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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 fourth 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 2024 and July 2025.



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
FWG	Facilitative Working Group
IFLA	International Federation of Library Associations and Institutions
LCIPP	Local Communities and Indigenous Peoples Platform
NAP	national adaptation plan
NDC	nationally determined contribution
PCCB	Paris Committee on Capacity-building
SB	sessions of the subsidiary bodies
SBI	Subsidiary Body for Implementation
SDGs	Sustainable Development Goals
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
UNITAR	United Nations Institute for Training and Research
WEDO	Women's Environment and Development Organization
YOUNGO constituency	constituency of children and youth non-governmental organizations

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 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

5. This fourth annual summary 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 2024 and July 2025. The information was gathered from Parties and non-Party stakeholders, including through the 2025 ACE Dialogue and relevant activities of the secretariat.
6. Chapter II below covers mandated ACE-related 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 VI below presents information on national ACE focal points; chapter V below provides relevant information from Party communications and reports submitted to the UNFCCC; chapter VI below presents information on ACE implementation by UNFCCC constituted bodies; chapter VII below discusses the United Nations Alliance on Action for Climate Empowerment; chapter VIII addresses relevant action by non-Party stakeholders; chapters IX–X below provide information on awareness-raising and communication and on youth engagement and capacity-building respectively by the secretariat in relation to ACE; and chapter XI 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.

¹ Preamble to and para. 4 of decisions [18/CP.26](#) and [22/CMA.3](#).

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 Para. 12(a) of decisions [18/CP.26](#) and [22/CMA.3](#).

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

⁶ Para. 7 of decisions [23/CP.27](#) and [22/CMA.4](#).

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 the 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 29, entitled “Advancing climate transparency: opportunities through Action for Climate Empowerment”,⁸ was moderated by representatives of Sri Lanka and Climate Outreach.⁹ In their welcoming remarks, representatives of the COP 29 Presidency and the secretariat emphasized that climate transparency requires the meaningful participation of all stakeholders to be effective, and that the ACE elements can contribute to transparency by fostering inclusivity, accountability and public trust in relation to climate policies and action.

11. A panel discussion on how the ACE elements can support or be integrated into climate transparency related processes set the scene for the event. Ecuador’s ACE focal point shared the country’s experience of developing a national climate change registry, which includes monitoring implementation of the six ACE elements, and explained how the registry is being used in preparing Ecuador’s first biennial transparency report. A representative of Norway outlined efforts to enhance civil society and youth engagement in the country’s climate decision-making and action, including the legal obligations of public authorities to make environmental information publicly accessible, and explained how ACE-related activities are reported in its national communication. Lastly, a representative of the Initiative for Climate Action Transparency Secretariat presented a stakeholder participation methodology¹⁰ developed to assist countries in enhancing stakeholder participation in the design, implementation and assessment of climate policies and action, thereby supporting greater transparency and public trust therein.

12. The following world café facilitated interactive discussions on the role of stakeholders in climate transparency and how they can be equipped and empowered through ACE to meaningfully engage in related processes. The discussions were facilitated by the ACE focal points of Trinidad and Tobago and the United States of America, and representatives of the ACE Observatory, C40 Cities, Climate Tracker Asia, Greenhouse Communications, the University of Helsinki and the YOUNGO constituency. Participants highlighted the importance of multi-stakeholder and multilevel partnerships for improving the availability and accessibility of reliable information on climate policies and action for a robust transparency framework. Specifically, participants:

- (a) Stressed the need to involve universities and research institutions early in climate transparency related processes as trusted sources of information and providers of

⁷ Para. 6(b) of the annex to decisions [18/CP.26](#) and [22/CMA.3](#).

⁸ See <https://unfccc.int/ace/cop29#-ACE-Presidency-event-COP29>.

⁹ The webcast is available at <https://unfccc.int/event/advancing-climate-transparency-opportunities-through-action-for-climate-empowerment-mandated-event>.

¹⁰ See <https://climateactiontransparency.org/our-work/icat-toolbox/assessment-guides/stakeholder-participation/>.

capacity-building, while the private sector should build trust and avoid greenwashing by communicating climate information transparently and in culturally relevant ways;

(b) Emphasized the importance of making complex climate information understandable to the public to boost engagement in climate policies and action, and the need for a safe environment for the media and civil society organizations to combat climate misinformation and provide localized communications;

(c) Pointed out that subnational governments are pivotal in ensuring that locally led and community-based climate solutions are recognized and supported, and encouraged subnational governments to strengthen their efforts to address climate-related challenges by co-creating solutions with local communities;

(d) Shared challenges faced by women, children, youth, Indigenous Peoples, persons with disabilities and others in participating in climate decision-making, and reiterated the need for accessible information, capacity-building and inclusive processes to strengthen public trust and accountability in relation to climate policies and action.

13. In closing the event, the COP 29 Presidency youth climate champion reiterated the catalytic role of ACE in equipping people, especially children and youth, with knowledge, tools and platforms for leading inclusive and transformative climate action. The Presidency youth climate champion emphasized the power of ACE to foster inclusivity of climate transparency related processes and called for climate solutions, informed by diverse perspectives, that leave no one behind.

B. Dialogue on Action for Climate Empowerment

14. 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.¹¹

15. The 2025 ACE Dialogue, which focused on the priority areas of policy coherence and coordinated action, took place at SBI 62.¹² The agenda and format for the Dialogue were informed by submissions from Parties and non-Party stakeholders.¹³

16. As per the action plan under the Glasgow work programme, the secretariat held at the Dialogue a joint session with representatives of the constituted bodies and all work programmes under the UNFCCC to discuss ways of enhancing understanding of the role of children and youth and Indigenous Peoples in accelerating ACE implementation and promoting intergenerational knowledge-sharing in the context of their work (activity A.1) and an interactive workshop on developing and implementing national climate change policies, plans, strategies and action using a clear, inclusive, intergenerational and gender-responsive approach (activity A.2).

