

UNESCO's annual report for the UN Permanent Forum on Indigenous Issues
Inputs of the Education Sector
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ED input for the report

1. Introduction

In its promotion of education as a human right as well as a foundation for peace-building and inclusive sustainable development, UNESCO continued to contribute to development of balanced education systems, in which everyone has equitable opportunity for meaningful lifelong learning, delivered through multiple formal, non-formal and informal pathways. It assisted countries in ensuring that appropriate education systems, policies, and practice are in place through an inclusive, rights-based approach to education and learning, which reflects the diversity of all learners. A particular attention was given to achieving gender equality in education and those countries and population groups considered most in need or lagging behind in reaching the internationally agreed development goals.

2. Follow up to the high level Plenary known as the World Conference on Indigenous Peoples and its outcome document

As follow-up to the high level Plenary known as the World Conference on Indigenous Peoples and to address issues in education-relevant areas indicated in its outcome document, UNESCO provided support to Member States mainly as follows.

Equitable access to quality lifelong learning

With the 2015 target date for the Education for All (EFA) goals and the Millennium Development goals (MDGs) being around the corner, it is broadly recognized that meeting these goals requires more time as well as effective and intensified efforts. The educational progress made by the international community since 2000 is remarkable, particularly that on access and gender parity at primary level. The progress, however, has been uneven across areas of education, countries and populations. In 2014, therefore, UNESCO stepped up its efforts to promote inclusive education to ensure the inclusion of all children, young

people and adults in the process of meaningful learning, going beyond its efforts towards equitable access. On 19-20 June 2014, UNESCO convened an international expert meeting on “Moving towards inclusive approaches to learning: Addressing learners’ diverse expectations and needs” to discuss how to further develop and implement inclusive teaching and learning practices that accommodate and respond to the diverse abilities, needs, motivations and interests of a heterogeneous learner population¹.

The inclusion has also been promoted through mother-tongue based and multilingual education, teaching and learning approaches that recognize and value indigenous cultures, knowledge, life styles, and challenges as well as the promotion of second chance learning opportunities that focus on highly disadvantaged populations including indigenous peoples. The UNESCO Institute for Lifelong Learning (UIL), for instance, has promoted participatory action-research to improve the quality and the ownership of youth and adult literacy education in multilingual contexts. In Nigeria, a workshop took place on 16-18 April 2014 to plan the piloting of a new guidebook entitled *Research to Improve Youth and Adult Literacy: Empowering Learners in a Multilingual World, bringing together* representatives of the Nigerian Revitalising Adult and Youth Literacy (RAYL) project, state agency directors for adult literacy and non-formal education, universities and education providers². This participatory research has triggered the first close collaboration between governmental institutions, universities and other players involved in youth and adult literacy in Nigeria.

Another example is the provision of technical support provided by the UIL to design a monitoring and evaluation system for the National Literacy Campaign in Mexico (2014-2018), considering the specific needs and circumstances of the indigenous learners.

Moreover, intercultural bilingual education has been promoted by the UNESCO International Bureau for Education (IBE) in Latin American countries, such as Bolivia, Ecuador, Guatemala, Mexico, Paraguay and Peru. The results of this programme illustrate how inclusion of the marginalized groups, their representatives and communities in research, planning and teacher education can make a difference.

UNESCO has also strived for promoting the universal principles and values based on human rights as well as attitudes and skills to embrace diversity and increase empathy and sense of solidarity with others. Its activities related to global citizenship education are one of examples. Building on two major consultations on the subject that were held in 2013: one in Seoul and the other in Bangkok, UNESCO furthered reflections on global citizenship education as one of the strategic areas of work for UNESCO’s Education Programme (2014-2017) and one of the three priorities of the UN Secretary-General’s Global Education First Initiative (GEFI) launched in September 2012. The Second UNESCO Global Forum on global citizenship education will be organized in Paris 28-30 January 2015.

