2022-2032 | INTERNATIONAL DECADE OF

Indigenous Languages

GLOBAL ACTION PLAN OF
THE INTERNATIONAL DECADE OF INDIGENOUS LANGUAGES
(IDIL2022-2032)

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Summary

In its resolution A/RES/71/178, on the rights of Indigenous Peoples, the UN General Assembly proclaimed 2019 as the International Year of Indigenous Languages. Following the activities and the discussions undertaken during the International Year of Indigenous Languages, the recommendations and call for action by the United Nations Permanent Forum on Indigenous Issues (E/2019/43-E/C.19/2019/10, para 22) and the Human Rights Council Expert Mechanisms for the Rights of Indigenous Peoples (A/HRC/39/68), a consensus emerged on maintaining momentum through the continued engagement of Member States, Indigenous Peoples, civil society organizations, academia, public and private actors, UN system entities and other stakeholders.

In view of the urgency and gravity of the situation in which many Indigenous languages users (also referred to as the speakers and signers; Annex 1. Terms and descriptions used in the document) find themselves, as revealed through the work carried out by many stakeholders, including governments, during the 2019 International Year, the United Nations General Assembly adopted resolution A/RES/74/135 proclaiming the period of 2022-2032 as the International Decade of Indigenous Languages.

UNESCO in cooperation with the Department of Economic and Social Affairs (UNDESA) and the Office of High Commissioner for Human Rights (OHCHR), other UN-system entities, the members of the Global Task Force for Making a Decade of Action for Indigenous Languages, and other stakeholders, adopted several measures (Annex 2. Roadmap towards the Global Action Plan) to ensure an inclusive, participatory and transparent process in the preparation of the Global Action Plan.

The present document entitled "The Global Action Plan of the International Decade of Indigenous Languages" (hereafter referred to as the Global Action Plan) provides all stakeholders with the essential principles for embarking on joint action, as well as guidance on a conceptual framework, implementation, monitoring and evaluation, and governance structures. The Global Action Plan was developed by building on (i) the United Nations Declaration on the Rights of Indigenous Peoples and other relevant documents (Annex 3. List of key documents, Annex 5. List of related international frameworks); (ii) the outcomes of the International Year of Indigenous Languages, presented in the Strategic Outcome Document of the International Year of Indigenous Languages (UNESCO General Conference 40 C/68); (iii) the Los Pinos Declaration [Chapoltepek] – Making a Decade of Action for Indigenous Languages / Los Pinos [Chapoltepek] Amatlanawatilli Mahtlaktli Xihtli ma Motekipanokan Totlakatilistlahtolwan[1], which is the Outcome document from the High-level closing event of the International Year, held on 27-28 February 2020 in Mexico City, Mexico; and (iv) the Evaluation of UNESCO's Action to revitalize and promote Indigenous languages within the framework of the International Year of Indigenous Languages (Ref.: UNESCO, 2021 IOS/EVS/PI/194); and consultations [1] with Member States, Indigenous Peoples and Indigenous institutions and organizations, UN mechanisms and The Special Rapporteur on the Rights of Indigenous Peoples, civil society organizations, academia, public and private partners, and UN system entities (hereafter referred to as all stakeholders).

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[1]   See a sub-chapter 1.4. Roadmap towards the Global Action Plan.

The International Decade of Indigenous Languages
"leaving no one behind, no one outside" – by 2032

I. Introduction

1.1 Why are Indigenous languages crucial for us?

People's ability and freedom to use their chosen language is essential for human dignity, peaceful co-existence, reciprocal action, and for the general wellbeing and sustainable development of society at large. Language, as a systematic form of communication which takes place in all human domains, facilitates people's meaningful interactions with one another, enables cultural expressions in a variety of forms, as well as the transmission of centuries-long knowledge, history, world views, beliefs, and traditions, bequeathed from generation to generation, and contributes to the creation of an economic value and benefits which lead to new employment opportunities, research and development, technology transfer and innovation. It is through languages that people embed their worldviews, memory and traditional knowledge, alongside their unique modes of thinking, meaning and expression, whilst – even more significantly – it is through language too that they construct their future.

Language plays a crucial role for people and for the planet, in which diversity – cultural, linguistic and otherwise - is a human condition and feature, manifested in different ways and across different economic, political, environmental, social and cultural domains and historical contexts, regardless of affiliation or residence. **The right of free unimpeded choice of language use, expression, and opinion as well as self-determination and active engagement in public life without fear of discrimination is a prerequisite for inclusiveness and equality as key conditions for the creation of open and participatory societies.** This can best be achieved if **a broader spectrum of human rights is applied**, as enshrined within the international human rights instruments, including the Universal Declaration of Human Rights, and the United Nations Declaration on the Rights of Indigenous Peoples.

1.2 WHY AN INTERNATIONAL DECADE OF INDIGENOUS LANGUAGES?

Many languages are today in danger of falling into disuse. The gradual disappearance of languages, particularly Indigenous ones, is connected, in practice, to the structural discrimination to which they have been subjected, to the vulnerable situation of their users (speakers and signers), whose actual use of their own languages in everyday life depends on the daily reality of their socio-cultural, economic, political, environmental, and demographic situations. Over time, many Indigenous Peoples around the world have been marginalized; they continue to experience challenges connected with, for example, climate change and unregulated industries, enforced migration and forced relocation, alongside educational disadvantage, illiteracy, limited resources in particular those based on oral tradition. In practical terms, the risk now is that parents and elders can no longer transmit Indigenous languages to their children and that Indigenous languages fall out of daily use.

An urgent need exists, therefore, to protect, revitalize and promote Indigenous languages around the world. This means appreciating their wider and deeper role in peace building, good governance, the protection of the environment, and the safeguarding of culture in all its forms.

The following observations contributed to the proclamation of the International Decade of Indigenous Languages:

- **Languages around the world continue to disappear at alarming rates**. Many of those are Indigenous languages, which represent peoples' identities, cultures and complex systems of knowledge developed and accumulated over thousands of years.

- **When peoples' freedom to use their language is not guaranteed, this limits their freedom of thought, freedom of opinion and expression, including artistic expression, as well as their access to education, health and information, justice, decent employment, their**

participation in cultural life, and other rights enshrined in the Universal [Declaration](#) of Human Rights (1948), the United Nations [Declaration](#) on the Rights of Indigenous Peoples (2006) and the CERD General [Recommendations](#) XXX on Discrimination Against Non Citizens (2002).

- The degree of endangerment, dominance or vitality of Indigenous languages varies across countries, communities and public domains which accordingly impacts on Indigenous language users' confidence in getting meaningful, inclusive participation in society.

- Indigenous language users - in particular, women and young girls and boys, children, persons with disabilities, displaced persons, and older persons - face diverse challenges which demand a multifaceted and integrated approach.

- Beyond the foundational contribution of languages to the preservations of biological diversity, many of the world's languages are geographically located within the planet's hotspots of biodiversity. Indigenous traditional knowledge of the environment represents a key resource for developing innovative solutions to combating hunger, climate change and protecting biodiversity. The protection of traditional knowledge systems is built into the fabric of Indigenous languages.

- Collaboration and continuity in policy, resource allocation, multilateral and multistakeholder dialogues and meaningful participation by Indigenous Peoples, are all essential for promoting, protecting, and strengthening Indigenous languages, as well as for empowering their users. This global approach offers scope for building on the existing range of international, regional, national, and local normative instruments, policy and regulatory frameworks, as well as other contributions from international forums.

1.3   A Global Call for Action

In its resolution [A/RES/74/135](#) (para 24), the United Nations General Assembly:

> **"Proclaims the period 2022–2032 as the International Decade of Indigenous Languages, to draw attention to the critical loss of indigenous languages and the urgent need to preserve, revitalize and promote indigenous languages and to take 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 International Decade, in collaboration with the Department of Economic and Social Affairs of the Secretariat, and other relevant agencies, within existing resources;
> - Member States to consider establishing national mechanisms with adequate funding for the successful implementation of the International Decade of Indigenous Languages in partnership with indigenous peoples, and
> - indigenous peoples, as custodians of their own languages, to initiate and develop appropriate measures for the implementation of the International Decade."

The International Decade of Indigenous Languages **offers us a unique opportunity** to collaborate in policy development, to ensure continuity and coherence of actions and stimulate an intercultural dialogue in the true spirit of multi-stakeholder engagement, to contribute to making human rights a reality, and to take necessary measures in an interdisciplinary manner to support and strengthen Indigenous languages around the world.

The scope of work envisaged during **the International Decade is beyond the capacity of any single nation, country, stakeholder group, generation, scientific discipline, policy framework**

or set of actions. So, the International Decade presents a unique framework for convening a wide range of stakeholders collectively to align their efforts, accelerate development plans, make strategic investments, set research and legislative agendas, and launch concrete initiatives around common goals.

Pursuant to the resolution (A/RES/74/135[2]), **the Global Action Plan establishes the terms for joint action, outlines the strategic approach, defines major steps, provides guidance on implementation, monitoring and governance structures and suggests measures to be taken by UN-system entities, governments, Indigenous Peoples' institutions and organizations, including communities at the grassroots, broader civil society, academia, the private sector, and other stakeholders to achieve the major objectives of the Decade.**

The proposed Global Action Plan also contributes to fulfilling international normative instruments, development frameworks and recommendations contained in United Nations documents, including those of the UN Permanent Forum on Indigenous Issues, the Expert Mechanism of the Rights of Indigenous Peoples, UNESCO resolutions[3] and other relevant documents. **The Global Action Plan calls for a coherent approach and for joint collaborative action by all stakeholders to achieve maximal positive impact and social change with respect to Indigenous languages and those who speak and sign them.**

> **In line with 2030 Agenda for Sustainable Development, the International Decade of Indigenous Languages aims to leave no one behind and no one outside.**

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[2]   A/RES/74/135, Rights of Indigenous Peoples, Articles 24 and 25. https://undocs.org/en/A/RES/74/135, Article 14 1. Indigenous peoples have the right to establish and control their educational systems and institutions providing education in their own languages, in a manner appropriate to their cultural methods of teaching and learning. https://undocs.org/en/A/RES/74/135

[3]   UN General Assembly Resolution 74/135; UNESCO General Conference C 40/68, 40 C/Resolution 54, UNESCO Executive Board 210 EX/Decision 5.I.D, UNPFII 2021.57.

II. Theory of Change

2.1 VISION AND IMPACT STATEMENTS

The Global Action Plan sets **a vision for the International Decade**:

> We see a world in which Indigenous Peoples will entrust their languages to future generations creating a better society for everyone

For a wide range of historical, social, cultural, economic and political reasons - resulting in systematic inequalities and barriers - Indigenous Peoples and language users (speakers and signers) have been left behind and their right to revitalize, use, develop and transmit their linguistic heritage to future generations has been denied to them. Against this baseline, it is now urgently necessary to strengthen their sustainability by increasing the number of active users who can hand on their Indigenous languages to future generations. **Immediate action is needed as less than ten years remain to implement the 2030 Agenda for Sustainable Development and its relevant goals**. To bring this about, effective support for Indigenous languages will require substantially and measurably enhanced involvement of Indigenous Peoples and language users themselves, particularly Indigenous youth, women, and elderly people, deploying their own governance structures and representative bodies. This approach will also mean duly respecting, promoting and integrating the values of Indigenous Peoples into all levels of response. The suggested approach encourages respect for cultural diversity and intercultural dialogue, strengthens international cooperation, and calls for concrete actions focused on the revitalization, cultivation, and sustainability of Indigenous languages in order to increase the number of new users, improve language fluency and encourage greater use of Indigenous languages in the public domain.

To 2032 and beyond, the Global Action Plan aims at contributing to the following **impact**:

> **Indigenous languages are preserved, revitalized, promoted and used across all socio-cultural, economic, environmental, and political domains and are drivers for building peace, justice, development and reconciliation in our societies**

The Global Action Plan proposes a **user-centric approach towards usage, preservation, revitalization and promotion of Indigenous languages**. It will place a central focus on Indigenous Peoples and language users. The actions of all stakeholders will lead to a growing number of users and increased level of language fluency, alongside the application of international standards, which embody the full spectrum of human rights, legal status for language recognition, and greater daily use of Indigenous languages across all socio-cultural, economic, environmental, legal and political domains.

This approach will **lead to greater awareness of the importance of languages for societal development,** thereby **placing languages among global priorities**, **mainstreaming them across different thematic areas, as well as providing an adequate support** to back up these aims with dedicated human, institutional and financial resources. This approach also provides a basis for tackling complex multifaceted challenges and threats faced by Indigenous languages' users around the world.

The International Decade provides a new international cooperation framework for coordinated action involving the commitment of all stakeholders. The International Decade will contribute to the implementation of international, regional, and national development plans. To put this vision into practice, it is critical to adopt a more integrated approach, including deeper recognition of the interconnections, interdependence, and cross-cutting elements which impact the usage, preservation, revitalization, and promotion of indigenous languages across all socio-cultural, economic, environmental, and political domains.
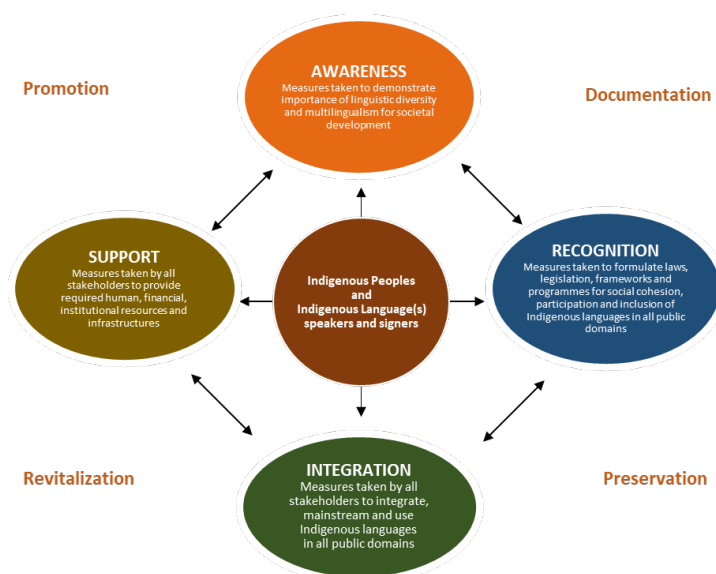
2.2   ASSUMPTIONS

The Global Action Plan presumes that all stakeholders are committed to create positive conditions for the usage, preservation, revitalization and promotion of Indigenous languages and for the benefit of current and future generations to foster peaceful, sustainable, just, inclusive and resilient in our societies. It is understood that societies and the global community at large will take ownership and assume responsibility for Indigenous languages documentation, preservation, revitalization, and promotion efforts, as well as growth of new users.

