

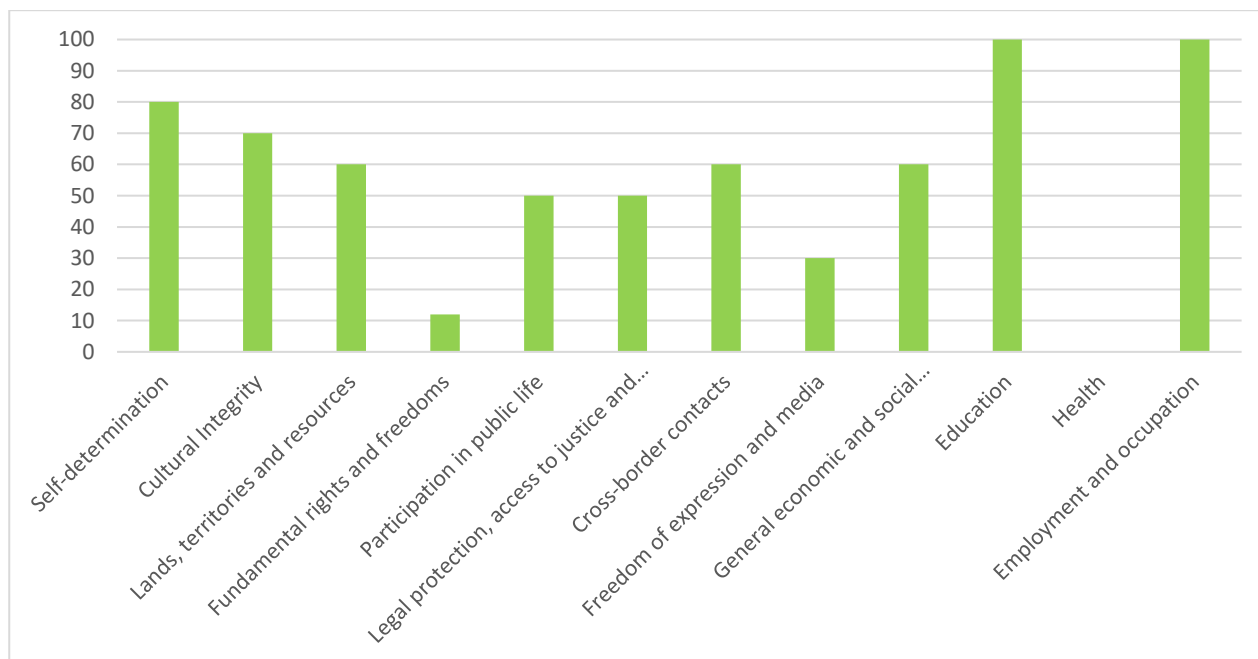
The Indigenous Navigator Index

The **Indigenous Navigator Community Index** and the **Indigenous Navigator National Index** are tools that serve to **rank countries’ performance** with regard to recognizing and implementing indigenous peoples’ rights.

Within each of the 12 Domains of rights, a number of questions have been selected as key markers of a country’s performance in terms of recognition and implementation of indigenous peoples’ rights within that particular domain.

By assigning a numerical value to key questions within each of the domains, the performance is scored, whereby it becomes **comparable**, and also easy to **illustrate** in a graphic form, which can be communicated easily to all kinds of actors.

