

A GENDER-TRANSFORMATIVE

CLIMATE CHANGE PROGRAMMING GUIDE:

Experiences from Latin America and the Caribbean

Title: A Gender-Transformative Climate Change Programming Guide: Experiences from Latin America and the Caribbean

Author: Rebecca Clements

General coordination: Denise Stuckenbruck, Regional Gender Advisor, Ivonne Urriola-Perez, Gender Officer and Reis Lopez Rello, Climate Change and Sustainability Regional Advisor, UNICEF LACRO.

Technical review: Maria del Carmen Porras Pérez Guerrero, Climate Change Specialist, UNICEF LACRO.

Edition: Sendai Carolina Zea, Communications Specialist and Maria Milagros Del Cid, Communications Associate, UNICEF LACRO

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Latin America and the Caribbean Regional Office
Building 102, Alberto Tejada St., City of Knowledge
Panama City, Republic of Panama
P.O. Box 0843-03045
Phone: +507 301 7400
www.unicef.org/lac

**A GENDER-TRANSFORMATIVE
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Experiences from Latin America and the Caribbean**

Acronyms

| | |
|----------|------------------------------------------------------------------------|
| CCAFS | Research Program on Climate Change, Agriculture and Food Security |
| CCRI | Children's Climate Risk Index |
| CEED | Climate, Environment, Energy and Disaster Risk Reduction |
| CGIAR | Consortium of International Agricultural Research Centers |
| CLAC | Climate Landscape Analysis for Children |
| CO | Country Office |
| COP | Conference of the Parties |
| CPD | Country Programme Document |
| CSE | Comprehensive Sexuality Education |
| UNDPPA | United Nations Department of Political and Peacebuilding Affairs |
| DRR | Disaster Risk Reduction |
| ECLAC | Economic Commission for Latin America and the Caribbean |
| FAO | Food and Agriculture Organization |
| GBV | Gender-based Violence |
| GGCA | Global Gender and Climate Alliance |
| GHG | Greenhouse Gas |
| GIZ | Deutsche Gesellschaft für Internationale Zusammenarbeit |
| GPR | Gender Programmatic Review |
| IDP | Internally Displaced Persons |
| IOM | International Organization for Migration |
| IPCC | Intergovernmental Panel on Climate Change |
| IUCN | International Union for the Conservation of Nature |
| LAC | Latin America and the Caribbean |
| LGBTIQ | Lesbian, gay, bisexual, transgender, queer, and intersex |
| MEL | Monitoring, evaluation and learning |
| MENA | Middle East and North Africa |
| MHM | Menstrual Hygiene Management |
| NDC | Nationally Determined Contribution |
| OHCHR | Office of the United Nations High Commissioner for Human Rights |
| RO | Regional Office |
| SDGs | Sustainable Development Goals |
| SitAn | Situation Analysis |
| SRHR | Sexual and Reproductive Health |
| STEM | Science, Technology, Engineering and Mathematics |
| UN CERF | United Nations Central Emergency Response Fund |
| UN CRC | United Nations Child Rights Committee |
| UN DESA | United Nations Department of Economic and Social Affairs |
| UNDP | United Nations Development Programme |
| UNEP | United Nations Environment Programme |
| UNFPA | United Nations Population Fund |
| UNIDO | United Nations Industrial Development Organization |
| UNPRPD | United Nations Partnership on the Rights of Persons with Disabilities |
| UN Women | United Nations Entity for Gender Equality and the Empowerment of Women |
| WASH | Water, sanitation and hygiene |
| YPACCJa | Young People for Action on Climate Change Jamaica |
| WHO | World Health Organization |

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1. Introduction

The present guide is intended to support UNICEF country offices as they develop gender-transformative climate change programming, progressively grow their aspirations and accumulate valuable experiences.

PURPOSE OF THE GUIDE: This guide and accompanying tools have been developed to support and encourage UNICEF country offices (COs) globally and in particular, those in Latin America and the Caribbean (LAC) –to plan and implement gender-transformative climate change programmes. Currently, few organizations or initiatives work at the intersection of child rights, gender equality and climate change, and there is a need and opportunity for the United Nations Children’s Fund (UNICEF) to spearhead local, national and global action around these critical issues.

It is important to recognize that gender norm change, a key component of gender-transformative programming, takes time to develop. Effective transformation may start by bringing a gender lens to programmes that have a limited focus on gender and by integrating additional elements that push the bar further towards deep-seated change. Climate change programmes designed with the ambition to achieve gender transformation over the long term can run alongside initiatives with short- or medium-term time horizons and goals. It is important to monitor and share these intermediate steps and results since they demonstrate possible pathways towards gender-transformative climate change programming. In this respect, COs are encouraged to share and document their experiences, challenges and successes to support colleagues working towards similar goals in the LAC region and beyond.¹

The present guide is intended to support UNICEF COs as they develop gender-transformative climate change programming, progressively grow their aspirations and accumulate valuable experiences. This guide, in particular, includes five practical tools that have been developed to assist UNICEF staff in integrating a gender-transformative approach into key stages of climate change programming - from identifying the gendered impacts of climate change on children, including underlying gender structures and norms, through to gender-transformative programme and indicator design, as well as identifying key areas for influencing national governments.

It is intended that the guidance and tools are adapted by COs to their specific goals and objectives, and implemented

in ways that are relevant to local realities (e.g. economic, cultural contexts). This guide should be used alongside existing UNICEF guidance which is quoted throughout in footnotes and referenced in the resources compendium and bibliography.

WHO IS THIS GUIDE FOR? This guide has been prepared for UNICEF professionals planning for or working on gender equality, child rights and climate change interventions at national and subnational levels. It includes gender and Climate, Environment, Energy and Disaster Risk Reduction (CEED) focal points and specialists, management, sector staff, and planning, monitoring and evaluation teams. It may also serve as a useful resource for government stakeholders working closely with UNICEF and implementing partners.

HOW WAS THE GUIDE PRODUCED? The guide and tools have been informed and inspired by a global literature review, including strategies, plans, toolkits and guides produced by UNICEF and other organizations. Inputs have also been drawn from consultations with COs and specialists across the LAC region and beyond through an online survey and interviews.

WHAT IS IN THE GUIDE? The guide is composed of five sections and three annexes. Following this introduction, Section 2 provides information on the impacts of climate change on child rights and gender equality, as well as the relevance of these issues to the achievement of the Sustainable Development Goals (SDGs). Section 3 provides an overview of UNICEF’s strategic response globally and within LAC. Section 4 explores how child rights and gender equality are being integrated into climate governance mechanisms. Finally, Section 5 presents key elements of gender-transformative climate change programming, including ideas for gender-transformative climate action and recommendations for UNICEF COs. Annex 1 contains five tools that COs can use sequentially in programme design, implementation and monitoring processes. A glossary of gender and climate change-related terms and concepts is provided in Annex 2, followed by a compendium of relevant resources in Annex 3.

¹ Marcus, R., et al., *Gender-Transformative Programming: UNICEF Gender Policy and Action Plan 2022-2025*, Background Paper Series, United Nations Children’s Fund, New York, n. d.

2.

Extreme weather events put their lives at risk and destroy infrastructure critical to their well-being.



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2. Climate change: A child rights crisis and a driver of gender inequality

The climate crisis is a threat to the full realization of child rights and the achievement of gender equality. It directly affects a child's ability to survive, grow, and thrive. Extreme weather events put their lives at risk and destroy infrastructure critical to their well-being. Children are physically and physiologically more vulnerable to climate and environmental shocks than adults. They are less able to withstand and survive extreme weather, such as floods, droughts, storms, and heat waves. They are also at higher risk of diseases that are exacerbated by climate change, such as cholera, malaria, dengue and Zika. It is estimated that 88 per cent of the additional disease burden from climate change will be borne by children under five years.²

Globally, and specifically in Latin America and the Caribbean, climate change is having direct and indirect impacts on the realization of a wide range of child rights, including access to health, education, nutrition, water, sanitation and hygiene (WASH) services, sexual and reproductive health rights (SRHR), aid and relief, as well as protection, participation and self-realization.³ Examples from UNICEF's 2021 report, *The Climate Crisis is a Child Rights Crisis: Introducing the Children's Climate Risk Index*, are provided in Box 1.

In 2021, 9 out of 10 children in Latin America and the Caribbean were exposed to at least two climate and environmental shocks per year⁵

In LAC, the consequences of climate change and increased exposure are already extensive:

- **Hurricanes** in the Caribbean destroy and disrupt infrastructure critical to children's well-being, including schools, health facilities and transport.
- **Floods** destroy homes, schools, and healthcare services. They also compromise water and sanitation facilities, leading to contamination of drinking water sources and spread of diarrheal diseases which particularly affect small children.
- **Droughts**, disappearing glaciers and water scarcity lead to crop failure and rising food prices, which for poor children mean food insecurity and nutritional deprivations that can have lifelong impacts. It also puts children's access to water at risk, sometimes forcing them to carry it long distances to support their families.

Box 1. The impacts of climate change on children in Latin America and the Caribbean⁴

LAC is one of the most vulnerable regions to the effects of climate change, with more than 169 million children and adolescents living in areas exposed to at least two climatic or environmental shocks per year, such as cyclones, heat waves, water scarcity, environmental pollution, and vector-borne diseases. Several countries in the region face multiple or overlapping shocks hindering development and further increasing children's deprivation.

² United Nations Children's Fund, '[Climate Change: As climate change impacts unfold UNICEF builds the resilience of the most vulnerable children and their families](#)', UNICEF, Panama City, Panama, accessed 19 November 2023.

³ Office of the United Nations High Commissioner for Human Rights, '[Analytical Study on the Relationship between Climate Change and the Full and Effective Enjoyment of the Rights of the Child](#)', OHCHR, Geneva, 2017, pp. 3-7.

⁴ Adapted from United Nations Children's Fund, '[The Climate Crisis is a Child Rights Crisis: Introducing the Children's Climate Risk Index](#)', UNICEF, New York, 2021, which presents the Children's Climate Risk Index (CCRI). The CCRI uses data to generate new global evidence on how many children are currently exposed to climate and environmental hazards, shocks and stresses.

⁵ United Nations Children's Fund, '[9 out of 10 children in Latin America and the Caribbean are exposed to at least two climate and environmental shocks](#)', Press release, UNICEF, Panama City, Panama, 20 August 2021, accessed 19 November 2023.

- The spread of **vector borne diseases**, such as malaria, Zika and dengue, is exacerbated by rising temperatures and changing rainfall patterns. Children living in the Amazon region are at particularly high risk.
- **The migration flows** of vulnerable families intensifies as shocks and water and resource scarcity disrupt livelihoods and increase the risk of displacement.
- **Sea level rise** severely affects coastal zones and Small Island Developing States (SIDS) in the Caribbean forcing families to leave their homes.
- Weather-related disasters, such as **riverine floods and storm surges**, caused 2.3 million internal displacements of children in LAC over a six-year period, with Cuba and Honduras recording the highest number of displaced children.⁶

Women and girls can be disproportionately affected by climate change and disaster risks

due to structural inequalities and discriminatory practices such as less access, use and control of natural resources, physical mobility and decision-making power.⁷ For example, in low- and middle-income countries women and girls are largely responsible for fetching and treating water. In times of water scarcity, they must walk further distances, which increases their vulnerabilities to violence and reduces time for employment and learning.⁸

Not all children are affected by climate change in the same way.

As affirmed by the Office of the United Nations High Commissioner for Human Rights (OHCHR), *“The negative impacts of climate change will disproportionately affect poor children, indigenous children, minorities, migrants and other children on the*

move, children with disabilities and others in vulnerable situations. Girls also face heightened risks due to climate change. Additionally, disproportionate impacts will be felt by children living in developing countries, particularly those in geographically vulnerable areas, such as riparian and low-lying coastal areas, arid regions, high mountains, polar zones and other delicate ecosystems.”⁹

Likewise, intersectional feminists¹⁰ assert that while women and girls experience disproportionate impacts from climate change at the global level, the effects are not uniform.¹¹ Climate change risks are more acute for Indigenous and Afro-descendent women and girls, older women, LGBTIQ+ people, women and girls with disabilities, migrant women, and those living in rural, remote, conflict and disaster-prone areas.¹²

Since climate change impacts are not gender-neutral, they potentially worsen gender inequality

by increasing the gender gap in access to education and employment opportunities, the unpaid care burden, the prevalence of gender-based violence, and other forms of deep-rooted gender-based discrimination.¹³ Furthermore, women and girls can often find it more challenging to adapt to climate change due to unequal access to services, resources or decision-making.

LAC is the region with the most inequality, discrimination and violence on the planet.¹⁴ The effects of climate change and environmental degradation are combining to worsen existing inequalities and pushing the most vulnerable children, young people, and especially girls, deeper into poverty. As a result, migration and social tension are increasing. For children who are already disadvantaged, the risks of climate change are even higher. As environmental shocks become more frequent and intense, poorer families will find it increasingly difficult to recover.¹⁵

6 United Nations Children's Fund, *Children Displaced in a Changing Climate*, UNICEF, New York, 2023, pp. 11-38.

7 United Nations Environment Programme, United Nations Entity for Gender Equality and the Empowerment of Women, United Nations Department of Political and Peacebuilding Affairs, United Nations Development Programme, *Gender, Climate and Security: Sustaining inclusive peace on the frontlines of climate change*, UNEP, UN Women, UNDP, n.p., 2020.

8 United Nations, *Differentiated Impacts of Climate Change on Women and Men: the Integration of Gender Considerations in Climate Policies, Plans and Actions; and Progress in Enhancing Gender Balance in National Climate Delegations - Synthesis report by the secretariat*, FCCC/SBI/2019/INF.8, United Nations, 12 June 2019.

9 Ibid, pp.6-7.

10 “Intersectional feminism centres the voices of those experiencing overlapping, concurrent forms of oppression in order to understand the depths of the inequalities and the relationships among them in any given context.” from United Nations Entity for Gender Equality and the Empowerment of Women, *Intersectional Feminism: What it means and why it matters right now*, UN Women, New York, 1 July 2020, accessed 19 November 2023.

11 Understanding the way in which various forms of inequality often operate together and exacerbate each other. ‘Intersectional Feminism’.

12 United Nations Entity for Gender Equality and the Empowerment of Women, *Explainer: How gender inequality and climate change are interconnected*, UN Women, New York, 28 February 2022, accessed 19 November 2023.

13 Ibid.

14 United Nations Children's Fund, *Gender Equality: Enjoying the same rights is the best way to promote a life free of inequality, discrimination and violence for children in Latin America and the Caribbean*, UNICEF, Panama City, Panama, accessed 19 November 2023.

15 ‘Climate Change’.

2.1 Taking a closer look: The impacts of climate change on girls' rights

Table 1. serves to highlight some of the ways in which climate change is impacting girls' rights due to existing inequalities and norms.

Table 1. How gender norms and inequality influence the impacts of climate change on girls' rights in LAC

| GENDER NORMS AND INEQUALITY IN LAC | THEMATIC AREA | IMPACTS OF CLIMATE CHANGE ON GIRLS' RIGHTS |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Women and girls are largely responsible for collecting water, cleaning, cooking and caring.¹⁶</p> <p>Low-income households in Latin America are more likely to burden women with responsibilities of fetching water.¹⁷</p> | WASH, Health | Water scarcity, destruction of WASH services and poor WASH provision due to climate change and disaster events can lead to increased water-related diseases such as Tuberculosis, respiratory infections, cholera, diarrhoea and malaria. Women and girls are disproportionately exposed to these diseases due to gendered roles. ¹⁸ |
| <p>Women and girls have specific needs and vulnerabilities relating to menstruation, sexual health, pregnancy and childcare. In LAC maternal conditions, such as haemorrhage, sepsis and obstructed labor, are among the top five causes of death among adolescent girls between the ages of 15 and 19.¹⁹</p> <p>Women and girls aged 15-49 from lower-income households have a lower frequency of permanent contraceptive use.²⁰</p> <p>Girls in rural and impoverished communities in Latin America often go without adequate menstrual supplies which can affect their school attendance and social participation.²²</p> | SRHR, Health | <p>Pregnant women, babies and children face extreme health risks from climate catastrophes. Higher temperatures are increasing the spread of deadly diseases like cholera, malaria and dengue, with the gravest consequences felt by pregnant women and children for whom these infections can be especially severe. Harm can begin even in the womb, leading to pregnancy-related complications, preterm birth, low birthweight and stillbirth. For children, consequences can last a lifetime, affecting the development of their bodies and brains as they grow.²³</p> <p>Disaster situations disrupt young women and girls' access to essential services, such as maternal healthcare and contraceptive services with associated health risks for both women and children such as unplanned pregnancies, SRHR problems, and negative impacts on their psychosocial and well-being.²⁴</p> |

16 Brown, S. et al. *Gender and Age Inequality of Disaster Risk*, pp. 23-24; Aguilar, L. Working Paper, *The Climate-Care Nexus: Addressing the linkages between climate change and women's and girls' unpaid care, domestic, and communal work*. UN Women, New York, November 2023, p. 8.