To this effect, capacity, resources, and commitment of all stakeholders would be sufficient to work towards ensuring:

- Greater awareness of the importance of linguistic diversity and multilingualism, and of their contribution to self-empowerment, sustainable development, good governance, respect for human rights, as well as the importance of cultural diversity and biodiversity, interculturality, intercultural dialogue and peace education in building open, inclusive, democratic and participatory societies. It is expected that all stakeholders also understand the urgency of timely and accurate measures encouraging Indigenous language users to continue learning, teaching and transmitting their languages to current and future generations as part of Indigenous identity, values, knowledge, including Indigenous environmental stewardship, and cultures.

- Legal recognition of Indigenous languages at all levels and full realization of Indigenous language users' rights which enhances the application of international human rights frameworks (instruments, norms, and standards) and ensures technical assistance for developing national legal systems and legislation, including in the administration of justice and the use of interpreters in the courts.

- Integration, mainstreaming and usage of Indigenous languages by widening the functional scope of Indigenous languages in all socio-cultural, economic, environmental, political domains (public domains) thus stimulating dialogue, leadership, informed policy and decision-making processes, and associated implementation strategies, including the facilitation of indigenous language use in international spaces.

- Continued support through allocated financial, human, and institutional resources, and infrastructures from governments, Indigenous Peoples' institutions and organizations, academia, and other relevant public and private institutions, as well as the UN-system entities which requires new resource mobilization programmes, partnership schemes and cooperation mechanisms in order to create a suitable enabling environment.

2.3 SUMMARY OF OUTCOMES, OUTPUTS, AND ACTIVITIES

Outcomes

The Global Action Plan presents four interlinked outcomes which describe the value of preserving, revitalising and promoting Indigenous languages, the importance of increased language fluency, vitality and growth of new language users, with special attention to Indigenous girls and boys, youth, women, elderly people and families, as well as Indigenous institutions and organizations, to harness their potential and ability to fully exercise their rights, including those based on their Indigenous origin or identity (Outcome 1); the integration, mainstreaming and placing of Indigenous languages across all socio-cultural, economic, environmental, legal and political domains and strategic agendas (Outcome 2); the recognition of Indigenous languages for justice, public services, well-being and development of societies (Outcome 3); and the need to build capacity of Indigenous language users and all stakeholders, particularly those who deliver and ensure the learning and teaching of Indigenous languages, development of appropriate language solutions, services and tools (Outcome 4).

Each outcome benefits from a direct contribution from one of the outputs and receives additional support from several other outputs presented below. The relations between outcomes and outputs are presented in the table entitled "The Theory of Change" (Annex 4. Summary table of the Theory of Change) and further described in the sub-chapter 2.3.

> 1. As a result of actions being taken by all stakeholders during the International Decade, Indigenous Peoples are being empowered to learn, teach, and transmit their languages to the present and future generations in a variety of forms and through any medium or channel, offering an improved quality of life, strengthened participation, leadership and decision-making increased dignity and respect, and secure self-confident identity, as well as through enhanced abilities and competencies contributing to language fluency, vitality, and a higher number of users resulting from the widened scope of the domains in which these languages are used.

The first outcome will receive a direct contribution from output (1) and additional support from outputs (3, 4, 6, 7, 8 and 9), aimed at primary target groups such as Indigenous children, youth, women, and the elderly. It is anticipated that learning, teaching and intergenerational transmission of languages will offer benefits to Indigenous people in their quality of life, their response to emerging challenges and the creation of meaningful participation and engagement opportunities which will nurture self-confidence, dignity and a stronger sense of identity and self-determination. In this way, they can continue using their languages across all socio-cultural, economic, environmental, legal and political domains. It is also expected that Indigenous Peoples will be able to implement their own language-related activities in what is for them the most appropriate, sustainable, and timely manner. The first outcome also incorporates the overall necessity of supporting language development, vitality and sustainability thereby raising the number of users, improving language fluency, generating more functional usage of Indigenous languages in public domain including in education, social care, justice, science and research, culture, the media and information spheres, the job market and elsewhere. This outcome links significantly to a large number of Sustainable Development Goals (1, 3, 4, 5, 8, 10, 11, 16 and 17) and relevant targets (1.4; 1b; 3.7; 4.1-4.7; 4a-c; 5.5; 8.9; 9.1; 9b-c; 10.2; 10.3; 11a; 12b; 15.9; 16.7; 16.8; 16.10b; 17.9; 17.16; 17.18).

> 2. As a result of actions being taken by all stakeholders during the International Decade, the usage, preservation, revitalization, and promotion of Indigenous languages are by 2030 established as a global priority, and the long-term commitment of all stakeholders is guaranteed towards building peaceful, just, sustainable, inclusive, and resilient societies.

The second outcome presumes the commitment of Member States, as well as of other stakeholders to prioritize Indigenous languages in their political agendas, particularly related to long-term national development plans, steps taken to establish appropriate institutional structures and mechanisms for enhanced cooperation and coordination, meaningful engagement and participation, along with leadership exercised by Indigenous Peoples themselves. This must also include production and delivery of appropriate data collection services, tools, and products such as official reports, resolutions and decisions to support informed decision-making. This second outcome will receive a direct support from outcome (10) and complementary help from outputs 1, 2, 3, 4, 5, 6, 7, 8 and 9. Furthermore, it is expected that the Member States are committed to take their own appropriate action, due to the increased awareness and deepened understanding of the importance of linguistic and cultural diversity and multilingualism for the wellbeing, peace and sustainable development of society in general and of Indigenous Peoples in particular. The increased awareness and understanding among Member States would lead to concrete actions by competent authorities, by bodies concerned with language standardization, and by other law enforcement agencies at global, regional and national levels. This would help them to become more effective and to ensure compliance with international commitments, standards and practices. This outcome also links directly to several Sustainable Development Goals (10, 12 and 17) and relevant targets (10.2; 10.3; 10.4; 12.8; 17.16; 17.17; 17.18).

> 3. As a result of actions being taken by all stakeholders during the International Decade, Indigenous languages are recognized by Member States within their legal systems and legislation which in turn are supported with comprehensive language-related laws and policy frameworks and are backed by allocated financial, institutional, and human resources, enabling Indigenous languages to be used fully and functionally in all socio-cultural, economic, environmental, legal, and political domains.

The third outcome highlights the need for revision within legal systems and legislation, demands new measures legally to recognize Indigenous languages, and to coordinate efforts among competent institutions, courts, language commissions and responsible officials. This will facilitate observance of practical guidelines and processes for reporting back on how new measures impact the human rights and freedoms of Indigenous Peoples and Indigenous language users. This third outcome will receive direct support from output (5) and extra support from the outcomes 1, 2, 3, 4, 6, 7, 8, 9 and 10. This outcome also links directly to a large number of Sustainable Development Goals (10, 11, 12, 13, 16 and 17) and relevant targets (10.2; 10.3; 10.4; 11a; 12.7; 13.2; 16.3; 16.7; 16.9; 16.10; 16.10b).

> 4. As a result of actions being taken by all stakeholders during the International Decade, an enabling environment is being developed and becoming fully operational to enhance the functional usage of Indigenous languages in socio-cultural, economic, environmental, legal and political domains through the implementation of supportive legal and policy frameworks, strengthening relevant institutions including their coordination and financing mechanisms, the definition of their roles and responsibilities, capacity building among all stakeholders, encouraging social and intercultural dialogue, as well as the participation of all stakeholders, especially Indigenous institutions and organizations.

The fourth outcome features the necessity of creating an enabling environment and positive conditions for building up the capacities of professionals and Indigenous institutions and organizations working in language-related areas, establishing of the appropriate legal frameworks and structures across a wide range of domains, ensuring social and intercultural dialogue among a broad range of stakeholders; as well as mainstreaming of Indigenous languages across all socio-cultural, economic, environmental, legal and political fields (e.g. in the education system, libraries and archives, media, communication technology companies, cultural and creative sectors, including heritage management and conservation, Indigenous food systems, justice, public sector and

governance, research, as well as international cooperation, dialogue among stakeholders). All these actions are calculated to deliver improvements in public services for Indigenous language users, and they will need to be accompanied by significant institutional, financial, and human resources in order to make them adequately operational. The fourth outcome will receive a support from output (8) and additional support from outcomes 1, 2, 3, 4, 5, 6, 7, 9 and 10. This outcome also links directly to a large number of Sustainable Development Goals (1, 2, 3, 4, 5, 8, 9, 10, 11, 12, 13, 14, 15, 16 and 17) and relevant targets (1.4; 1a-b; 2.3-4; 3.7; 3c; 4.5; 4a-c; 5.5; 8.5; 8.9; 9.1.

Outputs

The Global Action Plan suggests **ten interlinked outputs** which underpin the outcomes by enlarging the functional scope of Indigenous languages usage across socio-cultural, economic, environmental, legal and political domains, applying an interdisciplinary approach in order to demonstrate interlinkages, to point up the complexity of actions and resources required to ensure that Indigenous languages are preserved, revitalized and promoted around the world.

1.	**Inclusive, equitable, intercultural, quality education and lifelong learning environments and opportunities in Indigenous languages provided in formal, non-formal and informal educational settings**
2.	**Enhanced capacities among Indigenous Peoples for applying their languages and knowledge to the eradication of hunger and maintaining the integrity of Indigenous food systems**
3.	**Favourable conditions established for digital empowerment, freedom of expression, media development, access to information and language technology, alongside artistic creation in Indigenous languages**
4.	**Appropriate Indigenous language frameworks designed to offer better health provision, recognizing traditional systems of medicine, as well as promoting social cohesion and delivering humanitarian responses, especially during health crises, times of conflicts and natural disasters**
5.	**Access to justice and availability of public services guaranteed to Indigenous language speakers and signers**
6.	**Indigenous languages are sustained, as a vehicle of living heritage and biodiversity, whilst participation in - and access to - all forms of culture are enhanced for Indigenous Peoples**
7.	**Enabling environment is created for Indigenous languages, thereby contributing to biodiversity conservation, climate change adaptation and mitigation, ecosystems management, land restoration, improving the marine and coastal environment, reducing natural hazards, preventing pollution, and managing water resources**
8.	**Economic growth is strengthened by enhanced decent job opportunities for Indigenous Peoples and languages users**
9.	**Gender equality and women's empowerment are achieved through the preservation, revitalization and promotion of Indigenous languages**
10.	**Public and private partnerships are firmly established to place on the global agenda a long-term commitment to the preservation, revitalization and promotion of Indigenous languages**

Activities

The Global Action Plan in the table below provides a summary of outputs and related activities.

Output No.°1: Inclusive, equitable, intercultural, quality education and lifelong learning environments and opportunities in Indigenous languages provided in formal, non-formal and informal educational settings
Activity 1.1. Development of education policies, plans and programmes alongside legislation in line with international frameworks as part of implementing Sustainable Development Goal 4 to support mother tongue-based and multilingual education (in the first nine years of basic education and beyond), **to foster curriculum development** which is comprehensive, gender-responsive, human rights-based, inclusive, linguistically diverse, culturally sensitive, and respectful of Indigenous knowledge and cultures, as well as stimulating intercultural dialogue and participation
Activity 1.2. Improvement of Indigenous and multilingual education competencies, development of professional standards and skills among teachers, educators and language specialists (such as translators) **through initial and in-service training at all levels of education,** starting from early childhood care and education (ECCE), embracing a lifelong approach, making use of open and distance learning solutions, elaborating appropriate teaching and learning methodologies, tools and resources, including Open Educational Resources, as well as improvements in digital literacy and research, and encouraging the mainstreaming of Indigenous Peoples' culture, history and knowledge, within a curriculum free from biases around Indigenous children, youth and adults.
Activity 1.3. Development of community-based programmes, systems, and institutions, including adults' education in a manner appropriate to Indigenous peoples' cultural practice and tradition, deploying distinctive training methods and ancestral bodies of knowledge, with a special focus on Indigenous girls and women, and in support of those institutions which have been established by Indigenous Peoples themselves, **for teaching, learning and transmission of languages to current and future generations**
Output No. 2: Enhanced capacities among Indigenous Peoples for applying their languages and knowledge to the eradication of hunger and maintaining the integrity of Indigenous food systems
Activity 2.1. Raising awareness on the importance of intergenerational transmission of food systems through Indigenous languages, encouraging co-creation of knowledge bases between Indigenous and non-indigenous systems; implementing consultations, data collection and research in a cross-disciplinary and participatory manner; working out practical guidelines and preparation of reports which offer relevant recommendations on sustainable Indigenous Peoples' food systems and nutrition, aimed - among other things - at addressing the causes of hunger and malnutrition
Activity 2.2. Development of appropriate policy and conduct of research on the linkages between Indigenous languages and specialized knowledge of food systems, agro-biodiversity, wild food stuffs and nutrition; together with reinforcement of international cooperation and strategic partnerships, including policy dialogues, conferences, technical advice, exchange of knowledge and data among research and academic centres, Indigenous Peoples' institutions and organizations, centers of excellence, governmental, municipal, and traditional authorities, and other stakeholders, particularly utilizing the Global-Hub on Indigenous

Peoples' Food Systems established in connection with the World Food Summit (2021) and the coalition on Indigenous Peoples' food systems

Activity 2.3.   Production and dissemination of Indigenous language tools and resources including those produced in digital formats and licensed as Open Educational Resources, based on Free and Open-Source Software (FOSS), as well as providing access to public information services in Indigenous languages, in particular to support local and small-scale economic activities or ecosystems, respecting the principle of free, prior and informed consent

Output No.°3:   Favourable conditions established for digital empowerment, freedom of expression, media development, access to information and language technology, alongside artistic creation in Indigenous languages

Activity 3.1.   Capacity building - among Indigenous Peoples, particularly youth, and professional organizations, including those established by Indigenous Peoples themselves **- in Media and Information Literacy, Digital and Online Activism and Advocacy, digital skills relevant to the production and dissemination of appropriate content, tools and services respecting the principles of openness, interoperability, reusability, accessibility, and diversity** (e.g. Free and Open Source Software, Open Educational Resources, information and web accessibility)

