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DE LOS IDIOMAS
INDÍGENAS



Los Pinos Declaration [Chapoltepek] – Making a Decade of Action for Indigenous Languages

Los Pinos [Chapoltepek] Amatlanawatilli Mahtlaktli Xihtli ma Motekipanokan Totlakatilistlahtolwan¹

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

27-28 February 2020 Mexico City, Mexico

¹ The Los Pinos Cultural Complex is located within the Chapultepec Forest, which is currently an urban park located in the heart of Mexico City, and its existence dates back three thousand years. The place name of Chapultepec comes from the Mexikatlahotli (Nahuatl) language, from chupul (in) 'grasshopper'; tepe (tl) 'cerro o Montaña' and the c at the end is a suffix that denotes a place name; 'Cerro de los chapulines'.



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PREAMBLE

1. *The participants of the High-level event: Making a Decade of Action for Indigenous Languages,*
2. *Reaffirming* the linguistic rights enshrined in the 1948 Universal Declaration of Human Rights, the 2007 United Nations Declaration on the Rights of Indigenous Peoples, as well as the 1966 International Covenant on Economic, Social and Cultural Rights, the 1989 International Labour Organization Convention on Indigenous and Tribal Peoples, the 1989 Convention on the Rights of the Child, the 2014 Final Document of the World Conference on Indigenous Peoples, as well as *contributing* to the robustness and enforcement of the many other non-discrimination standard-setting instruments.²
3. *Building* on the lessons learned from the implementation of the Action Plan for organizing the 2019 International Year of Indigenous Languages (E/C.19/2018/8), in accordance with the 2016 United Nations General Assembly resolution 71/178.
4. *Recalling* the 2019 UNESCO General Conference resolution [40 C/Resolution 54](#) on the strategic outcome document of the International Year of Indigenous Languages [40 C/68](#) (IYIL2019), which builds on insights from the global and regional consultations, as well as the collaborative activities and events organized during the International Year, and which draws key conclusions and provides a strategic direction and specific recommendations for future global actions.
5. *Emphasising* that indigenous languages contribute a valuable legacy for humanity because of the role and relevance of language diversity and multilingualism in philosophy, heritage, production of knowledge, understanding of human relations and the natural world, in building peace, good governance, sustainable development, social cohesion and peaceful coexistence within our societies.
6. *Following up* on the 2019 United Nations General Assembly resolution [A/74/396](#) to proclaim 2022-2032 as the International Decade of Indigenous Languages (IDIL), in order to draw attention to the critical loss of indigenous languages and the urgent need to preserve, revitalize and promote indigenous languages and take urgent steps at the national and international levels, while inviting UNESCO to serve as the lead agency for the International Decade, in collaboration with the Department of Economic and Social Affairs of the Secretariat (UNDESA) and other agencies, within existing resources; inviting Member States to consider establishing national mechanisms with adequate funding for the successful implementation of the International Decade in partnership with indigenous peoples; and inviting indigenous peoples, as custodians of their own languages, to initiate and develop appropriate measures for the implementation of the International Decade.

2 The 1960 Convention against Discrimination in Education, the 1965 International Convention on the Elimination of All Forms of Racial Discrimination, the 1972 Convention concerning the Protection of the World Cultural and Natural Heritage, the 1979 Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), the 1992 Convention on Biological Diversity, the 1995 Beijing Declaration and Platform for Action issued by the Fourth World Conference on Women, the 1999 Declaration of Punta del Este, the 2001 United Nations Educational, Scientific and Cultural Organization (UNESCO) Universal Declaration on Cultural Diversity and its Action Plan, the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage, the 2003 Recommendation concerning the Promotion and Use of Multilingualism and Universal Access to Cyberspace, the 2005 Convention on the Protection and Promotion of the Diversity of Cultural Expressions, the 2006 UN Convention on the Rights of Persons with Disabilities, the 2006 Charter for African Cultural Renaissance, the 2015 UNESCO Charter of Physical Education, Physical Activity and Sport, the 2015 UNESCO Recommendation concerning the Preservation of, Access to, Documentary Heritage in the Digital Era, the 2015 UNESCO Recommendation concerning the Protection and Promotion of Museums and Collections, the 2016 Promotion of the OAS American Declaration on the Rights of Indigenous Peoples and the 2019 UNESCO Recommendation on Open Education Resources.

RECOMMEND

ADOPTING THE FOLLOWING PRINCIPLES, STRATEGIC DIRECTIONS AND PROCEDURES, ALONG WITH SPECIFIC MEASURES AND KEY MILESTONES IN THE GLOBAL ACTION PLAN FOR THE INTERNATIONAL DECADE OF INDIGENOUS LANGUAGES

KEY PRINCIPLES

7. The following key principles, based on human rights and fundamental freedoms, including the rights and values of indigenous peoples as indicated in the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP), will inspire the future Global Action Plan for the International Decade of Indigenous Languages:
8. **Centrality of indigenous peoples – ‘Nothing for us without us’**, according to the principle of self-determination; the right to use, develop, revitalize, and transmit languages orally and in written forms to future generations which reflect the insights and values of indigenous peoples, their identities and traditional knowledge systems and cultures; the equal treatment of indigenous languages with respect to other languages; and the effective and inclusive participation of indigenous peoples in consultation, planning and implementation of processes based on their free, prior and informed consent right from the start of any development initiative as well as the recognition of the specific barriers and challenges faced by indigenous women, whose identity, cultural traditions and forms of social organization enhance and strengthen the communities in which they live.³
9. **Compliance with international norms and standards**, in particular taking into consideration the provisions of the UNDRIP which constitute the necessary standards for the survival, dignity and well-being of indigenous peoples, as well as for the promotion of linguistic diversity and multilingualism based on mutual respect, coexistence and shared benefit.
10. **Joint action, ‘Delivering as One’, for efficient and coherent delivery across the UN system**: UN System-wide action plan (SWAP),⁴ in partnership with the United Nations Permanent Forum on Indigenous Issues (UNPFII), the Special Rapporteur on the Rights of Indigenous Peoples, the Expert Mechanism on the Rights of Indigenous Peoples (EMRIP), as well as the integration of UN normative and operational mandates on the rights of indigenous peoples working in collaboration with UN Country Teams (UNCT); as well as building **synergy among different international and regional frameworks on indigenous peoples’ rights** and sustainable development, reconciliation and peacebuilding, including the 2030 Agenda for Sustainable Development, the African Union Agenda 2063 and other relevant instruments.
11. **Multi-stakeholder partnerships at all levels** in order to foster synergies, leadership, adequate responses with the enhanced participation of indigenous peoples and other stakeholders, and the establishment of collaborative structures at local, national, regional and international levels.
12. **A holistic approach in programming** based upon a full spectrum of human rights and fundamental freedoms, embracing indigenous identity, cultural and spiritual diversity, gender equality, and including indigenous persons with disabilities, and multicultural societies, as well as building inclusive and equitable education and learning environments, and developing a paradigm that encourages capacity-building and empowerment of indigenous peoples to ensure environmental sustainability, biodiversity and cultural diversity, as well as allowing them to benefit from technological and scientific developments.