Figure 1: Example of Indigenous Navigator Community Index

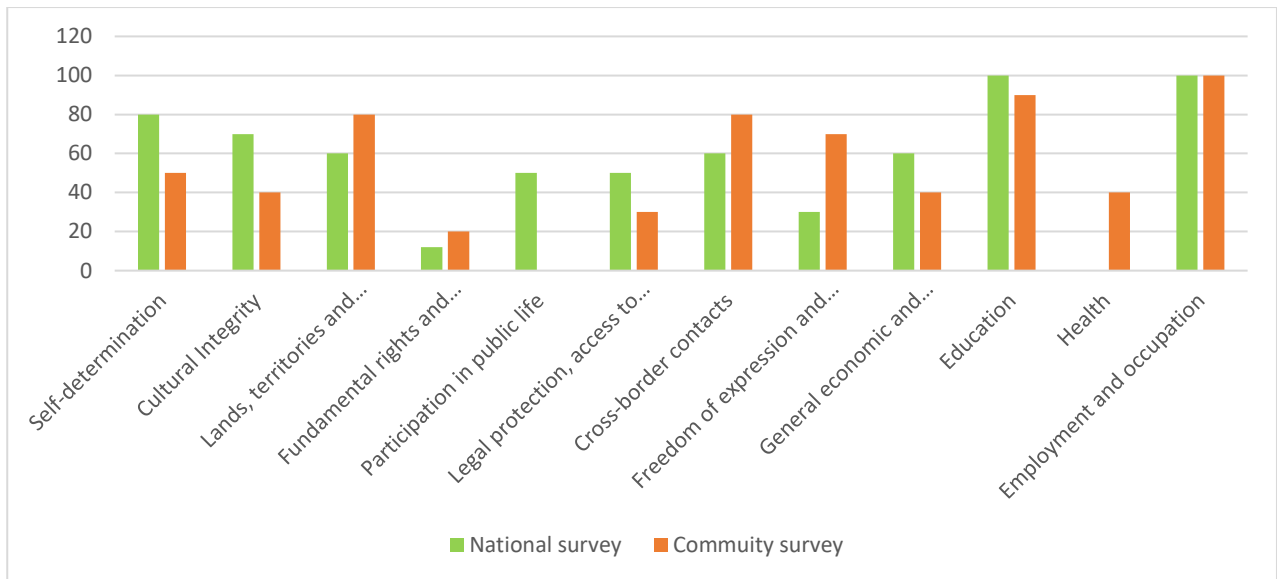


A high score indicates a high level of recognition / realization of indigenous peoples’ rights. In the example included above, the two domains of ‘Education’ and ‘Employment and occupation’ are scoring 100 points (maximum score), while the domain ‘Fundamental rights and freedoms’ are scoring only 12 point each. Data is missing for the domain “Health”.

Comparing Index Values

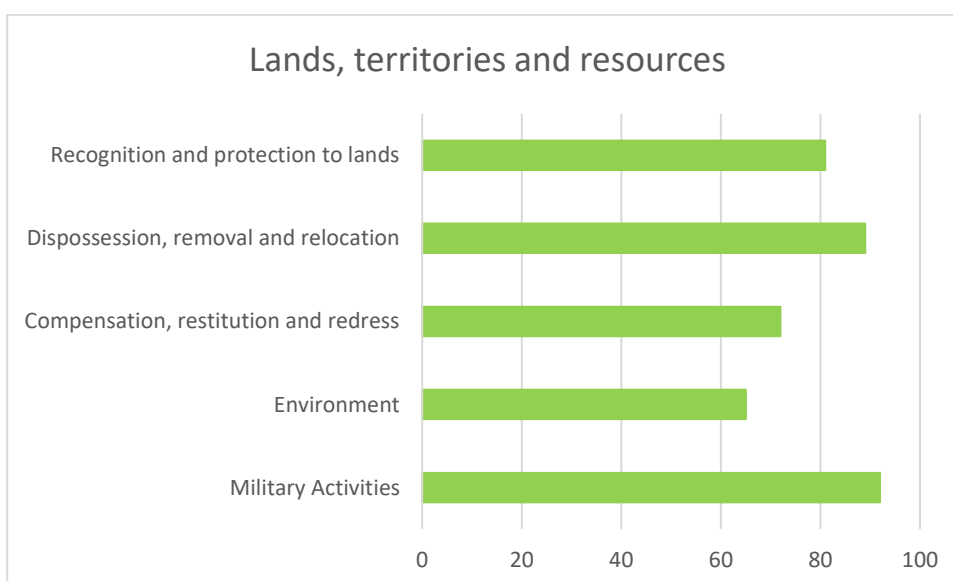
When an Indigenous Navigator Community Index and an Indigenous Navigator National Index have both been generated in the same country, a comparison of the two will show whether communities' *experiences* with actual respect for their rights reflect the level of *recognition* of their rights in national legislation, policies and programmes:

Figure 1: Example of comparison between Indigenous Navigator Community Index and Indigenous Navigator National Index



Likewise, **Index Values can be compared across communities, across countries – or data from the same community or country can be compared over time, if data gathering is repeated.**

The index values of the domains can furthermore be disaggregated into the areas/sub-categories, as shown here:



For more, please visit: [Index Explorer | Indigenous Navigator](#)

Calculating the question score

Both the Indigenous Navigator National Index and the Community Index are designed to measure the 12 domains and underlying areas of indigenous peoples' rights. The Index Tool assigns a numerical value to the responses of the questions chosen from the two questionnaires respectively. If a question can be assigned a comparative numerical value, it is included in an index calculation. They are then aggregated into areas which again are aggregated into domains.

Considerations for including a question in the index

The National questionnaire consist of 100 questions within the 12 domains, where 73 of the questions are used to calculate the domain indices. On the other hand the community questionnaire consist of 120 questions within the 12 domains, where 85 is used to calculate the domain indices. Questions that are not included in the index calculations can be found in the appendix at the end of this note together with an explanation/reason.

The main considerations for including a question from the index:

- If a question cannot be assigned a numeric comparative value in a meaningful way, it is excluded. For example from the National questionnaire "14. Has the State, since 2008, received specific comments/recommendations concerning indigenous peoples' rights from any of the following mechanisms/monitoring bodies?"
- If a question is a follow-up question on a previous question it is excluded, as the main aspects should be caught by the previous question. For example from the community questionnaire "88. If yes, how many and how long were these incidents of food insecurity since 2008?"
- If a question is only relevant for some countries/communities it is excluded for comparability reasons. For example from the National questionnaire "21. If disaggregated data exists, does the data show that indigenous peoples are lagging behind with regards to achieving the SDGs as compared to the total population?". One exception from this is the question on cross border contact ("75. Does your people/community experience restrictions in cross-border contacts and collaboration with other indigenous peoples/communities?"), which is included even though the question is not relevant to all Indigenous Communities, due to the importance of the domain in the UNDRIP. If the question is not relevant for a given community, they get full score.
- If the answer to a question is a number or a percentage is excluded, as these should often be seen in the National context, and therefore does not make sense to include in themselves. For example from the community questionnaire "115. What is the maternal mortality rate in your people/community?"

