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Matters relating to Action for Climate Empowerment

Integration of Action for Climate Empowerment into relevant reports and communications submitted by Parties

Synthesis report by the secretariat

Summary

This report synthesizes information on Action for Climate Empowerment and its six elements – education, training, public awareness, public participation, public access to information and international cooperation on climate change – contained in the nationally determined contributions, national adaptation plans, biennial transparency reports and national communications that had been submitted by Parties as at 31 December 2025.



Abbreviations and acronyms

ACE	Action for Climate Empowerment
Annex I Party	Party included in Annex I to the Convention
BTR	biennial transparency report
CMA	Conference of the Parties serving as the meeting of the Parties to the Paris Agreement
COP	Conference of the Parties
CTF	common tabular format
NAP	national adaptation plan
NC	national communication
NDC	nationally determined contribution
non-Annex I Party	Party not included in Annex I to the Convention
SBI	Subsidiary Body for Implementation

I. Introduction

A. Background and 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 – for 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. 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 NCs and other reports on activities and policies involving ACE implementation, including accomplishments, lessons learned, experience, and challenges and opportunities.⁴

4. COP 26 and CMA 3 requested the secretariat to prepare a synthesis report ahead of the midterm review of the Glasgow work programme, to take place at SBI 64,⁵ on the integration of ACE into relevant reports and communications submitted by Parties to the secretariat as part of the UNFCCC process.⁶

B. Scope

5. This report synthesizes relevant information contained in the following reports and communications submitted as at 31 December 2025:⁷

- (a) The latest NDCs, recorded in the NDC registry,⁸ submitted by 194 Parties;
- (b) The latest NAPs, available on NAP Central,⁹ submitted by 86 Parties;¹⁰
- (c) The latest BTRs, available on the UNFCCC website,¹¹ submitted by 124 Parties;¹²

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

⁵ Pursuant to para. 11(g) of decisions [18/CP.26](#) and [22/CMA.3](#).

⁶ Para. 12(b) of decisions [18/CP.26](#) and [22/CMA.3](#).

⁷ Owing to capacity constraints, other reports and communications, such as long-term low-emission development strategies, adaptation communications and technology needs assessments were not considered for this report. Subject to the availability of resources, such reports and communications may be considered for the next such synthesis report, to be prepared by the secretariat ahead of the final review of the Glasgow work programme for consideration by the Subsidiary Body for Implementation at its seventy-fourth session pursuant to para. 12(b) of decisions [18/CP.26](#) and [22/CMA.3](#).

⁸ <https://unfccc.int/NDCREG>.

⁹ <https://napcentral.org>.

¹⁰ Comprising 74 NAPs submitted by developing and 12 NAPs by developed country Parties.

¹¹ <https://unfccc.int/first-biennial-transparency-reports>.

¹² Where available, the associated CTF tables containing information on NDCs and financial, technology development and transfer, and capacity-building support were considered for this report.

- (d) The latest NCs, available on the UNFCCC website,¹³ submitted by 197 Parties.¹⁴

C. Possible action by the Subsidiary Body for Implementation

6. The SBI may wish to draw on the information in this report in undertaking the midterm review of the Glasgow work programme.

II. Synthesis of information

A. Priority area

1. Policy coherence

7. This priority area recognizes that ACE-related activities are carried out under multiple workstreams, sectors and strategies, and seeks to strengthen coordination of work under ACE to support effective ACE implementation at all levels.

8. All Parties referenced one or more ACE elements in their reports and communications. The elements were presented as key tools for engaging all members of society in and supporting more transparent, effective and ambitious climate action. However, explicit references to ACE, Article 6 of the Convention¹⁵ and Article 12 of the Paris Agreement¹⁶ were limited, with ACE reflected through its individual elements more often than presented as a unified framework.

9. The six ACE elements were covered unevenly across the reports and communications. Public participation was the element most frequently covered in the NDCs and NAPs, likely reflecting the respective guidance for participatory approaches to the development of those instruments (see paras. 30 and 35 below), while education and public awareness were the most frequently cited elements in the NCs, in line with existing reporting guidance. The BTRs tend to contain more information related to international cooperation, particularly in relation to training and public awareness, reflecting their stronger focus on support provided and received for the implementation of the Paris Agreement.

10. Moreover, the extent to which ACE and its elements were integrated into the reports and communications varies considerably. While the NDCs and NAPs describe planned or ongoing measures related to individual ACE elements, such measures were not consistently reflected in the BTRs or NCs. In addition, measures referenced in the NDCs were not always reiterated or followed up on in subsequent NDCs, making it difficult to assess whether ACE is systematically embedded across successive NDCs. Differences in the reporting cycles of the reports and communications, as well as their staggered submission, also hinder efforts to assess coherence of efforts to implement ACE over time.

11. In some cases, Parties reported having developed and/or implemented dedicated ACE strategies¹⁷ that consolidate ACE objectives across several or all ACE elements, clarify institutional mandates and set out a plan for national-level implementation. Under the strategies, Parties articulated ACE as a coherent policy framework. However, the level of detail provided on the scope and status of operationalization of the strategies varies considerably among Parties, and references to the strategies were not consistently reflected

¹³ For NC submissions from Annex I Parties, see <https://unfccc.int/NC8>; for NC submissions from non-Annex I Parties, see <https://unfccc.int/non-annex-I-NCs>.

