

Questionnaire to the UN system agencies, funds and programmes and intergovernmental organizations

The United Nations Permanent Forum on Indigenous Issues was established by Economic and Social Council (ECOSOC) Resolution 2000/22. The Permanent Forum is mandated to provide expert advice and recommendations on indigenous issues to ECOSOC and through the Council to United Nations agencies, funds and programmes; to raise awareness and promote the integration and coordination of activities related to indigenous issues with the UN system; and prepare and disseminate information on indigenous issues.

The Indigenous Peoples Development Branch/Secretariat of the Permanent Forum on Indigenous Issues invites UN system agencies, funds and programmes and other inter-governmental organizations to complete the attached questionnaire on any action taken or planned in response to the Permanent Forum's recommendations and other relevant issues, including the system-wide action plan on rights of indigenous peoples/SWAP and the 2030 Development Agenda.

The responses will be compiled into two separate reports for the 2021 session of the Permanent Forum: (a) System Wide Action Plan on the Rights of Indigenous Peoples: Implementation by the United Nations System; and (b) Update on the Indigenous Peoples and the 2030 Agenda.

All responses will be placed on the DESA/DISD website on Indigenous Peoples at: <https://www.un.org/development/desa/indigenouspeoples/>

If you have any objections for your response to be made available on our website, please inform our office accordingly.

Please submit your completed questionnaire by **20 December 2020** to:

Indigenous Peoples and Development Branch
Secretariat of the Permanent Forum on Indigenous Issues
Division for Inclusive Social Development
Department of Economic and Social Affairs
United Nations Headquarters
New York, USA 10017

Email: indigenous_un@un.org and requesens@un.org

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The Twentieth session of the Permanent Forum on Indigenous Issues is scheduled to take place from **19 - 30 April 2021**.

Provisional Agenda

1. Election of officers.
2. Adoption of the agenda and organization of work.
3. Discussion on the theme: “Peace, justice and strong institutions: the role of indigenous peoples in implementing Sustainable Development Goal 16”
4. Discussion on the six mandated areas of the Permanent Forum (economic and social development, culture, environment, education, health and human rights) with reference to the United Nations Declaration on the Rights of Indigenous Peoples, the outcome document of the World Conference on Indigenous Peoples, and the 2030 Agenda on Sustainable Development.
5. Dialogues:
 - a. Dialogue with indigenous peoples;
 - b. Dialogue with Member States;
 - c. Dialogue with the United Nations agencies, funds and programmes;
 - d. Human rights dialogue with the Special Rapporteur on the rights of indigenous peoples and the Expert Mechanism on the Rights of Indigenous Peoples;
 - e. Regional dialogues;
 - f. Thematic dialogues.
6. Follow-up to the outcome document of the World Conference on Indigenous Peoples and the 2030 Agenda for Sustainable Development.
7. Future work of the Permanent Forum, including issues considered by the Economic and Social Council and emerging issues.
8. Provisional agenda for the twentieth-first session of the Permanent Forum.
9. Adoption of the report of the Permanent Forum on its twentieth session.

Questionnaire

Please provide information on the following:

A. Recommendations of the Permanent Forum on Indigenous Issues

With respect to the implementation of the recommendations of the Permanent Forum addressed specifically to your agency, fund and/or programme:

- i. Please provide information on measures taken or planned to implement the recommendations of the Permanent Forum.

Although no specific recommendation was explicitly made to UNICEF by the Permanent Forum on Indigenous Issues at its 18th Session, the organization has contributed to address several recommendations made to Member States and other UN entities, including those related to the implementation of the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) and of Agenda 2030.

Sharing information below on areas that are especially relevant to the recommendations of the Permanent Forum:

- **Educational systems and access to culturally sensitive education:** In line with article 14 of the UNDRIP, UNICEF supports governments in increasing access, and strengthening the quality of education provided to indigenous children, fostering intercultural and multilingual approaches. In close collaboration with national and sub-national authorities, UNICEF provides trainings to teachers, supports the development of bilingual or multilingual curricula, strengthens the participation of indigenous students in the educational process, and produces evidence and collects data to inform decision makers on the right to education of indigenous children. In some countries, UNICEF also provides training directly to students (such as on the 21st century or life skills in indigenous children) and offers financial support for the operation of culturally adapted schools.
- **Health and Nutrition:** In contribution to article 24 of UNDRIP, UNICEF works to strengthen health systems as well as the capacities of health professionals working in indigenous communities, contributing to making community-based health services, when possible, more sensitive to traditional practices. This includes neonatal, perinatal, maternal and adolescent sexual and reproductive health, immunization, and HIV testing. UNICEF also supports public health authorities in preparing legislation, guidelines, communication strategies, and in generating evidence on the specific health and nutritional challenges facing indigenous groups to inform decision making. In some countries, UNICEF promotes the meaningful engagement of indigenous peoples on the delivery and uptake of health services. In support of national and sub-national authorities, UNICEF contributes to community nutrition models to address malnutrition among indigenous communities. It provides materials, tools and organizes workshops to discuss challenges affecting the nutritional status of indigenous children. In some countries (including those hosting indigenous

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migrants), it also helps set up centers for health and nutrition promotion and carries out outreach on good practices, including responsive care and early stimulation.

- **Participation in decision making and dialogue platforms:** In line with articles 18 and 23 of UNDRIP, UNICEF works to ensure indigenous children, including adolescents, are informed and involved, and have an influence in decisions and matters that affect their lives, including in national and local development processes.
- **Work in countries that do not have a UNICEF country office:** In high-income countries, UNICEF does not have cooperation agreements with governments, so in these countries the organization does not transfer resources nor delivers programs and services. Instead, the work carried out by UNICEF National Committees in these countries is focused on fundraising, partnerships, children and adolescent engagement and participation, evidence generation and advocacy with governments at all levels to allocate resources and adopt relevant laws, policies and put in place services to respect, protect and fulfil children's rights, according to their international obligations. This also applies to the promotion and protection of indigenous children's rights.

- ii. The theme of the 2021 PFII session is "Peace, justice and strong institutions: the role of indigenous peoples in implementing Sustainable Development Goal 16". Please include information on any publications, projects, report or activities that are of relevance to this theme.

