

# Gender Equity, Disability and Social Inclusion Analysis for Nature-based Solutions in Pacific Islands

THIS INITIATIVE IS FUNDED BY:





**Gender Equity, Disability  
and Social Inclusion Analysis  
for Nature-based Solutions  
in Pacific Islands**



## SPREP Library Cataloguing-in-Publication Data

Gender equity, disability and social inclusion analysis for nature-based solutions in Pacific Islands. Apia, Samoa : SPREP, 2024.

17 p. 29 cm.

ISBN: 978-982-04-1249-1 (print)

978-982-04-1250-7 (ecopy)

1. Conservation of natural resources – Oceania.
  2. Human rights – Law and legislation – Oceania.
  3. Social discrimination & inequality – Oceania.
  4. Social Science – Gender Studies – Oceania.
- I. Kiwa Initiative.  
II. Title.

323.010961

Copyright © Kiwa Initiative 2024

Reproduction for educational or other non-commercial purposes is authorised without prior written permission from the copyright holder provided that the source is fully acknowledged. Reproduction of this publication for resale or other commercial purposes is prohibited without prior written consent of the copyright owner.

The tool for gender equity, disability and social inclusion (GEDSI) analysis to inform nature-based solutions in the Pacific Islands was made possible through the support of the Secretariat of the Pacific Regional Environment Programme (SPREP) and the Kiwa Initiative.

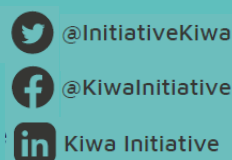
The views expressed in this publication are the sole responsibility of the authors and do not necessarily represent the views of the Kiwa Initiative's donors.

Suggested citation: SPREP (2024) Gender equity, disability and social inclusion for nature-based solutions in Pacific Islands. Chung M, Mangubhai S (authors). Kraft M (eds). Apia, Samoa: Secretariat of the Pacific Regional Environment Programme.

Acknowledgements: we would like to thank colleagues from the Pacific Community Human Rights and Social Development Division for their comments, from SPREP Gender Inclusion and Mainstreaming Committee, of the Kiwa Secretariat and Kiwa regional projects for their valuable contributions to this work.



The Kiwa Initiative – Nature-based Solutions for Climate Resilience aims at strengthening the climate change resilience of Pacific Islands ecosystems, communities and economies through Nature-based Solutions (NbS), by protecting, sustainably managing and restoring biodiversity. It is based on an easier access to funding for climate change adaptation and NbS for local, national authorities, civil society and regional organisations of Pacific Island Countries and Territories including the three French overseas territories. The Initiative is funded by the European Union (EU), Agence Française de Développement (AFD), Global Affairs Canada (GAC), Australian Government Department of Foreign Affairs and Trade (DFAT) and New Zealand Ministry of Foreign Affairs and Trade (MFAT). The Kiwa Initiative has established partnerships with the Pacific Community (SPC), the Secretariat of the Pacific Regional Environment Programme (SPREP) and the Oceania Regional Office of the International Union for Conservation of Nature (IUCN-ORO) More information on [www.kiwainitiative.org](http://www.kiwainitiative.org)



# CONTENTS

|  |           |
|--|-----------|
| <b>Definitions</b>   | <b>1</b>  |
| <b>Purpose</b>   | <b>4</b>  |
| <b>Key Points</b>  | <b>4</b>  |
| <b>Why does GEDSI matter in Nature-based Solutions?</b>                          | <b>5</b>  |
| <b>What is a GEDSI analysis?</b>   | <b>6</b>  |
| <b>When should a GEDSI analysis be conducted?</b>                                | <b>6</b>  |
| <b>How to conduct a GEDSI analysis?</b>  | <b>7</b>  |
| Framework to guide the GEDSI analysis  | 7         |
| Methods for information and data collection                                      | 8         |
| How to use the findings from the analysis in your project?                       | 11        |
| <b>References</b>  | <b>12</b> |
| <b>Annex 1. Checklist: questions and suggestions to guide the GEDSI Analysis</b> | <b>13</b> |



## Definitions

**Discrimination** refers to any distinction, exclusion, restriction or preference which is based on any ground such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status, and which has the purpose or effect of nullifying or impairing the recognition, enjoyment or exercise by all persons, on an equal footing, of all rights and freedoms.<sup>1</sup>

**Environmental and Social Impact Assessment** informs the process of decision-making by identifying and addressing the current and potential environmental, social and economic risks of a project.<sup>2</sup>

**Environmental and social safeguards** provide guidance on how to systematically manage unintended social and environmental project impacts, such as restrictions on local people's access to or use of natural resources.