Calculating the Question score

For the questions included in the index, all response options have been given a numeric value depending on how they are presented in the questionnaire. A "better" response option means that there is a higher level of human rights compliance or enjoyment of the right than a "worse" response option – which then has a lower level of compliance or enjoyment of the right. The higher the level of human rights compliance, the higher the score of the response option in the index (see example on Table 1).

To make the response options of the different questions comparable, the scores have been "normalized", meaning that the value ranges from 0-100, depending on the level of recognition and implementation of indigenous peoples' rights (also referred to as feature scaling). A high level of recognition / realization of

indigenous peoples’ rights is assigned a high score – and a low level of recognition / realization is assigned a low score.

$$z_i = \frac{x_i - \min(x)}{\max(x) - \min(x)}$$

z_i = Normalized score for question i

x_i = Observed score for question i

x = Response options within each question

Questions on an ordinal scale are treated as an interval scale, where it is assumed, that the distance between the different response options is proportionally the same.

Table 1: Example of Questions, response options and points

| Question | Response options and points |
|--|--|
| 32. Does national legislation recognise the state's duty to consult with indigenous peoples in order to obtain their free, prior and informed consent before adopting or implementing national legislative or administrative measures that may affect them? | Yes (best value) = 100 points No (wost value) = 0 points |
| 48. Does the State ensure that social, spiritual, cultural and environmental impact assessments are undertaken prior to approval of projects that may affect indigenous peoples’ lands, territories or resources, with the participation of indigenous peoples’ representative institutions? | Not at all (worst value) = 0 To a limited extend = 25 points To some extend = 50 points To considarable extend = 75 points Fully (best value) = 0 points |

Response option regarding availability of data

If a question is skipped or answered with a “don’t know”/”no data available”, the score will be 0, and hence will contribute negatively to the area/domain score. The reason for this is that data availability is an important step towards accountability and a crucial on which to base for policies and actions. When data is not available for an indicator, it reflects negatively on the country’s performance vis-à-vis its obligation to effectively monitor progress in the enjoyment of the rights and thus implement its human rights obligations. Thus, this response option impacts negatively on the index scores.

Area and Domain score

The area score is calculated as the average score (simple mean) of the questions included in the given area for both the national and the community questions. The same goes for the domains, where the index value of a domain is given by the average score (simple mean) of the included categories. The overall index score is a simple mean of all 12 domains.

An overview of the weights of attributes within the categories is shown in table 2:

Table 2: Domains, areas and weights of areas within domains

| Self-determination | |
|---|------|
| Self-determination | 20% |
| Self-government and autonomus institutions | 20% |
| Non-discrimination | 20% |
| Customary law | 20% |
| Consultation and free, prior and informed consent | 20% |
| Cultural integrity | |
| Cultural integrity | 33% |
| Languages | 33% |
| Cultural heritage, traditional knowledge and intellectual property | 33% |
| Lands, territories and resources | |
| Recognition, protection and adjudication of inherent rights to lands, territories and natural resources | 25% |
| Dispossession, removal and relocation | 25% |
| Environment | 25% |
| Military Activities | 25% |
| Fundamental rights and freedoms | |
| Fundamental rights and freedoms | 100% |
| Participation in public life | |
| Citizenship | 50% |
| Participation in public affairs | 50% |
| Legal protection, access to justice and remedy | |
| Access to justice and remedy | 100% |
| Cross-border contacts | |
| Cross-border contact | 100% |
| Freedom of expression and media | |
| Freedom of expression and media | 50% |
| Combating prejudice and discriminatory propaganda | 50% |
| General economic and social development | |
| The right to food | 25% |
| The right to development | 25% |
| Social protection | 25% |
| Housing, water and sanitation | 25% |
| Education | |
| Education | 100% |
| Health | |
| Health | 100% |
| Employment and occupation | |
| The right to work and equality in employment and occupations | 33% |

| | |
|---------------------|-----|
| Child labour | 33% |
| Vocational training | 33% |

The area and domain scores make it possible to compare the state of recognition of indigenous peoples' rights in national laws, policies, etc. with the state of realization of indigenous peoples' rights at the community-level.

A full overview of domains, area and questions included in the index calculations can be found in the appendix.

Limitations

A number of limitations are associated with this kind of index calculation assessment:

- The index calculations only display the broad lines, identifying some gaps in recognition and realization of indigenous peoples' rights. However, the full extent of human rights compliance would always need to be qualified with additional analysis and specific case data.
- For some countries and communities there might be a lack of data within a number of the indicators used for the index calculations. As for now we assign this lack of data the same value as a violation, but this might lead to inaccurate outcomes with a downward bias in the index scores.
- In both the calculation of area scores and domain scores we use equal weights (simple mean) on the different elements within the index-calculation-framework (response options within a question, question within area and area within domain), since we have assessed that the different element contributes equally. In that way some questions will have a higher impact on a domain-score than others. It can be questioned if some response options, questions, areas or even domains deserves a different weight. However, to do that would introduce a subjective assessment, including that one right or elements of the right were more important than others. Due to the indivisibility of human rights, this type of assessment is deemed not appropriate in a global index of this nature.