UNICEF works around the world to strengthen justice systems, as well as juvenile justice, to ensure equitable access to justice to all, including indigenous children who are victims of rights violations or in conflict with the law. UNICEF also supports the establishment or strengthening of child protection systems, ensuring that children at risk or survivors of violence, abuse and exploitation receive adequate support. UNICEF also organizes campaign against bullying and violence in school, supports governments in promoting the de-institutionalization of children, and builds the capacity of government officials on preventing violence against children. In some countries, UNICEF supports the implementation of child-friendly spaces, providing psycho-social support to indigenous children, including indigenous migrants. UNICEF also advocates for every child to be provided with a certificate upon birth— regardless of gender, ethnicity, religion and/or status – through universal, accessible systems and focuses on supporting governments strengthen their civil registration systems. This includes increasing the number of service points where children can be registered, including birth registration in immunization drives or linking birth registration systems to national cash transfer system and student databases, developing or updating birth registration policies, innovations in registration technology, and increasing community awareness about birth registration.

B. System Wide Action Plan to achieve the ends of the UN Declaration on the Rights of Indigenous Peoples

Executive summary:

Please provide an overview of actions taken or planned to implement the System-Wide Action Plan on the Rights of Rights of Indigenous Peoples. This summary will form the basis of the compilation report of UN activities to implement the SWAP and the Declaration. [Word limit: 600]

UNICEF has contributed to the achievement of several actions under the System-Wide Action Plan on the Rights of Indigenous Peoples and the Declaration. With the dedicated work of its offices in several countries, UNICEF continues to engage in supporting the realization of indigenous children rights, focusing on the following areas:

- **Educational systems and access to culturally sensitive education:** In line with article 14 of the UNDRIP, UNICEF supports governments in increasing access, and strengthening the quality of education provided to indigenous children, fostering intercultural and multilingual approaches.
- **Health and Nutrition:** In contribution to article 24 of UNDRIP, UNICEF works to strengthen health systems as well as the capacities of health professionals working in indigenous communities, contributing to making community-based health services, when possible, more sensitive to traditional practices.
- **Participation in decision making:** In line with articles 18 and 23 of UNDRIP, UNICEF's work continues to foster the participation of indigenous children including adolescents in decision making processes about issues that impact their lives, and in collecting their inputs about national or local development priorities.
- **Identity and citizenship:** In contribution to article 33, UNICEF works to improve access to civil registration of indigenous children in several countries, cognizant of the fact that in many situations they face lowest rates of birth registration.
- **Child Protection:** UNICEF works around the world to strengthen justice systems, as well as juvenile justice, to ensure equitable access to justice to all, including indigenous children who are victims or in conflict with the law. UNICEF also supports the establishment or strengthening of child protection systems, ensuring that children at risk or victims of violence, abuse and exploitation, including indigenous children, receive adequate support.
- **Social protection** programmes supported by UNICEF worldwide involve contributions to initiatives implemented by national governments, especially policies for cash transfer or long-term strategies aimed at reducing multidimensional poverty. UNICEF continuously advocates for the inclusion of indigenous children, often those most left behind, into these initiatives, including through targeted interventions.
- **Protection from discrimination:** as exemplified above and in line with this overarching principle of the UNDRIP, UNICEF advocates for stronger national systems that provide services without discrimination of any kind, including on the basis of ethnicity and race, and belonging to indigenous communities. In support of this effort, a critical element is the production of quality disaggregated data, which allows duty bearers not only to identify most vulnerable indigenous groups, but also facilitates the accurate monitoring of progress towards fulfilling their rights.
- **Advocacy and campaigning on indigenous rights outside programme countries:** UNICEF National Committees in developed countries carry out a number of initiatives to raise public awareness and advocate on the rights of indigenous children.

With the COVID-19 pandemic, indigenous children have been disproportionately affected in many countries. UNICEF has supported governments in ensuring the continuation of health services to indigenous communities, guaranteeing accessible and quality health care even in very remote areas. UNICEF has also been working with Ministries of Education to address the limited access to the internet while schools are closed, including by distributing low tech and no tech tools, and promoting teachers visits. Campaigns with hygiene messages have been carried out in indigenous communities, including in indigenous languages. In high income countries with indigenous populations, UNICEF National Committees have produced child-friendly communications on COVID-19 and helped leveraging mental health and psychosocial support resources to support the mental health of vulnerable children and their caregivers among indigenous communities impacted by COVID-19.

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As requested in the Outcome Document of the World Conference on Indigenous Peoples (A/RES/69/2), a system-wide action plan (SWAP) to ensure a coherent approach to achieving the ends of the UN Declaration on the Rights of Indigenous Peoples was adopted in November 2015 and launched by the Secretary-General at the UN Permanent Forum in May 2016.

In August 2020, the United Nations Executive Committee agreed on the need for accelerated and collective action to strengthen the implementation of UN System Wide Action Plan (SWAP) on indigenous peoples. In November 2020, the United Nations Chief Executives Board for Coordination issued a Call to Action: Building an Inclusive, Sustainable and Resilient Future with Indigenous Peoples, to ensure collaborative and coherent UN system action to support the rights and well-being of indigenous peoples with focus on furthering the implementation of the SWAP.

The Permanent Forum will follow up on progress made in the implementation of the system-wide action plan during its 2021 session. For ease of reference, the questions have been framed under the six key elements of the SWAP-Indigenous Peoples as follows:

1. Raising awareness of the UN Declaration

Please provide information on activities that raise awareness of the UN Declaration on the Rights of Indigenous Peoples, including key messages, advocacy and other media and outreach initiatives. Please provide information on publications, films, audio material, maps, or other materials that feature or focus on the UN Declaration and on indigenous peoples. Please also provide links to relevant websites and other sources., including contact details of focal points.

No targeted action has been reported so far in 2020 on raising awareness of the UNDRIP specifically among indigenous populations reached by UNICEF. However, UNICEF continues to advocate for the rights of every child, including indigenous children, and in a culturally sensitive manner when promoting for instance the Convention on the Rights of the Child (CRC) and its Article 30 which refers specifically to indigenous children.

2. Supporting the implementation of the UN Declaration, particularly at the country level

The role of the new Resident Coordinators and UN Country Team framework is an integral component of the UN's commitment to support the rights of those at risk of being left behind, including indigenous peoples.