**Free, prior and informed consent** (FPIC) is a specific right that pertains to Indigenous peoples that enables them to give or withhold consent to a project that may affect them or their territories. Once they have given their consent, they can withdraw it at any stage, and FPIC enables them to negotiate the conditions under which the project will be designed, implemented, monitored and evaluated.<sup>3</sup> FPIC is linked to a people-centred approach that includes GEDSI considerations to address inequalities through participation, inclusivity, empowerment, and contextualisation. By placing people at the centre, it fosters sustainable development and respects the rights and dignity of all.

**Gender** refers to the socially constructed roles, behaviours, activities, and attributes that a given society considers appropriate for men, women, and people of diverse genders. While sex refers to the biological and physiological differences between males and females, gender refers to the socially constructed roles, behaviours, and expectations that are associated with being a woman or man in a given society. Gender is a

<sup>1</sup> United Nations Human Rights Special Procedures (2018)

<sup>2</sup> IUCN (2020) Environmental and Social Impact Assessment (ESIA): Guidance Note - ESMS Manual. IUCN. <https://www.iucn.org/sites/default/files/2022-05/esms-environmental-and-social-impact-assessment-esia-guidance-note.pdf>

<sup>3</sup> FAO (2016) Free, Prior and Informed Consent: An Indigenous People's Right and a Good Practice for Local Communities. Manual for Project Practitioners. Food and Agricultural Organization, Rome <https://www.fao.org/indigenous-peoples/our-pillars/fpic/en/>

complex concept that influences how people perceive themselves and others, as well as how they interact with one another. Gender is also closely linked to power relations, as it often determines who has access to resources, opportunities, and decision-making processes in a given society.<sup>4</sup>

**Gender analysis** is a process used to examine how gender roles, norms, and power relations affect the lives of women, men, and people of diverse genders. It is a systematic process that helps identify how gender differences and inequalities impact individuals and communities. The aim of gender analysis is to identify and understand the ways in which gender shapes people's experiences, opportunities, and outcomes, and to use this understanding to inform policies, programs, and interventions that promote gender equality and empowerment. Gender analysis involves gathering and analysing gender-specific data, and using this data to identify patterns, trends, and gaps in access to resources and opportunities. It also involves examining the social norms and attitudes that perpetuate gender inequalities and identifying strategies to address these norms and attitudes.<sup>5</sup>

**Gender equity, disability and social inclusion (GEDSI)** refers to approaches to ensure people from all backgrounds, including women and gender diverse people, people with a disability and people facing other forms of marginalisation are included, reasonably accommodated<sup>6</sup> and can contribute to Nature-based Solutions. A GEDSI lens is used to prevent unintended harm, exclusion and further marginalisation of at-risk groups, and to promote their rights, equitable opportunities and benefits.

**Gender mainstreaming** is a strategy that seeks to promote gender equality and empower women and girls by integrating gender perspectives into all aspects of policy and program development, implementation, and evaluation. It is a process that requires a commitment to gender equality and an understanding of how gender norms and power relations shape people's experiences, opportunities, and outcomes. The goal of gender mainstreaming is to ensure that policies, programs, and interventions take into account the different needs, experiences, and perspectives of women, men, and people of diverse genders and that they promote gender equality and empowerment.<sup>7</sup>

**Human rights** are rights inherent to all human beings, regardless of race, sex, nationality, ethnicity, language, religion, or any other status. Human rights include the right to life and liberty, freedom from slavery and torture, freedom of opinion and expression, the right to work and education, and many more. Everyone is entitled to these rights, without discrimination.

**Human rights-based approach** is a conceptual framework for the process of human development that is normatively based on international human rights standards and operationally directed to promoting and protecting human rights. It seeks to analyse inequalities that lie at the heart of

4 SPREP (2024) Gender Equity, Disability and Social Inclusion Policy. SPREP, Apia

5 Ibid.

6 Convention On The Rights Of Persons With Disabilities (CRPD), 2006, Article 2. <https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities/article-2-definitions.htm>

7 SPREP (2024) Gender Equity, Disability and Social Inclusion Policy. SPREP, Apia

development problems and redress discriminatory practices and unjust distributions of power that impede development progress and often result in groups of people being left behind.<sup>8</sup>

**Inequality** is the social process by which women and men or other identities are not treated as equals, excluded from opportunities and denied rights on the grounds of gender, wealth, ability, location, ethnicity, language and agency, or a combination of these dimensions.

**Intergenerational equity** refers to meeting the needs of the present without compromising the ability of future generations to meet their needs. It is the concept of fairness amongst all generations in the use and conservation of the environment and its natural resources.

