



Contribution to the Belém Mission to 1.5

Planète Amazone

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Climate education and intercultural capacity-building with Indigenous Peoples as enablers for NDC and NAP implementation

1. Submitting organization

Planète Amazone is a French public-interest NGO founded in 2012, admitted as an observer organization to UN climate processes, working for the protection of the Amazon, the defence of Indigenous Peoples' rights, climate justice and the recognition of ecocide as an international crime.

Through its impact project *Amazonia, the Heart of Mother Earth*, Planète Amazone develops climate education, youth engagement, intercultural dialogue, advocacy and capacity-building activities with schools, universities, civil society organizations, public institutions and Indigenous representatives.

This submission shares field-based experience and policy recommendations to help identify high-impact action areas for the Belém Mission to 1.5.

2. Key message

Keeping 1.5°C within reach requires more than energy transition, technological deployment and financial commitments. It also requires societies, institutions and future generations to be equipped with the knowledge, skills and safeguards needed to understand, support and implement climate action.

Yet climate education remains insufficiently integrated into public policies, school systems, teacher training and youth programmes. Many young people, from primary school to higher education and professional training contexts, still receive fragmented or inadequate



preparation to understand climate change, biodiversity loss, land-use conflicts, Indigenous Peoples' rights, false climate solutions and the protection of living ecosystems.

Drawing from its work with schools, universities, youth, teachers, Indigenous representatives and civil society partners, Planète Amazone recommends that the Belém Mission to 1.5 recognize **climate education and intercultural capacity-building with Indigenous Peoples** as a strategic action area for the ambition and implementation of Nationally Determined Contributions (NDCs) and National Adaptation Plans (NAPs).

NDCs are the climate commitments submitted by countries under the Paris Agreement. NAPs are the planning tools through which countries prepare for and respond to the impacts of climate change. Both require strong public understanding, educational capacity and local participation if they are to become effective implementation instruments.

Education, training, public participation, access to information and international cooperation — the core elements of Action for Climate Empowerment — should therefore be treated as implementation infrastructure.

Civil society initiatives such as *Amazonia, the Heart of Mother Earth* can help bridge the gap between international climate commitments and the still insufficient integration of climate education into public education systems.

3. Relevance to the Belém Mission to 1.5

The Belém Mission to 1.5 aims to identify opportunities, barriers and actionable solutions to accelerate the ambition and implementation of NDCs and NAPs, while strengthening international cooperation and investment.

This contribution focuses on an under-prioritized lever: strengthening climate education and capacity-building by connecting educational institutions, civil society and Indigenous Peoples around climate change, biodiversity, Indigenous Peoples' rights and contributions, territorial protection, Free, Prior and Informed Consent (FPIC), environmental integrity, false climate solutions and ecocide prevention.

This approach may support:

- **NDC implementation**, by strengthening climate literacy, public participation, forest protection, land-use governance, environmental integrity and long-term behavioural change;
- **NAP implementation**, by strengthening local resilience, community preparedness, cultural continuity, water and food security, and adaptation strategies informed by territorial experience and Indigenous knowledge.



4. Proposed high-impact action area

Planète Amazone proposes the following action area:

Rights-based climate education and intercultural capacity-building with Indigenous Peoples for territorial protection, adaptation, youth empowerment and effective climate implementation.

This action area could combine five practical components:

1. climate education for pupils, students, teachers and educators;
2. integration of Indigenous knowledge, rights and territorial experience into climate learning;
3. intercultural cooperation between schools, universities, civil society and Indigenous communities;
4. capacity-building for youth leaders, teacher-facilitators, Indigenous youth and community communicators involved in climate action, territorial protection and international advocacy;
5. rights-based training on FPIC, territorial protection, environmental integrity, false climate solutions and ecocide prevention.

The purpose would not be to add another layer of communication around climate action, but to strengthen the human, educational and institutional capacities required to implement climate commitments on the ground.

5. Contribution to NDC and NAP implementation

5.1. Climate literacy and public understanding

NDCs and NAPs cannot be effectively implemented if citizens, young people, educators and local actors do not understand the ecological, social, legal and economic dimensions of climate action.

Climate education should therefore address not only greenhouse gas emissions and energy transition, but also biodiversity loss, deforestation, land use, water systems, food systems, territorial rights, supply chains, environmental accountability, misleading climate claims, greenwashing and false climate solutions.

This broader literacy is essential for informed public participation and for the long-term legitimacy of climate policies.

5.2. Mitigation



Indigenous territories are among the most important barriers against deforestation and ecosystem degradation. Education programmes that connect climate science, land rights and Indigenous territorial protection can help strengthen public understanding of the role of forests, biodiversity and community governance in climate mitigation.

Such programmes may also help pupils, students, teachers, policymakers and civil society actors understand why legal protection of Indigenous territories, forest governance and effective safeguards are central to reducing emissions from land-use change.

5.3. Adaptation and resilience

Indigenous knowledge systems contain practical experience in biodiversity protection, water management, food systems, ecosystem observation, fire prevention, seasonal change, cultural resilience and community adaptation.