The Chief Executives Board committed to redouble efforts to help Resident Coordinators and UNCTs ensure more systematic participation of indigenous peoples in United Nations country processes.

Please provide information on actions taken or planned by your agency/ fund/ programme/ entity on the following:

i. Any activities or support provided to indigenous peoples both during the COVID-19 pandemic and after, to ensure their inclusion in addressing the impacts of the pandemic, as well as in building back better.

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UNICEF has supported governments in ensuring the continuation of health services to indigenous communities, guaranteeing accessible and quality health care even in very remote areas. UNICEF has also been working with Ministries of Education to address the limited access to the internet while schools are closed, including by distributing low tech and no tech tools, and promoting teachers visits. Campaigns with hygiene messages have been carried out in indigenous communities, including in indigenous languages. In high income countries with indigenous populations, UNICEF National Committees have produced child-friendly communications on COVID-19 and helped leveraging mental health and psychosocial support resources to support the mental health of vulnerable children and their caregivers among indigenous communities impacted by COVID-19.

For example, UNICEF HQ contributed to #CopingWithCOVID series of webinars led by the office of the UN Special Envoy on Youth on engaging young people in the context of the COVID pandemic. One session focused on the impact of the pandemic and of governments responses on young indigenous peoples. It was co-organised by the Special Envoy Office, UNICEF and WHO in collaboration with the Global Indigenous Youth Caucus and the Harvard Medical School COVID-19 Student Response. During the session, we learned about the specific effects the pandemic and government responses have had on the mental health of young indigenous people, joined by young speakers from around the world, including representatives of the Wayana Indigenous Tribe in Suriname, the Samburu Community in Kenya, the Marma community in Bangladesh, the Samoan community in New Zealand and the Crow Creek Sioux Tribe in the United States.

Additional examples (country/region specific) are included below:

- The US UNICEF National Committee worked with indigenous communities to develop a set of interventions designed to provide mental health and psychosocial support to selected indigenous communities of the Navajo and White Mountain Apache Tribes.
 - UNICEF Denmark's Greenland office has been active on child-friendly communication, producing video materials on handwashing, mental and physical health with Greenlandic influencers in the context of COVID-19.
 - UNICEF Regional Office for Latin America and Caribbean issued a regional call to action on the right to education for indigenous communities in times of COVID while UNICEF Mexico supported the development and access to culturally appropriate information in indigenous languages in relation to COVID.
- ii. Measures taken or planned to support national partners in reform and implementation of legal frameworks, policies, strategies and plans to implement the UN Declaration on the Rights of Indigenous Peoples, including any joint programming initiatives.

In 2019/2020, UNICEF Country Offices and National Committees supported the development and implementation of various national policies, plans and frameworks aimed at fulfilling the rights of indigenous children and communities, including the following examples:

- UNICEF Ecuador worked on improving child protection systems at local level, while providing technical assistance to the National Assembly for the reforms to the Child and Adolescent Protection Law (CONA for its Spanish acronym). UNICEF Ecuador also continued strengthening an innovative intercultural approach to Early Childhood Development services in priority indigenous and Afro-Ecuadorian territories, with special focus on the Northern border with Colombia.
- UNICEF Bolivia collaborated with the Ministry of Education and the Plurinational Institute of Language and Culture Studies to design innovative and flexible evidence-based educational modalities that align with Plurinational Education System's policies. Milestones achieved include the implementation of the Productive Community Educational Model (MESCP) in 713 schools which involve 5,413 teachers and 102,826 students. This effort consisted of teacher

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training, elaborating materials in indigenous languages, improving municipal investment, and promoting social participation. UNICEF Bolivia also continued providing technical assistance to the Plurinational Authority of Mother Earth (APMT) for the implementation of the Plurinational Climate Change Policy (PCCP) and its National Research Strategy, incorporating (in all cases) a children, gender and indigenous peoples perspective/lens.

- UNICEF Argentina continued to work on child-poverty through: i) monitoring the situation of children living in poverty, ii) generating evidence on the effects of the economic crisis on children, iii) positioning child poverty from a multidimensional perspective at the center of the national elections debate. At the same time, UNICEF kept working with national authorities to advocate for the inclusion of almost 1 million children without any coverage from the social protection system. Evidence generation informed reform plans, and financial and technical support was key to carry on active search operations, that resulted in the inclusion of over 10,100 children from vulnerable indigenous rural communities. Finally, efforts continued to identify and reach children with disabilities in three provinces.
- UNICEF Colombia supported the development and implementation of the Ethno-education Strategy in collaboration with the Ministry of National Education, the education secretariats, implementing partners, grassroots social organizations and Afro-descendant and indigenous authorities in three departments: Cauca (Buenos Aires, Caloto, Miranda, Padilla, Santander de Quilichao and Suárez), Chocó (Nóvita) and Guajira (Uribia).

- iii. Support provided to Member States to mainstream the UN Declaration on the Rights of Indigenous Peoples and ILO Convention No. 169 on Indigenous and Tribal Peoples, where ratified, in national development plans and in the UN Sustainable Development Cooperation Frameworks and Common Country Analysis.

Nothing to report

- iv. Support for consultative mechanisms and platforms of dialogue including under the leadership of the Resident Coordinators.

Nothing to report

- v. Support provided to Resident Coordinators, UNCTs, SRSGs, UN field operations or Special Envoys in their engagement with indigenous peoples.

Nothing to report

3. Supporting indigenous peoples' rights in the implementation and review of the 2030 Agenda for Sustainable Development

- i. Has your agency/organization taken any measures to incorporate indigenous issues into policy and programming to implement the 2030 Agenda in line with the UN Declaration on the Rights of Indigenous Peoples?

Please see country examples below in relation to several Sustainable Development Goals, including SDG 1, SDG 3, SDG 4, SDG 10 and SDG 16 among others and relevant articles of the UNDRIP:

Education

- UNICEF **Malaysia** is strengthening its commitment on indigenous and multilingual education through ongoing consultations with government and joint partnerships with academia.

Capacity building of indigenous teachers from 16 indigenous communities and improving quality of the mother tongue-based multilingual education curriculum through Ethno-Arts teacher training are also ongoing.

