

## **FWG 13 - Small Group Discussions Notes**

Nairobi 1-3 WCCB, Bonn, Germany

11 June 2025

### **Agenda Item 3b: Strategic Implementation of the Baku Workplan**

#### ***Collective Approach 1: Gathering of Knowledge Holders***

This approach creates an annual cycle that begins by convening knowledge holders to exchange experiences, worldviews, stories and practices. The outcomes of these gatherings feed into inclusive dialogues with Indigenous Peoples, local communities, Parties, constituted bodies and other LCIPP contributors. An informal briefing is also organized to strengthen the capacity of Indigenous Peoples and local communities for meaningful engagement at COP sessions. Key deliverables include a summary report that documents discussions, recommendations, and engagement opportunities, as well as case studies compiled in various formats. Outputs, including case stories and recommendations, will be woven into the relevant workstreams across the UNFCCC, guided by the annual LCIPP theme(s).

#### ***Collective Approach 2: Regional Engagement***

This approach brings the Baku Workplan to the regional level. Each year, at least two gatherings will take place in different UN regions, with the direct involvement of elders, practitioners, knowledge holders, women and youth in the planning and implementation of these gatherings. Outcomes from these gatherings feed into regional dialogues that also involve Parties, constituted bodies and other LCIPP partners. The FWG also facilitates the participation of Indigenous Peoples and local communities in existing regional activities, such as the NAP Expo, to widen the reach and impact. Summary reports and case stories from regional engagements inform relevant workstreams across the UNFCCC, amplifying the engagement of Indigenous Peoples and local communities and supporting the repositioning of regional climate narratives in line with the FWG's vision and strategy.

#### ***Collective Approach 3: Seventh-Generation Roundtable***

This approach centres on an annual Seventh-Generation Round Table, grounded in the principle of safeguarding the well-being of the seventh generation and elevating intergenerational perspectives. Preparations for the Round Table include virtual meetings to engage Indigenous youth and youth from local communities in designing a regionally balanced agenda and building their capacity for meaningful engagement in COP sessions. Outcomes, including summary reports, recommendations and case stories, enrich the UNFCCC process by amplifying the voices of Indigenous youth and youth from local communities and reinforcing intergenerational and global commitments to climate action and the restoration of nature.

**Time:** 11:00-12:30 CEST

#### **Notes**

<b>Name of the group:</b>
Moderators:
Note takers:

## Guiding questions:

### Collective Approach 1: Gathering of Knowledge Holders

1. What topic(s) should guide the Fifth Annual Gathering of Knowledge Holders, in alignment with the LCIPP functions and annual theme?
2. How can the gathering format be improved to ensure meaningful participation of Indigenous Peoples and local communities?

### Collective Approach 2: Regional Engagement

1. How can bi/regional gatherings better reflect the priorities and lived experiences of Indigenous Peoples and local communities?
2. What regional-level processes, platforms, or initiatives exist in your regions that can benefit from engaging with the LCIPP?

### Collective Approach 3: Seventh-Generation Round table

1. What values and cultural concepts from your region best communicate intergenerational considerations and/or collective well-being?
2. What sub-topics (in alignment with the LCIPP annual theme and functions) could be included in the roundtable agenda to reflect intergenerational considerations?
3. How can the roundtable format be improved to ensure meaningful participation of Indigenous youth and youth from local communities?

### Running Notes: **Collective Approach 1**

- First time we have developed a theme, involvement of the discussions
- **Just climate action** – we could ask them to define
- Specific topic of academic, suggested on focus on specific issues like just transition, loss and damage, so that the knowledge holders could be more focused
- Makes sense to talk about just transition, **IP Summit on JT and effort to bring those principles into the decision** – what does JT mean to IPs?
- **JT** is an aspect of climate action -  
(1) Eileen raised the issue of environmental rights defenders (it doesn't help that governments are taking people that are not helping  
(2) IPCC call. **How do we integrate IK in the work of the IPCC report** –

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<p><b>help to inform the closed workshop on IPCC in November/ CBD (IPBES)</b></p> <ul style="list-style-type: none"> <li>• <b>Could develop a question related to personal lived experience with nature/IK</b></li> <li>• Arctic tends to nominate people who live more from the land, and then the FWG takes that</li> <li>• Our knowledge comes from our relationships with our territories, so <b>learning about the personal stories is important, just should not disengage from the idea that IK is owned by the collective</b> – possibly be careful about using the word individual</li> <li>• Participant – <b>thinks its easier to speak on their own behalf, then they tend to talk about the collective. When we ask them to speak on behalf of a collective they can shut down.</b></li> <li>• LC participant – Brazil has a national council, liked the concept of personal lived experiences, ask them the questions and at the same time, <b>ask where they do this sharing of knowledge and then we can connect this to the land rights as a need to protect that knowledge – where is the knowledge being used?</b></li> <li>• Approach – bad conscious doesn't help us make the change, if we could use the knowledge holders to promote the issues, not just using the language such as inclusion, but <b>actually influence the policy.</b></li> <li>• Robert – we are coming to the end of the SDGs, maybe because they didn't have the Indigenous perspectives</li> <li>• GB – <b>ask KHs to share where they have been successful in influencing policy.</b></li> </ul>	
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<ul style="list-style-type: none"> <li>• Similar to JT – <b>ask what is climate action, to give a place-based opinion on justice</b>, which is less focused than JT, what is justice</li> <li>• (We then looked at questions from last three years to see which topic have been previously covered)</li> <li>• Just Transition has a very concrete history, but as we see the transition now it is violating IPs, instead of using this language, could we <b>talk about the future of energy</b>, maybe this is the conversation we should be having</li> <li>• GB likes this approach, the <b>consumption patterns, elders and IK holders can inform us on this</b>, using her traditional cup instead of plastic is holding her value on her belt</li> <li>• Response – <b>what are IKS on the use of energy and consumption?</b></li> <li>• SC prefers to talk about climate justice because JT already implies</li> <li>• JT - moving from fossil fuels, her community runs on diesel, but there are no other <b>infrastructure</b> options right now.</li> </ul>	
<p>Running Notes: <b>Collective Approach 2</b></p> <ul style="list-style-type: none"> <li>• At the Asia-Africa bi-regional gathering, <b>IKH came together to engage on the ground and with activities that reflect Indigenous traditions</b>, good preparation is very important.</li> <li>• <b>Arctic regional gathering in 2023, we are Inuit and Saami, we have an intergovernmental organization (Arctic Council) with Arctic States and IPOs, so we invited them to the same gathering, there was also Russian and NA people because of the structure of the fora. We</b></li> </ul>	<p>Key Messages for reporting back:</p> <ul style="list-style-type: none"> <li>• Relating to reflecting priorities and lived experiences at bi/regional gatherings:</li> <li>• Relating to regional-level processes, platforms and initiatives:</li> </ul>

