewart,** Founder, Translation Commons

11. **Joseph Mariani,** Honorary President, European Language Resources Association

12. **Kirk Person,** Senior Consultant, Literacy and Education, Director, External Affairs, SIL International

13. **Kristen Tcherneshoff,** Programs Director, Wikitongues

14. **Lola Garcia Alix,** Senior Advisor, Global Governance IWGIA

15. **Mia Marzotto,** Senior Advocacy Officer, Translators Without Borders

16. **Ruben Zabala,** Executive Director, Medialab CIESPAL, Ecuador

Other organizations

*include private public and private sector, and other entities

1. **Dr Ethel Agnes P. Valenzuela,** Director, SEAMEO

2. **Georgina Bukenya Fields,** Community Engagement, Facebook

3. **Lang Fafa Dampha,** Executive Secretary, ACALAN (African Academy of Languages - African Union)

4. **Mary S. Linn,** Curator of Cultural and Linguistic Revitalization, Smithsonian Centre for Folklife and Cultural Heritage (CFCH)

5. **Myra Awodey,** Indigenous Course Initiatives Programme Manager, Duolingo

6. **Sebastien Porter,** EU Commission DG DEVCO

7. **Dr Tunde Adegbola,** Executive Director, African Languages Technology Initiative

Annex 8: Key Documents Consulted

2.1 UNESCO documents

UNESCO (2012). The role of languages in the promotion and protection of the rights and identity of indigenous peoples. A summary of UNESCO's key instruments, programmes and resources (Contribution to the UN Expert Mechanism on the Rights of Indigenous Peoples)

UNESCO (2018). UNESCO Policy on Engaging with Indigenous Peoples (Document IPTF/UNESCO-POLICY/FULL_VERSION/2018)

OREALC/UNESCO Santiago (2017). Indigenous Knowledge and practices in Education in Latin America

UNESCO (2019). Communication strategy for the organization of the 2019 International Year of Indigenous Languages. (Document: for internal use)

UNESCO (2019). The UNESCO Courier, special issue dedicated to Indigenous languages (Jan-Mar 2019).

UNESCO (2019). Strategic Outcome Document of the 2019 International Year of Indigenous Languages (Document 40C/68)

UNESCO (2020). Los Pinos Declaration [Chapoltepek] – Making a Decade of Action for Indigenous Languages – Outcome Document of the High-level event „Making a Decade of Action for Indigenous Languages" on the occasion of the closing of the 2019 International Year of Indigenous Languages (Document CI-IYIL2019/RP/2020)

UNESCO (2020) From ambition to action: evaluation of the UNESCO global priority gender equality (Document IOS/EVS/PI/191)

Concept Note for the 2020 Global Education Monitoring Report on Inclusion and Education in Latin America and the Caribbean.

Summary of the Statements, High-level Event of the United Nations General Assembly (UNGA) on the occasion of the closing the 2019 International Year of Indigenous Languages (IYIL2019), 17 December 2019 United Nations Headquarters, New York

Minutes of IYIL Steering Committee meetings, 2018-2020

Minutes of UNESCO's Intersectoral Working Group on Indigenous Peoples (ISWGIP) meetings (2019-2020)

UNESCO CONVENTIONS

2001 UNESCO Universal Declaration on Cultural Diversity

2003 Convention for the Safeguarding of the Intangible Cultural Heritage

2005 Convention on the Protection and Promotion of the Diversity of Cultural Expressions

2007 Preparation of a convention for the protection of indigenous and endangered languages, UNESCO executive Board, 176th session

SISTER 39C/5 MONITORING REPORTS

Education

Fund in Trust n°8353, "Multilingual Education (MLE) Activities in Asia and the Pacific" and related documents

Fund in Trust n°7485, "Education 2030 Activities in Asia and the Pacific (2018-2019)" and related documents

RP Workplan n°875, "Strengthening the regional resource base for operationalizing inclusion and equity in education in Member States in Asia-Pacific" and related documents

RP Workplan n°894, "Supporting the government in creating inclusive, responsive and resilient education systems in Nepal" and related documents