³ Beijing Platform for Action para 32. https://www.un.org/en/events/pastevents/pdfs/Beijing_Declaration_and_Platform_for_Action.pdf

⁴ System-wide action plan for ensuring a coherent approach to achieving the ends of the United Nations Declaration on the Rights of Indigenous Peoples. http://www.un.org/en/ga/search/view_doc.asp?symbol=E/C.19/2016/5

OBJECTIVES

13. The International Decade of Indigenous Languages, aligned with the 2019 resolution A/74/396 (paras 24-25) of the United Nations General Assembly, will have among its **major objectives** to:

...draw attention to the critical loss of indigenous languages and the urgent need to preserve, revitalize and promote indigenous languages; and take urgent steps at the national and international levels....

14. Based on the discussions held on 27-28 February 2020 in Mexico City [Mexico] on the occasion of the High-level closing event of the IYL2019, the following **specific objectives** were proposed for the elaboration of the future Global Action Plan for the International Decade of Indigenous Languages:

- **Integrate indigenous languages, linguistic diversity and multilingualism-related aspects into global sustainable development frameworks and mechanisms**, operational guidelines of international treaties and conventions, regional and national strategies and programmes, humanitarian assistance and disaster responses, and UN Country Team programming mechanisms, as well as **take short, medium and long term actions to preserve, revitalize, promote and position indigenous languages, linguistic diversity and multilingualism in future post-2030 global sustainable development plans** in order to ensure sustainability and longevity of the actions taken during the International Decade of Indigenous Languages.
- **Provide access to justice systems and public services in indigenous languages, support existing institutions and build effective, accountable and inclusive new ones**, including those responsible for training teachers, early childhood educators, university lecturers, interpreters, translators, administrators, civil servants, judges and lawyers to understand the importance of indigenous perspectives in education systems and legal and public administration; and support the adoption of appropriate normative instruments, legal frameworks and policies at the international, regional and national levels.
- **Mainstream indigenous languages across public policies related but not limited to education (including physical education, sports and traditional games), culture, freedom of information laws, the media, science, research and technology, the environment, health care and well-being, including sexual and reproductive health and gender-based violence, employment, and economic and political spheres**, which would be supported with evidence-based data through systematic data collection mechanisms, development of appropriate methodologies, and maintenance of repositories, archives and other platforms.
- **Ensure inclusive and equitable, quality education, including mother tongue-based, bilingual and multilingual education, and promote life-long learning opportunities for indigenous language learners and users of all ages, genders and abilities**, as well as provide training, recognition of linguistic competency and employment opportunities for indigenous language teachers in pre-service/initial and/or in-service training and, and for translators and interpreters, and to provide them with appropriate training and learning materials.
- **Promote healthy lives and the well-being of indigenous peoples of all ages and genders by ensuring access to health care in indigenous languages, including health-related information and services**, in particular during conflict and post-conflict situations, natural disasters, epidemics and pandemics, paying special attention to measures targeted at the elimination of gender-based violence; and **promote indigenous knowledge exchanges with science and research**, namely on biodiversity, climate, traditional medicine and practices, as well as relating to social well-being and spirituality.

- **Provide access to sustainable, accessible, workable and affordable indigenous knowledge records, language technologies and media**, including enhanced Internet connectivity in rural and urban areas for indigenous peoples, respecting their free, prior and informed consent, and offer support for the adoption of appropriate freedom of information laws at national levels and the production of quality materials and resources, educational technology for language learning and appropriate e-services, e-content and e-products for and produced by indigenous language users and learners of all ages, genders and abilities, as well as facilitate the development of appropriate content in indigenous languages in public and community broadcasting services.
- **Support indigenous peoples in safeguarding their intangible heritage, expressed through language, songs, myths, word games, poetry and other oral traditions, as well as the cultural spaces associated therewith along with protection of indigenous creation and ownership**, in accordance with existing Intellectual Property Rights regulations and international normative instruments, and UNESCO ethical principles for safeguarding intangible cultural heritage.
- **Create an enabling environment for indigenous entrepreneurship and small business development**, compatible with domestic community economies carefully calibrated with kinship networks, at the local and regional levels, to ensure that indigenous languages can be used at all stages of the cultural value chain, including creation, production, dissemination, distribution and enjoyment of cultural activities, goods and services, while ensuring enhanced cultural and intellectual protection for goods and services making use of indigenous languages.
- **Ensure equal and inclusive participation of women and men** in organizing the International Decade of Indigenous Languages, and support the intergenerational transmission of indigenous languages. The participation of indigenous children and youth, and persons with disabilities shall also be ensured.
- **Support and encourage public and private funding and direct investments in the revitalization, support, access and promotion of indigenous languages**, by targeting particularly the creation of new content, as well as training and employment opportunities for indigenous language users and **create a specific monitoring and evaluation mechanism for the International Decade of Indigenous Languages, in partnership with indigenous peoples, in order to systematically measure the progress made using evidence-based data collection instruments**, and enhanced capacities of the departments of national statistics, academia, indigenous organizations, as well as UN-system entities having the capacity to respond to the statistical needs and coordinating activities of the global statistical system with regard to indigenous peoples.



STRATEGIC DIRECTIONS

15. There are more than seven thousand languages on the planet, a vast majority of which are spoken and signed by indigenous peoples. If we fail to act, a large number of these languages could become extinct by the end of the century. Indigenous languages connect the past with the present and the future. Focusing on indigenous languages as living languages expands knowledge about our world and the values that are essential for fostering diversity, peace, reconciliation and sustainable development.
16. This High-level event ‘Making a Decade of Action for Indigenous Languages’ represents a fundamental step towards the preservation, revitalization and promotion of indigenous languages. In this vision, indigenous peoples are central players and beneficiaries. Their leadership in the preservation, revitalization and promotion of their languages must be comprehensive, including their customs and values, and incorporate world views and relations with nature, as a minimum for these plans, policies and actions to succeed.
17. Social, economic, and political exclusion, including discrimination and disrespect of humans rights and freedoms, are determining factors in the loss of linguistic diversity and wealth. The preservation, revitalization and promotion of indigenous languages is the responsibility of the entire society and it is imperative that we find effective and sustainable solutions. Efforts for the revitalization, preservation, safeguarding and transmission of indigenous languages should be adopted to the historical, economic, social and cultural conditions and realities of indigenous peoples, and take into account the vitality and status of their languages.

