

## **Joint Submission on Action for Climate Empowerment (ACE) by Members of Children’s Environmental Rights Initiative (CERI Coalition)**

*In response to FCCC/SBI/2024/25, para. 123, and Decisions 18/CP.26 and 22/CMA.3, annex, para. 15(b), to provide information via the submission portal on progress, challenges and improvements related to Action for Climate Empowerment (ACE) implementation, including accessibility and availability of financial and technical support, and any other information deemed relevant, in implementing activities under the Glasgow work programme and its action plan. This submission also addresses matters to be addressed at the 2026 Dialogue on Action for Climate Empowerment and the technical workshop, as part of the call for annual submissions on the Dialogue under Decisions 17/CP.30 and 27/CMA.7, para. 6.*

*We are pleased to share this submission on behalf of Alana Institute, ChildFund Alliance, Child Rights International Network, Plan International, Save the Children, Terre des Hommes and UNICEF, as members of the CERI Coalition.*

### **Background:**

The midterm review of the Action Plan under the Glasgow Work Programme on Action for Climate Empowerment (ACE) presents a timely opportunity to strengthen intergenerational inclusion within climate action.

Children, defined as those below the age of 18, comprise nearly one-third of the global population and are among those most exposed to climate-related risks. Scientific evidence demonstrates that climate change affects children differently and more severely due to their physiological development, dependency on caregivers and social services, and limited political voice. Disruptions to education, exposure to heat stress, air pollution, water insecurity, displacement, and loss of livelihoods carry long-term implications for child development and wellbeing. These impacts are particularly acute for girls, young children, children with disabilities, and those from marginalized communities.

At the same time, children are active contributors to climate awareness, advocacy, and community action. When equipped with knowledge, safe participation mechanisms, and access to information, children contribute meaningfully to climate solutions and resilience. Investment in child-responsive systems, including climate education, green skills, early preparedness, and inclusive governance, strengthens adaptive capacity across generations.

ACE provides a comprehensive framework to advance this agenda. By integrating education, training, public awareness, participation, access to information, and international cooperation, ACE creates structured pathways that support children both as rights-holders and stakeholders. Its whole-of-society approach is inherently intergenerational, and meaningful child inclusion strengthens both its legitimacy and effectiveness.

The midterm review offers an opportunity to consolidate good practices in child-responsive climate education, expand age-appropriate participation mechanisms, improve access to child-

friendly information, and support national integration of children's perspectives in climate strategies. It also provides space to consider how monitoring, capacity-building, and knowledge-sharing can better reflect children's distinct needs and contributions.

Strengthening the child-responsive dimension of ACE reinforces the intergenerational equity principles underpinning international climate cooperation and contributes to safeguarding the rights and wellbeing of present and future generations.

### **Submission summary**

As the UNFCCC process shifts toward implementation and delivery, ACE must move beyond fragmented and under-resourced activities toward coherent, outcomes-focused implementation. In light of the increasing recognition of the unique needs of children as a distinct cohort in recent COP decisions, as well as the outcomes of the SB60 Expert Dialogue on Children and Climate Change, there is a need to move from rhetorical recognition toward the institutionalized, resourced, and measurable inclusion and representation of children across the life course within all ACE elements.

This submission presents cross-cutting and element-specific recommendations to strengthen climate education, training, public awareness, participation, access to information, and international cooperation. It calls for the systematic integration of child-responsive ACE into national climate planning instruments, including NDCs and NAPs. Particular emphasis is placed on distinguishing children's participation from youth engagement.

The submission also proposes targeted updates to the ACE Action Plan for 2026–2031 and provides recommendations for the ACE Technical Workshops and the Annual Dialogue at SB64, including guiding questions, structural considerations, and recommended speakers. Best practices from CERI member organizations illustrate how integrated ACE implementation can advance children's rights, agency, and resilience in diverse contexts.

## **1. Introduction**

This submission outlines recommendations to support the continued implementation and strengthening of the **Glasgow Work Programme on Action for Climate Empowerment (ACE)**. The document first presents recommendations for strengthening the six ACE elements, followed by an overview of key gaps, challenges, and best practices identified in the implementation of ACE activities.

The submission then focuses on proposed activities for a renewed five-year ACE Action Plan, with the aim of advancing ACE implementation in a way that reflects evolving priorities and lessons learned in recent years.

Finally, the submission provides input for the **ACE Technical Workshops** and the **Annual ACE Dialogue**, both taking place at **SB64 in June 2026**.

## **2. Gaps and Challenges in Implementing ACE**

Despite progress under the Glasgow Work Programme on ACE, important gaps remain in translating commitments into consistent, on-the-ground implementation. In many contexts, ACE continues to be treated as a complementary activity rather than being systematically integrated into the roll out of national climate policies and plans, education systems, and adaptation and mitigation efforts. Meaningful participation of children in climate decision-making also remains uneven. The sections below highlight key gaps and challenges, as well as best practices to support more effective implementation of ACE commitments and activities.

Gaps and challenges in ACE implementation
<b>Insufficient recognition of children and adolescents, especially young children and girls, as rights-holders</b> within ACE implementation, with limited age, disability and gender-specific approaches that reflect safeguarding and evolving capacities.
<b>Persistent participation barriers</b> include a lack of institutionalized pathways, limited civic literacy, and inadequate resourcing for meaningful engagement, particularly for children, whose participation often requires age-appropriate formats, safeguarding protocols and dedicated facilitation.
<b>ACE implementation remains fragmented and short-term</b> , with limited integration into national systems, weak linkage between awareness and decision-making, and insufficient alignment with climate finance and adaptation implementation.
<b>Monitoring frameworks focused on activities rather than outcomes</b> , limiting accountability and learning, as well as limited availability of disaggregated data by age, gender, disability, race and ethnicity, to assess the reach and effectiveness of ACE activities for children.
<b>Uneven accessibility</b> , including disparities related to language, disability inclusion, connectivity, geography, and social norms.
<b>Limited recognition of resilient education systems as a climate adaptation priority</b> , despite the increasing disruption of schooling and learning continuity caused by climate-related hazards.
<b>Insufficient financial investment in ACE activities</b> , including climate education, participation mechanisms, and accessible climate information, particularly in low-resource and crisis-affected contexts.

### 3. Recommendations

#### 3.1 Crosscutting Recommendations

While the six ACE elements provide an important structure for implementation, several **cross-cutting priorities** emerge from experience and evidence that span all pillars. Addressing these is essential to move ACE beyond fragmented activities toward coherent, well-resourced, and outcomes-focused implementation — one that meaningfully includes children and adolescents and contributes to climate resilience, adaptation, and intergenerational equity.