**Intersectionality** is a conceptual or analytical framework for describing and understanding how a person's social identities combine to create different forms of discrimination and privilege, advantage and disadvantage. Examples of these social factors that define identity include gender, age, ethnicity, caste, sexuality, religion, disability, migrant status, history and economic status.<sup>9</sup>

**Nature-based Solutions** is defined as actions to protect, sustainably manage and restore natural and modified ecosystems in ways that address societal challenges effectively and adaptively, to provide both human well-being and biodiversity benefits.<sup>10</sup>

**People-centered approach**<sup>11</sup> within GEDSI is an inclusive and participatory approach that prioritises individuals and communities in development processes. It involves integrating GEDSI considerations and addressing inequalities through participation, inclusivity, empowerment, and contextualization. It recognises diverse needs and experiences, aiming to ensure equal opportunities and social justice.

**Sexual Orientations, Gender Identities and Expressions, and Sex Characteristics (SOGIESC)** stands for people with diverse sexual orientations, gender identities and expressions, and sex characteristics, and is increasingly being used in the Pacific in preference to LGBTIQ+. Diverse SOGIESC is preferred to LGBTIQ+ as it includes people whose lives do not fall into the categories of lesbian, bisexual, gay, transgender, intersex or queer, including cultural non-binary people such as hijra, waria, bakla, fa'afafine, people who use non-English terms that convey distinct experiences of gender and sexuality, and people who may view their diversity as practice rather than identity.<sup>12</sup>

8 UN Sustainable Development Group. **UNSDG | Human Rights-Based Approach**

9 Crenshaw, K (1989) Demarginalizing the intersection of race and sex: a black feminist critique of antidiscrimination doctrine, feminist theory and antiracist politics. University of Chicago Legal Forum. (1): 139–167

10 IUCN (2016) World Conservation Congress Resolution O69. Defining Nature-Based Solutions.

11 SPC People-centred approach framework <https://hrsd.spc.int/people-centred-approach>

12 UN Women, 2021. Diverse SOGIESC Rapid Assessment Tool. To Assess Diverse SOGIESC Inclusion Results In Humanitarian Contexts. UN Women, Suva.

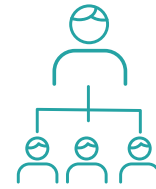
## Purpose

This guide to Gender Equity, Disability and Social Inclusion (GEDSI) analysis is designed for organisations and practitioners working on Nature-based solutions (NbS) in the Pacific Island region. It provides information and guidance on how to conduct a GEDSI analysis and to use the findings to ensure NbS stakeholders promote fairness, address barriers related to gender and disability, and ensure social inclusion in NbS initiatives.

The guide is structured as follows:

- [Brief overview of GEDSI analysis for NbS](#)
- [GEDSI framework for the analysis](#)
- [Integrating GEDSI into NbS work](#)

## Key Points



- 1 A GEDSI analysis helps to identify the knowledge and expertise of different groups in communities and their respective roles implementing NbS for climate change adaptation in Pacific Island communities.



- 2 To ensure NbS are inclusive, data for GEDSI analyses must be disaggregated by sex, age, ethnicity, and other relevant social categories.



- 3 A GEDSI analysis provides information that can be used to design interventions to ensure NbS provide equitable benefits for every member of the community.



- 4 If equity and inclusion in NbS are not addressed, key groups of people will continue to be excluded, and climate change adaptation goals will be ineffective.



# Why does GEDSI matter in Nature-based Solutions?



Globally there is growing acceptance that failing to understand and recognise the relationship between nature and people will result in models of economic growth that continue to contribute to biodiversity loss, while missing the opportunity to effectively help resolve major societal challenges<sup>14</sup> through nature (IUCN, 2020). Nature-based Solutions (NbS) are “actions to protect, sustainably manage and restore natural and modified ecosystems in ways that address societal challenges effectively and adaptively, to provide both human well-being and biodiversity benefits” (IUCN, 2016). This approach is not new and has been used by practitioners for decades to recognise the interconnectedness and interdependent relationship between nature and human existence, health and wellbeing.

Communities in the Pacific are made up of people from diverse backgrounds, with varying experiences with accessing, controlling and rights to natural resources. This is because individuals may be different in terms of their gender, wealth, ability, location, ethnicity, migration status, religion, language and agency, or a combination of these dimensions. In the Pacific, the degree of access to natural resources “also varies from one community to another depending on how their community is organised, the governance systems that control access to natural resources, local tenure arrangements, levels of education and wealth, and cultural traditions and practices” (Mangubhai and Cowley, 2021).

