

UNICEF inputs

2021 Questionnaire to UN system- Indigenous Peoples Rights

Please provide information on the following:

A. Recommendations of the Permanent Forum on Indigenous Issues and input to the 2022 session

i. Please provide information on measures taken since your last update to the Forum, on the implementation or planned implementation of the recommendations of the PFII.

UNICEF has contributed to addressing some of the recommendations made to Member States and UN entities:

- Regarding the recommendation related to addressing the digital divide, including during the COVID 19 pandemic and the closure of schools, refer to section on COVID-19.
- Regarding the institutional placement of Indigenous children and forced child removals related recommendations, UNICEF works to 1) accelerate efforts to end the institutionalization of children, through targeted programming and advocacy; 2) strengthen families to prevent family-child separation, and improve child protection and welfare; 3) redirect resources and prioritize family-based alternative care within communities; 4) improve data collection and reporting systems for children without parental care.
- Regarding the recommendations on addressing discrimination and violence against Indigenous children, UNICEF collaborates with governments across sectors and with partners to prevent and respond to violence against children including Indigenous children. At the national and local levels, UNICEF efforts strengthen laws and policies to improve public service delivery for children and families in their homes, communities and schools. UNICEF also supports parents and caregivers through parenting initiatives, while working with children themselves to ensure their voices shape UNICEF programming. UNICEF also works with communities, too, to tackle harmful behaviours and social norms, advocating for social change that promotes safe environments. UNICEF plays a pivotal role in establishing global alliances and setting technical guidance to comprehensively address violence against children. By improving data availability and building evidence, UNICEF helps raise awareness, enhance political will and hold decision makers.
- Regarding the recommendation relating to efforts to ensure equitable vaccine access to Indigenous peoples, UNICEF through the COVAX Facility – led by Gavi, the Vaccine Alliance, WHO and CEPI – is working with manufacturers and partners on the procurement of COVID-19 vaccine doses, as well as freight, logistics and storage. COVAX is currently delivering vaccines to countries and territories around the world, with the aim of protecting frontline health care and social workers, as well as high-risk and vulnerable groups including Indigenous peoples.

ii. The theme of the 2022 PFI session is “Indigenous peoples, business, autonomy and the human rights principles of due diligence, including free, prior and informed consent”¹. Please include information on any publications, projects, reports, or activities relevant to this theme.

Nothing to report.

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

i. Please provide analysis on actions taken by your agency, fund and/or programme on the six key elements of the SWAP, since your last update to the Forum.

1) Raise awareness of the UNDRIP

Few targeted actions have been recently reported by UNICEF at country level on raising awareness of the UNDRIP. For instance, in 2021, UNICEF Canada partnered with ‘La commission des droits de la personne et des droits de la jeunesse du Quebec’ to adapt a version in French of « Know your rights :UNDRIP for Indigenous Adolescents » : « [Déclaration des nations unies sur les droits des peuples autochtones \(version simplifiée\)](#) ». In addition, UNICEF continues to advocate for the rights of every child, including indigenous children, and in a culturally sensitive manner when supporting the implementation of the Convention on the Rights of the Child (CRC) and its Article 30 which refers specifically to indigenous children.

2) Support the implementation of the UNDRIP, particularly at the country level

Ref. to executive summary

3) Support the realization of indigenous peoples’ rights in the implementation and review of the 2030 Agenda for Sustainable Development

Ref. to section on the SDGs

4) Map existing standards and guidelines, capacity, training materials and resources within the UN system, international financial institutions and the members of the IASG for the effective implementation of the UNDRIP

- In Cambodia, UNICEF supported the government in the development of the five year-action plan on Multilingual Education 2019-23, to which the Cambodian Indigenous People Association contributed to. A review of existing learning and teaching materials in Indigenous languages and the development of a Multilingual Education professional Course are ongoing.
- In Latin America and the Caribbean, UNICEF Regional Office supported the development of the following resources: 1) Good Practices on access to education for Indigenous students in 14 countries of the region bringing experiences from the ministries of education and from indigenous organizations, NGOs and teachers; 2) A regional portal of repositories of intercultural bilingual education materials in regional indigenous languages (ongoing); 3) Protocol for the elaboration of educational materials in indigenous languages and with an intercultural approach available to all the countries of the region (ongoing).

