
REPORT OF THE UNITED NATIONS CHILDREN'S FUND (UNICEF) TO THE
16TH SESSION OF THE UNITED NATIONS PERMANENT FORUM ON
INDIGENOUS ISSUES

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Contents

Background	5
UNICEF and Indigenous Issues	5
Section A: Recommendations of the U.N. Permanent Forum on Indigenous Issues	6
Part i: Measures taken or planned by UNICEF to implement the recommendations	6
Part iii: Obstacles UNICEF has encountered in implementing the recommendations	7
Section B: System-wide action plan to achieve the ends of the U.N. Declaration on the Rights of Indigenous Peoples	8
Item 1: Raising awareness of the U.N. Declaration	8
Item 2: Supporting the implementation of the U.N. Declaration, particularly at country level	8
Part i: Measures taken by UNICEF to support national partners in reform of legal frameworks, plans, etc.	8
Part ii: Support provided by UNICEF to Member States to mainstream the U.N. Declaration into national development plans and the CCA and UNDAFs	10
Part iii: Measures taken or planned by UNICEF to promote the establishment or strengthening of consultative mechanisms and platforms of dialogue under the leadership of the RCs	11
Item 3: Supporting indigenous peoples' rights in the implementation and review of the 2030 Agenda for Sustainable Development	12
Part i: Measures taken by UNICEF to incorporate indigenous issues into programming to implement the 2030 Agenda	12
Part ii: Participation of indigenous peoples in UNICEF programmes, projects, or any other activities related to the implementation and review of the 2030 Agenda	13
Part iii: UNICEF reports prepared on the progress of implementation of the 2030 Agenda vis-à-vis indigenous peoples, and measures taken to gather or assist with the collection of statistical data	13

Item 4: Mapping of existing standards and guidelines, capacities, training materials, and resources for the effective implementation of the U.N. Declaration on the Rights of Indigenous Peoples 14

Part i: Standards and guidelines on indigenous peoples adopted by UNICEF 14

Part ii: Training materials prepared or planned related to the implementation of the U.N. Declaration 15

Part iii: Current resources and funds allocated to effectively implement the U.N. Declaration, and joint initiatives with other U.N. entities in the implementation of the U.N. Declaration 15

Item 5: Developing the capacities of States, indigenous peoples, civil society, and U.N. personnel 16

Item 6: Advancing the participation of indigenous peoples in U.N. processes 19

Background

This report has been produced in preparation for the Sixteenth Session of the United Nations Permanent Forum on Indigenous Issues, to take place from 24th April to 5th May, 2017.

The report is structured according to the questionnaire prepared for and distributed to United Nations agencies, funds and programmes by the Permanent Forum.

The content of this report is informed by communications and reports from relevant UNICEF Country Offices and National Committees, and includes a range of activities and results that UNICEF has contributed towards in support of the rights of indigenous peoples.

The majority of the work cited was conducted during the 2015-2016 period.

UNICEF and Indigenous Issues

UNICEF continues to support the increased access of indigenous children, adolescents, and young people to essential services in all areas that affect the realization of their rights. This work has included the promotion of intercultural and bilingual education, the expansion of access to culturally appropriate health services, as well as improving access to safe and potable water.

UNICEF has aimed to ensure that programmes and services are respectful of indigenous peoples' cultures, and this report highlights a wide-range of examples where an intercultural approach to programming has been adopted. The active participation of indigenous peoples (including children) across programmes has supported this aim, and participatory workshops and community discussions have allowed children to document issues most important to them.

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 rights of all children without discrimination.

Section A: Recommendations of the U.N. Permanent Forum on Indigenous Issues

The recommendation addressed to UNICEF was ‘to implement action to reduce maternal mortality among indigenous women’.

Part i: Measures taken or planned by UNICEF to implement the recommendations

In **Guatemala**, nearly fifty percent of indigenous women are giving birth without the attention of health service personnel either at home or in the community, and this group faces the highest risk in regards to maternal mortality. A lack of cultural relevance in most health facilities is a key factor behind the choice of indigenous women to avoid such health facilities. Amid this situation, UNICEF – in collaboration with UNFPA, WHO, and PAHO – has advocated for ‘mother friendly, culturally pertinent health services’. Despite ongoing efforts, however, the institutional instability of the Guatemalan Health Administration has affected progress, though UNICEF will continue advocating for the initiative.

The UNICEF office in **Venezuela** specifically focused on early pregnancy among adolescents given that this is a high risk group in regards to maternal mortality. The office contributed to:

- i. The creation of an inter-institutional coordination mechanism, led by the Social Vice-Presidency, who drafted a preliminary National Plan for the Prevention of Early Pregnancy and Adolescents (this plan includes a specific component for the intercultural approach and the development of a strategy for the prevention of pregnancy among indigenous adolescents, taking into account the informed consultation with indigenous communities);
- ii. Production of a study with the Ombudsman Office on the sociocultural sexual reproductive health patterns of the Warao indigenous people, who are especially affected by HIV (according to the results of the study, the government is implementing a response plan which prioritizes adolescent and indigenous women);
- iii. The training of 38 professionals providing assistance to indigenous adolescents, in the ethno-epidemiological seminar for the prevention of pregnancy in adolescents, which was organized by the MoH and the Venezuelan Pediatrics Society with UNICEF in the Amazon State (the majority of the population are indigenous peoples);
- iv. Start-up of three outpatient medical offices attending indigenous adolescents in Puerto Ayacucho (Amazon), as part of the implementation of the 'Strategy of friendly care services for adolescents', which prioritizes prevention and pregnancy care in adolescents.