Indigenous Navigator tool

Index Values for Indigenous peoples' Rights and Development. Calculate and illustrate the levels of recognition and realization of indigenous peoples' rights in your country

Appendix

QUESTIONS EXCLUDED FROM THE INDEX CALCULATION

From the national questionnaire:

14. Has the State, since 2008, received specific comments/recommendations concerning indigenous peoples' rights from any of the following mechanisms/monitoring bodies? **Reason:** Not meaningful to assign a numeric value

15. If yes, please consider if the progress of implementation of recommendations from these bodies is... **Reason:** Not meaningful to assign a numeric value. **Reason:** Too hard to compare between countries and communities

18. If the state has developed an action plan, strategies or other measures to achieve the ends of the UNDRIP, do these comprise special measures to promote and protect the rights of indigenous persons with disabilities, and to improve their social and economic conditions?

21. If disaggregated data exists, does the data show that indigenous peoples are lagging behind with regards to achieving the SDGs as compared to the total population? **Reason:** Too hard to compare between countries and communities

22. If disaggregated data exists, does the data show that indigenous women are lagging behind with regards to achieving the SDGs as compared to... **Reason:** Too hard to compare between countries and communities

24. According to national surveys, what is the proportion of indigenous people reporting having personally felt discriminated against or harassed within the last 12 months on the basis of a ground of discrimination prohibited under international human rights law? **Reason:** Too hard to compare between countries and communities

44. What is the approximate area of indigenous peoples' land (in hectares) that is legally recognized, secured, documented and protected? **Reason:** Too hard to compare between countries and communities

54. Since 2008, how many indigenous men, women and children have been victims of killings (intentional homicide)? **Reason:** Too hard to compare between countries and communities

55. Since 2008, how many indigenous men, women and children have died as a consequence of armed conflict? **Reason:** Too hard to compare between countries and communities

68. Of the total number of prison inmates, what percentage constitutes indigenous inmates? **Reason:** Too hard to compare between countries and communities

78. What is the proportion of indigenous men and women living below the national poverty line? **Reason:** Too hard to compare between countries and communities

79. What is the proportion of resources allocated by the government directly to poverty reduction programmes for indigenous peoples? **Reason:** Too hard to compare between countries and communities

43. What approximate proportion of the total indigenous population in the country has title deeds or other binding agreements in recognition of their collective right to lands or territories? **Reason:** Too hard to compare between countries and communities

92. What is the secondary education completion rate for indigenous girls? **Reason:** Too hard to compare between countries and communities
93. What is the secondary education completion rate for indigenous boys? **Reason:** Too hard to compare between countries and communities
94. What is the tertiary education enrolment rate for indigenous women? **Reason:** Too hard to compare between countries and communities
95. What is the tertiary education enrolment rate for indigenous men? **Reason:** Too hard to compare between countries and communities
96. Do all indigenous children and young people achieve at least a minimum proficiency level in reading and mathematics? If not, what is the percentage of indigenous children and young people who achieve at least a minimum proficiency level in reading and mathematics? **Reason:** Too hard to compare between countries and communities
99. What is the neo-natal mortality rate among the indigenous population? **Reason:** Too hard to compare between countries and communities
100. What is the under-five mortality rate among indigenous children? **Reason:** Too hard to compare between countries and communities
101. What is the maternal mortality ratio for indigenous women? **Reason:** Too hard to compare between countries and communities
102. What is the suicide mortality rate among the indigenous population? **Reason:** Too hard to compare between countries and communities
103. What is the adolescent birth rate (10-14 and 15-19 years) per 1000 women among the indigenous population? **Reason:** Too hard to compare between countries and communities
107. What is the employment rate of young indigenous men and women in the formal sector? **Reason:** Too hard to compare between countries and communities
110. What is the number of indigenous victims of human trafficking? **Reason:** Too hard to compare between countries and communities
106. What is the proportion of young indigenous men and women (aged 15-24) not in education, employment or training? **Reason:** Too hard to compare between countries and communities

From the community questionnaire:

20. If yes, describe how your authorities/institutions are reflected in the political/administrative structure of the State (e.g. how do they relate to local and central government institutions)? **Reason:** Not meaningful to assign a numeric value
33. What are the three most important cultural, spiritual and religious traditions, customs or ceremonies of your people/community?" **Reason:** Not meaningful to assign a numeric value
34. Is the continuation of these cultural, spiritual and religious traditions, customs or ceremonies considered... **Reason:** Not meaningful to assign a numeric value