¹⁴ Owing to the overlap with the content contained in BTRs, as well as lack of capacity, only sections on education, training and public awareness were considered for this report.

¹⁵ COP 22 decided that efforts related to the implementation of Article 6 of the Convention shall be referred to as ACE (decision [17/CP.22](#), para. 14).

¹⁶ CMA 1 decided that efforts related to the implementation of Article 12 of the Paris Agreement will also be referred to as ACE (decision [17/CMA.1](#), para. 1).

¹⁷ Under the Glasgow work programme, Parties are encouraged to develop and implement a national strategy that covers all six ACE elements and facilitates broad cross-sectoral coordination and collaboration (decisions [18/CP.26](#) and [22/CMA.3](#), annex, para. 7).

across reports and communications, with some Parties referring to them in NDCs but not in BTRs or NCs.

2. Coordinated action

12. This priority area focuses on fostering long-term, strategic and multilevel partnerships that bring together diverse stakeholders, expertise, resources and knowledge to advance ACE implementation.

13. ACE-related activities were reported as involving a wide range of actors, including ministries, sectoral agencies, local governments, civil society organizations, youth organizations, the private sector, the media, academic institutions and local communities. In some cases, dedicated institutions or focal points oversee the implementation of ACE activities. In others, individual elements such as education, public awareness and training are implemented through sector-specific programmes and initiatives.

14. Challenges pertaining to coordination and collaboration were cited as barriers to advancing climate action more broadly than ACE implementation. Parties mentioned that fragmented responsibilities, overlapping mandates and project-based approaches result in duplication of efforts, underfunded initiatives and limited continuity of implementation. These challenges are reportedly particularly evident in cases where ACE elements are implemented through sector-specific programmes and initiatives without structured mechanisms for alignment of efforts.

15. The reports and communications reveal that effective implementation of ACE can itself contribute to strengthening coordinated action thereon and that, in particular, promoting public awareness, public participation and public access to information can enhance dialogue among stakeholders and foster collaboration between governments, communities and the public. For instance, participatory approaches to the development and implementation of NDCs and NAPs were reported as promoting cross-sectoral engagement and shared ownership of climate measures.

16. Parties highlighted a range of institutional arrangements that support coordination and collaboration. Interministerial and multi-stakeholder committees, national and local coordination platforms and designated focal points were commonly referenced as mechanisms for facilitating partnerships across actors and sectors. Dedicated ACE strategies were underlined as clarifying roles and responsibilities and reducing duplication of work in relation to ACE implementation, as well as strengthening coordination across mitigation and adaptation efforts. The importance of coordination among ministries and across governance levels was also emphasized, particularly for effectively implementing national policies at the local level.

17. Inclusivity was identified as an important dimension of coordinated action. Parties highlighted gender-responsive, children- and youth-sensitive and 'leave no one behind' approaches within their ACE-related activities. Coordinated action that integrates diverse stakeholders and vulnerable groups into decision-making and implementation processes was framed as a form of inclusive collaboration that enhances the legitimacy and effectiveness of climate responses.

3. Tools and support

18. This priority area focuses on enhancing access to tools and support that strengthen capacity and awareness among Parties, national ACE focal points and non-Party stakeholders in accelerating ACE implementation.

19. The reports and communications show that international cooperation plays a key role in supporting ACE-related activities, with numerous bilateral and multilateral initiatives referenced, including climate change education initiatives, public awareness campaigns, sectoral training, participatory processes and knowledge and information exchange. Development agencies, multilateral climate funds, international and non-governmental organizations, and academic institutions were cited as contributing funding and technical expertise and supporting institutional capacity-building.

20. However, the information provided in the reports and communications does not enable comprehensive or easily comparable insights into support directed specifically towards ACE implementation. Differences in methodologies and terminology used, varying levels of detail provided and the frequent integration of ACE elements within broader mitigation and adaptation projects make it difficult to assess the scale, continuity and sufficiency of support.

21. Parties identified financial constraints, limited technical expertise and insufficient institutional capacity as barriers to effective ACE implementation. Such barriers were particularly cited in the BTRs, with capacity challenges described in more concrete terms than in the other reports and communications. However, ACE-related needs assessments were not often referenced across the reports and communications. In many cases, capacity gaps and needs were described in general terms without a detailed assessment provided of skill requirements, institutional weaknesses or resource needs linked directly to ACE-related measures. This hinders a determination of whether support provided corresponds to identified needs and gaps.

22. In addition, ACE elements were characterized as tools for strengthening the effectiveness of mitigation and adaptation actions, albeit the resources required for leveraging them were not always clearly specified. With ACE-related activities embedded within broader programmes and not separately costed or tracked, gauging the extent to which financial and technical tools and support are available specifically for ACE implementation, as well as the continuity of those tools and support, is difficult.

4. Monitoring, evaluation and reporting

23. This priority area aims to strengthen the monitoring, evaluation and reporting of the implementation of all ACE elements at all levels, taking into account Parties' priorities, needs and national circumstances.

24. Reporting on ACE-related activities varies significantly by report or communication and by Party. While many reports and communications reference individual ACE elements, the depth, structure and continuity of reporting differ considerably.