In **Bolivia**, UNICEF supported improving the quality of maternal and child health care, incorporating the intercultural approach and promoting the participation of indigenous organizations. Further, UNICEF – in a joint effort with the Ministry of Health, SEDES Cochabamba, and the community organization ‘Central Indigenous Peoples of the Tropic of Cochabamba’ – developed a set of actions to strengthen the attention and management capacity of the Indigenous Health Network that attends to more than 65 indigenous communities in the tropics of Cochabamba. Finally, in the municipalities under the responsibility of the Indigenous Health Network (Villa Tunari, Chimore, and Puerto Villarroel) – and in conjunction with the National Maternal and Child Health Programs – strategic actions were taken to reduce neonatal maternal death, such as the Continuous Improvement (Community links), the application of maternal neonatal family visits, and the use of the backpack and the box for life.

In **Argentina**, UNICEF and partners promoted initiatives to empower indigenous peoples to participate. For example, in Salta and Chaco, the Safe and Family-Centered Maternity Initiative included an intercultural focus with the active participation of indigenous communities. In Salta, UNICEF is working with the Ministry of Indigenous Affairs to implement training workshops on Food and Nutrition Education that contributes to better nutrition for rural indigenous communities. Jointly with CIPPEC, UNICEF has provided technical assistance to the Provinces of Chaco and Tucuman to implement an integral child-care policy including cross-cutting links with health and educational services, and maternity and paternity leave systems. UNICEF also continued supporting an innovative community-based initiative to address adolescent pregnancy, sexual abuse, and suicide in Calchaqui Valley. Key actors are involved in this initiative, supporting the positioning of these topics at the core of the policy agenda. Further, a locally-adapted protocol to address sexual abuse has been developed and validated with the active participation of 200 adolescents. The initiative will reach 16,000 adolescents, most of them from indigenous communities.

In **Mexico**, UNICEF provided substantive technical assistance in the implementation of the National Strategy to Prevent Adolescent Pregnancy, including designing the mechanisms necessary for the strategy to operate at the local level. A number of the strategy's indicators are focused on addressing maternal mortality among indigenous populations and to ensure the right to sexual and reproductive health, particularly among adolescent mothers.

The UNICEF Country Office in **Colombia** organized an international workshop to facilitate the exchange of recognized indigenous maternal and neonatal health practices. Further, national and local technical working groups reviewed normative and technical guidelines to ensure a diversity approach, and these working groups will continue to meet in 2017 to ensure support to each indigenous community's defined work plan.

The office in Colombia also conducted a study to identify the social determinants of inequalities linked to maternal and neonatal mortality in the Arhuaca and Wayuu indigenous communities, and the results of this study will guide the implementation of the Country Office's 2017 work plan with indigenous communities.

Part iii: Obstacles UNICEF has encountered in implementing the recommendations

In **Costa Rica**, the main challenge to reducing maternal mortality among indigenous women is the absence of a national policy that would bring about improved monitoring of the situation and indeed disaggregated data, which is not currently available. UNICEF recommends that the country develop a research strategy that could facilitate the investigation of the situation of maternal mortality through local commissions.

Section B: System-wide action plan to achieve the ends of the U.N. Declaration on the Rights of Indigenous Peoples

Item 1: Raising awareness of the U.N. Declaration

In **Chile**, UNICEF continued to support the Universidad Catolica de Temuc, Araucania in the development and implementation of a training module on the intercultural approach, which aims to ensure the inclusion of indigenous issues in university courses. It is of note that the training module reflects international standards including the content of the Declaration and, furthermore, the training module has been made available for possible replication at other universities. Similarly, in Venezuela, UNICEF has continued to disseminate the Declaration throughout training activities with teachers and others working in the public system on indigenous issues. Moreover, UNICEF and the Venezuelan Human Rights Council has agreed a work plan for 2017 which includes further dissemination of the Declaration, the CRC, and its protocols, through audio-visual assets. In Colombia, UNICEF provided training on children's rights to indigenous leaders in the departments of Cauca, Chocó, La Guajira, and Putumayo.

In **Brazil** UNICEF made use of social media in advocating for nondiscrimination in accordance with the CRC, the Declaration on the Rights of Indigenous Peoples, and the Durban Action Plan. In Nicaragua, UNICEF disseminates Spanish language information about the Declaration on its website, and the information is specifically targeted towards adolescents. In Costa Rica, UNICEF has engaged with the joint U.N. program in raising awareness around Declaration implementation, as well as broader awareness raising of the CRC.

The UNICEF **National Committee of Canada** prepared a range of press releases to support, for instance, the release of the Truth and Reconciliation Commission Calls to Action, the release of the landmark decision of the Canadian Human Rights Tribunal in January 2016, the release of the research report of our Jordan's Principle Working Group (http://www.afn.ca/uploads/files/jordans_principle-report.pdf), and a motion brought in the House of Commons calling upon the federal government to improve First Nations child welfare and comply with a Canadian Human Rights Tribunal ruling, including the full implementation of Jordan's Principle.

