



Mainstreaming Gender Equality, Disability, and Social Inclusion in GCF SAP Concept Notes

1. Introduction: The Differential Impacts of Climate Change

One of the most important aspects of successful concept notes and proposals is the effective incorporation of *gender equality, disability, and social inclusion* (GEDSI) considerations.¹ The purpose of this tool is to guide you through the process of effectively incorporating GEDSI considerations into your project. The Green Climate Fund (GCF), and virtually every other financier, requires that all funded projects be attentive to GEDSI considerations. This is because we now have a clear understanding that the impacts of climate change do not affect people equally. Different groups of people experience the impacts of climate change in different ways. For example, women may be more affected by droughts as they may be forced to spend more time and effort gathering water for household use. In other cases, poorer people (or people with insecure land tenure, or people in lower socioeconomic castes) may be more affected by increased flooding due to climate change because they may be more likely to live in areas that are more vulnerable to flooding. The mortality rate from disasters is often far higher for people with disabilities than for those without disabilities. These are examples of **socially differentiated impacts** of climate change.

Many different non-climate factors contribute to increased vulnerabilities for certain groups. Though these factors are context-specific, there are general commonalities from place to place. For example, Figure 1 illustrates several common factors that lead to increased climate change vulnerability for women, either by increasing their **exposure** or **sensitivity** to impacts or by decreasing their **adaptive capacity**.

¹ The term "GESI" (Gender Equality and Social Inclusion) is also frequently used, including by the GCF itself.

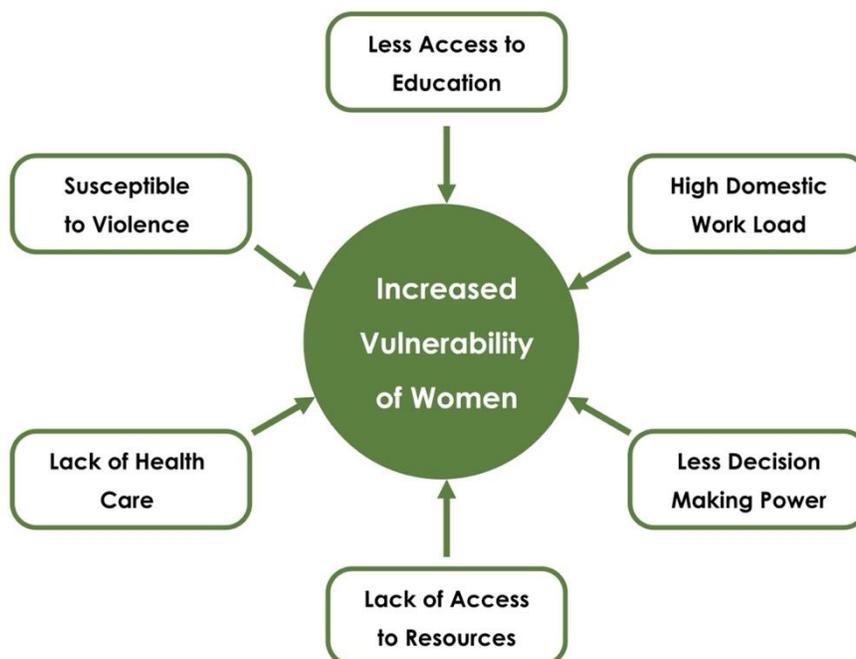


Figure 1: Factors that potentially increase the vulnerability of women.

2. Incorporating GEDSI into Climate Change Project Design

Because of these dynamics, project developers must ensure that GEDSI considerations are mainstreamed into their project concepts and full proposals. The GCF in particular requires that all funded projects proactively work to reduce gender inequalities and address other factors that lead to the marginalization of certain groups. The GCF recommends a three-part framework for mainstreaming gender considerations into the activities they fund:

1. **Gender Analysis:** a tool that helps to promote the gender-relevant entry points, policies, and opportunities for enhancing gender equality in a particular program or project;
2. **Gendered Actions:** specific project activities and outputs that aim to address the inequalities identified in the gender analysis; and
3. **Gender-Sensitive Monitoring and Evaluation (and Reporting and Learning):** measuring the outcomes and impacts of project activities on women's and men's resilience to climate change through gender-responsive monitoring and evaluation. This includes capturing and disseminating lessons learned and successful approaches.

GESDI Framework



Figure 2: Gender equality, disability, and social inclusion (GESDI) framework for project design.