17 Borja-Vega, Christian and Jonathan Grabinsky, '*Low-income Households in Latin America More Likely to Burden Women with Responsibilities of Fetching Water*', World Bank, Washington, D. C., May 2020, accessed 19 November 2023.

18 Brown, S. et al. *Gender and Age Inequality of Disaster Risk*, pp. 23-24; 'The Climate-Care Nexus', p. 11.

19 United Nations Children's Fund, *Why Adolescent Girls? Why Now?: A statistical snapshot of the state of adolescent girls in Latin America and the Caribbean*, UNICEF, Panama City, Panama, June 2023, p. 5.

20 Pan American Health Organization, '*Large Disparity in Access to Contraceptive Methods Reflects Social Inequities in Latin American and Caribbean Countries*', News note, January 2019, accessed 19 November 2023.

21 Days for Girls International, '*Menstrual Equity for Girls in Latin America*', Global Giving, Washington, D. C., accessed 19 November 2023.

22 Ibid.

23 United Nations Children's Fund South Sudan, '*Climate Change is an Urgent Threat to Pregnant Women and Children*', Press release, 21 November 2023, accessed 5 December 2023.

24 United Nations Population Fund and Queen Mary University of London, *Taking Stock: Sexual and reproductive and health and rights in climate commitments – a global review*, UNFPA, New York, 2023, p. 11; Pegram, Joni, David Knaute, *Caribbean Children Facing the Climate Crisis: UNICEF Climate, Environment and Energy (CEE) Landscape Analysis for Children – Eastern Caribbean*, United Nations Children's Fund, Christ Church, Barbados, 2019, pp. 31-32.

| GENDER NORMS AND INEQUALITY IN LAC | THEMATIC AREA | IMPACTS OF CLIMATE CHANGE ON GIRLS' RIGHTS |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Undernutrition, micronutrient deficiencies, and anaemia can exacerbate gender inequalities by reducing learning potential, wages and life opportunities for adolescent girls and women, weakening their immunity to infections, and increasing their risk of life-threatening complications during pregnancy and childbirth. Poorer regions and disadvantaged adolescent girls and women bear the brunt of undernutrition and anaemia. The gender gap in food security in the LAC region is pronounced at 45.2 per cent among women and 33.9 per cent among men.²⁵</p> | <p>Food and Nutrition, Health</p> | <p>Extreme weather events induced by climate change and environmental degradation are making it more difficult for millions of adolescent girls and women to meet their nutrition needs.²⁶ Girls and women can be more susceptible to health issues when the distribution of food within households is gender-biased, which gets exacerbated during food scarcity. During food shortages caused by climate change, girls are more likely to go hungry and will often eat least and last, leading to hunger and malnutrition.²⁷</p> |
| <p>Unequal and gendered power dynamics that emphasize male superiority contribute to gender-based violence (GBV) in LAC where many girls and women feel social pressure to be compliant and deferential within their family, while men and boys are often expected to be authoritative and assertive.²⁸</p> <p>In LAC, 1.1 million girls aged 15 to 19 have experienced sexual violence or other forms of violence.²⁹ Indigenous, afro-descendant, migrant women, and women and girls with disabilities report higher levels of domestic violence, especially in rural areas.³⁰</p> <p>Currently in LAC, 58 million (9 per cent of total) girls and women were married or in union before their 18th birthday.³¹ Child brides in the region are more likely to reside in rural areas, to live in poor households, and to have less education. Ethnicity has a significant relationship with levels of child marriage in some countries.³²</p> | <p>Violence against women and girls</p> | <p>During and after extreme weather events, girls are at increased risk of violence and exploitation, including sexual and physical abuse, child marriage and trafficking.³³</p> <p>Child marriage is reported as a coping mechanism for families when climate change (and other factors) induces economic insecurity and hardship. When families' income and ability to survive are put at risk, child marriage can be seen as a way to reduce the financial burden of taking care of girls.³⁴ This puts millions of girls at risk of sexual and physical abuse, early pregnancy and maternal death.³⁵</p> |
| <p>1 in 5 girls of upper secondary school age are out of school in LAC.³⁶ In all but one country (Peru) with data in the region, young women graduating at the tertiary level are underrepresented in Science, Technology, Engineering and Mathematics (STEM) fields.³⁷</p> <p>Girls in Latin America often face discrimination and violence in their homes and schools, leading to them dropping out.³⁸</p> | <p>Education</p> | <p>12.5 million girls may be prevented from completing their schooling each year by 2025 because of climate change.³⁹ In periods of crisis, girls are often the first to drop out of school to help their families make money, do domestic chores⁴⁰ or look after their brothers and sisters. If they are out of school, they are less likely to learn about climate change and how to deal with its effects.⁴¹</p> |

25 United Nations Children's Fund, *Undernourished and Overlooked: A global nutrition crisis in adolescent girls and Women*, UNICEF, New York, March 2023, p.31.

26 'Undernourished and Overlooked', pp. 15, 17, 30, 56; 'The Climate-Care Nexus', pp. 13-14.

27 Plan International, *'5 Ways Climate Change is Disrupting Girls' Lives'*, accessed 19 November 2023.

28 Flynn, Caitlin, *An Overview of Gender-based Violence: Latin America and the Caribbean*, Save the Children, n.p., August 2020, pp. 1, 8, 10.

29 'Gender Equality'.

30 Ibid, pp. 28-33.

31 United Nations Children's Fund, *Is an End to Child Marriage within Reach?: Latest trends and future prospects 2023 update*, UNICEF Data and Analytics Section, New York, 2023, p. 5.

32 'Is an End to Child Marriage Within Reach?' p. 12.; United Nations Children's Fund, *A Profile of Child Marriage and Early Unions in Latin America and the Caribbean*, UNICEF, New York, 2019, pp. 5, 8, 10.

33 Plan International, *'Gender and Climate Change'*, accessed 19th November, 2023.

34 'Gender and Climate Change'; 'Is an End to Child Marriage Within Reach', p. 18.

35 '5 Ways Climate Change is Disrupting Girls' Lives'.

36 'Why adolescent girls? Why now?', p. 9.

37 Ibid, p. 11.

38 Advocacy Unified Network, *'The Education System in Latin America a Policy Analysis of Girls Education and Literacy'*, accessed 19 November 2023.

39 Plan International, *'Climate Change Activism'*, accessed 19 November 2023.

40 'The Climate-Care Nexus', p. 12.

41 'Gender and Climate Change'.

| GENDER NORMS AND INEQUALITY IN LAC | THEMATIC AREA | IMPACTS OF CLIMATE CHANGE ON GIRLS' RIGHTS |
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| <p>In LAC, the responsibility to find alternative energy sources and to deal with energy poverty, particularly in rural areas, mainly falls on women and girls.⁴² Lack of access to modern energy has disproportionate negative impacts on women's and girls' health and safety due to their care work burdens – from exposure to indoor air pollution from cooking with dirty fuels, to the heavy loads and risks of traveling long distances to collect biomass.⁴³</p> <p>Women and girls often find themselves hindered when it comes to accessing energy infrastructure. Institutional structures are often discriminatory because they bestow decision-making power to men; even in relation to energy products and services that are primarily used by women.⁴⁴</p> | Energy | <p>Climate change is having an impact on the availability of biomass and on other major sources of energy, for example droughts can affect the supply of electricity from hydropower. Climate hazards can also trigger power failures by damaging key infrastructure.⁴⁵</p> <p>Women and girls, especially those from poorer families and rural areas, are disproportionately affected by these impacts. For example, in the face of depleting natural resources, they must often travel further to find sources of fuel for household use. These additional tasks contribute to the overwhelming time poverty of women and girls, which limits their opportunities for engaging in income generation, education or leisure.⁴⁶</p> |
| <p>Human mobility trends in LAC demonstrate that the presence of women, girls, adolescent girls and LGBTQ+ adolescents living in vulnerable situations with specific needs is increasing day by day. They are exposed to risks and violations of their human rights both in their country of origin and during their mobility process. Among the greatest risks are gender-based discrimination and violence, human trafficking, especially for sexual labor and exploitation, unemployment, poverty, mendicancy, malnutrition, lack of access to food or medicine, among others.</p> <p>Unaccompanied and/or separated girls and adolescent girls are among the most vulnerable groups, including those traveling with young children (their own or siblings), pregnant girls, or girls living on the street.⁴⁷</p> | Migration and displacement | <p>As climate change intensifies, many women and girls, especially those in situations of vulnerability, migrate in search of safety, livelihoods and employment opportunities. For many, the decision to migrate in the context of climate change is often related to scarcity of natural resources, as women and girls are often the primary resource gatherers for their families.⁴⁸</p> <p>Climate change induced migration increases the risk of human trafficking and modern slavery. Particular risks are associated with women and girls. On the other hand, boys can be more likely to be victims of serious child labour.⁴⁹ The consequences for the wellbeing of children left behind by parents who migrate are potentially significant.</p> |

42 Inter-American Development Bank, *Gender and Energy: The balance of power*, IDB, n.p., 2018.

43 United Nations Development Programme, *Energy and Gender Equality*, UNDP Sustainable Energy Hub, accessed 5 December 2023.

44 , "Gender and Energy: The balance of power", p. 16.

45 Habtezion, Senay, *Training Module 1: Overview of linkages between gender and climate change*. United Nations Development Programme, New York, 2016, p.13.

46 'Energy and Gender Equality'.

47 United Nations Children's Fund Latin America and the Caribbean, *Migration and Gender*, accessed 19 November 2023.

48 United Nations Entity for Gender Equality and the Empowerment of Women, *Ensuring Safe and Regular Migration for Women and Girls in the Context of Climate Change: Policy brief*, UN Women, New York, n.d., p. 3.

49 Jackson, Bethany, *Climate Change, Migration and Human Trafficking: Assessing the impact of climate change, migration, and human trafficking risks for populations in the Bangladesh and India Sundarbans*, University of Nottingham Rights Lab, Nottingham, September 2023, p. 14.

50 'Caribbean Children Facing the Climate Crisis', p. 29.

When thinking about the gendered impacts of climate change on children, it is important to consider the following:



The gendered impacts of climate change are context and event specific.^{51,52}

Different climate hazards, for example, floods, hurricanes and droughts, may impact girls' rights in different ways. The social and economic context will also affect how girls experience different climatic events.

Although there is a growing body of research around the gendered and age-related impacts of climate change and disasters, significant data gaps persist at global and regional levels, including for LAC.⁵³ In particular, there is a paucity of gender and age-disaggregated data surrounding climate change impacts on children. This means there is currently a limited understanding of the specific ways in which children, in all their diversity, are impacted by climate change.⁵⁴ **Tool 1** describes a six-step method COs can follow to identify the gendered impacts of climate change in a particular project or programme location. Conducting this analysis is a critical first step to planning any gender-transformative climate action.



It is important to move beyond vulnerability when considering the gendered impacts of climate change on children. While children, especially girls, are particularly vulnerable to climate and environmental shocks, they also have knowledge and ideas that can contribute to increasing the resilience of their families, communities, and countries. Accounting for girls' agency in climate change programming is fundamental to achieving gender transformation. In practical terms, this means that while UNICEF continues to address the impacts of climate change on children in its programming, COs should also be proactively looking at ways to empower children, especially girls, through climate action. For example, including and consulting with girls in climate change programme design, implementation, and decision-making processes constitutes an effective way to begin to shift asymmetrical power and decision-making in favor of girls. UNICEF strategies and plans (covered in Section 3 of this guide) set out a range of action areas for empowering children in climate action from which COs can take inspiration for their programme design. Framed around these strategic action areas, the table in Section 5.3 of this guide provides specific ideas for gender-transformative climate change programming.

51 See Annex 1: Key Concepts.

52 Brown, S. et al. *Gender and Age Inequality of Disaster Risk*, UN Women, New York, October 2019, p. 5.

53 Ibid.

54 Ibid.

2.2 Why addressing climate change, gender inequality and child's rights is paramount to achieving the SDGs

Gender inequalities and their expression through violence and discrimination against women and girls remain among the most persistent human rights violations in the world. Climate change exacerbates these inequalities, as women and girls are often the most marginalized by its impacts. As shown in Box 2., addressing climate change, child rights and gender equality in an integrated manner is paramount to achieving a sustainable and equitable future for all children.

Box 2. Climate change, gender equality, child rights and the SDGs

SDG 1 No Poverty: During periods of crisis, such as climate change, gender inequalities can become more severe and impact girls disproportionately and differently. For example, in cases where a family is poor, and climate change-related issues like drought or water scarcity negatively affect the primary source of household income, such as agriculture, girls are typically the first to be taken out of school.

SDG 2 Zero Hunger: Climate change is affecting agricultural production and food supplies, for example, through changes in precipitation, drought, and rising sea levels. Shortages of food staples disproportionately impact children, particularly those from poor communities. Girls and women play an essential role in producing our food, yet they are usually the last to eat when families become food insecure.

SDG 3 Good Health and Well-being: Climate change can pollute the air we breathe even more, increase the spread of diseases by insects, and lead to more extreme weather events. Children, especially girls, are more susceptible to many of these health issues due to physiological differences. Climate change also increases risks related to maternal and child health. Extreme heat, for example, increases incidence of stillbirth.

SDG 4 Quality Education: Climate change can have a negative impact on education, especially in developing countries, where natural disasters and displacement can disrupt learning. During times of crisis, girls are often taken out of school first to perform household chores, such as elder and sibling care, fetching water and cooking.

SDG 5 Gender Equality: Climate change exacerbates existing gender inequalities and disproportionately affects women and girls, who are often marginalized by its impacts and have lower decision-making power to implement response and adaptation strategies.

SDG 6 Clean Water and Sanitation: Climate change can affect the quantity and accessibility of clean water, and this can impact girls and women more because they are largely responsible for water collection in their communities. Drinking water shortages will disproportionately impact children, especially those experiencing poverty. Displacement can disrupt access to menstrual health and adequate sanitation facilities for adolescent girls.

SDG 7 Affordable and Clean Energy: Women and girls are often primarily responsible for collecting fuel, especially biomass, for community and household needs. Climate-induced scarcity of natural resources can exacerbate their time poverty,⁵⁵ as women and girls are forced to travel and spend more time collecting these resources.

⁵⁵ "Time poverty is broadly understood as the lack of time needed for individuals to meet their basic requirements for rest and leisure, also known as discretionary time, owing to an excess of paid work and unpaid care and domestic work.", United Nations Entity for Gender Equality and the Empowerment of Women, [World Survey on the Role of Women in Development 2019: Why addressing women's income and time poverty matters for sustainable development](#), UN Women, New York, 2019.

SDG 8 Decent Work and Economic Growth and SDG 9 Industry, Innovation and Infrastructure: Climate change affects economic growth and job opportunities, particularly in agriculture and fishing, which are essential employment sectors for women in lower-income countries. During periods of drought and erratic rainfall, women must work harder to secure income and are often the first to lose their jobs in these sectors. Addressing gender inequalities in access to education and careers in Science, Technology, Engineering and Mathematics (STEM) and the workplace is crucial for ensuring women can benefit from opportunities in climate resilient infrastructure and low carbon industries.

SDG 13 Climate Action: Taking effective action on climate change requires initiatives seeking to transform the underlying structures and norms perpetuating unsustainable consumption and production patterns. Often, it is the same structures and norms which heighten the vulnerability of women and girls to climate change and exclude them from implementing appropriate solutions. Increasing women's and girls' agency to participate fully in climate action is a critical strategy to begin to transform unequal power relations that perpetuate climate change and gender inequality.

SDG 16 Peace, Justice and Strong Institutions: As climate change drives conflict across the world, particularly in regions where resources such as water and land are scarce, women and girls face increased vulnerabilities to all forms of gender-based violence, including conflict-related sexual violence, human trafficking and child marriage. Addressing gender inequalities in decision-making and access to justice and security is crucial for ensuring peace and stability in a changing climate.

SDG 17 Partnership for goals: Achieving the SDGs requires partnerships between governments, the private sector, civil society and communities. Ensuring women and girls are represented in these partnerships is critical to ensure they benefit from their outcomes.



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3.

Climate justice means putting equity and human rights at the core of decision-making and action on climate change.



3. How UNICEF is responding

Solutions must promote equity, guarantee access to basic resources, and ensure that young people can live, learn, play and work in healthy and clean environments.

UNICEF is committed to ensuring the active participation of children, their families, and communities as climate champions and working alongside governments, civil society, academia, and the private sector to develop strategies, plans, and actions that will define the solutions for a safer and more sustainable future. UNICEF does this by raising youth voices about the climate crisis and increasing youth participation in addressing climate change.⁵⁶ UNICEF has created Voices of Youth,⁵⁷ a dedicated platform for young advocates to offer inspiring and original insights on issues that matter to them. Across the world, UNICEF is actively promoting adolescent girls' well-being and leadership in relation to climate change.⁵⁸

3.1 Climate justice for all

Climate justice means putting equity and human rights at the core of decision-making and action on climate change. UNICEF is committed to galvanizing global efforts towards achieving climate justice with a particular focus on supporting and empowering children and young people through their meaningful participation and collective efforts.

