

Questionnaire

Please provide information on the following:

A. Recommendations of the Permanent Forum on Indigenous Issues

With respect to the implementation of the recommendations of the Permanent Forum addressed specifically to your agency, fund and/or programme:¹

- i. Please provide information on measures taken or planned to implement the recommendations of the Permanent Forum addressed specifically to your organization.

Indigenous children are among the most disadvantaged groups, facing some of the worst social and economic indicators in their societies. The rights of these children and their communities continue to be compromised across the globe. Although no specific recommendation was made to UNICEF by the Permanent Forum on Indigenous Issues at its 18th Session, the organization has contributed to several recommendations addressed to member states and other UN entities, including those related to the implementation of the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) and of Agenda 2030.

With the dedicated work of offices in several countries, UNICEF continues to engage in actions to tackle challenges facing indigenous children and communities. We select below the areas which seem most relevant to address the recommendations of the Permanent Forum²:

Educational systems and access to culturally sensitive education: in line with article 14 of the UNDRIP, UNICEF supports governments in increasing access, and strengthening the quality of education provided to indigenous children, fostering intercultural and multilingual approaches. For instance, **UNICEF Bolivia** has successfully implemented the “socio-communitarian productive education model” in 145 school clusters in the nine departments of the country, covering 35 indigenous groups. 713 schools, including 102,826 students and 5,413 teachers in preschool, primary and secondary levels directly benefitted from UNICEF Bolivia’s support on key social themes – prevention of violence, teenage pregnancies, HIV, trafficking and drug use; disaster risk management through teacher training and development of school safety plans; and community-based early education, building on the “bilingual nests” where young children learn in their mother tongue; and an education programme for parents and caregivers. In the context of the humanitarian response to the migration from Venezuela, **UNICEF Brazil** and partners provided technical support for the curriculum adaptation to meet the needs of indigenous children and prepared a school enrollment campaign (aimed at the registration of 60% of the migrant children living in shelters into formal schools). In **Cambodia**, **UNICEF** commissioned an evaluation of the Multilingual Education National Action Plan (MENAP) 2015-2018 to inform national programming on multilingual education (MLE). A key finding was that MLE had greatly expanded access to education for children from indigenous groups. UNICEF’s support to scholarships for indigenous students (grades 11 and 12) reached 1,095 students (546 female) in 2018. An

¹ See attached document entitled ‘[Recommendations addressed to the UN Agencies](#)’ to facilitate your responses.

² The examples cited in this Part A are just to illustrate some of the work carried out by UNICEF in areas relevant to the recommendations. A more comprehensive list of examples of various areas of UNICEF work, in additional countries, is available in [Part B item 2](#) below.

independent review of the scholarship programme found that these scholarships have a positive impact on students' educational prospects. Indeed, 87 per cent of grade 12 scholarship recipients passed the national exam, compared to a 67 percent national average. In the **Democratic Republic of Congo (DRC)**, in order to ensure that the most disadvantaged children learn, UNICEF's work ensured that 7,768 indigenous children (3,715 girls and 4,053 boys) accessed primary education through Observe, Reflect, Act (ORA) schools. The ORA method, which incorporates the indigenous culture and local language, helps indigenous children integrate into government-run schools. Communities help build the schools, identify local teachers, and provide teacher-training in the two-year curriculum. Compared to 5,886 indigenous children (2,714 girls and 3,172 boys) in 2017, the access rate increased by 24 per cent (27 per cent girls and 22 per cent boys) and success rate especially in girls increased from 69 per cent in 2017 to 71 per cent in 2018.

Health and Nutrition: In contribution to article 24 of UNDRIP, UNICEF works to strengthen health systems as well as the capacities of health professionals working in indigenous communities, contributing to making community-based health services, when possible, more sensitive to traditional practices. UNICEF also works on generating evidence on the specific health and nutritional challenges facing indigenous groups. For example, in **Colombia**, under the leadership of the Ministry of Health and with the participation of the National Indigenous Organization of Colombia and stakeholders from Cesar and La Guajira departments, UNICEF and other UN agencies PAHO, UNFPA and WFP made progress in reducing maternal, perinatal and neonatal mortality within indigenous communities through different lines of action. A first line of advocacy promoted intercultural dialogue at national and departmental level on indigenous health. A second line of capacity strengthening for midwives on nutrition and communal practices served to save lives through improved practices. The third line of knowledge generation produced (over 2017 and 2018) technical documents on cultural bottlenecks to accessing the health system, intercultural adaptations in health for the indigenous Wayuu and Arhuaca communities, a toolbox for interagency work lines in this area, and terms of reference for studies to generate evidence on nutritional health and child marriage and early unions. **UNICEF DRC** provided financial support for the supply of health care and services for indigenous people in the Sibiti and Zanaga districts in Lekoumou, as part of the project to improve the quality of life of indigenous people. 43 indigenous community health workers were trained to promote essential family and community practices. During the campaign, 263 indigenous pregnant women benefited from prenatal consultations; 263 children aged 0-11 months were vaccinated; 35 cases of malnutrition were detected and treated, 3,241 persons were treated with mebendazole, including 874 children under 5 years old (492 girls and 381 boys); and 967 cases of various pathologies were treated on an outpatient basis or referred to health facilities.

Participation in decision making and dialogue platforms: In line with articles 18 and 23 of UNDRIP, UNICEF's work continues to foster the participation of indigenous children and adolescents in decision making processes about issues that impact their lives, and in collecting their inputs about national or local development priorities. For instance, **UNICEF Indonesia** influenced the development of the next medium-term development plan (RPJMN) through support to a series of workshops, discussions and interviews with key informants. Children's consultations were also held to ensure the perspective of children and adolescents is captured including at the national and regency/city levels with representation of children from vulnerable or marginalized groups including street children, children with disabilities, migrant children and children from indigenous groups. **UNICEF Peru** has provided technical assistance to Regional Education Directorates and Local Educational Management Units in

prioritized regions so that they include an adolescent participation strategy as a part of the Secondary Education as a Life Experience (SEV) innovation lab to improve secondary education services. UNICEF has supported the methodological design of dialogue spaces with adolescents in targeted schools in Ucayali, Loreto, Huancavelica and Carabayllo, ensuring the participation of rural and indigenous adolescents and gender parity. These dialogues collected adolescent opinions about the challenges and quality of secondary education they receive. **UNICEF Philippines**, in partnership with the Philippine Government and the Indigenous Peoples Organization called Tebtebba, held the Indigenous Youth Summit on 27-29 May 2019 on the theme “Katutubong Kabataan: Daluyan ng Kultura, Tagapagmana ng Lupaing Ninuno” (Indigenous Youth: Channels of culture, inheritors of ancestral lands). The summit was able to bring together 86 youth from 15 indigenous communities, 9 tribal elders, 52 representatives of 19 government agencies, 4 advocate groups and 4 donor agencies. The dialogue included a presentation of the indigenous youth of their current circumstances and recommendations addressed to Government and other stakeholders. In **Malaysia**, UNICEF had successfully engaged with over 30 indigenous peoples’ organisations to plan and organise the 2nd Malaysian Indigenous Peoples’ Conference on Education (MIPCE 2) with other key partners and the State Government to initiate discussions on indigenous education policy and promotion of mother-tongue based education. A series of policy recommendations for the future direction of indigenous education in Malaysia, in the form of conference resolutions, was presented to and agreed by the Minister of Education.

