

## **Report of the United Nations Children's Fund (UNICEF) to the 15<sup>th</sup> session of the United Nations Permanent Forum on Indigenous Issues**

***Summary:** This report contains a summary of results and activities the United Nations Children's Fund (UNICEF) has contributed towards, with, and in support of indigenous peoples in recent years, with a particular focus on 2015. It addresses in particular the rights of indigenous children, adolescents and young people, in line with the recommendations of the Permanent Forum.*

*UNICEF's activities have focused on supporting increased access of indigenous children, adolescents and young people to essential services in all areas that affect their well-being and the realization of their rights. These activities have included promoting intercultural and bilingual education, ensuring birth registration, expanding access to culturally appropriate health services, and programmes to prevent and respond to violence, abuse and exploitation. Offices in countries affected by conflict have sought to address the threats it poses to the rights of indigenous children, adolescents and young people, from the risk of violence and trafficking to interruption of schooling and access to other basic services. Other efforts have sought to help preserve traditional knowledge and culture, and to mitigate the disproportionate effects of environmental degradation and climate change on indigenous communities. Through close collaboration and consultation with indigenous communities, UNICEF has aimed to ensure that programmes and services are accessible and respectful of indigenous peoples' cultures, and to prevent and mitigate undue harm.*

*UNICEF has worked to empower indigenous women and girls by organizing platforms for them to speak about their concerns and the challenges they face, by supporting ways for them to share their knowledge within their communities, and through capacity-building activities to equip them with critical tools to help realize children's rights. By convening consultations, organizing fora and other participatory activities, and providing support to strengthen indigenous peoples' organizations, UNICEF has worked to increase the participation of indigenous children, adolescents and young people in the planning, design and implementation of programmes, projects and activities that affect indigenous peoples, and to help make sure that their voices are heard in decision-making processes.*

*Through research studies and data collection, dissemination and usage promotion, UNICEF has contributed to increasing the knowledge base on the situation of indigenous peoples, particularly children, adolescents and young people. UNICEF offices have also supported the creation of a variety of publications, multimedia materials and advocacy campaigns – in many cases with the participation of indigenous communities, including children, adolescents and young people – to raise awareness about the situation and rights of indigenous peoples, and to promote the realization of those rights. It has forged partnerships with indigenous peoples' organizations, including those representing children, adolescents and young people, and has undertaken capacity-building efforts to help governments, civil society and other actors better meet the needs of indigenous children and communities.*

*UNICEF's work on indigenous issues is in line with the 2030 sustainable development agenda, seeking to accelerate progress to realize the rights of the children in greatest need. It is also integral to the organization's equity strategy, aimed at realizing the human rights of all children, without discrimination.*

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### **I. General overview of UNICEF’s work on indigenous issues**

1. The United Nations Children’s Fund (UNICEF) mission statement declares that UNICEF advocates for the protection of children’s rights, to help meet their basic needs and to expand their opportunities to reach their full potential.
2. The organisation is guided by the Convention on the Rights of the Child (CRC), and the principle of non-discrimination as articulated in Article 2 of the Convention is at the core of UNICEF’s work. The Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) forms the other keystone of UNICEF’s mandate and mission, which is also inspired by the Convention on the Rights of Persons with Disabilities (CRPD), ILO Convention 169 (ILO 1989), the United Nations Declaration on the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities (UN 1992) and the United Nations Declaration on the Rights of Indigenous Peoples (UN 2007).
3. UNICEF’s current strategic plan (2014-2017) places equity at the heart of UNICEF’s work, requiring the organisation to focus on the most disadvantaged and excluded children, families and communities. According to the Plan, “equity means that all children have an opportunity to survive, develop and reach their full potential, without discrimination, bias or favouritism. To the degree that any child has an unequal chance in life — in its social, political, economic, civic and cultural dimensions — her or his rights are violated.”
4. The equity strategy informs UNICEF’s work on indigenous issues. Under the equity agenda, numerous UNICEF offices have been incorporating indigenous issues as a priority area. They are supporting interventions aimed at improving indigenous peoples’ access to quality, culturally appropriate basic services, and are working with indigenous networks and other actors to build capacity and strengthen participation around indigenous peoples’ rights and children’s rights. They are undertaking research and analysis – including disaggregated data collection, as well as systematic analysis of bottlenecks and barriers (through the Monitoring Results for Equity Systems) – to identify the most vulnerable children and communities, assess their situation, and inform evidence-based policies and programmes that address these obstacles and meet the needs of indigenous children and communities.
5. In line with the recommendations of the Forum, UNICEF and its partners consistently support initiatives that adopt an equity approach to the promotion of children’s rights, placing strong emphasis on the rights of the most disadvantaged children, including indigenous children, in the seven result areas that guide UNICEF’s efforts: 1) health, 2) HIV and AIDS, 3) water, sanitation and hygiene, 4) nutrition, 5) education, 6) child protection, and 7) social inclusion.
6. This report provides information on the contributions made by UNICEF to the recommendations of the Permanent Forum on Indigenous Issues in the following countries: Belize, Bolivia, Brazil, Chile, Colombia, Costa Rica, Ecuador, El Salvador, Guatemala, Guyana, Honduras, Mexico, Nicaragua, Panama, Peru, Suriname and Venezuela (in Latin America and the Caribbean); Cambodia, Malaysia, the Philippines and Viet Nam (in East Asia and the Pacific); Bangladesh and Nepal (in South Asia); Congo (in West and Central Africa); and Australia, Canada and New Zealand (among industrialized countries).

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### **II. Follow-up to the recommendations of the Permanent Forum on Indigenous Issues**

#### **A. Principles and programme guidance on indigenous and minority children**

7. UNICEF continues to integrate principles and guidance on indigenous issues into the ongoing development of programmatic guidance. A notable example is the Monitoring Results for Equity System (MoRES), an agency-wide programming and monitoring approach that aims to sharpen the focus of programmes on the most critical barriers and bottlenecks that prevent children, especially the most disadvantaged, from benefiting from basic social services, interventions and care practices. By ensuring that programmes are better designed to address the needs of the most disadvantaged children, MoRES is helping to accelerate sustainable results for all children, including indigenous and ethnic minority children.

8. In Guatemala, for example, where the national average rate of stunting hides major disparities, stunting rates among indigenous malnourished children (65.9 per cent) are almost double those found among non-indigenous malnourished children (36.2 per cent). The MoRES methodology allowed UNICEF Guatemala and partners to identify more systematically the bottlenecks that prevent chronic malnutrition reduction, such as poor counselling methodologies and failure to work closely with communities to better understand their beliefs and reasons for certain practices. The bottlenecks analysis also allowed the government to determine where it should deepen its analysis related to particularly vulnerable groups, such as female-headed households in indigenous communities. With support from UNICEF, the government is currently conducting a targeted qualitative anthropological survey to identify specific barriers and bottlenecks affecting these groups of women with regard to accelerating the combat against chronic malnutrition.

#### **B. Intercultural and bilingual education**

9. In line with the recommendations of the Forum on supporting intercultural and bilingual education (IBE) programmes, UNICEF continues to make a major contribution to promoting indigenous children's right to education, with a special focus on IBE. UNICEF's support for IBE includes advocacy and support for intercultural education policies, norms and action plans, as well as knowledge generation and dissemination, capacity building, community participation, curriculum development and assistance in implementing programmes and strategies that are producing important lessons in the context of UNICEF's increased focus on equity and social inclusion. At the country level, UNICEF support for IBE has also helped to promote access to early childhood education in indigenous communities.

10. At the policy level, a major achievement in Peru was the completion of the set of norms that govern IBE, including the national IBE policy and action plan, IBE service models (including early childhood in the context of indigenous communities), and a proposal for strengthening the participation of children, adolescents, parents, community, and institutional bodies. UNICEF Peru contributed by providing technical assistance to the Ministry of Education (MoE) for planning, budgetary allocation, and management of educational policies with a focus on equality and from a territorial perspective. To advocate for the norms, the office also launched a campaign through traditional and social media, obtaining significant results.

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11. In Panama, UNICEF provided the MoE with technical assistance in building the capacity to draft and implement the National Intercultural Bilingual Education Plan. As part of the process, UNICEF supported an assessment conducted in 103 schools; the results indicated that quality IBE is linked to teachers who are native indigenous language speakers, and to training received. The assessment also showed that 51.9 per cent of students in the Ngabe-Bugle Comarca are interested in the IBE programme, and 15.4 per cent are interested in Spanish as a second language. In addition, the country office supported the elaboration of curricula and guidelines for teachers to implement IBE in five indigenous languages for children in preschool through third grade.

12. In Cambodia, UNICEF's vulnerability analysis revealed that children from ethnic minority groups were among the most vulnerable and excluded as a consequence of insufficient learning materials, lack of qualified teachers for multilingual education and insufficient government investment in inclusive education. UNICEF's education section is working together with the Ministry of Education, Youth and Sport (MoEYS) and other partners to develop a Multilingual Education National Action Plan (MENAP) to ensure that all children have access to and complete quality education through a multilingual education (MLE) programme. The MENAP will be launched in 2016 and includes projections to increase MLE schools by 100 per cent and to institutionalize support for MLE implementation.

13. In Viet Nam, Mother Tongue Based Bilingual Education (MTBBE) has been implemented in selected schools in ethnic minority languages including Khmer, Mong and Jrai in three provinces, and will expand to others. The main objectives include contributing to the development of policies and practices, such as legal frameworks, that will promote the use of ethnic minority languages to improve access, quality and equity of education and other social services. Based on the effectiveness of bilingual education and the recommendation of the UN Independent Expert on Minorities to the Government of Viet Nam in 2011, MTBBE will be used as a bridge of access to social services, economic opportunities and political agency.

14. Over the past two years, UNICEF Belize has supported Maya and Garifuna indigenous peoples in restoring and promoting their cultural traditions and establishing IBE. Four indigenous organizations (Tumul 'kin, National Garifuna Council, Battle of the Drums, and Congress of Maya Teachers) received funding to build the capacity of teachers and youths on issues such as rights, organizational leadership, social mobilization, fundraising, development and communication. UNICEF is now reviewing a request from these indigenous organizations to further support IBE and sports for development programmes.

