

Contribution to the 13th session of the UN Permanent Forum on Indigenous Issues

28 February 2014

I. General overview of UNICEF's work on indigenous issues

UNICEF's work on indigenous issues continues to form part of its equity strategy through which the organisation aims to accelerate progress so that *all* children have an opportunity to survive, develop and reach their full potential, without discrimination, bias or favouritism. Guided by the Convention on the Rights of the Child (CRC) and the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), UNICEF works to advance the rights of indigenous peoples with programmes ranging from bilingual and intercultural education, culturally sensitive health services, to birth registration and the fight against violence, abuse and exploitation.

This report is not an exhaustive list of UNICEF activities; it contains a selection of practices pertaining to UNICEF's interventions at global and field-level, including as they relate to the ways in which the organisation is responding to the recommendations of the United Nations Permanent Forum on Indigenous Issues.

The UNICEF Strategic Plan, 2014-2017:

Realizing the rights of every child, especially the most disadvantaged

After a thorough review of results achieved and a vigorous discussion on future goals, UNICEF developed a new strategic plan for 2014–2017, which was approved by the UNICEF Executive Board in September 2013. Equity - the right of every child to a fair start in life - is placed at the heart of the Strategic Plan and requires UNICEF to focus on the most disadvantaged children, families and communities. The Plan identifies seven result areas that guide UNICEF's efforts in promoting the rights of children in general and indigenous children in particular: (1) Health; (2) HIV and AIDS; (3) Water, sanitation and hygiene; (4) Nutrition; (5) Education; (6) Child Protection; and (7) Social inclusion.

Monitoring Results for Equity System (MoRES)

In 2013, UNICEF continued to develop and mainstream its Monitoring Results for Equity System (MoRES), enabling real-time monitoring of bottlenecks and barriers in programmatic work. MoRES is helping UNICEF and its partners to improve policies and systems and to better target interventions that will lead to improved results for the most disadvantaged communities, including indigenous peoples. In Guatemala, for example, UNICEF has used MoRES to identify obstacles to school enrolment and causes for dropout, and proposed various solutions to

overcome these challenges, which were ultimately included in the Government's Strategic Education Plan (2012–2016) and piloted in Totonicapán, an indigenous community.¹

II. Measures in relation to the recommendations of the Permanent Forum on Indigenous Issues

Principles and programme guidance on indigenous and minority children

UNICEF is integrating principles and programme guidance on indigenous and minority children into on-going processes, most notably into MoRES. This framing will ensure that the guidance is incorporated into UNICEF programming rather than operating as a standalone document.

Study on social, cultural, legal and spiritual institutions of indigenous peoples

UNICEF, together with United Nations Population Fund (UNFPA) and the United Nations Development Programme (UNDP), finalized the study 'Indigenous Peoples Institutions, Values and Practices: Lessons for the Implementation of Indigenous Children's and Women's Rights', which focuses on three indigenous groups (the Mbendjele, Tswa and Bongo) in the Republic of Congo. The study examines intra-ethnic relations, maternal and child health, justice, economic rights, education, violence and relations with outsiders, and makes the over-arching conclusion that these groups face deeply engrained discrimination at all levels and in all sectors.

Intercultural and bilingual education programmes

UNICEF's major contribution to indigenous peoples' rights continues to be in the area of education, with a special focus on bilingual education. UNICEF-supported interventions are based on the needs and priorities identified in consultation with local indigenous organizations and local governments, and refer to a wide range of interventions, from support to Ministries of Education in the development and implementation of intercultural and multilingual education policies and models (e.g. Bolivia, Guatemala, Honduras), to textbook development in indigenous languages (e.g. Paraguay).

UNICEF Malaysia, which now has a revised country programme that will more explicitly focus on equity and target the most marginalized and vulnerable children in the country - including children in Orang Asli communities, and indigenous children in Sabah and Sarawak - works with non-governmental organisations to promote Mother Tongue-Based Bilingual Education (MTBBE) among indigenous communities at the preschool level. This included supporting the Dayak Bidayuh National Association in the development of Bidayuh-English dictionaries for the Bidayuh-Bau, Bidayuh-Serian and Bidayuh-Biatah dialects. The dictionaries are valuable resources for the development of a Bidayuh-language curricula at the preschool level.

¹ The MoRES based strategy has since been brought to national scale (334 municipalities), resulting in a drop in school failure among first graders by 4.74% in 18 months.

In Vietnam, UNICEF partnered with the National Assembly and Committee for Ethnic Minorities through high-level joint policy monitoring to advocate for inclusive education. This resulted in increased understanding among senior policymakers of bottlenecks of minority children's learning gaps and confirmed stronger political leadership for scaling up of MTBBE.

UNICEF Kenya assisted Turkana Education for All in implementing Basic Education in Nomadic Communities for Turkana Central and Loima sub-counties and provided support to the Ministry of Education Science and Technology for registering and funding of mobile schools.

UNICEF also supported capacity building for Intercultural Bilingual Education (IBE). UNICEF Chile, for example, supported the training of over 400 school professionals to incorporate IBE, and guided staff of the Ministry of Education's IBE Programme to detect bottlenecks to indigenous language teaching in schools. UNICEF Ecuador supported ECUARUNARI (*Confederación Kichwa del Ecuador*, or Confederation of Peoples of Kichwa Nationality) in training indigenous leaders and authorities in follow-up to and oversight of country's Ten-Year Education Plan.

In Venezuela, UNICEF supported curriculum development for the intercultural and bilingual education programme, which the Ministry of Education adopted as part of the national education policy. In Amazonas and Zulia, the two states with the highest proportion of indigenous peoples, UNICEF supported the implementation of IBE through the training of teachers in the child-friendly school approach² in seven indigenous languages. UNICEF supports the University of Zulia in offering graduate courses on i) IBE for indigenous teachers and ii) child rights for professionals who work on protection issues in indigenous communities.

Similarly, UNICEF Guyana has focused on improving education in the country's hinterland region through the promotion of child-friendly schools, as well as support to school welfare officers and dormitories. UNICEF facilitated a survey in all regions where indigenous peoples live to determine the need and policy options for the use of indigenous language as the mode of instruction in nursery schools and Grades 1 and 2. The office also supported the Ministry of Education's goal to increase access to nursery school education for children in the hinterland by facilitating the introduction of nursery departments in primary schools and providing training for teachers in the child-friendly school approach.

UNICEF carried out focused research on indigenous children's right to education. UNICEF Bolivia, for example, conducted research in rural indigenous communities on the impact of

² The child-friendly school (CFS) model calls for schools to operate in the best interests of the child. Child-friendly educational environments must be safe, healthy and protective. They must be provided with trained teachers, adequate resources and appropriate physical, emotional and social conditions for learning. For more details, visit: <http://www.unicef.org/cfs/>.

menstrual hygiene on girls' school attendance rates which led to the development of innovative approaches to improve girls' school attendance and enrolment. UNICEF Suriname undertook a situation analysis of indigenous children's right to education, with a focus on bilingual programmes. It was concluded that language does present a significant challenge to indigenous children as they enter school, however, that this must be understood in the context of many other problems indigenous school children are confronted with (such as infrastructure and teacher quality issues).

At the regional level, UNICEF's Regional Office for Latin America and the Caribbean, in collaboration with UNESCO, produced a study on learning gaps between indigenous and non-indigenous students in four Latin American countries, based on the results of the Second Regional Evaluation of Learning, SERCE.

Incorporating a cultural perspective into health policies, programmes and reproductive health services

UNICEF Peru, in the region of Amazonas, effectively piloted the training of indigenous nurses to expand indigenous women's access to health care in response to a series of identified bottlenecks related to language and socio-cultural practices.

UNICEF Congo Brazzaville continues to give special attention to ethnic disparities with a focus on indigenous peoples, implementing for example mobile strategies in order to ensure that services (health, information, birth registration) reach these groups.

In Guatemala, UNICEF contributed to putting adolescent pregnancy among indigenous and non-indigenous communities on the national agenda. In 58 municipalities, in which the majority of the population is indigenous, UNICEF, along with implementing partners, developed networks of indigenous girls and boys advocating to prevent teenage pregnancies affecting indigenous girls. Further, adolescent indigenous girls received training to develop their own videos to address sexual violence and teenage pregnancy in their communities, and to use SMS technology to disseminate their messages via cellular phones.

UNICEF also undertook targeted efforts in the area of HIV AIDS. For example, a workshop on HIV/AIDS among indigenous populations was held with experts from Bolivia and Peru with support from UNICEF, UNAIDS, and Family Care International, where joint actions for HIV/AIDS surveillance and control were identified.

