INTERGOVERNMENTAL PANEL ON climate change

SIXTY-FOURTH SESSION OF THE IPCC
Bangkok, Thailand, 24 to 27 March 2026

IPCC-LXIV/INF. 13
(19.III.2026)
Agenda Item: 7.7
ENGLISH ONLY

PROGRESS REPORTS

Gender Action Team

(Prepared by the Chair of the Gender Action Team on behalf of the Gender Action Team with support from the IPCC Secretariat)

(Submitted by the Secretary of the IPCC)

IPCC Secretariat

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WMO UN environment programme

PROGRESS REPORTS

Gender Action Team

1. Background

The Intergovernmental Panel on Climate Change (IPCC) established the Gender Action Team (GAT) at its 52nd Session (Paris, February 2020) through the Decision IPCC-LII/Doc. 9, Rev. 1 which outlines the Gender Policy and Implementation Plan. The GAT operates as a practical working arrangement responsible for the Implementation Plan and reports to the Panel through the IPCC Executive Committee (ExCom) and the IPCC Bureau.

This progress report provides a summary of the activities of the Gender Action Team since its last report to the 63rd Session of the Bureau (IPCC-63) held in Lima, Peru in October 2025 through mid-March 2026. It also continues to provide statistics on gender, and beginning with this report, it includes statistics on regional representation as well as country group affiliation.

2. GAT activities during the reporting period

Between October 2025 and Mid-March 2026, the GAT's work was centered around:

- IPCC Expert Meeting on Gender, Diversity, Equity, and Inclusivity (GDEI).
- Training in diversity, equity, and inclusivity issues.
- Efforts to mainstream gender into IPCC activities.

Since October 2025, the GAT Chair and members with support from the IPCC Secretariat have worked on advancing work on the following workstreams:

2.1 IPCC Expert Meeting on Gender, Diversity, Equity, and Inclusivity

Following the hybrid IPCC Expert Meeting on Gender, Diversity, Equity and Inclusivity (GDEI) co-hosted by Canada and the WMO in Geneva, Switzerland from 23 to 25 September 2025, which brought together 114 participants, significant progress has been made in preparations for the report.

During the reporting period the Scientific Steering Committee (SSC) of the Expert Meeting (Annex I) met three times, including during the sidelines of 70th Session of the Bureau (BUR-70), to take stock of the progress and agree on the way forward towards the finalization of the Expert Meeting report which has been shared with and benefited from views and comments of the meeting participants.

The report focuses on a diverse set of recommendations made during the meeting which are tailored around different levels of the IPCC structure and processes. As the process is not yet finalized, the full consolidated report will be submitted to the 65th Session of the Panel. However, due to the relevance of the meeting recommendations to other agenda items and ongoing IPCC efforts, the SSC has decided to share an excerpt with the Panel at its 64th session, appended as Annex V to this report.

Detailed statistics on the participant from the Expert Meeting are available in Annex II of this report.

2.2 Training in diversity, equity, and inclusivity issues

The GAT with support from the Secretariat and the procurement unit of the World Meteorological Organization finalized the procurement of the services of the trainers for the training on GDEI as per the Terms of Reference developed by the GAT. Following a competitive selection process in line with WMO rules and regulations that began in January 2025, the contract was awarded to Ernst and Young (EY) SA in October 2025 and signed in November 2025 for a duration of 3 years.

As per the contract, EY will deliver a series of GDEI related trainings and resources, including sessions for each IPCC report of the Seventh Assessment Cycle, ideally aligned with Lead Author meetings (LAM), as well as dedicated training sessions for the Bureau, TSUs, and Secretariat. Additionally, EY will also provide a train-the-trainer session and a training module package for the above targeted groups, alongside a draft IPCC DEI framework or action plan.

The training activities commenced in December 2025 with an introductory session arranged during the Joint LAM1 in Paris in early December 2025. A dedicated training session for the Coordinating Lead Authors at LAM3 for Special Report on Climate Change and Cities (SRCities) was also held in Oslo in January 2026.

Most recently, another dedicated training session for the Bureau Members, TG-Data Co-chairs, TSU staff, and Secretariat staff was conducted in a hybrid format on 27th February 2026, following the conclusion of BUR-70. The session was attended by 46 participants, out of which 30 attended in-person and 16 attended virtually.

At the time of writing this report, preparations are also underway for GDEI training sessions to be delivered during upcoming LAMs of the three Working Group assessment reports and Methodology reports of Short-Lived Climate Forcers (SLCF) and Carbon Dioxide Removal Technologies, Carbon Capture, Utilization, and Storage (CDR&CCUS).

2.3 Efforts to mainstream gender into IPCC activities

Building on the progress and improvements made in AR7 author nomination and selection process, as regards gender balance and regional representation, as well as country grouping, the GAT is exploring further opportunities for improvement, including in other IPCC processes.

A key observation from the GAT is that the gender balance and regional representation of nominations still requires improvement at subregional level. For more details refer to Section 3 on Statistics below. National Focal Points and Observer Organizations are therefore encouraged to continue prioritizing gender and regional balance when submitting nominations for upcoming meetings and for the next assessment cycle.

3. Statistics

The Secretariat continued to collect data on gender through the online registration system that records participants' gender information in line with the Gender Policy and Implementation Plan. Additionally, the registration system also contains statistics on geographic/ regional representation and country grouping affiliations, as applicable.

Annex III contains gender related statistics from the previous three Plenary Sessions held in the Seventh Assessment cycle. Across all three sessions, the number of male Heads of Delegation consistently exceeded the number of female Heads of Delegation, with men representing approximately 62–64% of the total. The data also shows variable gender distribution among the delegates attending IPCC Plenary Meetings, with IPCC-63 having 7.8% more male attendees than females compared with IPCC-62, which recorded 14% more male attendees. In contrast, IPCC-61 recorded slightly higher female representation with 51% female participants.

Annex III shows that of the 664 authors contributing to the three Working Group reports to the Seventh Assessment Report, 46% are women, an increase from 44% in the Sixth Assessment Report. Working Group I has 43% female authors, Working Group II 51.8% and Working Group III 41.6%. The AR7 author teams for all three Working Groups demonstrate a balanced geographic representation with 51.4% of the authors from developing countries or economies in transition and 48.6% are from developed countries. Overall, the regional distribution shows the highest representation from Europe (29.1%), followed by Asia (18.2%), North America, Central America and the Caribbean (16.0%), Africa (15.7%), South-West Pacific (11.1%), and South America (9.9%). Detailed statistics on regional and gender distribution for the AR7 Assessment is available in Annex III.

Gender representation in the TG-Data for the AR7 cycle consists of 11 female (55%) and 9 male (45%) members out of 20 selected. This reflects a substantial improvement compared with the previous TG-Data members selected at the 56th Bureau Session in 2019, with 35.7% female representation out of 14 selected members. In addition, 55% of TG-Data members selected are also from developing countries/economies in transition.

Among the reports, SRCities report has the highest share of female authors in the seventh assessment cycle with 52.58% - the first time in IPCC's history that a report has more female authors than men.

The GAT, with support from the IPCC Secretariat, will continue to monitor the situation regarding gender, geographic representation and country grouping affiliation throughout the cycle.

4. Expected outcome

The Panel is invited to take note of this report and advise, as necessary.

Annex I

Scientific Steering Committee of the Expert Meeting on Gender, Diversity, Equity and Inclusion

The members of the Scientific Steering Committee are:

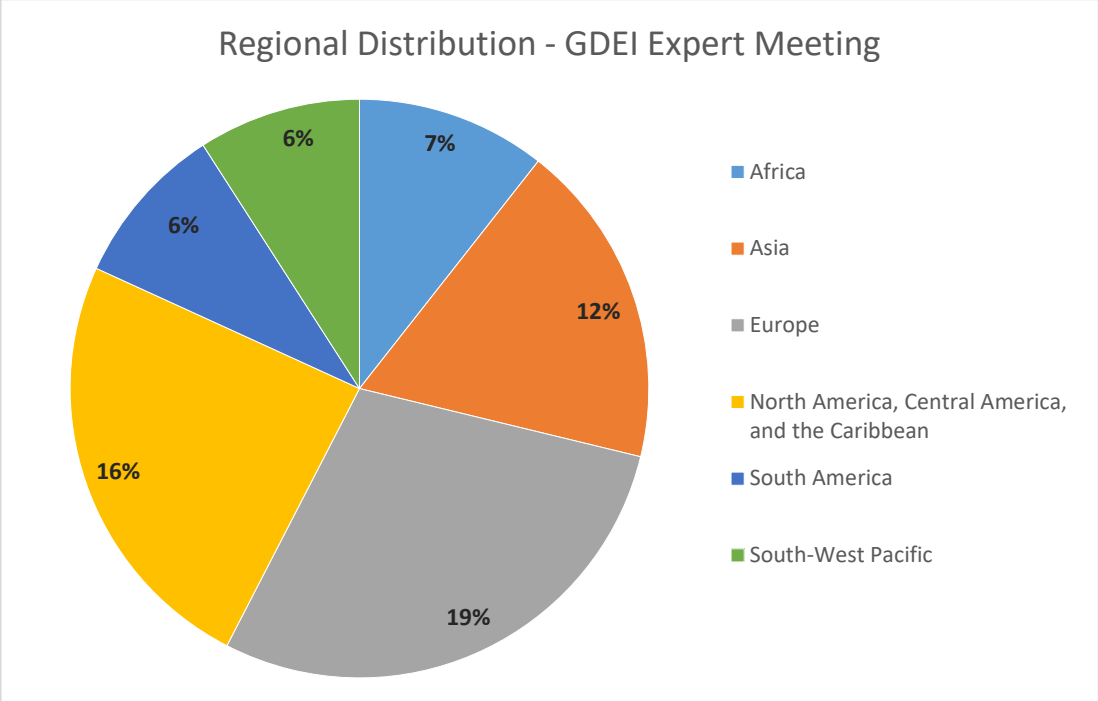
Core Members
Diana Ürge-Vorsatz (Chair)
Ines Camilloni (Vice-Chair)
Shreya Some
Winston Chow
Sherilee Harper
Roseline Devillier
Ladislaus Changa
Robert Vautard
Siir Kilkis
Kate Calvin
Thelma Krug

Extended SSC
Valerie Masson-Delmotte
Kiyoto Tanabe
Debra Roberts
Bart Van Den Hurk
Anna Pirani
Takeshi Enoki

The Secretariat and Heads of the Technical Support Units in an advisory role.

Annex II

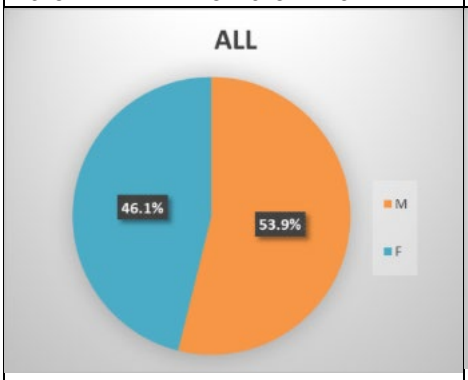
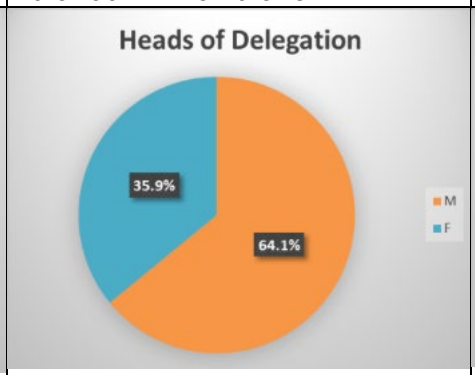
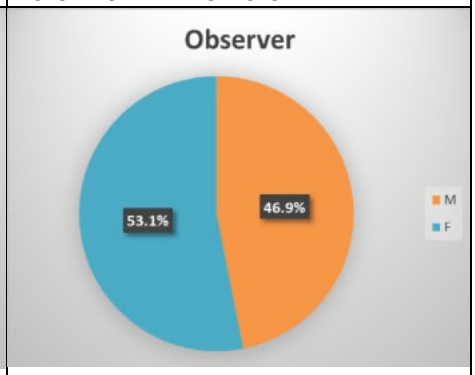
IPCC Expert Meeting on Gender, Diversity, Equity and Inclusivity Gender and Regional statistics of selected experts

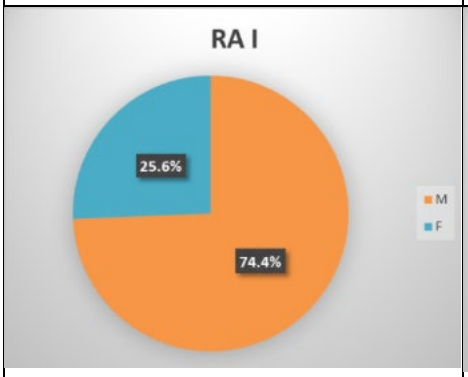
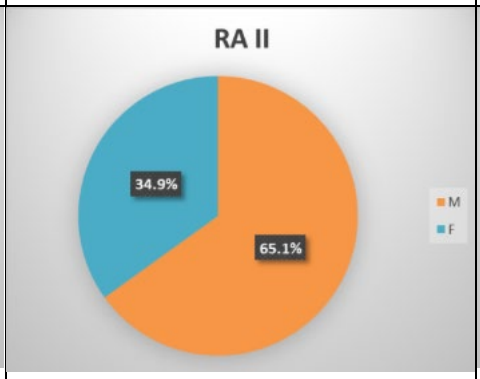
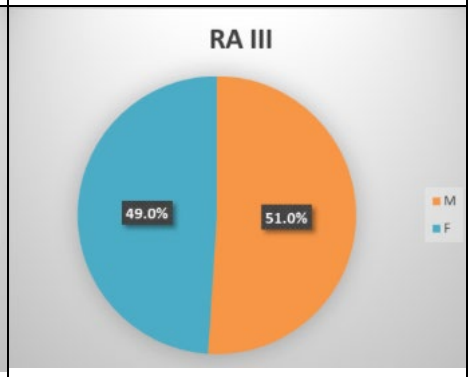