15. In Guatemala, UNICEF has been supporting the Ministry of Education to promote IBE and improve the availability of reading materials in indigenous languages in schools. As the education lead in the Programa Maya, a multi-sectoral programme aiming to support indigenous peoples' full enjoyment of their rights to justice, culturally relevant education and political participation, UNICEF is helping to empower indigenous women to promote their children's education and cultural identity. More than 2,000 indigenous women from 175 women's organizations received training to promote education in their communities. The women conducted home visits and other activities that have contributed to decreasing school drop-out in targeted areas by 20 per cent. Teachers introduced classroom hours for the women

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to talk to children about women’s and children’s rights, safe environments, cultural values and traditions, and the right to mother tongue education. The women host weekly radio programmes broadcast in seven communities, using the native languages to call for indigenous women to participate in improving children's education and social issues in general.

16. Consultation with indigenous persons and communities has been instrumental in identifying needs and designing and implementing solutions that advance the rights of indigenous peoples. In November 2015, UNICEF Brazil and its partners mobilized indigenous leaders and education authorities at all levels to discuss and identify the main bottlenecks in the indigenous education system in the Amazon region. A common declaration highlighted the need to increase investment in indigenous education, rescue and promote traditional practices, and define new models and strategies to answer the region’s needs. In partnership with UNICEF, the Ministry of Education supported and led the Amazon Regional Seminar on Indigenous Education, promoting exchanges between actors in this field, developing training, and sharing strategies and bilingual education policies as a benchmark for indigenous rights.

17. Under the bilateral agreement with the Ministry of Education, UNICEF Ecuador continues to support the Inclusive Education project, with specific attention to rural and indigenous populations, supporting the right to education based on the world view of indigenous peoples, in line with ILO Convention 169. The Country Office continues to support the Panzaleo, Puruha and Kayambi peoples (Kichwa indigenous peoples from Cotopaxi, Chimborazo and Pichincha provinces) to develop and implement participatory community monitoring mechanisms to reduce inequities related to IBE, including issues of distance from school, nutrition at home and in school, and relevance of education in terms of language and content. In Venezuela, UNICEF is working in partnership with the State of Zulia Department of Indigenous peoples to strengthen IBE in schools of five indigenous peoples (Wayuu, Anu, Japreria, Bari and Yucpa). Using a playful learning strategy, the programme will emphasise indigenous culture, values, knowledge and the use of indigenous languages.

18. To support the development of Peru’s National IBE plan, UNICEF assisted the MOE in organizing prior and informed consultations to allow indigenous children and adolescents to be heard by national indigenous organizations and by the State, as a key reference in the drafting of the National IBE Plan. In Colombia, UNICEF has formulated a Community Education Project (PEC) that supports the progressive transition from the traditional teaching of the mestizo majority to an approach that respects ethno-cultural contexts and practices. This is being developed and implemented with the participation of indigenous authorities and organizations, departments of education, teachers, children, parents and eight indigenous groups in the Amazon.

19. In some countries, UNICEF is providing assistance in the development of programmatic tools and pedagogical materials to support IBE, including textbooks in indigenous languages. UNICEF Chile has developed materials to support the design and preparation of a learning space where Mapuche, Quechua and Aymara children can have experiences that allow them to learn the language, customs and recognize and experience their own culture spaces. The materials are available online.<sup>1</sup> In addition, UNICEF Chile is supporting the development of a training plan for bilingual educators which seeks to

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<sup>1</sup> <http://unicef.cl/web/publicaciones-infancia-indigena/>.

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strengthen their teaching skills and knowledge of the indigenous language and culture. These actions are within the framework of a work plan established with the Ministry of Education for 2015-2016 aimed at strengthening the intercultural approach in Education. In 2016, UNICEF Philippines plans to work with the Department of Education to support the implementation of the government policy on the Indigenous Peoples Education Curriculum, by supporting the development of culturally sensitive mother tongue based teaching materials modelling in the Mindanao region.

20. UNICEF Cambodia's education section is partnering with CARE International to support the MoEYS in developing an MLE monitoring and evaluation tool to better assess the progress of MLE students at pre-primary and primary levels. The partnership with CARE also provides scholarships to ethnic minority students, supporting their increased access to inclusive basic education, and supports the MoEYS in developing MLE expertise, in line with SDG 4 on inclusive and equitable quality education. The partnership has implemented multilingual education in 55 primary schools in the north-eastern provinces. UNICEF has also played a fundamental role in the implementation of the national Child Friendly Schools policy, a key component of which is MLE to reach indigenous children who are not mother tongue speakers of Khmer.

21. In Nicaragua, UNICEF is working with the two Caribbean Autonomous Regions to strengthen the Regional Autonomous Education System that emphasizes intercultural and bilingual education. The main actions are improving planning, monitoring and evaluation capacities of the regional education technical teams; developing pedagogical capacities of preschool and primary education teachers; producing didactic materials in indigenous languages; and supporting efforts to create school curricula adapted to the local context.

22. In recent years, UNICEF has expanded its efforts to support IBE in early childhood and preschool education, helping to promote school readiness in indigenous communities as children transition to elementary school. UNICEF Bangladesh's early learning and pre-primary education programming at the para (village) level in the Chittagong Hill Tracts includes multilingual education in three ethnic languages. Around 3,000 children now have access to organized mother-tongue instruction with trained para workers and multilingual education materials, which has helped them overcome language challenges and participate in language-inclusive child friendly education. In Cambodia, multilingual early childhood education (ECE) programmes for ethnic minority children have expanded in 2014-15 to 34 preschools. The country will adopt an Inclusive ECE Master Action Plan in early 2016.

23. Similarly, UNICEF Philippines is working to ensure that children from the Teduray indigenous community can access quality early childhood care and development (ECCD) services relevant to their culture and smoothly transition to primary school. UNICEF is working with the Department of Education and Lingap Pangkabataan, Inc., to link ECCD services for 3-4 year olds, kindergarten to primary grades in selected Teduray communities. This is the next step in a project begun in 2013, and the process will be documented so that it can be replicated for other indigenous groups. In Mexico, UNICEF is working with the Ministry of Education and CIESAS to conduct research to collect inputs for pertinent materials for preschool in 10 indigenous languages, while also providing capacity building for indigenous teachers.

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### C. Culture and traditional knowledge

24. In line with the recommendations of the Forum, UNICEF country offices have been working with indigenous peoples to protect and promote traditional knowledge and culture. UNICEF Belize is supporting project Ounababa (‘Respond’), which is a knowledge mobilization programme that creates opportunities to transfer and store oral Garifuna traditions, not only from older to younger generations but also from memory to digital audio-visual recorders and storage media. Project Ounababa creates safe spaces that facilitate the preservation of cultural heritage; empowers young people by developing traditional skills and cultural practices that can be used for economic gain; and offers positive alternatives to crime and violent behaviour.

25. In Nicaragua, the UNICEF-supported project ‘Building roads for a safe childhood’ was implemented by the municipal government in Bilwi, RACCN (North Caribbean Coast Autonomous Region). The project included a cultural diagnostic study to identify ancestral practices of indigenous *misquito* communities for preventing and mitigating disaster risks to complement the standard disaster risk reduction methodologies. Findings from the study were incorporated into training sessions with children and adolescents and presented during the International Day for Disaster Reduction.

26. In Guatemala, UNICEF worked in partnership with a grass-roots organization to document indigenous practices that present solutions to environmental degradation. According to ancestral values of the Maya population, all people are responsible for maintaining nature’s balance. These ancestral practices are an important legacy for children to learn at school and for the community to promote. Historically, it has been the parents’ duty to teach children their responsibility to nature – but incorporating culturally relevant solutions to environmental issues at school will support community resilience and provide an innovative approach to environmental education.

### D. Climate change and the environment

27. Indigenous peoples contribute little to climate change but are among the first to face the direct consequences. Recognizing this and as part of the preparations for the 21st Conference of the Parties on Climate Change (COP21) in Paris, UNICEF Malaysia partnered with Voices of Youth (VOY) and a local community mapping NGO – Tonibung – for the global Young People’s Climate Change Mapping initiative. Twenty indigenous youth from Sabah, aged 16-27, were trained to piece together a climate change map identifying challenges and solutions at community level. They identified areas of concern such as food security and livelihoods; homes and ancestral land; unsustainable development; deforestation; destroyed ecosystems; flooding; community displacement, and environmental and water pollution linked to mangrove forest destruction for dam construction and palm oil plantations. Drawing on traditional knowledge and modern technology, the young people are reintroducing traditional practices like “GompiGuno” (“use and preserve”), use of local natural resources for energy-saving buildings, tree replanting programmes and sustainable micro hydro power.

28. Calling themselves “The Green Voices of Borneo”, the youth shared photos and text from their environmental assessments and related solutions for the VOY digital mapping system, set up a Facebook page, made presentations to community elders, sent a youth

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delegate to the 11th Conference of Youth (COY11) and to COP21 with UNICEF’s support. Their map reports and audio-visual materials were used by the French National Committee for UNICEF in a Malaysia section on their “Act Now for Tomorrow” website for COP21 and COY11, and Tonibung will incorporate the outcomes from this initiative into their community work to develop natural resource management strategies and solutions with the aid of the maps.

29. As part of its strategy to support children, families and communities in developing resilience to the effects of climate change, UNICEF Guyana and Suriname will continue to support the community-based disaster risk management project, which is based on the recognition of the unique and varied environments where indigenous communities are located. UNICEF will bring particular attention to the use of mercury in the extractive industry, and will advocate for its elimination, to prevent mercury contamination of the water supply and food chain.

30. Within the framework of the water and sanitation programme implemented in la Mosquitia region, a remote area where several indigenous groups live, UNICEF Honduras increased its focus on environmental protection and climate change in areas where indigenous peoples live. Since 2011, the country office has partnered with the NGO Agua para el Pueblo to implement water and sanitation interventions at schools, engaging parents to promote hygiene at the community and household levels in la Mosquitia. The main objective of this approach is to reduce the school dropout rate among children and to improve the water and sanitation infrastructure in schools using the environmentally appropriate technology. By the end of 2015, 30 schools had been supported, benefiting 5057 children.

31. In 2015, UNICEF Peru validated a model for the elimination of excreta, management of greywater, and access to safe water for the population of the rural communities of the Amazonian areas. As of December 2015, 28 communities from Loreto, Ucayali and Amazonas (rainforest) have access to these services in schools and community facilities. In addition, total coverage was achieved in two communities of Ucayali and Loreto where no sanitation services had been available. Local government authorities participate actively through communication actions promoting the appropriate use and maintenance of the services. UNICEF now presents this water and sanitation initiative for Amazonian indigenous communities as a model for the National Rural Sanitation Programme of the Ministry of the Environment, and the Ministry of Economy and Finance has prepared a public investment proposal to extend such programme.