Work in countries that do not have a UNICEF country office: As a voluntary fund of the United Nations, UNICEF has established programs of cooperation with governments in low- and middle-income countries to advocate for and invest in policies, programs, systems and services for children. In high-income countries, UNICEF does not have cooperation agreements with governments, so in these countries the organization does not transfer resources nor delivers programs and services. Instead, the work carried out by UNICEF National Committees (NatComs) in these countries is focused on fundraising, partnerships, **adolescent engagement, evidence generation and advocacy** with governments at all levels to invest their resources and establish the laws, policies and services to respect, protect and fulfil children’s rights, according to their international obligations.

UNICEF Canada has established relationships with Indigenous organization leaders, community groups, researchers and youth. They engage in an ongoing dialogue to understand indigenous communities’ priorities and interests, provide opportunities for their participation and design or adapt the advocacy work to integrate or support these priorities based on a respectful dialogue. Examples of this approach to advance the rights of Indigenous children and youth in Canada include:

- Based on ongoing dialogue with First Nations leaders, UNICEF Canada included a policy priority to implement the [Spirit Bear Plan](#) developed by First Nations in the 2019 federal election advocacy policy book, supported by advocacy actions. The Spirit Bear Plan promotes equitable funding for services for indigenous children, tackling inequalities in public services for first nations children, youth and families.
- UNICEF Canada consistently addresses the situation of Indigenous children and specific policy change objectives in UNICEF signature reports, particularly the UNICEF Report Card Canadian Companion series. For example, the 2018 [UNICEF Report Card 15](#) (which focuses on equity in education) featured a campaign, [School is a Time for Dreams](#), led by the First Nations Child and Family Caring Society.

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- UNICEF Canada advised the Government of Nunavut on legislation to create the Nunavut Representative for Children and Youth in 2015, and provides regular training workshops for the Representative's staff in Child Rights Impact Assessment. This has fostered the connection between children's universal human rights and the Inuit IQ values in Nunavut.
- UNICEF Canada developed and disseminates youth-friendly posters of the Convention on the Rights of the Child in major indigenous languages (Cree, Inuktitut, Inuinnaqtun and Ojibway) widely to government offices, schools, youth organizations, the Canadian Museum of Human Rights and others across Canada. In 2018, the organization collaborated with the First Nations Child and Family Caring Society to produce a version for Indigenous children under the "Spirit Bear" banner. UNICEF Canada regularly amplifies developments and opportunities of political, social and cultural relevance to Canadians including Orange Shirt Day and Spirit Bear Day.
- U-Report is a social platform created by UNICEF, available via SMS, Facebook and Twitter where young people express their opinion and be positive agent of change in their communities. UNICEF Canada has a partnership with the First Nations Child and Family Caring Society to include Indigenous young people as U-Reporters, elevating their voices on issues affecting them. Close to 8 per cent of U-Reporters identify as Indigenous, just above the estimated population of Indigenous children and youth. U-Report polls regularly focus on issues related to reconciliation and the rights of indigenous children, as well as ensure the views of indigenous children inform broader policy related dialogues.
- [UNICEF Canada's "Kids of Canada" youth blogs](#) feature Indigenous children sharing their perspectives on various issues including access to water, language and culture.

UNICEF Denmark has worked in close cooperation with Greenland's Self-Government through a project called "[NAKUUSA](#)". The main purpose of the "NAKUUSA" project has been to increase awareness of the principles and values of the UN Convention on the Rights of the Child and thereby strengthening the foundation for its full implementation. The work combines attitude-based campaigns on, for example, sexual abuse, with activities that aim to promote children's awareness of their rights and their participation in society. In 2019, UNICEF Denmark opened a new office in Greenland with a view to continuing NAKUUSA's cooperation with the Self-Government, while exploring new partnerships with other stakeholders. Activities in 2019 included, amongst others:

- The organisation of a [Children's Summit](#) with children from the NAKUUSA Children's Councils in each of the five municipalities in Greenland, including children from East Greenlandic where NAKUUSA established a sixth Children's Council to give East Greenlandic children their own platform to raise their voices.
- An international conference on "Sustainable Development, Children's Rights and Indigenous Peoples' Rights" with 200 participants.
- A major child rights campaign under the 30th anniversary of the UN Convention on the rights of the child.
- UNICEF Denmark has taken an active role in the Children's and Young Alliance, which coordinates cooperation between actors in the child and youth field.

In New Zealand, the indigenous peoples - Māori - are 16% of the population yet are disproportionately represented in negative outcomes regards to health, education, income, housing, welfare and justice. In order for **UNICEF New Zealand** to work closely the Maori communities, it developed a strategy for increased engagement. Over the past 2 years, UNICEF has developed its own internal capability to better engage with Māori.

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In consultation with Māori, UNICEF New Zealand developed a wellbeing framework focused on what Māori define as important to their wellbeing. The framework is called [Te Hiringa Tamariki Māori](#) (The Vitality of Māori Children). The office also completed a pilot research / survey on wellbeing for Māori in relation to the framework, and harnessed the feedback from [consultation and research](#) with Māori to inform their advocacy work and submissions to government. In addition, UNICEF channeled the feedback from the consultation and research to deliver an intervention project in the education sector focusing on school teachers, students and parents (this is work in progress and showing outstanding pilot results). The intervention is based around the impact of unconscious bias from teachers towards Māori students, implementing UNICEF New Zealand's Te Hiringa Tamariki Māori wellbeing framework as one of the solutions and supporting students and parents with strategies to deal with issues of unconscious bias.

