



*Guidance, checklists and links to resources to help you mainstream GEDSI through your work.*

*Version one*

# How to Mainstream Gender Equality, Disability, and Social Inclusion in UK PACT projects

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27 August 2025

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## 1. Introduction

**UK PACT (Partnering for Accelerated Climate Transitions) is a flagship programme under the UK's International Climate Finance (ICF) portfolio.** The programme is jointly governed and funded by the Foreign, Commonwealth and Development Office (FCDO) and the Department for Energy Security and Net Zero (DESNZ).

**It is essential for UK PACT to mainstream GEDSI** through our work on climate mitigation to have more effective programming, to ensure we leave no one behind, and to create equality co-benefits through our work. See more on the business case in section two.

### 1.1. Purpose of this guidance

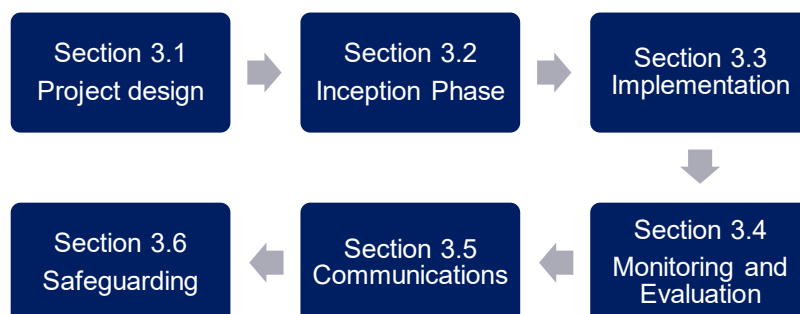
#### 1.1.1. Who is this guidance for?

This guidance is for people implementing projects under UK PACT. It does not assume any prior knowledge on mainstreaming GEDSI, so it is suitable for all people working on the programme.

This guidance can also be used by the consortium partners and donors to better understand our approach to mainstreaming GEDSI in UK PACT.

#### 1.1.2. How to use this guidance

This document provides guidance for each stage of the project cycle.



You should return to this guidance when entering new stages of the project cycle, paying particular attention to the checklist in each section.

#### 1.1.3. Acknowledgements

This guidance was developed by Rebekah Martin, UK PACT GEDSI Manager, Social Development Direct. Thanks to Aline Moore, MEL Manager; Cassie Yates, Team Lead, Emma Grant, GEDSI Advisor, for review and inputs.

## 1.2. What do we mean by GEDSI?

### 1.2.1. Key GEDSI terms

The definitions below are used across the programme, so we have a shared understanding. When working with different stakeholders, it is important to contextualise the language that you use. A more complete glossary of key terms is given in annex A.

**Gender equality:** The absence of discrimination based on gender in opportunities, the allocation of resources or benefits, and access to services. It is the full and equal exercise by people of all gender identities of their human rights.

**Disability:** The interaction between persons with impairments and various barriers that hinders their full and effective participation in society on an equal basis with others. Disability inclusion seeks to tackle the systemic discrimination, stigma, and exclusion that people with disabilities face in many aspects of their lives, including in access to the information and resources needed to adapt to climate change.

**Social inclusion:** The removal of institutional barriers and the enhancement of incentives to increase access for diverse individuals and groups to development opportunities. These barriers may be formal (i.e., policies and legislation) or informal (i.e., customs and behaviours).

**Do No Harm:** Understanding and addressing the possible negative impacts of interventions on the lives of all persons and aiming at minimum, and at all times, to cause no harm to anyone through our actions.