Birth registration

UNICEF continues to support programmes aiming to promote birth registration in indigenous communities and national/international initiatives aimed at sensitizing communities, governments and administrations on the right to birth registration. For example, UNICEF Peru used an inter-parliamentary meeting on the right to identity hosted by the Peruvian Parliament as an opportunity to increase the profile of birth registration, highlighting disparities affecting the most excluded populations, including indigenous peoples. In collaboration with the UNICEF Innocenti Research Centre, UNICEF Peru will also assist RENIEC - *Registro Nacional de Identificación y Estado Civil* (Vital Statistics Agency) – in a study on governance related bottlenecks that contribute to the comparatively low birth registration rates among the Ashaninka indigenous Amazonian group.

Violence against indigenous women and children

UNICEF completed and launched in May 2013, in collaboration with UN Women, UNFPA, the Special Representative of the Secretary-General on Violence against Children, and the International Labour Organisation (ILO), ‘Breaking the Silence on Violence against Indigenous Girls, Adolescents and Young Women’. The study provides a deeper understanding of the magnitude, nature and context of violence experienced specifically by indigenous girls, adolescents and young women. Drawing on examples from Africa, Asia Pacific and Latin America, the study finds that violence against indigenous girls and women is heightened because of, among others, the history of colonial domination, dispossession of indigenous peoples, economic and political exclusion and the lack of such basic services as healthcare, schooling and birth registration. The study explains that this violence contributes to trauma, low self-esteem, poor health and poor school performance, and is often associated with high incidences of depression, alcohol and drug abuse, self-harm and suicide. While critical gaps in knowledge and data on violence against indigenous girls, women and adolescents are exposed, the report offers a set of guiding principles – to accelerate progress and action to protect and prevent violence against indigenous girls and women in all its forms.

At country-level, notable efforts included those taken by UNICEF Mexico, where a 3 year project was supported by the UN Trust Fund Programme to End Violence against Women concluded. Through this project, UNICEF, together with four UN agencies, consolidated an inter-cultural approach to gender based violence prevention in indigenous communities, through participatory planning and mobilization of traditional authorities to develop community-led responses. An external evaluation of the programme (conducted by the Economic Commission for Latin America) recognized the UNICEF-led strategy of promoting protection protocols for indigenous girls and boys as a good practice that should be replicated.

In follow-up to an Assessment of the Incidence of Child Marriages in Malaysia, UNICEF Malaysia commissioned in 2013 a study to assess the extent of child-marriage across all ethnicities in the country, with a particular focus on the states of Sabah and Sarawak.

Global and country-level contributions to accelerate abandonment of female genital mutilation/cutting

In 2013, building on the accelerated momentum marked by the adoption of the UN General Assembly (UNGA) Resolution *Intensifying global efforts for the elimination of female genital mutilations (A/RES/67/146)*, UNICEF with UNFPA jointly pursued actions to further strengthen international and national political commitment to eliminate the female genital mutilation/cutting (FGM/C) in the next generation. UNICEF and UNFPA concluded the first phase of the Joint Programme on Female Genital Mutilation/Cutting: Accelerating Change which covered 15 African countries from 2008-2013. In response to the UNGA Resolution's call to pursue a second phase, the Steering Committee of donors of the Joint Programme approved in September 2013 a proposal for Phase 2 from 2014-2017 to cover 16 African countries and Yemen.

UNICEF also contributed to the availability of evidence on progress toward ending the practice in 2013. In the framework of the Joint Programme, UNFPA and UNICEF Evaluation Offices jointly published a 'Joint Evaluation of the UNFPA-UNICEF Joint Programme on Female Genital Mutilation/Cutting (FGM/C): Accelerating Change', including a global synthesis report and four in-depth country case study reports for Burkina Faso, Kenya, Senegal and Sudan. The evaluation assessed the extent to which the UNFPA-UNICEF Joint Programme has accelerated the abandonment of FGM/C in 15 programme countries between 2008 and 2012. The final evaluation report, together with the management response, were presented to members of the UNFPA and UNICEF Executive Boards in January 2014.³ In addition, UNICEF published a data-driven report, 'Female Genital Mutilation/Cutting: A statistical overview and exploration of the dynamics of change' in July. This report is the most comprehensive analysis of the harmful practice to date and it is innovative because it explores the data from a social norms perspective.⁴

Right to Participation

Children's participation continues to be an important element of UNICEF's work to promote and protect the rights of indigenous children. UNICEF Mexico undertook efforts to promote the active participation and voice of indigenous girls in their communities, and to redress the exclusion of indigenous girls from education. In partnership with the Ministry of Education and Chihuahua and Oaxaca state governments, UNICEF facilitated fora for 114 indigenous girls from 20 indigenous groups in both states in October and November 2013. At these events girls, their mothers, teachers and other stakeholders participated in workshops on gender and sexuality and violence; migration; children's rights and on cultural identity. As a result, stakeholders at both federal and state levels made commitments to enhance the inclusion of indigenous girls in education. For example, the state of Oaxaca, home to 16 indigenous peoples, subsequently launched a state-level 'Crusade against Discrimination'.

³ The reports and management response are available at: http://www.unicef.org/evaluation/index_70518.html (UNICEF website); <http://www.unfpa.org/public/home/about/Evaluation/EBIER/TE/pid/10103> (UNFPA website)

⁴ The report and country case studies are available at UNICEF's ChildInfo website, <http://www.childinfo.org/fgmc.html>.

As part of the Joint Programme on Food Security and Nutrition, UNICEF Brazil amplified the voices of indigenous youth by equipping them with tools and training to express their concerns about discriminatory practices used by the media.

UNICEF Venezuela has supported the strengthening of the National Network of Indigenous Adolescents and Youth of Venezuela since its establishment. It supported consultations with over 180 indigenous adolescents in the state of Amazonas and Zulia to hear their views on the status of the fulfilment of their rights, and to receive their proposals on constructing a public policy agenda focused on equity. Further, together with the Permanent Commission of Indigenous Peoples National Assembly, UNICEF supported the dissemination of the United Nations Declaration on the Rights of Indigenous Peoples in Spanish and Wayuunaiki, which helped orient indigenous community leaders, teachers and members of the Adolescents and Youth Network on their rights.

UNICEF Country Offices also actively supported more general participatory processes. UNICEF Gambia, for example, supported a community empowerment programme with the NGO Tostan with the aim of strengthening indigenous peoples' voices and participation in matters that directly affect them. UNICEF Chile, as part of the UN inter-agency project 'Building Spaces for Dialogue and Strengthening the Competences of Representatives of the Indigenous Peoples of Chile'⁵, is helping to create spaces for dialogue within indigenous communities and between indigenous communities and the UN system.

Post-2015 Development Framework Consultations

UNICEF Country Offices supported the participation of indigenous children and communities in consultations on the Post-2015 Development Framework. For example, in April 2013, UNICEF Mexico brought children to the centre of a Regional Post-2015 Consultation convened by the Mexican Government in Guadalajara, Jalisco. UNICEF organized a side-event in which 22 adolescents from different urban, rural and indigenous contexts presented their proposals for the Post-2015 Framework to the Mexican High-Level Panel Member, Ambassador Patricia Espinosa. Similarly, UNICEF Peru supported the UN Resident Coordinator's office in ensuring that excluded groups, including those in the urban slums of Lima and in the Amazon, were consulted in the preparation of Peru's proposal for the Post-2015 Agenda.

Migration

UNICEF Bolivia supported a South-South Cooperation initiative involving the Governments of Argentina and Bolivia, aimed at protecting the rights of children, adolescents and indigenous women migrating to Buenos Aires. An Inter-Institutional Mechanism for Migration was developed together with the Ministry of Foreign Relations and the Bolivian Consulate in Buenos Aires to track Bolivian migrants in Buenos Aires within a six month period. This

⁵ carried out in collaboration with UNDP, OHCHR, the Pan-American Health Organisation and the National Institute for Human Rights

initiative will allow Bolivian authorities to have updated information to share with Argentinian institutions in order to jointly design public policies for the protection of migrating children and adolescents in Buenos Aires.

Climate change and the environment

UNICEF Guatemala supported the Ministry of Education in developing reforestation activities and environmental protection actions from the worldview of indigenous peoples by conducting 25 environmental fairs and 25 festivals at the department level, with the participation of children and parents. UNICEF Belize, in partnership with the Ministry of Education, the Toledo Institute for Development and Environment and others, supported programmes through which indigenous children participated in sports for development coupled with environmental education.