Women and other marginalised groups (e.g. SOGIESC persons, elderly, persons living with disabilities) are disproportionately impacted by climate change, and

*Environmental and social issues cannot be separated - a thriving planet cannot be one that contains widespread human suffering or restricts human potential, and humanity cannot exist on a dying planet.<sup>13</sup>*

excluding them results in less effective and equitable contributions to climate adaptation (Cohen et al., 2016; Mcleod et al., 2018). Ignoring the views of Pacific Island women, youth and other groups in the community means their knowledge, capacities, and experiences on accessing, conserving and managing natural resources in their communities are not being used to solve some of the pressing climate change-related issues facing the Pacific region. For example, *tambu* areas placed close to a village may be easier to monitor for poachers and compliance by the community, but women may need to travel further away to fish for their families or livelihoods and may not comply with the rules (Rohe et al., 2018). Gendered barriers to accessing natural resources will likely decrease the resilience of individual households and communities as a whole to climate change.

NbS must therefore have gender equity, disability and social inclusion (GEDSI) at the core of its activities. GEDSI refers to approaches to ensure people from all backgrounds, including women and gender diverse people, people with a disability and people facing other forms of marginalisation are included and can contribute to NbS.

NbS, if designed correctly, will include the full participation of all local stakeholders, and with the right social safeguards in place, can help address not only a number of societal challenges that lead to inequality, but also positively reinforce human rights. Human rights are rights inherent to all human beings, regardless of race, sex, nationality, ethnicity, language, religion, or any other status. For more information on human rights for NbS, see the guide to *Human Rights and Nature-based Solution in Pacific Islands* (SPREP, 2023a). Non-discrimination and equality are fundamental human rights principles that are embedded and core to GEDSI.

13 Smallhorn-West, P., Allison, E., Gurney, G., Karnad, D., Kretser, H., Lobo, A., Mangubhai, S., Newing, H., Pennell, K., Raj, S., Tilley, A., Williams, H., and Peckham, S., 2023. Why human rights matter for marine conservation. *Front. Mar. Sci.* 10:1089154. doi: 10.3389/fmars.2023.1089154

14 According to IUCN Global Standards for NbS, major societal challenges addressed by NbS include Climate Change mitigation and adaptation, Disaster risk reduction, economic and social development, human health, food security, water security, and environmental degradation and biodiversity loss.

# What is a GEDSI analysis?



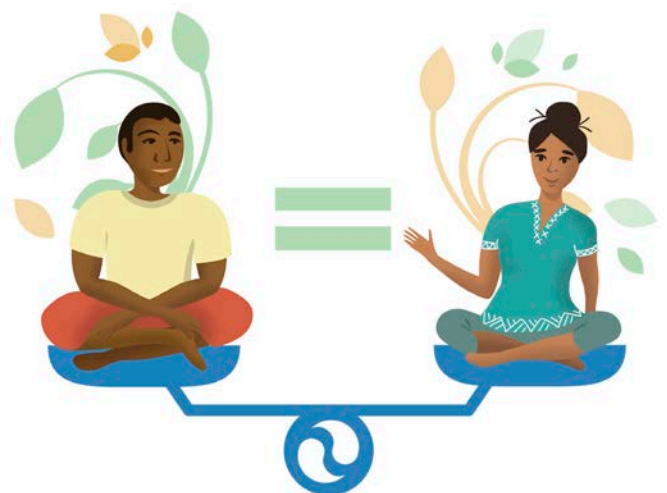
*A GESI analysis enables a better understanding of the needs of community members, including those who often miss out, for more effective targeting of interventions to ensure fairer outcomes for individuals and the communities of which they are a part of.*  
(Mangubhai and Cowley, 2021)

GEDSI analysis for NbS helps practitioners assess any gender, disability and socially differentiated impacts and risks caused by or linked to proposed NbS. The analysis may identify opportunities to address inequalities and promote the empowerment of women, persons with disability and other marginalised

groups in relation to NbS best practice, knowledge, and decision-making. This analysis should consider community members' access to material resources, education, participation in decision making processes and livelihood opportunities.

# When should a GEDSI analysis be conducted?

A GEDSI analysis should be done at the very start or design of a project or at the early stage of planning. Once the NbS have been identified, the next step is to conduct a GEDSI analysis. The design and implementation of NbS should be built on a thorough understanding of gender and other social differences in the target community or communities. Some of the data collected may serve as a baseline for measuring the impact of NbS on different groups in the community.



# How to conduct a GEDSI analysis?

## Framework to guide the GEDSI analysis

The data collected for an analysis should be guided by a GEDSI framework (Fig. 1). A framework helps categorise GEDSI information, highlight key GEDSI concerns, and conceptualise how NbS can address societal challenges like inequality and violations to human rights. Equitable distribution of NbS benefits requires NbS projects to understand and account for who, why and how different members of a community or segments of society are excluded from benefiting from NbS. Conversely, it is important to consider who bears the costs of NbS and is this fair? Through a GEDSI analysis framework, a scope of actions can be identified that promote practices that ensure that women, persons living

with disability and other marginalised groups in the Pacific, in relation to NbS, are included and have access to resources, information, decision-making and livelihood opportunities.

