Gender Equity, Disability and Social Inclusion and Human Rights-Based Approaches in Nature-based Solutions for Climate Adaptation

Guidelines for Kiwa Initiative new regional projects 2025-2026
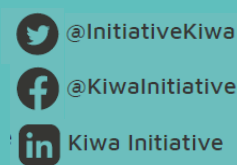
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The Kiwa Initiative – Nature-based Solutions for Climate Resilience aims at strengthening the climate change resilience of Pacific Islands ecosystems, communities and economies through Nature-based Solutions (NbS), by protecting, sustainably managing 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

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CONTENTS

LIST OF ACRONYMS

FPIC   Free, Prior and Informed Consent

GEDSI   Gender Equity, Disability and Social Inclusion

IPLCs   Indigenous Peoples and Local Communities

MVPFAFF+   Mahu, Vakasalewalewa, Palopa, Fa'afafine, Akava'ine, Fakafifine and Fakaleiti/leiti + (Phylesha Brown-Acton. 2011)

NbS   Nature-based Solutions

SEAH   sexual exploitation, assault, and harassment

UNDRIP   United Nations Declaration on the Rights of Indigenous Peoples

Introduction

This resource is a compilation of guidance notes that provide practical considerations for gender equity, disability and social inclusion (GEDSI) from a Nature-based Solutions (NbS) perspective for Kiwa Initiative new regional projects from 2025-2026. The Kiwa Initiative prioritises Human Rights, including GEDSI, as essential to achieve project impacts and sustainable NbS in project environmental and social management plans and systems. These guidance notes and checklists provide a starting point to guide project teams integrate GEDSI and human-rights based approaches to strengthen project outcomes for:

1. Free and Prior Informed Consent (FPIC)
2. How complaints (grievances) will be resolved
3. Child safeguarding
4. Stakeholder engagement
5. Stakeholder analysis incorporates human rights and GEDSI (GEDSI Analysis)
6. Project workplans, monitoring and reporting integrate GEDSI (GEDSI Action Plan)

FPIC is the first step in any community-based project. FPIC is the **process** for communities to understand the project concept and any activity that may affect their land, sea, livelihoods, natural resources, or cultural practices before collective consent (or not)**.** Following FPIC, and depending on the project, stakeholder engagement and child safeguarding priorities could change; and this is where **projects adapt** GEDSI and human rights-based approaches to achieve outcomes.

These six areas are interrelated and mutually reinforcing. FPIC, child safeguarding and the complaints or grievance mechanism are the transparent and accountable **requirements and** co-design *process* foundations for a project. Planning for GEDSI stakeholder engagement in projects requires commitment and inclusive *processes* so that no one is left behind from a human rights approach. These are cross-cutting in the requirements for Kiwa Initiative regional projects environmental and social management plans.

These checklists provide practical guidance for key processes and accountability and their importance in community NbS projects. Processes across these six areas build relationships between all people in the community and the project team and stakeholders. Processes must relate to accountability and transparency in project design and delivery for all parties: project teams as duty bearers and stakeholders as rights holders. These relationships will ensure project teams and stakeholders are well equipped to address GEDSI and human-rights based challenges through design, implementation and close-out.
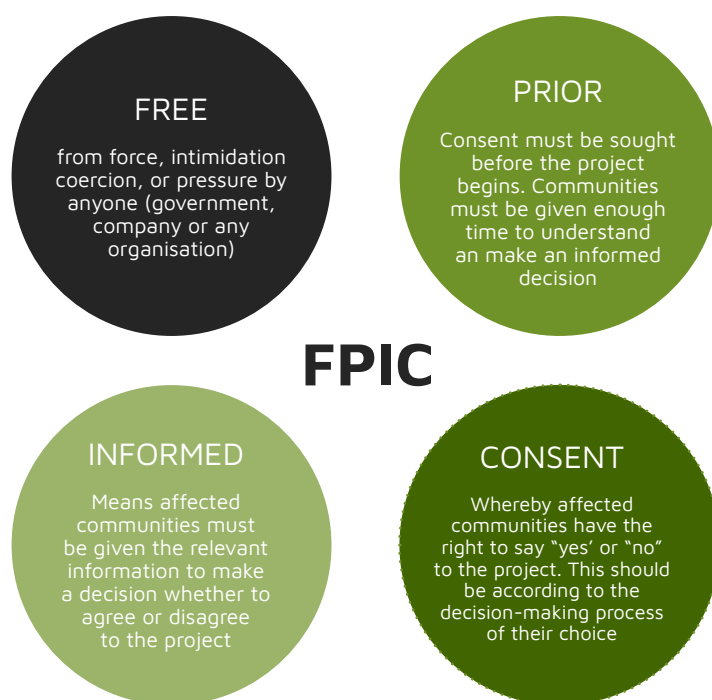
Free and Prior Informed Consent Checklist

Purpose

This is a practitioners' guide to conducting Free, Prior and Informed Consent (FPIC) for Nature-based Solutions (NbS) projects implemented in the Pacific Islands region that may affect Indigenous Peoples and local communities. It outlines FPIC principles and the steps that should be taken to ensure respectful, equitable, and sustainable projects, and guide community engagement from initial awareness to final agreement on project objectives, activities, and complaint mechanisms. This guide was developed based on the *Food and Agriculture Organization of the United Nations Global Standards on FPIC*, and draws from the approaches used by the *Wildlife Conservation Society* in Melanesia.

What is Free, Prior and Informed Consent?

FREE
from force, intimidation coercion, or pressure by anyone (government, company or any organisation)

PRIOR
Consent must be sought before the project begins. Communities must be given enough time to understand an make an informed decision

FPIC

INFORMED
Means affected communities must be given the relevant information to make a decision whether to agree or disagree to the project

CONSENT
Whereby affected communities have the right to say "yes' or "no" to the project. This should be according to the decision-making process of their choice

FPIC is a specific right granted to Indigenous Peoples, recognised under the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) that is central to their right to self-determination. This principle is upheld by international human rights standards, including UNDRIP, the Convention on Biological Diversity, and International Labour Organization Convention 169 (on indigenous and tribal peoples). FPIC is the process that allows them to give, withhold, or withdraw consent for projects impacting their territories, and to negotiate all aspects of the project that affect them.

It is important to emphasise that since the FAO standards were launched in 2016, the application of FPIC in practice has broadened to include local communities. This recognises that all communities have the right to participate in decisions that affect their land and aquatic environments, resources and livelihoods, promoting greater equity and fairness. This guide reflects that trend and emphasises the importance of the rights of Indigenous Peoples, and community-led inclusive approaches to build consensus, foster local ownership and ensure effective and sustainable NbS projects implemented under the Kiwa Initiative.

In the Pacific, most NbS projects occur on customary lands and waters and therefore FPIC is a requirement for any projects on Indigenous Peoples or local communities. The FPIC process will help ensure that NbS projects do not violate rights, displace communities, or undermine traditional management practices, by actively engaging Indigenous Peoples and local communities in decision making concerning projects affecting their lands and resources. Given the uniqueness of the Pacific, these guidelines use the term 'community' to mean Indigenous Peoples and local communities.

The core components of FPIC are:

Free means consent must be given voluntarily, without forced intimidation, coercion, manipulation or pressure from anyone, and the process is self-directed by the community, with rights-holders[1] determining process, timeline, and decision-making structure and guaranteeing full participation of all community members.

Informed means that communities must be provided with all relevant, accessible, and accurate information about the proposed project. Information should be delivered in the local language and a culturally appropriate format, with continuous sharing throughout the project's lifetime, encompassing objective details on all potential impacts (economic, social, cultural, environmental, including nature, size, pace, duration, reversibility, and scope), delivered by culturally appropriate personnel with sufficient time for understanding and verification, and ensuring accessibility for all community members.

Prior means consent must be sought before the project or any activity begins, allowing ample time for communities to understand, discuss, and deliberate, including respecting the time requirements of customary decision-making processes, with information provided from the earliest conceptual stages and throughout each phase of implementation, and the duration of this time is determined by the rights-holders' own processes.

Consent means a collective decision made by the affected community, following their customary laws and practices. Consent can be given, withheld, or given with specific conditions, and it can be withdrawn at any stage if project details change or new information is obtained. Additionally, Consent involves a decision-making process unique to each community, requires participation through chosen representatives ensuring inclusivity of all community members, is supported with a grievance redress mechanism, is an expression of rights, and is granted or withheld in phases rather than being a one-off event.

It is important to understand that FPIC is not a one-off event, but a **continuous process** integrated throughout the entire project lifecycle. To ensure respectful, equitable and sustainable NbS projects, FPIC considerations and activities must be woven into every phase, from initial concept to ongoing monitoring and evaluation. This ensures that Pacific communities maintain their right to self-determination and control over projects affecting their lands and aquatic resources.

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1   A rights-holder is any person or social group that possesses certain entitlements or claims, often protected by law or moral obligation, and to whom duty-bearers (such as states or organisations) have the responsibility to respect, protect, and fulfil those rights.

FPIC & Gender Equity, Disability and Social Inclusion

For NbS projects, successful FPIC requires deliberate social inclusion, with particular attention paid to those that are often marginalised and may be left out or impacted by projects. Marginalised or underrepresented groups (e.g. women, youth, elders, minority clans, landless individuals, persons with disabilities) often possess unique knowledge and perspectives on managing natural resources, derived from their lived experiences and deep connection to the environment. Their inclusion is important, for NbS projects to be responsive to diverse needs, culturally relevant, and equitable in distribution of benefits.

Moreover, involving a wider diversity of groups can uncover innovative approaches to environmental challenges and build local ownership, enhancing the long-term success and resilience of these solutions.

Prioritising the voices of marginalised groups leads to more effective, socially just, and sustainable NbS. Approaching FPIC through a GEDSI lens means ensuring that women and other marginalised groups are included in the process and have the opportunity to review, give or withhold consent.