The situation of indigenous children in industrialized countries

In 2013 the Australian National Committee for UNICEF (UNICEF Australia) focused on influencing federal policy, monitoring progress on the recommendations of the ‘Listen to Children’ report⁶ and the CRC Committee’s 2012 Concluding Observations to the Australian Government.⁷ As Co-Chairs of the Australian Child Rights Taskforce, UNICEF Australia briefed the federal government on a preventative approach to the serious and widespread discrimination faced by Aboriginal and Torres Strait Islander children, including in access to basic services and significant over-representation in the criminal justice system and in out-of-home care.

Throughout 2013, UNICEF Australia provided opportunities for indigenous children and young people to engage in the development of education resources on indigenous children’s rights, while providing a platform to express their own experience and views. In early 2013, UNICEF Australia hosted a child photography workshop for indigenous town communities in the Northern Territory followed by an exhibition to federal Members of Parliament in the Australian Parliament House.⁸ In late 2013, UNICEF Australia facilitated an indigenous rights and hip hop workshop for young Aboriginal and Torres Strait Islander people to learn about indigenous rights in the Australian context. The young people then translated their identified priorities from the UN Declaration on the Rights of Indigenous Peoples into a hip hop song. The recording and video is in production for release in 2014, and will be used as an education and engagement tool for indigenous rights education in schools and communities.⁹ UNICEF Australia Young Ambassadors also consulted with young people and briefed federal politicians

⁶ http://www.childrights.org.au/__data/assets/pdf_file/0014/14405/Listening-to-children-Report-2011-colour.pdf

⁷ http://www2.ohchr.org/english/bodies/crc/docs/co/CRC_C_AUS_CO_4.pdf

⁸ <https://www.unicef.org.au/Discover/Australia-s-children/Australian-Parliamentary-Association-for-UNICEF/Indigenous-Child-Photography-Exhibition.aspx>

⁹ <http://www.unicef.org.au/Media/Media-Releases/2014-1--January/Australia-s-young-Indigenous-bring-powerful-voice-.aspx>

on the need for formal recognition of indigenous peoples in the Australian Constitution and the removal of the discriminatory powers currently defined within the Constitution.¹⁰

The Canadian National Committee for UNICEF (UNICEF Canada) continues to advocate for the equitable allocation and funding of health, education and social services to First Nations children living on reserve. To this end, UNICEF Canada has been participating as a member of a research advisory committee with a number of other partners - the Centre for Research on Children & Families at McGill University, the Assembly of First Nations, the Canadian Paediatric Society, and the Canadian Association of Paediatric Health Centres. Core research questions consider structural differences health and social services provision and access for First Nations children living on-reserve as opposed to non-Aboriginal children, and whether these differences result in disparities in the continuity of services for these children.

The National Committee of New Zealand for UNICEF (UNICEF New Zealand) continues its advocacy for the rights of Maori children in submissions to parliament and government, in work with news media, and in its work with other non-governmental organisations. UNICEF consistently urges a strong focus on the specific rights and interests of Maori children. In recent years, UNICEF has prepared a version of the CRC in te reo Maori (the indigenous language of New Zealand) and published a book about children's rights in both English and te reo Maori. UNICEF has also worked to secure funding for a Maori version of the United Nations Declaration on the Rights of Indigenous Peoples. In December 2013, UNICEF New Zealand published a report, 'Kids Missing Out', which looks at the nation's progress in CRC implementation. The report refers to the Committee on the Rights of the Child's 2011 Concluding Observations on New Zealand, which highlights how Maori children suffer hardship at a highly disproportionate rate compared to other population groups.

UNICEF New Zealand is working in partnership with a range of other organisations to promote action to improve life for Maori children. It contributes to the work of the Office of the Children's Commissioner's Child Poverty Monitor; works with Maori organisations such as Mana Ririki to advance efforts to reduce Maori child abuse; and is working with regional government and senior Maori tribal leaders on an initiative to address poverty in a particular region of New Zealand. UNICEF New Zealand has a group of Youth Ambassadors and holds an annual Youth Congress, both of which include rangatahi Maori (Maori youth). In the lead up to New Zealand's reports to the CRC Committee, UNICEF New Zealand works in partnership with a range of organisations to ensure that children's voices and the issues affecting Maori children are well represented in the alternative reports to the Committee.

The Danish National Committee for UNICEF (UNICEF Denmark) continues to be actively engaged in the five-year (2011-2015) project 'NAKUUSA' (meaning 'let us be strong

¹⁰ <https://www.unicef.org.au/Act/Be-a-UNICEF-Advocate/Become-a-UNICEF-Young-Ambassador/Our-Vision.aspx>

together’), a collaboration between the Greenlandic government, UNICEF and Greenlandic society as a whole. In the latter half of 2013, a new campaign was launched as part of NAKUUSA, entitled ‘The light is pointing at you!’. The campaign aims to inspire adults to show empathy, understanding and respect for children who require additional emotional and practical support from adults.

Report on the situation of indigenous children in Latin America and the Caribbean

The UNICEF Office for Latin America and the Caribbean is finalising a study on the situation of indigenous children in Latin America and the Caribbean. Various studies on the situation of indigenous children were carried out at country-level in Latin America and the Caribbean. UNICEF Mexico, for example, completed studies on the integration of children with disabilities in indigenous communities, and on responding to domestic violence in indigenous communities in Chiapas and Oaxaca.

Promoting, disseminating and implementing the United Nations Declaration on the Rights of Indigenous Peoples

As mentioned in previous reports to the Permanent Forum, in order to make indigenous adolescents knowledgeable on issues important to them and to support their active participation in decision-making processes to secure their rights, UNICEF – in collaboration with the Secretariat of the Permanent Forum and the Global Indigenous Youth Caucus – developed an adolescent-friendly version of the United Nations Declaration on the Rights of Indigenous Peoples, targeting 13-18 year olds. This adolescent-friendly version was launched in May 2013. At the launch, GÁLDU (Resource Centre for the Rights of Indigenous Peoples) presented the first two translated versions of the publication: one in Northern Sami language, and the other in Norwegian. The UNICEF Office for Latin America and the Caribbean has since collaborated with the UNDP Regional Office for Latin America on its translation into Spanish, and it is also available in Russian (United Nations Information Centre Moscow).

Data collection and disaggregation

UNICEF continues to increase its efforts to improve the availability of disaggregated data on indigenous children and adolescents in the Latin American and Caribbean region and beyond. UNICEF Nicaragua, for example, initiated a dialogue with the Bluefields Indian Caribbean University on strengthening the capacity of the Regional Observatory on Child Rights via a longitudinal data collection system with a focus on obtaining data on indigenous and afro-descendant communities. In 2014 the university will improve the system with the objective of monitoring trends in children’s outcomes, evaluating the effectiveness of regional public policies in reducing disparities, and promoting dialogue among relevant stakeholders.

Similarly, UNICEF Venezuela continued to enhance and strengthen its relationship with the National Institute of Statistics (INE), and through this partnership, was able to increase available information on the situation of indigenous children and adolescents through studies based on results of the 2011 Census.

UNICEF Malaysia, in collaboration with the Economic Planning Unit of the Prime Minister's Department, developed and launched a statistical booklet 'Profile of Children in Malaysia: Implementation of Children's Rights with Equity'. The Profile, which builds on further analysis of existing information, represents the situation of all children in the country with a focus on the most marginalised. Further, a shortly forthcoming 'Situation Analysis of Children in Sabah' (developed in collaboration with the Sabah State Economic Planning Unit), provides evidence to inform concerted efforts to address the challenges faced by some of the most disadvantaged children in the country, including indigenous children.

III. Addressing issues of special interest to the Permanent Forum

Humanitarian and Emergency Contexts

In the context of humanitarian action, UNICEF Colombia promoted, among institutions, communities and family members, the delivery of comprehensive care to pregnant women, new born and children under five years of age, particularly from indigenous and afro-descendant communities affected by violence, internal displacement and natural disasters. This support included providing emergency nutrition assistance (ready-to-use therapeutic foods, micronutrients and support to breastfeeding) to indigenous children and mothers in three departments. In Putumayo, 200 school kits were distributed, along with school furniture for 550 children, and educational, recreational and sports equipment for boarding schools.