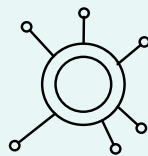
The framework that is presented below is taken from a GEDSI analysis guide developed for coastal fisheries in the Pacific (Mangubhai and Cowley, 2021), that was adapted from CARE International (CARE International, 2020). It describes three levels of interventions that “create the personal, social and structural conditions that enable people to realise their rights” (Mangubhai and Cowley, 2021). Those working on NbS in fisheries can use the sector specific GEDSI guide.

The aim of the framework is to:



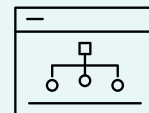
### build individual capacity

of people of all gender identities, life stages, and (dis)abilities



### change relations

between the people involved in the work and the key people around them to foster equity (e.g. family members, community members)



### transform structures

so the people involved in the work can realise their full potential in their public and private lives and can contribute equally to, and benefit equally from, social, political and economic development

When applied to NbS goals, this framework emphasises that key interventions are required to enable communities to be involved, take leadership and support the goals of NbS. This includes working to build *individual capacities* of all stakeholders, including building confidence, knowledge and skills in GEDSI, to enable inclusive decision-making and sharing on NbS. At the same time, the framework spotlights the importance of *social relationships* (formal and informal) that shape communities and determine the degrees of access to and use of resources by members of that

community, that in turn influences how sustainable NbS can be. This framework also emphasises the need to do away with relationships that prevent women, men, boys, girls, persons living with disability and other marginalised groups from decision-making concerning NbS. Finally, the framework highlights the need to identify and *transform structures, institutions, and processes* that impede people’s ability to build their capacities and change their relations to ensure equal opportunity to participate in, contribute to, and benefit from NbS.

### BUILD INDIVIDUAL CAPACITY

Building confidence, self-esteem and aspirations (non-formal sphere) and knowledge, skills and capabilities (formal sphere)



### CHANGE RELATIONS

The power relations through which people live their lives including intimate relations and social networks (non-formal sphere) and group membership and activism, and citizen and market regulations (formal sphere)

### TRANSFORM STRUCTURES

Discriminatory social norms, customs, values and exclusionary practices (non-formal sphere) and laws, policies, procedures and services (formal sphere)

**Figure 1.** Gender equity and social inclusion framework

Source: Mangubhai and Cowley, (2021) adapted from CARE International, (2020)

The three parts of the framework are interlinked to support GEDSI integration into NbS. By focusing GEDSI data and information collection within the scope of this framework, challenges and barriers at the individual,

relational and structural levels can be surfaced. The three elements help to spotlight opportunities to redress GEDSI issues that arise in relation to NbS and support good practices.

## Methods for information and data collection

GEDSI data and information can be gathered from stakeholder consultations and surveys that apply GEDSI approaches, government statistical reports (e.g. census, household income and expenditures surveys, national gender stocktake reports), and published reports (e.g. program reports, community research reports). A good practice is to review gender and GEDSI analyses that have been conducted for other successful projects, in similar or surrounding areas. The guidance and support of a GEDSI expert should be sought for organisations and practitioners doing a GEDSI analysis for the first time. It also helps to consult with experienced experts like local women groups, disability organisations, NGOs, etc., to develop a clearer and detailed understanding of the GEDSI context of the project community.

Some methodologies for collecting GEDSI data are detailed in the Pacific Community's Pacific handbook

for gender equity and social inclusion in coastal fisheries and aquaculture (Barclay et al., 2021), Live and Learn guide to *Women and men working together in natural resource management: A facilitator's guide to gender inclusive natural resource management* (Live and Learn, 2011), and Wildlife Conservation Society's guide to *Gender equity and social inclusion analysis for coastal fisheries* (Mangubhai and Cowley, 2021). Examples of some of these methodologies includes:

- Desktop reviews of work or research
- Past census or household income and expenditure surveys
- Time use surveys
- Key informant interviews
- Household surveys
- Focus group discussions

When collecting GEDSI data for the analysis, practitioners should broadly consider:

- different roles, knowledge, needs and contributions of different individuals and groups in a community;
- what social characteristics are important to capture in the analysis (e.g. gender, age, economic status, migrant status, etc.);
- Indigenous peoples concerned and their representatives, decision-making structures, self-governance systems, knowledge, resource management, etc;<sup>15</sup>
- main inequalities that exist within a community;

- main barriers (social, cultural, institutional) that prevent some groups or stakeholders, particularly women and persons living with disability, from participating fully and effectively in NbS; and
- main risks, impacts, costs, and opportunities for communities participating in NbS.