Intercultural education can connect these knowledge systems with scientific, legal and institutional tools, supporting more grounded and locally relevant adaptation planning.

5.4. Capacity-building

NDCs and NAPs require local implementation capacity. This includes trained teachers, informed youth, equipped community communicators, Indigenous youth able to document threats and participate in decision-making, and civil society actors able to translate climate commitments into practical action.

Capacity-building should include climate literacy, knowledge of rights, safeguards and protection mechanisms, communication skills, audiovisual documentation, digital tools, language skills, biodiversity protection and access to relevant climate governance spaces.

5.5. Environmental integrity and safeguards

Climate finance, carbon-related mechanisms, nature-based solutions and conservation initiatives should be assessed against robust safeguards, including FPIC, transparent benefit-sharing, environmental integrity, respect for Indigenous governance and guarantees that offsetting approaches do not replace real emissions reductions.

Education and training can help young people, teachers, communities and decision-makers better assess the social and environmental integrity of proposed climate solutions.



6. Priority implementation pathways

6.1. Include measurable education and capacity-building targets in NDCs and NAPs

Parties should be encouraged to include practical education and training indicators in their NDCs and NAPs, such as:

- teachers trained on climate, biodiversity and Indigenous Peoples' rights;
- schools and universities involved in climate education partnerships;
- youth participating in climate and intercultural education programmes;
- educational resources produced in relevant languages, including Indigenous languages where appropriate;
- Indigenous-led educational initiatives supported;
- public participation processes involving youth and Indigenous representatives.

Such indicators would help move climate education from general awareness-raising to measurable implementation.

6.2. Develop climate education programmes with Indigenous Peoples

Schools, universities and civil society organizations could be supported in creating long-term partnerships with Indigenous communities and organizations.

Such programmes may include:

- school-community dialogues;
- hybrid exchanges between students, teachers and Indigenous representatives;
- educational sessions using documentaries, short films and other audiovisual resources as entry points for climate learning and intercultural dialogue;
- youth-led climate and biodiversity workshops;
- co-created educational materials;
- intercultural learning on forests, rivers, biodiversity, land rights, culture, adaptation and climate justice.

In Planète Amazone's experience, audiovisual resources and direct dialogue with Indigenous representatives can generate strong engagement among pupils, students and teachers, while opening pathways for longer-term cooperation between educational institutions and Indigenous communities.

The objective should not be to extract Indigenous knowledge, but to create respectful cooperation in which Indigenous Peoples are recognized as knowledge holders, educators, decision-makers and rights-holders.



6.3. Strengthen teacher training and educational resources

Climate education cannot be implemented effectively without teachers and educators who are trained, supported and equipped.

International cooperation should therefore support:

- teacher training on climate change, biodiversity and ecosystem protection;
- educational resources adapted to different age groups, from primary school to higher education and professional training contexts;
- materials linking climate change with Indigenous Peoples' rights, territorial protection and environmental justice;
- participatory pedagogical approaches;
- resources that help educators address eco-anxiety through knowledge, agency and collective action.

This is particularly important in countries where climate education remains fragmented, uneven or insufficiently connected to the realities of frontline communities.

6.4. Support Indigenous youth and community communicators

Indigenous youth need tools to defend their territories, document environmental threats, communicate internationally and participate in climate governance.

Support could include:

- audiovisual documentation and storytelling training;
- training on FPIC, territorial rights and protection mechanisms;
- digital equipment where requested and appropriate;
- access to translation and interpretation;
- training in international advocacy;
- support for community-led media and educational resources.

Planète Amazone's impact work has highlighted the importance of supporting young Indigenous communicators, especially where access to digital tools, translation, audiovisual resources and international advocacy spaces remains limited.

6.5. Develop pedagogical resources and decision-support tools

The Belém Mission could encourage the development of concrete educational and decision-support materials adapted to schools, communities and decision-makers.

For educational institutions, these may include teacher guides, age-appropriate lesson plans, discussion guides, short audiovisual modules, student activities, glossaries and thematic factsheets on climate change, biodiversity, Indigenous Peoples' rights, territorial protection, FPIC, ecocide prevention and false climate solutions.



For Indigenous communities and civil society partners, they may include communication guides, audiovisual documentation tools, advocacy materials, multilingual resources and accessible explanations of relevant rights and safeguards.

For decision-makers, they may include policy briefs, safeguard checklists, indicators and assessment tools to help evaluate whether climate solutions respect FPIC, territorial rights, environmental integrity and Indigenous governance.

Based on its experience with *Amazonia, the Heart of Mother Earth*, Planète Amazone considers audiovisual production an important educational lever. Documentaries, short films, recorded testimonies and other visual formats can help translate complex climate, biodiversity and rights-based issues into accessible learning pathways and public dialogue.

6.6. Link climate education with territorial protection and ecocide prevention

Education should not be disconnected from the material conditions of ecosystem protection.

Climate education programmes should help learners understand why the legal recognition and effective protection of Indigenous territories are essential to climate mitigation, biodiversity conservation, adaptation and intergenerational justice.

