| nc | GAP | What has worked and | What has not | What is needed to enhance | implementation (Who, Wh | nat, Where, When, How) |
|---|-----------------------------|-------------------------|---------------------------------|----------------------------|-------------------------|------------------------|
| atic | | why | worked and why not | | | |
| communication | | | | at the international level | at the regional level | at the local level |
| nmı | | | | | | |
| con | A.1 Strengthen capacity- | Creating networks | Intersectional and | Race and gender being | Make it clear gender is | |
| pu | building efforts for | which helps women not | inclusion climate | central in national | cross cutting across | |
| ıt al | governments and other | to feel alone when | programming not | planning NDCs, national | sectors – utilize | |
| capacity-building, knowledge management and | stakeholders in | working at the local | necessarily included | communications | multisectoral approach | |
| gen | mainstreaming gender in | level | in reports | | | |
| na§ | formulating, monitoring, | | | Go beyond to incorporate | Engage different | |
| ma | implementing and | Identifying good | Lacking | more comprehensive | ministries – especially | |
| ge | reviewing, as appropriate, | practices being | comprehensive | intersectional lens, | those not usually used | |
| led | national climate change | implemented by | intersectional | communicate stronger on | to working with gender | |
| οw | policies, plans, strategies | women at all levels, | language in the GAP | these intersectionalities | and/or climate change | |
| k | and action, including | what women are doing | but action is | | | |
| ng, | nationally determined | in climate action and | happening on the | Importance of addressing | | |
| ildi | contributions, national | make available to the | ground and needs to | gender in climate change | | |
| pq | adaptation plans and | public | be captured | adaptation – using | | |
| ity- | national communications | | | examples | | |
| oac | | Creating women | Lack of | | | |
| cak | Implementation of capacity- | champions, role models | communication | Gender responsive work | | |
| | building for developing | to inspire and try to | between Ministries | forces associated | | |
| | gender-responsive climate | engage more women | in national context | | | |
| | change policy Regional, | | leads to gap in | More information on | | |
| | national Contributing: | Transversal approach, | reporting on all | positive impacts | | |
| | national gender and climate | recognize contributions | activities | | | |
| | change focal points, | of women in adaptation | implemented that | Cross cutting approach | | |
| | secretariat | and mitigation, as | contribute to GAP | gender and human rights | | |
| | | agents of change | objectives | | | |
| | | | | Funding for Loss & | | |
| | | | | Damage accessible for | | |

| • | Intersectional approach, | Lack of information | womens orgs and afro | | |
|-------------------------------|--------------------------|-----------------------|----------------------|--------------------------|--|
| | LGBTQ+ community, | on what is the nexus | descendant women | | |
| | environmental | of gender and | | | |
| | defenders | climate change, it is | | | |
| | | not clear across all | | | |
| | | levels of governance | | | |
| A.2 Discuss and clarify the | Capacity building for | Funding for | Broaden audience of | Broaden capacity | |
| role and the work of the | focal points has been | implementation in | gender and climate | building nationally (i.e | |
| national gender and climate | good | policies | change experts | gender responsive | |
| change focal points, | | | | climate finance) | |
| including through providing | | Challenge of high | | | |
| capacity-building, tools and | | turnover of focal | | Engage socio-economic | |
| resources, sharing | | points and gender | | analysts working on | |
| experience and best | | experts, so it is a | | climate policies on the | |
| practices, workshops, | | siloed issue | | gender nexus | |
| knowledge exchange, peer- | | | | | |
| to-peer learning, mentoring | | Disconnect what | | | |
| and coaching | | different ministries | | | |
| | | are doing that are | | | |
| In-session workshop | | not necessarily | | | |
| | | reported via GAP | | | |
| Recommendations on the | | | | | |
| role of the national gender | | | | | |
| and climate change focal | | | | | |
| point | | | | | |
| A.2 Provision of capacity- | | | | | |
| building opportunities, tools | | | | | |
| and resources | | | | | |
| | | | | | |
| A.2 Dialogue with the | | | | | |
| United Nations Entity for | | | | | |
| Gender Equality and the | | | | | |
| Empowerment of Women, | | | | | |