could be better at Parties+IPs together, so **finding a way to include more parties and being heard at the national level** is harder to be heard. **Opportunity to bring more of the negotiators to come and really learn from the ground.** The Norwegian negotiator was very happy with what he had learned. **Potential of getting the parties there is something we should strive for more.**

- **Pacific gathering, it was good because it was before COP, able to understand each others issues,** we don't know we have similar issues, it was the first gathering where **we realized we didn't know what First Nations were facing,** asked if Australia was ready to sign the Glasgow and then they did.
- **Balance of on the ground IK-exchange and elevating the issues to State parties to take on to the negotiations**
- **There are different approaches to the regional and biregional gatherings, and both are valuable**
- In Africa, you usually have a chief, then you have the youth and women but the key aspect that we are all working together to solve the climate crisis. How do we pass the IP knowledge on, the women are there and are very key so the biregional dialogue provides the space for knowledge and experience exchange, but also brings out the challenges and how do we

cope with these challenges and **what are the calls to action.**

- **Its good to have regional gathering because at the end of the day you can come up with you own positions, easier to come up with specific action plans.** The biregional Africa/Asia gathering had few IPs from Asia, so for coming together to address very specific issues. In Asia most countries do not have frameworks for respect and recognition of IPs and need this, so there could be an adoption of a framework.
- **Funding tends to be a main issue.**
- We have an LCIPP on the global level, but wanted to create an **LCIPP at the regional level to be supported by the government and effective IP participation.** Vision was how this could be connected to the country level so that it could be more directly responsive to how IPs are engaged in the processes.
- How would the caucus come together?
- It would be its own level, very different.
- Raising the point that **its always good to have regional and national engagement, but there are very few governments who are willing to finance the work.** Governments need funding to attend the regional gathering. How do we bring those governmetns together? Suggest we look at the other regional processes to piggy-back on the

<p>existing meetings. The lack of resources limit their participation so if we can provide that accomodation, there would be more dialogues. In some countries we can't do it at the national level, we have to come out to have those discussions. Make it attractive for governments to participate. Don't want it to be confrontational.</p> <ul style="list-style-type: none"> <li>• In Asia the Asian Indigenous Peoples Pact (AIPP) has an approved network of knowledge holders.</li> <li>• Arctic planning process for the International Polar Year, so in some of those planning spaces and events happening, there could be a link to the LCIPP, connecting IK to these existing processes.</li> </ul>	
<p>Running Notes: <b>Collective Approach 3</b></p> <ul style="list-style-type: none"> <li>• Arctic Inuit homelands, extended family has responsibility for your learning of traditional knowledge, uncles</li> <li>• Concept of <b>Imayan</b> - whatever we do has an impact that we may not feel now, captures our relationships and also to the past and the future</li> <li>• Cree – “<b>Capan/Chapan</b>” is what great-grandparetns and great-grandchildren call each other, “Iwasis” is Cree for children, comes for the word for light, like the cute little light</li> <li>• Concept of <b>intergeneration learning happens by watching or doing or hearing stories,</b></li> </ul>	<p>Key Messages for reporting back:</p> <ul style="list-style-type: none"> <li>• Relating to values and cultural concepts:</li> <li>• Relating to sub-topics:</li> <li>• Relating to roundtable format:</li> </ul>

<p>learning by doing, if FWG members for a portion of a time at COP would have a youth shadow them, not throw the youth in to fend for themselves - “(Oskâpewis)) an “Elder’s helper”</p> <ul style="list-style-type: none"><li>• <b>Teaching independence from a young age</b>, encouraging learning by doing – decolonialize the education system.</li><li>• Brazil – LC values – they have a popular saying that the generations are first dying, then starving, and then living their lives. Have been doing this with the national network of <b>youth, think they are creating something new and then learn that the previous generation has already done that.</b></li></ul>	
<p><b><i>Additional Important Information Shared:</i></b></p> <p>Important case stories (e.g. specific practices, values, worldviews and policies related to Indigenous Peoples and local communities), opportunities for collaboration, recommendations, challenges, etc.</p>	