17. In addition, the secretariat created space in the agenda for the 2025 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);

¹¹ Para. 11(b) of decisions [18/CP.26](#) and [22/CMA.3](#).

¹² The agenda and webcasts are available at <https://unfccc.int/event/in-session-action-for-climate-empowerment-ace-dialogue-2025>.

¹³ 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”).

(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).

1. Joint session (activity A.1)

18. The 2025 ACE Dialogue opened with the joint session referred to in paragraph 16 above, co-moderated by the ACE focal point of Zimbabwe and a representative of the YOUNGO constituency. In their welcoming remarks, the COP 30 Presidency youth climate champion, the representative of the YOUNGO constituency and a UNICEF youth advocate emphasized the urgent need for inclusive, intergenerational climate governance. They called on governments and others to recognize the importance of the diverse identities, lived experiences and leadership of children and youth, highlighting the need to embed children and youth participation in climate decision-making and action and create mechanisms for their meaningful engagement at all levels.

19. Two Indigenous speakers, representing the elder and youth respectively, set the scene for the following breakout session through a presentation on weaving intergenerational considerations into climate action. They called for the awakening of ancestral wisdom to restore balance with Mother Earth, underscoring the sacred duty to care for land, air and water. Emphasizing that Indigenous Peoples have long protected their cultural memory, they urged participants to respect Indigenous knowledge and perspectives on climate change and consider the impact of decisions made on future generations.

20. Facilitated by the ACE focal points of Italy and Trinidad and Tobago, representatives of Alana Institute, the Dominican Republic, Sri Lanka, UNDP, UNICEF and the YOUNGO constituency and a youth from the Asia-Pacific region, breakout discussions focused on generating ideas and opportunities for integrating intergenerational considerations throughout the UNFCCC process, and enhancing the collective well-being and meaningful engagement of children and youth, including those from local communities and Indigenous Peoples. Specifically, participants:

(a) Stressed the importance of embedding intergenerational perspectives within the UNFCCC process by integrating ACE, children and youth considerations across workstreams. Ideas include institutionalizing children and youth participation in the work of constituted bodies and establishing measurable indicators for youth engagement, taking into account relevant human rights frameworks. Capacity-building of all relevant stakeholders and multi-stakeholder partnerships were seen as essential for enhancing the impact of intergenerational engagement within the UNFCCC process;

(b) Emphasized that children and youth must be included in climate decision-making and action at all levels in meaningful and culturally respectful ways. Proposals include establishing national and local youth focal points and advisory committees to enable intergenerational climate decision-making, and adopting long-term approaches to climate action like the seventh-generation principle. Governments were urged to recognize youth expertise in climate policymaking and action and shift the perception of children and youth from passive beneficiaries to active climate partners;

(c) Identified the lack of disaggregated, child- and youth-specific data relating to climate change impacts and policy responses as a key barrier to promoting child- and youth-sensitive policies and action. The need to address global inequalities in access to such data and reflect the lived realities of children and youth as well as traditional knowledge in decision-making, while also providing opportunities for them to contribute to data collection and reporting, was underlined. Participants called for efforts to ensure that climate change education and information reach marginalized communities.

21. Representatives of UNFCCC constituted bodies and work programmes then spoke about the inclusive and intergenerational approaches they are taking, including the engagement of children, youth, local communities and Indigenous Peoples, in their work:

(a) A member of the Adaptation Committee shared information on its collaboration with other constituted bodies and Indigenous and youth observers to integrate traditional knowledge and youth perspectives into its work. Notably, the Committee's interactive portal for information on Parties' adaptation action includes information on action regarding children, youth and Indigenous Peoples.¹⁴ The Committee invited participants to support its work relating to the United Arab Emirates Framework for Global Climate Resilience to ensure that it reflects the perspectives and aspirations of all generations;

(b) A representative of the Climate Technology Centre and Network highlighted its efforts to strengthen youth engagement in climate solutions, particularly through its Youth Climate Innovation Programme, which since 2020 has provided training for nearly 700 young innovators and supported 63 start-ups in creating, developing and scaling up high-impact climate technology solutions. The representative emphasized the importance of connecting youth initiatives to each other and fostering collaboration among them to better integrate youth perspectives into climate action and innovation;¹⁵

(c) A member of the Executive Board of the clean development mechanism shared that the Board promotes inclusivity by keeping its meetings open to observers and requiring mandatory stakeholder consultations on clean development mechanism project development, ensuring engagement of youth, local communities and Indigenous Peoples in the process. Project developers must use the sustainable development tool developed by the Board to demonstrate the sustainable development co-benefits of their projects;

(d) A member of the FWG of the LCIPP, along with a youth from a local community, highlighted that the LCIPP workplan for 2025–2027 emphasizes the importance of intergenerational knowledge-sharing and integrating the perspectives of Indigenous youth and youth from local communities to foster inclusive and cohesive climate action. Good practices from Brazil, the Philippines and the Arctic region were shared to illustrate how youth perspectives can be integrated into climate decision-making and action;