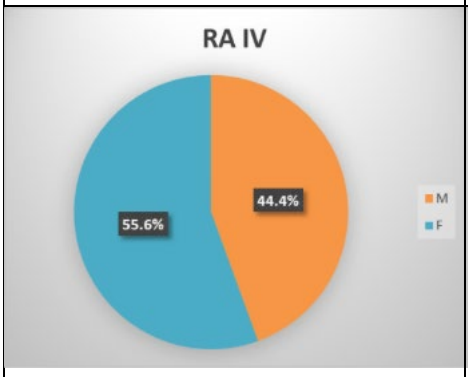
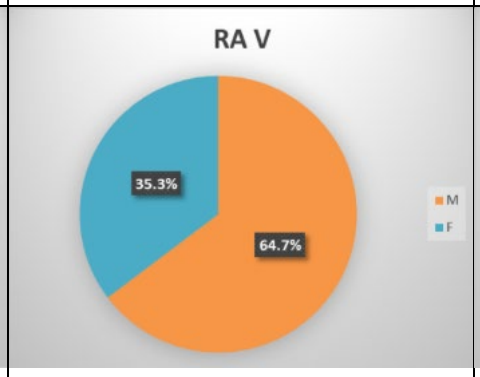
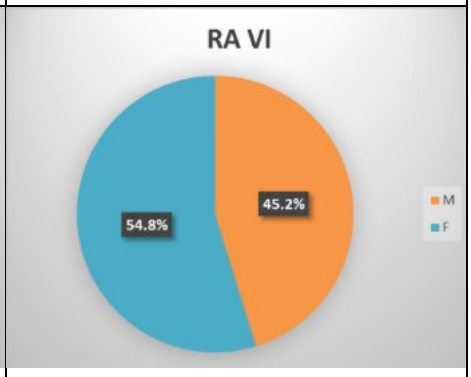
Annex III

Statistics on gender across regions for IPCC sessions (IPCC-63, IPCC-62, IPCC-61)

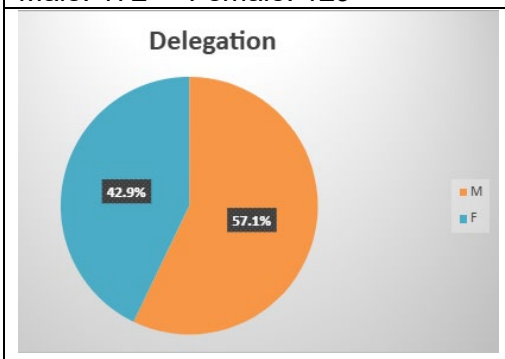
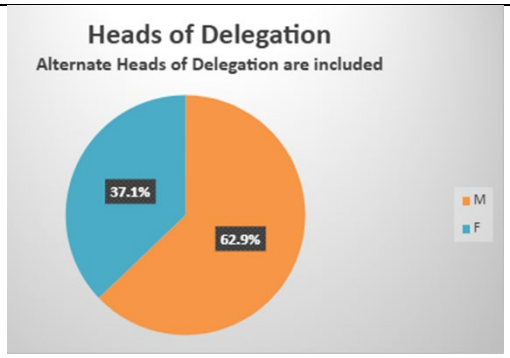
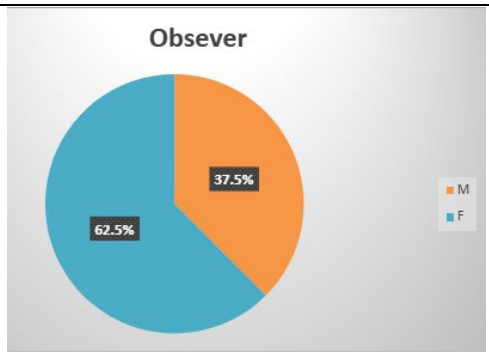
1. *Sixty-Third Session of the IPCC*

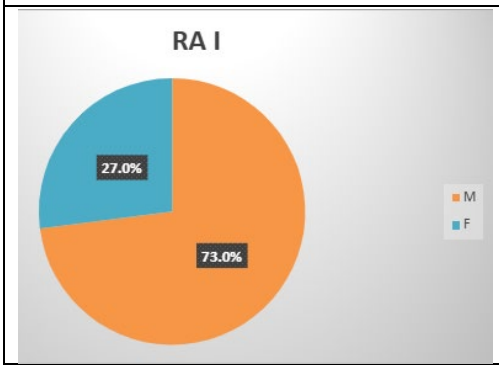
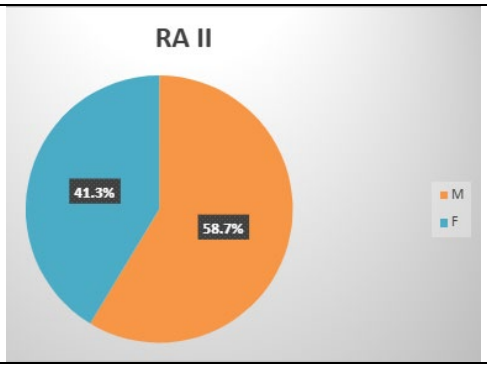
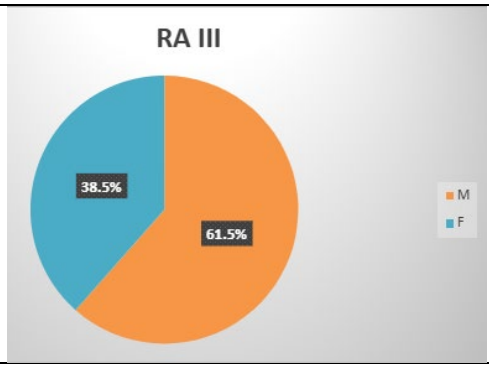
Total Meeting Participants *Male: 174 Female: 149*	***Heads of Delegation*** *Male: 66 Female: 37*	***Observer Organizations*** *Male: 15 Female: 17*
		

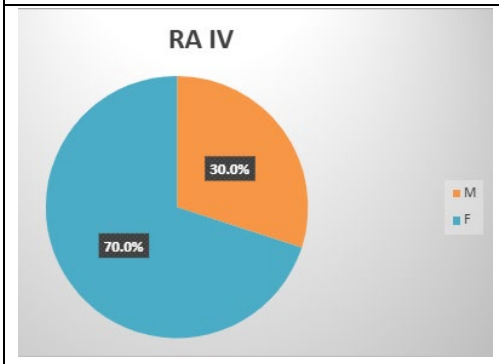
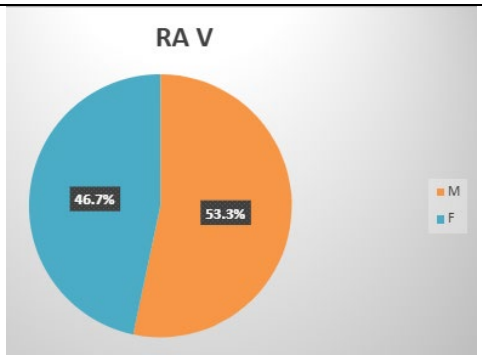
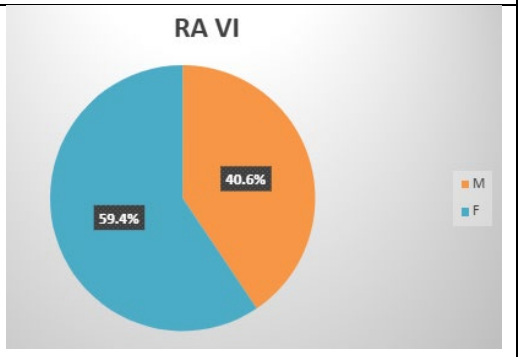
Region I *- Africa* *Male: 29 Female: 10*	***Region II – Asia*** *Male: 41 Female: 22*	***Region III – South America*** *Male: 25 Female: 24*
		

Region IV - North America, Central America & Caribbean *Male: 18 Female: 20*	***Region V - South-West Pacific*** *Male: 11 Female: 6*	***Region VI - Europe*** *Male: 52 Female: 63*
		

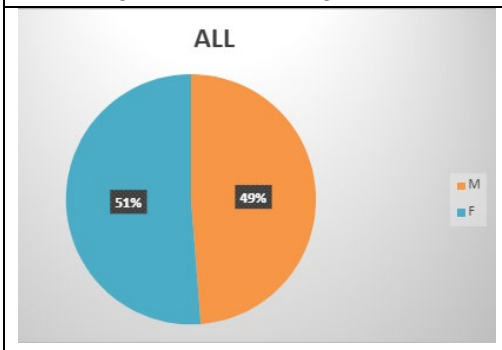
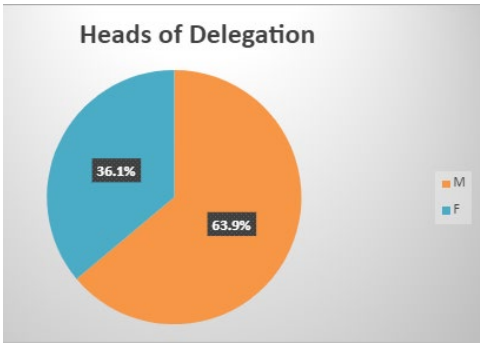
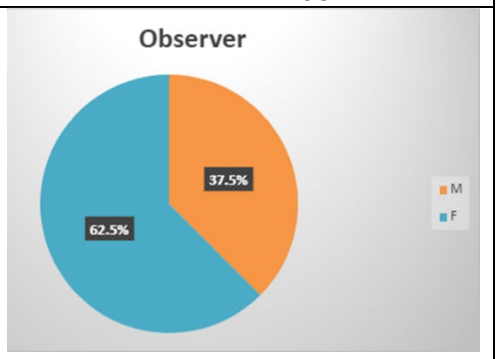
2. *Sixty-Second Session of the IPCC*

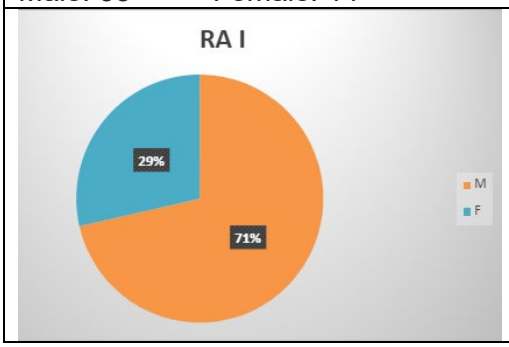
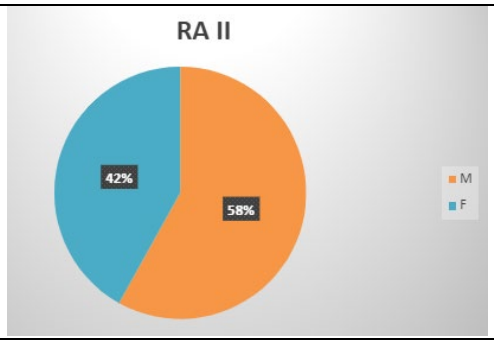
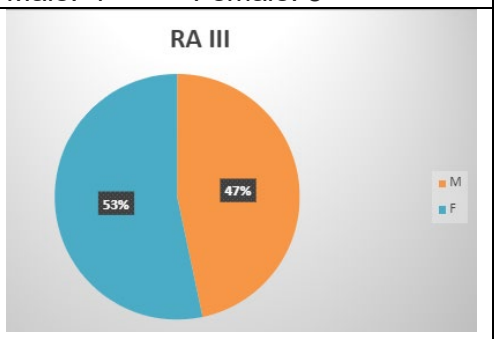
Total Meeting Participants Male: 172 Female: 129	**Heads of Delegation** Male: 83 Female: 49	**Observer Organizations** Male: 18 Female: 30
		

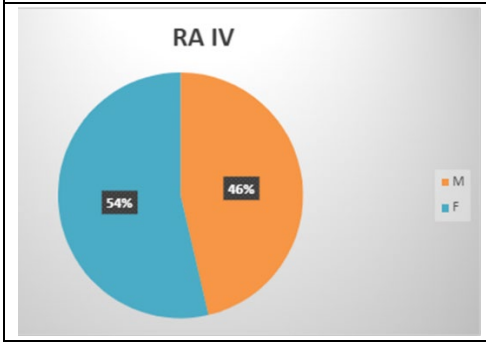
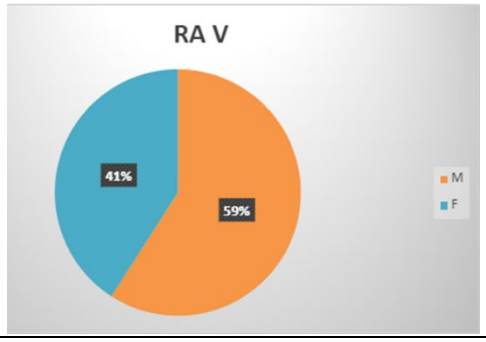
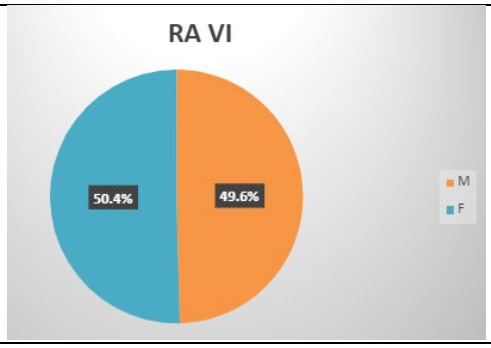
Region I - Africa Male: 54 Female: 20	**Region II - Asia** Male: 88 Female: 62	**Region III – South America** Male: 8 Female: 5
		

Region IV - North America, Central America & Caribbean Male: 12 Female: 28	**Region V - South-West Pacific** Male: 16 Female: 14	**Region VI - Europe** Male: 58 Female: 85
		

