

**Information Note**

**Agenda Item 4c**

**Activity 3**

**Indigenous curricula and materials**

**Description:**

Continue to identify and disseminate substantive information about development and use of curricula and materials generated by Indigenous Peoples related to climate change that highlight Indigenous knowledge in formal and informal education systems, including guidelines on ethical and equitable use of such resources, and disseminate the results via the LCIPP web portal

**Deliverables:**

1. Call for submissions and a survey for sharing relevant practices and stories in diverse formats, including written case studies, short videos, photo stories and voice recordings, as appropriate, in accordance with the substantive and procedural elements of the right to free, prior and informed consent, with a view to preparing a literature review of the collected materials for dissemination via the LCIPP web portal;
2. Annual round-table dialogue with the participation of the FWG, Indigenous Peoples, Indigenous educators, Parties, ministers of education, academic institutions and other potential partners to discuss curricula development and other educational materials, including guidelines on ethical and equitable use of such materials, to promote greater understanding of Indigenous knowledge and its importance in relation to assessing and responding to climate change.

**Possible Contributors:**

- IIPFCC
- Intergovernmental Panel on Climate Change, IPBES, International Indigenous Forum on Biodiversity, IPOs including Indigenous youth, women, educators, persons of different genders and persons with disabilities as identified by IPOs
- Academic institutions, including Indigenous Peoples educational institutions
- Relevant bodies and processes outside the Convention
- Relevant constituted bodies and workstreams under the Convention such as Action for Climate Empowerment

**Indicative time frame:**

In conjunction with the midyear sessions of the subsidiary bodies or the sessions of the COP

## Review Progress:

Under this activity, the FWG has organized two annual round-table dialogues in conjunction with the 56th session of the subsidiary bodies (SB 56) and the 28<sup>th</sup> session of the Conference of Parties (COP 28).

1. The **LCIPP Indigenous Curricula and Materials Round Table Dialogue**, in conjunction with SB 56, in Bonn, Germany, was held on 10 June 2022. The dialogue brought together Indigenous knowledge holders, local community representatives, high-level representatives from the Ministry of Education of Mexico, representatives from Non-Governmental Organizations and academic institutes to discuss:
  - a. Important contribution of Indigenous knowledge to assessing and responding to climate change; and
  - b. Best practices for inclusion of Indigenous perspectives and values in formal and informal education systems

Further information can be found on the event page [here](#).

2. The **LCIPP Indigenous Curricula and Materials Round Table Dialogue** was held in conjunction with **COP28 in Dubai, UAE**, on December 4, 2023. In collaboration with the Nairobi Work Programme (NWP), the dialogue brought together Indigenous knowledge holders who provided good examples of the development and use of curricula and materials generated by Indigenous Peoples related to climate change that highlight Indigenous knowledge in formal and informal education systems. Additionally, representatives from academic institutes, Intergovernmental Panel on Climate Change and knowledge holders discussed the ethical and equitable use of Indigenous education material to promote greater understanding of Indigenous knowledge related to climate change.

Further information can be found on the event page [here](#).

Additionally, a call for submission was launched on the [UNFCCC submission portal](#).

<b>Issue:</b>	The Facilitative Working Group (FWG) of the Local Communities and Indigenous Peoples Platform (LCIPP) invites the sharing of practices and stories pertaining to the development and use of curricula and materials generated by Indigenous Peoples. Submissions of relevant practices and stories should be in the context of climate change and highlight Indigenous knowledge in formal and informal education systems. This includes providing guidelines for the ethical and equitable utilization of these resources. Additionally, the FWG welcomes submissions in various formats such as written case studies, short videos, photo narratives, and voice recordings. All submissions should adhere to the substantive and procedural elements of the right to free, prior, and informed consent from the holders of the knowledge shared. This call for submissions is part of the implementation of LCIPP's second three-year workplan.	<b>Deadline:</b>	31/10/2024
<b>Title:</b>	Share specific practices and stories related to the development and use of indigenous curricula and materials in formal and informal education systems, in the context of climate change	<b>Session Name:</b>	<b>SBSTA 60</b>
<b>Mandate:</b>	Decision 16/CP.26	<a href="#">START SUBMISSION</a>	

There are no submissions yet.

## Strategic implementation of the deliverables under the second three-year workplan

In the second half of 2024,

- The FWG will publish an informal summary of the LCIPP Indigenous Curricula and Materials Round Table Dialogue, held in conjunction with COP 28
- Conduct targeted outreach to promote submission through the UNFCCC submission portal and LCIPP Resource Hub.

- Conduct a literature review of the collected materials
- Organize LCIPP Indigenous Curricula and Materials Round Table Dialogue

Discussions at FWG 11

To plan for the implementation of deliverables, the FWG members will

- Share possible formal and informal education systems that co-leads can reach out to for relevant materials (For instance, earlier this year, during FWG informal intersessional meeting, FWG Indigenous Peoples representatives from North America and Arctic shared the following: University of Victoria ([Joint Degree Program in Canadian Common Law and Indigenous Legal Orders](#)), University of Guelph ([Bachelor of Indigenous Environmental Science and Practice](#)), University of Trent ([Bachelor of Indigenous Environment Studies and Science](#)) and WINHEC.
- Share other strategies to conduct wider outreach
- Suggest main components and outline of the literature review to be conducted
- Discuss and decide on the design of the LCIPP Indigenous Curricula and Materials Round Table Dialogue and when can it be conducted.

FWG invites contributors, through the small group discussions to provide their inputs on the following questions:

1. Are there existing Indigenous practices and/or materials related to curriculum development from your region? If yes, please share.
2. What did you like best from last year's LCIPP Indigenous Curricula and Materials Round Table Dialogues? How can we make it better?
3. What should be the theme of this year's LCIPP Indigenous Curricula and Materials Round Table Dialogue?