Another related activity is a US-funded UNESCO project ‘Teaching Respect for All’, launched jointly with the USA and Brazil in January 2012 to counteract discrimination both in and through education. In 2014, a comprehensive guide ‘Teaching Respect for All

¹ <http://en.unesco.org/events/moving-towards-inclusive-approaches-learning-addressing-learners-diverse-expectations-and>

² <http://uil.unesco.org/home/news-target/piloting-a-guidebook-on-participatory-action-research-in-nigeria/c8400905562c88de65f38796a6acc09b/>

Implementation Guide' was produced for policy-makers, headteachers, educators, school staff, students, parents and communities³ and has been piloted in Brazil; Côte d'Ivoire; Guatemala; Indonesia; Kenya and South Africa. The guide is meant to allow users to analyze and confront their own biases which permeate in their lives and also to strengthen existing education mechanisms and initiatives of the country. The key concepts of tolerance and respect for all people advanced by this guide touches upon issues related to indigenous peoples, such as the language and curricula.

UNESCO Santiago began leading the UN System Interagency Group on Indigenous Issues prior to the World Conference on Indigenous Peoples, and contributed to coordinate the national meetings of the *Coordinadora Indígena de Chile*. These national meetings allowed a unified input and proposal from the indigenous peoples of Chile to the outcome document from the conference. Also, the Interagency Group assisted the *Coordinadora Indígena* in developing a national position document to be presented by the government in the said Conference.

Monitoring the right to education

UNESCO continued to monitor the implementation of the right to education of indigenous peoples through regular consultations with Member States and examination of periodical reports on the implementation of the UNESCO Convention against Discrimination in Education (1960) and other normative instruments. The latest consultation on this instrument (8th consultation) was conducted between 2011 and 2013 and its results were presented to the UNESCO governing bodies at the end of 2013. Fifty-nine Member States submitted national reports, a significant number of which reported on measures taken with respect to reinforcement of inclusive education relevant to indigenous peoples, including enhancement of national legal frameworks to counteract any form of discrimination.

As part of its efforts for the promotion of a human rights-based approach to education for indigenous people and reinforce its monitoring, UNESCO launched in 2014 a global databased on the right to education. This database provides documentation and information concerning the implementation of the right to education at every level of education, under constitutional, legislative and policy frameworks and covering various areas relating to this right in a country, including those specific to indigenous peoples. Not only helping monitor the implementation of the right to education, conduct research and evaluate policies, the database is intended to contribute to enhance governments' accountability and transparency, as well as foster cooperation at regional and international level by offering a platform to identify possible areas of collaboration. This tool will also help strengthen advocacy on the right to education and inform citizens and governments of their rights and duties in this field.

In addition, UNESCO recently developed '*Guidelines for reviewing national legal and policy frameworks regarding the right to education*' to assist countries wishing to assess the compatibility of their national education laws and policies with international standard-setting instruments on the right to education. It aims to assist countries in: assessing the

³ <http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/human-rights-education/resources/projects/teaching-respect-for-all/>

status of the right to education at country level and its compatibility with international and regional human rights instruments; identifying gaps in education norms and policies; and making recommendations for the full alignment of national constitutions, legislations and policies with international standards and provisions. The indicators contained in these guidelines to be used for the revision indicate explicitly indigenous peoples in the context of developing more inclusive education systems. The pilot-testing phase of these Guidelines has started.

Knowledge management, advocacy and awareness raising

UNESCO contributed to build a knowledge base and disseminate knowledge and information to serve as a basis for advocacy and managing cycles of education policies and programmes. The Education for All (EFA) Global Monitoring Reports, for instance, provides evidence on the state of education and learning of indigenous people and share good practices. The 2013/2014 EFA Global Monitoring Report “Teaching and Learning: Achieving quality for all”, for instance, highlighted cases from countries such as Australia, Cambodia, Guatemala, and Peru of issues related to indigenous peoples, such as language, teachers, and national policy focus, which affect learning outcomes and learning experiences of indigenous peoples.