Table 1 provides some examples of GEDSI considerations that might apply to all projects, as well as ones for specific NbS. These considerations or questions should be tailored to the specific social-cultural contexts where practitioners are working, and should be answered by the GEDSI analysis (Annex 1).

**Table 1. Examples of GEDSI considerations for different types of NbS**

| Examples                           | GEDSI Considerations  |
|------------------------------------|---|
| <p><b>General</b></p>              | <ul style="list-style-type: none"> <li>• Are there any risks for specific groups, especially marginalised groups participating in NbS?</li> <li>• How do social and cultural norms affect the engagement and participation of different social groups in NbS?</li> <li>• What is the knowledge that is held by different groups in a community?</li> <li>• Who will benefit most (or least) from the NbS?</li> <li>• How well has the burden of care work been taken into consideration in the design or implementation of NbS?</li> <li>• Is there a clear understanding of the different roles, needs and factors that lead to the inclusion or exclusion of different groups?</li> <li>• Are there discriminatory practices that need to be understood and tackled as part of NbS? (e.g. around access and benefit sharing)</li> <li>• Do different groups have different vulnerabilities to climate change?</li> <li>• Do different groups have different adaptive capacities to climate change?</li> </ul> |
| <p><b>Watershed management</b></p> | <ul style="list-style-type: none"> <li>• Are there different uses by different people of natural resources and ecosystem services on which the community depends?</li> <li>• What are the specific needs of different groups living in the watershed? (disaggregate by gender, age, disability, other social characteristics)</li> <li>• Who should provide their time to conduct restoration activities? (noting that women have less leisure time than men)</li> <li>• Who will be represented on committees, and how will different groups voice their opinions or concerns?</li> </ul>  |

15 See FPIC toolkit designed to provide guidance on how to implement the FPIC process <https://www.fao.org/indigenous-peoples/our-pillars/fpic/en/>

### Marine and Forest Protected Areas

- Are there different uses by different people of natural resources and ecosystem services on which the community depends?
- How will the protected area change the access to resources and affect different groups?
- How will the protected areas rules or regulations affect different uses of the area and the resources?
- Who will be (or not be) involved in the management committees for the protected areas? (disaggregate by gender, age, disability, other social characteristics)
- Who will be (or not be) involved in monitoring, patrols and other day-to-day management of the protected areas?

### Sustainable agriculture

- Do women and men have different rights with respect to how the land is owned and used? (disaggregate by gender, age, disability, other social characteristics)
- What are the different barriers that different groups face when it comes to participating in the agricultural sector?
- Who is making decisions about the sale of agricultural produce, and the income generated?
- Does everyone have the same access to information on agricultural produce?
- Has fair consideration been given to agricultural produce targeted for food vs. income?
- Do women and men have equal power of negotiation in agricultural value chains? (disaggregate by gender, age, disability, other social characteristics)

### Community-based fisheries

- Are there different uses by different people of natural resources and ecosystem services on which the community depends?
- What are the different barriers that different groups face when it comes to participating in the fisheries sector?
- Which fisheries are targeted by which groups in the community and for what purpose (i.e. subsistence, income generation)?
- Who is making decisions about the sale of seafood, and the income generated? (disaggregate by gender, age, disability, other social characteristics)
- Does everyone have the same access to fisheries information and technology?
- Who are the main players in the fisheries chain (differentiated by gender and other social characteristics)?
- Do women and men have equal power of negotiation in fisheries value chains?

### Nature-based livelihoods

- Are there gender (or other social group) differentiated livelihoods within the communities?
- Who needs financial resources for livelihoods, and do they have access to those resources?
- Who has (and does not have) access to livelihood assets?
- Do different groups have the same or different access to markets?
- Does everyone have equal opportunity to engage in sustainable nature-based livelihoods, or do social and cultural norms prevent some groups from participating?
- Are there differences in opportunities to earn cash between different individuals and groups?
- Will NbS cause the displacement of their livelihoods from new groups entering the sector?
- For community income generating projects, who will benefit from these, and who will not?
- Will individuals who are engaged in livelihoods be able to make decisions on the income they earn? (e.g. some cases women may not get to retain the money they earned)



# How to use the findings from the analysis in your project?

The findings from GEDSI analysis can be used for multiple purposes, and five examples are provided below.

