



Teaching and learning indigenous languages

Inspiring practices from the UNESCO Associated
Schools Network

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To be highlighted are all ASPnet member schools around the world who have contributed to this document by sharing their inspiring practices on teaching and learning indigenous languages, as well as the rich contributions by the members of the established ASPnet Indigenous Advisory Committee of the overarching project.

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Introduction

The period 2022-2032 has been proclaimed the International Decade of Indigenous Languages (IDIL) by the United Nations General Assembly (Resolution A/RES/4/135). The Decade aims to call global attention to the status of Indigenous languages and to work towards their preservation, revitalization and promotion.

Language is not only an essential tool of communication, but also a carrier of worldviews, memory and traditional knowledge. It is through language that peoples transmit their unique modes of thinking, meaning and expression from one generation to the next. The preservation of languages, therefore, is key to the preservation of cultures, identities and knowledge systems.

The right to speak, write and learn one's own language is a key condition for the creation of inclusive, 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

Indigenous languages have a distinct status in the 21st century. The Global Action Plan for the International Decade of Indigenous Languages defines Indigenous languages as "languages currently or historically used by Indigenous Peoples and considered integral to their heritage, knowledge systems or identity...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."² While the majority of the world's over 7,000 languages are Indigenous, intergenerational transmission rates of Indigenous languages are declining in many cases.³

Special efforts towards the recognition and preservation of Indigenous languages are therefore required in order to safeguard Indigenous peoples' rights and to promote inclusivity and equality. Concerned with the preservation of cultures and the transformation of education, the United Nations Educational, Scientific and Cultural Organization (UNESCO) is leading the global efforts for the Decade. This role is in line with UNESCO's commitment to the implementation of the United Nations Declaration on the Rights of Indigenous Peoples, as seen in UNESCO's Policy on Engaging with Indigenous Peoples.⁴

As a unique network of educational institutions of all levels around the world, the UNESCO Associated Schools Network (ASPnet)⁵ serves as a laboratory of ideas dedicated to education for sustainable development, global citizenship education and intercultural and heritage learning. To further the objectives of the Decade within the framework of the Global Action Plan of the International Decade of Indigenous Languages, the International Coordination Unit of ASPnet, in collaboration with the Canadian National Commission for UNESCO and the Communication and Information Sector's team for IDIL, launched a global survey in May 2022 on the teaching and learning of Indigenous languages in the network's schools. The survey requested information on the institutional framework for the teaching of Indigenous languages in ASPnet schools and prompted schools to

¹ United Nations. *United Nations Universal Declaration of Human Rights*. United Nations, 1948, New York. Available online at: <https://www.un.org/en/about-us/universal-declaration-of-human-rights>. United Nations. *United Nations Declaration on the Rights of Indigenous Peoples*. United Nations, 2007, New York. Available online at: https://www.un.org/development/desa/indigenouspeoples/wp-content/uploads/sites/19/2018/11/UNDRIP_E_web.pdf

² UNESCO. *Global Action Plan for the International Decade of Indigenous Languages*. UNESCO, 2021, Paris. Available online at: <https://unesdoc.unesco.org/ark:/48223/pf0000379853>

³ See: UNESCO, Christopher Moseley and Alexandre Nicolas. *Atlas of World's Languages in Danger*. UNESCO, 2010, Paris. Available online at: <https://unesdoc.unesco.org/ark:/48223/pf0000187026>

⁴ UNESCO. *UNESCO Policy on Engaging with Indigenous Peoples*. UNESCO, 2018, Paris. Available online at: <https://en.unesco.org/indigenous-peoples/policy>

⁵ <https://idil2022-2032.org/events-activities/aspnet-in-action-engagement-for-the-international-decade-of-indigenous-languages/>

share relevant practices. 211 schools from 39 countries from all around the world replied to the survey.

