Gender Equality, Disability and Social Inclusion (GEDSI) Analysis Tool

Contents

1. Purpose

What is this Tool?

This Gender Equality, Disability and Social Inclusion (GEDSI) Analysis Tool provides a guide to why, when and how to conduct a GEDSI Analysis. A GEDSI Analysis helps to identify and understand the norms, power dynamics and social relations experienced by people from different backgrounds and identities, such as gender, age, disability, race, ethnicity, religion, sexual orientation, and so on, and moreover how these identities intersect to create diverse and unique experiences in each context.

Why complete a GEDSI Analysis?

Social norms and power relations impact the access that people from different backgrounds and identities have to services, resources, participation, power, decision-making, and opportunities. Therefore, if these dynamics are not understood or considered during a project design, then the project will consequently exclude or inadequately address the needs of target communities as a result, leading to an ineffective and potentially harmful program. On the other hand, a strong GEDSI Analysis accurately identifies the needs, barriers, strengths and opportunities for people from different identities, and when used to inform project design and implementation, ensures that projects are inclusive, prevent unintended harm, and more effectively meet its objectives. A strong GEDSI Analysis is also the essential foundation of a transformative programming approach that challenges power imbalances and promotes the rights and equal opportunities for people from diverse backgrounds and identities.

When to complete a GEDSI Analysis?

Ideally, a GEDSI Analysis should be completed ahead of a project design for a new project or a new phase of a project, with enough time to meaningfully reflect on findings from the analysis and to use these findings to inform the project design and ongoing programming and implementation decisions. When completed ahead of project design, it is also easier to accurately budget for GEDSI efforts, and to generally integrate GEDSI through the entire project management cycle.

Who should complete a GEDSI Analysis?

A GEDSI Analysis should be led by Cufa's project and / or monitoring, evaluation and learning (MEL) staff, preferably in the local, in-country team. Sometimes a GEDSI Analysis can also be conducted by external consultants, however this should be supported by the local Cufa project and MEL staff in order to ensure that the Analysis is relevant, appropriate and properly contextualised.

2. Background

Cufa is committed to promoting a transformational approach to GEDSI, that recognises and aims to amplify the voices, access, agency and dignity of all people, regardless of age, sex or gender identity, race, ethnicity, nationality, religion, disability, or any other factor. Cufa's development programs promote equality and aim to overcome barriers to promote equal participation and enhance the access and ability of people from all backgrounds and identities to share equally in the benefits of economic and social life, at all levels.

Framework and guiding principles

This Tool draws from a number of analysis frameworks, most notably the TAAP Toolkit and Guide for Inclusive Development[1] and the Moser Gender Analysis Framework[2], as well as other tools such as the World Vision Toolkit for Integrating Gender Equality and Social Inclusion in Design, Monitoring and Evaluation.[3] This Tool has also been informed by the below principles, which should always guide those using this Tool and undertaking GEDSI analyses for Cufa projects:

- **Participatory approach:** This refers to an approach that meaningfully includes those people who stand to be affected by the project. It means considering the perspectives of relevant stakeholders, especially target communities, and providing opportunities for them to have some ownership and control over the project.

> **"Nothing about us without us"**

- **Rights-based approach:** This approach posits that every human being is entitled to various human rights, and that they should have the ability to be active in claiming and exercising these rights. According to this approach, duty-bearers (entities or individuals, often state actors) have obligations to respect, promote and help fulfil these rights for individuals. As part of this approach, Cufa promotes the principles enshrined within the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD).

- **'Do no harm':** Cufa considers the impact (intended and unintended) that the project could have on different groups and takes steps to mitigate and respond to potential negative impacts. In the context of this Tool, 'do no harm' is considered in various ways. Firstly, the Tool aims to identify negative impacts that the proposed project may have on different social groups (see pages 17-18) and it also aims to minimise any negative impacts that the analysis itself may have on participants (see 'do no harm matrix' template on page 7).

- **Context sensitivity:** This means considering the local context of each project, including culture, norms, power dynamics, social relations, and so on, and adapting activities and processes to be relevant and appropriate for that specific context. Context sensitivity should be considered when completing a GEDSI analysis, and in turn, the findings from this analysis should help inform context sensitivity of the project design and activities moving forward.