- Ensure ACE is integrated into the implementation of **mitigation, adaptation, resilience, and climate finance priorities**, rather than treated as a separate policy area.

- Strengthen the integration of ACE elements within climate finance programmes and proposals, including activities related to climate education, public participation, and community engagement.
- Strengthen the child-responsive dimension of ACE within national climate planning instruments such as **Nationally Determined Contributions (NDCs) and National Adaptation Plans (NAPs)**, ensuring that ACE elements are not only included but explicitly address children's needs and are adequately financed and costed.
- Implement **climate-resilient education systems** as a key adaptation measure, and strengthen coordination between ACE implementation and national education-sector planning.  
Support the integration of ACE elements, including climate education, public participation and access to information, into locally led adaptation initiatives to strengthen community resilience, local knowledge and inclusive climate action.
- Provide guidance distinguishing **children's participation from youth participation**, including safeguarding standards, age-appropriate participation formats, and the involvement of caregivers where appropriate.
- Ensure children's primary consideration across all six ACE elements.
- Encourage stronger coordination of ACE implementation across **UNFCCC bodies, national ACE focal points, and relevant policy processes**, including mitigation and adaptation planning, climate finance delivery, and education sector strategies.
- Parties should ensure that ACE activities are integrated into the design and delivery of climate finance programmes, including those funded through the Green Climate Fund, the Global Environment Facility, the Adaptation Fund, and other climate finance mechanisms. Strengthening climate literacy, participation, and access to information can improve the effectiveness, transparency, community ownership and impact of climate investments. The 'Falling Short: Addressing the Climate Finance Gap for Children' report analyses child-responsive activities in education and child participation in Multilateral Climate Fund (MCF) projects over the period 2006-2023. It finds that only 12.9% of MCF-supported interventions were child-responsive in the area of education.<sup>1</sup>

### 3.2 Recommendations for Implementation of the six ACE Elements

The following recommendations aim to strengthen the six elements of ACE under the Glasgow Work Programme, drawing on lessons learned across contexts. They highlight opportunities to improve effectiveness, inclusion, and institutional integration – supporting Parties in adopting a renewed ACE Action Plan that contributes more directly to climate action delivery, resilience-building, and intergenerational equity.

#### Education

Climate education is a foundational pillar of ACE and a prerequisite for realizing children's rights in climate policy and action.

ACE-aligned education must address both the continuity of education in the face of climate shocks and the integration of climate content across formal and non-formal learning systems, beginning in early childhood. Climate change is already disrupting education through extreme weather events, displacement, food insecurity, and increased care burdens — impacts that

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<sup>1</sup><https://www.unicef.org/media/142181/file/Falling-short-Addressing-the-climate-finance-gap-for-children-June-2023.pdf>

disproportionately affect children. In 2024, 242 million students in 85 countries experienced disruptions to their education due to extreme weather events.<sup>2</sup> Action to ensure safe, equitable, and continuous access to quality education therefore constitutes an essential climate adaptation measure. Yet climate education initiatives under ACE often do not adequately address gender and age differences, and are not consistently embedded within broader efforts to strengthen education systems.

Effective implementation requires integrating climate education into national curricula, teacher training, and education sector planning, alongside climate-resilient school infrastructure. Operational frameworks such as the Comprehensive School Safety Framework<sup>3</sup> offer a useful model, linking climate education with disaster risk reduction, resilient infrastructure, child protection, and psychosocial support. Strengthening children's capacities may also include integrating climate adaptation and community resilience into curricula, and supporting participatory approaches such as local climate risk mapping, school-based adaptation plans, and intergenerational knowledge exchange on traditional environmental practices.

A key lesson from implementation is that climate education is most effective when it moves beyond awareness-raising to enable agency, structured participation, and clear pathways into local and national climate governance. Learner-centred approaches — particularly those promoting girls' leadership — strengthen children's and adolescents' ability to contribute to locally relevant solutions and engage meaningfully in decision-making. Education systems also play a critical role in preparing children for a just transition, including through green skills, technical and vocational training, and exposure to fields such as renewable energy, regenerative agriculture, and sustainable waste management.<sup>4</sup>

Stronger integration of child-responsive ACE elements within national climate and sectoral frameworks — including NDCs, NAPs, education sector plans, and disaster risk management systems — is essential to ensure that ACE contributes to systemic change rather than remaining a series of fragmented activities.

The table below maps commitments on the different ACE pillars within NDCs 3.0, according to [UNICEF methodology](#), for the 112 NDCs submitted between November 2024 and 11 March 2026. NAPs also indicate strong progress on integrating ACE commitments, with the same trend of relatively weaker commitments on child-responsive ACE elements.

ACE Element	Number and % of NDCs 3.0 with commitments	Number and % of NDCs 3.0 with child-responsive commitments
Education	82 (74%)	75 (68%)
Training	92 (83%)	66 (59%)
Public awareness	83 (75%)	66 (59%)

<sup>2</sup> <https://www.unicef.org/reports/learning-interrupted-global-snapshot-2024>

<sup>3</sup> <https://gadrrres.net/comprehensive-school-safety-framework>

<sup>4</sup> <https://www.unicef.org/childrightsandbusiness/media/1721/file/UNICEF-Research-Report-Just-Transition.pdf>

Public access to information	71 (64%)	47 (42%)
Public participation	91 (82%)	76 (68%)
International cooperation	90 (81%)	<i>UNICEF analysis does not track this indicator.</i>

Climate education is a foundational pillar of effective ACE implementation and an essential component of child-responsive climate action. Climate-resilient, inclusive, and rights and nature-based education systems can reduce their vulnerability and can strengthen their resilience, from climate impacts while equipping them with the knowledge, skills, and agency needed to contribute to adaptation, mitigation, and resilience-building.