To hear the voice of young Māori, UNICEF have developed a Māori youth board to help bring the voice of young Māori to their leadership team and the UNICEF New Zealand board. Māori youth have driven the agenda and delivery of their World Childrens Day activity in 2019.

UNICEF USA is working with the National Congress of American Indians (NCAI) to bring the Generation Unlimited Youth Challenge to their youth. The challenge calls on young innovators to design solutions to improve education, employment and civic engagement. The partnership is at its initial stages and both organizations are hoping to sign an MOU by early 2020. They are hoping for this to be an entry point into this population and to find other ways in which they can work together in the future through their traditional engagement models of the [UNICEF UNITE Clubs program for youth](#), and general advocacy and volunteering opportunities for adults.

- ii. The theme of the [2020 PFII session](#) is “Peace, justice and strong institutions: the role of indigenous peoples in implementing Sustainable Development Goal 16”. Please include information on any position paper, report or other activities and programmes that are of relevance to this theme

UNICEF works around the world to strengthen justice systems, as well as juvenile justice, to ensure equitable access to justice to all, including indigenous children who are victims or in conflict with the law. UNICEF also supports the establishment or reinforcement of child protection systems, ensuring that children at risk or victims of violence, abuse and exploitation receive adequate support.

In **Bolivia**, UNICEF strengthens the national child protection system at all levels, including in relation to juvenile justice, in both rural and indigenous settings and urban areas, reaching out to families and communities. UNICEF Bolivia's interventions are guided by the national Children's Act (CNNA) – or the Children and Adolescents Code – and support its enforcement.

In **Brazil**, UNICEF and its national partner NECA organized three seminars targeting key actors from the Justice System to ensure a common understanding about procedures for issuing temporary legal guardianship based on the new immigration law from August 2017. To assist with immediate needs of children in shelters, UNICEF mobilized agents from the

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Justice System to conduct the registration on site. As a result, 92% of children (162 indigenous children) had their cases processed in just one day. Based on this positive experience, UNICEF, Fraternidade and UNHCR are mapping the families/ children in need of legalization of guardianship, so that they can invite again agents from the Justice System to the shelters.

In **Colombia**, UNICEF participated in the Inter-Jurisdictional Working Group (between indigenous justice and ordinary justice actors), supporting the inter-cultural dialogue between various authorities in the country on violence against children and women, and juvenile justice.

- iii. 2020 will be Beijing + 25. Please provide information on any publication, report or other background note etc. related to indigenous women? Please also provide links to any relevant sources.

UNICEF is working with UN Women and other partners to support Beijing+25 celebrations in 2020. UNICEF will launch a report on data for girls, a retrospective analysis of the past 25 years across several key indicators, disaggregated by race/ethnicity when available, which will be the basis for key advocacy messages during the 2020 events. UNICEF is actively engaging with country, regional and HQ teams working on these celebrations to ensure the voices of all girls, including indigenous girls, are amplified.

- iv. Please provide information on any methodology, tool or other steps taken to assess the implementation of Permanent Forum recommendations.

Not applicable considering no targeted recommendation was made by the Permanent Forum addressed to UNICEF specifically. UNICEF will continue to contribute the recommendations addressed to UN entities related to the implementation of the relevant articles of the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) and of Agenda 2030.

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

Executive summary:

Please provide an overview of actions taken to implement the [System-Wide Action Plan on the Rights of Rights of Indigenous Peoples](#). This summary will form the basis of the compilation report of UN activities to implement the SWAP and the Declaration. [Word limit: 600]

Indigenous children are often among the most disadvantaged groups, facing some of the worst social and economic indicators in their societies. The rights of these children and their communities continue to be compromised across the globe. UNICEF has contributed to the achievement of several actions under the System-Wide Action Plan on the Rights of Rights of Indigenous Peoples and the Declaration. With the dedicated work of offices in several countries, UNICEF continues to engage in actions to tackle challenges facing indigenous children and communities, focusing on the following areas:

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- **Educational systems and access to culturally sensitive education:** In line with article 14 of the UNDRIP, UNICEF supports governments in increasing access, and strengthening the quality of education provided to indigenous children, fostering intercultural and multilingual approaches.
- **Health and Nutrition:** In contribution to article 24 of UNDRIP, UNICEF works to strengthen health systems as well as the capacities of health professionals working in indigenous communities, contributing to making community-based health services, when possible, more sensitive to traditional practices.
- **Participation in decision making:** In line with articles 18 and 23 of UNDRIP, UNICEF's work continues to foster the participation of indigenous children and adolescents in decision making processes about issues that impact their lives, and in collecting their inputs about national or local development priorities.
- **Identity and citizenship:** In contribution to article 33, UNICEF works to improve access to civil registration of indigenous children in several countries, cognizant of the fact that in many situations these are the groups facing lowest rates of birth registration.
- **Child Protection:** UNICEF works around the world to strengthen justice systems, as well as juvenile justice, to ensure equitable access to justice to all, including indigenous children who are victims or in conflict with the law. UNICEF also supports the establishment or reinforcement of child protection systems, ensuring that children at risk or victims of violence, abuse and exploitation, including indigenous children, receive adequate support.
- **Social protection** programmes supported by UNICEF worldwide involve contributions to initiatives implemented by national governments, especially policies for cash transfer or long-term strategies aimed at reducing multidimensional poverty. UNICEF continuously advocates for the inclusion of indigenous children, often those most left behind, into these initiatives, including through targeted interventions.
- **Protection from discrimination:** as exemplified above and in line with this overarching principle of the UNDRIP, UNICEF advocates for stronger national systems that provide services without discrimination of any kind, including on the basis of ethnicity and race. In support of this effort, a critical element is the production of quality disaggregated data, which allows duty bearers not only to identify most vulnerable indigenous groups, but also facilitates the accurate monitoring of progress towards fulfilling their rights.
- **Advocacy and campaigning on indigenous rights outside programme countries:** UNICEF National Committees in developed countries carry out a number of initiatives to raise public awareness and advocate on the rights of indigenous children.

Examples of these areas of work in different UNICEF offices around the world are detailed [below](#).

