Submission on the Midterm Review of the Glasgow Work Programme on ACE

(4 September, 2026)

We welcome the informal note by the co-facilitators on SBI 64 agenda item 15, Matters Relating to Action for Climate Empowerment (Version 16/6/2026, 20:00). With a view to further reflecting the important progress of ACE implementation at the national level – including its growing focus on children, as highlighted in the UNFCCC ACE Synthesis Report 2025 – and noting that UNICEF analysis of NDC 3.0 submissions shows a significant increase in child-focused ACE commitments, we suggest the following proposals to the informal note for Parties' consideration, to advance discussions on this matter. These draw on the discussions and input provided by Parties and non-Party stakeholders during the ACE Dialogue, the technical workshop, and informal consultations at SB64. Across these proposals, we encourage Parties to advance a child rights-based, gender-responsive and inclusive approach to ACE implementation, with particular attention to the meaningful participation and leadership of children and young people in all their diversity, including children with disabilities, adolescent girls, Indigenous children, and displaced children. For example, expert dialogues, interactive workshops and public information sessions should be accessible and, to the extent possible, co-developed, so as to ensure that persons with disabilities can actively engage and shape decision-making.

Proposed amendments/additions to the SB64 co-facilitators' informal note are shown below in blue and deletions are suggested in red, along with accompanying rationale.

Table 1:
Priority area A: policy coherence

Activity	*Responsible entity or entities*	*Timeline*	*Deliverables/outputs*	*Level of implementation*	*Comments by the co-facilitator*
A.1 Strengthening coordination of ACE work under the UNFCCC	Secretariat	[Ongoing to COP 36 (2031)] [2027 2030]	**A.1.1** Mapping ~~[and analysing]~~ ACE-related ~~work~~ resources, guidelines ~~[, gaps, needs~~ and good practices in order to enhance coherence~~]~~ under the UNFCCC constituted bodies and work programmes and related agendas as input to other relevant activities under the action plan under the Glasgow work programme	International	There is a view to merge A.1 with A.3, and to merge A.1.1 with A.3.1
	Rationale:	We support the retention of separate outcomes/deliverables as A.1.1 and A.3.1. The merging of these deliverables would lose key aspects of each activity that advance the ACE agenda: namely, the discrete focus on UNFCCC policy versus other international agendas. Both approaches should on other research and mapping initiatives that are already in train (for instance, the public policy mapping planned by the Africa-Brazil-LAC Network on Education and Youth Policies for Climate Sustainability and Resilience (BRALAC), a Programme to Accelerate Solutions (PAS) launched at COP30). In particular, this mapping should focus on how ACE supports, advances and aligns to other processes under the UNFCCC, such as those related to adaptation, loss and damage and finance. This can then feed into Activity A1.6 to strengthen the role of ACE in achieving the goals of the Paris Agreement.			
	Leading: Secretariat Contributing: UNFCCC constituted bodies, including the Facilitative Working Group of the Local Communities and Indigenous Peoples Platform, Adaptation Committee, Standing Committee on Finance and Warsaw International Mechanism Executive Committee, Parties, United Nations organization, relevant organizations	To be discussed	**A.1.5** Organizing a joint session with representatives of the UNFCCC constituted bodies and all work programmes under the UNFCCC at the ACE Dialogue to facilitate sharing of experience and lessons learned in relation to ACE implementation, and building their capacities in this area, including to ~~discuss ways of~~ enhance~~ing~~ understanding of the role of children and youth, including girls and young women, and Indigenous Peoples in accelerating ACE implementation and promoting intergenerational knowledge-sharing in the context of their work, resulting in a compendium of good practices.	International	There is a view to merge A.1.5 with A.1.3. See A.1.3 above