**Recommendations**

Parties should strengthen climate-resilient education systems and climate education by:

- Integrating climate education across formal and non-formal learning systems, beginning in early childhood.
- Embedding climate education within national curricula, education sector planning, and school infrastructure adaptation, and integrating climate-related training into national teacher development systems and public administration training programmes.
- Strengthening training programmes for educators, facilitators, and public officials on child-responsive climate engagement, including age-appropriate participation methods, safeguarding protocols, and approaches that support the meaningful inclusion of children in climate decision-making.
- Expanding training for education authorities and school leadership on climate-resilient education systems, including planning for continuity of learning during climate shocks, integration of disaster risk reduction in schools, and coordination with local adaptation and emergency response systems.
- Promoting practical implementation frameworks, such as the Comprehensive School Safety Framework, to link climate education with disaster risk reduction, resilient infrastructure, child protection, and community preparedness.
- Supporting learner-centred and participatory approaches that enable children — particularly girls and children with disabilities — to engage in climate action and decision-making.
- Developing age-responsive climate education approaches that clearly distinguish between children and youth, ensuring pedagogical methods, participation formats, and safeguarding measures reflect children's evolving capacities and specific learning needs.
- Integrating climate adaptation, disaster preparedness, and community resilience into climate education curricula, including participatory activities such as local climate risk mapping, school-based preparedness initiatives, and intergenerational knowledge exchange on traditional environmental practices.
- Integrating child-responsive ACE education activities into national climate policy frameworks, including NDCs, NAPs, and disaster risk management systems.
- Supporting climate education pathways that contribute to mitigation and just transitions, including green skills, technical and vocational training for adolescents and youth, and exposure to sectors such as renewable energy, sustainable agriculture, energy efficiency, and circular economy practices.

- Promoting nature-based climate education approaches, including experiential and outdoor learning that connects children with local ecosystems, biodiversity, and nature-based solutions, supporting activities such as school gardens, ecosystem restoration, and community-based environmental stewardship.
- Integrating environmental rights into climate education, including children's right to a clean, healthy, and sustainable environment (RtHE), as affirmed in UN Committee on the Rights of the Child General Comment No. 26 (2023), to strengthen children's understanding of their rights in the context of climate change and support their ability to claim and advocate for those rights.
- Strengthening education systems' preparedness and response to climate-related loss and damage, including emergency education in disaster contexts, psychosocial support for children affected by climate-related trauma, and the reconstruction of resilient and accessible school infrastructure.

## **Training**

Training is a core pillar of ACE, enabling public officials, practitioners, and community leaders to translate climate knowledge into practical and equitable action. To be effective, training must be sustained, practice-oriented, and embedded within institutional systems rather than delivered as isolated interventions.

Cross-sectoral training that links climate action with disaster risk reduction, early warning systems, anticipatory action, child protection, and social protection has proven effective in improving coordination and maintaining essential services during climate-related crises. Practical tools — including preparedness planning, risk communication, and safeguarding protocols — help bridge the gap between knowledge and action.

A recurring challenge is the limited ability of adolescents and young people to navigate formal climate governance spaces. ACE-related training should therefore include civic literacy and practical "how to engage" components, alongside strengthening understanding of national climate planning, international negotiations, and climate finance mechanisms — ensuring young people and communities can engage more effectively in climate decision-making.

Ultimately, effective ACE training must build not only individual knowledge but institutional systems and tools that support practical application in policy, planning, and service delivery — sustained by predictable financial and technical resources to ensure scale and continuity.

## **Recommendations**

Parties should strengthen institutional capacity for ACE implementation by:

- Expanding cross-sectoral training that links climate action with disaster risk reduction, early warning systems, anticipatory action, child protection, and social protection.
- Including civic literacy and practical guidance on engaging in climate governance processes, particularly for adolescents and youth.
- Ensuring training programmes incorporate gender- and disability-responsive, child-centred, and safeguarding approaches.
- Strengthening the capacity of national ACE focal points and relevant institutions to coordinate child-responsive ACE implementation, including training on integrating children's perspectives into national climate policies, education sector plans, and climate finance programmes.

- Providing predictable financial and technical resources to sustain training programmes at national and local levels.

## **Public Awareness**

Public awareness is a central pillar of ACE, supporting informed engagement, accountability, and collective action on climate change. Effective awareness initiatives go beyond information dissemination to provide accessible, locally relevant, and actionable knowledge that reflects the lived realities of climate-affected communities.

Governments have a responsibility to ensure climate-related information is accurate, accessible, age-appropriate, and gender-responsive — covering climate risks, disaster preparedness, early warning systems, available services, and relevant policy frameworks. Ensuring that children, adolescents, and communities understand early warnings and preparedness actions can significantly reduce disaster impacts and strengthen adaptive capacity.

Awareness strategies should explicitly address how climate shocks exacerbate existing inequalities — including unpaid care burdens, schooling disruption, and heightened protection risks, particularly in displacement contexts — alongside gender equality and safeguarding, to strengthen public understanding and support for equitable climate policies.

A consistent lesson is that awareness must be linked to participation and action. Initiatives are more effective when they connect individuals to clear engagement pathways — such as local decision-making processes, youth advisory structures, and feedback mechanisms — so that awareness translates into agency and accountability.

## **Recommendations**

Parties should strengthen public awareness under ACE by:

- Ensuring that climate information is accessible, age-appropriate, and gender-responsive, including information on climate risks, early warning systems, disaster preparedness, and available support services.
- Developing child-friendly climate communication strategies, including the use of accessible language, visual and interactive formats, and educational media that enable children to understand climate risks, solutions, and available support services.
- Designing awareness initiatives that reflect the experiences and needs of children and adolescents, including girls, children with disabilities, and those in vulnerable situations.
- Ensuring public awareness initiatives explicitly address the gendered and protection dimensions of climate impacts, including heightened risks for children in displacement and crisis contexts, and incorporate safeguarding considerations in their design and delivery.
- Implementing and enhancing inclusive, accessible, and age-appropriate multi-hazard early warning systems (MHEWS) to provide timely alerts that reach children and their communities, including ensuring these systems are connected to child-critical services such as schools, protection services, and health centres.
- Supporting collaboration between climate, education, and child protection systems to ensure that climate information reaches children through schools and community-based institutions, using accessible and culturally appropriate communication formats.
- Linking awareness initiatives to clear participation pathways, including local decision-making processes, youth advisory structures, education programmes, and feedback mechanisms.

- Promoting community-based communication approaches that support local resilience and risk preparedness.

## **Public Participation**

Meaningful public participation is central to ACE and inclusive climate governance. Effective participation requires formal mechanisms with clear mandates, adequate resourcing, and accountability measures — creating safe, accessible, and inclusive opportunities for children and adolescents, particularly girls, to engage in climate policy and action. These mechanisms should provide practical pathways linking awareness and engagement to local climate action, community resilience, and national climate policy processes.

While youth engagement has gained visibility under the UNFCCC, participation mechanisms for younger children remain limited and insufficiently institutionalized. ACE implementation should clearly distinguish between children and youth to ensure age-appropriate participation mechanisms, safeguarding standards, and inclusive engagement approaches.