25. Across the reports and communications, ACE-related measures were described in narrative form. While the NDCs and NAPs tend to outline planned or ongoing activities without clearly defined indicators, baselines or measurable targets, the BTRs provide information on ACE activities undertaken and support provided and received, particularly in relation to public awareness and training. However, all reporting tends to focus on actions undertaken rather than on an assessment of outcomes, behavioural changes and longer-term impacts.

26. Differences in reporting formats (i.e. the inherently different formats of the reports and communications and that Parties took different approaches to a given report or communication), terminology and categorization of ACE activities further affect comparability. For example, the same type of activity might be presented under a range of different headings and names across the reports and communications, while varying levels of detail make it challenging to track progress in ACE implementation over longer periods. In some cases, measures referenced in earlier reports and communications were not reiterated in subsequent submissions, and some implemented activities were reported without being explicitly linked to previously articulated commitments. This hinders an assessment of the outcomes of ACE implementation, a comparison of progress across the reports and communications, and an identification of longer-term trends in ACE implementation.

27. Parties included dedicated sections on education, training and public awareness in the NCs, but explicit reporting on ACE as a unified framework was limited. Likewise, while information on individual elements was provided in the reports and communications, details of these actions for systematic tracking of ACE implementation were less evident.

B. Types of report and communication

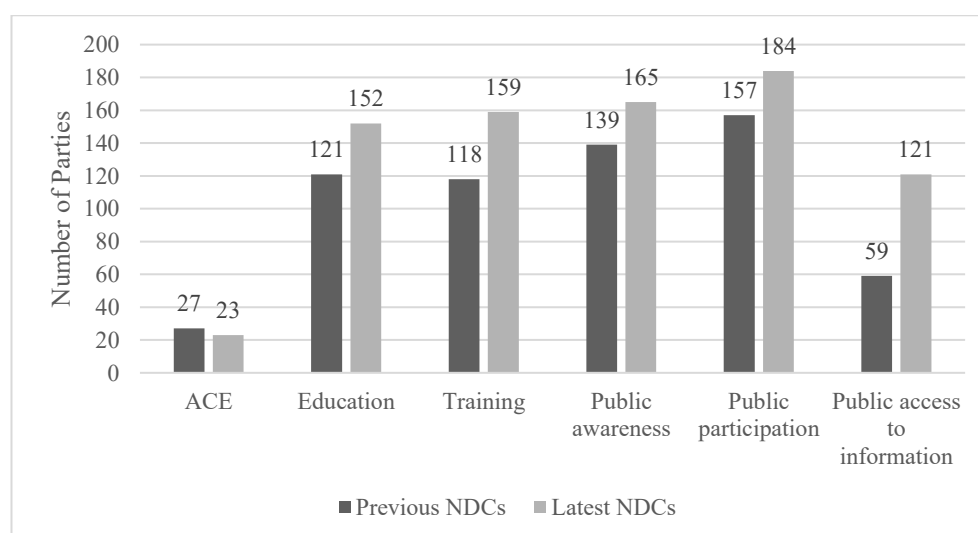
1. Nationally determined contributions

28. Almost all Parties provided information in their latest NDCs on using at least one ACE element to promote implementation of mitigation and adaptation activities. As shown in figure 1, 152 Parties (78 per cent) included information on education, 159 (82 per cent) information on training, 165 (85 per cent) information on public awareness, 184 (95 per cent) information on public participation and 121 (62 per cent) information on public access to information.¹⁸ Despite this, only 23 Parties (12 per cent) explicitly referred to ACE.

29. The annual NDC synthesis reports prepared by the secretariat since 2021¹⁹ allow for a comparison of the latest NDCs with previously submitted ones. Figure 1 shows a general increase in the number of NDCs mentioning the ACE elements, although the explicit mentions of ACE have decreased. In addition, in their new NDCs, Parties generally communicated ACE-related information more clearly, and in more detail, than in previous NDCs.

Figure 1

Number of Parties referencing Action for Climate Empowerment and its elements in a comparison of all latest nationally determined contributions with all previous nationally determined contributions



Notes: (1) ACE refers to the explicit mention of ACE, Article 6 of the Convention or Article 12 of the Paris Agreement, or of all six ACE elements together; (2) a total of 11 Parties had only submitted a single NDC as at 31 December 2025. Those NDCs were counted as the latest NDCs.

30. The most frequently mentioned ACE element in the NDCs was public participation, which is likely due in part to application of the guidance for information to facilitate clarity, transparency and understanding of NDCs.²⁰ In total, 158 Parties (81 per cent) indicated that there was public participation in the preparation of their NDCs, highlighting formal arrangements in place for consulting and engaging diverse stakeholders, particularly the general public, local communities, Indigenous Peoples, civil society organizations, women's associations, children and youth.

¹⁸ International cooperation is considered a cross-cutting element and therefore was not accounted for as a separate category for this report.

¹⁹ [FCCC/PA/CMA/2021/8](#), [FCCC/PA/CMA/2022/4](#), [FCCC/PA/CMA/2023/12](#), [FCCC/PA/CMA/2024/10](#) and [FCCC/PA/CMA/2025/8](#).