(e) A member of the Katowice Committee of Experts on the Impacts of the Implementation of Response Measures highlighted tools, best practices and training modules developed and compiled by the Committee, such as the report published in 2024 on the impacts of the implementation of response measures on intergenerational equity, gender, local communities, Indigenous Peoples, youth and people in other vulnerable situations.¹⁶ Participants were encouraged to review and disseminate these resources and contribute to the Committee's work, including to case studies on response measures that are under development;

(f) A member of the Least Developed Countries Expert Group indicated that it prioritizes embedding intergenerational participation in adaptation planning and amplifying youth leadership in climate action. As part of the NAP process, the Group promotes locally led and people-centred approaches to adaptation that prioritize the needs and interests of children, youth, local communities and Indigenous Peoples. A multi-stakeholder forum and youth-focused events at NAP Expos enable direct input from and dialogue with youth on adaptation matters, which fosters shared ownership of adaptation action and ensures that adaptation strategies are forward-looking and grounded in lived realities;

(g) A Co-Chair of the PCCB demonstrated the integration of the consideration of gender, human rights, Indigenous Peoples' knowledge and youth across its work. The Committee invited children, youth and other stakeholders to participate in its meeting in the context of developing the next workplan to express their needs and priorities; and encouraged stakeholders to join the PCCB Network with a view to fostering synergies and enhance coherence and coordination among climate-related capacity-building efforts;

(h) A co-chair of the Sharm el-Sheikh mitigation ambition and implementation work programme specified that the fifth global dialogue under the work programme, which took place in May 2025, included the perspectives of local communities and Indigenous Peoples on forest stewardship and the role of diverse cultural values and knowledge systems

¹⁴ See https://unfccc.int/adaptation_country_portal.

¹⁵ A written statement was shared via email owing to time constraints.

¹⁶ Available at <https://unfccc.int/documents/638245>.

in enabling mitigation solutions in the forest sector. As part of the preparations for the sixth such global dialogue, the co-chair invited submissions from stakeholders that incorporate the views of youth, local communities and Indigenous Peoples to inform the agenda of the dialogue;

(i) A member of the Standing Committee on Finance affirmed its commitment to integrating the perspectives of children, youth, local communities and Indigenous Peoples into climate finance discussions. The Committee fosters intergenerational engagement through its Forums and stakeholder dialogues. Further, it is working to provide equitable access to climate finance information by preparing simplified, user-friendly versions of its technical reports and welcomed feedback from participants for enhancing relevance and accessibility of these reports;

(j) A representative of the secretariat reported that the Nairobi work programme on impacts, vulnerability and adaptation to climate change promotes inclusive and intergenerational collaboration by engaging youth, local communities and Indigenous Peoples in co-creating knowledge. Through university partnerships and thematic expert groups, the Nairobi work programme supports the integration of diverse knowledge and perspectives into adaptation action. The secretariat will continue bridging the gap between knowledge producers and users, ensuring that knowledge is locally relevant and can be translated into action.¹⁷

22. In closing the joint session, the UNFCCC Executive Secretary and the SBI Chair underscored that, without ACE and the leadership of children and youth, including those from local communities and Indigenous Peoples, there can be no lasting, just and inclusive climate action. They urged that ACE be embedded in the work of all constituted bodies and under all work programmes and that ACE foster collaboration on climate solutions across generations. Reaffirming that climate action must be inclusive, they urged the participants to carry the insights from the session into their respective efforts to combat climate change.

2. Interactive workshop (activity A.2)

23. The interactive workshop began with a panel discussion, moderated by a representative of the ACE Observatory, on how ACE and its elements can be used as a toolbox for making national climate policies, plans, strategies and action more effective:

(a) A representative of UNDP emphasized that ACE is crucial in advancing inclusion of all members of society in climate policies and action. UNDP promotes a rights-based approach to integrating gender equality and social inclusion into climate decision-making and action. The representative called for sustained financial investment and stronger multi-stakeholder partnerships for ensuring inclusive climate action, and recognition of women, children, youth, local communities and Indigenous Peoples as rights holders and agents of change, which are essential to ensure equitable access to climate benefits and meaningful public engagement in climate policies and action;

(b) Representatives of Brazil and the United Nations stressed that information integrity is vital for effective climate action, as mis- and disinformation distort climate science and hinder progress. To address this, Brazil, UNESCO and the United Nations launched the Global Initiative for Information Integrity on Climate Change to tackle the structural drivers of mis- and disinformation on climate, close research gaps, promote good practices for safeguarding information integrity and foster collaboration in this regard. All countries were invited to support efforts under the Initiative to uphold a trustworthy information environment;

(c) A representative of both the Climate Education Coalition and EARTHDAY.ORG urged greater financial investment in climate change education, citing a 2024 World Bank report that suggests that it could help to reduce global greenhouse gas emissions by 51.48 gigatonnes by 2050.¹⁸ Climate change education shapes thinking,

¹⁷ A written statement was shared owing to time constraints, which is available at <https://unfccc.int/documents/648612>.

¹⁸ Sabarwal S, Venegas Marin S, Spivack M, et al. 2024. *Choosing Our Future: Education for Climate*

behaviour and decision-making in relation to climate issues, especially among youth, empowering them to contribute to solutions and access green jobs.