Activity 3.2.   Development of professional competencies, along with awareness-raising on the importance of Indigenous languages for reporting and for enhancing the profile of Indigenous Peoples' and language users within the realm of media content, services and tools used by information and media professionals, including community media, reporters and journalists, archivists, curators, librarians and museum staff, as well as among language technology specialists, interpreters and translators, and those – including members of the judiciary – with responsibilities related to policy making, especially media self-regulatory and regulatory bodies, in order to achieve (i) better representation and portrayal of Indigenous Peoples and Indigenous language users in terms of content, editorial guidelines and in media operations overall; (ii) greater access to multilingual information and language technology, which will require the registration, integration and deployment of Indigenous languages in cyberspace (e.g. writing systems and symbols in the Unicode standards, font design and creation, keyboards and script adoption, major IT software applications, resting on open standards, Artificial Intelligence, Blockchain and other state-of-the-art technologies)

Activity 3.3.   Establishment of UN-system wide cooperation and public-private partnership mechanisms, (i) promoting advocacy and awareness-raising within the context of the World Summit on the Information Society (WSIS), the United Nations Group on the Information Society (UNGIS), community and public-private partnerships including with IT industry players, **(ii) implementing normative instruments** (e.g. UNESCO Recommendation concerning the Promotion and Use of Multilingualism and Universal Access to Cyberspace, 2003); and **(iii) developing appropriate guidelines and technical standards in cooperation with international standards organizations** for language digitization, documentation, and innovation and knowledge through sharing good practices in the field of language technology, as well as **(iv) involving Indigenous Peoples** themselves in the standardization activities, content development and capacity building through their organizing consultations, special events, prizes and award ceremonies, and hackathons

Output No.4:   Appropriate Indigenous language frameworks designed to offer better health provision, recognizing traditional systems of medicine, as well as promoting social

cohesion and delivering humanitarian responses, especially during health crises, times of conflicts and natural disasters

Activity 4.1.   Consultations on treatment of Indigenous languages as one of the key components for provision of access to better health, social cohesion, and humanitarian responses, including the exchange of traditional knowledge and the building of a repository of manuals, books, and traditional medicine classification brochures

Activity 4.2.   Raising awareness among policy and decision makers, development of comprehensive policies which recognize ancestral and traditional knowledge, along with traditional and complementary medicine handed on through Indigenous languages; and strengthening the capacity of medical staff, social workers and other professionals to offer services in Indigenous languages (spoken and signed), particularly in the area of humanitarian assistance, emergency interventions, and social responses during health crises, times of conflict and natural disasters

Activity 4.3.   Production and dissemination of multilingual and culturally appropriate content, particularly materials created by Indigenous Peoples, through all available channels, in their own languages, including on issues related to sexual and reproductive health, gender-based violence, and other socio-cultural, economic, and political topics

Output No.5:   Access to justice and availability of public services guaranteed to Indigenous language speakers and signers

Activity 5.1.   Designing and delivery of inclusive assessments of policy frameworks to define, recognize and grant legal status to Indigenous languages, as well as to initiate public debates, dialogues and consultations between policy makers and other stakeholders about possible new legislative and policy reforms relating to judicial systems and public services; as well as ensuring access to justice in Indigenous languages and guaranteeing the fundamental right of access to an appropriately skilled interpreter in legal proceedings

Activity 5.2.   Development of robust data tools and methodologies for collecting best practices on arrangements to ensure participation of Indigenous Peoples, and specifically helping them to access public services in Indigenous languages, notably through city, municipal or other community platforms working on inclusion issues, such as the International Coalition of Inclusive and Sustainable Cities (ICCAR), as well as **elaborating policy guidelines for the public information space in Indigenous languages** including extension of use of Indigenous names and words to official signage, focusing on place name signs in areas traditionally inhabited by Indigenous Peoples

Activity 5.3.   Training and up-skilling of relevant staff in national and local governments as well as among the judiciary, information commissioners, translators and interpreters working in the legal system, and other domains well placed to promote and extend the functional usage of Indigenous languages within legal services and public spaces generally

Output No. 6:   Indigenous languages are sustained, as a vehicle of living heritage and biodiversity, whilst participation in - and access to - all forms of culture are enhanced for Indigenous Peoples

Activity 6.1.   Capacity-building to safeguard the living heritage of Indigenous Peoples, in particular through their Indigenous histories, languages, oral traditions, philosophies,

writing systems, literature (prose and poetry); and to reinforce the preservation, transmission (formal and non-formal), **translation, dissemination as well as the creation of cultural content** such as movies, animated films, cartoons, music, prose and poetry, and other forms, **in compliance with relevant normative instruments in the field of culture, existing Intellectual Property Rights regulations, as well as within established ethical principles** (e.g. UNESCO, WIPO and others)

Activity 6.2. **Creation of viable income-generating employment opportunities in Indigenous languages**, particularly those related to Indigenous Peoples' heritage management and their work in the creative and media sectors, including through digital empowerment

Activity 6.3. **Design and implementation of informed and inclusive cultural policies with the participation of Indigenous Peoples**, thus harnessing the contribution of Indigenous languages and cultures to the sustainable development of their communities and society at large, including building on the outcomes of the International Conference on Cultural Policies for Sustainable Development – MONDIACULT 2022

Output No. 7: **Enabling environment is created for Indigenous languages, thereby contributing to biodiversity conservation, climate change adaptation and mitigation, ecosystems management, land restoration, improving the marine and coastal environment, reducing natural hazards, preventing pollution, and managing water resources**

Activity 7.1. **Establishment of partnerships among a wide range of stakeholders to co-design and implement environmental and climate issues activities, integrating Indigenous languages into the appropriate strategic frameworks** (e.g. the 2030 Agenda for Sustainable Development with its associated Sustainable Development Goals, the Agenda 2063, the Post 2020 Global Biodiversity Framework of the Convention on Biological Diversity (CBD), the Paris Agreement, the SAMOA Pathway, the UN Decade of Ocean Science for Sustainable Development, the UN Decade of Ecosystems Restoration and others)

Activity 7.2. **Promotion of the linkages between Indigenous languages, knowledge and governance systems,** which are associated with the sustainable stewardship of biodiversity, ecosystems, natural and cultural landscapes, fresh-water conservation, and specialised food systems, including, *inter-alia*, hunting and gathering, transhuman pastoralism, dryland agriculture, rotational (swidden) agriculture and artisanal fisheries

Activity 7.3. **Integration of Indigenous languages issues into international environmental assessments and monitoring frameworks, to clarify and underpin the linkages between different knowledge systems and the production of innovative solutions** (e.g. Open Science initiatives)

Output No. 8: **Economic growth is strengthened by enhanced decent job opportunities for Indigenous Peoples and languages users**

Activity 8.1. **Development of comprehensive employment policies and programmes, along with capacity-building measures** targeting Indigenous Peoples' labour institutions and organizations, civil society and professional bodies **to offer adequate and decent employment opportunities in Indigenous languages** for Indigenous languages users, including Indigenous women and persons with disabilities and various key stakeholders such as teachers, educators, artists, translators and interpreters, language technology specialists, and other information and media professionals

Activity 8.2. **Awareness raising, fostering participation, inclusion and social dialogue among employers and employees** around the importance of Indigenous linguistic competences as valuable workplace skills contributing to a decent working environment, increasing new lifelong learning opportunities supported by flexible training schemes, tools, and materials in Indigenous languages

Activity 8.3. **Implementation of relevant international normative instruments, conventions, and treaties, so as to generate sustainable financial incomes for Indigenous Peoples and language users**, especially those working in the cultural industries, tourism and associated sectors

Output No. 9: Gender equality and women's empowerment are achieved through the preservation, revitalization and promotion of Indigenous languages

Activity 9.1. **Conduct of national assessments on linkages between linguistic and gender-responsive issues with a view to potential changes in the law, providing access to education, including sexual and reproductive health education, access to employment, the creation of safe environments for Indigenous women, particularly girls and women with disabilities** - through policy analysis, data collection, research, and public consultations - including with the use of diverse media platforms, involvement of private sector such as communication technology companies, working with Indigenous women's associations, the competent national authorities, and other stakeholders

Activity 9.2. **Development of large-scale awareness campaigns, establishment of safe public spaces for dialogue, design of appropriate educational materials and content in Indigenous languages to tackle socio-cultural, economic, environmental, legal and political challenges confronted by Indigenous girls and women,** as those who convey their languages, cultural heritage and knowledge onwards to future Indigenous generations

Activity 9.3. **Building of institutional capacity of Indigenous organizations and institutions,** particularly women's associations to ensure gender-sensitive justice, law enforcement and counselling accessible in Indigenous languages, focusing on gender-based violence, women's participation in decision making and leadership, in order to foster their contribution to societal development processes (e.g. in science) and to affirm their standing and status in their communities and beyond, in compliance with international standards and commitments (the Beijing Declaration and Platform for Action, relevant Sustainable Development Goals, Agenda 2063, the UN Convention of the Rights of Persons with Disabilities, and others), as well as to ensure the documentation of good practice in Indigenous languages on such topics as gender equality, climate change mitigation and biosphere preservation

Output No. 10: Public and private partnerships are firmly established to place on the global agenda a long-term commitment to the preservation, revitalization and promotion of Indigenous languages

Activity 10.1. **Mobilization of financial, institutional and human resources for the implementation of the Global Action Plan of the International Decade through the establishment of a multi-donor trust fund (mechanism) and donations of expertise, products and resources to support in particular actions** taken by Indigenous Peoples' institutions and organizations, UN-system entities, academia, and other public-private partners, and also to establish synergies with South-South cooperation efforts, Least Developed Countries (LDC), Small

Island Developing States (SIDS), giving special consideration to countries in actual conflict or post-conflict, post-pandemic and other humanitarian crisis situations

Activity 10.2.   **Establishment of data collection 'coalitions' on Indigenous languages with appropriate assessment methodologies and resources available on a global online platform accessible to all stakeholders, thereby integrating Indigenous languages issues into the UN-system Wide Action Plan (SWAP) on the rights of Indigenous Peoples**

Activity 10.3.   Organization of a global advocacy campaign stimulating international cooperation and policy dialogues through high-level events, preparation of position papers, flagship reports, and proposals for strategic decisions within the context of the 2030 Agenda for Sustainable Development and 'beyond 2030', Agenda 2063, and other international, regional and national strategic frameworks and plans

2.4   LINKAGES WITH 2030 AGENDA FOR SUSTAINABLE DEVELOPMENT

The 2030 Agenda for Sustainable Development is a historic appeal for concerted global action to end poverty, to protect the planet and to ensure that by 2030 all people everywhere enjoy peace and prosperity. The 2030 Agenda also invites all stakeholders at all levels - including local - to make certain that policies, budget priorities, government institutions, regulatory frameworks, together with cities and local authorities, contribute determinedly to the eradication of inequalities, exclusion, and discrimination, and therefore '**leave no one behind, leave no one outside'** in the story of human development, as well as ensuring that public access to multilingual information and fundamental freedoms are integral part of the above-mentioned Agenda.

Current development frameworks and intervention measures tend to leave linguistic diversity and multilingualism lagging behind, despite the fact that language is at the core of what it means to be human: to speak and to listen, to sign and to express, to read and to write, to share knowledge and to understand, to form one's own identity and culture, and what it means to live in harmony with nature and each other. The International Decade of Indigenous Languages urges the global community to strengthen linguistic diversity and multilingualism as a key driver of sustainable development. In this spirit, it is essential to ensure that effective steps are taken during these coming years to make certain that, above all, through their languages, Indigenous Peoples become active contributors to, and beneficiaries of, sustainable development.

Since language, as a cross-cutting issue, embraces and transcends all spheres of human life, it is crucial to guarantee **a free flow of information and knowledge, conveyed in Indigenous languages**. It is equally important to **enhance the functional usage of Indigenous languages across disciplines and domains**, including international forums, thereby providing opportunities for **Indigenous Peoples to express themselves in the language of their choice**. Access to public services in Indigenous languages is a prerequisite for creating prosperous, just, and inclusive societies. The importance of languages' potential economic value for development, as a public good, must be recognized and urgent actions must be taken to preserve, revitalize and promote indigenous languages which are essential to comprehensive humanitarian responses in the face of global challenges.

Against this background, the **International Decade of Indigenous Languages is a unique platform** for alerting the world community and highlighting the important contribution made by Indigenous Peoples through their languages towards peace building, sustainable development, human rights, and for emphatically reinforcing the call for concrete measures against discrimination and exclusion on linguistic grounds. The Global Action Plan will, therefore, establish direct (SDG 2, 3, 4, 5, 11, 13, 16 and 17) and indirect linkages (SDG 1, 8, 9, 10, 12, 14 and 15) which generate effective interactions among a wide range of stakeholders, as part of its contribution to the attainment

of the SDGs and associated targets, alongside other strategic international, regional and national frameworks.

Direct linkages	**Indirect linkages**

III.   Implementation framework

3.1   MULTI-STAKEHOLDER PARTNERSHIP

For the preparation of the Global Action Plan, an overall approach, composed of the elements listed below, was adopted with an expectation that this would provide space for **further adaptations and improvements required at local, national, regional, and international levels, and across different institutional and domain-specific areas** during the implementation phase:

- **Global Action Plan** of the International Decade of Indigenous Languages (2022-2032) is elaborated through a multistakeholder-driven process for the implementation of UNGA resolution (A/RES/74/135). The Global Action Plan provides a coherent approach and framework for collaborative action by all stakeholders at international, regional, national, and local levels calculated to achieve maximal positive impact with respect to Indigenous languages, including linkages with other international cooperation and development frameworks.

- **Regional Action Plans** will be developed by a range of regional stakeholders with a view to underpinning the implementation of the Global Action Plan. The desired response would be regional plans incorporating the results of joint consultations alongside a commitment to collaborate at regional level, based on needs and priorities identified in that region. Such documents could include plans elaborated by regional intergovernmental organizations (e.g. comprising countries from the same region and following common policies) or with a range of regional stakeholders (e.g. cross-border Indigenous Peoples' institutions and organizations and other public-civil society organizations which have a regional mandate).

- **National Action Plans** are developed by national governmental organizations in coordination with Indigenous Peoples' institutions and organizations along with various public and research bodies, together with other public and private partners working at national and local level. The National Action Plans will outline an individual government's approach and course of action for localizing the Global Action Plan. It is also expected that the National Action Plans will provide guidance for government agencies and competent bodies, as well as for civil society organizations, and other public-private organizations to develop their own institutional plans. Such national plans, aligned to the Global Action Plan, will address relevant regional, national and local linguistic specificities, determine national priorities, offer relevant activities, build on existing partnerships or governing structures and establish new ones, for examples by encouraging the formation of National Committees. Such committees would be composed of a wide range of stakeholders to share in responsibility, ensure proper coordination, monitoring, and reporting processes at national level, as well as to allocate the necessary human, financial and institutional resources.