- **Transformative approach:** Cufa aims to achieve a transformative GEDSI approach that challenges inequalities and transforms harmful norms and power imbalances, in order to redistribute power and resources more equally. GEDSI Analyses should interrogate power imbalances and root causes of inequality, in order to provide a foundation of understanding for Cufa programs to address and transform these imbalances and inequalities.

> **"There is no such thing as a single-issue struggle because we do not lead single-issue lives."**
>
> **Audre Lorde**

Intersectionality

In addition to the above principles, intersectionality is a 'lens' that should consistently be used throughout all GEDSI Analyses and subsequent programming. Intersectionality refers to "how our individual identities (race, gender, disability status, and age) interact in ways that can intensify the inclusion or exclusion we experience"[4]. For example, a woman of colour's experience of discrimination will be completely different to the experience of a white woman - despite the fact that they may both face sexism as

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[1] See: https://www.taapinclusion.org/.
[2] See: https://www.equilo.io/gender-analysis-framework-moser.
[3] See: WVI GENDER EQUITY AND SOCIAL INCLUSION TOOLKIT - IASC MHPSS M&E FRAMEWORK MOV Toolkit - The MHPSS Network.
[4] TAAP Framework, pg. 276, see: https://www.taapinclusion.org/.

women, race is also an intersecting factor and so their experiences will be different. Taking an intersectional approach means reframing our understanding of marginalisation and considering how power and oppression interact in complex ways that may be discomforting. Considering various forms of discrimination separately (such as race, gender or disability) leads to a one-dimensional view that does not accurately reflect real people's lives. Globally, it is increasingly recognised that an intersectional lens is essential in understanding the target communities that we work with and in achieving sustainable development and equal outcomes for all people.

3. Practical tool for completing the GEDSI analysis

There are five steps to this GEDSI tool, which should generally be completed in this order but sometimes steps 2 and 3 may overlap:

1. Planning and brainstorm session
2. Desk review of existing information / secondary data
3. Collecting primary data
4. Analysis and reporting of the data
5. Reflection, learning and planning

Step 1: Planning and brainstorm session

This step involves bringing together key stakeholders for a collective brainstorming and planning session, in order to plan the analysis, including data collection. This session is also intended to provide a general understanding of the target communities and identify who may be excluded, power dynamics, and how to ensure participation of marginalised groups in the GEDSI analysis and project planning. This session also provides an opportunity for risk analysis and to identify any potential harm that may be caused by the analysis activities or subsequent project activities.

> **When including people with disabilities in brainstorming sessions, reasonable accommodation and assistance measures should be offered and made readily available. See Cufa's guidelines on inclusive events for guidance.**

Who participates: Project team members should participate in this session, including both implementation and monitoring, evaluation and learning (MEL) staff, especially local staff. Other stakeholders who should also ideally be invited to participate include local community leaders, representatives from organisations for persons with disabilities (OPDs), and / or members of the community with disabilities, women's organisations or other marginalised or excluded groups.

> **What is an OPD?**
>
> An OPD (organisation of persons with disabilities) is a representative organisation of persons with disabilities. Typically, OPDs are led by persons with disabilities themselves, in contrast to organisations **for** persons with disabilities, which may have a disability focus but are not necessarily led by persons with disabilities.

How to facilitate this session: Broadly, the goals of this session are to orientate those present on the purpose and use of the GEDSI Analysis, plan the data collection activities, identify existing power dynamics and who may be excluded, identify strategies to improve inclusion in the Analysis and subsequent project activities, and identify and mitigate against any risks of causing harm. The below tools are provided to assist with achieving these goals of the session. However, this broad agenda and these tools should be contextualised and flexible depending on the circumstances and context, for example you may add some additional discussion questions relevant to the thematic focus of your specific project.

Another decision that needs to be made either during this session or in the early stages of this process relates to the methodology that will be used to complete the GEDSI Analysis. Generally, strong GEDSI Analyses use a mixed methods methodology that combines both qualitative and quantitative sources of information, through collection of both secondary and primary data.