### **E. Female Genital Mutilation/Cutting (FGM/C)**

32. In 2014, UNFPA and UNICEF embarked on Phase 2 of the Joint Programme on FGM/C, which in some countries also addresses the rights of indigenous peoples, expanding its coverage to two additional countries and bringing the total to 17 countries (16 countries in Africa, and Yemen). Programming has been improved in line with recommendations and findings from the evaluation of Phase 1, published in 2013. As in Phase 1, supporting and expanding local efforts to abandon the practice and generating greater national and global commitment and action to end the practice is at the heart of the programme. In 2015, as a result of programme efforts, more than 2,000 communities across 14 countries, covering a population of approximately 5 million, declared that they are abandoning FGM/C. In addition,

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strong advocacy and joint programme collaboration between UNFPA and UNICEF globally and across the 17 countries resulted in two countries passing legislation to criminalise the practice of FGM/C (bringing the total to 13 out of 17 joint programme countries).

33. In line with the Permanent Forum recommendations, UNICEF Colombia is participating in an initiative led by UNFPA and national counterparts such as the Colombian Family Welfare Institute, the Ministry of Health, and the Ministry of Culture, to support the eradication of FGM/C in Colombia. This initiative is also working on preventing gender-based violence (GBV) and supporting GBV victims in indigenous communities.

### **F. Violence, trafficking and sexual exploitation**

34. A number of UNICEF offices worked on initiatives to address violence, trafficking and sexual exploitation affecting indigenous communities. UNICEF Colombia has been working on gender-based violence against indigenous girls, adolescents and women in conflict-affected areas. In addition to awareness-raising activities under the interagency CERF programme, the country office worked with CODEBA and the Association of Indigenous Councils of Amazonian Trapezium (AZCAITA) to develop a project to address the concerns of traditional indigenous authorities about mistreatment, abuse and sexual exploitation of children and adolescents – both in their communities and in interactions with other social groups. Through an analysis of such violence and its impact on indigenous children, the project contributed to raising awareness both within and outside of indigenous communities. The project also supported these communities in recovering traditions and customs relating to child protection, and incorporating them into community regulations.

35. In 2015, a regional coordination process was launched in the Triple Border region of Colombia, Brazil and Peru, to strengthen the response to commercial sexual exploitation and trafficking of girls, boys and adolescents. The agreement reached among the authorities of the three countries was technically led by UNICEF, with the involvement of NGOs, and resulted in a work plan that includes progress on the analysis of the dynamics of exploitation and trafficking along the Amazon Border and the diagnosis of existing legislation, agreements and support services for protection and care in each country. Within the framework of the Fourth International Symposium on Comprehensive Protection of Girls, Boys and Adolescents, entitled “Secure Borders for Children,” an agreement was signed by the Colombian Police, the National Family Welfare Institute and UNICEF Colombia; the Police Attaches from Ecuador, Panama and Peru; and the Brazilian embassy to support a coordinated regional response to commercial sexual exploitation.

36. In Guatemala, UNICEF supports a UN joint programme for the empowerment of indigenous adolescent girls that engages youth organizations to strengthen participation and address teenage pregnancy, child marriage, gender-based violence, and sexual and reproductive health. A major success has been the increase of the age of marriage for girls. The campaign #18Si14No contributed to changing the Civil Code and raising the age of exceptions for girls to 16 (to equate it with that of boys) and to make exceptions rarer by requiring a judicial decision.

37. In Mexico, UNICEF, together with four UN agencies (UNDP, UNFPA, UNESCO and ECLAC), consolidated an inter-cultural approach to gender violence prevention in indigenous

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communities from Chiapas and Oaxaca, through participatory planning and mobilization of traditional authorities to develop community-led responses and special protection systems. The external ECLAC evaluation of the programme recognized the UNICEF-led strategy of promoting protection protocols for indigenous girls and boys as a good practice that should be replicated. The strategy was documented by UNICEF, and a guidance manual was prepared jointly by UNICEF and ECLAC.

38. UNICEF El Salvador is working on preventing violence at the local level – in the family, school and community – as well as GBV prevention in schools, with a particular emphasis on communities where there are indigenous children and adolescents. In Costa Rica, UNICEF has been providing capacity building for indigenous women leaders to empower them to raise awareness of gender-based domestic and community violence. In Peru, UNICEF is strengthening the provision of equitable prevention and response to different forms of violence against children with a focus on the Amazonas, including remote areas with indigenous populations. UNICEF Guyana and Suriname is supporting the strengthening of child protection systems to better serve children living in the Amazon, including in indigenous communities, with a special focus on violence prevention and reporting, referring and addressing cases of violence, neglect and abuse. The initiative includes a study on violence against children, with a focus on indigenous children.

39. UNICEF Nicaragua is supporting the Indigenous Autonomous Regional Governments in the Caribbean coast to create a peaceful and safe environment in a multi-ethnic and multicultural setting. In schools, UNICEF is investing in teacher capacities to provide counselling to children and families in these autonomous regions to reduce abuse. It is also strengthening school community organizations, including children’s organizations, to conduct community and school campaigns against violence. UNICEF is contributing to the customization of national strategies for these autonomous regions, taking into account culture, languages, worldview and social structures of indigenous and Afro-Caribbean peoples.

40. Information on violence against children and adolescents in Ecuador reflects that, in 2013, suicide accounts for 12.1 per cent of total deaths in adolescence (between 12 and 17 years old), down from the 2012 peak of 15.4 per cent. As of 2015, UNICEF Ecuador has been implementing the national campaign “Ahora que lo ves”, under the framework of the #ENDviolence global initiative. A new phase of the campaign will focus on suicide among adolescents. It will incorporate an intercultural component to help make visible and tackle suicide among indigenous adolescents.

### **G. Incorporating a cultural perspective into health policies, programmes and reproductive health services**

41. In line with the recommendations of the Permanent Forum, UNICEF continues to support culturally sensitive health policies, programmes and services, with a special focus on indigenous children, adolescents and young people. In Guyana, for example, UNICEF is implementing a health, education, adolescent and WASH programme, integrated with sports and culture for development in seven dormitory hinterland schools with a majority of indigenous children and one hostel with only indigenous children. The programme includes culturally sensitive sexual and reproductive health education including a menstrual hygiene

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component, information on nutrition, life skills, and family planning through gender sensitive, culturally appropriate discussions.

42. In Venezuela, UNICEF has been working to improve the quality of culturally appropriate health and nutrition services for children under five through advocacy, south-south cooperation, knowledge generation and partnerships. At the national level, UNICEF supported the Ministry of Health in the creation of a five-year work plan that prioritizes access to quality health services, and includes the intercultural perspective on health, with particular consideration to indigenous peoples. At the local level, in Amazonas and Zulia states where many indigenous peoples live, UNICEF supported south-south cooperation through the participation of experts from Peru and Bolivia in the II Indigenous Health Congress, focusing on the integration of traditional medicine in child and maternal health and on the intercultural perspective on the provision of services to indigenous families. UNICEF has also developed strategic partnerships with the State of Amazonas Health Department, the Amazonas Center for Tropical Disease Control and the Department of Indigenous peoples of the state of Zulia on maternal and child health in indigenous communities from an intercultural perspective.

43. In Chile, UNICEF has been working with the Ministry of Social Development and the Ministry of Health on a comprehensive revision of all materials for families on early childhood development and parenting skills, delivered through the public health system (under the Chile Crece Contigo Protection System). In the context of this work, UNICEF has supported the development of specific versions for indigenous peoples and has provided technical assistance to update existing materials to integrate an intercultural approach.

### **H. Migration**

44. In Costa Rica, UNICEF supported the CENCINAI in the southern region and the Ministry of Health in the development of culturally-adapted care and stimulation models for indigenous children accompanying their families in seasonal coffee harvesting migrations across the southern border. The innovative Houses of Happiness initiative brought together farmers, national institutions and sub-national government to develop protection and development programmes for indigenous children working in the coffee harvest. UNICEF provided capacity building and initial funding for the installation of the first six Houses of Happiness in 2014, followed, in 2015-2016, by an additional 16 houses. UNICEF enhanced the capacity of institutions involved in the programme. Together with the Civil Registry and UNHCR, the births of 50 indigenous children and adolescents, most born in the country to foreign parents, were duly registered. In the absence of such a programme, the families living on coffee farms do not register the births of their children for fear of deportation, based on misinformation and lack of familiarity with national laws.

### **I. Birth registration**

45. UNICEF continues to support programmes aiming to promote birth registration in indigenous communities as well as national and international initiatives aimed towards sensitizing governments on the right to birth registration. In Peru, for example, UNICEF promoted south-south cooperation on the topic of birth registration, encouraging partnership between governments and promoting technical exchange between Peru, Cuba, Bolivia and Argentina with the purpose of strengthening capacities to develop sustainable strategies for

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registering indigenous children. With UNICEF support, the National Vital Statistics Office and the Ministry of Development and Social Inclusion of Peru are increasing resources to eliminate the birth registration gap in indigenous communities through a specific programme aimed at building the capacity of registrars of indigenous communities. UNICEF Viet Nam implemented a Social Audits tool (Citizen Report Card) to assess the birth registration services for children in disadvantaged locations.

46. In July 2015, UNICEF Malaysia, together with UNHCR, supported birth registration awareness initiatives carried out by PACOS Trust, a community-based organization dedicated to supporting indigenous communities in Sabah, together with other NGOs. The initiatives empowered marginalized communities in 5 locations in Sabah with awareness on the importance of birth registration, as well as knowledge of birth registration processes and the acquisition of nationality.

47. With support from UNICEF, the Government of Brazil, in discussion with neighbouring countries, has been working towards universal registration of children with a special focus on indigenous and other vulnerable groups. As a result of two meetings organized by UNICEF and partners, with the participation of Mercosur High Level Authorities on Human Rights and indigenous peoples, a set of recommendations to overcome bottlenecks related to universal birth registration – particularly for children from indigenous, riparian and former slave communities (*quilombolas*) – were prepared by representatives of the Brazilian government and justice system, representatives of indigenous communities living in cross-border areas, and human rights experts. Thirty religious leaders participated in a workshop that resulted in agreements on referral mechanisms connecting religious communities and authorities to locate and register children, especially indigenous children.

