

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

The United Nations Permanent Forum on Indigenous Issues (PFII) was established by the Economic and Social Council (ECOSOC) Resolution 2000/22. The Permanent Forum is mandated to provide expert advice and recommendations on indigenous issues to the ECOSOC and through the Council to United Nations agencies, funds and programmes; to raise awareness and promote the integration and coordination of activities related to indigenous issues within the UN system; prepare and disseminate information on indigenous issues; and promote respect for and full application of the provisions of the UN Declaration on the Rights of Indigenous Peoples and follow up the effectiveness of the Declaration.

The Indigenous Peoples Development Branch/Secretariat of the Permanent Forum on Indigenous Issues invites UN system agencies, funds and programmes and other inter-governmental organizations to complete the attached questionnaire on any action taken or planned in response to the Permanent Forum's recommendations, the system-wide action plan on rights of indigenous peoples (SWAP), the 2030 Development Agenda and COVID-19 recovery efforts.

The responses will be compiled into a report for the 2023 session of the Permanent Forum. In your responses, please, include information on progress and challenges related to indigenous women, indigenous persons with disabilities, indigenous older persons, and indigenous children and youth.

All responses will be placed on the DESA/DISD website on Indigenous Peoples at: <https://www.un.org/development/desa/indigenouspeoples/>

If you have any objections to your response being made available on our website, please inform our office accordingly.

Please submit your completed questionnaire by **15 November 2022** to:

Indigenous Peoples and Development Branch
Secretariat of the Permanent Forum on Indigenous Issues
Division for Inclusive Social Development
Department of Economic and Social Affairs
United Nations Headquarters

Questionnaire

Please provide information on the following:

A. Recommendations of the Permanent Forum on Indigenous Issues and input to the 2023 session

i. Please provide information on measures taken since your last update to the Forum on the implementation or planned implementation of the recommendations of the PFII.

- UNICEF regional office for Latin America and the Caribbean (UNICEF LACRO) has been working together with the Indigenous Peoples Development Fund (FILAC) in the promotion and development of activities of the recently created Ibero-American Institute of Indigenous Languages. The work includes disseminating information on the critical situation of indigenous languages in the Latin American and Caribbean region and promoting various actions being developed in the countries for their protection, conservation, use and development. It also provides technical support based on the experiences and best practices in Intercultural Bilingual Education (IBE) that the countries of the region have been developing. A systematization of good practices for intercultural bilingual education during the COVID-19 pandemic was published in 2021. A new series of good practices in relation to children's return to school settings is being developed. UNICEF LACRO and relevant country offices have provided support in 2022 to four countries (Peru, Ecuador, Panama and Bolivia) in the implementation of IBE materials in all modalities of learning recovery plans. Significant support has also been provided for the development of materials and other educational resources in indigenous languages, with the participation of bilingual teachers and in many cases of Indigenous community members, guaranteeing the cultural and linguistic relevance of these materials, as well as an innovative and intercultural pedagogical approach. UNICEF LACRO has developed a platform called [Intercultural Portal of materials and resources in indigenous languages for intercultural bilingual education](#). This portal contains educational materials and resources for Intercultural bilingual education from 12 countries in the region: Argentina, Peru, Colombia, Ecuador, Bolivia, Brasil, Paraguay, Guatemala, Panama, Honduras, Venezuela and Mexico. This portal allows different actors in the different countries to learn about the productions made in other countries and motivate each other to design similar materials. In the case of cross-border languages, they can be used by teachers and other educational actors in multiple countries. See [here](#) information specifically about the experience of Paraguay.
- In emergency settings, UNICEF continues to advocate for uninterrupted education for every child affected by emergencies, including Indigenous children. In the Philippines, in 2022, UNICEF worked with the Department of Education and partners to help children

develop skills to cope with the impact of a typhoon and supply them with learning spaces, tents and school supplies to ensure that affected children continue learning while recovering from the typhoon and amidst the COVID-19 pandemic. See related articles for more information: <https://www.unicef.org/philippines/stories/how-typhoon-odette-affected-children-badjao-indigenous-communities>; <https://www.unicef.org/philippines/stories/how-typhoon-and-pandemic-never-stopped-volunteer-teacher-badjao-community>.

- Children, including Indigenous children are exercising their right to peaceful assembly, including to demand social justice and climate action and in doing so often act as human rights defenders. In some contexts, they do so at great risk to their safety, and even lives. While the phenomenon is not new, it has reached unprecedented scales in the past years, prompting UNICEF to clarify its role in both supporting the exercise of this right and protecting children in this exercise. UNICEF Programme Group Human Rights Unit issued an internal paper in 2022 to start filling in this gap and to provide a frame for discussions towards a clear position and more systematic action. Specifically, the paper articulates key elements of the international human rights legal framework of particular relevance to children and the corresponding obligations of States and other actors, as well as possible roles for UNICEF. It also provides contextual considerations informing the implementation of children's right to peaceful assembly, and responses to a series of frequently asked questions. In 2023, UNICEF will issue a public guidance on policing of peaceful assemblies, which will also be of particular relevance to Indigenous children who are at the forefront of movements to claim and exercise their individual and collective rights.

ii. The theme of the 2023 PFII session is “Indigenous peoples, human health, planetary and territorial health and climate change: a rights-based approach”¹. Please include information on any publications, projects, reports, or activities relevant to this theme.