18. VISION STATEMENT: The High-level event ‘Making a Decade of Action for Indigenous Languages’ proposes the following vision statements for further consideration:

OPTION 1. *The International Decade of Indigenous Languages envisions a world in which all peoples, nations and States appreciate, valorise, recognise, and transmit the collective wisdom of the world, and work together to create better futures through the preservation, revitalization and promotion of indigenous languages.*

OPTION 2. *Indigenous languages for people and the planet: peace, development, justice and reconciliation.*

OPTION 3. *We envision a world where indigenous peoples fully exercise their right to preserve, revitalize, promote and transmit their languages for future generations.*

OPTION 4. *By the end of the International Decade of Indigenous Languages, indigenous languages should be preserved, revitalized and promoted at all levels through structural and social transformations made by stakeholders at all levels.*

OPTION 5. *By the end of the International Decade of Indigenous Languages, the critical state of indigenous languages should be reversed as a result of joint actions taken by all stakeholders to empower indigenous language users with the capacity to preserve, utilise and promote their languages and contribute to the creation of peace, reconciliation, multicultural diversity and sustainable development in the world.*

OPTION 6. *The International Decade of Indigenous Languages envisions working together to create a better future for peace, sustainable development, justice and reconciliation through the use, preservation, revitalization and promotion of indigenous languages.*

19. LESSONS LEARNED FROM THE IYIL2019: Among the main lessons⁵ learned from the IYIL2019 and identified by the High-level event are the following:

- ***The preservation, revitalization and promotion of linguistic diversity and multilingualism are crucial for peace building, development, good governance and reconciliation in our societies***, as well as for achieving the Sustainable Development Goals and implementing other strategic development frameworks and programmes.
- Ensuring the vitality and sustainability of indigenous languages is only possible if all ***human rights and fundamental freedoms are respected consistently for the empowerment of indigenous language users***.
- Effective support for indigenous languages will require substantial ***involvement of indigenous peoples, particularly indigenous women, youth and elders, through their own representatives and institutions***. Empowerment of indigenous peoples is therefore key for the preservation, support and promotion of their languages. The participation of indigenous peoples should be monitored and encouraged to ensure no group and language are left behind.
- Considering that ***language is a cross-cutting phenomenon that encompasses and transcends all spheres of life, all actors are important and therefore synergies must be developed*** among Member States, indigenous peoples, UN-system entities, academia, civil society, and other public and private stakeholders.



- **Digital technologies play a growing role in influencing societal development** and should contribute to the intergenerational transmission, preservation, revitalization, creation in and promotion of indigenous languages.
- All efforts must be made to provide support backed with **appropriate financial resources and multi-trust donor mechanisms** created by Member States, UN-system entities, foundations and funds. The private sector should be encouraged to invest in the development of solutions relevant to the needs of indigenous language users.
- **A Global Action Plan for the International Decade of Indigenous Languages** should provide a foundation for a sustainable and transformative movement towards the preservation, support and promotion of indigenous languages. The Global Action Plan should be accompanied by targeted measures that provide for the full involvement of indigenous peoples and assimilation of their concerns and experiences as integral dimensions of the design, implementation, monitoring and evaluation of progress in all spheres.



THEMATIC CONSIDERATIONS

20. The High-level event 'Making a Decade of Action for Indigenous Languages' concluded with the following eight thematic considerations which should be taken into account when elaborating the future Global Action Plan for the International Decade of Indigenous Languages:

21. Inclusive and equitable education and learning environments for the promotion of indigenous languages

22. In order to promote bilingual, multilingual, intercultural and biliterate educational policies and practices for indigenous peoples, recommendations should be issued for policy makers and other key stakeholders in four work areas: interdisciplinary work on indigenous languages; work in education; the production and use of educational materials in indigenous languages; and the development of language policies along with the necessary legislative framework. Special attention should be given to those indigenous language communities that span national borders. Similarly, a transversal approach is necessary to ensure the participation of indigenous peoples and organizations in decision making processes related to education.

23. Interdisciplinary work on indigenous languages

- Interdisciplinary work should consider at least three dimensions, including but not limited to applied sociolinguistic research: i) the use of language as an object of study and research, and medium of instruction as first or second language; ii) teaching and learning of indigenous languages and curriculum development that is specific to addressing functional requirements and reversing drivers

of language shift; and iii) teaching in indigenous languages and, as appropriate, providing technical and financial support for oral traditions, script development and the promotion of literacy and adult basic education. Where feasible, further language development in indigenous languages, including lexicography and technical language development, should be promoted. These dimensions should benefit from scientific and interdisciplinary perspectives and approaches.

- Language endangerment is driven by diverse factors, some specific to the history or current socio-economic context of the indigenous language community. Sociolinguistic research can play an important role for both indigenous peoples and government by helping them to reflect on, interrogate and identify the drivers of language shift, and take appropriate remedial actions.
- The development of writing systems, including phonetic characters, syllabics, spelling and homologation of languages, as well as sharing and teaching through literacy education, by national language harmonisation organizations, academies of languages and other appropriate indigenous peoples' organizations, should be recognised and supported by all Member States and appropriate quality assurance and accreditation bodies.
- Equity should be promoted between the oral and written use of indigenous languages in the education system, in cultural expressions and in the public sphere, promoting orality and local discursive genres and idioms as the context, means and object of linguistic advocacy.

24. Work in education

- Promotion of public use and teaching and learning of indigenous languages, as expressed by indigenous peoples, at all levels. Learning and teaching of indigenous languages should be promoted in schools, early childhood settings and in other learning environments, through non-formal education and informal learning, and should include indigenous pedagogies. Bilingual intercultural education should be promoted at all educational levels, not only in the initial stages, but also in higher education and lifelong learning, including technical and vocational education and training. The recreational, community, artistic and cultural dimensions of education should also be addressed, using indigenous world views, knowledge and practices as sources, including in the workplace.
- Articulation of indigenous language approaches with mainstream education. The contradictions in the current formal education system, educational processes, contents and pedagogies, and the forms of evaluation and accreditation of learning need to be addressed from a culturally sensitive and inclusive perspective, including strategies that strengthen and renew the intergenerational ties of indigenous peoples. In environments where education, including in early childhood settings and literacy education, is provided in a dominant language, learning opportunities in the indigenous languages present in the territories and school communities should be facilitated. Where possible, alternative programmes of education in indigenous languages should be developed and articulated with mainstream education.
- Curricula and evaluation should encompass not only language teaching, but also content that highlights indigenous knowledge, heritage, cultural expressions, values and world views, particularly in connection with the environment and biodiversity, as well as the ancestral territories of indigenous peoples, and their relationship to land and water. Evaluations of the achievements of intercultural bilingual education and/or monolingual education in indigenous languages, as well as a review of curricula and practices to promote the integration of community pedagogies and indigenous forms of education into educational systems, should be carried out.