5) Develop the capacity of States, indigenous peoples, civil society and UN personnel

- In Vietnam, UNICEF supported the capacity building of the multi-sectoral government partners on the CRC and child rights, including that of children from Indigenous communities.

6) Advance the participation of indigenous peoples in UN processes

- At the global level, UNICEF organized in 2021 a series of events that either focused on Indigenous issues or included Indigenous peoples. For instance, UNICEF and OHCHR convened a **side event to the Permanent Forum in 2021 on “child rights for all: ending and preventing discrimination against Indigenous children”**. It highlighted the situation of Indigenous children, the multiple and overlapping discriminations they face, as well as the role that they often take on as human rights defenders to claim and exercise their rights for themselves and for their communities. **On the occasion of the International day of the World’s Indigenous Peoples**, UNICEF issued a [video interview](#) by Executive Director Henrietta Fore with two young Indigenous activists: Kantuta Conde and Kynan Tegar as well as a [short explainer](#) on why the International Day is so important by Kantuta. On October 21, 2021, the EU Delegation to the UN, the Permanent Mission of Uruguay to the UN, and UNICEF, hosted a **side event panel discussion in the margins of the Interactive Dialogue of the Third Committee of the UN General Assembly on the Promotion and Protection of the Rights of the Child. The panel focused on Child Rights and the SDGs- " Taking action to ensure no child is left behind"** and included a young Indigenous panelist who spoke about the importance of preserving Indigenous land ownership and passing down Indigenous traditions to future generations. He emphasized the deterioration of Indigenous culture as a result of land encroachment and the stresses of modern living. He also raised the importance to end Indigenous youths' feelings of shame and stigma about their culture; ensure that Indigenous youth are proud of their culture and speak out; and the significance of film making and documentaries in the preservation of Indigenous cultures. In addition, UNICEF together with OSRSG-VAC convened an **International workshop on equal access to justice for Indigenous children during the 2021 world congress on justice with children (November 2021)**. It focused in particular on systemic racism and the disproportionate criminalisation of children from indigenous communities. The panel was moderated and led by Indigenous women.
- In New Zealand, UNICEF Aotearoa has taken steps to foster diversity, equity and inclusion within the National Committee. This includes changing its name to UNICEF Aotearoa to reflect its bi-cultural journey. The National Committee has also appointed a Māori Council to be on their governance board, and appointed a Māori Deputy-Chair, and Māori Advocacy and Relationship Managers in the domestic Team, to benefit from their knowledge and experience working with Māori children and their communities, in order to scale up results for indigenous children in Aotearoa. UNICEF Aotearoa supported the formation of a Rangatahi (young people) group as UNICEF Youth Ambassadors providing youth voice on indigenous issues, including on the environment. In partnership with the Centre for Indigenous Psychologies and UNICEF Aotearoa, the Māori young people discussed the meaning and value Māori give to te taiao (*environment*), ngahere (*forest*) and taonga (*treasured*) species. A website was created to document the [youth perspective of te taiao](#).
- In 2021, UNICEF Canada launched a new Youth Advocacy Program, a year-long initiative in which a cohort including Indigenous youth share and learn skills and opportunities to advocate on the issues that matter to them. These young people identified four areas of focus, one of which is Racial Discrimination and Indigenous Rights, for the focus of UNICEF Canada's intergenerational event on National Child Day in 2022. UNICEF Canada produced a podcast

featuring Indigenous youth discussing the right to identity as part of its *Voices of One Youth* series, and includes a high proportion of Indigenous youth in *U-Report Canada* which has communicated their views and needs related to their rights and their pandemic experiences.