	Rationale:	We support the proposal to merge A.1.3 and A.1.5, including focus on understanding the role of children, youth and Indigenous Peoples in accelerating ACE implementation and intergenerational knowledge-sharing. Understanding across UNFCCC constituted bodies of the critical role that these groups play in contributing to ACE implementation is still developing, A bridging proposal is suggested above. It is suggested that one (or several) joint session(s) could focus on the Adaptation Committee, Standing Committee on Finance and Warsaw International Mechanism on Loss and Damage's Executive Committee respectively, to identify targeted opportunities to include ACE in these agendas and how ACE supports implementation. Summarising the joint sessions into a compendium of best practice would capture and help to disseminate lessons learned on strengthening policy coherence outside of these sessions.			
	Leading: COP Presidency Contributing: secretariat[, Parties, subnational actors, relevant organizations]	COP 32 (November 2027)	**A.1.6** Organizing ~~[~~a high -level event on a comprehensive approach to strengthening the climate resilience of education systems~~]~~, ~~[an in -session high -level event on education systems as a vehicle for climate action,~~ including embedding climate change and nature-based education in curricula, access to ~~[quality climate information]~~[robust climate information, based on the best available science~~]~~ by children and youth, ~~[and~~ including persons with disabilities~~]~~, community engagement, and the enhancement of risk-informed education planning, environmentally sustainable and ~~green~~ climate resilient~~ce~~ school infrastructure~~][and the enhancement of the resilience and adaptive capacity of school infrastructure~~ and learning environments~~]][~~, considering traditional and ancestral knowledge systems~~]~~, resulting in a summary report for consideration by Parties in their national climate policies, plans, strategies and action, as appropriate.	International	*Additional responsible entities have been suggested based on inputs*
	Rationale:	We strongly support this proposed deliverable. Investing in universal primary and secondary education is one of the most cost-effective strategies for building climate resilience (FCCC/SBI/2024/20). The Glasgow Work Programme encourages Parties to integrate climate change learning into school curricula and other learning settings, yet implementation remains limited and uneven. At the same time, children are increasingly exposed to climate misinformation. Ensuring access to accurate, age-appropriate climate information is a core ACE obligation and essential to building children's climate literacy,agency and adaptive capacities. However, curricula and climate information are only part of the picture: delivering them at scale, keeping education systems functioning and ensuring education continuity as climate impacts intensify, requires a **broader systems approach**, spanning curricula (including nature-based and experiential learning approaches), trained teachers, community engagement, risk-informed school level planning and adaptation, and green, climate-resilient school infrastructure and learning environments. This is increasingly urgent: climate change is already disrupting children's access to education. In 2024, at least 242 million students across 85 countries or territories had their schooling disrupted by extreme weather. This means that even with increased climate literacy, many children won't have access to this unless education systems are risk-informed and resilient. Much of the guidance and delivery capacity for this systems approach already exists — but largely outside the climate process. SDG target 4.7 is delivered through Education for Sustainable Development and translated into climate-specific guidance by the Greening Education Partnership, which spans each of these elements. School safety and resilience are further addressed by the Comprehensive School Safety Framework, aligned with the Sendai Framework for Disaster Risk Reduction, endorsed by over 80 countries and supported by UN partners including UNDRR, UNICEF andUNESCO. What is largely missing is the connection to the UNFCCC: as a cross-cutting enabler, **education remains under-prioritized across climate workstreams**, and is not, for example, among the thematic targets of the UAE Framework for Global Climate Resilience. Positioned under		

		ACE's coherence pillar, this high-level event is an opportunity to bridge these gaps by connecting the climate process to these education-related frameworks rather than duplicating them, and recognizing the crucial role of ACE in building resilience and adaptive capacities			
A.2 Strengthening integration of ACE into the development and implementation of national climate policies, plans, strategies and action	[Leading:] Secretariat [Providing input: Parties, relevant organizations]	Ongoing to COP 36 (2031)	**A.2.1** Identifying good practices and guidelines for integrating the ACE elements into national climate change policies, plans, strategies and action, including age-, gender- and disability-responsive targets and indicators, adequate and transparent budget allocations, and 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	
	Rationale:	We recommend including explicit reference to age-, gender- and disability-responsive **targets and indicators, alongside adequate and transparent budget allocations,** to ensure that ACE elements are meaningfully prioritised, implemented and resourced in Nationally Determined Contributions and National Adaptation Plans, and that progress for different groups, including children and young people, can be tracked.			
	Secretariat	[SB 70 (June 2029) Prior to COP 36 (2031)] [SB 68 (2028)]	**A.2.4** Holding an interactive workshop at the in session ACE Dialogue in [2029][2028], [with regional breakout groups,][and also at the regional level prior to COP 36 (2031)] on developing and implementing national climate change policies, plans, strategies and action using a clear, inclusive, intergenerational and gender-responsive approach	International, regional	
	Rationale:	We support this deliverable, including its clear, intergenerational and gender-responsive approach, building on the current action plan (activity A.2, Decision 23/CP.27). National climate policies are more effective, equitable and durable when they are shaped by the rights and needs of those most affected - including children and young people, who will live with the consequences longest, and women and girls, who face distinct climate risks. A growing number of countries are already integrating age and gender considerations into their national climate plans, including NDCs and NAPs; retaining this approach would help sustain and build on progress. As above, we also recommend a focus on targets, indicators and budgeting to support the implementation and monitoring of these considerations.			
A.3 Strengthening coordination of ACE work under relevant	Leading: secretariat Contributing: United Nations	Ongoing to COP 36 (2031)	**A.3.1** Mapping and leveraging existing synergies between ACE work and other work, including under the 2030 Agenda for Sustainable Development, ~~and Education for Sustainable~~	International, regional	There is a view to merge A.3 with A.1, and to merge A.3.1 with A.1.1