- Appropriate teacher training programmes and opportunities – initial and continuous – for the teaching of and in indigenous languages should be developed within a framework of intercultural education for all. Equitable forms of recruitment, training, professional development, remuneration and working conditions for indigenous teachers and educators should be provided, as well as jobs in indigenous languages through the implementation of educational programmes in these languages.

25. Production and use of educational materials in indigenous languages

- Promotion, development and provision of educational materials in indigenous languages and about the knowledge and culture of indigenous peoples, as well as their use in educational processes, including teacher training programmes and Open Educational Resources (OER). Open access and other free formats and media that permit no-cost access, re-use, re-purposing, adaption and redistribution by others should be prioritised.
- Promotion and enhancement of the use of indigenous languages in the media, social networks and public spaces, and the promotion of the use of technologies as learning resources for indigenous languages.
- Support and financing for the translation of existing educational materials, to and from indigenous languages. Establishment of training programmes for indigenous creators in the production of materials of all kinds (e.g. web pages, films, video, printed documentaries).

26. Language planning and policies

- International good practices of language planning may provide a foundation for improvements in national language planning and policy development in general. Language planning needs are likely to vary substantially, from countries where indigenous languages are already partially in use in government, education and public institutions, and those cases where indigenous languages are not written but are used in remote and isolated areas.
- New initiatives in language planning should be conducted in cooperation with indigenous peoples, with an emphasis on training and certifying qualified indigenous language practitioners in lexicography, interpreting, translation, and other specialised fields.
- Prioritisation of indigenous languages and knowledge in language policies, as well as in other policies such as those related to culture, science, technological development, and health, and support to their dissemination through processes that legitimise and value indigenous languages alongside other languages.
- Public and private sector policy incentives for the use of indigenous languages in different spheres of social, cultural, economic and political life. Attention should be given to key access points to health care, social and legal services, administrative processes, justice, and natural resources.
- Public signage and communication in indigenous languages, including in formats accessible to, and appropriate for, unlocking the local history and social memory of indigenous communities as an exercise of social justice and of the reparation and restitution of rights for indigenous peoples in their specific context.
- Consider, where applicable, and where communities wish to practise cultural expressions associated with former or extinct languages, what kind of planning might help to revitalize these languages.

27. Legislative work

- Include provisions in national legislation in Member States where legislation already provides autonomy measures, these should be enforced.
- Legislative changes to promote the autonomy of indigenous peoples in the education system and their full participation in the formulation of educational and linguistic policies, among others. Financing of educational and language policies pertaining to indigenous peoples in an equitable manner.
- Equity and multilingualism in environments in which the dominant language(s) prevails; formulation of legislative mechanisms that demand linguistic equality between the use of indigenous languages and dominant languages.
- Development of national language planning to include principles of substantive equality and redress, actively identifying laws and policies which create perverse effects on indigenous language transmission, and establish new principles for additive bilingualism, restoration of geographic place names, public signage and minimal standards of service provision in indigenous languages in the public sector, including the rights of migrant indigenous peoples to access services and justice in a language that they understand.

28. Indigenous languages in justice and public services

- 29.** In compliance with international law, treaties and normative instruments, and taking into consideration the provisions of the United Nations Declaration on the Rights of Indigenous Peoples for the survival, dignity and well-being of indigenous peoples, as well as for the promotion of linguistic diversity and multilingualism based on mutual respect, coexistence and benefit, indigenous language users should be ensured protection and fair trials under the law.

30. Building and enhancing frameworks for language policies

- Recognition of the linguistic rights of indigenous peoples in national law. Establishment of relevant mechanisms for the formulation and implementation of indigenous language policies, including those related to the legal system and public services. Recognition of treaties and agreements that encourage peace, reconciliation and respect within societies by acknowledging formal writing, oral procedures and practices of indigenous peoples.
- Observatories of good practices at local, national, regional and international levels that provide normative recommendations on linguistic rights, as well as how best to protect, support and promote indigenous languages.
- Formal and certified training of interpreters and translators for indigenous languages and making sure, for example, that linguistic development processes include lexical modernisation and generation of specialised glossaries of the standards and quality required to achieve fluent exchange and comprehension between languages.
- Consider situations where the legal and ethical normative system of indigenous peoples and the languages used to identify rights and responsibilities may differ from those in national legal traditions. Legal interpretation of the relationship between concepts in indigenous languages and languages of the court system should be taken into consideration so as to promote equity, justice and reconciliation.
- Assistance in disseminating communication and education materials developed by Member States in indigenous languages in collaboration with UN-system entities – and/or in accessible formats for translation into indigenous languages.

- Promotion of research on linguistic diversity and multilingualism in universities and research centres to improve and strengthen the design of language policies and dissemination of research findings to key stakeholders.

31. Public debates and consultations with relevant stakeholders

- National and international meetings with representatives of indigenous peoples to get acquainted with their strategies and concerns so that they have guidance from experts on safeguarding linguistic diversity in a comprehensive manner. Establishment of relevant mechanisms for the formulation and implementation of indigenous language policies, including those related to legal systems and public services.
- Support for UNESCO and UN Goodwill Ambassadors to promote, strengthen, preserve and revitalize the use of indigenous languages in Member States, in equal measure among women and men, and also children, young girls and women, persons with disabilities and other disadvantaged groups.
- International financing of projects to revitalize and strengthen indigenous languages, prioritizing those that are at the highest risk of disappearance.
- Development of appropriate data collection methodologies and instruments to provide all relevant stakeholders with accurate, reliable and timely data on indigenous peoples and their languages for strategic decision making, development of new tools, resources and services.
- Programmes to prevent the disappearance of indigenous languages and to address linguistic displacement and discrimination should be implemented by engaging national human rights commissions and related bodies in an effort to establish antidiscrimination norms and procedures.

32. Indigenous languages in public spaces and services

- Promotion of the use of indigenous languages in public spaces and institutions - e.g health care and well-being facilities, libraries, memory organizations, museums, sports, religious, and other cultural spaces - for better lives, social cohesion and humanitarian responses and ensuring the linguistic and institutional conditions to make this possible, for instance, through the identification, hiring and training of bilingual personnel for public services.
- Promotion of the use and dissemination of indigenous languages in institutional spaces, civil protection, media and educational establishments, for which it will be necessary to raise intercultural awareness among public servants such as teachers and administrative personnel.
- Media and education-affirmative action campaigns in favour of indigenous peoples at all levels, including in indigenous languages and in indigenous peoples' media and making use of sign languages.
- Measures should be taken to ensure the right to access public services and information for indigenous persons with disabilities, particularly those who use sign languages and awareness-raising carried out among indigenous peoples about the International Decade of Indigenous Languages and its implications for indigenous language users.



