



**International Convention on
the Elimination of All Forms
of Racial Discrimination**

Distr.: General
27 March 2019
English
Original: Spanish
English, French and Spanish only

Committee on the Elimination of Racial Discrimination

Ninety-eighth session

23 April–10 May 2019

Item 7 of the provisional agenda

Follow-up procedure

**Concluding observations on the combined nineteenth to
twenty-second periodic reports of Costa Rica***

Addendum

**Information received from Costa Rica on follow-up to the concluding
observations**

[Date received: 31 July 2018]

* The present document is being issued without formal editing.



I. General aspects

A. Introduction

1. At its eighty-seventh session, the Committee on the Elimination of Racial Discrimination considered the nineteenth to twenty-second periodic reports of Costa Rica (CERD/C/CRI/19-22) and issued its concluding observations (CERD/C/CRI/CO/19-22) on 25 September 2015. The Committee requested the State party to provide information, within one year of the adoption of the concluding observations, on its follow-up to the recommendations contained in paragraphs 14, 16 and 24 on the implementation of the Convention. Owing to the State's desire to report on major progress achieved in relation to these recommendations, it was not possible to submit the report on the date originally scheduled (25 September 2016).

2. Costa Rica is currently updating the common core document and is engaged in a continuous process of drafting reports for the treaty bodies, within the framework of the work of the Inter-Agency Commission for the Monitoring and Implementation of International Human Rights Obligations.

B. Methodology

3. The responses to the recommendations are the result of work that the Inter-Agency Commission for the Monitoring and Implementation of International Human Rights Obligations, a permanent advisory body of the executive branch, carried out at two workshops on the National Policy for a Society Free from Racism, Racial Discrimination and Xenophobia.

4. Remarks and comments on the present document were requested from civil society organizations, associations and representatives (including the Standing Committee for Civil Society Consultations) prior to its submission to the Committee.

C. General remarks prior to addressing the specific recommendations

5. Costa Rica draws attention to the fact that, through the work of the Inter-Agency Commission and the evaluation of the National Policy for a Society Free from Racism, Racial Discrimination and Xenophobia, awareness has been raised among government institutions of the need to tailor policies and actions to the circumstances facing indigenous persons and persons of African descent.

6. Although government institutions have not yet designed broad policies with specific focuses on these population groups, considerable and varied efforts are being made, specialized bodies have been set up and programmes benefiting mainly indigenous communities and persons of African descent have been implemented.

7. At the outset, the Government wishes to state that its institutions are already working beyond the recommendations discussed in the present follow-up report.

II. Specific recommendations made by the Committee

A. Paragraph 14

8. The fight against racial discrimination and the promotion of the rights of persons of African descent and indigenous peoples are currently high up on the agenda of the Legislative Assembly's Special Committee on Human Rights.

9. Between the date when the Committee issued its concluding observations and November 2017, the Legislative Assembly adopted the following laws:

(1) Act No. 9305, a reform of Article 1 of the Constitution establishing the multi-ethnic and multicultural character of Costa Rica. Since 24 August 2015, the Constitution of Costa Rica has read:

“Article 1: Costa Rica is a democratic, free, independent, multi-ethnic and multicultural Republic.”

This demonstrates the commitment of the Costa Rican people to constructing a diverse society that strives for equality in terms of the treatment of individuals, access to opportunities and participation in social and public life without distinction as to language, religion, culture, ethnicity or race.

(2) Reforms of articles 2 and 9 of National Planning Act No. 5525, which now read as follows:

“Article 9: The Ministry of Planning and Economic Policy shall be responsible for ensuring that public investment programmes (...) are compatible with the estimates and priorities set out in the National Development Plan, and take into account the differences and needs of a multi-ethnic and multicultural society.

Article 2: In order to achieve its objectives, the National Planning System shall perform the following functions:

(...)

(f) Draft multi-ethnic and multicultural policy proposals and plans that cut across the work of the National Planning System in order to promote ethnic equality, and provide for the systematic evaluation of their implementation (added by article 3 of Act No. 9456 of 6 June 2017);

(g) Participate in the development of programmes designed to preserve and strengthen the minority languages in Costa Rica (added by article 3 of Act No. 9456 of 6 June 2017).”