48. In Bangladesh, due to targeted interventions as part of the UNICEF-supported Integrated Community Development Project in the Chittagong Hill Tract project, birth registration of children under five is 10.8 percentage points higher than the national average (MICS 2012-2013); around 162,734 children under 18 years have received birth certificates. In Nicaragua, where the new Family Code adopted in April 2015 extends free birth registration up to seven years of age, UNICEF supported the Central Civil Registry with birth registration of 12,351 children and adolescents in remote, indigenous communities in Waspam, Rosita, Bilwi and El Tortuguero.

49. Eighty-six per cent of indigenous children in Panama are registered, a rate 10 points lower than the national average of 96 per cent. The UNICEF country office worked with the National Civil Registry to close the birth registration gap in the indigenous Ngabe-Buglé Comarca, by registering 2,254 children. This initiative also led to the issuance of infant identity cards (*cedulas*) to 45,742 children and adolescents in indigenous communities.

### J. Data collection and disaggregation

50. UNICEF continues to support the collection, analysis and dissemination of reliable, disaggregated data, which is critical to assessing and raising awareness of the situation of indigenous children and young people and informing evidence-based policies and programmes. In Brazil, UNICEF works with partners advocating for the improvement of information systems, particularly addressing the scarcity of data on indigenous populations,

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and supports the participation of indigenous organizations in data collection and analysis efforts. In Chile, Guatemala and Venezuela, UNICEF supported the government to strengthen its capacity to analyse and disseminate disaggregated data, considering the most disadvantaged groups, including indigenous children, adolescents and young people. In Ecuador, UNICEF supported an analysis of the exclusion of indigenous children and adolescents from education. UNICEF’s upcoming study on violence against children in Suriname will pay special attention to indigenous villages.

51. UNICEF’s Multiple Indicator Cluster Surveys, known as MICS, are the largest source of statistically sound and internationally comparable data on women and children worldwide. In several countries, MICS includes questions on the situation of indigenous peoples and ethnic minority populations. In Guyana, the 2014/2015 MICS (currently being finalized) looked specifically at disaggregating data to highlight the situation of indigenous peoples. MICS5 in Viet Nam also covers ethnic minority households, and the final report presented disaggregated data and compared major children’s indicators between ethnic minority and non-ethnic minority children. In 2015, Mexico together with the National Institute for Public Health carried out a MICS survey, which gathered relevant information on the indigenous population (mainly women and children under 5) at national level. Results will be available as of mid-2016.

### **K. The situation of indigenous children in industrialized countries**

52. In line with UNICEF’s equity agenda, UNICEF National Committees in industrialized countries have paid special attention to the rights and situation of indigenous children and communities, to tackle the poverty and discrimination that underlie disparities in opportunities and outcomes. The Australian National Committee for UNICEF co-convenes the Australian Child Rights Taskforce, a coalition of over 100 organisations, networks and individuals who are committed to the fulfilment of child rights in Australia. UNICEF Australia is leading the Taskforce’s current project to develop a report to mark the 25th anniversary of Australia’s ratification of the Convention on the Rights of the Child, reflecting on progress and challenges and offering policy recommendations (to be released in 2016). The experience of Aboriginal and Torres Strait Islander children will feature throughout the report, as they are among most likely to experience barriers to the fulfilment of their rights. The thematic areas of focus include: learning and development, health, identity, justice, family and care, safety and protection.

53. UNICEF Canada is a member of the Jordan’s Principle Working Group, a collaboration with the Assembly of First Nations, the Canadian Paediatric Society and researchers from McGill University, the University of Michigan, and the University of Manitoba. Jordan’s Principle, unanimously adopted by the House of Commons in 2007, is intended to ensure that First Nations children do not experience delay, denial or disruption of services ordinarily available to other children. In 2015, the Working Group produced a report<sup>2</sup> that provides an evidence base to assess and improve the principle’s implementation; UNICEF

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<sup>2</sup> *Without delay, denial or disruption: Ensuring First Nations children’s access to equitable services through Jordan’s Principle*, [http://www.afn.ca/uploads/files/jordans\\_principle-report.pdf](http://www.afn.ca/uploads/files/jordans_principle-report.pdf).

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Canada has used this as a basis for media statements,<sup>3</sup> interviews and advocacy to promote the rights of indigenous children. In 2016, UNICEF Canada will continue to work for the implementation of Jordan’s Principle, as recommended by the Canadian Truth and Reconciliation Commission. To promote awareness of indigenous children’s rights, UNICEF Canada issued public statements,<sup>4</sup> published resources in several indigenous languages, and engaged with the National Collaborating Centre for Aboriginal Health. It also provided support to the Government of Nunavut Representative for Children and Youth for the use of Child Rights Impact Assessment as a tool for improving child well-being.

54. The National Committee of New Zealand for UNICEF has engaged a Maori cultural advisor and is working to establish a Maori reference group to increase its cultural competence and inform its advocacy efforts. In 2016, the Committee on the Rights of the Child (CRC Committee) will examine the children’s rights situation in New Zealand. The alternative reports to the CRC Committee highlight the persistent disparities in outcomes for Maori children, and UNICEF New Zealand is leading a significant child rights consultation to ensure children’s voices are heard during the examination, including the voices of *tamariki* and *rangatahi Maori* (Maori children and youth).

55. UNICEF New Zealand also highlights disparities in outcomes for Maori children by contributing to the Human Rights Council’s Universal Periodic Review process. In 2015, UNICEF New Zealand launched a campaign called ‘Make My Future Fair: Meinga tōku āmua kia tika’, which focuses on the priority issues of health, education, family, violence, and justice,<sup>5</sup> and will develop new child rights education resources, including in te reo Maori .

56. UNICEF New Zealand promotes Maori children’s well-being with a range of partners, including the Office of the Children’s Commissioner’s Child Poverty Monitor; Maori organisations, such as Mana Ririki, that are working to reduce Maori child abuse; and, at the community level, the Child Friendly Cities initiative. UNICEF New Zealand consistently seeks to engage *rangatahi Maori* (Maori youth) as Youth Ambassadors and as participants in the annual Youth Congress. Currently, three of the 11 Youth Ambassadors are Maori.

### III. UNICEF answers to the UNPFII Questionnaire to the UN system

#### Q1. Indigenous peoples: Conflict, peace and resolution

57. UNICEF has been working on issues of conflict, peace and resolution for indigenous peoples in several countries in which their communities have been affected by conflict. It has worked to promote indigenous peoples’ access to services and participation in peace talks, build local capacity, advocate for indigenous peoples’ rights in conflict-affected communities,

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<sup>3</sup> <http://www.unicef.ca/en/press-release/new-research-sheds-light-on-gaps-in-services-for-first-nations-children-in-canada>.

<sup>4</sup> <http://www.prnewswire.com/news-releases/unicef-canadas-response-to-preview-report-at-truth--reconciliation-commission-closing-ceremonies-505851811.html> ; <http://www.unicef.ca/en/blog/creating-a-better-future-life-path-for-children-on-national-aboriginal-day>.

<sup>5</sup> <http://www.fairfuture.nz>.

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and prevent violence, exploitation and abuse, giving particular attention to the situation of indigenous women and children.

58. In Colombia, where according to a recent report by the UN Secretary General<sup>6</sup> serious violations continue to affect indigenous peoples in the context of the armed conflict, with a heavy impact on indigenous and Afro-descendant children, UNICEF has been working for several years with indigenous communities that have been heavily affected by armed conflict, including in Putumayo, Narino, Cauca and Choco. Within the framework of the Core Commitments for Children in Emergencies, UNICEF Colombia has paid special attention to ensuring that historically excluded indigenous and Afro-Colombian populations have access to quality services. It has worked on preventing child recruitment, focusing on indigenous children. Another focus has been gender-based violence against indigenous girls, adolescents and women in conflict-affected areas. UNICEF has provided capacity building to indigenous leaders and local authorities, and is working to raise awareness of gender-based violence in conflict-affected indigenous communities, as part of an interagency Central Emergency Revolving Fund (CERF) programme in Litoral de San Juan, Choco, jointly implemented by UNICEF, UNDP, UN Women and UNFPA.

59. As technical secretariat of the Monitoring and Reporting Mechanism (MRM) for the Security Council Resolution 1612, UNICEF Colombia pays special attention to indigenous children whose rights are violated in the context of armed conflict. Along with other UN agencies, UNICEF has supported indigenous peoples’ participation in the peace process between the Colombian government and the Fuerzas Armadas Revolucionarias de Colombia — Ejército del Pueblo (FARC-EP). UNICEF has also provided support to indigenous communities on how transitional justice should be understood in relation to the rights of indigenous children.

60. In 2015, UNICEF offices in Ecuador and Colombia formulated a cross-border child protection programme, following consultations with local actors in both Esmeraldas (Ecuador) and Putumayo (Colombia). One of the specific objectives of the programme relates to addressing the trafficking of teenage girls (mostly indigenous) from Colombia to Ecuador for sexual exploitation. Programme implementation will start in 2016.

61. In Honduras, UNICEF coordinated with the national emergency agency (COPECO) to provide hygiene and recreational kits to 229 indigenous persons, including 141 children and 52 women, who were displaced from Nicaragua to the Mosquitia area of Honduras in October, allegedly due to land disputes between indigenous groups and settlers. As reported by UNHCR, the women and children lacked food and water and were in poor health, with children suffering from malnutrition. UNICEF’s NGO partners distributed water and purification filters to the group. UNICEF supported training of teachers and persuaded the Ministry of Education to provide School in a Box and ECD kits to enable the displaced children to continue their education. By the end of 2015, the number of displaced persons had increased to over 1,600. UNICEF, UNHCR and their partners continue to monitor the situation closely.

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<sup>6</sup> Report of the Secretary-General: Children and armed conflict (A/69/926–S/2015/409).

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62. As a leading agency in the MRM on Grave Child Rights Violations (GCRVs), UNICEF Philippines actively monitors, verifies and reports violations perpetrated in the context of armed conflict. UNICEF also engages in dialogue and advocates with the armed forces, armed groups and the government to promote greater accountability and to prevent further violations against children. In 2015, UNICEF has monitored and verified several GCRVs committed by armed forces and armed groups in indigenous communities, such as killings, sexual violence, arbitrary detentions and attacks on schools and their personnel. UNICEF is particularly concerned by the military use of schools administered by NGOs in remote indigenous communities, and the attacks and threats to teachers and students. As consequence of these violations and the militarization of communities, thousands of indigenous people have evacuated from their communities to evacuation centres in urban areas.