RP Workplan n°868, "Capacity enhancement of the Nepalese education officials for policy, planning and monitoring for achieving the targets of Education 2030"

RP Workplan n°711, "TVET Development Policies for Youth in Guatemala" and related documents

WBS Element n°4271, "UNESCO Malala Centers for the Education of Adolescent Girls and Indigenous Young Women of Guatemala" and related documents

RP Workplan n°1372, "Promoting lifelong learning for sustainable and just societies in Latin America and the Caribbean" and related documents

RP Workplan n°846, "Leading globally on Global Citizenship Education" and related documents

RP Workplan n°1150, "Global citizenship education and education for sustainable development in the Andean Region" and related documents

RP Workplan n°1218, "Open Educational Resource for an inclusive education and digital literacy in a gender perspective for persons with disabilities" and related documents

Natural Sciences

RP Workplan n°632, "Local and Indigenous Knowledge Systems in global environmental processes" and related documents

Social and Human Sciences

RP Workplan n°1114, "Increased commitment of Member States, including urban authorities and key stakeholders, to promote the inclusive participation of marginalized women and men, girls and boys in planning, policy and programme"

RP Workplan n°1195, "Global solidarity and collaborative action in the upholding of human values, gender equality and citizenship promoted and joint initiatives for urban inclusion enhanced within the context of the UDHR celebrations" and related documents

RP Workplan n°1466, "Partnering with youth: inclusive and participatory youth-led programs in Asia and the Pacific" and related documents

Culture

Fund in Trust n°3514, "Safeguard of the Cultural and Linguistic Heritage of indigenous peoples recently contacted and of indigenous peoples living near borders in the Amazon region" and related documents

RP Workplan n°1340, "Coordination of support activities to States Parties in the Europe and North America region" and related documents

RP Workplan n°1053, "Strengthening capacity in the effective implementation of the ICH Convention in Pacific SIDS" and related documents

RP Workplan n°1542, "Promotion of the diversity of cultural expressions, in particular through the effective implementation of the 2005 Convention in Central America and the status of women artists and their artistic freedom"

RP Workplan n°8089, "Soutien à l'Année internationale des langues autochtones" and related documents

Special Account n°3484, "Other functions of the Committee (39C/5) 199OTH4139" and related documents

Communication and Information

RP Workplan n°1110, "Promoting universal access to information and knowledge through open and accessible solutions in the Mekong region" and related documents

RP Workplan n°871, "Strengthening diversity, gender equality and youth empowerment in and by media including through media and information literacy"

RP Workplan n°1564, "ICT in Education for Inclusive Knowledge Societies"

RP Workplan n°1367, "Pluralistic policies and practices in media"

Fund in Trust n°7908, "2019 International Year of Indigenous Languages" and related documents

RP Workplan n°1662, "Information for All Programme: Building information and knowledge societies for all, addressing new emerging challenges" and related documents

RP Workplan n°1209, "Capacities of Members States strengthened to promote linguistic diversity and multilingualism through implementation of normative framework" and related documents

RP Workplan n°1543, "Promoting Universal Access to Information in Central America" and related documents

Participation Programmes

Participation Programme Request n°5253 - KWASUKASUKELA | THE SWAZI STORY PROJECT

Participation Programme Request n°5141 - SAMOA DICTIONARY PROJECT and related documents

Participation Programme Request n°7840 - International Year of Indigenous Languages - Honduras 2019

Participation Programme Request n°6918 - WFTU- Protection of the Heritage

Participation Programme Request n°6922 - Tradition pour Demain-Promoting the Maya Pokom language through educational and cultural radio-broadcasted spots and related documents

Other

RP Workplan n°8109, "Regional Partners Forum for Latin America and the Caribbean" and related documents

RP Workplan n°1720, "Promotion of UNESCO agenda and strategic position at the UN level through action at the UNHQ in New York"

2.2 UN (excluding UNESCO) documents

International Labour Organization (1989). Indigenous and Tribal Peoples Convention (No. 169)

UN Economic and Social Council (2005). Indigenous children's education and indigenous languages. Expert paper prepared for the Permanent Forum on Indigenous Issues. (Document E/C.19/2005/7)