Inter-Agency Support Group on Indigenous Issues

UNICEF is chairing the Inter-Agency Support Group on Indigenous Peoples' Issues for the 2013/2014 period. It hosted the 2013 annual meeting of the Support Group at its headquarters in New York from 22-23 October. At this meeting, the Support Group discussed key issues regarding preparations for the World Conference on Indigenous Peoples (September 2014) and milestones leading towards the formulation of the Post-2015 Development Agenda and Sustainable Development Goals. The annual meeting of the Support Group resulted in agreement on a coherent framework for technical resource papers for the World Conference, as well as for the Post-2015 Development Agenda process. UNICEF is also actively involved in the Inter-Agency Working Group on Indigenous Peoples in Latin America. The Group met in Guatemala in November 2013, under the co-chairmanship of the Food and Agriculture Organisation of the United Nations (FAO) and ILO representatives, where topics of discussion included the modality of indigenous participation in the World Conference.

United Nations Indigenous Peoples' Partnership

UNICEF continues to participate in the United Nations Indigenous Peoples' Partnership (UNIPP) together with ILO, the Office of the High Commissioner for Human Rights (OHCHR), UNDP and UNFPA. The Partnership has now run for two years with national projects in Bolivia, Nicaragua, Cameroon, the Central African Republic, Nepal and a regional project in South-East Asia based in Bangkok. In the Republic of Congo, where UNICEF is the lead

UNIPP partner (in collaboration with ILO, UNDP, UNFPA, and OHCHR), technical, financial and logistical support was provided to the launch of the decentralized action plan in Sibiti for improving the living conditions of indigenous peoples. UNICEF continues to participate in a project in Bolivia which, through 21 countrywide workshops, facilitated the participation of indigenous organizations and government institutions in the consultation process for a draft law on prior consultation with indigenous peoples.

Extractive Industries

As follow up to the release in March 2012 of the Children's Rights and Business Principles, the development of which UNICEF co-lead with the United Nations Global Compact and Save the Children, UNICEF's Division of Private Fundraising and Partnerships published in February 2013 a Guidance Note on Corporate Social Responsibility Engagement with the Extractive Industries. This Guidance Note includes information on the negative effects extractive industrial work can have on indigenous peoples, such as the negative effects on indigenous social structures due to non-indigenous migration into indigenous territories. Further, the Note highlights that international and national legal frameworks recognize the fundamental right to free, prior, and informed consent in relation to the relocation of populations, including indigenous groups.

Conclusion

Many achievements have been made at local, national, regional and global levels for children's rights since the coming into force of the CRC in 1989. On the approaching 25th anniversary of the Convention, it is however clear that substantial challenges remain to reach the most disadvantaged children, including indigenous children. UNICEF looks forward to drive change on the most pressing challenges confronting children and in this regard, to working with the Permanent Forum in improving its performance in supporting the rights of indigenous communities and their children.

Questionnaire to the UN system: United Nations Children's Fund (UNICEF)

SECTION 1 - Evaluation of the achievement of the goal and objectives of the Second International Decade of the World's Indigenous People

Q1. In accordance with the objectives of the Second International Decade of the World's Indigenous People, please provide information on:

- Challenges and institutional limitations in the agency's / organizations' capacity to approach indigenous issues;
- Inclusion of indigenous peoples' issues in the agenda, strategic or policy framework of your organization, and in the work of the agency/organization, including at country level;
- Existence of guidelines or policies on engagement with indigenous peoples in the work of your organization;
- Strategies, policies and activities to support the implementation of the UN Declaration on the Rights of Indigenous Peoples at international and country level;
- Budgetary allocations for projects/activities on indigenous peoples' issues;
- Identify good practices.

General overview of UNICEF's work on indigenous issues

UNICEF's work on indigenous issues forms part of its equity strategy through which the organisation aims to accelerate progress so that *all* children have an opportunity to survive, develop and reach their full potential, without discrimination, bias or favouritism. The organisation is guided by the Convention on the Rights of the Child (CRC), with the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) forming the other keystone of the organisation's mandate and mission. The CRC applies to all children in the world, and the principle of non-discrimination as articulated in Article 2 of the Convention is at the core of UNICEF's work. UNICEF's approach in this connection is inspired by ILO Convention 169 (ILO 1989), the United Nations Declaration on the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities (UN General Assembly resolution 47/135 of 18 December 1992) and the United Nations Declaration on the Rights of Indigenous Peoples (UN 2007).

UNICEF has been a key actor in UN processes related to indigenous issues. At the global level, the organisation has made significant contributions towards ensuring that the United Nations Permanent Forum on Indigenous Issues (UNPFII) addresses the rights of indigenous children and women. It contributes to the work of the Inter-Agency Support Group on Indigenous Issues (IASG). UNICEF is chairing the IASG for the 2013/2014 period, and hosted the 2013 annual meeting at its headquarters in New York from 22-23 October. Previously, in 2005, it hosted the IASG annual meeting in its Regional Office for Latin America and the Caribbean based in Panama, the first ever meeting of the IASG outside of Headquarters. The elaboration of UNDG Guidelines on Indigenous Peoples' Issues (UNDG Guidelines) was one of the recommendations of the meeting, and UNICEF co-chaired the inter-agency task team in charge of drafting the Guidelines. UNICEF is strongly promoting the use of the UNDG

Guidelines at country office level and, as previously reported, has provided technical assistance on the Guidelines to United Nations Country Teams (UNCTs) in Latin America and the Caribbean through the Inter-Agency Working Group on Indigenous Peoples in Latin America. UNICEF is also actively involved in the Inter-Agency Working Group on Indigenous Peoples in Latin America. The Group met most recently in Guatemala in November 2013, under the co-chairmanship of the Food and Agriculture Organisation of the United Nations (FAO) and ILO representatives, where topics of discussion included the modality of indigenous participation in the World Conference.

UNICEF has been active at country level, with various programmes and activities specifically designed to advance the rights of indigenous peoples, and projects ranging from bilingual and intercultural education, culturally sensitive health services, to birth registration and the fight against violence, abuse and exploitation. UNICEF was furthermore instrumental in the design of General Comment No. 11 on Indigenous Children and their Rights under the Convention, released by the Committee on the Rights of the Child in 2009 by among other things, facilitating consultations with indigenous representatives.

Medium-Term Strategic Plan (2006-2013) and Strategic Plan (2014-2017)

UNICEF's organisational plan, the Medium-Term Strategic Plan (MTSP) *Investing in Children: the UNICEF contribution to poverty reduction and the Millennium Agenda* (2006-2013), prioritized children from indigenous populations, recognizing that they are often the most vulnerable to being deprived of basic services. Under the MTSP, by working to provide the most marginalized children with access to education, health care, sanitation, clean water, protection and other basic services, UNICEF aimed to identify, acknowledge and respond to the underlying causes of inequity.

After a thorough review of results achieved and a vigorous discussion on future goals, UNICEF recently developed a new strategic plan for 2014–2017 - *Realizing the rights of every child, especially the most disadvantaged* - which was approved by the UNICEF Executive Board in September 2013. Equity - the right of every child to a fair start in life - is placed at the heart of the Strategic Plan and requires UNICEF to focus on the most disadvantaged children, families and communities. The Plan identifies seven result areas that guide UNICEF's efforts in promoting the rights of children in general and indigenous children in particular: (1) Health; (2) HIV and AIDS; (3) Water, sanitation and hygiene; (4) Nutrition; (5) Education; (6) Child Protection; and (7) Social inclusion. Similar to the previous MTSP, the Strategic Plan intends to go beyond support to specific programmes and projects to tackling the root causes of discrimination and exclusion against indigenous children through the enhancement of relevant public policies.

Stock-take of UNICEF's work on indigenous issues

In response to the Permanent Forum's request, UNICEF in 2009 undertook a stock-take of its work on indigenous issues, using Congo Brazzaville and Peru as case studies. The stocktake formed a basis for a Consultation on Indigenous Peoples' and Minorities' Issues which UNICEF organized in New York in April 2009, and continues to inform UNICEF's work on indigenous issues.

This stocktaking exercise revealed that UNICEF's processes, methods and tools for managing programmes and projects with indigenous peoples require improvement. UNICEF responded to issues

identified by the study through a road map and action proposals it created during the aforementioned Consultation.