GESDI analysis needs to be considered at the earliest stages of design, otherwise, there is a tendency to conduct the GESDI analysis once major elements of the project have been designed. This generally leads to GESDI considerations being treated as an “afterthought” and being poorly integrated into the overall design of the project. Practically speaking, you should not put yourself in a position where you have designed your concept note, and now you are faced with the challenge of figuring out how to add in GESDI considerations.

It should also be noted that project level requirements from the GCF gender policy 6.3(a) state that an Accredited Entity (AE) is required to “ensure that concept notes and funding proposals submitted for GCF financing meet the principles and requirements of the Gender Policy.”²

When you are preparing your full proposal (after your concept note has been approved by the GCF), you will be required to prepare a full gender analysis and action plan and submit it as an annex to your full proposal. The GCF provides a template and guidance for this. These elements are **not** required at the SAP concept note stage, but you still need to demonstrate clearly that you are mainstreaming GESDI considerations into the design of the project concept. There are several entry points for this, including the following sections of the SAP concept note template:



² GCF Gender Policy, PDF found [here](#).

This tool is designed to help you identify and organize the information that you need to incorporate GEDSI considerations into each of these sections. This course also addresses GEDSI considerations in modules and exercises linked to each of the sections in the list above. However, your concept note development will proceed more smoothly if you gather the necessary data and information before you start working on those sections. You will then be able to draw on this information as you develop the other sections for your concept note.

3. Conducting GEDSI Analysis

Next, we'll walk through the necessary steps for conducting the first part of GCF's GEDSI framework (gender analysis), as it is the most important at the concept note stage. A good preliminary GEDSI analysis will help you identify all of the information you need for your concept note. We will also generalize this analysis to cover all socially differentiated impacts (not just for women and men, but for other groups that may suffer differential impacts). You can think of GEDSI analysis as a process of examining the roles, knowledge, capacity, and assets for groups that are often overlooked in planning and design processes, and who are also potentially disproportionately affected by climate change. We'll focus on three key tasks.

3.1. Task 1: Understand and Describe the Context (Gender Background Analysis)

The overall purpose of the GEDSI analysis is to identify and analyze social inclusion issues that are relevant to the project. Your project design should be built on a thorough understanding of how gender differences are experienced in your target area. Key questions/issues to guide your analysis can include:

- » **Access to resources.** Do different groups (e.g., women and men) have different rights concerning how land and other resources (e.g., forest resources, nearshore fisheries resources, water, money) are used and owned?
- » **Division of labor.** Do women and men have different roles with respect to work and livelihood activities? In some places, women may be overrepresented in agriculture or the informal economy. Ultimately this may increase their exposure and/or sensitivity to climate change.
- » **Access to education and information.** In some countries, there are significant differences between women and men in terms of access to education and educational outcomes. Attendance, graduation, and literacy rates may be much higher for men than for women. Other groups may be disadvantaged as well; persons with disabilities, religious minorities, recent migrants, and poor households may have less access to educational opportunities.
- » **Access to power and decision-making processes.** In some cases, women's voices and priorities are not heard as they may have limited channels to influence decision-making processes. This can negatively impact the design and implementation of projects, as they may not reflect women's perspectives. This also applies to other groups that may be marginalized from power and decision-making processes.

We recommend three methods for addressing these considerations at the concept note stage:

- 1. Desk review of relevant background literature.** This may include statistical reports, and other analyses, including, if available, the government's gender action plan or policy framework. Use internet search engines to identify additional resources on gender equality, disability, and social inclusion in your country and project area. Include analyses by NGOs, CSOs, and academicians where available.
- 2. Stakeholder analysis and consultations.** This involves first mapping out all the people that will be directly and indirectly affected by your project and then discussing GEDSI issues with them to understand how the people that live in the project's target communities experience these issues. Stakeholder mapping will help to ensure that you are considering all groups. Awareness raising and kickoff workshops provide good opportunities for special sessions on GEDSI, breakout sessions, and focus groups.
- 3. Key informant interviews with GEDSI advocates, women's CSOs, and local and national authorities.** Consult directly with experts with specialized knowledge and experience on social inclusion issues. These experts will likely be able to provide up-to-date data and information relevant to your GEDSI analysis, as well as practical insights on how to effectively address GEDSI considerations in your project. They will also point you to additional resources that you may have missed during your desk review.