As requested in the Outcome Document of the World Conference on Indigenous Peoples (2014), a system-wide action plan (SWAP) to ensure a coherent approach to achieving the ends of the UN Declaration on the Rights of Indigenous Peoples was adopted in November 2015 and launched by

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the Secretary-General at the UN Permanent Forum in May 2016. The Permanent Forum will follow up on progress made in the implementation of the system-wide action plan during its 2020 session. For ease of reference, the questions have been framed under the six key elements of the SWAP-Indigenous Peoples as follows:

1. Raising awareness of the UN Declaration

Please provide information on any activities that raise awareness of the UN Declaration on the Rights of Indigenous Peoples, including key messages, advocacy and other media and outreach initiatives. Please provide information on publications, films, audio material, maps, or other materials that feature or focus on the UN Declaration and on indigenous peoples. Please also provide links to relevant websites and other sources, including contact details of focal points.

No targeted action has been taken about raising awareness of the UNDRIP specifically among indigenous populations reached by UNICEF. However, also in the scope of celebrations related to 30th Anniversary of the Convention on the Rights of the Child, which intersects with the Declaration in many of the articles cited above, UNICEF continues to advocate for the rights of every child, including indigenous children, and in a culturally sensitive manner. For instance, in **Venezuela**, the Convention on the Rights of the Child was published in three indigenous languages (Pemón, Wayuu and Warao, following the recommendation of the Committee on the Rights of the Child), which will be very useful for the dissemination of children's rights among indigenous peoples. UNICEF **Canada** developed and disseminates youth-friendly posters of the Convention on the Rights of the Child in major indigenous languages (Cree, Inuktitut, Inuinnaqtun and Ojibway) widely to government offices, schools, youth organizations, the Canadian Museum of Human Rights and others across Canada. In 2018, the organization collaborated with the First Nations Child and Family Caring Society to produce a version for Indigenous children under the “Spirit Bear” banner. As mentioned above, in developed countries, UNICEF National Committees carry out several activities to advocate on and outreach for indigenous rights.

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

Please provide information on actions taken or planned by your agency, fund, programme, entity on the following:

Further to the executive summary above, these are the specific interventions carried out by UNICEF country offices in implementing Agenda 2030, the Convention on the Rights of the Child and in support of relevant articles of the UNDRIP. Please note that there is an overlap between the examples below and those cited in Part A of this questionnaire above, the following list being more comprehensive.

Education systems and access to culturally sensitive education: in line with article 14 of the UNDRIP, UNICEF supports governments in increasing access, and strengthening the quality of education provided to indigenous children, fostering intercultural and multilingual approaches. In partnership with provincial Ministry of Education, **UNICEF Argentina** contributed to increase access to secondary education for indigenous and non-indigenous adolescents living in remote rural areas, through an innovative ICT-based secondary school model, that has already been adopted as an official modality in four provinces.

Recommendations from an external evaluation about the intervention were implemented to improve program efficiency and sustainability for future expansion and scale up. UNICEF contributed to the training of teachers and tutors, to the development of monitoring systems for provinces and to the expansion of pedagogical resources. The experience was presented at the UNICEF Global Education Meeting in October 2016, and main documents have been translated into English. In order to enhance sustainability, a specific agreement was signed with the National Ministry of Education to ensure connectivity and ICT equipment's for these schools. In Chaco province, UNICEF Argentina also developed an innovative proposal to build teacher capacities in 67 vulnerable and rural initial schools with multiage classrooms, reaching 842 children. The programme has a strong intercultural perspective in indigenous contexts, and it is focused in improving teacher capacities on learning by playing, early literacy, and Spanish as a second language. The successful implementation of the initiative triggered provincial authorities' commitment to expand the program. **UNICEF Bolivia** has successfully implemented the "socio-communitarian productive education model" in 145 school clusters in the nine departments of the country, covering 35 indigenous groups. 713 schools, including 102,826 students and 5,413 teachers in preschool, primary and secondary levels directly benefitted from UNICEF Bolivia's support on key social themes – prevention of violence, teenage pregnancies, HIV, trafficking and drug use; disaster risk management through teacher training and development of school safety plans; and community-based early education, building on the "bilingual nests" where young children learn in their mother tongue; and an education programme for parents and caregivers. In addition, in the framework of Education Law 070, which establishes as a fundamental pillar the active and effective participation of all actors on education policy development and implementation, UNICEF Bolivia provided technical support to the organization and training of both Socio-Communitarian Education Councils and Student Governments, in all schools located in priority departments covered by 2018 – 2022 UNICEF's national strategic plan (Country Programme Document), including indigenous schools. Priority actions also include empowering young adolescents to ensure their effective participation in the educational planning and management process. Support was also provided to ensure that the Educational Councils and Student Governments include equity as a critical pillar to promote the participation of women, and actions and results are monitored with specific indicators. In the context of the humanitarian response to the migration from Venezuela, **UNICEF Brazil** and partners provided technical support for the curriculum adaptation to meet the needs of indigenous children and prepared a school enrollment campaign (aimed at the registration of 60% of the migrant children living in shelters into formal schools). In **Cambodia**, UNICEF commissioned an evaluation of the Multilingual Education National Action Plan (MENAP) 2015-2018 to inform national programming on multilingual education (MLE). A key finding was that MLE had greatly expanded access to education for children from indigenous groups. UNICEF's support to scholarships for indigenous students (grades 11 and 12) reached 1,095 students (546 female) in 2018. An independent review of the scholarship programme found that these scholarships have a positive impact on students' educational prospects. Indeed, 87 per cent of grade 12 scholarship recipients passed the national exam, compared to a 67 percent national average. In the **Democratic Republic of Congo (DRC)**, in order to ensure that the most disadvantaged children learn, UNICEF's work ensured that 7,768 indigenous children (3,715 girls and 4,053 boys) accessed primary education through Observe, Reflect, Act (ORA) schools. The ORA method, which incorporates the indigenous culture and local language, helps indigenous children integrate into government-run schools. Communities help build the schools, identify local teachers, and provide teacher-training in the two-year curriculum. Compared to 5,886 indigenous children (2,714 girls and 3,172 boys) in 2017, the access rate increased by 24 per cent (27 per cent girls and 22 per cent boys) and success rate