39. What are the characteristics of your traditional land and resource tenure system? **Reason:** Not meaningful to assign a numeric value
46. If your people/community experience conflicts related to land or natural resource, are these related to... **Reason:** Not meaningful to assign a numeric value
49. If your people/community, since 2008, has experienced displacement or relocation, did you receive adequate redress, restitution and compensation? **Reason:** Too hard to compare between countries and communities
51. Has your people/community established conservation area(s) within your territory? **Reason:** Not meaningful to assign a numeric value
52. If your people/community has established conservation area(s) within your territory, what is the extent (in hectares) of that area? **Reason:** Too hard to compare between countries and communities
53. Are any of the species enlisted on the IUCN Red List of Threatened Species found on the territory of our people/community (see <http://www.iucnredlist.org>)? **Reason:** Not meaningful to assign a numeric value
54. If yes, please include number of threatened species found on the territory of your people/community... **Reason:** Too hard to compare between countries and communities
56. If yes, what is the extent (in hectares) of that area? **Reason:** Too hard to compare between countries and communities
62. Since 2008, how many men, women and children from your community have died as a consequence of armed conflict? **Reason:** Too hard to compare between countries and communities
63. Since 2008, how many men, women and children from your community have been victims of killings (intentional homicide) ? **Reason:** Too hard to compare between countries and communities
74. If your community/people does not have full opportunity to take legal action, which are the restrictions that you encounter... **Reason:** Not meaningful to assign a numeric value
50. If your people/community, since 2008, has experienced violations of their rights to lands, territories or resources, have the perpetrators been sanctioned by the national judicial system? **Reason:** Too hard to compare between countries and communities
76. If your people/community experience restrictions in cross-border contacts, which are the implications... **Reason:** Too hard to compare between countries and communities
81. What are the five most important traditional food items in your people/community? **Reason:** Not meaningful to assign a numeric value
82. How important were these food items 20 years ago for the total food consumption of your people/community? **Reason:** Not meaningful to assign a numeric value
83. How important are these food items today for the total food consumption of your people/community? **Reason:** Not meaningful to assign a numeric value
84. What was the importance of food items not produced (or harvested, gathered or hunted) by your own community/people 20 years ago? **Reason:** Too hard to compare between countries and communities

85. What is the importance of food items not produced (or harvested, gathered or hunted) by your own community/people today? **Reason:** Not meaningful to assign a numeric value

88. If yes, how many and how long were these incidents of food insecurity since 2008? **Reason:** Too hard to compare between countries and communities

89. If yes, what were the five main reasons for these incidents of food insecurity? **Reason:** Too hard to compare between countries and communities

91. What are the main characteristics of the men and women that you consider poor (tick as many boxes as

43. If yes, what is the extent (in hectares) of the land covered by such agreements? **Reason:** Too hard to compare between countries and communities

111. What are the main reasons for the changes in traditional healing practices and medicines (click as many boxes as relevant)? **Reason:** Not meaningful to assign a numeric value

114. What is the mortality rate for children under five in your people/community? **Reason:** Too hard to compare between countries and communities

115. What is the maternal mortality rate in your people/community? **Reason:** Too hard to compare between countries and communities

116. What is the suicide mortality rate in your people/community? **Reason:** Too hard to compare between countries and communities

113. What is the neo-natal mortality rate in your people/community? **Reason:** Too hard to compare between countries and communities

118. Which are the most important traditional occupations performed by women in your people/community (list up to five)? **Reason:** Not meaningful to assign a numeric value

120. What are the main barriers or restrictions for performing these traditional occupations today? **Reason:** Not meaningful to assign a numeric value

121. Which are the most important traditional occupations performed by men in your people/community (list up to five)? **Reason:** Not meaningful to assign a numeric value

123. What are the main barriers or restrictions for performing these traditional occupations today? **Reason:** Not meaningful to assign a numeric value

QUESTIONS INCLUDED IN INDEX CALCULATIONS

| Areas | Natioanl Index | Community index |
|---|---|--|
| Self-determination | | |
| Self-determination | 26. Does national legislation recognise indigenous peoples as distinct peoples with collective rights? | 16. Does the state recognise the peoples covered in this survey as distinct peoples with collective rights? |
| | 25. Does the Constitution or national legislation recognise indigenous peoples' right to self-determination, i.e. to freely determine their political status and freely pursue their economic, social and cultural development? | |
| Self-government and autonomus institutions | 27. Does national legislation recognise indigenous peoples' right to self-government in internal and local affairs? | 17. Does your people/community have its own institutions and authorities (such as councils, headmen, chiefs, village committees, etc.)? |
| | 28. Are indigenous peoples' self-governing institutions and territories recognised in the political administrative structure of the State? | 18. Are your institutions and authorities freely chosen or validated by your people/community? |
| | 29. Has the State adopted special measures to strengthen the capacity of indigenous peoples' representative institutions? | 19. Are your indigenous institutions/authorities officially recognised by the State? |
| | 84. Do indigenous peoples manage their own educational institutions at the following levels: | 21. Do your indigenous institutions/authorities make their own development plans (for example for water and sanitation, road infrastructure, electrification)? |
| | | 22. Do your indigenous institutions/authorities receive public funds in support of their own development plans? |
| | | 23. Do your indigenous institutions/authorities manage issues relating to lands, territories and resources? |
| | | 24. Do your indigenous institutions/authorities manage health programmes or institutions? |
| | | 25. Do your indigenous institutions/authorities manage education programmes or institutions? |
| | | 26. Do your indigenous institutions/authorities freely determine who are and who are not members of the concerned people or community? |