24. Participants were then invited to discuss in breakout groups how to integrate the ACE elements into national climate policies, plans, strategies and action with the aim of sharing good practices, barriers and solutions and identifying potential entry points and partners for such integration:

(a) A representative of the International Labour Organization facilitated the discussion on integrating consideration of just transition into climate policies. Participants noted that the ACE elements can contribute to creating a shared vision for a just transition and empower stakeholders affected by climate change and action as agents of change. They emphasized the value of collaborative impact assessments for better understanding the socioeconomic impacts of climate change and action and integrating just transition and ACE considerations into climate policies;

(b) Representatives of Palau and WEDO facilitated the discussion on gender-responsive climate policies. Participants underlined inclusive spaces and flexible participation of all relevant stakeholders as key to advancing gender-responsive decision-making. Education was seen as critical for shifting mindsets and enabling the lasting inclusion of women and other marginalized groups in relevant processes, especially where such inclusive, participatory approaches are uncommon. They stressed the importance of engaging men and boys in bridging the gap between the design of gender-responsive policy and actual implementation thereof;

(c) A representative of UNICEF facilitated the discussion on child- and youth-sensitive climate policies and plans. Participants shared examples of applying ACE elements to engage children and youth and build their relevant capacity throughout climate policy development and implementation. They emphasized the need to strengthen climate education and training, improve access of children and youth to information and decision-making spaces, and address issues of limited funding and overlapping initiatives;

(d) A representative of UNITAR facilitated the discussion on national climate change learning strategies. Participants highlighted the issues of limited collaboration with local institutions and lack of funding for inclusive consultations in developing such strategies. They explored ways to incentivize climate change education and public awareness, emphasizing the need to engage children and youth as active partners in developing and implementing national climate change learning strategies for advancing ACE implementation.

25. Representatives of the United Nations University Institute for Environment and Human Security then facilitated an interactive exercise that aimed to help participants in building their own strategies for integrating ACE elements into national climate policies, plans, strategies and action, using the methodologies of visioning, role playing and narrative- and coalition-building.

3. Closing session

26. The closing session of the Dialogue opened with a panel comprising the ACE focal point of Liberia and representatives of the United Nations University Institute for Environment and Human Security and the YOUNGO constituency reflecting on the previous sessions of the Dialogue and underscoring the importance of advancing policy coherence and coordinated action for effective ACE implementation. They reaffirmed the need to embed ACE in climate policies and foster inclusive climate governance, including by meaningfully integrating youth perspectives and Indigenous knowledge. They shared initiatives and ideas for ACE implementation, such as enhancing collaboration across sectors and levels, improving monitoring and evaluation, and expanding access to finance.

27. Breakout discussions, facilitated by the ACE focal point of Liberia and representatives of the ACE Observatory, Brazil, the Dominican Republic, IFLA and UNITAR, focused on

exploring opportunities to accelerate ACE implementation through policy coherence and coordinated action:

(a) In the discussions on vertical and horizontal collaboration on ACE, participants emphasized the importance of coordinating multilevel ACE implementation in a structured way. Challenges to such coordination include gaps in information on ACE implementation at the grass-roots level and lack of capacity of national ACE focal points to keep abreast of relevant ACE activities and initiatives. Community-led steering committees, institutionalized stakeholder meetings and creative engagement methods, such as cultural festivals, were cited as effective tools for enhancing whole-of-society collaboration on ACE and avoiding duplication of efforts;

(b) Participants noted the fragmented climate information landscape and the need for climate information to be culturally relevant and accessible. Addressing misinformation and climate change denial requires reframing narratives to empower people rather than overwhelm them. Media literacy, regulation of relevant platforms and active use of digital tools were seen as essential for restoring information integrity and public trust in climate communications;

(c) On monitoring, evaluation and reporting of ACE, participants underscored the need for inclusive, multi-stakeholder networks to share information. Challenges include limited technical capacity and lack of legal frameworks for monitoring, evaluation and reporting on ACE implementation and a disconnect between action and reporting owing to a misunderstanding of the relevance of action to ACE. Addressing these challenges requires fostering a common understanding of ACE and allocating financial and human resources for transparent and accurate tracking and reporting of ACE efforts.

28. In closing the Dialogue, the moderators thanked all speakers and participants for their engagement and encouraged them to consider how the discussions at the Dialogue can be translated into action.

4. Action for Climate Empowerment Gallery

29. The third edition of the poster session on ACE, children and youth, the ACE Gallery, took place at SB 62 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.

30. Following an open call for expressions of interest, the secretariat selected and exhibited 33 posters from Parties, constituted bodies, United Nations organizations, civil society organizations, academia, and youth-led organizations.¹⁹

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

31. 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).

32. A non-exhaustive list of practices and resources, which are additional to those contained in the previous annual summary reports on progress in implementing activities under the Glasgow work programme, is contained in annex III. This list is based on a desk review of relevant information by the secretariat as well as inputs from relevant submissions from Parties and non-Party stakeholders.

¹⁹ 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/2025-ace-gallery>.

IV. National Action for Climate Empowerment focal points

A. Number of focal points

33. 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.²⁰

34. As at 31 July 2025, 144 Parties had appointed one or more national ACE focal points, 18 of which during the reporting period, of which 2 were the first such focal point and 16 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.²¹

B. Capacity-building and networking

35. 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 exchange of views, good practices and lessons learned to build and strengthen capacity and skills, and by facilitating peer support for ACE implementation.²²

36. 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 and informal virtual networking meetings (activity B.2).

1. Focal points academy

37. The ACE focal points academy²³ under the ACE Hub²⁴ 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 62 and focused on, inter alia, applying intersectional approaches in accelerating ACE implementation, strengthening collaboration between national ACE focal points and children and youth from local communities and Indigenous Peoples, and engaging local governments, communities and organizations in ACE-related initiatives. The session was attended by 45 national ACE focal points and representatives of 33 countries.