- **Institutional Action Plans** are designed by public and private bodies, particularly Indigenous Peoples' institutions and organizations, which are geared up to mainstream and/or implement specific actions across their work domain (e.g. higher education and research institutions, centers of excellence, non-governmental organizations and businesses in the media and communication technology field).

- **Workplans** will be elaborated within existing institutional strategic and operational frameworks (e.g. UNESCO Medium-Term Strategy for 2022-2029 (41 C/4), and the Programme and Budget 2022-2025 (41 C/5)).

The International Decade of Indigenous Languages is everyone's Decade. Inclusion, participation and equality across geographies, generations, genders, and disciplines are essential for the successful implementation of the Global Action Plan. Engagement in the International Decade will take many different forms evolving as the Decade rolls out. It is expected that a **multistakeholder-driven approach will be instrumental in translating the global priorities, international standards and practices into actionable initiatives, specific policies and**

implementation frameworks at regional, national, and local levels, as well as within an institutional context.

The Global Action Plan identifies **key target groups** (listed below) with Indigenous People and language users at its heart, since their active and sustained engagement will determine success of the International Decade.

Major target groups:	
Primary	**Indigenous languages users (speakers and signers) - 'Nothing for us without us'**: • Indigenous children, girls and boys, and youth • Indigenous language learners, including new learners • Knowledge keepers such as Indigenous elderly people, women, and families • Teachers, educators, and language professionals such as interpreters, translators, and language technology developers and other specialists, particularly Indigenous ones **Duty bearers:** Governments, policy and decision makers, public institutions, including information, memory, and cultural organizations **Enablers:** • Media, communication and technology companies
Other	**Language professionals:** • Teachers and educators • Interpreters and translators • Language technology developers including public-private sector organizations • Other professional communities and associations
	Other representatives: • Public and private entities involved in sustainable development • Academia and educational organizations • Opinion leaders and influencers (in sports, business, arts, culture etc.) • Language activists and other relevant civil society groups

All this will entail the mobilization of **Indigenous Peoples themselves, as agents of change, with rights and duties as transmitters of their languages between generations.** It is they who can best motivate and encourage their own Indigenous children, youth, families and elderly people in their role as language keepers, so as to continue using their languages in all socio-cultural, economic, environmental, legal and political domains and handing on them onwards to successive generations beyond.

Teachers are key facilitators of student learning and creators of productive, inclusive, and participatory environments, in which learners can develop those skills which they might need now or in the future. Capacity building of **interpreters and translators** to provide services in Indigenous languages will be a major area of action to ensure the effective right to interpretation and translation

for Indigenous Peoples, especially in such critical contexts as legal cases in the justice system and access to health care provision. These requirements apply also in refugee situations and to persons with disabilities or those using sign language. Quality interpretation and translation services provided by professional interpreters and translators make for easy communication in public places between the Indigenous population and employees of public authorities.

Professionals responsible for development of language technology, training and learning materials or tools and those operating in other language-related fields are among key target groups of the International Decade.

Duty bearers and enablers are key actors in realizing their obligations and responsibilities towards Indigenous peoples because they enhance Indigenous language vitality and expand the safe space for the use of Indigenous languages in public domains. This intrinsically entails creating and nurturing a supportive and enabling environment validating and recognizing Indigenous languages and supporting proactive measures to dismantle systemic barriers which often devalue Indigenous languages.

3.2 TIMEFRAME

The International Decade contains the following five milestones which will contribute to the planning, implementation, monitoring and reporting processes and activities associated with the Global Action Plan:

Milestones:	Timeframe:
Integration During this final phase, Indigenous languages will be mainstreamed into an anticipated new global strategic development framework to ensure the long-term sustainability and vitality of Indigenous languages, as well as the empowerment of Indigenous language users. This would contribute to the process going far beyond the 2030 Agenda for Sustainable Development.	2031-2032
Strategic positioning During this time, choices will be made to position Indigenous languages within an anticipated new global strategic development framework of relevant consultations, debates and discussions which will identify the next steps for framing future plans to preserve, revitalize and promote Indigenous languages beyond 2030.	2028-2030
Mid-term review Based on the midterm review results, new opportunities will be identified - as they arise - during this phase, and existing challenges will be addressed to deliver the implementation of the Global Action Plan, to promote further integration of Indigenous languages into the anticipated new global strategic development framework and into the national, regional and global strategies and development plans for Indigenous languages. The Global Action Plan will be revised and adjusted to meet new realities.	2027

Scale up During this five-year period, all relevant stakeholders are being engaged in the implementation of the Global Action Plan in parallel with mobilizing financial resources and establishing a multi-donor financial mechanism, and through various flagship activities, projects, and partnerships, which would be all calculated to preserve, revitalize and promote Indigenous languages.	2022-2026
Transition This period focuses on the preparatory actions including the launch of the International Decade, the concluding evaluation of the 2019 International Year along with a range of wider consultations and actions taken forward to plan the International Decade. A coordination mechanism is now in place to ensure that the Internal Decade has a common framework, and the empowerment of their users at global, regional, national and local levels.	2020-2021

3.3 GOVERNANCE AND COORDINATION FRAMEWORKS

The International Decade will include these governance, coordination, and implementation mechanisms:

- **The Secretariat of the International Decade of Indigenous Languages** will be established by the United Nations Educational, Scientific and Cultural Organization (UNESCO), as the lead UN agency, working in collaboration with the United Nations Department of Economic and Social Affairs (UNDESA) and the Office of the United Nations High Commissioner for Human Rights (OHCHR), as well as cooperating with other UN-system entities.

- **The Global Task Force for Making a Decade of Action for Indigenous Languages** will provide strategic direction and oversight in the planning, implementation and monitoring of progress made towards attainment of the objectives established by this Global Action Plan. The Global Task Force will also provide guidance on the implementation of the Global Action Plan, taking into account regional, national and local specificities. The following principles apply to the work of the Global Task Force: (i) Multistakeholder engagement through the involvement of UNESCO Member States, Indigenous Peoples' representatives, UN mechanisms and UN-system entities; (ii) Geographical balance, equal opportunities for men and women, and disability inclusiveness; and (iii) Expertise and competence in the field of international cooperation, linguistic diversity and multilingualism, and other relevant domains.

  The Global Task Force is composed of the following entities:

  Steering Committee. The Steering Committee consists of 16 representatives rotating between membership of the Steering Committee and Advisors. This includes representatives of UNESCO Member States (6); Indigenous Peoples' institutions and organizations from the seven sociocultural regions (7); designated members of UN mechanisms on Indigenous peoples and the Special Rapporteur on the Rights of Indigenous Peoples (3). UNESCO is serving as the Secretariat of the Global Task Force in cooperation with UNDESA and the Office of the High Commissioner for Human Rights (OHCHR). The Steering Committee will elect four co-chairs representing the Member States (2) and Indigenous Peoples' institutions and organizations (2). The ordinary and extraordinary meetings of the Steering Committee (but not the private meetings) are open to observers and other stakeholders.

  Advisors to the Steering Committee. The Advisors are a minimum of 30 representatives, rotating between membership of the Steering Committee and of the Advisors. The Advisors are the representatives of UNESCO's Member States (2 per electoral group – 12 members); representatives of Indigenous Peoples' institutions and organizations from seven

sociocultural regions (2 per region – 14 members); designated members of UN mechanisms on Indigenous peoples (2 members of the Permanent Forum on Indigenous Issues; and 2 from the Expert Mechanism on the Rights of Indigenous Peoples; plus, if nominated, other Special Rapporteurs holding relevant mandates). Other UN system entities which have responded to UNESCO's invitation could be involved in the work of the Global Task Force within the context of the UN Inter-Agency Support Group on Indigenous Issues.

Ad-hoc group(s). A maximum recommended of five Ad-hoc open-ended working groups can also be created for specific purposes (e.g. on a thematic, operational, regional or other basis). Ad-hoc group(s) will be convened by the UNESCO Secretariat, based on the recommendation of the Steering Committee. Ad-hoc group(s) will be tasked to provide a forum for consultations with experts who represent their governments, Indigenous Peoples' institutions and organizations, academia and public-private organizations, in order to cover a technical, regional or specific topic or issue. The Ad-hoc group(s) will be established for either a fixed or an indeterminate period.

Multi-stakeholder consultative meeting. The Global Task Force and other relevant stakeholders will be convened every three years, in a multi-stakeholder consultative meeting to discuss progress on the implementation of the Global Action Plan.

Figure: Structure of the Global Task Force
for Making a Decade of Action for Indigenous Languages
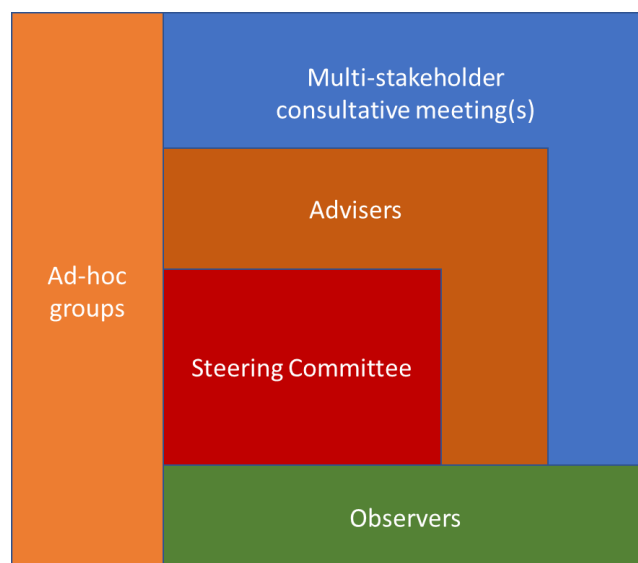
- The creation of **National coordination mechanisms** will be aimed at reinforcing implementation of the Global Action Plan and mobilizing for collective action of national and local partners. The development of specific actions at national and institutional level, in alignment with the Global Action Plan, is being encouraged, particularly in countries with high linguistic diversity.

- **Professional associations, civil society organizations, media, public-private sector and other networks** will continue engaging in the discussion and implementation of concrete actions. UNESCO will collaborate with its network of National Commissions and Permanent Delegations, UNESCO Chairs, UNESCO Category 2 Centres, UNESCO Associated Schools Network (ASPnet), Centres of Excellence, institutes, academic and public institutions, Clubs, the Goodwill Ambassadors network, the Artists for Peace and Champions network, the private sector, and other existing or potential institutional and individual partners.

3.4 Supporting strategies and linkages

The implementation of this Global Action Plan will require financial, human, institutional and infrastructure related resources for the effective implementation of international, regional, and national activities. A separate Resource Mobilization Strategy is being formulated and will be systematically updated by the UNESCO Secretariat to seek financial resources for specific activities (see the Sub-chapter: Summary of outcomes, outputs, and activities). Furthermore, the Resource Mobilization Strategy will provide a framework for the mobilization of resources and the establishment of partnerships with donors and partners to implement activities related to the Global Action Plan. Other stakeholders are also being invited to develop their own resource mobilization strategies.

The Resource Mobilization Strategy is being reinforced with the Global Communication Strategy to communicate and disseminate results, raise awareness on the importance of Indigenous languages and of mobilizing the required resources from a wide range of stakeholders, as well as providing branding, communication and partnership guidelines for future activities. Therefore, the Global Action Plan is supported (as mentioned above) by two interlinked strategic implementation frameworks (see Figure. Linkages between strategic frameworks of the International Decade).

Figure. Linkages between strategic frameworks of the International Decade

Global Action Plan

- Effectiveness of implementation modalities and current progress are supported with an appropriate Monitoring and Evaluation Framework, including the performance indicators and other relevant tools
- A holistic strategic approach is being adopted to achieve coherent and coordinated action by all stakeholders

Resource Mobilization Strategy

Global Communication Strategy

- A comprehensive framework is designed to secure adequate, sustainable and flexible funding for delivery of Indigenous languages-related programmes and projects in cooperation with a range of partners
- A multi-donor funding mechanism is being established to support implementation of the Global Action Plan

- Communication and information tools are being provided for all stakeholders to access, share and contribute information about their work for the International Decade
- A comprehensive framework is provided for raising awareness, stimulating dialogue, monitoring the impact of actions taken, sharing newly acquired knowledge, communicating outcomes and contributing practically to mobilize new resources

3.5 Resource Mobilization Strategy

The **Resource Mobilization Strategy** provides a comprehensive framework for securing adequate, sustainable and flexible funding to deliver Indigenous language related programmes and projects in cooperation with a range of partners, including through the establishment of a multi-donor funding mechanism. It is expected that the Resource Mobilization Strategy will contribute to a long-lasting

social and attitudinal change towards Indigenous languages, a re-evaluation and revision of funding priorities by donors, together with appropriate prioritization of funds (see chapter II. Theory of Change). The Strategy provides tools for effective resource mobilization.

Due to the international and interdisciplinary nature of the International Decade, efforts will be made to establish a **Multi-trust donor financial mechanism**, as a key element of the Resource Mobilization Strategy, in order to:

- Raise funds for the implementation of activities with Indigenous Peoples and all relevant stakeholders to safeguard, revitalize, reclaim, and promote their languages.

- Provide funds for activities that are initiated by Indigenous Peoples in collaboration with academic institutions, governments, and other relevant actors in a spirit of reconciliation.

- Encourage the private sector to engage with Indigenous Peoples and to contribute financial resources for linguistic revitalization, adhering to the principles of transparency and accountability.

- Ensure that funds are allocated and actually reach Indigenous Peoples and other legitimate associated entities, and also guarantee technical advice and support for capacity-building.

- Develop international cooperation, involving UN-system entities, to support South-South cooperation, Least Developed Countries (LDCs), and Small Island Developing States (SIDS) and countries with notable linguistic diversity using a range of financial and cooperation mechanisms (e.g. project grants, contributions in-kind, etc).

- Promote national public policies to encourage the creation of specific funds dedicated to Indigenous languages.

The table below describes the different funding mechanisms by which a donor and partner can contribute financial or in-kind resources to the International Decade.