especially in girls increased from 69 per cent in 2017 to 71 per cent in 2018. During 2018, the last phase of the ethno-education model was completed with **UNICEF Colombia's** support in 64 schools in the departments of Cauca and Chocó. The achievements at this stage are: i) a model of ethno-education with Afro-descendant and indigenous communities that can be replicated in the country; (ii) 492 teachers have incorporated pedagogical practices within the framework of Community Educational Projects for the development of learning processes with indigenous and Afro-descendant children and adolescents; (iii) 1,416 indigenous and Afro-descendant children and adolescents had access to new learning opportunities within the framework of the Community Educational Projects; (iv) 68 schools implemented ethno-pedagogical initiatives adapted to their contexts. UNICEF Colombia also initiated the design of the curriculum for teachers in ethno-education in the department of La Guajira, one of the departments with the largest indigenous population. This technical assistance responds to the need to professionalize more than 2,000 people named "ethno-educators", several of them without a professional degree in pedagogy, much less in ethno-education. **UNICEF Honduras** supports the Education Secretariat in designing a Bilingual Intercultural Education (EIB) Strategy that aims to provide an alternative to traditional pedagogical patterns and values culture, language, identity, cosmovision and respect for cultural traditions. The organizational, pedagogical and administrative conditions have been created for the implementation of the EIB with the Tolupán (Department of Francisco Morazán) and Miskito peoples (Department of Gracias a Dios). Currently, 4,600 children from 30 schools in the Tolupán territories and 20 educational centers in the Miskito territories receive quality education in their own language. With UNICEF's support, teachers from these schools have received training, mainly on reading and writing in indigenous languages. In **Malaysia**, UNICEF has been meeting its targets with indigenous and multilingual education featured prominently in the new Government manifesto. As part of the recommendations from the Language Education and Social Cohesion (LESC) Initiative, UNICEF had successfully engaged with over 30 indigenous peoples' organisations to plan and organise the 2nd Malaysian Indigenous Peoples' Conference on Education (MIPCE 2) with other key partners and the State Government to initiate discussions on indigenous education policy and promotion of mother-tongue based education. A series of policy recommendations for the future direction of indigenous education in Malaysia, in the form of conference resolutions, was presented to and agreed by the Minister of Education. Various consultations and discussions with key partners and a remapping/review of education for indigenous children are on-going for a more effective and strategic approach to advocacy in this area. UNICEF has also been invited on the committee to operationalise the Indigenous Education Transformation Plan 2017-25. Capacity-building of indigenous teachers and quality of the mother tongue-based multilingual education curriculum through Ethno-Arts teacher training are also part of indigenous education. **UNICEF Mexico**, in alliance with the National Education Evaluation Institution (INEE), wrote the Education Panorama of Indigenous Population 2018, with updated and relevant data on access, permanence, conclusion and learning outcomes and 3 state chapters for Yucatán, Chiapas and Oaxaca. Results confirmed that indigenous students have the lowest indicators on access, permanence, conclusion and learning. On average, indigenous children that speak an indigenous language, only have 5.7 years of schooling, indigenous children 6.6 years, while the rest of the population have 9.4 years on average. UNICEF Mexico and the state level Ministries of Education of 4 prioritized states (Chihuahua, Chiapas, Estado de México and Guerrero) trained 653 indigenous teachers in reading and writing in 13 different indigenous languages. In addition, the General Coordination of Intercultural and Bilingual Education (CGEIB), EDARTI (NGO) and UNICEF Mexico designed classroom strategies and tools and trained 90 school teachers in Mexico City and Pachuca to promote inclusive learning environments with an intercultural

approach in urban areas. **UNICEF Panama** has been a key player at articulating efforts from different stakeholders involved in intercultural and mother-tongue education in the country. The office supported the first Intercultural and Mother-Tongue International Congress in Panama alongside the Ministry of Education. This congress was a space for reflection on how to improve educational models in indigenous communities. Regarding the Intercultural and Mother-Tongue Education Plan, several materials have been developed, including parenting handbooks for families, grammar books and reading books for the Ngabe indigenous community. The reading books could be used for teaching students who will be the future teachers in this indigenous community. These materials were culturally-relevant and based on the multiculturalism of the Panamanian population. More than 16,000 copies of these documents have been produced and more than 900 dolls distributed across the country. **UNICEF Venezuela** contributed to strengthening the modality of Bilingual Intercultural Education through a training to teachers in Fe y Alegría schools on maternal tongue and Spanish as second language for 1,100 children and adolescents of villages and indigenous communities of Bolívar State; and the production, jointly with the Networks of Public Libraries Simón Rodríguez, of 1,300 calendars of the Jivi people and its distribution in public schools in indigenous environments of Amazonas state. UNICEF Venezuela also started the formative assessment of the implementation of the Bilingual Intercultural Education modality in Amazonas and Zulia State (in the phase of processing and analyzing information) jointly with the indigenous city hall of Guajira, the Apostolic Vicariate of Puerto Ayacucho, and the technical support of the Center for Social Research (CISOR).

Birth registration: In contribution to article 33, UNICEF works to improve access to civil registration of indigenous children in several countries. With the support **UNICEF DRC** and in collaboration with Regional Directorate for Social Affairs in the Lékoumou region, one of those concentrating the highest number of indigenous people, seven village committees, ten neighborhood committees, one regional coordination committee for child protection and one regional reception and orientation cell were created to allow 1,514 children (766 girls and 748 boys) to get their birth certificates. With **UNICEF Mexico's** support, the Central Civil Registry Office mobilized its team to serve the most disadvantaged populations of the country through mobile registration services, which was the most effective way to combat the lack of registration in 62 remote communities with the least access to services (UNICEF baseline study, 2013). As a result, 12,351 children and adolescents mainly from indigenous communities in Waspam, Rosita, Bilwi and El Tortuguero were registered, exceeding the target of 9,500 children. In the Peruvian provinces of Loreto and Ucayali, **UNICEF Peru** trained civil registrars and advocated with local National Registry of Identification and Civil Status (RENEC) staff to improve the quality and timeliness of birth registration in indigenous communities. Achieving universal birth registration in **Venezuela** depends on prioritizing states with dispersed communities and indigenous groups; nevertheless, advances have been affected by the limited delivery of birth certificates at national level. **UNICEF Venezuela** has initiated a process for the reproduction of 3,000,000 birth certificates in chemical paper with national coverage for 5 years and printing of 54,000 special formats for registration of births of children of towns indigenous. To promote the right of children to receive a birth certificate and timely registration in the civil registry, posters and materials were distributed in 2019 in health centers and communities.

