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| capacity-building, knowledge management and communication | GAP | What has worked and why | What has not worked and why not | What is needed to enhance implementation (Who, What, Where, When, How) |
| at the international level | at the regional level | at the local level |
| A.1 Strengthen capacity-building efforts for governments and other stakeholders in mainstreaming gender in formulating, monitoring, implementing and reviewing, as appropriate, national climate change policies, plans, strategies and action, including nationally determined contributions, national adaptation plans and national communicationsImplementation of capacity-building for developing gender-responsive climate change policy Regional, national Contributing: national gender and climate change focal points, secretariat |  |  |  |  |  |
| A.2 Discuss and clarify the role and the work of the national gender and climate change focal points, including through providing capacity-building, tools and resources, sharing experience and best practices, workshops, knowledge exchange, peer-to-peer learning, mentoring and coachingIn-session workshop 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, 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-building for governments and other relevant stakeholders to collect, analyse and apply sex-disaggregated data and gender analysis in the context of climate change, where applicablePromotion 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 womenSubmissions on Dimensions and examples of the gender-differentiated impacts of climate change International, regional, national, The role of women as agents of change, Opportunities for women |  |  |  |  |  |
| A.4 Synthesis report on the submissions |  |  |  |  |  |
| A.4 SBI–SBSTA special event |  |  |  |  |  |
| A.5 Promote the use of social media, web resources and innovative communication tools to effectively communicate to the public, in particular reaching out to women, on the implementation of the Lima work programme on gender and its gender action plan and on gender equalityEffective communication through social media, web resources and innovative communication tools |  |  |  |  |  |
| A.  |  |  |  |  |  |

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| Gender balance, participation and womens leadership | GAP | What has worked and why | What has not worked and why not | What is needed to enhance implementation (Who, What, Where, When, How) |
| at the international level | at the regional level | at the local level |
| B.1 Promote initiatives for capacity-building in leadership, negotiation and facilitation of negotiation for women delegates including young women, indigenous women and women from local communities, including through webinars and in-session training to enhance women’s participation in the UNFCCC processWorkshops, capacity-building initiatives, webinars |  |  |  |  |  |
| B.2 Promote travel funds as a means of supporting the equal participation of women in all national delegations at UNFCCC sessions, as well as funds to support the participation of grass-roots local and indigenous peoples’ communities from developing countries, the least developed countries and small island developing States and encourage Parties and relevant organisations to share information on travel fundingMobilization of travel funds to increase women’s participation in the UNFCCC process |  |  |  |  |  |
| 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 resourcesDialogue |  |  |  |  |  |
| B.3 Dialogue report |  |  |  |  |  |
| B. |  |  |  |  |  |

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| Monitoring and reporting | GAP | What has worked and why | What has not worked and why not | What is needed to enhance implementation (Who, What, Where, When, How) |
| at the international level | at the regional level | at the local level |
| 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 studiesInclusion of additional information in gender composition report |  |  |  |  |  |
| 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 processCompilation and synthesis report |  |  |  |  |  |
| E.3 Support the review of the Lima work programme on gender and its gender action planSubmissions 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 planCommunication of such information on the gender web pages on the UNFCCC website |  |  |  |  |  |
| E. |  |  |  |  |  |