- Several **UNICEF Cambodia** programme interventions support adolescents within the formal school system to further develop their potential: 1,012 (519 female) indigenous ethnic minority upper-secondary students and 53 (35 female) indigenous ethnic minority teacher trainees received scholarships to further their studies.
- **UNICEF Argentina** continued implementing a teacher training program for rural contexts together with the Organisation of Interamerican States. The program reached 135 teachers, 20 supervisors of 89 schools located in very isolated and/or marginalized areas. The program focuses on teaching practices to assure better learning opportunities for 500 children. The program has a strong intercultural perspective in indigenous contexts and is focused on improving teacher capacities on learning by playing and enhancing early literacy within multiage small groups. Posters on the importance of play in early childhood education in Spanish and two local indigenous languages (Qom and Wichi) were designed and distributed among the 300 initial rural schools that participated in the program.
- To improve educational services, **UNICEF Bolivia** collaborated with the Ministry of Education and the Plurinational Institute of Language and Culture Studies to design innovative and flexible evidence-based educational modalities that align with Plurinational Education System's policies. Milestones achieved include the implementation of the Productive Community Educational Model (MESCP) in 713 schools involving 5,413 teachers, and 102,826 students. This effort consisted of teacher training, elaborating materials in indigenous languages, improving municipal investment, and promoting social participation. In addition, in relation to participation of the educational community in school management, awareness raising processes were carried out in 66 Educational Units with the participation of 839 students, leading to the establishment and training of 33 educational councils and 37 student governments. Girls' participation will be reinforced utilizing the results of the study entitled "Gender, Perceptions or Social Representation of the indigenous Yuracaré Woman-Girl" concluded in 2019.
- **UNICEF Colombia** supported national efforts towards the implementation of the ethno-education strategy in three departments: Cauca (Buenos Aires, Caloto, Miranda, Padilla, Santander de Quilichao and Suárez), Chocó (Nóvita) and Guajira (Uribia). These led in particular to:
 - the development of a roadmap to strengthen Community Educational Projects (PEC) to enable, through relevant and appropriate pedagogical, academic, community-cultural and administrative tools and frameworks, the education of indigenous and Afro-descendant children and adolescents.
 - the capacity building of 8,157 students (4,141 boys and 4,016 girls) on issues related to citizenship, peacebuilding, discriminatory practices, gender roles and participation of children and adolescents. These topics were included in the learning objectives of the ethno-pedagogical initiative. UNICEF facilitated the design and implementation of 62 ethno-pedagogical initiatives that respond to students' interests and needs. Currently, 620 students (322 boys and 298 girls) lead activities related to ethno-pedagogical initiatives in their schools.
 - the professionalization of in-service indigenous teachers in the departments of Guajira and the municipality of Uribia, through a strategy targeting ethno-educators. This strategy consists of a diploma course that provides classroom support and fosters interactions between teaching peers, who exchange successful pedagogical experiences. 1,500 indigenous teachers (660 men and 840 women) from 344 rural schools obtained their degree in the diploma course "Teaching Practice and Collective Creation of Intercultural Didactics",

which had an impact on 9,521 indigenous children in primary levels (4,570 boys and 4,950 girls).

This pilot experience has enabled Colombia to have a training strategy for ethno-educators, which is developed from their own multicultural and intercultural education approach and contributes to improving educators' pedagogical planning, the creation of their own, pertinent pedagogical materials, and the development of a pedagogical approach that helps children and adolescents from ethnic communities to improve their learning. This strategy is part of the Territorial Teacher Training Plan of the Education Secretariats of Guajira and Uribia. By 2020, this strategy will be replicated in two ethnic departments in Colombia, in coordination with the MEN.

- With technical and financial support from **UNICEF Ecuador**, an agreement was signed with various universities to develop the first national documentation center/library to recover, preserve, promote and disseminate existing literature, training and research material on early childhood development and education in indigenous and afro-Ecuadorian contexts. The material includes documentation in indigenous languages. The access to the materials is public. The strategy includes the recovery of hundreds of printed materials developed and published with UNICEF's financial and technical support for intercultural bilingual and ethno-education during the last thirty years, that have been inefficiently disseminated and used due to volatile and inadequate national policies for indigenous and Afro-Ecuadorian peoples.
- For the fourth year in a row, **UNICEF Mexico** and the National Education Evaluation Institution (INEE) published the Overview of Indigenous and African Descendant Population Education (PEPIA). The PEPIA has been key to understand the shortfalls in terms of learning achievements in Mexico for the indigenous and Afro-descendant population: 96 out of 100 children in indigenous schools do not achieve a satisfactory score in Language and Communication in 6th grade (PLANEA 2018). The PEPIA helps analyze different issues that affect learning for this specific population, which include the regulatory framework, social context, learning processes and management and learning outcomes, to name a few. Data from the PEPIA is used by the Ministry of Education (MoE) to continue to improve indigenous and Afro-descendant education in the country. To guarantee the rights of indigenous children to learn in their own language, UNICEF Mexico collaborated with the MoEs of Chiapas, Chihuahua, Guerrero and Estado de México in training 866 teachers from indigenous primary schools to read and write in their mother tongue, with the potential to reach 21,160 indigenous children. Furthermore, given that 43.2 per cent of indigenous children live in cities, UNICEF Mexico continued the implementation of the Intercultural Bilingual Educational Orientation for Urban Indigenous Children and Youth project in 40 schools in Pachuca and 100 schools in Mexico City, in partnership with the General Coordination of Intercultural and Bilingual Education (CGEIB).
- **UNICEF Panama** is undertaking downstream piloting work in Comarca Ngöbe-Buglé to implement an intercultural bilingual education (IBE) program through a partnership with the NGO, Fe y Alegría. Specifically, a process of co-designing an IBE program is taking place in schools in Cerro Otoe, Hato Chamí and Lajero Arriba. In 2019, UNICEF delivered over 15,000 culturally-pertinent books and ragdolls and continued its collaboration with implementing partner Fe y Alegría in 3 communities of the Comarca Ngöbe Buglé. Fe y Alegría mobilized educational communities to design an intercultural bilingual education programme that suits their needs. This downstream piloting work will be used as a prototype to advocate for public policy changes to ensure that all children in indigenous communities have access to educational models that respond to their cultural needs.