Health and Nutrition: In contribution to article 24 of UNDRIP, UNICEF works to strengthen health systems as well as the capacities of health professionals working in indigenous communities, contributing to making community-based health services, when possible, more sensitive to traditional practices. UNICEF also works on generating evidence

on the specific health and nutritional challenges facing indigenous groups. **UNICEF Brazil** in partnership with the Ministry of Health continues to strengthen the capacity of health professionals, disseminating knowledge and skills related to the health and nutrition of indigenous families. In partnership with the Health Indigenous Secretariats, UNICEF Brazil developed the Nutritional Evaluation Disc - a creative tool named to facilitate the nutritional evaluation status of children up to five years. More than 9,900 indigenous health professionals are using the tool in all Brazilian indigenous territories. After long and complex negotiations, the study of the Social Determinants of Stunting in Yanomami Indigenous Children under five years old, facilitated by **UNICEF Brazil**, entered the field research phase. It is expected that the study will bring to light important evidence to support specific interventions to help Yanomami populations that have the highest rates of chronic malnutrition in the country. In **Colombia**, under the leadership of the Ministry of Health and with the participation of the National Indigenous Organization of Colombia and stakeholders from Cesar and La Guajira departments, UNICEF and other UN agencies PAHO, UNFPA and WFP made progress in reducing maternal, perinatal and neonatal mortality within indigenous communities through different lines of action. A first line of advocacy promoted intercultural dialogue at national and departmental level on indigenous health. A second line of capacity strengthening for midwives on nutrition and communal practices served to save lives through improved practices. The third line of knowledge generation produced (over 2017 and 2018) technical documents on cultural bottlenecks to accessing the health system, intercultural adaptations in health for the indigenous Wayuu and Arhuaca communities, a toolbox for interagency work lines in this area, and terms of reference for studies to generate evidence on nutritional health and child marriage and early unions. In addition, through the “Beings of Care Strategy”, in the indigenous communities Wayuu, UNICEF Colombia strengthened care and parenting practices in the families and communities through communication actions, institutional strengthening and the provision of health, nutrition, water services depending the needs of the population. **UNICEF DRC** provided financial support for the supply of health care and services for indigenous people in the Sibiti and Zanaga districts in Lekoumou, as part of the project to improve the quality of life of indigenous people. 43 indigenous community health workers were trained to promote essential family and community practices. During the campaign, 263 indigenous pregnant women benefited from prenatal consultations; 263 children aged 0-11 months were vaccinated; 35 cases of malnutrition were detected and treated, 3,241 persons were treated with mebendazole, including 874 children under 5 years old (492 girls and 381 boys); and 967 cases of various pathologies were treated on an outpatient basis or referred to health facilities. **UNICEF Argentina**, the work in Salta and Chaco provinces through the Safe and Family-Centered Maternity initiative included an intercultural focus with the active participation of indigenous communities. In addition, in Salta, UNICEF is working with the Ministry of Indigenous Affairs to implement training workshops on Food and Nutrition Education that contributes to a better nutrition for rural indigenous communities, including children. Finally, during 2016 UNICEF continued supporting an innovative community-based initiative to address adolescent pregnancy, sexual abuse and suicide in Calchaqui Valley. Key actors are involved, positioning these topics in the core of the policy agenda. A local adapted protocol to address sexual abuse has been developed and validated with the active participation of 200 adolescents. The [initiative](#) will reach 16,000 adolescents, most of them from indigenous communities. **UNICEF Bolivia** provided technical assistance to the Vice Ministry of Traditional Medicine / Ministry of Health in elaborating a Guide on Healthy Eating that incorporates an intercultural approach. A program has been developed and implemented to support education and health services with a gender focus in vulnerable indigenous communities of the departments of Cochabamba and Pando in Bolivia (with Quechua, Yuki, Yuracaré, Yaminahua and Machineri populations).

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UNICEF also supported activities aimed to increase the access of adolescents to quality and comprehensive health services, to reduce unplanned pregnancies, cases of violence, and HIV / AIDS among adolescents, with an intercultural and gender-sensitive approach.

Social Protection: Social protection programmes supported by UNICEF worldwide involve the support to initiatives implemented by national governments, especially policies for cash transfer or long-term strategies aimed at reducing multidimensional poverty. For instance, Papua province in **Indonesia**, with UNICEF support, has rolled-out unconditional and universal child grants for indigenous children under 4 years in December 2018. Initially some 20,000 children will benefit from the programme, and in 2021, it will be delivered in all 29 districts, covering some 250,000 children. In the three initial districts, 16,000 mothers/caregivers have their first bank account through this program. **UNICEF Argentina** played a key role in supporting National Social Security Agency (ANSES) in the inclusion of children living in indigenous communities and remote rural areas into the Universal Child Allowance (AUH). This was possible through the implementation of innovative monitoring tools and the deployment of a team specially trained for the identification of excluded children on-the-ground in Salta province. This initiative was scaled-up to two other provinces (Chaco and Tucuman) during 2018. Active search operations reached 17,643 children, resulting in 10,100 inclusions, nearly 95% of which are indigenous children. UNICEF signed an agreement with Ministry of Social Development, ANSES to further expand financial and technical support in 2019 to conduct these active search operations in 10 provinces and reach 80,000 children. Another successful mechanism was the Inter-Ministerial Board of Indigenous People working group (formed by the Ministry of Early Childhood, ANSES, the Indigenous Provincial Institute and the provincial ministries of Health, Education and Indigenous Affairs) that played a key role in the success of the active search operations. **UNICEF Philippines** is working to strengthen systems to deliver the Modified Conditional Cash Transfers for Indigenous Peoples in Geographically Isolated and Disadvantaged Areas (MCCT-IP-GIDA) which is reaching 174,321 indigenous households or an estimated 400,938 indigenous children as of 1st quarter of 2019. UNICEF is supporting the business process review to ensure efficient programme implementation and the identification of gender issues affecting indigenous households. From June 2018 to May 2019, **UNICEF Philippines** partnered with the Department of Social Welfare and Development (DSWD) and the Tebtebba indigenous people to implement the project on “Capability Development for Indigenous Youth Towards Leadership and Empowerment”. The project aimed to strengthen critical life skills and leadership capacities among indigenous children and youth in the DSWD programme areas of the Modified Conditional Cash Transfers for Indigenous Peoples in Geographically Isolated and Disadvantaged Areas (MCCT-IP-GIDA) in the Philippines. These involved the development of a training module on life skills education and their linkages with the UN Convention on the Rights of the Child (UNCRC) and The Indigenous Peoples’ Rights Act of 1997 and the UN Declaration on the Rights of Indigenous Peoples (UNDRIP). With the DSWD tasked to mobilize and the Tebtebba organizing and implementing all activities, the project successfully resulted to 28 youth leaders trained to deliver trainings in 8 community roll-outs where some 249 youth from 10 indigenous communities participated.

