

**FWG 12 - Small Group Discussions Notes**  
 SPE Nazimi, Area B, Baku Stadium, Azerbaijan  
 6<sup>th</sup> November 2024

**Agenda Item 4: Review of 2022-2024 LCIPP workplan implementation**

- Activity 1 (Annual gathering of knowledge holders) – See Annex I for more information on the activity
- Activity 3 (Indigenous curricula and education materials) - See Annex II for more information on the activity
- Activity 8 (Annual youth round table) - See Annex III for more information on the activity

**Time:** 10:00 to 11:30 AZT

**Notes**

<b>Name of the group:</b>	
Moderators:	
Note takers:	
<b>Guiding questions:</b> <ol style="list-style-type: none"> <li>1. How has this activity (A1/3/8) facilitated the exchange of experiences, perspectives, and expertise of Indigenous Peoples and local communities in the UNFCCC process?</li>   <li>2. Looking ahead, how can this activity—through aspects like thematic focus, the nomination of knowledge holders, and engagement opportunities at COP sessions—be enhanced to expand its impact and reach (<i>including in the context of the 2025-2027 LCIPP workplan</i>)?</li> </ol>	
Running Notes: Activity 1	Key Messages for reporting back: <ul style="list-style-type: none"> <li>● Relating to guiding question 1:               <ul style="list-style-type: none"> <li>○ ...</li> <li>○ ...</li> </ul> </li> <li>● Relating to guiding question 2:               <ul style="list-style-type: none"> <li>○ ...</li> <li>○ ...</li> </ul> </li> </ul>
Running Notes: Activity 3	Key Messages for reporting back: <ul style="list-style-type: none"> <li>● Relating to guiding question 1:               <ul style="list-style-type: none"> <li>○ ...</li> <li>○ ...</li> </ul> </li> <li>● Relating to guiding question 2:               <ul style="list-style-type: none"> <li>○ ...</li> <li>○ ...</li> </ul> </li> </ul>
Running Notes: Activity 8	Key Messages for reporting back: <ul style="list-style-type: none"> <li>● Relating to guiding question 1:               <ul style="list-style-type: none"> <li>○ ...</li> <li>○ ...</li> </ul> </li> <li>● Relating to guiding question 2:               <ul style="list-style-type: none"> <li>○ ...</li> <li>○ ...</li> </ul> </li> </ul>
<b>Additional Important Information Shared:</b>	

Important case studies (e.g. specific practices, values, and policies related to Indigenous Peoples and local communities), recommendations.

## Annex I

### Annual meetings in conjunction with COP

#### Description:

Under the function of "knowledge": Organize annual meetings in conjunction with the sessions of the COP, with the participation of Indigenous Peoples and Indigenous knowledge holders, to expand and enhance inclusion of traditional knowledge, knowledge of Indigenous Peoples and local knowledge systems in addressing and responding to climate change, consistently with rights-based international safeguards and Indigenous Peoples cultural protocols.

The aim of the annual meetings will be to build the engagement of Indigenous youth, women, children, persons with disabilities and youth from local communities in all levels and aspects of climate action and bring together strategies and technologies to reduce greenhouse gas emissions and build climate resilience.

#### Deliverables:

1. One gathering per year in conjunction with the session of the COP, to take place in round-table discussion format, divided into two parts: one for Indigenous Peoples including Indigenous youth and persons of different genders, and a focus on intergenerational knowledge-sharing; and one that includes Indigenous Peoples, local communities, constituted bodies under the Convention and scientific bodies focused on integrating diverse knowledge systems;
2. Compilations of recommendations/best practices for including diverse knowledge systems, advancing climate action and implementing effective safeguards for traditional knowledge, knowledge of Indigenous Peoples and local knowledge systems under the UNFCCC;
3. Informal summaries of the annual meetings, which could include information on good practices, challenges and proposed ways forward in addressing and responding to climate change;
4. Sharing of relevant resources via the LCIPP web portal in accordance with the substantive and procedural elements of the right to free, prior and informed consent;

#### Possible Contributors:

- International Indigenous Peoples Forum on Climate Change (IIPFCC);
- Indigenous regional organizations and networks, knowledge holders, Indigenous youth, women, persons of different genders and persons with disabilities as identified by IPOs;
- Local communities, including youth, women, persons with different genders and persons with disabilities;
- Relevant constituted bodies and workstreams under the Convention, including the AC, the PCCB and the WIM Executive Committee.

## Annex II

### 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

## Annex III

### Annual youth round table

**Description:**

Host an annual round table, in collaboration with Indigenous youth and youth from local communities, as well as with broad and gender-balanced youth representation from each of the United Nations Indigenous sociocultural regions, to explore gender-responsive ways and means to strengthen the engagement of youth, and participation in intergenerational knowledge-sharing and continuing/strengthening practices on the ground, as well to contribute to climate policies and actions at the national and international level.

**Deliverables:**

1. Knowledge-gathering devoted to intergenerational knowledge-sharing, intergenerational equity, strengthening relevant practices on the ground, and enhancing youth engagement in climate policy development and implementation at all levels with a view to developing recommendations on how to enhance the leadership of Indigenous youth and youth from local communities
2. Recommendations from Indigenous youth participants and youth participants from local communities, ensuring gender and sociocultural balance, on the promotion of their participation in the activities of the FWG, as well as opportunities to enhance knowledge-sharing, capacity-building and policy for integration under the UNFCCC process

**Possible Contributors:**

- Indigenous youth and organizations as identified by IPOs, ensuring sociocultural and gender balance
- Youth from local communities, ensuring sociocultural and gender balance
- Relevant bodies and processes under and outside the Convention