| 1110114 | ay 3 Julie 10.10-18.00 | T | | T | T |
|---------|-------------------------------|---------------------------|------------------------|---|---|
| | national gender and climate | | | | |
| | change focal points and | | | | |
| | other relevant stakeholders | | | | |
| | on how their work | | | | |
| | contributes to the | | | | |
| | achievement of the | | | | |
| | objectives of the gender | | | | |
| | action plan | | | | |
| | A.3 Enhance capacity- | Very important to have | Tools for sex | | |
| | building for governments | disaggregated in terms | disaggregated data | | |
| | and other relevant | of sex, but also age | collection | | |
| | stakeholders to collect, | other qualitative info to | | | |
| | analyse and apply sex- | understand what is | Incorporate nexus race | | |
| | disaggregated data and | going on with data – | and gender into | | |
| | gender analysis in the | numbers are people | disaggregated data | | |
| | context of climate change, | | | | |
| | where applicable | | | | |
| | | | | | |
| | Promotion of tools, | | | | |
| | guidelines and training | | | | |
| | | | | | |
| | A.4 Strengthen the evidence | | | | |
| | base and understanding of | | | | |
| | the differentiated impacts of | | | | |
| | climate change on men and | | | | |
| | women and the role of | | | | |
| | women as agents of change | | | | |
| | and on opportunities for | | | | |
| | women | | | | |
| | | | | | |
| | Submissions on Dimensions | | | | |
| | and examples of the gender- | | | | |
| | differentiated impacts of | | | | |

| sing in a Social media engagement: |
|------------------------------------|
| ivil UNFCCC, governments to |
| g best to work more to |
| communicate basic |
| echnical meaning of climate |
| change, in diff languages, |
| in more positive way (less |
| bsite, climate anxiety inducing |
| lp to to encourage |
| nation participation) |
| |
| More strategic use of |
| social media |
| |
| Make UNFCCC website |
| more user friendly |
| more user intentity |
| ci n t t g |

| Gender halance | What has worked and why | What has not worked and why not | What is needed to enhan When, How) | s needed to enhance implementation (Who, What, Where, How) | | |
|-------------------|-------------------------|---------------------------------|---------------------------------------|---|--------------------|--|
| | | | at the international level | at the regional level | at the local level | |

| B.1 Promote initiatives for capacity- | Importance of | Lack of | Member states improve | Regional | |
|---|-----------------------|-------------------|--------------------------|-----------------------|--|
| building in leadership, negotiation and | women in negotiating | coordination | and promote | communication to | |
| facilitation of negotiation for women | teams very important | between family | access/participation | coordinate who and | |
| delegates including young women, | | duties to be able | afro descendant | how to attend | |
| indigenous women and women from local | Capacity building to | to participate in | women in international | negotiations and | |
| communities, including through webinars | mainstream gender | these activities | negotiation spaces | what resources are | |
| and in-session training to enhance | within delegations | | | available at regional | |
| women's participation in the UNFCCC | and their issue areas | | Capacity building across | level | |
| process | | | technical streams to | | |
| | Training program for | | promote gender | | |
| Workshops, capacity-building initiatives, | women negotiators in | | balance and their | | |
| webinars | climate diplomacy for | | meaningful | | |
| | women speaking | | participation | | |
| | Portuguese | | | | |
| | | | Training for HODs and | | |
| | | | other negotiators on | | |
| | | | gender intersection | | |
| | | | with other issue | | |
| | | | areas/negotiation files | | |

| B.2 Promote travel funds as a means of | | Region for Latin | Member states improve | |
|--|----------------------|---------------------|------------------------|--|
| supporting the equal participation of | Funds are useful for | America does not | and promote | |
| women in all national delegations at | promoting | have access to the | access/participation | |
| UNFCCC sessions, as well as funds to | contributions of | funds | afro descendant | |
| support the participation of grass-roots | women in leadership | | women in international | |
| local and indigenous peoples' | roles | Barrier of delay in | negotiation spaces | |
| communities from developing countries, | | funding coming | | |
| the least developed countries and small | | through to | | |
| island developing States and encourage | | participation | | |
| Parties and relevant organisations to | | (affects visas etc) | | |
| share information on travel funding | | | | |
| | | | | |
| Mobilization of travel funds to increase | | | | |
| women's participation in the UNFCCC | | | | |
| process | | | | |
| D 2 lovite the Level Communities and | | | | |
| B.3 Invite the Local Communities and | | | | |
| Indigenous Peoples Platform Facilitative | | | | |
| Working Group to collaborate and co-host a dialogue to discuss advancing the | | | | |
| leadership and highlighting the solutions | | | | |
| of local communities and indigenous | | | | |
| women and ways of enhancing their | | | | |
| effective participation in climate policy | | | | |
| and action, to the extent that it is | | | | |
| consistent with the workplan of the Local | | | | |
| Communities and Indigenous Peoples | | | | |
| Platform Facilitative Working Group and | | | | |
| within existing resources | | | | |
| • | | | | |
| Dialogue | | | | |
| B.3 Dialogue report | | | | |