Participation in decision making and dialogue platforms: In line with articles 18 and 23 of UNDRIP, UNICEF’s work continues to foster the participation of indigenous children and adolescents in decision making processes about issues that impact their lives, and in collecting their inputs about development priorities. **UNICEF Costa Rica** launched innovative models for promoting youth empowerment among excluded populations: close to 400 youths from 24

territories participated in the First Consultation with the Youths of Indigenous Peoples for formulating the 2020-2024 National Public Policy for Young People. **UNICEF Indonesia** influenced the development of the next medium-term development plan (RPJMN) through support to a series of workshops, discussions and interviews with key informants. Children's consultations were also held to ensure the perspective of children and adolescents is captured including at the national and regency/city levels with representation of children from vulnerable or marginalized groups including street children, children with disabilities, migrant children and children from indigenous groups. **UNICEF Peru** has provided technical assistance to Regional Education Directorates and Local Educational Management Units in prioritized regions so that they include an adolescent participation strategy as a part of the Secondary Education as a Life Experience (SEV) innovation lab to improve secondary education services. UNICEF has supported the methodological design of dialogue spaces with adolescents in targeted schools in Ucayali, Loreto, Huancavelica and Carabayllo, ensuring the participation of rural and indigenous adolescents and gender parity. These dialogues collected adolescent opinions about the secondary education they receive. **UNICEF Argentina** signed an agreement with Ministry of Social Development, National Social Security Agency (ANSES) to further expand financial and technical support in 2019 to conduct active search operations for the addition of beneficiaries into the Universal Child Allowance (AUH) in 10 provinces and reach 80,000 children. An Inter-Ministerial Board of Indigenous People working group (formed by the Ministry of Early Childhood, ANSES, the Indigenous Provincial Institute and the provincial ministries of Health, Education and Indigenous Affairs) was set up and has played a key role in the success of the active search operations. **UNICEF Denmark** supported the organisation of a Children's Summit with children from the NAKUUSA Children's Councils in each of the five municipalities in Greenland, including children from East Greenlandic where NAKUUSA established a sixth Children's Council to give East Greenlandic children their own platform to raise their voices. **UNICEF Philippines**, in partnership with the Philippine Government and the Indigenous Peoples Organization called Tebtebba, held the Indigenous Youth Summit on 27-29 May 2019 on the theme "Katutubong Kabataan : Daluyan ng Kultura, Tagapagmana ng Lupaing Ninuno" (Indigenous Youth : Channels of culture, inheritors of ancestral lands). The summit was able to bring together 86 youth from 15 indigenous communities, 9 tribal elders, 52 representatives of 19 government agencies, 4 advocate groups and 4 donor agencies. The dialogue included a presentation of the indigenous youth of their current circumstances and recommendations addressed to Government and other stakeholders. The dialogue was structured around the 4 thematic areas of The Indigenous Peoples Rights Act of 1997 and discussion highlighted the intersectionalities of these themes and the need for a comprehensive and holistic approach to effectively respond to the situation of indigenous children and youth. Concerns were raised around social protection and justice, i.e from access to basic social services, to the compounded transgenerational impacts of discrimination, geographical isolation, poverty and armed conflict. Issues that undermine tenure and use of natural resources in their ancestral domain, respect for indigenous cultures and self-governance structures were also discussed. **UNICEF Canada** has a partnership with the First Nations Child and Family Caring Society to include Indigenous young people as U-Reporters, elevating their voices on issues affecting them. U-Report is a social platform created by UNICEF, available via SMS, Facebook and Twitter where young people express their opinion and be positive agent of change in their communities. Close to 8 per cent of U-Reporters identify as Indigenous, just above the estimated population of Indigenous children and youth. U-Report polls regularly focus on issues related to reconciliation and the rights of indigenous children, as well as ensure the views of indigenous children inform broader policy related dialogues. UNICEF Canada's "Kids of Canada" youth blogs also feature Indigenous children sharing their perspectives on

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various issues including access to water, language and culture. To hear the voice of young Māori, **UNICEF New Zealand** have developed a Māori youth board to help bring the voice of young Māori to their leadership team and the UNICEF New Zealand board. Māori youth have driven the agenda and delivery of their World Children's Day activity in 2019.

Protection from discrimination: as exemplified above and in line with the overarching principle of the UNDRIP, UNICEF continues to advocate for stronger national systems that provide services without discrimination of any kind, including discrimination against indigenous children. In support of this effort, a critical element is the production of quality disaggregated data, which allows duty bearers not only to identify most vulnerable indigenous groups, but also facilitates the accurate monitoring of progress towards fulfilling their rights. For instance, in **Argentina**, Salta province, UNICEF supported the development of technological tools to conduct census in scattered-rural areas with predominant indigenous population as well as database exchanges (census and national administrative data) across sectors and government levels. This information was used to orient field search operations to avoid excluding vulnerable indigenous groups by the agency providing the universal child allowance (AUH). As a result, 17,643 children were reached and 10,100 were included in the AUH, nearly 95% of which are indigenous children. In **Chile**, UNICEF provided technical assistance to the Government in strengthening institutional capacity for using data in decision making and strengthening the use of administrative data for monitoring. CENSUS information is now used to analyze children's situation, including an analysis of the situation of immigrant and indigenous children. Also, UNICEF promoted the use of CENSUS with suitable disaggregation for child rights information as a routine practice within the National Statistics Institute. **Across the world**, UNICEF offices also prepared detailed situation analyses on the status of rights and wellbeing of children, which include disaggregated data by race/ethnicity when available.

Advocacy and campaigning on indigenous rights outside of programme countries: as [listed above](#), UNICEF National Committees in developed countries carry out a number of initiatives to raise public awareness and advocate on the rights of indigenous children.

- i. Measures taken or planned to support national partners in reform and implementation of legal frameworks, policies, strategies and plans to implement the UN Declaration on the Rights of Indigenous Peoples, including any joint programming initiatives. Please also include information related to indigenous women in your responses.

UNICEF Country Offices supported the implementation of various national policies, plans and frameworks aimed at fulfilling the rights of indigenous children and mothers (though not necessarily in the scope of the UNDRIP), including examples cited above from UNICEF [Malaysia](#), [Panama](#), [New Zealand](#), and [Canada](#).

- ii. Support provided to Member States to mainstream the UN Declaration on the Rights of Indigenous Peoples and ILO Convention No. 169 on Indigenous and Tribal Peoples in national development plans and in the UN Sustainable Development Cooperation Framework and Common Country Analysis.

Although UNICEF's work in influencing national development plans, UNSDCF and CCAs is mainly in the framework of the Convention on the Rights of the Child and

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Sustainable Development Goals, there are many articles in that convention that intersect with the UNDRIP.