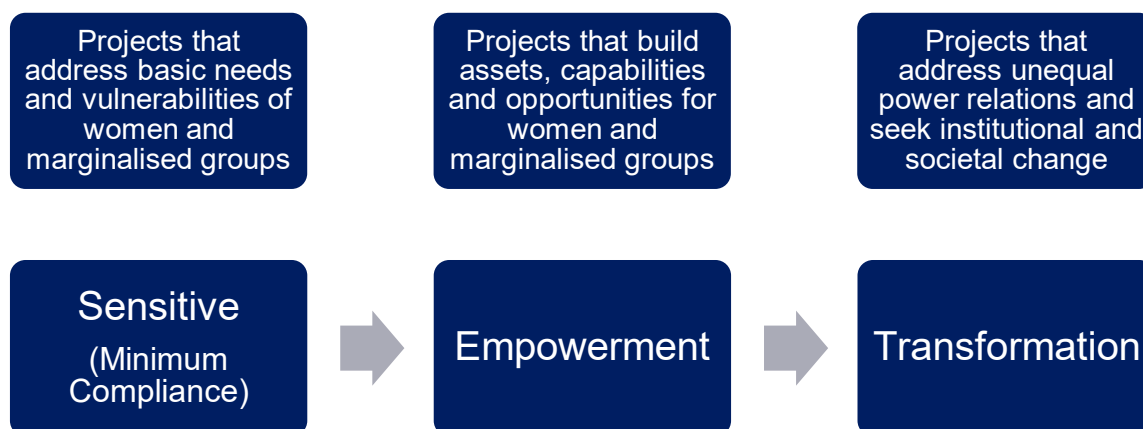
**Safeguarding:** Any action taken by us to protect our staff and representatives, our clients, and the communities where we work from sexual exploitation, abuse or harassment, intimate partner violence perpetrated by any of the Company's representatives, and child abuse in any form. This also includes trafficking of adults for sexual exploitation or of children for any type of exploitation.

**Note:** Throughout this briefing, there is a reference to women's inclusion, but also to other socially excluded communities or groups. In each context, who is excluded and the types of barriers that people face will vary. Excluded groups might include but are not limited to; people with disabilities, Indigenous peoples, young people, older people, the LGBTQI+ community, migrant workers, internally displaced peoples, religious groups, ethnic and racial groups. It is also important to remember that these groups are diverse – consider people with disabilities – an older woman with a hearing impairment will have different experiences to a young man with a mental health condition. It is good practice to carry out a robust GEDSI analysis (more guidance on how to do this is given in section 3.1) to better understand which groups are excluded in different contexts.

## 1.2.2. How do we measure GEDSI ambition?

The programme uses the continuum below to demonstrate how projects can set different levels of ambition on GEDSI from minimum compliance to GEDSI-transformative.

Figure 1 The GEDSI continuum



How do we use the GEDSI continuum?

- To discuss our expectations – projects should always be GEDSI sensitive to meet minimum compliance,
- In the proposal review stage, proposals are assessed against the continuum,
- Implementing partners will set a level of ambition when developing their GEDSI action plan.

Projects might not neatly fall into one of these categories. For example, it is possible for a mostly GEDSI sensitive project to have a transformative element. Projects can also move in either direction along this continuum but should never go below minimum compliance.