Type of funding	Funds provided by	Funding modality
Multi-Donor Special Accounts	Governmental, public funders, philanthropic foundations, private sector, intergovernmental programmes, and other international funding sources	A special account established by and put at the disposal of the UNESCO Secretariat IDIL2022-2032 or other UN system entities in order to pull together available funds
Funds-in-Trust (one donor for one project)	Government for the implementation of specific projects in which the Governments take a special interest within the context of the International Decade	A single donor supports a specific project. A budget code is established, and funds are put at the disposal of the UNESCO Secretariat IDIL2022-2032
Additional Appropriations	Governmental or public funders, philanthropic foundations, private sector, and other international funding sources	Appropriation added to the UNESCO Regular Programme budget to support already approved activities (UNESCO Programme and Budget document, C/5)

In-kind financial contribution	A wide range of donors and partners providing funding to other partners for the implementation of activities associated with the Global Action Plan (e.g. organization of joint or individual events such conferences, meetings, training workshops, data collection, paid staff secondments, communication and outreach campaigns, technical assistance or consultancy services and delivering projects at international, regional, national, and local levels)	These funds will not be provided, administered and monitored directly by the UNESCO Secretariat IDIL2022-2032

The following **funding requirements were identified as financial opportunities** by UNESCO Secretariat during the analysis and evaluation of lessons learnt from the IYIL2019 which require follow-up actions:

1. Coordination, monitoring and evaluation of the International Decade (administrative)	This type of funding requirement includes the human resources devoted to the running of the UNESCO IDIL2022-2032 Secretariat, (i.e. resources necessary to strengthen the dedicated team, organization of meetings, missions, effective communications with partners, technical maintenance and further development of the online platform, translation and interpretation services, and other tasks).
	This type of funding requirement also includes the resources required to ensure a smooth functioning of the Global Task Force for Making a Decade of Action for Indigenous Languages as well as of Ad-hoc group(s) and the organization of Multi-stakeholder consultative meetings, and also to ensure proper monitoring and evaluation.
2. Operational (grant financing)	Financial support or grants would be provided by a range of stakeholders involved in the International Decade and devoted to the implementation of community-based projects by Indigenous Peoples and Indigenous Peoples' Organizations in cooperation with other stakeholders.
3. UN Partnerships	An adequate mechanism, through programme and project driven partnerships, to support projects being implemented by UN Country Teams and UN system agencies.
4. Thematic priorities	Implementation of thematic projects e.g. those earmarked to fulfil specific outcomes, outputs and related activities in the Global Action Plan. Actions related to thematic priorities would contribute to the mainstreaming and implementation of intersectoral projects focused on the identified target groups (e.g. youth, women and certain others) and regional areas (e.g. Africa, Small Island Developing States (SIDS) and Least Developed Countries (LDCs)).
5. Flagship projects	A small number of specific flagship initiatives which would contribute to the 2030 Agenda for Sustainable Development to global data collection efforts,

	to the strategic positioning of Indigenous languages within the Post 2030 Agenda.
6. Information and communication	Funds would be used to ensure implementation of the Global Communication Strategy which supports the implementation of the Global Action Plan in order to bring about social change, communicate progress already made and strengthen existing partnerships. This includes website maintenance, social media campaigns, content development, interpretation and translation services, partnership- and awareness- raising as well as outreach activities and events.
7. Engagement	Funding would be allocated to enhance participation of Indigenous Peoples and Indigenous Peoples' institutions and organizations in the consultative processes related to the International Decade, as well as to strengthen partnerships with Goodwill Ambassadors, Special Rapporteurs, Envoys, Champions of Sports, Artists for Peace and other high visibility influencers and advocates.

The Resource Mobilization Strategy includes a variety of measures and cooperation with a wide range of actors who would suggest or identify likely sources of funding and support. Specific roles which might be played by International Decade governance and coordination entities, in relation to resource mobilization, are summarized below:

Responsible entity	Role in resource mobilization
UNESCO Secretariat IDIL2022-2032	• Develop a Resource Mobilization Strategy aligned to the Global Action Plan and Global Communication Strategy • Establish a Multi-trust donor financial mechanism to accommodate financial contributions and ensure a smooth, efficient and transparent administration of funds • Ensure a timely, accurate and adaptive implementation (tracking) process based on the monitoring and evaluation activities associated with the implementation of the Global Action Plan • Report to the donors on the use of funds allocated for the implementation of the Global Action Plan • Continue systematic resource mobilization efforts through targeted engagement with donors including traditional, non-traditional funding and resource providers, and while deploying the full range of fund-raising modalities (e.g. crowdsourcing)
Global Task Force for Making a Decade of Action for Indigenous Languages	• Actively contribute to the International Decade's outcomes and overall success, and take opportunities to communicate a positive narrative about the International Decade • Provide advice on the International Decade´s financial decision-making – especially in fundraising and in responding to specific issues, potential risks, and proposed action plan changes.
Other structures which contribute to resource mobilization and	• Facilitate, energize and contribute to the resource mobilization efforts and implementation of activities at international, regional,

implementation (e.g. National Organizing Committees and public-private organizations)	national, and local levels as well as projects related to thematic priorities

3.6 GLOBAL COMMUNICATION STRATEGY

The International Decade is supported with a comprehensive Global Communication Strategy. The effective implementation of the Global Communication Strategy is considered as an essential prerequisite for the success and sustainability of the desired changes and outcomes generated by the International Decade.

The Global Communication Strategy will:

- **Raise** awareness on the importance of Indigenous languages for societal development

- **Communicate** in multiple languages **accurate, timely and valid information on the progress made** in implementing the Global Action Plan, to a broad range of stakeholders

- **Stimulate social and intercultural debate**, including political debates and within academic and journalistic circles

- **Impart new knowledge, data and facts** on the importance of Indigenous languages

- **Foster positive attitudes** among all stakeholders about Indigenous People and Indigenous languages as regards their significance for peace, development and reconciliation

- **Help** to mobilize financial, institutional and human resources

- **Engage and involve Indigenous language users** (speakers and signers)

- **Connect, mobilize, and encourage international cooperation, partnerships and sponsorships**

The Global Communication Strategy will take advantage of existing communication channels within the United Nations, including a network of United Nations Information Centers (UNIC), Bureaus of Public Information and Media Services of UN system entities and Field Offices, through the vigorous promotion of activities at the country and regional levels. Furthermore, a targeted global media and outreach campaign will be developed using social media, linked to relevant websites, radio, television, information, library and archive networks – all underpinned by a set of key messages. Appropriate content will be produced deploying infographics, photos, videos, exhibits, factsheets, relevant articles and stories. Communication and outreach activities could also be joined up with the celebration of International Days, Years, and other Decades (see Annex 5. List of related international frameworks). Each year of the International Decade itself would be focused on a specific and central theme. Additionally, the Global Communication Strategy will serve as a framework for the development of communication strategies at regional, national and individual organization levels, taking into account local specificities and the needs of other stakeholders.

The Global Communication Strategy builds on the following elements associated with the Global Action Plan:

1. A dedicated online multilingual platform (www.idil2022-2032.org) supported by UNESCO;

2. Social media channels;

3.   Branding (including logo) of the International Decade;

4.   Production and dissemination of digital content;

5.   Awareness raising, advocacy and outreach activities;

6.   Partnership guidelines for meaningfully and effectively engaging partners.

7.   Other.

IV. Monitoring and evaluation

4.1 METHODOLOGY TO MONITOR PROGRESS MADE

The Global Action Plan will incorporate a series of monitoring mechanisms to allow rapid identification of progress and response to change. A robust monitoring and reporting framework will feed information into a structured process of regular reviews to underpin flexible management of the International Decade and to provide all stakeholders with information on the benefits generated by the International Decade and thus inspire sustainable action and engagement.

It is expected that the methodology for monitoring of the progress made towards achievement of outcomes will support better planning, decision making, learning and exchange of information and knowledge. It is also presumed that the monitoring, evaluation and reporting framework will make the whole Decade's process transparent, inclusive and participatory; will ensure accountability of all partners around their involvement; and will provide valuable information to donors, the media, target groups and citizens overall. Finally, monitoring, evaluation and reporting will contribute to gathering information as a prerequisite for informed policy-planning and decision-making.

The proposed **Monitoring, Evaluation and Reporting Methodology** includes the following components:

Global Action Plan	This element is the overall document which provides strategic information on the International Decade including the impact statement, outcomes, specific outputs, key activities and their linkages to international commitments. It is a framework that sets the parameters and scope of all the items to be monitored.
Monitoring and evaluation plan	This element is a stand-alone document setting out the detailed arrangements to be made for contributions from all stakeholders (financial, human, infrastructure and institutional).
Data sources and providers	This element is a list of main data sources and data providers (i.e., stakeholders). Data providers will be regularly invited to report on the implementation of the Global Action Plan.
Data collection tools	This refers to a dedicated online platform supported by UNESCO and associated digital instrumentalities (serving as the templates for the preparation of institutional profiles, mapping of events, activities and available resources) to be available to all users.
Data collection plan	The data collection plan will set out key dates and actions (e.g. about each year, detailed timing, monitoring and evaluation questions, performance indicators, data collection methods and instruments, data sources and allocated responsibilities). The data will be analyzed, then reports prepared and made available to the public.
Evaluation plan	Details of the evaluation plan will specify regular, mid-term and final-evaluations which would be carried out by the internal-external evaluations teams established for these purposes. Joint evaluations will be also done by UN system entities involved in the International Decade.

Outputs and application of results	The results of monitoring and evaluation processes will be used for planning, learning, decision making, adaptation, necessary revisions, resource mobilization and promotion purposes. The results will be summarized in the reports which will aim at clear communication of the results.

4.2   DATA COLLECTION FOR MONITORING AND REPORTING

All stakeholders will be invited to contribute to the monitoring and reporting process. The monitoring and reporting activities, outputs and outcomes will be done through regular and specific monitoring and reporting phases:

- **Regular monitoring** will be conducted to track operational implementation of activities. This work would be carried out by the UNESCO Secretariat for the Decade working in close cooperation with other UN-system entities, UNESCO Field Offices, and other relevant partners. The dedicated online platform, along with social media channels and email communication, will facilitate effective monitoring and reporting. All stakeholders will be provided with access to online tools for regular reporting, mapping, and promotion of their activities, and they will be notified of creative cooperation opportunities within the International Decade community. Specifically, for this purpose, several digital templates will be designed for mapping events, activities, resources and other items, aligned to the Global Action Plan.

- **Periodical monitoring phases** will be linked to the key milestones (e.g. yearly, every three years in connection with the three-year mandate of the Global Task Force; mid-term 2026-2027; and final in 2032-2033) relating to the mid-term and final reviews. Additionally, regular reports will be submitted to the intergovernmental bodies (e.g. as part of statutory reporting to the UNESCO General Conference and Executive Board), international cooperation mechanisms (e.g. UN Permanent Forum on Indigenous Issues, Expert Mechanism on the Rights of Indigenous Peoples, and others), along with reports to donors and partners.

- **Specific monitoring processes** – if requested by donors - may take place at institutional, local, national, regional and international levels.

- Data providers such as National Departments of Statistics, competent national agencies, national language harmonization organizations, higher educational and research organizations, and other institutions will be encouraged to develop and conduct **limited scope censuses** and **sample-based pilot surveys or household related questionnaires,** with reference to language diversity and multilingualism-related issues. These findings will in turn stimulate mainstream analytical questions linked to various thematic areas.

- Data collection will be encouraged, targeting Indigenous language users, for example through **individual direct or external observer interviews**, particularly when related to outputs targeting socially vulnerable groups which are often difficult to reach (e.g. people living in remote areas, persons with disabilities and users of endangered languages, or others). Furthermore, data collection - through self-monitoring and reporting - will also be encouraged for Member States, Indigenous Peoples organizations and institutions, as well as for other bodies.

- Private sector actors will be invited to conduct **market analysis, consumer or industry support surveys, user accessibility tests, and assessments focused on particular services** building on comments by Indigenous language users. This may include development, maintenance and utilization of specific language services (e.g. machine translation tools, computer programs, search engines, automatic text summarization devices, bespoke keyboards etc). The private sector will be invited to share relevant linguistic data with stakeholders as its contribution to the International Decade.

- The International Decade will overall stimulate **scientific enquiry**, enhanced and shared access to international research outcomes as well as to resources generally which will support language revitalization. Furthermore, **Indigenous Peoples-driven research** - language documentation, revitalization and promotion activities - will be further encouraged, supported and promoted through an offer to share and exchange traditional knowledge and resources. This must take into account the requirements of free, prior and informed consent, as well as the established UN frameworks (e.g. the UN Data Strategy for Action by Everyone, Everywhere with Insight, Impact and Integrity 2020-2022 (2020) and UNESCO's Personal Data Protection and Privacy Policy (2021)).

- All data collection processes linked to monitoring and reporting will be conducted in ways which **respect ethical standards and Indigenous values**. If not currently available, high standards in ethics and research guidelines for work with Indigenous Peoples will be specially developed and designed to ensure openness, transparency and accountability around data providers and data collectors. Efforts will be made to ensure that Indigenous Peoples control their own language data, including copyright, and that they have the skills to maintain and nurture their own memory and information institutions and platforms. While monitoring and reporting phases of activity within the Plan, external parties in possession of language data will be encouraged constructively to initiate repatriation (whether for individual items or collections) towards Indigenous Peoples and their communities. In parallel efforts will be made to support Indigenous Peoples with greater access to scientific and other information in their own Indigenous languages. Emphasis should be placed in this context on applying open standards, for example through Open Educational Resources.

4.3   TRACKING PROGRESS

The monitoring will take place in accordance with the established time frame and milestones, as also through the monitoring methodology described above. The list of items in the table below presents the guiding documents and review processes such as mid-term and final review, as well as events which will contribute to the transparency, accountability and accurate tracking of progress made towards implementation of the Global Action Plan using a range of means, tools and processes.

