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University Chair



The Roles of Indigenous Knowledge in Education for Sustainable Development

Hanns Seidel Foundation/RCE Hangzhou and Zhejiang University Global Engagement Series

23 November 2022




CHARLES HOPKINS, UNESCO CHAIR
KATRIN KOHL, IAU 5 SDG 4 FOCAL POINT

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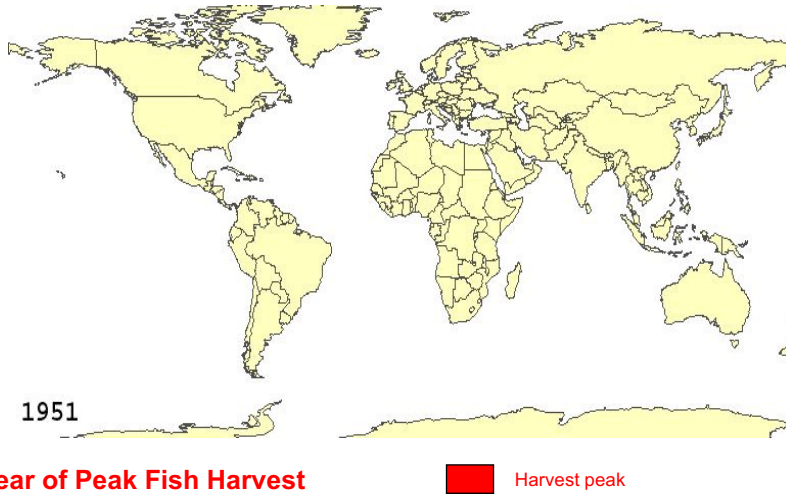
Let's start...

Any questions or comments left from last week's lecture?

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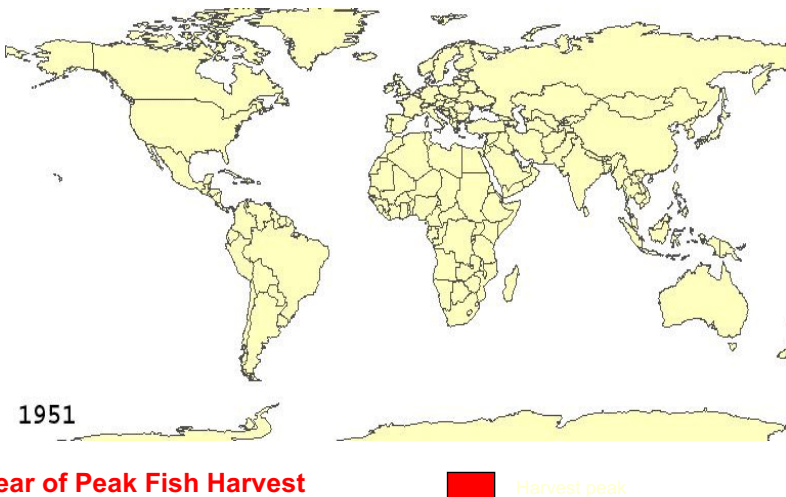
What have we done... to fish on our planet?



Source: Millennium Ecosystem Assessment and Sea Around Us project

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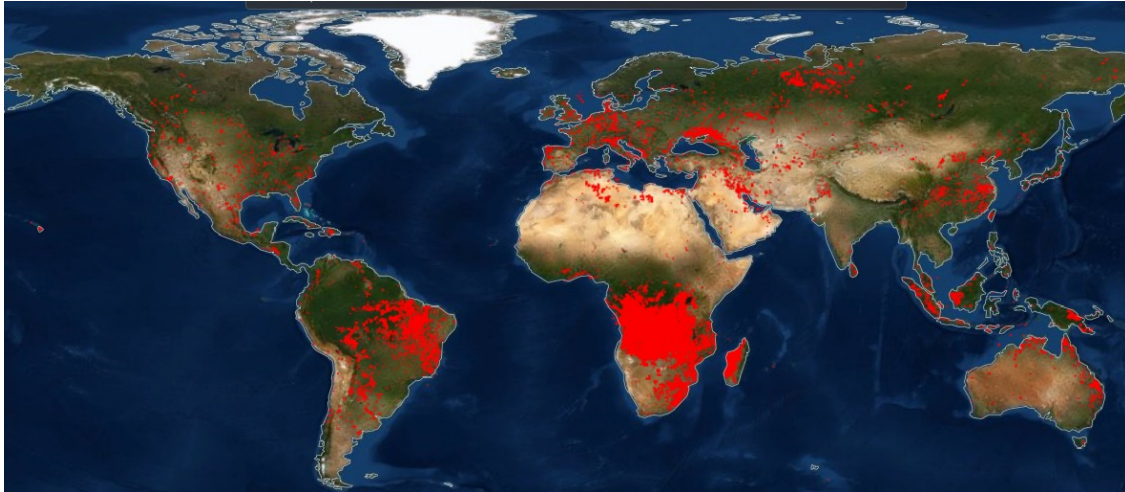
What have we done...?