Monitoring Results for Equity System (MoRES)

UNICEF is integrating principles and programme guidance on indigenous and minority children into on-going processes, most notably into its Monitoring Results for Equity System (MoRES), enabling real-time monitoring of bottlenecks and barriers in programmatic work. MoRES is helping UNICEF and its partners to improve policies and systems and to better target interventions that will lead to improved results for the most disadvantaged communities, including indigenous peoples. In Guatemala, for example, UNICEF has in the past years used MoRES to identify obstacles to school enrolment and causes for dropout, and proposed various solutions to overcome these challenges, which were ultimately included in the Government's Strategic Education Plan (2012–2016) and piloted in Totonicapán, an indigenous community.¹¹

Budgetary allocations for projects/activities on indigenous peoples' issues

As part of the aforementioned stock take on UNICEF's work on indigenous issues, an email survey of UNICEF country offices was launched, which included questions on budget allocation to support initiatives addressing indigenous peoples. Of the 24 country offices which completed the survey, six country offices indicated that they rely on annual budgets of more than half-a-million dollars. The budgets of an additional eight country offices range from US\$100,000 to US\$500,000; 10 offices spend less than US\$100,000 per year. These figures indicate that the budget available for indigenous issues is less than US\$500,000 for three quarters of the surveyed country offices, a sum allowing for some demonstrative projects and self-contained advocacy activities.

Good practices

A substantial number of UNICEF's good practices with indigenous peoples emerge from the Latin America and Caribbean region. Since the 1960s, UNICEF has worked to improve the conditions of indigenous peoples in the Latin America and Caribbean region, particularly in Bolivia, Ecuador, Guatemala and Peru, countries where indigenous peoples make up the majority of the population. Beginning in 2004, the UNICEF Regional Office for Latin America and the Caribbean, with support from the Government of Spain through the Spanish Agency for International Development Cooperation, worked on a programme on the rights of indigenous children and adolescents. The programme focused on creating strategic information, the empowerment of indigenous peoples (mainly women and adolescents) and the capacity-building of counterparts (mainly Governments) and of UNICEF staff. Although UNICEF's work on indigenous issues in Africa and Asia is less broad, it has expanded in recent decades. Based on the stocktaking report on the Congo, the UNICEF country office in the Congo has taken humanitarian action in the country since the late 1990s, primarily through targeted initiatives and interventions such as supplying drugs, vaccines, and school materials. In 2001, this humanitarian chapter developed into an integrated project on the improvement of access to basic services for the Baka population in the Sangha department.

¹¹ The MoRES based strategy has since been brought to national scale (334 municipalities), resulting in a drop in school failure among first graders by 4.74% in 18 months.

Challenges and institutional limitations

For political and historical reasons in addition to current contingencies, UNICEF's approach towards indigenous issues is based primarily on Latin American experiences. Some key concepts of the approach, for example, interculturality, were initially developed in Latin America, and about 80 per cent of the good practices presented in reports to the Permanent Forum refer to Latin American experiences. It must be concluded that UNICEF's practice continues to basically reflect a 'Latin American' approach.

The special concern for indigenous issues held by UNICEF's Regional Office for Latin America and the Caribbean cannot be ascribed only to a supportive political environment. It is also the outcome of the political willingness to address indigenous children's and women's issues as a UNICEF policy priority. It must be stressed that bringing this willingness into effect was made possible by the funds for regional and sub-regional activities made available by several donors, in particular, the Government of Spain, however, the Regional Office is now increasingly dealing with a funding gap in this area. Efforts are being made to step up support in Asia, Africa and Europe which also inhabit large numbers of indigenous peoples.

Q2. In accordance with the objectives of the Second International Decade of the World's Indigenous People, please provide information on:

- Existence of participatory mechanisms for indigenous peoples in your organization, and/or other ways for the participation by indigenous peoples' representatives in the work and decision-making processes within your organization (in the boards and/or consultative bodies, etc...)
- Development of guidelines on how to apply the principle of free, prior and informed consent in the work of the agency / organization;
- Experiences of dialogue and cooperation with indigenous peoples' organizations at international and local level;
- Experiences of facilitation of dialogue between indigenous peoples and governments at national level.

Right to participation

Children's participation continues to be an important element of UNICEF's work to promote and protect the rights of indigenous children. Because it encourages indigenous children to become active citizens and gives visibility to their cause, participation in decision-making is an empowering practice and an essential expression of their rights.

One of the organisation's biggest successes has been to work with the Committee on the Rights of the Child on General Comment No. 12 on the right of the child to be heard, which spells out what could be done to increase the participation of indigenous youth. UNICEF has also supported the participation of indigenous children in the CRC State party reporting process. UNICEF Panama in 2011 supported the development of an alternative report by indigenous and afrodescendant children and supported the participation of two children in the dialogue with the Committee in Geneva. Further, during the International Year of Youth, UNICEF jointly co-hosted a side panel with the Global Indigenous Youth Caucus and the Secretariat of the Permanent Forum on youth-led initiatives to highlight indigenous issues.

As mentioned in previous reports to the Permanent Forum, in order to make indigenous adolescents knowledgeable on issues important to them and to support their active participation in decision-making processes to secure their rights, UNICEF – in collaboration with the Secretariat of the Permanent Forum and the Global Indigenous Youth Caucus – developed an adolescent-friendly version of the United Nations Declaration on the Rights of Indigenous Peoples targeting 13-18 year olds. This adolescent-friendly version was launched in May 2013. At the launch, GALDU (Resource Centre for the Rights of Indigenous Peoples) presented the first two translated versions of the publication: one in Northern Sami language, and the other in Norwegian. The UNICEF Office for Latin America and the Caribbean has since collaborated with the UNDP Regional Office for Latin America on its translation into Spanish, and it is also available in Russian (United Nations Information Centre Moscow).

A recent example of UNICEF's work in this area at country level comes from Mexico. UNICEF Mexico undertook efforts to promote the active participation and voice of indigenous girls in their communities, and to redress the exclusion of indigenous girls from education. In partnership with the Ministry of Education and Chihuahua and Oaxaca state governments, UNICEF facilitated fora for 114 indigenous

girls from 20 indigenous groups in both states in October and November 2013. At these events girls, their mothers, teachers and other stakeholders participated in workshops on gender and sexuality and violence; migration; children's rights and on cultural identity. As a result, stakeholders at both federal and state levels made commitments to enhance the inclusion of indigenous girls in education. For example, the state of Oaxaca, home to 16 indigenous peoples, subsequently launched a state-level 'Crusade against Discrimination'.

UNICEF Venezuela has supported the strengthening of the National Network of Indigenous Adolescents and Youth of Venezuela since its establishment. It supported consultations with over 180 indigenous adolescents in the state of Amazonas and Zulia to hear their views on the status of the fulfilment of their rights, and to receive their proposals on constructing a public policy agenda focused on equity. Further, together with the Permanent Commission of Indigenous Peoples National Assembly, UNICEF supported the dissemination of the United Nations Declaration on the Rights of Indigenous Peoples in Spanish and Wayuunaiki, which helped orient indigenous community leaders, teachers and members of the Adolescents and Youth Network on their rights.

UNICEF Country Offices also support the participation of indigenous peoples in the development process of laws, as done in Costa Rica, Honduras and Paraguay, for example. Further, UNICEF supported the participation of indigenous children in the debate on constitutional reform in Bolivia.

Free, prior and informed consent

While the free, prior and informed consent approach is considered by UNICEF to be inherent in its human rights-based approach to programming, it is also used as a specific methodology to conduct projects and studies. The participation of indigenous adolescents is a key component of UNICEF programming and is critical for ensuring free prior informed consent as stated in the United Nations Declaration on the Rights of Indigenous Peoples. UNICEF makes an effort to carry out processes of in depth consultations in countries in order to include indigenous peoples' views in programming processes, in line with its human rights- and equity-based approaches, and makes every effort to apply this principle in both favourable and less favourable political conditions.

Experiences of dialogue and cooperation with indigenous peoples' organizations at international and local level; & Experiences of facilitation of dialogue between indigenous peoples and governments at national level

UNICEF is committed to the inclusion and direct participation of indigenous peoples in its work worldwide. In May 2011, UNICEF joined ILO, OHCHR, UNDP and UNFPA to establish the United Nations Indigenous Peoples' Partnership (UNIPP). The Partnership's main goal is to promote and protect the rights of indigenous peoples, aiming to strengthen their institutions and ability to fully participate in governance and policy processes at the local and national levels. The Partnership has now run for two years with national projects in Bolivia, Nicaragua, Cameroon, the Central African Republic, Nepal and a regional project in South-East Asia based in Bangkok. Among other things, UNICEF continues to participate in a project in Bolivia which, through 21 countrywide workshops, facilitated the participation of indigenous organizations and government institutions in the consultation process for a draft law on prior consultation with indigenous peoples.