They should also address the prevention of severe environmental harm, including illegal mining, deforestation, destructive infrastructure, corporate accountability, threats against environmental defenders and the risk of irreversible ecosystem damage.

6.7. Promote low-carbon and hybrid formats for international cooperation

International climate cooperation should reduce unnecessary emissions while maintaining meaningful participation.

Hybrid formats can allow schools, universities, Indigenous communities and civil society actors to take part in dialogues, workshops and consultations without requiring constant international travel.

However, hybrid participation should not become a substitute for the physical presence of Indigenous representatives in key decision-making spaces. Travel support remains necessary when direct representation is strategically important.



7. Main barriers

Drawing from Planète Amazone's work and exchanges with partners, the following barriers appear particularly relevant:

1. Climate education remains underfunded and unevenly integrated into national policies.
2. Education is often treated as awareness-raising rather than implementation infrastructure.
3. Teachers frequently lack training on climate change, biodiversity, Indigenous Peoples' rights, FPIC and environmental integrity.
4. Indigenous knowledge and contributions are often praised rhetorically but not structurally integrated into climate strategies.
5. Indigenous education systems remain under-resourced in many territories.
6. Indigenous youth often lack access to the tools needed to defend their rights and participate in international spaces.
7. Climate finance frequently bypasses Indigenous-led initiatives and local educational capacity.
8. Carbon-related mechanisms and conservation finance can create risks when safeguards, FPIC and benefit-sharing are weak.
9. Public participation processes often remain too technical, inaccessible or symbolic.
10. Climate, biodiversity, education, human rights and territorial protection are still treated as separate policy areas, although they are inseparable in practice.

8. What international cooperation should deliver

To enhance ambition and enable effective NDC and NAP implementation, international cooperation should support rights-based climate education and intercultural capacity-building with Indigenous Peoples.

This would require:

- dedicated funding for climate education, teacher training and youth engagement;
- direct support for Indigenous educational and communication capacities;
- partnerships between schools, universities, Indigenous organizations and civil society;
- multilingual and culturally relevant educational resources;
- support for Indigenous youth participation in climate governance;
- stronger links between Action for Climate Empowerment, NDCs, NAPs and Indigenous Peoples' rights;
- cooperation between climate, biodiversity, education and human rights institutions;



- safeguards ensuring that climate finance respects FPIC, territorial rights and self-determination;
- recognition of Indigenous Peoples as partners and co-designers of climate implementation, not merely as beneficiaries.

9. Recommended indicators

The Belém Mission to 1.5 could encourage Parties and stakeholders to track education and capacity-building indicators linked to NDCs and NAPs, including:

- schools, universities and training institutions engaged in climate education programmes;
- teachers trained;
- pupils and students reached;
- Indigenous-led educational initiatives supported;
- intercultural exchanges organized;
- educational resources co-created with educators, youth and Indigenous representatives;
- resources available in Indigenous languages where appropriate;
- community communicators trained;
- public participation processes involving youth and Indigenous Peoples;
- climate finance mechanisms applying FPIC and environmental integrity safeguards.

10. Recommendations to the Belém Mission to 1.5

Planète Amazone recommends that the Belém Mission to 1.5:

1. recognize climate education and intercultural capacity-building with Indigenous Peoples as a high-impact action area for NDC and NAP implementation;
2. encourage Parties to include measurable education, training, public participation and Indigenous knowledge components in their NDCs and NAPs;
3. promote direct, rights-based and non-debt-creating finance for climate education, teacher training, youth engagement and Indigenous-led territorial protection initiatives;
4. support climate education programmes connecting schools, universities, Indigenous communities and civil society organizations;
5. ensure that climate solutions promoted under NDCs and NAPs are assessed against FPIC, environmental integrity, transparent benefit-sharing and Indigenous Peoples' rights standards;



6. strengthen climate literacy so that young people, educators, communities and decision-makers can assess the social and environmental integrity of proposed climate solutions;
7. support training on rights, safeguards, protection mechanisms and ecocide prevention as part of climate capacity-building;
8. encourage hybrid and low-carbon formats for international educational cooperation while maintaining support for meaningful in-person participation of Indigenous representatives where needed;
9. promote pedagogical resources and decision-support tools for teachers, pupils, students, Indigenous youth and decision-makers on climate justice, territorial protection, FPIC and ecosystem defence;
10. treat Indigenous Peoples as knowledge holders, educators, territorial guardians and co-designers of climate implementation.

11. Conclusion

The transition required to keep 1.5°C within reach is not only technological or financial. It is also educational, cultural, legal, territorial and intergenerational.

If NDCs and NAPs are to become effective implementation tools, they should be rooted in climate education, public participation, territorial realities and the knowledge and rights of those who protect living ecosystems on the ground.

Planète Amazone calls on the Belém Mission to 1.5 to recognize climate education and intercultural capacity-building with Indigenous Peoples as a strategic lever for climate ambition, adaptation, mitigation, justice and resilience.

This approach should be treated as a core condition for effective implementation.