- In Cambodia, in the recent mid-term review of the 2019-23 Country Programme, Unicef Cambodia engaged adolescent and youth aged 14-19 to participate in its Adolescent Development and Participation virtual consultation. Indigenous adolescents and youths presented their voices and concerns related to themselves and their communities. Their collective inputs were considered seriously for the inclusion in and implementation for the next half of the country programme. Representatives from Indigenous communities, NGOs and association working with the Indigenous communities participated in UNICEF supported programmes.

ii. **Please also include an executive summary.**

UNICEF has contributed to the achievement of several actions under the SWAP and UNDRIP. 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. 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 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 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:** 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 Indigenous children face lowest rates of birth registration than non-Indigenous children.
- **Child Protection:** UNICEF advocates for the prevention of family separation and for family based alternative care options. This is of particular relevance to Indigenous children who are more likely to find themselves in alternative care. Indigenous children are also in more frequent contact with criminal justice systems than non-indigenous children, and UNICEF works around the world to strengthen child justice systems. 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.
- **Advocacy and campaigning on indigenous rights** in high income 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.
- **COVID-19 response and recovery:** 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 were closed, including by distributing low tech and no tech tools, promoting teachers visits, addressing the disproportionate impact of the digital divide on Indigenous children, and advocating for and supporting safe return to school. UNICEF has also supported the development of resources to explain and speak about COVID-19 to children, including Indigenous children. UNICEF has supported prevention campaigns and measures to mitigate the risks and impact of COVID 19 on Indigenous children. UNICEF is also advocating for a rights-based recovery that is respectful of Indigenous peoples rights.

C. 2030 Agenda for Sustainable Development

- i. Please provide information on the main gaps and challenges your entity has identified for indigenous peoples in achieving the 2030 Agenda.**

Indigenous children continue to face widespread, multiple and overlapping forms of discrimination and marginalization which denies them the full enjoyment of their rights and jeopardizes their potential and opportunities for life and for generations. Across the world, Indigenous children are indeed more likely to be poor and to face multidimensional poverty, with barriers to access to birth registration, health, housing, water and sanitation - those living in rural or reserved areas often suffer from the underfunding of public services. They face higher risks of infant mortality and malnutrition; high incidence of communicable and non-communicable diseases including much higher rates of suicide and self-harm compared to other children; higher protection risks including to violence in its different forms, higher lower school enrollment rates attendance, implicit bias from their teachers, and fewer years of education, which is often not provided in Indigenous languages and/or using an intercultural approach; as well as a lack of information about their rights in Indigenous languages. Indigenous children are also overrepresented in the juvenile justice system and face limited legal protection and may not have access to mechanisms for redress. They are often removed from their families and placed in alternative care in large numbers. They experience forced relocation and loss of land, and environmental pollution. These patterns of inequalities have been magnified by the COVID-19 pandemic, and school closures for example which have impacted disproportionately Indigenous children. In light of the systematic discrimination they face, many Indigenous children have stood up for their rights, often taking the lead in the defense of Indigenous lands and territories, being at the forefront of movements to protect the environment and advocating for Indigenous peoples' collective rights worldwide. But in doing so, they also face high levels of risks, as children, as Indigenous children, and as human rights defenders.

- ii. What activities have your entity undertaken since the last reporting that addresses these gaps and challenges?**

UNICEF is working across the SDGs to advance the rights of all children including Indigenous children. Specific 2020 examples are listed below:

SDG 2 Nutrition

- UNICEF Brazil worked in shelters for indigenous Venezuelan migrants in the states of Roraima, Amazonas, and Pará. Throughout 2020, UNICEF has been monitoring the nutritional status of 621 indigenous children living in shelters. Specific health teams were assigned to these shelters, and protocols were developed to address the cultural differences of these populations. UNICEF projects have promoted the development of a regionalized food culture in these migrant populations, as well as caregiver support in the reactivation of community kitchens and the generation of evidence on the specific vulnerabilities of migrant indigenous groups and related factors.