TIMEFRAME – MILESTONES:		Scale up					Mid-term review	Strategic positioning			Integration		
ALIGNMENT TO THE OUTCOMES		Outcomes no 4 and 3						Outcome no 2			Outcome no 1		
ITEMS / YEAR	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033
GLOBAL ACTION PLAN — High-level document presenting strategic action, alongside the implementation and monitoring framework using online multilingual platform and available tools	X	X	X	X	X	X	X	X	X	X	X	X	X
BIENNIAL PROGRESS REPORT — Document summarizing actions taken to date by all stakeholders on the implementation of the Global Action Plan including operational level activities, as well as financial and scientific progress			X		X		X		X		X		
STATE OF DECADE REPORT — Flagship document summarizing actions taken by all stakeholders on the implementation of the Global Action Plan, including operational level activities alongside financial and scientific progress				X			X			X			
MID-TERM REVIEW — Document summarizing mid-term evaluation results, including recommendations for the revision or adaptation of the Global Action Plan and overall implementation						X	X						
FINAL REVIEW												X	X

Final global report summarizing the outcomes of the comprehensive evaluation of the International Decade at the end of implementation of the Global Action Plan													▨	▨
GLOBAL TASK FORCE FOR MAKING A DECADE OF ACTION International governance mechanism "Global Task Force for Making a Decade of Action for Indigenous Languages" comprises regular meetings, documents and recommendations on the implementation of the Global Action Plan	▨	▨		▨	▨		▨	▨		▨	▨			
MULTI-STAKEHOLDER CONSULTATIVE MEETINGS A large scale international gathering of Decade stakeholders to catalyze and inspire partnerships, review progress made to date, and propose recommendations, as well as completion of work undertaken by the previous Global Task Force and the launch of a new one			▨			▨			▨			▨		▨
RESOURCE MOBILIZATION AND PARTNERSHIP STRATEGY Analysis of required vs. secured funding for Decade actions related to the implementation of the Global Action Plan (indirectly linked to the UNESCO Programme and Budget for the Biennium (C/5)			▨		▨		▨		▨		▨		▨	
GLOBAL COMMUNICATION STRATEGY Regular reports will be prepared on information gathered from online platform sources, social media accounts, together with feedback provided by event participants and information about implemented activities associated with communication and partnership-building	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	

ANNEXES

ANNEX 1. TERMS AND DESCRIPTIONS USED IN THE DOCUMENT

Activities are actions or work performed through inputs, such as funds, personnel, technical support and other types of resources, which are mobilized to produce specific outputs. The Global Action Plan will focus its activities around four major assumptions related to language preservation, documentation, revitalization and promotion including (i) raising awareness, (ii) legal recognition of languages, (iii) integration of languages into all socio-cultural, economic, environmental, legal and political domains, particularly related to education and public administration; (iv) support measures, including allocation of financial resources, personnel, technical support and other resources, which are required to mainstream and integrate indigenous language issues into other socio-cultural, economic, and political domains in alignment with the ten identified outputs.

Assumptions are the positive conditions necessary for the preservation, revitalization and promotion of Indigenous languages, put in place by stakeholders and leading to positive changes appearing or demonstrated at different levels and contributing to the achievement of certain outcomes.

Compliance with international normative instruments, norms and standards, **and human rights** taking into consideration the provisions of the United Nations Declaration on the Rights of Indigenous Peoples, alignment to other normative instruments, and the Indigenous peoples' rights to use, revitalize and transmit their languages to future generations, as well as having regard to self-determination, equality, land, culture, religion, life, health, and other rights which are all linked, indivisibly, to languages.

Centrality of Indigenous peoples ("Nothing for us without us"), embodying the principles of self-determination, participation and leadership, and the right to develop, revitalize and transmit to future generations the languages which reflect the insights and values of Indigenous Peoples, as well as their knowledge systems and cultures.

Global Call for Action was adopted by the UNGA resolution A/RES/74/135, proclaiming the period of 2022-2032 as the International Decade of Indigenous Languages. The Global Action Plan sets a path for a global set of actions, along with abroad strategic direction, inspired by mutual understanding, together with the application of common principles for a joint action.

Holistic approach towards the preservation, revitalization and promotion of Indigenous languages, which is guided by the programming principles underlying United Nations project delivery, namely a Results-based Management Framework integrating a human rights-based approach and its accompanying legal framework, embracing cultural sensitivity, social and intercultural dialogue, gender equality, disability-inclusiveness - and using a paradigm which encourages both capacity-building and environmental sustainability.

Indigenous languages. The Global Action Plan adopts a broad rather than a more restrictive approach towards Indigenous languages, facilitating the inclusion of native languages, describing them as the languages currently or historically used by Indigenous Peoples and considered integral to their heritage, knowledge systems or identity. Indigenous languages can also be used by other non-indigenous users. The identification of Indigenous peoples has been a process of extended policy discussions within the United Nations and is set out in a series of normative instruments, most notably the United Nations Declaration on the Rights of Indigenous Peoples. Indigenous peoples' self-identification includes distinct cultural traditions and close traditional connection with a specific territory and a specific language. Knowing that the Decade aims to leave no one behind, users (speakers and signers) of other languages often named as the linguistic minorities, users of lesser-used languages and languages in danger will both contribute to and benefit from the ongoing process and outcomes, based on the principles of non-discrimination, the right to development and inclusion, and an equal and fair chance

to access opportunities available within a society, bearing the mind, however, that the Decade's primary focus is on Indigenous languages.

Joint action - "Delivering as One" - is used in the spirit of enhancing efficient and coherent delivery across the United Nations system and in partnership with the Permanent Forum on Indigenous Issues, the Special Rapporteur on the rights of Indigenous Peoples, the Expert Mechanism on the Rights of Indigenous peoples and other stakeholders, as well as of integrating the United Nations normative and operational mandates on the rights of Indigenous peoples and working in collaboration with United Nations Country Teams, national governments, Indigenous peoples' institutions and organizations, civil society, academia, and other public and private partners.

Bilingual and multilingual education refers to the use of two or more languages as mediums of instruction, including the mother tongue, a regional or national language and an international language in education. The requirements of global, regional and national participation, and the specific needs of particular, culturally and linguistically distinct communities can only be addressed by multilingual education. In regions where the language of the learner is not official or national language of the country, bilingual and multilingual education can make mother tongue instruction possible while providing at the same time the acquisition of languages used in bigger areas of a country, region or the world at large. This additive approach to bilingualism is different from the so-called subtractive bilingualism which aims to move children on to a second languages as a language of instruction.

Multi-stakeholder partnerships. The Decade will build on the strengths of multi-stakeholder and inclusive partnerships at all levels to foster synergies, adequate responses, and leadership. The multistakeholder partnerships include the Member States, as well as Indigenous Peoples, Indigenous Language users (i.e. non-indigenous family members, new users who learn Indigenous languages, resource provision and training for language services including translation and interpretation, health-care givers, legal support, and others), academia and civil society organizations, alongside various public and private organizations.

Outcomes are expected changes in the institutional and behavioral capacities or development conditions that occur between the completion of particular outputs and the subsequent or resulting achievement of impacts towards sustainable preservation, revitalization, and promotion of indigenous languages. It expresses the desired change, undertaken by the direct beneficiary and conveys how a specific situation is expected to be different in relation to the sustainability of indigenous languages and empowerment of indigenous language users.

Outputs are changes in skills or abilities and capacities of individuals or organizations, or the availability of new products, goods and services engendered by the completion of certain activities. The outputs are linked in parallel to various activities due to be implemented within the context of the Global Action Plan.

Principles of human rights – **equality, inclusion, participation, solidarity, and non-discrimination** – are to be applied by all stakeholders involved in the International Decade. The International Decade covers a ten-year period providing numerous opportunities for enhanced international cooperation, partnerships and dialogue, alongside the strategic accommodation of different views and opinions, as well as the involvement of different stakeholders. This approach will provide a collaborative space for Indigenous Peoples, indigenous languages speakers and signers (users) as well as for other members of society to benefit from ongoing developments, progress made, lessons learnt and innovations, without losing the overall scope and objectives of the Decade. This will facilitate an inclusive, participatory, and transparent process for all stakeholders.

ANNEX 2. ROADMAP TOWARDS THE GLOBAL ACTION PLAN

UNESCO in cooperation with the Department of Economic and Social Affairs (UNDESA) and the Office of High Commissioner for Human Rights (OHCHR), other UN-system entities, the members of the Global Task Force for Making a Decade of Action for Indigenous Languages, and other stakeholders, adopted the measures listed below to ensure an inclusive process in the preparation of this Global Action Plan:

- The **Ad-hoc Group for the preparation of the Global Action Plan** was established in July 2020, comprising 81 members representing governments, national and regional public organizations working on language issues, Indigenous Peoples from all socio-cultural regions, academia, civil society, public and private organizations, as well as UN-system entities and other partners.

- A **global online survey for the preparation of the Global Action Plan** was made available from 1 November 2020 to 31 May 2021 in English, French, Spanish and Russian, resulting in 821 responses from 99 countries. The online survey contributed to the identification of priority areas, information about the desired changes, formulation of strategic directions, and other aspects which have been integrated into the Global Action Plan.

- The **Global Task Force for Making a Decade of Action of Indigenous Languages** was established on 22 March 2021 to provide guidance on the organization of the International Decade, including the preparation and implementation of the Global Action Plan.

- A **series of consultative meetings[4] for each socio-cultural region of Indigenous Peoples**, in cooperation with members of the Global Task Force, representatives of Member States, Indigenous Peoples and Indigenous institutions and organizations, civil society organizations, academia, public and private partners, and UN system entities was organized from March 2021 to June 2021.

- The **Global Action Plan** was made available online for the members of Ad-hoc group for the preparation of the Global Action Plan in August and September 2021 and the Global Task Force for Making a Decade of Action for Indigenous Languages in September 2021, facilitating a public peer review by all parties in September 2021, and submitted to the 41st session of the UNESCO General Conference in November 2021 and the 21st session of the United Nations Permanent Forum on Indigenous Issues (UNPFII) in April 2022.

The roadmap for the Global Action Plan is presented below.

PHASE	ITEM	DEADLINE	RESPONSIBLE
I. Data collection and consultations	Table of Contents Online survey Regional consultations	July – November 2020 November 2020 – May 2021 March-June 2021	UNESCO/ Steering Committee of the IYIL2019 Ad hoc Group for the preparation of the Global Action Plan Public consultations in the regions
	OUTLINE	June – July 2021	UNESCO
	ZERO VERSION	August – September 2021	UNESCO UNESCO Intersectoral Task Team Meeting Ad-hoc Group for the preparation of the Global Action Plan Global Task Force IDIL2022-2032 UN Inter-Agency Support Group on Indigenous Issues
II. Advanced consultations and drafting process	**DRAFT VERSION**	September	Public online consultations
	FINAL VERSION	October 2021	UNESCO Global Task Force IDIL2022-2032
III. Presentation	**PUBLISHED DOCUMENT**	November 2021 April 2022	41st UNESCO General Conference 21st session of the United Nations Permanent Forum on Indigenous Issues (UNPFII)

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[4]   The six consultations were organized in Eastern Europe and Central Asia (15-16 March 2021), Asia (10-11 May 2021), Africa (25-26 May 2021), the Pacific (27-28 May 2021), Latin America and the Caribbean (27-28 May 2021) and North America and the Arctic (1-2 June 2021).

ANNEX 3. LIST OF KEY DOCUMENTS

United Nations

- The Universal Declaration of Human Rights (UNGA) Resolution 217A of 10 December 1948], recognizes the rights and freedoms of all people, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other criterion.

- World Summit Outcome, UN Doc. A/RES/60/1 (16 September 2005).

- United Nations General Assembly Resolution 70/1 of 25 September 2015, entitled "Transforming our World: the 2030 Agenda for Sustainable Development".

- United Nations Convention on the Rights of Persons with Disabilities (2006). Articles 21 and 30 recognize and support specific cultural and linguistic identity, including sign languages and deaf culture.

- United Nations Declaration on the Rights of Indigenous Peoples in UNGA Resolution 61/295 of 13 September 2007 and commitments reached in the Outcome Document of the World Conference on Indigenous Peoples adopted by the UNGA in resolution 69/2 and the System-wide Plan of Action, relevant studies of the Human

- Rights Council Expert Mechanism on the Rights of Indigenous Peoples and the conclusions and recommendations of the UN Permanent Forum on Indigenous Issues at its 2016 session (E/2016/43) on the theme "Indigenous languages: preservation and revitalization" (Articles 13, 14 and 16 of the United Nations Declaration on the Rights of Indigenous Peoples).

- General Assembly, International Labour Organization Centenary Declaration for the Future of Work, UN Doc. A/RES/73/342 (16 September 2019).

- UN Data Strategy for Action by Everyone, Everywhere with Insight, Impact and Integrity 2020-2022 (2020).

- Education 2030 Framework for Action (2015).

- CERD General Recommendations XXX on Discrimination Against Non Citizens (2002).

- Sendai Framework for Disaster Risk Reduction 2015–2030 (2015).

- Convention on Biological Diversity (1992), particularly the Post 2020 Global Framework

- Strategic Plan for Biodiversity 2011–2020, including the Aichi Biodiversity Targets (especially target 18, on traditional knowledge) (2010),

- Small Island Developing States Accelerated Modalities of Action (SAMOA) Pathway

- Programmer of Action for the Least Developed Countries for the Decade 2011–2020,

- Istanbul Programme of Action (IPoA) for the Least Developed Countries

- United Nations Framework Convention on Climate Change (1994)

UNESCO

- Convention and Recommendation against Discrimination in Education (1960), Article 5 of the normative instrument specifically recognizes "the right of the members of national minorities to

carry out their own educational activities, including … the use or the teaching of their own language".

- Recommendation on the Development of Adult Education (1976), Article 22 states that "with regard to ethnic minorities, adult education activities should enable them to express themselves freely, educate themselves and their children in their mother tongues, develop their own cultures and learn languages other than their mother tongues".

- Declaration on Race and Racial Prejudice (1978) Article 9 specifically recognizes that "steps should be taken to make it possible for their children to be taught their mother tongue".

- The Salamanca Statement and Framework for Action on Special Needs Education (1994). The document recognizes the importance of sign language as the medium of communication among people with disabilities (Article 21).

- Declaration and Integrated Framework of Action on Education for Peace, Human Rights and Democracy (1995). Article 29 calls on stakeholders to respect the educational rights of persons belonging to national or ethnic, religious and linguistic minorities.

- Universal Declaration on Cultural Diversity (2001). The Declaration provides the framework for a range of actions that promote cultural diversity and the preservation of endangered languages.

- Convention for the Safeguarding of the Intangible Cultural Heritage (2003) aims at safeguarding intangible heritage such as oral traditions, performing arts, social practices, rituals and festive events, for example.

- Recommendation concerning the Promotion and Use of Multilingualism and Universal Access to Cyberspace (2003).

- Convention on the Protection and Promotion of the Diversity of Cultural Expressions (2005).

- The Cali Commitment to Equity and Inclusion in Education (2019). International Forum on Inclusion and Equity in Education, Cali, Colombia.

- The Recommendation concerning the Open Educational Resources, 2019. The documents promote the development of effective, inclusive and equitable access to quality Open Educational Resources (OER) in Indigenous languages.