Critical elements of climate justice include:⁵⁹

- Understanding that not everyone has contributed to climate change in the same way.** While everyone must do their part to address climate change, those who have contributed the least should not bear the burden. The world's wealthiest 10 per cent are responsible for 50 per cent of global Greenhouse Gas (GHG) emissions, while the poorest 50 per cent only contribute to 10 per cent despite a growing population and increasing energy consumption.
- A people-centred approach to climate action.** This entails ensuring representation, inclusion, and protection of the rights of those most vulnerable to the effects of climate change. Solutions must promote equity, guarantee access to basic resources, and ensure that young people can live, learn, play and work in healthy and clean environments.
- A systems transformation.** The climate crisis results from a system which prioritizes profit over sustainability. As such, solutions will require a transformative systems lens and approach. Approaches that address the unequal burdens in specific communities and realign the economy with natural systems. The new green learning agenda proposes such an approach for an education system that develops and nurtures sustainable mindsets and green skills in order to achieve this transformation.

⁵⁶ United Nations Children's Fund, '[Youth for Climate Action: Elevating the voices of young people to protect the future of our planet](#)', accessed 19th November 2023.

⁵⁷ United Nations Children's Fund, '[Voices of Youth](#)', accessed 19 November 2023.

⁵⁸ For examples, see Fondo de las Naciones Unidas para la Infancia, '[De las palabras a la acción: El rol de las personas jóvenes en la acción climática](#)', UNICEF and Fundación Meri, Panama City, Panama and Santiago, 2022; World Association of Girl Guides and Girl Scouts, '[Bring in the Girls!: Girls' and young women's views on climate change](#)', WAGGGS, London, 2022; United Nations Children's Fund Latin America and the Caribbean, '[More than 1,100 climate actions taken by thousands of adolescents from Latin America and the Caribbean: The "1000 actions for a change" campaign, promoted by Concausa Youth Network, reached 20 countries on the continent and managed to overcome difficulties, such as the crisis generated by COVID-19.](#)', Press release, UNICEF, Panama City, Panama, 2020, accessed 19 November 2023.

⁵⁹ Adapted from United Nations Children's Fund, '[Climate Justice Roundtables: An online discussion with activists and experts – Recap and reflections](#)', UNICEF, New York, 2022, p. 6.

3.2 UNICEF strategies and plans

UNICEF's commitment to climate justice, gender equality and child rights is enshrined in different global and regional strategies and plans (Table 2.).

Table 2. UNICEF global and regional strategies and action plans 2021-2030



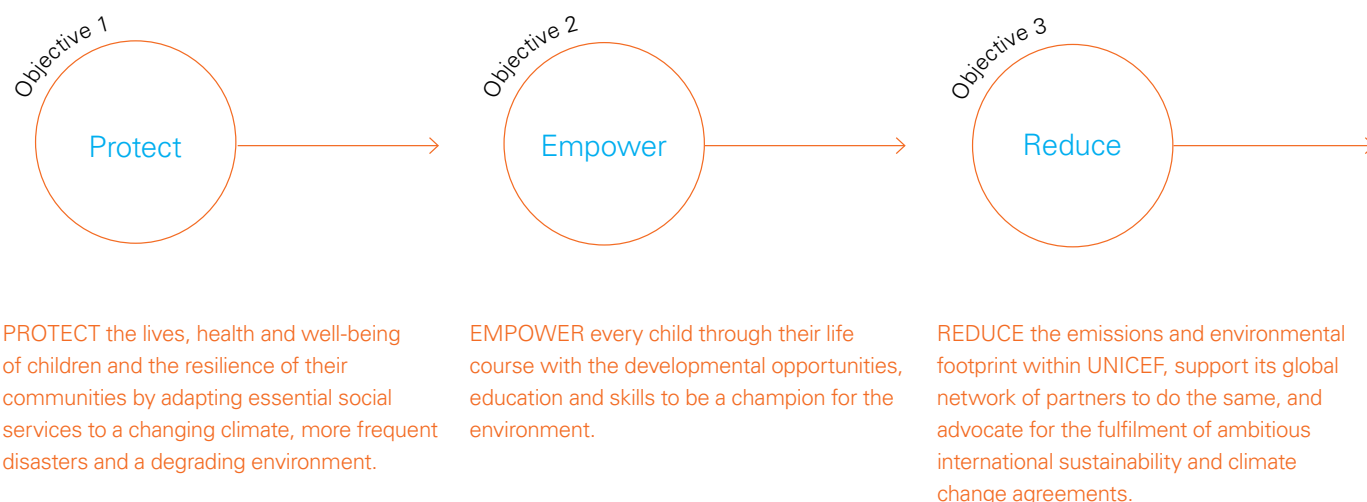
Aspects of these strategies and plans that are particularly relevant for gender-transformative climate change programming at the country level include:

- **A Liveable Planet for Every Child:**⁶⁰ **UNICEF's Strategy-at-a-glance for climate, environment, energy and disaster risk reduction – CEED (2022-2030)** outlines a vision, objectives, principles and five goal areas, which include health, education, child protection and WASH, to guide organizational programming and advocacy. However, the current version of this strategy does not specifically mention gender or girls.
- **UNICEF's Sustainability and Climate Change Action Plan (2023-2030):**⁶¹ For Every Child, A Liveable Planet recognizes that child-sensitive climate action which engages young people must be gender-transformative, and must reflect the needs of the children most at risk – including children with disabilities, adolescent girls, and children in remote, last-mile communities. The plan prioritizes actions around three objectives shown in Figure 1.

60 United Nations Children's Fund, *A Liveable Planet for Every Child: UNICEF's Strategy-at-a-glance for climate, environment, energy and disaster risk reduction - CEED (2022-2030)*, UNICEF, n.p., n.d.

61 United Nations Children's Fund, The UNICEF *Sustainability and Climate Change Action Plan (2023-2030): Executive summary – For every child, a liveable planet*, UNICEF, New York, November 2023.

Figure 1. The three objectives contained within UNICEF’s Sustainability and Climate Change Action Plan (2023-2030):
For Every Child, A Liveable Planet



- An important new priority in **UNICEF’s Gender Action Plan 2022–2025**⁶² is support for adolescent girls’ leadership in climate and environmental action. Specifically, it is stated that UNICEF will seek to build the resilience and adaptive capacity of girls and women to the effects of climate change by promoting their access to and control over natural resources and centring their participation as change agents for more environmentally sustainable socio-economic models and approaches.
- Finally, in 2023, UNICEF LACRO developed a **Regional Strategy on Action for Climate Empowerment of Children, Adolescents and Youth in Latin America and the Caribbean 2023-2025**⁶³ in consultation with children and youth. This strategy places children as the champions of the region, catalysts for transformation, and integral members of decision-making processes. The plan proposes four thematic axes - environmental and climate information, development of green skills, access to information, and participation in climate governance, with a cross-cutting gender perspective.

Ideas for gender-transformative climate programming in the priority areas of these strategies and plans are provided in section 5.3 of this guide.

62 United Nations Children’s Fund Executive Board, ‘[UNICEF Gender Action Plan, 2022–2025](#)’, E/ICEF/2021/32, accessed 19 November 2023

63 United Nations Children Fund, [Regional Strategy on Action for Climate Empowerment of Children, Adolescents and Youth in Latin America and the Caribbean \(2023-2025\)](#), UNICEF Latin America and the Caribbean Regional Office, Panama City, Panama, 2023.

3.3 UNICEF's response in LAC

The actions developed by UNICEF LAC encompass four pillars:

1. Generating evidence about the impacts on children

COs across LAC have developed 12 country reports⁶⁴ on the climate impacts on children in LAC. In general, the country reports recognize that some groups of children are more vulnerable than others. However, overall, the reports are mostly gender blind, and few have collected data by consulting directly with children. The Climate Landscape Analysis for Children (CLAC) conducted by UNICEF Office for the Eastern Caribbean Area, for example, finds that *“while all children face heightened risks due to climate and environmental harm, certain subgroups of children experience disproportionate impacts due to intersecting vulnerabilities. This includes, inter alia, poor children, indigenous children, migrants and displaced children, children with disabilities, and girls.”*⁶⁵

Through the CLAC and other approaches, COs are encouraged to deepen their efforts to understand better how critical factors like gender, age, and ethnic and socio-economic background contribute to children. These efforts should also seek to identify the capacities and knowledge of the most vulnerable children to respond to the challenges of climate change, ideally through participatory consultation processes. Embarking on these efforts will ultimately enable COs to target their gender-transformative climate change programmes better.

Tool 1 and Tool 2 can be integrated into the CLAC process or used in parallel by COs to identify the gendered impacts of climate change in their countries using an intersectional lens. By identifying groups of children most at risk of climate change and structural inequality (for example, children living on the streets or living with a disability) and through asking a set of targeted questions, COs can gain rich, nuanced insights into individual experiences, perspectives and capacities to respond. This approach can provide valuable inputs for programme targeting, design and evaluation.

2. Strengthening the sustainability of services to protect children

UNICEF is working to strengthen its programmes' climate resilience and environmental sustainability through various initiatives. Some of these include promoting climate-resilient water and sanitation services, using renewable energy in health centres and schools, and monitoring and responding to air and plastic pollution. There is ample opportunity for UNICEF to integrate a gender-transformative approach to these ongoing initiatives, for example, using the project and programme design checklist provided in **Tool 3** and identifying and integrating appropriate gender-transformative indicators using **Tool 4**.

3. Increasing child-sensitivity in climate and disaster risk and recovery policies, strategies and plans

UNICEF has assessed the child-sensitivity of climate change laws, policies, strategies, and plans in LAC and in other regions (*see Section 4.2*)⁶⁶ and is strengthening climate and environmental policies and plans in countries such as Bolivia, Chile, Costa Rica, Dominican Republic, the East Caribbean region, Ecuador and Peru. These assessments could be deepened by integrating a gender perspective, which would support UNICEF's advocacy efforts at national and global levels. **Tool 5** provides a template COs can use to review their country's NDC with a gender and child's rights lens as an entry point for influencing their national government for more gender-equal, child-sensitive climate action.

4. Empowering young people to be climate and environment champions

UNICEF has reviewed evidence on youth participation in climate change processes and supports the establishment of official child, adolescent and youth participation mechanisms in countries including Bolivia, Chile, Costa Rica, Ecuador, Honduras and Peru. Together with youth activists from across the region, UNICEF has developed the *Toolkit for Young Climate Activists*⁶⁷ and a report on how young advocates advise on climate action in LAC.⁶⁸ In collaboration with youth activists, COs can use **Tool 5** to jointly analyze national climate policy and develop key campaign advocacy messages.

64 Country offices in Argentina (2021), Bolivia (2020), Brazil (2022), ECA (2019), Ecuador (2020), El Salvador (2021), Guatemala (2019), Guyana (2018), Haiti (2019), Jamaica (2020), Paraguay (2019) and Uruguay (2021) have all developed CLACs. See Bibliography for references to these studies.

65 'Caribbean Children Facing the Climate Crisis', p. 28

66 United Nations Children's Fund, *Are Climate Change Policies Child Sensitive?: A guide for action - Summary*, UNICEF, New York, December 2019.

67 United Nations Children's Fund Latin America and the Caribbean, *Toolkit for Young Climate Activists: Created by young people who are concerned about our planet's situation and who, as activists, have faced many challenges when advocating and taking action*, accessed 19 November 2023.

68 United Nations Children's Fund, *Try Harder!: How young advocates advise on Climate Action in Latin America and the Caribbean*. UNICEF, Panama City, Panama, October 2021.

4.

In 2019, less than two per cent of national climate change strategies mentioned girls.



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4. Gender equality and child rights in climate change governance in LAC

UNICEF's report, *Girls Rights for an Equal Future: Renewing commitments in Latin America and the Caribbean*, provides an overview of international and LAC regional regulatory instruments on risk management, climate change and gender equality and finds that "though most international and regional climate change and risk management policy instruments recognize the importance of women's participation and gender mainstreaming, girls are scarcely mentioned."⁶⁹

The timeline (see Figure 2.) shows the progressive integration of gender equality and child rights in global and LAC intergovernmental climate change conventions, treaties, declarations and processes. In general, child rights and gender equality are not addressed integrally, indicating an urgent need and a clear opportunity for UNICEF to advocate in this respect. For example, the *Intergovernmental Declaration on Children, Youth and Climate Action*,⁷⁰ which was developed at COP 25 in Madrid 2019 and represents a first-of-its-kind set of commitments by States to consistently consider children's specific needs, rights and perspectives in their climate policies and action at all levels, does not mention gender. The declaration has been signed by 40 governments, ten from LAC: Chile, Costa Rica, Honduras, Jamaica, Mexico, Panama, Peru, Suriname, St Lucia and Uruguay.

Figure 2. Timeline showing the integration of climate change, gender equality and child rights in global and LAC intergovernmental conventions, treaties and processes⁷¹



69 Landa Ugarte, Ana, *Girls Rights for an Equal Future: Renewing commitments in Latin America and the Caribbean – Executive Summary*, Fondo de las Naciones Unidas para la Infancia, Panama City, Panama, 2021, p. 11.

70 United Nations Children's Fund, 'Declaration on Children, Youth and Climate Action: A pledge by champion governments to uphold priorities identified by children and youth across the world', accessed 19 November 2023.

71 Timeline based on information drawn from Fondo de las Naciones Unidas para la Infancia, *Derechos de las niñas para un futuro en Igualdad: Renovando compromisos en América Latina y el Caribe*, UNICEF, Panama City, Panama, 2021, pp. 145-149; Coalición Basada en Temas en Cambio Climático y Resiliencia, 'Resumen Regional: Integración del enfoque de género en cambio climático, resiliencia y reducción del riesgo de desastres', IBC en Cambio Climático y Resiliencia, forthcoming publication, pp. 5-6; and United Nations Climate Change, 'Chronology of Gender in the Intergovernmental Process', accessed 19 November 2023.

4.1 Gender and child rights in national climate plans and commitments

One hundred and eighty-five countries globally have ratified the Paris Agreement since 2015, yet, according to Plan International, over half of the national strategies still do not include any mention of gender, while girls are almost entirely ignored. Furthermore, no national climate strategy formally recognizes the benefits of investing in girls' education.⁷²

*"In 2019, less than 2 per cent of national climate change strategies mentioned girls"*⁷³

The United Nations Population Fund (UNFPA) report, *Taking Stock: Sexual and Reproductive and Health and Rights in Climate Commitments: A Global Review*,⁷⁴

examines the climate plans of 119 countries and whether they integrate access to contraception, safe birthing, and protecting women, girls and other marginalized groups from gender-based violence into their adaptation goals. It finds that just 38 out of 119 countries integrate SRHR in national climate plans and calls for climate policies to protect human rights and safeguard the rights of women, children, refugees, displaced people and people living with disabilities. From the LAC region, the study includes plans from 26 countries. Country plans from Costa Rica, Dominica, Dominican Republic, El Salvador, Mexico, Panama and Venezuela were found to mention all of the issues analyzed (see Table 3.).



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⁷² 'Gender and Climate Change'.

⁷³ Ibid; Kwauk, Christina, et al., 'Girls' Education in Climate Strategies: Opportunities for improved policy and enhanced action in Nationally Determined Contributions - Research', Global Economy & Development Working Paper 133, Brookings Institution, Washington, D.C., December 2019; 'Bring In the Girls!'.

⁷⁴ 'Taking stock'.

Table 3. Overlapping themes by country in the LAC region

| Region | Country | Sexual and reproductive health and rights, gender-based violence and harmful practices | Gender | Health | Population dynamics | Vulnerable groups | Participation | Human rights | Youth |
|------------------------------------|----------------------------------|----------------------------------------------------------------------------------------|--------|--------|---------------------|-------------------|---------------|--------------|-------|
| Latin America and the Caribbean | Antigua and Barbuda | ● | ● | ● | ● | ● | ● | | ● |
| | Argentina | | ● | ● | ● | ● | ● | | ● |
| | Barbados | | ● | ● | ● | ● | ● | | ● |
| | Belize | ● | ● | ● | ● | ● | ● | | ● |
| | Bolivia (Plurinational State of) | | ● | ● | ● | ● | ● | ● | ● |
| | Brazil | | ● | ● | ● | | | ● | |
| | Chile | | ● | ● | ● | ● | ● | ● | ● |
| | Colombia | | ● | ● | | ● | ● | | |
| | Costa Rica | ● | ● | ● | ● | ● | ● | ● | ● |
| | Cuba | | ● | ● | ● | | ● | | |
| | Dominica | ● | ● | ● | ● | ● | ● | ● | ● |
| | Dominican Republic (the) | ● | ● | ● | ● | ● | ● | ● | ● |
| | El Salvador | ● | ● | ● | ● | ● | ● | ● | ● |
| | Grenada | | ● | ● | | ● | ● | | ● |
| | Guatemala | | ● | ● | ● | ● | ● | ● | ● |
| | Haiti | | ● | ● | ● | ● | ● | | ● |
| | Honduras | | ● | ● | ● | ● | ● | ● | ● |
| | Jamaica | | ● | ● | ● | | ● | | |
| | Mexico | ● | ● | ● | ● | ● | ● | ● | ● |
| | Nicaragua | | ● | ● | ● | ● | ● | ● | ● |
| Panama | ● | ● | ● | ● | ● | ● | ● | ● | |
| Paraguay | ● | ● | ● | ● | ● | ● | | ● | |
| Peru | | ● | ● | ● | ● | ● | ● | ● | |
| Saint Kitts and Nevis | | ● | ● | ● | ● | ● | | ● | |
| Saint Lucia | | ● | ● | ● | ● | ● | | ● | |
| Venezuela (Bolivarian Republic of) | ● | ● | ● | ● | ● | ● | ● | ● | |

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Source: United Nations Population Fund and Queen Mary University of London, [Taking Stock: sexual and reproductive and health and rights in climate commitments – a global review](#), UNFPA, New York, 2023.