SDG 3 Health

- In response to the Ebola outbreaks in the Democratic Republic of the Congo, UNICEF assisted risk communication and community engagement teams in mobilizing influential leaders and groups – including indigenous leaders – to participate in Ebola prevention and response efforts.

- In Congo, UNICEF is supporting access to national immunization campaigns for indigenous children.

SDG 4 Education

- Early Childhood Development- UNICEF Honduras provided direct support for the programme Criando con Amor [Parenting with Love], which targets marginalised children and their families in three indigenous municipal associations (mancomunidades) in the departments of Intibucá, Lempira, and Copán, benefiting Lenca and Maya populations.
- UNICEF Brazil engaged over 1,825 state-level education managers in online webinars to discuss age-grade distortion, including a series of indigenous education webinars.
- The Ministry of Education and UNICEF Paraguay collaborated to create educational podcasts (ahendumi) and supporting materials to meet the learning needs of approximately 45,000 children (51 per cent boys/49 per cent girls), including children from three indigenous groups.
- UNICEF Congo is supporting school enrollment of Indigenous children in the departments of Sangha, Likouala, and Lekoumou

SDG 5 Gender equality

- In Costa Rica, UNICEF worked to strengthen the ALAKOLPA BRIBRI WAK TECHOK federation of indigenous women's advocacy and work capacity for defending and protecting their rights.
- In Vietnam, UNICEF 1) conducted a national child marriage study with a focus on understanding the causes and service access gaps among Indigenous communities; 2) expanded GBV and MHPSS helpline services at the provincial level and offered services for free and in Indigenous languages (previously offered in Lao only); 3) developed a joint output on gender equality, women's empowerment and human rights under the new UNSDCF, which aims to eliminate all forms of discrimination (including against Indigenous communities) in the design, implementation and monitoring of legal and policy frameworks, in collaboration with the UNCT.

SDG 6 WASH

- In Peru, UNICEF purchased and distributed hygiene kits, which include menstrual hygiene supplies as standard items, as well as additional products such as sanitary pads and tampons, menstrual cups, reusable napkins, pain medication, and soap, to indigenous girls and women.

SDG 10 Reduced inequalities

- In Costa Rica, a methodological approach for measuring the public budget for children was developed and implemented through a collaboration between a government institution (National Child Welfare Agency /PANI), the academy (University of Costa Rica), and UNICEF, involving over 60 institutions. The project aims to promote effectiveness, efficiency, equity, and transparency in public budget decision-making, as recommended by the Child Rights Committee's Observation No. 19. It informs how public resources are invested in order to reduce the social inequalities that affect many children and adolescents, particularly those

from indigenous and afro-descendant backgrounds.

- In 2019, the Moriarty Foundation and UNICEF Australia have partnered to share knowledge and understanding of multi-sectoral, culturally relevant approaches to addressing multigenerational disadvantage for Indigenous children. Both organisations have united to leverage their collective impact to improve education, health and wellbeing outcomes for children in remote Aboriginal communities, and address some of the worst inequalities in Australia. With this partnership, a joint advocacy strategy has been developed aimed at removing barriers which prevent children from achieving their potential, they have engaged with Government toward the realisation of national Close the Gap targets and both organisations are building proven, reliable and culturally relevant data/evidence to inform policy development and direct further investment. Programs covered by the partnership will contribute to achieving sustainable results across more than half of the outcomes outlined in the Federal Government's Closing the Gap 2020 Report. Together, both organisations are also working towards the UN Sustainable Development Goals relating to nutrition, equity, early childhood development and wellbeing and education.
- UNICEF Mexico collaborated with the Centre for Anthropological Research and Studies (CIESAS) to translate 22 risk communication messages into 42 indigenous languages, encouraging hygiene practises, psychosocial support for emotion management, malnutrition prevention, domestic violence prevention, and emotional support to ensure educational continuity. A total of 40 indigenous and community radio stations helped spread the word across 15 states, reaching approximately 9.8 million people.
- UNICEF Congo is supporting Indigenous peoples access to social services in the department of Lekoumou.