Item 2: Supporting the implementation of the U.N. Declaration, particularly at country level

Part i: Measures taken by UNICEF to support national partners in reform of legal frameworks, plans, etc.

In **Colombia** in the area of protection, UNICEF actively supported the inter-institutional and intercultural strategy, driven by the Indigenous Working Group led by the Colombian Institute of Family Welfare, with indigenous peoples and authorities, for a comprehensive approach of sexual and gender violence against indigenous children, adolescents, women, families and communities. In 2016 a Working Plan was developed for the Strategy including four actions: i) case documentation; ii) inclusion of female genital mutilation as gender violence in national data systems; iii) diagnosis of prevention and comprehensive attention in cases of sexual and gender

violence on indigenous communities; and iv) development of joint strategies between governmental institutions and indigenous communities. UNICEF has raised the visibility of the issue of indigenous children affected by sexual violence and raised attention to the obstacles they face in their care and access to both ordinary justice and indigenous justice. UNICEF has also supported intercultural dialogue and worked on inter-legality in order to ensure access to justice for indigenous girls and women victims of sexual violence in Amazonas, Cauca, Putumayo and at national level, in coordination with the judiciary.

Also in Colombia, in regards to health, UNICEF has contributed significantly in the area of Water, Sanitation and Hygiene, by ensuring that indigenous communities in highly vulnerable situations (such as the Wayúu in La Guajira) improve their access to safe and potable water while reducing the main risk factors linked to child morbidity and mortality. Together with the Ministry of External Relations, UNICEF has reinforced local capacities in order to mitigate the effects of drought and improve access to water. Moreover, UNICEF has met with the Vice-Ministry of Water and Sanitation in 2017 to advance technical and normative proposals to ensure the indigenous communities' own independent management and provision of potable water and basic sanitation. In the areas of Health and Nutrition, UNICEF has been supporting the Colombian Ministry of Health and Social Protection in the implementation of the national guidelines for the comprehensive response to acute malnutrition in children under 5 living in scattered rural areas, such as the indigenous communities. This support already included financial, technical and medical resources for Wayúu children in La Guajira.

In **Bolivia**, the government recently approved the Development Plan Economic and Social (PDES) 2016-2020, the same one that has as one of its basic principle 'Living Well', which is a vision born of indigenous peoples, intercultural communities and afrobolivianas, which transcends the rest of Bolivian society. Consequently, the PDES is permeated with results referring to indigenous peoples.

The UNICEF **National Committee of Canada** worked with the Ministry of Social Services in the Province of Saskatchewan to include culturally sensitive features in its Child Rights Impact Assessment template that includes child-specific references in particular articles of the UNDRIP, which was used to support child welfare and adoption legislative and policy reform in the Province. The office also supported using the UNDRIP together with the UNCRC as twin blueprints for the implementation of the Truth and Reconciliation Commission Calls to Action. Finally, the office worked with the Canadian Bar Association (CBA) Children's Law Committee and Aboriginal Law Section in providing input into a CBA response to the Report of the Truth and Reconciliation Commission.

In **Mexico**, UNICEF – in collaboration with the National Institute for Educational Evaluation (INEE) – published a study on the educational situation of indigenous children. The Educational overview of Indigenous Education provides information to advocate for a necessary in-depth review of indigenous education policies and programs and to contribute to the analysis and design of policies better suited to indigenous children, including those living in urban contexts (see 'Panorama Educativo de la Población Indígena' (2016) https://www.unicef.org/mexico/spanish/PEPI_web.pdf).

Part ii: Support provided to Member States to mainstream Declaration into national development plans and the CCA and UNDAFs

In **Chile**, UNICEF supported parliamentary discussions of the Ley de Garantía de los Derechos de la Niñez (the draft children's act), which will serve as the legal basis of the protection system. The law refers to the principle of non-discrimination and to the need to protect and promote the rights of all children, in particular those belonging to vulnerable groups. UNICEF has been advocating for the draft law's compliance with international standards.

In **Nicaragua**, UNICEF supported the design and implementation of the Regional Policy and Strategy for Children and Adolescents with the two Regional Governments of the Caribbean Coast. There is particular emphasis on the rights of indigenous peoples, to respect, defend, and promote the multicultural environments in which these indigenous peoples live, and to take into consideration 'the reality and world view of indigenous peoples and the ethnic communities of the region' (it is of note that there is also reference to the UNDRIP and in particular article 23).

In **Argentina**, UNICEF advocacy and policy dialogue with the National Ministry of Health contributed to the government decision to start the preparation and implementation of the National Health and Nutrition Survey, a key study, not held since 2004 that will cover important information gaps in the country. UNICEF is contributing through technical assistance in the planning phase, bringing a strong equity focus, and in that sense, UNICEF successfully advocated to include in the application of the survey adolescents and rural population and a sample of remote rural and indigenous populations in order to have better levels of data disaggregation.