United Nations, international and regional frameworks and processes [outside the UNFCCC process]	organizations, relevant organizations		~~Development for 2030~~, in particular Sustainable Development Goal 4, to serve as input to relevant activities under the action plan under the Glasgow work programme		
	Rationale:	We support retaining A.3.1, and in particular a reference to Sustainable Development Goal 4 as a practical, country-level vehicle for advancing ACE through education across all ages and learning settings, taking a comprehensive systems-based approach. Should A.3.1 be merged with A.1.1, this focus should be preserved as an identifiable strand rather than absorbed into a general mapping exercise. Beyond mapping synergies, we see value in identifying how the country-level structures and processes under these frameworks can be drawn on to support child-rights-based, gender-responsive and inclusive ACE implementation.			

Table 2:
Priority area B: coordinate action

Activity	***Responsible entity or entities***	***Timeline***	***Deliverables/outputs***	***Level of implementation***	Comments *by the co-facilitator*
B.1 Strengthening in country coordination and institutional arrangements in relation to ACE implementation	Leading: Parties, particularly ministries relevant to ACE, national ACE focal points Contributing: relevant organizations	Ongoing to COP 36 (2031)	**B.1.1** Establishing new, or leveraging existing, national ~~[mechanisms]~~ cross-ministerial planning efforts, ~~[~~tools, ~~and~~ programmes~~]~~ and resources for coordinating ACE work and including information on such efforts, ~~[mechanisms][~~tools, ~~and~~ programmes~~]~~ and resources and how they function in reports and communications under the UNFCCC process, as appropriate	National	
	Rationale:	ACE implementation would be strengthened through greater coordination at the national level across relevant ministries, including but not limited to those responsible for education, health, gender equality, children and youth, social inclusion and disability rights or affairs, and media. It is recommended that Parties consider **integrating an explicit reference to "cross-ministerial" planning efforts** in B.1.1 and B.1.2.			
	[Leading: Parties, national ACE focal points Contributing: relevant organizations]	[Ongoing to COP 36 (2031)]	~~[~~**B.1.3** Organizing cross-sectoral workshops to consider existing and develop~~ing~~ new tools to support the integration of ACE elements into relevant sectoral policies, plans and services, including ~~for~~ education, disaster preparedness, gender equality, disability inclusion, energy, and other relevant areas, ~~sectors~~ and to ~~promote climate-resilient services and~~ strengthen awareness and understanding of climate impacts and loss and damage, as applicable~~]~~	[National, subnational]	*Level of implementation has been suggested based on inputs*
	Rationale:	Proposed amendments would clarify the intended focus of this output on cross-sectoral mainstreaming of ACE. Many relevant tools and guidelines already exist across areas including climate-resilient education, school safety, disaster risk reduction and gender equality. Given limited capacities,			

		ACE work should prioritise making effective use of existing resources through dissemination, knowledge sharing and support for their application, while also allowing for the development or adaptation of tools where important gaps are identified. This is particularly relevant for emerging or less well-understood areas, including loss and damage, where awareness and practical guidance remain limited.	
[NEW] B.2/B.3 bridging proposal	**Comment:**	We support merging B.2 and B.3, provided that the merged activity retains explicit B.3 reference to accessible and inclusive regional, national and local processes and to the meaningful participation and leadership of children and youth, women and girls in all their diversity, Indigenous Peoples and persons with disabilities. These elements are important to ensure that stronger regional coordination translates into inclusive ACE implementation at national and local levels: **NEW Activity B2** Enhancing regional cooperation through existing forums, ~~[accessible and inclusive] virtual and in-person regional dialogues, workshops and consultations, prior to the ACE Dialogues, taking advantage of existing forums,~~ such as the regional collaboration centres and climate weeks, including promoting regional dialogues, workshops or consultations on ACE, as appropriate, ~~to enhance implementation of the Glasgow work programme at the regional level as well as local ACE hubs building on local initiatives~~, and encouraging the involvement of **children,** youth, women and girls in all their diversity, academics, ~~children,~~ traditional leaders and Indigenous Peoples and persons with disabilities in developing and implementing ACE activities and providing capacity-building in this regard	*There is a view to merge B.2 with B.3*