2. Informal networking events

38. During the reporting period, the secretariat organized one in-person networking event, which was held during COP 29 and provided members of the United Nations Alliance on Action for Climate Empowerment the opportunity to discuss ongoing and planned ACE activities and national ACE focal points to share good practices and innovative ideas for implementing ACE at the national level.

²⁰ Para. 8 of the annex to decisions 18/CP.26 and 22/CMA.3.

²¹ A list of the national ACE focal points is available at <https://unfccc.int/topics/action-for-climate-empowerment-children-and-youth/national-ace-focal-points>.

²² Para. 11(a)(i) of the annex to decisions 18/CP.26 and 22/CMA.3.

²³ See <https://unfccc.int/ace-hub/national-ace-focal-points-academy#2025>.

²⁴ The ACE Hub is a collaboration 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>.

C. Support for participation in international meetings

39. 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). No relevant information on this support from Parties or non-Party stakeholders was communicated to the secretariat during the reporting period.

V. Relevant information from Party communications and reports submitted to the UNFCCC

40. 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.²⁵

41. According to the 2024 NDC synthesis report,²⁶ 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 the NDCs.

42. As at 31 July 2025, 30 Parties had submitted new or updated NDCs since the publication of the 2024 NDC synthesis report. The secretariat will analysis those NDCs and include the findings in the next iteration of the synthesis report, for consideration at CMA 7.

43. In relevant submissions received from Parties during the reporting period:

(a) Australia highlighted national initiatives across all six ACE elements. Among others, the Government is investing in skills development and training for a net-zero transition through efforts such as *The Clean Energy Generation* report,²⁷ the National Skills Agreement, and Jobs and Skills Councils, which help to strengthen industry–government collaboration. The Government also partners regionally and internationally on ACE-related programmes to build climate resilience;

(b) The European Union and its member States provided an overview of ACE-related activities, including support provided at the international level. For example, Denmark aims to expand the skilled workforce for the green transition by allocating funding for equipment and teaching competencies in vocational education programmes. The European Commission worked with 19 influencers across the region to create climate content in local languages targeting young audiences. In Romania, the Government adopted multiple national strategies to ensure the provision of climate change education at all educational levels;

(c) Norway shared its efforts to engage children and youth in climate policymaking. For example, the 2050 Climate Change Committee commissioned a report from the Norwegian Children and Youth Council to reflect youth perspectives on Norway’s pathway to a low-emission future. These views were integrated into the Committee’s final report;

(d) Panama is developing a framework law on climate change and green transition, which includes provisions on capacity-building, education and empowerment. The draft national ACE strategy is also being updated to ensure policy coherence. Panama noted the

²⁵ Paras. 7 and 15(a) of the annex to decisions [18/CP.26](#) and [22/CMA.3](#).

²⁶ [FCCC/PA/CMA/2024/10](#), paras. 111–114. Published on 28 October 2024, 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 9 September 2024.

²⁷ Jobs and Skills Australia. 2023. *The Clean Energy Generation*. Canberra: Jobs and Skills Australia. Available at <https://www.jobsandskills.gov.au/publications/the-clean-energy-generation>.

limited availability of technical and financial support, particularly for the participation of the national ACE focal point in international meetings and for scaling up national ACE programmes;

(e) The Sudan reported key activities and institutional arrangements for implementing ACE. Several challenges were highlighted, including limited technical and financial capacity to disseminate and implement the guidelines for teachers on climate change education, unstable communication infrastructure and limited access to funding, which hinders the work of the national ACE focal point and national working group on ACE;

(f) Tunisia presented its national strategy for youth engagement in climate action, which is grounded in the six ACE elements. Regional consultations and workshops on developing this strategy reached over 5,300 young people, including students, researchers, civil society, and youth not in employment, education or training. Involving diverse and often marginalized youth groups enriched the consultations and strengthened inclusive policy development on climate action.

44. 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). At the 2025 ACE Dialogue, the secretariat invited representatives of the International Labour Organization, Palau, UNICEF, UNITAR and WEDO to present guidance and tools for making national climate change policies, plans, strategies and action more inclusive, intergenerational and gender-responsive and invited participants to share relevant good practices (see para. 24 above).

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

45. 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.²⁸

46. 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).

47. The 11 constituted bodies²⁹ that submitted their regular reports during the reporting period included information on the implementation of ACE and its elements. Relevant good practices, particularly concerning engagement of children, youth and Indigenous Peoples in their work, were highlighted during the 2025 ACE Dialogue (see para. 21 above).

VII. United Nations Alliance on Action for Climate Empowerment

48. 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.³⁰

49. The secretariat prepares an annual summary of its collaborative activities, initiatives and programmes with United Nations organizations, convention secretariats and international

²⁸ Para. 6(a) of the annex to decisions [18/CP.26](#) and [22/CMA.3](#).

²⁹ 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, Katowice Committee on Impacts, Least Developed Countries Expert Group, Paris Agreement Implementation and Compliance Committee, PCCB, Standing Committee on Finance, Supervisory Body for the mechanism established by Article 6, paragraph 4, of the Paris Agreement and Technology Executive Committee.