The purpose of this publication is to inform and provide inspiration for educators for the teaching and learning of Indigenous languages. This document presents the synthesis of the survey responses, highlights compelling examples, and outlines promising approaches for the teaching and learning of Indigenous languages, along with the mainstreaming of Indigenous cultures, histories and knowledges, in schools worldwide. The survey demonstrates a rich array of practices in ASPnet schools for the teaching of Indigenous languages in the classroom, online and beyond. Innovative solutions for Indigenous language learning during activities and events, as well as the more general promotion of Indigenous rights at and through ASPnet schools, will be discussed below.

Overview

The survey demonstrates a wide array of practices for the teaching and learning of Indigenous languages and cultures in schools. Overall, the survey highlighted three major trends:

- Teaching of Indigenous languages in in-person or digital classroom settings
- Teaching of Indigenous languages beyond language courses
- Mainstreaming of Indigenous Peoples' cultures, histories and knowledges, based on a human rights approach

While the teaching of Indigenous languages in classroom settings is often, but not exclusively, the result of national-level policy, the promotion of Indigenous languages beyond the language classroom, notably through events and activities, is frequently school-led. The promotion of Indigenous histories, knowledge systems and rights may occur through national curricula or through local actions and takes place both inside and outside the classroom. The practices found in the survey have great potential for replication in a variety of settings and with a range of resources.

Teaching of Indigenous Languages in In-Person or Digital Classroom Settings

Given the paramount importance of official recognition of Indigenous languages, Activity 1.1 of the Global Action Plan of the International Decade of Indigenous Peoples calls for the “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”.⁶

The ASPnet survey on the teaching of Indigenous languages demonstrates how national, regional and local governments have incorporated Indigenous language learning into official curricula. In areas with sizable Indigenous populations, the learning of Indigenous languages may be prioritized to ensure the right of these communities to native-language learning. Governments may also consider Indigenous languages as part of the local, regional and/or national cultural heritage and provide that all students learn Indigenous languages as a result. More data is needed on the number of schools teaching Indigenous languages worldwide as well as on the modalities through which this takes place.

Governments can provide stronger support in incorporating Indigenous languages into school curricula

The government of Aotearoa New Zealand, for example, has committed to expanding and deepening the teaching of Māori in the national education system. The key aims are to increase the number of Māori language learners, to support Māori speakers' and learners' academic success, to ensure the continuity and preservation of the language

⁶ UNESCO. *Global Action Plan for the International Decade of Indigenous Languages*, p. 13.

by enhancing its use amongst the younger generations, and to fully integrate Māori into the national identity. The government has therefore committed to expanding the number of Māori Language in Education teachers and providing further teacher training in this field. Moreover, the Ministry of Education supports an integrative approach that goes beyond language learning to “incorporate Māori language, identity and culture into all practices”.⁷

The Rosebank School in Auckland, Aotearoa New Zealand shares these commitments. The ASPnet member offers bilingual programs in Māori and Samoan and incorporates Indigenous knowledges into its curriculum and school culture. Shelby Kiwikiwi, team leader of the Te Reo Māori unit at the Rosebank School and member of ASPnet's Indigenous Advisory Committee for the International Decade of Indigenous Languages, notes that the Māori bilingual programme not only offers robust language learning through a 50-50 partage between English and Māori, but also seeks to integrate Māori knowledge and practices into daily rituals such as the opening and closing of the school day as well as into subject courses such as mathematics. Ms. Kiwikiwi notes:

The goal is an educational programme that is fully “interwoven with Indigenous knowledge”.

Shelby Kiwikiwi, Rosebank School, Auckland, Aotearoa New Zealand

Official recognition of Indigenous languages and the embedding of Indigenous language learning into national curricula valorizes and normalizes these languages and ensures their continuity, as the key factor in language endangerment is the language's transmission from one generation to the next.⁸ This approach also protects the rights of Indigenous children to enjoy their culture and use their own language, as specified in Article 13 of the United Nations Declaration on the Rights of Indigenous Peoples and Article 30 of the United Nations Convention on the Rights of the Child.⁹ The Global Action Plan for the International Decade of Indigenous Languages strongly supports such measures as powerful means to revitalize and protect Indigenous languages and to safeguard the rights of Indigenous Peoples.