Table 3:
Priority area C: tools and support

Activity	***Responsible entity or entities***	***Timeline***	***Deliverables/outputs***	***Level of implementation***	***Comments by the co-facilitator***
C.2 Facilitating the full, meaningful, inclusive [and safe] participation of, inter alia, children, youth, women [and girls in all their diversity], [local communities,] Indigenous Peoples[, people of African descent][, African people][, environmental human rights defenders] and persons	Leading: secretariat, relevant organizations Contributing: [Parties,] youth and [children and] youth organizations	Ongoing to COP 36 (2031)	**C.2.1** Providing capacity-building opportunities for children and youth with a focus on decision-making and implementing climate action at the national and international level according to national circumstances. Report on the impact of child- and youth-focused capacity building activities in ACE annual submissions and the annual summary report under the Glasgow work programme. Providing opportunities and accessible and adequate support for ~~[~~children and~~]~~ youth, ~~[and~~ including persons with disabilities~~]~~, to meaningfully participate in and contribute to ~~present at the~~ ACE Dialogues, ~~and~~ climate weeks, networking sessions and capacity-building workshops for national ACE focal points to	International, regional	

with disabilities in climate action, according to national circumstances			highlight their leadership role ~~of [children and] youth [and persons with disabilities]~~ in climate action. ~~Allowing [children and] youth, [and persons with disabilities], to [participate in][co-design] networking sessions and capacity-building workshops for national ACE focal points~~		
	Rationale:	The informal note/draft action plan has amended activity C.2, diluting the current action plan's focus on child and youth inclusion. In particular, output C.2.1 should reintroduce the deliverable on capacity building for children and youth with respect to decision-making and implementation of climate action, as a deliverable that can enable a larger number of children and youth to become agents of change. Such efforts could include organizing and convening child and youth consultations on national climate policies and action, Child and Youth Councils, and climate policy training for young people. The output also suggests reporting on these activities to inform wider learning. Throughout this deliverable, we recommend retaining consistent reference to "children and youth", recognizing children (under 18) and youth (commonly 15-35) as overlapping but distinct groups. Under-18s face specific age-related barriers to accessing information and opportunities to participate meaningfully, that youth-oriented provision does not address. We also support retaining reference to persons with disabilities. We further recommend that participation be meaningful, safe and adequately supported. Meaningful participation requires more than formal access to international meetings; adequate and accessible support is needed to address the practical, financial, accessibility and other barriers that can prevent children and youth from participating effectively.		
	Leading: Parties	Ongoing to COP 36 (2031)	**C.2.1bis** Increasing representation of youth in Party delegations to the UNFCCC	International	
	Rationale:	Youth remain underrepresented in formal Party delegations, limiting their direct participation in negotiations and decision-making. Increasing their representation would strengthen meaningful youth engagement in UNFCCC processes, and build longer-term negotiating capacity. Alongside this, children's consultations, or similar mechanisms, can help ensure that child perspectives are also reflected within Parties' formal positions, recognizing that youth representation and engagement does not automatically capture the views of children.			
	Leading: secretariat[, Parties] Contributing: relevant organizations	[SB 70 (2029)]	**C.2.2** ~~[~~Updating the 2024~~]~~ Mapping and collating ~~[~~of~~]~~ existing guidelines and good practices~~[~~, gaps and needs~~]~~ 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~~[~~, intergenerational equity~~]~~ and inclusion of persons with disabilities	International[, national, subnational]	*There is a view to merge this deliverable with other mapping related activities under A.1 and A.3. Level of implementation has been suggested based on inputs*
	Rationale:	We support retaining C.2.2 as a distinct deliverable and caution against merging it into A.1/A.3. Children are disproportionately affected by climate change, and their education and empowerment are grounded in specific rights under the Convention on the Rights of the Child and General Comment No. 26. It is important that these distinct rights and needs – often subsumed under broader references to youth – are addressed explicitly, which the general mappings under A.1.1 and A.3.1 would not do. The value of a dedicated focus is evidenced by the mapping delivered in the 2024 annual summary report as mandated by Parties under activity C.2 of the current action plan, which surfaced a substantial child-specific evidence base, spanning climate change education and green skills to school safety, learning continuity in disasters, and children's mental health. That mapping also found that children's interconnected vulnerabilities, including those experienced by girls, children with disabilities and other children facing		