Data not available as of December 2022.

iii. Please provide information on efforts to ensure the participation of indigenous peoples in the international decades declared by the General Assembly, such as the United Nations Decade on Ecosystem Restoration, the United Nations Decade of Ocean Science for Sustainable Development, the International Decade for Action, “Water for Sustainable Development,” the International Decade of Indigenous Languages and other relevant international decades and processes.

Data not available as of December 2022.

¹ See Annex 1. Agenda of the twenty-second session of the Permanent Forum on Indigenous Issues.

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

Background

As per the Outcome Document of the World Conference on Indigenous Peoples (A/RES/69/2), a [system-wide action plan 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 the Secretary-General at the UN Permanent Forum in May 2016.

In August 2020, the United Nations Executive Committee agreed on the need for accelerated and collective action to strengthen the implementation of the SWAP on indigenous peoples. In November 2020, the United Nations Chief Executives Board for Coordination issued a [Call to Action: Building an Inclusive, Sustainable and Resilient Future with Indigenous Peoples](#). Its goal is to ensure collaborative and coherent UN system action to support the rights and well-being of indigenous peoples with a focus on furthering the implementation of the SWAP².

i. The Permanent Forum will follow up on progress made on the SWAP implementation as part of its discussion on the outcome document of the World Conference on Indigenous Peoples during its 2023 session. Please provide an analysis of actions taken by your agency, fund and/or programme on the six key elements of the SWAP, since your last update to the Forum³.

Please also include an executive summary (500-word limit).

UNICEF's work across country contexts continues to contribute to the achievement of several actions under the [UN System-Wide Action Plan on Indigenous Issues](#) and the [UN Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#), focusing in particular on the following areas:

- **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, and in fostering intercultural and multilingual approaches to education and to early childhood development.
- **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 more sensitive to traditional practices. In some countries, UNICEF promotes the meaningful engagement of Indigenous peoples on the delivery and uptake of health services. In support of national and sub-national authorities, UNICEF contributes to community

² Reporting on the activities to implement the CEB Call to Action is through task groups and should not be included in the responses to this questionnaire.

³ The six key elements of the SWAP are: 1) Raise awareness of the UNDRIP; 2) Support the implementation of the UNDRIP, particularly at the country level; 3) Support the realization of indigenous peoples' rights in the implementation and review of the 2030 Agenda for Sustainable Development; 4) Map existing standards and guidelines, capacity, training materials and resources within the UN system, international financial institutions and the members of the IASG for the effective implementation of the UNDRIP; 5) Develop the capacity of States, indigenous peoples, civil society and UN personnel; and 6) Advance the participation of indigenous peoples in UN processes.

nutrition models to address malnutrition among Indigenous communities. It provides materials, tools and organizes workshops to discuss challenges affecting the nutritional status of Indigenous children. In some countries (including those hosting Indigenous migrants), it also helps set up centers for health and nutrition promotion and carries out outreach on good practices, including responsive care and early stimulation.

- **Participation in decision making:** In line with articles 18 and 23 of UNDRIP, UNICEF's work continues to foster the meaningful and inclusive participation of Indigenous children including 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 Indigenous children face lower rates of birth registration than non-Indigenous children.
- **Child Protection:** UNICEF advocates for the prevention of family separation and for family-based alternative care options. This is of particular relevance to Indigenous children who are more likely to find themselves in alternative care. Indigenous children are also in more frequent contact with criminal justice systems than non-Indigenous children, and UNICEF works around the world to strengthen child justice systems. UNICEF also supports the establishment or strengthening 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.
- **Advocacy and awareness-raising on Indigenous rights :** UNICEF carries out initiatives to raise public awareness and advocate on the rights of indigenous children, undertaking research to better understand the situation of Indigenous children, and have evidence of the scope of inequitable services for indigenous communities; developing child friendly versions of UNDRIP and educational material on the Convention on the Rights of the Child in Indigenous languages; raising awareness on Indigenous children's rights, and facilitating events to share recommendations from Indigenous children with decision makers.
- **COVID-19 response and recovery:** UNICEF has supported governments in ensuring the continuation of health services to Indigenous communities, guaranteeing accessible

and quality health care even in very remote areas. UNICEF has also been working with Ministries of Education to address the limited access to the internet while schools were closed, including by distributing low tech and no tech tools, promoting teachers visits, addressing the disproportionate impact of the digital divide on Indigenous children, providing practical, targeted support for Indigenous children to ensure learning continued, and advocating for and supporting safe return to school. UNICEF has also supported the development of resources to explain and speak about COVID-19 to children, including Indigenous children. UNICEF has supported prevention campaigns and measures to mitigate the risks and impact of COVID 19 on Indigenous children, and conducted awareness raising and social and behaviour change campaigns to increase understanding of COVID-19 vaccines safety and effectiveness among Indigenous peoples. UNICEF has also been advocating for a rights-based recovery that is respectful of Indigenous peoples' rights.