The use of digital technologies can expand the scope of Indigenous language learning

In Finland, a pilot program for digital learning for the Sámi community exists, led by the municipality of Utsjoki together with Finnish Sámi Parliament.

“We offer supplementary Sámi education online 2 hours per week to 6-19 years old Sámi children and youth living outside the Sámi homeland in Finland.”

Hanna Helander, Pilot Project on Distance Education in the Sámi languages

The program is an extracurricular activity funded by the Finnish Ministry of Education and Culture. It complements pre-school, primary, and secondary education and is organized according to students' school schedules.

⁷ Aotearoa New Zealand Ministry of Education. *The Māori Language in Education Strategy*. Aotearoa New Zealand Ministry of Education, 17 January 2022, <https://www.education.govt.nz/our-work/overall-strategies-and-policies/tau-mai-te-reo/tau-mai-te-reo-the-maori-language-in-education-strategy-english/>

⁸ UNESCO, Christopher Moseley and Alexandre Nicolas. *Atlas of World's Languages in Danger*, p. 13-14.

⁹ United Nations, *United Nations Declaration on the Rights of Indigenous Peoples*.

United Nations. *United Nations Convention on the Rights of the Child*. United Nations, 1989, New York. Available online at: <https://www.ohchr.org/en/instruments-mechanisms/instruments/convention-rights-child>.

Although the recent history of globalization has furthered processes of cultural homogenization and contributed to the marginalization of Indigenous languages, it has also given rise to new tools to preserve linguistic diversity. For example, the use of online learning to maintain and expand Indigenous language communities could be a powerful force for the preservation of these languages and cultures in the future. Output No.3 of the Global Action Plan of the International Decade of Indigenous Languages therefore advocates for “favourable conditions [to be] established for digital empowerment, freedom of expression, media development, access to information and language technology, alongside artistic creation in Indigenous languages”.¹⁰

Indigenous languages can be taught outside of a traditional school-age classroom setting

In São Paulo, Brazil, the Exatus Colégio e Vestibulares Eireli offers a free extracurricular course open to the community to learn the Okinawan language. An indigenous language of Japan, Okinawan is present in Brazil as the result of historic immigration patterns dating back to the early twentieth century. Spoken primarily by elderly citizens whose families emigrated from Okinawa, the language is increasingly imperiled in Brazil. However, the school is engaged in a wide range of activities to revitalize the language such as:

- Offering language courses to community members of all ages
- Providing a meeting place for those of Okinawan heritage to discuss and support the culture
- Researching, collecting, publishing and translating material concerning the Okinawan language and culture
- Teaching of traditional Okinawan dance, music and art classes

“Uchinaaguchi (Okinawan language) was included as an extension project in 2008. It’s a free extracurricular course open to the community.”

Gisele Cristina Gonçalves de Oliveira, Exatus Colégio e Vestibulares Eireli, São Paulo, Brazil

The school is exemplary in its multifunctionality, serving as a community center, research center, cultural center and classroom for community members of all ages.



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¹⁰ UNESCO. *Global Action Plan for the International Decade of Indigenous Languages*, p. 14.

The Teaching of Indigenous Languages Beyond Language Courses

ASPnet schools have also found ways to teach Indigenous languages beyond the framework of language courses. Particularly in areas without a sizable Indigenous populations or lacking resources to offer regular courses in Indigenous languages, the celebration of national or international days, weeks or decades as well as cultural events, projects and activities have been opportunities to support and promote indigenous languages.

Celebration of international days, weeks and decades as a catalyst for teaching Indigenous languages

The Sistema Educativo San Isidro Labrador in Costa Rica, for example, celebrates the International Day of the World's Indigenous Peoples and uses the occasion to teach students words in Bribri. Students research the Indigenous peoples of Costa Rica and put cards with words in Spanish and Bribri around the school.