4.2 Nationally Determined Contributions

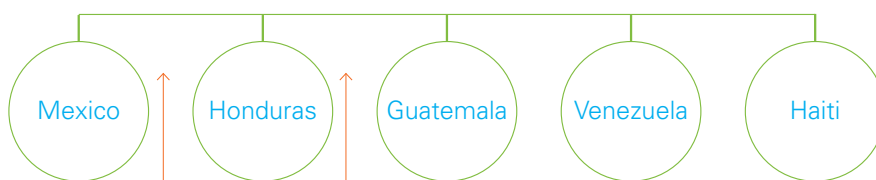
The Nationally Determined Contributions (NDCs) are the cornerstone of the Paris Agreement. They are intended to centralize the efforts of each country to reduce national emissions and adapt to the impacts of climate change. UNICEF's analysis of 149 NDCs worldwide finds that only 24 per cent meet the four criteria for child sensitivity. However, governments are making progress to incorporate more child-sensitive commitments in their NDCs, including in countries where children are exposed to high levels of climate risk. Of the 36 countries that scored highest for child sensitivity, 13 (just over a third) are within LAC: Antigua and Barbuda, Argentina, Bolivia, Colombia, Costa Rica, Dominica, Dominican Republic, El Salvador, Honduras, Mexico, Saint Lucia, Seychelles and Uruguay.⁷⁵

A separate UNICEF analysis, *Child-Sensitive Climate Policies for Every Child*, found that from the five LAC countries with high or extremely high children's climate risk according to the Children's Climate Risk Index (CCRI) (Mexico, Guatemala, Venezuela, Honduras and Haiti), Mexico and Honduras scored highest for child and youth sensitivity in their climate policies.⁷⁶ The study includes several case studies where young people have actively engaged in NDC processes, including those from Uruguay and Ecuador. While helpful in advocating for more child-sensitive climate policies, neither the NDC Child Data Platform nor the 2022 UNICEF study currently integrates gender.

Recent analysis from the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ)⁷⁷ and the United Nations Development Programme (UNDP)⁷⁸ finds an increasing number of NDCs integrate gender dimensions, including in LAC. However, girls are barely mentioned in the analysis; when they are, it is only concerning their vulnerability. This gap urgently needs to be addressed if climate policy and practice are to be genuinely gender-transformative. COs can use **Tool 5** in this guide to review their country's NDCs to include these issues and develop targeted advocacy messages supporting gender-transformative climate policy and practice.

Governments are making progress to incorporate more child-sensitive commitments in their NDCs, including in countries where children are exposed to high levels of climate risk.

Figure 3. Five LAC countries with high or extremely high children's climate risk



Mexico and Honduras scored highest for child and youth sensitivity in their climate policies.

75 United Nations Children's Fund NDCs for Every Child Data Platform, 'Global Dashboard', accessed 19 November 2023.

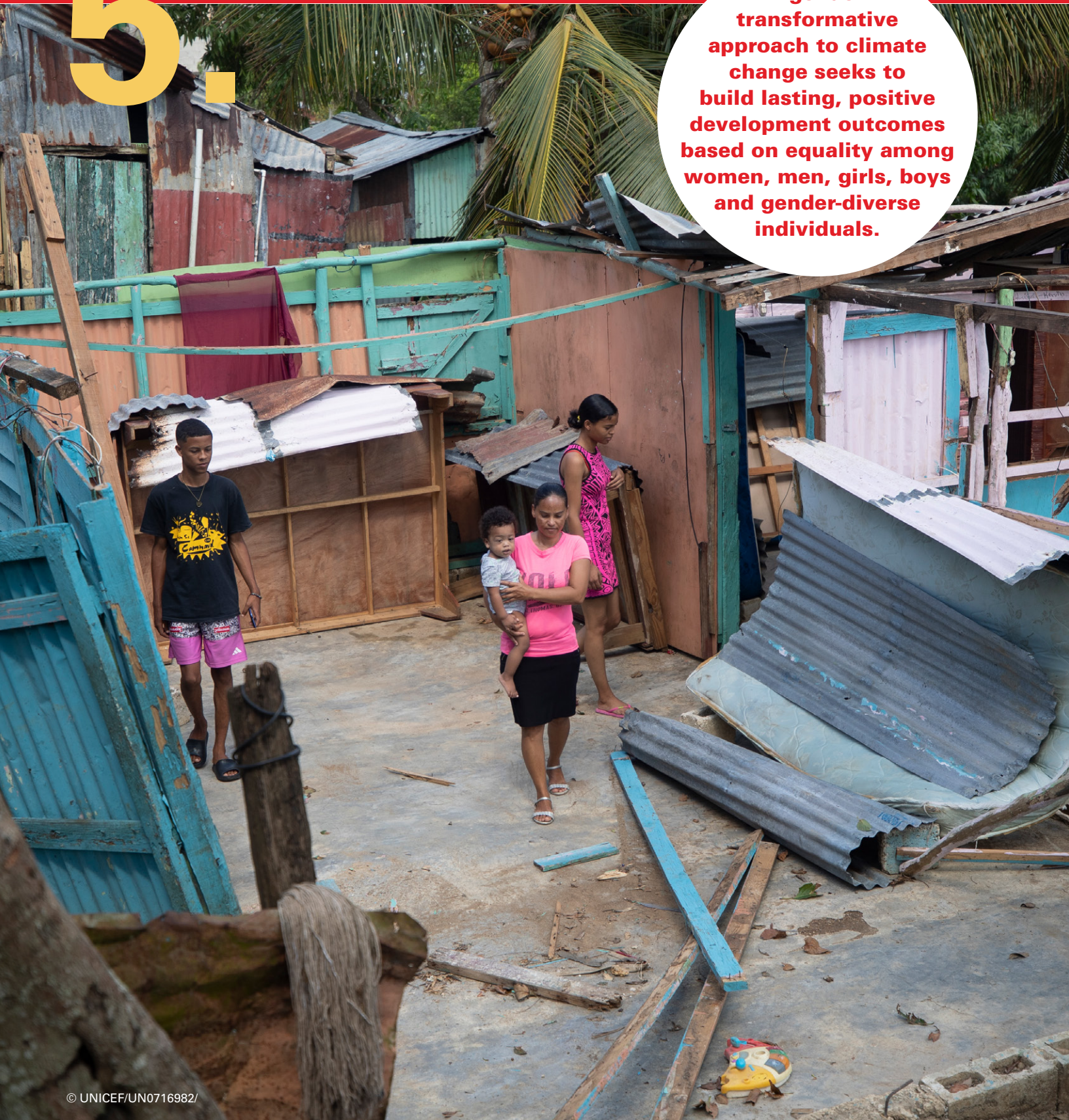
76 United Nations Children's Fund, *Child-sensitive Climate Policies for Every Child: How Nationally Determined Contributions can be more inclusive and rights-based for children and young people and ensure child-critical social services are climate and disaster resilient - Research brief*, UNICEF, New York, November 2022, pp. 13-16; For maps and other graphics relating to the child and youth sensitivity of national climate policies, see Climate Watch, 'Explore Nationally Determined Contributions (NDCs)', accessed 19 November 2023.

77 The analysis finds that gender considerations are mostly mentioned on a planning level and the consideration of women as a vulnerable group persists. This scenario indicates an on-going need to understand women as agents of change and to mainstream gender into climate-related processes and strategies. Deutsche Gesellschaft für Internationale Zusammenarbeit GmbH, *Gender and Climate Change Adaptation in the NDCs: Policy paper*, GIZ, Bonn, 2022.

78 United Nations Population Fund, *Advancing Gender Equality in National Climate Plans: Progress and higher ambitions*, UNDP, New York, 2022.

5.

A gender-transformative approach to climate change seeks to build lasting, positive development outcomes based on equality among women, men, girls, boys and gender-diverse individuals.



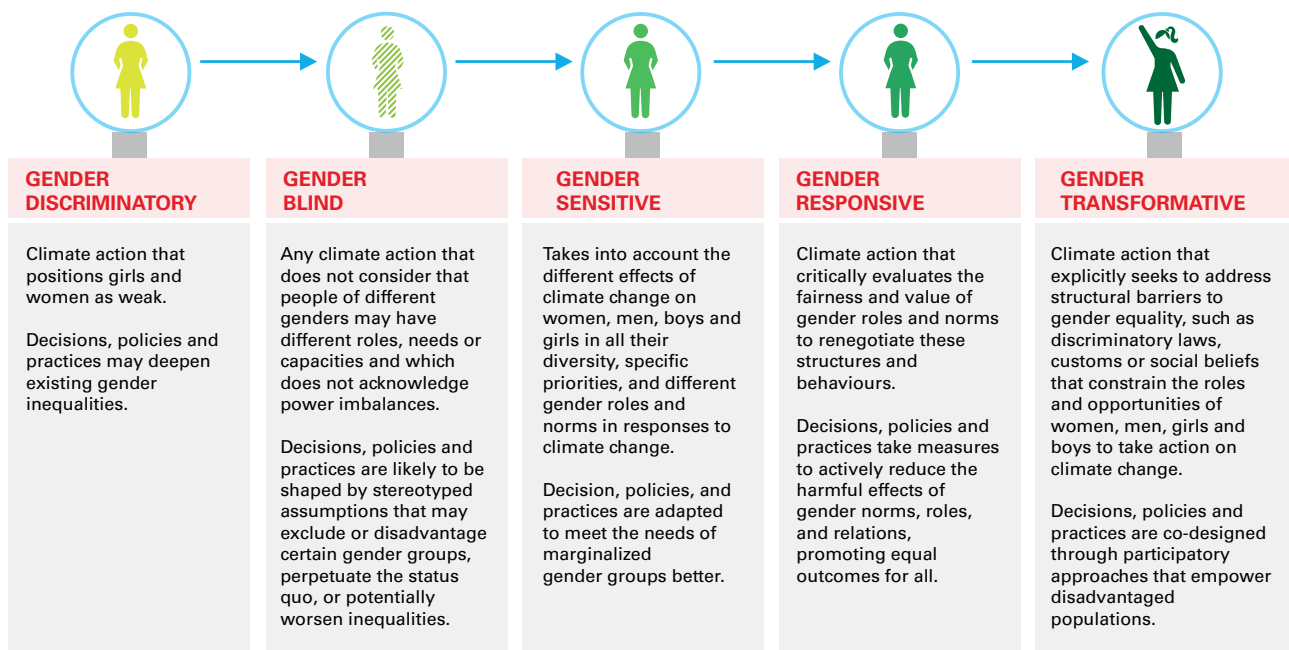
5. Gender-transformative climate change programming

5.1 The need for a gender-transformative approach

Global targets for climate and gender equality are not on track.⁷⁹ The structural causes of a degrading environment and increasing gender inequalities are a model of economic and social development that relies on over-exploitation of environmental resources and unequal division of power and resources; this is a model that is no longer viable as the natural systems that govern the planet's climate and environment are on the verge of collapse.

A gender-transformative approach to climate change seeks to build lasting, positive development outcomes based on equality among women, men, girls, boys and gender-diverse individuals. It also aims to engage communities in climate action to challenge gender norms, promote social and political influence positions for women, and address power imbalances between genders. As such, gender-transformative climate change programming provides an opportunity to address the roots of inequality and vulnerability through actions that challenge fundamental societal structures in response to climate change and its impacts (see Figure 4.).

Figure 4. Gender continuum for climate action⁸⁰



⁷⁹ United Nations Climate Change, [“Technical Dialogue of the First Global Stocktake. Synthesis report by the co-facilitators on the technical dialogue”](#), accessed 19 November 2023; United Nations Sustainable Development Goals, [“The Sustainable Development Goals Report 2023: Special edition”](#), accessed 19 November 2023.

⁸⁰ Adapted from Marcus, et al., *Gender-Transformative Programming*, p. 4; Brown, Sarah, et al., [“Gender Transformative Early Warning Systems: Experiences from Nepal and Peru”](#), Practical Action, Rugby, United Kingdom, 2019, p. 10; Otzelberger, Agnes with Mipsie Marshall, [“Tackling the Double Injustice of Climate Change and Gender Inequality”](#), CARE International, Geneva, 2014, p. 18.

5.2 Gender-transformative programming at UNICEF

Gender-transformative programming is often complex, nuanced and long-term, particularly where the goal is to change negative attitudes and patriarchal gender norms, as well as to eliminate harmful practices. Empowering marginalized women and girls is central to UNICEF's approach to gender-transformative programming. Working with men and boys as allies and champions of change by challenging harmful notions of masculinity is also vital.



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UNICEF has identified nine key elements for a gender-transformative approach that can apply to climate change programming:⁸¹

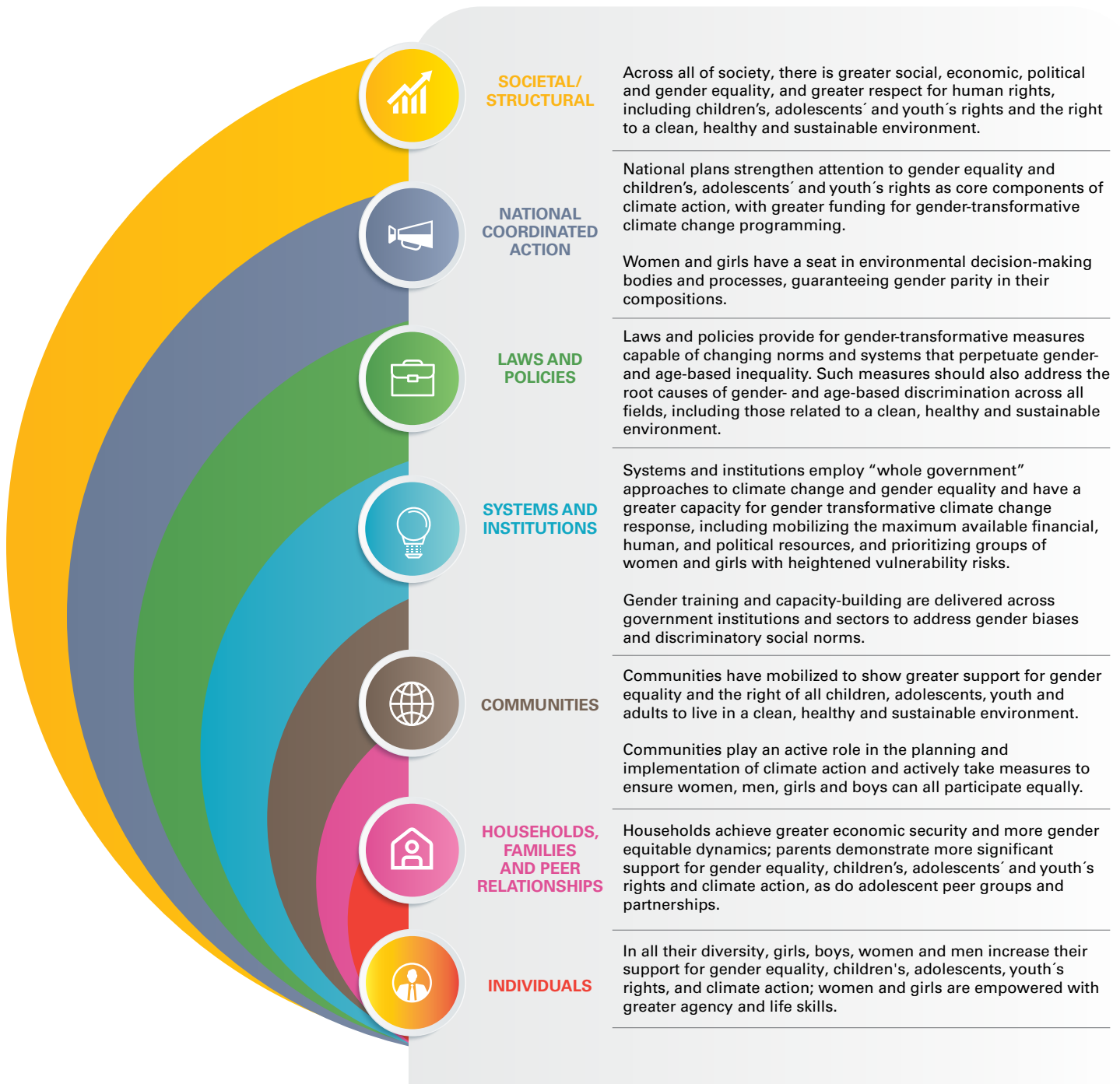
1. Work to challenge the structural barriers that uphold gender inequality.
2. Build the individual and collective agency of women, girls and people of diverse gender identities.
3. Ensure that girls and women in all their diversity and people of non-conforming gender identity, especially marginalized groups, have a voice in and can influence and/or lead programme implementation, measurement, and evaluation.
4. Work with boys and men to embrace gender equality.
5. Work intersectionally.
6. Take a life course and intergenerational perspective.
7. Work at all levels including policies and laws, systems, services, communities, families and individuals (*see Figure 5.*).
8. Work at multi-sectoral and intersectoral levels.
9. Focus on approaches that will have an impact at scale.