³⁰ Para. 6(c) of the annex to decisions [18/CP.26](#) and [22/CMA.3](#).

organizations. The latest report provides information on such activities between May 2024 and April 2025.³¹

50. 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 the information on Alliance activities available to the secretariat:

(a) UNDP, through its Youth4Climate initiative, selected and funded 50 youth-led climate solutions across 32 countries in 2024, covering themes such as climate literacy, sustainable energy, food and agriculture, nature assets, and sustainable consumption and production. A new call for solutions launched in March 2025 attracted 2,618 submissions globally;³²

(b) UNICEF continued to strengthen child- and youth-sensitive climate decision-making and action through education, advocacy and policy engagement. An analysis revealed that climate-related events disrupted the education of a quarter of a billion children in 2024 alone.³³ UNICEF published a toolkit offering guidance, examples and resources for policymakers developing child- and youth-sensitive NDCs;³⁴

(c) UNITAR reached two milestones in global climate change education of reaching 1 million users registered and 500,000 certificates issued via the One UN Climate Change Learning Partnership e-learning platform.³⁵ At COP 29, UNITAR and the Permanent Interstate Committee for Drought Control in the Sahel presented a regional project aimed at enhancing climate change education in the Sahel region.³⁶

51. During the reporting period, the secretariat:

(a) Convened three informal meetings of the Alliance, including two in person at COP 29 and SB 62;

(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;³⁸

(d) Updated the self-paced e-learning course with UNITAR, entitled “Mastering international climate negotiations: all you need to know” and available on the One UN Climate Change Learning Partnership e-learning platform.³⁹

³¹ [FCCC/SBSTA/2025/INF.1](https://fccc.org/sbista/2025/inf.1).

³² See <https://community.youth4climate.info/dashboard/call-solutions-2025>.

³³ UNICEF. 2025. *Learning interrupted: Global snapshot of climate-related school disruptions in 2024*. New York: UNICEF. Available at <https://www.unicef.org/reports/learning-interrupted-global-snapshot-2024>.

³⁴ UNICEF. 2024. *Child- and youth-sensitive Nationally Determined Contributions: Guidance for developing Nationally Determined Contributions for and with children and young people*. New York: UNICEF. Available at <https://www.unicef.org/documents/child-and-youth-sensitive-nationally-determined-contributions>.

³⁵ See <https://www.uncclearn.org/news/un-cclearn-celebrates-a-major-milestone-1000000-registrations/> and <https://www.uncclearn.org/news/un-cclearn-reaches-500000-certificates-a-milestone-in-global-climate-education/>.

³⁶ See <https://www.uncclearn.org/news/all-sahelian-states-sign-a-new-regional-declaration-on-climate-education-in-west-africa-at-cop29/>.

³⁷ See <https://unfccc.int/topics/action-for-climate-empowerment-children-and-youth/ace-hub/unesco-unfccc-webinar-series>.

³⁸ See <https://www.unesco.org/en/sustainable-development/education/greening-future>.

³⁹ See <https://uncclearn.org/course/view.php?id=206&page=overview>.

VIII. Action for Climate Empowerment by non-Party stakeholders

52. 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.⁴⁰ In the submissions and information communicated to the secretariat during the reporting period:

(a) The International Council of Museums reported that it promotes the role of museums in climate action at international forums and strengthens the capacity of museum professionals for sustainable development. In 2024 the Council organized a global conference and capacity-building sessions focused on the role of museums in achieving the SDGs;⁴¹

(b) The Qatar Foundation outlined its work relating to ACE. Notably, it integrated the Cloud Institute for Sustainability Education's education for sustainability standards and performance indicators across its schools, fostering a holistic, values-based approach to education for a sustainable future;

(c) The provincial government of Quebec shared information on its International Climate Cooperation Program, which provides financial support to projects that empower local communities, especially women and youth, to fight climate change. Since 2016 the Program has funded 65 such projects in 17 Francophone countries across Africa and the West Indies, mobilizing nearly 50 million Canadian dollars and benefiting over 140,000 people;⁴²

(d) Soka Gakkai Italy provided an update on its call for ACE proposals. Of 58 eligible submissions, five projects were selected and funded in 2024. These projects will engage hundreds of students, educators and community members in climate change education and implementing innovative approaches to climate action;

(e) World Vision referred to its 2024 framework for adolescent engagement in environmental sustainability and climate action. The framework is aimed at equipping young people with the knowledge, skills and confidence to lead climate action through project-based learning and community engagement.⁴³ The Green Palestine project was showcased as a model for engaging children, youth and communities in ACE implementation.⁴⁴

53. 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).

54. Norway reported that representatives of the Norwegian Children and Youth Council have been part of the Norwegian delegation to UNFCCC conferences for over a decade to provide their perspectives and knowledge on matters relevant to negotiators. Members of Norway's Children's Climate Panel are also funded to participate in sessions of the COP. The European Union and its member States also reported on their respective youth delegate programmes.

⁴⁰ Para. 15(b) of the annex to decisions 18/CP.26 and 22/CMA.3.

⁴¹ See <https://icom.museum/en/news/icom-imrec-conference-museums-and-the-sustainable-development-goals-towards-2023/>.

⁴² See <https://www.environnement.gouv.qc.ca/programmes/coop-climatique-internationale/index-en.htm>.

⁴³ See World Vision International. 2024. *Framework for Adolescent Engagement in Environmental Sustainability and Climate Action*. Uxbridge, United Kingdom of Great Britain and Northern Ireland: World Vision International. Available at <https://www.wvi.org/publications/development-guide/education/world-vision-international-framework-adolescents>.

⁴⁴ See <https://www.wvi.org/jerusalem-west-bank-gaza/grant-projects/building-resilience-and-ensuring-protective-hygiene-wash-and-disaster-risk-reduction>.

IX. Awareness-raising and communication

55. 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.⁴⁵

56. A total of 11 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.⁴⁶

57. 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 July 2025, the group had over 2,950 members.

