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Matters relating to Action for Climate Empowerment

Progress in implementing activities under the Glasgow work programme on Action for Climate Empowerment

Annual summary report by the secretariat*

Summary

This third annual summary report under the 10-year Glasgow work programme on Action for Climate Empowerment summarizes the progress of Parties, the secretariat and other stakeholders in implementing activities under the Glasgow work programme and its action plan between September 2023 and August 2024.

* This document was submitted to the conference services for processing after the deadline in order to enable the secretariat to include all relevant inputs.

Contents

	<i>Page</i>
Abbreviations and acronyms	3
I. Introduction	4
A. Mandate	4
B. Scope and structure of the report	4
C. Possible action by the Subsidiary Body for Implementation	5
II. Mandated events.....	5
A. Event at the session of the Conference of the Parties	5
B. Dialogue on Action for Climate Empowerment	6
III. Practices and resources for monitoring, evaluation and reporting of the implementation of Action climate action	8
IV. Existing guidelines and good practices with respect to child education on and empowerment in climate action	9
V. National Action for Climate Empowerment focal points	9
A. Number of focal points	9
B. Capacity-building and networking.....	9
C. Support for participation in international meetings	11
VI. Information from Party communications and reports submitted to the UNFCCC	11
VII. Implementation of Action for Climate Empowerment by UNFCCC constituted bodies	12
VIII. United Nations Alliance on Action for Climate Empowerment.....	13
IX. Action by non-Party stakeholders	14
X. Awareness-raising and communication.....	15
XI. Youth engagement and capacity-building.....	16
A. Support for Presidencies of the Conference of the Parties.....	16
B. Action for Climate Empowerment Hub.....	17
C. Youth4Capacity programme.....	17
D. Regional climate weeks	18
E. Regional collaboration centres.....	18
F. Other youth-focused activities	18
XII. Next steps	19
Annexes	
I. References to information in this report on mandated activities under the Glasgow work programme on Action for Climate Empowerment	20
II. References to information in this report on mandated activities under the action plan under the Glasgow work programme on Action for Climate Empowerment	22
III. Practices and resources for monitoring, evaluation and reporting of the implementation of Action for Climate Empowerment	25
IV. Existing guidelines and good practices with respect to child education on and empowerment in climate action	27

Abbreviations and acronyms

ACE	Action for Climate Empowerment
CMA	Conference of the Parties serving as the meeting of the Parties to the Paris Agreement
COP	Conference of the Parties
FAO	Food and Agriculture Organization of the United Nations
ILO	International Labour Organization
IRENA	International Renewable Energy Agency
MECCE	Monitoring and Evaluating Climate Communication and Education
NDC	nationally determined contribution
SB	sessions of the subsidiary bodies
SBI	Subsidiary Body for Implementation
SCF	Standing Committee on Finance
SDG	Sustainable Development Goal
TVET	technical and vocational education and training
UNDP	United Nations Development Programme
UNESCAP	United Nations Economic and Social Commission for Asia and the Pacific
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
UNITAR	United Nations Institute for Training and Research
YOUNGO constituency	children and youth constituency

I. Introduction

A. Mandate

1. COP 26 and CMA 3 reaffirmed the importance of all six ACE elements – education, training, public awareness, public participation, public access to information and international cooperation on climate change – to achieving the objective of the Convention and the purpose and goals of the Paris Agreement and adopted the 10-year Glasgow work programme on Action for Climate Empowerment.¹
2. The Glasgow work programme,² which sets out the scope of and provides the basis for implementing ACE in accordance with the provisions of the Convention and the Paris Agreement, comprises activities under four action-oriented priority areas³ and the six ACE elements that Parties, taking into account national circumstances, and non-Party stakeholders may carry out to enhance implementation of ACE, including through cooperation, collaboration and partnerships.
3. COP 26 and CMA 3 requested the secretariat to prepare an annual summary report on progress in implementing activities under the Glasgow work programme for consideration by the SBI at its second regular session of each year.⁴
4. COP 27 and CMA 4 also requested the secretariat to include in each annual summary report information on materials, resources and findings as set out in the action plan under the Glasgow work programme,⁵ such as information on progress in implementing activities A.1, A.2, B.1, C.2, C.3 and D.1.⁶

B. Scope and structure of the report

5. This report contains information on the progress of Parties, the secretariat and other stakeholders in implementing activities under the Glasgow work programme and its action plan between September 2023 and August 2024. The information was gathered from Parties and non-Party stakeholders, including through the 2024 ACE Dialogue and relevant activities of the secretariat.
6. Chapter II below covers mandated events held during the reporting period; chapter III below presents an overview of practices and resources for monitoring, evaluation and reporting of ACE implementation; chapter IV below provides an overview of guidelines and good practices with respect to child education on and empowerment in climate action; chapter V below presents information on national ACE focal points; chapter VI below provides relevant information from Party communications and reports submitted to the UNFCCC; chapter VII below presents information on ACE implementation by UNFCCC constituted bodies; chapter VIII below discusses the United Nations Alliance on Action for Climate Empowerment; chapter IX below addresses action by non-Party stakeholders; chapters X–XI below provide information on awareness-raising and communication and on youth engagement and capacity-building respectively by the secretariat; and chapter XII below concludes with next steps.
7. Annexes I and II identify where in this report information is provided on the mandated activities under the Glasgow work programme and its action plan respectively. Annex III contains a non-exhaustive list of practices and resources for monitoring, evaluation and reporting of ACE implementation and annex IV maps existing guidelines and good practices with respect to child education on and empowerment in climate action.

¹ Decisions [18/CP.26](#), preamble and para. 4; and [22/CMA.3](#), preamble and para. 4.

² Annex to decisions [18/CP.26](#) and [22/CMA.3](#).

³ Policy coherence; coordinated action; tools and support; and monitoring, evaluation and reporting.

⁴ Decisions [18/CP.26](#), para. 12(a); and [22/CMA.3](#), para. 12(a).

⁵ Annex to decisions [23/CP.27](#) and [22/CMA.4](#).

⁶ Decisions [23/CP.27](#), para. 7; and [22/CMA.4](#), para. 7.

C. Possible action by the Subsidiary Body for Implementation

8. The SBI may wish to use the information in this report in:
 - (a) Monitoring and reviewing implementation of ACE and the Glasgow work programme and its action plan;
 - (b) Providing guidance to the secretariat on preparing future annual summary reports on progress in implementing activities under the Glasgow work programme.

II. Mandated events

A. Event at the session of the Conference of the Parties

9. Under the Glasgow work programme, the Presidencies of each session of the COP and the CMA are invited to convene, with the support of the secretariat, an in-session event focused on a thematic area relevant to the Convention and the Paris Agreement to promote coherence and strengthen coordination of work on ACE undertaken by constituted bodies and other United Nations entities and under other United Nations processes.⁷

10. The ACE event at COP 28 was entitled “Empowering a fair, inclusive and just transition” and moderated by the ACE focal point of Zambia and a representative of Climate Tracker Asia.⁸ In providing welcoming remarks, representatives of the COP 28 Presidency and the secretariat highlighted that climate change affects all people, but not equally, noting that a just transition must be shaped and informed by all members of society. They highlighted the event as an opportunity for deepening understanding of ACE as a catalyst for advancing a just and equitable transition.

11. A scene-setting presentation was given by the Co-Chair of the Katowice Committee of Experts on the Impacts of the Implementation of Response Measures, who discussed the Committee’s work related to just transition of the workforce and the creation of decent and quality jobs. The Co-Chair underscored the collective responsibility of all members of society to ensure that a transition is robust and sustainable and the importance of relevant actors putting in place adequate social safeguards and cooperation mechanisms at all levels.

12. This was followed by a presentation by a representative of the Just Transition Institute of Spain, who discussed the development of a national just transition strategy focused on decarbonizing the energy system. The aim of the strategy is to maximize the benefits of transitioning from coal to renewable energy while ensuring equal access to opportunities arising from the transition, particularly for women and other vulnerable populations. The representative emphasized the importance of social dialogue among governments, companies, trade unions, workers and communities for collaborative planning and implementation of climate policies and action.

13. Use of the World Café format then facilitated interactive discussions on how ACE can advance just transition, with a focus on topics such as multilevel collaboration, existing guidelines, participatory approaches and the inclusion of local communities, Indigenous Peoples, youth and women in the context of a just transition. The discussions were facilitated by the ACE focal points of Nigeria and Panama, representatives of the ACE Observatory, Climate Outreach, ILO and the women and gender and YOUNGO constituencies, and a member of the Facilitative Working Group of the Local Communities and Indigenous Peoples Platform. Participants agreed on the importance of applying a whole-of-society approach to designing and implementing just transition policies, strategies and measures that respond to the differing circumstances and needs of individuals, emphasizing that all six ACE elements are essential for ensuring that all members of society are adequately educated and trained to respond to climate change and able to take ownership of those policies, strategies and measures.

⁷ Decisions [18/CP.26](#), annex, para. 6(b); and [22/CMA.3](#), annex, para. 6(b).

⁸ The webcast is available at <https://unfccc.int/event/ace-in-session-event-empowering-a-fair-inclusive-and-just-transition>.

14. In closing the event, the ACE focal point of the United Arab Emirates stressed that the ACE elements play an essential role in promoting a fair, inclusive and just transition and encouraged participants to reflect on the discussions at the event and strive to integrate ACE into national climate change policies, programmes, strategies and action, ensuring no one is left behind in pursuit of a sustainable, low-carbon future.

B. Dialogue on Action for Climate Empowerment

15. COP 26 and CMA 3 requested the SBI to hold an annual in-session ACE Dialogue at its first regular session of each year with the participation of Parties, representatives of relevant constituted bodies, and relevant experts, practitioners and stakeholders that focuses on the progress of implementation of the Glasgow work programme and on its four priority areas.⁹

16. The 2024 ACE Dialogue, which focused on the priority area of tools and support, took place at SBI 60.¹⁰ The agenda and format for the Dialogue were informed by relevant submissions from Parties and non-Party stakeholders.¹¹

17. As per the action plan under the Glasgow work programme, the secretariat held at the Dialogue an expert-run session on how to write strong project proposals to support the implementation of ACE activities (activity C.3).

18. In addition, the secretariat created space in the agenda for the 2024 ACE Dialogue, including through the ACE Gallery, for implementation of the following mandated activities under the action plan:

(a) Parties and relevant organizations were invited to share experience and good practices at regional dialogues, workshops and consultations and present the outcomes at the ACE Dialogue (activity B.1);

(b) The secretariat was requested to increase peer-to-peer exchange among national ACE focal points about ACE activities at the national level through, among others, the ACE Dialogue (activity B.2);

(c) The secretariat and relevant organizations were requested to provide opportunities for youth to present at ACE Dialogues to highlight the leadership role that youth play in climate action (activity C.2).

2. Opening

19. The 2024 ACE Dialogue was opened and co-moderated by the ACE focal points of the Dominican Republic and the United States of America.

20. The SBI Chair and the UNFCCC Executive Secretary welcomed the participants and highlighted the crucial role of ACE in mobilizing all members of society to address climate change. They emphasized the need to prioritize ACE and its elements in the upcoming NDCs and encouraged participants to share ideas, good practices and lessons learned related to the priority area of tools and support with a view to promoting ACE implementation.

3. Day 1: Tools and support for implementing Action for Climate Empowerment

21. A representative of UNITAR moderated a scene-setting panel discussion among the ACE focal points of Italy and Trinidad and Tobago and a representative of Climate Outreach on challenges and opportunities associated with accessing tools and support for implementing ACE, particularly for integrating ACE elements into all climate change workstreams, promoting interministerial and multisectoral collaboration on ACE implementation and

⁹ Decisions [18/CP.26](#), para. 11(b); and [22/CMA.3](#), para. 11(b).

¹⁰ The agenda, presentations and webcasts are available at https://unfccc.int/event/in-session-action-for-climate-empowerment-ace-dialogue_2024.

¹¹ All such submissions from Parties and non-Party stakeholders referred to in this report are available at <https://www4.unfccc.int/sites/submissionsstaging/Pages/Home.aspx> (search for “Action for Climate Empowerment”).

securing funding for implementing ACE activities in an inclusive manner involving diverse stakeholders at all levels.

22. Use of the World Café format then facilitated exchanges among experts and participants on existing tools and support for ACE implementation, with discussions guided around the six ACE elements and the topic of integrating ACE into NDCs. The discussions were facilitated by the ACE focal point of Panama and representatives of Care About Climate, UNESCO, UNICEF, UNITAR and World Vision Ireland, who also reported on their country's or organization's work on ACE. Participants highlighted the need for the ACE community to come together and create synergies for implementing ACE at all levels, especially by meaningfully engaging and empowering all stakeholders, including children, youth, women, Indigenous Peoples, local communities, persons with disabilities and groups particularly vulnerable to the adverse effects of climate change. Developing tools and resources that can be adapted to different local contexts and collecting data on and evidence of effective ACE implementation were highlighted as possible ways of facilitating ACE implementation.

23. Following the exchanges, the COP 29 Presidency youth climate champion emphasized the need for the enhanced access of children and youth to tools and support for enhancing their ongoing climate action efforts and called for greater participation of children and youth in developing solutions aimed at creating a safe and just future for all.

24. Participants were then divided into breakout groups to discuss opportunities for advancing implementation of the priority area of tools and support. The discussions, which were facilitated by the ACE focal points of Australia, Liberia, Trinidad and Tobago and the United Arab Emirates and representatives of the ACE Observatory, Chile, FAO, the International Federation of Library Associations and Institutions, UNITAR and the YOUNGO constituency, focused on, inter alia, the need to:

(a) Harness the untapped potential of universities, research institutions, cultural and arts institutions, grass-roots organizations, faith-based organizations and the private sector to raise awareness of ACE and foster its implementation at all levels;

(b) Build capacities, including at the institutional level, to develop more effective bottom-up and participatory approaches to ACE implementation and equip ACE focal points with the skills and resources needed to coordinate and collaborate on ACE implementation with other stakeholders;

(c) Mobilize funding for ACE implementation through diverse channels, including philanthropies and the private sector, and align existing funding windows and mechanisms with the objectives of ACE to accelerate its implementation at all levels;

(d) Develop, with the participation of ACE focal points, efficient and systematic ways to map and disseminate information on existing ACE initiatives and projects with a view to facilitating the exchange of data and resources covering the needs of different populations.

