

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

A. Recommendations of the Permanent Forum on Indigenous Issues

At global level, UNICEF is planning to produce a stocktake on its engagement across countries on indigenous child rights (2019).

At country level, the engagement continues and examples are presented below and throughout the document:

Education- One way in which UNICEF works to strengthen learning outcomes is by helping countries implement mother tongue-based multilingual education. Clear research evidence shows that children learn better and remain in school longer when initial instruction is in languages they can understand and when it builds on their cultural and linguistic heritage. This also allows parents to engage more fully in the education process and gives children a better chance to transition to secondary education. In Mexico, UNICEF partnered with the Ministry of Education to develop the capacity of 921 teachers and principals from preschool, primary and secondary schools to support learning in three indigenous languages, with a target of benefiting 23,025 indigenous students. In Venezuela, UNICEF is contributing to the strengthening of "Intercultural Bilingual Education" by supporting the training of indigenous teachers, providing technical assistance for curricular development, publication of school texts in indigenous languages, formation of pedagogical teams to promote the use and teaching of languages at all educational levels, etc.

Social Protection- In Argentina, UNICEF is closely working with National Authorities on the Social Protection system, in view of strengthening the Universal Child Allowance (AUH) as a mechanism to protect child income in Argentina. The main objectives of this initiative include: 1) At a macro-policy level, improve the design of AUH to remove barriers to its access and promote social inclusion of excluded populations, increase its income protection power and enhance continuity of protection of populations at risk; 2) At a micro-field level, expand coverage of AUH in scattered rural populations throughout the country, with focus on indigenous families. Tangible results and lessons learned can be shared upon request.

Health- In Argentina, UNICEF has been promoting the implementation of the Safe and Family-Centered Motherhood Initiative since 2010. Recent examples of initiatives undertaken in the provinces of Salta, Chaco and Misiones have proven successful in strengthening the accompaniment of women in delivering their children in accordance with cultural practices; in building the capacity of indigenous outreach health agents on various modules including on newborn health, sexual and reproductive health, as well as women's rights; supporting knowledge exchange between the traditional system of health care and Public Health

institutions, through the development of protocols to support an intercultural vision of the care process.

Child Protection- In Argentina, UNICEF supports a community initiative to address child and adolescent sexual abuse in the Calchaqui Valley. Among key achievements is the adoption of a protocol to address sexual abuse, developed with the participation of 200 adolescents. The initiative, which in total reached 16,000 adolescents, including indigenous communities, is being now replicated in 4 indigenous communities of the Tafi Valley (Casas Viejas, La Angostura, Mollar, Tafi del Valle).

Evidence generation- In Argentina, UNICEF's advocacy and technical assistance supported the preparation and implementation of three milestone surveys: Multiple Indicators Cluster Survey (MICS), Child Labor Survey and National Nutrition Survey. All these surveys include data focusing on indigenous children and adolescents. In New Zealand, UNICEF is supporting the development of a Child wellbeing model with and for Maori and Pasifika children who are 2-3 times more likely to be affected by poverty and poor well-being outcomes. In Canada, Indigenous knowledge leaders (First Nations, Inuit and Métis) are contributing to UNICEF Canada's Advisory Reference Group to create the Canadian Index of Child and Youth Well-being.

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

1. Raising awareness of the UN Declaration

In Venezuela, UNICEF as part of its awareness raising interventions produced and disseminated among indigenous peoples, governments and civil society organisations a friendly version of the UN Declaration. Bolivia adopted the Declaration on the Rights of Indigenous Peoples in 2007, and has since promulgated the 46 articles of the Declaration into the Law 3760. This is also reflected in the Country Programmes of UNICEF in Bolivia. In Canada, UNICEF produced youth-friendly posters of the Convention on the Rights of the Child in indigenous languages (Cree, Inuktitut and Ojibway) and disseminated them widely among government offices, schools, youth organizations, the Canadian Museum of Human Right, etc. In 2018, UNICEF Canada partnered with the First Nations Child and Family Caring Society to produce a version for Indigenous children under the "Spirit Bear" banner. UNICEF Canada also produced and disseminated a youth-friendly version of the UN Declaration on the Rights of Indigenous Peoples, in partnership with Indigenous contributors.