Case study: Applying GEDSI when conducting free, prior and informed consent in Melanesia

The Watershed Interventions for Systems Health Plus (WISH+) project, part of the Kiwa Initiative and led by the Wildlife Conservation Society, focused on implementing FPIC with a GEDSI lens in Melanesia. This project aims to enhance watershed management for biodiversity, climate resilience, and human health across Fiji, Papua New Guinea, and the Solomon Islands.

Key practices involve an FPIC approach where Wildlife Conservation Society integrates FPIC into community engagement protocols, ensuring that communities, including Indigenous Peoples, can control projects impacting their lands, resources, and rights, with specific attention to the inclusivity of women, youth, and persons with disabilities.

The process involved initial Awareness Workshops to introduce project objectives and activities, Gender Risk Assessments were integrated into the FPIC process to identify participation barriers and potential risks for diverse groups, and Consent Gathering, which provides communities ample time for internal discussions before formalising their consent.

Crucially, FPIC is an ongoing process, allowing communities to retract consent if grievances emerge, supported by a Grievance Redress Mechanism that ensures concerns are addressed without repercussions. Outcomes from this approach included the identification of barriers through gender risk assessments, which informed mitigation measures such as adapting activity schedules to community commitments and ensuring inclusive consultations.

Challenges, however, included managing community expectations regarding immediate benefits and addressing cultural resistance to women's involvement in resource management. Lessons learned emphasise that FPIC must align with local customs, be conducted in local languages, and provide sufficient time for decision-making. Furthermore, FPIC's applicability extends to marginalised and vulnerable groups in communities, thereby promoting equity and fairness. Risk assessments conducted during the FPIC process proved valuable in improving project design by addressing potential harms to all community groups. Ultimately, this comprehensive approach fosters empowered communities, promotes inclusivity, and underscores the significance of understanding and responding to local dynamics for successful project implementation.

Source: SPREP (2025)

Steps to conducting a successful, effective and just FPIC Process

For NbS projects in Pacific Island communities, successful FPIC ensures free and uncoerced decision-making, promoting community-initiated processes, allowing ample time for deliberation through multiple visits and culturally appropriate engagements. Below we highlight eight steps organised under three phases for the FPIC process. These steps should be seen as a guide, drawn from global standards. However, the FPIC process should be specifically designed and tailored to the unique cultures and contexts where practitioners work. This means consideration of local customs and norms, as well as local languages.

Phase 1: Early Engagement and Initial Trust Building

STEP 1

Communication of Project Intent. Project team, respecting traditional protocols, initiates contact with communities through relevant government and/or customary authorities to introduce the proposed NbS project, including its intentions and potential benefits (e.g. food security, livelihoods, natural resources, etc.). This may involve inviting key community leaders to a central location, especially if working in areas with communication challenges.

STEP 2

Community-Initiated Request for Awareness Workshop. This is the first formal communication that will be recorded under the FPIC process. The community, through its internal decision-making processes, formally invites the project team for a comprehensive awareness workshop, setting the time, date and venue (Annex 1). This formal invitation fulfils the requirement that the communities should request for the meeting and also decide for themselves the meeting arrangements. The project team will respond to this request affirming the arrangements for the awareness workshop.

Phase 2: Information Sharing, Project Awareness and Deliberation

STEP 3

Comprehensive Awareness Workshop. The project team conducts a detailed workshop in the local language and culturally appropriate formats, presenting the NbS project's purpose, objectives, key outputs, potential positive/negative implications (environmental, social, economic, cultural), and initial ideas for community involvement, and addressing any initial queries. Design the workshop space and facilitation methods to be physically accessible and culturally safe for all, aligning with 'do no harm' principles, and supporting the community's internal processes to ensure all voices are heard. The duration of the workshop will be one day per community.

STEP 4

Community Deliberation Timeframe. The community formally notifies (via written or verbal communication) the project team of the time required to internally deliberate and decide on the information received during the awareness workshop, respecting customary decision-making periods (Annex 2).

STEP 5

Community Decision-making. The community formally communicates in writing its decision regarding the awareness workshop (Annex 3). If positive, they formally invite the project team for a detailed Project Consultation Workshop. The Project team will respond by holding a Project Consultation Workshop (Step 6).

STEP 6

Project Consultation Workshop. This workshop provides all necessary information for a definitive consent decision to all members of the community. It includes detailed discussions on specific NbS interventions, proposed benefit-sharing mechanisms, roles, responsibilities, project timelines, how different groups may be impacted, and a collaboratively designed grievance mechanism to ensure any potential harms or concerns raised by the community can be safely and effectively addressed without repercussions. The workshop should be a minimum of one day per community, ensuring independent community discussions occur without coercion.

STEP 7

Community Deliberation Timeframe. The community formally informs (letter or verbal communication) the project team of the time needed for their final decision on consent following the detailed Project Consultation Workshop (Annex 4). This fulfils the requirement that communities must decide for themselves the amount of time that they will need in order to arrive at a decision using their own traditional process.

STEP 8

Formal Community Decision (Consent/Non-Consent). The community formally communicates its final decision, where possible and culturally appropriate via a letter (Annex 5). This can be consent (project proceeds), consent with conditions (conditions considered), non-consent (project ceases), or non-consent with conditions (next steps considered). The consent letter will have a list of what the community are consenting to and the duration of the consent.

Throughout the project lifecycle, the **principle of adaptive consent** will be upheld. This means that consent is not a one-time event but an ongoing process, allowing communities the inherent right to withdraw, revisit, and revise their consent for project activities at any stage, ensuring their decision is never irrevocably 'locked in. Additional tips are provided in the insert box below, and Best Practices Checklist for FPIC in NbS Projects is provided.

This checklist below provides project teams with practical guidance by allowing project teams to systematically track their progress, ensure all necessary considerations are met, and confirm they are adhering to FPIC best practices for community engagement and consent.

Best Practices Checklist for FPIC in NbS Projects

Project Name: _____

Community Name: _____

Field Officer Name: _____

Important Note: Always remember that the community can change their mind or stop the project at any time. Keep talking and listening to everyone.

Phase 1: Getting Started & Sharing First Info	Mark if Yes
Step 1: Communication of Project Intent	
Have I acknowledged and respected community traditions?	
Have I talked to the relevant local leaders (chiefs, government reps) to initiate contact?	
Have I given a simple overview of the nature project's intentions and potential benefits?	
Are the project goals explained briefly and clearly?	
Can everyone understand the information I've shared (e.g., using local language, pictures, examples)?	
Have I considered how women, youth, and people with disabilities will receive this information?	
Was the meeting location and venue easy for everyone to get to?	
Step 2: Community-Initiated Request for Awareness Workshop	
Have I confirmed the community used their own decision-making processes to decide if they want a workshop?	
Have I received a formal invitation from the community for the workshop?	
Did the community set the date, time, and place for the workshop?	
Have I confirmed receipt of their formal invite and chosen details?	
Did many different people in the community have a say in asking for this workshop?	
Phase 2: Project Awareness & Deliberation	
Step 3: Comprehensive Awareness Workshop	
Did I run the workshop in the local language, with both a male and female facilitator?	
Did I use local customs and ways of talking (like stories, visuals)?	
Have I clearly explained the project's purpose, what it will do, and its potential good and bad impacts (environmental, social, economic, cultural)?	
Have I shared early ideas for community involvement?	
Have I answered all initial questions?	
Have I delivered all key information clearly?	
Is the workshop place easy for everyone to get to and move around in?	
Did everyone feel safe and able to speak up (e.g., by asking open questions, giving them space)?	
Did I use different ways to explain things (pictures, simple words) so all could understand?	

Did I actively try to get women, youth, and people with disabilities to talk and share (e.g., offering help, asking them directly)?	
Step 4: Community Deliberation Timeframe	
Has the community told me how long they need to think about the workshop info?	
Am I respecting their usual decision-making time?	
Have I recorded their chosen deliberation timeframe?	
Have I made sure everyone in the community has enough time to talk and think, without feeling rushed?	
Step 5: Community Decision & Consultation Workshop Invitation	
Have I received formal word from the community about their decision on the first workshop?	
If their decision was "yes," have I received a formal invitation for the "Detailed Consultation Workshop"?	
Have I received and confirmed their decision and new invitation?	
Phase 3: Consent & Agreement	
Step 6: Detailed Consultation Workshop	
Have I provided all details needed for a final "yes" or "no" decision?	
Have we discussed specific Nature-based Solutions actions, how benefits will be shared, who does what, project dates, and how to fix problems (the complaints process)?	
Have I clearly presented all final project details and agreed on the grievance process?	
Was the workshop set up so everyone could truly join in the discussions?	
Did I make sure different people (women, youth, etc.) were part of the discussions?	
Did I run the discussions fairly so everyone had a chance to speak?	
Did we talk about how the project might affect different groups (e.g., women's access, disability access)?	
Is the "how to fix problems" (i.e grievance mechanism) plan easy and safe for everyone to use?	
Step 7: Final Community Deliberation Timeframe	
Has the community told me how long they need for their final decision?	
Have I recorded their final deliberation timeframe?	
Is everyone in the community having a chance to be part of this final decision-making?	
Step 8: Formal Community Decision (Consent/Non-Consent)	
Have I received the formal letter from the community with their final decision?	
Is the decision clear: "yes," "yes with conditions," "no," or "no with conditions"?	
Does the letter specify what they agreed to and for how long?	
Have I received and filed the formal consent/non-consent letter?	
Does the decision truly reflect what all different people in the community want?	
Did any one group not force this decision?	

Was the whole process fair and included everyone?	
Ongoing Considerations (beyond the 8 steps):	
Am I regularly checking in with community members to see if they want to revisit or change consent?	
Have I ensured any changes to the project are discussed and agreed upon with the community?	
Am I actively listening for any new concerns from any group in the community?	

