

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 in these spaces, and that their role is simply to attend to household chores. The project has reviewed the appropriateness of the farming techniques proposed and no barriers are presented in terms of existing practice.	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
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.
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, disability, 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 aims to improve legislation around wildlife trafficking. The project seeks to do this by increasing awareness of wildlife laws with local communities living around a biodiversity-rich area and identifying gaps within existing legislation. The project is building the capacity of law enforcement agencies and working with government officials with the legal authority to enact changes to strengthen legislation.

Principle	Summary of findings	Action taken following analysis
Rights	Within a desk-based review of current legislation, it is noted that existing laws and policies focus primarily on the biological and legal aspect of protection and enforcement, without explicitly addressing the socio-economic impacts.	To ensure the capacity building training is successful, the project team noted the gap in current legislation around socio-economic impacts and ensure a module on this is included within the training programme.
Practice	From a desk-based study it is clear that wildlife crimes typically receive less attention and fewer resources compared to other environmental crimes such as pollution and deforestation. From discussions with law enforcement staff, it is noted that wildlife crimes are not prioritised in comparison with other environmental crimes, and as such staff receive less training on these issues. As a result, there is an inbuilt attitude that wildlife crimes are less important. Disability is highly stigmatised within the local context where wildlife crime is occurring, and the project is working with local community members. It is noted, only a small number of the law enforcement officers are female and tend to hold more junior roles.	This understanding of perceptions of wildlife crime in law enforcement agencies is taken into account when discussing topics with law enforcement – both in terms of how topics are approached and in the design of trainings for officers to challenge these perceptions. The project begins capacity building sessions with information on wildlife crimes and how agencies can better resource their team. In terms of disability inclusion, the project is aware of the context and ensure safe, accessible spaces are made available for all individuals to participate. This includes creating designated spaces for disabled individuals to share insights on their experiences. Female officers are actively encouraged to build their capacity to take on more responsibilities and leadership roles through specific training for female officers.
Environment	A desk-study shows that due to increasing pressures from environmental stressors and vulnerabilities, law enforcement agencies are becoming increasingly overwhelmed with cases of environmental crimes. It is understood that the local communities living around the biodiversity-rich area are impacted by environmental changes and resource scarcity. This is a driver of increasing wildlife trafficking around the area. It is noted that environmental stressors disproportionately impact individuals with a disability.	The project will focus on increasing awareness of wildlife laws and related penalties to local communities. In terms of the training delivered to law enforcement agencies, the project will provide solutions on how to tackle this barrier by more efficient use of resources and staff and management of caseloads. The project is actively engaging individuals with disabilities to ensure they are included in the awareness training.
Roles and Responsibilities	From discussions with law enforcement agencies, it is noted the majority of law enforcement officers are male with only a few female officers. The female officers are	As noted under 'Practice', the project will deliver training specifically for female officers, in addition to male colleagues, targeted at increasing the capacity of all individuals as relevant to their current

Principle	Summary of findings	Action taken following analysis
	assigned different day-to-day roles than their male colleagues.	role while also empowering female officers. Previous risk assessments are reviewed to ensure appropriate risks have been considered for the roles both male and female officers carry out. 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 when officers are in the field are put in place to address this.
Representation	The small proportion of female law enforcement officers tend to be more junior staff and are typically excluded from decision-making processes. There is a lack of women in senior positions which limits diverse leadership perspectives. From interviews with local community members, it is noted that while younger members of the community are often engaged in wildlife crimes, they are excluded from community meetings.	As noted under “Roles and Responsibilities”, the importance of running separate trainings for women and men is noted to ensure female officers feel empowered and receive the same opportunities for capacity building as their male colleagues. Additionally, the project will ensure engagement with younger members of the community in their own training session to ensure they are included in discussions. These sessions will be risk assessed, with safeguards to ensure children and young people can participate safely. Participants will also be informed about reporting procedures during these sessions.
Resources	It is noted female law enforcement officers have challenges accessing equipment and uniforms. Female officers are provided with equipment designed for male colleagues resulting in uniforms that do not fit properly. The underrepresentation of women in leadership positions further limits the ability for women to influence changes and decisions relating to resources.	While providing a female specific training, the project further integrates discussions on ensuring resources and equipment are appropriate for all staff within wider capacity building training. The training further seeks to empower women to take up more senior positions in the future.

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.