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

UNICEF in the Philippines is supporting the Government of the Philippines to reform policies, legal frameworks, strategies and plans to implement the UNDRIP and the Convention on the Rights of the Child through the following initiatives:

- **National Policy Framework on the Protection of Learners and Schools as Zones of Peace.** The rights of indigenous peoples were given due consideration in UNICEF’s assistance to the Department of Education in developing the National Policy Framework on the Protection of Learners and Schools as Zones of Peace. Among the legal bases of the Framework includes the Indigenous Peoples Rights Act which is consistent with the UN Declaration on the Rights of Indigenous People as well as the Convention on the Elimination of Discrimination Against Women. In setting the direction and priorities for the protection of learners and schools in conflict-vulnerable and conflict-affected areas, the Framework is guided by the principles of inclusive education and looks into culturally-appropriate interventions such as bodong, an indigenous practice for conflict resolution.
- **Inclusive Education for Children and Youth with Disabilities Bill.** UNICEF takes part in the development of the Inclusive Education for Children and Youth with Disabilities Bill which defines Inclusive Education as a response to the “diversity of needs of all learners by increasing participation in learning, cultures and communities, and reducing exclusion within and from education”. The Bill puts emphasis and makes a clear reference to indigenous and Muslim children and youth with disabilities.
- **Philippine Plan of Action to End Violence Against Children.** UNICEF ensured the involvement of the National Commission on Indigenous Peoples in the development of the National Plan of Action to End Violence Against Children with the view to ensuring that strategies and approaches to mobilize children’s and adolescents’ associations in communities or in children’s clubs in schools, institutions, and work places are culturally- and gender-sensitive.

In Bolivia, the Country Programme of UNICEF 2018 – 2022 was designed to contribute to the realisation of the rights of children in the field of Education, Protection, Health, Water and Sanitation in 10 municipalities of Bolivia, which includes the rights of indigenous children such as those from quechua, aimara, yuki, yuracaré, yaminahua machineri, esse eja, cavineno and tacana nations. In addition, UNICEF Bolivia is part of the Intercultural Technical Group of the United Nations System in Bolivia. Being part of the GTI, UNICEF Bolivia has supported the design of the UNDAF, which has an area of results called Interculturality and Depatriarchalization. UNICEF has co-responsibility for its implementation, also providing technical support and resources, and considers this as a mean to mainstream the UN Declaration.

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

UNICEF in the Philippines is working with the Philippines Department of Social Welfare and Development for the effective implementation of the government’s modified conditional cash transfer program (MCCT) for indigenous peoples in geographically isolated and disadvantaged areas. UNICEF undertook a demand and supply side assessment of the MCCT program to highlight the barriers and bottlenecks experienced by indigenous peoples and their children in accessing social services and complying with the MCCT program and conditions. UNICEF’s

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support involves technical assistance, strengthening cash delivery information systems, evidence generation and advocacy to improve program policy implementation to be more culturally relevant and sensitive to indigenous contexts. The MCCT program, which benefits around 273,000 IP families, forms part of the nationally owned and flagship social protection program, Pantawid Pamilya Pilipino Program (4Ps).

UNICEF Venezuela supported the establishment and participation of the national network of indigenous adolescents and youth, and of the network of adolescents and youth of the Amazonas and Zulia in regional, national and international forums on the SDGs.

UNICEF Canada's "Kids of Canada" youth blogs feature Indigenous children sharing their perspectives on various issues including access to water and culture.

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

UNICEF in the Philippines is supporting the Department of Social Welfare and Development of the Government of the Philippine to develop lifeskills education modules for indigenous youth. The overall goal of the module is to empower indigenous youth through a deeper understanding and appreciation of their indigenous identities and the rights accompanying it, their rich cultural heritage that include robust knowledge, practices and sustainable life ways and their connections to their lands and territories. The module is designed to develop psychosocial competencies like self-awareness, critical thinking, problem solving, decision making, stress management, inter-personal relationships, communication, etc. The modules incorporate basic human rights principles, the Convention on the Rights of the Child, and relevant provisions of the UNDRIP.