⁸¹ Marcus, et al., *Gender-Transformative Programming*, p. 5.

⁸² *Ibid.*, p. 6.

Examples of gender-transformative programming outcomes across the socio-ecological framework when addressing climate change are shown in Figure 5.⁸² All these actions are complementary and support each other.

Figure 5. Gender-transformative outcomes across the socio-ecological framework - climate change programming



5.3 Ideas for gender-transformative climate action

Table 4. contains ideas for gender-transformative programming framed around four key UNICEF strategies and plans presented in section 3.2. General recommendations for gender-transformative climate change programming are presented in the following section.

Table 4. Ideas for gender-transformative climate action across UNICEF’s strategies and plans

| UNICEF Strategy/ Plan | Action area | Ideas for gender-transformative climate change programming |
|---------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| UNICEF Sustainability and Climate Change Action Plan (2023-2030) ⁸³ | Climate informed risk reduction, humanitarian action, and resilient recovery from disasters. | <ul style="list-style-type: none"> Climate risk studies, humanitarian action plans and post-disaster assessments are conducted using participatory methods, considering the differential risks, impacts and needs of children of different genders, ages and backgrounds and making efforts to collect (as a minimum) sex and age disaggregated data. Equal opportunities are given to men, women, girls and boys in the decision-making process regarding risk reduction, disaster recovery and humanitarian action. Train community members and service delivery professionals, especially young women and girls, to respond to climate threats. Channel funds to women and girl-led organizations working in the aftermath of climate-related shocks. |
| | Sustainable energy for health-care facilities, school and WASH. | <ul style="list-style-type: none"> Prioritize basic service facilities for sustainable energy interventions based on participatory hazard mapping, including consulting with boys and girls. Examine the impact of sustainable energy interventions on boys’ and girls’ needs, interests, and concerns through consultative processes. Design and deliver contracts for sustainable energy interventions in a way that reduces inequalities, for example, through procurement policies that support women-owned businesses. |
| | Sustainable WASH services in areas most vulnerable to climate change. | <ul style="list-style-type: none"> Design WASH services in consultation with girls to ensure their specific needs and priorities are considered. Encourage men and boys to share WASH-related workload more equally, including fetching water. |
| | Pathways for young people to be more effective champions for sustainability. | <ul style="list-style-type: none"> Ensure girls’ early involvement in environmental education both in and outside the classroom. This should include reaching girls who are not in the formal education system. Engage girls in climate actions that allow them to see the positive impacts of their contributions, such as through volunteerism, coordinated peer action, or online mobilization campaigns. Support girl-led advocacy efforts to build public will for concerted climate action and to influence decision-makers to shape sustainable public policies. |

⁸³ The action areas selected here correspond to the four focused areas of acceleration identified in the Action Plan as an initial set of focused initiatives that span across the key objectives of the Action Plan span the potential to demonstrate rapid results for children globally.

| UNICEF Strategy/ Plan | Action area | Ideas for gender-transformative climate change programming |
|-----------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| UNICEF's Strategy-at-a-glance for CEED (2022-2030) | Address environmental health risks in primary healthcare. Resilient and sustainable healthcare facilities. | <ul style="list-style-type: none"> Invest in Comprehensive Sexuality Education (CSE) and family planning and advocate for the embedding and financing of these issues in national climate policies, strategies and UNFCCC processes. Invest in gender-equitable and climate-resilient health services, ensuring access to contraception, testing and treatment for sexually transmitted diseases, including HIV/AIDS, safe abortion, maternal and neonatal healthcare, and GBV helplines and services. Fund collaboration between climate change, health, humanitarian, and women's and child rights organizations. |
| | Sustainability education and green skills. Resilient and sustainable education systems. | <ul style="list-style-type: none"> Advocate for the inclusion of climate change education in education policy and school curricula. Education materials should include building knowledge around the differential impacts of climate change and the structural causes. See the <i>Regional Strategy on Action for Climate Empowerment of Children, Adolescents and Youth in Latin America and the Caribbean 2023-2025</i> below for additional ideas. |
| | Identify and protect the most vulnerable children and young people e.g. children on the move, children with disabilities, and DRR efforts. | <ul style="list-style-type: none"> Tool 1 provides a method for identifying vulnerable groups of children and young people and consulting them about their ideas, needs and priorities for climate change and DRR efforts. Advocate for climate change analysis, policy, and agendas to recognize the full diversity of needs, for example, by collecting disaggregated data and including consultations with organizations that are already working with vulnerable children. |
| | Climate resilient WASH systems and services. | <ul style="list-style-type: none"> Invite senior WASH leaders and government officials to spaces for dialogue and exchange about gender and child rights in climate-resilient WASH service provision. Lobby Public Health and Engineering Departments to extend water pipelines and install tanks for drinking water in local communities to prevent women and girls from having to walk long distances to fetch water. |
| | Shock-responsive social-protection systems that effectively and rapidly respond to climate impacts and disasters. | <ul style="list-style-type: none"> Integrate gender and age considerations across shock-responsive social-protection systems, such as risk analysis, contingency planning, and financial decision-making.⁸⁴ Channel funds to women and girls organizations (including those organizations representing the LGBTQI+ community, indigenous children and other vulnerable groups, etc.) working in the aftermath of climate-related shocks. |

84 For specific examples, see Clements, R., et al., [Gender Inclusive Disaster Risk Financing](#), START Network, n.p., 2021.

| UNICEF Strategy/ Plan | Action area | Ideas for gender-transformative climate change programming |
|---------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Regional Strategy on Action for Climate Empowerment of Children, Adolescents and Youth in Latin America and the Caribbean 2023-2025</p> | <p>THEMATIC AXIS A: Environmental and climate education.</p> | <ul style="list-style-type: none"> Educate girls and LGBTQI+ adolescents and young people about the impact climate change has on their rights. Develop climate projects in schools and local communities led by girls. |
| | <p>THEMATIC AXIS B: Development of Green skills.</p> | <ul style="list-style-type: none"> Develop green skills among girls in collaboration with the public and private sectors. Promote digital skills among girls to access information, educational opportunities, and entrepreneurship skills related to sustainability and innovation. |
| | <p>THEMATIC AXIS C: Access to information.</p> | <ul style="list-style-type: none"> Generate sex and age (as a minimum) disaggregated data and evidence on the impacts of climate change on children and youth and their role in climate governance in LAC countries. Systemize the successful experiences of UNICEF country offices in LAC regarding girls' involvement in climate action. Promote access, particularly among girls, to technological resources as tools for innovation in climate education. |
| | <p>THEMATIC AXIS D: Participation in climate governance.</p> | <ul style="list-style-type: none"> Support girls and LGBTQI+ adolescents and young people to exchange, network, and organize for climate action. Create alliances and seed funds for the participation of these groups in climate governance spaces. Organize events, discussions, talks and other spaces with these groups of climate activists, specialists and decision-makers in climate governance. Develop an advocacy plan with girls' participation to increase awareness of child rights and gender equality in national climate policy. |
| <p>UNICEF's Gender Action Plan 2022–2025</p> | <p>Build the resilience and adaptive capacity of girls and women to the effects of climate change by promoting their access to and control over natural resources.</p> | <ul style="list-style-type: none"> Include issues of women's and girls' access to, knowledge of and control over natural resources in climate education materials, local community awareness raising, and national climate policy processes. Fund initiatives that prioritize women and girls as guardians of natural resources. Work with national women's and girls' movements to advocate for reforms to laws, policies and local customs that give women and girls equal rights to access, ownership and control over land and natural resources—for example, the introduction of joint land titling in both partners' names. |
| | <p>Centring participation of women and girls as change agents for more environmentally sustainable socio-economic models and approaches.</p> | <ul style="list-style-type: none"> Embed girls' participation across programming processes, from ideating to implementation and evaluation. In particular, ensuring girls' participation in monitoring, evaluating, and learning (MEL) can enable COs to understand what impact is being achieved and how, as well as to assess the challenges of promoting gender transformation in climate change programming. |
| | <p>Scale up successful models of community decision-making that promote the equitable participation of women and young people and that recognize their potential as leaders and entrepreneurs in market-based approaches to WASH systems.</p> | <ul style="list-style-type: none"> Engage girls and young women in the trialling and evaluation of models for equitable community decision-making in different social and cultural contexts. Provide training for young women as leaders and entrepreneurs in WASH systems, for example, by engaging them in designing WASH products that reduce household burden, increasing the agency of female business partners and supporting gender-transformative business models, workforces and workplaces. |

5.4 Recommendations for UNICEF country offices⁸⁵

Support a shift in organizational and staff beliefs and practices. It is important that the ethics and values of gender-transformative climate change programming are embraced and shared internally among UNICEF staff. Translating individual change into organizational change requires support for training in gender equality, as well as resourcing and opportunities to enable staff to apply their new knowledge across the organization's external and internal dimensions. This could involve encouraging staff members to discuss and reflect on gender and seek to transform the organization's internal culture while applying the new skills to projects.⁸⁶ Success factors include:



Strong leadership is needed to drive action towards the complementary goals of gender equality, child rights and climate justice. This includes galvanizing interest and investment in gender-transformative climate change programming, building collaborations with other UN agencies, country governments and other partners, and encouraging and supporting staff to innovate and talk openly about their challenges.



Adaptive management, including mechanisms that enable an intervention to pivot if the gender-transformative approach appears not to be working, regularly incorporating feedback from stakeholders at different levels, such as through community-led action-learning and evaluation pathways, and carefully monitoring political contexts and dynamics.

Translating individual change into organizational change requires support for training in gender equality,



Ambition for systems transformation based on a solid understanding of current discriminations and identifying clear pathways towards gender equality through climate action. This will involve developing short-, medium- and longer-term goals to be monitored and reported on a regular basis.



Collaboration for intersectional action. Encourage colleagues working on gender equality and climate change within offices to work together. For example, where an office has a 'Gender Task Force' and/or 'Green Team', these staff should be working together on the intersection of gender, climate change and child rights.

Strengthen knowledge and capacity around the intersections between gender, climate change and child rights among UNICEF teams. Increasing staff understanding of how climate change impacts child rights is an essential first step.⁸⁷ Additional key skills and knowledge for gender-transformative climate change programming are shown in Box 3.

⁸⁵ Compiled based on a United Nations Children's Fund Latin America and the Caribbean Regional Office country offices survey, interviews with selected COs in LAC, a literature review and Marcus, et al., *Gender-Transformative Programming*.

⁸⁶ Nakagawa, K., *Learning Together: Toolkit on gender transformative approaches in rural development*, Sector Network on Rural Development (SNRD) Asia and the Pacific, Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH, Bangkok, 2023, p. 21.

⁸⁷ Plan International, *Gender Transformative Climate Change Action in the Pacific: Framework and guidance tool*, Plan International Australia, Melbourne, January 2018.

Box 3. Key skills and knowledge for gender-transformative climate change programming

- Knowledge of UNICEF's approaches to gender transformative and climate change programming. See Annex 2 for a compendium of relevant resources and guidelines.
- Knowledge of climate change trends, hazards, and extreme weather events in a particular country or location where the action is planned.
- Understanding structural inequalities, including gender norms, inequality and other socio-economic groups, requires disaggregated data. Some of this information may be available from the Situation Analysis (SitAn), CLAC and/or other planning exercises undertaken to integrate gender into Country Programme Document (CPD) processes, such as the Gender Programmatic Review (GPR).
- Understanding of evidence generation, quantitative and qualitative data sources and suitable research approaches to undertake gender and climate change analysis. This requires resources and commitment to collecting disaggregated quantitative data (at least for sex, age, ethnicity and disability) and making the extra efforts needed to collect qualitative data.
- Understanding of climate change impacts on different groups, especially those most vulnerable. Some of this information may be available in-country CLACs. However, efforts can be made to gather data and insights through qualitative and intersectional approaches.
- Understanding the local actors working on the intersection of climate change and gender equality, especially women and girl-led groups, to understand their priorities, approaches and potential for collaboration.
- Understanding complementary work of other UN agencies in-country, especially UNDP (e.g. the Climate Promise programme), United Nations Environment Programme (UNEP), United Nations Entity for Gender Equality and the Empowerment of Women (UN Women) and UNFPA.⁸⁸
- Knowledge of UNICEF strategic priorities and those of the national government.

Open up spaces for discussion, collaboration, participation and decision-making. Always work with women and girl-led organizations to listen to their perspectives and enable them to have a seat in decision-making bodies, platforms and processes so they can be their own advocates in response to the impacts of climate change.

Support innovation at the nexus between climate change, gender and child rights, for example, by developing interventions, tools and approaches. As UNICEF builds its ambition for and experience of gender-transformative climate change

programming, innovation and testing will be required to generate case studies and models that can be replicated and scaled up in the sectors and areas where UNICEF works. For example, consultations with COs in LAC demonstrate that, to date, many climate actions in the region have focused on education and advocacy. There are multiple opportunities for gender-transformative climate change programming across the areas identified in UNICEF's strategies and plans, including health, WASH, social protection, and humanitarian response, among others (see Table 4. in Section 5.3). Furthermore, by collaborating with other UN agencies and external partners already working on climate and gender, there

⁸⁸ At a regional level, the Climate Change and Resilience Group of the Issue-Based Coalition is a UN inter-agency space for collaboration, positioning and knowledge management, coordinated by United Nations Office for Disaster Risk Reduction (UNDRR) and UNEP. Among other activities, the group runs joint events and works on publications of joint interest.



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is ample scope for UNICEF to contribute its expertise in child rights to strengthen and broaden these existing initiatives.

Aim for holistic, long-term resilience, not just DRR and humanitarian support. Gender-transformative climate change programming must go beyond crisis interventions to tackle underlying causes of vulnerability and inequality. They need to be implemented as part of a holistic package that protects children, prepares them before crises, and helps them cope and recover after disasters. DRR, humanitarian and adaptation actions must be combined into strategies to anticipate, prepare for, cope with and recover from climate impacts with a gender-transformative approach.

Allocate specific budget lines and adequate human resources. This will require investment in gender and climate change expertise and/or specialists with sufficient time and budget to commit to making progress towards planning and implementing gender transformative climate change programmes.

Develop cross-agency work with other United Nations agencies. This will support innovation, replication, and scaling up through greater access to information and learning, resource mobilization, and partnership and advocacy opportunities. Key allies include International Organization for Migration (IOM), UNDP, UNFPA, UNEP, UN Women, World Health Organization (WHO), and Food and Agriculture Organization of the United Nations (FAO), among others.

Work with local organizations in order to reach the most vulnerable children. Child-centred initiatives need to go further and more comprehensively to reach the most vulnerable children, adolescents, and youth, not just those in school. Children, adolescents and youth in poor households, those from marginalized communities with poor social networks, without parental care, children with disabilities, adolescents and youth and children, adolescents and youth living on the streets are more vulnerable. Reaching these groups will require anticipatory measures before shocks strike.

Annexes



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Annex 1:

Gender-transformative climate change programming tools

The five tools presented in this Annex have been designed to support COs during critical stages of climate change programme planning and implementation, as shown in Table 5. Investing time and resources into conducting a rigorous gender and climate change impact analysis (Tools 1 and 2) will pay off for COs since it can provide the baseline information needed for developing well-targeted programming aimed at tackling the root causes of gender inequality.

COs are encouraged to use these tools sequentially, to adapt them to their needs and circumstances where required, and, importantly, to document and share their experiences. It is hoped that in doing so, the tools can become better adjusted to COs' practical needs, thereby contributing to the strengthening of UNICEF gender-transformative climate change programming in LAC and in other regions.