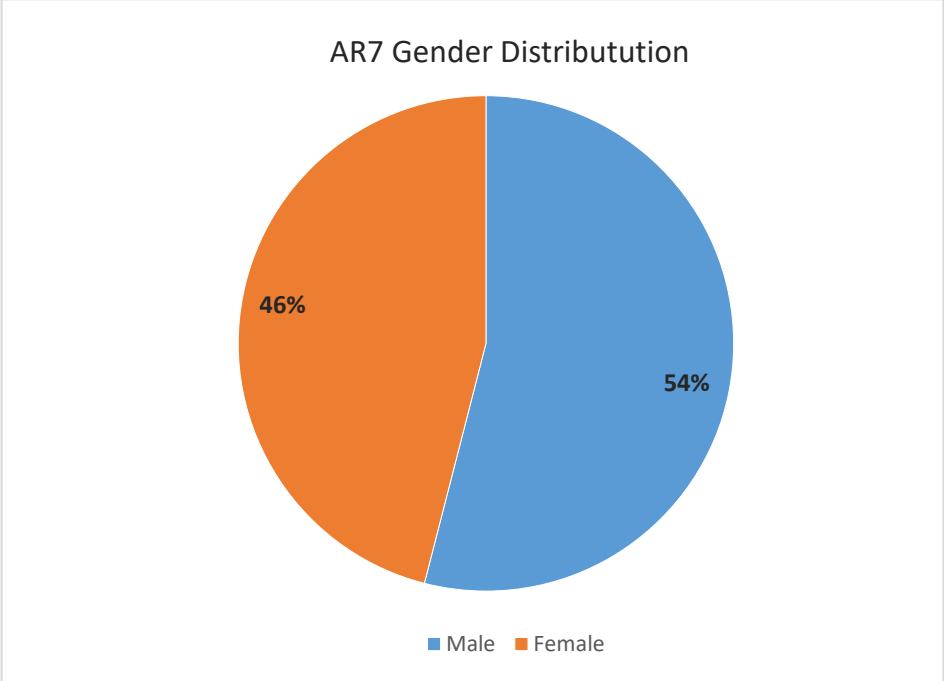
3. Sixty-First Session of the IPCC

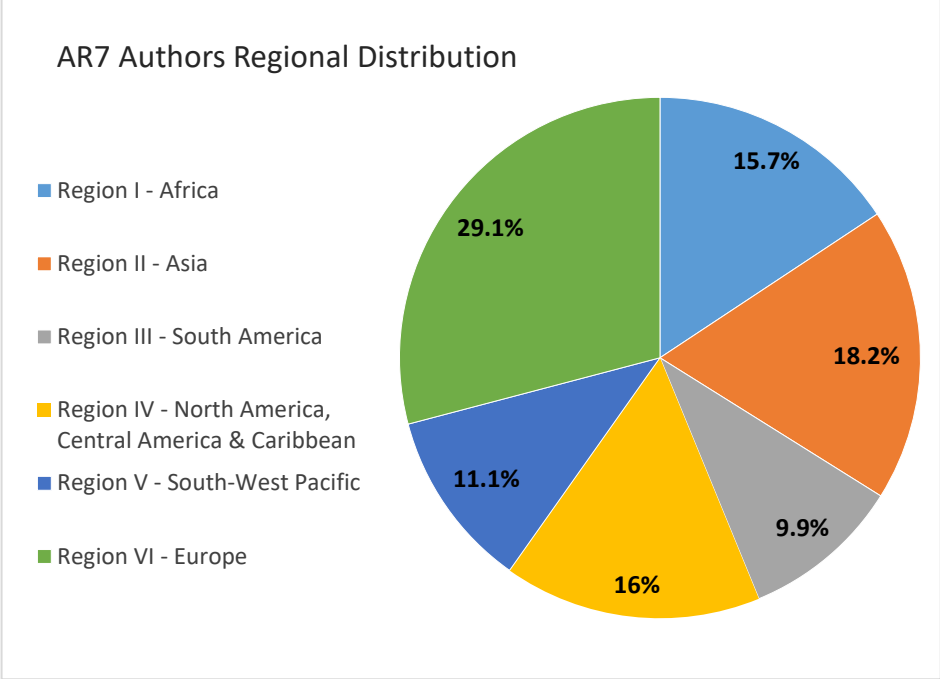
Total Meeting Participants Male: 194 Female: 204	**Heads of Delegation** Male: 69 Female: 39	**Observer Organizations** Male: 21 Female: 35
		

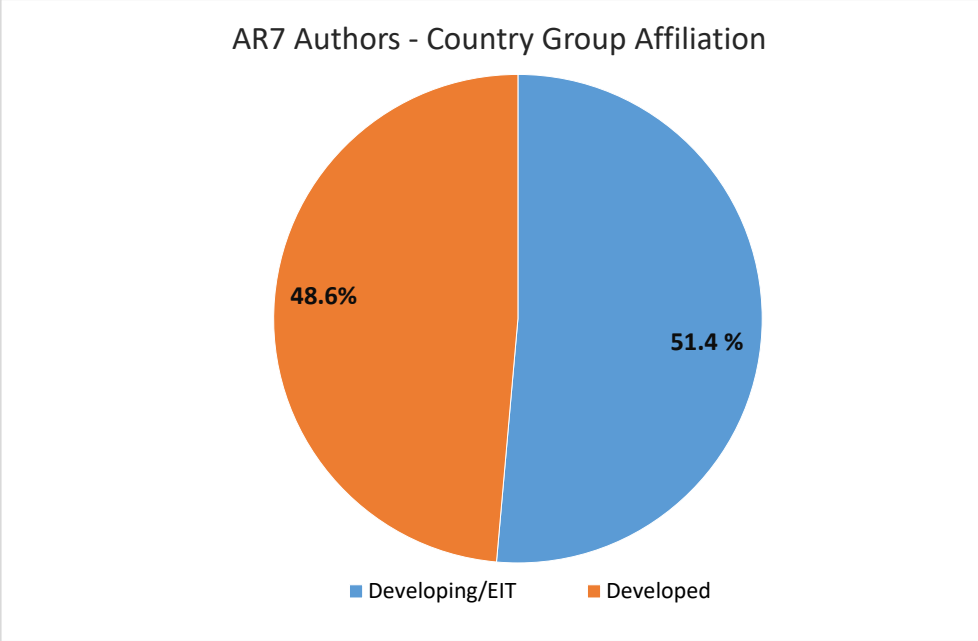
Region I - Africa Male: 35 Female: 14	**Region II - Asia** Male: 43 Female: 31	**Region III – South America** Male: 7 Female: 8
		

Region IV - North America, Central America & Caribbean Male: 19 Female: 22	**Region V - South-West Pacific** Male: 13 Female: 9	**Region VI - Europe** Male: 59 Female: 60
		

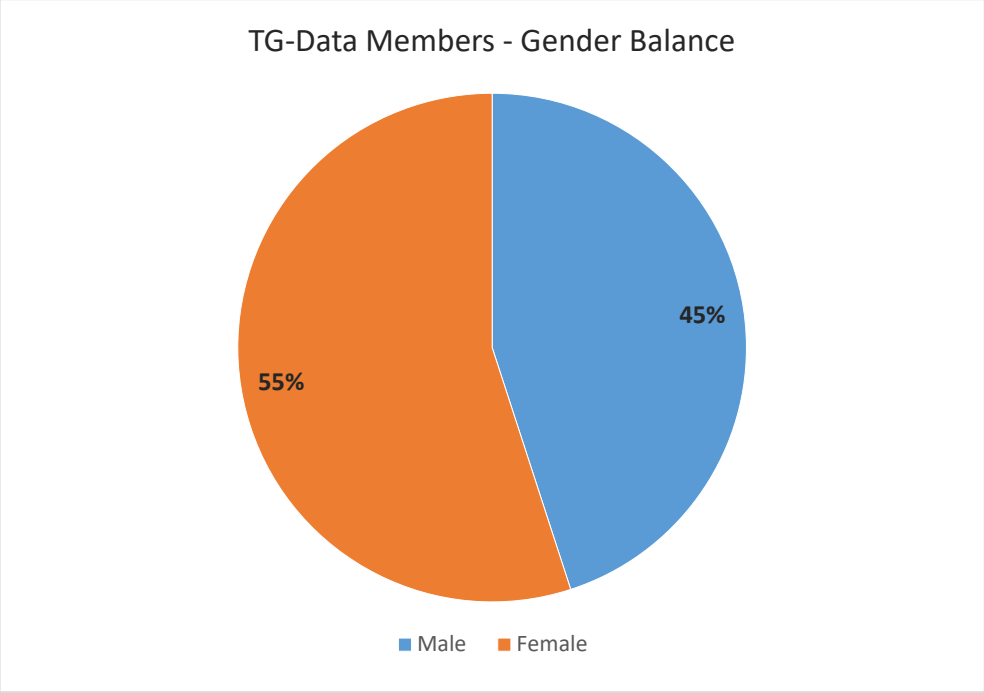
Statistics on gender, regional representation and country grouping affiliation for the Seventh Assessment Cycle.

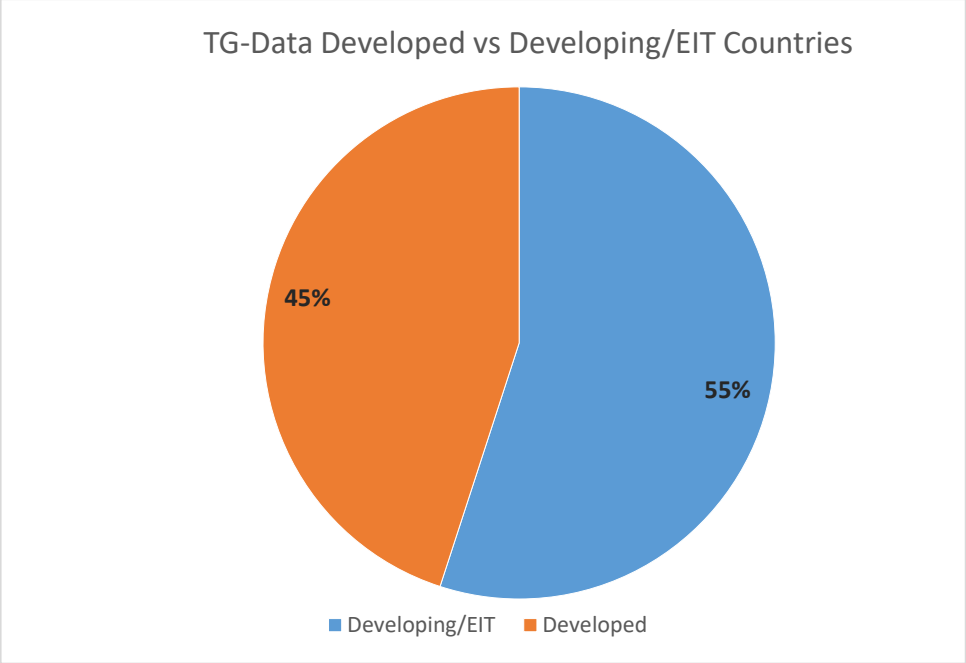






TG-Data membership




TG-Data Developed vs Developing/EIT Countries
45%
55%
Developing/EIT
Developed

Annex IV

GAT membership

As stated in the Gender Policy and Implementation Plan, GAT membership is composed of:

- Elected members of the Executive Committee,
- A representative from the Secretariat
- Two members with appropriate expertise appointed by the IPCC's parent organizations, UNEP and WMO

The members of the GAT for the seventh assessment cycle are:

Diana Ürge-Vorsatz - GAT Chair (IPCC Vice-Chair)
Ines Camilloni -GAT Vice-Chair (WGI Vice-Chair)
Jim Skea (IPCC Chair)
Ladislaus Changa (IPCC Vice-Chair)
Ramon Pichs-Madruga (IPCC Vice-Chair)
Xiaoye Zhang (WGI Co-Chair)
Robert Vautard (WGI Co-Chair)
Winston Chow (WGII Co-Chair)
Bart van den Hurk (WGII Co-Chair)
Kate Calvin (WGIII Co-Chair)
Joy Pereira (WGIII Co-Chair)
Takeshi Enoki (TFI Co-Chair)
Mazhar Hayat (TFI Co-Chair)
Rose Devillieris (WMO)
Ruth Zugman Do Coutto (UNEP)
Ermira Fida (IPCC Secretariat)

Delegated:
Aïda Diongue-Niang (WGI Vice-Chair)
Siir Kilkis (WGIII Vice-Chair)
Melissa Weitz (TFB Member)

Heads of Technical Support Units attend in an advisory capacity.

IPCC Expert Meeting on Gender, Diversity, Equity and Inclusivity

Geneva, Switzerland 23-25 September 2025

Gender Action Team Report to the Panel (Annex V): Excerpts from the Draft Meeting Report

Submitted to the 64th session of the Panel

Edited by:

Diana Urge-Vorsatz, IPCC Vice Chair

Editor:
Diana Urge-Vorsatz

Scientific Steering Committee (SSC) of the Expert Meeting

Diana Ürge-Vorsatz (SSC Chair)
Ines Camilloni (SSC Vice-Chair)
Kate Calvin (USA)
Ladislaus Changa (United Republic of Tanzania)
Winston Chow (Singapore)
Roseline Devillier (World Meteorological Organization)
Takeshi Enoki (Japan)
Sherilee Harper (Canada)
Valerie Masson-Delmotte (France)
Siir Kilkis (Türkiye)
Thelma Krug (Brazil)
Anna Pirani (Italy)
Debra Roberts (South Africa)
Shreya Some (India/Denmark)
Kiyoto Tanabe (Japan)
Bart Van Den Hurk (The Netherlands)
Robert Vautard (France)

IPCC Secretariat

Abdalah Mokssit (IPCC Secretary)
Ermira Fida (IPCC Deputy Secretary)
Minang Acharya
Julius Brandes
Oksana Ekzarkho
Emelie Larodde
Jennifer Lew Schneider
Mxolisi Shongwe
Melissa Walsh
Werani Zabula

IPCC Technical Support Units

Clotilde Péan (Working Group I)
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Preface

This document is an excerpt from the full Meeting Report that will be finalized for the 65th Session of the IPCC. Submitted to the 64th Session (P64), it presents recommendations organised by IPCC participant group[1], along with brief background and objectives to contextualize them.

The excerpt includes the *Recommendations organised by the IPCC Participant Group* in both summary and detailed formats to support timely consideration by the Panel and the wider IPCC for ongoing work in the current and upcoming Assessment Cycles. A summary of meeting discussions and the remaining annexes will be provided in the full Meeting report.

These excerpted recommendations were drafted by a subgroup of the Scientific Steering Committee based on meeting notes and reviewed by participants, for a comprehensive and inclusive approach. It may be noted that participants expressed a range of views in the meeting, and agreement was not always reached.