Field Notes: (Use this space for any specific observations, challenges, or successes during the visits)

_____
_____
_____
_____
_____

Additional **tips** when doing FPIC

- In some communities, additional awareness consultations may be required where similar past projects have not addressed people's questions and concerns.

- Sufficient time should be given to the FPIC process, and people should not be rushed into making a decision before they are ready. At the same time, communities may not want a long drawn out process, especially if there is a long working history and there is significant trust.

- Use professional, culturally sensitive translators whom the community trusts, and avoid relying on community members for translation.

- Respect Indigenous rights to lands and resources, and act in a way that respects community culture and their ways of deciding.

- Make sure everyone, including women, youth, and elders has a chance to understand the project and provide their inputs, while respecting cultural customs.

- Keep clear, agreed-upon records of all talks and decisions and share these with community focal points.

- Have a clear and easy way for people to raise concerns and access a complaints mechanism.

- Be sensitive to what technology is available for accessing a complaints mechanism.

References

Food and Agriculture Organisation of the United Nations (2016) *Free Prior and Informed Consent. An indigenous peoples' right and a good practice for local communities. Manual for Project Practitioner.* Rome, Italy. https://openknowledge.fao.org/items/8e4d97dc-9226-4edb-b906-8371644adf8b

SPREP (2025) *Chapter 4 Case Studies Principle 1. Obtaining free, prior and informed consent Case Study: Implementing free, prior and informed consent through a GEDSI lens in Melanesia,* in Integrating gender equity, disability and social inclusion in nature-based solutions for climate adaptation. Principles, case studies and lessons learned. Mangubhai S, Chung M (authors). Kraft M (eds). Apia, Samoa: Secretariat of the Pacific Regional Environment Programme. https://library.sprep.org/content/integrating-gender-equity-disability-and-social-inclusion-nature-based-solutions-climate-0

More FPIC resources

ANTAR 'FPIC Factsheet'
>ANTAR advocates for Aboriginal and Torres Strait Islander Peoples' rights as sovereign First Nations Peoples who are recognised, respected and protected.

Human Rights Council 'Free, prior and informed consent: report'
>The Expert Mechanism on the Rights of Indigenous Peoples report on a human rights-based approach to free, prior and informed consent. The study concludes with Expert Mechanism advice No. 11 on indigenous peoples and free, prior and informed consent.

Oxfam Australia 'Strengthening Community Understanding of Free, Prior and Informed Consent Trainers Manual'
>A practical resource for trainers, to help them plan and deliver FPIC training programs. Available in English, French and Portuguese.

UNDP 'Social and Environmental Standards Supplemental Guidance: Frequently Asked Questions (FAQs) on Applying Free Prior Informed Consent (FPIC)'
>Guidance to help raise awareness and understanding of how an FPIC process can be implemented throughout the different phases of project development and implementation.

Annexes: Examples of Written Letters

The following template letters that can be used for different steps in the FPIC process. However, in some Pacific Island cultures oral consent may be preferred. In this case it will be important for the project to document this internally. Where oral consent is preferred, there may be a greater effort required to ensure everyone understands what is being agreed to throughout the lifetime of a project.

Annex 1. Community Request for Awareness Workshop (Step 2)

Name (Head of community/village): _____

Village: _____

District:_____

Province:_____

To whom it may concern

We hereby agree for the **[add name of organisation]** to carry out an awareness workshop for the **[add name of project]** Project whereby we will decide on its suitability.

We therefore request **[add name of organisation]** to visit us to conduct awareness from on **[date]** at **[name]** Village. We kindly look forward to your response.

Sincerely, ………………………………….

Date, …………………………………….

(Attached is the signature of the community members who were part of these decisions)

Annex 2.
Community Response on Awareness Workshop (Step 4)

Name (Head of community/village): _____

Village: _____

District:_____

Province:_____

<u>To whom it may concern</u>

We note with much appreciation of the contents of the awareness workshop conducted by the [**add name of organisation**] on **[date]** at **[name]** Village and further request that we be given **[add number]** days to come back to you on our decision with respect to its suitability.

Sincerely, ………………………………….

Date, ……………………………………….

 (Attached is the signature of the community members who were part of this decisions)

Annex 3.
Community Decision on Awareness Workshop (and Request for Project Consultation) (Step 5)

Name (Head of community/village): _____

Village: _____

District:_____

Province:_____

<u>To whom it may concern</u>

We note with much appreciation the contents of the awareness workshop that was conducted by the **[add name of organisation]** on **[date]** at **[name]** Village and hereby give our consent for [**add name of organisation]** to carry out a project consultation in order to provide further information on the Project and its associated activities.

We kindly request **[add name of organisation]** to visit us to conduct project consultation [**date**] to **[date]** at **[name]** Village.

We kindly look forward to your response.

Sincerely, ……………………………….

Date, ……………………………………….

(Attached are the signature of the community members who were part of this decisions)

Annex 4.
Community Response on Project Consultation (Step 7)

Name (Head of community/village): _____

Village: _____

District:_____

Province:_____

To whom it may concern

We note with much appreciation the detailed information provided by the **[add name of organisation]** regarding the **[name of project**] project, key objectives, activities, outputs and outcomes for local communities.

We therefore request that we be given [**number**] days to come back to you on the community's decision.

Sincerely, ……………………………………….

Date, ………………………………………….

(Attached is the signature of the community members who were part of these decisions)

Annex 5.
Community Decision on Project Consultation (Step 8)

Name (Head of community/village): _____

Village: _____

District:_____

Province:_____

To whom it may concern

We note with much appreciation the detailed information provided by the **[add name of organisation]** regarding the **[name of project]** project, key objectives, activities, outputs and outcomes.

 a. We therefore wish to inform you that we **consent** to the implementation of the project for a duration of **[insert number of months].**

 b. We wish to inform **[add name of organisation]** of our consent for implementation of the project on the condition(s) that :

  i. _____

  ii. _____

 We further request **[add name of organisation]** for another meeting on [**date**] to further discuss (b).

 c. We hereby **do not consent** to the implementation of the project.

 d. We wish to inform **[add name of organisation]** of our non-consent, based on the following reason(s):

  i. _____

  ii. _____

We kindly look forward to your response.

Sincerely, ……………………………….

Date, ………………………………………….

(Attached is the detail of what we are consenting to; with signatures of the community members who were part of these decisions)

Annex 6.
Community Signatures Form Example

	NAME	AGE	GENDER	SIGNATURE
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				

Grievance Mechanism Checklist

What is a Grievance Mechanism?

A Grievance Mechanism is a crucial part of any project, offering a way to address and resolve community concerns and address any violations of their Free, Prior and Informed Consent (FPIC) and any problems they have with the project activities. It is important for community engagement and trust building. Since FPIC is ongoing throughout the project, awareness of the Grievance Mechanism must always be part of community and stakeholder engagement. The main goal of this Grievance Mechanism is to acknowledge, address, and resolve all complaints that may arise during the project life. The mechanism needs to be clear, simple and with specified timeframes for resolving issues that may arise. 'Submitting a Grievance' is an example of a letter or notice that can be provided to a community, so they know how and who to lodge a complaint with.

Key considerations for developing a Grievance Mechanism

Easy to understand: When working together with communities, the process of raising concerns or complaints must be clear and easy to understand. Project staff must make sure that all community members know how they can raise concerns with the project and provide several options (e.g. in person, writing letters, sending messages or emails). Project staff should consider the community's context to ensure the mechanism is culturally appropriate and accessible. An accessible mechanism commonly used is a suggestions or complaints 'box' located at a place selected by stakeholders in the community for people to deposit their handwritten concerns. The box must be secure, with a notice that it is checked by a project team member regularly, for example weekly.

Confidentiality and timeliness: Each concern shared must be treated with confidentiality and respect to ensure no harm falls on the person(s) lodging a complaint. The contact person for dealing with all complaints must respond quickly, acknowledging receipt of the complaint **within 15 working days**.

Roles and responsibilities: Clear roles and responsibilities should be identified with designated personnel for tasks like receiving, investigating and resolving complaints. Serious cases that require immediate attention by special teams or persons designated to handle them at a high level within the project/organisation must be identified.

Process: The organisation should have a clear process for managing grievances raised from the community that should be followed. This includes the process for assessing or reviewing every grievance submitted, and documenting what was found and what steps were taken to address the issue(s) raised. Special attention must be given to matters concerning human rights violations and any physical harm that occurs. A grievance should ideally be resolved **within 30 working days**, and if the process takes longer than this the person(s) lodging the complaint must be kept informed of progress and anticipated date of resolution.

Tracking and maintaining records: Projects must document and log all submissions, including the date of receipt of grievance, method of submission and detailed information about the complaint raised. All communication with the complaint and others involved should be recorded in detail and stored carefully. Any outcomes from investigations, actions to be taken, and the date of resolution should be documented and shared with all parties involved. It is common to create a grievance mechanism at the organisation level, so that it can be used for any and all projects an organisation implements in communities.

Submitting a Grievance

[insert name of Project]

[Name of organisation] implementing **[name of project]** are committed to ensuring a fair and transparent process for addressing any concerns or issues that may arise in relation to the project. Should you have a complaint or concern, we encourage you to submit it through this grievance mechanism. You can submit a complaint verbally, in writing via letter or email, or through a text message to **[insert the name of persons responsible for addressing all complaints on projects from the community]**. Your input is valuable, and we are committed to investigating and resolving all complaints in a timely and impartial manner. We assure you that all submissions will be treated with confidentiality and respect.

Who to Contact?

For general complaints please contact:

Name:

Email:

Phone (if available):

Postal Address:

Physical Address:

What is the Process?

The project team will contact you within **15 working days** to acknowledge receipt of the complaint. A plan will be developed to review and address your complaint, including the actions that will be taken to resolve it. **[Name of Person]** from **[Organisation name]** will contact you and provide you with a report on the findings of the investigation into your complaint, and the remedial actions that will be taken to resolve the issue.