Source: Millennium Ecosystem Assessment and Sea Around Us project

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What have we done... to our forests?



Credit: NASA Active Fire Map 2022

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The global challenge

How can we collaboratively create social and economic systems that ensures both:

- current humanity's ability to thrive equitably and
- the earth's resilience and capacity to support future generations?



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Credit: C. Hopkins

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A question to you...1

What is Indigenous, TEK, or traditional knowledge and what might be its value?

TEK = Traditional Ecological Knowledge

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Indigenous Peoples and traditional knowledge in the SDGs



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A question to you...2

What responsibilities do we have when we receive
Traditional Ecological Knowledge?

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The United Nation's purpose



Credit: Flag of the United Nations, www.un.org




Credit: Mathias P.R. Reding on Unsplash

Established in 1945, the United Nations is an **intergovernmental organization** aiming to maintain **international peace and security**, develop friendly relations among nations, achieve international cooperation, and be a centre for harmonizing the actions of nations.


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United Nations Permanent Forum
on Indigenous Issues



The United Nations Permanent Forum on Indigenous Issues (UNPFII)

- UN high-level advisory body
- Expert advice and recommendations on Indigenous issues to ECOSOC and UN agencies/programmes
- Promotion and implementation of the UN Declaration on the Rights of Indigenous Peoples
- Awareness for and integration of Indigenous issues within UN system
- Information on Indigenous issues

(UNPFII functions, roles)


NEW 2022-2032

International Decade of Indigenous Languages

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United Nations Permanent Forum
on Indigenous Issues



The United Nations Permanent Forum on Indigenous Issues (UNPFII)



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**OUR
COMMON
FUTURE**

THE WORLD COMMISSION
ON ENVIRONMENT
AND DEVELOPMENT

Sustainable Development: the current solution

"Sustainable development is development that meets the needs of the present, without compromising the ability of future generations to meet their own needs."

(United Nations Brundtland Commission, 1987)

Enough, for all, forever.

(African Elder, 2002)

Well-being, for all, forever.

(Hopkins, 2006)

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The Global Education 2030 Agenda

By 2030 all learners will have...

- 4.1 Complete free quality primary and secondary school
- 4.2 Access to early childhood education and care
- 4.3 **Equal and affordable quality technical, vocational, tertiary education**
- 4.4 Skills for employment and entrepreneurship
- 4.5 **Eliminate gender disparities, equal access for vulnerable groups**
- 4.6 Ensure youth and adults have numeracy & literacy
- 4.7 **Knowledge and skills for sustainable development**



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QUALITY EDUCATION

Credit: United Nations

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The Global Education 2030 Agenda

Global goal SDG 4
Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all


SDG target 4.5
By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training **for the vulnerable**, including persons with disabilities, **indigenous peoples**, and children in vulnerable situations.

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UNESCO and Indigenous Peoples




UNESCO's Local and Indigenous Knowledge Systems programme (**LINKS**) is active in the following fields:

- biodiversity
- climate change assessment and adaptation
- natural disaster preparedness and
- sustainable development.

UNESCO-LINKS strengthens Indigenous communities, helps to provide an equal voice with scientists and policy-makers.

NEW: Documenting Traditional Knowledge, a Toolkit.
Available here: <https://tind.wipo.int/record/29026>

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Changing minds, not the climate.

Co-Chair Conclusions from COP 26

Learn for our planet, Act for the climate.

Recalling Article 6 of the UNFCCC and Article 12 of the Paris Agreement, we welcome the adoption of the **Berlin Declaration on Education for Sustainable Development** as well as the Catania Declaration of G20 Ministers of Education that emphasize the importance of education to address the climate crisis and promote sustainability and the new COP26 work programme on Action for Climate Empowerment.