²⁰ See decision [4/CMA.1](#) and its annex I. CMA 1 decided that, in communicating their second and subsequent NDCs, Parties shall provide the information necessary for clarity, transparency and understanding as applicable to their NDCs (decision [4/CMA.1](#), para. 7). Accordingly, Parties shall provide information on planning processes undertaken to prepare the NDCs, including public participation and engagement with local communities and Indigenous Peoples, in a gender-responsive manner (decision [4/CMA.1](#), annex I, para. 4(a)(i)).

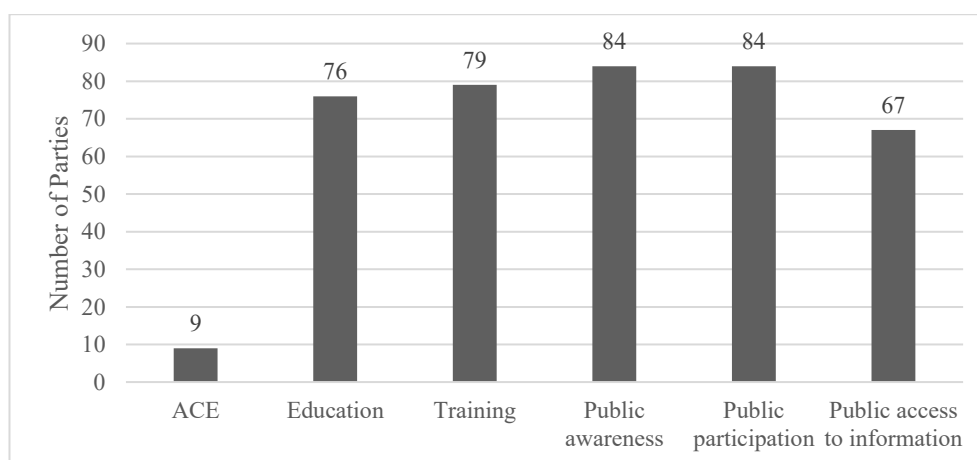
31. Despite the limited scope of the aforementioned guidance, in their NDCs Parties generally communicated general principles, past achievements, future commitments and needs and gaps in relation to ACE, with sections included on mitigation, adaptation and means of implementation, as well as other cross-cutting elements, such as gender and just transition.

2. National adaptation plans

32. All Parties provided information in their NAPs on using at least one ACE element to promote implementation of adaptation measures. As shown in figure 2, 76 Parties (88 per cent) included information on education, 79 (92 per cent) information on training, 84 (98 per cent) information on public awareness, 84 (98 per cent) information on public participation and 67 (78 per cent) information on public access to information. Only nine Parties (10 per cent) explicitly referred to ACE.

Figure 2

Number of Parties referencing Action for Climate Empowerment and its elements in their national adaptation plans



Note: ACE refers to the explicit mention of ACE, Article 6 of the Convention or Article 12 of the Paris Agreement, or of all six elements together.

33. In total, 13 Parties (15 per cent) identified education as a priority sector in their NAPs. Measures reported focus on integrating climate change and adaptation into school curricula and strengthening teacher training and developing educational materials on these matters. Several Parties highlighted the role of schools and universities in building long-term adaptive capacity and raising awareness of climate change matters among younger generations.

34. A total of 49 Parties (57 per cent) referred to developing or implementing communication strategies. These strategies generally aim to raise awareness of climate risks and adaptation options and improve dissemination of climate information. Activities under the strategies include national awareness campaigns, media outreach and targeted communications for local communities and vulnerable groups.

35. COP 17 agreed that enhanced action on adaptation, including the formulation and implementation of NAPs, should follow a gender-sensitive, participatory and transparent approach, taking into consideration vulnerable groups, communities and ecosystems.²¹ CMA 5, recognizing the need to enhance adaptation action and support, decided on the target that by 2030 all Parties have in place country-driven, gender-responsive, participatory and fully transparent national adaptation plans, policy instruments, and planning processes and/or strategies.²²

36. Accordingly, 59 Parties (69 per cent) involved the public in the preparation of their NAPs, while 69 (80 per cent) affirmed that the public will be involved in the implementation thereof.

²¹ Decision [5/CP.17](#), para. 3.

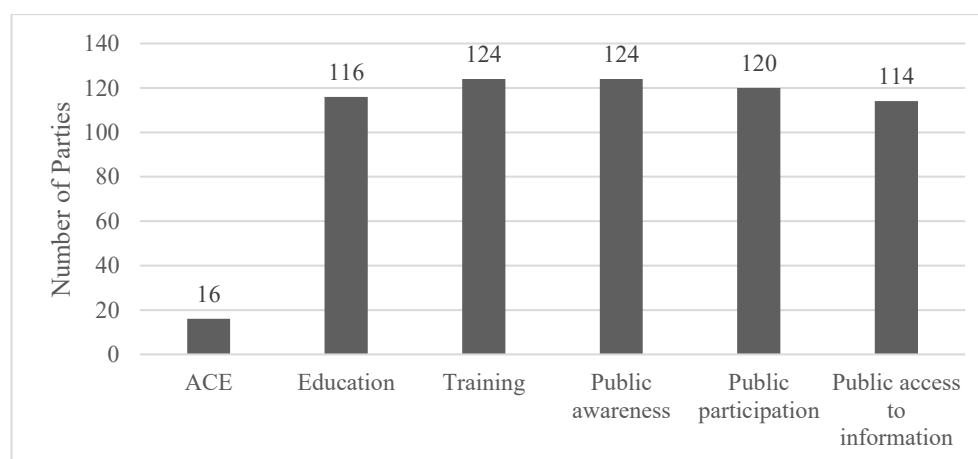
²² Decision [2/CMA.5](#), para. 10(b).