C. 2030 Agenda for Sustainable Development

i. Please describe any activities your entity has organized since the last reporting period to accelerate progress across a range of SDGs, demonstrating the interlinkages across goals and targets and if applicable, providing examples of translating global goals into local actions. In your response, please consider referring to SDGs relevant to the theme of the 2023 session of the Forum.

- As part of the acceleration of the achievement of the Sustainable Development Goals (SDGs), the Republic of Congo has been till mid 2022 a beneficiary of the SDG Fund for the implementation of a Joint Programme between UNICEF, the World Food Programme (WFP) and the World Health Organisation (WHO) aimed at supporting the realization of the rights of indigenous peoples including to education, protection, health, nutrition, social protection, and land. The Joint Programme builds a baseline understanding of the situation of indigenous peoples and aims to enhance the structures and capacities of government institutions, civil society and organizations that serve them. It also contributes to advocacy for the effective implementation of laws and regulations aimed at the protection and promotion of the rights of indigenous peoples in general. See for instance: <https://jointsdgfund.org/article/together-more-inclusive-education>
- In relation to SDG 1 and 10, social protection initiatives have been carried out by UNICEF and partners in support of Indigenous women and communities in Burundi in 2022: <https://www.unicef.org/burundi/fr/recits/gr%C3%A2ce-%C3%A0-merankabandi-doroth%C3%A9-ne-vit-plus-comme-une-indig%C3%A8ne-mais-comme-une-femme-leader>
- In Suriname, a joint SDG fund programme has been initiated in 2022 by a range of UN entities including UNICEF to build resilience and improve livelihoods of

Indigenous and tribal peoples in support of the realisation of SDGs 1, 2, 5, 16 and 17. This Joint Programme aims to address the multi-dimensional vulnerabilities of Indigenous and Tribal Peoples in Suriname through an overarching, integrated policy framework aimed at improving the quality of life for ITPs and a series of small Integrated Rural Development Initiatives (focused on essential services and employment) to test these policy interventions in a participatory manner. The JP aims to develop an integrated policy that can safeguard equal development opportunities for ITPs including a good spreading of income distribution; accessible, vocational and affordable education; access to proper housing; resources and a lifestyle that promotes good and optimal health care; and better target identification from the social security system. See for more information: <https://jointsdgfund.org/programme/leaving-no-one-behind-building-resilience-and-improving-livelihoods-indigenous-and-tribal>

- See inputs provided to question 1 as relates to Goal 4 on Education.
- In relation to disability which is referenced in various SDGs, UNICEF LACRO has recently organised an event on the situation of Indigenous children with disabilities. In Latin America, statistics available in seven countries (Brazil, Colombia, Costa Rica, Ecuador, Mexico, Panama and Uruguay) show that disability is more prevalent in the indigenous population compared to other populations, due to higher levels of poverty, the impact of large projects such as dams or mining activities, the increased risk of violence and, most importantly, greater exposure to environmental degradation. Cases of disability in indigenous communities, at times previously hidden, are increasingly being disclosed. On the occasion of the International Day of Persons with Disabilities (IDPD, 3 December), the Regional Office for Latin America and the Caribbean (UNICEF LACRO), Education Section, Inclusion Team, held a discussion on indigenous children with disabilities and climate change on December 2, 2022. The objectives of the event were to: 1) Build a space for reflection on the challenges faced by indigenous and Afro-descendant children and adolescents with disabilities in relation to climate change, aimed at focal points on disability, indigenous people and climate change; 2) Provide an opportunity to express opinions on the issue to children and adolescents with disabilities from different places; 3) Promote the glossary "Green Words. 15 ideas to care for the world", conducted by the Inter-American Institute on Disability and Inclusive Development, which provides an accessible tool (in Easy Read) to young adolescents with disabilities to disseminate knowledge about climate change. The

glossary was developed by META Planeta and the Interamerican Institute on Disability and Development in 2021.

- ii. Please describe any activities your entity organized in support of the 2022 UN High-Level Political Forum on Sustainable Development and/or reports and activities that supported SDG reporting and monitoring or a VNR process at the national, regional, or global level.

No data available.

D. COVID-19 pandemic

- i. Please provide information on action taken by your agency, fund and/or programme since your last update to the Forum, to address building back better from COVID-19 while advancing the full implementation of Agenda 2030 for indigenous peoples.

See relevant examples provided in question 1.