“We celebrate on various occasions the International Day of [the World’s] Indigenous Peoples, where the students research the Indigenous peoples who live in the country and create cards with interesting words in the Bribri language.”

Ana Lorena Solís Vargas, Sistema Educativo San Isidro Labrador, Costa Rica



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Similarly, the Obay Ibn Ka'ab primary school in Kassala, Sudan plans a language exhibition in honor of the International Decade of Indigenous Languages involving images and words written in local languages. Images will include local places and objects from the students' everyday lives and be labelled in the students' indigenous languages.

The practice of creating language cards with images, seen in these two examples from Costa Rica and Sudan, is easily transferable to other school settings.

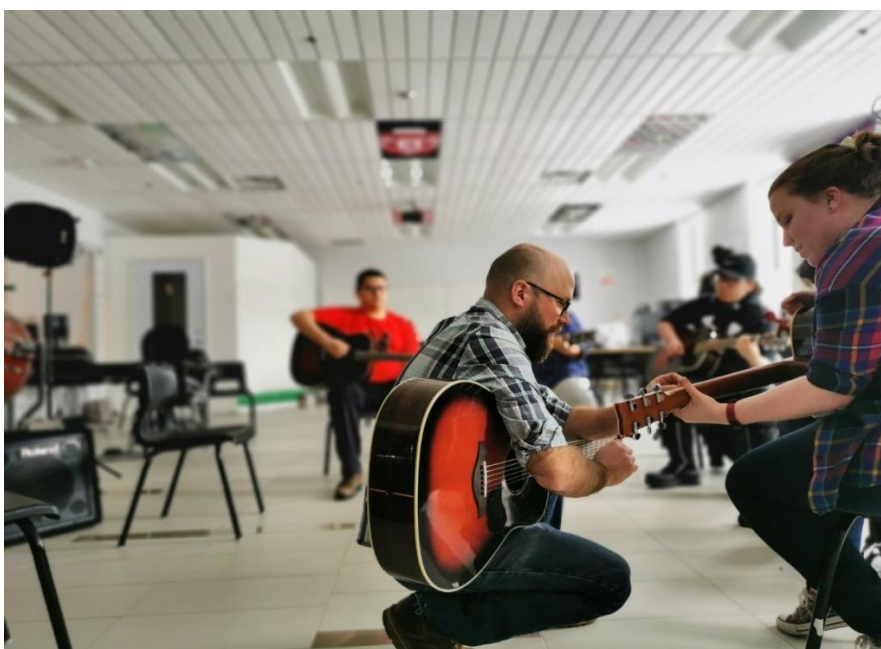
Promotion of Indigenous language learning through the use of the arts, in particular music

St Anne's Anglican Primary B, in Ashtown, Ghana, for example, hosted a cultural festival where students learned songs in local languages and dressed in traditional regalia. In this case, music acts as a means to celebrate Indigenous languages and to share cultural knowledge.

The Allison Bernard Memorial High School in Eskasoni First Nation, Nova Scotia, Canada, has used music as a way to celebrate the Indigenous Mi'kmaq language, culture and traditions. Students work with their music teacher to write, compose, perform and record original songs in various genres, including rock, pop and rap. The school most recently worked on a reconciliation music video project including French, English, Gaelic and the Mi'kmaq language, all languages spoken on Unama'ki, (Cape Breton Island) where the school is located. Moreover, the school has its own YouTube channel to share these music videos, enabling awareness-raising at a global level. The students therefore have the opportunity to both engage with, share and celebrate their cultural identity and to gain valuable digital and creative skills.

“I incorporate the Mi'kmaq language into my teaching as much as possible because there is nothing that is more authentic or culturally important to my students as Mi'kmaq youth...In my classroom, music, and, to a lesser degree, film, are the mediums in which I bring my students together to create socially and culturally relevant artworks.”