63. The GCRVs in indigenous communities in the Philippines were discussed within the Country Task Force on Monitoring and Reporting (CTFMR), reported to the Office of the Special Representative of the Secretary-General (OSRSG) for Children and Armed Conflict, and shared with the government-led Monitoring, Reporting and Response System (MRRS) to guarantee appropriate response and prevent further violations. Strategic partnerships were also established, as for instance with the UN Special Rapporteur on the rights of indigenous peoples, who has published a statement on these violations.

64. UNICEF Philippines also worked with the Western Mindanao State University and the local government in Zamboanga City to provide access to basic education and early learning for children in areas in the Mampang Transitory site, which includes Badjao and Tausug indigenous children. UNICEF provided temporary learning spaces and trained day care and child development workers and parents on child development principles, with an emphasis on culture of peace and intercultural dialogue.

### **Q2: Obstacles and facilitating factors**

65. Obstacles encountered in UNICEF’s work on indigenous issues have varied across countries, influenced among others by national priorities and political opportunities. As previously reported to the Permanent Forum, in some countries challenges have been related to the lack of knowledge and dissemination of the Forum’s recommendations, the lack of disaggregated data on indigenous peoples and the lack of knowledge and expertise on indigenous peoples’ rights on the part of the duty bearers for children’s rights. In some instances, indigenous peoples’ rights have not been visible in the country’s development priorities or there has been lack of support and commitment of government institutions for the protection and fulfilment of indigenous children’s rights.

66. Challenges related to limited financial resources to meet the multiple needs of indigenous communities and the high costs related to the difficulty in accessing remote indigenous communities have also been reported. Institutional weakness, the dispersion of indigenous organizations, and the lack of coordination of actions at national level and with local indigenous authorities also present challenges to the full implementation of the recommendations of the Permanent Forum.

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67. Facilitating factors in the implementation of the recommendations of the Permanent Forum have also varied across countries. In some countries, the presence of political will and progress in legislation and institutional areas (e.g., constitutional reforms, institutional commitment to indigenous peoples’ rights) have helped push forward the agenda for indigenous peoples’ rights. In some countries, Forum recommendations that are directed at national authorities and country visits and recommendations of the Special Rapporteur on the rights of indigenous peoples have facilitated implementation of the recommendations.

68. The inclusion of indigenous issues in regional and national fora, national consultation frameworks that facilitate the convening of key stakeholders, and expanded strategic partnerships among UN agencies under the authority of the Resident Coordinator have also been identified as facilitators by UNICEF country offices. In some instances, documentation of evidence and availability of data to support advocacy efforts have contributed to advance the rights of indigenous peoples. Catalytic funding to support indigenous peoples’ access to essential services has also been reported as a facilitating factor. Finally, identifying and addressing equity gaps and promoting social equality as major objectives of UNICEF country cooperation programmes have helped bring attention to indigenous peoples’ issues and advance the implementation of the recommendations of the Permanent Forum.

### **Q3. a) Other relevant programmes, projects or activities**

69. UNICEF offices have undertaken various programmes and activities specifically designed to advance the rights of indigenous peoples, with projects ranging from bilingual and intercultural education and culturally sensitive health services, to birth registration and initiatives to combat violence, abuse and exploitation.

70. Across regions, UNICEF country offices have adopted the topic of indigenous issues as a priority in multi-year country programmes and action plans. In Ecuador, the support of indigenous peoples’ rights is included in the UNICEF Country Programme Action Plan (2015-2018) as a cross-cutting issue in the framework of the human rights-based approach, as indigenous peoples are still facing larger equity gaps than other ethnic groups in the country. UNICEF Cambodia’s new three-year Country Programme (2016-2018) includes a specific geographical focus on the north-east of the country, which houses a large number of ethnic minorities. Programming interventions will cover IECD/community development, advocacy and support for national development and implementation of parenting education, birth registration, community pre-schools, civic engagement mechanisms and access to commune support for health, nutrition, WASH, disability and child protection services. The aim is to reach and engage indigenous communities and ethnic minorities, particularly in Ratanakiri and Mondulakiri provinces.

71. The implementation of the Country Programme of UNICEF Viet Nam (2012-2016) is guided by an Ethnic Minority Strategy that addresses growing inequalities faced by ethnic minority children and also serves as a framework for identifying detailed project lines with the government. The 11 priority areas include social protection, mother tongue based bilingual education, reduction of stunting, birth registration and addressing child marriage. In Nicaragua, the current country programme (ending in 2017) has a heavy geographic and equity-based focus on indigenous and Afro-descendent populations to reduce inequity in indicators related to children’s rights.

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72. In the Philippines, UNICEF decided to sharpen its equity focus by promoting the rights and well-being of indigenous children during the mid-term review of the current Country Programme Action Plan (2012-2016). The office has designated an Indigenous Peoples Focal Point within its staff and will work with the Department of Social Welfare and Development to enhance the delivery of modified conditional cash transfers for indigenous peoples in geographically isolated and disadvantaged areas. UNICEF will provide technical assistance to assess the availability and appropriateness of health and education facilities to be accessed by indigenous households who are beneficiaries of the cash transfers. The results of the assessment will be used to inform the Departments of Education and Health about the bottlenecks and barriers experienced by indigenous peoples in accessing education and health services.

73. In a number of countries, UNICEF is supporting interventions aimed at improving indigenous peoples’ access to quality, culturally appropriate basic services. In Bangladesh, considering the multiple deprivation of the communities in the Chittagong Hill Tracts, UNICEF and the government jointly formulated the Integrated Community Development Project aimed at improving access and utilization of basic social services to the marginalized, geographically hard to reach ethnic minority communities who are most deprived of basic social services. Using a life cycle approach, the project provides integrated basic services of health, nutrition, education, WASH and child protection, through a network of 4,000 Para (Village) Centres that also serve as information centres and meeting places for the community.

74. In Guyana, UNICEF is supporting the incorporation of early childhood development services into the maternal and child health programme to provide access to early stimulation for indigenous children in hinterland areas. UNICEF Congo is the lead agency for indigenous population issues, which is one of the three UN leadership issues in the country. In the area of Lekoumou (South-West), UNICEF continued to support proximity essential services provision campaigns to promote birth registration, school enrolment and health.

75. In Peru, UNICEF supported the reduction of neonatal mortality and the reduction of mother-to-child transmission of HIV/AIDS in indigenous communities. UNICEF worked with the Regional Health Bureau for the implementation of the Mobile Health Units in the Cusco region (highlands) as a way to improve the response capacity of health services in rural and isolated areas. This intervention is supplemented with a communication strategy aimed at developing and carrying out health promotion actions to improve the care of newborns at home in 21 districts of this region. In Brazil, data and advocacy initiatives led by UNICEF, showing indigenous infant mortality to be twice that of other Brazilian children, informed the Amazon Child Agenda, signed in November 2015, in which governors of all nine states in the Amazon region committed to eliminating preventable deaths of children under one year of age and reducing the number of unnecessary C-sections.

76. Following the devastating earthquakes that struck Nepal in April and May 2015, affecting 2.8 million people (1.1 million children), destroying infrastructure and disrupting services across the country, UNICEF provided an emergency cash top up grant to 400,000 existing beneficiaries of the government’s social assistance schemes for vulnerable populations, including highly marginalized ethnic groups across the 19 districts affected by the earthquake.

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77. In Honduras, UNICEF has supported the development of work plans and strategies to achieve inclusion and decrease dropout among indigenous children in 39 municipalities in the departments of Lempira (Lenca communities), Copán (Maya-Chortí communities), and Gracias a Dios (Miskito communities). The strategy has four main components: development and community organization; capacity building of teachers to improve pedagogical practices in the classroom and in the community; curriculum development and life skills. By October 2015, implementation of the quality pedagogical model focused on rights, equity and multiculturalism began in ten schools in Mosquitia region (where indigenous peoples live). This initiative will be expanded in 2016 to other schools and communities in the Miskito villages, as well as in the Lenca and Maya Chortí communities.

78. In other countries, UNICEF is working with indigenous networks and other actors to build capacity and strengthen participation around indigenous peoples’ rights and children’s rights. In Venezuela, UNICEF supported the Amazonas Network of Indigenous Youth (RAJIA) to empower indigenous adolescents and young people to defend their rights. RAJIA invites children, adolescents and youth to participate in workshops, classes, forums and meetings where they learn about the rights of children and indigenous peoples. In 2015, RAJIA strengthened its collaboration with government and civil society organizations and supported the active participation of indigenous youth and adolescents in building proposals to end violence in their environments; reduce adolescent pregnancy; reduce drug and alcohol abuse; and find positive recreational, cultural and educational activities.

79. UNICEF Peru assisted in strengthening the “Edugestores” network of collaboration and exchange between public education managers at all levels of the State – a joint effort with the academic community and the MoE for continuous training and exchange, with an active virtual platform of support and three stakeholders, including IBE promoters. The country office also carried out advocacy and provided technical assistance at national and regional levels so children and adolescents could play leading roles and be heard in different forums, such as the Challenges for the Education Agenda 2016-2021 and the Good School Year Start Programme, in addition to radio programmes in native languages and Spanish.

80. In Brazil, UNICEF has been engaging adolescent networks, organising trainings, advocating to different audiences and making the system more efficient at protecting indigenous and Afro-descendant youth. In June 2015, during the VI Hemispheric Network of Parliamentarians and Former Parliamentarians for Early Childhood Meeting, UNICEF presented the issue of inequality, focusing on indigenous children and adolescents; the Network Executive Secretary has committed to prioritizing the indigenous issue at the next meeting to be held in Mexico in 2016. UNICEF also worked to promote indigenous children’s rights to play and to protection during the first World Indigenous Games in Palmas.

### **Q3. b) Support for indigenous peoples in line with the aims of the 2030 Agenda for Sustainable Development**

81. UNICEF is committed to supporting the achievement of the Sustainable Development Goals (SDGs) for every child, especially the poorest and most disadvantaged. As the SDGs were being discussed and drafted, UNICEF supported the participation of indigenous children and communities in consultations on the post-2015 development framework at local, national and international levels. In line with the aims of the 2030 agenda, UNICEF offices are

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developing and implementing initiatives to accelerate progress for the children in greatest need, including indigenous children.