3. Biennial transparency reports

37. All Parties provided information in their BTRs on using at least one ACE element to promote implementation of mitigation and adaptation activities. As shown in figure 3, 116 Parties (94 per cent) included information on education, 124 (100 per cent) information on training, 124 (100 per cent) information on public awareness, 120 (97 per cent) information on public participation and 114 (92 per cent) information on public access to information. Only 16 Parties (13 per cent) explicitly referred to ACE.

Figure 3

Number of Parties referencing Action for Climate Empowerment and its elements in their biennial transparency reports



Note: ACE refers to the explicit mention of ACE, Article 6 of the Convention or Article 12 of the Paris Agreement, or of all six elements together.

38. Drafting of the BTRs and completion of the associated CTF tables are guided by the modalities, procedures and guidelines for the transparency framework for action and support referred to in Article 13 of the Paris Agreement²³ and the CTFs for the electronic reporting of information necessary to track progress in implementing and achieving NDCs, and of information on financial, technology development and transfer, and capacity-building support provided and mobilized, and needed and received.²⁴

39. Parties reported in their BTRs and CTF table 5 information on mitigation policies and measures that support implementation and achievement of their NDCs, including type of instrument associated with each policy or measure. Regulatory and economic instruments, or combinations including at least one of these instrument types, were the most frequently reported.

40. Of the types of policies and measures reported, those identified as informational or educational tend to be the most closely aligned with ACE. Such policies and measures reported include public-awareness-raising campaigns on energy efficiency, renewable energy technologies, waste management and sustainable forest management; training and certification schemes for energy experts; and agricultural extension activities.

41. In total, 105 Parties submitted information on more than 5,129 mitigation policies and measures in the CTF tables.²⁵ Overall, educational and informational policies and measures accounted for 5 and 8 per cent respectively of the total policies and measures reported.²⁶ However, this information is not comprehensive given that not all educational and informative policies and measures are relevant to ACE and that other types of policies and measures are likely also supported by different ACE elements. For example, the economic

²³ Decision [18/CMA.1](#), annex.

²⁴ Decision [5/CMA.3](#), annexes II–III.

²⁵ Parties also included information on policies and measures in tabular format in the BTR. However, owing to capacity constraints, this information was not considered for this report.

²⁶ Policies and measures reported with multiple instrument types are counted under each instrument type.

measure of grants for installing photovoltaic systems in residential buildings might also involve raising awareness among residents and owners of buildings and training technicians on installing and maintaining these systems. In addition, the same types of policies and measures may be labelled differently by Parties. For example, eco-labelling of electric appliances is classified as an informational policy or measure by some, but regulatory by others.

42. A useful indicator for identifying bilateral financial support mobilized and received for ACE-related activities is the Creditor Reporting System codes²⁷ of the Development Assistance Committee of the Organisation for Economic Co-operation and Development. The codes are used to classify the purpose of official development assistance. The codes are mostly relevant for projects focusing on education and training, though relevant codes also exist in relation to public awareness and public participation. Examples of codes in these areas are:

- (a) 11120: Education facilities and training;
- (b) 15150: Democratic participation and civil society;
- (c) 31181: Agricultural education/training;
- (d) 41081: Environmental education/training;
- (e) 99820: Promotion of development awareness.

43. In some cases, Parties used such codes in their CTF tables to indicate the sectors and subsectors in which financial support has been mobilized and received. However, some Parties provided only the titles of related projects, with no detailed explanation of the nature and scope of the support provided. This makes it difficult to assess whether such projects are ACE relevant, as ACE elements are not the usual primary component of a project that can be shown in the project title or description. For instance, a project may have a training or awareness-raising component or include activities relating to public participation or public access to information without referring to these elements in the project title or description.

4. National communications

44. The “Guidelines for the preparation of national communications by Parties included in Annex I to the Convention, Part II: UNFCCC reporting guidelines on national communications” state that Annex I Parties shall communicate in their NCs information on their actions relating to education, training and public awareness, including on public information and education materials, resource or information centres, training programmes and participation in international activities, and may report on the extent of public participation in the preparation or domestic review of the NCs.²⁸

45. The guidelines seek to ensure that NCs from Annex I Parties cover all six ACE elements, with relevant information also undergoing technical assessment by the expert review team.

46. Under the “Guidelines for the preparation of national communications from Parties not included in Annex I to the Convention”, non-Annex I Parties are invited to provide in their NCs information on activities relating to education, training and public awareness.²⁹

47. Non-Annex I Parties tended to report on the other ACE elements, namely public participation, public access to information and international cooperation, in their NCs to a much lesser extent than Annex I Parties.