Discussion questions for the planning and brainstorm session

Guiding questions for discussion	Responses
What social categories exist in your proposed project area (e.g. gender, age, persons with disabilities, ethnic, religious, occupational, socio-economic status, etc.)?	
Which of these categories of people are the most marginalised, excluded or vulnerable?	
Are there any groups of people who are described in local languages in very negative or derogatory ways? If yes, which ones?	
In what way are these groups vulnerable, marginalised or excluded?	
Which specific groups of people with disabilities are not being included? I.e. which types of disabilities face the greatest barriers to participation?	
Which social norms and/or cultural practices exist in this area that may prevent some people from benefiting from the project?	
How can those excluded, marginalised and vulnerable people be targeted in the project and benefit from the project interventions?	
Who are the influential group(s) or institution(s) in this context?	
How do those influential stakeholders or people, groups or institutions help or hinder social inclusion?	
In what ways can your project change the relationship/status of marginalised people within households and communities?	

Stakeholder analysis

1. Create a list of stakeholders who may be interested in your analysis/project intervention
2. Create a list of stakeholders who may influence your analysis/project intervention
3. In the below table, plot each stakeholder in the lists along the continuum of High/Medium/Low for interest and influence
4. Use the colour key below the table to determine the level of engagement that each stakeholder should have in the analysis process. You may need to use some judgement to make final decisions on who is most logical to involve in data collection.

		Levels of interest		
		High	Medium	Low
Levels of influence	High	🔵	🔵	🔵
	Medium	🟠	🟠	🟠
	Low	🟠	⚫	⚫

🔵 Actively involve in data collection

🟠 Consult / consider some involvement in data collection

⚫ Inform

Do no harm matrix

During (preferably) or after the brainstorming workshop, please complete the below 'do no harm' risk matrix to identify and plan for mitigation measures against causing harm as a result of the activities associated with completing the GEDSI Analysis. Some examples have been added into the table below, which will be relevant risk for all GEDSI Analyses. Please add mitigation measures, as well as more risks as necessary.

Risk	Mitigation measures
Cufa personnel conducting data collection activities violate safeguarding principles and cause harm to children	
Cufa personnel conducting data collection activities violate safeguarding principles and cause harm to vulnerable adults	
Survivors of gender-based or other types of violence are re-traumatised by questions asked in the survey	
Participants of diverse identities such as women, people with a disability, or lesbian, gay, bisexual, transgender, queer, intersex, asexual and more (LGBTQIA+) face stigmatisation or harm from their communities as a result of talking about their experiences with Cufa data collectors.	
Women and girls face backlash from communities / households as a result of discussing gender relations with Cufa data collectors	
Risk that people with diverse disabilities are excluded, for example through barriers to participation such as physical barriers, transport, lack of access to carer, etc.	
[add other risks here]	
[add other risks here]	
[add other risks here]	

Step 2: Desk review of existing information (secondary data)

A desk review involves reviewing and analysing available literature, reports, statistics or other secondary data (data that has already been collected by someone else) in order to gain an understanding of what is already known about the target population and identifying any gaps that need to be filled through primary data collection (Step 3). When planning what information you need to collect in order to complete the GEDSI Analysis, please refer first to Step 4: Analysis and Reporting

of the Data, as this template provides a detailed guide of what secondary and primary data you should collect in order to complete the GEDSI Analysis.

As a first step, complete a desk review of the existing information (secondary data) that you can find to answer the questions in the Step 4 Template. It is helpful to do this step before collecting primary data, because through this desk review you can identify gaps in the existing data that you must then collect yourself during the next step, rather than collecting data that already exists (known as "reinventing the wheel"). The sources that you use to collect secondary data will vary depending on subject matter and context, and some may be obtained through online research, while some may be obtained by reaching out to local contacts for relevant reports, or other methods. As much as possible, secondary data used should be less than three years old, and relevant to the context.