**Design and implementation of NbS:** The results of the GEDSI analysis should inform who, why, when and how decision-making is made in the target community, and identify processes, methods and opportunities to involve women, persons living with disability and other marginalised groups. This information may influence or influence the theory of change the project is premised on in order to ensure effectiveness and sustainability of goals. For example, a GEDSI analysis may show that all forest land is owned by men, yet women are the most frequent users of forest resources and access the forest on a daily basis to collect firewood, medicine and food. This may influence the design to ensure women and girls are consulted on the use and access of the forest area, in addition to the resource owners with decision-making powers.

**Risk assessment:** A GEDSI analysis can provide detailed insights into the types of vulnerabilities that exist in the communities for diverse members and contribute information to better inform risk assessments<sup>16</sup>. The data from a GEDSI analysis can help identify the types of risks for different groups, and recommendations for managing risk will include actions and peoples best suited to address these. For example, insights from those living with disability and their carers may demonstrate the specific kinds of water and food accessibility needs.

**Environmental and Social Safeguards Management:** The GEDSI analysis would contribute to understanding how environmental and social impacts affect different groups in communities by mapping the experiences of marginalised groups in relation to natural resource access, use and controls. It may identify where special safeguards are needed to protect and ensure no harm to, for example, women, persons living with disability or other marginalised groups. For instance, a GEDSI analysis would uncover

the types of restrictions women have to land tenure rights, which in turn may limit access to and use of land for food and livelihoods. Any projects that create closures or limit access should be aware of women's access to natural resources like land and water, and put adequate safeguards in place to ensure they are not violating human rights.

**Environmental and social impact assessment:** The results of the GEDSI analysis would contribute to identifying and addressing potential environmental, social and economic risks of a project by providing specific information on specific groups who are often marginalised in those decision-making processes. For example, consultations on traditional closures in coastal fishing communities that ignore women's views and participation in decision-making may risk limiting women's access to food security and livelihoods, and impact their ability to feed their families and meet their community obligations. This also puts the goals of the closure at risk as women fishers may not comply with the restrictions.

**Monitoring and evaluation:** The results of the GEDSI analysis can help identify specific indicators that help measure the effectiveness of and impacts of NbS, and serve as a baseline for monitoring and evaluation and progress towards equity and inclusion. For example, the analysis may show how poorly women or youth are represented on environmental committees, and therefore have little to no role in decision-making. NbS practitioners may want to work with existing committees to discuss and demonstrate the value of having committees that are more inclusive and this will benefit everyone in the community.

<sup>16</sup> SPREP (2024b) *Assessing human rights risks to inform nature-based solutions in Pacific Islands*. Apia: Secretariat of the Regional Environment Programme, Apia.

## References

- Barclay, K., Leduc, B., Mangubhai, S., Vunisea, A., Namakin, B., Teimarane, M., Leweniqila, L., 2021. Pacific Handbook for Gender Equity and Social Inclusion in Coastal Fisheries and Aquaculture: Module 1 Introduction. Pacific Community, Noumea, New Caledonia.
- CARE International, 2020. Gender equality and women's empowerment in the context of food security and nutrition. CARE International.
- Cohen, P.J., Lawless, S., Dyer, M., Morgan, M., Saeni, E., Teioli, H., Kantor, P., 2016. Understanding adaptive capacity and capacity to innovate in social-ecological systems: Applying a gender lens. *Ambio* 45, 309–321. <https://doi.org/10.1007/s13280-016-0831-4>
- IUCN, 2016. World Conservation Congress Resolution 069. Defining Nature-based Solutions (Conference resolution). IUCN, Hawaii.
- IUCN, 2020. Guidance for using the IUCN Global Standard for Nature-based Solutions: first editions, 1st ed. IUCN, International Union for Conservation of Nature. <https://doi.org/10.2305/IUCN.CH.2020.09.en>
- IUCN, 2021. Gender Analysis Guide: A technical tool to inform gender-responsive environmental programming for IUCN members, partners and peers. First edition. Gland, Switzerland: IUCN.
- Live and Learn, 2011. Women and men working together in natural resource management: A facilitator's guide to gender inclusive natural resource management. Honiara.
- Mangubhai, S., Cowley, A., 2021. Gender equity and social inclusion analysis for coastal fisheries. Wildlife Conservation Society, Suva, Fiji. <https://doi.org/10.19121/2021.Report.40304>
- McLeod, E., Arora-Jonsson, S., Masuda, Y.J., Bruton-Adams, M., Emaurois, C.O., Gorong, B., Hudlow, C.J., James, R., Kuhlken, H., Masike-Liri, B., Musrasrik-Carl, E., Otzelberger, A., Relang, K., Reyuw, B.M., Sigrah, B., Stinnett, C., Tellei, J., Whitford, L., 2018. Raising the voices of Pacific Island women to inform climate adaptation policies. *Marine Policy* 93, 178–185. <https://doi.org/10.1016/j.marpol.2018.03.011>
- Rohe, J., Schlüter, A., Ferse, S.C.A., 2018. A gender lens on women's harvesting activities and interactions with local marine governance in a South Pacific fishing community. *Maritime Studies* 17, 155–162. <https://doi.org/10.1007/s40152-018-0106-8>
- Smallhorn-West, P., Allison, E., Gurney, G., Karnad, D., Kretser, H., Lobo, A.S., Mangubhai, S., Newing, H., Pennell, K., Raj, S., Tilley, A., Williams, H., Peckham, S.H., 2023. Why human rights matter for marine conservation. *Frontiers in Marine Science*. 10:1089154. doi: 10.3389/fmars.2023.1089154
- SPREP, 2024a. Human rights for nature-based solutions in Pacific Islands. Mangubhai S, Chung M (authors). Kraft M, Rocle N (eds). Secretariat of the Pacific Regional Environment Programme, Apia.
- SPREP, 2024b. Assessing human rights risks to inform nature-based solutions in Pacific Islands. Mangubhai S, Chung M (authors). Kraft M (eds). Secretariat of the Pacific Regional Environment Programme, Apia.
- UN Human Rights Procedures, 2018. Framework principles on human rights and the environment. The main human rights obligations relating to the enjoyment of a safe, clean, healthy and sustainable environment.
- UN Women, 2021. Diverse SOGIESC Rapid Assessment Tool. To Assess Diverse SOGIESC Inclusion Results In Humanitarian Contexts. UN Women, Suva.