UNICEF Mexico in collaboration with the National Institute for Educational Assessment (INEE) supported the generation of data and evidence gathering on the educational situation of indigenous children and adolescents in Mexico. In 2015 the Educational overview of Indigenous Education was launched (PEPI), providing information on learning outcomes. This publication indicates the gaps on indigenous education policies and programs and contributes to the analysis and design of tailored policies to indigenous children and adolescents, including those living in urban contexts. In 2018 a new edition (PEPIA) was elaborated including a comparison among indigenous children and children of African descent's right to education in Mexico.

UNICEF Mexico has also been working with the General Direction on Intercultural and Bilingual Education (CGEIB) of the MoE to develop training materials and strengthen the attention to indigenous children in urban context.

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

UNICEF in the Philippines is working with Tebtebba Foundation, a non-stock, non-profit, non-government indigenous people institution established in 1996 to ensure that UNICEF is able to consider the rights and aspirations of indigenous children in various aspects of programming. More recently, Ms. Victoria Tauli-Corpus, Executive Director of Tebtebba Foundation and currently the UN Special Rapporteur on Indigenous Children, was invited to provide comments and expert input during the development of the National Situation Analysis of Children in the Philippines.

UNICEF in the Philippines is also supporting capacity development initiatives for government officials:

- **Indigenous People's Youth Empowerment Project.** UNICEF, in partnership with Tebtebba Foundation, is building the capacity of social workers and other government officials of the Department of Social Welfare and Development to enhance the implementation of the Modified Conditional Cash Transfer programme in IP communities located in geographically isolated and disadvantaged areas. The project focuses on developing lifeskills modules that can be used by officials of DSWD to reach out to indigenous children and youth.
- **Contextualization of Early Childhood Education Curricula for Indigenous Peoples.** The twenty-week Kinder Catch Up Education Programme and the Pre-Kindergarten curriculum (for 3 to 4 year olds) were contextualised for Teduray children, with the process documented towards the development of Department of Education guidelines for contextualising for other indigenous groups. Included in supporting the contextualization efforts was the establishment of preschool and Kindergarten classes. Through community planning sessions, indigenous community members took part in the design of IP Education.
- **Children Information and Location Database.** UNICEF supported the development and adoption of local government units of this database which will enable collection of key data on children (health, nutrition, education, WASH, safety and protection) at the household level. This is especially relevant for indigenous children in remote rural areas, who have limited access to education and limited information. The database is intended to provide evidence for planning, programming and decision making at the local government units, towards provision of education for IP children.
- **Maternal, Newborn, Child Health & Nutrition Health Systems.** Strengthening for Indigenous Cultural Communities in Selected Areas in Region XII. Since Dec 2016, UNICEF has implemented a pilot Health Systems Strengthening for Indigenous Cultural Communities in three municipalities in Region 12, Mindanao. The following barangays with predominantly indigenous populations and poorer health service coverage were selected by their LGUs based on health scorecard service indicators: Barangay Datu Inda in President Roxas Municipality (Manobo), Barangay Datu Wasay in Kalamansig, Sultan Kudarat (Manobo and Teduray) and Barangay Tamban in Malungon, Sarangani (B'laan and Tagkaulo).

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- UNICEF is working in the Province of Maguindanao to train 250 indigenous youth leader and 60 indigenous peoples mandatory representative (IPMR) to mainstream the issues of indigenous children and youth in the indigenous political structures and local government planning and budgeting.

To improve access and quality education of indigenous children and adolescents, UNICEF Mexico organised in Chihuahua in 2017 a regional forum, with children participation, to exchange on school-drop-out factors and how educational authorities and adults could work together with children to redress what they pointed out as challenges they face. This initiative was accompanied by the MoE. Some recommendations from children and adolescents included topics such as inclusion, prevention of violence, improving infrastructure, mainstreaming interculturality and gender as well as participation. With the support of UNICEF, local MoE officials closely worked with teachers, principals and supervisors to improve the areas that children and adolescents indicated in these fora.

Also, in 2018 in Chihuahua, UNICEF Mexico with the Women Institute, the Youth Institute and the Local Protection System of Children and Adolescents jointly launched a “Leadership school” for girls and adolescents. This 5 months project of non-formal education allowed 38 girls and adolescents, including indigenous girls and adolescents, to improve their knowledge and capacities on issues such as: children rights, soft skills, self-esteem, prevention of violence and prevention of early pregnancies among other topics which they requested. In 2019, this programme will be scaled up.

