

Key Messages/ Action Items from small group discussions				
FWG/LCIPP	GGA/GST	Activities	Other key messages	Case Studies/examples
<ul style="list-style-type: none"> The LCIPP work plan should encourage leadership training for the Loss and Damage fund. Pre-session meetings to support the building of the capacity of youth and knowledge holders to engage in policy space Strengthening indigenous participation with Governments LCIPP can work on advancing loss and damage fund concepts and definitions. Participation of the indigenous caucus and LCIPP in the meetings of the Loss and Damage Fund. Participation and representation of local communities Translation of documents in other languages Regular seminars for knowledge holders Create guidance mechanisms to promote the creation of platforms/national platforms to connect with the LCIPP Strengthen collaboration with UN-body (i.e. UNESCO) Promote full and effective planning, not just the participation of indigenous peoples Dissemination of past meeting reports of activities to Indigenous peoples Resources requirement for enhancing engagement including synthesis reports on different decisions and monitoring of the outcomes Need interlinkages with Bodies Improve engagement with Parties and negotiators Greater coordination of the LCIPP/FWG and the caucus to 	<ul style="list-style-type: none"> GGA should embrace the values and principles of indigenous peoples and local communities, and their knowledge and decision-making. Countries should be invited to develop indicators for measuring indigenous participation and knowledge – examples of this include NAPs, and institutional arrangements (such as Māori Climate Action Platform¹) to implement NAPs. Workshops should lead to an outcome to measure and conceptualize the GGA metrics. Value the knowledge(s) of women and incorporate them into the GGA, and incorporate/include/consider the new/future generations <p>GST</p> <ul style="list-style-type: none"> Manifestation of human rights with the UNFCCC and GST process. With regards to respect and recognition of Indigenous peoples rights at national, regional and international levels including respect for Free prior and Informed Consent and the participation in decision 	<p>Overall:</p> <ul style="list-style-type: none"> Improve communication and dissemination of the agenda head of time prepare a toolkit to share with knowledge holders Engage scientists, negotiators, and other constituted bodies <p>Activity 1</p> <ul style="list-style-type: none"> Support on the theme: “Transformative change: Perspectives from Indigenous peoples Main aim should be to change mindset by focusing on lived experiences. Sharing of /elevating case studies from the ground/lived experiences on how Indigenous peoples are implementing collective actions to adapt and mitigate to climate change with or without resource support. Linking the roundtable discussion with the topics that the high -level champions will focus on during COP28 Provision of more space and time for exchange/interventions among Indigenous peoples. More time for knowledge holders to share information and receive feedback (two-way exchange) Promote participation of the states or the negotiators Possible roundtable themes: <ul style="list-style-type: none"> L&D Finance Indigenous Food Systems + Land Management Mitigation Nexus of Food, Water, and Energy Disability and health needs highlighting <p>Activity 3</p> <ul style="list-style-type: none"> Developing kit for youth to build their capacity to engage in climate process in friendly formats LCIPP should be the catalyst for elevating the indigenous curriculum with a fundamental focus on indigenous knowledge in relation to climate change Promote the bilingual intercultural curriculum and incorporate issues of dynamic change(s), and states can promote and respect the/this Indigenous curriculum <p>Activity 8</p> <ul style="list-style-type: none"> concerned about the impacts of CC on young people in Aotearoa. There is an increase in these areas on mental health issues Further participation of youth in defining the agenda of Youth Roundtable process Promote indigenous and regional youth climate negotiators 	<p>National level</p> <ul style="list-style-type: none"> Countries should provide dedicated finance for adaptation and ensure accessibility for indigenous peoples and local communities Country Parties should recognize rights to food security, land tenure and custodianship and develop a communication-based mechanism on the process for recognizing these rights The NDCs of the states are not taking into account or inviting indigenous peoples integrally: to seek the good practices of the inclusion of the states with the indigenous peoples Need to draw IP into NDCs development <p>Overall messages</p> <ul style="list-style-type: none"> Support IP authority, Support IP knowledge, Supporting resiliency and jurisdictional authority. Can’t forget the impacts of mitigation – some measures lead to maladaptation Climate impacts: <ul style="list-style-type: none"> Climate migration Production of native systems and services Loss of sustainable use of biodiversity Increase in invasive species and pest Increase in poverty Loss of knowledge and cultural and spiritual values Disappearance of IPs in voluntary isolation Criminalization of the defenders' Mother Earth Greater pressure/prejudice on the territories and IP ways of life Migration of species 	<ul style="list-style-type: none"> NAP – Māori Climate Action Platform Governance/territorial management (Bolivia): security of land tenure, respect for autonomous territories collectively OCAP the First Nation’s protocol developed in Canada Rotational farming in Philippines and other Asian countries Example from Nepal: Promote traditional knowledge and customary practices for water harvesting – to supply drinking water and irrigation (given the impacts of climate change) Example from Malaysia: Two types of agricultural – 1) dry rice fields and 2) rice paddy fields Examples from Canada: <ul style="list-style-type: none"> IP Fire and Forestry Management Returning salmon to the oceans- Canadian tribes examples Metis Peoples- Citizen Bee Program ☐ urban gardens led by Indigenous folk Land-based learning - LANDBACK Value: The other part is that Mother Earth gives us a garden and we are caretakers not landlords. We only come here for a short period of time. In order for our children and grandchildren to reap the rewards we have to become the original gardeners Example from Northern California, -Forests are

<p>capture indigenous participation and empower voices from all regions</p> <ul style="list-style-type: none"> • Communicating LCIPP to grassroots/giving back to communities 	<p>making particularly NDCs.</p> <ul style="list-style-type: none"> • Importance of strengthening capacities to engage in GST and spaces for engagement 	<ul style="list-style-type: none"> • Organize pre-session training for youth • Support to have mentorship prior to and during COP28 to strengthen a of Indigenous youth engage-how to navigate UN process • Specific interaction between young people and knowledge holders 	<ul style="list-style-type: none"> ○ Recolonization of IPs and minority communities/peoples 	<p>becoming alive again. Increase the range of biodiversity. Traditional knowledge is helping restore.</p>
--	--	--	--	--

¹ See [Platform to support Māori-led climate action | Ministry for the Environment](#)