- iii. Support for consultative mechanisms and platforms of dialogue including under the leadership of the Resident Coordinators.

Please see relevant examples under [“Participation in decision making and dialogue platforms”](#).

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

- i. Has your agency/organization taken any measures to incorporate indigenous issues into policy and programming to implement the 2030 Agenda in line with the UN Declaration on the Rights of Indigenous Peoples?

Please see examples in Part B above in relation to several Sustainable Development Goals ([SDG 1](#), [SDG 3](#), [SDG 4](#), [SDG 10](#), [SDG 16](#), among others) and relevant articles of the UNDRIP.

- ii. Has your agency/organization/entity supported the participation of indigenous peoples in the implementation and review of the 2030 Agenda for Sustainable Development, including at the national level? Please also include information on indigenous women, persons with disabilities, older persons and children and youth in your responses. Please describe how indigenous peoples have contributed to the preparation of the national plans/strategies for SDG implementation?

UNICEF supports the participation of children and youth in SDG implementation, follow-up and review processes at the national level. This includes the facilitation of consultations in partner Government’s Voluntary National Review (VNRs) processes. UNICEF aims to facilitate the meaningful participation of a diverse set of children and young people, including indigenous peoples. For example, **UNICEF Philippines** conducted a workshop with children for the Philippines’ 2019 VNR process and ensured equal representation of children from indigenous groups. This consultation workshop was held in local languages and gauged indigenous children’s perspective on the Sustainable Development Goals; the results of which helped inform the Government’s VNR report. In 2018, **UNICEF Indonesia** influenced the development of the medium-term development plan (RPJMN), very much aligned with Agenda 2030, through support to a series of workshops, discussions and interviews with key informants. Children’s consultations were also held to ensure the perspective of children and adolescents is captured including at the national and regency/city levels with representation of children from vulnerable or marginalized groups including street children, children with disabilities, migrant children and children from indigenous groups.

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- iii.* Please provide information on any reports or other documents in implementing the 2030 Agenda for indigenous peoples. Also include information on any measures taken or planned for the collection of statistical data on indigenous peoples, in particular related to the SDG indicators for target 1.4 (secure tenure rights to land), target 2.3 (income of small-scale food producers), target 4.5 (parity in access to education) and target 10.3/16.b (experience of discrimination).

Around the world, UNICEF offices also prepared detailed situation analyses on the status of rights and wellbeing of children, which include integrated disaggregated data by race/ethnicity when quality data is available. UNICEF also advocates with national statistics offices in several countries for the preparation of disaggregated data when it is not available. For specific data on parity in access to education, please see an example above by [UNICEF Mexico](#). In addition, the United Nations jointly with the Government of **Argentina** is in the final stages of generating a baseline and a diagnostic about indigenous populations. The report has a multi-sectoral approach and covers many topics (health, education, social protection, etc.) that will lead the forthcoming agenda of the new Government as well as SDG and 2030 Agenda.

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

- i.* Please provide information on any specific standards and guidelines on indigenous peoples adopted or planned by your agency/organization.

See above some examples of guides and models developed/supported by UNICEF [Bolivia](#) in relation to [education](#) and [health](#), and by UNICEF [Colombia](#).

- ii.* Please provide information on any training materials prepared or planned related to the implementation of the UN Declaration.

See examples above cited by UNICEF related to capacity building initiatives and trainings to state agents on issues related to the rights of indigenous children in [Argentina on education](#) and [nutrition](#), [Malaysia](#), [Brazil](#), [Colombia](#), [Honduras](#), [Venezuela](#), [Mexico](#), and the [Philippines, which includes a training module on the UNDRIP](#).

- iii.* Please provide information on current resources and funds allocated to effectively implement the UN Declaration. Please also provide information on any joint initiatives with other UN agencies in the implementation of the UN Declaration.

UNICEF is currently not able to provide accurate information on resources allocated to activities related to indigenous children. This is also in view of the fact that some of the work carried out, as detailed above, relates to systems' strengthening or data analysis, which may benefit indigenous and non-indigenous children alike.

Please see an example of joint programming with UNICEF, PAHO, UNPFA and WFP in [Colombia](#) above.

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

Please provide information on any capacity development initiatives that your organization is conducting for indigenous peoples, government officials and UN staff. Also include information on the participation of indigenous women, children and youth as well as indigenous persons with disabilities in your response. Please provide details of up to three concrete examples where your entity has made the most progress.

See examples above cited by UNICEF related to capacity building initiatives and trainings to state agents on issues related to the rights of indigenous children in [Argentina on education and nutrition](#), [Malaysia](#), [Brazil](#), [Colombia](#), [Honduras](#), [Venezuela](#), [Mexico](#), and the [Philippines, which includes a training module on the UNDRIP](#). Most progress has been made in the areas of culturally sensitive education and training of health workers.

In addition, in **Bolivia**, in line with UNICEF's priorities, the country office contributed to strengthening the Plurinational Institute for Language and Culture Studies (IPELC) that was established by the Supreme Decree 1313. The Ministerial Resolution mandates the creation of "Language and Culture Institutes" for each one of the 37 indigenous nations of Bolivia. With UNICEF's support, 35 Language and Culture Institutes were created to lead research and studies on indigenous languages, to provide continue support on language methodologies and curricula contents for the implementation of Intracultural, Intercultural and Plurilingual Education.

In **Canada**, UNICEF Canada advised the Government of Nunavut on legislation to create the Nunavut Representative for Children and Youth in 2015, and provides regular training workshops for the Representative's staff in Child Rights Impact Assessment. This has fostered the connection between children's universal human rights and the Inuit IQ values in Nunavut.

Please see relevant examples on the participation of indigenous children, adolescents and youth under "[Participation in decision making and dialogue platforms](#)".

6. Advancing the participation of indigenous peoples at the UN

Please provide information on any support provided for the full and effective participation of indigenous peoples at relevant UN processes, including at the country level. Please also provide information on any consultative mechanisms, tools and other measures to obtain free, prior and informed consent of indigenous peoples in processes that affect them.

See examples under the heading "[Participation in decision making and dialogue platforms](#)" above.

- i. Please also provide data on the number of indigenous persons working in your Agency/organization, and any obstacles faced in recruiting indigenous persons.

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This information is not collected by UNICEF at the global level and is currently not part of Human Resources' data collection mechanisms.

- ii. Please provide brief reflections on how your entity plans to address any obstacles faced

Nothing specific to report.