4. Day 2: Expert-run session on how to write strong project proposals to support the implementation of Action for Climate Empowerment activities

25. A representative of the Climate and Development Knowledge Network facilitated the expert-run session, which aimed to enhance understanding of available methods and resources for writing, and thus strengthen participants' capacities to develop strong project proposals aimed at supporting the implementation of ACE activities.

26. A representative of the secretariat presented ACE-related projects in Bangladesh, Burundi, Peru and Zambia, explaining that an ACE-related project can focus exclusively on ACE implementation or integrate one or more ACE elements into project planning and implementation. The representative noted that a common challenge in writing project proposals is identifying entry points for integrating ACE and its elements into the proposal as a tool for raising climate ambition and promoting ownership of projects.

27. A panel discussion was then held on funding sources for ACE-related projects. A representative of the Green Climate Fund outlined the support for ACE available under the

Fund's Readiness Programme and projects carried out with funding from the Fund relating to locally led adaptation and early warning systems, and highlighted its environmental and social policy, which ensures that stakeholders are consulted on the design and implementation of all projects and activities carried out with funding from the Fund. A representative of the Soka Gakkai Italian Buddhist Institute shared information on available funding earmarked for ACE activities under Italy's "8x1000" initiative, as well as recommendations for designing ACE-related projects that are targeted and impactful.

28. A representative of the Climate and Development Knowledge Network then presented key elements of a strong project proposal, such as demonstration of specific, measurable and achievable objectives, an understanding of the risks involved and a clear thread of logic to ensure that the entire project proposal is coherent. The representative stressed the importance of including in a proposal the theory of change for the project, while a representative of the ACE Observatory presented as an example the theory of change developed for a project aimed at enhancing climate policy leadership and advocacy in South Asia.

29. In groups, participants then took part in an exercise to develop an ACE-related project or integrate ACE into existing or new projects, which included drafting a theory of change. The exercise provided an opportunity for peer-to-peer learning and highlighted possible areas for collaboration within the ACE community.

5. Closure

30. In closing the Dialogue, the SBI Chair thanked the moderators, speakers and experts for enhancing participants' understanding of the tools and support available for ACE implementation and development of ACE-related project proposals and encouraged participants to consider how the outcomes of discussions at the Dialogue can be translated into action.

6. Action for Climate Empowerment Gallery

31. The second edition of the poster session on ACE, children and youth, the ACE Gallery, took place at SB 60 to showcase multilevel and multi-stakeholder ACE activities and foster further engagement and collaboration within the ACE community, including through in-person interaction between the poster submitters and session participants.

32. Following an open call for expressions of interest, the secretariat selected 42 posters to be exhibited, of which 24 highlighted initiatives and projects focusing on education and empowerment of children and youth in relation to climate action.¹²

III. Practices and resources for monitoring, evaluation and reporting of the implementation of Action for Climate Empowerment

33. The action plan under the Glasgow work programme includes a request for the secretariat to compile information on monitoring, evaluation and reporting of best practices and resources and make such information available to Parties for use for their reporting on ACE activities on a voluntary basis (activity D.1).

34. A non-exhaustive list of practices and resources, which are additional to those contained in the 2023 annual summary report on progress in implementing activities under the Glasgow work programme,¹³ is contained in annex III. This list is based on inputs from relevant submissions from Parties and non-Party stakeholders.

¹² All posters are available at <https://unfccc.int/topics/action-for-climate-empowerment-children-and-youth/events-meetings/ace-dialogues/about-the-ace-dialogues/ace-gallery/2024-ace-gallery>.

¹³ [FCCC/SBI/2023/16](#), annex III.

IV. Existing guidelines and good practices with respect to child education on and empowerment in climate action

35. The action plan under the Glasgow work programme includes a request for the secretariat to map and collate existing guidelines and good practices with respect to child education on and empowerment in climate action, with special consideration given to gender equality and inclusion of persons with disabilities (activity C.2).

36. A mapping of existing guidelines and good practices is contained in annex IV. The mapping is based on a desk review of relevant literature by the secretariat as well as inputs from relevant submissions from Parties and non-Party stakeholders.

V. National Action for Climate Empowerment focal points

A. Number of focal points

37. Under the Glasgow work programme, Parties are encouraged to continue designating, assigning responsibilities to and providing support, including technical and financial support, and access to information and materials to national ACE focal points.¹⁴

38. As at 31 August 2024, 142 Parties had appointed one or more national ACE focal points, 26 of which during the reporting period, of which 7 were the first such focal point and 19 were appointed to replace an existing focal point. Some Parties had appointed two national ACE focal points, one being the main focal point and the other an alternate.¹⁵

B. Capacity-building and networking

39. Under the Glasgow work programme, the secretariat is requested to strengthen the network of national ACE focal points at the international and regional level, including by facilitating regular exchanges of views, good practices and lessons learned to build and strengthen capacity and skills, and by facilitating peer support for ACE implementation.¹⁶

40. In addition, the action plan under the Glasgow work programme includes requests to the secretariat to provide capacity-building opportunities for national ACE focal points (activity C.1) and to increase peer-to-peer exchange among national ACE focal points about ACE activities at the national level through, inter alia, the ACE Dialogues, the regional climate weeks and informal virtual networking meetings (activity B.2).

1. Focal points academy

41. The ACE focal points academy¹⁷ under the ACE Hub¹⁸ provides hands-on and interactive training modules, the topics of which are based on needs identified by national ACE focal points and negotiators. It also provides a forum for showcasing good practices for ACE implementation at the national level and for peers and experts in relevant fields to interact. During the reporting period, the secretariat organized one session of the academy, which was held in hybrid format during SB 60 and focused on, inter alia, strengthening the network of national ACE focal points, identifying opportunities for partnerships and collaboration and building capacity to undertake needs assessments for ACE implementation and meaningfully engage children and youth in climate decision-making and action at the

¹⁴ Decisions [18/CP.26](#), annex, para. 8; and [22/CMA.3](#), annex, para. 8.

¹⁵ A list of national ACE focal points is available at <https://unfccc.int/topics/education-youth/national-ace-focal-points>.

¹⁶ Decisions [18/CP.26](#), annex, para. 11(a)(i); and [22/CMA.3](#), annex, para. 11(a)(i).

¹⁷ See <https://unfccc.int/ace-hub/national-ace-focal-points-academy#2024>.

¹⁸ The ACE Hub is a three-year collaboration launched in 2022 with the Ministry of Economic Affairs, Industry, Climate Action and Energy of the German State of North Rhine-Westphalia, focused on supporting meaningful youth engagement in climate policy and action and enhancing cooperation on addressing climate change matters between governments, non-Party stakeholders, and organizations, experts and companies in North Rhine-Westphalia. See <https://unfccc.int/ace-hub>.

national level. The session was attended by 35 national ACE focal points and representatives of 23 countries and supported by experts from or representatives of the Climate and Development Knowledge Network, Education Cannot Wait, FAO, the Global Environment Facility Small Grants Programme, the Government of Quebec, the International and Ibero-American Foundation for Administration and Public Policies, UNICEF, UNITAR, the YOUNGO constituency and the Youth Climate Justice Fund.

2. Workshops during regional climate weeks

42. The 2023 regional climate weeks provided an opportunity for policymakers, practitioners, businesses and members of civil society to discuss, at the regional level, the role of systems transformations in facilitating and accelerating achievement of the 1.5 °C Paris Agreement limit, with the outcomes of those discussions informing the first global stocktake. The regional climate weeks in 2023 focused on energy systems and industry; cities, urban and rural settlements, infrastructure and transport; land, ocean, food and water; and societies, health, livelihoods and economies.

43. During each of the 2023 regional climate weeks, the secretariat conducted a regional workshop, as detailed in the following, during which Parties and non-Party stakeholders showcased good practices for using ACE to foster systems transformations and discussed ways to further mainstream ACE in delivering climate change policies and action:¹⁹

(a) At Africa Climate Week, the workshop was held on 8 September 2023 and organized in cooperation with the ACE focal points of Kenya and Nigeria and representatives of UNDP and UNITAR;

(b) At Middle East and North Africa Climate Week, the workshop was held on 11 October 2023 and organized in cooperation with the ACE focal point of the United Arab Emirates and representatives of the Arab Organization for Agricultural Development, FAO, IRENA, Saudi Arabia, the Sudan and UNICEF;

(c) At Latin America and Caribbean Climate Week, the workshop was held on 26 October 2023 and organized in cooperation with representatives of the Caribbean Center for Renewable Energy and Energy Efficiency, the Climate Route, Panama, UNDP and UNICEF;

(d) At Asia-Pacific Climate Week, the workshop was held on 16 November 2023 and organized in cooperation with representatives of BBC Media Action, SLYCAN Trust and the United Nations Entity for Gender Equality and the Empowerment of Women.

3. Informal networking events

44. During the reporting period, the secretariat organized three informal networking events:

(a) In-person networking on 9 December 2023 during COP 28, which provided members of the United Nations Alliance on Action for Climate Empowerment an opportunity to discuss ongoing and planned ACE activities and network with national ACE focal points to discuss potential collaboration;

(b) Virtual networking on 18 April 2024, during which the YOUNGO constituency shared its needs and priorities related to ACE, as highlighted in the Global Youth Statement, and the secretariat presented its plans for the 2024 ACE Dialogue and ACE focal points academy and gathered inputs thereon;

(c) Virtual networking on 19 and 21 August 2024, organized in cooperation with UNITAR, focused on showcasing examples of ACE projects from different regions and facilitating the exchange of experience related to mobilizing funding and resources for ACE implementation at the national level.

¹⁹ See <https://unfccc.int/topics/education-youth/ace-hub/regional-ace-workshops>.

C. Support for participation in international meetings

45. The action plan under the Glasgow work programme includes a request for the secretariat to report on the provision of support, including financial support, for the participation of national ACE focal points in international meetings such as the ACE Dialogues and the sessions of the subsidiary bodies and the COP (activity C.3).

46. During the reporting period, the secretariat provided support to four national ACE focal points or their nominated representatives to participate in, among others, SB 60, the 2024 ACE Dialogue and the ACE focal points academy.

VI. Information from Party communications and reports submitted to the UNFCCC

47. Under the Glasgow work programme, Parties are encouraged to strengthen integration of ACE into national climate policies, plans, strategies and action, and invited to provide information in national communications and other reports on activities and policies involving ACE implementation, including accomplishments, lessons learned, experience, and challenges and opportunities.²⁰

48. According to the 2023 NDC synthesis report,²¹ in the new or updated NDCs Parties generally communicated more clearly, and in more detail, than previously on general principles, past achievements, future commitments, and needs and gaps in relation to ACE. More Parties are referring to ACE in their NDCs as a necessary means of mobilizing and empowering society to deliver the mitigation and adaptation objectives outlined in their NDCs.

49. As at 31 August 2024, 34 Parties had submitted new or updated NDCs since the publication of the 2023 synthesis report. The secretariat will analyse those NDCs and include the findings in the next iteration of the synthesis report, for consideration at CMA 6.

50. In submissions informing the annual summary report received from Parties during the reporting period:

(a) Australia reported on its national youth engagement strategy, aimed at driving the development of policies and initiatives that recognize and take into account the voices of young people and empower them to work and engage with government entities in policymaking processes; enhancing collaboration with young people, particularly Indigenous youth, through the National Youth Forum, Youth Advisory Groups and the Youth Steering Committee; and building government capacity to engage young people in policymaking processes;

(b) Ecuador shared information on education, training, public awareness and participation activities at the national and local level, such as the development of a national ACE strategy, supported by the NDC Partnership, UNICEF and UNITAR, which is aimed at defining areas in which members of civil society, academia and other key sectors can participate in climate change management;

(c) The European Union reported on its member States' ACE activities across the four priority areas of the Glasgow work programme, such as work launched in October 2023 by the Sámi Climate Council in Finland to integrate Indigenous Peoples' knowledge and perspectives into climate policymaking processes; a workshop organized by the Government of Belgium held in April 2024 for youth delegates of eight European Union countries in preparation for SB 60; and a mandatory training course, to be completed by the end of 2024, for around 25,000 senior government officials across all ministries in France to raise awareness and enhance understanding of challenges pertaining to an ecological transition;

²⁰ Decisions [18/CP.26](#), annex, paras. 7 and 15(a); and [22/CMA.3](#), annex, paras. 7 and 15(a).

²¹ [FCCC/PA/CMA/2023/12](#), paras. 115–116. Published on 14 November 2023, the report synthesizes information from the 168 latest available NDCs communicated by the 195 Parties to the Paris Agreement and recorded in the NDC registry as at 25 September 2023.

(d) Panama presented information on its ACE initiatives that target young people as an important group, such as the Climate Change Academy for Young Leaders, the Climate Change Internship Program, Operation COP: Youth Ambassadors for Climate and the SDG7 Academy, which all aim to build the capacity of youth and foster youth networking and collaboration in relation to climate decision-making and action;

(e) Trinidad and Tobago provided a snapshot of ACE activities carried out at the national level, such as the Youth Climate Ambassadors Programme introduced in June 2024 aimed at increasing the climate change related knowledge of people aged between 15 and 35 through a coordinated and collaborative approach. It reported that private sector organizations such as the Chambers of Commerce in the Caribbean and Climate Analytics offer support under capacity-building initiatives relating to ACE and the Government works with civil society organizations to raise awareness of and knowledge about climate change;

(f) The United States reported on ACE action at the national and subnational level, including the planned publication by the United States Global Change Research Program of the updated climate literacy guide in September 2024, which will be informed by inputs from government agencies and consultations with domestic and international actors; and the Government's launch in September 2023 of the American Climate Corps, intended to equip more than 20,000 young people with clean energy, conservation and climate resilience skills, put them on pathways to decent-paying jobs and in doing so tackle the climate crisis.

51. The action plan under the Glasgow work programme includes a request for the secretariat to identify good practices for integrating the ACE elements into national climate change policies, plans, strategies and action, including the considerations reflected in the eleventh preambular paragraph of the Paris Agreement in the context of ACE (activity A.2).

52. In response, the secretariat prepared a compendium of good practices for integrating ACE elements into NDCs,²² showcasing examples of ACE activities and measures included in NDCs and ways of strengthening the role of ACE in developing and implementing new or updated NDCs following the conclusion of the first global stocktake.