Q3. In accordance with the objectives of the Second International Decade of the World's Indigenous People, please provide information on:

- Adoption of a holistic approach to development “with culture and identity”, which takes into account the specific views and needs of indigenous peoples;
- Initiatives developed and/or implemented on protecting and promoting cultural diversity and inter-culturality;
- Initiatives to recover or preserve and protect indigenous peoples’ heritage sites and other parts of their tangible and intangible heritage;
- Initiatives to protect indigenous traditional knowledge and genetic resources;
- Has your agency/organization employed indigenous staff?
- Establishment of targeted policies, programmes, projects, benchmarks and budgets for indigenous peoples in the areas of education, health, environment, and social and economic development;
- Has your agency / organization provided priority attention to indigenous women, children and youth?

Culture and identity

Culture is a significant component of the implementation of the Convention of the Rights of the Child (CRC). Article 30 of the CRC, for example, explicitly recognizes the right of indigenous children to enjoy their traditional culture, practice their own religion and use their traditional language with other members of their group. Additionally, Article 8 maintains for the right of the child to safeguard his or her identity, which includes cultural and administrative components. CRC Article 29 highlights the potential of education to lay the groundwork for a harmonious multicultural society in which every child’s right to cultural identity is respected.

An example for UNICEF’s research efforts in the area of social, cultural, legal and spiritual institutions of indigenous peoples, is a study UNICEF recently finalized together with United Nations Population Fund (UNFPA) and the United Nations Development Programme (UNDP). Entitled ‘Indigenous Peoples Institutions, Values and Practices: Lessons for the Implementation of Indigenous Children’s and Women’s Rights’, this study focuses on three indigenous groups (the Mbendjele, Tswa and Bongo) in the Republic of Congo. The study examines intra-ethnic relations, maternal and child health, justice, economic rights, education, violence and relations with outsiders, and makes the over-arching conclusion that these groups face deeply engrained discrimination at all levels and in all sectors.

UNICEF has also continued to develop tools aimed at guiding country offices to work on the links between gender, human rights, and inter-culturality. One example is ‘Expanding the View: The Integration of the Gender, Interculturality and Human Rights Approaches in Development Programming,’ a tool developed jointly by UNICEF, UNDP, UNFPA and UN Women that aims to assist United Nations country offices in Latin America and the Caribbean to integrate the three approaches that represent the essential United Nations values of a human rights-based approach, gender equality, and respect towards different cultures.

Intercultural and bilingual education programmes

Education is an important area of UNICEF's programming for indigenous peoples in many countries. From West and Central Africa to Latin America, UNICEF advocates for the rights of indigenous children from an intercultural perspective and supports education programmes that take into account their traditional knowledge. The linguistic rights of indigenous children are also important to UNICEF's work. In line with the CRC, UNICEF has been promoting the use of indigenous languages in education and in other sectors which are linked to the integral development of indigenous children and women.

UNICEF-supported interventions are based on the needs and priorities identified in consultation with local indigenous organizations and local governments, and refer to a wide range of interventions, from support to Ministries of Education in the development and implementation of intercultural and multilingual education policies and models (e.g. Bolivia, Guatemala, Honduras), to textbook development in indigenous languages (e.g. Paraguay). Recent examples of UNICEF's efforts in this area are listed below.

UNICEF Malaysia, which now has a revised country programme that will more explicitly focus on equity and target the most marginalized and vulnerable children in the country - including children in Orang Asli communities, and indigenous children in Sabah and Sarawak - works with non-governmental organisations to promote Mother Tongue-Based Bilingual Education (MTBBE) among indigenous communities at the preschool level. This included supporting the Dayak Bidayuh National Association in the development of Bidayuh-English dictionaries for the Bidayuh-Bau, Bidayuh-Serian and Bidayuh-Biatah dialects. The dictionaries are valuable resources for the development of a Bidayuh-language curricula at the preschool level.

In Vietnam, UNICEF partnered with the National Assembly and Committee for Ethnic Minorities through high-level joint policy monitoring to advocate for inclusive education. This resulted in increased understanding among senior policymakers of bottlenecks of minority children's learning gaps and confirmed stronger political leadership for scaling up of MTBBE.

UNICEF Kenya assisted Turkana Education for All in implementing Basic Education in Nomadic Communities for Turkana Central and Loima sub-counties and provided support to the Ministry of Education Science and Technology for registering and funding of mobile schools.

UNICEF also supported capacity building for Intercultural Bilingual Education (IBE). UNICEF Chile, for example, supported the training of over 400 school professionals to incorporate IBE, and guided staff of the Ministry of Education's IBE Programme to detect bottlenecks to indigenous language teaching in schools. UNICEF Ecuador supported ECUARUNARI (*Confederación Kichwa del Ecuador*, or Confederation of Peoples of Kichwa Nationality) in training indigenous leaders and authorities in follow-up to and oversight of country's Ten-Year Education Plan.

In Venezuela, UNICEF supported curriculum development for the intercultural and bilingual education programme, which the Ministry of Education adopted as part of the national education policy. In Amazonas and Zulia, the two states with the highest proportion of indigenous peoples, UNICEF supported the implementation of IBE through the training of teachers in the child-friendly school

approach¹² in seven indigenous languages. UNICEF supports the University of Zulia in offering graduate courses on i) IBE for indigenous teachers and ii) child rights for professionals who work on protection issues in indigenous communities.

Similarly, UNICEF Guyana has focused on improving education in the country's hinterland region through the promotion of child-friendly schools, as well as support to school welfare officers and dormitories. UNICEF facilitated a survey in all regions where indigenous peoples live to determine the need and policy options for the use of indigenous language as the mode of instruction in nursery schools and Grades 1 and 2. The office also supported the Ministry of Education's goal to increase access to nursery school education for children in the hinterland by facilitating the introduction of nursery departments in primary schools and providing training for teachers in the child-friendly school approach.

UNICEF carried out focused research on indigenous children's right to education. UNICEF Bolivia, for example, conducted research in rural indigenous communities on the impact of menstrual hygiene on girls' school attendance rates which led to the development of innovative approaches to improve girls' school attendance and enrolment. UNICEF Suriname undertook a situation analysis of indigenous children's right to education, with a focus on bilingual programmes. It was concluded that language does present a significant challenge to indigenous children as they enter school, however, that this must be understood in the context of many other problems indigenous school children are confronted with (such as infrastructure and teacher quality issues).

At the regional level, UNICEF's Regional Office for Latin America and the Caribbean, in collaboration with UNESCO, produced a study on learning gaps between indigenous and non-indigenous students in four Latin American countries, based on the results of the Second Regional Evaluation of Learning, SERCE.

Birth registration

Similarly, UNICEF supports programmes aiming to promote birth registration in indigenous communities and national/international initiatives aimed towards sensitizing governments and administrations on the right to birth registration. It also supports an approach to birth registration that takes into account the cultural rights of indigenous peoples, for example, the right of indigenous parents to give traditional names to their children in their own language. Recent examples for UNICEF's work in this area include the work of UNICEF Peru, which used an inter-parliamentary meeting on the right to identity hosted by the Peruvian Parliament as an opportunity to increase the profile of birth registration, highlighting disparities affecting the most excluded populations, including indigenous peoples. In collaboration with the UNICEF Innocenti Research Centre, UNICEF Peru will also assist RENIEC - *Registro Nacional de Identificación y Estado Civil* (Vital Statistics Agency) – in a study on governance related bottlenecks that contribute to the comparatively low birth registration rates among the Ashaninka indigenous Amazonian group.

¹² The child-friendly school (CFS) model calls for schools to operate in the best interests of the child. Child-friendly educational environments must be safe, healthy and protective. They must be provided with trained teachers, adequate resources and appropriate physical, emotional and social conditions for learning. For more details, visit: <http://www.unicef.org/cfs/>.

Incorporating a cultural perspective into health policies, programmes and reproductive health services

UNICEF Peru, in the region of Amazonas, effectively piloted the training of indigenous nurses to expand indigenous women's access to health care in response to a series of identified bottlenecks related to language and socio-cultural practices.

UNICEF Congo Brazzaville continues to give special attention to ethnic disparities with a focus on indigenous peoples, implementing for example mobile strategies in order to ensure that services (health, information, birth registration) reach these groups.

In Guatemala, UNICEF contributed to putting adolescent pregnancy among indigenous and non-indigenous communities on the national agenda. In 58 municipalities, in which the majority of the population is indigenous, UNICEF, along with implementing partners, developed networks of indigenous girls and boys advocating to prevent teenage pregnancies affecting indigenous girls. Further, adolescent indigenous girls received training to develop their own videos to address sexual violence and teenage pregnancy in their communities, and to use SMS technology to disseminate their messages via cellular phones.