[1] In this document, we refer to "IPCC Participant Group" all IPCC bodies, actors and other experts taking part in the IPCC's work, including, but not confined to: the Panel, the Bureau, the Secretariat, the Technical Support Units, the authors and review editors, and the experts participating in scoping and expert meetings and workshops.

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I. Summary of key recommendations organised by IPCC Participant Group

In the following sections, detailed recommendations follow, derived from the meeting notes, organised by IPCC participant group and IPCC roles. The recommendations are based on meeting discussions and do not necessarily represent full agreement among all participants. There are several recommendations fully or partially repeated in several participant group categories, because they are relevant to several of them, and the scientific steering committee advised that in this case it is important that each group can find all the recommendations relevant to them in one place.

I.I High-level Summary and Recommendations for IPCC IPCC Participant Groups

- In addressing the complex, interconnected challenges of climate change, it is essential that IPCC fosters diversity among its contributors and environments grounded in core principles of respect, inclusivity, transparency, and well-being. These principles serve as the foundation for building trust and consensus, and ensuring equitable participation and contributions from diverse groups and subregions.
- The meeting participants identified the following key elements of these principles: (a) respect for culture and diversity; (b) psychological safety and dignity; (c) addressing power and capacity imbalances; (d) transparency and trust; (e) well-being; as well as (f) inclusive and transparent decision-making.
- A diverse set of participants within IPCC was emphasised as essential to broadly shared IPCC outcomes, among these key diversities include gender, geographic region and subregion, career stage, age, Indigeneity, disability, epistemologies and intellectual traditions.
- Following a structural mapping of underrepresented geographies and groups in different IPCC processes, quantitative and qualitative KPIs can be used to measure, monitor and report progress in GDEI.
- In an extended scope, the GAT can monitor these KPIs and make recommendations for further GDEI improvements.
- Focal Points and observer organisations, as well as targeted outreach are key for ensuring diverse nominations, inclusive reviews and broad engagement also from under-represented groups and subregions
- Beyond ensuring the participation of diverse subregions and groups, inclusivity requires that all participants have equal opportunities to meaningfully contribute and their contributions are valued.
- Creating enabling environments and formats in IPCC meetings and processes that mitigate power imbalances secures all participants can feel empowered to engage and contribute equitably and inclusively.
- GDEI training available for all IPCC participants, covering, among others, inclusive and respectful leadership and meeting facilitation, is essential to ensuring a psychologically safe environment and equitable contributions by all.

- Clear accountability mechanisms, including channels and methods for reporting, addressing, and resolving GDEI issues and complaints within the IPCC ensure trust and psychological safety.
- Implementing these GDEI goals requires new and refocused financial and human resources and capacities.

I.II Key Recommendations for the Gender Action Team

The Gender Action Team (GAT) is encouraged to:

- Extend its scope to cover gender, diversity, equity, and inclusivity (GDEI) issues. This implies, among others, extending the structural monitoring of gender in IPCC process to cover all aspects of GDEI, to inform the development of recommendations for further improvement.
- Initiate comprehensive structural mapping and monitoring of underrepresented sub-regions and key sub-groups in different IPCC processes. The expert meeting participants identified gender, geographic region and subregion, career stage, age (including children), Indigeneiity, disability2, epistemologies and intellectual traditions as key diversities for IPCC.
- Develop key performance indicators (KPIs) and further qualitative and quantitative metrics to measure, report, and monitor progress in GDEI, including for each of the identified underrepresented sub-regions, sub-groups, and diverse epistemic subcommunities.
- Report on the KPIs regularly for review by the Bureau. This includes monitoring progress as well as suggesting further actions, as appropriate, for continual improvements.
- Provide clear accountability mechanisms, including channels and methods for reporting, addressing, and resolving GDEI issues and complaints within the IPCC, such as clear guidance on the implementation of the Code of Conduct. Enhance the implementation of the Code of Conduct by strengthening explicit provisions on discrimination, harassment, and micro aggressions, ensuring clear consequenceensuring accessible, multiple reporting pathways, clear options for addressing the complaints, and establishing an independent ombudsperson office.

I.III Key Recommendations for the Panel including IPCC Focal Points

The Panel, including IPCC Focal Points are encouraged to:

- Ensure that adequate resources are available and allocated to implement the GDEI principles and actions identified by the expert meeting.
- Reconsider the distribution and eligibility criteria for the Trust Fund to reflect changes in needs and IPCC priorities. The Trust Fund is the key IPCC facility to enable diverse, equitable, and inclusive participation.
- Form a dedicated task group to evaluate current Trust Fund allocation statistics vis-à-vis diversity, equity, and inclusivity goals and make recommendations on how reconsiderations in eligibility and distribution guidelines could enhance IPCC GDEI. In this context, for example,

[2] Including but not limited to physical, behavioral, developmental, neurological and sensory disabilities

the implications of residence versus citizenship based eligibility, as well as changing country classifications and allocations can be mapped.

- Help ensure adequate funding such as facilitate fundraising for the participation of key underrepresented subcommunities that have no access to regular IPCC funding resources and are not eligible for Trust Fund resources.
- Participate in training on how to engage with the identified underrepresented communities to enable balanced nominations and reviews, covering all identified underrepresented key subregions and subcommunities, and avoid biases. This could include regular outreach events that engage with these subcommunities and subregions.
- Help ensure that key underrepresented subcommunities are represented in IPCC by relevant observer organisations who can help with more diverse and balanced nominations, reviews, and outreach.

I.IV Key Recommendations for the Bureau

The IPCC Bureau is encouraged to:

- Adopt KPIs or other qualitative and quantitative metrics, based on analysis and guidance from the GAT, to measure, report, and monitor progress in GDEI, including for the identified underrepresented subregions, subgroups, and other diverse epistemic subcommunities.
- Measure, monitor and regularly review the quantitative and qualitative KPIs falling in the the Bureau's perogative, and report them to the GAT.
- Observe GAT recommendations for further improvements as necessary
- Ensure equitable and inclusive participation of underrepresented subregions and subcommunities in IPCC beyond quantitative participation metrics
- Revise present author/expert selection guidelines and traditions recognising the value and importance of a diverse set of participants to IPCC outcomes, including gender, geographic region and subregion, career stage, age, race, Indigenous identity, and epistemologies and intellectual traditions. If deemed necessary, minimum participation numbers could be considered in key subregions/subgroups. The Bureau is encouraged to evaluate if IPCC GDEI goals are better served by a citizenship or by residence based selection.
- Consider making online participation in IPCC meetings available to those who are not able or willing to travel. Hybrid IPCC meetings should be the default meeting option to enable the participation of such participants.
- detailed training for all Bureau members on capacity building for all roles and responsibilities in the IPCC process as part of onboarding, including on inclusive leadership and facilitation as well as cross-cultural communication.
- Develop guidance for authors on the identification of literature and assessment techniques to broaden and diversify the sources to ensure that literatures and knowledge types from under-represented groups, epistemologies, knowledge holders and other languages are also included.
- Actively seek input from observer organisations representing under-represented sub-groups and sub-regions to contribute to nominations and report draft reviews
- Organise informal review sessions for key groups who may not be able to participate in traditional IPCC review processes such as children and youth, practitioners, Indigenous Peoples, local knowledge holders, and people with disabilities.

- Establish mentorship structures to support equitable and inclusive participation by challenged subcommunities
- Deploy engagement activities with stakeholder organisations representing a diverse set of underrepresented regions and groups to inform IPCC work of diverse evidence, literature, knowledge, and perspectives. These activities could address the review procedure and the author-led evidence collection processes of the IPCC.

I.V Key Recommendations for Technical Support Units

IPCC Technical Support Units (TSU) are encouraged to:

- Provide comprehensive onboarding for all new IPCC participants, including thorough GDEI training.
- Provide mentorship structures to support equitable and inclusive participation by diverse subcommunities, in particular those facing challenges.
- Ensure that all participants are familiar with the IPCC Code of Conduct, as well as channels for reporting and resolving GDEI issues and complaints.
- Create an enabling environment to mitigate power imbalances and ensure all participants feel empowered to engage equitably and inclusively.
- Provide training supported by dedicated experts on inclusive, collaborative, transparent, and ethically conducted decision making processes that involve all participants, mitigate biases, and reduce power imbalances.
- Encourage all to value and respect geographical, racial, ethnic, cultural, epistemic, gender, age, career stage and language diversity among participants.
- Ensure that everyone has equal opportunities to speak and contribute. Use various engagement methods to ensure all diverse voices are effectively heard and valued. Monitor speaking times, and ensure facilitators take responsibility to uphold balance among the participants taking the floor, and that all interventions are respectfully and fully listened to. If necessary, report speaking times.
- Use technologies that foster inclusivity and safety, in particular for those uncomfortable with taking the floor to contribute orally. Examples include online systems to collect questions anonymously, and online collaboration tools, like mural, that can facilitate co-development and consensus.
- Provide all meeting facilitators with inclusive facilitation guidance or training.
- Provide clear and detailed schedules well in advance, keep to schedules and deadlines, and end meetings/sessions in time.
- For online meetings, when possible, acknowledge diverse time zones and stagger challenging hours.
- Request feedback on meetings via an anonymous survey that covers logistical aspects, content, and facilitation. Report the survey outcomes and make plans for improvements as needed.
- Facilitate the development of user-centric and potentially stakeholder-led outreach products during the assessment, tailored to key underrepresented communities, such as children, youth, women, Indigenous Peoples and knowledge holders, and local communities using culturally appreciative means and visual formats. This can include culturally appreciative means and adequate visual and conceptual frames in assessment products such as graphics and figures,

Frequently Asked Questions (FAQs), Summary for Policymakers (SPM), Technical Summaries, and other assessment components.

I.VI Key Recommendations for the IPCC Secretariat

The IPCC Secretariat is encouraged to:

- Support and facilitate the implementation of GDEI considerations into IPCC processes and activities, as per the guidance by the Panel and in alignment with IPCC Principles and Procedures.
- Enable virtual participation in IPCC meetings whenever possible to allow the participation of those who cannot travel. Hybrid IPCC meetings could become the default meeting option.
- Provide meeting schedules and agendas well in advance. Facilitate the timely start and end of the meeting and keep to schedules as much as possible.
- Support equal speaking opportunities to all IPCC meeting participants taking the floor at Panel Sessions. Use a timing system to monitor and, if needed, report speaking times, to uphold space for equal representation opportunities for all voices.
- Arrange GDEI training for all IPCC Authors, Bureau and TSUs and Secretariat members, subject to availability of resources.
- Ensure the Integration of topics such as inclusive leadership, respectful meeting facilitation, and the prevention of conscious and unconscious discrimination into all GDEI training.
- Produce customized, pre-recorded, and accessible outreach materials, tools, and induction materials tailored to underrepresented groups and subregions.
- Broaden the reach of calls for nominations and expert reviews to diverse underrepresented subregions and subgroups, making them aware of who can nominate them.
- Coordinate meeting schedules with UN festival and religious calendars to respect diverse observances and plan virtual or hybrid meetings with global time zones in mind.
- Request feedback on meetings via an anonymous survey that covers logistical aspects, content, and facilitation. Report the survey outcomes and make plans for improvements, as needed.
- Provide all meeting facilitators with inclusive facilitation guidance and training.
- Include self-reporting options in meeting registration and nomination forms for key diversities, disabilities, and related accessibility needs.

I.VII Key Recommendations for Authors and IPCC Meeting Participants

Authors and IPCC meeting participants are encouraged to:

- Co-create and establish **an internal code of conduct** for each author team to uphold standards of full, meaningful, inclusive participation. This could outline ways to ensure everyone has the space and conditions needed to equitably participate and do their best work, and it could include elements such as shared values to uphold, respectful dialogue, fair workloads, respecting deadlines, and mechanisms to equitably and inclusively engage all team members.
- Embrace the following values at IPCC meetings and writing teams:
    - **Psychological Safety**: ensuring each question or view is considered equally without any value judgement, including silent writing periods, speaking slowly and clearly, making use

of technologies favoring inclusion; using various engagement methods to ensure all diverse voices are effectively heard, included and valued.
    - **Addressing Power and Capacity Imbalances**: considering accessibility measures ensuring potential disabilities are considered and supported, training or mentoring authors and experts who are new to IPCC.
    - **Transparency and Trust**: establishing clear timelines with milestones and deadlines, ensuring a balance of workload among authors or experts, formalizing 360° feedback discussions, transparently recognizing contributions.
- Implement work arrangements and engagement practices that enable the diversity in expertise and experiences from underrepresented groups and regions are adequately addressed in the meetings, work and assessment. This may inlcude the deployment of participatory methods that ensure a diversity of capacities and perspectives are adequately included in the team's outputs.
- IPCC author and expert groups and meeting participants should ensure cultural, epistemic, disciplinary and linguistic differences are understood, respected and supported. CLAs and meeting facilitators should help ensure that respect of diversity and inclusivity is strictly maintained, and should identify and report any deviation from respect.

1 Background and Context

1.1 Context for the Meeting

The first formal decision of the IPCC on GDI was taken at the IPCC Panel's 47th Session in Paris (13-16 March 2018). The adoption of Decision IPCC-XLVII-9 at the 47th session established a Task Group on Gender "to develop a framework of goals and actions to improve gender balance and address gender-related issues within the IPCC." This decision marked an important milestone towards understanding GDEI needs in the IPCC and identifying measures to address these challenges. Informed by the report of the first Task Group, the IPCC adopted terms of reference for the Task Group on Gender Policy and Gender Implementation Plan in Decision IPCC-XLIX-5 at its 49th Session in Kyoto (8-12 May 2019).

The Task Group was mandated to draft the IPCC Gender Policy together with an implementation plan. The Panel approved the Gender Policy and Implementation Plan at its 52nd session in Paris (24-28 February 2020) in Decision IPCC-LII-6, which also established the Gender Action Team (GAT) responsible for the Gender Implementation Plan.

The policy commits the IPCC to mainstreaming gender in an "inclusive and respectful manner," with goals to:

1. enhance gender equality in IPCC processes;
2. a gender-inclusive environment, and
3. training and guidance.

As part of this policy framework, a Gender Action Team (GAT) was established to support and monitor implementation of the Gender Policy and Implementation Plan across IPCC activities.