Step 3: Collecting primary data

Once you have identified the gaps in the GEDSI Template (Step 4) that still exist after having completed desk research, the next step is to collect primary data to obtain the remaining information required. There are a variety of methods you can use to collect primary data. Some common methods include surveys, key informant interviews (KIIs), and focus group discussions (FGDs). Data collection tools should be designed to respond to the questions in the tool below, but this should be done by designing tools with accessible questions for each sample of respondents that contribute to the information needed to complete the Step 4 template below (i.e. it would generally not be appropriate or effective to directly ask the questions in the Step 4 template to the respondents). There are also a vast variety of activities and tools that can be used by facilitators or enumerators to collect data in more creative ways, which can often be useful to access perspectives and opinions that may not be shared openly via the more traditional data collection methods. See some of the resources below for examples of these kinds of activities and tools. As above, strong GEDSI analyses generally use a mixed methods approach, using a variety of methods to collect both qualitative and quantitative data.

- World Vision Toolkit for Integrating Gender Equality and Social Inclusion in Design, Monitoring and Evaluation, pp. 33 – 45, see here.
- CARE Social Analysis and Action Global Implementation Manual, pp. 17 – 58, see here.

Guidance for disability inclusive data collection

What is reasonable accommodation and assistance: Reasonable accommodation and assistance refers to necessary and appropriate modifications and adjustments to ensure persons with disabilities can participate on an equal basis with others. As needs will be different for different persons with disabilities, when planning data collection efforts should be made to ask people with disabilities what modifications they require to participate.

Tips for engaging with persons with disabilities: For specific guidance, please see Cufa's Tips for Interviewing Persons with Disabilities in the accompanying resources to this tool.

Washington Group Questions: The Washington Groups Short-Set Questions are a practical and concise tool recommended for use in data collection in order to identify persons with disabilities. For guidance on use of these questions, please see the accompanying resources to this tool.

Inclusive focus group discussions (FGDs): It is important to ensure that persons with disabilities have an equal opportunity to access and equally participate in focus group discussions. For guidance on this, please see CBM's guide to focus group discussions and also IRC's instructions to conduct accessible focus groups, both included in the resources accompanying this tool.

Sampling

When conducting sampling for primary data collection (selecting the respondents), remember to consider GEDSI and inclusion. Ensure that your sample is inclusive of the demographics that you want to consult with, such as women, people from diverse sexual orientations, men, people with disabilities, youth, ethnic minorities and / or other groups relevant to the project. Your sample should reflect demographic proportions of the target population, informed by some kind of evidence. For example, if the project is targeting both women and men equally, then you may choose to target a sample that is representative of 50% women and 50% men, including 15% people with disabilities (because the World Health Organization estimates that approximately 15% of the world's population experience disability)[5]. In order to reach these targets in the sample you may need to reach out to actors such as OPDs to help you find respondents.

Data disaggregation

Another important consideration when designing and deploying data collection tools is data disaggregation. While the ways that you disaggregate your data will vary depending on the project, it is important to, as a minimum, disaggregate data by gender, age and disability. It is important to plan for data disaggregation when designing data collection tools, **before** the data is collected. This will be done differently depending on the particular tool, for example in a survey this could mean asking demographic questions at the beginning of the survey, such as asking respondents their gender (and including non-binary gender options and identities where possible). When planning for disaggregation by disability, there are various methodologies to use to identify and disaggregate by

> ### *What is disability?*
>
> According to the UNCRPD, persons with disabilities include those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others. These barriers vary, and are different for different persons with disabilities. Broadly, they include attitudinal, institutional, physical and communication / information barriers. For more information, see CBM's document titled 'What are barriers' in the resources accompanying this tool.

disability, however the Washington Groups Short-Set Questions are a practical and concise tool to integrate into data collection tools and are recommended for use in this GEDSI Analysis Tool. For more guidance about using the Washington Group Questions, please see the resources accompanying this tool. Depending on resources available and scope / focus of the project, it is recommended that disaggregating by type of disability is also good practice, because the experiences and barriers for persons with different types of disability will vary greatly, and disability is not a homogenous experience.