SDG 13 Climate action

- Guyana hosted a virtual Youth Climate Action Forum on Climate Change and Indigenous People.

SDG 16

- Non-discrimination: UNICEF Brazil promoted diversity in response to racism, and distributed cellphones to the most excluded adolescents in the Semiarid, Amazon, and Southeast regions to ensure their right to participate during the Pandemic. Racism-response activities were carried out in 733 municipalities throughout the Semiarid and Amazon regions, reaching over 70,000 adolescents through online activities aimed at promoting the values and culture of Afro-descendant and indigenous peoples.
- Birth registration: In Belize, UNICEF and UNHCR assisted in the implementation of a mobile registration campaign. This was done in order to reach children born in indigenous, asylum-seeker, refugee, and migrant communities. In Congo, UNICEF is supporting the birth registration of Indigenous children, particularly as relates to supporting the provision of birth certificates.

iii. Please describe any activities that your entity organized in support of the 2021 UN High-Level Political Forum on Sustainable Development and/or reports and activities that supported SDG reporting and monitoring or a VNR process at the national, regional, or global level. 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 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. For instance, in Vietnam, UNICEF supported in 2020 the participation of children and youth from Indigenous communities on the VNR consultation and facilitated a discussion on the realization of their rights in the context of the SDGs.

D. COVID-19 pandemic

i. Please provide information on action taken by your agency, fund and/or programme since your last update to the Forum, to address the COVID-19 pandemic and its effects on indigenous peoples.

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 were closed, including by distributing low tech and no tech tools, promoting teachers visits, addressing the disproportionate impact of the digital divide on Indigenous children, and advocating for and supporting safe return to school. UNICEF has also supported the development of resources to explain and speak about COVID-19 to very young children, including Indigenous children. UNICEF has supported prevention campaigns and measures to mitigate the risks and impact of COVID 19 on Indigenous children. UNICEF is also advocating for a rights-based recovery that is respectful of Indigenous peoples rights. More details follow.

1. Addressing the digital divide and its disproportionate impact on Indigenous children's right to education

- Although in previous years some countries had built bilingual intercultural education models, the COVID-19 pandemic and related school closures disproportionately affected indigenous children, with distance education offered mostly in the predominant language or not culturally appropriate.
- Faced with the closure of schools in March 2020, countries of the Latin American and Caribbean region have designed various strategies for remote education provision with most countries providing education through the web, television and / or radio, with uniform content for all and in the predominant language (Spanish / Portuguese). Only five countries reportedly held radio sessions in some indigenous languages, and materials were distributed to more than 80 remote-indigenous-populations and 8 languages within 8 countries¹. Problems in accessing electricity and the internet, both in urban and rural areas, also constitute a barrier to the continuity of education for many students including Indigenous children. In this context,

¹ For instance, in Nuevo San Rafael, a Shipibo community in Peru's Amazonian region of Ucayali especially hit hard by COVID-19, the Ministry of Education launched in 2020 "I Learn at Home," a national remote education strategy developed with UNICEF support for children and adolescents that addresses the needs of students living in rural and indigenous communities. Lessons in I Learn at Home are available in Spanish as well as in nine indigenous languages

UNICEF Regional Office for Latin America and the Caribbean issued in 2020 a [Call to Action](#) for the governments of the region to focus their efforts on strengthening Intercultural Bilingual Education in primary and secondary programs and prioritize the safe return of indigenous children and adolescents to their schools, with support and acceleration programs, as well as health, food and protection services; and to increase investments and implementation of information and monitoring and evaluation systems; training of teachers who speak native languages; investment in distance education with quality, cultural relevance and access to digital connectivity and equipment, the participation of native peoples; as well as alliances and south-south cooperation. The Call to Action generated interest from donors, and funds were mobilized by UNICEF LACRO to highlight responses and good practices carried out by States and civil society entities to address the challenges of remote education provision in the context of the COVID-19 pandemic. In that context, UNICEF LACRO has contributed to supporting remote, culturally appropriate and quality education for Indigenous children across the region with the following regional efforts: 1) Documentation of Good Practices in the provision of relevant education access to students of indigenous peoples in 14 countries of the region² bringing experiences from the ministries of education and from indigenous organizations, NGOs and teachers; 2) A regional portal of repositories and materials of intercultural bilingual education materials in regional indigenous languages (ongoing); 3) Protocol for the elaboration of educational materials in indigenous languages and with an intercultural approach available to all the countries of the region (ongoing).