UN General Assembly (2007). Resolution adopted by the General Assembly on 13 September 2007. 61/295. United Nations Declaration on the Rights of Indigenous Peoples. (Document A/RES/61/295)

UN Economic and Social Council (2008). Report of the international expert group meeting on indigenous languages (Document E/C.19/2008/3)

Human Rights Council (2012). Role of languages and culture in the promotion and protection of the rights and identity of indigenous peoples. Study of the Expert Mechanism on the Rights of Indigenous Peoples. (Document A/HRC/21/53)

UN Economic and Social Council (2016). Expert group meeting on the theme "Indigenous languages: preservation and revitalization (articles 13, 14 and 16 of the United Nations Declaration on the Rights of Indigenous Peoples)". (Document E/C.19/2016/10)

UN Economic and Social Council (2016). System-wide action plan for ensuring a coherent approach to achieving the ends of the United Nations Declaration on the Rights of Indigenous Peoples. (Document E/C.19/2016/5)

UN General Assembly (2016). Resolution adopted by the General Assembly on 19 December 2016. 71/178. Rights of indigenous peoples. (Document A/RES/71/178)

UN General Assembly (2017). Multilingualism. Report of the Secretary-General. (Document A/71/757)

UN Economic and Social Council (2018). Action plan for organizing the 2019 International Year of Indigenous Languages (Document E/C.19/2018/8)

UN General Assembly (2019). Multilingualism. Report of the Secretary-General. (Document A/73/761)

UN Economic and Social Council (2020). Summary report on the International Year of Indigenous Languages 2019 (Document E.C.19/2020/9)

UN General Assembly (2019). Resolution adopted by the General Assembly on 18 December 2019 (A/74/396. Rights of Indigenous Peoples). (Document A/74/396)

Human Rights Council (2019). Annual report of the Expert Mechanism on the Rights of Indigenous Peoples. (Document A/HRC/42/55)

Expert group meeting on the theme "Indigenous languages: preservation and revitalization (articles 13, 14 and 16 of the United Nations Declaration on the Rights of Indigenous Peoples)"

2.3 Articles, books and newsletters

Bernard, H.R. (1996). Language Preservation and Publishing. University of Florida Chavarrea Chim, M.E. (2017). Palabras Tejidas. Xksuamo'ob. Primera edición: Febrero

Crysta, D. (2000). Language death. Cambridge University Press. (Crystal's book was written subsequent to UNESCO's establishment of the Endangered Languages Project, as linguists were beginning to understand the degree to which the future of the world's 6000-plus languages is imperilled)

Davis, J.L. (2017). Resisting rhetorics of language endangerment: Reclamation through Indigenous language survivance. University of Illinois, Urbana-Champaign

De Oliveira, G.M. and da Silva, J.I. (2017). When language barriers engender human rights violations: which language policies the Brazilian State is adopting in order to guarantee access to basic public services for immigrants?

De Vito, V. (2019). Through their eyes. (three case studies of European

indigenous languages: Catalan, Saami and two variants of Italian Grecanic, Salentino Griko

and Calabrian Greko: the positive and negative impacts of current technology affecting indigenous language communities)

Hale, K. (1992). Resisting Language Loss; the human value of local languages. Henderson, B., Rohloff, P. and Henderson, R. (n/d). More than Words: Towards a Development-Based Approach to Language Revitalization.

Llanes-Ortiz, G. (n/d). Interculturalización fallida: Desarrollismo, neoindigenismo y universidad intercultural en Yucatán, México. (Failed interculturalization: developmentalism, neo-indigenism and intercultural university in Yucatan, Mexico)

McIvor, O. (n/d). Strategies for Indigenous Language Revitalization and Maintenance.

OREALC/UNESCO Santiago, (2017). Indigenous Knowledge and practices in Education in Latin America.

Verde, M. and Del Caprio, K. (2019). Preserving and Promoting Minority Languages: The Neapolitan and Tsotsil Linguistic Communities.