Table 5. Five tools for gender-transformative climate change programming

| Tool | Programme stage | What the tool will enable you to do |
|---------------------------------------------------------------------------------------|---------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. A six-step guide to understanding gender and age-related climate risks | Scoping, baseline | <ul style="list-style-type: none"> Identify differential climate risks for vulnerable groups of children Develop a baseline Identify impact areas, beneficiaries and local allies Ensure the experiences, perceptions and ideas of children, especially girls, are taken into account in programme design |
| 2. Conducting a gender and climate change analysis | Scoping, baseline | <ul style="list-style-type: none"> Identify underlying structural inequalities and gender norms Explore how they contribute to climate vulnerability |
| 3. Gender-transformative climate change programme design checklist | Design and implementation | <ul style="list-style-type: none"> Develop a Theory of Change, including setting programme ambitions over the short, medium and long-terms Progressively work towards gender-transformative programming |
| 4. Checklist for measuring gender-transformative change in climate change programmes | Monitoring and evaluation | <ul style="list-style-type: none"> Develop indicators for gender-transformative climate change programming Generate data and evidence to demonstrate impact pathways Learn lessons |
| 5. Framework for conducting a gender equality and child sensitivity review of the NDC | Advocacy | <ul style="list-style-type: none"> Identify key gaps in public policy Develop concrete advocacy asks for national government |

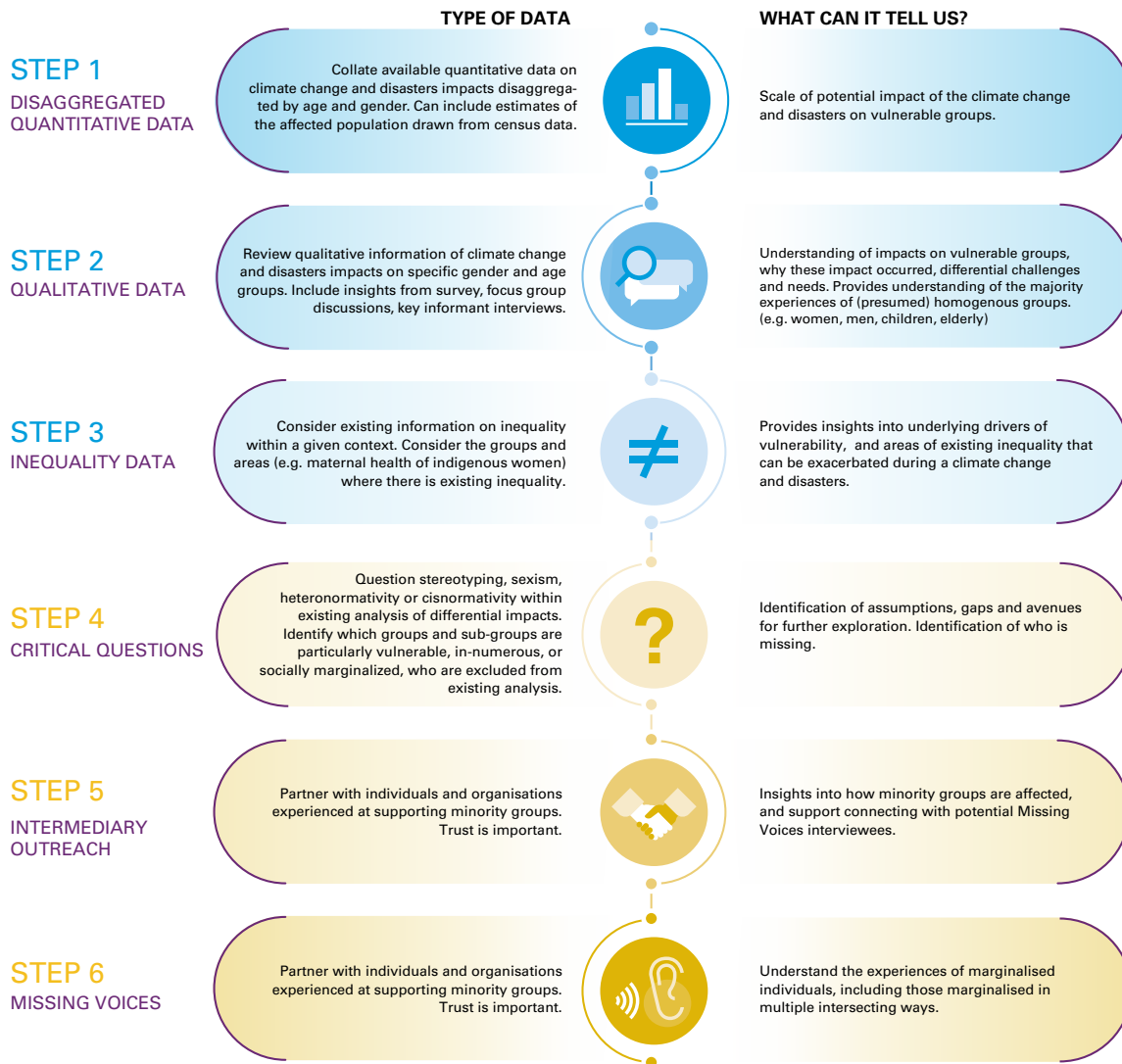
Tool 1 - A six-step approach to understanding gender and age-related climate risks

During the scoping or baseline stage, COs can use this tool to:

- Identify differential climate risks for vulnerable groups of children
- Identify the main impact areas, stakeholder groups, beneficiaries, and local allies
- Capture the experiences, perceptions and ideas of children, especially

Developing a more comprehensive and nuanced understanding of how climate change and disaster risk affect children requires blending sources of information, including disaggregated quantitative, qualitative, and contextual data on inequality. This can be achieved by following the six-step approach in the Figure 6.⁸⁹

Figure 6. A six-step guide to gender and age inequality informed data

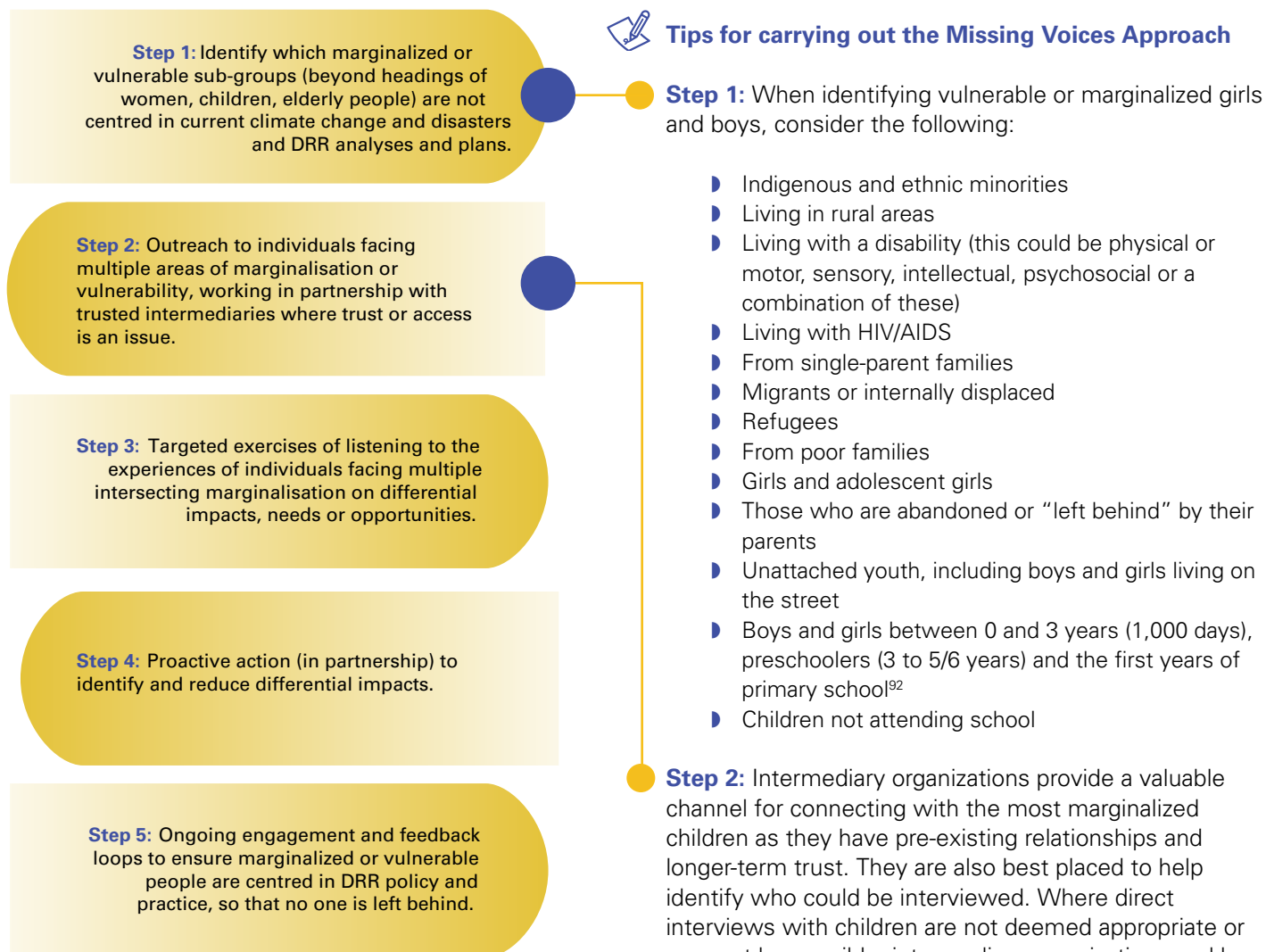


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Source: Six-step approach to understanding gender and age-related climate risks, image adapted from Brown, Sarah., et al., *Gender and Age Inequality of Disaster Risk*, Research Paper, United Nations Entity for Gender Equality and the Empowerment of Women, United Nations Children’s Fund, New York, 2019.

Steps 4 to 6 of the process shown in the diagram above can be carried out using the *Missing Voices Approach*, developed by the NGO Practical Action and displayed in Figure 7. COs can follow the *Missing Voices Approach Manual*⁹⁰ to implement the methodology. Alternatively, the methods and checklist of questions presented here can be used to complement the CLAC.⁹¹

Figure 7. Five-step process to put the Missing Voices Approach into practice



Source: Brown, Sarah., et al., *Gender and Age Inequality of Disaster Risk*, Research Paper, United Nations Entity for Gender Equality and the Empowerment of Women, United Nations Children’s Fund, New York, 2019.

90 Practical Action, *The Missing Voices Approach*, Practical Action, Rugby, October 2023.

91 United Nations Children’s Fund, *The CLAC Pack: A guidance document for conducting a Climate Landscape Analysis for Children (CLAC) report*, UNICEF, New York, August 2023.

92 López Rello, Reis, María del Carmen Porras Pérez Guerrero, Daniel Abreu Mejía, *De los primeros 1000 días a un futuro resiliente: Educación ambiental y climática para la primera infancia de América Latina y el Caribe*, Fondo de las Naciones Unidas para la Infancia Oficina Regional para América Latina y el Caribe, October 2023.

Key questions for understanding gender and age-related impacts

The Table 6. includes key topics and possible questions for discussion with the girls, boys and intermediary organizations identified in previous steps. For each interview or group discussion, sex and age-disaggregated data should be collected as a minimum. Additional data about the ethnic background and socioeconomic status of participants is also relevant, and COs are encouraged to collect this information where possible. Analyzing boys, girls, and intermediary organizations' responses to these questions will give COs an insight into the differential ways that climate change impacts children, how existing gender roles may contribute to these impacts, and the extent to which boys and girls are currently participating (or not) in local climate action and decision-making.

Table 6. Key topics to discuss with girls, boys and organizations on gender and age-related impacts

| Topic | Possible questions |
|---------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Understanding the impacts | <p>How has the disaster event or climate change impacted on:</p> <ul style="list-style-type: none"> • The interviewee and male and female family members (such as on their health, physical integrity, well-being and assets), how they feel being a boy/girl (from an ethnic community/living with a disability, etc.) has shaped their experience, whether they observe differences in the experiences of other people (men, women, boys and girls), who they consider to be badly affected • Their home life, daily activities and responsibilities, and how these might have changed, whether they have had to leave their home • The places where children (boys and girls) spend their time (such as access to school, social centres, relevant health/WASH infrastructure etc.) • Their (boys/girls) basic rights (to education, health etc.) |
| Understanding risk knowledge | <ul style="list-style-type: none"> • What can they tell you about the risk of disasters or climate change in their area? • Have they (boys/girls) been able to participate in risk mapping in their community? If not, who usually participates in this activity - men, women, boys, girls? • What knowledge would they want to share with others? |
| Communication and dissemination | <ul style="list-style-type: none"> • From where do they (boys/girls) get information about disaster or climate risk, how was it communicated, and who do they trust to share this information with them? • What barriers exist to them (boys/girls) accessing information? • How do they (boys/girls) interpret the information, and what do they do with it? • Whether they feel there is any specific information they might need? |
| Response capability | <ul style="list-style-type: none"> • What actions did/do they (boys/girls) take once they knew about the disaster event or climate change, and when? • Was there an action they (boys/girls) wanted to take but couldn't? • Did they (boys/girls) receive any support, what support did they receive, and did they need any support they didn't receive? • Do they feel they (boys/girls) face any barriers to responding how they would like to? • Who made the decision in their household about which response to make? • What ideas do they have for mitigating these impacts in the future? |
| Governance | <ul style="list-style-type: none"> • How well do they think the authorities responsible for disaster risk management/climate action understand their needs? • What do they (boys/girls) want the people designing disaster risk/climate actions to know about their experience? • How confident are they that they (boys/girls) will be listened to and supported? • What do they (boys/girls) think is the most important thing for these authorities to do to protect them from disasters/climate change in the future? • How would we know whether the disaster/climate response system is working well for everyone, especially those with less power or influence? • How could the system best reach out to them in the future to see how well the response is working |





Analyzing the data

After collecting interview transcripts, the results can be analyzed in three steps:

1. Thematic analysis – grouping sections from the transcripts by thematic area and an initial reflection of the results
2. Extracting findings relevant to original questions or theme areas
3. Developing recommendations based on the findings for programme design

COs can refer to the *Missing Voices Manual* for more information on these strategies for data analysis, as well as tips on how to interpret the data and develop recommendations.

Additional tools and resources

-  *Climate Justice Needs an Intersectional Approach Toolkit* from Youth and Environment Europe⁹³
-  *Intersectionality Resource Guide and Toolkit* produced jointly by the UN Partnership on the Rights of Persons with Disabilities (UNPRPD) and UN Women⁹⁴
-  *Child-centered Participatory Capacity and Vulnerability Assessment Guide* from Plan International⁹⁵
-  *Child-Centred DRR Toolkit*, also by Plan International⁹⁶

93 Kennedy, Jada. L., *Climate Justice Needs an Intersectional Approach Toolkit*, Youth and Environment Europe, Vinohrady, Czech Republic, 2023.

94 United Nations Entity for Gender Equality and the Empowerment of Women, '*Intersectionality Resource Guide and Toolkit*', accessed 19 November 2023.

95 Plan International, *Child-centered Participatory Capacity and Vulnerability Assessment Guide*, Plan International, Makati City, Philippines, 2013.

96 Save the Children Child Rights Resource Centre, '*Child-Centred DRR Toolkit*', accessed 19 November 2023.

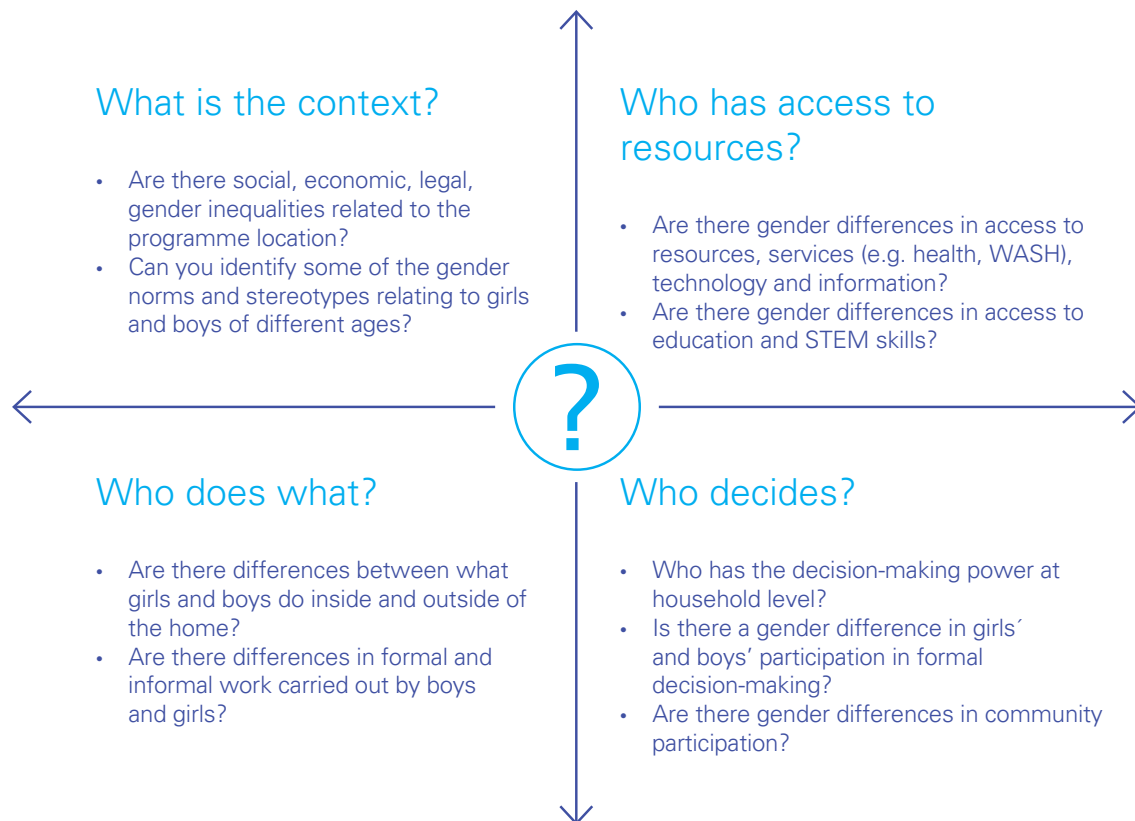
Tool 2 - Conducting a gender and climate change analysis⁹⁷

Alongside and in addition to Tool 1, COs can perform a gender and climate change analysis to:

- Identify underlying structural inequalities and gender norms and
- Explore how they contribute to climate impacts

By recognizing the political, social and economic inequalities that heighten children's marginalization or vulnerabilities to climate-related risks, climate change programming can be designed to more effectively tackle and transform the underlying structural causes of inequality and vulnerability at the individual, household, community, institutional, political and societal levels. Gender and climate change analysis reveals gaps in data and knowledge and can enable COs to identify barriers and opportunities for more gender-transformative climate change programming that promotes equal outcomes and shifts in power and norms associated with gender equality.