Another example is the UNESCO International Literacy Prizes, which have been awarded to over 460 outstanding and innovative programs of institutions, organizations and individuals that promote literacy and literate environments across the world since its inception in 1967. Currently, two prizes, namely the UNESCO King Sejong Literacy Prize and UNESCO Confucius Prize for Literacy, are awarded annually, a number of which include a component for enhancing learning of indigenous peoples. In 2014, the programme managed by the Ministry of Education, Ecuador, ‘Proyecto de Educación Básica de Jóvenes y Adultos’ (“Basic Education for Youth and Adults Project”) was awarded the Confucius Prize for its outreach to almost 325,000 beneficiaries since 2011, including indigenous populations. Their literacy programme is carried out in the mother tongue and the methodology is based on the ‘*weltanschauung*’ (*Worldview*) of indigenous people. By organizing the prize awards ceremony in conjunction with the celebration of International Literacy Day (8 September), UNESCO created a space for the prizewinning programme to be known by participants of the international event⁴.

Regarding Local and indigenous knowledge, which is a key resource for communities in understanding the environment, sustainably using its resources, and assessing climate change impacts and adapting to them, UNESCO promoted its recognition and inclusion in educational programmes and curricula. For instance, through its activities to promote education for sustainable development (ESD), it attempted to build on students’ knowledge of local communities and their cultures and value systems to better anchor ESD in local realities and to find local, realistic and affordable solutions for adaptation. It also continued to pay an attention to culture expression and lived culture which can play an important role in the teaching of sustainable development issue. Such expressions, whether photography, music, dance, painting, poetry, video production or other forms of expression, can be an effective means through which to engage populations on climate change issues.

⁴ <http://www.unesco.org/new/en/unesco/events/prizes-and-celebrations/celebrations/international-days/literacy-day/>

Some examples of learning programs that are based on ESD principals and use indigenous knowledge includes the following (Overlap with SC?): 1) Targeting young people in the Pacific region, 'The Canoe Is the People' recognizes and explores the knowledge and skills of traditional Pacific navigation. The CD-ROM was produced as an educational tool illustrating the vitality of indigenous knowledge, know-how, and identity in meaningful ways for Pacific communities and also as a reference resource helping local communities gain access to a selection of archival materials lodged in distant locations. It will also become part of an educational package to be proposed for integration into Pacific curricula; 2) a grassroots internet-based discussion forum 'Climate Frontline' which involves more than 50,000 people and comprises an international network of field projects, documenting local observations and knowledge related to climate change as well as education programs using local knowledge; 3) The Local and Indigenous Knowledge Systems (LINKS) programme is a UNESCO interdisciplinary initiative that works: to secure an active and equitable role for local communities in resource management; to strengthen knowledge transmission across and within generations; to explore pathways to balance community-based knowledge with global knowledge in formal and non-formal education; and to support the meaningful inclusion of local and indigenous knowledge in biodiversity conservation and management, and climate change assessment and adaptation, in particular through work with the Convention on Biological Diversity (CBD), the UN Framework Convention on Climate Change (UNFCCC), the Intergovernmental Panel on Climate Change (IPCC) and the Intergovernmental Platform on Biodiversity and Ecosystem Services (IPBES).

UNESCO also advocated for indigenous peoples. For instance, UNESCO Santiago has contributed to the development of national awareness-raising campaigns on the continuing importance of indigenous culture, although the persisting differences between different national indigenous groups and the validity of their representation posed a challenge.

3. The Post-2015 Development Agenda

Underpinned by its right-based approach and its strong concerns with equity and inclusion, UNESCO continued to facilitate the education debate for the post-2015 period among governments and development partners at country, regional and international levels and supported the stocktaking of progress through national Education for All (EFA) reviews. These efforts led to the adoption of the Muscat Agreement at the Global Education for All (EFA) Meeting held on 12 - 14 May 2014, by which representatives of government and partners "affirm that the post-2015 education agenda should be rights-based and reflect a perspective based on equity and inclusion... must continue to promote sustainable development and active and effective global and local citizenship, contribute to strengthening democracy and peace, and foster respect for cultural and linguistic diversity"⁵. The seven education goals included in the Agreement will be brought to the Global Education Conference to be hosted by the Republic of Korea on 19-22 May 2015 during which a set of recommendations on the post-2015 education agenda and its related "framework for action" will be decided as a common position of the education community. These recommendations will feed into the discussion of a Heads of State and Governments

⁵ Paragraph 8 of the Muscat Agreement: <http://unesdoc.unesco.org/images/0022/002281/228122E.pdf>

(HoSG) Summit to be held in September 2015 during which the global post-2015 development agenda will be determined.