The matrix below can be used to organize the information you gather. Once completed, you can use the matrix as a checklist to ensure that you have incorporated the information into your concept note. The matrix includes some indicative questions; you may wish to add questions as appropriate. External resources can help you identify additional areas of inquiry.

Topic	Information	Source (document/consultation)
Government & Decision-making Processes	What role do women play in formal decision-making processes at national, subnational, community, and household levels? Are other groups fairly represented?	<p>List the reference that the information comes from. This may include government policies, studies by NGOs/CSOs, lessons from previous projects, direct consultations.</p> <p>If you incorporate written references into your concept note, provide footnotes describing the source of the information.</p> <p>Make sure that you describe consultative processes on GEDSI issues in section B3 of your concept note.</p>
Economy (national/community/household)	Are there differences in average income and formal/informal economic activity?	
	What are the main sources of livelihoods for different groups? What is the division of labor?	
	Do different groups have equal access to capital and banking services?	
Access to Resources	Do women have rights to land and other productive resources and assets? Are any groups excluded from owning/accessing land or other resources?	
	Are there differences between men and women in terms of resource use (e.g., differences in crop use, marine/forest resource harvesting)?	
Education & Information	Are there differences in educational attainment for men and women, and different groups? Do disabled people have the same access to education? Are any other groups disadvantaged?	
	Do different groups have access to mobile phones, the internet, and other sources of information?	
	Do different groups have equitable access to extension services and training programs?	
Culture	<p>What are common beliefs, values, stereotypes related to gender, disability, and other characteristics?</p> <p>Who takes care of children and the elderly?</p>	

3.2. Task 2: Determining Differential Impacts of Climate Change

In Module 1 you conducted a review of existing policies, strategies, and other documents relevant to climate change for your country. These documents may include information on how different groups are affected in different ways by climate change. However, if they don't you may need to gather additional information from women and other groups in your target area through key informant interviews, focus groups, or other activities (you may use the same consultative processes you used for Step 1 to gather information about socially differentiated impacts of climate change). Bear in mind that because of marginalizing processes, some groups may not be included in policies, statements, and impact assessments, and so you may need to make additional efforts to bring these people to the table. For example, the specific vulnerabilities of minority groups, recent migrants, or refugees/internally displaced people may not be well documented.

While persons with disabilities are often grouped with other vulnerable people (e.g., women, elderly, children, etc.), this ignores the fact that they have different needs. Also, persons with disabilities themselves are not a

homogenous group. Consider the situations of each of the groups you have identified and formulate specific questions to discuss their vulnerabilities to climate change shocks and stressors. For example:

- » Persons with disabilities often have greater vulnerabilities during storms, floods, extreme heat, susceptibility to invasive disease, and complex disability-related challenges of relocation and forced migration. Which of these apply in your project area?
- » What are the survival rates for persons with disabilities compared to those without disabilities in natural disasters?
- » How do gender roles shape vulnerabilities to the impacts of climate change?
- » Do recent migrants have access to the context-specific information they need to prepare for climate change shocks and stressors?

Once you have gathered all of your information, try to summarize it in 2-3 concise statements. You may find it difficult to condense so much information into a few short sentences, but it is necessary due to the SAP concept note template's word limits. Make sure not to discard any of your research, because you will be able to use it in developing your full proposal.

3.3. Task 3: Incorporate GEDSI Analysis into your Theory of Change

Utilizing the information gathered in Steps 1 and 2, ensure that gender is addressed in your theory of change (see Module 4 for more on theory of change). The theory of change is a narrative and/or graphical representation that explains the change in vulnerability that you expect to result from your climate change project. Incorporating your preliminary GEDSI analysis into your theory of change will ensure that this information is part of your overall problem formulation. That way it is much easier to incorporate GEDSI-sensitive actions into your logical framework and monitoring, evaluation, reporting, and learning plan.

4. Lessons Learned and Conclusion

GEDSI factors are an important influence in how the impacts of climate change are experienced amongst different groups of people, and therefore must be incorporated into the design of climate change adaptation projects. A rigorous gender analysis will ensure that inclusiveness is built into every step of your project design. A gender analysis is only the first step in building your GEDSI framework. In Module 4, we will discuss more how GEDSI should be included in your theory of change, and in Module 7, how GEDSI actions (inclusive activities) can be built into your project, and how gender-sensitive monitoring can be included in your project's M&E framework.