UNICEF also undertook targeted efforts in the area of HIV AIDS. For example, a workshop on HIV/AIDS among indigenous populations was held with experts from Bolivia and Peru with support from UNICEF, UNAIDS, and Family Care International, where joint actions for HIV/AIDS surveillance and control were identified.

Priority attention to indigenous women, children and youth

UNICEF has provided priority attention to indigenous children and youth, as its mandate is to ensure that the rights of every child are respected and fulfilled everywhere, without any form of discrimination. UNICEF's Mission Statement declares that UNICEF aims, through its country programmes, to promote the equal rights of women and girls and to support their full participation in the political, social and economic development of their communities. Because indigenous women are most often discriminated and marginalized, as indigenous and as women, UNICEF pays special attention to indigenous women and girls, supporting a wide range of activities aiming to empower them and fulfill their rights. One of many examples for UNICEF's efforts in this area is the work of UNICEF Guatemala, which in alignment with the 'Joint United Nations Declaration to Accelerate Efforts to Promote Rights of Adolescent Girls' (2010) works with adolescent indigenous girls in addressing five strategic priorities and expected outcomes: i) Health, ii) Education, iii) Protection, iv) Research, and v) Participation.

At the global level, UNICEF completed and launched in May 2013, in collaboration with UN Women, UNFPA, the Special Representative of the Secretary-General on Violence against Children, and the International Labour Organisation (ILO), 'Breaking the Silence on Violence against Indigenous Girls, Adolescents and Young Women'. The study provides a deeper understanding of the magnitude, nature and context of violence experienced specifically by indigenous girls, adolescents and young women. Drawing on examples from Africa, Asia Pacific and Latin America, the study finds that violence against indigenous girls and women is heightened because of, among others, the history of colonial domination, dispossession of indigenous peoples, economic and political exclusion and the lack of such basic services as healthcare, schooling and birth registration. The study explains that this violence contributes

to trauma, low self-esteem, poor health and poor school performance, and is often associated with high incidences of depression, alcohol and drug abuse, self-harm and suicide. While critical gaps in knowledge and data on violence against indigenous girls, women and adolescents are exposed, the report offers a set of guiding principles – to accelerate progress and action to protect and prevent violence against indigenous girls and women in all its forms.

Employment of indigenous staff

Currently UNICEF does not track the employment of indigenous people within the organisation. However the current policy of the organisation is based on inclusive recruitment, which ensures both gender and regional balance.

Q4. In accordance with the objectives of the Second International Decade of the World's Indigenous People, please provide information on:

- Existence of disaggregated data and statistics on indigenous peoples;
- Existence of specific monitoring mechanism, official reports or research on the situation of indigenous peoples;
- How does your agency / organization address the issue of indigenous peoples in its targeting of the MDGs?

Data collection and disaggregation

In the last decade, important steps have been taken to improve the availability of disaggregated data on indigenous children and adolescents in the Latin America and Caribbean region. UNICEF worked with the Economic Commission for Latin America and the Caribbean (ECLAC) and UNFPA in order to generate questions for new censuses to collect more data on the situation of indigenous peoples in the countries of the region. In addition, a socio-linguistic atlas of the indigenous peoples in Latin America with information by country and geo-cultural areas was developed on the basis of national censuses. The publication includes a DVD with disaggregated data from the official census of each country (for example, the proportion of indigenous population per country; the distribution by rural/urban, sex and age; and so on), maps and relevant information concerning legislation on education for indigenous peoples.

Please find below a selection of recent efforts by UNICEF Country Offices to improve the availability of disaggregated data on indigenous children and adolescents in the Latin American and Caribbean region and beyond.

UNICEF Nicaragua initiated a dialogue with the Bluefields Indian Caribbean University on strengthening the capacity of the Regional Observatory on Child Rights via a longitudinal data collection system with a focus on obtaining data on indigenous and afro-descendant communities. In 2014 the university will improve the system with the objective of monitoring trends in children's outcomes, evaluating the effectiveness of regional public policies in reducing disparities, and promoting dialogue among relevant stakeholders.

Similarly, UNICEF Venezuela continued to enhance and strengthen its relationship with the National Institute of Statistics (INE) and through this partnership was able to increase generation of knowledge on the situation of indigenous children and adolescents through studies based on results of the 2011 Census.

UNICEF Malaysia, in collaboration with the Economic Planning Unit of the Prime Minister's Department, developed and launched a statistical booklet 'Profile of Children in Malaysia: Implementation of Children's Rights with Equity'. The Profile, which builds on further analysis of existing information, represents the situation of all children in the country with a focus on the most marginalised. Further, a shortly forthcoming 'Situation Analysis of Children in Sabah' (developed in collaboration with the Sabah State Economic Planning Unit), provides evidence to inform concerted efforts to address the challenges faced by some of the most disadvantaged children in the country, including indigenous children.

Please turn to the annex on page 15 for a selection of relevant – mainly Spanish-language – studies conducted and published by UNICEF Country Offices in the Latin America and the Caribbean region in 2012 and 2013.

Q5. Please provide information on how activities aimed at implementing the United Nations Declaration on the Rights of Indigenous Peoples and the objectives of the Second International Decade of the World's Indigenous Peoples impact on the achievement of the Millennium Development Goals.

As the United Nations Department of Economic and Social Affairs' State of the World's Indigenous Peoples Report (2009) made all too clear, despite progress, indigenous peoples remain at increased risk of being left behind in the global push to achieve the Millennium Development Goals (MDGs). The report shows that indigenous peoples face glaring disparities across virtually every indicator of human development. These disparities are especially troubling when it comes to children. As UNICEF highlighted in previous reports to the Permanent Forum, indigenous children experience significantly higher mortality and school dropout rates compared to other groups of children. This is compounded by a range of child protection issues, such as forced and bonded labour, sexual exploitation, trafficking and the limited capacity of agencies to provide them with appropriate treatment as juveniles.

The Declaration, the objectives of the Second International Decade of the World's Indigenous Peoples, along with the CRC and the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) and ILO Convention 169 concerning Indigenous and Tribal Peoples in Independent Countries, inspires UNICEF's approach in working for the rights of indigenous peoples. Using the Declaration together with these instruments brings comparative strength to the overall promotion and protection of the rights of indigenous children and women.

UNICEF particularly appreciates that the Declaration includes a specific non-discrimination provision on indigenous children, strong provisions on their right to education and linguistic rights, as well as on the protection of indigenous children from economic exploitation and their special needs, particularly in regard to improving their social condition.

Please see UNICEF's previous annual reports to the Permanent Forum for details on the organisation's work to support the implementation of the Declaration and the Second International Decade.

Q.6. Please provide information on how your agency envisages activities including indigenous peoples' rights into the proposed Sustainable Development Goals, in the framework of the new post-2015 development agenda.

UNICEF – along with other child-focused organisations¹³ - believes that children are at the heart of sustainable development, and that the Post-2015 Development Agenda should place the rights and needs of all children, including indigenous children, as central to its goals. This is to be considered as a moral imperative, based on children's human rights; as a legal obligation, under the Convention on the Rights of the Child and other legal instruments, such as the United Nations Declaration on the Rights of Indigenous Peoples; and as a practical necessity for sustainable development.

The Post-2015 Development Agenda should focus on four inter-dependent priorities with the objective of building a sustainable world that is fit for all, including indigenous children and their communities: (1) eradicating all forms of extreme poverty, (2) tackling inequalities, (3) stopping all forms of violence against children, and (4) ensuring locally-led and transparent mechanisms for monitoring progress and ensuring accountability.