58. The secretariat held events during the 2024 Climate Week New York City aiming to highlight the importance of radical and multi-stakeholder collaboration in driving the transformational change needed to achieve the purpose and goals of the Paris Agreement⁴⁷ and convene young people across the public and private sectors to discuss how youth can be more effectively involved in climate action and decision-making processes.⁴⁸

59. The secretariat convened a networking event with the Under2 Coalition at COP 29 to officially launch the second phase of the ACE Hub project and generate interest among potential collaborators and funders.⁴⁹

60. 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).

61. 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 29 and SB 62.⁵⁰

X. Youth engagement and capacity-building

62. 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.⁵¹

63. 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.⁵²

64. During the reporting period, the secretariat collaborated closely with the YOUNGO constituency, in particular through 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.

⁴⁵ Para. 11(a)(iii) of the annex to decisions [18/CP.26](#) and [22/CMA.3](#).

⁴⁶ Available at <https://us1.campaign-archive.com/home/?u=d4003a912ec201b856f01e34f&id=1a83fe25a9>.

⁴⁷ A recording is available at <https://youtu.be/KTDBOTM9CLY?si=grhH72vndwxuWgoE>.

⁴⁸ See <https://lu.ma/Oyqgx1df>.

⁴⁹ See <https://unfccc.int/ace-hub#ACE-Hub-20>.

⁵⁰ Recordings are available at <https://unfccc.int/topics/education-and-outreach/the-big-picture/education-and-outreach-in-the-negotiations>.

⁵¹ Decision [17/CMA.1](#), para. 12(c).

⁵² Preamble to decisions [18/CP.26](#) and [22/CMA.3](#).

A. Support for Presidencies of the Conference of the Parties

65. 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.⁵³ The 2024 forum was convened at COP 29, at which the YOUNGO constituency presented on the Global Youth Statement. Participants engaged in conversation with Party delegates on the matters of climate mobility and loss and damage, health and educational equity, NDCs, the new collective quantified goal on climate finance, and sustainable agriculture, food security and water resource management.⁵⁴

66. 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 youth climate champion on matters related to children and youth in the UNFCCC process.⁵⁵ During the reporting period, the secretariat supported the COP 29 and 30 Presidency youth climate champions in developing and delivering their workplans for 2024 and 2025 respectively.⁵⁶

B. Action for Climate Empowerment Hub

67. At the ACE Hub youth event held during SB 62, 33 international and local young people from the German State of North Rhine-Westphalia participated in capacity-building, collaboration and networking sessions to build the necessary skills for leading and participating in the development and implementation of effective, equitable, innovative and just climate action, solutions and initiatives. The event's interactive modules covered communications, creative campaigning, and national climate policies and plans. Participants also had the opportunity to observe climate action at the subnational level through a visit to the city of Düsseldorf, where they learned about climate initiatives and activities organized and supported by the municipal and state governments.⁵⁷

C. Youth4Capacity programme

68. 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.

69. During the reporting period, four webinars were held under the Youth4Capacity "Becoming..." series to equip young people with the knowledge, skills and confidence needed for climate action. The sessions focused on climate change education, energy transition, gamification and game-based learning, and climate innovation.⁵⁸

70. At COP 29, SB 62 and on the margins of the 2024 United Nations Summit of the Future, the secretariat hosted a series of capacity-building events on climate transparency, culture-based climate solutions, funding for youth-led climate projects, NDCs, the Rio

⁵³ Decision [1/CP.26](#), para. 65.

⁵⁴ See <https://unfccc.int/ace/cop29#YLCF-COP29>.

⁵⁵ Paras. 6 and 9 of decisions [16/CP.28](#) and [21/CMA.5](#).

⁵⁶ See <https://unfccc.int/PYCC>.

⁵⁷ See https://unfccc.int/topics/action-for-climate-empowerment-children-and-youth/ace-hub/action-for-climate-empowerment-hub-youth-event#_025.

⁵⁸ See <https://unfccc.int/topics/capacity-building/projects/youth4capacity/youth4capacity-becoming-series>.

Conventions and the UNFCCC process while fostering exchange of information on experience and tools in relation to driving youth-led climate action.⁵⁹

71. During the reporting period, regional events were held in Thailand,⁶⁰ Saint Kitts and Nevis and Morocco⁶¹ under the Youth4Capacity programme, where the secretariat supported the participation of young delegates and co-hosted various capacity-building sessions with partners on climate policy development, stakeholder engagement and communications.

72. The Climate Catalysts Mentorship Programme continued in collaboration with the UNDP Youth4Climate initiative. Interactive online workshops and forums focused on, among others, climate storytelling, leadership and policy development, community-building, entertainment and culture-based climate solutions, and scaling up and mobilizing funding for climate projects.⁶² In addition, a free online self-paced learning course entitled “Becoming a climate champion” was launched in November 2024 to build the skills of young people in designing and implementing transformative climate projects that are effective, inclusive and sustainable.⁶³

D. Regional collaboration centres

73. The Regional Collaboration Centre for Asia and the Pacific continued its engagement under the Youth Empowerment in Climate Action Platform in 2024–2025. For example, it held a webinar on 27 September 2024 on meaningful youth engagement in Asia to highlight the importance of engaging youth in accelerating climate action and just transitions and discuss entry points for meaningful youth engagement in shaping the next round of NDCs.⁶⁴

74. The Regional Collaboration Centre for West and Central Africa has hosted the youth climate action webinar series since March 2025 to provide a platform for young people across the region to showcase their climate initiatives, ranging from policy advocacy to project implementation. The webinar series fosters networking and knowledge exchange, enabling participants to explore opportunities for collaboration and amplify their collective impact.⁶⁵

E. Other youth-focused activities

75. The secretariat hosted orientation sessions for youth at COP 29 and SB 62, 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.⁶⁶

XI. Next steps

76. 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/capacity-building/projects/youth4capacity/youth4capacity-in-person-hands-on-capacity-building>.