82. At the regional level, the Latin America and the Caribbean Regional Office and country offices of Amazonian countries have been elaborating a “Strategy to build resilience and address discrimination and exclusion of Children in the Amazon basin, 2016-2023.” As part of this sub-regional strategy, UNICEF Ecuador is planning to support a programme in Amazonian provinces (starting in Sucumbíos and Morona Santiago), with special attention to indigenous children and adolescents, aimed at reducing exclusion from the education system; creating protective environments, free from violence; reducing child malnutrition and maternal and neonatal mortality; and empowering indigenous children, families and communities to monitor and demand accountability on children’s rights. In Ecuador, indigenous children are an important segment of the beneficiaries of the UN SDG Fund Joint Programme on Food Security and Nutrition, which aims to reduce stunting. The programme is being implemented in Imbabura province (2015-2016) with the support of UNICEF, PAHO, FAO and WFP. The UNICEF coordinator for the programme’s nutrition component is a young indigenous woman.

83. Also part of the sub-regional strategy, UNICEF Guyana and Suriname is planning to support indigenous peoples with a number of interventions related to the SDGs, including early childhood development programmes; inclusive and equitable education tailored to indigenous cultures and languages; strengthening child protection systems to address violence; developing resilience to the effects of climate change, recognizing the unique and varied environments where indigenous communities live; and supporting disaggregated data gathering.

84. In Guatemala, where indigenous persons represent between 40 per cent and 45 per cent of the population, and gaps between indigenous and non-indigenous populations persist, UNICEF’s work will continue to focus on indigenous persons, particularly in the areas of health, nutrition, education, water and sanitation, social inclusion, and adolescent girls (SDGs 2,3, 4, 5, 6 and 10). UNICEF Honduras will continue expanding the number of communities supported in its WASH and education programmes. In the La Mosquitia region, a remote area home to several indigenous groups, a new programme focuses on climate change and environmental protection (SDGs 3, 4, 6, 13). UNICEF Panama will support the scaling-up of the IBE programme in the Ngable-Buglé Comarca; and will focus on ensuring quality services for children within the National Plans for the Development of Indigenous Peoples of Panama.

85. UNICEF Venezuela will help strengthen public policies to scale up the access of indigenous children and adolescents to basic services. Indigenous communities are a specific target in UNICEF’s health, nutrition and education planning, aiming to build capacity to improve the quality of neonatal care; promote and protect breastfeeding; support culturally sensitive programmes to prevent HIV and adolescent pregnancy; and strengthen IBE in indigenous areas. Child protection programmes also target indigenous communities in nationwide activities that include capacity building, violence prevention and response, birth registration, and monitoring systems (SDGs 2, 3, 4, 10 and 16).

86. In Peru, UNICEF will continue to work on SDGs 4, 5, 6, 12 and 13, with a particular focus on the most vulnerable children, including indigenous children. Areas of intervention will include policy support and technical assistance around IBE, including strengthening the

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participation of parents and community leaders in the learning process in their original language and in Spanish as a second language; and technical assistance in child protection and water and sanitation.

87. In Bangladesh, UNICEF continued its support to accelerate efforts towards reducing mortality, undernutrition, illiteracy, promoting rights of women and children and protection. All efforts will be made to enhance effective and equitable coverage of quality basic services by addressing identified bottlenecks, building the capacities of the sectoral departments, and promoting positive and protective behaviours and practices. In Mexico, UNICEF will provide technical and financial assistance to the Ministry of Education on indigenous education to guarantee the right to quality education (SDG 4), mainly through capacity building activities for teachers.

### **Q3. c) Capacity development initiatives aimed at indigenous peoples, governments, UN agencies or others which feature the rights and well-being of indigenous peoples**

88. UNICEF country offices are undertaking capacity-building initiatives in a range of areas – from storytelling and monitoring to health care and child protection – to help governments, UN agencies, civil society and other actors better meet the needs of indigenous children and communities, and to equip communities themselves with critical tools to realize children’s rights.

89. In Chile and Venezuela, UNICEF supported trainings on children’s rights and indigenous peoples’ rights. Justice system officials in Chile’s Araucanía Region were trained to incorporate international standards in their decisions and procedures concerning indigenous children.<sup>7</sup> UNICEF Venezuela trained indigenous leaders to support the consolidation and strengthening of RAJIA, the Amazon Adolescents and Youths Network, that promotes child rights, particularly the rights of the indigenous children, adolescents and youth. UNICEF Colombia provided capacity building to indigenous leaders and local authorities on issues related to gender-based violence.

90. In Belize, Congo and Viet Nam, UNICEF is working to build capacity in monitoring and evaluation. UNICEF Congo trained 80 local actors in the department of Lekoumou in applying monitoring results for equity systems (MoRES). In Belize, UNICEF developed customized monitoring frameworks to provide information about the number of indigenous persons reached by the activities of partner organizations. UNICEF Viet Nam, in coordination with Viet Nam’s national network of child rights organisations, supported an inclusive and participatory process with civil society to prepare a report on child rights implementation, to inform the preparation of an alternative CRC Report as well as the Government’s annual review of its implementation of the most recent recommendations of the Committee on the Rights of the Child. One focus is the rights of ethnic minority children.

91. UNICEF Philippines implemented citizen journalism training with indigenous and non-indigenous children and youth, as well as adult NGO representatives working on indigenous issues in Oriental Mindoro, Philippines, where the Mangyan people live. 43 children and youth, including Mangyan children and youth, were trained in using social media

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<sup>7</sup> <http://unicef.cl/web/unicef-inicia-capacitaciones-a-fiscales-y-defensores-de-la-region-de-la-araucania/>.

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as a reporting tool, with the CRC and UNDRIP as a framework. The training is being implemented with the Asian Institute of Journalism and Communication and ABS-CBN, one of the largest media networks in the Philippines, through its citizen journalism programme Bayan Mo, i-Patrol Mo,<sup>8</sup> and coordinated with NGOs working with indigenous communities. In Belize, UNICEF is building partners’ capacity in storytelling, documentation and basic photography, with a workshop geared towards six civil society partners involved in violence prevention activities, two of which work directly with Garifuna and Maya populations.

92. Several UNICEF offices supported the training of community workers and service providers working in indigenous communities. To contribute to reducing child mortality in the Amazonas State, UNICEF Brazil trained over 30 health workers in indigenous communities in the state’s most remote areas. In Guyana, UNICEF helped build the capacity of community health workers and other health professionals in indigenous communities on midwifery and integrated management of childhood illnesses for infants from birth to two months of age, and helped enhance emergency obstetric care. In Guatemala, UNICEF trained 2,000 women in indigenous communities to support children’s education and participate in school management committees, and 1,200 traditional midwives to promote breastfeeding at community level.

93. UNICEF Congo trained 75 teachers and community volunteers in Lekoumou in pedagogical support and school attendance. In Ecuador, UNICEF supported the training of teachers, student counsellors, inclusion officers and Ministry of Education staff in education districts with a majority or significant percentage and diversity of indigenous peoples to identify children excluded from schooling and establish concrete actions to guarantee the fulfilment of their right to education. UNICEF Bangladesh provided support to enhance the capacity of 5,663 community workers, local government officials and traditional leaders on ‘Bottom Up Planning’ for children and women in the Chittagong Hill Tracts to facilitate the development of evidence based ‘Action Plans’ from the village level to the district level and mobilise their own resources for children and women. UNICEF Cambodia supported the training of indigenous speaking community development facilitators who can serve as a bridge between predominantly Khmer-speaking subnational administrators and speakers of other languages.

94. UNICEF Peru worked with populations from Ucayali, Loreto and Amazonas to build capacity of regional and local governments through the formation of the Committees on Water, Sanitation and Environmental Sustainability, which work with indigenous communities to create practical and sustainable solutions to improve water quality, manage grey water, and use ecological dry bathrooms and waste management. UNICEF Chile provided technical assistance to the National Service for Minors and the National Board of Kindergartens on incorporating the intercultural approach in the supervisory guidance of programmes, training technicians, professionals and managers of both institutions. The office also produced a training document for Carabineros de Chile on childhood rights and intercultural approaches, to include a human rights approach in police training.<sup>9</sup>

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<sup>8</sup> <http://bmpm.abs-cbnnews.com/>.

<sup>9</sup> [http://www.unicef.cl/web/wp-content/uploads/doc\\_wp/Guia\\_carabineros\\_web.pdf](http://www.unicef.cl/web/wp-content/uploads/doc_wp/Guia_carabineros_web.pdf).

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### Q3. d) Activities to raise awareness on indigenous peoples, including publications, films, audio material, maps, or other materials that feature or focus on indigenous peoples

95. To raise awareness of the situation of indigenous children and young people and advocate for their rights, UNICEF country offices produced a range of publications and multimedia materials. Many projects were developed in collaboration with indigenous children, communities and organizations. Video and social media featured prominently as means of disseminating advocacy and informational materials.

96. As part of the roll-out of its Communication and Public Advocacy Strategy (BCPAS) 2015-16, UNICEF Brazil has worked to give visibility to inequities that affect indigenous children – spotlighting, for instance, child mortality among indigenous children, and launching a campaign on the Impact of Racism on Childhood, which gave visibility to a theme rarely discussed in Brazil. As part of the initiative, UNICEF promoted workshops for journalists to raise awareness on indigenous peoples and Afro-Brazilians’ rights.<sup>10</sup> The campaign made extensive use of social networks and other new technologies, generating significant public feedback. More than 600,000 people follow UNICEF Brazil’s social networks, making these a critical channel to raise awareness of the rights of indigenous children and adolescents and amplify their voices.<sup>11</sup>

97. In recent years, UNICEF Peru has produced a range of advocacy and public information materials to raise awareness about the rights of indigenous peoples, particularly children and young people. Examples include publications for boys and girls from primary school in native languages (Matsiguenga, Shipibo, Asháninka, Awajum, Wampis, Yine); *The State of Indigenous Children in Peru*, a report that advocates for improved access to and quality of culturally appropriate services for indigenous children<sup>12</sup>; and a video on the problems that girls face in schools.<sup>13</sup> UNICEF Malaysia supported the production of *Many cultures, one voice: Stories inspired by indigenous children in Sabah and Sarawak*, a publication featuring traditional tales, pictures, and photography. These were collected by young people in six indigenous communities, who were trained to document stories through conversations and interviews with elders.