- During the global pandemic and school closure, UNICEF Cambodia has supported the Ministry of Education, Youth and Sports and its sub-national level, the Provincial Offices of Education to mitigate the learning loss of children, including on the hard to reach children from Indigenous communities through a radio based learning programme in Indigenous languages that enabled Indigenous children to continue learning in the time of the crisis. To increase access, UNICEF distributed 1,640 radios to Indigenous children to support their learning during school closure. UNICEF also supported the provision of paper-based learning materials including worksheets and home learning packages, storybooks for thousands of Indigenous children to help them learn at home during and post school closure.
- UNICEF Australia partnered with local community led organisations in order to provide practical, targeted support for children in vulnerable communities to ensure learning continues. They have identified critical gaps in Australia's national emergency response and have been focused on supporting communities who have suffered previous disadvantage, which is now further compounded by COVID-19. This includes supporting adapted delivery methods for early childhood education in remote indigenous communities.

2. COVID-19 prevention messages and measures

- In Gabon, UNICEF re-purposed part of the funding from the Joint Programme on Social Protection to support extended Risk Communication and Community Engagement activities and continuity of services for hard to reach populations including Indigenous peoples.

² [Intercultural-Bilingual-Education.pdf \(unicef.org\)](#). The good practices provide an account of efforts made by ministries of education and local government, as well as by civil society entities and teachers, to provide education services during the COVID-19 pandemic to indigenous students without access to digital media (mainly due to lack of internet connectivity).

- In Congo, UNICEF Covid prevention campaigns have specifically targeted indigenous peoples (including through the distribution of personal protective equipment)
- In Bolivia, COVID-19 prevention efforts undertaken in 2020 benefited 1,992 children and 445 families in 20 indigenous villages. This project was completed in collaboration with the Plurinational Institute of Language and Culture (IPELC). UNICEF provided funding, technical assistance, and content inputs, which IPELC translated.
- In Cambodia, UNICEF supported the development and dissemination of COVID-19 prevention messages through radio series and leaflets which were translated into Indigenous languages and reached Indigenous communities through schools and students.
- UNICEF Denmark with its office in Greenland created COVID-19 prevention videos³ in Greenlandic for children aged 10-17 years old, in partnership with Bikubenfonden, a Danish foundation. The child friendly guides included various themes ranging from information on handwashing, to taking care of one's physical and mental health during lockdowns. The videos featured well known young Greenlandic influencers and were very well received⁴.
- In Australia, UNICEF Australia collaborated with the Australian Department of Health through a COVID-19 communications campaign which aims to increase understanding of COVID-19 vaccines' safety and effectiveness among culturally and linguistically diverse communities. A component of the partnership is a social media campaign that showcases Indigenous Ambassadors and community leaders getting their vaccines and promoting vaccination safety messages.
- UNICEF assisted the governments of Guyana and Suriname in their National COVID-19 response to identify and mitigate risks for children, particularly those affected by the Venezuelan migration crisis. With a focus on the most vulnerable families, particularly in indigenous interior communities, approximately 80, 000 people were reached with critical WASH Infection Prevention and Control supplies, including hygiene items.
- In Brazil, UNICEF strengthened partnerships with civil society, grassroots organisations, and key indigenous networks to provide in-kind support for COVID-19 prevention to 2.1 million vulnerable people (including indigenous, quilombola, favela, and rural communities) and to deliver culturally appropriate information, establishing UNICEF as a trusted partner among Amazonian indigenous communities.
- In Colombia, in 2020, at the request of the government and in collaboration with OCHA, the inter-sectoral emergency response mechanism (MIRE), and WFP, UNICEF, together with the Health Department and the Colombia Red Cross, were among the first responders to the COVID-19 situation in Amazon indigenous communities, installing 26 community portable water points and distributing over 500 hygiene kits, critical WASH supplies, and Communication for Development (C4D) messages in indigenous languages. Both programmatic and humanitarian interventions were supported by a comprehensive and locally designed C4D strategy – in Spanish and five indigenous languages – aimed at ensuring that communities have access to relevant and meaningful information in order to reduce rumours and promote safe behaviours. An innovative COVID-19 prevention strategy called "ABC Protector" was implemented and scaled up in collaboration with the community and families of the Indigenous Reservation of Chiles and the municipality of Ipiales. UNICEF collaborated