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- During 2019, the Paraguayan government made the Educational Transformation Initiative a priority. The Ministry of Education and Science (MEC) in coordination with the Ministry of Finance, the President's Technical Planning Secretariat launched this initiative as a participatory process that will develop a roadmap for a much-needed educational reform. **UNICEF Paraguay** provided technical support to promote the participation of indigenous populations, people with disabilities and adolescents in the process and will continue its support in the next country programme.
- The monitoring system of the Intercultural Bilingual Education Policy in Peru - which guarantees the right of indigenous children to learn in their own language – was designed and field tested in three regions: Loreto, Huancavelica and Ucayali, with **UNICEF Peru's** technical support. UNICEF supported the MoE-led review and approval of the curricula for pre-service IBE training for pre-school and primary school teachers. In addition, as part of the joint work of the UN and the Year of Indigenous Languages, UNICEF Peru produced videos in Quechua and Shipibo (indigenous languages spoken in intervention areas), and translated Parenting Masterclasses videos in these languages, included in sections of the national website.
- **UNICEF Congo** provided financial and technical assistance to improve equitable access to basic education. As a result, 10,155 vulnerable and disadvantaged children (4,805 girls and 5,350 boys) including 33 hearing-impaired children in the Niari region and 10,122 indigenous children (4,597 girls and 5,327 boys) in the Lekoumou, Likouala and Sangha regions were enrolled in school. The number of indigenous children enrolled in ORA schools increased from 7,768 in 2018 to 7,940 in 2019 and the school completion rate increased from 75 per cent in 2018 to 82 per cent in 2019. Regarding interventions aiming at improving the access to quality services by indigenous people in the Lékoumou region, 1,368 indigenous out of school children (693 girls and 675 boys) of school age have been identified, provided with school kits, and enrolled in primary school; among 7,155 indigenous children without birth certificates (3,625 girls and 3,530 boys) identified, 5,040 children (2,553 girls and 2,487 boys) were provided with one.
- With **UNICEF Philippines** support, ongoing modelling in the use of 180 contextualized activity-based worksheets that focus on developing 21st century skills among disadvantaged adolescents in Zamboanga del Norte. These worksheets were developed by 130 alternative learning implementers from the province who were capacitated and empowered in designing and implementing local innovations. Designed to cater to diverse groups including indigenous peoples and Muslim learners, these worksheets are currently being used by a total of 2,713 adolescent alternative learners aged 16-19. Based on initial feedback from field implementations, these worksheets made learning more relevant, practical and interactive. The Education Department will use these contextualized materials in other parts of the country and UNICEF is proposing its use to the Ministry of Education in Bangsamoro.
- **UNICEF Venezuela** contributed to support actions to reinforce Bilingual Intercultural Education such as via: the distribution of educational materials, namely seven initiation texts to reading and writing for Yanomami children and one support book for reading and mathematics for out-of-school Warao adolescents and youth; training teachers in Fe y Alegria schools in the mother tongue and Spanish as a second language for 1,100 children and adolescents in the villages and indigenous communities of Bolivar State; producing, jointly with the Simon Rodriguez Public Library Network 1,300 calendars of the Jivi people and distributing them in public schools in the indigenous environments of Amazonas State.

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- With support from **UNICEF Zimbabwe**, syllabi for 12 indigenous languages and content modules for 13 subjects were developed to ensure equitable quality learning among children with different mother tongue.

Health and WASH

- Regarding health services, **UNICEF Argentina** has contributed to the implementation of a National Plan To Reduce Adolescent Unintended Pregnancy (PENIA) in 12 provinces adopting an intercultural approach, strengthening in particular the capacities of four indigenous communities in recognizing signs of sexual abuse and raising awareness and sharing information on actions that can be taken to respond to cases of sexual abuse and support survivors.
- **UNICEF Brazil** established a new office in Roraima, where the higher number of migrants arrive from Venezuela. Nurses, health and nutrition monitors were hired and trained for providing assistance to migrant children and adolescents. In addition, UNICEF works closely with the local health system to strengthen their actions to provide quality health care to pregnant women and children living in shelters, with focus on indigenous shelters. With the support of UNICEF Brazil and in order to expand HIV testing and linkage to treatment among migrant and local adolescents and young people, the Youth Aware is at initial phase of implementation in Boa Vista (Roraima state), in which 20 adolescents and young people have been trained and mobilized to act as peer educators during the Youth Aware activities (HIV prevention, testing and reference of positive cases to health units to start treatment) held in the city hotspots. Also, in Manaus, the Youth Aware initiated a project with Warao indigenous Venezuelan adolescents, which is in the phase of building the capacity of adolescents.
- With regard to the reduction of maternal, perinatal and neonatal mortality, progress was made with support of **UNICEF Colombia** and other agencies towards, among other things, the revision of the Guidelines for the sociocultural adaptation of maternal and perinatal health services for indigenous peoples, as well as capacity building of 250 midwives in Choco, La Guajira and Cesar. With regard to WASH, UNICEF supported the Ministry of Housing and Territory in the regulation of Title V of Decree 1953 of 2015, which enables indigenous peoples to manage water, sanitation and hygiene funds.
- **UNICEF Peru** has collaborated with the Regional Government of Ucayali in the design of communication guidelines that contribute to access to services and health promotion for indigenous adolescents in the Amazon region. The MoH has committed to have these guidelines scaled up and institutionalized at the national level once the pilot has been implemented and its impact evaluated.
- In 2019, there were joint and strategic efforts of **UNICEF Congo**, WHO, GAVI and Government to strengthen routine immunization through the support to the cold chain, vaccine supply and the community outreach and sensitization in low performing districts. Furthermore, UNICEF provided technical and financial support to accelerate routine immunization in three low performing regions (Cuvette-Ouest, Likouala and Pool) and in the two major cities (Brazzaville and Pointe-Noire). The Likouala region is host to 25 per cent of the total of indigenous population in the country and these interventions will contribute to leaving no one behind and reduce the 20 per cent difference between vaccination rates of the Bantou population and that of the indigenous populations.