Carter Chiasson, Allison Bernard Memorial High School, Eskasoni First Nation, Nova Scotia, Canada



© UNESCO/Nick Godsoe

Music represents a particularly powerful vehicle for the promotion of Indigenous languages and cultures as it:

- Provides a means of learning Indigenous languages even if this is not incorporated into the curriculum
- Is an activity that is enjoyable for all ages
- Cultivates a feeling of unity
- Allows young people to express themselves in varied ways
- Serves as a means to engage with Indigenous issues in a format that is readily accessible
- Can be shared widely through digital channels and supports the development of digital skills

Schools can draw from these examples in Canada and Ghana to devise locally relevant ways of using music to transmit Indigenous languages and cultures. These activities can both harness and drive forward digital empowerment.

Mainstreaming of Indigenous Peoples' Cultures, Histories and Knowledges in ASPnet Schools

ASPnet schools also work to deepen understanding of Indigenous peoples' cultures, histories and knowledge systems more generally. Activity 1.2 of the Global Action Plan for the International Decade of Indigenous Languages supports the mainstreaming of Indigenous Peoples' cultures, histories and knowledge systems in education.¹¹ This is in line with human rights conventions such as the United Nations Declaration on the Rights of Indigenous Peoples as well as the Universal Declaration of Human Rights. Article 26 of the Universal Declaration of Human Rights notably asserts that education "shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms; [...] shall promote understanding, tolerance and friendship among all nations, racial or religious groups; and shall further the activities of the United Nations for the maintenance of peace".¹² ASPnet's survey shows that numerous schools in the network carry out activities to raise awareness of Indigenous cultures, histories and knowledge systems and in this valorize and promote Indigenous languages. These activities may be carried out through direct collaboration with Indigenous community members, furthering inter-cultural understanding.

Incorporation of Indigenous cultures, histories and knowledges into subject courses such as Science, Social Studies, History or Art

At Breidablikk Ungdomsskole secondary school in Sandefjord, Norway students learn about Sámi culture and history in a range of disciplines. They carry out history projects about past assimilation of the Sámi community into the majority Norwegian culture. Students also watch films and read Sámi literature. In Art class, students do projects where they study traditional Sámi crafts and create their own objects. Thus, although the school does not have a sizable Sámi community and does not teach the language, learning about the Indigenous community is incorporated into History and Arts courses. This can serve as a model for other schools in similar contexts.

Havergal College in Toronto, Canada presents another model for the study of Indigenous cultures across academic disciplines. The school has adopted a whole-school approach to incorporate Indigenous cultures and knowledges and engaged an Indigenous Educational Consultant to audit the curriculum, educate and train faculty and support the planning of student activities. This has allowed them to integrate Indigenous ways of knowing into their primary and secondary school classrooms. An Indigenous Education Consultant joined Havergal College students and educators for a week of conversation and community in programmes ranging from Grade 7 to Grade 12 including Social Studies,

¹¹ UNESCO. *Global Action Plan for the International Decade of Indigenous Languages*, p. 13.

¹² United Nations, *United Nations Universal Declaration of Human Rights*.

Economics and the Global Learning and Leading Diploma Program. One teacher commented on the powerful impact that the week had:

“In Economics, complex ideas about currency, trade, wealth and property rights are put into the context of big questions, such as ‘who owns the land’ and ‘how we manage its resources’. It was enriching for students to contextualize competing views of resource extraction and concepts such as specialization with economic models set out in the curriculum.”

Denise Hartford, Havergal College, Toronto, Canada



© UNESCO/Havergal College

Havergal College faculty and departments will continue to work with the Indigenous Education Consultant on a weekly basis to help develop meaningful partnerships and mutual understanding between Indigenous and non-Indigenous communities. Havergal College’s practice of revisiting the foundations of various academic disciplines through engagement with an Indigenous consultant is a compelling example for other schools. The partnership has allowed students and faculty to gain a deeper understanding of Indigenous societies and to question processes of knowledge-making.