VII. Implementation of Action for Climate Empowerment by UNFCCC constituted bodies

53. Under the Glasgow work programme, all constituted bodies are invited to include in their regular reports information on how ACE is implemented under their respective workstreams.²³

54. In addition, the action plan under the Glasgow work programme includes a request for the secretariat to identify good practices for integrating the six ACE elements into the work of the constituted bodies (activity A.1).

55. The 12 constituted bodies²⁴ that submitted their regular reports during the reporting period included information on the implementation of ACE and its elements, particularly concerning public awareness, participation and access to information. This includes the following:

(a) The Adaptation Committee designed an online survey, which was available in the six official United Nations languages between July and September 2023, aimed at identifying its current and potential target audience with a view to continuously improving its communication efforts. The survey was accompanied by an extensive outreach campaign through the adaptation contact points, regional collaboration centres, internal and external

²² Available at <https://unfccc.int/documents/640944>.

²³ Decisions [18/CP.26](#), annex, para. 6(a); and [22/CMA.3](#), annex, para. 6(a).

²⁴ Adaptation Committee, Advisory Board of the Climate Technology Centre and Network, Consultative Group of Experts, Executive Committee of the Warsaw International Mechanism for Loss and Damage associated with Climate Change Impacts, Facilitative Working Group of the Local Communities and Indigenous Peoples Platform, Katowice Committee on Impacts, Least Developed Countries Expert Group, Paris Agreement Implementation and Compliance Committee, Paris Committee on Capacity-building, SCF, Supervisory Body and Technology Executive Committee.

newsletters and social media channels. The results of the survey assessment were shared at the 24th meeting of the Committee and are publicly available. The Committee decided to re-open the survey immediately after its 24th meeting and make it accessible again on the UNFCCC website²⁵ to increase the number of respondents and to elaborate on its results during its 25th meeting;

(b) The Paris Agreement Implementation and Compliance Committee took note at its 9th meeting of a presentation on ACE made by the secretariat. The Committee agreed to continue its discussion on the matter of identifying possible ways to enhance the participation of observers in its work. With a view to raising awareness of the work of the Committee, the secretariat developed an e-learning course,²⁶ which provides, inter alia, a detailed description of the function, nature and operation of the Committee, thus serving as a tool for facilitating implementation of and compliance with the Paris Agreement through education, training and public awareness-raising;

(c) The COP encouraged the SCF to facilitate the participation of the private sector, financial institutions and academia in the SCF Forum, and to further strengthen its stakeholder engagement.²⁷ With the topic agreed in 2022, the co-facilitators prepared the programme for the 2023 SCF Forum on financing just transitions prior to SCF 31, taking into account the subtopics suggested by SCF members and observers at SCF 29 and 30, which included defining the roles of non-Party stakeholders, including the private sector, in financing just transitions and possible ways to support them and facilitating transitions in a manner that will be just and inclusive for the workforce and other impacted communities and stakeholders.

VIII. United Nations Alliance on Action for Climate Empowerment

56. Under the Glasgow work programme, the secretariat and other United Nations and intergovernmental organizations are encouraged to strengthen their collaboration with a view to ensuring the provision of coordinated support to Parties for their activities related to ACE and avoiding duplication of work.²⁸

57. The secretariat prepares an annual summary of its collaborative activities, initiatives and programmes with United Nations organizations, convention secretariats and international organizations. The latest report provides information on such activities between May 2023 and April 2024.²⁹

58. The United Nations Alliance on Action for Climate Empowerment is an informal network of United Nations entities that aims to support Parties in designing, initiating and undertaking activities related to climate change education and public awareness, training, public participation and access to information. According to information on Alliance activities available to the secretariat:

(a) FAO launched the Facility for Action for Climate Empowerment to Achieve Nationally Determined Contributions project in Zambia in cooperation with partners such as UNESCO, UNITAR, the Copperbelt University and the University of Zambia. The project will bring together key stakeholders in Zambia, such as government entities, universities, civil society and the private sector, to integrate skill-building into national educational and training programmes with a view to driving green initiatives and job creation;³⁰

(b) UNDP published the results of the Peoples' Climate Vote 2024, which revealed that four out of every five people globally would like their country to strengthen its commitments to addressing climate change. The Vote, carried out in cooperation with the University of Oxford, is the world's largest stand-alone public opinion survey on climate

²⁵ <https://unfccc.int/audience-assessment-survey>.

²⁶ Available at <https://elearning.informea.org/> (under "Climate and atmosphere").

²⁷ Decisions [5/CP.18](#), para. 4; and [8/CP.23](#), para. 14.

²⁸ Decisions [18/CP.26](#), annex, para. 6(c); and [22/CMA.3](#), annex, para. 6(c).

²⁹ [FCCC/SBSTA/2024/INF.1](https://www.unfccc.int/audience-assessment-survey).

³⁰ See <https://www.fao.org/climate-change/news/news-detail/launching-face-ndc--empowering-countries/en>.

change and serves as a platform for people to express their concerns and needs related to climate change;³¹

(c) UNESCAP organized the Asia-Pacific Forum on Sustainable Development Youth Climathon in early 2024, which saw over 100 young people formulating 27 practical yet innovative solutions for accelerating climate action and facilitated the sharing of thematic knowledge and project ideation and proposal writing skills, as well as providing an opportunity for participants to engage in an intergovernmental forum;³²

(d) UNESCO continued to lead work under the Greening Education Partnership, under which more than 80 member States and 1,300 organizations collaborate to strengthen the role of education in tackling climate change. Key highlights during the reporting period were the organization of the inaugural Greening Education Hub and the adoption of the Declaration on the Common Agenda for Education and Climate Change at COP 28,³³ and the publication of the *Greening curriculum guidance: Teaching and learning for climate action*³⁴ and *Green school quality standard: Greening every learning environment*;³⁵

(e) UNITAR continued to provide direct support to countries for developing and implementing national climate change learning strategies and continued its efforts to enhance public climate literacy through the One UN Climate Change Learning Partnership. It also facilitated the signing of the Regional Declaration on Climate Change Education in West Africa at COP 28, with signatories committing to increasing efforts to significantly raise the level of funding for climate change education by mobilizing national and international financial resources.³⁶

59. During the reporting period, the secretariat:

(a) Convened three informal meetings of the Alliance, including two in person at COP 28 and SB 60;

(b) Co-organized with UNESCO a series of six webinars on climate change education for social transformation as part of the ACE Hub;³⁷

(c) Continued work under the Greening Education Partnership as a member of its advisory group, including by supporting the COP 29 Presidency youth climate champion in organizing the COP 29 Climate Change Summer Camp in Baku for early-career educators from 35 countries.³⁸

IX. Action by non-Party stakeholders

60. Under the Glasgow work programme, United Nations agencies, intergovernmental organizations and other non-Party stakeholders are invited to submit information to the secretariat on ACE implementation at all levels.³⁹ In the submissions and information communicated to the secretariat during the reporting period:

(a) Care About Climate reported on its efforts to enhance climate literacy for children and youth, such as under the NDC Equity Tracker and the International Climate Policy and Advocacy Course, which provides training to young people for engaging in

³¹ See <https://climatepromise.undp.org/research-and-reports/peoples-climate-vote-2024>.

³² See <https://www.unescap.org/events/2024/youth-climathon-innovative-solutions-acceleration-climate-action-11th-apfsd-final>.

³³ See <https://www.unesco.org/en/sustainable-development/education/cop28>.

³⁴ UNESCO. 2024. *Greening curriculum guidance: Teaching and learning for climate action*. Paris: UNESCO. Available at <https://unesdoc.unesco.org/ark:/48223/pf0000390022>.

³⁵ UNESCO. 2024. *Green school quality standard: Greening every learning environment*. Paris: UNESCO. Available at <https://unesdoc.unesco.org/ark:/48223/pf0000390028>.

³⁶ See <https://www.unclearn.org/news/cop-28-west-african-nations-embark-on-quest-to-build-climate-change-literacy-at-scale-for-all-its-citizens/>.

³⁷ See <https://unfccc.int/topics/education-youth/ace-hub/unesco-unfccc-webinar-series> and <https://unfccc.int/topics/action-for-climate-empowerment-children-and-youth/ace-hub/unesco-unfccc-webinar-series#Season-3-On-the-road-to-COP29>.

³⁸ See <https://unfccc.int/news/young-educators-learning-inspiring-and-driving-climate-action>.

³⁹ Decisions [18/CP.26](#), annex, para. 15(b); and [22/CMA.3](#), annex, para. 15(b).

international and national climate policymaking and fosters peer-to-peer learning for climate action;

(b) The Government of Quebec provided a list of initiatives aimed at implementing ACE in the region, including climate change education projects led by universities and school service centres; the Climate Action Quebec programme, which provides financial support for climate action led by civil society organizations; and climate dialogue pilot projects funded by the Government of Quebec to engage individuals and communities in climate debate and action;

(c) Representatives of the First Lady's Mazingira Awards of Kenya shared information on the annual Awards, the first edition of which was in 2023, which provide a platform for recognizing the significant contributions of young people to addressing climate change with a view to promoting the active involvement of young people in and creating a culture of excellence with regard to climate action towards achieving a more sustainable and resilient future;

(d) Representatives of the MECCE Project presented updates on Project activities to develop global indicators, country profiles, case studies and an interactive data platform to facilitate monitoring, evaluation and reporting of ACE implementation. An interactive workshop at COP 28 was also organized under the Project to facilitate the sharing of real-world examples of ACE monitoring, evaluation and reporting and deepen the understanding of high-quality ACE activities.

61. The action plan under the Glasgow work programme includes a request for the secretariat to report on the provision of support, including financial support, for the participation of non-Party stakeholders, including representatives of civil society organizations and community-based organizations, in international meetings such as the ACE Dialogues and the sessions of the subsidiary bodies and the COP (activity C.3).

62. Australia reported that its travel support programme made it possible for diverse and underrepresented groups in Australia, including youth, to attend COP 28. Support under the programme will also be provided in 2024, with over 20 organizations, including Indigenous and youth organizations, set to attend and actively engage in COP 29 and receive capacity-building support from a dedicated Indigenous and youth focal point within the Australian delegation.

X. Awareness-raising and communication

63. Under the Glasgow work programme, the secretariat is requested to enhance communication and information-sharing about ACE and its six elements through existing UNFCCC web-based resources and communication activities.⁴⁰

64. Eight ACE newsletters were published during the reporting period, providing updates on events, activities and knowledge products on behalf of the secretariat, Parties, United Nations entities, intergovernmental, international and non-governmental organizations, and other stakeholders.⁴¹

65. The secretariat maintained the ACE LinkedIn group as a community of professionals, practitioners and learners to share good practices, resources and knowledge in relation to ACE. As at 31 August 2024, the group had over 2,000 members.

66. The secretariat held events targeting business service industry representatives, professional development training service providers and young professionals during the 2023 Climate Week New York City and COP 28. The events, which were aimed at highlighting the role of ACE in enhancing climate literacy within professions that provide influential advice and services to decision makers in the private sector and facilitating the engagement and empowerment of young professionals in sustainability-related roles, were organized in

⁴⁰ Decisions [18/CP.26](#), annex, para. 11(a)(iii); and [22/CMA.3](#), annex, para. 11(a)(iii).

⁴¹ Available at <https://us1.campaignarchive.com/home/?u=d4003a912ec201b856f01e34f&id=1a83fe25a9>.

collaboration with the Institute of Electrical and Electronics Engineers Young Professionals, Kite Insights and the YOUNGO constituency.

67. As part of the ACE Hub, the secretariat convened a networking breakfast with the Under2 Coalition at COP 28, which highlighted regional and subnational efforts to drive greater community engagement and participation in climate policymaking and action.⁴²

68. The action plan under the Glasgow work programme includes a request for the secretariat to hold information sessions prior to sessions of the COP to present progress in implementing activities under the Glasgow work programme as reported in the annual summary report (activity D.3).

69. In response, two information sessions during the reporting period served to update national ACE focal points and other stakeholders on matters relating to ACE and relevant mandated and side events taking place at COP 28 and SB 60.⁴³

XI. Youth engagement and capacity-building

70. CMA 1 requested the secretariat to continue organizing awareness-raising campaigns and training activities to empower children and youth to support and lead climate action.⁴⁴

71. COP 26 and CMA 3 acknowledged the growing interest and engagement of youth in climate action and the critical role of youth as agents of change and called for further enhancement of youth participation in climate change processes and in unleashing the potential of ACE.⁴⁵

72. During the reporting period, the secretariat collaborated closely with the YOUNGO constituency, in particular through regular biweekly meetings with the two global co-focal points of the constituency. Substantive teams in the secretariat also collaborated with various YOUNGO constituency working groups. Youth engagement activities undertaken by the secretariat were organized in coordination with the YOUNGO constituency, enabling the effective participation and meaningful engagement of youth in UNFCCC activities.

A. Support for Presidencies of the Conference of the Parties

73. COP 26 invited the future COP Presidencies to facilitate the organization of an annual youth-led climate forum for dialogue between Parties and youth with the support of the secretariat and in collaboration with the YOUNGO constituency and other youth organizations.⁴⁶ The 2023 forum was convened at COP 28, at which the YOUNGO constituency presented on the Global Youth Statement and *Youth Stocktake of UNFCCC Processes*⁴⁷ and engaged in conversation with Party delegates on the issues of biodiversity, energy, finance, food and water security, health, just transition, loss and damage, NDCs and technology.⁴⁸

74. COP 28 and CMA 5 decided that a youth climate champion will be appointed to act on behalf of the Presidency of the COP and the CMA to facilitate the enhancement of the meaningful, inclusive engagement of youth in climate action, including within the UNFCCC process, and requested the secretariat to provide support, as appropriate, to each Presidency

⁴² See <https://unfccc.int/topics/education-youth/ace-hub/action-for-climate-empowerment-networking-receptions>.

⁴³ Recordings in English, French and Spanish are available at <https://unfccc.int/topics/education-and-outreach/the-big-picture/education-and-outreach-in-the-negotiations>.

⁴⁴ Decision [17/CMA.1](#), para. 12(c).

⁴⁵ Preamble to decisions [18/CP.26](#) and [22/CMA.3](#).