⁶⁰ See <https://unfccc.int/event/climate-policy-innovators-youth-camp>.

⁶¹ See <https://unfccc.int/event/climate-leadership-innovation-conference>.

⁶² See <https://unfccc.int/topics/capacity-building/projects/youth4capacity/the-climate-catalysts-mentorship-programme>.

⁶³ See <https://www.unclearn.org/news/get-the-skills-you-need-to-get-your-climate-project-off-the-ground-with-the-new-becoming-a-climate-champion-e-course/>.

⁶⁴ See <https://unfccc.int/event/meaningful-youth-engagement-in-asia>.

⁶⁵ See <https://unfccc.int/event/youth-climate-action-webinar-series-part-i> and <https://unfccc.int/event/youth-engagement-in-climate-negotiations-and-intergovernmental-processes-of-the-unfccc>.

⁶⁶ 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]

Priority area	Reference in decisions 18/CP.26 and 22/CMA.3	Mandated activity	Relevant paragraph(s) of this report
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	45–47
	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	9–13
	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	48–51
	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	40–44
	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	33–34
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	14–30
	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	65
	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	43, 50, 52
	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	43
	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	43
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	35–38

<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>
		learned to build and strengthen capacity and skills, and by facilitating peer support for ACE implementation	
	annex, paragraph 11(a)(ii)	The secretariat requested to raise awareness of and promote bilateral and multilateral initiatives and programmes related to ACE implementation	29–30, 55–61
	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	55–61
	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	50, 52
	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	43
	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	43
	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	43
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	40–43
	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	50, 52
	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 ACE activities	11, 43

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	45–47
		Leading: secretariat Contributing: UNFCCC constituted bodies, including the FWG of the LCIPP, Parties, relevant organizations	Organizing a joint session with representatives of the UNFCCC constituted bodies and all work programmes under the UNFCCC at the ACE Dialogue to discuss ways of enhancing understanding of the role of children and youth and Indigenous Peoples in accelerating ACE implementation and promoting intergenerational knowledge-sharing in the context of their work	18–22
	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	44
		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	23–25

<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>
		Relevant organizations	policies, plans, strategies and action under a clear, inclusive, intergenerational and gender-responsive approach 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	50
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	29–30
	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	29–30, 35–38
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	35–38
	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 Leading: secretariat, relevant organizations	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 Providing opportunities for youth to present at ACE Dialogues and regional climate weeks to highlight the leadership role that youth play in climate action	43, 50, 52 18–22, 29–30, 37

<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>
		Contributing: youth and youth organizations	Allowing youth to participate in networking sessions and capacity-building workshops for national ACE focal points	
	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	44, 53–54
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	31–32, 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	–
	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	60–61

^a See the annex to decisions [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	Organization	Details
Indicator/ metric/ scoreboard	International	UNESCO Institute for Statistics	In 2025, the Institute introduced SDG thematic indicator 4.7.3, “Extent to which green policy intentions are mainstreamed in curriculum documents”, and reported data for 110 countries, providing insights into countries’ efforts to integrate climate change related themes into their education systems ^a
Survey/ mapping/ inventory/ platform	International	International Association for the Evaluation of Educational Achievement	The 2023 International Results in Mathematics and Science study included an expanded focus on environmental knowledge and awareness in primary and secondary education in over 60 countries. The thematic assessment examined students’ understanding of climate change and environmental issues as well as their attitudes towards environmental protection ^b
	International	Meta	Meta conducts an annual survey of public opinion on climate change in partnership with Yale University, which explores climate change knowledge, attitudes, policy preferences and behaviours. There were 139,136 respondents from 187 countries and territories to the 2023 survey ^c
	Regional	Afrobarometer	Afrobarometer conducts surveys of public attitudes on climate change and environmental issues in various African countries. A region-wide survey conducted in 2024 found that most Africans who are aware of climate change say it is making their lives worse and call on their governments and developed countries to take the lead in reducing its impact ^d
Case study/ report	International	IFLA	The <i>State of Library Engagement in Climate Communication and Education</i> report published in 2024 synthesizes input from 90 library associations and 519 libraries from all regions of the world. The first global survey of its kind, the report reveals that libraries are making diverse and substantial contributions to action on climate change ^e
	Regional	European Commission	In 2024 the Commission’s Education and Training Monitor report series focused on learning for sustainability, building on a new conceptual framework for monitoring learning for sustainability. It comprises a comparative report, 27 country reports and an online toolbox of key indicators and resources ^f

^a See <https://uis.unesco.org/en/news/february-2025-uis-data-refresh-new-data-and-expanded-coverage-global-education-monitoring>.

^b See <https://timss2023.org/results/environmental-awareness/>.

^c See <https://dataforgood.facebook.com/dfg/tools/climate-change-opinion-survey>.

^d See <https://www.afrobarometer.org/articles/earth-day-africans-say-climate-change-is-making-life-worse-believe-their-governments-and-rich-countries-bear-responsibility-for-reducing-its-impact/>.

^e Redman A. 2025. *State of Library Engagement in Climate Communication and Education*. The Hague, Kingdom of the Netherlands: IFLA. Available at <https://repository.ifla.org/handle/20.500.14598/3941>.

^f See <https://op.europa.eu/webpub/eac/education-and-training-monitor/en/>.