## **Recommendations**

Parties should strengthen participation under ACE by:

- Establishing formal, institutionalized participation mechanisms that enable children and adolescents to engage meaningfully in climate policy and decision-making processes, with clear mandates, adequate resourcing, safeguarding standards, and accessibility measures.
- Distinguishing between youth-led engagement structures and age-appropriate mechanisms for younger children, ensuring appropriate safeguarding, pedagogical adaptation, and the inclusion of caregivers to represent the youngest children.
- Integrating children's and adolescents' participation into national climate planning processes, including consultations related to NDCs, NAPs, and climate policy implementation strategies.
- Encouraging the participation of children and adolescents in monitoring and evaluation of climate policies, including feedback mechanisms that allow them to contribute perspectives on the impacts of climate action in schools and communities.
- Supporting the meaningful participation of girls and other marginalized groups in climate decision-making at local, national, and international levels.

## **Public Access to Information**

Strengthening data, learning, and monitoring systems is essential to support effective ACE implementation under the public access to information element. This includes improving the availability of disaggregated data by age, gender, disability, race and ethnicity to better assess the reach, quality, and outcomes of ACE activities, supporting evidence-based decision-making, learning, and accountability.

Attention should also be given to ensuring that data and information systems are designed to make climate content accessible and child-friendly, so that children and adolescents can engage meaningfully with climate risks, available services, and relevant policies. Monitoring of ACE implementation should incorporate indicators that assess accessibility, reach, participation outcomes, and institutional uptake.

## Recommendations

Parties should strengthen public access to information under ACE by:

- Improving the availability and accessibility of climate-related data, including information on risks, adaptation measures, and policy processes.
- Strengthening data systems that include disaggregation by age, gender, disability, race and ethnicity, to better assess the reach and impact of ACE activities.
- Strengthening the collection and public availability of data on the impacts of climate change on children, including impacts on health, education, wellbeing, displacement, and environmental exposure, to support evidence-based climate policy and child-responsive decision-making.
- Supporting child-friendly and accessible communication formats to ensure children and adolescents can understand and engage with climate information.
- Enhancing monitoring and knowledge-sharing systems to support evidence-based learning and accountability in ACE implementation.

## International Cooperation

Predictable and accessible financial and technical support is essential to strengthen ACE implementation, particularly in climate-vulnerable and crisis-affected contexts where institutional capacity and resources are limited. Despite their importance for building resilience and reducing risk, ACE pillars remain persistently under-resourced. Strengthened international cooperation can help mobilize the financial, technical, and knowledge-sharing support needed to scale effective ACE implementation.

Existing climate finance mechanisms, including the Green Climate Fund and Adaptation Fund, remain difficult to access for ACE-related programming, particularly for child-focused interventions. Addressing these barriers requires dedicated attention to how ACE activities are recognized and resourced within climate finance architecture. Coherence with relevant international frameworks, including the Sendai Framework for Disaster Risk Reduction, the Sustainable Development Goals, and the UN Convention on the Rights of the Child, can further strengthen the impact and legitimacy of international cooperation under ACE.

## Recommendations

Parties and international partners should strengthen international cooperation for ACE implementation by:

- Providing predictable and accessible financial and technical support for ACE activities, with dedicated budget lines for climate education, child and youth participation, educational materials, and inclusive communication.
- Promoting the integration of ACE priorities into climate finance delivery mechanisms, including the NCQG, GEF, and GCF, and addressing accessibility barriers that limit child-focused ACE programming.
- Supporting the integration of ACE across adaptation, resilience-building, and climate finance delivery mechanisms, ensuring child-responsive, gender-responsive, and inclusive approaches, particularly in vulnerable contexts.
- Strengthening coherence between ACE implementation and relevant international frameworks, including the Sendai Framework for Disaster Risk Reduction, the Sustainable Development Goals, and the UN Convention on the Rights of the Child.

#### 4. Proposed text for a new 5-year ACE Action Plan under the Glasgow Work Programme

Building on lessons from the implementation of the Glasgow Work Programme on ACE, the following proposed updates aim to strengthen the effectiveness, coherence, and impact of the ACE Action Plan. They maintain key elements of the current work programme while introducing targeted adjustments to address identified gaps — with particular attention to strengthening inclusive approaches that support the meaningful participation of children, including girls, across the six ACE elements.

Priority area A: policy coherence				
Activity	Responsible entity	Timeline	Deliverables/outputs	Level of implementation
A.1 <b>[Maintain]</b> Strengthening the coordination of ACE work under the UNFCCC	Secretariat	Ongoing	<b>[Maintain:]</b> 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.	International
	Leading: secretariat Contributing: UNFCCC constituted bodies, including AC, LEG, relevant organizations	SB66 (June 2027)	<b>[New:]</b> Organizing a joint session with representatives of the Adaptation Committee, Least Developed Countries Expert Group (LEG) and the Global Goal on Adaptation work programme at the ACE Dialogue to examine the role of resilient education systems, climate literacy and child and youth participation in supporting ACE implementation and informing adaptation planning and implementation, and reporting thereon in the annual summary report under the Glasgow work programme.	International
<b>[New]</b> Coordinated implementation of the ACE Action Plan and the Belém Gender Action Plan	Leading: Parties, national gender and climate change focal points, and national focal points for Action for Climate Empowerment	Annual	<b>[New]</b> Convening a dialogue with representatives of the UNFCCC constituted bodies to support coordinated implementation of the ACE Action Plan and the Belém Gender Action Plan within official climate planning and reporting processes, in line with Activity A.3.4 of the Belém Gender Action Plan.	International

A.2 <b>[Maintain]</b> Strengthening the integration of ACE into the development and implementation of national climate policies, plans, strategies and action	Secretariat	Ongoing to COP 36 (2031)	Identifying good practices for integrating ACE elements into national climate policies, plans, strategies, and actions <b>[addition] through an age- and gender-responsive approach</b> , 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	International
	Secretariat	Ongoing to COP 36 (2031)	Holding an interactive workshop at the ACE Dialogue in 2030 and also at the regional level before COP36 (2031) on developing and implementing national climate change policies, plans, strategies and action using a clear, inclusive, intergenerational and gender-responsive approach	International, regional
	Relevant organizations	Ongoing	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	International, regional
<b>Priority area B: coordinated action</b>				
B.1 <b>[Maintain]</b> Enhancing regional cooperation through virtual and in-person regional dialogues, workshops and	Leading: relevant organizations, Parties Contributing:	Ongoing to COP 36 (2031)	Sharing experience and good practices from virtual and in person regional dialogues, workshops and consultations before the ACE Dialogues, as	Regional