⁴⁶ Decision [1/CP.26](#), para. 65.

⁴⁷ YOUNGO constituency. 2023. *Youth Stocktake of UNFCCC Processes*. Available at <https://unfccc.int/documents/636004>.

⁴⁸ See <https://unfccc.int/topics/action-for-climate-empowerment-children-and-youth/youth/youth-in-conferences/young-and-future-generations-day-at-cops/youth-children-education-and-skills-day-at-cop28>.

youth climate champion on matters related to children and youth in the UNFCCC process.⁴⁹ During the reporting period, the secretariat supported the COP 29 Presidency youth climate champion in developing and delivering a workplan for 2024.⁵⁰

B. Action for Climate Empowerment Hub

75. At the ACE Hub youth event held during SB 60, 47 international and local young people from the German State of North Rhine-Westphalia participated in capacity-building, collaboration and networking sessions to build skills needed for leading and participating in the development and implementation of effective, equitable, innovative and just climate action, solutions and initiatives. The focus of this year's event, which was held in collaboration with the United Nations University Institute for Environment and Human Security, was community-based climate advocacy, action and initiatives.⁵¹

C. Youth4Capacity programme

76. The Youth4Capacity programme, supported by the Italian Ministry of Environment and Energy Security, is aimed at developing the climate-related capacity and knowledge of young people to support, develop and implement integrated and complementary approaches to climate action in the context of the SDGs and the Rio Conventions.

77. During the reporting period, four webinars were held under the Youth4Capacity "Becoming..." series, which is aimed at equipping young people with the knowledge, skills and confidence needed to make a significant impact and facilitating global exchange and mutual learning in relation to climate action. The sessions were organized in collaboration with the Children's Environmental Rights Initiative, Peace Boat US, TED Countdown and The Weird and Wild on the topics of children's rights, the ocean, storytelling and content creation respectively.⁵²

78. At COP 28 and SB 60, the secretariat hosted a series of events aimed at building the knowledge of youth in relation to community-building, the NDCs, the Rio Conventions, the SDGs and the UNFCCC process and fostering exchange of information on experience and tools related to climate advocacy and action. The events were organized in collaboration with ALLCOT, the Arab Youth Center, the Asia Pacific Network of Environmental Defenders, Cambridge Zero, Care About Climate, CARE International, ClimaTalk, Climate Generation, Climate Words, the Global Center on Adaptation, the Institute for Policy Research of the University of Bath, IRENA, the Norwegian Agency for Development Cooperation, Rio Impact, UNDP, UNICEF, UNITAR, the United Kingdom of Great Britain and Northern Ireland Youth Climate Coalition, the United Nations System Staff College, the United Nations University Institute for Environment and Human Security, Women Engage for a Common Future and the YOUNGO constituency.⁵³

79. The Climate Catalysts Mentorship Programme was launched in August 2024 in collaboration with the UNDP Youth4Climate initiative with the aim of empowering youth to engage effectively in climate action. Under the Programme, interactive online courses and workshops run by partners and experts are aimed at building the technical capacities and soft skills of youth required to catalyse climate action.⁵⁴

⁴⁹ Decisions [16/CP.28](#), paras. 6 and 9; and [21/CMA.5](#), paras. 6 and 9.

⁵⁰ See <https://unfccc.int/PYCC>.

⁵¹ See <https://unfccc.int/topics/action-for-climate-empowerment-children-and-youth/ace-hub/action-for-climate-empowerment-hub-youth-event>.

⁵² See <https://unfccc.int/topics/capacity-building/projects/youth4capacity/youth4capacity-becoming-series>.

⁵³ See <https://unfccc.int/topics/capacity-building/projects/youth4capacity/youth4capacity-in-person-hands-on-capacity-building>.

⁵⁴ See <https://unfccc.int/topics/capacity-building/projects/youth4capacity/the-climate-catalysts-mentorship-programme>.

D. Regional climate weeks

80. As part of the ACE Hub and Youth4Capacity programme, at the 2023 regional climate weeks the secretariat held youth-affiliated events, which provided a platform for youth to organize their own intergenerational dialogue and capacity-building, advocacy and networking sessions on just transition, youth engagement in policymaking and community-building.⁵⁵ The youth-affiliated events were organized as follows:

(a) At Africa Climate Week in collaboration with the African Youth Initiative on Climate Change Zimbabwe, Care About Climate, the Climate Investment Funds, the Green Africa Youth Organization, IRENA, the Office of the Secretary-General's Envoy on Youth, RES4Africa, UNDP, UNITAR, the United Kingdom Youth Climate Coalition and the YOUNGO constituency;

(b) At Middle East and North Africa Climate Week in collaboration with Act Sustainable, the Arab Youth Center, Arab Youth Climate Movement Qatar, Care About Climate, the Climate Investment Funds, IRENA, Student Energy, UNDP, UNICEF, the United Kingdom Youth Climate Coalition, the United Nations Population Fund, Youthinkgreen Egypt and the YOUNGO constituency;

(c) At Latin America and Caribbean Climate Week in collaboration with Care About Climate, the Caribbean Youth Environment Network, Eco House Global, Geoversity, the Office of the Secretary-General's Envoy on Youth, Sustainable Youth, The Ashley Lashley Foundation, UNDP, UNICEF, the United Kingdom Youth Climate Coalition, the YOUNGO constituency and Youth and Climate Change;

(d) At Asia-Pacific Climate Week in collaboration with the Asian Development Bank, Care About Climate, Sarawak Eco Warriors, Seastainable Co., UNDP, UNESCAP, the United Kingdom Youth Climate Coalition, the United Nations Global Compact, the United Nations University Institute for the Advanced Study of Sustainability and the YOUNGO constituency.

E. Regional collaboration centres

81. The Regional Collaboration Centre for Asia and the Pacific continued its engagement under the Youth Empowerment in Climate Action Platform in 2024. For example, it held two webinars, one on 19 April with UNDP and UNESCAP entitled "Transforming youth engagement: from checklists to impactful pathways" to raise awareness among policymakers and practitioners of the importance of youth engagement in NDC development and implementation⁵⁶ and one on 9 August on facilitating meaningful youth engagement in the NDC process in Pacific island countries.⁵⁷

82. The Regional Collaboration Centre for West and Central Africa co-hosted a webinar with UNICEF on 16 July 2024 to discuss how and why to formulate child-responsive national adaptation plans and NDCs and facilitate the exchange of good practices related to this matter from the region.⁵⁸

F. Other youth-focused activities

83. To facilitate secretariat-wide engagement with youth, the secretariat organized a 'brown bag' lunch session during the reporting period in collaboration with the YOUNGO constituency. The session focused on strengthening youth voices in the UNFCCC process and provided the constituency's co-focal points and working groups with an opportunity to share information on priorities and planned activities for 2024.

⁵⁵ See <https://unfccc.int/topics/education-youth/youth/youth-affiliated-event-2023>.

⁵⁶ See <https://unfccc.int/event/transforming-youth-engagement-from-checklists-to-impactful-pathways>.

⁵⁷ See <https://unfccc.int/event/meaningful-youth-engagement-in-ndcs-30>.

⁵⁸ See <https://unfccc.int/event/child-responsive-naps-and-ndc-30>.

84. The secretariat hosted orientation sessions for youth at COP 28 and SB 60, which provided young delegates, especially those attending a UNFCCC conference for the first time, with information on the negotiation process and youth-related events taking place at the sessions and allowed young delegates to connect with each other.⁵⁹

XII. Next steps

85. Parties and other stakeholders may wish to use the information in this report in planning, designing and implementing ACE and activities under the Glasgow work programme and its action plan.

⁵⁹ See <https://unfccc.int/topics/education-youth/youth/youth-events/orientation-session>.

Annex I

References to information in this report on mandated activities under the Glasgow work programme on Action for Climate Empowerment

[English only]

<i>Priority area</i>	<i>Reference in decisions 18/CP.26 and 22/CMA.3</i>	<i>Mandated activity</i>	<i>Relevant paragraph(s) of this report</i>
Policy coherence	annex, paragraph 6(a)	All constituted bodies invited to include in their regular reports information on how ACE is implemented under their respective workstreams	53–55
	annex, paragraph 6(b)	Presidencies of the COP and the CMA invited to convene an in-session event at each of their sessions focused on a thematic area relevant to the Convention and the Paris Agreement to promote coherence and strengthen coordination of work on ACE undertaken by constituted bodies and other United Nations entities and under other United Nations processes	9–14
	annex, paragraph 6(c)	The secretariat and other United Nations and intergovernmental organizations encouraged to strengthen their collaboration with a view to ensuring provision of coordinated support to Parties for activities related to ACE and avoiding duplication of work	56–59
	annex, paragraph 7	Parties encouraged to strengthen integration of ACE into national climate policies, plans, strategies and action, including by developing and implementing a national strategy that covers all six ACE elements and facilitates broad cross-sectoral coordination and collaboration	47–52
	annex, paragraph 8	Parties encouraged to continue designating, assigning responsibilities to, and providing support, including technical and financial support, and access to information and materials to national ACE focal points	37–38
Coordinated action	paragraph 11(b) and annex, paragraph 9(a)	The SBI requested to hold an annual in-session ACE Dialogue at its first regular session of each year with the participation of Parties, representatives of relevant constituted bodies and relevant experts, practitioners and stakeholders that focuses on progress of implementation of the Glasgow work programme and on its four priority areas	15–32
	annex, paragraph 9(b)	Annual youth forum organized in collaboration with children and youth organizations, including the YOUNGO constituency and other youth non-governmental organizations	73
	annex, paragraph 9(c)	Parties and non-Party stakeholders invited to develop international, regional and national programmes and activities, including preparing training and education materials and tools, using local languages where applicable and practical	50, 58, 60
	annex, paragraph 10(a)	Parties encouraged to prepare assessments of needs specific to national circumstances in the area of ACE implementation, including use of social research methods and other instruments to determine target audiences and partnerships	41, 50
	annex, paragraph 10(b)	Parties encouraged to strengthen in-country coordination and institutional arrangements at different levels to avoid duplication of efforts, promote knowledge-sharing, foster local networks and enhance collaboration among stakeholders in relation to ACE implementation	41, 50
Tools and support	annex, paragraph 11(a)(i)	The secretariat requested to strengthen the network of national ACE focal points at the international and regional level, including by facilitating regular exchange of views, good practices and lessons learned to build and strengthen capacity and skills, and by facilitating peer support for ACE implementation	31–32, 39–44

<i>Priority area</i>	<i>Reference in decisions 18/CP.26 and 22/CMA.3</i>	<i>Mandated activity</i>	<i>Relevant paragraph(s) of this report</i>
	annex, paragraph 11(a)(ii)	The secretariat requested to raise awareness of and promote bilateral and multilateral initiatives and programmes related to ACE implementation	63–69
	annex, paragraph 11(a)(iii)	The secretariat requested to enhance communication and information-sharing about ACE and its six elements through existing UNFCCC web-based resources and relevant activities	63–69
	annex, paragraph 11(b)(i)	Relevant international organizations, including United Nations organizations, and other non-Party stakeholders invited to, inter alia, support implementation of ACE activities through their work programmes and through specific programmes focused on climate change, including, as appropriate, by providing and disseminating information and resources, such as visual materials that could be easily translated and adapted, and by providing financial and technical support	56–62
	annex, paragraph 12	Parties encouraged to determine the most efficient and cost-effective way to implement ACE activities, and to develop funding instruments at the national level, where appropriate, to support such activities, in particular at the subnational and local level	44, 50
	annex, paragraph 13	Parties encouraged to establish partnerships with other Parties, as well as with intergovernmental organizations, non-governmental organizations and other stakeholders, to facilitate ACE implementation	50, 58, 60
	annex, paragraph 14	Parties encouraged to build the capacity of youth to embark on and lead ACE implementation and promote youth participation in relevant climate processes at the national and international level, such as by including youth in national delegations at UNFCCC meetings	50, 62
Monitoring, evaluation and reporting	annex, paragraph 15(a)	Parties invited to provide information in their national communications, where possible, and in other reports on activities and policies involving ACE implementation, including on accomplishments, lessons learned, experience, and challenges and opportunities, noting that the six ACE elements provide a useful guide for this reporting	47–52
	annex, paragraph 15(b)	United Nations agencies, intergovernmental organizations and other non-Party stakeholders invited to submit information to the secretariat on ACE implementation at all levels for inclusion in the annual summary report on progress in implementing activities under the Glasgow work programme	58, 60
	annex, paragraph 16	Parties encouraged to share with the public and stakeholders the findings contained in their national communications and national action plans or domestic programmes on climate change regarding ACE implementation, using tools such as social media to reach and engage multiple stakeholders, as appropriate; and to promote greater involvement of non-Party stakeholders to support them in monitoring, evaluating and reporting of ACE implementation	31–32, 50

Annex II

References to information in this report on mandated activities under the action plan under the Glasgow work programme on Action for Climate Empowerment

[English only]

<i>Priority area</i>	<i>Activity^a</i>	<i>Responsible entity/entities</i>	<i>Deliverables/outputs</i>	<i>Relevant paragraph(s) of this report</i>
Policy coherence	A.1 Strengthening coordination of ACE work under the UNFCCC	Secretariat	Identifying good practices for integrating the six ACE elements into the work of the UNFCCC constituted bodies and reporting thereon in the annual summary report under the Glasgow work programme	53–55
	A.2 Strengthening integration of ACE into the development and implementation of national climate policies, plans, strategies and action	Secretariat	Identifying good practices for integrating the ACE elements into national climate change policies, plans, strategies and action, including the considerations reflected in the eleventh preambular paragraph of the Paris Agreement – which, acknowledging that climate change is a common concern of humankind, states that Parties should, when taking action to address climate change, respect, promote and consider their respective obligations on human rights, the right to health, the rights of Indigenous Peoples, local communities, migrants, children, persons with disabilities and people in vulnerable situations and the right to development, as well as gender equality, empowerment of women and intergenerational equity – in the context of ACE, and reporting thereon in the annual summary report under the Glasgow work programme	47–52
		Secretariat	Holding an interactive workshop at the ACE Dialogue in 2025 and also at the regional level prior to COP 31 on developing and implementing national climate change policies, plans, strategies and action under a clear, inclusive, intergenerational and gender-responsive approach	42–43
		Relevant organizations	Facilitating voluntary peer-to-peer exchanges that serve to provide technical and substantive guidance to national ACE focal points for engaging in relevant national processes and policies, such as national ACE strategies, according to national circumstances	58, 60