Human Rights Infringements

For complaints related to violations of human rights (e.g., the taking of rights, land, resources, property, or instances of physical harm or death), please contact:

Name:

Email:

Phone (if available):

Postal Address:

Physical Address:

Resources

Green Climate Fund 'Procedures and Guidelines of the Independent Redress Mechanism'
> *Procedures and guidelines for the Green Climate Fund Independent Redress Mechanism.*

Oxfam GB 'Grievance Mechanism Toolkit'
> *Toolkit designed for companies includes examples of good practices and a step-by-step guide to plan and implement operational-level grievance mechanisms in the workplace. Required to register before downloading.*

Network for Business Sustainability 'Grievance Mechanisms Quick Sheet'
> *A tailored overview of the process of designing and implementing a grievance mechanism for exploration and development companies based on the IFC, "A Guide to Designing and Implementing Grievance Mechanisms".*

Simply Stakeholders 'A Guide to Effective Grievance Management'
> *Key principles for an effective grievance mechanism, sample framework for a grievance procedure, and examples.*

World Bank 'Grievance Mechanism Checklist'
> *Intended primarily for World Bank staff, overview of the Grievance Mechanism system which allows grievances, but also queries, suggestions, positive feedback, and concerns of project-affected parties, to be submitted and responded to in a timely manner.*

Child Safeguarding Checklist

Introduction

This checklist draws on 'best practice' Child Safeguarding guidance and toolkits developed by UNICEF, ChildFund Australia and Oxfam Australia. Please note that Kiwa Initiative project contracts oblige organisations to comply with the child protection or safeguarding policies of Kiwa donors (currently European Union (EU), France (AFD), Australia (DFAT), New Zealand (MFAT), and Canada (Global Affairs Canada).

Child safeguarding is the actions an organisation takes to ensure that its staff, operations and programmes do not harm children who come into contact with their work.

While organisations working on nature-based solutions (NbS) programmes may not be child-focused organisations, children are members of the communities in which they work and, therefore, are vulnerable to abuse and exploitation. All children coming into contact with NbS programmes and activities have a **right to be safe at all times**.

All organisation staff, volunteers and other persons whom the organisation is responsible for (e.g. contractors) have a **responsibility to ensure their own behaviour or actions are not harmful, abusive or exploitative to any child, as well as to report any such behaviour from others**.

Definitions:

A child refers to any person under the age of eighteen (18) years as defined by the United Nations Convention on the Rights of the Child. All Pacific Island countries have ratified this Convention.

Child abuse refers to all forms of violence against children including physical abuse, emotional abuse, sexual abuse, neglect and maltreatment, sexual exploitation, trafficking for sexual purposes, and child labour. It also includes technology-facilitated violence, namely child abuse that is committed, assisted, and amplified by the use of information and communication technologies or digital media against children.

Project teams involved in the Kiwa Initiative's NbS projects and activities should:

- Know about child safeguarding and their responsibilities to keep children with whom they interact safe;
- Behave and act in ways that prevent children from being harmed as a result of NbS project activities;
- Put in place a procedure to report any concerns for the safety or wellbeing of a child, and ensure all staff, volunteers and other persons for whom the organisation is responsible know that they have a responsibility to report; and
- Understand how to safely interact with children and how to identify unacceptable interactions, in order to respond immediately to any child safeguarding concerns.

When to use this Checklist

Project staff should use this checklist at the start of the project to discuss child safeguarding risks, taking into account the level of contact with children during project implementation and child safeguarding procedures in place. The checklist should be also used throughout the project, while planning or implementing activities, monitoring or reviewing progress, to check for any emerging safeguarding risks.

Some common project activities that might involve directly **working with children** include:

- Environmental education activities with children on land or in the ocean;
- Research or communications activities involving interviewing children;
- Youth meetings, consultations or events; and/or
- Community volunteers under 18 years helping out at a project event.

Some common project activities that might involve **contact with children, directly or indirectly**, include:

- Project staff or volunteers staying overnight in a village;
- Conducting project activities in communities where children are present;
- Children accompanying parents/caregivers attending a project activity, including being

transported to the activity;

- Access to images, videos, personal details of children; and/or
- Online meetings and communication with children.

If the project involves either directly working with children or direct or indirect contact with children, project staff should undertake a child safeguarding risk assessment, and record any risks and mitigation measures to reduce or remove risks to children in the project risk register.

Child safeguarding should be monitored throughout the project. The project risk register should be regularly updated with any emerging risks to children during the project.

Assessing risks to children in NbS projects:

When considering if your project activities will involve any risks to children, it is important to ask the following questions:

1. Will the project involve directly working with children, or direct or indirect contact with children?

   - Which project activity/s involve working with, or contact with, children?
   - Where will this occur? How often?
   - Who will be working, or having contact, with children? Will their contact involve potentially being alone with children?

2. If yes, what are the potential risks to the health, safety and wellbeing of children, taking into account all forms of child abuse (see definition above)?

3. Consider especially how marginalised children, like girls or children with disabilities, may experience more vulnerability and risk due to their gender or disability.

Does your organisation have procedures in place to deal with any potential child safeguarding incident?

Often secondary data can provide valuable insights into risks to children. For example, in agriculture or fisheries, depending on the country or location, existing studies may already indicate the risks of child labour or other abuse. Local civil society organisations may also be able to provide some insights into risks to children based on other programs and projects in the area.

Some examples of risks to children that might arise from NbS projects include:

- Project staff or volunteers recruited under the project use their position of power to harm and/or abuse a child;
- Risk of children being engaged in labour work in agriculture or fisheries, which is the focus of the project;
- Risk (physical or sexual abuse) to children when engaged in environmental education programs, where sometimes they might be alone with a staff member or volunteer;
- Risk (physical abuse or injury/accident) to children while their parents participate in project activities, where children either accompany their parents or are left at home without adequate care;
- Risk (physical or sexual abuse) when survey and other data with details about children and where they are located are kept on a computer without password protection, so that anyone can easily access and use that data to locate a child;
- Risk (physical or sexual abuse) when information about a child (e.g. name, village) or images of child who is not fully clothed are included in project communications, allowing others to locate them;
- Details of reported child safeguarding incidents are not kept private and/not kept in a safe place, resulting in the incident becoming public and adding to the trauma faced by the child.

How to use this Checklist

If your organisation has a child safeguarding policy (or equivalent), this checklist provides project teams with practical guidance on how to operationalise the policy. If your organisation does not have a child safeguarding policy yet, it is recommended to work with a Child Safeguarding Specialist or child rights organisation to develop the policy, and safeguarding procedures, so they meet acceptable standards and reflect the work the organisation will be doing with children.

Within the project management unit, the project manager is responsible for ensuring this checklist is completed at the start of the project, and is subsequently regularly reviewed and updated. However, all project staff should be familiar with this checklist and use it to integrate consideration of child safeguarding risks into their planning, implementation and monitoring of activities under the project.

The checklist comprises four sections:

A. Recruitment and Training

B. Child-Safe Procedures

C. Risk Assessment

D. Reporting and Response

- **Sections A and D** would be considered mostly at the start of the project as project systems and procedures are established, with #4 updated following refresher trainings on child safeguarding.

- **Sections B and C** would be considered throughout the project as activities are being planned, implemented and monitored.

Section	Mark if Yes	Comments/ Additional Information on Actions Taken/ Risk Controls in Place
A. Recruitment and Training		
1. All project staff, volunteers and contractors who will have contact with children are recruited for the project following reference and other appropriate checks made regarding any prior child safeguarding concerns.	☐	
2. All project staff, volunteers and contractors commit to child-safe practices based on the local context and risks, including refraining from unacceptable behaviour and actions towards children. (e.g. through signing a Code of Conduct)	☐	
3. All project staff and volunteers receive child safeguarding training when they begin working on the project.	☐	
4. All project staff and volunteers receive refresher training on child safeguarding at least once during the project.	☐	
5. There is a Safeguarding Focal Point who has received training and support to fulfil this role.	☐	

Section	Mark if Yes	Comments/ Additional Information on Actions Taken/ Risk Controls in Place
B. Child-Safe Procedures		
6. Informed consent is obtained from parents and children (i.e. information is explained fully and clearly, including how the information will be used, and consent obtained in writing) before children participate in any project activities or communications activities (e.g. interviews, photos, videos).	☐	
7. Project activities working with children have an adequate ratio of staff to children to ensure supervision and safety, with a minimum of two staff present.	☐	
8. Project staff and volunteers consider what is appropriate physical contact with children, keeping in mind the best interests of the child and refraining from physical contact with children when other adults are not present.	☐	
9. Project activities outside the village in which children are also present (e.g. accompanying their parents) have arrangements in place to ensure children are supervised at all times.	☐	
10. Project activities inside the village in which children are also present take into account safety and privacy of children.	☐	
11. If volunteers for project activities are children under the age of 18 years (e.g. youth peer educators), they are supervised by two staff at all times and are informed on how and who they can contact (at least 2 staff members) if they have any concerns for their safety or wellbeing during their participation.	☐	
12. Information about children (e.g. name, age, community) and images of children are stored securely.	☐	
13. Communication materials such as social media posts or stories do not include identifying information about a child (e.g. full name or village).	☐	
14. Communications materials that include children portray them (in writing and images) in a dignified and respectful manner, including ensuring children are adequately clothed in images.	☐	