Raising the visibility of Indigenous peoples in schools through the commemoration of national and international days and the creation of cultural festivals

The Lincoln School in Heredia, Costa Rica marked Indigenous Peoples Day by organizing a gathering with Indigenous children from the Talamanca region of the country to share their culture and teach the school’s students making Indigenous crafts. For schools that may not have sizable Indigenous populations but are located in proximity to Indigenous communities, this model of bringing children together for a hands-on, fun learning experience represents a promising means of enhancing intercultural understanding and disseminating knowledge about Indigenous cultures.

The Narok West Technical Training Institute in Kenya organizes special days to celebrate Indigenous cultures:

“We organize cultural days where students share and showcase their different cultures, food and practices. In the next cultural day, we plan to invite the local Maasai community to participate.”

David Maru, Narok West Technical Training Institute, Kenya

The organization of cultural festivals has been a key tool for the promotion of Indigenous cultures at the school. The teaching of Indigenous languages is largely informal; staff and students learn different indigenous languages from each other outside the formal training system. However, the Institute offers a tourism management course involving the study of the Maasai terms used commonly by the locals in and around the Maasai Mara Game reserve and conservancies. The Institute also organizes tree planting and conservation work alongside these cultural days.

For the International Decade of Indigenous Languages, the Institute plans another cultural day with the participation of the local community, including storytelling, traditional dances and the showcasing of local foods. This model of using cultural festivals to celebrate Indigenous cultures can be seen in numerous ASPnet schools.

National and international days and cultural festivals are valuable opportunities to celebrate Indigenous cultures, to foster cooperation and intercultural understanding between Indigenous and non-Indigenous communities, and to create an awareness of the larger issues at stake regarding the status of Indigenous communities.

ASPnet schools have implemented a range of special projects to mainstream Indigenous cultures, histories and knowledges

The École francophone d’Airdrie in Canada, for example, organized a UNESCO event to which they invited Blackfoot Nation/Siksika dancers. They also invited Siksika artist James Brittain to lead a collaborative art project. The students had the opportunity to create a superb painting together with Brittain and to engage in conversations on Siksika traditions and reconciliation with Indigenous communities.

The Colégio Guilherme Dumont Villares in São Paulo, Brazil has developed projects to raise awareness about the disappearance of Indigenous languages. The school emphasizes project-based learning for all students from early primary to the end of secondary school and encourages teachers to engage students in projects both inside and outside the classroom, particularly on themes related to sustainable development and cultural diversity. The school recently completed a new project related to Indigenous languages:

“This semester we concluded a wonderful project whose approach defends the right to maintain Indigenous culture: ‘Ideas to Postpone the End of the World’.”

Eliana Baptista Pereira Aun, Colégio Guilherme Dumont Villares, São Paulo, Brazil

The school plans further projects in the future to foster dialogue with Indigenous peoples and to improve their students’ understanding of Indigenous cultures and the right to maintain Indigenous languages as an essential component of a people’s identity.

Projects that provide experiential learning and/or encourage student research about Indigenous cultures, histories and knowledges also represent a valuable option for all schools and can be implemented in a range of settings.

Suggestions for the Teaching and Learning of Indigenous Languages

ASPnet schools carry out a wide range of inspiring practices that serve to support Indigenous language education. These can be implemented in a variety of contexts.

The survey results suggest a variety of modalities and activities to promote indigenous languages and cultures in schools:

| Promising Practices | Details |
|--|--|
| In-classroom Language Learning | Offer language classes for primary, secondary, or tertiary educational cycles or the wider community |
| In-classroom Subject Area Learning | Incorporate Indigenous ways of knowing into subject courses such as Science, Mathematics, History, Literature, Art, or Economics |
| Online Learning | Offer language and/or cultural classes during or outside of class time for primary, secondary, or tertiary educational cycles or wider community |
| Celebration of National or International Days | Honor national days such as Canada’s Orange Shirt Day or international days such as the International Day of the World’s Indigenous Peoples |
| Cultural Festivals | Hold a cultural festival featuring Indigenous dance, music, food, dress, art, and/or crafts. Invite Indigenous community members to participate. |
| School Projects | Carry out class- or school-wide projects concerning Indigenous languages, cultures, history and/or knowledge |
| Music | Teach songs in Indigenous languages, write original songs about Indigenous concerns and/or cultures, create music videos |
| Language Cards | Post language cards around the school with words in Indigenous languages. Indigenous place names could also be indicated and used. |

Furthering the Sustainable Development Goals (SDGs)

The teaching of Indigenous languages and cultures furthers the 2015-2030 Sustainable Development Goals.