Meanwhile in **Brazil**, UNICEF worked with SESAI (Special Secretariat of Indigenous Health) of the Ministry of Health (at the federal level), with the aim to develop an integrated agenda of indigenous peoples' health protection. Discussions held with the new Racial Equality Secretariat team and UNCT, as well as among UNICEF and SESAI, FUNAI (Indigenous National Foundation) and the Ministry of Education, revamped the partnership with U.N. agencies and UNICEF including in the context of the National Indigenous Statute.

In **Honduras**, UNICEF assisted the Ministry of Education in the development of a bilingual intercultural education model for Miskito and Tolupan indigenous peoples living in the departments of Gracias a Dios and Francisco Morazán. The model comprises three components: curriculum development, teacher training, and decentralized participatory management. Its initial phase is being implemented in 69 schools with 70 teachers and 4,136 students in the Miskito area, and 29 schools with 40 teachers and 618 students in the Tolupan area.

In **Panama**, 2016 saw a breakthrough in terms of the identification of priority actions for the implementation of the National Intercultural Bilingual Education Plan. This came as a result of a meeting that took place in September to reflect on the state of IBE in Panama, identifying the main bottlenecks. Key priorities for the plan in 2017 include: (1) access to early education in indigenous languages; (2) development of curricula and materials (particularly in ethno-mathematics; art; L1 and L2; and identity); (3) teacher profile and training; and (4) institutional strengthening to be able to manage all these processes. UNICEF was able to position and leverage the need to fulfil the rights of indigenous children to education in the National Development Plan for Indigenous Comarcas (funded by the World Bank through MINGOB), and flagged their importance using the CRC recommendations, engaging both ministries in policy dialogue, and supporting local indigenous planners deployed by MINGOB to capture the specific needs to fulfill the right to education in targeted communities.

In **Peru**, UNICEF supported the design and implementation of a National Policy on intercultural bilingual education which was approved this year at the highest political level (Supreme Decree). This represents one of the most significant achievements of the period. As part of the National IBE Policy UNICEF also supported the MoE in the design of the National IBE strategic Plan and also assisted in the consultation process with indigenous organizations, including indigenous children. The Plan has been recently approved, has four focus areas and measurable goals, and considers, for the first time, participation as a key component of policy management. To complement this work, UNICEF helped organize participatory discussions on intercultural bilingual education services and the service delivery model. It is also of note that education materials were produced in more than 23 indigenous languages and new and better de-centralized education management processes were fostered).

In **Cambodia**, the MENAP – developed with UNICEF support – set a regional precedent in its bid to ensure all ethnic minority children have the right to basic education, including use of mother language during preschool. The plan includes projections to increase the provision of multilingual schools by 100 per cent as well as the institutionalization of overall support for MLE implementation.

Part iii: Measures taken or planned to promote the establishment or strengthening of consultative mechanisms and platforms of dialogue under the leadership of the RCs

In **Chile**, UNICEF participated as member of the Observer Committee for the constitutional reform process supporting the participation of indigenous children aged 14 to 18 years old (this Committee was under the auspice of the Ministry for Social Development and established in collaboration with the U.N. System in Chile, including the ILO and the OHCHR). UNICEF's main goals in the process were to develop a participatory methodology for the consultation that would safeguard the views and opinions of indigenous children and would have them integrated into the document which will serve as a basis for the development of the new constitution. UNICEF developed the material that guided the discussions under the intercultural approach. The Ministry is expected to deliver the outcome of this process to the President at the end of 2017.

In **Bolivia** UNICEF coordinated the Technical Group on Interculturality (GTI), established by the U.N. system in Bolivia. The IWG also has an annual work plan that focuses on three areas: (i) sharing knowledge and information on indigenous peoples; (ii) collecting and socializing good practices on indigenous peoples' rights; and (iii) coordinating support to – and strengthening – the mechanisms of representativeness of the indigenous peoples of Bolivia.

In **Venezuela**, UNICEF participated in the preparation of the Universal Periodic Report (UPR), which included information on the progress and challenges related to the rights of indigenous peoples.

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

Part i: Measures taken by UNICEF to incorporate indigenous issues into programming to implement the 2030 Agenda

In **Chile**, violence against children (SDG 16.2) remains a concern, including the persistence of the excessive use of police force against indigenous children in the Araucania Region. As a response, UNICEF has been collaborating with various sectors at the regional level to support the development of a draft integrated protocol for response services for indigenous victims of violence. This protocol has been developed based on a study UNICEF conducted to understand the drivers of violence in the region and in the indigenous communities. The protocol is in its final phase of development and will be soon adopted by relevant stakeholders. UNICEF has also been engaged in discussions at central level to ensure that police protocols are compliant with international standards and that their implementation and application are monitored. Technical assistance will be provided in 2017 to ensure that this is case. Further, UNICEF is currently developing its new country programme and through its draft situation analysis report, it has identified indigenous children, among others, as a priority group for advocacy and programmatic actions. Continued efforts will be dedicated towards supporting the learning and development of indigenous children through inclusion and access to quality education and social protection and their protection from violence and abuse.