- 1. Eradicating all forms of extreme poverty:** Poverty – in all its reinforcing dimensions – social exclusion, discrimination, economic deprivation, unequal treatment by service providers and legal systems, violence, abuse and exploitation – cannot be decisively reduced and eliminated by targeted interventions and economic growth alone. The barriers that keep children and families in poverty cannot be dismantled piece by piece, and must instead be taken as a whole. This is of particular urgency for indigenous children and their communities, as indigenous children often face a lifetime of discrimination and exclusion, deepening their disadvantages and perpetuating the cycle of poverty.
- 2. Tackling inequalities:** Inequalities between and within countries remain wide and, in many places, have been growing. Inequalities disproportionately affect children, who experience exclusion directly and also face limited opportunities due to inequalities experienced by their parents. These inequalities harm not only the children and families who are deprived – but also their entire societies, by undermining prosperity and increasing the risks of instability. Inequalities threaten the development gains already made and those hoped for post-2015. The Post-2015 Development Agenda must explicitly identify the most vulnerable groups of children, including indigenous children and their communities, and address the root causes of the situations of inequality, discrimination, stigma and marginalization that they face.
- 3. Stopping all forms of violence against children:** Violence against children takes place in every country, every region, and at every socio-economic level – in homes, schools and communities, in institutions, online in virtual communities, and through the use of mobile technologies. Yet, the MDGs did not address the universal right to live free from fear. The Post-2015 Development Agenda must not be silent on this issue and should seek to wholly eliminate all forms of violence

¹³ Child Fund Alliance, Plan International, Save the Children, SOS Children's Villages, World Vision; see joint communication 'Recommendations for a Post-2015 Development Agenda, Recapturing the vision of a 'World Fit for Children''.

against children and women in line with human rights standards. UNICEF believes that one of the best ways to guarantee that an indigenous child receives adequate protection from violence, abuse and exploitation is to support and build on the strengths of his or her family, kinship network and community. An indigenous community that lives in security (including land tenure security), free from discrimination and persecution, and with a sustainable economic base has a solid foundation for ensuring the protection and harmonious development of its children.

- 4. Ensuring locally-led and transparent mechanisms for monitoring progress and ensuring accountability:** The MDGs stumbled when it came to empowering and enabling citizens to hold their governments accountable for equitable progress at national and local levels. The Post-2015 Development Agenda must institute broad-based citizen-led reviews of progress and performance at each level, and ensure the meaningful participation of indigenous children and their communities in this process. It further must make sustained efforts to democratize access to information.

Q7. Does your agency have regular or ad hoc capacity-building programmes on indigenous peoples' issues for staff, or a plan for capacity-building activities in this area, at headquarters or in the field?

UNICEF is integrating principles and programme guidance on indigenous and minority children into on-going trainings and processes, mainly under the umbrella of Programme Excellence. For example, the UNICEF course 'Advances in Social Norms' examines social norms in the context of societal factors that 'drive' inequities and fuel behaviours and practices that result in discrimination and deprivations. It relates these to legal and moral norms, and provides participants with tools that can effectively address social norms within the human rights-based approach to programming framework. UNICEF's flagship Programme Planning Process training aims to improve staff knowledge of the evolving global context of UNICEF country programming and contribute to achieving higher quality programming. The training session on a human rights-based approach to programming is of particular relevance to UNICEF's work on indigenous issues, as it contains guidance on the development of a rights-based equity-focused situation analysis. Related to this, UNICEF continues to regularly update its *Guidance on Conducting a Situation Analysis of Children's and Women's Rights*. This document contains guidance on the disaggregation of data and information, to the extent possible, by various characteristics of children as relevant in each context (such as area of residence (urban/rural), location (national, regional, community), ethnicity, race etc.). It underlines that analysis across different characteristics is important in understanding the multiple forms of discrimination and exclusion that girls or boys, including indigenous children, at different ages in their childhood, as well as women may face.

As mentioned in previous reports to the Permanent Forum, UNICEF participated in the Training of Trainers workshop on Indigenous Peoples' Issues, which took place in Turin, Italy from 8 through 11 June 2009. This training aimed to strengthen the capacity of United Nations staff to provide training in ways to engage indigenous peoples effectively and bring indigenous peoples' rights and issues into the mainstream of development-related UN work at country level.

Finally, in Latin America and the Caribbean, each UNICEF Country Office has one or more focal points on indigenous issues, who are being continuously informed on news related to indigenous peoples, particularly those originated by indigenous networks, members of Permanent Forum and human rights mechanisms. Training sessions on an intercultural approach to programming have been organized by UNICEF Country Offices in this region.

Q8. Does your agency have a focal point on indigenous issues? If so, please provide the name and contact information of this person.

The Gender and Rights Section within the Programme Division at UNICEF headquarters acts as the focal point for indigenous issues at the global level.

Contact information:

Anju Malhotra, Principal Adviser, Gender and Rights
Three United Nations Plaza
New York, NY 10017

At the regional level, the Regional Office for Latin America and the Caribbean is the only UNICEF regional office to have a focal point for indigenous issues. The regional office also has an internal network of focal points on indigenous issues, with each country office in the region having one or more focal points on indigenous issues.

Q9. Please provide a list of conferences and other meetings organized or supported by your agency on indigenous issues for the current year as well as next year (2014).

Numerous meetings were supported and organized by UNICEF at the programmatic level in 2013. A selection of meetings is presented below:

Brazil: UNICEF organized a participatory workshop with indigenous youth to identify bottlenecks and barriers to the realization of their rights.

Bolivia: A workshop on HIV/AIDS among indigenous populations was held with experts from Bolivia and Peru with support from UNICEF, UNAIDS, and Family Care International, where joint actions for HIV/AIDS surveillance and control were identified.

Mexico: UNICEF Mexico supported the participation of two indigenous girls in the international workshop on young and adolescents' participation, held in Brasilia in December 2013. As previously mentioned, UNICEF Mexico, in partnership with the Ministry of Education and Chihuahua and Oaxaca state governments, also facilitated fora for 114 indigenous girls from 20 indigenous groups in both states in October and November 2013.

Nicaragua: Funded by the Millennium Development Goals Achievement Fund (MDG-F), a large United Nations joint programme on food security targeting indigenous and rural communities on the Caribbean Coast came to an end in 2013. UNICEF and partners documented lessons learned and good practices which was published and presented by UNICEF staff at the MDG-F regional conference.

Peru: As previously mentioned, UNICEF Peru used an inter-parliamentary meeting on the right to identity hosted by the Peruvian Parliament as an opportunity to increase the profile of birth registration, highlighting disparities affecting the most excluded populations, including indigenous peoples.

Annex

Selection of relevant – mainly Spanish-language – studies conducted and published by UNICEF Country Offices in the Latin America and the Caribbean region in 2012 and 2013:

- **Bolivia:** “Estudio de la línea de base respecto de la oferta y demanda de la educación técnica y vocacional en medio ambiente y forestación de jóvenes amazónicos y planes de vida”
- **Brasil:** “Homicidios na adolescencia no Brasil” (http://www.unicef.org/brazil/pt/br_indiceha10.pdf)
- **Chile:** “Perfil de educadores tradicionales y profesores mentores en el marco de la implementación del sector de lengua indígena”
(http://www.unicef.cl/unicef/public/archivos_documento/383/WDperfileducweb%20FINAL%20Web.pdf)
- **Colombia:** “Niñez y adolescencia indígena en Colombia 2005-2011”
- **Ecuador:** “Caracterización de la oferta de educación técnica vocacional y Percepciones sobre las Nociones de Desarrollo de los Pueblos y Nacionalidades, Indígenas *de la Amazonía del Ecuador*” (http://www.unicef.org/ecuador/caracterizacion_de_la_oferta.pdf)
- **Guyana:** Situation assessment and analysis of children and women in Guyana
- **Honduras:** “Niñez Indígena y Afrohondureña en la República de Honduras”
(http://www.unicef.org/honduras/FINAL_DOCUMENTO_COMPLETO_DE_NINEZ_INDIGENA_AFROHONDURENA_2.pdf)
- **Mexico:** “Pobreza y derechos sociales de niños, niñas y adolescentes en México, 2008 -2010”
([http://www.unicef.org/mexico/spanish/UnicefPobreza_web_ene22\(2\).pdf](http://www.unicef.org/mexico/spanish/UnicefPobreza_web_ene22(2).pdf));
“Los derechos de la infancia y la adolescencia en México”
(http://www.unicef.org/mexico/spanish/UNICEF_SITAN_final_baja.pdf);
“Los derechos de la infancia y la adolescencia en Zacatecas”
(http://www.unicef.org/mexico/spanish/UNICEF_SITAN_final_baja.pdf);
“Los derechos de la infancia y la adolescencia en Yucatan”
(http://www.unicef.org/mexico/spanish/Unicef_SITAN_Yucatan_web.pdf);
- **Peru:** “Estado de la niñez indígena y afrodescendiente” (<http://www.unicef.org/peru/spanish/Aqui-estamos-Ninas-ninos-y-adolescentes-afroperuanos.pdf>); “Caracterización de la oferta de entrenamiento y educación técnica profesional y percepciones de la noción de desarrollo de los pueblos indígenas de la amazonía de Bolivia, Ecuador y Peru”
(http://www.unicef.org/ecuador/caracterizacion_de_la_oferta.pdf)
- **Suriname:** Situation Assessment and Analysis of Children’s Rights in Suriname 2010 - Updated September 2013