The Sixth Assessment Cycle (AR6) made notable progress in promoting inclusivity through initiatives including through the leadership of the GAT. However, significant gaps remain in achieving gender balance, regional representation, and equitable participation. It was recognised that embedding GEDI principles into IPCC governance and operations is a strategic priority for scientific integrity, credibility, and policy relevance and that Institutionalizing these measures supports the delivery of comprehensive and policy-relevant assessments.

During its 54-bis Session of the IPCC (14-16 December 2021), the Panel approved an Expert Meeting on gender, diversity and inclusivity, following a proposal from the GAT as part of its work during the sixth assessment cycle.

1.2 Objectives of the Expert Meeting

The Gender Action Team proposed an Expert Meeting with the following objectives:

1. To discuss the findings of a diversity, equity and inclusivity survey commissioned by the GAT and completed in July 2023, alongside other relevant sources, and to consider how these findings could further inform IPCC work on gender, diversity, equity and inclusivity in the

Seventh Assessment Cycle (AR7), noting the importance of inclusive processes for the quality of IPCC assessments.
2. To discuss with relevant experts how gender, diversity, equity and inclusivity (GDEI) issues could be further addressed in AR7.
3. To inform training needs for AR7, including consideration of the potential impacts of insufficient attention to GDEI issues on the quality of IPCC assessments.

In accordance with Section 7.1 of Appendix A to the Principles Governing IPCC Work, the GAT established a Scientific Steering Committee (SSC) for the Expert Meeting to support the design, convening, and reporting on the IPCC Expert Meeting. The specific mandate of the SSC was to:

- Establish the programme for the Expert Meeting;
- Prepare a list of experts, in consultation with the IPCC Bureau, to be invited by the Secretariat to participate in the Expert Meeting;
- Prepare the necessary resource documentation to inform the Expert Meeting;
- Facilitate the Expert Meeting; and
- Prepare a document with the outcomes of the Expert Meeting to be provided to the Secretariat for transmission to the Panel and for publication.

1.3 Format, Structure, and Organization of the Meeting

Over the months leading up to the Expert Meeting, the Scientific Steering Committee (SSC) and Program Subcommittee collaboratively developed the programme. The programme development process was guided by an expert in neuroscience, communication, and behaviour (Kris DeMeyer), who brought the SSC through a series of participatory activities that helped shape a programme intentionally structured to achieve the intended outcomes of the Expert Meeting.

Three core design considerations guided the programme design to support a meeting format that was aligned with the desired meeting outcomes. First, the SSC sought to cultivate a meeting environment that was positive-minded, forward-looking, preventative, and solutions-focused, so that the overall feel and energy supported constructive dialogue. The structure was intentionally crafted to embody GDEI principles, aiming to model inclusivity, equity, and psychological safety throughout the meeting. Second, the meeting was designed to generate comprehensive, concrete, actionable recommendations that could drive real change across the AR7 cycle, rather than producing reflections without follow-through. Third, the programme integrated several critical ingredients for success, including building clarity and a shared understanding of the challenges being addressed, and bringing in expert perspectives—both on approaches that have worked well and on those that have proven less effective—to inform deliberations and enable an inclusive approach to the development of robust, evidence-based recommendations.

The structure of the Expert Meeting was built around three session types, each serving a distinct purpose:

1. **Content Sessions:** Expert presentations and panel discussions to build shared knowledge and present evidence on GDEI in the IPCC and across UN organisations.
2. **Harvesting Sessions:** These sessions were organized around three thematic areas:—Shared Vision of Inclusion, Expanding the Tent, and Working with IPCC Mandates. These “Harvesting Sessions” were designed to harvest a wide range of ideas, reflections, and experiences from

all participants. During these plenary room sessions, all participants were given the opportunity to contribute to each theme through interactive tools such as sticky notes, templates, and group reflections, supporting broad input across all topics.

3. **Shaping Sessions:** In the subsequent Shaping Sessions, participants organized into three breakout groups, each aligned with one of the respective Harvesting Session thematic areas. The purpose of these smaller groups was to shape the harvested material into coherent insights and preliminary recommendations. Each breakout group reviewed and aimed to synthesize the full set of inputs from the plenary, identifying areas of convergence, divergence, and emerging priorities.

This structure aimed to create an environment where every participant had an opportunity to share their voice on every thematic area during the Harvesting Sessions, while also enabling more focused, in-depth engagement within one theme during the Shaping Sessions. This structure enabled participants to spend the majority of their time engaged in focused, inclusive, and iterative discussions.

The three-day Expert Meeting followed a structured, sequenced design in which each day built upon the exchanges and outputs of the previous one:

- **Day 1** was dedicated to grounding participants in shared concepts, terminology, and evidence related to GDEI. A series of Content Sessions provided scientific insights on GDEI, including perspectives from neuroscience, the social sciences, and analyses of diversity in AR6. These sessions laid the analytical foundation for the meeting by co-creating a shared understanding of GDEI terminology, challenges, and existing practices within the IPCC.
- **Day 2** focused on exploring and co-creating inclusive futures for the IPCC. Harvesting Sessions (i.e., interactive activities conducted in plenary) invited participants to collaboratively generate ideas, identify challenges, and discuss opportunities across thematic areas. These activities were designed to capture wide-ranging insights and enable opportunities for all participants' experiences and perspectives to be reflected in the meeting outputs.
- **Day 3** supported deepening, organizing, and refining recommendations. A sequence of Shaping Sessions (i.e., breakout group discussions) were opportunities for participants to begin synthesizing materials generated during the plenary Harvesting Sessions. These breakout groups reviewed the flip charts, sticky notes, and inputs generated during the plenary sessions, aiming to organize them into coherent clusters of recommendations and identifying areas of convergence and divergence.

Outputs of these sessions included lists of recommendations, consolidated thematic summaries from each breakout group, and a broad set of participant-identified priorities to guide GDEI efforts across the AR7 cycle. The intention of this process was for the meeting outputs to be shaped by the inclusive, multi-stage structure of plenary harvesting, interactive activities, and focused breakout synthesis, reflecting the meeting's commitment to embedding GDEI principles into the program structure itself.

Detailed Recommendations of the Expert Meeting by IPCC Participant Group

2. Recommendations for the Gender Action Team

The Gender Action Team (GAT) is encouraged to:

- Expand the GAT's mandate to include gender, diversity, equity, and inclusivity (GDEI) and accessibility . The Terms of Reference of the GAT could be enhanced by expanding the structural monitoring of gender in the IPCC process to also include diversity, equity, and inclusivity, to inform the development of recommendations for further improvement.
- Carry out structural mapping and monitoring of paricipation from underrepresented sub-regions and sub-groups in different IPCC processes. Based on these, minimum participation targets for under-represented subregions, regions and groups could be recommended for the Bureau's consideration in author selection guidelines. The expert meeting participants identified women, Indigenous Peoples, people with disabilities, children, young people, and other diverse underrepresented epistemic communities as such potential sub-groups and diversities.
- Develop KPIs and further qualitative and quantitative metrics to measure, report and monitor progress in GDEI, including for each underrepresented subgroup and diverse epistemic subcommunity.
- Consider to re-evaluate the criteria for selecting experts, authors and other IPCC process participants to enhance GDEI within IPCC, acknowledging the added value of diverse participation.
- During author and expert participant selection processes, those responsible for selecting authors and expert participants (e.g., WG Bureaus, Scientific Steering Committees, etc.) could report on KPIs of the planned list of authors and expert participants to the GAT before the finalisation of any IPCC invitation list. The GAT can make recommendations to the selection teams based on the Bureau adopted guidelines and trends shown by the KPIs.
- Regularly review the KPIs, monitor progress on the KPIs as well as suggest necessary actions, if needed, to achieve the needed improvements.
- Provide clear accountability mechanisms, including channels for reporting and methods for addressing and resolving GDEI issues and complaints, such as clear guidance on the implementation of the IPCC Code of Conduct and mechanisms to report issues.
- Help ensure that the implementation of the Code of Conduct and the complaints processes reflect and uphold IPCC's GDEI principles. The reporting process should enable safe and accessible channels to report discriminations, harassment, and other complaints. Independent ombudspeople may help foster safe and accessible reporting processes.

3. Recommendations for the Panel including IPCC Focal Points

The Panel and Focal Points are encouraged to:

- Ensure that adequate resources are available and allocated to implement the GDEI principles and actions identified by the expert meeting.
- Reconsider the distribution and eligibility criteria for the Trust Fund to reflect changes in needs and IPCC priorities. The Trust Fund is the key IPCC facility to enable diverse, equitable, and inclusive participation.
- Form a dedicated task group to evaluate current Trust Fund allocation statistics vis-à-vis diversity, equity, and inclusivity goals and make recommendations on how reconsiderations in eligibility and distribution guidelines could enhance IPCC GDEI. In this context, for example, the implications of residence versus citizenship based eligibility, as well as changing country classifications and allocations can be mapped.
- Initiate a systematic and structural mapping on the current and historic distribution of subregions and underrepresented subcommunities in different IPCC participant groups (e.g., authors, experts, reviewers, bureau members, TSU staff) over the past and present assessment cycles. Allocate sufficient resources for the structural mapping.
- Help ensure adequate funding such as facilitate fundraising for the participation of key underrepresented subcommunities that have no access to regular IPCC funding resources and are not eligible for Trust Fund resources.
- Participate in training on how to engage with the identified underrepresented communities to enable balanced nominations and reviews, covering all identified underrepresented key subregions and subcommunities, and avoid biases. This could include regular outreach events that engage with these subcommunities and subregions.
- Help ensure that key underrepresented subcommunities are represented in IPCC by relevant observer organisations who can help with more diverse and balanced nominations, reviews, and outreach.
- Consider increased funding for more chapter scientists, especially from the Global South and EITs, and formalizing the chapter scientist program.
- Consider a dedicated standing IPCC Task Force or Advisory Body on Indigenous Knowledges, designed in partnership with Indigenous Peoples and their organizations.
- Help the accessibility of information on observer organisation accreditation among civil society groups and organisations related to underrepresented groups and subregions in the respective countries.

4 Recommendations for the Bureau

The recommendations for the Bureau are organised by the different key mandated activity areas of the Bureau below.

4.1 Author/expert/participant selection

The Bureau is encouraged to:

- Revise present author/expert selection guidelines and traditions to move beyond academic excellence and balance by IPCC regions, recognising the value and importance of a diverse set of participants to IPCC outcomes and products.
- Encourage countries/Focal Points and observer organisations to promote a more diverse set of nominees to enhance the identified important diversities, including by gender, geographic region and subregion, career stage, age, race, Indigenous identities, epistemologies, and intellectual traditions to be nominated as IPCC report authors, experts for IPCC scoping/expert meetings and workshops, as well as IPCC report expert reviewers.The Bureau is also invited to take concrete and systematic measures to avoid any conscious or unconscious discrimination and bias.
- Ensure and document transparent author and expert selection processes, and use specific and fair selection criteria.
- Clearly communicate that experts/authors who are not able or not willing to travel are also equally welcome in IPCC processes, and that IPCC makes its best effort to ensure hybrid participation whenever feasible.
- Help ensure that the appointment of contributing authors also respect the IPCC selection guidelines from a GDEI perspective, potentially through suggesting revisions to the procedures on the invitation of contributing authors
- Reconsider its Global North and Global South author/expert balance in their selections in conjunction with regional and subregional balance
- Initiate an analysis of intra-regional balance of authors/experts/participants in the present and past cycles. Eleborate strategies for strengthening the particiation of sub-regions that have been under-represented in their respective regions, such as a guidance for subregional - shares for selections.
- Reflect genuine disciplinary and epistemic diversity in author selections, including diverse schools of economic (including heterodox), social and political thought, Indigenous Knowledge systems, local knowledge, and practitioner knowledge. Non-traditional fields such as non-climate development economics, political economy, and interpretive social sciences (such as anthropology) that are crucial to climate action are encouraged to also be included.
- Evaluate whether IPCC diversity goals are better served by a citizenship or by residence based selection. This can make a major difference in the number of authors who live and work, and are thus IPCC ambassadors, in less resourced countries such as those in the Global South. Genuine author/expert diversity by residence adds the diversity of local and national perspectives ensuring the broad ownership of the reports. The Bureau should also provide guidelines for how to consistently approach dual citizenships.
- Submit author/expert selection related KPIs to the GAT before finalisation of inviation lists. The WG Bureaux and IPCC meeting Scientific Steering Committees, or any other body completing selections for IPCC author, expert and participant teams, are requested to submit these KPIs of the planned list to the GAT before the finalisation of the invitation lists. The GAT may make recommendations to the selection teams based on the Bureau adopted guidelines and values.
- Ensure that the inclusion of underrepresented groups as identified in this document is not tokenistic, and that meaningful engagement with equal opportunities for contribution is supported.

4.2 Trust Fund and other financial support for experts/authors

The Bureau is encouraged to:

- Discuss the implications of present Trust Fund allocation on GDEI, and how the guidelines and practices for Trust Fund distribution affect these. Then, the Bureau could make recommendations for the Panel on potential improvements to improve GDEI outcomes, that pertain to Trust Fund related procedures. A task group could be established to understand the Trust Fund allocation statistics vis-à-vis GDEI goals. More concretely, the following specific issues could be mapped and potential recommendations made related to the Trust Fund:
    - Review the Trust Fund coverage to explore where the classification of countries might be outdated. Many countries presently supported by the Trust Fund have more financial resources than several countries that are not covered, resulting in important areas remaining underrepresented.
    - Evaluate whether IPCC inclusivity and diversity goals are best served by a citizenship or residence-based eligibility for Trust Fund support. Present practices may channel a share of the Trust Fund resources to Global North institutions rather than countries of the Global South. The Bureau should report its findings to the Panel.
    - Advise the Panel whether a special allocation from the Trust Fund could be directed to participants with disabilities and people with primary care responsibilities to assist with care costs.

4.3 Code of conduct, conflict resolution, ensuring “safe space” for IPCC participants

The Bureau is encouraged to:

- Establish a toolbox on how to manage different situations in chapter groups, expert meetings, Bureau and TSU operations and others.
- Ensure that facilitation training is provided for all IPCC participants who are tasked with leadership and facilitation roles, including Co-Chairs, other Bureau members, as well as CLAs.
- Particpate in detailed training and capacity building activities during onboarding to equip them for all roles and responsibilities in the IPCC process, including inclusive leadership, cross-cultural communication, and inclusive facilitation.