33. Indigenous languages, climate change and biodiversity

34. Indigenous knowledge and nature: experiences and best practices for a world in an environmental and eco-cultural crisis

- All national frameworks dealing with environment, biodiversity and ecosystems conservation and climate change should establish that indigenous languages and indigenous knowledge systems are important resources. This could be associated with agreed / ratified UN Multilateral Environmental Agreements.
- Inclusion and systematic work with indigenous language users and scientists in all domains on biodiversity conservation in order to improve cooperation on biodiversity conservation, including recognition of indigenous species taxa, and knowledge relevant to the conservation of plants, insects and animals, as well as ecosystem restoration and conservation.
- Systematic work with indigenous language users and conservation agencies to ensure improved cooperation on protected areas and conserved landscapes, so that there are conservation improvements that have tangible co-benefits for intergenerational language promotion and livelihoods.
- Setting up working groups with universities and research centres to establish clear guidelines and protocols on the intellectual property of indigenous peoples and their free prior and informed consent, specifically in alignment with norms and standards of the United Nations system.

- Increased indigenous language use in public and technical institutions in order to strengthen environmental and climate change action by all local communities and indigenous peoples through knowledge held in those languages.
- Awareness raising and educational campaigns should be carried out, including via social media and other means, on the importance of the preservation, use and promotion of indigenous languages, closely linked to the survival of the livelihoods and economies of indigenous peoples and their knowledge, in a context of sustainable development and care of the territory, custodianship of the environment and biodiversity, including inter alia, hunting and gathering, pastoralism, artisanal fisheries and rotational farming.
- Concrete work initiated with key stakeholders, particularly indigenous peoples, on the National Adaptation Plans and National Ecosystems Assessments to guarantee a clear definition of the role of indigenous languages within frameworks for national policy making and transdisciplinary cooperation between indigenous peoples and scientists.
- Consensual research and training on indigenous knowledge of weather and climate should be supported, including the interaction of biotic and atmospheric phenomena in climate adaptation and mitigation.
- Provision of education and training for agencies dealing with emergency responses and humanitarian operations to respect indigenous landscape knowledge, languages and cultural systems during emergencies, as well as ensure that emergency responders coordinate their work with indigenous peoples.
- Urgent efforts and initiatives are necessary in order to make cities and human settlements into more inclusive, safe and resilient spaces for indigenous language users.
- Concrete propositions for alternative development models suggested under the 2030 Agenda for Sustainable Development and its legacy, particularly to achieve Goals 13 (climate change), 14 (life below water) and 15 (life on land), should be considered.
- Analysis of the phenomena of over-exploitation of natural resources, the impact of climate change, migration and urbanisation, and their links to decreasing biodiversity and loss of indigenous languages should be carried out.
- Awareness needs to be raised among scientists and policy makers that indigenous languages codify, transmit and put into practice specific and localised environmental knowledge that is strategic for managing and mitigating climate change.
- Promotion of the transdisciplinary dialogue between indigenous knowledge holders and scientists, as well as facilitating research on biodiversity in this dialogue, should be ensured as a viable basis for decision-making in environmental conservation policies and for the management and mitigation of climate change.
- Promotion of alternative ways of learning indigenous languages by establishing meaningful linkages with the environment, including nature and the universe, land and sea, traditional games and sports, and cultural aspects.
- Climate change related aspects in indigenous languages should be integrated into educational programmes and processes, showing respect for the rich material that traditional knowledge offers, including history and data about climate change, passed on orally by the elders who received this information from their ancestors, thus demonstrating the importance of transmitting and communicating traditional knowledge through intergenerational learning.

- Promotion of alternative ways of learning indigenous languages by maintaining indigenous livelihoods that enable establishing linkages with the environment, land, traditional games and sports, and cultural practices.

35. Holistic approach for public policies

- Implementation of public policies that include provisions for adequate funding and support for on-going research and documentation on indigenous knowledge related to biodiversity and other critical issues, and for disseminating this information through publications (e.g. books and reports), audio and video recordings or other means.
- Greater efforts to revitalize biodiversity, create healthier environments and protect natural resources, with special attention to water and pollution, particularly in marginalised indigenous areas.
- Mobilisation of young people to become more actively engaged in concrete and potentially transformative initiatives for the International Decade of Indigenous Languages, based on new knowledge and responses to the challenges of climate change.
- Promotion of open science policies and creation of appropriate tools for indigenous language users, including teachers, scientists and academics.
- Acknowledgement of the critical role indigenous women play by using their knowledge to protect communities' and environments occupied by indigenous peoples. The leadership role of indigenous women must be promoted to face changes due to climate change and loss of biodiversity, and their rights to land ownership and management must be recognised.
- Creation of indigenous language inventories of local indigenous knowledge and the protection of this knowledge by using digital technology.
- The Member States, as well as corporate and industrial entities, should show respect for the territories and natural resources owned by indigenous peoples and for their cultural practices, including oral and written transmission of ancestral knowledge on the protection and sustainable use of natural resources.

36. Digital empowerment, language technology and indigenous media

- 37.** By consulting with indigenous people and obtaining their free, prior and informed consent, the integration of technology and media as tools in the effort to preserve, revitalize and promote indigenous languages could be very effective, and beneficial to indigenous people themselves.

38. Accessible and affordable internet connectivity

- Promotion of accessible and affordable internet connectivity for rural and urban indigenous peoples in order to create local content and facilitate communication in indigenous languages.
- Support to indigenous peoples in the digital age to develop, disseminate and update new protocols to collect, store, access and share digital data and information.

39. Access to digital information and content, information services and language technology for indigenous peoples

- Analysis of the presence of indigenous languages in cyberspace is required in order to identify linguistic, technical and sociocultural challenges, including surveys on the availability and use of workable language technologies to measure increases in indigenous language coverage.

- Creation of capacity building programmes for managers, including online, for promoting digital content and revitalizing indigenous languages through existing and new tools and platforms. Strategic use of language technology to support the teaching and learning of indigenous languages.
- Adoption of appropriate right to information laws that acknowledge the right to public information in indigenous languages, including online, is essential.
- Promotion of networks of digital activists and champions for the teaching and learning of indigenous languages, as well as the exchange of best practices related to the use of technology.
- Creation of alliances between indigenous peoples, the government, civil society organizations, academic institutions and other public and private organizations to address current and future technological challenges.
- Establishment of a working group mandated to define and follow up on language technology uses for under-resourced languages within the context of the implementation of the future Global Action Plan of the International Decade of Indigenous Languages.
- Organization of regular events on Language Technologies for All (LT4All) aiming at scientific exchanges among multi-stakeholders coordinated within a global forum.
- Participation and empowerment of indigenous young people as main actors in the development of digital strategies for the access, use and dissemination of information and knowledge in their languages.
- Generation of balanced collaboration agreements between researchers and indigenous peoples, who are recognized for their important contribution to the preservation, documentation and promotion of indigenous languages.
- Provision of adequate funding to make resources, such as repositories and online archives, accessible to indigenous peoples to support their efforts to revive their languages.