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[5] WHO, see: https://www.who.int/news-room/fact-sheets/detail/disability-and-health#:~:text=Key%20facts,earlier%20than%20those%20without%20disabilities

Step 4: Analysis and reporting of the data

Section 1: Broad context of the project		
Name of proposed project:		
Date GEDSI analysis completed:		
Where is the location of the project?		
Please describe the methodology you have used for this analysis? *E.g. primary data, secondary data, qualitative, quantitative or mixed methods? What data collection tools were used, for example surveys, focus group discussions, desk research, etc.*		
What is the thematic focus of the project? *Tip: Select all responses that apply.*	☐ Education (primary) ☐ Education (secondary) ☐ Education (TVET or higher) ☐ Livelihoods ☐ Other (please specify)	☐ Access to finance ☐ Gender equality ☐ Disability inclusion ☐ Disaster Risk Reduction / Climate Change Adaptation
Please describe the broad characteristics of the target group, for example: • Gender/s • Age • Geography (urban/rural) • Living conditions		

● Ethnicity/religion/indigenous ● LGBTQIA+ representation	
What national laws, policies and regulations exist in this country context that relate to human rights? *Tip: think especially about laws and policies that relate to women's rights, LGBTQIA+ people, people with disabilities, children, and other potentially marginalised groups.*	
Is this country a signatory to any international laws, agreements or other instruments that relate to human rights, particularly regarding marginalised groups? *Examples: CEDAW[6], Convention on the Rights of Persons with Disabilities[7], Convention on the Rights of the Child[8], Beijing Declaration[9], etc.*	

Section 2: Knowledge, beliefs and perceptions, cultural norms

Question	Response	How can this be addressed through the project?
What cultural norms and beliefs exist within the target population that may shape perceptions towards people from different backgrounds and identities?		

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[6] Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), see: https://www.un.org/womenwatch/daw/cedaw/.
[7] Convention on the Rights of Persons with Disabilities, see: Convention on the Rights of Persons with Disabilities (CRPD) | Division for Inclusive Social Development (DISD) (un.org).
[8] Convention on the Rights of the Child, see: Convention on the Rights of the Child | UNICEF.
[9] Beijing Declaration and Platform for Action, see: https://www.un.org/womenwatch/daw/cedaw//.

Consider: Think especially about perceptions of women, men, LGBTQIA+ people, youth, elderly, people with disabilities?		
What are some of the dominant expectations and roles that men and women are expected to fulfil within this target population? *Consider:* What does the "typical" man and "typical" woman look like? Does this change depending on other aspects of intersectionality, for example ethnicity, religion, disability, etc?		
Who is seen as holding the knowledge in the target population? Are different groups (e.g. women and men) known for holding different types of knowledge or knowledge of different subjects?		
In relation to all groups mentioned above, what are some of the costs (in terms of social cost, opportunity cost, financial cost, rights cost etc.) to these roles, beliefs and norms that exist?		
What kinds of discrimination and stigma exists within the target population towards: • Gender groups (e.g. women, LGBTQIA+ people) • People with disabilities • People with health conditions such as HIV/AIDs		

• People with mental health issues (such as depression and anxiety) • Youth and the elderly *Consider: How does intersectionality compound these experiences of discrimination and stigma in the target population?*		

Section 3: Access and control over resources

Question	Response	How can this be addressed through the project?
Within the target population, is there unequal access to basic needs such as food, water, health services, etc.? *Consider: How is this different for women, men, LGBTQIA+ people, youth, elderly, people with disabilities? What barriers exist for people with disabilities to access basic needs?*		
Is there unequal access to productive resources (i.e. resources that can generate profits such as land, machinery, cattle, labourers, etc.)? *Consider: How is this different for women, men, LGBTQIA+ people, youth, elderly, people with disabilities? What barriers exist that prevent people with disabilities from accessing productive resources?*		
Do inequalities exist regarding those who have access to education, training and		

Question	Response	How can this be addressed through the project?
livelihood opportunities? Does this relate to the discussion of access to productive resources above? *Consider: How is this different for women, men, LGBTQIA+ people, youth, elderly, people with disabilities? What barriers exist that prevent people with disabilities from accessing education, training and livelihoods? Are barriers to accessing opportunities exacerbated for people experiencing multiple intersections of marginalisation?*		
What strategies do women and other marginalised groups use to negotiate access and control over the above kinds of resources?		