Section	Mark if Yes	Comments/ Additional Information on Actions Taken/ Risk Controls in Place
C. Risk Assessment		
15. Project staff document risks and how they manage risk to children in all project activities.	☐	
16. Project staff implement measures to mitigate the risk to children in all project activities.	☐	
17. Project staff regularly review risks to children and how they are managing those risks (minimum every six months).	☐	
D. Reporting and Response		
18. There is a documented procedure in place for managing allegations of child abuse which makes it clear anyone accused of, or under investigation for, abuse will not have any contact with children.	☐	
19. There is a documented procedure which details the possible disciplinary consequences for violations of the code of conduct regarding child safeguarding.	☐	
20. The documented procedure mentions the responsibility to report any child safeguarding concern immediately or within 24 hours of becoming aware, observing or suspecting a child safeguarding concern.	☐	
21. There is a documented procedure, relevant to the local context, for supporting child victims/survivors of abuse (e.g. through referral to support services and formal child protection system).	☐	
22. There is a clear reporting pathway for project staff and volunteers, as well as people outside the organisation, to report child safeguarding concerns in project activities.	☐	
23. The project community feedback mechanism and reporting pathways include mention about child safeguarding and are clearly displayed in communities.	☐	

Resources

ChildFund Australia 'Child Safeguarding Policy'
> *ChildFund Australia's commitment to keeping children safe while supporting community and systems change through partnerships which enable vulnerable children and young people, in all their diversity, to assert and realise their rights.*

Oxfam Australia 'Child Safeguarding Toolkit'
> *The Child Safeguarding Toolkit supports the implementation of the Oxfam Australia Child Safeguarding Policy and provides the "how to" – practical guidance and tools to safeguard children across Oxfam's work.*

Save the Children Australia 'Child Protection Implementation Guidelines – International Programs'
> *The Guidelines demonstrate Save the Children Australia's commitment to children's rights and bring its policies and procedures in line with the requirements of the SCI Save Child Safeguarding Protocol.*

UNICEF 'Policy on Safeguarding'
> *UNICEF's safeguarding principles and standards, prohibited actions, and expected practices.*

UNICEF https://www.unicef.org/childrightsandbusiness/media/601/file/Child-Safeguarding-Toolkit.pdf'
> *UNICEF's toolkit for businesses provides guidance on how to identify and mitigate actual and potential safeguarding risks.*

Stakeholder Engagement Checklist

Introduction

Stakeholder engagement encompasses a range of activities and interactions that an organisation takes with persons or groups directly or indirectly affected by a project, as well as those who may have an interest in a project and/or the ability to influence its outcomes, either positively or negatively.

While not all organisations working on nature-based solutions (NbS) are externally advocacy-focused, effective stakeholder engagement is vital to successful project design and implementation, recognising the **rights of Indigenous Peoples and Local Communities (IPLCs)**, improving the environmental and social sustainability of projects, and enhancing project acceptance.

The intensity and scale of stakeholder engagement will vary with the project's complexity, potential risks, and impacts. Taking these into account, **stakeholder engagement starts early in project planning, and spans the entire life of the project.**

> **Definitions:**
>
> A stakeholder refers to persons or groups directly or indirectly affected by a project, as well as those who may have interests in the project and/or the ability to influence its outcomes positively or negatively.
>
> Indigenous Peoples and Local Communities are distinct social and cultural groups that: (1) self-identify as members of a distinct grouping recognised by others; (2) share a collective attachment to geographically distinct habitats, ancestral territories; (3) hold customary cultural, social, economic and political systems distinct from the mainstream; and (4) a distinct language or dialect. The United Nations Declaration on the Rights of Indigenous Peoples outlines their rights and project standards uphold this as applicable to IPLCs as a whole. For the purpose of this checklist, IPLCs will hereafter be referred to as the "community".

Organisation staff involved in the Kiwa Initiative's NbS projects and activities should:

- Be aware about their responsibilities to incorporate aspects of stakeholder engagement throughout the project life cycle;
- Communicate significant changes to project stakeholders and consult on potential risks and impacts through FPIC procedures;
- Incorporate behaviours and safeguards upholding the rights of IPLCs, youth, women, children, people with disabilities, and marginalised groups;
- Establish a grievance redress mechanism and register and respond to grievances throughout project execution; and
- Disseminate information in a way that is relevant, transparent, objective, meaningful, and easily accessible.

When to use this Checklist

Project staff should use this checklist at the start of the project to discuss and plan stakeholder engagement activities and interactions. The application of this checklist must take into account the project's complexity, risks, and impacts, and clarify links to free, prior and informed consent (FPIC), child safeguarding, and social safeguarding procedures in place. The checklist should also be used throughout the project, while planning or implementing activities, monitoring or reviewing progress, as well as ongoing registering and responding to grievances via the grievance redress mechanism. This checklist and guidance is adapted from Stakeholder Engagement guidance and protocols developed by the World Wide Fund for Nature, the Green Climate Fund, and the World Bank.

Some common project activities that might involve **stakeholder engagement** include:

- Project design, piloting, and finalisation;
- Baseline and impact assessments;
- Research design, implementation, validation, and publication;
- Youth, women, children, people with disabilities, sectoral (e.g. private and public sectors, civil

society, faith-based), community meetings, consultations or events; and/or

- Mid-term reviews, annual reporting, and project wrap-up reports.

Some common project activities that might involve **stakeholders**, directly or indirectly, include:

- Initial FPIC consultations and processes;
- Project staff or volunteers staying overnight in a village;
- Conducting project activities in communities;
- Communities and sectoral representatives attending a project activity, including being transported to and from the activity;
- Access to consultation and research reports on specific communities/areas and/or the project overall;
- Public launches and events marking project milestones and publications; and/or
- Online meetings and communication with communities and sectoral groups/representatives.

If the project involves either directly working with children, women, people with disabilities, communities, or direct or indirect contact with them, project staff should undertake FPIC, child safeguarding and GEDSI risk assessments, and record any risks and mitigation measures to reduce or remove risks to them in the project risk register.

Grievance registrations and responses should be monitored throughout the project. The project risk register should be regularly updated with any emerging risks reflected through the grievance mechanism during the project. It is important for stakeholders to know how their grievances have been addressed.

How to use this Checklist

The project manager is responsible for ensuring this checklist is completed at the start of the project, and is subsequently regularly reviewed and updated. However, all project staff should be familiar with this checklist and use it to integrate consideration of stakeholder engagement into their planning, implementation and monitoring of activities under the project.

The checklist comprises five sections:

- A. Project Concept
- B. Baseline Studies and Project Planning
- C. Implementation
- D. Operations
- E. Project Completion

Sections A and B would be considered mostly at the start of the project as project systems and procedures are established, with **Section D** updated following refresher trainings on stakeholder engagement.

Sections C and D would be considered throughout the project as activities are being planned, implemented and monitored.

Section E would be considered at the closing and transitional stage of the project, as it is wrapping up or a new phase is being designed.

IMPORTANT: The checklist has been designed with larger, complex projects in mind, and should be adapted for small or medium-sized projects appropriately.

Section	Mark if Yes	Comments/ Additional Information on Actions Taken/ Risk Controls in Place
A. Project Concept		
1. All project staff, volunteers and contractors are recruited for the project following reference and other appropriate checks made regarding any prior child safeguarding, sexual exploitation, assault, and harassment (SEAH) concerns.	☐	
2. All project staff, volunteers and contractors commit to child-safe practices, FPIC, and social safeguards based on the local context and risks, including refraining from unacceptable behaviour and actions towards children, women and marginalised groups. (e.g. through signing a Code of Conduct)	☐	

Section	Mark if Yes	Comments/ Additional Information on Actions Taken/ Risk Controls in Place
3. All project staff and volunteers receive child safeguarding, social safeguarding, and FPIC training when they begin working on the project.	☐	
4. All project staff and volunteers have the opportunity for refresher training on child safeguarding, social safeguarding, and FPIC training during the life of the project.	☐	
5. There is a Stakeholder Engagement Focal Point who has received training and is supported to fulfil this role.	☐	
6. Any past stakeholder information and consultation is incorporated (e.g. from FPIC), a grievance mechanism outlined, including obligations for disclosure of alternatives and design or site options.	☐	
7. Government and sectoral representation bodies are engaged where possible during strategic planning.	☐	
8. Any project risk analysis includes stakeholder issues, e.g., besides financial, technical, and reputational risks, project concept risk analyses reflect and rank the potential environmental, political, economic and social risks that could be triggered by project stakeholders.	☐	
B. Baseline Studies and Project Planning		
9. Free, prior, and informed consent (FPIC) is obtained from communities, sectoral representatives (i.e. information is explained fully and clearly on the project's activities and its implications on participants, including how their information will be used and conveyed back to them, how grievances can be registered, and consent obtained) before they participate in any project activity, meeting or communications activities (e.g. interviews, photos, videos).	☐	
10. A Stakeholder Engagement Plan commensurate with project complexity and impacts is prepared, incorporating prior consultations, outlining a grievance mechanism, and monitored by the project team's Stakeholder Engagement Focal Point in collaboration with focal points for FPIC, child safeguarding, GEDSI, and other relevant colleagues. The Stakeholder Engagement Plan is reviewed at minimum every 6 months.	☐	
11. Access to the Stakeholder Engagement Focal Point is facilitated and prior consultations revisited if it may become a source of grievance.	☐	
12. The process and results of prior consultations are documented and shared with stakeholders. Stakeholder information and contributions are integrated across the project planning functions.	☐	
13. Involvement with government-led and sectoral consultations is maintained.	☐	