4. Youth, self-harm and suicide

Nothing applicable

Comments on the questionnaire (2, 3, 4 and 6)

2. With respect to the implementation of the recommendations of the Permanent Forum addressed specifically to your agency:

(i) What are some of the obstacles your agency has encountered in implementing the recommendations of the Permanent Forum, including those addressed specifically to your agency?

(ii) What are some of the factors that facilitate your agency's implementation of the recommendations of the Permanent Forum, including those addressed specifically to your agency?

3. Given the Forum's recommendation for the adoption of policies on indigenous peoples' issues, please specify whether your agency has:

(i) A policy or other similar tool on indigenous peoples' issues;

(ii) Recent programmes on indigenous peoples' issues;

(iii) Budgetary allocations for indigenous peoples' issues;

(iv) Projects/activities on indigenous peoples' issues,

In order to facilitate the quantification of data by the Forum, please indicate the number of programmes and projects/activities devoted to indigenous peoples issues in the past year.

4. Does your agency have regular or ad hoc capacity-building programmes on indigenous peoples' issues for staff, or a plan for capacity-building activities in this area, at headquarters or in the field?

5. Does your agency have a focal point on indigenous peoples' issues? If so, please provide the name and contact information of this person.

6. Please provide a list of conferences and other meetings organized or supported by your agency on indigenous peoples' issues for 2014 and 2015.

2 (i) UNESCO Santiago has contributed to the development of national awareness-raising campaigns on the continuing importance of indigenous culture. However, obstacles have risen in the persisting differences between national indigenous groups. There is a historical debate amongst peoples from different groups on the validity of their representation, which has sometimes made it difficult to find validated speakers and representatives. This has made the development of contributions to the Permanent Forum a demanding exercise. However, UNESCO Santiago and the Interagency Group successfully assisted to prepare joint contributions.

Annex: Inputs received from ED colleagues

ED/TLC/LTR

The world had failed to fully achieve the goals of EFA by the target date of 2015. The lessons for post-2015 education agenda is that the mere availability of educational opportunities is not going to be enough to ensure the inclusion of all children in the learning process. There are too many children and young people attending school who continue to be excluded from learning, and unable to appreciate equally the expected benefits of quality education. In order to ensure that the right to education is fulfilled for all learners in the coming years, the different needs, abilities and learning expectations and styles of learners must be respected and met through a comprehensive inclusive approach to learning, teaching and assessment of learning.

New knowledge is changing approaches to learning, teaching and learning environments. Learners are seen as active in the learning process, analysing and constructing knowledge and associating new information with their previous knowledge. Yet, in many countries priorities in curriculum design at all levels of education tend to be defined by cultures, politics and economics more than by knowledge concerning learners' motivations and needs. Country level and context specific analyses of marginalization are necessary to design relevant strategies and approaches to address marginalization and exclusion. Inclusion of the marginalized groups, their representatives and communities in research, planning and teacher education have proved successful, e.g. 'Indigenous intercultural bilingual education (IIBE)' in Latin America. UNESCO convened an expert meeting in June 2014 to discuss precisely how to further develop and implement inclusive teaching and learning practices that accommodate and respond to the diverse abilities, needs, motivations and interests of a heterogeneous learner population.

ED/PLS/YLS

UNESCO International Literacy Prizes: UNESCO King Sejong Literacy Prize and UNESCO Confucius Prize for Literacy⁶

Since 1967, UNESCO has awarded International Literacy Prizes to outstanding and innovative programs of institutions, organizations and individuals that promote literacy and literate environments. Throughout the years, UNESCO's prestigious literacy prizes have rewarded over 460 initiatives undertaken by governments and NGOs from across the world. Every year, the UNESCO International Literacy Prizes focus on a specific theme set for International Literacy Day. Currently, two prizes, namely the UNESCO King Sejong Literacy Prize and UNESCO Confucius Prize for Literacy, are awarded annually. A number of prizewinning programmes include components to address learning needs of indigenous peoples (e.g. the use of mother tongue, specific pedagogy). Most recently, the 2014 prizewinning programme 'Proyecto de Educación Básica de Jóvenes y Adultos' ("Basic Education for Youth and Adults Project"), managed by the Ministry of Education, Ecuador, has reached almost 325,000 beneficiaries since 2011, including indigenous populations for

⁶ <http://www.unesco.org/new/en/education/themes/education-building-blocks/literacy/literacy-prizes/>

whom the literacy programme is carried out in the mother tongue and the methodology is based on the '*weltanschauung*' (*Worldview*) of indigenous people.