- UNESCO's Personal Data Protection and Privacy Policy (2021).

Other

- United Nations Economic and Social Council (ECOSOC) Document E/C.19/2018/8 of 21 February 2018 on the Action Plan for organizing the 2019 International Year of Indigenous Languages.

- United Nations General Assembly Resolution 71/178 of 19 December 2016, on the rights of Indigenous peoples.

- International Labour Organization (ILO) Convention 169 concerning Indigenous and Tribal Peoples in Independent Countries (1989). This affirms the rights of minorities to read and write in their own indigenous language or in the language most commonly used by the group to which they belong (Article 28).

- International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families (1990). Articles 1, 7, 18, 16, 22 and 45 aim to ensure the rights of all migrant

workers and members of their families to receive education and information services in a language they understand.

- United Nations Declaration on the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities (1992). The Declaration aims to ensure the rights of people belonging to minorities without distinction as to race, sex, language or religion (Article 4).

- European Charter for Regional or Minority Languages (1992). The Charter aims to protect and promote minority languages and to maintain and develop Europe's cultural traditions and heritage. It is supervised by the Council of Europe.

- Universal Declaration of Linguistic Rights – Barcelona Declaration (1996).

- Agenda 2063 (2015). Aspiration 5. "An Africa with a strong cultural identity, common heritage, values and ethics".

- Nagoya Protocol on Access to Genetic Resources and the Fair and Equitable Sharing of Benefits Arising from their Utilization to the Convention on Biological Diversity (2011).

- Human Rights Council Expert Mechanism on the Rights of Indigenous Peoples (EMRIP) study on the free, prior and informed consent under its mandate in resolution 33/25, which was presented to the Human Rights Council as its thirty-ninth session (September 2018).

- Agenda 2063 – Our Aspirations for the Africa We Want - African Union (2013)

- Plan of Action on Cultural and Creative Industries in Africa (2008).

- New Urban Agenda, the Charter for African Cultural Renaissance (2006).

- Pacific Regional Culture Strategy (2021-2031).

- 2050 Strategy for the Blue Pacific Continent.

- Pacific Regional Education Framework (PacREF) 2018 - 2030: Moving Towards Education 2030.

- Common European Framework of Reference for Languages (EU).

ANNEX 4. SUMMARY TABLE OF THE THEORY OF CHANGE

Message	The International Decade of Indigenous Languages "leaving no one behind, no one outside" – by 2032

Vision	We see a world in which Indigenous Peoples will entrust their languages to future generations creating a better society for everyone

Impact	Indigenous languages are preserved, revitalized, promoted and used across all socio-cultural, economic, environmental, and political domains and are drivers for building peace, justice, development and reconciliation in our societies

Assumptions	Greater awareness of the importance of linguistic diversity and multilingualism, and of their contribution to self-empowerment, sustainable development, good governance, respect for human rights, as well as the importance of cultural variety and biodiversity, interculturality, intercultural dialogue and peace education in building open, inclusive, democratic and participatory societies. It is expected that all stakeholders also understand the urgency of timely and accurate measures encouraging Indigenous language users to continue learning, teaching and transmitting their languages to current and future generations as part of Indigenous identity, values, knowledge, including Indigenous environmental stewardship, and culture.	Legal recognition of Indigenous languages at all levels and full realization of Indigenous language users' rights which enhances the application of international human rights frameworks (instruments, norms, and standards) and ensures technical assistance for developing national legal systems and legislation, including in the administration of justice and the use of interpreters in the courts.	Integration, mainstreaming and usage of Indigenous languages by widening the functional scope of Indigenous languages in all socio-cultural, economic, environmental, political domains (public domains) thus stimulating dialogue, leadership, informed policy and decision-making processes, and associated implementation strategies, including the facilitation of indigenous language use in international spaces	Continued support through allocated financial, human, and institutional resources, and infrastructures from governments, Indigenous Peoples' institutions and organizations, academia, and other relevant public and private institutions, as well as the UN-system entities which requires new resource mobilization programmes, partnership schemes and cooperation mechanisms in order to create a suitable enabling environment.

Outcomes	As a result of actions being taken by all stakeholders during the International Decade by 2032,			
	1. Indigenous Peoples are being empowered to learn, teach, and transmit their languages to the present and future generations in a variety of forms and through any medium or channel, offering an improved quality of life, strengthened participation, leadership and decision-making increased dignity and respect, and secure self-confident identity, as well as through enhanced abilities and competencies contributing to language fluency, vitality, and a higher number of users resulting from the widened scope of the domains in which these languages are used.	2. The usage, preservation, revitalization, and promotion of Indigenous languages are by 2030 established as a global priority, and the long-term commitment of all stakeholders is guaranteed towards building peaceful, just, sustainable, inclusive, and resilient societies.	3. Indigenous languages are recognized by Member States within their legal systems and legislation which in turn are supported with comprehensive language-related laws and policy frameworks and are backed by allocated financial, institutional, and human resources, enabling Indigenous languages to be used fully and functionally in all socio-cultural, economic, environmental, legal, and political domains.	4. The enabling environment is being developed and becoming fully operational to enhance the functional usage of Indigenous languages in socio-cultural, economic, environmental, legal and political domains through the implementation of supportive legal and policy frameworks, strengthening relevant institutions including their coordination and financing mechanisms, the definition of their roles and responsibilities, capacity building among all stakeholders, encouraging social and intercultural dialogue, as well as the participation of all stakeholders, especially Indigenous institutions and organizations in socio-cultural, economic, environmental, legal and political domains.
Assumptions	Member States, competent language organizations, Indigenous organizations and institutions, and UN-system entities are committed to strengthen (i) national capability to provide mother tongue-based multilingual education and language acquisition opportunities supported with a comprehensive set of policies and curricula, as well as content quality assurance, accessible training and learning materials, assessment frameworks, digital tools, and other items; and (ii) community-based programmes and education systems to address a range of challenges and	Assuming that international cooperation among all stakeholders facilitates the international consensus around the value, importance and significance of linguistic diversity and multilingualism for sustainable development, and further stimulates relevant authorities to take urgent measures to preserve, revitalize and promote Indigenous languages, as a part of global awareness-raising campaigns and direct interventions, allowing Indigenous language users to continue using and transmitting their languages and cultures.	Member States are committed to provide legal status (official, regional, minority, and community) for Indigenous languages (spoken and signed) guaranteed in national, regional, and international legal documents (constitutions, laws, and other normative instruments and official documents), which lead to endorsement of the enhanced language harmonization efforts initiated by/with Indigenous Peoples and competent authorities, taking into account the necessary free, prior, and informed consent of those Indigenous Peoples.	Integration and mainstreaming of Indigenous languages across socio-cultural, economic, environmental, and political domains at national, regional and global levels creates a demand for development and application of professional standards, assessment and cooperation frameworks, creation of jobs, online data repositories, resources, and tools, as well as qualified trainers (translators, interpreters, teachers, social workers and others) equipped with greater capacity for providing

barriers, and reduce inequalities - age, gender, ability, domain, location, socio-cultural, economic, environmental, political, technological, and others - faced by Indigenous children, youth, women, and elderly people, along with other Indigenous language users at regional, national, and local levels, as well as in cross-border areas.			quality language services to Indigenous Peoples.
Focused interventions, mentorship and leadership programmes, awareness-raising campaigns and debates are needed to target schools, local governmental officials, media and information professionals, and the public in general, as well as reaching Indigenous communities themselves, with the aim of promoting multilingual education systems in society at large, and eliminating negative perceptions towards Indigenous Peoples and their languages, with special focus on the needs of socially vulnerable Indigenous youth, school dropouts, young mothers, and families.	Linguistic diversity and multilingualism are to be integrated into the preparation, design, implementation, monitoring and evaluation of global sustainable development frameworks, the operational guidelines of international treaties and conventions, regional and national strategies and policy programmes, international cooperation and humanitarian assistance and disaster responses, and UN Country Team programming mechanisms with a view to the preservation, revitalization and promotion of indigenous languages, and to combatting discrimination based on language, ethnicity, gender, age, ability and other factors.	Competent authorities are committed to formulate and implement comprehensive and holistic language policies (with a gender-responsive, rights-based and culturally relevant approach) which integrate and mainstream language sustainability aspects across the whole range of regional, national, cross-border and municipal development plans, strategies, frameworks, and programmes, applying implementation guidelines which acknowledge the importance of linguistic diversity and multilingualism for societal development.	Institutional synergies and partnerships will stimulate new opportunities for scientific knowledge-sharing and innovation-technology transfer, particularly for South-South cooperation, targeting institutions in the Least Developed Countries (LDCs) and Small Islands Developing States (SIDS), and in cross-border areas (*such initiatives will cover, amongst other items, new language institutions, archives, libraries, museums, media and information organizations, professional networks, training of educators such as teachers in training and those in service, as well as interpreters, translators, and others involved in language technology developments*).
Indigenous Peoples' own capacities in safeguarding their intangible heritage, expressed through histories, languages, oral traditions, philosophies, writing systems and literatures, as well as their dedicated cultural spaces; along with other safeguarding activities are to be strengthened; and functional Indigenous languages usage across different domains, contribute to the creation of new life-long learning,	International cooperation, strengthened strategic partnerships, resource mobilization and communication plans will raise awareness of policy and decision makers, energizing them towards strategic global action and long-term commitment, awareness-raising campaigns, coordinated advocacy programmes, and other targeted measures at international, regional, national, and local levels.	Competent authorities allocate resources for the implementation, coordination, monitoring and reporting on the Global Action Plan, as well to facilitate mutually beneficial dialogues between stakeholders which foster conflict resolution, reconciliation processes, and other issues around Indigenous languages.	Coordination mechanisms and multi-donor funding mechanisms offer positive incentives for both the public and private sectors to develop Indigenous language solutions, services, and tools.

	employment prospects, social cohesion as well as the reduction of discrimination among Indigenous Peoples contributing to the sustainability, vitality, and intergenerational transmission of Indigenous languages.		

Outputs	1. Inclusive, equitable, intercultural, quality education and lifelong learning environments and opportunities in Indigenous languages provided in formal, non-formal and informal educational settings	2. Enhanced capacities among Indigenous Peoples for applying their languages and knowledge to the eradication of hunger and maintaining the integrity of Indigenous food systems	3. Favorable conditions established for digital empowerment, freedom of expression, media development, access to information and language technology, alongside artistic creation in Indigenous languages	4. Appropriate Indigenous language frameworks designed to offer better health provision, recognizing traditional systems of medicine, as well as promoting social cohesion and delivering humanitarian responses, especially during health crises, times of conflicts and natural disasters	5. Access to justice and availability of public services guaranteed to Indigenous language speakers and signers	6. Indigenous languages are sustained, as a vehicle of living heritage and biodiversity, whilst participation in - and access to - all forms of culture are enhanced for Indigenous Peoples	7. Enabling environment is created for Indigenous languages, thereby contributing to biodiversity conservation, climate change adaptation and mitigation, ecosystems management, land restoration, improving the marine and coastal environment, reducing natural hazards, preventing pollution, and managing water resources	8. Economic growth is strengthened by enhanced decent job opportunities for Indigenous Peoples and languages users	9. Gender equality and women's empowerment are achieved through the preservation, revitalization and promotion of Indigenous languages	10. Public and private partnerships are firmly established to place on the global agenda a long-term commitment to the preservation, revitalization and promotion of Indigenous languages
Direct contribution to the Outcome	Outcome 1				Outcome 3			Outcome 4		Outcome 2
Indirect contribution to the outcomes	Outcomes 2, 3 and 4	Outcomes 2, 3 and 4	Outcomes 1, 2, 3 and 4	Outcomes 1, 2, 3 and 4	Outcomes 1, 2, 3 and 4	Outcomes 1, 2, 3 and 4	Outcomes 1, 2, 3 and 4	Outcomes 1, 2, 3 and 4	Outcomes 1, 2 and 4	Outcomes 1, 2, 3 and 4

Assumptions	All stakeholders, including governments of Member States, Indigenous Peoples, Indigenous languages users, academia, civil society, and other public and private organizations, as well as UN-system entities are committed to:							
	Indigenous languages contribute to inclusive, gender responsive (involving various age groups), and comprehensive laws, judicial systems and policies	Recognition of Indigenous languages in the normative and standard-setting frameworks and national plans, ensuring compliance with international standards	Prioritization of Indigenous languages in strategic planning, political agendas, budgetary provision, implementation measures, with adequate resources and tools contributing to Indigenous language users' achievements	Effective mechanisms, structures, and safe spaces to be established and maintained, stimulating and facilitating meaningful and inclusive interactions, with intensified involvement of and improved enjoyment of fundamental rights by Indigenous Peoples and Indigenous language users	Support of collaborative networks, sustainable partnerships, stronger evidence base, effective outreach and knowledge-sharing is needed for a greater uptake of Indigenous languages in justice and public services	Competent and robust institutions are essential to produce appropriate tools; ensure training and research, as well as to provide appropriate services, products, and solutions, including digital ones, in Indigenous languages	Multiple evidence-based data and research, including indigenous-based or derived, along with application of innovative practices, are required for the preservation, revitalization, and promotion of Indigenous languages	Coordinated actions among all stakeholders are needed to ensure meaningful engagement, participation and contribution through meetings, consultations and involvement in public debates, forums, and other manifestations

Output N°1: Inclusive, equitable, intercultural, quality education and lifelong learning environments and opportunities in Indigenous languages provided in formal, non-formal and informal educational settings