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.	secretariat		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 ACE newsletters	
B.2 [Maintain with additions] Promoting the development of regional and local networks and platforms that support ACE activities at the regional, national and local levels, encouraging the involvement of [addition] children, youth, [addition] girls, women, academics, traditional leaders, [addition] persons with disabilities, 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	Ongoing to COP 36 (2031)	Increased 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	International, regional
[New] Supporting institutionalized participation mechanisms for children and youth in climate decision-making, in close collaboration with the Presidency Youth Climate Champion	Leading: PYCC, Parties; relevant organizations	Ongoing	Compilation and dissemination of best practice models for child and youth participation mechanisms linked to local and national climate planning and decision-making processes.	International,national, local
<b>Priority area C: tools and support</b>				
C.1 [Maintain] Building and strengthening the capacity and skills of the national ACE focal point	Leading: secretariat  Contributing: Parties, national ACE focal points, relevant organizations	Ongoing to COP 36 (2031)	Providing capacity-building opportunities for national ACE focal points, including at the ACE Dialogues and the regional climate weeks	International, regional

C.2 [Maintain with addition] Meaningfully including [addition] children and youth in and engaging with them on climate action at all levels and facilitating the inclusive participation of, inter alia, children, girls, women, indigenous peoples and persons with disabilities, in climate [addition] policy and action, according to national circumstances	Relevant organizations, Parties	Ongoing to COP 36 (2031)	[Maintain with addition]: Providing capacity-building opportunities for children and youth with a focus on decision-making and implementing climate action at the local, national and international level, according to local and national circumstances	International, national
	Leading: secretariat, relevant organizations  Contributing: youth and youth organizations	Ongoing to COP 36 (2031)	[Maintain with addition] Providing opportunities for [addition] children and youth to present at ACE Dialogues and regional climate weeks to highlight the leadership role that [addition] children and youth play in climate action. Allowing youth to participate in networking sessions and capacity-building workshops for national ACE focal points	International, regional
	Leading: secretariat Contributing: relevant organizations	Annual	[Maintain] Mapping and collating existing guidelines and good practices in the annual summary report under the Glasgow work programme with respect to child education on and empowerment in climate action, with special consideration given to gender equality and inclusion of persons with disabilities	International
[New] ACE Implementation Accelerator: scaling integrated climate education, participation and resilience initiatives	Secretariat; Parties; relevant organizations; climate finance institutions	Until COP 36 (2031)	Pilot exchanges and technical guidance showcasing integrated ACE initiatives that combine climate education, meaningful child and youth participation, and locally led mitigation and adaptation actions, with pathways for replication through national climate programmes.	International, national
[New] Training programmes to support delivery-phase climate action	Parties; relevant organizations	Until COP 36 (2031)	Training initiatives for educators, public officials and practitioners linking climate literacy with mitigation, adaptation, early warning systems and community resilience.	Local, national, regional
C.3 [Maintain with additions] Enhancing multilevel action by national ACE focal points and non-Party stakeholders, including representatives of civil society organizations, child-and youth-led and	Leading: Secretariat Providing input: Parties, relevant organizations, multilateral and	Ongoing to COP 36 (2031)	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	International

child-and youth-inclusive organizations, community-based organizations, local communities and Indigenous peoples	bilateral financial institutions		society organizations and community-based organizations, in international meetings such as the ACE Dialogues and the sessions of the subsidiary bodies and the Conference of the Parties	
	Leading: Secretariat, relevant organizations, and multilateral and bilateral financial institutions. Contributing: national ACE focal points, UNFCCC constituted bodies.	2029	Organizing an expert-run session on how to write strong project proposals at the ACE Dialogues to support the implementation of ACE activities  [New addition] Facilitating technical exchanges and guidance on integrating ACE elements into climate finance programmes and proposals, including climate education, participation mechanisms, and community engagement initiatives	International
<b>Priority area D: monitoring, evaluation and reporting</b>				
D.1 [Maintain] Strengthening monitoring, evaluation and reporting of the implementation of all six ACE elements	Leading: secretariat Contributing: relevant organizations, research community	Ongoing to COP 36 (2031)	Compiling monitoring, evaluation and reporting best practices and resources and making such information available to Parties for use for their reporting on ACE activities voluntarily, and reporting thereon in the annual summary report under the Glasgow work programme	International
[New] Developing indicators to assess the accessibility, participation outcomes, and institutional uptake of ACE activities	Secretariat; research community; Parties	2027 to 2031	Voluntary guidance on ACE monitoring indicators, including child- and youth-responsive indicators.	International
D.2 [Maintain] 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	Ongoing to COP 36 (2031)	Organizing interactive workshops at all levels, including at the [addition] annual ACE Dialogue, with experts, national ACE focal points, [addition] child and youth leaders and other stakeholders to discuss ways of assessing the effectiveness of ACE implementation	International, regional, national
D.3 [Maintain] Supporting the consideration by the Subsidiary Body for Implementation of the annual summary report to be prepared by the secretariat	Secretariat	Ongoing to COP 36 (2031)	Holding information sessions before the sessions of the Conference of the Parties to present progress in implementing activities under the Glasgow work programme, as reported in the annual summary	International

on progress in implementing activities under the Glasgow work programme			report	
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## 5. Recommendations for the 2026 ACE Technical Workshops and ACE Dialogue

### 5.1 Recommendations on structural elements of the In-Session Technical Workshops:

**Focus and efficiency:** Given the limited time available to negotiators, the in-session workshop at SB64 must be focused and targeted. Structuring sessions around specific, clearly defined elements will enable negotiators to make progress on the Midterm Review while ensuring children and young people are not left behind in the process.

**Open and inclusive approach:** Workshops should be open to civil society representatives, particularly children and youth. The agenda should be co-created with all relevant stakeholders, ensuring civil society expertise is reflected across sessions. As ACE is grounded in a whole-of-society approach, children and young people must have a co-creating voice throughout.

**Linkages with other means of implementation:** The workshop should generate concrete options for Parties and Observers to leverage ACE engagements in meeting commitments across other UNFCCC workstreams. Child- and youth-sensitive climate outcomes should be mainstreamed through the Midterm Review process, with specific pathways identified for embedding ACE into the development and implementation of NDCs, NAPs, National Adaptation Frameworks, the Global Goal on Adaptation, and Loss and Damage mechanisms.

**Avoiding scheduling conflicts:** ACE and gender negotiations are frequently scheduled simultaneously, forcing smaller delegations — where focal points often cover both workstreams — to choose between sessions. Scheduling conflicts with the gender workstream should be avoided wherever possible.

### 5.2 Recommendations on Substantive Elements of the In-Session Technical Workshops

Children and young people are not a homogeneous group, and efforts should be made to ensure their diverse participation and engagement across the Technical Workshops and Annual Dialogue.