Zuckermann, G. (2015). Engaging – A Guide to Interacting Respectfully and Reciprocally with Aboriginal and Torres Strait Islander People, and their Arts Practices and Intellectual Property. Available at: http://www.zuckermann.org/guide.html

2.4 Websites

WWW.IYIL2019.ORG

https://en.ccunesco.ca/blog/2019/12/looking-back-on-the-international-year-of-indigenous-languages

Civil Society and Academia

Raising Voices, https://rising.globalvoices.org/

"Apthapi Digital" project creates digital security resources in the Aymara language, https://coling.al.uw.edu.pl/D AFUK, https://afuk.frl/Global Voices, https://rising.globalvoices.org/blog/2020/06/11/promoting-coronavirus-education-through-indigenous-languages/

COLING promotes and develops sustainable measures for language revitalization and maintenance. https://coling.al.uw.edu.pl/

Celebramos el Dia Internacional de los Pueblos Indígenas, https://www.youtube.com/watch?v=BLRUiVXeZKU

Linguapax: protection and revitalization of world linguistic diversity, https://www.linguapax.org/en/who-we-are/

Endangered Languages Project, a worldwide collaboration to strengthen Indigenous Languages, http://www.endangeredlanguages.com

First Peoples Cultural Council, https://fpcc.ca

First Peoples Cultural Council guide providing information for communities and language champions to use when choosing to build or purchase language apps and software https://fpcc.ca/resource/check-before-you-tech/

IWGIA and Indigenous Languages, https://www.iwgia.org/en/news/3302-year-of-indigenous-languages.html

Minority Rights Group and Indigenous Languages, https://minorityrights.org/wp-content/uploads/2019/11/MRG_Brief_LangRights_2019.pdf

Annex 9: KII Questionnaires per Stakeholder Group (Available upon request at ios@unesco.org)

Annex 10: Evaluation Matrix

Annex 11: Author Biographies

Team Leader: Claire Thomas

Claire is Deputy Director of Minority Rights Group. She has a degree in Anthropology (University College London) and over twenty years' work at senior management level with experience on minority and indigenous issues, advocacy, UN mechanisms and learning within organizations. Her experience includes managing large and complex cultural and other projects (€1.6 million cultural subgranting project). She has remained passionate about fulfilling the rights of the excluded and "left behind" (she prefers the term "pushed behind"). She is a founding member of an organization supporting bilingual parents in London and is the author of a monologue on bilingual language acquisition: Grown up with Languages, Reflections on Multilingual Childhoods. Within MRG Claire leads on gender mainstreaming and all forms of intersectional discrimination issues. Claire has extensive experience of monitoring and evaluation, results frameworks and programme design and implementation dilemmas. She is expert on Theories of Change and organizational learning. She has run training or spoken on evaluation of advocacy and rights work for UK Bond, the London School of Economics, University of Essex and the Dutch MFA. Claire has a particular interest and expertise in how organizational learning from programmes is captured, shared and implemented (or not). Claire is fluent in English and French.

Evaluation Expert: Lydia van de Fliert

Dr. Lydia van de Fliert is a trained Cultural Anthropologist with a degree from Leiden University. She is a practitioner and theorist, author and editor of books and reports. Over the years, she developed cross-cultural and language skills (English, Spanish, French, Portuguese) and a strategic, results oriented approach to development, democratisation, rights and issues of Indigenous peoples. During her masters, she won a national competition

to study abroad and do fieldwork in Indigenous communities and worked as a full-time research fellow at the University of Querétaro. She then acquired experience at policy level (European Parliament), programme/project level (European Commission, Member States (NL, BE, Sida), with the UN (UNDP, UNICEF, IFAD, ILO) and academia (University of Leiden, University of Utrecht and UAQ University of Queretaro Mexico). Accustomed to working in crises and post-crisis settings (Chad, Chiapas, Colombia and Angola), she became an expert in constructive programming by integrating local perspectives into development cooperation paradigms. She worked on two EU programmes: PRODESIS (inside the ministry of Indigenous Affairs in San Cristobal) to strength implementation of the ILO Convention169 in Chiapas; and SOCICAN (Andean Community), Peru, to strengthen regional integration of Afro-descendant and Indigenous communities in Bolivia, Colombia, Ecuador and Peru. With a team of Indigenous experts, she developed the EU draft Tool for Integration of Indigenous Peoples in European Development Cooperation and acted as a team leader for several evaluations. In 2018, she developed the IPIECA FPIC (Free, Prior and Informed Consent) Toolbox on the institutional, regulatory and legal context, risks and good practice of FPIC procedures based on the UN Guiding Principles on Business and Human Rights (UNGPs) and the revision of the IFC Performance Standards.