40. Indigenous media

- Support for the development and recognition of indigenous peoples' media. More support and opportunities for the production and dissemination of original content by indigenous media, particularly radio, and a greater presence of indigenous people in the media generally, with an aim to increasing the share of broadcasts in indigenous languages.
- Better access to technical, organizational and financial resources for the creation of indigenous media. Enhanced capacities of media professionals will contribute accurate reporting on indigenous issues. Adoption of new legal instruments to ensure proper application of intellectual property rights principles and protocols for broader production, use and dissemination of indigenous cultural heritage materials.

41. Indigenous languages for better health, social cohesion and humanitarian response

- 42.** It is important to recognise that there are intricate connections between health, land, knowledge of plants, foods, healing herbs, cosmology, mental, spiritual, cultural and social wellbeing, and that indigenous language users are the custodians of this knowledge, and that therefore any assistance from governmental, international or humanitarian sources must take into account the knowledge held in these communities. In order to improve the health of indigenous peoples, access to health-related technology should include easily understood information in their local languages, and any information that is provided to indigenous peoples should also be delivered through traditional channels. It should also be recognised that most information among indigenous communities is transmitted only orally.



43. Linkages between health and indigenous languages

- Recognition of ancestral knowledge and traditional and complementary medicine.⁶ Adoption of policies which establish direct relationships between indigenous language revival and good health. National policy frameworks, instruments, resources and procedures should consider the different world views of indigenous peoples.
- Acknowledgement of the importance of health which is not just physical – but also related to mental, spiritual, emotional and cultural wellbeing – and the need for an integrated approach. Recognition of connections between knowledge about land, cultural ownership and health.
- Utilisation and translation of health-related materials in indigenous languages, including materials on sexual and reproductive health, and gender-based violence. Moreover, this information should be culturally adapted and delivered through all available channels. The role of physical activity, traditional games and sports should promote indigenous languages and holistic health.
- Inclusion of anthropological and linguistic content in all training for health specialists. The integration of an intercultural approach should be promoted in the design of technical and professional health curricula.
- Promotion of the generation of knowledge and dedicated spaces for ancestral medicine and wisdom to strengthen the intercultural approach to health.

6 [Policy on Ethnicity and Health](#) Pan American Health Organization | 2 In September 2017, at the 29th Pan American Sanitary Conference (69th Session of the Regional Committee of the World Health Organization for the Americas).

44. Recognition of the importance of indigenous knowledge for humanitarian assistance and intervention

- Humanitarian assistance or social responses from outside of indigenous communities should take into consideration and promote the full participation of indigenous peoples, recognising that they should be at the heart of all action.
- Promote dialogue to facilitate the development and strengthening of intercultural health models as a way of achieving people- and community-centred health care.
- As a prerequisite for dialogue, it is necessary to foster a new appreciation of traditional knowledge, practices and cultural expressions, and to promote these through each culture's own transmission mechanisms. This should be taken into account not only in relation to care and sickness, but also for health promotion and appropriate care at death.

45. Safeguarding cultural and linguistic heritage: indigenous languages as vehicle of living heritage

46. National and international principles and regulations

- Promotion of national and international principles and regulations that guarantee the protection and safeguarding of cultural and linguistic heritage.
- Establishment and strengthening of national mechanisms to support the safeguarding, protection, transmission and promotion of tangible and intangible cultural heritage elements and history of indigenous communities, including languages, dances, traditional games and sports, sacred places and rituals.
- Existing national and international regulations on the safeguarding of cultural heritage implemented with recognition and respect for safeguarding approaches developed by indigenous peoples and communities themselves.
- Ensuring that development plans, policies and programmes take into account indicators related to cultural heritage and creativity, including indicators on the vitality of the languages through which cultural heritage and creativity are expressed and practised.
- Ensuring that indigenous peoples benefit from the economic spin-offs of their cultural activities, including through the implementation of national and international principles and regulations that certify their art and crafts.

47. Participation of indigenous peoples

- The guarantee of the right of indigenous peoples to have free access to their sacred sites and historical places as space for their ancestors.
- Ensure the widest possible participation of indigenous communities in the safeguarding of their cultural heritage, including their languages, or in any development plan, policy or programme that may affect the viability of their heritage.
- Understanding territory, language and culture as interrelated and interdependent.
- Provision of adequate support by the scientific community to indigenous peoples upon their request for the safeguarding of their cultural heritage.
- Public policies to develop strategic territorial plans with indigenous peoples.

- Capacity building of representatives of indigenous peoples in the disciplines of anthropology and archaeology to supplement their ancestral knowledge of protecting the sites which are closely linked to their cultural practices.

48. Creating equal employment opportunities in indigenous languages and for indigenous language users

49. The Indigenous and Tribal Peoples Convention, 1989 (No.169) of the International Labour Organization calls for measures to promote indigenous languages and the safeguarding of indigenous peoples' cultures, while at the same time addressing equality of opportunity and treatment in employment and occupation, including through provision of vocational training and support for local economies.

50. Decent work and employment for indigenous language users

- Attention should be paid to ensure that policies, programmes and measures to promote access to decent work and employment, also protect the labour rights, human rights and fundamental freedoms of indigenous language users.

51. Promotion of linguistic competence as a valuable skill in the workplace

- Linguistic diversity and multilingualism play vital roles in employment by providing important competitive advantages in the marketplace. Multilingualism and multicultural experiences can also facilitate creativity, innovation and efficiency. However, language can also be a source of exclusion. It is important to recognise and further promote linguistic competence as a valuable skill in the workplace.
- For the preparation of the Global Action Plan for the organization of the International Decade of Indigenous Languages (2022-2032), it is thus important to further explore and emphasise the linkages between equal access to employment and the role of indigenous languages; to promote lifelong learning opportunities and the development of training schemes, tools and materials in indigenous languages; and to encourage national labour institutions to promote access for indigenous women and men to decent work and employment, through social dialogue and the participation of indigenous peoples.

52. Indigenous languages for gender equality and women's empowerment

- Access to education in indigenous languages, including sexual and reproductive health education, can give indigenous women and young girls in particular more control over their body and health, and increase the chances of having a fulfilling personal and professional life.
- Elderly indigenous women play a crucial role for the education and the care of new generations, they are often the ones teaching indigenous languages to their children and grandchildren. Their role must be recognised and valued.
- Providing access to justice and knowledge of the rule of law and human rights principles in indigenous languages can substantially increase the number of indigenous women able to seek justice when their rights are violated, including in case of domestic violence.
- Through oral stories and narrations, indigenous languages are carriers of different forms of intangible heritage. The knowledge that is transmitted in indigenous languages must be protected to ensure that women have access to their history and heritage, and that they can use it as a means of empowerment.