98. To promote discussion and negotiation with municipal authorities on WASH issues, UNICEF Guatemala supported community groups in producing videos, mainly in local languages.<sup>14</sup> The country office also produced videos with the Latin America and the Caribbean Regional Office to highlight discriminatory treatment that indigenous pregnant mothers face in accessing health services.<sup>15</sup> Additionally, UNICEF Guatemala developed a series of materials around Programa Maya (vignettes, guidebook and videos) and NEUBI (Nueva Escuela Unitaria Bilingue Intercultural – NEUBI), available in electronic format.

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<sup>10</sup> Communication materials, including video, are available at:  
[http://www.unicef.org/brazil/pt/multimedia\\_19298.htm](http://www.unicef.org/brazil/pt/multimedia_19298.htm).

<sup>11</sup> <http://www.unicef.org/brazil/pt/ECA25anosUNICEF.pdf>.

<sup>12</sup> [www.unicef.org/peru/spanish/ENI\\_2010.pdf](http://www.unicef.org/peru/spanish/ENI_2010.pdf).

<sup>13</sup> [www.youtube.com/watch?v=wBG3jUvTMCs](http://www.youtube.com/watch?v=wBG3jUvTMCs).

<sup>14</sup> [https://www.youtube.com/channel/UCBZ-uEIVu-GHU-V9EkYPfUA/videos?sort=dd&view=0&shelf\\_id=0](https://www.youtube.com/channel/UCBZ-uEIVu-GHU-V9EkYPfUA/videos?sort=dd&view=0&shelf_id=0).

<sup>15</sup> <https://www.youtube.com/watch?v=vMsCVK1czqQ>.

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99. In Venezuela, UNICEF produced a number of publications around indigenous issues, often in collaboration with indigenous peoples themselves. One publication supported the elaboration of educational projects for indigenous peoples in collaboration with the Ministry of Education with the participation of indigenous teachers.<sup>16</sup> UNICEF also worked with Wayuu teachers, leaders and intellectuals to produce a publication on the Educational Project for the indigenous Wayuu people. To support advocacy activities linked to the dialogue on public policies with the Government, indigenous organizations, universities and groups of indigenous women, adolescents and youth, UNICEF released an illustrated edition of the UNDRIP and the CRC.<sup>17</sup> UNICEF also supported the development of a *Theoretical and Practical Manual of Multiculturalism, Interculturality and Social Diversity*, developed in collaboration with the Red de Apoyo por la Justicia y Paz.

100. In Mexico, UNICEF published a series of studies on good practices in the area of education with a focus on indigenous children and adolescents, particularly girls.<sup>18</sup> The office also supported the development of an upcoming publication providing an overview of the educational situation for indigenous populations, in partnership with the National Institute for the Evaluation of Education, to be released in 2016.

101. UNICEF Congo – together with the Ministry of Social Affairs, Humanitarian Action and Solidarity, as well as UNFPA, UNDP, FAO, WFP, UNHCR, and the European Union – published an assessment of interventions geared to benefit indigenous populations.<sup>19</sup> It concluded that while improving indigenous peoples’ quality of life is a reality that was measured and observed at different levels during the evaluation, there has been inadequate progress – as social norms are changing slowly, significant discrimination and poverty persists, and indigenous people still have a hard time accessing basic social services, land and economic opportunities. It also offered evidence-based recommendations for the design of a future joint programme.

### Q3. e) Collection of statistical data on indigenous peoples

102. UNICEF recognizes that the availability of reliable, disaggregated data is critical to realizing the rights of indigenous peoples. Disaggregated data make visible the situation of indigenous children, adolescents and young people, and reveal the disparities between indigenous and non-indigenous populations, which may otherwise be obscured by national averages. Such data are needed to inform evidence-based policies and programmes, and determine whether these are achieving results.

103. UNICEF’s Multiple Indicator Cluster Survey (MICS)<sup>20</sup> programme is a cornerstone of rigorous, internationally comparable data on the situation of children and families. The Belize

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<sup>16</sup> [www.unicef.org/venezuela/spanish/PEPI.compressed.pdf](http://www.unicef.org/venezuela/spanish/PEPI.compressed.pdf).

<sup>17</sup> [www.unicef.org/venezuela/spanish/resources\\_21659.htm](http://www.unicef.org/venezuela/spanish/resources_21659.htm).

<sup>18</sup> Serie Buenas Prácticas de Educación: Buenas prácticas de Educación Indígena. 2014. ([http://www.unicef.org/mexico/spanish/BP\\_Educacion\\_Indigena.pdf](http://www.unicef.org/mexico/spanish/BP_Educacion_Indigena.pdf)); Serie Buenas Prácticas de Educación: Estrategia de mejora de la educación multigrado en comunidades chiapanecas con personas internamente desplazadas. 2014 ([http://www.unicef.org/mexico/spanish/BP\\_Multigrado.pdf](http://www.unicef.org/mexico/spanish/BP_Multigrado.pdf)); Serie Buenas Prácticas de Educación: Participación de niñas y adolescentes indígenas sobre su derecho a la educación. Estados de Chihuahua y Oaxaca. 2014. ([http://www.unicef.org/mexico/spanish/BP\\_Participacion\\_Indigena.pdf](http://www.unicef.org/mexico/spanish/BP_Participacion_Indigena.pdf)).

<sup>19</sup> *Evaluation des interventions visant l’amélioration de la qualité de vie des populations autochtones.*

<sup>20</sup> <http://mics.unicef.org/workshops>.

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country office is now supporting the 5th round of MICS (MICS5), which will collect data on the Maya and Garifuna populations, as did the previous round (MICS4). As previously mentioned, MICS5 in Viet Nam also covers ethnic minority households, and the final report presents disaggregated data and compares major children's indicators between ethnic minority and non-ethnic minority children. The 2014/2015 MICS in El Salvador included questions on the situation of indigenous peoples, as well as on Nahuat language proficiency. In Guyana, the 2014/2015 MICS (currently being finalized) looked specifically at disaggregating data to highlight the situation of indigenous peoples, as previously stated.

104. UNICEF Brazil works with partners advocating for the improvement of information systems, particularly addressing the scarcity of data on indigenous populations. The Situation Analysis (SITAN) of the Amazon Region, currently in the final stages of review, uses official data to spotlight the main challenges indigenous peoples face in the region and recommends solutions. Indigenous organizations participated actively in elaborating the SITAN methodology through two workshops. UNICEF and its partners also launched an indigenous census of Tabatinga (a city with a high percentage of indigenous population) in the state of Amazonas. UNICEF Chile has supported the Social Development Ministry in the disaggregation of CASEN survey data, considering the most disadvantaged groups, including indigenous children.<sup>21</sup>

105. In Congo, the joint assessment report of activities of the different actors, and the introduction of the comprehensive monitoring approach for action, led to a greater availability of data and evidence to measure progress in improving the well-being of indigenous children. UNICEF's upcoming study on violence against children in Suriname will pay special attention to indigenous villages. UNICEF Ecuador supported an analysis of the exclusion of adolescents and children from education in districts with a significant percentage of indigenous peoples. In Venezuela, UNICEF is supporting a national situation analysis of PMTCT, with a special focus on indigenous children.

106. In Guatemala, UNICEF has also supported the Ministry of Education to strengthen its capacity to process administrative sector data. The data are now available online<sup>22</sup> in a user-friendly format, and include information on indigenous children and teachers, disaggregated by gender. UNICEF Venezuela continues to participate in the statistics subcommittee on indigenous peoples, coordinated by the National Statistics Institute. Within the framework of 2015-2019 work plans agreed with governmental allies, UNICEF is supporting the improvement of administrative information registries generated by public institutions and has advocated for the use of self-identification as the criterion for determining indigenous ethnicity. In 2016, the country office will conclude a Situation Analysis on indigenous children and adolescents in the Amazon.

### **Q3. f) Participation of indigenous peoples at the United Nations or elsewhere, in decision making processes that affect them**

107. UNICEF has continued to support the participation of indigenous peoples, including children and adolescents, in decision-making processes at all levels. These activities have

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<sup>21</sup> [http://www.unicef.cl/web/wp-content/uploads/doc\\_wp/Incluir\\_Sumar\\_y\\_Escuchar\\_WEB.pdf](http://www.unicef.cl/web/wp-content/uploads/doc_wp/Incluir_Sumar_y_Escuchar_WEB.pdf).

<sup>22</sup> <http://estadistica.mineduc.gob.gt>.

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included promoting consultations, organizing fora, and strengthening indigenous peoples’ organizations, in order to develop programmes and services that address the challenges they face, meet their needs, and respect their rights and culture, and to ensure that their voice is heard in policy debates.

108. Examples of UNICEF support for indigenous peoples’ participation include support for the creation of the National Network of Indigenous People (RENAPAC) in Congo, and technical assistance and consultative mechanisms to enhance the participation of indigenous women and adolescent girls in Guatemala. In Colombia, Ecuador and several other countries, UNICEF has sought to ensure that indigenous communities, including women and children, have a say in the development of programmes and services that affect them. In El Salvador, the UN Gender Technical Group supported three consultations with women and adolescent girls to inform the action plan to guarantee the rights of indigenous peoples that is being developed under the coordination of the National Indigenous Coordinating Council. This frame will guide future support to be provided by UNICEF in order to ensure visibility of indigenous children and adolescents in the objectives and activities derived from the Action Plan.

109. In Peru, an especially important participation milestone was the prior and informed consultation (within the framework of ILO Convention 169) organized by the Ministry of Education with UNICEF support. UNICEF Peru advocated for, designed the methodology of, and participated actively in an unprecedented supplementary process of prior consultation of indigenous children for the National Intercultural Bilingual Education Plan, allowing them to be heard by national indigenous organizations and the government. Issues highlighted during the consultations include the need for certified professional teachers for preschools, teachers who speak the language of their students, and learning evaluations in original languages, the results of which are then applied to improve learning.

110. In Guatemala and Viet Nam, UNICEF has worked together with children’s and young peoples’ organizations to help ensure that their voices are heard in decision-making processes that pertain to them. UNICEF Venezuela developed a joint work plan with the Amazonas Network of Indigenous Adolescents and Youth (RAJIA) and has supported the participation of RAJIA in consultations with public institutions such as the Ombudsman’s Office, the Amazonas Legislative Council and the National Human Rights Council, as well as coordination with the Supreme Court, academic organizations, foundations and NGOs. In 2015, UNICEF Brazil continued to support the participation of indigenous youth in the National Indigenous Youth Network (Rejuindi), which involved specific training activities, social participation and presence in debates on public policy related to land rights, bilingual education, health, and social inclusion.