Source: <https://ukcop26.org/co-chairs-conclusions-of-education-and-environment-ministers-summit-at-cop26>



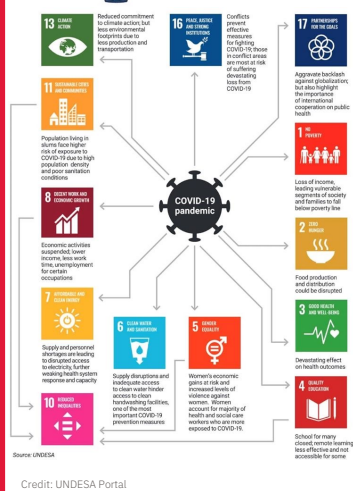
UN CLIMATE CHANGE CONFERENCE UK 2021

IN PARTNERSHIP WITH ITALY



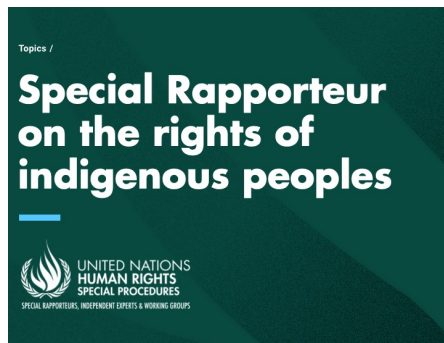
COP27
SHARM EL-SHEIKH
EGYPT 2022

UNESCO and Climate Action



Credit: UNDESA Portal

The impact of the pandemic



2021 Covid-19 Recovery and Indigenous Peoples' Rights

by Francisco Cali Tzay

A question to you...3

What are examples of Indigenous knowledge in China/Asia?

The #IndigenousESD Research within the Global Education 2030 Agenda

Global Goal SDG 4

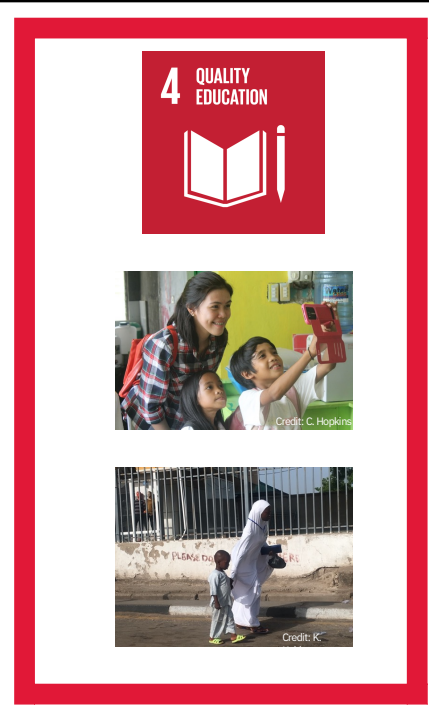
Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

Research focus on

- SDG target 4.5 eliminate gender disparities in education and ensure equal access to all levels of education and TVET for the vulnerable, including (...) **Indigenous peoples**, and children in vulnerable situations
- SDG target 4.7 knowledge and skills to promote **sustainable development through ESD and GCED**

Today, amongst Indigenous students, in many countries we face:

- Separation of learning from life, negative school experiences,
- Low graduation rates,
- Exclusion from access to quality education, etc.





Credit: City of Greater Sudbury

#IndigenousESD initiatives

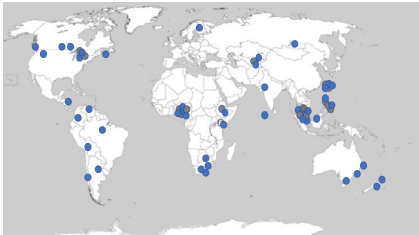
1. Exploring the various perspectives on **quality education** in a **stakeholder dialogue**.
2. Collecting examples of “**Good Practice using ESD**” in delivering quality education for Indigenous youth.
3. Performing **action research** in exploring **ESD approaches** to improve the overall quality of education for Indigenous youth using the research findings.

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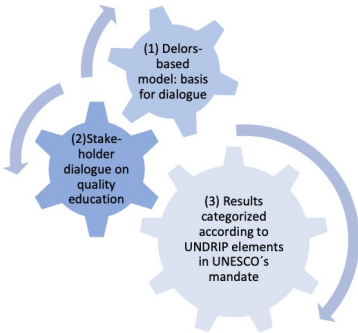
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#IndigenousESD methodology