Activity	**Activity 1.1. Development of education policies, plans and programmes alongside legislation in line with international frameworks as part of implementing Sustainable Development Goal 4 to support mother tongue-based and multilingual education** (in the first nine years of basic education and beyond), **to foster curriculum development** which is comprehensive, gender-responsive, human rights-based, inclusive, linguistically diverse, culturally sensitive, and respectful of Indigenous knowledge and cultures, as well as stimulating intercultural dialogue and participation
	Activity 1.2. Improvement of Indigenous and multilingual education competencies, development of professional standards and skills among teachers, educators and language specialists (such as translators) through initial and in-service training at all levels of education, starting from early childhood care and education (ECCE), embracing a lifelong approach, making use of open and distance learning solutions, elaborating appropriate teaching and learning methodologies, tools and resources, including Open Educational Resources, as well as improvements in digital literacy and research, and encouraging the mainstreaming of Indigenous Peoples' culture, history and knowledge, within a curriculum free from biases around Indigenous children, youth and adults.
	Activity 1.3. Development of community-based programmes, systems, and institutions, including adults' education in a manner appropriate to Indigenous peoples' cultural practice and tradition, deploying distinctive training methods and ancestral bodies of knowledge, with a special focus on Indigenous girls

	and women, and in support of those institutions which have been established by Indigenous Peoples themselves, for teaching, learning and transmission of languages to current and future generations
Output N°2: Enhanced capacities among Indigenous Peoples for applying their languages and knowledge to the eradication of hunger and maintaining the integrity of Indigenous food systems	
Activity	**Activity 2.1. Raising awareness on the importance of intergenerational transmission of food systems through Indigenous languages, encouraging co-creation of knowledge bases between Indigenous and non-indigenous systems;** implementing consultations, data collection and research in a cross-disciplinary and participatory manner; working out practical guidelines and preparation of reports which offer relevant recommendations on sustainable Indigenous Peoples' food systems and nutrition, aimed - among other things - at addressing the causes of hunger and malnutrition
	Activity 2.2. Development of appropriate policy and conduct of research on the linkages between Indigenous languages and specialized knowledge of food systems, agro-biodiversity, wild food stuffs and nutrition; together with reinforcement of international cooperation and strategic partnerships, including policy dialogues, conferences, technical advice, exchange of knowledge and data among research and academic centres, Indigenous Peoples' institutions and organizations, centers of excellence, governmental, municipal, and traditional authorities, and other stakeholders, particularly utilizing the Global-Hub on Indigenous Peoples' Food Systems established in connection with the World Food Summit (2021) and the coalition on Indigenous Peoples' food systems
	Activity 2.3. Production and dissemination of Indigenous language tools and resources including those produced in digital formats and licensed as Open Educational Resources, based on Free and Open-Source Software (FOSS), as well as providing access to public information services in Indigenous languages, in particular to support local and small-scale economic activities or ecosystems, respecting the principle of free, prior and informed consent
Output N°3: Favorable conditions established for digital empowerment, freedom of expression, media development, access to information and language technology, alongside artistic creation in Indigenous languages	
Activity	**Activity 3.1. Capacity building** - among Indigenous Peoples, particularly youth, and professional organizations, including those established by Indigenous Peoples themselves - **in Media and Information Literacy, Digital and Online Activism and Advocacy, digital skills relevant to the production and dissemination of appropriate content, tools and services respecting the principles of openness, interoperability, reusability, accessibility, and diversity** (e.g. Free and Open Source Software, Open Educational Resources, information and web accessibility)
	Activity 3.2. Development of professional competencies, along with awareness-raising on the importance of Indigenous languages for reporting and for enhancing the profile of Indigenous Peoples' and language users within the realm of media content, services and tools used by information and media professionals, including community media, reporters and journalists, archivists, curators, librarians and museum staff, as well as among language technology specialists, interpreters and translators, and those – including members of the judiciary – with responsibilities related to policy making, especially media self-regulatory and regulatory bodies, in order to achieve (i) better representation and portrayal of Indigenous Peoples and Indigenous language users in terms of content, editorial guidelines and in media operations overall; (ii) greater access to multilingual information and language technology, which will require the registration, integration and deployment of Indigenous languages in cyberspace (e.g. writing systems and symbols in the Unicode standards, font design and creation, keyboards and script adoption, major IT software applications, resting on open standards, Artificial Intelligence, Blockchain and other state-of-the-art technologies)
	Activity 3.3. Establishment of UN-system wide cooperation and public-private partnership mechanisms, (i) promoting advocacy and awareness-raising within the context of the World Summit on the Information Society (WSIS), the United Nations Group on the Information Society (UNGIS), community and public-private partnerships including with IT industry players, (ii) implementing normative instruments (e.g. UNESCO Recommendation concerning the Promotion and Use of Multilingualism and Universal Access to Cyberspace, 2003); and (iii) developing appropriate guidelines and technical standards in cooperation with international standards organizations for language digitization, documentation, and innovation and knowledge through sharing good practices in the field of language technology,

		as well as (iv) involving Indigenous Peoples themselves in the standardization activities, content development and capacity building through their organizing consultations, special events, prizes and award ceremonies, and hackathons
Output N°4: Appropriate Indigenous language frameworks designed to offer better health provision, recognizing traditional systems of medicine, as well as promoting social cohesion and delivering humanitarian responses, especially during health crises, times of conflicts and natural disasters		
Activity		**Activity 4.1. Consultations on treatment of Indigenous languages as one of the key components for provision of access to better health, social cohesion, and humanitarian responses**, including the exchange of traditional knowledge and the building of a repository of manuals, books, and traditional medicine classification brochures
		Activity 4.2. Raising awareness among policy and decision makers, development of comprehensive policies which recognize ancestral and traditional knowledge, along with traditional and complementary medicine handed on through Indigenous languages; and strengthening the capacity of medical staff, social workers and other professionals to offer services in Indigenous languages (spoken and signed), particularly in the area of humanitarian assistance, emergency interventions, and social responses during health crises, times of conflict and natural disasters
		Activity 4.3. Production and dissemination of multilingual and culturally appropriate content, particularly materials created by Indigenous Peoples, through all available channels, in their own languages, including on issues related to sexual and reproductive health, gender-based violence, and other socio-cultural, economic, and political topics
Output N°5: Access to justice and availability of public services guaranteed to Indigenous language speakers and signers		
Activity		**Activity 5.1. Designing and delivery of inclusive assessments of policy frameworks to define, recognize and grant legal status to Indigenous languages, as well as to initiate public debates, dialogues and consultations** between policy makers and other stakeholders about possible new legislative and policy reforms relating to judicial systems and public services; as well as ensuring access to justice in Indigenous languages and guaranteeing the fundamental right of access to an appropriately skilled interpreter in legal proceedings
		Activity 5.2. Development of robust data tools and methodologies for collecting best practices on arrangements to ensure participation of Indigenous Peoples, and specifically helping them to access public services in Indigenous languages, notably through city, municipal or other community platforms working on inclusion issues, such as the International Coalition of Inclusive and Sustainable Cities (ICCAR), as well as elaborating policy guidelines for the public information space in Indigenous languages including extension of use of Indigenous names and words to official signage, focusing on place name signs in areas traditionally inhabited by Indigenous Peoples
		Activity 5.3. Training and up-skilling of relevant staff in national and local governments as well as among the judiciary, information commissioners, translators and interpreters working in the legal system, and other domains well placed to promote and extend the functional usage of Indigenous languages within legal services and public spaces generally
Output N°6: Indigenous languages are sustained, as a vehicle of living heritage and biodiversity, whilst participation in - and access to - all forms of culture are enhanced for Indigenous Peoples		
Activity		**Activity 6.1. Capacity-building to safeguard the living heritage of Indigenous Peoples, in particular through their Indigenous histories, languages, oral traditions, philosophies, writing systems, literature (prose and poetry); and to reinforce the preservation, transmission** (formal and non-formal), translation, dissemination as well as the creation of new content such as movies, animated films, cartoons, music, prose and poetry, and other forms, **in compliance with**

	existing Intellectual Property Rights regulations and relevant normative instruments as well as within established ethical principles (e.g. WIPO, UNESCO and others)
	Activity 6.2. Creation of viable income-generating employment opportunities in Indigenous languages, particularly those related to Indigenous Peoples' heritage management and their work in the creative and media sectors, supported by digital empowerment
	Activity 6.3. Design and implementation of informed and inclusive cultural policies with the participation of Indigenous Peoples, thus harnessing the contribution of Indigenous languages and cultures to the sustainable development of their communities and society at large, including building on the outcomes of the International Conference on Cultural Policies for Sustainable Development – MONDIACULT 2022
Output N°7: Enabling environment is created for Indigenous languages, thereby contributing to biodiversity conservation, climate change adaptation and mitigation, ecosystems management, land restoration, improving the marine and coastal environment, reducing natural hazards, preventing pollution, and managing water resources	
Activity	**Activity 7.1. Establishment of partnerships among a wide range of stakeholders to co-design and implement environmental and climate issues activities, integrating Indigenous languages into the appropriate strategic frameworks** (e.g. the 2030 Agenda for Sustainable Development with its associated Sustainable Development Goals, the Agenda 2063, the Post 2020 Global Biodiversity Framework of the Convention on Biological Diversity (CBD), the Paris Agreement, the SAMOA Pathway, the UN Decade of Ocean Science for Sustainable Development, the UN Decade of Ecosystems Restoration and others)
	Activity 7.2. Promotion of the linkages between Indigenous languages, knowledge and governance systems, which are associated with the sustainable stewardship of biodiversity, ecosystems, natural and cultural landscapes, fresh-water conservation, and specialised food systems, including, *inter-alia*, hunting and gathering, transhuman pastoralism, dryland agriculture, rotational (swidden) agriculture and artisanal fisheries
	Activity 7.3. Integration of Indigenous languages issues into international environmental assessments and monitoring frameworks, to clarify and underpin the linkages between different knowledge systems and the production of innovative solutions (e.g. Open Science initiatives)
Output N°8: Economic growth is strengthened by enhanced decent job opportunities for Indigenous Peoples and languages users	
Activity	**Activity 8.1. Development of comprehensive employment policies and programmes, along with capacity-building measures** targeting Indigenous Peoples' labour institutions and organizations, civil society and professional bodies to offer adequate and decent employment opportunities in Indigenous languages for Indigenous languages users, including Indigenous women and persons with disabilities and various key stakeholders such as teachers, educators, artists, translators and interpreters, language technology specialists, and other information and media professionals
	Activity 8.2. Awareness raising, fostering participation, inclusion and social dialogue among employers and employees around the importance of Indigenous linguistic competences as valuable workplace skills contributing to a decent working environment, increasing new lifelong learning opportunities supported by flexible training schemes, tools, and materials in Indigenous languages
	Activity 8.3. Implementation of relevant international normative instruments, conventions, and treaties, so as to generate sustainable financial incomes for Indigenous Peoples and language users, especially those working in the cultural industries, tourism and associated sectors
Output N°9: Gender equality and women's empowerment are achieved through the preservation, revitalization and promotion of Indigenous languages	
Activity	**Activity 9.1. Conduct of national assessments on linkages between linguistic and gender-responsive issues with a view to potential changes in the law, providing access to education, including sexual and reproductive health education, access to employment, the creation of safe environments for**

	Indigenous women, particularly girls and women with disabilities - through policy analysis, data collection, research, and public consultations - including with the use of diverse media platforms, involvement of private sector such as communication technology companies, working with Indigenous women's associations, the competent national authorities, and other stakeholders
	Activity 9.2. Development of large-scale awareness campaigns, establishment of safe public spaces for dialogue, design of appropriate educational materials and content in Indigenous languages to tackle socio-cultural, economic, environmental, legal and political challenges confronted by Indigenous girls and women, as those who convey their languages, cultural heritage and knowledge onwards to future Indigenous generations
	Activity 9.3. Building of institutional capacity of Indigenous organizations and institutions, particularly women's associations to ensure gender-sensitive justice, law enforcement and counselling accessible in Indigenous languages, focusing on gender-based violence, women's participation in decision making and leadership, in order to foster their contribution to societal development processes (e.g. in science) and to affirm their standing and status in their communities and beyond, in compliance with international standards and commitments (the Beijing Declaration and Platform for Action, relevant Sustainable Development Goals, Agenda 2063, the UN Convention of the Rights of Persons with Disabilities, and others), as well as to ensure the documentation of good practice in Indigenous languages on such topics as gender equality, climate change mitigation and biosphere preservation
Output N°10: Public and private partnerships are firmly established to place on the global agenda a long-term commitment to the preservation, revitalization and promotion of Indigenous languages	
Activity	**Activity 10.1. Mobilization of financial, institutional and human resources for the implementation of the Global Action Plan of the International Decade through the establishment of a multi-donor trust fund (mechanism) and donations of expertise, products and resources to support in particular actions** taken by Indigenous Peoples' institutions and organizations, UN-system entities, academia, and other public-private partners, and also to establish synergies with South-South cooperation efforts, Least Developed Countries (LDC), Small Island Developing States (SIDS), giving special consideration to countries in actual conflict or post-conflict, post-pandemic and other humanitarian crisis situations
	Activity 10.2. Establishment of data collection 'coalitions' on Indigenous languages with appropriate assessment methodologies and resources available on a global online platform accessible to all stakeholders, thereby integrating Indigenous languages issues into the UN-system Wide Action Plan (SWAP) on the rights of Indigenous Peoples
	Activity 10.3. Organization of a global advocacy campaign stimulating international cooperation and policy dialogues through high-level events, preparation of position papers, flagship reports, and proposals for strategic decisions within the context of the 2030 Agenda for Sustainable Development and 'beyond 2030', Agenda 2063, and other international, regional and national strategic frameworks and plans

ANNEX 5. LIST OF RELATED INTERNATIONAL FRAMEWORKS

The Global Action Plan also contributes to the implementation of the objectives set in the following **International Decades**:

- UN Decade on Ecosystem Restoration (2021-2030)

- UN Decade of Ocean Science for Sustainable Development (2021-2030)

- International Decade for Action "Water for Sustainable Development" (2018-2028)

- Third UN Decade for the Eradication of Poverty

The Global Action Plan will contribute to the celebration of the following **International Days and Weeks**:

- 24 January – International Day of Education

- 13 February – World Radio Day

- **21 February** – **International Mother Language Day**

- 1 March – Zero Discrimination Day

- 8 March – International Women's Day

- 21 March – International Day for the Elimination of Racial Discrimination

- 21 March – World Poetry Day

- 22 March – World Water Day

- 7 April – World Health Day

- 3 May – World Press Freedom Day

- 21 May – World Day for Cultural Diversity for Dialogue and Development

- 22 May – International Day for Biodiversity

- 5 June – World Environment Day

- 8 June – World Ocean Day

- 20 June – World Refugee Day

- **9 August – International Day of the World's Indigenous Peoples**

- **12 August – International Youth Day**

- **5 September** – **International Day of Indigenous Women**

- 8 September – International Literacy Day

- 23 September – International Day of Sign Languages

- 28 September – International Day for Universal Access to Information

- 30 September – International Translation Day

- 5 October – World Teachers' Day

- 16 October – World Food Day

- 24-31 October – Global Media and Information Literacy Week

- 27 October – World Day for Audiovisual Heritage

- 19 November – World Philosophy Day

- 20 November – Universal Children's Day

- 1 December – World AIDS Day

- 3 December – International Day of Persons with Disabilities

- **10 December – Human Rights Day**

- 18 December – International Migrants Day