4.4 Measuring, reporting, and monitoring of GDEI

The Bureau is encouraged to:

- Adopt KPIs or other qualitative and quantitative metrics, based on analysis and guidance from the GAT, to measure, report, and monitor progress in GDEI, including for the identified underrepresented subregions, subgroups, and other diverse epistemic subcommunities.
- Measure, monitor and regularly review the quantitative and qualitative KPIs falling in the the Bureau’s perogative, and report them to the GAT.
- Report pre-selection KPIs to the GAT for their review before finalisation of selections.
- Observe GAT recommendations for further improvements as necessary.

4.5 Report production guidance by the Bureau

The Bureau is encouraged to:

- Ensure broader and diverse scope for selection of covered literature to ensure literatures authored by those from under-represented groups, epistemologies, knowledge holders and other languages are also included, as well as different knowledge types such as Indigenous Knowledges in Guidance for authors in assessment techniques. This should include guidance on improving access to and documentation of citable research outputs from underrepresented sub-regions and groups.
- Develop Protocol guidelines on ethical and equitable engagement with diverse knowledge systems (see report of Engaging Diverse Knowledge Systems Workshop, Feb 2026).
- During report draft review periods, actively seek reviews from observer organisations focusing on: Indigenous Peoples, local knowledge holders, children's associations, youth organisations, organisations of persons with disabilities, and practitioners to ensure a broad range of expertise, geographic and epistemic diversity.
- Organise informal review sessions for report drafts by key stakeholder and/or rightsholder groups who may not be able to participate in traditional IPCC review processes (e.g. Indigenous Peoples, scholars, and knowledge holders, local knowledge holders, local practitioners, women's organizations, children and youth, and persons with disabilities).

4.6 Ensuring the capturing of a diversity of perspectives in IPCC products

The Bureau is encouraged to:

- Develop a recommendation for all meetings to have a hybrid option, where feasible, for enhancing inclusivity for various underrepresented groups such as (underfunded) Indigenous Peoples and knowledge holders, women and scholars with young families or other caregiving responsibilities, and scholars who do not fly for environmental or health reasons. In designing hybrid options special care must be taken to account for time zones, where possible.
- Rethink Assessment Methods: The Bureau training on what an assessment entails may ensure that the IPCC reports record also diversities of perspectives, such as from important alternative schools of thought or epistemologies that are also very relevant. Exploring reasons for disagreement can lead to more scientifically robust reports and more actionable findings for broader sets of interests.
- Deploy engagement activities with stakeholder organisations representing a diverse set of underrepresented regions and groups to inform IPCC work of diverse evidence, literature, knowledge, and perspectives. These activities could address the review procedure and the author-led evidence collection processes of the IPCC.

The Bureau can take the following further concrete actions to strengthen/enable the engagement of the following specific underrepresented groups:

4.7 Encouraging Inclusion of Indigenous Peoples and Scholars

The Bureau is encouraged to:

- Ensure meaningful participation of diverse Indigenous knowledge holders as authors, contributing authors, expert reviewers, and other experts for IPCC meetings and workshops.
- Develop processes that capture, assess, and include non-English literature in IPCC assessments, including literature in Indigenous languages and guidance on ethical and culturally appropriate methods to assess them.
- Develop dialogues on Indigenous Knowledges (and local knowledge holders, as appropriate) with Indigenous Peoples' and their representatives during public review periods of report writing cycles.
- Commit to recognising Indigenous Peoples as rightsholders, not stakeholders, in IPCC processes and outputs, and align with international standards.
- Develop guidance for encouraging use of Indigenous-led research publications and other knowledge (for more details consult the Expert Workshop report on Engaging with Diverse Knowledge Systems).
- Develop guidelines for ensuring the ethical inclusion of Indigenous Peoples, scholars, and Indigenous Knowledge holders in IPCC reports and meetings, when applicable, and in consultation with Indigenous Peoples and their organizations and other relevant groups. In doing so, the Bureau should commit to a rights-based approach to engagement with both Indigenous Peoples in the IPCC and Indigenous Knowledge Systems in IPCC reports.

4.8 Encourage Inclusion of Participants with disabilities

The Bureau is Encouraged to:

- Develop a policy on disabilities (visible and invisible) which is endorsed by the Bureau and to increase disability inclusion, since one in seven people in the world live with a disability.
- Provide guidelines for the inclusion of authors with visible and invisible disabilities and ask for any needed accessibility accommodations and requirements for in-person and virtual meetings to ensure proper inclusivity, including informing relevant chapter teams, if necessary, to support equal engagement of such participants. The Co-Chairs, supervising the TSUs, should ensure that the relevant administrative actions are taken.

4.9 Encourage the Inclusion of Children and Youth Perspectives

Children and adolescents represent one-third of the world's population, they are also among the most vulnerable to climate change physically, mentally, financially and in diverse other ways, and they are the ones whose lives will be most affected by the futures the IPCC influences. Yet, they are not participants in scoping, writing or approval processes. Their knowledge represents a unique knowledge system, still not yet considered in this cycle even by the diverse knowledge systems meeting.

The Bureau is encouraged to:

- Consider a diversity of methods to include youth and children perspectives in IPCC, including:

- Develop science-, ethics- and law-based approaches to include children and adolescents in all IPCC processes, considering their special circumstances and rights
- Invite carefully selected (e.g. local children and adolescents brought by a children's organisation, such as UNICEF or Save the Children), child speakers in opening plenaries of all IPCC meetings, among the high-level speakers.
- Inviting children and youth (not yet old enough to be an early career scientist) representatives for scoping and lead author meetings.
- Enable each chapter, if they wish, to include a child observer, representing children's perspectives.
- Promote development of graphical displays of intergenerational aspects of climate change impacts and actions.
- Ensure that children's representative organisations and relevant scholars review the report drafts.
- Organise Dedicated review sessions for youth groups and children's representative organisations.
- Consider providing mentorship (Youth Mentorship Track) and apprenticeship opportunities.
- Raise more funding for more chapter scientists, especially from the Global South and EITs.

4.10 Encourage the Inclusion of Women and women's organizations

The Bureau is encouraged to:

- Design capacity-strengthening sessions and other transparent outreach on the IPCC process, and the roles involved, and how to contribute.
- Develop a networking and mentorship process to support feminist scholars and non-academic authors to further develop and submit their work for peer reviewed publication.

4.11 For further consideration of the Bureau

The Bureau is encouraged to:

- Consider providing guidance and recommend training to Focal Points on how to encourage diverse nominations and avoid forms of bias.
- Reconsider authorship criteria applied during author/expert selection to better recognize the value and merit of Indigenous-led research and publications, including the diverse ways that experience, knowledge, and contributions may be reflected in CVs.
- Bureau members should consider training or mentorship for new authors, for instance in sessions where previous authors exchange with new authors and share their experience. This might include social events designed for new authors in mind (e.g., a social event at LAM1 designed for the needs of new authors).
- Develop capacity-building programs for early career scientists, youth, women, Indigenous Peoples, local knowledge holders, practitioners, and other underrepresented groups, covering IPCC processes, assessment writing skills, and communication approaches.
- Support a meeting for Indigenous authors across all Working Groups.
- Work toward proposing a stand-alone cross-Working Group paper in AR8 on Indigenous Knowledges.

- Produce a "Summary for Youth" in collaboration with young scientists to synthesise IPCC findings in relevant formats and languages.

5 Recommendations for Technical Support Units

5.1 Integration of authors: Address diversity and promote equity

It is important to keep in mind that a lot of authors are new comers and that the process and the many tools can seem overwhelming and be stressful to them. Therefore, the TSUs are encouraged to:

- Develop and circulate clear guidelines on the different processes and steps of the preparation of the reports.
- Set-up a detailed schedule for the different steps of the preparation of the reports, clearly indicating the peak periods.
- Set up internal strict deadlines to prevent all deadlines from converging at once.
- Develop and provide adequate tools to facilitate the work of the authors (e.g., access to technology, access to literature).
- Organize on-line and in person trainings, including in different languages if possible, to explain these guidelines, processes, and tools.
- Cultivate mentorship to share knowledge, build confidence, and open opportunities. This process could include pairing a new IPCC author with an experienced one in a formal mentorship relationship.
- Monitor group and individual well-being, particularly during periods of high stress – take adequate actions to support any identified issue; these could take the format of drop in sessions and/or quick surveys.
- Together with the Secretariat, organise regular regional outreach activities as well as outreach to underrepresented groups, such as young people’s and children’s organisations.
- Provide comprehensive onboarding for all new IPCC participants, including thorough GDEI training.
- Encourage all to value and respect geographical, ethnic, cultural, epistemic, gender, age, career stage and language diversity among participants.

5.2 Promote inclusivity and ensure a “safe space” for authors

The TSUs are encouraged to:

- Share all documents related to the Code of Conduct and ensure that all authors are aware of the Code of Conduct and of the complaints process.
- Promote adequate training for CLAs and others in leadership roles (e.g. WG Co-Chairs and Vice-Chairs) to facilitate inclusive discussions.
- GDEI training to be a core part of Lead Author/Review Editor trainings.
- Share good practices and lessons-learned across other institutions and processes on GDEI practices.

- Make sure author contributions and feedback are transparently recognised and documented (e.g., make sure all feedback is taken into account before making any decision, that all pending questions/requests/suggestions are replied to, identify contributors in meeting reports).
- Encourage all to respect culture and diversity among participants, including by fostering multicultural awareness (e.g. considering cultural background, disciplinary differences and individual ways of contributing).
- Develop tools and processes to monitor representation within the groups (expertise, gender, country representation) and support the Bureau in ensuring fair representation.
- Create an enabling environment to address existing power imbalances and ensure all participants feel empowered to engage equally.
- Ensure inclusive and transparent decision making (i.e., ensure that all the input provided is considered by the TSU before making a decision that would have implications for the entire group and circulate it to the entire group with a clear rationale).

5.3. Ensure all meetings, in-person, online and hybrid are equitable and inclusive

5.3.1 Ensure equity in participation

The TSUs are encouraged to:

- Circulate information on the time, location, and purpose of the meetings in advance (at least 3 months for in person meetings to facilitate travel and accommodation bookings as well as ensure sufficient time for via processing).
- Make sure a clear agenda of the meeting is made available beforehand.
- Ask participants in advance about specific accessibility needs (e.g., technical and physical, travel conditions, timezones, care responsibilities, ease of visa, specific arrangements at venue) and consider the requests as much as possible.
- Facilitate visa processes (e.g., setting up a specific process with the host country and identifying a “visa” contact person in case of issue).
- Organize and deploy financial support as much as possible for participants who are notb supported by the IPCC Trust Fund and who need it.
- Make available an hybrid option (if feasible) for participants who would not be able to travel.
- Arrange access to child care during meetings.
- End meetings on time.

5.3.2 Ensure transparency and trust during the meetings

The TSUs are encouraged to:

- Circulate clear objectives and expected outcomes of the meeting (e.g., preparation of a concept note distributed before the meeting).
- Encourage open-mindedness and possibility to change or adapt during a meeting.
- Check the floor is given to everyone: all voices are equal.
- Monitor level of contribution and take the necessary actions if needed.

5.3.3 Ensure a follow-up after the meetings

The TSUs are encouraged to:

- Circulate the main decisions and action items, including clear deadlines, shortly after the meeting, ensuring clear recognition of contributions, asking participants for comments and edits if needed.
- Request for feedback on meetings, via an anonymous on-line survey for example, that would cover the logistical aspects, the content of the meeting, and the way it was facilitated, asking participants to rate their experience.
- Share results of feedback surveys and any action items derived from it.

5.3.4 Additional considerations for on-line/hybrid meetings

The TSUs are encouraged to:

- Online and hybrid meetings should create, as for in-person meetings, a safe discussion space; this requires additional considerations relative to in-person meetings.
- Facilitators should consider the opportunites offered by online or hybrid configurations to make use of technologies fostering inclusivity and safety, in particular for those uncomfortable with taking the floor to contribute orally.
- In hybrid meetings, an online facilitator is needed for each session, in addition to the in-person facilitator, with co-host rights, in order to quickly solve technical issues.
- Facilitators of hybrid meetings should consider giving the floor first to online participants and second to participants in the room in the context of meeting objectives and sessions. The GDEI Expert Meeting followed these principles and it improved inclusivity.
- Build the program so that times for online participants are convenient.
- For hybrid meetings, when the meeting splits in break-out groups, consider the online group as a one or several break-out groups.
- Meeting organizers should consider accessibility measures, through confidential surveys ahead of meetings for example, and ensure that social events identify accessibility needs so as to not exclude anyone.
- Online voting/polling systems may allow easier participation.
- Online collaboration tools, like whiteboards, can facilitate co-development and consensus. It can be helpful for participants to be able to write down what they were saying (and read what others were saying) instead of having all information shared verbally. In hybrid meetings, it is recommended to have the inputs from the in-person groups in the same format.
- Clear information and updates about the stage of the meeting and processes should be marked on the chat of the online group.
- The chat of previous sessions should systematically be re-shared, to keep all information for all.
- Test all equipment and software ahead of the meeting, to ensure a proper management of potential issues in real time.
- For online meetings, when possible, acknowledge diverse time zones and stagger challenging hours.

5.3.5. Ensure wellbeing, psychological safety and dignity

The TSUs are encouraged to:

- Organize round tables or ice breakers to make sure everyone knows each other (professional and personal backgrounds, experiences, views).
- Participants need to feel safe to contribute without fear of judgement or exclusion (example methods: collect ideas by writing, let people think a few minutes before opening the floor etc).
- Take linguistic diversity into account in communication, documentation, and participation processes (e.g., speak slowly, do not hesitate to repeat, check for body language as signs of understand/misunderstanding, and keep in mind that some information could be misunderstood).
- Create harassment-free environments supported by clear policies (e.g., Code of Conduct).
- Address issues promptly and effectively.
- Use various engagement methods to ensure all diverse voices are effectively heard and valued.
- Cultivate empathy.
- Engage and encourage responses and reactions.
- Use respectful language.
- Be non-judgmental of other's perspectives.
- Set up clear housekeeping rules and inform participants at the start of the meetings; these should also include expectations in terms of behavior.