Section 4: Power and decision-making

Question	Response	How can this be addressed through the project?
Who are the influential people or groups within the target population that reinforce the above cultural norms and practices?		
At the community level, who is able to participate in decision-making? Are there certain people or groups that lead decision-making? *Consider: Who is being excluded and what are the barriers? Consider especially women and LGBTQIA+ people, people with disabilities, youth and the elderly. Are*		

leadership positions available for women and other marginalised groups?		
At the household level, how do men and women participate in financial and non-financial decision-making? *Consider: In what kinds of decisions do women and girls in the household participate? Are people with disabilities able to equally participate in household decisions?*		
Do women and girls in the target communities mobilise collectively to negotiate and advocate for their interests (including informally)? Please explain.		
Are there existing organisations or groups in the community that promote the interests of women, people with disabilities, LGBTQIA+ people, youth, elderly, and other marginalised groups?		

Section 5: Roles, responsibilities, participation and time use

Question	Response	How can this be addressed through the project?
What are the reproductive roles of women and men in the target population? *Consider: Does this change depending on other intersections of identity, such as disability, race, religion, etc.?*		
What are the productive roles of women and men in the target population?		

Consider: Does this change depending on other intersections of identity, such as disability, race, religion, etc.?		
What roles do men and women play within the community or broader family networks? *Consider:* Does this change depending on other intersections of identity, such as disability, race, religion, etc.?		
Considering the types of productive roles (e.g. paid work) available to people with different identities (e.g. women, people with disabilities, youth), what is the value given to such work? For example, are wages for men and women equal?		
Are there differences in how men and women use their time? Please explain.		

Section 6: Human dignity, safety and wellness

Question	Response	How can this be addressed through the project?
In the target population, is there unequal access to claiming rights amongst the following groups? How? • Gender groups (e.g. women, LGBTQIA+ people) • People with disabilities • People with health conditions such as HIV/AIDs • People with mental health issues (such as depression and anxiety)		

● Youth and the elderly		
How do men, women, boys and girls navigate public spaces? Can women and girls move freely within and beyond the community alone, and is this different for people with disabilities and people from LGBTQIA+ communities?		
What concerns do people have about their safety and how are these concerns different for people of different backgrounds/identities? *Consider: How does intersectionality impact safety for different people?*		
Please describe how people respond to these concerns? *Consider: How do individuals and also collective groups respond? What are some positive and negative coping strategies?*		
How accessible and sensitive to survivors are the local health, psychosocial, legal or protective services in providing information and services, whether government - sponsored, private or provided by NGOs?		
Are there potential negative consequences to marginalised groups (such as women, LGBTQIA+ people, people with disabilities, youth, etc.) gaining greater access to power, resources, or decision-making?		

Consider: If this greater access necessitates the challenging of cultural norms and beliefs, could this bring negative consequences or harm to the relevant groups?		
Are there potential negative consequences or harm that may come to these marginalised groups specifically as a result of proposed project activities?		

Step 5: Reflection, learning and planning

Following the completion of all four above steps, it is time to reflect on the GEDSI Analysis and plan for how to carry the findings and recommendations forward into the project design and implementation. In order to do this, it is advised to schedule a reflection and planning workshop session, that includes staff and / or consultants that completed the GEDSI Analysis, as well as key project staff involved in the upcoming project.

Objectives of the session are discussed in more detail below, but briefly include:

- Debriefing on the analysis findings and process itself
- Discussion of key recommendations to be prioritised for the project
- Discussion of how the project will address key aspects of social inclusion
- Next steps

Debriefing on the analysis findings and process

This first part of the discussion aims to collect general reflections on the findings from the GEDSI Analysis, and also on the process of planning, data collection and the analysis itself. The below discussion questions are provided as a guide to start the discussion, but should be contextualised and adapted for each purpose. It is suggested that this session is firstly kicked off with a summary of the key analysis findings by staff / consultants who led the GEDSI Analysis, followed by discussion. Notes should be kept of the discussion in order to provide important feedback for this project itself as well as for future GEDSI Analyses conducted by Cufa.

Guiding questions for discussion	Responses
In terms of the research process (planning, data collection and data analysis), what worked well?	
In terms of this process, what did not work so well, and what could we improve for next time?	
In terms of the analysis findings, what stood out as most useful and relevant for this project?	
In terms of the analysis findings, were there any unexpected or surprising results?	