³ <https://www.youtube.com/watch?v=36E6jzgG0ss>; <https://www.youtube.com/watch?v=DUVUbhsR1EA>; <https://www.youtube.com/watch?v=VeGW97W7w2E>; https://www.youtube.com/watch?v=ZN_grGAbFvA; <https://www.youtube.com/watch?v=pqgBAN6N08c>

⁴ The videos have been seen approx. 200,000 times on social media - Facebook, TikTok and Instagram – a huge viewing considering that there are about 15,000 children in Greenland. The videos were also featured regularly on the national TV channel KNR.

with five local, community, and youth-based organisations, two of which were indigenous, to implement a communication strategy based on locally produced information that would be available and meaningful to the communities, reflecting their cultural values. This information is generated in a participatory and local manner, primarily through radio, but also through printed and social media, as well as face-to-face interactions with remote indigenous groups.

- In Costa Rica, UNICEF in collaboration with the US Embassy in Costa Rica, and USAID funds provided 642 schools with critical hygiene supplies as well as the development of a strategy and protocol for the safe return to classes (translated into six indigenous languages and Braille). UNICEF provided significant assistance by purchasing hygiene supplies to help prevent the spread of COVID-19. Humanitarian health protection kits were procured and delivered to 400 Indigenous peoples and 2,920 hurricane Iota and Eta victims in collaboration with the National Emergency Committee (CNE), PANI, and the Office of the Vice President. UNICEF distributed 8,488 hygiene kits and COVID-19 prevention communication messages to 38,559 people from indigenous communities in the Amazon River Basin.
- In Vietnam, UNICEF conducted COVID19 risk communication and community engagement activities in Indigenous languages across the country and distributed COVID 19 personal protective equipment to Indigenous children schools.

3. Supporting a rights-based recovery respectful of Indigenous children's rights

- In Canada, UNICEF Canada contributed to [Reaching out to support Black, Indigenous and racialized children and youth and their families: COVID-19 response and recovery guidance note](#) in collaboration with the Child Welfare League of Canada, supported by Public Health Agency of Canada. In addition, UNICEF Canada partnered with the First Nations Child and Family Caring Society and the Assembly of Seven Generations to support a youth-led process that resulted in the report, [Land Back: Indigenous Youth Leading the Way in Indigenous Sovereignty](#). This was one of six children's rights focus areas in the [UNICEF National Child Day Reimagine Playbook](#). The focus areas were decided by young people and they produced recommendations to support pandemic rights recovery. UNICEF Canada also facilitated intergenerational events to share the recommendations, including a special session between Indigenous young people in Canada and the United Nations Special Rapporteur on the Rights of Indigenous Peoples.

4. Parenting in times of COVID 19

- In Chile, UNICEF assisted the Undersecretary of Children in developing publications such as "Active Parenting Guide in COVID-19" and "Speaking about COVID-19 with Young Children," which were translated into Aymara, Mapudungun, and Rapanui indigenous languages.