5.3.6 Address power dynamics

The TSUs are encouraged to:

- Monitor speaking times, reporting them as necessary; avoiding monologues.
- Ensure active listening and participation of all.
- Create space for everyone to be heard.
- Share/alternate chairing of the meetings.

5.3.7 Ensure inclusive and transparent decision making

The TSUs are encouraged to:

- Decision making should be transparent, collaborative, and ethically conducted, involving all participants.
- Decision process should mitigate biases and power imbalances.
- Provide all meeting facilitators with access to inclusive facilitation guidance or training, resources permitting.

6. Recommendations for the IPCC Secretariat

This section focuses on recommendations that embed principles of GDEI into the core functions of the Secretariat, in particular within the areas of support to IPCC governance and process, organisation of the IPCC meetings, communication and outreach. The recommendations which are clustered around IPCC governance and process, IPCC meetings, communication and outreach are summarised as follows:

6.1 IPCC Governance and process

The Secretariat is encouraged to:

- Support and facilitate the integration of GDEI considerations into the IPCC's processes and activities, in line with the guidance provided by the Panel.
- Support the implementation of the IPCC Code of Conduct including the provisions on discrimination, harassment, and microaggressions, establishing clear consequences and accessible reporting pathways, and creating process for confidential complaints and corrective recommendations.
- Consider the implementation of a 360 degree GDEI evaluation process for the IPCC Bureau, TSUs, Secretariat staff, and key meeting participants to collect systematic feedback and support individual and institutional learning, should resources be available
- Provide induction or/ and outreach sessions to early career scientists, youth, Indigenous Peoples, knowledge holders, scholars, and other underrepresented groups including the establishing a formal buddy system pairing newly appointed experts with experienced mentors.
- Arrange GDEI training for all IPCC Authors, Bureau and TSUs and Secretariat members, subject to approval by the Panel. The training covers inclusive, efficient and respectful facilitation, along with approaches to cultivating an environment that embraces, values and respects the different diversities within IPCC and prevents conscious and unconscious discrimination.

6.2 IPCC meetings

The Secretariat is encouraged to:

- Provide targeted travel and visa support, including personalised visa letters and ticket provision at least three months in advance for experts from Least Developed Countries (LDCs) and Small Island Developing States (SIDS).
- Develop standardised accessibility criteria for all IPCC meeting venues and online spaces, covering physical accessibility, neurodiversity accommodations, and communicational needs, communicated to prospective host countries well in advance.
- Implement family-friendly policies when feasible, such as providing childcare opportunities (on-site or otherwise), and designing flexible meeting schedules for participants with caregiving responsibilities.
- Coordinate meeting schedules in line with UN festival/religious calendars to accommodate diverse faith and cultural observances such as fasting or worship and ensure virtual or hybrid meetings account for global time zones.
- Expand translation and interpretation services to include full translation of written materials in multiple languages and include captions for online proceedings.
- Enable hybrid or virtual participation in all IPCC meetings to support accessibility and inclusivity, and to reduce barriers related to health, caregiving responsibilities, visa constraints, cost, disability, and environmental considerations.
- End meetings on time, particularly approval plenaries, as many participants and countries with limited resources cannot change flights or afford to stay beyond the planned meeting days.
- When feasible, select platforms for IPCC processes that are accessible to all participants.

- Request feedback on meetings via an anonymous survey that covers logistical aspects, content, and facilitation. Report the survey outcomes and make plans for improvements, as needed.

6.3 Communication and outreach

- Develop user centric outreach products targeting the public, youth, and Indigenous Peoples and knowledge holders Peoples using culturally appreciative means and visual formats.
- Production of customised outreach materials and capacity building sessions (for instance on IPCC processes and ways to be informed and engage).
- Establish capacity-building and mentorship programs, such as a formal "buddy system" pairing early-career experts or Indigenous scholars with experienced mentors.
- Organise regional outreach events at all stages of the cycle, especially in underrepresented countries and subregions, and for underrepresented groups such as children, youth and practitioners
- Facilitate that capacity building and onboarding trainings are appropriate for and reach all participants, without tacitly asking participants to self-identify as lacking or having capacity.
- Ensure that calls for nominations and expert reviews reach diverse underrepresented subregions and subgroups, and they are aware of who can nominate themCapacity building is most effective if it is an iterative process that all IPCC experts are learning about, co-creating, and responsible for.
- Media training and training to do outreach is provided to all authors and bureau members.:

6.4 IT support for IPCC processes and meetings

The Secretariat is encouraged to:

- Add self-identification to IPCC nomination forms with regards to Indigenous Persons; people with disabilities, gender, and ensuring safeguards for those who do self-identify as such.
- All IPCC meetings should, when feasible, enable hybrid or virtual participation to support accessibility, inclusivity, and reduced barriers related to health, caregiving responsibilities, visa constraints, cost, disability, and environmental considerations.
- Ensure that the choice of platforms used in IPCC processes ensure the accessibility for the all participants, when feasible.

7. Recommendations for IPCC Authors

The integration of gender, diversity, equity, and inclusivity (GDEI) principles into IPCC processes is essential to producing robust, relevant, and credible assessments. A renewed focus on GDEI in the Seventh Assessment Cycle recognizes that the diversity of perspectives, experiences, and knowledge systems strengthens the quality and legitimacy of IPCC reports. Authors play a critical role in this effort—not only by bringing their own diverse perspectives, but by weaving GDEI principles throughout their work, including modes of work, collegial practices, and evidence selection to framing, analysis, and communication.

Therefore, expert meeting offers the following guidance to IPCC Authors, including Coordinating Lead Authors (CLAs), Lead Authors (LAs), Review Editors, Chapter Scientists, and to a degree,

Contributing Authors. While many of these points are directed toward CLAs and facilitators, the responsibility for upholding them rests with the entire author team.

This guidance is intended to serve as a starting point, and authors are encouraged to build upon it, expanding, adapting, and improving these practices to best support their teams and context.

General:

Chapter teams and cross-chapter groups are encouraged to co-create and establish **an internal code of conduct** to uphold standards of full, meaningful, inclusive participation. This document would be in addition to the IPCC code of conduct. The internal code of conduct should outline ways to ensure everyone has the space and conditions needed to equitably participate and do their best work, and it can include elements such as shared values to uphold, respectful dialogue, fair workloads, respecting deadlines, and mechanisms to equitably and inclusively engage all team members.

7.1 Respect of Culture and Diversity

- Chapter teams and cross-chapter groups should ensure cultural differences are understood and supported. This may mean, for instance, in meeting introductions, **giving a few examples of implications of those differences**, such as:
    - “taking the floor may be easier for some participants than for others, due to socialisation, cultural norms, organisational hierarchies, personality dynamics, and differing levels of familiarity or power within the space”
    - “most authors do not have English as their first language, and the effort of continuously translating and processing complex discussions can be mentally exhausting”
    - “there can be inequities in time zones, which can create further participation barriers for some people”
    - “some authors can use their working day time for IPCC assessment work, but others cannot, and can only devote time out of working hours”
- CLAs and author teams are encouraged to take time to get to know one another to cultivate shared understanding, trust, and respect, for instance through **team building activities** while acknowledging that these should remain optional as they can prove stressful for more introverted character types.
- In Chapter meetings, facilitators can help ensure that respect of diversity and inclusivity is strictly maintained, and should identify and report any deviation from respect. This requires a particular attention from CLAs, who can for instance express orally any such deviation when it occurs. Authors can approach TSUs and Co-Chairs if inclusive practices are not followed.
- In meetings, facilitators can help ensure the **balance of people taking the floor to speak,** ensuring that diverse voices and perspectives are heard.

7.2 Psychological Safety

- CLAs can help create a safe discussion space within each team, where **each question or view is considered equally without any value judgement**, encouraging those who are feeling initially unsafe to express their views.

- CLAs can help ensure that each discussion element is fully understood by all, and encourage **slow and clear speaking**.
- In meetings, facilitators are encouraged to **include silent writing periods** to help better formulating ideas and feel safer when expressing them.
- In meetings, facilitators and CLAs should consider **making use of technologies fostering inclusivity** and safety, in particular for those uncomfortable with taking the floor to contribute orally. Examples are the online systems to collect questions anonymously in a meeting room (online or in-presence meetings).

7.3 Addressing Power and Capacity Imbalances

- Meeting organizers should be requested to explore **accessibility measures**, such as confidential surveys to identify accessibility needs ahead of meetings and social events that consider these accessibility needs.
- CLAs should help ensure potential disabilities, in their teams, are considered and supported by specific tools or practices.
- **Training or mentorship for authors who are new to the IPCC** should be considered, to build capacity and confidence. Mentorship could include pairing a new IPCC author with an experienced one.

7.4 Transparency and Trust

- CLAs should establish **clear timelines with milestones and deadlines,** set well in advance to support inclusive participation, with a shared commitment to respecting deadlines and avoiding situations where multiple deadlines converge at the same time.
- CLAs should ensure **an equal balance of workload** across the entire author team.
- **Formalized 360° feedback discussions** could be useful and implemented within teams.
- Author contributions and feedback should be **transparently recognized and documented** (e.g., as Authors in Annexes, Boxes, Contributing Authors in other Chapters, …);

7.5 Flexibility and Adaptive Processes

- Meeting facilitators should recognize that that **different groups may require different methods of engagement** to support their full participation.
- Teams should maintain a positive, adaptive, and collaborative attitude and inclusive behaviours, particularly during periods of high stress, such as before strict external deadlines.
- Implement work arrangements and engagement practices that enable the diversity in expertise and experiences from underrepresented groups and regions are adequately addressed in the meetings, work and assessment. This may inlcude the deployment of participatory methods that ensure a diversity of capacities and perspectives are adequately included in the team's outputs.

8. Crosscutting Recommendations

8.1 Training and Capacity Building

The training is encouraged to:

- Cover Inclusive, respectful and efficient leadership and meeting facilitation
- Include targeted training in inclusive online moderation, including techniques for balancing speaking time, addressing interruptions, and managing participant dominance.
- Implement structured rounds, such as brief 'go-around' interventions, to facilitate critical decision-making processes.
- Monitor speaking time by gender and region during major sessions where feasible.
- Encourage written contributions, such as through chat or shared documents, to support participants who may be less comfortable speaking publicly.
- Create a Training applicable for all IPCC participants on how to appropriately communicate about Indigenous Peoples and Indigenous Knowledges and other minoritized people, groups, and knowledges
- Ensure that capacity building training is intended for all participants, without tacitly asking authors to self-identify as lacking or having capacity. Capacity building should be an iterative process that all IPCC experts are learning about, co-creating, and responsible for.
- Capacity building via trainings, utilizing networks and outreach, mandatory for all authors.
- Share good practices and lessons-learned across institutions and processes on GDEI practices, as well as from IPCC.

8.2 Monitoring, Reporting, Evaluation, and Learning (MREL) for GDEI in the IPCC

The purpose of monitoring is to track whether the process is addressing "surface inclusion" and genuinely integrating different knowledge viewpoints into IPCC processes.

The following emerged as important topics related to Metrics and Targets/MREL:

8.2.1 Measuring, reporting and monitoring GDEI

- The Bureau, based on the guidance of the GAT, is recommended to develop KPIs or further qualitative and quantitative metrics to measure, report and monitor progress in GDEI. The KPIs can be reported to the GAT whose mandate could be expanded to monitor progress on the KPIs.
- The progress on KPIs should be reported to the GAT before the finalisation of any author/expert/participant selection. Based on the KPIs established by the Bureau, the WG Bureaus and IPCC meeting/workshop Scientific Steering Committees, or any other body completing selections for IPCC author, expert and participant teams, should submit these KPIs of the planned list to the GAT before the finalisation of any IPCC invitation list. The GAT can make recommendations to the selection teams based on the Bureau adopted guidelines and values.
- A structural mapping and monitoring of underrepresented sub-regions and sub-groups in different IPCC processes should be carried out under the leadership of the GAT. Based on

these, the Bureau may recommend minimum participation targets for under-represented subregions, regions and groups.

8.2.2 Expanding the Scope of Monitoring (Beyond Numbers)

Beyond KPIs, tracking diversity and inclusivity in the IPCC should move beyond simple statistics to understanding and addressing systemic and cultural barriers to inclusion and full and meaningful participation in the IPCC.

- **Monitoring Specific Exclusionary Factors:** Monitoring should track specific issues such as authors/ meeting participants for whom English is not the working language, informal social aspects of meetings that could exclude newcomers, "tokenistic inclusion" that makes authors feel like a number, hosting of IPCC meetings in countries where visa restrictions excludes some participants.
- **Going Beyond Gender and Geography:** Tracking progress in diversity and inclusion in the IPCC has often focused on gender and geographic location of participants. Discussions at the Expert Meeting emphasised that while notable progress has been made on these points, there is a clear need to track and monitor diversity, equity, and inclusion metrics beyond gender and geography. Specific issues identified as requiring tracking include accessibility of IPCC meetings for people living with disabilities; support for individuals with care responsibilities; access to resources, including literature and chapter scientists for authors.
- **Addressing Institutional Memory:** Monitoring should help improve institutional memory preventing repetition of past lessons due to staff turnover.

8.2.3 Implementing Accountability Mechanisms

A 360-degree evaluation was suggested for those in higher positions in the IPCC, including Bureau members, and Coordinating Lead Authors.

8.2.4 Systemic and Structural Changes to Enhance Monitoring, Reporting, and Learning on GDEI in the IPCC

- **Integration with Members:** The World Meteorological Organization (WMO) experience shows that GDEI implementation is most difficult at the level of member states, which is where the IPCC largely relies for nominations. This highlights the need to develop clear guidance and support for National Focal Points, including the option to incorporate fields in the nomination form that allow for voluntary self-identification as belonging to Indigenous Peoples, as well as disciplinary background.
- **Regular survey of IPCC participants/ authors** to understand their training and GDEI needs
- **Learn from UN Partners:** The IPCC should leverage the experience of other UN organizations that have more developed “measuring and monitoring” systems. This also requires structured monitoring and training systems rather than those that can be on an ad hoc basis.