In **Mexico**, UNICEF continues to promote – jointly with Education Authorities and more recently with the National and Local Integrated Child Protection Systems – the elimination of gender and ethnic based barriers and discrimination that prevent the access of indigenous and Afro Descendant girls to the school and have affected dropout and repetition in 13 states. The strategy takes into account follow-up actions including capacity-building activities with multicultural teachers, governmental authorities and civil society organizations. In this light, and as result of the fora UNICEF had organized, a delegation of indigenous children and adolescents participated in the UN General Assembly side event to promote the rights of adolescents to participation and inclusive education in the Post-2015 Development Agenda. They proposed several initiatives to integrate indigenous children and adolescent standpoints on the elaboration of the 2030 Agenda.

In **Argentina**, UNICEF continued supporting an innovative community-based initiative to address adolescent pregnancy, sexual abuse, and suicide in Calchaqui Valley. Key actors are involved, positioning these topics in the core of the policy agenda. A local adapted protocol to address sexual abuse has been developed and validated with the active participation of 200 adolescents. The initiative will reach 16,000 adolescents, most of them from indigenous communities.

In **Guyana**, indigenous adolescents boys and girls in dormitory secondary schools have access – for the first time – to guidance and counselling in spaces and during times convenient to them. Piloted in three of the 17 dormitories, the initiative has preliminary results that at least one child was saved from attempting suicide, and more than 700 children recognized suicidal thoughts, a decrease in bullying, better in-class participation and performance, as well as improved interactions among boys and girls and dormitory parents and kitchen and administrative staff. A children's rights agenda (with a focus on violence against children and justice for children) was placed on the table for the first time as part of the substantive meeting of the National Toshaso's Council (the committee gathering the Representatives of the Indigenous groups), and this

negotiation and meeting was done in partnership with the RCC as a means of ensuring that the challenges and solutions – particularly for children in the interior – are addressed by Indigenous leaders (the meeting is intended to institutionalize a ‘children’s agenda’ on the landscape of discussions that traditionally fall within the NTC, such as land and mining issues and to ensure good governance and accountability for children at all levels).

In the **Philippines**, the documentation of indigenous peoples’ knowledge, skills, and practices paved the way for the development of learning materials culturally sensitive to three tribes of indigenous peoples (B’laan, T’boli and Tagakaolo). The contextualized learning materials, written in their mother tongues, are ready for pilot testing and are expected to improve teaching and learning outcomes for indigenous children, who have been long disadvantaged due to language barriers.

Part ii: Participation of indigenous peoples in programs, projects, or any other activities related to the implementation and review of the 2030 Agenda

In **Peru**, as part of the National IBE Policy, UNICEF supported the MoE in the design of the National IBE strategic Plan and also assisted in the consultation process with indigenous organizations, including indigenous children. The Plan has been recently approved, has four focus areas and measurable goals, and considers, for the first time, participation as a key component of policy management. To complement this work, UNICEF helped organize participatory discussions on intercultural bilingual education services and the service delivery model. It is also of note that education materials were produced in more than 23 indigenous languages and new and better decentralized education management processes were fostered).

In the **Philippines**, UNICEF continued to intensify the delivery of basic social services, safeguard safe spaces, and strengthen systems to support meaningful adolescent participation. ABS-CBN TV network’s Bayan Mo, Ipatrol Mo (Guard Your Nation) trained selected young people from rural areas. These trainees became active reporters of issues faced by children of the Ifugao indigenous people and communicated their concerns via mobile phone technology. Key adolescent populations from HIV high-burden areas were engaged in local data generation, evidence-based planning and a high school completion certificate programme that included sessions on arts and development life skills and peace-building, and this programme primarily benefited indigenous young people and out-of-school youth affected by the Zamboanga City siege.

In **Brazil** UNICEF supported the creation and capacity building of several national indigenous adolescents’ networks. At the sub-national level, in the Amazon region, UNICEF promoted a debate involving leaders, health, and indigenous social protection managers to identify achievements and discuss perspectives related to early childhood, education, birth registration, and mortality, as well as indigenous nutrition, focused on Xavante ethnic group, one of the most excluded groups from the indigenous population.

Part iii: UNICEF reports prepared on the progress of implementation of the 2030 Agenda vis-à-vis indigenous peoples, and measures taken to gather or assist with the collection of statistical data

In the **Philippines**, UNICEF continues to work with the government and non-government organizations in generating evidence on the situation of indigenous children. The study on the

Situation Analysis of Children of Indigenous Peoples of the Philippines with the Institute for Autonomy and Governance was completed and findings were presented and discussed with a broad set of stakeholders, shedding light on the deprivations experienced by indigenous children in Mainland ARMM. The research on 'Pagsasalinlahi: Asserting and Safeguarding Indigenous Peoples' Rights for the Next Generation', in partnership with Tebtebba, is underway. The objective of Pagsasalinlahi is to mainstream the rights of Indigenous children in an updated Indigenous peoples' agenda and a national Indigenous peoples' situation. These two studies ensure the meaningful and ethical participation of indigenous children during the data collection. Both serve to reinforce the findings of each towards a more integrated approach for addressing the plight of indigenous children.

In **Chile**, UNICEF carried out a study on reinforced guarantees to be included in the draft of the Guarantee Law and in the National Policy for Children. The office in Chile is also finalizing the situation analysis of children, which has a specific focus on identifying gaps in relation to the most vulnerable groups (for instance, the document provides information on the discrimination faced by indigenous children). Finally, a special analysis of the Socioeconomic Characterization Survey was carried out to identify gaps between indigenous and non-indigenous children and among the topics addressed were housing, education, health, income, and poverty.