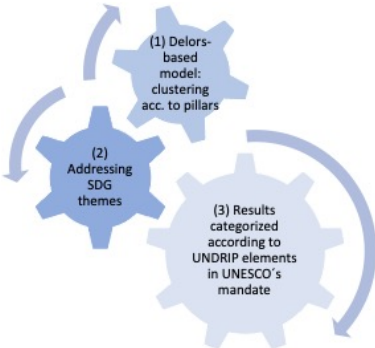


Quality education dialogue


To know – to do – to be – to live together



Good practices using ESD

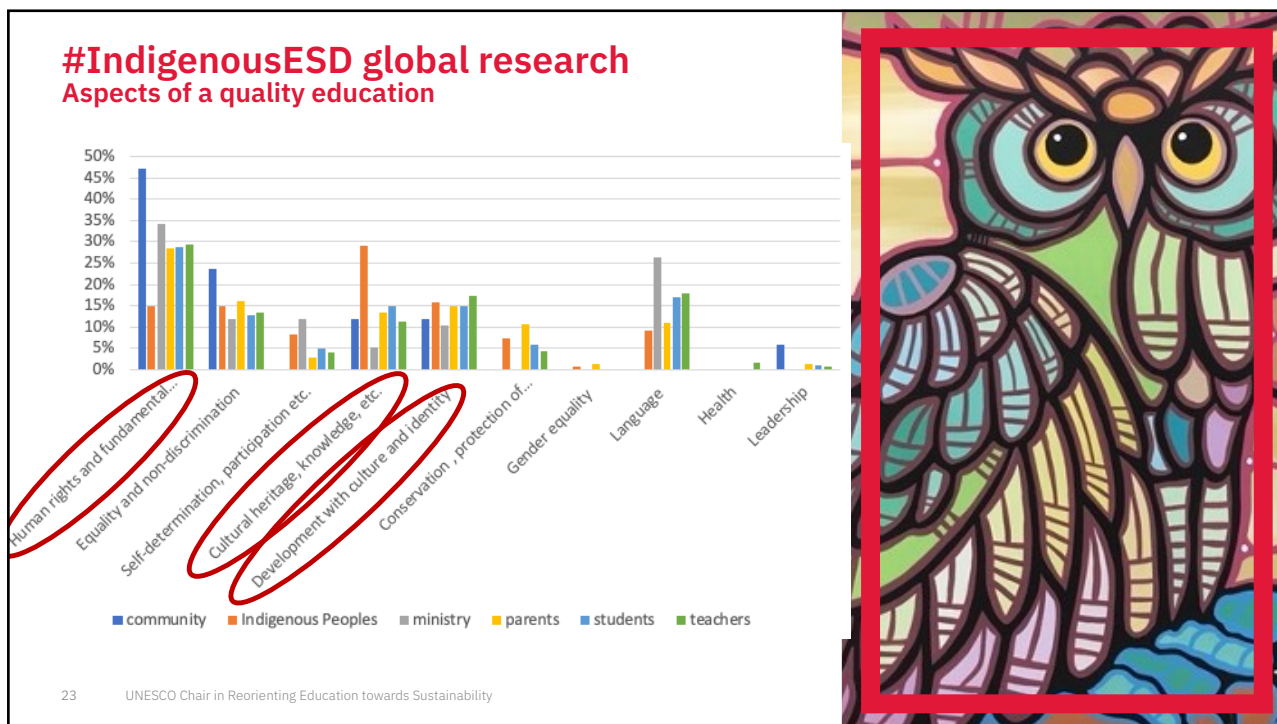


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Frame for findings to mainstream Indigenous knowledge (2019)

UNESCO POLICY ON ENGAGING WITH INDIGENOUS PEOPLES

Areas of engagement (based on UNDRIP)

- Human rights and freedoms, health;
- Equality and non-discrimination;
- Self-determination, participation, leadership;
- Cultural heritage, languages;
- Development with culture and identity;
- Environment;
- Gender equality.

Findings arranged in the following clusters:

- Programme coordination and curriculum
- Information sharing and learning
- Resource mobilization, networks
- Planning, Monitoring and Reporting

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Key findings to mainstream Indigenous knowledge (2020)



1. **Teach twenty-first century** competencies in locally relevant and culturally aligned contexts;
2. Systematically strengthen **technical and vocational training** on all levels of education;
3. Include Indigenous **Elders and the local community** in the learning process;
4. Intensify engagement of Indigenous students in **youth-appropriate** settings;
5. Communicate on **online platforms** with other students, schools and communities that will develop media literacy and provide joint learning for all learners;
6. **Engage teacher education** institutions to work closely with local Indigenous communities in addressing locally relevant sustainability issues;
7. Address **teaching certification** to allow Indigenous knowledge keepers to teach Indigenous perspectives;
8. Provide information on and foster access to **(inter)national school networks** and other **education networks**;
9. Strengthen **cooperation of ministries of education** with Indigenous Elders and with other key stakeholders; and
10. Ensure **participation** of stakeholders in **education management**.

48th Session of the Human Rights Council (October 2021)

#IndigenousESD was referenced 5 times in the report of the Special Rapporteur of Indigenous Rights in 2021



- **Ensure that COVID-19 recovery measures address the long-term needs and financial impact of the pandemic on indigenous peoples in terms of education, employment, housing, health and other social services...**

A question to you...4

Taking into account both lectures: what are your hopes for the future?

Stories matter, we must learn to listen



Thank you

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