Which groups of people does the analysis show stand to be the most impacted by our project?	
Which groups of people does the analysis show to be likely of exclusion or marginalisation?	

Discussion of key recommendations to be prioritised for the project

Next, it is important to discuss the key recommendations from the GEDSI Analysis (the far-right column in Step 4) that will be prioritised for this project. In order to do this, please complete the below table. In relation to the second column about which aspects of social inclusion are being addressed in this project, it is mandatory that gender and disability inclusion are considered at a minimum.

Recommendation	Aspects of social inclusion addressed (mandatory to consider gender and disability at a minimum)[10]	Actions planned	Timeframe	Cost required	Person/s responsible
E.g. Ensure that project training sessions are inclusive for people with disabilities.	• *Gender* • *Disability*	• *Provide transportation allowance for participants and carers* • *Select accessible training centre* • *Consider other reasonable accommodation and assistance*	*Organise during program inception period March-April 2023, continue to consider as a priority throughout entire project implementation period for workshops (ending November 2023).*	*Should factor in transportation allowance for participants plus carers for targeted number of participants with disabilities. May need extra funds for an accessible training centre, consider adding extra budget to the venue budget line just in*	*Bill (Project Manager)*

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[10] While it is mandatory to consider gender and disability inclusion at a minimum in all projects at Cufa, other important aspects of social inclusion to consider could include ethnicity, race, religion, language, geographic area, age, sexual orientation, people with chronic health conditions, etc.

		measures during inception		case. Recommend adding additional (flexible) budget line for reasonable accommodation.	

Where does this project fall on the GEDSI continuum[11]?

Following completion of all above sections, complete this GEDSI Analysis by selecting which of the below options the project falls under, incorporating in the above recommendations. For more explanation of the GEDSI Continuum, see page 15 of the World Vision resource included in the footnotes.

	GEDSI unaware	**GEDSI** aware	**GEDSI** responsive	**GEDSI** transformative
Definition	Does not take any social inclusion considerations into account. Ignores or perpetuates inequalities.	Acknowledges social inclusion and may address social inclusion considerations in some way, but minimally.	Analyses, acknowledges and works with or around social inclusion norms.	Critically examines social inclusion relations and addresses the causes of social inclusion issues and inequalities, transforms harmful norms and power relations.
Please select which ONE of the following approaches that this set of recommendations for the project corresponds with, and explain how?				

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[11] World Vision, WV-GESI-Approach-Theory-of-Change-2nd-Edition-2023_0.pdf (wvi.org), pg. 15.

Annex One: Glossary of Terms

Term	Definition
Agency	Agency refers to the thoughts and actions taken by people that express their individual power. It is the capacity of individuals or groups to act or gain control over aspects of their lives.
Context sensitivity	Context sensitivity means considering the local context of each project, including culture, norms, power dynamics, social relations, and so on, and adapting activities and processes to be relevant and appropriate for that specific context.
Disability	Long term physical, mental, intellectual or sensory impairments, which in interaction with attitudinal and environmental barriers hinders the full and effective participation in society on equal terms.
Disaggregated data	Data that is broken down into subcategories, such as gender (e.g. women, men, non-binary), disability, age, ethnic group, level of education, and so on. When data is broken down this way, it can reveal equalities, deprivations, and so on that would be invisible in aggregate data.
Do no harm	The understanding and consideration of the risks that our work can have upon the wellbeing and safety of the communities with whom we work. Do no harm approaches are about trying to manage and mitigate the risk that our operations, staff and programs could have negative impacts upon the communities we serve.
Equality	The state or condition that affords all people equal enjoyment of human rights, resources and opportunities, regardless of their background or characteristics.
Equity	The process of creating a fair environment for all people, which can sometimes involve using measures to compensate certain people for existing inequalities that they face, in order to create a level playing field.
Empowerment	Empowerment is about people having the resources, opportunities or other means required for them to access agency, choices and fulfilment. It varies greatly depending on context and personal circumstances.
Focus group discussion	A qualitative research method and data collection technique in which a selected group of people discusses a given topic or issue, guided by a facilitator. This research method enables more in-depth responses than other methods such as surveys, and is also helpful for obtaining less regimented and sometimes unexpected responses.
GEDSI	Gender Equality, Disability and Social Inclusion – this is an area and an approach that is important to promote inclusion in development work.