In **Honduras**, UNICEF generated new evidence on child rights issues about which no information was available in 2011, and the Government and academic institutions have enhanced capacity for data collection and analysis. New evidence on the state of indigenous and Afro-Honduran children, early childhood development, violence against children, and child poverty are being used as a baseline for tracking social policies and programmes. Statistical data on children are being updated and disseminated by the National Institute of Statistics through user-friendly web-based platforms.

In **Colombia**, UNICEF has carried out a study – still in draft form – that analyses available data on indigenous children's access to education, while in Panama, UNICEF generated evidence on childbearing practices of the *Ngabe* indigenous population which will inform future programming.

In **Nicaragua**, UNICEF has been supporting the two regional governments of the Caribbean coast with the development and implementation of their respective Knowledge Management and Information Systems which plan to include disaggregated data on indigenous children at the regional level.

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

Part i: Standards and guidelines on indigenous peoples adopted by UNICEF

In **Chile**, UNICEF undertook two studies relating to the implementation of international standards on child rights vis-à-vis police procedures. The first study was conducted in 2012 and was related to detentions, excessive use of force, and field procedures. The second study was conducted in 2013 and was developed to support police training, assessing the main issues facing indigenous children, and to promote the intercultural approach in police procedures. These studies were the basis for the development and implementation of a training programme targeting police training

institutions. Within this framework, a Guide for Trainers was also developed on police procedures (<http://unicef.cl/web/guia-sobre-derechos-de-infancia-e-interculturalidad/>). In addition, information from the study on "Police Procedures and Rights of the Child" has been used in the discussion on the adequacy and elaboration of protocols for the prevention of violence by police officers against indigenous children (<http://unicef.cl/web/procedimientos-policiales-y-derechos-del-nino/>).

Part ii: Training materials prepared or planned related to the implementation of the Declaration

In **Costa Rica**, UNICEF developed documents to support the training of indigenous peoples, CSOs, and institutional staff, with the materials addressing a range of issues including those related to health, education, participation, and youth in conflict with the law.

In **Mexico**, UNICEF prepared a range of materials, including 'Best Practices on Indigenous Education', 2014 (http://www.unicef.org/mexico/spanish/17054_28946.htm) and 'Best practices on Indigenous Girls and Adolescents Participation in Oaxaca and Chihuahua', 2014 (http://www.unicef.org/mexico/spanish/17054_28951.htm).

The UNICEF **National Committee of Canada** included references to the U.N. Declaration in their Child Rights Impact Assessment (CRIA) training materials. The Committee also raised awareness through their training and presentations of the Youth Friendly Version of the Declaration, as well as creating child rights posters in multiple indigenous languages. Finally, the Committee has also developed YouTube vignettes (sponsored by KAIROS) to raise awareness of the need for everyone (not just the government) to 'step up to the plate' to ensure that indigenous children are treated fairly.

Part iii: Current resources and funds allocated to effectively implement the Declaration, and joint initiatives with other U.N. entities in the implementation of the Declaration

While it is the case that indigenous issues are often addressed by UNICEF through general programmes or programmes that target minorities more broadly, the following select examples are instances where funds have been allocated exclusively for the purpose of addressing indigenous issues:

UNICEF **Guatemala** – In 2016, approximately 1 million USD was used to cover the U.N. Joint Programme ('Maya'), the Situation Analysis of Indigenous Children, as well as other studies which have disaggregated data on indigenous children and indigenous peoples more broadly.

UNICEF **Venezuela** – In 2016, 280,000 USD was put towards activities with the government and CSOs that contributed to the rights of indigenous children and adolescents, within the framework of the UN Declaration.

UNICEF **Nicaragua** – In 2016, almost 80,000 USD was allocated to implement the Regional Policy and Strategy for Children and Adolescents for both Autonomous Regions of the Nicaraguan Caribbean Coast. Both policies are implemented jointly with the Regional Autonomous Governments, Municipalities, and Territories, in which a great part of the population is indigenous and multiethnic.

UNICEF *Costa Rica* – The office has typically made use of the funds allocated for capacity building, advocacy, and political dialogue in relation to excluded populations in general, though one exception is the program developed in the 2013-16 period specifically for indigenous children; a fund that was endorsed by the U.N. High Commissioner for Human Rights, with a contribution of approximately 125,000 USD per year.

Item 5: Developing the capacities of States, indigenous peoples, civil society, and U.N. personnel

In *Bolivia*, in the area of health, 60 community authorities dependent on CPITCO were trained on maternal and neonatal comprehensive health, community networks and community links, the importance of the Juana Azurduy Bonus, and family allowance. These authorities provide information to the community at times of community meetings, while organizing themselves to respond appropriately at the time of obstetric emergency. Meanwhile in Potosí, 40 community authorities from 6 municipalities of the Potosí Rural Network received information on maternal and neonatal comprehensive health, reference and counter-referral of pregnant women in emergency and childbirth situations. These authorities have organized their communities for the reference of pregnant women in situations of risk. Indigenous women leaders from the Tropic of Cochabamba run community-based women's organizations to address issues related to maternal neonatal health. These 100 women leaders share with the women in their community issues related to Safe Motherhood (comprehensive care during pregnancy, childbirth, Puerperium), prevention of vertical transmission of HIV, institutional delivery care, access to the Juana Azurduy Bonus, as well as mechanisms to access the Reference and Counter-Referral System. In the Potosí Rural Network, 80 indigenous women leaders from 6 rural municipalities received information on comprehensive care during pregnancy, childbirth, puerperium, access to institutional childbirth care, access to Juana Azurduy Bonus, mechanisms related to referral system and contra-referral. The women leaders supported the mothers' clubs in the organization for the care of the mother and child. Area Education