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- With **UNICEF Nicaragua's** and the GAVI Alliance' support, the MoH produced a communication for social and behavior change strategy for immunization, based on the results of the Knowledge, Attitude and Practice (KAP) Study conducted in 2018. In the elaboration of the strategy, 62 health workers and community leaders from indigenous communities of the Caribbean Coast participated. The strategy and its materials have been developed by the same communities from the prioritized municipalities.
- **UNICEF Philippines** piloted a "technology" for the meaningful engagement of indigenous peoples in health systems strengthening called "APIL sa Lihok", or Active Participation of Indigenous Peoples in Learning for Action. Applying participatory action research principles, the indigenous and the corresponding government institutions co-created solutions to a health-system bottleneck.
- To ensure equitable access to vaccine, **UNICEF India** supported 13 states in developing tribal immunization strategy and rollout of communication package for urban immunization. UNICEF also led in efforts in demand generation efforts with skill-building of more than a million frontline workers on Inter-Personal Communication with parents to ensure full immunization. In Andhra Pradesh, 330 master trainers (200 male and 130 female) were trained on WASH services in Tribal Areas to further train 60,000 grassroots functionaries from tribal villages across the state to ensure that tribal communities have access and manage improved WASH services. In Rajasthan and MP UNICEF's technical support helped the National Stock Exchange in delivering WASH packages in Ashramshala's/tribal residential schools.

Nutrition

- On the issue of undernutrition affecting indigenous children, **UNICEF Brazil** completed a study on the "Determinants of child stunting among Yanomami children under 5". The results were presented and discussed with the Yanomami indigenous community, where rates of child stunting are amongst the highest, and also shared and discussed in a national seminar with government representatives, indigenous representatives and experts to define concrete actions. In addition, workshops on breastfeeding and healthy complementary food were delivered to two Indigenous Special Sanitary Districts prioritized by the Ministry of Health. Moreover, UNICEF supported the printing and distribution of 12,000 Nutritional Evaluation Discs (a tool created by UNICEF in partnership with the Health Indigenous Secretary to facilitate the evaluation of the nutritional status of children under 5). Those were distributed to all 34 Special Sanitary Indigenous Districts for the use of health professionals in the field.
- **UNICEF Ecuador** contributes and accompanies the implementation of communitarian intersectoral health and nutrition models to address stunting rates in seven indigenous rural communities of Imbabura and Cayambe. It aims to improve the health, nutrition and overall well-being of children under five years old and pregnant women through the engagement of local leaders, communities, families and government. It consists on local intersectoral health and nutrition committees, which are planning and coordinating spaces led by local governments and conformed by of the social sector. The committees hold monthly meetings to discuss vulnerable cases of children and pregnant women in the community and coordinate their referral to relevant social services. UNICEF has helped establish committees across seven indigenous parishes and one municipality, reaching 49,940 people and 14,211 families in 97 communities. UNICEF Ecuador has helped establish five intercultural community centres for health and nutrition promotion, benefiting 10,000

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people and 2,500 families. Considering that quality WASH services are an important determinant for the prevention of malnutrition, UNICEF also supported the organizational, administrative, technical and environmental strengthening of 23 rural water service providers, who serve a population of 5,277 families in Imbabura province.

Early Childhood Development (ECD)

- To improve quality ECD, **UNICEF Ecuador** continued strengthening an innovative intercultural approach to ECD services in priority indigenous and Afro-Ecuadorian territories, with special focus on the Northern border with Colombia.
- 60 adolescents and eight teachers belonging to Awá, Chachi and Eperara indigenous peoples and Afro-Ecuadorian people were trained as community communicators and sensitized in ECD as part of the UN's Peace Building Programme and in the framework of **UNICEF Ecuador's** strategy for child rearing practices without violence. The overall objective is to mobilize and empower communities to protect children from violence. The community communicators initiative works with a consortium of 36 community radios and alliance with more than 200 radios managed by indigenous and Afro-Ecuadorian peoples at national level. With technical and financial assistance provided by UNICEF Ecuador, 1,786 children from 0 to 3 years of age were able to attend services in 59 ECD service centers in the Kayambi Indigenous People's territory, applying intercultural methodologies. Additionally, 4,858 children between the ages of 4 and 5 years have also received education services with intercultural approach. To expand the project, visits from other indigenous ethnic groups were promoted to share the Kayambi experience and looking for mechanisms to adapt it to other cultural contexts. Regarding skills development, UNICEF Ecuador provided technical and financial assistance to a consortium of universities to develop the first national documentation center to recover, preserve, promote and disseminate existing literature, training and research material on early childhood development and education in indigenous and afro-Ecuadorian contexts.
- **UNICEF Panama** joined the ECD campaign of Parenting Month in June 2019. Parenting month was a great opportunity to raise awareness about the difficulties many working parents face to spend quality time with their children. PCO advocated especially for paid parental leave, breastfeeding facilities and/or paid breastfeeding breaks. TV and private sector influencers were engaged to produce TV and social media spots. PCO also translated to Ngöbere (indigenous language) the parenting master classes developed by NYHQ and conducted parenting workshops with indigenous communities.
- The Government of Honduras, with the support of **UNICEF Honduras** and partners, consolidated the community early childhood care system "Parenting with Love" in six departments of the country: La Paz, Intibucá, Lempira, Ocotepeque, Santa Bárbara and Copán. It defined as target group 251,216 children under six (18.5 percent of the national total) belonging to 132,426 families from the indigenous region, the most vulnerable in the country. In the Departments of Intibucá, Lempira and Copán, UNICEF directly supports "Parenting with Love" with three indigenous associations of municipalities (mancomunidades).

Child Protection

- **UNICEF Brazil** has supported the implementation of 23 child-friendly spaces (they are called Super Panas) for migrant and refugee children and adolescents in three cities (Boa Vista,

Manaus and Pacaraima) from 0 to 17 years old (split in groups from 0-5; 6-12 and 13-17) offering an integrated response led by the Education and Child Protection sections. The SPs combine non-formal education, recreation activities, psychosocial support and violence prevention activities into a multidisciplinary programme that targets the most vulnerable children and adolescents. Teachers, psychologists, social workers – including indigenous and Venezuelans staff - are jointly responsible to design the gender sensitive and age appropriate activities for each SP. The SPs work in shelters and out of shelter spaces, providing safe spaces for learning and helping children and adolescents on the move to return to a regular school routine. In December 2019, UNICEF was expanding the number of Super Panas to 25 and including the city of Belém, Para.