Gender	Gender refers to the characteristics of women, men, and other genders that are socially constructed.
Intersectionality	Intersectionality refers to "how our individual identities (race, gender, disability status, and age) interact in ways that can intensify the inclusion or exclusion we experience". These different characteristics of people's identities cannot be examined in exclusion and must be seen as interconnected in order to fully understand the experiences of different people.
Key informant interview	A qualitative research method consisting of in-depth interviews with people selected for their first-hand knowledge about a topic of interest.
LGBTQIA+	Lesbian, gay, bisexual, transgender, intersex, asexual and more. This is an umbrella term used to describe a diverse variety of sexual orientations and gender identities.
Marginalisation	The process of relegating a person or group of people to a position of less importance, influence or power within a wider society or context.
Social norms	Social norms are the shared but informal standards and rules that define acceptable behaviour and actions within a particular group, community, or other context.
Oppression	The exercise of power or authority over a group of people in a cruel or unjust manner that prevents them from exercising their freedoms and rights.
OPD	An OPD or an organisation for persons with disabilities (previously referred to as disabled person's organisations or DPOs) are is a representative organisation or group of persons with disabilities, where persons with disabilities constitute a majority of the overall staff, board, and volunteers in all levels of the organization.
Participatory approach	Refers to an approach that meaningfully includes those people who stand to be affected by the project. It means considering the perspectives of relevant stakeholders, especially target communities, and providing opportunities for them to have some ownership and control over the project.
Power dynamics	The ways that power is present within and influences relationships between two or more people.
Primary data	Data or information that has been collected first-hand by the researcher themselves. For example, conducting surveys or focus groups with target community members provides Cufa with primary data.

Qualitative data	Data or information that cannot be counted, measured or easily expressed using numbers. This type of data is generally expressed with words and provides more in depth understanding of social issues including beliefs, attitudes, and opinions.
Quantitative data	Data or information that is numerical and can be counted or measured. Quantitative data is easily collected through surveys or questionnaires with closed-ended questions.
Questionnaire	A list of questions used to gather primary data from a predefined group of people to gather their opinions and attitudes towards a certain subject.
Racism	Prejudice or discrimination towards a person or group based on their race or ethnicity.
Reasonable accommodation and assistance	Simple modifications and adaptations made to promote inclusion of all people in an activity or context, particularly in relation to people with disabilities. Examples could include choosing a more accessible venue location, providing transport allowance for carers, installing a wheelchair ramp, providing a sign language interpreter, adjusting communications to be more easily readable for people with difficulty seeing, and so on.
Rights-based approach	This approach posits that every human being is entitled to various human rights, and that they should have the ability to be active in claiming and exercising these rights. According to this approach, duty-bearers (entities or individuals, often state actors) have obligations to respect, promote and help fulfil these rights for individuals.
Secondary data	Data or information that already exists, and that the researcher collects and re-uses for a different purpose. For example, insights about community perspectives on education in Port Moresby gathered through surveys conducted by another NGO could be re-used by Cufa for our own GEDSI analyses.
Sexism	Prejudice or discrimination towards a person based on their sex, gender or sexual orientation.
Sexual orientation	Sexual orientation is about who someone is attracted to and who they feel drawn to romantically, emotionally, and sexually.
Social relations	Broadly defined as any relationship or interaction between two or more individuals, whether voluntary or involuntary.
Stakeholder	Any person or party that has an interest in a project or activity.
Survey	A data collection process that involves collecting primary data from a predefined group of people.
Target community / population	The community or population targeted for the project intervention or research assignment.

Transformative approach	Approaches that seek to interrupt and transform the underlying power relations and imbalances that lead to inequalities and harm for certain groups or individuals, with the goal of redistributing power, resources and services more equally.
Vulnerable person or group	A person or group who is more susceptible to experiencing harm, discrimination, or disadvantage, due to various factors such as social, economic, physical, geographic, gender, religious, identity, etc.