| В. | | | |
|----|--|--|--|
| | | | |

| reporting | GAP | What has worked and why | What has not worked and why | What is needed to enhance implementation (Who, What, Where, When, How) | | |
|----------------|---|---|--|--|---|--|
| nd repo | | | not | at the international level | at the regional level | at the local level |
| Monitoring and | E.1 Strengthen the monitoring and reporting on women in leadership positions within the UNFCCC process in the context of the gender composition report referred to in paragraph 15(b) of this decision and including through case studies Inclusion of additional information in gender composition report | Successful to see how representation has evolved or not evolved over the years | | Investigation as to why women drop out of the process after 35, what would it take for them to stay engaged | | |
| | E.2 Monitor and report on the implementation of gender-responsive climate policies, plans, strategies and action, as appropriate, reported by Parties in regular reports and communications under the UNFCCC process Compilation and synthesis report | Periodic regional dialogues to draw on collective issues/synergies to help each other organize data and reporting | No tool for countries to report on commitments in NDCs or GAP Lack of available scientific evidence on differentiated impacts on climate change at national level GAP is weak on indicators to | Scorecard or methodology to measure commitments Parties have made in NDCs and what is happening on the ground Should consider disaggregated data as an important tool in terms of both race and gender in their | Evidence to build political will Data on differentiated impacts on climate change at national level – Triangulate information between various ministries/authorities Regional and local mechanisms to | Important to consider language that provides opportunity for communities/grassroots level not used to interpreting this kind of data - (Black women, Indigenous women, rural women, those not used to access to these types of data/communication) |

| measure progress | monitoring and | gather data closer to | Caution around AI and |
|--------------------|--------------------------|-----------------------|-----------------------|
| and impacts, in | reporting | realities on the | effects of its |
| part due to | | ground | discrimination on |
| structure focused | How to | | marginalized people |
| on activities over | analyze/understand | | |
| objectives | data to try to instigate | | |
| | change | | |
| Lacks clear | | | |
| responsibilities | Avoid duplication of | | |
| | indicators – create | | |
| No workshop on | synergies of statistical | | |
| how to build | institutions | | |
| indicators | | | |
| | Party reporting how | | |
| How we should be | gender is being | | |
| presenting data | mainstreamed within | | |
| | reporting in BTRs | | |
| | Establish guidelines for | | |
| | reporting for | | |
| | constituted bodies of | | |
| | UNFCCC | | |
| | A 10-year program to | | |
| | develop such data and | | |
| | monitoring frameworks | | |
| | as 5 years is too short | | |
| | for such activities, | | |
| | reporting can be less | | |
| | burdensome for those | | |
| | gathering reports | | |
| | 0 - 0 - 1 | | |

| | GAP of 5 years | | |
|---|----------------|-------|--|
| | work program | of 10 | |
| E.3 Support the review of the Lima work | | | |
| programme on gender and its gender | | | |
| action plan | | | |
| Submissions to the UNFCCC on | | | |
| identifying progress in implementing the | | | |
| gender action plan, categorized by | | | |
| deliverable/output for each gender | | | |
| action plan activity, and further work to | | | |
| be undertaken. | | | |
| Submit via the submission portal inputs | | | |
| on progress, challenges, gaps and | | | |
| priorities in implementing the gender | | | |
| action plan, categorized by deliverable | | | |
| or output for each activity under the | | | |
| gender action plan, and on future work | | | |
| to be undertaken on gender and climate | | | |
| change, with a view to the submissions | | | |
| informing the review | | | |
| E.4 Raise awareness of the support | | | |
| available to developing country Parties | | | |
| for reporting on the implementation of | | | |
| the gender action plan | | | |
| Communication of such information on | | | |
| the gender web pages on the UNFCCC | | | |
| website | | | |
| | | | |
| E. | | | |