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| Non-discrimination | 13. Has the country ratified the following instruments? | 14. Approximately how many women have personally felt discriminated against or harassed within the last 12 months on the basis of one or more of the following grounds of discrimination: |
| | 16. Are there laws and policies, within the following thematic areas, that are in direct violation of indigenous peoples' rights: | 15. Approximately how many men have personally felt discriminated against or harassed within the last 12 months on the basis of one or more of the following grounds of discrimination: |
| | 17. Has the State developed a national action plan, strategies or other measures in consultation and cooperation with indigenous peoples, to achieve the ends of the UN Declaration on the Rights of Indigenous Peoples (UNDRIP)? | |
| | 19. Has the State developed initiatives to promote awareness of UNDRIP among members of legislatures, the judiciary and the civil service? | |
| | 20. Does the State, in censuses and household surveys, collect disaggregated data to monitor the achievement of the SDGs by indigenous peoples and individuals? | |
| | 23. Has the State developed policies and programs to promote capacity building and strengthen leadership of indigenous women? | |
| Customary law | 30. Is the jurisdiction of customary law institutions recognised in the Constitution or national legislation? | 27. To what extent do your customary law institutions/authorities handle the following situations: |
| | 31. Has the State developed awareness-raising, capacity-building or training programs on international human rights standards for indigenous peoples' authorities or institutions? | 28. Has the State provided awareness-raising, capacity-building or training programmes on international human rights standards for your indigenous authorities or institutions? |
| | | 36. Are any of your cultural, spiritual and religious traditions, customs or ceremonies considered in conflict with internationally recognised human rights? |
| Consultation and free, prior and informed consent | 32. Does national legislation recognise the state's duty to consult with indigenous peoples in order to obtain their free, prior and informed consent before adopting or implementing | 29. Do local or central government institutions ensure that adequate consultations are undertaken with your community/ties before approval of projects or other measures that may affect you? |

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| | national legislative or administrative measures that may affect them? | |
| | 33. Does national legislation recognise the state's duty to consult with indigenous peoples in order to obtain their free, prior and informed consent prior to approval of any project that may affect their lands, territories or resources? | 30. Do local or central government institutions obtain the free, prior and informed consent of your community/ties before they approve projects or other measures that affect you? |
| | 34. Has the State developed operational procedures or mechanisms for consultation with indigenous peoples at the following levels? | 31. Do local or central government institutions ensure that your institutions/authorities participate in impact assessments of projects that may affect your lands, territories or resources? |
| | 48. Does the State ensure that social, spiritual, cultural and environmental impact assessments are undertaken prior to approval of projects that may affect indigenous peoples' lands, territories or resources, with the participation of indigenous peoples' representative institutions? | |
| Cultural integrity | | |
| Cultural integrity | 35. Have there, since 2008, been incidents where State authorities have removed indigenous children, without the free, prior and informed consent of the parents or legal custodians? | 35. Are there cultural, spiritual and religious traditions, customs and ceremonies that you are prohibited or restricted to do? |
| | | 66. Have there, since 2008, been cases where children have been removed from the community without the free, prior and informed consent of the parents or legal custodians? |
| Languages | 36. Are indigenous language(s) recognised among the official languages of the country? | 32. Is your indigenous language (or languages) considered: |
| | 37. Are indigenous languages used in systems of signposting, documentation and official communications? | |
| | 38. Has the State developed special measures for indigenous youth in the area of transmission of traditional knowledge, languages and practices? | |

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| Cultural heritage, traditional knowledge and intellectual property | 39. Have their, since 2008, been incidents where cultural heritage, traditional knowledge or traditional cultural expressions have been misappropriated or used without permission from the indigenous owners? | 37. Does your people/community experience restrictions in their free and privileged access to their religious and cultural sites? |
| | 40. Has the State, in collaboration with the indigenous peoples concerned, developed fair, transparent and effective mechanisms for access to and repatriation of ceremonial objects and human remains? | 38. Have you, since 2008, experienced that others have taken or used your cultural heritage, traditional knowledge or traditional cultural expressions without your permission? |
| Lands, territories and resources | | |
| Recognition, protection and adjudication of inherent rights to lands, territories and natural resources | 41. Does national legislation recognise indigenous peoples' collective rights to lands, territories and resources? | 41. Is your right to lands, territories and resources recognised by the government? |
| | 42. Has the State adopted clear procedures for identification, demarcation, mapping and registration of indigenous peoples' lands or territories in consultation with and in accordance with indigenous norms, values and customs? | 45. Does your people/community experience conflicts related to land or natural resources? |
| | 45. Have there, since 2008, been incidents of settlements, land grabbing, land use or resource extraction without indigenous peoples' free, prior and informed consent? | 47. Have your people or community/ies, since 2008, experienced incidents of settlement, land grabbing, land use or resource extraction without your free, prior and informed consent? |
| Dispossession, removal and relocation | 46. Have there, since 2008, been incidents of displacement or relocation of indigenous peoples without free, prior and informed consent? | 48. Have your people or community/ies, since 2008, experienced incidents of displacement or relocation without your free, prior and informed consent? |
| Environment | 47. Has the State, since 2008, established or extended protected areas on indigenous peoples' territories without their free, prior and informed consent? | 55. Has the State declared any part of the territory of your community/people as a park or protected area, without your free, prior and informed consent? |
| | 49. Have there, since 2008, been incidents of storage or disposal of hazardous materials on indigenous peoples' lands and territories without their free, prior and informed consent? | 57. Have there, since 2008, been incidents of storage or disposal of hazardous materials on the lands or territory of your people/community without your free, prior and informed consent? |
| Military Activities | 50. Have there, since 2008, been military activities on indigenous peoples' lands and territories without their agreement? | 58. Have there, since 2008, been incidents of military activities on lands or territory of your people/community without your agreement? |