- **UNICEF Colombia** continued its work on prevention and response to human trafficking and sexual exploitation of children in the Amazonian triple border region (Colombia-Brazil-Peru), including indigenous communities. The project, which was initially considered as a local initiative, became a national priority for the Ministry of Foreign Affairs and was sustained by ICBF through a prevention project. In 2019, UNICEF Colombia sensitized and strengthened the capacities of both public and private actors to promote the prevention and response to smuggling of migrants, human trafficking and sexual exploitation in the context of the migratory influx from Venezuela. For instance, together with UNHCR and PANDI, training and awareness workshops on migration, children's rights and non-discrimination were held with 153 journalists from 35 municipalities. Following these workshops, journalists published 110 news on the subject, with a rights-based approach. Moreover, UNICEF, in collaboration with Fundacion Renacer, trained 1,471 families and 1,604 boys, girls and adolescents in the context of migratory influx to raise awareness and strengthen their capacities to prevent gender-based violence. UNICEF also trained local committees of GBV and human trafficking.
- Contributing to reduce violence against children, **UNICEF Ecuador** worked on improving child protection systems at local level, while providing technical assistance to the National Assembly for the reforms to the Child and Adolescent Protection Law (CONA for its Spanish acronym). At the same time, it focused on promoting safe environments in schools and communities and addressing sexual violence against children in both spaces. Also, UNICEF Ecuador is promoting child-sensitive safety nets at community level in the Northern border indigenous and afro-descendent communities. Domestic violence in Indigenous communities particularly affects women, children and adolescents. In 2019, UNICEF Ecuador provided technical assistance to the Alakolpa Bribri Wak Tech Federation of Indigenous Women, with which it supported a work plan for training of trainers and face-to-face training of 200 Indigenous women members of 11 local organizations. Together with the Talamanca municipality's Network of Institutions Working Against Intrafamily Violence (REDVIF), the Federation is formulating proposals and mechanisms to advance the fulfillment of their rights, expand spaces for participation, and improve the quality of the public services they receive within the framework of their cultural rights.

Social Protection

- Regarding social protection programs, UNICEF **Argentina** continued to work on child-poverty through: i) monitoring the situation of children living in poverty, ii) generating evidence on the effects of the economic crisis on children, iii) positioning child poverty from a multidimensional perspective at the center of the national elections debate. At the same time, UNICEF kept working with national partners to advocate for the inclusion of almost 1 million children without any coverage from the social protection system. Evidence generation informed reform plans, and financial and technical support was key to carry on active search operations, that resulted in the inclusion of over 10,100 children from

vulnerable indigenous rural communities. Finally, efforts continued to identify and reach children with disabilities in three provinces.

In Argentina, the coverage for disadvantaged groups was broadened under the Universal Child Allowance (AUH). The advocacy work enabled to remove barriers present in the social protection system (i.e. discussions on the negative effects of the conditions) as well as to create a unique payment system to contribute to the defragmentation of the system.

Furthermore, the articulated partnership with national partners allowed UNICEF to support field work in the north of the country to identify children, belonging especially to indigenous populations. As a result, 32,891 more children benefited from the social protection system.

- **UNICEF Indonesia** has been collaborating with the Australian Government (DFAT project) to support the Provincial Government of Papua in implementing universal child grant (UCG) for 0-4 years old since mid-2017. Indigenous Papuan children have successfully received about IDR 67.2 billion (about USD 4.8 million).

Data, Evidence Generation

- **UNICEF Chile** continued to strengthen the institutional capacities of Instituto Nacional de Estadísticas (INE) for the use of data with a focus on children and adolescents. Following the characterization of children based on the Census (2017), UNICEF and INE developed a set of infographics to communicate the results to different audiences, moving forward to install a routine procedure to make children visible through the use of data, with a focus on the most vulnerable children, such as immigrant and indigenous children.
- Observatories on Children's Rights in Salta, Tucuman, Misiones, Córdoba and Santa Fe continued to be supported by **UNICEF Argentina** not only to generate evidence but also to strength their capacities to compile, monitor and analyze data to inform the decision-making process and public opinion. The Province of Tucuman launched two bulletins and their website was redesigned to inform and track SDG's progress and a periodic report on the wellbeing of children. Tucuman's Observatory also promoted cross-sectoral coordination to develop protocols to work with vulnerable groups (indigenous communities, children living in the streets) and to collaborate with the Registro Unico Nacional (RUN).

Climate Change

- **UNICEF Bolivia** continues providing technical assistance to the Plurinational Authority of Mother Earth (APMT) for the implementation of the Plurinational Climate Change Policy (PCCP) and its National Research Strategy, incorporating (in all cases) the perspective of children and indigenous peoples inclusive of a gender lens.

- ii. Has your agency/organization/entity supported the participation of indigenous peoples in the implementation and review of the 2030 Agenda for Sustainable Development, including at the national level? Please also include information on indigenous women, persons with disabilities, older persons and children and youth in your responses. Please describe how indigenous peoples have contributed to the preparation of the national plans/strategies for SDG implementation?

UNICEF supports the participation of children and youth in SDG implementation, follow-up and review processes at the national level. This includes the facilitation of consultations in partner Government's Voluntary National Review (VNRs) processes. UNICEF aims to facilitate the meaningful participation of children from diverse backgrounds and communities, especially the most marginalized children and young people, including indigenous peoples. UNICEF Denmark for example through its office in Greenland organised in 2019 an international conference on "Sustainable Development, Children's Rights and Indigenous Peoples' Rights" with 200 participants.

- iii. Please provide information on reports or other documents in implementing the 2030 Agenda for indigenous peoples. Also include information on any measures taken or planned for the collection of statistical data on indigenous peoples, in particular related to the SDG indicators for target 1.4 (secure tenure rights to land), target 2.3 (income of small-scale food producers), target 4.5 (parity in access to education) and target 10.3/16.b (experience of discrimination).

See inputs above in relation specifically to [education](#) and to [protection from discrimination](#).

4. Mapping of existing standards and guidelines, capacities, training materials and resources for the effective implementation of the UNDRIP

- i. Please provide information on specific standards and guidelines on indigenous peoples adopted or planned by your agency/organization.