Thematic Expert 1: Silvia Quattrini

Silvia holds a Master in Arabic and Middle Eastern Studies (La Sapienza, Rome), a Master in Translation Studies Arabic, English (SOAS, London), and an LLM in International Human Rights Law (Essex) with a dissertation on documentation and revitalisation of minority and indigenous endangered languages as a language right. She also received training in Language Documentation (SOAS). She authored MRG's 2019 briefing "A rights-based framework for minority and indigenous languages in Africa: From endangerment to revitalization". She has worked with MRG since 2014, coordinating and designing projects to improve the rights of linguistic, religious and ethnic minorities and indigenous peoples in the MENA region and has experience with international advocacy at the UN level. She has worked on gender issues with grassroots movements in Tunisia. She has experience as a translator and interpreter from and to Arabic, English, Italian and French.

Thematic expert 2: Oliver Loode

Oliver is an expert and activist of Indigenous peoples' rights, with a focus on language and cultural rights of Indigenous Finno-Ugric (Uralic) peoples. He currently works as Managing Director of the URALIC Centre NGO (Estonia) and is an Expert Member of

the Advisory Committee of the Framework Convention for the Protection of National Minorities (Council of Europe). In 2014-2016, Oliver served as Expert Member of the UN Permanent Forum on Indigenous Issues, nominated by the Estonian Ministry of Foreign Affairs. Oliver served as the Permanent Forum's Vice-Chair (2015) and Rapporteur (2016), leading key aspects of the UNPFII's internal reforms of its work methods and championing a greater UNPFII focus on the preservation and revitalization of indigenous languages, which subsequently led to the proclamation of IYIL2019 in December 2016 by the UNGA. Between 2015-2017, Oliver worked at Minority Rights Group International (London) as Head of Cultural Programmes where he oversaw a large EU-funded project to promote minorities' and indigenous peoples' rights in the Middle East and North Africa via street theatre and other cultural expressions. Since 2014, Oliver has also been collaborating with the Estonian Institute of Human Rights. Oliver holds a B.Sc. Econ in Economics degree from the University of Pennsylvania. He is fluent in Estonian, English, Russian, German and Finnish.

Research Assistant: Mihaela Cojocaru

Mihaela is a postgraduate student at SOAS – University of London working towards her Master´s degree in Development Studies. She already holds a Bachelor´s degree in English Language and Linguistics from King´s College London. As an undergraduate exchange student at Hong Kong University, she undertook a research field trip to Ethiopia on its multilingual language policy. Since 2019, Mihaela has been a permanent team member of Delegations for Dialogue, a project-based Community Interest Company, operating as a multilingual programme co-ordinator for Eastern Europe, Central and East Asia, and East Africa. In 2020, she underwent training in investigative journalism on balanced and evidence-based reporting on migration with the International Centre for Migration Policy Development. Currently, she is carrying out research for her master´s dissertation on China´s Economic Cooperation in Africa. Her academic and professional experience cover language and minority studies, international development and cultural diplomacy across Europe, Central and East Asia and the Horn of Africa. Mihaela is fluent in English, Russian, Portuguese, Spanish and Romanian.

Regional Experts:

Dr. Mariam Wallet Aboubakrine *(Africa)*

Nouha Grine *(Africa)*

Aluki Kotierk *(Arctic)*

Dr. Maung Nyeu *(Asia)*

Dimitry Harakka-Zaytsev *(Eastern and Central Europe, Russia, Central Asia and Transcaucasia)*

Irma Pineda Santiago *(South and Central America and the Caribbean)*

Dr. Wesley Leonard *(North America)*

INTERNAL
OVERSIGHT
SERVICE
Evaluation Office

www.unesco.org/ios