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| | 51. Have there, since 2008, been incidents of paramilitary activities on indigenous peoples' lands and territories? | 59. Have there, since 2008, been paramilitary activities on the lands or territory of your people/community? |
| | 52. Are there indigenous refugees or internally displaced persons due to conflict and violence? | 60. Have any members of your people/community, since 2008, been refugees or internally displaced due to conflict and violence? |
| Fundamental rights and freedoms | | |
| Fundamental rights and freedoms | 53. Since 2008, have any indigenous individuals – while defending the rights of the community - been victims of any of the following atrocities: | 61. Since 2008, have any community members – while defending the rights of the community - been victims of any of the following atrocities: |
| | 56. Have there, since 2008, been incidents of death and physical injury of indigenous individuals resulting from arrests or other acts of apprehending persons by law enforcement officials? | 64. Have there, since 2008, been cases where members of your people/community have died or been physically injured as a result of arrests or other acts of apprehending persons by law enforcement officials? |
| | 57. Have there, since 2008, been incidents of suppression of indigenous peoples' peaceful assembly contrary to international human rights law? | 65. Have there, since 2008, been incidents where peaceful assemblies of your people/community have been suppressed? |
| | | 67. Approximately, how many women and girls (aged 15 and older) have experienced the following incidents of violence in the last 12 months? |
| Participation in public life | | |
| Citizenship | 61. Have all indigenous children under age 5 had their birth registered with a civil authority? If not, what (estimated) proportion of indigenous children under age 5 have had their birth registered with a civil authority? | 68. Approximately, how many children of your people/community under age 5 have had their birth registered with a civil authority? |
| | 62. Have all indigenous women and men recognised citizenship? If not, what (estimated) proportion of indigenous women and men have recognised citizenship? | 69. Approximately, how many adult women and men from your community have recognised citizenship? |
| Participation in public affairs | 58. Are there indigenous women and men that hold seats/s in national parliament? | 71. Are there any men or women from your people/community who have seats in national parliament and/or elected local government bodies? |
| | 59. Does national legislation recognise the right of indigenous peoples to participate in decisions that may affect | 70. Approximately, how many adult men and women of your people/community have the possibility to vote in elections for national and local government? |

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| | them, through their representative institutions? | |
| | 60. Are there special provisions for direct participation of indigenous peoples' elected representatives in State legislative and appointed bodies? | |
| Legal protection, access to justice and remedy | | |
| Access to justice and remedy | 63. Are indigenous peoples recognised as legal entities (juridical personalities) in national legislation, with capacity to defend/litigate rights and seek remedies for violations? | 72. Is your people/community recognised as a legal entity (juridical personality) that can hold rights, defend and litigate rights and seek remedies for violations? |
| | 64. Is the right to access to translation into indigenous languages in legal proceedings recognized in national legislation? | 73. Has your people/community been able to take legal action to litigate rights and seek remedies for violations? |
| | 65. Have there, since 2008, been incidents of court rulings that take into consideration customary law? | |
| | 66. Have there, since 2008, been incidents of court rulings that provide remedy for infringements of indigenous peoples' collective rights? | |
| | 67. Does the State provide training courses on indigenous peoples' rights for the following groups? | |
| Cross-border contacts | | |
| Cross-border contact | 69. Does national legislation recognise indigenous peoples' right to maintain cross-border contacts and collaboration? | 75. Does your people/community experience restrictions in cross-border contacts and collaboration with other indigenous peoples/communities? |
| | 70. Do indigenous peoples face restrictions in their cross-border contacts and collaboration? | |
| Freedom of expression and media | | |
| Freedom of expression and media | 71. Are indigenous languages used in the following State-owned media? | 77. Has your people/community access to any of the following media, operated by indigenous peoples themselves (tick as many boxes as relevant)? |
| | 73. Does national legislation recognise indigenous peoples' right to establish their own media? | 78. Has your people/community access to any of the following mainstream media? |