(3) Reform of articles 1 and 2 of the Education Act No. 2160, which now read as follows:

“Article 1: Every inhabitant of the Republic has the right to education and the State has an obligation to provide the broadest and most complete education possible, for which it must stimulate and foster among students an appreciation for both the exercise of human rights and the linguistic, multi-ethnic and multicultural diversity of our country (added by article 2 of Act No. 9456 of 6 June 2017);

Article 2: The aims of Costa Rican education are as follows:

(...)

(f) To train citizens in the love of their multi-ethnic and multicultural homeland, to be aware of their fundamental duties, rights and freedoms, and to have a deep sense of responsibility and respect for human dignity without discrimination of any kind (added by article 4 of Act No. 9456 of 6 June 2017).”

(4) Act No. 9358 ratifying the Inter-American Convention against Racism, Racial Discrimination and Related Forms of Intolerance to ensure the enjoyment or exercise of rights and fundamental freedoms of persons or groups that are subject to racism, racial discrimination, and related forms of intolerance with the aim of promoting equitable conditions for equal opportunity, inclusion and progress for such persons or groups.

On 18 August 2016, the Inter-American Commission on Human Rights issued a press release in which it welcomed the news that, on 5 August 2016, Costa Rica had become the first country to ratify the Inter-American Convention against Racism, Racial Discrimination and Related Forms of Intolerance and congratulated the State on its decisive contribution to bringing that instrument into force.

(5) Act No. 9394 ratifying the Inter-American Convention on Protecting the Human Rights of Older Persons, the purpose of which is to promote, protect and ensure the recognition and full enjoyment and exercise, on an equal basis, of all human rights and fundamental freedoms of older persons, including indigenous persons and persons of African descent, in order to contribute to their full inclusion, integration and participation in society.

(6) Act No. 9405 approving the Paris Agreement, which aims to strengthen the global response to the threat of climate change, in the context of sustainable development and efforts to eradicate poverty, and calls on States to respect the rights of indigenous peoples.

10. The Legislative Assembly's Special Committee on Human Rights is working on bills on the prevention, elimination and punishment of racism and all forms of discrimination (No. 19288), the assessment of the human rights situation of persons of African descent (No. 19299) and the assessment of the human rights situation of indigenous people in Costa Rica (No. 19364).

B. Paragraph 16

11. With respect to education, the State has been taking measures and implementing programmes to raise awareness of the cultural practices of indigenous persons and persons of African descent.

1. Indigenous population

12. Through its annual operational plans and the National Development Plan, and in order to meet its indigenous education targets and enact the legislation protecting these communities, the State promotes the preservation and strengthening of the world views and cosmogonies held by the indigenous cultures present in the 24 indigenous territories.

13. The Ministry of Education carries out a wide range of activities in this area, including:

- University training: completion by 19 teachers of the educational sciences baccalaureate (first and second cycles) with focus on the Cabecar language and culture in the Duchi territory of Turrialba. The training, which is aimed at improving the education given by the teachers to students in their villages, is one of the outcomes of an inter-university cooperation project involving the National University, the State Distance Learning University, the University of Costa Rica and the Ministry of Education's Department of Intercultural Education, which participates via the Liaison Commission, offering an academic option for teacher training from the perspective of specific diversity-related issues (language, world view, health care and sociopolitical organization) and other culturally relevant topics;
- Online training: three courses of 200 hours on the subject of working in indigenous territories were held between 2015 and 2016. Target audience: qualified teachers fulfilling the requirement for a permanent post. The course addressed the subject of the ethnic groups associated with the extinct languages of Matambu, Boruca, Huetar and Terraba. The teachers strengthened their knowledge of the topics covered and learned to apply that knowledge to a particular context in both curricular and extracurricular activities. The topics included: indigenous legislation in Costa Rica, the history of indigenous peoples in Costa Rica, world views, cosmogonies, literature of indigenous peoples, the basics of indigenous education, contextualized educational strategies at integrated units and planning for integrated units;
- Between 2013 and 2016, the Ministry promoted projects designed to address the education needs of migrants arriving in the country from the Ngobe Buglé region. Guidance was given to preschool, first cycle, second cycle and secondary school teachers at public establishments attended by migrants from the Ngobe Buglé region on contextualized methodological strategies, including a documentary produced by the department. This initiative was supported by the International Organization for Migration (IOM);