Annex I: Expert Meeting Programme

Day 1: 23 September 2025

Day 1	Session Details
08:00-09:00	**Registration/Badge Collection**
09:00-10:00	**Opening Remarks: Welcome Session and Introduction** Introductory messages and welcome for the GDEI Expert Meeting participants. Speakers: • Jim Skea, IPCC Chair *(in-person)* • Abdallah Mokssit, IPCC Secretary *(in-person)* • Ko Barrett, WMO Deputy Secretary General *(in-person)* • Marc D'Iorio, Assistant Deputy Minister and Canadian IPCC Focal Point (Meeting Co-Host) *(in-person)* • Moderator: Diana Ürge-Vorsatz, GAT Chair & SSC Chair, IPCC Vice Chair *(in-person)*
10:00-10:15	**Content Session 1: Road Map Overview for the Meeting** Introduction of the flow, format, and goals of the meeting. • Presenter: Diana Ürge-Vorsatz, GAT Chair & SSC Chair, IPCC Vice Chair

10:15-10:45	*Morning Break*
10:45-11:45	**Content Session 2: The G, the E, the D, and the I** A hands-on exploration of what GDEI means, aimed to create clarity and shared understanding about the different problems we're trying to tackle together. Session Facilitator: Kris DeMeyer *(in-person)* · Neuroscience Insight: The Meaning of Words · Definitions: How are GDEI Commonly Understood? · The G and Beyond: Who is GDEI for?
11:45-12:30	**Content Session 3: Diversity in IPCC** This session features a presentation from an expert on her research into diversity in AR6, introducing participants to key issues, lessons learned, and opportunities for greater inclusion in future IPCC processes. ● Presenter: Jessica O'Reilly *(in-person)* Q & A
12:30-14:00	*Lunch Break*
14:00-15:30	**Content Session 4: Of Elephants and Riders: Why do we End up Excluding People?** A session to gain insights from the behavioural sciences and organisational sciences to gain an understanding of the mechanisms and the reasons for the lack of inclusivity.

	Session Facilitator: Kris DeMeyer *(in-person)* · Elephant and Rider: Implicit Biases · Our Social Brains · Points of GDEI Intervention: Interpersonal and Organizational Q & A
15:30-16:15	**Content Session 5: GDEI Strategies in Other Organizations** A session to bring in knowledge from other organizations to understand what has worked elsewhere and reflect on what might work within the IPCC. GDEI Successes in Other UN Organizations ● Panelists: ○ Jennifer Stanzl, UN ○ Gabriela Pimentel, UNFCCC ○ Sheeba Harma and Kirstin Lange, UNICEF ○ Maria Dotsenko, UNEP ○ Maria Mercedes Baca, WMO ○ Bindu Bhandari, UN WOMEN Review of GDEI in UN and other Organizations ● Presenter: Shreya Some Q & A
16:15-16:45	*Afternoon break*

16:45-17:55	**Content Session 6: What has Already Happened within IPCC?** A session to explore how past recommendations have been implemented and what is yet to be achieved. Participants will take stock of what has happened before to avoid duplication and build upon progress. IPCC Process ● Presenter: Ermira Fida, Deputy Secretary, IPCC GDEI in IPCC and the Gender Action Team ● Presenter: Ko Barrett Reflecting on IPCC: Opportunities and Lessons Learned ● Panelists: ○ Diana Ürge-Vorsatz (moderator) ○ Patricia Nying'uro ○ Youba Sokona ○ Anna Pirani ○ Debra Roberts Q & A
17:55-18:00	*Closing: Diana Ürge-Vorsatz*
18:00-19:00	**Social/Reception hosted by the WMO**

DAY 2: 24 September 2025

Day 2	
8:30-9:30	**Content Session 7: Gender, Diversity, and Inclusion in IPCC** Presentations to reflect on GDEI research, lessons learned, and testimonials from past IPCC cycles. Gender and IPCC Processes ● Co-presenters: Diana Liverman & Miriam Gay-Antaki (*online*) Diversity and Inclusion in IPCC ● Co-presenters: Shobha Maharaj *(in-person)* IPCC GDEI in the Published Literature ● Anjal Prakash & Sherilee Harper *(in-person)* Audience Q&A for all speakers
9:30-10:30	**Harvesting session 1A: Co-Creating Shared Visions of Inclusion – Part 1** Inclusive, psychologically-safe and culturally-aware environments An interactive session to generate ideas for a shared vision of inclusivity and cultural awareness, shifting from compliance-based to value-based strategies and modeling improved interpersonal practices.
10:30-11:00	*Morning Break*
11:00-12:00	**Harvesting session 1B: Co-Creating Shared Visions of Inclusion – Part 2** *Continued…*Inclusive, psychologically-safe and culturally-aware environments

12:00-12:30	**Content Session 8: Indigenous Inclusion in IPCC** A presentation and discussion to explore “diversity” and “inclusion” related to Indigenous Peoples within IPCC. ● Co-presenters: Ritodhi Chakraborty *(online)* & Pasang Sherpa *(online)* Q & A
12:30-14:00	*Lunch Break*
14:00-15:00	**Harvesting Session 2: Expanding the Tent** Creating Conditions for Equity and Inclusion in IPCC An interactive session to gather ideas on which stakeholder groups should be included in the IPCC and to identify the equity (barriers to access) and inclusion (participation experience) improvements needed to enable their meaningful involvement.
15:00-16:00	**Harvesting Session 3: Existing and New IPCC Mandates** This interaction session will gather ideas from participants on how potential solutions align within IPCC mandates. · Introduction to the GAT and other mandates and purpose of the session · GDEI Solutions and IPCC Mandates
16:00-16:30	*Afternoon Break*

16:30-18:00	**Shaping Session 1: Breakout Groups (BOG) (Pushed to day 3)** Three thematic groups will start to work on analysing all the materials produced from the Harvesting Sessions to shape it into an output that will inform the Expert Meeting Report. The intention is for the outputs to be co-designed by all participants. Participants will choose one breakout group and stay with it for the rest of the meeting. · BOG: Shared Vision of Inclusion (Session 1) · BOG: Expanding the Tent (Session 1) · BOG: Working with IPCC Mandates (Session 1)
18:00-18:05	*Closing: Diana Ürge-Vorsatz*

Day 3: 25 September 2025

Day 3	
8:30-9:00	**Shaping Session: Brief check-in session**
9:00-10:30	**Shaping Sessions 1: Breakout Groups** · BOG: Shared Vision of Inclusion (Session 1) · BOG: Expanding the Tent (Session 1) · BOG: Working with IPCC Mandates (Session 1)
10:30-11:00	*Morning Break*

11:00-13:00	**Shaping Sessions 2: Breakout Groups** · BOG: Shared Vision of Inclusion (Session 2) · BOG: Expanding the Tent (Session 2) · BOG: Working with IPCC Mandates (Session 2)
13:00-14:30	*Lunch Break*
14:30-16:15	**Shaping Session: Report Back, Conclusions, and Next Steps**
16:15-17:00	*Closing: Diana Ürge-Vorsatz*

Annex II: Expert Meeting Participant List

IPCC - Expert Meeting on Gender Diversity Equity and Inclusivity Participant List		
First Name	**Last Name**	**Affiliation**
Filip	Novakovic	University of Cambridge
De Meyer	Kris	University College London
Martina	Duffner	Save the Children
June	Rubis	Macquarie University and ICCA Consortium
Tanvi	Tanvi	Durham University
Bradley	Moggride Kamilaroi	University of Canberra
Nouf	Almelaihan	Ministry of Energy of Saudi Arabia
Linda	Shi	Cornell University
Pedram	Rashidi	The University of Queensland
Bundit	LIMMEECHOKCHAI	Thammasat University
Jessica	O'Reilly	Indiana University Bloomington
Diana	Liverman	University of Arizona
Dudman	Karl	University of Oxford
Ritodhi	Chakraborty	Lincoln University

Shiba	Satyal Banskota	International Centre for Integrated Mountain Development (ICIMOD)
Martina	A Caretta	Department of Human Geography, Lund University
Pasang	Sherpa	University of British Columbia
Jebeile	Julie	University of Bern
Mathieu	Casado	Climate and Environment Sciences Laboratory (LSCE)
Anna	Pirani	Euro-Mediterranean Centre on Climate Change (CMCC)
Patricia	Nying'uro	Kenya Meteorological Department
Ana Luisa	Aguilar Candanedo	Ministry of Environment of Panama
Suspense Averti	Ifo	Marien Ngouabi University
Andrew	Ferrone	Ministère de l'Environnement, du Climat et de la Biodiversité
Tejal	Kanitkar	National Institute of Advanced Studies (NIAS)
Adao	Soares Barbosa	Ministry of Foreign Affairs and Cooperation, the Government of Timor-Leste
Arry Aquille	Simon	Department of Environment (Antigua and Barbuda)
Natasa	Markovska	Research Center for Energy and Sustainable Development, Macedonian Academy of Sciences and Arts (ICEOR-MANU)

Lydia	Elewa	Ministry of Environment of Egypt
Aya	Takatsuki	Ministry of Education, Culture, Sports, Science and Technology (MEXT)
Maritza	Jadrijevic	Ministry of the Environment
Svitlana	Krakovska	Ukrainian Hydrometeorological Institute (UHMI)
Juan Andres	Casas Monsegny	National Gender And Climate Change Focal Point (Colombia)
Youba	Sokona	African Institute for Sustainable Energy and System Analysis (AISESA)
Yamina	Saheb	Sciences Po, Paris and World Sufficiency Lab, WSL
Anjal	Prakash	The Indian School of Business (ISB)
Bronwyn	Hayward	University of Canterbury
Shobha	Maharaj	University of Fiji
Rajib	Ghosal	Independent Consultant
Chanda Gurung	Goodrich	Independent Researcher and Consultant.
Pamela	McElwee	Rutgers University
Annela	Anger-Kravi	University of Cambridge
Debora	Ley	InterAmerican Development Bank/Guatemala Ministry of Environment

King	Nicholas	North West University
Jennifer	Unelius	Swedish Environmental Protection Agency
Graeme	Reed	Assembly of First Nations
Hindou	Ibrahim	Association des Femmes Peules Autochtones du Tchad (AFPAT)
Laura	Marrero	National Directorate of Climate Change, Ministry of Environment, Uruguay
Leon	Johannes Reuß	Save The Children
Angele	Alook	York University
Miriam	Gay-Antaki	University of New Mexico
Lillian	Ireland	University of Oxford
Brandon J.	Bethel	University of The Bahamas
Christiane	Textor	German Aerospace Center. German IPCC Coordination Office
Jolene	Cook	Department for Energy Security and Net Zero
Sebastian	König	Federal Office for the Environment, Switzerland
Carolina	Vera	National Scientific and Technical Research Council
Albana	Kona	European Commission Joint Research Centre
Katarina	(Kata) Kuhnert	Inuit Cicumpolar Council

Sindra	Sharma	Pacific Islands Climate Action Network (PICAN)
Arne	Riedel	Senior Fellow, Ecologic Institute
Cristina Elizabeth	Fueres Guitarra	Comité Asesor de Pueblos Indígenas (IPAC), Instituto Interamericano para la Investigación del Cambio Global (IAI)
Tara	Daniel	Women's Environment and Development Organization (WEDO), a member of the UNFCCC Women and Gender Constituency
Myrle	Ballard	Co-Chair of the Indigenous Peoples Advisory Committee at the Inter-American Institute for Global Change Research
Huang	Lei	National Climate Centre of China
Jim	Skea	IPCC Chair
Diana	Ürge-Vorsatz (Chair)	IPCC Vice Chair
Ines	Camilloni	WGI Vice Chair
Sherilee	Harper	WG II Vice Chair
Ladislaus	Changa	IPCC Vice-Chair
Robert	Vautard	WGI Co-Chair
Siir	Kilkis	WGIII Vice-Chair
Kate	Calvin	WGIII Co-Chair
Debra	Roberts	AR6 WG II Co-Chair

Bart	Van Den Hurk	WG II Co-Chair
Takeshi	Enoki	TFI Co-Chair
Aida	Diongue-Niang	WGI Vice-Chair
Shreya	Some	AR6 WGIII TSU
Gabriela	Balvedi Pimentel	UNFCCC Secretariat
Ruth	Coutto	United Nations Environment Programme (UNEP)
Marc	D'Iorio	Environment and Climate Change Canada-(ECCC)
Sharon	Oseku-Frainier	RAMSAR Convention
Bindu	Bhandari	UN-Women
Gopal	Mitra	United Nations Children's Fund (UNICEF)
Lorena	Aguilar	Kaschak Institute for Social Justice for Women and Girls Binghamton University
Sheeba	Harma	United Nations Children's Fund (UNICEF)
Ko	Barrett	WMO Deputy Secretary General
Mercedes	Baca	WMO
Jim	Skea	IPCC Chair
Abdalah	Mokssit	IPCC Secretary

Ermira	Fida	IPCC Deputy Secretary
Jesbin	Baidya	IPCC Secretariat
Jennifer	Lew-Schenider	IPCC Secretariat
Werani	Zabula	IPCC Secretariat
Nina	Peeva	IPCC Secretariat
Minang	Acharya	IPCC Secretariat
Oksana	Ekzarkho	IPCC Secretariat
Melissa	Walsh	IPCC Secretariat
Laura	Biagioni	IPCC Secretariat
Mudathir	Abdallah	IPCC Secretariat
Mxolisi	Shongwe	IPCC Secretariat
Andrej	Mahecic	IPCC Secretariat
Emelie	Larrode	IPCC Secretariat
Joelle	Fernandez	IPCC Secretariat
Wenli	Hua	IPCC Secretariat
Julius	Brandes	IPCC Secretariat
Clotilde	Pean	WGI TSU

Melinda	Tignor	WGII TSU
Sturgis	Robert	TFI TSU
Emilie	Vanvyve	SYR TSU
Kirstin	Lange	United Nations Children's Fund (UNICEF)
Andrew	Okem	WGII TSU
Lucy	Monkton	WGII TSU
Maria	Dotsenko	United Nations Environment Programme (UNEP)
Lesley	Craig	Environment and Climate Change Canada (ECCC)
Jennifer	Stanzl	UN Secretariat