		intersecting forms of discrimination, remain underestimated and under-explored - a gap that a merged, general exercise would risk entrenching rather than closing.			
	Leading: Parties, national ACE focal points Contributing: relevant organizations	Ongoing to COP 36 (2031)	**C.2.3** Improving mechanisms for inclusive participation in climate decision-making and action for ~~[~~all members of society, ~~[~~with a specific focus on children, youth~~ and persons with disabilities,] according to national circumstances,][stakeholders, including children, youth,~~ women and girls, and gender-diverse people, Indigenous Peoples, environmental human rights defenders and persons with disabilities,~~]~~ ~~[~~acknowledging that intersecting and multiple forms of discrimination may shape people's experiences of and participation in climate action,~~]~~ and including relevant information in reports and communications under the UNFCCC process~~[~~, as appropriate]	National	
	Rationale:	We support retaining "inclusive participation" in this deliverable. Inclusion is not the same as broad reach: it implies proactive effort to ensure that those most at risk of being left behind can take part. A formulation referring only to "all members of society," without explicit attention to such groups, risks losing this equity dimension. An all-of-society approach and specific attention to those facing the greatest barriers are complementary rather than alternative aims. Children in particular should be named explicitly. They are disproportionately affected by climate change, hold distinct rights under the Convention on the Rights of the Child, and — as persons under 18 — face specific, age-related barriers to participating in decision-making that general references to stakeholders or to society as a whole do not address. We support retaining the acknowledgement that intersecting and multiple forms of discrimination shape people's participation in climate action. For example, girls, children with disabilities, and Indigenous children face compounded age-, gender- and other barriers that are not addressed without dedicated efforts.			
	Secretariat, Parties, national ACE focal points, relevant organizations Contributing: COP Presidencies	[Ongoing to COP 36 (2031) SB 68 (2028)] [SB 72 (2030)]	**C.2.4** Organizing accessible, interactive workshops, including at the ACE Dialogue in [2028][2030], with a view to enabling the sharing of good practices, experience and resources in relation to facilitating meaningful, safe and inclusive participation for all members of society~~[~~, with ~~a~~ specific ~~focus on~~ attention to children, youth, women and girls, Indigenous Peoples and persons with disabilities,~~]~~ in developing and implementing ACE activities at all levels	International, regional, national	
	Rationale:	In line with previous comments, we support retaining the reference to children, youth and other groups facing particular barriers to participation in C.2.4. A general reference to "all members of society" alone does not ensure that these groups are able to participate meaningfully and safely in interactive workshops. We further suggest that the COP Presidencies be invited to contribute to the implementation of this deliverable, given its potential convergence with the Action Agenda.			
C.4 Ensuring that the public has access to reliable and accurate	[Parties, relevant organizations]	[Ongoing to COP 36 (2031)]	~~[~~**C.4.4** Encouraging Parties to develop accessible, multilingual learning materials, including easy language formats, for different age groups and promote training that support interdisciplinary and	[National, subnational]	Level of implementation has been suggested based on inputs