#### Guiding Questions for the ACE Dialogue and Technical Workshops:

1. What lessons can be drawn from progress made between NDC 2.0 and NDC 3.0 in incorporating ACE commitments, including child- and youth-responsive elements, and how can these lessons inform further integration of ACE across national climate planning processes?
2. What partnerships between Parties, international organizations, civil society and education actors are needed to ensure that children's perspectives meaningfully inform ACE implementation at national and local levels?
3. How can collaboration between governments, international organizations and education systems support the development of age-, disability-, and gender-responsive climate learning strategies for children?
4. How can international cooperation support countries in integrating child-responsive ACE approaches within national climate planning instruments, including NDCs and NAPs?

5. How can climate finance mechanisms, including the GCF, Adaptation Fund, GEF, and FRLD, better support child-responsive ACE programming, and what types of financing are needed to sustain implementation at national and local levels?
6. How can formal, institutionalized participation mechanisms for children — distinct from youth engagement structures — be developed and resourced under the renewed ACE Action Plan?
7. What types of disaggregated data and monitoring frameworks are needed to better assess the reach, quality, and outcomes of ACE activities for children, and how can this evidence inform the renewed ACE Action Plan?
8. How can ACE implementation support children's resilience and recovery in the context of climate-related loss and damage, including through emergency education, psychosocial support, and community-based preparedness?

#### Recommended Speakers and Facilitators:

1. Child speakers supported by CERl member organizations.
2. Child representatives from YOUNGO, including those not affiliated with a specific organization, to ensure diverse representation.
3. Representatives from Terre des Hommes, UNICEF, and other relevant organizations to advance a child rights-based policy perspective and support mainstreaming across workstreams.

## 6. Examples of best practices in ACE implementation

Organization:	Description of best practice:
Plan International	<p><b>Child-Centred Climate Change Adaptation (4CA) Programme:</b> Plan International has implemented child-centred climate adaptation initiatives across 14 countries in the Asia-Pacific, engaging more than 100,000 children directly and reaching over 750,000 people through community resilience activities. The programme strengthens climate literacy, disaster preparedness, and community adaptation through participatory learning, peer-to-peer education, and youth-led adaptation projects. Educational tools include teacher manuals, student learning materials, games, and communication resources designed to translate complex climate science into practical community action. The model demonstrates how ACE elements—education, training, public awareness, and participation—can be integrated to strengthen children’s agency in climate resilience and adaptation.</p>
Plan International	<p><b>Climate-Resilient Schools and Disaster Risk Reduction through the Comprehensive School Safety Framework (CSSF):</b> Plan International works with governments and partners to strengthen climate-resilient education systems using the Comprehensive School Safety Framework. Through initiatives such as the Safe Schools Global Programme, nearly one million students in 33 countries have been engaged in disaster risk reduction education, school safety planning, and climate preparedness activities. Children participate in risk mapping, evacuation planning, and community awareness initiatives, strengthening both the education system's resilience and community preparedness. This model demonstrates scalable integration of ACE elements, including education, training, participation, and public awareness, within national education systems.</p>

Plan International	<p><b>Girls' Leadership in Climate Action and Adaptation:</b> Plan International supports girls and young women to engage in climate action through leadership programmes that combine climate education, mentorship, and locally led climate initiatives. For example, the Girls Leadership Programme on Climate Change in Indonesia trains young women to design and implement community-based climate action initiatives, supported by seed grants and mentorship. Participants lead awareness campaigns, adaptation activities, and environmental initiatives within their communities. This model strengthens girls' leadership and demonstrates how ACE implementation can advance gender equality while promoting inclusive participation in climate decision-making and adaptation efforts.</p>
Plan International	<p><b>Youth Climate Education and Action Tools (Y-Adapt and Children's Climate Cards):</b> Plan International has co-developed practical education tools that translate climate learning into action, including the Y-Adapt curriculum and Children's Climate Cards. These tools support children and adolescents, design local solutions, and advocate for action within schools and communities. Implemented in both formal and non-formal learning environments—including schools, youth clubs, and community programmes—the tools promote climate literacy, participation, and youth leadership. The approach demonstrates scalable methods for linking climate education with practical adaptation and civic engagement under the ACE framework.</p>
Plan International	<p><b>She Leads Climate Cohort:</b> The She Leads Climate Cohort brings together girls and young women from East Africa, West Africa, and the Middle East to strengthen their leadership on climate justice and gender equality. Through peer learning, access to global and local advocacy spaces and processes, resources for their own local climate action projects, and engagement in climate policy spaces, participants build knowledge, confidence, networks and practical skills to influence climate-related decision-making at local, national, and international levels. The cohort demonstrates how ACE can support girls' leadership and prepare the next generation for climate justice through a combination of girl-led climate education, training, public awareness, and meaningful participation, while also addressing age- and gender-specific barriers and solutions to engagement.</p>
YGPE	<p><b>'Drop by Drop' campaign for water conservation led by Nilufer.</b>  Nilufar (name changed), a 16-year-old from the Sughd region, became passionate about water conservation after learning about water scarcity during an information session. Motivated by the session, she collaborated with her Green Patrol team to conduct a water usage survey among students and their families. The results revealed significant water wastage, prompting Nilufar to design a campaign called "Drop by Drop," which emphasized simple water-saving techniques.</p> <p>This initiative built upon insights gained during the first phase of the YGPE project, in which trees were planted in school vicinities. However, it became evident that without a reliable water source, the trees could not survive, highlighting the urgent need to link environmental efforts to sustainable water access. This realization became a core message of the second phase of the project and was echoed by Nilufar's campaign, reinforcing the importance of every drop.</p> <p>With YGPE's assistance, Nilufar could speak at a community event, spreading awareness about sustainable water practices. Her efforts have inspired other students to adopt water conservation habits, and the school administration has expressed interest in integrating her campaign into broader community initiatives</p>

