

LCIPP Curricula Roundtable at COP 29

Indigenous Curricula and Educational Materials for Transformational Climate Action

Draft Concept Note

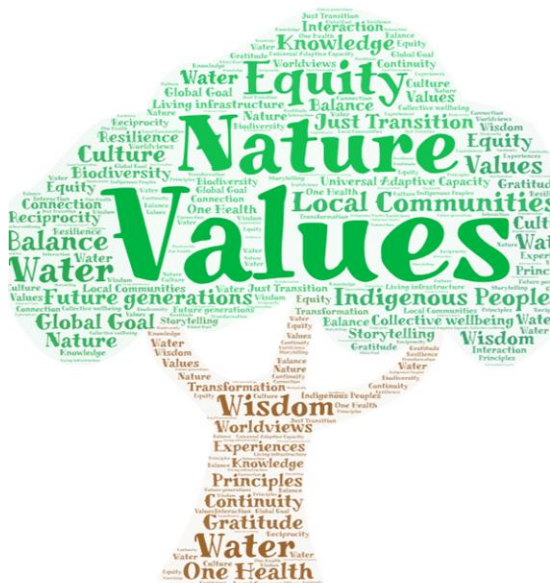
Background

Indigenous Peoples have long held profound respect for Nature, recognizing the interconnectedness of all. Indigenous knowledge systems, cultivated over generations through careful observation and interaction with the land and water, offer invaluable insights into environmental stewardship and transformational climate action.

As 2023 stands as the hottest year on record,¹ with extreme weather events devastating communities worldwide, incorporating the values, worldviews, and knowledge of Indigenous Peoples into education systems becomes imperative for transformational climate action and ensuring the long-term resilience of all.

Despite the richness of Indigenous knowledge systems, there remain a gap for mainstreaming education systems to incorporate the knowledge systems of Indigenous Peoples further. For generations, Indigenous knowledge has been transmitted through oral traditions, storytelling, community engagement, mentorship, and cultural rituals. However, climate change and marginalization threaten these knowledge systems, jeopardizing their ethical and equitable incorporation into formal and informal education systems at all levels.

This roundtable dialogue, as part of the work under the Local Communities and Indigenous Peoples Platform (LCIPP), UNFCCC, seeks to facilitate the exchange of experiences and expertise in developing Indigenous curricula and materials related to climate change in formal and informal education systems. The dialogue will also focus on the ethical and equitable use of such materials.



Date, Time and Venue

→ 13 November 2024
13:00 -15:00
Azerbaijan Time (AZT)

→ **Venue:**
MR 11, Area C, Zone B
Baku, Azerbaijan

→ Interpretation available in the UN languages English, Spanish, Russian, French

Objectives

The objectives of this round-table dialogue include:

- **Highlight Indigenous Curricula and Education Materials**
 - Showcase curricula and education materials developed by Indigenous Peoples for holistically addressing climate change
- **Promote Equitable Engagement**
 - Foster a shared understanding of ethical and equitable use of Indigenous curricula and materials in formal and informal education systems
- **Foster Meaningful Collaborations**
 - Facilitate interactive dialogue between Indigenous educators, climate policymakers, academic institutions, UN agencies, and other relevant entities to strengthen co-creating and transmitting curricula and education materials to enrich and transform climate actions.

Expected Outcomes

- **Enhanced Understanding**

Deepen collective understanding of Indigenous knowledge systems and their critical role in addressing climate change
- **Documentation of Current Practices**

Identify and disseminate existing practices of developing and using Indigenous curricula and materials in formal and informal education systems
- **Guidelines**

Facilitate exchange of guidelines for the ethical and equitable use of Indigenous curricula and materials
- **Policy Recommendations**

Develop a clear set of recommendations for climate policymaker and educators to incorporate the values, worldviews, and knowledge of Indigenous Peoples into education systems.

Target Audience

- Indigenous Knowledge Holders
- Representatives from Local Communities
- Education Ministers and Party representatives
- Educators and Curriculum Developers
- Representatives of educational institutions and universities
- International Organizations and UN agencies, including FAO, UNESCO, and CBD
- NGOs focused on Indigenous rights and education
- Researchers and Academics

Agenda

Indigenous Curriculum and Education Materials for Transformational Climate Action

<p>13:00 – 13:30</p>	<p>Indigenous Invocation</p> <ul style="list-style-type: none"> ○ Putu Ardana, Customary Leader of the Adat Tamblingan Indigenous community in Bali, Indonesia. <p>Opening Session</p> <ul style="list-style-type: none"> ○ Opening remarks by Minister Sônia Guajajara, Minister of Indigenous Peoples in Brazil <p>Setting the Scene – Daria Egereva</p> <p>Representatives from the Facilitative Working Group (FWG) will provide a brief overview to set the context for this important dialogue on Indigenous curricula and educational materials for transformational climate action.</p> <p>Following this, knowledge holders from the United Nations Indigenous sociocultural regions will share existing good practices and resources related to Indigenous curricula and educational materials, including guidelines for the ethical and equitable use of such materials in both formal and informal education at all levels. They will also offer recommendations on how to incorporate Indigenous knowledge, values, and worldviews in education to drive transformational climate action in an ethical and equitable way.</p> <ul style="list-style-type: none"> ○ Aii Satu Ali (Africa) ○ Andrei Issakov (Central and Eastern Europe, Russian Federation, Central Asia, and Transcaucasia) ○ Anna Nuariki (Pacific) ○ Luena Karipuna (Latin America and the Caribbean) ○ Mrinal Kanti Tripura (Asia) ○ Priscilla Settee (North America)
<p>13:30 – 14:30</p>	<p>Thematic Consultative Circles</p> <p>The group discussions will follow a Rotating Consultative Circles, with 20 minutes allocated per round. Participants will divide into smaller groups to explore the following specific topics:</p> <ul style="list-style-type: none"> • What are some examples of Indigenous curricula and educational materials related to climate change? • What guidelines should be followed to ensure the ethical and equitable use of Indigenous curricula and materials in educational systems? • What recommendations can strengthen the incorporation of Indigenous curricula and materials in education to drive transformational climate action?
<p>14:30 – 14:50</p>	<p>Plenary Session – Moderated by Edna</p>

Knowledge holders from the seven UN Indigenous sociocultural regions will be invited to serve as facilitators and rapporteurs for the **Rotating Consultative Circles**. Following the discussions, they will return to the plenary to share three key takeaways from their respective circle.

- Report back from the Consultative Circle discussions
- Interactive Q&A

14:50 –
15:00

Closing Remarks

- Closing remarks by FWG Co-Chair Walter Gutierrez

Indigenous Invocation

- Paul Irgaut from Igloolik