A gender and climate change analysis is guided by four main questions: What is the context? Who does what? Who has access to resources and Who decides?⁹⁸ COs can gather this information from their Gender Programmatic Review (GPR)/CLAC/SitAn, by consulting with their Gender Focal Point, through a literature review and by drawing on findings collected using Tool 1.



⁹⁷ Adapted from United Nations Children's Fund, *Make Climate Change Gender Equal! The toolkit for young climate activists in the Middle East and North Africa (MENA) region*, UNICEF Middle East and North Africa Regional Office, Amman, forthcoming in year, p. 13.

⁹⁸ OXFAM Canada, '[Gender and Climate Toolkit](#)', accessed 19 November 2023.

Referring to the answers to the four questions described above⁹⁹, COs can use the Table 7. to map out the gendered impacts of climate change on children in a specific national/programme context. After identifying these gendered impacts, COs can continue to programme design using Tool 3.

Table 7. Examples to map out gendered impacts of climate change on children

| Gender gaps | Climate change impacts | Gender dimensions |
|------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>E.g. data collected on the four gender analysis questions</p> | <p>E.g. data collected on the four gender analysis questions E.g. floods, water scarcity, displacement, drought, hurricane.</p> <p>This information is generally available in existing literature and should be complemented with local level consultations e.g. data collected using Tool 1.</p> | <p>E.g. girls are often first to be taken out of school when a disaster strikes; children with diabetes are particularly vulnerable to extreme heat.</p> <p>Gender and Climate Change Focal Points are encouraged to work together to identify the gender dimensions.</p> |

Alternative tools for conducting a gender and climate change analysis



Gender, Climate Change and Community-Based Adaptation: A guidebook for designing and implementing gender-sensitive community-based adaptation programmes and projects, by the UNDP¹⁰⁰



Training Manual on Gender and Climate Change, by the UNDP, IUCN and the Global Gender and Climate Alliance (GGCA)¹⁰¹



The Pacific Gender & Climate Change Toolkit for Practitioners, by GIZ, UN Women, Australia Aid, and UNDP¹⁰²

⁹⁹ See the table in Section 3.2 for inspiration.

¹⁰⁰ Vincent, Katharine, et al., *Gender, Climate Change and Community-Based Adaptation: A guidebook for designing and implementing gender-sensitive community-based adaptation programmes and projects*, United Nations Development Programme, New York, July 2010.

¹⁰¹ Aguilar, Lorena, *Training Manual on Gender and Climate Change*, United Nations Development Programme, International Union for Conservation of Nature and Global Gender and Climate Alliance, San José, 2009.

¹⁰² United Nations Entity for Gender Equality and the Empowerment of Women Women's Resilience to Disasters Knowledge Hub, *The Pacific Gender & Climate Change Toolkit: Tools for practitioners*, accessed 19 November 2023.

Tool 3 - Programme design checklist

After identifying the gendered dimensions of climate risk (Tools 1 and 2), COs should have collected the baseline data required to begin programme design. During programme design and implementation phases, COs can use this tool to:

- Develop a Theory of Change, including setting programme ambitions over the short, medium and long-terms
- Progressively work towards gender-transformative programming

Completing the Checklist 1 for climate change programming will provide COs with a good starting point for ensuring that they are on track to being gender-transformative. The tool can also support COs in developing the Theory of Change. COs may begin by meeting a few of the criteria and gradually growing their ambition to include more elements. COs are encouraged to use UNICEF strategies, plans and the table in section 5.3 for inspiration.

Checklist 1. Gender-transformative climate change programme design checklist

| WILL THE PROJECT OR PROGRAMME... | YES | NO | GUIDANCE AND RESOURCES |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CHALLENGE GENDER NORMS AND STEREOTYPES? | <i>Which? How?</i> | | Possible sources of information include: Gender Focal Point, SitAn, GPR CLAC, and data collected using Tools 1 and 2. |
| STRENGTHEN THE INDIVIDUAL AND COLLECTIVE AGENCY OF GIRLS AND ADOLESCENTS AND PROMOTES THEIR PARTICIPATION? | <i>What interest have girls expressed in participating in a climate change programme? What is the envisaged role of girls in the programme?</i> | | A range of participatory tools exist that can support agency and participation of girls and adolescents from risk analysis to advocacy. A selection of tools are cited throughout this guide, including in the additional resources box in Tool 1 and in the Resource Compendium in Annex 3. |
| ENSURE THAT GIRLS AND WOMEN IN ALL THEIR DIVERSITY AND PEOPLE OF NON-CONFORMING GENDER IDENTITY, ESPECIALLY MARGINALIZED GROUPS, HAVE A VOICE IN AND CAN INFLUENCE AND/OR LEAD PROGRAMME IMPLEMENTATION AND MEASUREMENT AND EVALUATION? | <i>Which participation spaces, mechanisms and criteria will the programme employ - from project design to implementation and evaluation?</i> | | Using Tool 1 at the outset can help COs ensure programmes incorporate girls' expressed needs and priorities and identify opportunities for their engagement and empowerment. |
| INCLUDE WORKING WITH MEN AND BOYS? | <i>How does the initiative engage with men and boys to positively influence existing gender norms and stereotypes?</i> | | <i>Tool: Promoting positive masculinities by engaging men¹⁰³</i> <i>'Men and Women are Two Hands', CARE's Experience of Engaging Men and Boys in Programming for Climate Justice: A learning review¹⁰⁴</i> <i>Men, Masculinities and Climate Justice¹⁰⁵</i> |
| INCLUDE AN INTERSECTIONAL APPROACH | <i>Which sub-groups of boys and girls does the programme target, why and how?</i> | | Tool 1 + additional resources Box 5. |

103 Nakagawa, *Learning Together*, p. 20.

104 Reliefweb, '[CARE's Experience of Engaging Men and Boys in Programming for Climate Justice: A learning review](#)', CARE International, September 2022, accessed 19th November 2023

105 Van der Hayden, Katrien, [MenEngage Ubuntu Symposium Summaries: Men, masculinities, and climate justice](#), Men Engage Alliance, n.p., 2021.

| WILL THE PROJECT OR PROGRAMME... | YES | NO | GUIDANCE AND RESOURCES |
|------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| WORK AT ALL LEVELS INCLUDING SYSTEMS, FAMILIES AND INDIVIDUALS? | <i>Which actions and actors does the programme include at different stages of UNICEF's socio-ecological model for gender transformation?</i> | | Use the socio-ecological model in section 5.2 to demonstrate how the programme will work to achieve impact at these different levels. |
| HAVE A LIFECYCLE AND INTERGENERATIONAL PERSPECTIVE? | <i>HAVE A LIFECYCLE AND INTERGENERATIONAL PERSPECTIVE? Which are the multiple entry points for potential change across all periods of children's life course?</i> <i>How does the programme encourage dialogue and communication between generations to address discriminatory practices/ norms and for lasting change?</i> | | <i>Tackling Climate Change: An intergenerational conversation</i> ¹⁰⁶ <i>Cultivating Climate Justice At-Home Family Action Toolkit</i> ¹⁰⁷ |
| WORK MULTI- AND INTERSECTORALLY? | <i>Does the programme include action at two or more levels of the socio-ecological model for gender transformation, or across sectors?</i> | | Gender and transformation are both cross-cutting goals for UNICEF. Try presenting the programme idea to colleagues in other areas to discuss potential complementarities. |
| HAVE AN IMPACT ON A LARGE SCALE? | <i>Which UN agencies, government departments/ ministries and other key stakeholders at national and subnational levels will be involved and what can they bring to the table to help scale the initiative?</i> | | A mapping exercise and interviews will enable COs to identify possible allies, funding sources, replication opportunities, decentralization, complementarity and scaling-up. |

Checklists for incorporating gender into programme design



Manual de gestión para la integración del enfoque de género en la acción climática, a manual to support the integration of gender across the policy and programme cycle, including practical tools¹⁰⁸



Checklist for Gender and Environmental Integration in Environmental Projects from the Regional Working Group on Gender and Environment of LAC¹⁰⁹



Gender Mainstreaming Checklist for Projects produced, by UNIDO¹¹⁰

106 United Nations Children's Fund United Kingdom, '[Tackling Climate Change: An intergenerational conversation](#)', accessed 19 November 2023.

107 The Student Ignition Society, '[Cultivating Climate Justice: A family action toolkit](#)', The Student Ignition Society, n.p., 2021.

108 Vásquez, Alexandra, et al., '[Manual de gestión para la integración del enfoque de género en la acción climática](#)', Ministerio de Medio Ambiente de Chile, Naciones Unidas Chile and Fundación Futuro Latinoamericano, Santiago de Chile, 2021.

109 León Pedraza, Meilin, et al., '[Checklist for Gender and Environmental Integration in Environmental Projects](#)', Regional Working Group on Gender and Environment of Latin America and the Caribbean, n.p., December 2022.

110 United Nations Industrial Development Organization, '[Gender Mainstreaming Checklist for Projects](#)', UNIDO, n.p., n.d.

Tool 4 - Checklist for measuring gender-transformative change in climate change programmes

For monitoring and evaluation purposes, COs can use this tool to:

- Develop indicators for gender-transformative climate change programming
- Generate data and evidence to demonstrate impact pathways
- Learn lessons

COs are encouraged to complete Checklist 2 to ensure their climate change programme includes key elements of MEL for gender-transformative results.¹¹¹

Checklist 2. Checklist for measuring gender-transformative change in climate change programmes

| Does the programme...? | Tips |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Have a clear Theory of Change identifying the types of shifts which would constitute evidence of progress towards changes in the root causes of inequality and vulnerability? | Completing Tool 3 can support COs to develop a ToC for your project or programme. |
| Use a participatory approach in which a range of stakeholders, including girls, identify what would constitute transformative change in a given geographical and sectoral context? | Ensuring meaningful participation may mean making creative use of a range of tools to engage different stakeholders – including tailoring tools to be accessible to children living with disability and young children, among others. COs can use Tool 1 to identify marginalized groups and their representative organizations. The resources box in Tool 1 provides examples of participatory tools. |
| Align with UNICEF core strategic indicators as well as relevant international conventions and goals? | <ul style="list-style-type: none"> • <i>UNICEF Strategic Plan Indicators 2022-2025</i> • <i>UNICEF Country Strategic Indicators 2022-2025</i> • <i>UNICEF Gender Action Plan, 2022–2025: Indicator matrix</i>¹¹² • Refer to the timeline in Section 4 for global and regional conventions and treaties. |
| Include gender-transformative indicators for the short, medium and long-term? | See the Table 10. It is important to report indicators using a combination of quantitative and qualitative data that substantiate immediate, intermediate and long-term changes in social relations and gender inequalities, the impacts of climate change on target groups and how these vary according to social, cultural, economic and environmental context. <ul style="list-style-type: none"> • Disaggregated quantitative data: At a minimum, data should be disaggregated by sex, age, ethnic origin, disability, and location, as well as any other differences identified during the analysis of differential impacts (Tool 1). • Qualitative data: For example, opinions and perceptions expressed in discussions, interviews (such as Tool 1: Missing Voices), and other evaluation processes such as human stories of change. |
| Capture good practice and lessons learned? | Good practice includes actions, methodologies and tools relevant to policy and practice and that demonstrates contributions to eliminating the inequalities and discrimination identified in the gender and climate change analysis (Tool 2). Lessons learned consider the successes and challenges of a project or programme and reflect on opportunities for replication in other contexts. |

¹¹¹ Marcus, et al., *Gender-Transformative Programming*, pp. 21-23.

¹¹² UNICEF, *UNICEF Gender Action Plan, 2022–2025: Indicator matrix*, UNICEF, New York, August 2021

Transforming underlying cultural norms and practices relating to gender often takes time, but immediate and intermediate results can be achieved along the way. COs can develop indicators that measure short-, medium- and long-term progress towards gender equality goals and the increased realization of child rights. Table 8. can be used as a checklist for identifying relevant gender-transformative indicators for climate change programming. COs can refer back to the socio-ecological framework for gender-transformative climate change in Section 5.2.

Table 8. Gender-transformative indicators for climate change programming

| Timeframe | Dimension of change | Indicator example |
|-------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Immediate (output) | <ul style="list-style-type: none"> Increased knowledge Increased participation Increased decision-making power Increased social and financial capital | <ul style="list-style-type: none"> # of girls improve their knowledge of the impacts of climate change on their basic rights # of girls improve their green skills # of disabled children (boys/girls) participating in local climate risk analysis # of indigenous children participating in the identification of priorities for NDC update Increased budget spent by local government on providing access to climate-resilient health services targeting girls and other marginalized groups |
| Intermediate (outcome) | <ul style="list-style-type: none"> Reduced impacts of climate change and disaster events (Tools 1 and 2) Improved agency of women and girls to exercise decisions Strengthened organizational capacity Systemic/institutional outcomes: <ul style="list-style-type: none"> sector service delivery governance and public policy | <ul style="list-style-type: none"> Time spent by girls collecting drinking water is reduced Access by girls and other marginalized groups to SRHR services is improved Mortality rates from air pollution reduced, differentiated by pollutant, sex, age, country, and year # of local organizations implementing child-sensitive, gender-transformative climate change projects Exposure to environmental risks reduced among girls and other marginalized groups Gender-transformative climate change training and capacity building are delivered in key government institutions and sectors (education, health, etc.) The NDC meets all gender equality and child sensitivity criteria (see Tool 5) |
| Ultimate (impact) | <ul style="list-style-type: none"> Increased gender equality (gender gaps identified in Tools 1 and 2 reduced) Increased realization of rights | <ul style="list-style-type: none"> Gender equality gaps pertaining to key indicators (health, education, decision-making, etc.) are reduced Children enjoy the full realization of their rights |

Additional resources



Propuesta de Indicadores para medir la relación género y ambiente, produced by UNEP and LAC Gender and Environment Working Group¹¹³



Manual: Including gender in design of Monitoring and Evaluation from the CGIAR¹¹⁴



Gender Responsive Indicators: Gender and NDC Planning for Implementation published by the UNDP¹¹⁵

113 Grupo Regional de Trabajo sobre Género y Medio Ambiente de América Latina y el Caribe, *Documento de trabajo: Formato para identificar la disponibilidad de indicadores nacionales sobre género y medio ambiente en América Latina y el Caribe*, Grupo Regional de Trabajo sobre Género y Medio Ambiente de América Latina y el Caribe, n.p., March 2023.

114 Gumucio, Tatiana, et al., *Inclusion of Gender Equality in Monitoring and Evaluation of Climate Services*, Working Paper No. 249, CGIAR Research Program on Climate Change, Agriculture and Food Security, Wageningen, the Netherlands, 2018.

115 Murray, Una, *Gender Responsive Indicators: Gender and NDC planning for implementation*, United Nations Development Programme, New York, 2019.

Tool 5 - Framework for conducting a gender equality and child sensitivity review of the NDC

Reviewing the NDC with a gender equality and child's rights lens provides a strategic entry point for influencing national governments for more gender-equal, child-sensitive climate policy and programming. COs are encouraged to undertake this analysis in collaboration with girls to:

- Identify key gaps in climate policy
- Develop concrete advocacy asks for the national government

COs can find their country's most updated NDC online at the UNFCCC website or by visiting the UNFCCC's NDC Registry.¹¹⁶ Use Template 1. to complete the review.