In Bolivia, in the area of education, UNICEF was instrumental in the operationalization and implementation of Education Act particularly policies multilingual intercultural education, intracultural, and, and early childhood education in community family schooled and unschooled, focusing on indigenous peoples (demonstrative experiences being Carried to scale). The main advances were: (i) Implementation of the Community Educational and Productive Educational Model (MESCP) in 422 educational units in eight reference districts covering five indigenous peoples (Aymara, Quechua, Guaraní, Yaminahua and Machineri). Good practices and instruments that will now be generalized by the Ministry of Education (MINEDU) (53,780 boys and girls, 2,861 teachers); (ii) Expansion of the Bilingual Nidos model, which fosters the learning of native languages and Spanish, while fostering early childhood development in 126 bilingual nests that operate in communities of 20 native indigenous peoples with the participation of approximately 1,254 children (Aymara, Quechua, Guaraní, Chiquitano, Ignaciano Moxeño, Yuki, Machineri, Yaminahua, Movima, Yuracare, Uru, Itonama, More, Maropa, Canichana, Siriono, Cayubaba, Leco, Tapiete, Baure, Itonama); (iv) Creation of 26 Institutes of Language and Culture whose main objective is to research and develop materials in indigenous languages to materialize Intracultural Education, (iii) 24 regionalized curricula fed on research on the ancestral knowledge and languages of 12 indigenous populations. Intercultural and Plurilingual (EIIP) in classrooms, and which in turn is conducive to the quality of education;

In **Colombia**, in the area of Education, UNICEF developed the Ethno-Education Programme (an intercultural bilingual education programme) in order to increase the quality of education services provided to ethnic groups by including bilingual education, culturally appropriate curricula, and promoting community participation in the definition and application of the guidelines. This has been implemented together with the local public education institutions of the departments of Chocó, Amazonas, Cauca and La Guajira. The programme includes these four components: (i) Advocacy at the local level to include aspects of ethno-education in the curriculum. This advocacy is based on data obtained from pilot projects applied to schools that include incorporating culturally appropriate activities and approaches to issues faced by children in their daily activities: sexual education, innovation and technology, traditional areas of learning, nutrition, traditional medicine, etc.; (ii) Teacher training in common education skills and abilities respecting their cultures and traditional activities related to their communities; (iii) Design and development of ethnic appropriate and bilingual material for teachers, students and communities, and (iv) Strengthening the skills and abilities of teachers, students and communities in empowerment related to culturally pertinent education activities and processes.

In Colombia, in the area of health, UNICEF has focused on interagency work in mother and neonatal mortality prevention, which included group discussions with indigenous women and men around sexual and reproductive health practices, coupled with midwives' capacity building. UNICEF's 'Seres de Cuidado' (Beings of Care) strategy has moreover been implemented in La Guajira with Wayuu communities, improving early childhood's care practices linked to health, nutrition, hygiene and development. The implementation of the national strategy for the integral response to acute malnutrition of children under 5 also led to the capacity building of Health's Social Security General System actors, especially indigenous' health service provider institutions in La Guajira, César, Choco and Guainía. In addition, UNICEF has reinforced local capacities, together with the Ministry of External Relations, aiming at mitigating drought effects and improve access to water, especially in schools.

In Colombia, in the area of protection, UNICEF provided technical assistance to the Victims Unit with the aim of strengthening the implementation of a child-focused approach on the issue of collective reparations for communities that have suffered the direct impact of the armed conflict and that belong to indigenous and Afro-Descendant communities in the department of Chocó. Direct work with children, adolescents, and young people from these communities have been developed through workshops and meetings. The work has helped communities and governmental counterparts to recognize children's rights, and has empowered children, adolescents, and young people to identify themselves as rights-holders and also to formulate specific reparation measures from a child's perspective. UNICEF is developing proposals on the prevention of violence against indigenous children in Cauca and Putumayo, with local indigenous organizations, ACIN in Cauca and OZIP in Putumayo, based on its previous work on violence prevention against indigenous children in the Amazon department. Two projects have been developed to build their own community strategies for the protection of indigenous children. Both projects are focused on providing better care to indigenous children affected by violence and on supporting their access to justice.

Also in Colombia, UNICEF – within the framework of the Covenant 1614 (2015) – provided technical assistance to local authorities in 2016 to support them in the formulation of Development Plans and the harmonization of these with the Life Plans of indigenous communities. A diagnosis was made in 12 municipalities through two methodologies that encourage the participation of children with the local governmental teams and the indigenous community

organizations. Local and ethnic authorities then agreed upon spaces for coordination, in order to prioritize common issues in their plans. Mixed teams of local and indigenous authorities were trained in the development of public investment projects on children and family strengthening.

