

Examples of how to apply a Gender Equality, Disability, and Social Inclusion (GEDSI) Analysis

Introduction:

A GEDSI Analysis can help you understand and identify barriers and inequalities an individual or group may experience as a result of their social identity(s) within a specific context. It is an important tool as it can be used to inform your understanding of your project's context. It can also challenge any existing assumptions or biases your project team may have.

A GEDSI Analysis will help evidence the steps projects should already be taking to meet the Biodiversity Challenge Funds' minimum GEDSI-Sensitive standard.

When conducting a GEDSI Analysis the following six principles should be considered:

1. **Rights:** Legal and customary
2. **Practice:** Attitudes, customs, and beliefs
3. **Environment:** Stressors and vulnerability
4. **Roles and Responsibilities:** Division of time, space, and labour
5. **Representation:** Participation, inclusion, and power
6. **Resources:** Access and control of assets and services

Please see the GEDSI Analysis How to Guide for further details on each of these principles. This can be found on the GEDSI page under Resources on each fund's website.

This companion document provides two examples of how to apply the six principles of a GEDSI Analysis. These examples are hypothetical project examples.

Example 1:

Project A is working with two rural communities in a country with a strongly patriarchal society. The project is supporting farmers to develop biodiversity-sustaining agroforestry plots with a particular focus on empowering women through dedicated training sessions.

Principle	Summary of findings	Action taken following analysis
Rights	Through a desk-based review of current legal systems and procedures, it is noted that land rights are limited to men within this context. As a result, engagement with the women on land use issues in the two communities is restricted through their male relations and those with decision-making power.	To ensure the training sessions are successful, the project team have engaged with male relatives of the women attending the training session. This is to ensure those making the decisions on the farming techniques used are also aware of the information being shared to ensure sustainability of their uptake.
Practice	Having spoken with the local communities it is clear that women are excluded from spaces where decisions are made. From specific discussions with men in the communities, it is clear there is a general belief among men that women would not be capable of making decisions if they were involved	No action required regarding farming techniques. The project will seek to empower women through women-only workshops in addition to workshops with all household members to support a societal shift in promoting gender equality.

Principle	Summary of findings	Action taken following analysis
	in these spaces, and that their role is simply to attend to household chores. The project have reviewed the appropriateness of the farming techniques proposed and no barriers are presented in terms of existing practice.	
Environment	The two rural communities are situated in an area which is experiencing increasing frequency and severity of droughts. In the communities, women and girls are responsible for collecting water. During drought periods, they are having to walk further to collect water for their families and communities. This is often putting them in vulnerable positions with acts of violence being reported. Additionally, this water shortage is further having impacts on farming productivity Having spoken with the local communities, it is understood the lack of food production is causing men to act out violently with reports of domestic violence against women.	The project will focus on farming techniques which reduce water consumption thereby reducing the pressure on women and girls having to collect more water. The project will also work with a GEDSI Advisor who specialises in domestic violence to deliver specific awareness training during household workshops.

Principle	Summary of findings	Action taken following analysis
Roles and Responsibilities	The project held two workshops – one with local women and the other with local men – to ensure women felt comfortable to share their experiences and to speak out. The aim of the workshops was to understand the various roles and responsibilities of different social identity groups in both communities. From these discussions it is clear that agroforestry is seen as a “man’s activity”. While women are involved in subsistence agriculture, men largely control the income from these activities. Related to findings from consideration of the environment principle, it is noted the proposed project activities would place an additional burden on women responsible for accessing water resources and other farming responsibilities. It was further clear from discussions that persons with disabilities were seen to be unable to participate in agroforestry activities when in fact agroforestry techniques provides opportunities for people with diverse disabilities.	Following the workshops, the project will seek to address gender equality and social inclusion biases and monitor behaviour shifts throughout the lifetime of the project. The project will also prioritise farming techniques which reduce water consumption(as outlined under the principle of “Environment”), and those which are less labour intensive which suit diverse abilities.
Representation	It is clear from engagement with local communities that women and marginalised groups are excluded from community-level decision-making bodies.	As noted under “Roles and Responsibilities”, the importance of running separate workshops for women and men is noted to ensure participants feel comfortable to share insights.
Resources	A desk-based assessment identifies that due to women not having access to land rights, their access and control of natural resources, income, and educational opportunities are limited.	The project’s focus on women-only workshops seeks to empower women, providing them with learning opportunities. The longer-term benefits relate to societal behaviour change and the aim of women having unrestricted access to natural resources and income.