# Annex 1. Checklist: questions and suggestions to guide the GEDSI Analysis

The questions below are adapted from Mangubhai and Cowley (2021).

## Build individual capacity

- Describe the composition of the population involved in activities related to or might be impacted by NbS, disaggregated by gender, age, ethnicity, and other relevant social categories.

---

- What is the role of different individuals and groups in their community or segments of society (disaggregated by gender, age, ethnicity, and other relevant social categories) in relation to NbS?

---

- What traditional knowledge, skills and practices do different individuals and different social groups have and use? Whose knowledge, skills and practices are valued? Who has limited access to valuable knowledge?

---

- Who has what kinds of use rights, ownership and decision-making power over natural resources?

---

- How will environmental and economic changes in natural resources potentially affect women and men from different segments of society? Will the likely impacts be different for different social groups?

---

- What level of access and control do women and men from different segments of the population have over the resources and technologies required to effectively harvest natural resources?

---

- Does everyone have the same access to education and training, or does it vary within communities? Who gets left out?

---

- What are the benefits of the proposed NbS, as perceived by women and men, and other social groups in the community?

---

- How dependent are different groups on natural resources for food and/or for livelihoods?

---

- Are there other social or cultural benefits from NbS?



## Change relations

---

Do inequalities exist in accessing resources (land, fishing grounds, equipment, information, training, etc.) for activities that might influence NbS?

---

Are there inequalities in the distribution of benefits from nature-based activities and NbS, and if so, are there opportunities to promote equitable benefit sharing?

---

At the household level, how are financial decisions made in relation to livelihoods that are relevant to NbS?

---

How will changes proposed by the proposed NbS affect gender and other social relationships? Could they worsen the social exclusion experienced by women or other groups?

---

Will NbS have the potential to positively transform situations of inequality by reducing exclusion and leading to equitable outcomes across communities?

---

## Transform structures

---

What organisations are involved in managing natural resources relevant to the NbS proposed (e.g. local government, provincial fisheries agencies, community leadership and authorities)?

---

What is the social composition of these governing bodies (disaggregated by gender, age, ethnicity, and other relevant social categories)? Who is left out?

---

What are the decision-making processes of these bodies? Are women and other socially excluded groups able to participate effectively, or do older men's perspectives dominate? Who is left out?

---

Are women, young people, and other socially excluded groups happy with the decision-making process? Do they think some things should be done differently?

---

How would changes proposed by NbS impact on different segments of the population? (Consider activities performed, time dedicated to those activities, workload, use patterns, productivity, financial benefits, nutritional benefits, access to and control over productive resources, etc.)

---



Produced by Secretariat of the Pacific Regional Environment Programme (SPREP)

SPREP  
PO Box 240, Apia, Samoa  
Telephone: +685 21929  
Email: [sprep@sprep.org](mailto:sprep@sprep.org)  
Website: [www.sprep.org](http://www.sprep.org)

© Secretariat of the Pacific Regional Environment Programme (SPREP) 2024