information and is equipped with adequate climate, media and digital literacy skills [to [promote information integrity and] respond to][and engaging other stakeholders in addressing] misinformation and disinformation in relation to climate change			action-oriented approaches to climate education that builds adaptive capacities, and provide professional development opportunities for teachers on climate education, media and digital literacy, and education for sustainable development with special consideration given to gender equality and inclusion of persons with disabilities~~]~~		
	Rationale:	We support retaining activity C.4 and the aim of its associated deliverables. Climate, media and digital literacy are essential to build resilience, including to misinformation, especially for children and young people, who draw much of their climate knowledge from online content and can be more susceptible to it than adults. Because attitudes formed in adolescence tend to persist into adulthood, early access to accurate information and literacy skills yields lasting benefits - and studies show young people can be effectively equipped to resist climate misinformation before they encounter it. **Deliverable C.4.4** is the only deliverable in the action plan that turns the public-access and literacy objectives of Activity C.4 into concrete, learner-facing provision: accessible, multilingual and easy-language materials differentiated by age group, and professional development for teachers on climate education a. These are distinct from, and necessary to operationalise, the evidence-base and mapping work in C.4.1 and C.4.2. Without materials children and young people can actually understand and teachers equipped to use them, strengthened evidence and good practice will not reach classrooms. Its emphasis on age-appropriate formats, gender equality and the inclusion of persons with disabilities is essential to reach groups least served by generic materials. We therefore strongly recommend it be retained, including its national and subnational level of implementation, where this provision is delivered.			
~~[~~C.5 Improve the accessibility and availability of financial and technical support for ACE implementation~~]~~	[Secretariat, Parties, relevant organizations]	[Ongoing to COP 36 (2031)]	[C.5.2 Identifying, cataloguing, and disseminating good practices for the development of strong ACE project proposals, including for climate finance, and dissemination of this information to Parties and relevant organizations]	[International, regional, national]	*Level of implementation has been suggested based on inputs*
	Comment:	We support outputs under C.5 on improving accessibility and availability of financial and technical support for ACE implementation, which must constitute an essential part of the new workplan. Improving proposal development capacity and information on available funding are important, including in relation to climate finance, but should also be complemented by efforts to address barriers to accessing financial support for ACE implementation. As part of the Paris Agreement (Article 12), elements of ACE should qualify for climate finance, and this avenue could be accessed by Parties to support activities under the Action Plan. Yet to date, this has not happened to a meaningful degree. Between 2006 and 2023, just 2.4 percent of financing from the major multilateral climate funds was directed toward supporting projects incorporating activities targeted at addressing the unique vulnerabilities of children to climate harm, as well as the heightened barriers they face to meaningful participation in climate decision-making and action. Education is largely missing from the major climate financing mechanisms, with at most 0.03% of all climate finance directed toward it. We recommend that the workplan supports Parties to access existing climate finance (including but not limited to C.5.2, as detailed above - similar suggestions are applicable across C.5.1 and C.5.5), in order to strengthen linkages between national priorities and approaches to funding for UNFCCC activities and ACE. This will have the added benefit of aligning ACE with other elements of the UNFCCC agenda, potentially encouraging more streamlined, cohesive approaches.			

		Particular attention should be given to making funding information, application processes and financing modalities accessible to local and community-based organizations, child- and youth-led and child- and youth-inclusive organizations, women's and girls' rights organizations, and organizations of persons with disabilities.

Table 4
Priority area D: monitoring, evaluation and reporting

Activity	*Responsible entity or entities*	*Timeline*	*Deliverables/outputs*	*Level of implementation*	*Comments by the co-facilitator*
D.1 Strengthening monitoring, evaluation, learning and reporting of the implementation of all six ACE elements	Leading: Parties, experts, relevant organizations Contributing: Secretariat	Ongoing to COP 36 (2031)	D.1.1 Fostering [collaboration][cooperation] among Parties and relevant organizations on collecting and analysing ~~[~~gender-, age- and disability-disaggregated~~]~~ data on, and developing guidelines, toolkits and indicators ~~[for the six elements of ACE]~~ for monitoring, evaluation~~[~~, learning~~]~~ and reporting of, ACE implementation, with a particular focus on measuring the impacts thereof~~[, as appropriate]~~	Regional, national, subnational	*There is a view to merge D.1.1 with D.1.4*
	Rationale:	We support retaining the reference to gender-, age- and disability-disaggregated data in D.1.1. Disaggregation is a precondition for equity-focused monitoring: without age-disaggregated data, the specific situation of children, and of different age groups within childhood and across the life course, cannot be tracked, and progress on reaching them cannot be assessed. Aggregate reporting on ACE implementation tends to render children invisible. Retaining this language ensures that monitoring, evaluation and reporting can capture whether ACE is reaching those most affected, including children facing intersecting forms of discrimination, such as girls, children with disabilities and Indigenous children, and provides the evidence base needed to strengthen implementation over time. Efforts to collect, manage and use gender- and age-disaggregated data aligns with the Belém Gender Action Plan activities D.7 and E.4 and could enable streamlined collaboration towards achieving outcomes under both workstreams.			
	Leading: Secretariat Contributing: Parties	Ongoing to COP 36 (2031)	D.1.1bis Tracking the adoption of standalone national ACE strategies or equivalent national frameworks and reporting thereon in the annual summary report under the Glasgow work programme	International	
	Rationale:	National ACE strategies can provide an important framework for coherent and systematic implementation of the six ACE elements, yet there is currently no systematic mechanism for tracking their adoption. Including this information in the annual summary report would provide a simple means of monitoring progress, identifying gaps and increasing visibility of national-level ACE institutionalization.			