Section	Mark if Yes	Comments/ Additional Information on Actions Taken/ Risk Controls in Place
14. Managing stakeholder engagement prior to funding confirmation requires being responsive to their queries. However, do not encourage implementing partners to commence activities or commit expenditure until funding confirmation is received.	☐	
15. Project activities inside the community take into account safety and privacy of children, youth, women, and marginalised groups.	☐	
16. Information about stakeholder communities, including children, youth, women, and marginalised groups (e.g. name, age, community) and images of the aforementioned are stored securely.	☐	
C. Implementation		
17. Stakeholders are identified by those directly and indirectly affected by the project. This stakeholder list is reviewed as needed in the Stakeholder Engagement Plan.	☐	
18. Project staff are documenting risks and how they manage risks to stakeholders in all project activities.	☐	
19. Project staff are implementing measures to mitigate the risk to stakeholders in all project activities, including effective stakeholder engagement as a criterion for partnerships and contractors.	☐	
20. Stakeholders are regularly notified of project activities and any changes to schedules or conditions.	☐	
21. The grievance mechanism is kept operational, rapid response times are prioritised in addressing grievances, and avenues for seeking legal redress are unhindered and clearly outlined wherever relevant.	☐	
22. Project staff are regularly reviewing risks to stakeholders (including risks from contractors where relevant) and how they are managing those risks (minimum every 6 months or based on any reports).	☐	
D. Operations		
23. Stakeholders understand and have access to the documented grievance mechanism in place for receiving, recording, tracking, and resolving stakeholders' complaints, which makes it clear any staff or volunteer accused of, or under investigation for, abuse will not have any contact with relevant stakeholders.	☐	
24. There is a documented procedure which details the standard operating procedures for addressing grievances, including referrals to mandated authorities in alignment with FPIC, child safeguarding, SEAH, and any matters with legal implications.	☐	
25. The documented procedure mentions the responsibility to report any community safeguarding concerns immediately (FPIC, child, SEAH, and others) or within 24 hours of becoming aware, observing or suspecting a safeguarding concern.	☐	

Section	Mark if Yes	Comments/ Additional Information on Actions Taken/ Risk Controls in Place
26. The project grievance mechanism and reporting pathways include mention about FPIC, SEAH, child, and human rights safeguarding and are clearly displayed in communities.		
27. There is a documented procedure for supporting victims/survivors in the wake of grievances as relevant to your local context (e.g. through referral to support services and formal justice and/or child protection system).	☐	
28. There is a clear reporting pathway for project staff and volunteers, as well as people outside the organisation, to report safeguarding concerns encountered in project activities, or referrals to a grievance mechanism.	☐	
29. Regular updates and progress reports to stakeholders are maintained.		
E. Project reviews and Evaluation		
30. Provide information on project reviews and evaluations and how stakeholders will be engaged or given the opportunity to participate.		
F. Project Completion		
31. Stakeholder analysis is revisited in light of project completion and stakeholders are engaged early to allay fears and uncertainty.	☐	
32. Grievance mechanism management is maintained, noting that grievances may increase as the project nears completion.	☐	
33. Stakeholders are consulted about the transfer and management of the project's responsibilities, assets, and liabilities.	☐	

Resources

Green Climate Fund 'Sustainability Guidance Note: Designing and ensuring meaningful stakeholder engagement on GCF-financed activities'
Offers practical steps for getting started, and for developing tools and approaches over the life of a project and beyond. It provides guidance on how to meet the requirements for stakeholder engagement and consultation outlined in GCF policies.

The Agile Initiative 'A Recipe for Engagement (RfE) in Nature-based Solutions and Nature Recovery'
A versatile guide for effective engagement in Nature Recovery (NR) and NbS projects. Its value lies in providing a balance between process prescription and flexibility: the RfE provides clarity and structure for engagement, while also allowing for creativity and adaptability to individual contexts and available resources.

United Nations CEO Water Mandate and Pacific Institute 'Stakeholder Engagement Guide For Nature-Based Solutions'
Offers accessible and clear guidelines for broad stakeholder engagement, highlighting the diverse global contexts of NBS and identifying key principles and practical steps for incorporating stakeholders into projects.

World Bank 'Stakeholder engagement : a good practice handbook for companies doing business in emerging markets'
Key concepts and principles of stakeholder engagement, the practices that are known to work, and the tools to support the delivery of effective stakeholder engagement in all phases of the project cycle.

World Wide Fund for Nature 'Environment and Social Safeguards Integrated Policies and Procedures'
Annex 10 contains the procedures for Implementation of Standard on Stakeholder Engagement.

GEDSI Analysis Checklist

The Kiwa Initiative developed a Gender Equity, Disability and Social Inclusion (GEDSI) Analysis for organisations and practitioners working on nature-based solutions (NbS) in the Pacific Island region. This Checklist of questions and/or considerations helps to guide GEDSI Analysis and provides some examples of GEDSI considerations that might apply to all projects (Annex 1), as well as ones for specific NbS ( ). These questions and/or considerations should be tailored to the specific social cultural contexts where practitioners are working and their NbS projects. The results from the GEDSI analysis can inform the design and implementation of NbS, risk assessments, environmental and social safeguards management, environmental and social assessments, monitoring and evaluation, and/or the GEDSI or gender action plan. Planning for the GEDSI analysis can begin with consultations and discussions with stakeholders for Free, Prior and Informed Consent.

Table 1: Examples of GEDSI considerations for different types of NbS

Examples	GEDSI Considerations
General	• How will mechanisms for consent (FPIC) and grievances be made accessible and safe for diverse groups, especially those who may be hesitant to speak up?
	• Are there any risks for specific groups, especially marginalised groups participating in NbS?
	• How do social and cultural norms affect the engagement and participation of different social groups in NbS?
	• What is the knowledge that is held by different groups in a community, and how will the project engage with different knowledge holders?
	• Who will benefit most (or least) from the NbS?
	• How well has the burden of care work (which women are often responsible for) been taken into consideration in the design or implementation of NbS?
	• Does the project design adequately consider the different time constraints and mobility limitations that diverse groups (e.g., women with caregiving responsibilities, persons with disabilities) may face when participating in the project? Is there a clear understanding of the different roles, needs and factors that lead to the inclusion or exclusion of different groups?
	• Are there discriminatory practices that need to be understood and tackled as part of NbS? (e.g. around access and benefit sharing)
	• Do different groups have different vulnerabilities to climate change?
	• Do different groups have different adaptive capacities to climate change?
	• How will the project monitor and evaluate its GEDSI impacts to ensure that it is genuinely inclusive and equitable, and not inadvertently reinforcing existing inequalities?
Watershed management	• Are there different uses by different people of natural resources and ecosystem services on which the community depends?
	• What are the specific needs of different groups living in the watershed? (disaggregate by gender, age, disability, other social characteristics)
	• Who should provide their time to conduct restoration activities? (noting that women have less leisure time than men)

Examples	GEDSI Considerations
	• Will all community members benefit from project activities and any 'infrastructure' works (e.g. improved water access, improved agriculture yield, reduced flood risk, small business training)?
	• Who will be represented on committees, and how will different groups voice their opinions or concerns?
	• Are there any traditional or informal systems of water governance within the watershed, and how do they influence the roles and access of different groups (e.g., women, youth, Indigenous communities) to water resources?
	• What are the potential impacts of watershed management interventions on the livelihoods and customary practices of different groups in the community, particularly those highly dependent on the watershed's resources? And as a follow up, do all community members understand these potential impacts?
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 marginalised groups provide inputs and help shape the rules that are developed for the protection area?
	• 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?
	• How will benefits from the protected areas be equitably distributed among different groups, particularly those who may have been displaced or had their access restricted?
Sustainable agriculture / Agroecology	• 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)
	• How will access to knowledge, training, and resources (e.g., seeds, tools, land) for agroecological practices be made equitable for diverse groups in project communities, including those who are typically marginalised?
	• Do different social groups (e.g., women, youth, persons with disabilities, Indigenous peoples) have varied preferences or traditional knowledge regarding specific crops, livestock, or agricultural practices that should be incorporated into project design?

Examples	GEDSI Considerations
	• What are the potential impacts of shifts to agroecological practices on the labour burden and time allocation of different household members, particularly women who balance between agricultural and domestic work?
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?
	• How will mechanisms for conflict resolution and dispute management within community-based fisheries be designed to ensure fairness and accessibility for diverse groups in project communities, especially those with less power or influence?
	• Will scaling up community-based fisheries management disproportionately impact certain groups in project communities (e.g., women who often engage in gleaning or processing, or marginalized fishers) by altering their access or roles?
	• What opportunities exist to build leadership and decision-making capacity among diverse groups in project communities within community-based fisheries, ensuring their voices are heard and considered in management and livelihood strategies?
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)

Examples	GEDSI Considerations
	• How will training and capacity building for nature-based livelihoods be designed to be accessible and relevant to the specific needs and daily routines of diverse groups in project communities (e.g., women, youth, persons with disabilities)?
	• Will the introduction or scaling of new nature-based livelihoods create new social dynamics or competition over resources that could disproportionately affect certain groups, and how can this be mitigated?
Forestry / Agroforestry	• Do women and men have different rights with respect to how the land is owned and used in agroforestry systems? (disaggregate by gender, age, disability, other social characteristics)
	• What are the different barriers that diverse groups in project communities face when it comes to participating in agroforestry initiatives (e.g., access to seedlings, training, markets)?
	• Who is making decisions about the management and sale of agroforestry products, and the income generated?
	• Does everyone have the same access to information on agroforestry practices and market opportunities?
	• Has fair consideration been given to agroforestry produce targeted for food versus income, and how does this affect different groups?
	• Do women and men have equal power of negotiation in agroforestry value chains? (disaggregate by gender, age, disability, other social characteristics)
	• Could new agroforestry activities increase workload or reduce resource access for specific groups (e.g., women responsible for collecting fuelwood, traditional medicines, materials for handicrafts)? How can we prevent this?
Habitat restoration	• Are there different uses by different people of natural resources and ecosystem services on which the community depends?
	• Who is most impacted by degradation of specific habitats?
	• Who needs to be involved in decisions relating to restoration (e.g. what species, where, methods used, etc.)
	• Who should provide their time to conduct restoration activities? (noting that women have less leisure time than men)
	• Will benefits from restoration activities be equitable or only some groups will benefit?
	• Will the restored areas change the access to resources?
	• How will the rules or regulations for the restored areas affect different users (women, youth, etc.) of the area and the resources?
	• Who will be (or not be) involved in the management committees for the restored areas? (disaggregate by gender, age, disability, other social characteristics) How will diverse groups in project communities voice their opinions or concerns about restoration?
	• Who will be (or not be) involved in monitoring, patrols and other day-to-day management of the restored areas?