48. In total, 166 Parties (84 per cent) included a dedicated section on education, training and public awareness in their latest NCs. Of these, as shown in figure 4, 152 Parties (92 per cent) included information on education, 134 (81 per cent) information on training, 155 (93 per cent) information on public awareness, 81 (49 per cent) information on public

²⁷ See <https://www.oecd.org/en/data/insights/data-explainers/2024/10/resources-for-reporting-development-finance-statistics.html> for the full list of codes.

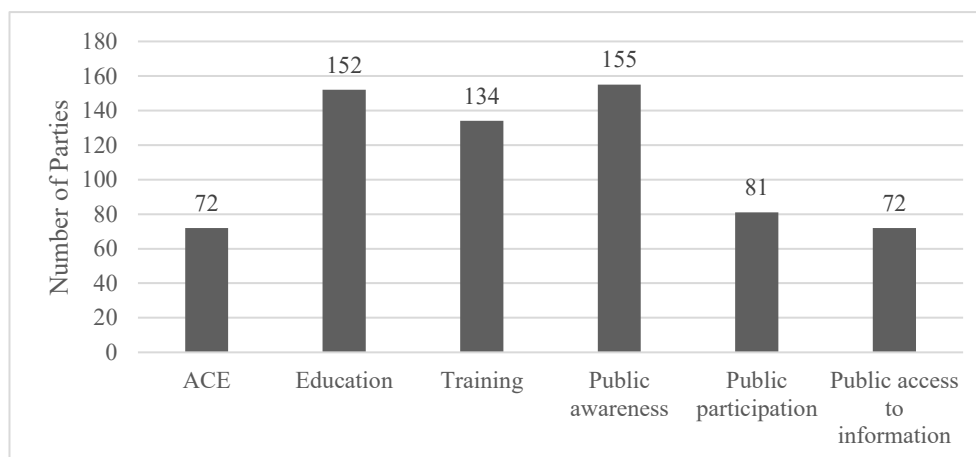
²⁸ Decision 6/CP.25, annex, para. 68.

²⁹ Decision 17/CP.8, annex, para. 45.

participation and 77 (46 per cent) information on public access to information. A total of 72 Parties (43 per cent) explicitly referred to ACE.

Figure 4

Number of Parties referencing Action for Climate Empowerment and its elements in dedicated sections on education, training and public awareness in their national communications



Note: ACE refers to the explicit mention of ACE, Article 6 of the Convention or Article 12 of the Paris Agreement, or of all six elements together.

C. Action for Climate Empowerment and its elements³⁰

1. Action for Climate Empowerment

49. ACE was highlighted by Parties as a foundational framework for enabling inclusive, informed and effective climate action. It was framed as supporting societal transformation towards achieving national and global climate goals by empowering all members of society to engage in climate action through its six elements.

50. More specifically, Parties referenced ACE as a guiding principle and cross-cutting priority within national climate policies and strategies that reinforces transparency, inclusiveness and effectiveness across mitigation and adaptation efforts.

51. Parties reported establishing institutional arrangements for coordinating ACE implementation at the national level, including coordination through national ACE focal points, interministerial coordination mechanisms and multi-stakeholder platforms. In addition, Parties described national ACE strategies, action plans and road maps developed and/or implemented to structure and prioritize ACE activities.

52. ACE considerations were also reported as being incorporated into broader climate policies, sectoral plans and development strategies, reflecting efforts to mainstream ACE-related measures across climate governance frameworks.

2. Education

53. Parties highlighted climate change education as a critical component of long-term climate action. Climate change education was described as formal and informal learning systems designed to equip present and future generations with the climate-responsive knowledge, skills and values needed to respond to climate change in sustainable and systemic ways.

54. It was reported that insufficient climate change education may limit long-term societal capacity to address climate change. Weak climate literacy was highlighted as equating to reduced understanding of risks and solutions, slow progress in innovation and constrained

³⁰ International cooperation, which is considered a cross-cutting element, is covered under each ACE element.

development of climate-resilient livelihoods. In contexts of high climate change vulnerability, persistent education gaps were noted as having the potential to exacerbate inequalities and hinder the intergenerational knowledge transfer necessary for sustainable adaptation and mitigation efforts.

55. Parties reported a range of measures for advancing climate change education, such as:

(a) Establishing or strengthening national laws, policies and strategies that formally anchor climate change education within education systems, with provisions related to climate change education incorporated into legal and policy frameworks to promote institutional coordination and ensure sustained implementation of relevant education policies and measures;

(b) Revising national curricula by integrating climate and sustainability content into primary, secondary and tertiary education, with that content either embedded within existing subjects or addressed as cross-cutting themes;

(c) Complementing formal education curricula with extracurricular educational programmes and activities, such as environmental clubs, campaigns and competitions and partnerships with communities and civil society, in order to promote engagement in addressing climate challenges;

(d) Organizing training and professional development workshops for teachers and educators and developing teaching resources aimed at strengthening educators' knowledge and pedagogical approaches related to delivering climate change education.

56. The reports and communications also indicate that the education sector itself is being increasingly affected by climate change impacts. Extreme weather events, flooding, drought and heatwaves were reported as disrupting schooling, damaging education infrastructure and posing a risk to learning continuity, particularly in climate-exposed areas. Access to education was noted as being associated with enhanced adaptive capacity, and higher education levels with improved understanding of climate risks, increased uptake of adaptive practices and strengthened participation in adaptation planning and implementation.