In September 2018 UNICEF Mexico, the local MoH of Chihuahua and the National Centre of Gender Equality and Reproductive Health co-organized a workshop for peer-to-peer adolescent promoters on the prevention of adolescent pregnancy. This activity followed-up two previous workshops with indigenous adolescents in the State of Tabasco on the prevention of adolescent pregnancy. It helped provide a methodology that can be of use for indigenous adolescents in the south and the north of the country. It is envisaged to scale it up nationally in 2019.

In 2018, UNICEF Mexico designed and implemented with the local MoE of Chihuahua and Guerrero 3 capacity building activities in intercultural education for teachers to improve the use, reading and writing of indigenous mother tongues.

In the framework of the Country Program in UNICEF Bolivia, the Education Sector is developing the capacities of the Indigenous People Education Councils to inform their participation in the management of education policies.

6. Advancing the participation of indigenous peoples in UN processes

During 9 and 10 of November, for the first time, more than 130 youth leaders from all of Bolivia’s nine provinces, representing more than 25 organizations and networks, including indigenous youth, met to discuss issues related to climate change and water that they face in their communities and to jointly develop proposals and innovations for a sustainable and

climate resilient future. With support from UNICEF Latin American Regional Office, the First Youth Summit on Water and Climate Change: Together with Mother Earth was organized jointly by the Bolivian Ministry of Environment and Water (MMAyA), the Plurinational Authority for Mother Earth (APMT) and UNICEF Bolivia to strengthen youth leadership in climate change adaptation and integrated water resources management. And Moisés Espinoza from YOUNGO invited the participants to connect with the regional youth movement for a sustainable Latin America. In the declaration adopted by the Summit, the youth leaders state that “we, the young men and women of Bolivia representing different platforms, youth networks, indigenous peoples and local communities ... are concerned about the state of Mother Earth and our waters and ... we are empowered to participate actively in policy-making spaces that lead to real actions in our communities, municipalities and our country to protect our Mother Earth. We are ready to express this commitment through our practices, actions, hopes and life goals, and we see ourselves as part of a global movement.”

Drought was one of the primary climate change induced water challenges identified by the youth, and in combination with over exploitation, deforestation and contamination from industries and mining of water sources youth and adult populations are forced to migrate for work, leaving behind women, children and elderly to take care of the food production. Further, it was recognised that the lack of safe WASH services both in urban and rural areas generate diseases particularly among young children. “As young people we cannot accept that families in some regions only have access to untreated surface water ... we have all seen that it’s one of the primary causes of death [of young children] in countries like ours.” In response the youth leaders demanded that national laws regulating access and use of water resources are improved with a focus on equity and protection of vulnerable populations. They also demanded to be given a seat at the table in political processes at all levels. Further, the importance of having stronger enforcement mechanisms to ensure proper implementation of current legislation, in combination with increased weight to environmental and climate change related issues within the formal curricula and through awareness raising campaigns, was emphasized. As a first step to put these ideas and proposals into action, a National Youth Council with representatives from all departments was established, for coordination of joint activities, and local roadmaps with targets and actions for 2019 and beyond were adopted. In his closing remark the Executive Director of the APMT, Iván Zambrana, called on young people to not be afraid to break new ground. “We must work together to change the way we are building our society and development (...) Don’t let the people who manage budgets and timetables scale down your ideas.” Zambrana also promised that **the initiatives developed at the Summit will be included in the Bolivian proposal to the 24th Conference of the Parties (COP24) to the United Nations Framework Convention on Climate Change that was going to take place in December 2018 in Katowice, Slaskie, Poland.** To strengthen the youth initiatives generated through the Summit and to support the implementation of the action plans, UNICEF Bolivia, together with MMAyA and APMT, will be carrying out capacity building, communication and knowledge management activities throughout 2019 as part of its overall support to the Bolivian Government’s climate change strategy and WASH sector. In addition, UNICEF Bolivia will strengthen the National Youth Council and ensure continued engagement of the youth organizations and networks throughout its programming related to climate resilience in WASH, education and health. Returning to their cities, towns and communities many of the local youth

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groups have already started to turn words into action by speaking out on local news, organizing litter clean-ups and negotiating with their mayors. And with the aim set for a second Summit, the youth leaders are focused on linking their local actions to regional and global climate change movements by generating national proposals and initiatives.