- In the 24 indigenous territories, guidance is available on making use of the environment, contextualized mediation strategies, methodological strategies with an intercultural approach, educational development strategies, contextualization in curriculum planning and techniques for conducting scientific and technological projects on the basis of ancestral knowledge in indigenous territories;
- Educational texts with a focus on culture have been produced in collaboration with local education workers and community elders, providing contextualized teaching materials as well as support texts;
- In October 2017, a workshop on peoples, indigenous groups and their relationship with the State of Costa Rica was held for teachers and education advisers. A second meeting is expected to take place in 2018;
- Coordination dialogues have been held between the National University and the University of Costa Rica in response to the objectives set out under the indigenous education subsystem, which include the professionalization of teachers of the first and second cycles of basic general education, preschool and secondary school. The universities plan to carry out work in the following areas in 2018.

14. National University:

- Coordinate with local education councils to address the needs of young people who are lagging behind in secondary education (most of whom are found in the indigenous territory managed by the Regional Educational Directorate of Turrialba); support teachers of indigenous languages and cultures in all Regional Educational Directorates, both inside and outside indigenous territories, to develop educational strategies based on ancestral culture;
- Establish an inter-university diploma course (National University, State Distance Learning University and University of Costa Rica) for the continuing professional development of a trainer for teachers of indigenous languages and cultures at the national level;
- Support the production of materials for teaching the Buglere language in the first and second cycles.

15. University of Costa Rica:

- Prepare educational texts in the Bribri language and train teachers of languages and cultures to use them during lessons delivered in that language;
- Work with the faculty of arts to develop a technical course or certification programme for teachers of languages and indigenous cultures on the subject of culturally relevant language education for children;
- Develop indigenous audiovisual materials to be used by teachers in the classroom;
- Review the Bribri and Cabecar language curricula taught in the eight indigenous territories of Sulá.

16. In addition, the following action has already been initiated:

- Life plans (medium-term planning drawn up by the communities themselves) are being developed in the Bribri, Cabecar, Boruca and Ngäbe indigenous territories with a view to implementing indigenous education that is based on ancestral knowledge and values, with the aim of providing high-quality and comprehensive training on academic, administrative and planning subjects for students from these territories, on the basis of the legal rights granted to indigenous peoples living in Costa Rica;
- A new curriculum for the teaching of Boruca as a second language in the first and second cycles has been drafted and will be implemented in 2018;
- A curriculum for the teaching of Ngäbe as a mother tongue in the first and second cycles has been drafted;
- A proposal is being drafted on the teaching of Ngobe Buglé culture at primary schools. The proposal includes topics such as the oral tradition, ceremonial activities and the symbolic elements present in handicrafts and ritual practices;

- Primary school children are being taught about the Cabecar culture of Chirripó. Out of respect for the cultural norms of the Cabecar population of Chirripó, various strands of cultural knowledge and handicrafts are covered in four different years;
- A technical book has been printed and circulated on the linguistic and cultural revival of the Cabecar indigenous people of the town of Ujarrás in Buenos Aires, Puntarenas.

2. Persons of African descent

17. The Ministry of Education's Department of Intercultural Education has been taking steps to foster awareness of the cultural practices of persons of African descent and their contributions to Costa Rican history and culture. Specific actions have included:

- A protocol to be followed in situations of racial discrimination, xenophobia and other forms of discrimination at education centres. The National Commission for Afro-Costa Rican Studies promotes spaces that are free from racial discrimination in the country's education centres; to that end, interest has been shown in establishing a protocol to be applied by education centres in order to prevent and address situations of racial discrimination. With the support of the United Nations Children's Fund, it is hoped that the protocol will be ready by the second half of 2018;
- Training course on education centres free of racial discrimination. Aim: to encourage Ministry of Education officials to recognize racism as a social phenomenon and to raise awareness among them about how to combat it, thereby promoting healthy coexistence in a multi-ethnic and multicultural society. Target audience: classroom teachers, workshop teachers and administrative staff of the Regional Education Directorates of Nicoya, Santa Cruz, Cartago, Turrialba, Los Santos, San José Central, Heredia, Limón, Sulá, Guápiles, Sarapiquí, San José Norte, Desamparados, Pérez Zeledón, Grande de Térraba and Coto. A total of 240 people received training with the support of the Ombudsman's Office, IOM, the University of Costa Rica and the College of Graduates and Teachers of Letters, Philosophy, Science and the Arts;
- Seminar on the influence of constitutional reform on the political sphere of persons of African descent, indigenous groups and migrant populations in Costa Rica and its impact on the education system. Aim: to analyze the impact of constitutional reform on the Costa Rican education system. Target audience: national, professional and administrative advisers from the central offices of the Ministry of Education. A total of 190 officials from the following departments received training: curriculum development, student life, the professional development institute, quality management and evaluation, technological resources, technical education, regional management and development, institutional planning, human resources, educational infrastructure and equipment, the equity program, and the office of the controller of student rights. The seminar was supported by the Organization of Ibero-American States for Education, Science and Culture, IOM, the Ombudsman's Office, the University of Costa Rica and the College of Graduates and Teachers of Letters, Philosophy, Science and the Arts;
- Development of an educational primer on Afro-Costa Rican culture. Aim: to produce educational material on Afro-Costa Rican history and culture to be used by teachers to illustrate to their students the contributions made by the Afro-Costa Rican population to the country's historical development. Target audience: classroom and workshop teachers at the country's education centres, Regional Education Directorates and departments at the central offices of the Ministry of Education. A total of 115,000 officials received training;
- Second meeting of young persons of African descent, under the title "Celebrating Diversity 2017". Coordinated by the student participation department of the Directorate of Student Life, the department for intercultural education of the Curricular Development Directorate and the National Commission for Afro-Costa Rican Studies. It was attended by 71 student leaders from 16 schools in 11 Regional Education Directorates, in addition to 18 teachers and 12 regional advisers and facilitators;

- In 2017, the Ministry of Education declared the “Flowers of the African Diaspora” Festival to be an event of regional and national educational interest (for a period of two years) and incorporated it into the school calendar for 2017. Organized by the Art and Culture for Development Foundation, the Festival is an international public speaking contest that invites young people to share their thoughts on issues concerning people of African descent. National advisers, regional advisers and secondary school principals and teachers were invited to take part and student participation was also encouraged;
- Efforts are being made to finance a national survey on attitudes among students in public schools in Costa Rica towards cultural diversity and towards Afro-Costa Rican and indigenous peoples. As part of its workplan for 2018, the National Commission for Afro-Costa Rican Studies aims to survey 1,200 students on the subject of cultural diversity in Costa Rica, and specifically on their attitudes towards indigenous and Afro-Costa Rican populations. The survey will be designed to produce scientifically rigorous, empirical data that may then be used for the development of public policies and educational programmes addressing issues such as the recognition of cultural diversity, respect for and protection of the identity of the country’s different ethnic groups, and the prevention of different forms of racial and ethnic discrimination;
- In 2016, the office of the Minister of Education carried out a revision of the regulations governing coexistence at school, with the aim of fostering respect for cultural diversity and relieving students of any obligation they might feel to change their phenotypic characteristics.

School texts

18. In 2017, the Ministry of Education’s Curriculum Development Directorate held discussions with 30 publishing houses and universities to present a new curricular policy. The policy had been drafted in accordance with the vision of “Educating for a new citizenship” (Educar para una Nueva Ciudadanía), which is intended to guide the academic content of study plans and curricula. Aim: to bring teaching materials into line with the guidelines issued by the Ministry of Education. Various issues were discussed, including comprehension of the curricula, problems in the use of gender terminology, the use of images and photographs of a sexist, xenophobic and/or racist nature, and spelling mistakes in commercially available educational texts.

19. The Ministry recommended that literary works by authors of African descent should be included in the reading lists put forward by the Higher Council on Education. Aim: to strengthen knowledge of the history and culture of persons of African descent among students enrolled in the Costa Rican education system. Seven books were selected for inclusion. Target audience: students and teachers throughout the country. Eight thousand officials received training.

20. The Ministry does not impose the mandatory use of any textbook or literary work. It is up to each teacher to select texts from the reading list put forward by the Higher Council on Education for each school year. A process of review and analysis of the reading lists proposed for students in the first, second and third cycles of basic general education and diversified education is being promoted, as is the inclusion of literature related to indigenous persons and persons of African descent.

21. The current curricular policy calls for the review and analysis of the (non-mandatory) reading lists for students in the first, second and third cycles of basic general education and diversified education, used since 2005 and ratified by the Higher Council in 2010. The National Advisory Office on Spanish is responsible for conducting the review and drawing up a list of suggested literary works. This list was presented to the Higher Council on 5 July 2017 and approved at the same session. The suggestions included literary works with content relating to indigenous persons and persons of African descent.