57. In this context, Parties referred to schools and other educational institutions as key physical spaces for adaptation action and community resilience-building. Measures reported for climate-proofing educational facilities include infrastructure upgrades, improved drainage systems, heat-resistant designs and standards for enhancing disaster resilience. In some cases, schools were said to serve as emergency shelters or community hubs during climate-related events.

58. In addition, Parties reported efforts to transform educational institutions into low-carbon environments, including improving energy efficiency, promoting the use of renewable energy and improving water management, thereby simultaneously reinforcing climate learning through leading by example.

59. Parties also highlighted challenges in implementing climate change education. For example, limited financial and technical resources, institutional capacity constraints and challenges in coordinating various stakeholders within education systems were noted. Other reported challenges were insufficient teacher training, outdated or limited teaching materials and weak monitoring and evaluation frameworks. In contexts of high climate change vulnerability, damage to infrastructure and recurrent disruptions in schooling were additionally reported as affecting the continuity and quality of education delivery, particularly for girls and for children with disabilities.

60. Alongside domestic efforts, international cooperation was noted as playing an important role in supporting climate change education. Parties referred to financial support, technical assistance and capacity-building support provided by multilateral organizations, bilateral partners and development agencies, contributing to curriculum development, teacher training, institutional strengthening and knowledge exchange and thereby enhancing national capacities to implement measures related to climate change education.

3. Training

61. Capacity-building through training programmes focused on climate change was highlighted by Parties as essential for translating climate commitments into effective action. Climate change training was described as strengthening the technical knowledge, practical skills and institutional capacities required to design, implement and monitor progress in implementing mitigation and adaptation actions. Parties noted that, by targeting professionals, public officials and sectoral stakeholders, such training can support operational readiness and enhances the effectiveness of climate policies and measures.

62. Parties reported that insufficient training may hinder the effective implementation of climate policies and measures, as limited technical capacity may delay project execution, reduce the quality of adaptation and mitigation actions and weaken monitoring and reporting processes. Lack of sector-specific skills was also noted as having the potential to hinder innovation and the uptake of climate-resilient and low-emission technologies.

63. Parties reported a range of measures for undertaking training relating to climate change, such as:

(a) Undertaking capacity and training needs assessments, as part of efforts to strengthen climate-related training, to identify technical gaps, institutional weaknesses and priority sectors requiring support with a view to enhancing the relevance and effectiveness of training measures;

(b) Incorporating climate change into existing training programmes for government officials and stakeholders in both the public and private sectors with a view to improving technical skills and strengthening capacity to design, implement and monitor progress in implementing climate policies and actions;

(c) Conducting training as a mitigation and adaptation measure within specific sectors, particularly energy, health, water, agriculture and disaster risk reduction, with a view to equipping practitioners with the practical tools and knowledge needed to implement climate-resilient and low-emission solutions.

64. The reports and communications emphasized the importance of skilling, reskilling and upskilling the workforce in the context of achieving a just transition. Parties linked training efforts to the promotion of green jobs and sustainable livelihoods, highlighting the need to prepare workers and younger generations for structural shifts associated with decarbonization and climate-resilient development pathways.

65. Parties also identified challenges in implementing climate change training initiatives, including limited financial resources, insufficient technical expertise, uneven access to training opportunities, especially for women, youth and persons with disabilities, and weak institutional coordination. In some contexts, training programmes were reportedly undertaken on an ad hoc or project-by-project basis rather than systematically embedded within national systems.

66. Parties reported that international cooperation plays a significant role in strengthening training efforts, referencing financial assistance and technical support provided and knowledge exchange facilitated by multilateral organizations, bilateral partners and development agencies. Such cooperation was noted as facilitating access to expertise and enhancing capacity to implement climate action across sectors.

4. Public awareness

67. Public awareness of climate change matters was highlighted by Parties as essential for fostering informed public engagement in climate action, strengthening societal support for climate policies and action and encouraging behavioural change to address climate change. Parties noted that efforts to raise awareness and thus increase understanding of climate risks, impacts and solutions enable individuals and communities to engage meaningfully in mitigation and adaptation efforts.

68. Insufficient public awareness was reported as having the potential to undermine the effectiveness of climate policies and delay behavioural change. Parties indicated that limited awareness could reduce public support for mitigation and adaptation measures, weaken

compliance with regulations and hinder community engagement, as well as constrain adaptive readiness, leaving groups particularly vulnerable to climate change impacts less equipped to anticipate and respond to them.

69. Parties reported a range of measures for enhancing public awareness of climate change matters, such as:

(a) Developing communication strategies and plans for awareness-raising activities, defining, inter alia, target audiences, key messages and delivery channels, with a view to supporting coordinated and sustained outreach efforts;

(b) Embedding awareness-raising as a key pillar within national climate policies, plans and strategies, thereby promoting coherence of awareness-raising measures across sectors and reinforcing the role of awareness-raising as a cross-cutting enabler of climate action;

(c) Conducting national and subnational campaigns to increase understanding of the causes and impacts of and options for responding to climate change across sectors using traditional and social media, digital platforms, and educational and community-based outreach channels;

(d) Carrying out awareness-raising initiatives in key sectors, particularly energy, health, water, agriculture, and waste management, with a view to promoting sector-relevant behavioural changes and supporting implementation of sector-specific mitigation and adaptation actions.