<p>Terre des Hommes</p>	<p><b>Children and Youth Environmental Rights LAB (Learning – Advocacy – Belonging)</b> is designed as a model of best practice for Action for Climate Empowerment (ACE), centering the rights, advocacy, and leadership of children and youth in environmental governance. Building on the achievements of the 2025 International Children and Youth Climate Academy, the LAB aims to be an inclusive space that empowers children and young people to understand climate and environmental rights, exercise their agency, and foster a strong sense of community and belonging. Through interactive learning and intergenerational dialogue. <b>Through rights-based learning, practical civic engagement, intergenerational collaboration and dialogue the LAB implements Action for Climate Empowerment (ACE) areas, including climate change education, training, public awareness, public participation, and access to information.</b> ensuring that voices of children and youth are recognized and valued in shaping climate policy.</p>
<p>Terre des Hommes Germany</p>	<p><b>Refugees can protect the environment - Tongogara Refugee Settlement, Zimbabwe</b> - This project was supported by the International Children and Youth Fund (IYF) of Terre des Hommes Germany and implemented by the children and youth from the Refugee Coalition for Climate Action, engaging 421 children and young people aged 7–25, primarily from refugee and host-community backgrounds. Through twelve climate education sessions, six community clean-up campaigns, and the planting of 207 trees, the <b>project implemented Action for Climate Empowerment (ACE) elements, particularly climate change education, public participation, public awareness, and training.</b> Children and youth were not only participants but also active leaders; they made information and awareness about the degraded dumping site available, contributed to decisions on clean-up locations and tree planting, and mobilized their community. The initiative combined climate learning with practical action, transforming previously degraded dumping sites into greener community spaces while improving understanding of climate change, environmental protection, and the right to a healthy environment. As a result, children and youth who participated strengthened their climate literacy, leadership skills, and sense of ownership of local environmental protection, demonstrating how significantly children can participate and effectively operationalize ACE at the community level.</p>
<p>Terre des Hommes Germany</p>	<p><b>Eco-Champions Chinhoyi, Zimbabwe</b> : This project was supported by the International Children and Youth Fund (IYF) and implemented by Leaders Network Chinhoyi in Chinhoyi, engaging children and young people aged 9 - 18 years, including 115 youth participating in Eco Club activities, and reaching over 3,500 community members through environmental awareness campaigns. The project empowered children across five wards to address issues such as illegal dumping and poor waste management affecting their right to a clean and healthy environment. <b>Through awareness campaigns, advocacy meetings with local councillors and the Member of Parliament, and the establishment of school Eco Clubs, the initiative implemented key Action for Climate Empowerment (ACE) elements, particularly climate change education in an informal setting, leading to the formal ECO Club in the schools, public participation, and public awareness.</b> The children and youth met with local councillors and the Member of Parliament and explained the environmental issues in their community, such as illegal dumping and poor waste management. Their advocacy helped push the local government to respond. The council removed trash from illegal dumping sites and improved the community's garbage collection system.</p>

<p>Terre des Hommes Germany</p>	<p><b>Climate Protection Project in the Himalayan Landscape of Uttarakhand, India -</b> Supported by Terre des Hommes and implemented by partners including AMAN, HESCO and SUVIDHA, the Climate Protection Project in Uttarakhand, India (2025–2029) engages. Approximately 1,400 children and youth participated in initiatives (school/ward-level activities and campaigns). The project formed and strengthened community structures with the following children and youth membership: 118 community groups formed in the reporting period (40 women’s groups, 40 children’s groups, 38 youth groups), totalling 3,116 members; 34 ward-level youth groups formed. Example impacts: 4,932 across 40 villages in the Himalayan region. <b>The project implements several Action for Climate Empowerment (ACE) elements through climate education, community awareness, children and youth participation, and training.</b> Activities include school-based environmental education, youth campaigns such as Eco Walks and Global Action Month, and climate resilience initiatives for farmers and local groups. Youth participate in community-based climate resilience committees and awareness campaigns, and contribute to solutions such as clean energy adoption (biogas and improved cookstoves), climate-resilient farming, orchard establishment, and water conservation through springshed management. The initiative has already supported 4,932 households with clean energy technologies, established 80 climate-resilient mini farms and 3,066 fruit trees, demonstrating how children and youth engagement and community participation can strengthen climate resilience and environmental awareness in vulnerable mountain ecosystems.</p>
<p>Terre des Hommes</p>	<p><b>Jóvenes “ciudadanos/as ambientales” en defensa de los derechos ambientales y la educación ambiental integral</b> -Supported by Terre des Hommes and implemented by APADIM in Córdoba, Argentina (2024–2027), this project promotes inclusive environmental education and youth participation by engaging children and youth as Direct participants. Below is the data for the year, 225, only:  Age 0–5: 45  Age 6–12: 110  Age 13–17: 137  Age 18–25: 59  total direct participants = 351.  Indirect beneficiaries 3,068 (families, wider school community).  <b>The initiative implements key ACE elements, including climate change education, public awareness, public participation, and access to information</b> through interdisciplinary environmental rights curricula, teacher training, participatory socio-environmental mapping, and youth-led workshops on agroecology, composting, and recycling. Young participants are recognized as “environmental citizens” and actively organize awareness events, public presentations, and advocacy activities with local authorities. The project also produces educational publications, activity guides, and communication materials, strengthening environmental literacy and creating replicable models for inclusive climate education and youth-led environmental advocacy in schools and communities.</p>
<p>Terre des Hommes</p>	<p>The goal of Terre des Hommes Germany is a “Terre des Hommes”, an “earth of humanity”. One of the main areas of our work, among others is also children’s right to a healthy environment Terre des Hommes Germany supports more than 407 projects in 31 countries. The International Youth Network of Terre des Hommes was founded to offer children and young people from tdh projects a platform for planning and carrying out joint international actions, intercultural learning and exchange on topics relevant to children's</p>

	<p>rights. Many young people focus on environmental issues in their work, as children and young people are particularly affected by the impact of environmental</p> <p><b>The networks via its children and youth led and focused activities implements key ACE elements, including international cooperation, climate change education, public awareness, public participation, and access to information.</b></p>
<p>Terre des Hommes</p>	<p><a href="#"><u>Global Action Month</u></a></p> <p>Every November, the Terre des Hommes International Youth Network (IYN) organizes the Global Action Month (GAM). Around the anniversary of the UN Convention on the Rights of the Child, children and young people worldwide take public action to demand the realization of their rights and to shape the societies they live in.</p> <p>In 2025 all actions during Global Action Month are guided by ACE. Whether in classrooms, on the streets, online, or in their communities, children and young people’s actions across these areas are helping to build climate resilience – and during GAM, all activities are recorded according to these six ACE areas.</p>
<p>Child Rights International Network (CRIN)</p>	<p><b>Climate assemblies involving children</b> - CRIN is working to advise on and promote climate assemblies involving children. Citizens’ assemblies bring together a group of citizens, broadly representing the demographic makeup of a given population, who are randomly selected through a democratic lottery; this helps ensure that children in an assembly represent a diverse array of society. Assembly members are supported to learn, deliberate, and create recommendations on climate change; these recommendations then go to the commissioning governmental authority, which has a mandate to listen to the perspectives of assembly members.</p> <p>Most citizens’ assemblies are designed to engage adults. However, there is growing recognition of the need for children’s representation in climate assemblies, and children as young as seven have been involved in some countries. CRIN is showing why and how this can be done more widely in a safe and meaningful way, and climate assemblies involving children have now taken place in many countries around the world. This is an empowering form of child participation, as it institutionalizes giving children space and an audience to share their perspectives on the climate crisis. Climate assemblies involving children implement <b>key ACE elements, including climate change education, public awareness, public participation, and access to information.</b></p>