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

The questions below are adapted from Mangubhai and Cowley (2021)[2].

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?
- What roles do different people (men, women, youth, elders, etc.) play in NbS activities?

- What knowledge or skills do people have about local natural resources for NbS? (including traditional knowledge and practices)
- How dependent are different groups on natural resources for food security, livelihoods, and other social or cultural benefits that NbS aim to protect or restore?
- Who in the community struggles to get important NbS information or training? Why?
- How do social and cultural norms affect the engagement and participation of different social groups in NbS planning and implementation?
- How might NbS changes affect men and women differently (environmentally, economically)?
- Do different groups have different vulnerabilities to climate change and other environmental stressors (e.g., related to food, water, extreme weather)?
- What benefits do men, women, and other groups expect from the NbS project?
- Are there any specific risks for marginalised groups participating in NbS aimed at climate resilience, food security, or biodiversity preservation?
- Do different groups have different adaptive capacities to climate change? What factors contribute to these differences (e.g., access to information, resources, decision-making power)?
- How will the project improve skills (e.g., farming, water care) for diverse community members (e.g., women, youth, Indigenous groups)? (tailor to project focus)
- How will training help excluded groups get better access to resources (e.g., land, tools)?
- How will knowledge about water quality or land use be shared with everyone? (tailor to project focus)

2   Mangubhai S, Cowley A (2021) Gender equity and social inclusion analysis for coastal fisheries. Wildlife Conservation Society, Suva, Fiji. 11 pp. WCS2021_GESI analysis for coastal fisheries.pdf

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?
- Are there unfair differences in who can access resources (land, tools, information) related to NbS?
- Are benefits from nature-based activities shared fairly? How can we make it more fair?

- Who makes financial decisions related to livelihoods within households, especially for NbS? How?
- How might NbS change relationships between different groups in the community?
- Can NbS help reduce exclusion and lead to fair outcomes for different communities in terms of climate change resilience and biodiversity benefits?
- Could NbS project accidentally exclude or worsen conditions for women or other marginalised groups?
- Can NbS help reduce unfairness and lead to fair outcomes for different communities?
- How will the project ensure fair access to and sharing of benefits (e.g., tourism money, harvest yields) for everyone?
- How will the project address power imbalances in decisions about natural resources?
- Could new NbS activities (like agroforestry) increase work or reduce resource access for specific groups? How can we prevent this?

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.)

- What organisations manage natural resources relevant to this NbS (e.g., local government, community leaders, civil society and community groups)?
- Who makes up these governing bodies (gender, age, ethnicity, etc.)? Who is missing?
- How do these groups make decisions? Can women and other excluded groups truly participate?
- Are there unfair practices to deal with in NbS, especially for accessing nature's resources, climate money, or shared benefits?
- How will NbS changes affect different people's activities, workload, resource use, and financial benefits?
- Who has the most influence to address GEDSI issues (or maintain the current GEDSI status quo)? Why would they want to change? Who can talk to them?
- If someone influential doesn't want to change a GEDSI issue that affects the project, who else can influence them?

- Who in the community already supports fairness and inclusion? Who should we work with more?
- What role can local groups (like women's, youth, or disability organisations) play in addressing GEDSI issuing and supporting inclusion?
- How will formal or informal governance structures be changed to include everyone, especially those usually left out?

- What official rules or community practices (e.g., land ownership, market access) make it hard for excluded groups to join and benefit? How can the project help fix this?
- How will the NbS project help Indigenous peoples or local communities have more say in managing their traditional lands and resources?

GEDSI Action Plan Checklist

Aim of a GEDSI Action Plan

Gender equity, disability and social inclusion (GEDSI) is considered critical for the success of Nature-based Solutions (NbS) projects. The overall aim of the GEDSI Action Plan is to ensure GEDSI is intentionally integrated into all project activities in ways that are appropriate to the local context and cultures, and uphold the principle of 'do no harm'.

The GEDSI Action Plan covers the gender specific actions, disability specific actions, and social inclusion specific actions for each activity that aim to ensure GEDSI issues are adequately addressed and that project activities ensure equitable participation and

benefits for all genders, people with disabilities, and those from marginalised groups. Marginalised groups may include, but are not limited to, women, children, adolescents and young people, people with disabilities, and MVPFAFF+[3] or LGBTQIA+[4] people in a local context. It also ensures that gender and social norms, dynamics and relations within communities and culturally sensitive and appropriate ways of working are considered in ensuring everyone, especially marginalised groups, can participate actively and in an informed manner in the planning, implementation and monitoring of project activities.

Are you Ready to Create a GEDSI Action Plan?

Before you start the process to create a GEDSI Action Plan, it's important to ask:

- Do all your team members understand why GEDSI is important in NbS projects?
- Are all your team members able to sensitise and engage with stakeholders and implementing partners about integrating GEDSI into project activities in contextually relevant ways?

- Does your organisation already have, or have access to, GEDSI training materials suitable to the local context of the project?

If your answer is no, consider doing some preliminary sessions on GEDSI at the start of the project, to support a common commitment to, and ownership of, the GEDSI Action Plan.

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3   A widely recognized term used to encompass diverse gender and sexuality expressions across Pacific cultures, standing for Māhū, Vakasalewa, Palopa, Fa'afafine, Akava'ine, Fakaleiti (Leiti), and Fakafifine, among others.

4   Stands for lesbian, gay, bisexual, transgender, queer (or sometimes questioning), intersex, asexual, and others.

How to Create a GEDSI Action Plan

1. Consider the information gathered through the GEDSI analysis for the project.

The GEDSI analysis will have examined the individual **capacities, resources, power relations**, and **informal and formal structures** present in the project area that will influence project outcomes. In doing so, it will have identified key strengths and barriers, risks and opportunities for different groups in the community to equitably access, participate and benefit from the NbS project.[5] You may have also identified which **stakeholders may support or hinder GEDSI actions**.

For each NbS project output and activity, consider the identified differences in **capacities, resources** and **power** based on gender, disability or other factors (e.g. age, ethnicity, religion, economic status), as well as **informal and formal structures** that create barriers for marginalised groups. This includes a close examination of the gender and other social norms and attitudes towards marginalised groups to access, participate and benefit from the activity. Consider also the strengths of marginalised groups (e.g. traditional knowledge of women, perspectives on accessibility of resources and information of people with disabilities) and opportunities in the local context for supporting GEDSI (e.g. cultural values that promote equity and inclusion; individuals or groups who are supportive of GEDSI, including women's groups or groups of persons with disabilities).

2. Develop equity and inclusion actions for each activity, as appropriate, and consider overall actions to ensure safeguarding and capacity strengthening to deliver on the GEDSI Action Plan.

Based on this information from your GEDSI analysis, develop equity and inclusion actions that are:

(1) *gender specific:* actions supporting women as a marginalised gender, and also engaging men in support of gender equity

(2) *disability specific:* actions supporting people with disabilities, recognising the diversity of mobility, sensory, cognitive and psychosocial disabilities

(3) *social inclusion specific:* actions supporting other marginalised groups in the local context, such as children and young people, LGBTQIA+ people, etc.

Note that the Environmental and Social Safeguard Management (ESSM) Plan will also consider some GEDSI-related actions, specifically actions to safeguard marginalised and vulnerable groups from sexual exploitation, abuse and harassment (SEAH), child abuse, and gender-based violence (GBV).

IMPORTANT: The GEDSI Action Plan should have the **same outcomes and outputs as the overall Project Work Plan**. Only in some circumstances, after your GEDSI analysis, the project team might see the need to adjust outputs into the GEDSI Action Plan. If this is the case, the project Work Plan should also be updated, to streamline implementation.

In considering the actions you might take to integrate GEDSI into all project activities, it's useful to consider a 'twin-track' approach. This approach combines the following:

- **GEDSI-mainstreaming actions:** What actions can be taken to adapt the project activity, considering the different needs and capacities of marginalised groups in the community? An example is making all project activity venues accessible to people with disabilities.

- **GEDSI-specific or targeted actions:** What actions can be taken that are specifically focused on gender equality, disability and/or social inclusion and addressing the barriers that marginalised groups face to participation and benefit sharing? An example is an additional training session specifically for women to strengthen their confidence, skills and leadership to engage in community resource management committees.

To support Kiwa Initiative beneficiaries develop their GEDSI Action Plan, some guidance questions are provided in Table 1 to help identify actions for each activity.

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5   SPREP (2024). *Gender Equity, Disability and Social Inclusion for Nature-based Solutions in Pacific Islands.* Chung M, Mangubhai S (authors). Kraft M (ed). Apia, Samoa: Secretariat of the Pacific Regional Environment Programme.

Table 1. Guiding questions to help practitioners develop GEDSI actions for nature-based solutions activities.

Focus of action	Key questions to consider in developing actions that are gender-specific, disability-specific, and social inclusion-specific
Answer the questions with a separate focus on: **(i) women of all ages and their roles in the community and potential roles in the project.** **(ii) people with disabilities of all ages and their roles in the community and potential roles in the project.** **(iii) other marginalised groups, such as young people, or MVPFAFF+ people.**	1. **What adaptations to the activity** should be made given differences in needs and capacities of the marginalised group? Are more targeted actions required for the marginalised group, or can the delivery of the project activity be adapted? 2. What **actions can be taken to enable equitable participation**, including being able to **share ideas and views**, and **influence decision making**, in relation to the activity? How can the activity build on the existing strengths of marginalised groups? How can the activity strengthen the capacities of the marginalised group? How can the activity contribute to building positive social norms, attitudes and practices that support equity and inclusion of the marginalised group? 3. What actions can be taken to enable **equitable distribution of the benefits** of the activity to the marginalised group? How can NbS resources be equitably shared by all? How can the project team ensure that the activity will not exacerbate existing social inequalities? i.e. How can non-marginalised groups (e.g. men) be engaged to support equity and inclusion of the marginalised group? 4. What **GEDSI capacities need to be strengthened in the project team**, to be able to deliver on the GEDSI actions under this GEDSI Action Plan? Do some of these actions require external GEDSI expertise (e.g. from a local women's group, or organisation of persons with disabilities)?