70. Parties reported conducting public perception and attitude surveys to gauge awareness of climate risks, levels of concern and behavioural intentions. Such assessments were noted as helping to identify knowledge gaps, inform targeted communication strategies and evaluate changes in public understanding of climate change matters over time.

71. Parties also identified challenges in relation to raising awareness of climate change matters, including limited financial resources, insufficient technical expertise in climate-related communications, difficulties in targeting remote or vulnerable populations and challenges in countering misinformation. Ensuring sustained engagement beyond one-off campaigns was also noted as a constraint.

72. Parties reported that international cooperation in the form of financial assistance, technical support and knowledge exchange supports public awareness-raising. For example, multilateral organizations, bilateral partners and development agencies were cited as providing assistance for the development of communication strategies, implementation of campaigns and building of capacity in relation to climate-related communications.

5. Public participation

73. Public participation in addressing climate change was presented by Parties as fundamental to ensuring inclusivity, transparency and accountability in climate governance, with engaging stakeholders in decision-making processes described as strengthening policy legitimacy, improving the quality of climate measures and fostering shared ownership of mitigation and adaptation actions.

74. Parties reported that insufficient public participation may weaken policy effectiveness and legitimacy, with limited stakeholder engagement having the potential to reduce public trust and prevent the integration of local knowledge into and hinder the implementation of climate policies and action. It was noted that excluding affected communities may exacerbate inequalities and reduce the effectiveness of policies in responding to on-the-ground realities.

75. Parties reported conducting consultations during the preparation or update of NDCs and NAPs, including multi-stakeholder dialogues, public hearings, technical workshops and online consultations. Beyond report preparation, Parties reported broader efforts to enhance public participation in climate decision-making and action. Institutional arrangements associated with public participation were reported as involving multi-stakeholder committees, platforms, forums and structured engagement processes designed to facilitate ongoing dialogue between governments, civil society and the public.

76. Community-based and locally led approaches to climate action were also highlighted. Parties described supporting local-level implementation of climate action by holding community consultations, undertaking participatory planning processes and establishing decentralized decision-making structures. Such approaches were noted as strengthening local ownership and the contextual relevance of climate action, and enhancing climate resilience at the community level.

77. Parties noted that special attention is given to ensuring the participation of vulnerable and marginalized groups, including women, children and youth, local communities and Indigenous Peoples, in climate decision-making and action, and reported efforts to ensure their representation in relevant processes, recognizing their specific climate-relevant knowledge and needs and role in contributing to climate solutions. Inclusive participation was described as contributing to more equitable and responsive climate policies and action.

78. Parties also identified challenges in ensuring the full, effective and meaningful participation of the public in climate decision-making and action, including limited financial and technical resources, capacity constraints among governments and stakeholders to engage the public effectively, insufficient access to information and structural barriers restricting the engagement of marginalized groups. Ensuring that participation is sustained and remains meaningful beyond formal consultations was also noted as a challenge.

79. International cooperation in the form of financial assistance, technical support and capacity-building support was reported as supporting public participation. Multilateral organizations, bilateral partners and development agencies were cited as contributing to strengthening institutional frameworks, facilitating stakeholder dialogue and enhancing the inclusivity of public engagement mechanisms within climate governance systems at all levels.

6. Public access to information

80. Public access to information on climate change matters was highlighted by Parties as essential for ensuring transparency, accountability and informed engagement in relation to climate action. Access to timely, reliable and accessible climate information was described as enabling individuals, communities and institutions to understand climate risks, track progress in implementation of climate action and participate meaningfully in mitigation and adaptation processes. Transparency of information was framed as a prerequisite for inclusive and evidence-based decision-making.

81. Parties noted that limited public access to information may undermine the transparency of and weaken public trust and engagement in climate action. Insufficient or inaccessible data reportedly restrict informed participation, reduce accountability and hinder monitoring of progress and effective contributions in relation to policy implementation.

82. In their reports and communications, Parties identified public access to information as a guiding principle and priority of climate governance, with transparency described as key to strengthening public awareness, fostering stakeholder engagement and reinforcing trust in climate policies and institutions.

83. To facilitate public access to climate-related information, Parties reported developing databases, online platforms and information systems aimed at providing reliable, robust and up-to-date information on emissions, climate impacts, and policies and measures, thereby supporting informed decision-making across sectors.

84. Parties also referenced the use of sustainability labelling and certification schemes to inform consumers about the environmental performance of products and services. Labelling initiatives were described as promoting transparency in markets and encouraging more sustainable consumption patterns.

85. Challenges were also reported, with Parties noting constraints related to data availability, technical capacity, interoperability of information systems and the accessibility of contextualized information for remote or marginalized populations, particularly for women, persons with disabilities, local communities and Indigenous Peoples. Ensuring the quality, consistency and regular updating of data was also identified as a difficulty in some contexts.

86. International cooperation in the form of financial assistance, technical expertise and capacity-building support was described as supporting efforts to strengthen information systems. Multilateral organizations, bilateral partners and development agencies were cited as contributing to the development of data platforms, reporting systems and knowledge-sharing mechanisms that enhance information transparency and accessibility at all levels.