<p>World Council of Churches</p>	<p><b>Education and awareness raising on the power of climate-responsible financial choices, and their significance as a key child protection measure - <a href="#">Climate-Responsible Banking: A Moral Imperative towards Children</a></b>: see available tools such as</p> <ul style="list-style-type: none"> <li>● <a href="#">Save Children's Lives: Responsible Banking Survival Guide (collaboration with UNEP)</a></li> <li>● <a href="#">Faith in Land, Faith in our Children's Future</a></li> <li>● <a href="#">Video "From Despair to Hope"</a> available in Arabic, English, German, French, and Spanish languages.</li> <li>● <a href="#">Animation "Hope for Children Through Climate Justice"</a> available in English, with subtitled versions in Arabic, German, French, and Spanish languages.</li> <li>● <a href="#">Cooler Earth - Higher Benefits : Actions by those who care about children, climate and finance</a></li> <li>● <a href="#">Accelerating climate solutions through youth-focused litigation, see also child-friendly version.</a></li> <li>● <a href="#">Hope for Children Through Climate Justice</a></li> </ul> <p><b>Youth and child engagement resource:</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Climate Justice with and for Children and Youth</a></li> </ul>
<p>ChildFund Alliance</p>	<p><b>Development of an Environmental Education Resource for Schools</b>  The CFA supported the development of an environmental education resource designed for use in schools in vulnerable set-ups. The resource was developed to strengthen children's understanding of environmental stewardship and climate change through age-appropriate, practical, and engaging learning approaches. It contributes to the implementation of Action for Climate Empowerment (ACE) by supporting climate change education, public awareness, access to information, and participation among children in school settings.</p>
<p>Alana Institute</p>	<p><b>MiniCOPs</b> as a child-centred methodology for climate governance: Alana Institute developed and expanded the MiniCOPs methodology as a child-centred, adaptable and territorially grounded approach to climate participation and governance. Inspired by the structure of the UNFCCC COPs, but translated into child-friendly and locally relevant formats, MiniCOPs combined climate education, public participation, public awareness, access to information, and training through dialogue circles, artistic and cultural activities, simulations of negotiation spaces, community mapping, and collective proposal-building. The methodology was first co-created with children in Jardim Pantanal, a climate-vulnerable peripheral territory in São Paulo, and later scaled through the publication of a practical step-by-step guide and a broader mobilization effort linked to COP30. In 2025, 125 MiniCOPs were held in 10 countries with more than 4,400 children participating directly. In Brazil, the process reached 16 states, 40 cities, Indigenous, quilombola, riverside and urban periphery territories, and all six national biomes. With the official support of the COP Presidency, MiniCOPs generated concrete outputs such as letters, manifestos, public hearings, school action plans, documentaries, and policy proposals that were shared with decision-makers and connected local participation to formal climate governance spaces, including COP30. The methodology demonstrates how ACE can be operationalized through meaningful, age-appropriate and inclusive participation processes that strengthen children's climate literacy, civic engagement, and capacity to inform public policy and climate decision-making.</p>

Alana Institute	<p><b>Alana Children for Nature Fellowship:</b> Alana is developing the Children for Nature Fellowship as a child-rights-based initiative to support children and adolescents from the Global South to advocate for their rights in climate governance at local, regional, and global levels. The initiative is designed around a delegation of five children and adolescents with experience in environmental advocacy with attention to diversity in age, gender, geography, socioeconomic background, and abilities. The fellowship combines a structured learning and mentorship track with preparation on children’s rights, participation, COP processes, NDCs, negotiations, media engagement, and safeguarding. It also includes technical and financial support, accessible materials, interpretation, and a dedicated safeguarding framework, while linking fellows with youth and parent representatives and partners such as Our Kids Climate, YOUNGO, Child Rights Connect, Terre des Hommes, and Save the Children. The fellowship demonstrates how ACE implementation can strengthen meaningful child participation in climate governance by equipping children with the knowledge, skills, and institutional support needed to engage directly in climate decision-making processes.</p>
Alana Institute	<p><b>Criativos da Escola – Student-Led Climate Action in Public Education:</b> Criativos da Escola is a national programme that promotes student protagonism by supporting children and adolescents to identify challenges in their schools and communities and design solutions that contribute to social and environmental transformation. Implemented primarily through Brazil’s public education system, the programme engages students and educators in a methodology inspired by the global Design for Change movement, encouraging participatory learning, critical thinking, and collective action. In its 2024–2025 edition, the Criativos Prize mobilized 1,593 student-led projects across 738 municipalities in all Brazilian states and the Federal District, involving more than 60,000 students and reaching over 165,000 people, with approximately 90% of participating initiatives coming from public schools. The programme combines climate education, public participation, and civic engagement by supporting students to develop local environmental solutions, engage with their communities, and participate in broader climate dialogues. Selected student projects also take part in mentorship programmes, national and international advocacy spaces, and events such as COP30, where students had the opportunity to share their experiences and perspectives with decision-makers in high-level events. The initiative demonstrates how public education systems can serve as a powerful platform for Action for Climate Empowerment by enabling children and adolescents to develop leadership, civic agency, and practical climate solutions grounded in their territories.</p>
Alana Institute	<p><b>Children’s Climate Letters to COP30 Negotiators:</b> Ahead of COP30, Instituto Alana and UNICEF, in partnership with the COP30 Presidency, facilitated a national initiative that enabled children and adolescents across Brazil to share their perspectives directly with climate negotiators. The initiative gathered more than 1,300 letters written or illustrated by children from ten Brazilian states and the Federal District. In their messages, children described the impacts of climate change in their communities, reflected on their relationship with nature, and made direct appeals to global leaders to strengthen climate action and environmental protection. The letters were delivered to diplomats and ministers participating in the pre-COP30 negotiations in Brasília, a key preparatory meeting and were accompanied by a letter of the COP30 President explaining the initiative. The initiative sought to elevate children’s lived experiences and perspectives within climate diplomacy while encouraging youth engagement in environmental issues and public decision-making. It demonstrates how participatory and</p>

	<p>child-friendly engagement mechanisms can contribute to Action for Climate Empowerment by creating pathways for children to share their perspectives with policymakers and strengthening the recognition of children as stakeholders in climate governance.</p>
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