See example cited above in relation to the development of communication guidelines [in Peru](#).

In addition, UNICEF Australia has partnered with Indi Kindi on early childhood development services especially for Aboriginal communities in the country, and supported in that context an initiative called 'walking learning', an outdoor teaching model that builds on the measurable link between movement and cognitive function to boost positive behaviour, engagement and performance. The 'walking learning' model has become especially critical during COVID-19, providing indigenous children with both access to learning opportunities and community-driven health initiatives. With a grant from UNICEF Australia, the model has been adapted to COVID-19 restrictions with success, with whole families participating in the initiative.

UNICEF New Zealand has developed a wellbeing framework focused on what indigenous people define as important to their wellbeing. Te Hiringa Tamariki dates back to 2016 when UNICEF New Zealand held several Treaty of Waitangi workshops for staff – the backbone of a larger bicultural journey. It became apparent that a change in narrative was needed as leading with technical language was not going to work. They found a way to understand how to engage with indigenous children and their families, on their terms first through the wellbeing framework.

- ii. Please provide information on any training materials prepared or planned related to the implementation of the UN Declaration.

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See examples cited above related to capacity building initiatives by UNICEF on issues related to the rights of indigenous children in [Bolivia](#); [in Colombia](#); [in Malaysia](#); [in Argentina](#); [in Mexico](#); [in Venezuela](#); [in Ecuador](#).

In addition, UNICEF Canada advised the Government of Nunavut on legislation to create the Nunavut Representative for Children and Youth in 2015, and provides until now regular training workshops for the Representative's staff in Child Rights Impact Assessment. This has fostered the connection between children's universal human rights and the Inuit IQ values in Nunavut.

- iii. Please provide information on current resources and funds allocated to effectively implement the UN Declaration. Please also provide information on any joint initiatives with other UN agencies in the implementation of the UN Declaration.

UNICEF is currently not able to provide an overall figure encompassing of all resources allocated at country, regional and global level to effectively promote indigenous children's rights.

Please see examples of joint programming as presented above: [in Colombia between UNICEF and UNHCR](#) ; [in Congo between UNICEF and WHO](#).

5. Developing the capacities of States, indigenous peoples, civil society and UN personnel

Please provide information on:

- i. Any capacity development initiatives that your organization is conducting for indigenous peoples, government officials and UN staff;

[See feedback provided under Section 4.ii.](#)

- ii. Please include information on the participation of indigenous women, children and youth as well as indigenous persons with disabilities in your response.

[Find below some relevant country examples:](#)

- In the Amazon region, with the support of **UNICEF Brazil**, a methodology to promote the participation of indigenous youth in public debates on education, indigenous movement, environmental issues, the right to health, including mental health was developed. With support from UNICEF Brazil, indigenous youth from São Gabriel da Cachoeira were engaged in public debates with more experienced indigenous leaders in Brasilia. They strengthened their leadership skills and presented their demands related to education, environmental issues and the right to health, including mental health. During the II Congress of Indigenous Youth from the Black River region, in São Gabriel da Cachoeira, Amazonas State, a consultation process was held to capture youth indigenous perspective on how to mobilize their peers in discussions related to their rights.

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- **UNICEF Ecuador** supported the development of the 2020-2024 Public Policy on Youth (PPJ), which for the first time includes consultation with 251 young Indigenous adolescents and incorporates the topic of climate change as a mandatory cross-cutting theme for all entities with the active participation of youths. In addition, UNICEF Ecuador has worked with Pueblo Kayambi Organization to promote the participation of indigenous and mestizo children and adolescents in Cayambe. The intervention reached 1908 indigenous and mestizos adolescents. Through a peer to peer strategy, it focuses on the Kayambi cultural identity as well as the promotion of indigenous children's rights. This process has allowed children and adolescents to participate in policy decisions at the local government. Recently a young indigenous girl, who is among the facilitators of the initiative, was elected, for the first time, as Vice-president of the Local Protection Council, which is the local entity in charge of supporting the realization of children's rights and developing local protection policies.
- **UNICEF Philippines** and the Government held the Indigenous Youth Summit which gathered 86 youth from 15 indigenous communities. The Summit included a dialogue between the indigenous youth and Government Officials to discuss the 4 thematic areas of The Indigenous Peoples Rights Act of 1997 and the need to adopt a holistic approach to effectively respond to the situation of indigenous children and youth. Concerns were raised around human rights and social justice (i.e access to basic social services; discrimination, respect for indigenous cultures, geographical isolation, poverty and armed conflict).
- **UNICEF Canada** has a partnership with the First Nations Child and Family Caring Society to include Indigenous young people as U-Reporters, elevating their voices on issues affecting them. Close to 8 per cent of U-Reporters identify as Indigenous, just above the estimated population of Indigenous children and youth. U-Report polls regularly focus on issues related to Reconciliation and the rights of Indigenous children, as well as ensure the views of Indigenous children inform broader policy related dialogues. UNICEF Canada has rolled out a U-Report poll on how young people are experiencing the COVID-19 to identify how young people are coping and how they are taking care of themselves and others during the pandemic. The survey had a lot of responses from Indigenous children. In addition, UNICEF Canada's "Kids of Canada" youth blogs feature Indigenous children sharing their perspectives on various issues including access to water, language and culture.
- **UNICEF Denmark 's office in Greenland** organised in 2019 a Children's Summit with children from the NAKUUSA Children's Councils in each of the five municipalities in Greenland, including children from East Greenlandic where NAKUUSA established a sixth Children's Council to give East Greenlandic children their own platform to raise their voices.

6. Advancing the participation of indigenous peoples at the UN

Please provide information on:

- i. Any support provided for the full and effective participation of indigenous peoples at relevant UN processes, including at the country level;
Nothing to report.

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- ii. Any consultative mechanisms, tools and other measures to obtain free, prior and informed consent of indigenous peoples in processes that affect them;

Nothing to report.

- iii. Any consultation mechanisms established by the UNCT or support to Member States in establishing institutions and mechanisms for consultation with indigenous peoples, as well as ensuring effective participation of indigenous youth and indigenous women, in the COVID-19 socio-economic response and recovery plans.

Nothing to report at this stage.