Note that while the GEDSI Action Plan has separate sections for gender-specific actions, disability-specific actions and social inclusion-specific actions, people in the community are not just one identity, e.g. man or woman, or person with disabilities, or young people. Often a combination of social identities exposes individuals or groups to different types of disadvantage (Figure 1). For example, a young woman with disabilities may face different disadvantages (such as additional vulnerability to violence, or less opportunities to participate in environmental activities), as compared to a young man with disabilities or a young woman without disabilities.

Wherever possible, based on the GEDSI analysis for the project, try to also include actions that support the diversity of people within these marginalised groups. Project monitoring activities, in particular, should pay specific attention to which people in the community (based on their multiple identities) are being left out, or participating and benefitting the least from the project. Actions to increase their participation may then be added to the GEDSI Action Plan.

Table 2 provides examples of nature-based solutions activities and the types of gender, disability and social inclusion actions that can be adopted in a GEDSI Action Plan. For each action, it will be important to consider if these can be done by adapting planned approaches for each activity, and whether additional resources (i.e. financial, people) will be required.

Figure 1: Social Identities
Source: UNHCR

Table 2: Examples of gender, disability and social inclusion actions for some common types of NbS activities

NbS activity	Gender Actions	Disability Actions	Social Inclusion Actions
Establishment/ strengthening of community governance structures for ecosystem management	• Ensure representation and active participation of all genders in management committees considering gender norms in culturally sensitive ways. • Management committee meetings will be held at a time and place that is safe and considers the care burden on women members. • Community leaders, male committee members and husbands of women on committees will be engaged to ensure their support for women's involvement. • Capacities of women, including leadership skills, will be strengthened to engage in management committee meetings.	• Ensure representation and active participation of people with disabilities in management committees considering disability norms in a culturally sensitive way. • The accessibility needs (physical access as well as accessible communication) of members with disabilities in management committee meetings will be met. • Committee members will be engaged to ensure space is provided for all members, including members with disabilities, to be able to share their ideas and engage in decision making. • Capacities of people with disabilities, including leadership skills, will be strengthened to engage in management committee meetings.	• Ensure representation and active participation of youth of all genders in management committees considering social norms in a culturally sensitive way. • Engage committee members to ensure space is provided for all members, including members from marginalised groups, to be able to share their ideas and engage in decision making. • Capacities of youth, including leadership skills, will be strengthened to engage in management committee meetings.
Facilitation of trainings/ education sessions	• Women and men will be equally encouraged and targeted for technical trainings, so they can increase their local technical knowledge and capacities on NbS activities. • The timings and venues for trainings/ education sessions will be planned taking into account women's work burden and safety. • Training materials, both text and images, will not reaffirm gender stereotypes and will support equal value of women and men's roles and knowledge regarding ecosystems management.	• Trainings/ education sessions will be in accessible venues. • Information will be collected beforehand on the access needs of trainees (e.g. if require support person, sign language translation, written materials to be explained orally, etc.), to ensure training methods are adapted to the needs of people with different disabilities. • People with disabilities will be encouraged and provided additional support, if necessary, to become community facilitators/ champions.	• Young people will be included as community facilitators/ champions, and training sessions will be led by and for young people.

NbS activity	Gender Actions	Disability Actions	Social Inclusion Actions
Development of information, education and communications (IEC) materials, including toolkits, social media campaigns	• IEC materials will be developed considering how diverse women and men access information. • Women and men will be represented in images and texts in ways that showcase their equal contributions to ecosystems management/ sustainable agriculture/ fisheries/ etc. and do not reaffirm gender stereotypes – e.g. showing women alongside men in community decision making structures.	• IEC materials will be developed considering their accessibility for people with diverse disabilities – e.g. subtitled videos; large fonts and contrast colours on posters; use of simple, clear language. • People with diverse disabilities will be represented in images and texts alongside people without disabilities.	• IEC materials will be developed considering how young people access information.
Ecosystem restoration/ rehabilitation	• Women will be given opportunities to identify priority areas for ecosystem restoration and contribute their traditional ecological knowledge. • Women will be equipped with the technical skills, provided specialised training to lead ecosystems restoration activities. • Consultative meetings will be held with women's CBOs/groups on their role in the operation and maintenance of ecosystems.	• People with diverse disabilities will be consulted to understand how they access and use the natural resources being restored. • Consultative meetings will be held with local disability groups on their role in the operation and maintenance of ecosystems.	• Young people will be consulted to understand how they access and use the natural resources being restored. • Consultative meetings will be held with youth groups on their role in the operation and maintenance of ecosystems. • Young people will be employed in ecosystem rehabilitation activities.
Sustainable agriculture/ fisheries/ livelihoods	• Women will be equally targeted for income-generation activities or upskilling of existing livelihood activities, while ensuring that this does not overburden women given the work they do both inside and outside the home. • Women will participate in planning and implementation processes for all sustainable livelihood activities, and be provided opportunities to contribute their traditional knowledge.	• People with disabilities will be targeted for income-generation activities or upskilling of existing livelihood activities, with adaptations made to project activities to enable their participation through a consultative process with the individuals targeted. • People with disabilities will participate in planning and implementation processes for all sustainable livelihood activities.	• Young people will be targeted for income-generation activities or upskilling of existing livelihood activities. • Young people will participate in planning and implementation processes for all sustainable livelihood activities.

3. Set targets and indicators

All data collected, analysed and reported under the project should be disaggregated by sex, age, disability and ethnicity (where relevant), at a minimum. Baseline indicators should also be developed and used to assess the benefits of NbS interventions for women, people with disabilities, youth, and other marginalised groups.

For the GEDSI Action Plan, decide on key indicators to measure GEDSI progress for each activity, and set targets for each indicator. Consider not only quantitative indicators (number or percentage), but also qualitative indicators (e.g. changes in attitudes or behaviours). Some indicators may be for common actions across gender, disability and social inclusion, whereas other indicators may be for specific actions related to women, people with disabilities or other marginalised groups.

Some common types of quantitative GEDSI indicators are:

- Number / proportion of women/ people with disabilities/ youth/ other marginalised group participants in the activity
- Number / proportion of women/ people with disabilities/ youth/ other marginalised groups who receive resources
- Number / proportion of women/ people with disabilities/ youth/ other marginalised groups who become community champions/ peer facilitators for ecosystems training/education activities

- Number / proportion of women / people with disabilities/ youth/ other marginalised groups who are part of community-based governance structures for ecosystems management
- Number of women's groups/ groups of people with disabilities/ youth groups supported in each site.

Some examples of qualitative GEDSI indicators are:

- Traditional ecological knowledge of women and other marginalised groups informs priority areas for ecosystem restoration/ rehabilitation.
- Toolkits / Training materials / IEC materials include consideration of GEDSI issues and represent diverse members of the community
- Management plans / policy briefs include consideration of gender / disability / social inclusion dimensions.
- Positive perceptions regarding the participation of women/ people with disabilities/ youth/ other marginalised groups in governance structures for ecosystem management.
- Positive perceptions towards women/ people with disabilities/ youth/ other marginalised groups leading technical aspects of ecosystems rehabilitation or management.

4. Establish responsibilities and timelines for GEDSI actions

Because GEDSI is part of good practice and supports effective NbS solutions, everyone in a project team should play a role in implementing the GEDSI Action Plan. Decide who will be responsible for implementing the GEDSI actions linked to each activity. Indicate if the timeline is different to the timeline provided

for each activity in the Work Plan. For example, if consultations are required with different marginalised groups to implement an activity in an equitable and inclusive way, these might be linked to a GEDSI assessment or mapping activity and so be completed ahead of time.

5. Decide budget for implementation of GEDSI Action Plan

The GEDSI Action Plan typically does not propose additional project outcomes or outputs. Instead, it provides guidance, in line with a 'twin-track' approach, on how to mainstream gender, disability and social inclusion considerations into project activities and also include specific actions that can ensure equitable participation and benefits sharing to

marginalised groups. These actions are implemented with the budget allocated for the project activities. However, as activities are implemented, there may be additional actions needed to enable equity and inclusion depending on the project and/or location, which require additional budget.

GEDSI Action Plan Template

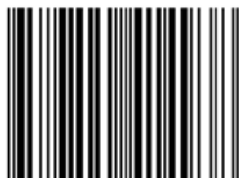| Output	Activity	Gender-Specific Actions	Disability-Specific Actions	Social Inclusion-Specific Actions	Indicators & Targets	Person/s Responsible	Timeline	Budget
Outcome 1 :								
Output 1.1 :	1.1.1							
	1.1.2							
Output 1.2 :	1.2.1							
	1.2.2							
Output 1.3 :	1.3.1							
	1.3.2							
Outcome 2 :	2.1.1							

Monitoring and Accountability for GEDSI Action Plan

The GEDSI Action Plan sits alongside the Work Plan to guide how activities are planned and implemented.

Project monitoring and reviews should regularly consider the extent to which GEDSI actions in the GEDSI Action Plan are effectively implemented. Where additional actions become relevant to support greater equity and inclusion, these should be added to the plan.

Progress under the GEDSI Action Plan and the results (i.e. outcomes of implementing the GEDSI actions) should be integrated into reporting for the project.