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| | | 79. Has your people/community access to programmes in indigenous language(s) broadcasted by State-owned media? |
| | | 80. Approximately, how many of your people/community have access to internet at home? |
| Combating prejudice and discriminatory propaganda | 72. Does national legislation prohibit advocacy of hatred that constitutes incitement to discrimination, hostility or violence against indigenous peoples? | 109. To what extent are the cultures, traditions and histories of your people/community positively reflected in the primary school curricula? |
| | 88. Are indigenous peoples' cultures, traditions and histories positively reflected in national primary school curricula? | |
| General economic and social development | | |
| The right to food | 75. Are there indigenous children who are stunted? If yes, what is the proportion of indigenous children under-five years of age with stunting? | 86. Approximately, how many children under five years of age suffer from stunting in your people/community? |
| | | 87. Have your people/community experienced any of the following incidents of food insecurity over the past 12 months? |
| The right to development | 76. Have indigenous peoples participated in the definition of the national poverty reduction strategy? | 124. Can your people/community perform their traditional occupations (such as pastoralism, hunting/gathering, shifting cultivation, fishing) without restrictions? |
| | 77. Do national poverty reduction strategies and programs comprise special measures to overcome poverty of indigenous peoples? | 90. Approximately how many men in your community/people do you consider poor? |
| | | 94. How many men and women from your community live below the national poverty line? |
| Social protection | 80. Has the State developed targeted social protection programs for indigenous peoples? | 95. Approximately, how many men and women of your people/community is covered by social protection programs (social health protection, old age pension, unemployment benefit, benefits during maternity leave)? |
| Housing, water and sanitation | 81. Has the State developed targeted housing, water and sanitation schemes for indigenous peoples? | 42. Does your people or community/ies have title deeds or other binding agreements in recognition of their collective right to lands or territories? |

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| | | 44. Approximately, how many women and men (or couples if titles are held by both spouses) of your people/community have title deeds or other binding agreements in recognition of their individual rights to land? |
| | | 96. Approximately, how many of your people/community uses safely managed drinking water services? |
| | | 97. Approximately, how many of your people/community use safely managed sanitation services, including a hand washing facility with soap and water? |
| | | 98. Has the local government established policies and procedures to ensure that your community/ies can participate in water and sanitation management? |
| | | 99. Approximately, how many of your people/community have access to electricity? |
| Education | | |
| Education | 82. Does national legislation recognise the right to mother-tongue and culturally appropriate education? | 100. How many of the children in your community/ies participate in organized learning (pre-school) one year before they enter primary school? |
| | 83. Does national legislation recognise indigenous peoples' right to establish their own educational institutions? | 101. Approximately, how many girls and boys of your people/community complete primary school? |
| | 85. Has the State developed special measures within the national education strategies and programs to ensure equal access to education for indigenous peoples? | 102. Approximately, how many girls and boys of your people/community complete secondary school? |
| | 86. Are primary education curricula diversified in accordance with indigenous peoples' cultural and linguistic characteristics? | 103. Approximately, how many women and men of your people/community enrol in tertiary (higher) education? |
| | 87. Are secondary education curricula diversified in accordance with indigenous peoples' cultural and linguistic characteristics? | 104. Approximately, how many indigenous children and youth read and write in their indigenous language? |
| | 89. Has the State developed special measures to train indigenous bilingual teachers? | 105. To what extent is primary education taught in your indigenous mother tongue? |

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| | 90. Do all indigenous girls complete primary education? If no, what is the primary education completion rate for indigenous girls? | 106. To what extent is secondary education taught in your indigenous mother tongue? |
| | 91. Do all indigenous boys complete primary education? What is the primary education completion rate for indigenous boys? | 107. How accessible are primary school facilities for the children of your community/people? |
| | | 108. Do the school(s) in your community/ies provide access to the following facilities: |
| Health | | |
| Health | 97. Does national legislation recognise indigenous peoples' right to maintain traditional medicines and health practices? | 110. How has the importance of traditional healing practices and medicines changed over the last 20 years in your people/community? |
| | 98. Has the State developed targeted health programs for indigenous peoples? | 112. Approximately, how many children of your people/community have received full immunization as recommended by national vaccination schedules? |
| | | 117. How accessible are health facilities for your community/people? |
| Employment and occupation | | |
| The right to work and equality in employment and occupations | 104. Does national legislation prohibit discrimination based on indigenous identity or background with respect to access to recruitment and terms and conditions of employment? | 122. How has the importance of these traditional occupations for men changed over the last 20 years? |
| | 105. Has the State developed special measures to promote employment of indigenous youth? | 119. How has the importance of these traditional occupations for women changed over the last 20 years? |
| | 108. Does national legislation penalize forced labour and human trafficking? | 126. Approximately, how many young men and women (15-24 years) in your community/people are employed in the formal sector (i.e. have jobs with normal work hours and regular wages, that are recognized as income sources on which income taxes must be paid)? |
| | 109. Has the State developed special measures to eliminate forced labour among indigenous peoples? | 127. Approximately, how many young men (15-24 years) in your community/people migrate from your traditional territory and lands in search of work? |

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| | | 128. Approximately, how many young women (15-24 years) in your community/people migrate from your traditional territory and lands in search of work? |
| | | 129. Since 2008, have any men or women of your people/community been victims of forced labour? |
| | | 130. Since 2008, have any men or women from your people/community been victims of trafficking? |
| Child labour | 111. Has the State developed special measures to eliminate child labour among indigenous peoples? | 131. Are any girls of your people/community victims of the following types of child labour: |
| | | 132. Are any boys of your people/community victims of the following types of child labour: |
| Vocational training | 112. Has the State developed special measures to provide vocational training according to indigenous peoples' special needs or traditional occupations? | 125. How many of the young men and women (aged 15-24) in your people/community are not in education, employment or training? |
| | | 133. How many young women and men (15?-24 years) of your community/people are enrolled in vocational education programmes at secondary or post-secondary level? |