Template 1. Conducting a gender equality and child sensitivity review of the NDC

| | | | | |
|-------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|-----------|----------------------------------------|
| Country: | | | | |
| Date of review: | | | | |
| Authors of the review: | | | | |
| Summary of gender reference: | Go to the Gender Climate Tracker: Country Profiles to find out the extent to which the last submitted NDC addresses gender equality and the linkages between climate change and gender more broadly. | | | |
| Child Sensitivity Scoring:¹¹⁷ | Indicator | YES | NO | No new or updated NDC submitted |
| | Criteria 1: Does the NDC contain explicit and meaningful reference to children and youth? | | | |
| | Criteria 2: Does the NDC consider children and youth as right holders? | | | |
| | Criteria 3: Does the NDC address the specific vulnerabilities and risks of children? | | | |
| | Criteria 4: Does the NDC identify children and youth as an important stakeholder? | | | |
| | Identification of children as a vulnerable group | | | |
| | Identification of children as drivers of change | | | |

¹¹⁶ United Nations Climate Change: Nationally Determined Contributions Registry, 'NDC Registry', accessed 19 November 2023.

¹¹⁷ Find out from 'Climate Data Watch'.

| Child Sensitivity Scoring: ¹⁷ | Indicator | YES | NO | No new or updated NDC submitted |
|---------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------------------|
| | Identification of young people as a vulnerable group | | | |
| | Identification of young people as drivers of change | | | |
| | Included children in the review and update process | | | |
| | Included young people in the review and update process | | | |
| | Inclusion of child-sensitive commitments on DRR | | | |
| | Inclusion of child-sensitive commitments on education | | | |
| | Inclusion of child-sensitive commitments on energy | | | |
| | Inclusion of child-sensitive commitments on health | | | |
| | Inclusion of child-sensitive commitments on sanitation | | | |
| | Inclusion of child-sensitive commitments on social protection | | | |
| Inclusion of child-sensitive commitments on water | | | | |
| Complementary questions: | Question | Notes | | |
| | Does the NDC include data disaggregated by age, gender, disability, ethnic group or any other intersectional difference? | | | |
| | Does it mention the increased risk of gender-based violence in relation to climate change impacts? | | | |
| | Does it mention SRHR? | COs can refer to the UNFPA report, <i>Taking Stock: Sexual and Reproductive and Health and Rights in Climate Commitments: A Global Review</i> which includes a review and scoring of plans from 26 countries in LAC. | | |

| Complementary questions: | Question | Notes |
|--------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | Does it highlight the importance of partnership with women or girls-led civil society organizations? | |
| | Does it suggest systematic use of gender analysis? | |
| | Does it include reference to local, indigenous and traditional knowledge and practices? | |
| | Does it include intersections with other climate justice and equity needs (eg. economic equality, education and livelihoods, etc.)? | |
| | Does the country participate in the Gender and Environment Working Group of the Forum of Ministers of Environment of LAC? ¹¹⁸ | Who is the current Representative? |
| | Does the NDC mention activities that support the implementation of the Lima Work Programme on Gender and Gender Action Plan? ¹¹⁹ | Describe any activities related to: <ul style="list-style-type: none"> • Capacity-building, knowledge management and communication • Gender balance, participation and women's leadership • Coherence • Gender-responsive implementation and means of implementation • Monitoring and reporting |

UNICEF COs can use the data captured in this template to:

ACT: To identify opportunities in countries' NDCs for greater child-sensitive and gender-transformative action

INVEST: To identify countries for greater financial investment, such as those with high climate risk and plans that address child rights and gender equality issues

INFORM: To inform discussions on how child-sensitivity and gender criteria can extend to other climate, environment, energy and DRR plans

PARTNER: To partner with countries to advocate for an increase in child sensitivity and gender inclusion in NDCs and other policies







MONITOR: To identify child rights and gender equality commitments in NDCs and hold governments accountable

ADVOCATE: To encourage national governments to standardize the use of disaggregate data in climate analysis and plans

118 United Nations Environment Assembly, '[Forum of Ministers of Environment of Latin America and the Caribbean](#)', accessed 19 November 2023.

119 United Nations Climate Change, '[The Gender Action Plan](#)', accessed 19 November 2023.

Tools for climate advocacy

-  *Youth Leadership in Climate Policy Workbook and Facilitators Guide* from Plan International.¹²⁰
-  *The Children's Climate Cards* provide a series of fun, interactive activities to engage children on the climate change agenda and inspire a global children's call for climate action now.¹²¹
-  *A Toolkit for Building Inclusive Climate Advocacy* from Oxfam Canada.¹²²
-  *Make Climate Change Gender Equal! The Toolkit for Young Climate Activists in the MENA Region*. The toolkit was originally developed by young people in LAC and has been updated and revised for the MENA region based on feedback from young people in this region.¹²³
-  *Toolkit For Young Climate Activists* produced by UNICEF LACRO.¹²⁴
-  *Activist Suitcase*, also from UNICEF LACRO.¹²⁵

¹²⁰ Plan International, '[Youth Leadership in Climate Policy Workbook and Facilitators Guide](#)', accessed 19 November 2023.

¹²¹ Plan International, '[Children's Climate Cards](#)', accessed 19 November 2023.

¹²² Knechtel, Anya, '[Feminist Approaches to Climate Justice: A toolkit for building inclusive climate advocacy](#)', Oxfam Canada, Ottawa, n.d.

¹²³ 'Make Climate Change Gender Equal!'

¹²⁴ 'Toolkit for Young Climate Activists'.

¹²⁵ United Nations Children's Fund Latin America and the Caribbean, '[Activist Suitcase: Learn everything you need to know to get organized and fight for gender equality](#)', accessed 19 November 2023.

Annex 2:

Key concepts

Gender refers to social attributes and depends on both our physical being and social expectations or understandings of roles and responsibilities of men, women, girls, boys and gender-nonconforming people in any given society. Gender norms are shifting and differ from society to society. Gender norms may limit opportunities for boys or girls and can put them at heightened risk for abuse and violence. Gender intersects with other inequalities based on social relationships and power relations within society, such as race, class, geographic locality, age, ability and sexual orientation.¹²⁶ The Table 9. provides definitions for common gender concepts.

Table 9. Definitions of common gender concepts

| Gender concept | Definition |
|-------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Gender equality | Refers to the principle or outcome of women and girls enjoying equal dignity, rights, opportunities and outcomes, unfettered by injustice and discrimination. |
| Gender roles | Roles that are socially constructed. Men, women, boys and girls are given different roles in their society. |
| Gender relations | Socially determined and are influenced by social, cultural, political and economic expectations. A range of institutions such as the family social and cultural institutions in place and legal systems shapes gender relations. Gender relations exist both within the households (private sphere) and within the community and workplace (public sphere). An analysis of a given situation based on gender roles because it gives more focus on power relations and its connections between women's, girls', men's and boys' lives. |
| Gender norms | The way in which women, girls, men and boys behave within their gender roles are shaped by gender norms, the accepted standards of behavior shared by a particular society. |
| Intersectionality | Understanding how a person, group of people or social issues is affected by multiple forms of discrimination/disadvantage is called intersectionality. ¹²⁷ |
| Matriarchy | Refers to a form of social organization in a culture or specific community in which descent and inheritance are traced through the female line of a family. |
| Patriarchy | Refers to a form of social organization in a culture or specific community in which descent and inheritance are traced through the male line of a family. |

For further information including tools and guidance on gender equality in country programming see *The Gender Programmatic Review Toolkit*,¹²⁸ *UNICEF's Glossary of Terms Related to Diversity Equity and Inclusion*¹²⁹ and the *UNICEF Knowledge Hub*.¹³⁰

¹²⁶ Appreciating that gender may restrict opportunities involves understanding where gender stereotypes are being prioritized over an individuals' abilities, capacities and aspirations for themselves.

¹²⁷ Cho, Sumi, Kimberlé Williams Crenshaw and Leslie McCall, 'Toward a Field of Intersectionality Studies: Theory, applications and praxis', *Sings*, vol. 38, no. 4, 2013, p. 786.

¹²⁸ United Nations Children's Fund, *Gender Programmatic Review Toolkit: To support gender equality programming in UNICEF country offices in alignment with UNICEF's Gender Action Plan and Strategic Plan 2022-2025*, UNICEF, New York, n.d.

¹²⁹ United Nations Children's Fund, *Glossary of Terms Related to Diversity Equity and Inclusion*, UNICEF, New York, n.d.

¹³⁰ United Nations Children's Fund Humanitarian Practice, '[Core Commitment for Children](#)', accessed 19 November 2023.

Climate change refers to long-term shifts in temperatures and weather patterns. Such shifts can be natural due to changes in the sun's activity or large volcanic eruptions. Since the 1800s, human activities have been the main driver of climate change,¹³¹ primarily due to the burning of fossil fuels like coal, oil and gas. The consequences of climate change include, among others, intense droughts, water scarcity, severe fires, rising sea levels, flooding, melting polar ice, catastrophic storms and declining biodiversity.¹³² The Table 10. provides definitions for key aspects of climate change relevant to this guide.

Table 10. Definitions of key climate change concepts

| Climate change concept | Definition |
|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Adaptation | Human-driven adjustments in ecological, social or economic systems or policy processes, in response to actual or expected climate stimuli and their effects or impacts. ¹³³ |
| Disaster risk | Disaster risk signifies the possibility of adverse effects in the future. It derives from the interaction of social and environmental processes, from the combination of physical hazards and the vulnerabilities of exposed elements. ¹³⁴ |
| Disaster risk reduction | Disaster risk reduction is aimed at preventing new and reducing existing disaster risk and managing residual risk, all of which contribute to strengthening resilience and therefore to the achievement of sustainable development. ¹³⁵ |
| Mitigation | Efforts to reduce GHG emissions and enhance sinks are referred to as "mitigation". ¹³⁶ |
| Resilience | The ability of a social or ecological system to absorb disturbances while retaining the same basic structure and ways of functioning, the capacity for self-organization and the capacity to adapt to stress and change. ¹³⁷ |
| Vulnerability | Vulnerability refers to the propensity of exposed elements such as human beings, their livelihoods, and assets to suffer adverse effects when impacted by hazard events. Vulnerability is related to predisposition, susceptibilities, fragilities, weaknesses, deficiencies, or lack of capacities that favor adverse effects on the exposed elements. ¹³⁸ |
| Exposure | Exposure refers to the inventory of elements in an area in which hazard events may occur. Hence, if population and economic resources were not located in (exposed to) potentially dangerous settings, no problem of disaster risk would exist. ¹³⁹ |

For further information and resources, visit the *UNICEF Knowledge Hub on Climate Change and DRR*.¹⁴⁰

131 Intergovernmental Panel on Climate Change, '[Climate Change Widespread, Rapid, and Intensifying - IPCC](#)', IPCC, Geneva, 9 August 2021, accessed 19 November 2023.

132 Intergovernmental Panel on Climate Change, '[Climate Change 2023: Synthesis report](#)', Contribution of Working Groups I, II and III to the Sixth Assessment Report of the Intergovernmental Panel on Climate Change [Core Writing Team, H. Lee and J. Romero (eds.)]. IPCC, Geneva, 2023.

133 United Nations Framework Convention on Climate Change, '[Glossary of Key Terms](#)', accessed 5 December 2023.

134 Birkmann, Jörn, et al. '[Determinants of Risk: Exposure and Vulnerability](#)', ch. 2 in *Managing the Risks of Extreme Events and Disasters to Advance Climate Change Adaptation: Special Report of the Intergovernmental Panel on Climate Change*, edited by Christopher B. Field, et al., Cambridge University Press, Cambridge and New York, 2012, p. 69.

135 United Nations Office for Disaster Risk Reduction, '[Disaster Risk Reduction](#)', accessed 5 December 2023.

136 United Nations Climate Change, '[Introduction to Mitigation](#)', accessed 5 December 2023.

137 'Glossary of key terms'.

138 Birkmann, et al., *Determinants of Risk*, pp. 69-72.

139 Ibid, p. 69.

140 United Nations Children's Fund Humanitarian Practice, '[Climate and Environment](#)', accessed 19 November 2023.

Annex 3:

Compendium of resources

Online training

Agora:

- Foundations of Gender-Transformative Approaches
- Education in Emergencies
- Working with Persons with Disabilities in Forced Displacement

UNCC learn:

- Children and Climate Change

UN resources

- UNFCCC curated compendium of gender and climate change guidelines and tools¹⁴¹
- United Nations Children’s Fund, *The CLAC Pack: A guidance document for conducting a Climate Landscape Analysis for Children (CLAC) report*, UNICEF, New York, August 2023; and CLAC consultancy ToR.¹⁴²
- United Nations Children’s Fund, [Guidance on Risk-Informed Programming \(GRIP\)](#), UNICEF, New York, April 2018.
- United Nations Children’s Fund Evaluation Office and Gender Section, [Guidance on Gender Integration in Evaluation](#), UNICEF, New York, September 2019
- Marcus, R., et al., *Background Paper Series: UNICEF Gender Policy and Action Plan 2022-2025 - Gender-Transformative Programming*, United Nations Children’s Fund, New York, n.d.
- United Nations Children’s Fund, Gender Section, *Quality Assurance Checklist For Gender Integration in Country Programme Documents*, UNICEF, New York, September 2022.
- United Nations Children’s Fund Regional Office for South Asia, [Gender Toolkit: Integrating gender in programming for every child in South Asia](#), UNICEF South Asia, Kathmandu, December 2018.
- United Nations Children’s Fund Regional Office for Europe and Central Asia, [Gender Toolkit: Integrating gender in programming for every child in Europe and Central Asia](#), UNICEF Europe and Central Asia Regional Office, Geneva, October 2019,
- World Health Organization, [Climate Change and Health: Vulnerability and adaptation assessment](#), WHO, Geneva, 2021
- Regional Working Group on Gender and the Environment, [Mapping of Actors and Systematization of Experiences on the Integration of Gender Approach in Environmental Issues in Latin America and the Caribbean, Regional Working Group on Gender and the Environment, Forum of Ministers of Environment of Latin America and the Caribbean](#), Panama City, Panama, 2022.
- Programa de las Naciones Unidas para el Desarrollo, Programa de las Naciones Unidas para el Medio Ambiente, Entidad de las Naciones Unidas para la Igualdad entre los Géneros y el Empoderamiento de la Mujer, [De las palabras a la acción: Proyectos con soluciones innovadoras para la naturaleza, la acción climática y la igualdad de género](#). PNUD, PNUMA, ONU Mujeres, Panama City, Panama, 2020.

¹⁴¹ United Nations Climate Change, ‘[Gender and Climate Change Guidelines & Tools](#)’, accessed 19 November 2023.

¹⁴²

Manuals

- Aguilar Revelo, R., [Training Manual on Gender and Climate Change](#), United Nations Development Programme, International Union for Conservation of Nature and Global Gender and Climate Alliance, San José, 2009.
- United Nations Entity for Gender Equality and the Empowerment of Women, [The Pacific Gender & Climate Change Toolkit For Practitioners](#), UN Women, New York, March 2021
- Chauhan, D., [Training Manual on Gender and Climate Change Resilience](#), EmPower, UN Women, Swedish Agency for International Development Cooperation, Arrow - Asia-pacific Resource and Research Centre for Women, October 2021
- Baçanoviç, V. and Muriç, J., [Gender and Climate Change Training Handbook](#), United Nations Entity for Gender Equality and the Empowerment of Women, Government of Serbia and United Nations Development Programme, 2018.
- Vásquez, A., et al., [Manual de gestión para la integración del enfoque de género en la acción climática](#). Ministerio de Medio Ambiente de Chile, Naciones Unidas Chile and Fundación Futuro Latinoamericano, Santiago de Chile, 2021.
- Fondo de las Naciones Unidas para la Infancia, [Manual comunitario sobre gestión inclusiva para la reducción de los riesgos de desastres](#), UNICEF Cuba, Havana, 2021.
- Fondo de las Naciones Unidas para la Infancia, Instituto Nacional de Ecología y Cambio Climático, Fondo para la Comunicación y la Educación Ambiental, [El cambio climático y mis derechos: Manual para estudiantes](#), UNICEF Mexico and INECC, Mexico City, December 2019
- Fondo de las Naciones Unidas para la Infancia, Instituto Nacional de Ecología y Cambio Climático, Fondo para la Comunicación y la Educación Ambiental, [El cambio climático y mis derechos: Manual para docentes](#), UNICEF Mexico and INECC, Mexico City, December 2019.
- Practical Action, [The Missing Voices Approach](#), Practical Action, Rugby, United Kingdom, October 2023.

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- Bleeker, Amelia, et al., *Advancing Gender Equality in Environmental Migration and Disaster Displacement in the Caribbean*, Economic Commission for Latin America and the Caribbean and International Organization for Migration, 2021.
- Brown, M., *Solutions Guide for Climate Change, Gender and Health: Essential evidence for action*, Pathfinder International, Boston, United States, 2022.
- Brown, Sarah, et al. *Gender and Age Inequality of Disaster Risk*, United Nations Entity for Gender Equality and the Empowerment of Women, United Nations Children’s Fund, New York, October 2019.
- Brown, Sarah. et al., *Gender Transformative Early Warning Systems: Experiences from Nepal and Peru*, Practical Action, Rugby, United Kingdom, 2019.
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Latin America and the Caribbean Regional Office
Bldg. 102, Alberto Tejada St., City of Knowledge
Panama, Republic of Panama
P.O. Box 0843-03045
Phone +507 3017400
uniceflac@unicef.org
www.unicef.org/lac
Twitter: @uniceflac
Facebook: /uniceflac

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