<i>Priority area</i>	<i>Activity^a</i>	<i>Responsible entity/entities</i>	<i>Deliverables/outputs</i>	<i>Relevant paragraph(s) of this report</i>
Coordinated action	B.1 Enhancing regional cooperation through virtual and in-person regional dialogues, workshops and consultations, prior to the ACE Dialogues, taking advantage of existing forums, such as the regional collaboration centres and regional climate weeks, as appropriate, to enhance implementation of the Glasgow work programme at the regional level as well as local ACE hubs building on local initiatives	Leading: relevant organizations, Parties Contributing: secretariat	Sharing experience and good practices from virtual and in-person regional dialogues, workshops and consultations prior to the ACE Dialogues, as appropriate Presenting the outcomes of regional activities at the ACE Dialogues and reporting thereon in the annual summary report under the Glasgow work programme and in ACE newsletters	31–32, 41–44, 58, 80
	B.2 Promoting the development of regional and local networks and platforms that support ACE activities at the regional, national and local level, encouraging the involvement of youth, women, academia, children, traditional leaders and Indigenous Peoples in developing and implementing ACE activities and providing capacity-building in this regard	Leading: secretariat Contributing: Parties, national ACE focal points, relevant organizations	Increasing peer-to-peer exchange among national ACE focal points about ACE activities carried out at the national level through, inter alia, the ACE Dialogues, the regional climate weeks and informal virtual networking meetings organized by the secretariat	9–32, 39–44, 58, 60
Tools and support	C.1 Building and strengthening the capacity and skills of national ACE focal points	Leading: secretariat Contributing: Parties, national ACE focal points, relevant organizations	Providing capacity-building opportunities for national ACE focal points, including at the ACE Dialogues and the regional climate weeks	25–29, 39–44
	C.2 Meaningfully including youth in and engaging with them on climate action at all levels and facilitating the inclusive participation of, inter alia, children, women, Indigenous Peoples and persons with disabilities in climate action, according to national circumstances	Relevant organizations, Parties	Providing capacity-building opportunities for youth with a focus on decision-making and implementing climate action at the national and international level according to national circumstances	50, 58–60, 66, 70–84
		Leading: secretariat, relevant organizations Contributing: youth and youth organizations	Providing opportunities for youth to present at ACE Dialogues and regional climate weeks to highlight the leadership role that youth play in climate action Allowing youth to participate in networking sessions and capacity-building workshops for national ACE focal points	13, 22–24, 31–32, 41, 44, 80
		Leading: secretariat Contributing: relevant organizations	Mapping and collating existing guidelines and good practices in the annual summary report under the Glasgow work programme with respect to child education on and empowerment in climate action, with special consideration given to gender equality and inclusion of persons with disabilities	35–36, annex IV

<i>Priority area</i>	<i>Activity^a</i>	<i>Responsible entity/entities</i>	<i>Deliverables/outputs</i>	<i>Relevant paragraph(s) of this report</i>
	C.3 Enhancing multilevel action by national ACE focal points and non-Party stakeholders, including representatives of civil society organizations, youth-led and youth-inclusive organizations, community-based organizations, local communities and Indigenous Peoples	Leading: secretariat Providing input: Parties, relevant organizations, multilateral and bilateral financial institutions	Reporting in the annual summary report under the Glasgow work programme on the provision of support, including financial support, for the participation of national ACE focal points and non-Party stakeholders, including representatives of civil society organizations and community-based organizations, in international meetings such as the ACE Dialogues and the sessions of the subsidiary bodies and the COP	45–46, 61–62
		Leading: secretariat, relevant organizations, multilateral and bilateral financial institutions Contributing: national ACE focal points, UNFCCC constituted bodies	Organizing an expert-run session on how to write strong project proposals at the ACE Dialogues to support the implementation of ACE activities	25–29
Monitoring, evaluation and reporting	D.1 Strengthening monitoring, evaluation and reporting of the implementation of all six ACE elements	Leading: secretariat Contributing: relevant organizations, research community	Compiling monitoring, evaluation and reporting best practices and resources and making such information available to Parties for use for their reporting on ACE activities on a voluntary basis, and reporting thereon in the annual summary report under the Glasgow work programme	33–34, annex III
	D.2 Enhancing understanding of what constitutes high-quality and effective evaluation of ACE activities, according to national circumstances	Secretariat, Parties, national ACE focal points, relevant organizations, research community	Organizing interactive workshops at all levels, including at the ACE Dialogue in 2023, with experts, national ACE focal points, youth leaders and other stakeholders to discuss ways of assessing the effectiveness of ACE implementation	60
	D.3 Supporting the consideration by the SBI of the annual summary report to be prepared by the secretariat on progress in implementing activities under the Glasgow work programme	Secretariat	Holding information sessions prior to the sessions of the COP to present progress in implementing activities under the Glasgow work programme as reported in the annual summary report	68–69

^a See the annex to decision [23/CP.27](#) and [22/CMA.4](#).

Annex III

Practices and resources for monitoring, evaluation and reporting of the implementation of Action for Climate Empowerment

[English only]

Category	Level	Party/organization	Details
Indicator/ metric/ scoreboard	International	Care About Climate	NDC Equity Tracker for reviewing and highlighting issues pertaining to gender mainstreaming in NDCs and youth inclusion in the NDC process, currently covering more than 80 NDCs responsible for 80 per cent of global emissions, with NDC analysis carried out by young people, who allocate a total score to each NDC that is reflective of ambition and inclusivity and provide recommendations for strengthening those areas ^a
	National	Australia	Preparation of annual reports on nine measurements of progress in achieving the national youth engagement strategy, such as the percentage of young people who are of the view that the Government considers their views and the percentage of Indigenous and young people who feel confident to engage with the Government under the strategy ^b
	Subnational	Government of Quebec	Online reporting by the Government of indicators and targets under the 2030 Plan for a Green Economy related to, inter alia, progress in deploying a climate change mobilization strategy, carrying out education and awareness-raising campaigns and continuing dialogues with civil society organizations and communities on climate action ^c
Survey/ mapping/ inventory/ platform	International	MECCE Project	Interactive platform of extensive quantitative and qualitative global data supporting analysis, data visualization, benchmarking, progress monitoring, decision-making and reporting in relation to climate change communication and education ^d
	International	MECCE Project, UNESCO	Systematic analysis of science and social science secondary school curricula in 85 countries, particularly on the extent and type of environment, sustainability and climate change content covered, establishing a global baseline in this regard ^e
	Subnational	Laval University	Annual (since 2019) Climate Action Barometer study designed to identify the beliefs, attitudes and behaviours of Quebec's adult population in the face of climate challenges, the results of which are used to inform, among other things, government communication activities ^f
Case study	National	MECCE Project, North American Association for Environmental Education	<i>Mapping the Landscape of K–12 Climate Change Education Policy in the United States</i> , ^g which analyses the extent and type of climate change content included in 802 publicly available education policies
	Subnational	Campaign for Environmental Literacy, Center for Green Schools	<i>State-Level Legislation concerning K–12 Climate Change Education</i> , ^h which examines how legislation in the United States can help prepare learners for a future impacted by the climate crisis and provides examples of legislation that supports climate change education

^a See <https://www.ndcequitytracker.org/>.

^b See <https://www.youth.gov.au/engage/resources/engage-our-new-strategy-include-young-people-decisions-we-make>.

^c See <https://www.quebec.ca/gouvernement/politiques-orientations/plan-economie-verte/gouvernance-diffusion-resultats/etat-avancement-action-climatique-gouvernementale> (available in French only).

^d See <https://mecce.ca/data-platform/indicators/>.

^e UNESCO, McKenzie M and Benavot A. 2024. *Climate change and sustainability in science and social science secondary school curricula*. Paris: UNESCO. Available at <https://unesdoc.unesco.org/ark:/48223/pf0000390036>.

^f See <https://unpointing.ca/barometre-de-laction-climatique-2023/> (available in French only).

^g MECCE Project and North American Association of Environmental Education. 2022. *Mapping the Landscape of K–12 Climate Change Education Policy in the United States*. Saskatoon, Canada: Sustainability and Education Policy Network, University of Saskatchewan. Available at <https://mecce.ca/publications/mapping-k12-climate-change-education-policy-in-the-us/>.

^h Center for Green Schools and Campaign for Environmental Literacy. 2023. *State-Level Legislation Concerning K-12 Climate Change Education*. Washington, D.C.: U.S. Green Building Council. Available at <https://www.usgbc.org/resources/state-level-legislation-concerning-k-12-climate-change-education>.

Annex IV

Existing guidelines and good practices with respect to child education on and empowerment in climate action

[English only]

I. Introduction

1. Climate change affects the lives and livelihoods of every human being around the world, but children are disproportionately more vulnerable to its impacts, such as disasters, diseases and displacement. Their greater vulnerability rests on their more immature physiological defence systems, the more direct ways in which they interact with their environment, their dependence on adults and the accumulation of risks and damages over their lifetimes.¹ Climate change also exacerbates their existing risks and inequalities, which are often interconnected, generating differentiated impacts among them (see the box below).

2. Moreover, despite being the least responsible for climate change, children will bear the greatest burden of its impacts. Approximately 1 billion children globally – nearly half of the world’s children – live in countries considered to be at extremely high risk from the impacts of the climate crisis. Children in these countries are exposed to multiple climate-related and environmental shocks, threatening their health, education and protection.²

3. The extent and magnitude of the impacts of climate change on children is compelling governments and other stakeholders to take action to protect their rights and well-being.³ There is also a growing recognition of the role of children as powerful agents of change in addressing and responding to climate change.⁴ Under the UNFCCC process, Parties are encouraged to implement climate policies and action that are gender-responsive, fully respect human rights and empower children and youth.⁵

4. The preamble to the Paris Agreement states that, when taking action to address climate change, Parties should respect, promote and consider their respective obligations on human rights, including the rights of children and intergenerational equity. In its general comment on children’s rights and the environment, with a special focus on climate change,⁶ the United Nations Committee on the Rights of the Child notes that children’s rights, like all human rights, are indivisible, interdependent and interrelated, with some rights particularly threatened by climate change and other rights playing an instrumental role in safeguarding children’s rights in relation to the environment.⁷

5. Educating and empowering children is closely linked to the safeguarding and fulfilment of their rights, including the right to a clean, healthy and sustainable environment. ACE and its six elements, especially education, public access to information and public participation, have direct linkages to the rights under the United Nations Convention on the Rights of the Child, such as to education (Articles 28–29), to access to information (Articles 13 and 17), to be heard (Article 12) and to freedom of expression, association and peaceful assembly (Articles 13 and 15).

¹ Sanson AV, Wachs TD, Koller SH, et al. 2018. Young People and Climate Change: The Role of Developmental Science. In: S Verma and AC Petersen (eds.). *Developmental Science and Sustainable Development Goals for Children and Youth*. Cham: Springer International Publishing. pp.115–137. Available at https://doi.org/10.1007/978-3-319-96592-5_6.

² UNICEF. 2021. *The Climate Crisis is a Child Rights Crisis: Introducing the Children’s Climate Risk Index*. New York: UNICEF. Available at <https://unicef.org/reports/climate-crisis-child-rights-crisis>.

³ For example, CMA 5 requested SBI 60 to hold an expert dialogue on children and climate change to discuss the disproportionate impacts of climate change on children and relevant policy solutions in this regard (decision [1/CMA.5](#), para. 182).

⁴ See decisions [16/CP.28](#), para. 1; and [21/CMA.5](#), para. 1.

⁵ Decision [1/CMA.5](#), para. 178.

⁶ United Nations Committee on the Rights of the Child document CRC/C/GC/26.

⁷ United Nations Committee on the Rights of the Child document CRC/C/GC/26, para. 13.

Interconnected vulnerabilities of children

The impacts of climate change exacerbate existing risks and inequalities that are often interconnected, including in relation to age, gender, ethnicity, disability and displacement or migration status. For example, women and girls are particularly vulnerable to the social responses triggered by climate shocks, especially in places where they face restrictive gender norms.^a Prolonged school closures in the wake of disasters can lead to a higher risk of school dropout for girls and for children from low-income families, who may be withdrawn from school to supplement household income.^b Climate-related events are responsible for preventing at least 4 million girls in low- and lower-middle-income countries from completing their education.^c

In addition, persons with disabilities, in particular children with disabilities, are often among those most adversely affected in a climate-related emergency, sustaining disproportionately higher rates of morbidity and mortality, and are among those least able to access emergency support. Both sudden-onset natural disasters and slow-onset events can seriously affect their access to education and training.^d Other marginalized groups, such as Indigenous children, child migrants and refugees, also require more dedicated attention and support. When children migrate or become displaced, it is important that their right of access to education be upheld, even if they are in transit or living in a temporary shelter.^e

While a growing body of guidelines and practices is taking into account the vulnerabilities of children, women, persons with disabilities and other marginalized and vulnerable populations in the context of climate change as separate issues, the interconnected vulnerabilities of children remain underestimated and underexplored. More research and action are needed to make education and empowerment more child- and gender-responsive and inclusive.

^a Fruttero A, Halim DZ, Broccolini C, et al. 2023. *Gendered Impacts of Climate Change: Evidence from Weather Shocks*. Policy Research working paper. Washington, D.C.: World Bank Group. Available at <https://documents.worldbank.org/en/publication/documents-reports/documentdetail/099342305102324997/IDU0ba259bd2039ca04fa20b87a0893bb487e014>.

^b Plan International. 2023. *Climate Change and Girls' Education: Barriers, Gender Norms and Pathways to Resilience*. Woking, United Kingdom: Plan International. Available at <https://plan-international.org/publications/climate-change-girls-education/>.

^c Global Partnership for Education. 2023. *Toward climate-smart education systems: A 7-dimension framework for action*. Washington, D.C.: Global Partnership for Education. Available at <https://www.globalpartnership.org/content/toward-climate-smart-education-systems-7-dimension-framework-action>.

^d United Nations General Assembly document A/HRC/44/30, para. 5.