ED/TLC/ESD

the advantages of using indigenous/ local knowledge in ESD:

Local and indigenous knowledge is a key resource for communities in understanding the environment, sustainably using its resources, and assessing climate change impacts and adapting to them. Local and indigenous knowledge should therefore be recognized and reflected in educational programmes and curricula. Building on students' knowledge of local communities and their cultures and value systems helps to better anchor ESD in local realities and to find local, realistic and affordable solutions for adaptation. Also **culture expression** and lived culture also have an important role to play in the teaching of sustainable development issue. Such expressions, whether photography, music, dance, painting, poetry, video production or other forms of expression, can be an effective means through which to engage populations on climate change issues.

... and examples of learning programs that are based on ESD principals and use indigenous knowledge. Since these programs are all managed by SC (Doug's section), I believe that the SC will include them in their contribution:?!

- **The Canoe Is the People** honours and explores the knowledge and skills of traditional Pacific navigation. It is designed for Pacific youth but will be of great interest to others as well. The CD-ROM primarily serves as an educational tool illustrating the vitality of indigenous knowledge, know-how, and identity in meaningful ways for Pacific communities. It will also become part of an **educational package** to be proposed for integration into Pacific curricula. The Storehouse section contains an abundance of additional information: A glossary; museum references; book references; and the full printable text version of the CD-ROM. As such, it also acts as a reference resource helping local communities identify and gain access to a selection of archival materials lodged in distant locations. In this way, it contributes to a process of restitution of data to communities.
- **Climate Frontline**, a grassroots internet-based discussion forum On the Frontlines of Climate Change seeks to change this. It reaches more than 50,000 people and also comprises an international network of field projects documenting local observations and knowledge related to climate change as well as education programs using local knowledge.
- **The LINKS program** : The Local and Indigenous Knowledge Systems (LINKS) programme is a UNESCO interdisciplinary initiative that works:
 - to secure an active and equitable role for local communities in resource management;
 - to strengthen knowledge transmission across and within generations;
 - to explore pathways to balance community-based knowledge with global knowledge in formal and non-formal education;
 - to support the meaningful inclusion of local and indigenous knowledge in biodiversity conservation and management, and climate change assessment

and adaptation, in particular through work with the Convention on Biological Diversity (CBD), the UN Framework Convention on Climate Change (UNFCCC), the Intergovernmental Panel on Climate Change (IPCC) and the Intergovernmental Platform on Biodiversity and Ecosystem Services (IPBES).

ED/TLC/GCE

“The Second UNESCO Global Forum on GCED will be organized in Paris 28-30 January 2015 at UNESCO Headquarters. The two main objectives of the 2nd Forum will be to consider GCED in the context of the post-2015 education agenda including consideration of the emerging Framework of Action, and the role of GCED for peace.

The Second Forum will take place right after the UNESCO regional consultations on EFA and post-2015 and before the Global Education Forum (WEF) in May 2015. Thus, the Forum offers a unique opportunity to take stock of the consolidated outcomes of the regional consultations and make recommendations for the WEF. In particular, the Forum will consider current trends and future needs in the area of GCED and will seek to identify policy priorities and strategies for the operationalization of GCED and provide inputs to the Framework for Action on Education post-2015.

We hope that Indigenous issues relating to quality education will be addressed in the regional consultations on EFA and post-2015 that will take place before the January Forum, and that these issues will be integrated in the consolidated outcomes of the regional consultations, and given consideration in the Framework for Action on Education post-2015.”