In **Peru**, UNICEF worked with diverse civil society groups and indigenous organizations to build their capacity and knowledge to include IBE advocacy in their work agendas. This helped strengthen demand for access to and continuity of intercultural bilingual education services, put intercultural bilingual education in electoral debates at the subnational level, and develop specific monitoring processes for intercultural bilingual education policies. It is of note that as many as 27 organizations carried out political advocacy to improve education services.

In **Mexico**, UNICEF has been working along PAHO and UNDP on an inclusive model for the adequate care of children with disabilities in child care settings. UNICEF's role has consisted in training 30 trainers from 9 states to replicate this capacity building strategy for the Ministry of Social Development's day care centers (Estancias Infantiles) in those states. The pilot programme has now begun in 500 day-care centers and will conclude on during the first semester of 2017. UNICEF has also provided substantive technical assistance to the implementation of the National Strategy to Prevent Adolescent Pregnancy (ENAPEA), in particular to design the mechanisms for its local operation. Moreover, it participated in the elaboration of the ENAPEA indicators and the dissemination of the C4D campaign at the national Level 'Como le Hago?' (How do I do it?). Within the interinstitutional group to prevent Adolescent Pregnancy, UNICEF has played an active role in ensuring that subnational coordination and indicators take into consideration pregnancy for girls under 15. Lastly, with the Ministry of Health of Tabasco, UNICEF developed a Manual for Peer capacity building activities and trained 150 indigenous adolescents on the prevention of early pregnancy, with intercultural and youth perspectives.

In **Nicaragua**, UNICEF is supporting efforts by Regional Governments to improve their capacities to manage the education sector for their multiethnic population. In this regard, national policies and strategies are reviewed and adapted, teachers and administrators receive training that is sensitive to ethnic and cultural diversity, and support is provided to bring changes in infrastructure and indeed didactic materials to ensure appropriateness to the context and needs of the various indigenous groups.

In **Venezuela**, UNICEF supported the Network of the Indigenous Adolescents and Young People of the Amazon (RAJIA) with training activities on the promotion of child rights. RAJIA was funded by adolescents and young people themselves and it is planned that UNICEF will support them in 2017-2018 so that their organization can be formally registered in the state of Amazon.

In **Ecuador**, UNICEF revived negotiations with the Ministry of Education on in-service teacher training in the Amazon region and rural communities on bilingual intercultural education, with special emphasis on hard-to-reach indigenous communities. The intercultural bilingual education model includes important elements of environmental sustainability and environmental knowledge that are key to the sustainable management of natural resources. The design of a new kind of teacher training programme was initiated.

In **Guyana**, over 600 indigenous secondary school boys and girls benefitted from the Menstrual Hygiene Programme in the schools' dormitories in Guyana's hinterland. The programme focusing on menstrual hygiene for girls and sexual and reproductive health for boys and resulted in (a) girls' willingness to ignore myths and cultural traditions which negatively affect their participation in school, for example, willingness to eat iron rich foods to improve hemoglobin levels; (b) boys being

more knowledgeable about and comfortable with themselves and showing greater respect for girls. A children's rights agenda (with a focus on violence against children and justice for children) was placed on the table for the first time as part of the substantive meeting of the National Toshiaso's Council (the committee gathering the Representatives of the Indigenous groups), and this negotiation and meeting was done in partnership with the RCC as a means of ensuring that the challenges and solutions – particularly for children in the interior – are addressed by Indigenous leaders (the meeting is intended to institutionalize a 'children's agenda' on the landscape of discussions that traditionally fall within the NTC, such as land and mining issues and to ensure good governance and accountability for children at all levels).

Item 6: Advancing the participation of indigenous peoples in U.N. processes

In 2016 UNICEF supported the participation of an indigenous female leader (Ms. Noelí Pocaterra) at the U.N. Permanent Forum on Indigenous Issues, who raised her voice for the rights of indigenous children and adolescents in Venezuela.

In **Nicaragua**, young people from both Autonomous Regions of Nicaragua's Caribbean Coast attended a workshop at the UNICEF Regional Office for Latin America and the Caribbean to be trained as trainers on the principles of the Convention on the Rights of the Child. One year after this workshop, during 2016, these participants conducted the same workshops with 78 children and adolescents in their communities, in order to communicate the CRC, to teach them about their rights, and to empower them as members of their societies.

In **Guatemala**, UNICEF established the U-Report Platform which will be a tool for adolescents to participate and voice their opinions on issues most relevant to them.

In **Ecuador**, UNICEF initiated a new process of review of the agenda of indigenous children and adolescents, with a total of 1,100 children participating in the review process.

The UNICEF **National Committee of Canada** encouraged the federal government to consult with all Indigenous groups in considering how best to structure an Office of a National Commissioner for Children and Youth in Canada. UNICEF provided consultation to the First Nations Child and Family Caring Society of Canada with respect to the procedures required to support its application in Washington, D.C. on December 9th, 2016 before the Inter-American Commission on Human Rights. UNICEF encouraged all levels of government to consider the voices of all children and youth when developing legislation, policies, and programming that affect them (for instance, the use of CRIA with an indigenous filter could potentially prevent negative outcomes such as the over-representation of indigenous children in state child welfare care).