^e UNICEF, International Organization for Migration, Georgetown University, Institute for the Study of International Migration, et al. 2022. *Guiding Principles for Children on the Move in the Context of Climate Change*. New York: UNICEF. Available at <https://www.unicef.org/innocenti/reports/guiding-principles-children-move-context-climate-change>.

II. Mandate, scope and definitions

6. The action plan under the Glasgow work programme on Action for Climate Empowerment includes a request for the secretariat to map and collate existing guidelines and good practices with respect to child education on and empowerment in climate action, with special consideration given to gender equality and inclusion of persons with disabilities (activity C.2).

7. The guidelines and good practices with respect to child education on and empowerment in climate action detailed in this annex are non-exhaustive and intended to provide information to governments and other stakeholders to assist them in educating and empowering children to be part of and lead climate action.

8. For the purposes of this annex, “education” refers to the ACE elements of climate change education, training and public awareness, while “empowerment” refers to the ACE elements of public access to information and public participation. International cooperation

on these elements is regarded as a cross-cutting enabler for both education and empowerment and many of the guidelines and good practices detailed in this annex have elements of international cooperation embedded into their design and implementation.

9. In this annex, a child refers to someone under the age of 18 in line with Article 1 of the United Nations Convention on the Rights of the Child.⁸ The term “young people” is used where the guidelines and good practices in this annex target both children and youth (those aged between 15 and 35), or a subgroup thereof.

III. Education

A. Climate change education and public awareness

10. An analysis of the national curriculum frameworks of 100 countries conducted by the MECCE Project and UNESCO in 2021 revealed that nearly half (47 per cent) do not mention climate change; while a survey of teachers’ readiness to teach about climate change conducted by Education International and UNESCO in 2021 showed that only one third of teachers felt able to explain the effects of climate change in their regions effectively.⁹ Further, 70 per cent of the 17,500 young people surveyed by UNESCO in 2021 to explore their level of satisfaction with and expectations of climate change education were unable to describe the broad principles of climate change owing to a lack of quality in the current way the subject is taught.¹⁰

11. Nevertheless, most students and teachers believe that climate change is taking place and view education as necessary for addressing it.¹¹ There is a growing call to strengthen all forms of education and learning on the topic so as to fully enable individuals, as agents of change, to acquire or develop the knowledge, skills, values and attitudes needed to contribute effectively to a transition to low-carbon, climate-resilient societies.

12. At the international level, the Greening Education Partnership, launched in 2023, is pivotal in supporting countries in combating the climate crisis by leveraging the critical role of education. This collaborative platform, which brings together governments and a diverse range of stakeholders, is built on four key pillars of transformative education: greening schools, greening curricula, greening teacher training and education systems’ capacities, and greening communities. At COP 28, several member States of the Partnership endorsed the Declaration on the Common Agenda for Education and Climate Change, reaffirming their commitment to furthering global efforts to build climate-smart education systems through the four pillars of transformative action.¹² Under the Partnership, the following tools have been developed for use by governments and educational communities around the world:

(a) *Greening curriculum guidance: Teaching and learning for climate action*,¹³ which is a practical manual aimed at providing a common understanding of what climate change education should consist of and how countries can mainstream environmental topics across curricula, with detailed expected learning outcomes outlined for different age groups, from 5 year olds to those aged 18 and above. The guidance is aimed at supporting countries, schools and individual practitioners in reassessing their practices to adopt a more action-

⁸ Available at <https://www.ohchr.org/en/instruments-mechanisms/instruments/convention-rights-child>.

⁹ UNESCO. 2021. *Getting every school climate-ready: how countries are integrating climate change issues in education*. Paris: UNESCO. Available at <https://unesdoc.unesco.org/ark:/48223/pf0000379591>.

¹⁰ UNESCO. 2022. *Youth demands for quality climate change education*. Paris: UNESCO. Available at <https://unesdoc.unesco.org/ark:/48223/pf0000383615>.

¹¹ Bhattacharya D, Carroll Steward K and Forbes CT. 2021. Empirical research on K-16 climate education: A systematic review of the literature. *Journal of Geoscience Education*. 69(3): pp.223–247. Available at <https://doi.org/10.1080/10899995.2020.1838848>.

¹² See <https://www.unesco.org/en/articles/declaration-common-agenda-education-and-climate-change-cop28>.

¹³ UNESCO. 2024. *Greening curriculum guidance: Teaching and learning for climate action*. Paris: UNESCO. Available at <https://unesdoc.unesco.org/ark:/48223/pf0000390022>.

oriented, holistic, scientifically accurate, justice-driven and lifelong learning approach to climate change education;

(b) *Green school quality standard: Greening every learning environment*,¹⁴ which sets out an action-oriented approach to and minimum requirements for creating a green school. It recommends that all schools set up green governance committees consisting of students, teachers and parents to oversee the sustainable management of the learning environment. It also calls for teacher training and audits of energy, water, food and waste at schools to be undertaken, as well as encouraging stronger ties among students and the wider community so that students can address environmental issues at the local level.

13. As highlighted in *Greening curriculum guidance: Teaching and learning for climate action*, the quality and quantity of climate change content should be significantly increased across all education subjects and activities and at all education levels. It also needs to holistically cover cognitive, socioemotional and behavioural learning dimensions. A survey of 10,000 young people in 10 countries on their thoughts and feelings about climate change showed that climate anxiety is already widespread across the world and affects young people's daily lives.¹⁵ By shifting the focus from simply imparting knowledge about environmental issues towards a more action-oriented, project-based and experiential approach, climate change education can drive action and show learners the role they can play in tackling the climate crisis.¹⁶

14. Informal and non-formal learning methods, including awareness-raising campaigns, are likewise crucial in empowering learners to become agents of change. Such methods are particularly effective in areas such as disaster risk reduction, energy efficiency, circular economy and biodiversity conservation. For example, in Kyrgyzstan, students (starting from the preschool level) and teachers are trained in safe behaviours during emergencies, such as floods, landslides and earthquakes. The initiative, which features a mobile application and online course with interactive games designed to teach school children about safe behaviours during emergencies, is being rolled out to 1,800 schools across the country and is expected to reach 1 million school children.¹⁷

15. Similarly, in a world where 250 million children between the ages of 6 and 17 are not attending school or have dropped out,¹⁸ non-formal learning settings, such as community centres, clubs, libraries, faith-based organizations, health institutions and online platforms, including social media, play an essential role in inclusive climate change education.

16. Ultimately, climate change education and public awareness should equip children with knowledge, skills and attitudes that promote ways of thinking, planning and acting with empathy, responsibility and care for the environment and public health. For example, *GreenComp: the European sustainability competence framework*¹⁹ identifies a set of sustainability competences and provides a reference model that can be applied in any learning context to help learners become systemic and critical thinkers and develop agency by embodying sustainability values, embracing complexity in sustainability, envisioning sustainable futures and acting for sustainability.

17. For the effective delivery of climate change education, it is important to enhance the capacity of teachers and education systems. A survey of over 1,000 teachers and staff from

¹⁴ UNESCO. 2024. *Green school quality standard: Greening every learning environment*. Paris: UNESCO. Available at <https://unesdoc.unesco.org/ark:/48223/pf0000390028>.

¹⁵ Hickman C, Marks E, Pihkala P, et al. 2021. Climate anxiety in children and young people and their beliefs about government responses to climate change: a global survey. *The Lancet Planetary Health*. 5(12): pp.e863–e873. Available at [https://doi.org/10.1016/S2542-5196\(21\)00278-3](https://doi.org/10.1016/S2542-5196(21)00278-3).

¹⁶ UNESCO and MECCE Project. 2024. *Education and climate change: learning to act for people and planet*. Paris: UNESCO. Available at <https://unesdoc.unesco.org/ark:/48223/pf0000389801>.

¹⁷ Venegas Marin S, Schwarz L and Sabarwal S. 2024. *The Impact of Climate Change on Education and What to Do about It*. Washington, D.C.: World Bank. Available at <https://hdl.handle.net/10986/41483>.

¹⁸ See <https://www.unesco.org/en/articles/250-million-children-out-school-what-you-need-know-about-unescos-latest-education-data>.

¹⁹ Bianchi G, Pisiotis U and Cabrera Giraldez M. 2022. *GreenComp: the European sustainability competence framework*. Luxembourg: Publications Office of the European Union. Available at <https://publications.jrc.ec.europa.eu/repository/handle/JRC128040>.

38 countries conducted by EARTHDAY.ORG, Shift Sustainability and Take Action Global found that communication and collaboration on climate change education within and among schools was considered important, with nearly half of those surveyed citing lack of available or suitable resources for teaching about climate change as a major challenge.²⁰ In August 2024, the COP 29 Presidency youth climate champion hosted the COP 29 Climate Change Summer Camp for 75 early-career educators from 35 countries in Baku, providing training on incorporating climate change education into teaching processes more effectively and engagingly. The training fostered peer-to-peer exchange and networking, allowing participants to discuss common challenges and share solutions, thereby building a global community of practice.²¹

18. In addition, schools and learning institutions can benefit significantly from pursuing a whole-institution approach to mainstreaming climate change and sustainability that covers the four key pillars of transformative education mentioned in paragraph 12 above. As an example, the Eco-Schools programme,²² operated by the Foundation for Environmental Education, is aimed at empowering children to meaningfully foster change and improve the environment in both their school and community through participatory and action-oriented learning. Under the programme, Green Flag certification is awarded to schools that illustrate a high level of commitment to and action towards achieving sustainability, including by setting up a student-led governance committee and conducting a sustainability audit.

19. With climate change directly and indirectly affecting access to education and the quality of education outcomes,²³ there are increasing calls from the education community to improve the ability of school infrastructure to absorb climate shocks and adapt to stresses and changes brought about by climate change.²⁴ The Comprehensive School Safety Framework 2022–2030²⁵ developed by the Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector focuses on strengthening the system-level resilience of schools to all types of hazards, including those induced by climate change. Indonesia, for example, has implemented the Framework in over 35,000 schools, which has heightened awareness of disaster risks and climate change impacts as well as preparedness for climate-related disasters among students, teachers and communities.²⁶

20. Investments are needed to protect classrooms from heat, make sure new school buildings are constructed in areas at low risk of climate shocks and implement best practices to ensure the resilience of school infrastructure to climate change impacts. Given the scale of the investments needed, several international initiatives and programmes are assisting the education sector in gender- and age-aware disaster planning:

(a) The aim of the Building the Climate Resilience of Children and Communities through the Education Sector initiative, launched by the Global Partnership for Education, the Green Climate Fund and Save the Children, is to construct climate-resilient and green schools while also integrating climate change education into school curricula and providing training to schools on early warning systems. Starting with three countries (Cambodia, South Sudan and Tonga), the initiative will increase the resilience of their education systems, including by retrofitting and constructing greener and more climate-adaptive school buildings in line with the Comprehensive School Safety Framework 2022–2030;²⁷

²⁰ Shift Sustainability, Take Action Global and EARTHDAY.ORG. 2023. *Climate action education: a global view of challenges and best practice*. London: Shift Insight. Available at <https://shift-sustainability.co.uk/sustainability-research-reports/climate-action-education-tag-earthday/>.

²¹ See <https://unfccc.int/news/young-educators-learning-inspiring-and-driving-climate-action>.

²² See <https://www.ecoschools.global/>.

²³ See also Geneva Global Hub for Education in Emergencies. 2023. *Leveraging Education in Emergencies for Climate Action*. Geneva: Geneva Global Hub for Education in Emergencies. Available at <https://eihub.org/resource/leveraging-education-in-emergencies-for-climate-action>; and footnote 17 above.

²⁴ As footnote 16 above.

²⁵ See <https://gadrrres.net/comprehensive-school-safety-framework/>.

²⁶ As footnote 17 above.

²⁷ See <https://www.globalpartnership.org/news/green-climate-fund-global-partnership-education-save-children-launch-investment-green-schools-cop28>.

(b) As the United Nations global fund for education in emergencies and protracted crises, Education Cannot Wait²⁸ is aimed at supporting the resumption of education and back-to-school campaigns, focusing on the most vulnerable and at-risk children, in particular girls. The fund has enabled the construction of temporary learning spaces, rehabilitation of damaged schools, provision of educational materials, implementation of school feeding programmes and provision of psychosocial support. Funded initiatives also help to build the resilience of schools in the face of future climate disasters, with teachers and school administrators trained in disaster preparedness and management;

(c) The Global Program for Safer Schools,²⁹ funded by the Global Facility for Disaster Reduction and Recovery, is aimed at increasing the number of large-scale investments in improving the safety and resilience of school infrastructure at risk from natural hazards and enhancing the quality of learning environments for children. In Peru, the Program supported policy reform to improve resources for disaster risk management, reduce infrastructure vulnerabilities in the education sector, including flood protection measures, and increase governmental capacity for post-disaster recovery and reconstruction.³⁰

21. Climate change and climate shocks affect the mental health and psychological well-being of children. School-based mental health services for primary-school-aged children can be effective in decreasing mental health problems and improving academic performance. In Mozambique, UNICEF and its education partners have established a programme to provide access to mental health and psychological services in provinces affected by climate shocks. Under the programme, mental health and psychosocial support interventions are undertaken and manuals are disseminated to health professionals and school staff to support the well-being of children before, during and after cyclones and other climate-related emergencies.³¹

22. During and after climate shocks, it is important for governments and schools to ensure that education is continuously provided, with a particular focus on girls and on children with disabilities, including through non-formal learning methods and by ensuring that parents and communities play an active role:

(a) The Philippines has adopted the Children's Emergency Relief and Protection Act, which provides for temporary learning spaces during disasters, and established the Comprehensive Emergency Program for Children,³² a framework for disaster preparedness, response and recovery. The Program provides for funds for repairing and rebuilding damaged schools and includes programmes to help children who miss school due to disasters keep pace with peers;

(b) In Jordan, the Ministry of Education, in collaboration with UNICEF, launched Learning Bridges,³³ a blended learning programme, in 2020 for students, including Syrian refugees, aged between 9 and 15. The programme embeds climate change education into core maths, science, English and Arabic curricula. Students receive weekly activity packs and online resources via quick response, or QR, codes, along with guidelines to assist parents in supporting their children's learning. To promote accessibility, the programme offers audio files for visually impaired students and those with reading difficulties. The programme adopts a project-based approach, aiming to actively integrate acquired knowledge into children's daily lives and foster critical thinking and problem-solving skills.