- Biodiversity conservation and climate change adaptation can greatly benefit from ancestral knowledge transmitted in indigenous languages. Women are leaders in the conservation of natural resources, and yet their role is often minimised. Indigenous women pay a higher price when facing natural disasters and the effects of climate change. They should be consulted when decisions are taken on the management of natural resources at the community level, at the national level and globally, and they should be able to take part in these consultations using their languages.
- Platforms that allow indigenous people to express themselves in their languages, including community radios, print and digital media, television and others, can give indigenous women the opportunity to affirm themselves in their communities and beyond.
- Indigenous women with disabilities face extreme challenges and they should be able to communicate with institutions and access public services and content using different languages, including indigenous languages and sign languages.

IMPACT AND EXPECTED OUTCOMES

53. Based on the strategic outcome document of the IYIL2019 and the outcomes of the High-level event ‘Making a Decade of Action for Indigenous Languages’ (27-28 February, 2020 in Mexico City, Mexico), it is clear that the International Decade of Indigenous Languages will contribute, including over the long term, to bringing about structural changes around the world to preserve, revitalize and promote indigenous languages, and to help improve the lives of indigenous language users everywhere in all domains of their life.

54. MORE SPECIFICALLY, EXPECTED OUTCOMES OF THE INTERNATIONAL DECADE OF INDIGENOUS LANGUAGES COULD INCLUDE:

SUSTAINABLE DEVELOPMENT: Acknowledgement of the vital role that indigenous languages play in the attainment of development goals, good governance; reconciliation processes in our societies and peace-building; and the recognition of the importance of the 2007 United Nations Declaration on the Rights of Indigenous Peoples, as well as the overall achievement of the Sustainable Development Goals (SDGs) within the 2030 Agenda for Sustainable Development, and in line with other international, regional and national strategic development frameworks.

HUMAN RIGHTS: Commitment of rights holders, duty bearers and other stakeholders to address the pressing need to secure the rights of indigenous language users to gender equality, freedom of expression, education and information, health and well-being, social welfare and employment, and justice, alongside guaranteeing their right to freely participate in cultural, political and economic life in all areas (including science and technology and agriculture) and enjoyment of the arts, and protection of biodiversity. Furthermore, such a commitment will contribute to reconciliation processes by adopting a human rights-based approach that emphasises non-discrimination, interdependence and interrelatedness of all human rights, with special attention to indigenous women and young girls, youth, children, persons with disabilities, displaced people and the elderly.

VITALITY: The vitality and cultivation of indigenous languages will be enhanced around the globe with increasing numbers of speakers and domains in which indigenous languages are used, including but not limited to, education, justice, health care, science and research, technology, arts, traditional games and sports, and media, political and economic domains.

ENGAGEMENT: Active participation of indigenous peoples in all domains needs to be ensured, moving beyond consultation to reaching consensus and setting goals, crafting strategies and implementing them; but also increasing opportunities for indigenous youth in work and education, as well as establishing mechanisms for building networks of indigenous peoples, and developing indigenous expertise in all spheres to ensure the active engagement of indigenous peoples in policy, pedagogy, and development.

INCLUSION: Greater recognition of and valorisation of indigenous knowledge and indigenous ways of learning, as well as greater efforts to integrate such knowledge into modern scientific frameworks. Also, ensuring that indigenous concepts of language interwoven with culture, nature, lands and territories will be recognised, promoted and included in school curricula.

MAINSTREAMING: The mainstreaming of indigenous languages across different development strategies and frameworks requires: evidence-based data on indigenous language users’ issues and needs in all domains to better inform decision and policy makers; appropriate evaluation mechanisms and the organizational capacity to formulate and implement strategies, policies and programmes; a range of actions in line with the UN Sustainable Development frameworks and with those of other intergovernmental organizations, national governmental and public institutions, in particular those responsible for indigenous peoples’ priorities and issues. The aim being that,



by the end of the International Decade, the number of users of indigenous languages will increase, and that the volume of knowledge produced and published in indigenous languages will grow and receive wider recognition and be used more as part of the global drive towards achieving holistic sustainable development.

SUSTAINABILITY: Stable funding to support work in indigenous languages is essential, along with increased internet access. Internet connectivity is required so that indigenous peoples have access to digital resources, employment opportunities and partnerships, and so that young people and adults have access to training and learning opportunities in indigenous language usage and language pedagogy, and especially language transmission. Autonomous and active indigenous participants should determine the development of their languages and cultures, and the educational and training opportunities for indigenous peoples should take this into account. All actions taken in the short, medium and long term should aim to guarantee the stability of indigenous languages in the world, generating a world with greater social justice and inclusion, for the benefit of all, ensuring the permanence of one of the most valuable and richest legacies of humanity.

EMPOWERMENT: Robust support and adequate institutional structures with an explicit mandate, especially at regional and national levels, to build human capacity, develop appropriate language resources and tools, including mechanisms for collecting and storing evidence-based data, with the aim of formulating and implementing effective language policies as well as, in parallel, strengthening organizations and community centres which meet the specific needs of indigenous language users around the world. Above all, it is essential to strengthen the use of indigenous languages among children and youth through institutional actions and educational programmes using an intergenerational approach, where indigenous elders actively participate.

PROGRESS: Indigenous peoples should have the possibility to benefit from the full range of language technologies that help people to break through the potential barriers of the digital divide, giving them open access to, and production capability in, monolingual and multilingual information and knowledge and educational materials, along with benefitting from available public and personal services in their own languages.

IMPLEMENTATION GUIDELINES FOR THE INTERNATIONAL DECADE OF INDIGENOUS LANGUAGES

- 55. GUIDING FRAMEWORK.** In line with the key principles mentioned in the International Decade of Indigenous Languages, aligned with decision A/74/396 of 2019 (paras 24-25) of the United Nations General Assembly, will provide a guiding framework for global, regional, and national actions, including:
- 56. Inviting UNESCO to serve as the lead agency** for the International Decade, in collaboration with UNDESA and other relevant agencies, within existing resources.
- 57. Inviting Member States to consider establishing national mechanisms** with adequate funding for the successful implementation of the International Decade in partnership with indigenous peoples.
- 58. Inviting indigenous peoples**, as custodians of their own languages, to initiate and develop appropriate measures for the implementation of the International Decade.
- 59. Reinforcing multi-stakeholder partnerships** involving all relevant stakeholders, including:
- Member States
 - Indigenous peoples' representatives
 - UN-system entities, including representatives of the UN Inter-Agency Support Group on Indigenous Peoples' Issues (IASG)
 - UN three-party mechanisms on indigenous peoples' issues, namely the Permanent Forum on Indigenous Issues (UNPFII), the Special Rapporteur on the Rights of Indigenous peoples, and the Expert Mechanism on the Rights of Indigenous Peoples (EMRIP)
 - UN Voluntary Fund for Indigenous Peoples
 - Academia
 - Non-governmental organizations (NGOs)
 - Civil society
 - Public institutions and private sector
 - Other professional organizations and communities of practice.
- 60. Producing a new World Atlas of Languages, including an interactive database**, as one of the global tools available to provide a detailed record of languages in their respective sociopolitical context. There is an imperative need for language documentation, new policy initiatives, and resources to enhance awareness of linguistic rights as a precondition for equal access to basic public services, quality education, employment, health care, social inclusion and participation in society, particularly for users of endangered indigenous languages. The Atlas will also help to promote the presence of languages on the Internet, in the media as well as in other public domains and to encourage the global community to act together to improve the situation of indigenous peoples, particularly their languages.