111. In order to identify and address bottlenecks that obstruct girls’ access to education and hamper their ability to complete their schooling, UNICEF Mexico has been supporting “Forums of Indigenous Girls for Educational Inclusion” in eight states (Chihuahua, Ciudad de Mexico, Estado de Mexico, Guerrero, Morelos, Oaxaca, Tabasco, and Yucatan) since 2013. More than 1,118 girls, their mothers, and more than 366 teachers have participated in these forums, which were organized in alliance with the General Direction for Indigenous Education and the MoE at the state level. Girls gave testimony about the challenges they face in accessing and staying in school. Their proposals for the design and implementation of more

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pertinent education policies and strategies were given to the National and States Protection Systems, as inputs to design a national and state-level protection programme. Following up on the girls' proposals, UNICEF contributed to implementing 11 workshops with more than 1,050 teachers, principals, directors, supervisors, technical advisors and administrative employees in four states (Chihuahua, Estado de Mexico, Morelos and Oaxaca), to strengthen the capacity of these actors to foster education access and retention of excluded children and to improve indigenous education.

### **Q3. g) Conferences and other meetings on indigenous peoples for 2016 and 2017**

112. UNICEF is convening or supporting a number of conferences and meetings on issues affecting indigenous peoples in the coming years. In Cambodia, the Multilingual Education National Action Plan (MENAP) will be launched via a high-level event in early 2016 with support from UNICEF. The vision of MENAP is to ensure all ethnic minority children have the right to access basic education, including the use of their mother tongue in the initial stages of education.

113. UNICEF Congo is planning to support: i) celebration of the International Day of Indigenous Peoples; ii) organization of an international conference on the inclusion of indigenous peoples in the agenda of the Sustainable Development Goals; iii) presentation in a political/strategic forum of the report on the evaluation of interventions aiming at improving the quality of life of indigenous peoples.

114. In 2016, UNICEF Chile will hold regular local meetings in the region of Araucanía with public defenders, indigenous Mapuche leaders and NGOs to coordinate follow-up action in cases of violence against indigenous children. In Guyana and Suriname, UNICEF will organize a meeting with the Toshias (Indigenous Chiefs) to present its Amazon strategy; discuss the upcoming Assessment of Indigenous Women and Children; discuss UNICEF's new Business and Child Rights programme focused on extractive industries; and discuss how to ensure joint efforts improve children's situation in their communities.

115. UNICEF Peru will support a number of meetings on issues related to indigenous peoples, including: i) an Accountability Forum around International Women's Day with the Ministry of Education and Ministry of Health, organized by the Red Florecer Network (March 2016); ii) a Seminar on the Education of Indigenous Girls, organized by the Multisector Commission of the Education of Rural Indigenous Girls (May 2016); iii) TINKUY, an annual gathering of indigenous children in 6th grade from all over the country to exchange knowledge, experiences and world visions, organized by the Ministry of Education with the support of UNICEF (held annually in September); iv) a Forum on Intercultural Bilingual Education to evaluate progress on IBE, organized by the Ministry of Education with UNICEF support (late 2016); v) proposed meetings to reduce maternal-neonatal mortality and infant malnutrition in the Peruvian-Ecuador Amazons, as part of the Binational Plan between Ecuador and Peru (2016).

116. In 2016, UNICEF Venezuela will support the RAJIA annual meetings and Human Rights Conferences in seven Amazon municipalities. UNICEF Viet Nam is planning a round table discussion with national assembly members; a dissemination workshop on evaluation of

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Mother-Tongue-Based Bilingual Education; and a celebration of International Mother Language Day.

### Q3. h) Partnerships towards achieving the goals of the UNDRIP

117. To advance the rights of indigenous children, adolescents and young people, UNICEF country offices have forged partnerships with indigenous peoples' organizations, including those representing children, adolescents and young people; NGOs; civil society; academic institutions; government agencies; and the private sector.

118. In Belize, continued partnerships between UNICEF and the Toledo Institute for Development (TIDE) supported WASH in indigenous communities, including promoting healthy habits in schools and responsible use of water.

119. A partnership between UNICEF Brazil, the Special Secretariat of Indigenous Health, Ministry of Health, the Network + Pará (Network of Youth Living with HIV) and municipal government of Paragominas supported the participation of 400 adolescents in health and education activities and exchange of knowledge and experience among indigenous and non-indigenous adolescents. UNICEF Brazil also collaborated with the Indigenous Organization of the Amazon region (COIAB), the Ministry of Education, and education secretaries at state and municipal levels to organize a workshop with participants hailing from across the Amazon to discuss good practices for indigenous education and bilingual education policies. This is a benchmark for indigenous rights, and led to a joint plan to improve education policies for indigenous populations.

120. In Chile, UNICEF participates in an intersectoral group composed of several public institutions and human rights NGOs to protect the rights of indigenous children who have been affected by police violence. UNICEF Chile also partners with the National Human Rights Institute to monitor institutional violence cases against Mapuche children, and works with the Catholic University of Temuco and Universidad de la Frontera to offer courses on child rights and interculturality<sup>23</sup> and on indigenous childhood in the justice system.<sup>24</sup>

121. UNICEF Congo is building an expanded and effective strategic partnership with UN system agencies and non-UN partners to better support indigenous peoples, in collaboration with the national network representing indigenous peoples. UNICEF Ecuador has long-standing partnerships with the government, civil society, academic institutions and indigenous peoples' organizations to advance the rights of indigenous peoples. Since 2005, for example, the office has supported the Confederation of Kichwa Indigenous Peoples (ECUARUNARI), the main organization of the Highlands, and other partners in the formulation, implementation and monitoring of the Indigenous Peoples Children and Adolescents Rights Agenda.

122. With the launch of the 2015 *State of the World's Children* on innovation, UNICEF Malaysia connected traditional partners with new ones to work on real-time monitoring and reporting of children's issues, to deliver better, faster more impactful results for children.

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<sup>23</sup> [http://www.unicef.cl/web/wp-content/uploads/doc\\_wp/Afiche\\_Traza\[2\].pdf](http://www.unicef.cl/web/wp-content/uploads/doc_wp/Afiche_Traza[2].pdf).

<sup>24</sup> <http://unicef.cl/web/unicef-y-la-universidad-catolica-de-temuco-inauguran-diplomado-sobre-proteccion-de-infancia-indigena/>.

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Harnessing the extensive level of broadband penetration in the country, UNICEF also collaborated with youth organizations to promote digital citizenship and empower adolescents to engage in issues that affect them. A project with TEDxYouth KL enabled involvement of indigenous children, those with disabilities and some from marginalized communities.

123. In Peru, UNICEF and the Ombudsman’s Office worked with members of Congress, civil society, MINEDU, SERVIR, and ProDecentralization Project to present a report on the intercultural bilingual education policy; prepare a report on the situation of indigenous girls and women; and advocate for the approval of a law prohibiting physical punishment of children. UNICEF Guyana has partnered with the Indigenous Peoples Commission, supporting the development of the Commission’s Strategy and Implementation Plan. UNICEF Viet Nam has partnerships with the national assembly’s ethnic council and the Summer Institute of Linguistics.

124. UNICEF Venezuela has developed partnerships with government and indigenous peoples’ organizations to promote and protect the rights of indigenous peoples. UNICEF partners include government ministries, national and local universities, the Autonomous Service Centre of Research and Control of Tropical Diseases for the Amazon (SACAICET), the Wayuu Women Network, the Amazon Regional Organization of Indigenous Peoples (ORPIA), the National Indian Council of Venezuela (CONIVE), and the Amazon Adolescents and Youths Network (RAJIA).

### **Q3. i) Social safeguards at programmatic and project work and the principle of free, prior and informed consent**

125. In its work with and for indigenous peoples, UNICEF uses specific strategies to prevent and mitigate undue harm as a result of its programmatic efforts. In line with the principle of free, prior and informed consent, UNICEF country offices in Latin America, Asia and Africa have been successful in engaging indigenous peoples, including women, children and youth, in the design, implementation and monitoring of programmes that affect them and creating opportunities for meaningful participation.

126. As part of its regular programming, UNICEF Ecuador maintains close communication with indigenous peoples’ leaders and youth, and has strengthened partnerships with key indigenous peoples’ organizations. Through those persons and organizations, UNICEF establishes consultation and participatory planning and monitoring, including to prevent and mitigate undue harm. An example is the participation of a young Amazonian indigenous leader from Ecuador in the debate about the LAC (Latin America and the Caribbean) regional strategy on inclusion and reduction of discrimination held during the UNICEF Regional Management Team meeting in late 2015. UNICEF Congo’s programming process is very participatory and conducted together with all stakeholders, including UN agencies, other development partners, representatives of indigenous organizations and government.

127. In Guatemala, UNICEF has established mechanisms to ensure that decisions related to programming are undertaken in consultation with communities, indigenous groups and civil society organizations with long-standing experience working with and for indigenous peoples. The Guyana and Suriname Country Office consults with representatives of indigenous groups as part of its programme design and implementation process. In line with its efforts to

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establish more systematic ways to include indigenous voices, UNICEF will invite indigenous representatives to participate in the discussions around the development of the UNICEF Country Programme Document for 2017-2021.

128. In Nepal, annual consultations with children and adolescents (*Bal bhela*) are held in 3174 village development committees (VDCs) and 217 municipalities before local plans are endorsed by the councils. In 2015, UNICEF strengthened 400 child club networks at VDC level, including networks in all 15 districts and 8 municipalities through trainings with the participation of 780 child club members (10 per cent Janajati ethnic group).

129. In Peru, UNICEF has a policy of working in conjunction with beneficiary populations, including in the Amazon region, to ensure relevance and prevent harm. The office works to strengthen alliances with diverse national actors, to put in place checks and balances and enhance cultural sensitivity in applying the human rights based approach to programmes and projects. In 2015, for example, the office worked with the Ministry of Education to organize prior consultations with indigenous Amazonian populations on the quality and cultural relevance of education. In Venezuela, the main strategy to ensure that social safeguards are in place is to incorporate the participation of indigenous peoples in all programmes and activities related to their rights, paying special attention to the principle free, prior and informed consent.