23. Particular attention should be given to early childhood care and education. The United Kingdom Department for Education's Sustainability and Climate Change Strategy for the

²⁸ See <https://www.educationcannotwait.org/>.

²⁹ See <https://gpss.worldbank.org/en>.

³⁰ As footnote 17 above.

³¹ UNICEF. 2021. *Responding to multiple emergencies – building teachers' capacity to provide mental health and psychosocial support before, during, and after crises (Mozambique)*. New York: UNICEF. Available at <https://www.unicef.org/documents/responding-multiple-emergencies-building-teachers-capacity-provide-mental-health-and>.

³² For the manual of operations, see Department of Social Welfare and Development. 2021. *Comprehensive Emergency Program for Children Manual of Operations*. Manila: Government of the Philippines. Available at <https://dreamb.dswd.gov.ph/wp-content/uploads/2022/08/Comprehensive-Emergency-Program-for-Children-CEPC.pdf>.

³³ See <https://www.unicef.org/jordan/education/learning-bridges>.

education and children’s services systems,³⁴ launched in 2022, sets out key actions pertaining to climate education and green skills aimed at equipping learners of all ages with the knowledge and skills needed to contribute to a green economy. In particular, the Strategy places an emphasis on the early-years foundation stage statutory framework, which specifies standards that schools must meet for the learning, development and care of children from birth to five years old.

B. Training

24. Acquiring the right skills for jobs is essential for a transition to environmentally sustainable and socially inclusive economies. ILO estimates that in both an energy sustainability and a circular economy scenario, job creation will outpace job destruction. The overall job creation potential in the two scenarios is close to 103 million jobs, but this transition cannot fully take place if the skills demanded by existing and new jobs are not available in the labour market. Such a transition is therefore conditional on immediate investment in training to enable workers to develop the skills needed to meet new requirements and avoid skills mismatches.³⁵

25. As those due to enter the workforce in 2030 are already likely to be in secondary education now, equipping children with green skills cannot start soon enough. Under the Green Jobs for Youth Pact,³⁶ ILO, UNICEF and the United Nations Environment Programme are collaborating with young people, governments, the private sector and social and education partners to tackle the green skills deficit and advance the just transition to a low-carbon and circular economy. The Pact will support government and academic institutions in integrating sustainability into educational curricula and training programmes, focusing on TVET, and in providing green skills training and assessment.

26. TVET in secondary and post-secondary education that provides qualifications and work-based learning opportunities, such as apprenticeships and traineeships, is especially relevant for children aged between 15 and 18. Initiatives under which children can obtain specialized knowledge and develop technical skills are key to creating a well-skilled workforce for existing and new green jobs. For example, in Bulgaria, the Vocational School for Mechanical and Electrical Engineering of Pleven (for students aged between 14 and 18) is being supported by the European Union in updating its apprenticeship curricula for electricians to include skills relevant to a green transition. Once approved, the updated curricula could be applied to all national apprenticeship programmes for electricians. In Greece, national post-secondary apprenticeship training guides are currently being updated to include green modules focused on environmental values and the culture of sustainability and on specialty-specific skills linked to a sustainable economy.³⁷

27. Similarly to schools and other learning institutions, TVET institutions should apply a whole-institution approach. Although not specifically targeting secondary and post-secondary education, the following guidance may be useful for greening the learning environment:

(a) *Greening TVET and skills development: A practical guidance tool*³⁸ by ILO is aimed at supporting the mainstreaming of skills needed for a green transition in TVET and skills development in a systemic and holistic manner. The tool provides “how-to” guidance on designing competency standards and curricula for green jobs, adapting training delivery and assessments to support green learning, adapting sustainability practices to maintain a

³⁴ See <https://www.gov.uk/government/publications/sustainability-and-climate-change-strategy>.

³⁵ ILO. 2019. *Skills for a Greener Future: A Global View*. Geneva: ILO. Available at https://www.ilo.org/skills/pubs/WCMS_732214/lang--en/index.htm.

³⁶ See <https://www.climateaction4jobs.org/youth/>.

³⁷ European Centre for the Development of Vocational Training. 2024. *Greening apprenticeships: from grassroots initiatives to comprehensive approaches*. Publications Office of the European Union. Available at <https://data.europa.eu/doi/10.2801/708025>.

³⁸ ILO. 2022. *Greening TVET and skills development: A practical guidance tool*. Geneva: ILO. Available at <https://www.ilo.org/publications/greening-tvet-and-skills-development-practical-guidance-tool>.

green campus, building the capacity of teachers and trainers to design and provide effective training and raising awareness of the need for a green transition among enterprises;

(b) *Greening Technical and Vocational Education and Training: A practical guide for institutions*³⁹ by the UNESCO International Centre for Technical and Vocational Education and Training is aimed at assisting institutions in improving their understanding and implementation of education for sustainable development using a whole-institution approach. The guide sets out a step-by-step process that can be applied in an institutional setting, consisting of understanding the process of and planning for greening TVET, implementing greening plans and monitoring progress and assessing results.

28. Forward-looking skills strategies that anticipate which jobs will be in demand in a green transition can play an instrumental role in training young people to perform jobs created in the transition. In 2023, the Department for the Economy in Northern Ireland, United Kingdom, commissioned research into the skills required for a successful energy transition in Northern Ireland, including anticipated skills gaps in the short, medium and longer term, taking into account existing education, skills and training opportunities, such as entry-level opportunities, apprenticeships, and further and higher education. The research highlighted the need for targeted training and employment opportunities for, inter alia, women, persons with physical and/or learning disabilities and unemployed young people.⁴⁰

29. The inclusion of women and girls in apprenticeships and skills training for green jobs is essential for overcoming disparities in the labour market as well as skill shortages in certain occupations. Unless measures are taken to train women and girls in relevant skills, they will only end up occupying a fraction of the jobs created in a green transition.⁴¹ Furthermore, persons with disabilities continue to face stigma and discrimination in workplaces and learning institutions. Training programmes with equitable access criteria and that specifically target girls as well as children with disabilities should therefore be developed and implemented.⁴²

30. Child migrants and refugees may also face education disruptions, hindering their opportunity to build the skills needed for a green transition. Only 33 per cent of refugees around the world are enrolled in secondary education, compared with 84 per cent of children overall. Children on the move need portable and adaptable skills to prepare them for participation in green economies across all sectors.⁴³ For children not in education, employment or training, innovative solutions, such as microlearning and hybrid solutions, could be explored.

³⁹ UNESCO International Centre for Technical and Vocational Education and Training. 2017. *Greening Technical and Vocational Education and Training: A practical guide for institutions*. Paris: UNESCO. Available at <https://unevoc.unesco.org/home/UNEVOC+Publications/lang=en/akt=detail/qs=6032>.

⁴⁰ The report on the research is available at <https://www.economy-ni.gov.uk/publications/transitioning-greener-economy-skills-perspective>.

⁴¹ As footnote 35 above.

⁴² Publications that focus on gender and disability issues in the context of climate change and just transition (though do not include a focus on children) include ILO. 2024. *Gender, equality and inclusion for a just transition in climate action*. Geneva: ILO. Available at <https://www.ilo.org/publications/gender-equality-and-inclusion-just-transition-climate-action>; and ONCE Foundation and the ILO Global Business and Disability Network. 2023. *Making the green transition inclusive for persons with disabilities*. Geneva: ILO. Available at <https://www.ilo.org/publications/making-green-transition-inclusive-persons-disabilities>.

⁴³ UNICEF, International Organization for Migration, Georgetown University, Institute for the Study of International Migration, et al. 2022. *Guiding Principles for Children on the Move in the Context of Climate Change*. New York: UNICEF. Available at <https://www.unicef.org/innocenti/reports/guiding-principles-children-move-context-climate-change>.

IV. Empowerment

A. Public access to information

31. Access to information is not just a tool, but also a source of empowerment for children. Understanding their rights and the potential effects of climate change on those rights can give them a sense of agency in protecting and fulfilling those rights, and is crucial for realizing their rights to express their views and to be heard.⁴⁴ For example, the general comment on children’s rights and the environment, with a special focus on climate change (see para. 4 above), of the United Nations Committee on the Rights of the Child is available in multilingual child-friendly versions and is accompanied by an animation, allowing children to better understand its content and how it can be used as a tool to advocate for change.

32. Children have the right to access accurate and reliable information on climate change, including its causes and effects, findings from scientific assessments and relevant legislation, policies and plans. It is important for this information to be easily accessible as well as child-friendly. *Frontiers for Young Minds*⁴⁵ is an open-access academic journal that publishes articles edited by children for children. The journal covers research on science, technology, engineering and mathematics topics and allows young scientists aged 8 to 15 to participate in the publishing process. For example, an article entitled “We Are Not on Track: Greenhouse Gas Emissions Are Higher Than Ever!”⁴⁶ was written by two lead authors of the Sixth Assessment Report of the Intergovernmental Panel on Climate Change and reviewed by two young reviewers.

33. Methods for disseminating information should be appropriate to children’s ages and capacities and aim to overcome obstacles such as illiteracy, disability, language barriers, distance, and limited access to information and communications technology.⁴⁷ For children with disabilities, accessing information with a view to understanding climate change and participating in conversations on the matter may be additionally challenging. The Inter-American Institute on Disability and Inclusive Development published *Green Words: 15 ideas for taking care of the world*,⁴⁸ together with GOAL Planet and UNICEF, in English and Spanish to facilitate the dissemination of climate change related information to children with disabilities. The document sets out essential words that children need to know in order to discuss and learn and ask questions about climate change. The original Spanish version includes quick response, or QR, codes with links to videos in Spanish and sign language.

34. Early warning information needs to be accessible to every child. In Indonesia’s primary and secondary education system, a mobile application called InaRISK is used as part of the Disaster Safe Education Unit programme implemented by the Ministry of Education, Culture, Research, and Technology to improve the knowledge of students and staff regarding disaster risk management. The application summarizes local-level disaster risks determined by hazard assessments conducted by local governments and provides suggested anticipatory actions.⁴⁹

35. Information on climate change should also target stakeholders that play the most direct role in caring for children’s needs and interests, such as parents and educators. The Office for Climate Education provides educational resources, such as the *Sixth Assessment Report Summary for Teachers*,⁵⁰ available in English, French and Spanish, to enhance

⁴⁴ United Nations Committee on the Rights of the Child document CRC/C/GC/26, para. 32.

⁴⁵ See <https://kids.frontiersin.org>.

⁴⁶ Peters GP and Meinshausen M. 2024. We Are Not on Track: Greenhouse Gas Emissions Are Higher Than Ever! *Frontiers for Young Minds*. Available at <https://kids.frontiersin.org/articles/10.3389/frym.2024.1343809>.

⁴⁷ United Nations Committee on the Rights of the Child document CRC/C/GC/26, para. 34.

⁴⁸ Inter-American Institute on Disability and Inclusive Development, GOAL Planet and UNICEF. 2022. *Green Words: 15 ideas for taking care of the world*. New York: UNICEF. Available at <https://www.unicef.org/reports/green-words>.

⁴⁹ As footnote 17 above.

⁵⁰ Office for Climate Education. 2024. *Sixth Assessment Report Summary for Teachers*. Paris: Office for Climate Education. Available at <https://www.oce.global/en/resources/climate-science/ipcc-sixth->

educators' scientific knowledge on and ability to provide up-to-date information to students on climate change.

36. The systematic collection and use of age- and sex-disaggregated localized and child-specific data is key to informing the effective design and implementation of child-responsive climate action. The UNICEF Children's Climate Risk Index provides a comprehensive view of children's exposure and vulnerability to the impacts of climate change, serving as a conceptual framework, a tool and an initial assessment thereof at the global level with a view to ensuring that action for those most at risk is prioritized.⁵¹ At the national level, UNICEF conducts climate landscape analyses for children, reviewing the climate, environment, energy and disaster risk reduction situation in a given country and its impacts on children, including in terms of education and learning, and presenting country-specific recommendations for action.⁵²

37. In addition, efforts should be made to focus on measuring the impacts of climate action on children. UNICEF Australia and the Young and Resilient Research Centre at Western Sydney University partnered in 2023 to develop 47 child-centred indicators to measure the impacts of climate change and climate action on children's own experience. The associated framework offers public and private sector and civil society actors a practical tool for designing and implementing climate policies and interventions together with young people and monitoring and evaluating their short- to long-term impacts on young people.⁵³

B. Public participation

38. Children have the right to express their views and to be heard on matters that affect them. However, in a survey conducted by Plan International in 2021 to capture the opinions and experience of young people in relation to climate change, 91 per cent of respondents said there were barriers making it difficult for them to participate in climate decision-making processes.⁵⁴

39. Children's voices are a powerful global force for climate action, and their views add relevant perspectives and experience to climate decision-making at all levels.⁵⁵ Platforms and opportunities, such as the following, have enabled children to have their voices reflected and respected in climate action:

(a) The process to develop the general comment on children's rights and the environment, with a special focus on climate change, of the United Nations Committee on the Rights of the Child (see para. 9 above) benefited from the views shared by 16,331 children from 121 countries through online surveys, focus groups and in-person national and regional consultations. ILO and UNICEF also hosted a consultation with young people with disabilities that focused on, inter alia, the right to non-discrimination in the context of the general comment;⁵⁶

[assessment-report-summary-teachers.](#)

⁵¹ UNICEF. 2021. *The Climate Crisis is a Child Rights Crisis: Introducing the Children's Climate Risk Index*. New York: UNICEF. Available at <https://unicef.org/reports/climate-crisis-child-rights-crisis>.

⁵² For an example of the analysis for Yemen, see UNICEF. 2024. *Climate Landscape Analysis for Children in Yemen*. New York: UNICEF. Available at <https://yemen.un.org/en/266736-unicef-yemen-climate-landscape-analysis-children-yemen>, <https://yemen.un.org/en/266736-unicef-yemen-climate-landscape-analysis-children-yemen>.

⁵³ See https://www.westernsydney.edu.au/young-and-resilient/projects/current_projects/UNICEF_climate_project.

⁵⁴ Plan International. 2021. *Reimagining Climate Education and Youth Leadership*. Woking, United Kingdom: Plan International. Available at <https://plan-international.org/publications/reimagining-climate-education-and-youth-leadership/>.