ED/PLS/EDP

UNESCO continued to monitor the implementation of the right to education of indigenous peoples through regular consultations with Member States and examination of periodical reports on the implementation of the UNESCO Convention against Discrimination in Education (1960) and other normative instruments. The latest consultation on this instrument (8th consultation) was conducted between 2011 and 2013 and its results were presented to the UNESCO governing bodies at the end of 2013. 59 Member States participated in this consultation by submitting national reports to UNESCO and a significant number of them reported on measures taken with respect to reinforce inclusive education. National reports show that many Member states have adopted concrete measures taken to make their education systems more inclusive of notably indigenous people and have reinforced their legal frameworks to ban any form of discrimination.

As part of its efforts for the promotion of a human rights-based approach to education for indigenous people and reinforce its monitoring, UNESCO launched in 2014 a global databased on the right to education. This database provides documentation and information concerning the implementation of the right to education at every level of education, under constitutional, legislative and policy frameworks and covering various areas relating to this right in a country, including those specific to indigenous peoples. Aside from helping to monitor the implementation of the right to education and assist research

efforts and policy evaluation, the database may contribute to government accountability and transparency by sharing information and practices, as well as foster international cooperation by offering a platform for governments to identify areas of possible regional and international cooperation. This tool will also help strengthen advocacy on the right to education and inform citizens and governments of their rights and duties in this field.

In addition, UNESCO has recently developed *Guidelines for reviewing national legal and policy frameworks regarding the right to education* to assist countries wishing to assess the compatibility of their national education laws and policies with international standard-setting instruments on the right to education. The specific purpose is to provide guidance in the review of national education legal and policy frameworks in view of: assessing the status of the right to education at country level and its compatibility with international and regional human rights instruments; identifying gaps in education norms and policies; and making recommendations for the full alignment of national constitutions, legislations and policies with international standards and provisions. The indicators included in these guidelines, aiming for the review process, indicate explicitly indigenous people in order to ensure that the education systems more inclusive of notably indigenous people. The pilot-testing phase of these Guidelines has started.

UNESCO Santiago

Questionnaire the UN system on Indigenous Issues

1. UNESCO Santiago began leading the UN System Interagency Group on Indigenous Issues prior to the World Conference on Indigenous Peoples, and contributed to coordinate the national meetings of the *Coordinadora Indígena de Chile*. These national meetings allowed a unified input and proposal from the indigenous peoples of Chile to the outcome document from the conference. Also, the Interagency Group assisted the *Coordinadora Indígena* in developing a national position document to be presented by the government in the said Conference.
2. UNESCO Santiago has contributed to the development of national awareness-raising campaigns on the continuing importance of indigenous culture. However, obstacles have risen in the persisting differences between national indigenous groups. There is a historical debate amongst peoples from different groups on the validity of their representation, which has sometimes made it difficult to find validated speakers and representatives. This has made the development of contributions to the Permanent Forum a demanding exercise. However, UNESCO Santiago and the Interagency Group successfully assisted to prepare joint contributions.
3. Adoption of policies on Indigenous Issues:
 - a) UNESCO has and promotes the Universal Declaration on Cultural Diversity as its main tool to aid Member States on the protection of Indigenous cultures.
 - b) UNESCO Santiago assists the Government of Chile in developing national public policies to promote and protect the cultural diversity, including the indigenous peoples. In particular, the Tesoros Humanos Vivos programme.
 - c) UNESCO Santiago has no special budgetary allocation for this issue

- d) UNESCO Santiago had no particular projects on indigenous issues in 2014
5. UNESCO Santiago had no capacity building programmes for staff on Indigenous Issues, but several documents produced by Headquarters have been regularly shared with the staff.
 6. The focal point for indigenous issues in UNESCO Santiago is Andrés Pascoe, a.pascoe@unesco.org
 7. UNESCO Santiago helped organize a series of local meetings in all of Chile to gather inputs and recommendations for the World Conference. 24 local meetings were held during 2014 and two national meetings were held in Santiago with representatives from all the peoples in Santiago prior to the World Conference. Also, a meeting was organized to bring the experience of the Canadian Indigenous Peoples Network to Chile.