Cocorí

22. In response to the Committee's recommendations, the Ministry of Education transferred the book *Cocorí* by Costa Rican author Joaquín Gutiérrez to the reading lists for the third cycle of basic general education (seventh and eighth grades) as it appears appropriate for students at those levels (advanced reading). The Ministry considers that the book should be used as a tool against discrimination, encouraging students to partake in reflection and analysis.

23. The controversy that has surrounded the book is rooted in the fact that it has been used as an example of Caribbean cultures, and the description of the child (in particular) reflects current stereotypes of the black population. The Ministry's opinion is that the book needs to be put back into the context of events in the world in 1940, which is not obvious from the text. In view of the above, the National Commission for Afro-Costa Rican Studies conducted two days of work and awareness-raising with officials from the Curriculum Development Directorate's National Advisory Office on Spanish. On the first day, various issues were analyzed such as the author's biography and philosophy, the social, historical and political context in which the book was written and the situation of persons of African descent in the world and in the province of Limón in 1940. On the second day, a proposal for a systemic analysis of the narrative – taking into account contextual and societal issues – was discussed. The National Advisory Office on Spanish for the third cycle and diversified education will encourage students in the seventh and eighth grades to carry out critical analysis on all texts, whether literary or not. To that end, they are currently drafting a proposal on how to approach literary texts, as part of the new Spanish curriculum, and will also draw up the type of approach which may be applied to any text. Inputs are expected in the first half of 2018.

C. Paragraph 24

24. The Government has developed the General Mechanism for Consultation with Indigenous Peoples to bring its legislation into line with the provisions of the International Labour Organization (ILO) Indigenous and Tribal Peoples Convention (No. 169) and the particular requirements of indigenous peoples.

25. In formalizing the right to consultation, the State has strengthened the structures in place to support the indigenous rights and goals set out in ILO Convention No. 169.

26. The Mechanism has been constructed by means of a participatory and democratic process in which the 24 indigenous territories throughout the country were actively engaged, through participatory and informative workshops that exceeded regular consultation standards.

27. All procedures established in international standards relating to intercultural dialogue appropriate for the circumstances of indigenous peoples have been followed. The United Nations system and the Office of the United Nations High Commissioner for Human Rights, acting as technical advisers, have identified areas for ongoing improvement of the process, which have been duly addressed.

28. Over an 18-month period (between March 2016 and March 2018), 130 workshops of various kinds were held with the representatives and authorities of each indigenous territory. Meetings for indigenous youth were held in San José, given that 50 per cent of the indigenous population live outside their territories and mainly in the Greater Metropolitan Area (students and workers).

29. The process of building the Mechanism has been a joint undertaking involving at least 10 active stages, which reflect the need to adjust to the specificities of an intercultural dialogue of unprecedented dimension for the public administration. The stages completed so far are described below.

- (1) Information stage: during which workshops were held to analyse the main international standards on consultation and to present the proposal for and subsequent stages of the process;