⁵⁵ United Nations Committee on the Rights of the Child document CRC/C/GC/26, para. 26

⁵⁶ UNICEF. 2024. *Championing children and young people with disabilities in navigating the triple planetary crisis*. New York: UNICEF. Available at <https://www.unicef.org/documents/championing-children-young-people-disabilities-navigating-triple-planetary-crisis>.

(b) The Declaration on Children, Youth and Climate Action,⁵⁷ signed by a group of governments at COP 25, was jointly developed by representatives of the Children's Environmental Rights Initiative, UNICEF and the YOUNGO constituency, as well as young climate activists, to build on core priorities related to climate change identified by young people around the world. It is aimed at raising awareness of the fact that the climate crisis is simultaneously a crisis of children's rights and recognizes the historic movement of young people demanding urgent and ambitious climate action that considers their specific voices and needs. As at 31 August 2024, 52 countries had signed the Declaration. The Declaration has already prompted countries to take action. As one of the signatories, Panama, for example, has held four inter-institutional and intergenerational meetings since signing the Declaration in 2021 focused on establishing and monitoring progress in implementing its national road map for implementing the Declaration;⁵⁸

(c) U-Report⁵⁹ is the UNICEF digital community for young people by young people where they can share opinions on topics that matter to them. Using real-time insights and solutions from young people from more than 90 countries, the platform helps shape policies and decisions at all levels. In July 2022, a survey on climate change experience and adaptation gathered more than 6,300 responses, 22 per cent of which were from young people under the age of 20, with questions relating to, inter alia, concerns about climate change impacts on their future and whether the training and skills they are receiving to respond to climate change and its impacts are sufficient;

(d) The Peoples' Climate Vote, conducted by UNDP, is the world's largest stand-alone public opinion survey on climate change and serves as a platform for people, including children, to express their concerns and needs regarding climate change. *People's Climate Vote 2024 Results*⁶⁰ provides some child-relevant insights. For example, around 55 per cent of respondents aged under 18 think about climate change at least weekly, which is slightly lower than for other age groups, and around 80 per cent of people globally called for schools in their country to provide more climate change education.

40. At the national level, Governments are amending laws, policies, practices and budgets to include children's rights and facilitate the participation of children in climate decision-making and action. The following countries, for example, have established dedicated age-, culture- and context-appropriate policies or institutionalized participation mechanisms that provide for a safe space for children to share their concerns about and actively participate in climate decision-making processes:

(a) Australia published its three-year youth engagement strategy⁶¹ in 2024, aimed at providing young people aged 12 to 25 with more opportunities to contribute to government decision-making. The strategy was developed by asking over 4,600 young people how they would like to be involved in government decision-making, including Indigenous young people, young people with disabilities, refugees and migrants. The Australian Government also establishes Youth Advisory Groups that advise ministers and government departments and agencies on programmes and policies affecting young people. The Climate Change and COP 28 Youth Advisory Group, which ran in 2023, advised the Department of Climate Change, Energy, the Environment and Water on ways to increase the engagement and participation of young people in and build awareness of the UNFCCC process;⁶²

⁵⁷ See <https://www.unicef.org/environment-and-climate-change/climate-declaration>. The Declaration is accompanied by a guidance document that provides more context, information, and supporting resources and tools.

⁵⁸ Available at <https://www.unicef.org/panama/informes/hoja-de-ruta-declaratoria-nna-acci%C3%B3n-clim%C3%A1tica> (available in Spanish only).

⁵⁹ See <https://ureport.in>.

⁶⁰ UNDP. 2024. *Peoples' Climate Vote 2024 Results*. New York: UNDP. Available at <https://www.undp.org/publications/peoples-climate-vote-2024>.

⁶¹ See <https://www.youth.gov.au/engage/resources/engage-our-new-strategy-include-young-people-decisions-we-make>.

⁶² See <https://www.youth.gov.au/youth-advisory-groups/2023-youth-advisory-groups/climate-change-and-cop28-youth-advisory-group>.

(b) Ireland's *Participation of Children and Young People in Decision-making: Action Plan 2024–2028*⁶³ is aimed at supporting young people in having a say in the development and implementation of policies and services that affect their lives. One of the actions under the Plan is to convene the National Youth Assembly on Climate every year to provide a forum for discussion on climate issues among young people aged 12 to 24, with their views serving as potential input to Ireland's climate action plan;⁶⁴

(c) Zimbabwe, in cooperation with UNICEF, conducted nationwide consultations, including focus group sessions and interviews, with over 1,000 children (with a focus on children with disabilities) and their care workers in 2024 to understand first-hand how climate change affects child health with a view to developing evidence-based recommendations for child-sensitive climate action, including in the UNFCCC process.⁶⁵

41. In addition to the growing pool of resources for use by governments and other stakeholders in supporting children's participation in areas not specifically related to climate change,⁶⁶ the following resources are aimed at supporting their participation in climate decision-making:

(a) *A COP Fit for Children: How to support children's participation*⁶⁷ by Save the Children International sets out recommendations for use by COP Presidencies, the secretariat and Parties in making the UNFCCC process more inclusive to children;

(b) *Children and Young People's Participation in Climate Assemblies*⁶⁸ by the Knowledge Network on Climate Assemblies highlights the experience of and lessons learned by children, young people and adults involved in climate assemblies at all levels across nine countries;

(c) *Championing children and young people with disabilities in navigating the triple planetary crisis*⁶⁹ by UNICEF highlights key areas for action and a disability-inclusive approach for ensuring that children with disabilities are involved in climate decision-making and action.

42. Children's views should be proactively sought and given due weight in the design and implementation of measures aimed at addressing the significant and long-term environmental

⁶³ Department of Children, Equality, Disability, Integration and Youth. 2024. *Participation of Children and Young People in Decision-making Action Plan 2024-2028*. Dublin: Government of Ireland.

Available at <https://www.gov.ie/en/publication/25fcf-participation-of-children-and-young-people-in-decision-making-action-plan-2024-2028/>.

⁶⁴ See, e.g., <https://www.gov.ie/en/press-release/c458e-the-annual-national-youth-assembly-on-climate-convenes-thursday-11th-april/>.

⁶⁵ See <https://www.unicef.org/zimbabwe/reports/climate-change-impact-child-health>.

⁶⁶ E.g. African Committee of Experts on the Rights and Welfare of the Child. 2022. *Guidelines on child participation*. Maseru, Lesotho: African Committee of Experts on the Rights and Welfare of the Child. Available at <https://www.acerwc.africa/en/key-documents/substantive-guidelines>; Crowley A, Larkins C and Manuel Pinto L. 2020. *Listen–Act–Change: Council of Europe handbook on children's participation*. Strasbourg: Council of Europe. Available at <https://edoc.coe.int/en/childrens-rights/9288-listen-act-change-council-of-europe-handbook-on-childrens-participation.html>; Plan International. 2016. *Guidelines for consulting with children and young people with disabilities*. Woking, United Kingdom: Plan International. Available at <https://plan-international.org/publications/guidelines-children-and-young-people-with-disabilities/>; Save the Children International. 2021. *The nine basic requirements for meaningful and ethical children's participation*. London: Save the Children International. Available at <https://resourcecentre.savethechildren.net/cf26bd2/>; and UNICEF. 2020. *Engaged and heard! Guidelines on adolescent participation and civic engagement*. New York: UNICEF. Available at <https://www.unicef.org/documents/engaged-and-heard-guidelines-adolescent-participation-and-civic-engagement>.

⁶⁷ Kapell A. *A COP Fit For Children: How to support children's participation*. London: Save the Children International. Available at <https://resource-centre.savethechildren.net/document/cop-fit-children-how-support-childrens-participation/>.

⁶⁸ Reid K. 2024. *Children and Young People's Participation in Climate Assemblies*. Knowledge Network on Climate Assemblies. Available at <https://www.knoca.eu/guidances-documents/children-and-young-peoples-participation-in-climate-assemblies>.

⁶⁹ As footnote 56 above.

challenges that are fundamentally shaping their lives.⁷⁰ Children’s participation in climate decision-making can facilitate the holistic integration of their rights and needs into national climate change policies and plans, including NDCs and national adaptation plans, making them child-sensitive and child-responsive. *Child-sensitive climate policies for every child*⁷¹ by UNICEF presents the results of a study exploring the child sensitivity of NDCs, demonstrating how NDCs can be more inclusive and rights-based for young people. Two examples of child inclusion in the NDC process are as follows:

(a) In Ecuador, the Ministry of Environment, Water and Ecological Transition, UNDP and UNICEF organized workshops for 40 young people aged 13 to 28, including Indigenous Peoples, migrants and persons with disabilities, with a view to formulating recommendations for Ecuador’s second NDC. Participants highlighted the need to include the topics of environmental education, disaster risk management, health, energy transition and sustainable agriculture in the NDC;⁷²

(b) In Uruguay, the Ministry of Environment and UNICEF worked together to incorporate children’s rights and inputs from young people into the country’s second NDC. To gather those inputs, the Ministry convened a series of seven workshops with 40 young people aged 14 to 22, including persons with disabilities, to provide capacity-building opportunities for learning about climate change and allow participants to elaborate on their vision and requests for the NDC.⁷³

43. Child-focused and child-led organizations, movements and initiatives provide vital services and technical assistance that support children. For example, Generation Unlimited and UNICEF, along with public and private sector and youth organizations, launched the Green Rising initiative⁷⁴ at COP 28, aimed at creating pathways for at least 10 million young people, especially girls, in developing countries to take grass-roots climate action through volunteering, skills-building, entrepreneurship and advocacy.

44. There is significant value in including children of differing ages, genders, disabilities, ethnicities, and migration and socioeconomic statuses in climate policymaking and action. For free, active, meaningful and effective participation, children should be provided with environmental and human rights education, age-appropriate and accessible information, adequate time and resources and a supportive and enabling environment.⁷⁵

V. Way forward

45. Climate change has unequal impacts on vulnerable and marginalized groups and communities. It is disproportionately caused by developed countries and affects developing countries most seriously, with children and future generations set to suffer the worst consequences.⁷⁶ However, awareness of the impacts of climate change on children and recognition of the role of education and empowerment in addressing it is still too low. In a survey of 94 education policymakers in 28 low- and middle-income countries conducted by the World Bank to understand the impact of climate change on education, only around half believed that hotter temperatures inhibited learning and 61 per cent viewed climate change as being in the bottom 3 (out of 10) priorities in education.⁷⁷

⁷⁰ United Nations Committee on the Rights of the Child document CRC/C/GC/26, para. 26.

⁷¹ UNICEF. 2022. *Child-sensitive climate policies for every child*. New York: UNICEF. Available at <https://www.unicef.org/documents/child-sensitive-climate-policies-every-child>.

⁷² See <https://www.unicef.org/ecuador/historias/40-jovenes-aportan-los-compromisos-del-ecuador-frente-al-cambio-climatico> (available in Spanish only).

⁷³ See <https://www.unicef.org/uruguay/accion-climatica-joven> (available in Spanish only).

⁷⁴ See <https://www.generationunlimited.org/green-rising>.

⁷⁵ United Nations Committee on the Rights of the Child document CRC/C/GC/26, para. 27.

⁷⁶ Sanson AV and Burke SEL. 2020. Climate Change and Children: An Issue of Intergenerational Justice. In: N Balvin and DJ Christie (eds.). *Children and Peace: From Research to Action*. Cham: Springer International Publishing. pp.343–362. Available at https://doi.org/10.1007/978-3-030-22176-8_21.

⁷⁷ As footnote 17 above.

46. Countries stand to gain significant social, economic and environmental benefits from increasing investment in and allocating budgets for climate action, particularly policies and measures that respect, promote and consider the rights and interests of children through education and empowerment. Research has shown that investing in universal primary and secondary education is the most cost-effective strategy for mitigating climate dangers.⁷⁸ For instance, every United States dollar invested in disaster risk reduction to make education systems climate-smart can save up to USD 15 in post-disaster recovery.⁷⁹ Moreover, investments that enhance educational outcomes can substantially reduce overall climate risk for 275 million children.⁸⁰ However, analysis of relevant policies and strategies in 80 countries by the MECCE Project shows that only 30 per cent of countries had publicly available climate change education budgets,⁸¹ and just 2.4 per cent of climate finance from multilateral climate funds serving the Convention and the Paris Agreement over the past 17 years has been allocated to supporting projects with child-responsive elements.⁸²

47. It is crucial to recognize that children are not a homogeneous group. Improving the collection and analysis of data and evidence on the needs and interests of children of different ages and circumstances in the context of climate change is therefore essential. Such data and evidence can inform the development and implementation of gender-responsive and inclusive policies and programmes. As marginalized populations face structural hurdles in accessing education or having their voices heard in climate decision-making and action, efforts are needed to consider and address interconnected vulnerabilities.

48. The guidelines and good practices presented in this annex are non-exhaustive. They show that more work is needed by everyone with a role to play in caring for children's needs and interests, including governments, United Nations agencies, international and non-governmental organizations, academic and cultural institutions, the private sector, communities and individuals. A whole-of-society approach is needed to support children in providing input to climate policy processes, to strengthen the capacity of children as well as relevant stakeholders to respond to climate change and to promote positive social norms and attitudes that value the uniqueness and diversity of children's contributions, priorities and perspectives in relation to climate change.

⁷⁸ Striessnig E, Lutz W and Patt AG. 2013. Effects of Educational Attainment on Climate Risk Vulnerability. *Ecology and Society*. 18(1): 16. Available at <https://www.jstor.org/stable/26269263>.

⁷⁹ Global Partnership for Education and Save the Children. 2023. *The need for climate-smart education financing. A review of the evidence and new costing framework*. Available at <https://www.globalpartnership.org/content/need-climate-smart-education-financing-review-evidence-and-new-costing-framework>.

⁸⁰ As footnote 51 above.

⁸¹ UNESCO and MECCE Project. 2023. *Climate change communication and education country profiles: approaches to greening education around the world*. Paris: UNESCO. Available at <https://unesdoc.unesco.org/ark:/48223/pf0000387867>.

⁸² Children's Environmental Rights Initiative. 2023. *Falling short: Addressing the climate finance gap for children*. Available at <https://www.unicef.org/reports/addressing-climate-finance-gap-children>.