UNESCO Institute for Lifelong Learning

The UNESCO Institute for Lifelong Learning (UIL) has a long tradition working on the promotion of inclusion through mother-tongue based and multilingual education, teaching and learning approaches that recognize and value indigenous cultures (their knowledge, life styles, challenges etc), and of second chance learning opportunities that focus on highly disadvantaged populations including indigenous peoples.

Currently, UIL is for example promoting participatory action-research so that the quality and the ownership of youth and adult literacy education in multilingual contexts is improved. <http://uil.unesco.org/home/news-target/piloting-a-guidebook-on-participatory-action-research-in-nigeria/c8400905562c88de65f38796a6acc09b/>

Another example is the provision of technical support to design a monitoring and evaluation system for the National Literacy Campaign in Mexico (2014-2018) which is sensitive to the specific needs and circumstances of the indigenous learners.

EFA Global Monitoring Report Team

The EFA Global Monitoring Reports provide evidence on the state of education of indigenous people. The following are some quotes from the 2013/14 GMR.

p. 19.

The discrimination some indigenous or ethnic groups face is reinforced by the fact that the language used in the classroom may not be one that they speak. In Peru in 2011, Spanish speakers were more than seven times as likely as indigenous language speakers to reach a satisfactory standard in reading.

p.20

Indigenous children in high income countries often face disadvantage, and the gap in learning outcomes with the rest of the population has been persistent. In Australia, around

two-thirds of indigenous students achieved the minimum benchmark in grade 8 between 1994/95 and 2011, compared with almost 90% of their non-indigenous peers.

p.152

A major reason for Guatemala's poor performance is that members of indigenous groups have historically received half as many years of schooling as non-indigenous people (Shapiro, 2006).

p.198

Indigenous groups often face discrimination in school that is reinforced by the fact that the language used in the classroom may not be one that they speak. In Peru, test score gaps between indigenous and non-indigenous children in grade 2 are sizeable and increasing. In 2011, Spanish speakers were more than seven times as likely as indigenous language speakers to reach a satisfactory standard in reading. The change was mainly due to improvements in learning among Spanish speakers; the proportion of indigenous speakers reaching a satisfactory level remained the same at around 4% (Guadalupe et al., 2013).

p.202

Immigrants and indigenous groups lag behind in developed countries. Even in better performing rich countries, immigrant students face a high risk of marginalization in education, resulting in lower levels of learning achievement. In France, Germany and the United Kingdom, over 80% of 15-year-old students achieve the minimum benchmark in reading, on average. But immigrants perform far worse: in the United Kingdom, the proportion of immigrants making it above the minimum benchmark is no better than the average for Turkey, while Germany's immigrants are on a par with students in Chile (Figure 4.10). Immigrants in France face particular problems, with 60% passing the minimum benchmark – equivalent to the average for students in Mexico. Broad comparisons of children in immigrant and non-immigrant families may mask differences in the experiences of first-generation immigrants, as well as variations by age at arrival and country of origin. A cross-country analysis of PISA 2009 data found that achievement gaps were wider for young immigrants who had arrived more recently and who did not speak the test language at home (Cobb-Clark et al., 2012). The difficulty indigenous children face is one reason for the wide gaps in learning between rich and poor students in Australia and New Zealand. Though these gaps are clearly visible in student assessments, they have not received sufficient policy attention, and so have persisted for a decade and a half. In Australia, around two-thirds of indigenous students achieved the minimum benchmark in mathematics in grade 8 between 1994/95 and 2011, compared with almost 90% of their non-indigenous peers (Figure 4.11).

p.219.

Among the 28 plans that aim to send teachers to disadvantaged areas, Cambodia's is notable for including strategies to deploy teachers – especially those from targeted areas and ethnic groups – to the areas where they are most needed. The aim is for 1,500 new trainees (of around 5,000 recruited annually) from disadvantaged areas to be assigned to work in their indigenous areas after completing their education. Overall, about 95% of new graduates from teacher training colleges are to be assigned to understaffed schools and to

disadvantaged and remote areas every year. It is even more exceptional that Cambodia has moved beyond proposing this as a priority and is carrying it out (see Chapter 6).