Not only is the teaching of Indigenous languages a fundamental human right for Indigenous Peoples, it also supports Agenda 2030 and the United Nations Sustainable Development Goals for 2015-2030. Indigenous languages, worldviews, ways of knowing and teaching help:

- ensure quality and inclusive education,
- reduce inequalities and
- foster a culture of peace.

The promising practices outlined in this document contribute to Target 4.7, in particular the “promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development”.¹³

The teaching of Indigenous languages allows Indigenous communities to pass their native languages - with the valuable cultural knowledge that they hold - to future generations. Linguistic rights are set out in numerous international conventions, such as the United Nations Convention on the Rights of the Child and the UNESCO Convention against Discrimination in Education, and they are essential to uphold. Government support for the teaching of Indigenous languages can be a key element in this process.

Moreover, the teaching of Indigenous languages to non-Indigenous communities, alongside efforts towards a deeper understanding of Indigenous worldviews, fosters intercultural understanding, an appreciation of cultural diversity and a culture of peace and non-violence. Language learning, cultural education, the celebration of national and international days, cultural festivals, related school projects and the use of media, such as music or language cards, can all be used by non-Indigenous communities to promote deeper understanding of Indigenous languages, cultures, histories and knowledges. Many of the examples above also show how such initiatives can bring together Indigenous and non-Indigenous communities, promoting dialogue and stronger relationships between those involved.

As a unique network of schools from around the world dedicated to the Sustainable Development Goals, ASPnet serves as a laboratory of ideas and a driver of change within the field of education. The ASPnet Global Survey on Indigenous language education was able to capture local school projects and initiatives in link with the Decade of Indigenous Languages. This publication aims to encourage the preservation, revitalization and promotion of Indigenous languages and cultures for the years 2022-2032 and beyond. The report also aims to contribute to Activity 1.2 of the Global Action Plan for the International Decade of Indigenous Languages, the “improvement of Indigenous and multilingual education competencies and the development of professional standards and skills among teachers, educators and language specialists”.¹⁴

By sharing promising practices, it is hoped that schools can be further empowered to implement classes, activities, festivals, days and/or projects that promote Indigenous languages, cultures and rights and demonstrate their vital importance to all communities. Educational institutions, in ASPnet and beyond, can benefit from these relevant practices and be inspired to implement those and develop further activities in their local context going forward.

¹³ United Nations. *United Nations Sustainable Development Goals*. United Nations, 2015, New York. Available online at: <https://sdgs.un.org/goals>

¹⁴ UNESCO. *Global Action Plan for the International Decade of Indigenous Languages*, p. 13.



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Inspiring practices from the UNESCO Associated Schools Network

“Teaching and learning indigenous languages: Inspiring practices from the UNESCO Associated Schools Network” presents the synthesis of the UNESCO Associated Schools Network’s (ASPnet) global survey on the teaching and learning of Indigenous languages in the network’s schools. It highlights compelling examples and outlines promising approaches for the teaching and learning of Indigenous languages, along with the mainstreaming of Indigenous cultures, histories and knowledges, in schools worldwide. Its aim is to inform and provide inspiration for educators for the teaching and learning of Indigenous languages.

The period 2022-2032 has been proclaimed the International Decade of Indigenous Languages by the United Nations General Assembly (Resolution A/RES/4/135). Education can play a key role in preserving, revitalizing and promoting Indigenous languages, along with the worldviews, memories and traditional knowledges that they hold.

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