Example 2:

Project B is conducting research to understand the trends of marine biodiversity. The data collected will be used to inform a review and ongoing management of a Marine Protected Area (MPA)

surrounding a remote uninhabited island. The MPA is only used by international fishing vessels from other countries. The project therefore has no planned engagement with local stakeholders.

As the project is not engaging with local communities, it is particularly important to focus on those working on the project.

Principle	Summary of findings	Action taken following analysis
Rights	Though uninhabited, the island is still governed by a legal framework which includes gender equality and social inclusion considerations. It is noted this framework is perhaps less meaningful in the context of this project as there is no resident population on the island.	The project is familiar with the legal frameworks but no specific action is required due to there being no local community.
Practice	It is noted the research team is predominantly comprised of senior researchers with three junior staff members. The project has recognised the power dynamics within this team and the potential for junior staff members to feel like they cannot participate or share ideas.	Junior researchers are actively encouraged to present at fortnightly team meetings and to contribute to research decisions to ensure their voices are being heard. This is supported and enabled through an on-team mentorship.
Environment	The MPA forms part of a wider strategy to ensure sustainable fisheries and reduce the impact on marine habitats non-target species. The project is working with local government to support the review of this strategy and understand the environmental impacts through the research conducted. As the island is uninhabited, the environmental impacts on people are indirect – impacting those who rely on the fishing industry for livelihoods and as a food source. From a desk-based review it is noted that the environmental stressors are likely to create further inequalities for those already marginalised. The long-term climate benefits for better management of the MPA is also noted.	This close relationship with local government will support the integration of the data collected being embedded within the wider review of the MPA. No specific action required regarding the environmental impacts due to these impacts being indirect.
Roles and Responsibilities	It is noted the field of marine biology and research has historically been a male-dominated field with a significant gap persisting in leadership and senior roles. Due to the nature of the research, the project team will be on board a research vessel for two months at a time. The Senior Researcher has a one year old child and is therefore unable to travel for this amount of time.	The hiring team considered ways to address some of these historical inequalities through the hiring process and created a mentorship opportunity to support career development for junior staff members – three staff members were hired (two women and one man). Previous risk assessments are reviewed to ensure appropriate risks

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		have been considered regarding the staff being on board a research vessel for two months. Within this review, it was noted that sexual exploitation, abuse and harassment risks have not been considered. Additional mitigations to prevent sexual assault and/ or sexual harassment on the research vessel are put in place to address this. The Senior Researcher manages coordination of data collection and analysis remotely, while also providing mentoring support to the three junior members and other research staff.
Representation	One of the project staff members (female) has a hearing impairment. The acknowledgement of the power dynamics within the team and the field of marine biology and research has historically been a male-dominated, is also noted here.	For the project team's regular online meetings, the project team use an online software which supports automated and manual captioning and the ability to adjust caption size. All team members are encouraged to use the reaction features, capture comments in the chat box and the raise hand feature to ensure only one person is talking a time. These best practices help foster more representation from all members of the team during regular meetings.
Resources	As the project is not engaging with a local community, the analysis solely focuses on resources required by project staff. Staff members are asked about access to resources and provided the tools they require to complete their job.	For the three junior members, the organisation ensure they have the resources required to complete their task and feel empowered to do so. For the member of staff with a hearing impairment, the organisation have provided assistive listening devices.

Key messages:

- There is not a one-size fits all approach to GEDSI. Projects and applicants should focus on the specific context they are working within.
- Projects and applicants should use the results taken from a GEDSI Analysis to inform appropriate targets i.e. a target of 50% men and 50% women may not be appropriate for the context.
- When conducting a GEDSI Analysis, projects and applicants should acknowledge the ways in which various social identities such as ethnicity, age, class, gender, and disability interact to inform how an individual or group are affected or impacted by the various principles.

- Every project should consider GEDSI within their project team. However, if your project works with local communities and/or stakeholders, your GEDSI Analysis should primarily focus on the context the project is working within.
- If your project is not directly working with local communities or stakeholders, you should apply the six principles to those working on the project i.e. the project team.
- Dependent on the context, some principles may be more relevant for some projects than others.