- 61.** The major objectives of an enhanced and expanded World Atlas of Languages are to:
- assess language use, status, endangerment, as well as sustainability;
 - provide data on linguistic diversity, multilingualism and language use;
 - provide information on the availability of language resources and technologies;
 - provide advice for decision making processes and policy development regarding linguistic diversity, multilingualism and linguistic rights;
 - create a reliable source of information on linguistic diversity;
 - support linguistic diversity and multilingualism, especially of indigenous peoples; and
 - promote the mainstreaming of linguistic diversity and multilingualism within the 2030 Agenda for Sustainable Development, strategies and ongoing initiatives.
- 62.** This **World Atlas of Languages** specifically targets the following audiences to provide them with evidence-based data for informed policy and decision making:
- policy makers / information on languages present in the country;
 - civil society / country-specific information on languages used;
 - experts, teachers, researchers / information on their area of expertise; and
 - private and public sector / information on languages for innovative solutions.
- 63. Establishing regional mechanisms to empower indigenous peoples through their languages** by supporting international, national and local activities, including:
- Increased interaction with existing multilateral regional and national mechanisms, networks and organizations that foster indigenous peoples' cooperation.
 - Evaluation of UN three party mechanisms for implementing action plans, such as the UN Permanent Forum on Indigenous Issues (PFII), the Expert Mechanism on the Rights of Indigenous Peoples (EMRIP) and the Special Rapporteur on the Rights of Indigenous Peoples.
 - Interaction with indigenous peoples through intergovernmental organizations (IGOs), such as the African Union (AU), European Union (EU), Council of Europe (CoE), the Organization of American States (OAS), the Arctic Council, World Indigenous Nations Sport International (WIN), and intergovernmental programmes such as the UNESCO Information for All Programme (IFAP) and the International Programme for the Development of Communication (IPDC) and other intergovernmental mechanisms.
- 64. Developing an international governance mechanism** to ensure equitable participation of all stakeholders and to provide guidance on the implementation of the future Global Plan of Action for the organization of the International Decade of Indigenous Languages (2022-2032), based on the following principles:
- The international governance mechanism should facilitate the preparation of the Global Plan of Action for the organization of the International Decade of Indigenous Languages, taking into consideration the lessons learned from the IYIL2019, the International Decade of Indigenous Peoples of the World (Action Plan) 1995 – 2004, and the World Conference Against Racism (Action Plan), as well as other pertinent events to come.

- For the selection of the members responsible for the international governance mechanism, regional consultations should be carried out with the participation of indigenous peoples and the integration of their views.
- Since the International Decade of Indigenous Languages will be in effect for 10 years, a rotation system of the members responsible for the international governance mechanism should be established and working modalities agreed.
- The international governance mechanism should make use of, build on, and coordinate activities with other existing mechanisms at the regional, national, or local level in relation to indigenous peoples and their languages.
- The international governance mechanism should develop the appropriate means to receive inputs from civil society organizations and other relevant public, academic and private actors.
- Full and effective participation of indigenous peoples, women and men in equal measure, from all socio-cultural regions should be ensured in the work of the Steering Committee for the International Decade of Indigenous Languages and other relevant international events, based on the principle of respect for regional processes of decision-making of indigenous peoples.
- The international governance mechanism should also ensure a smooth transition-preparatory period (2020-2021), potentially by expanding the role of the Steering Committee for the organization of the IYIL2019 to act as the international governance mechanism to provide guidance on preparing the International Decade of Indigenous Languages.

65. Creating financing mechanisms to provide resources for the implementation of the Global Plan of Action for the organization of the International Decade, and the realisation of projects to safeguard, support and promote indigenous languages. These mechanisms should:

- Guarantee the participation of indigenous peoples and all relevant stakeholders in actions to safeguard, revitalize, reclaim and promote their languages.
- Articulate the voices of indigenous peoples globally by encouraging participation and collaboration among indigenous peoples, academic institutions, and government, taking into account the principles of reconciliation.
- Engage private sector actors working on indigenous territories to allocate funds to strengthen linguistic revitalization processes as well as respect principles of transparency and accountability.
- Ensure that funds are properly allocated and reach indigenous peoples and other legal associative entities and ensure technical advice and support for capacity building are available.
- Develop international cooperation, including south-south cooperation, and provide financial support through various financial and cooperation mechanisms (such as project grants).
- Promote public policies for the creation of funds to support indigenous languages.

TIMEFRAME

66. KEY MILESTONES: The International Decade of Indigenous Languages will consist of the following five milestones:

2020 – 2021 / TRANSITION

This period will focus on preparatory actions: launch of the Decade, including evaluation of the IYIL2019, wider consultations, planning and launch of actions relevant to indigenous languages, and the mobilisation and consolidation of necessary resources. A coordination mechanism will be put in place for the use, preservation, revitalization and promotion of indigenous languages, and empowerment of their users at global, regional, national and local levels, in public and private spaces. Special efforts will be made to consider individual indigenous language differences at national level in order to plan and launch targeted interventions.

2022 – 2025 / SCALE UP

During this period, all relevant stakeholders are engaged in the implementation of the Global Action Plan through an established multi-donor financial mechanism, flagship activities and partnerships to preserve, revitalize and promote indigenous languages.

2025 – 2027 / MIDTERM REVIEW

Based on the midterm review results, new opportunities will be identified during this phase, and existing challenges will be addressed for the integration of indigenous languages into a new global development framework (Post 2030 Agenda) and national, regional and global strategies and development frameworks in order to preserve, revitalize and promote them.

2027 – 2030 / STRATEGIC POSITIONING

During this time, choices will be made to position indigenous languages within a new global strategic development framework, and related discussions will identify next steps for future plans to preserve, revitalize and promote indigenous languages.

2031– 2032 / MAINSTREAMING

During this final phase, indigenous languages will be mainstreamed into a new global strategic development framework (Post 2030 Sustainable Development Framework) in order to ensure their long-term sustainability and vitality, as well as the empowerment of indigenous language users.







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