- (2) First territorial meeting: to commence the joint construction of the Mechanism using guided methodologies in focal groups;
 - (3) Second territorial meeting: with three main objectives: to review the feedback documents and make relevant amendments; to study the Government's proposal for the steps of the consultation process; and to elect territorial representatives to attend the national indigenous consultation meeting;
 - (4) National meeting: to consider the points of view of the 24 territories, to make adjustments to the Mechanism constructed at the territorial meetings, to resolve outstanding issues from the territorial meetings and to forge a consensus in respect of the draft decree;
 - (5) Preparation of the final draft with the drafting committee: this committee was responsible for working with the Office of the Deputy Minister for Political Affairs and Civic Dialogue under the Office of the President to prepare a final consensus draft for an executive decree, integrating recommendations from the drafting committee itself and from indigenous representatives, as well as legal and policy recommendations;
 - (6) Return of the final draft: to receive comments or final proposals from the indigenous peoples. Territorial representatives were again elected to participate in the subsequent national meeting, with a view to reaching agreement on a final decree;
 - (7) Second national meeting: held in February 2018, providing the opportunity to discuss final adjustments to the draft Mechanism. A final text of the Mechanism was agreed;
 - (8) Signing of the decree: with the adjustments proposed at the second national meeting, the executive branch concluded the joint construction of the General Mechanism for Consultation with Indigenous Peoples on 6 March, at an official ceremony attended by government authorities including the President and Vice-President of the Republic, indigenous leaders who had participated in the process, representatives of the United Nations system, diplomatic representatives and the Ombudsman. The Decree was published in Official Gazette No. 70 of 5 April 2018.
30. The Mechanism was created in conjunction with the communities, in the actual indigenous territories, strictly respecting their rights and traditions and without forcing their engagement.
31. The indigenous territories differ in size and level of engagement. The spaces in which the work was carried out were made available for the participation of participants; transport, food and, where possible, interpreters were provided on dates that had been proposed by coordinators and community leaders. Topics on the agenda included land in indigenous territories, the development of intercultural dialogue mechanisms, inter-institutional coordination of projects and the construction of the Indigenous Consultation Mechanism.
32. The process demonstrated the need to improve the Government's knowledge regarding the most appropriate form of intercultural dialogue. There is moreover a clear need to improve various aspects, such as: the education system in indigenous territories (Ministry of Education); the development of water resource management models (with the Costa Rican Institute of Aqueducts and Sewerage); the use and exploitation of forest resources (with the Ministry of the Environment and Energy); the need for culturally appropriate housing projects (with the Ministry of Housing and Human Settlements and the National Housing Mortgage Bank); models for the joint management of natural resources in conservation areas of ancestral interest for indigenous peoples; and public infrastructure.
33. The General Mechanism for Consultation with Indigenous Peoples is designed to fill the vacuum identified by the Constitutional Chamber of the Supreme Court with regard to consultation with indigenous peoples at the national, regional and territorial levels. Development associations and leaders have demonstrated their interest in the success of the process. The Mechanism is expected to serve as a general pre-consultation model to

provide guidance for institutions, businesses and indigenous peoples on how consultations should be conducted.

34. Alongside the Mechanism, coordinated inter-institutional efforts are under way regarding land recovery, with the Rural Development Institute and the Office of the Deputy Minister for Political Affairs and Civil Dialogue under the Office of the President.

Next stage: implementation of the Mechanism

35. Objectives: to fine-tune the Mechanism and reinforce training, education and dissemination activities in conjunction with indigenous peoples. It should be noted that the integral development association of the Cabecar indigenous reservation of Chirripo-Turrialba filed an *amparo* appeal because it considered that an insufficient number of meetings had been held on its territory. By decision No. 201714522 of 8 September 2017, the Constitutional Chamber ruled that the appeal was admissible. On 18 February 2018, the above development association informed the Chamber that it considered the Government, by proceeding with the drafting of the Mechanism, to be guilty of contempt of decision No. 201714522.

Annex

Specific recommendations made by the Committee

Paragraph 14

14. The Committee recommends that bills intended to combat racial discrimination and promote the rights of persons of African descent and indigenous peoples be moved higher up on the parliamentary agenda for debate and adoption as a matter of urgency, in consultation with those peoples, so as to create a proper legal framework for combating racial discrimination.

Paragraph 16

16. The Committee recommends that the State party step up its efforts to ensure that the national education system fosters an awareness and fuller knowledge of the distinctive cultural practices of the Afro-descendent and indigenous populations and their contributions to Costa Rican history and culture, with the aim of providing objective and educational information about all societies and cultures in the State party. The Committee also recommends that the State party guarantee academic freedom of expression by, inter alia, taking the necessary steps to ensure that textbooks that have content with racist overtones are removed from the mandatory curriculum in primary schools.

Paragraph 24

24. In the light of its general recommendation No. 23 (1997), the Committee urges the State party to establish, in consultation with indigenous peoples, practical mechanisms for upholding the right to free, prior and informed consultation and to ensure that consultations are carried out systematically and in good faith. The Committee reminds the State party that it is up to indigenous peoples to choose their representative bodies using their own procedures. The Committee recalls that ILO Convention No. 169 is directly applicable and that the absence of national legal provisions in this regard does not release the State party from its obligation to honour the right to consultation. The Committee also recommends that the State party consider implementing prior consultation for persons of African descent. The Committee recommends that the State continue to act upon the recommendations of the Special Rapporteur on the rights of indigenous peoples regarding the situation of indigenous peoples affected by the El Diquís hydroelectric project.