Table 1 Examples of projects at different levels on the GEDSI Continuum

	GEDSI Sensitive	GEDSI Empowering	GEDSI Transformative
<b>Energy</b>	A power distribution project where initial grid connection charges are made affordable for households headed by women or people with disabilities.	A community cooling hub introduces a pay-as-you-go business model for women and youth business owners, and smallholder farmers to address credit barriers to accessing cold chain services.	A national energy body establishes a policy that prioritises women as a key client base and requires companies to adapt energy services to respond to women's needs using disaggregated data from market analysis studies.
<b>Finance</b>	A climate risk insurance provider provides tailored climate risk/crop failure insurance products to women, people with disabilities, and indigenous peoples.	A project provides training for women and people from excluded groups working within Voluntary Carbon Markets projects or companies. It sets up a peer support and mentoring network for workers from socially excluded groups.	A financial body commits to achieving gender balance in their workforce, develops a plan to support retention and career advancement, and holds events to encourage change in the wider sector. Measures include mentoring, parental leave, employee groups for LGBTQI+ staff, and diversity training for all staff to address discrimination.
<b>Low-carbon policy</b>	A project includes women, people with disabilities, and young people in consultations to understand their needs relating to the hydrogen economy.	Recommendations for a new low-carbon policy are designed in consultation with local civil society groups. The project builds the capacity of CSOs and municipal authorities to continue this engagement in future work.	A regional low-carbon policy is developed in partnership with a civil society advisory group. The project develops an accessible online platform to share disaggregated data with the wider sector and highlight the leadership of diverse groups.
<b>Mobility</b>	A project to improve road space and safety for non-motorised vehicles, consults women, older people, and people with disabilities and implements appropriate routes and design features.	Commercial space is included in a new transport interchanges helping to improve convenience shopping on public transport routes. The project takes a proactive approach to attracting a significant percentage of women-owned businesses.	A project promotes safe public transport for all. There are posters and recorded messages on buses, platforms, and social media challenging sexual harassment and racial abuse. Annual training for all staff on GEDSI and how to take a zero-tolerance approach to violence and harassment. There are well-lit waiting areas and emergency call points.
<b>Nature</b>	A project that reduces deforestation by meeting the cooking fuel needs of women and internally displaced people.	An agribusiness project that supports women's access to digital information services, such as weather or market updates, and provides devices. This includes access for those with limited literacy levels.	A project mainstreams GEDSI in sustainable land use policies in a synergistic manner. It includes a focus on removing barriers to land rights for women and Indigenous Peoples and holds community events to challenge GEDSI stereotypes around land ownership.

## 2. The business case: why GEDSI is essential for climate mitigation

It is important to focus on GEDSI for a number of complementary reasons:

- **To promote the realisation of universal human rights:** It is widely accepted that the effects of climate change and high emissions are not felt equally. Due to existing inequalities, power imbalances and unequal distribution of resources, women and other groups affected by marginalisation face disproportionate impacts with negative effects on health, education, livelihoods, security, and other areas.
- **To meet international and national commitments and obligations:** this includes the Paris Agreement, Committee on the Elimination of All Forms of Discrimination Against Women (CEDAW), Sendai Framework for Disaster Risk Reduction, and the Sustainable Development Goals and national examples including the UK Public Sector Equality Duty and International Development (Gender Equality) Act 2014.
- **To improve programme design and target interventions:** understanding the needs of and barriers faced by women and socially excluded groups, as well as their strengths and opportunities, can make interventions more widely used and sustainable. For example, sustainable transport systems can also be designed to be accessible for people with disabilities<sup>1</sup>, women, older people, and other groups, increasing the number of users.
- **To avoid doing harm and missing opportunities:** without doing a GEDSI analysis and mainstreaming GEDSI, there is increased risk of causing harm. For example, a project in Bangladesh introduced flood control measures that eliminated flood plains that were an important food and income source for women.<sup>2</sup>
- **Because it makes business sense:** Climate action that uses a gender lens to inform analysis and priorities can create rapid improvements in women's economic empowerment and gender equality more broadly<sup>3</sup>. Addressing gender-specific barriers can lead to better climate and environmental outcomes. A critical mass of 30% of women on a company's board improved climate governance, innovation, and a lower growth rate of emissions.<sup>4</sup>

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<sup>1</sup> For example, read the highlights from [UK PACT's GEDSI Learning and Leadership Hub event on disability inclusion in our work](#).

<sup>2</sup> Schipper, L. (2020) [Maladaptation: When Adaptation to Climate Change Goes Very Wrong](#), One Earth 3(4): 409-414.

<sup>3</sup> Livingstone, D. and Jenkins, O. (2023) [Women's Economic Empowerment and Climate Change: An Update to WOW Targeted Guidance 3 Primer](#), Work and Opportunities for Women Helpdesk.

<sup>4</sup> Biegel, S. and Lambin, S. (2021) [Gender & Climate Investment: A strategy for unlocking a sustainable future](#), GenderSmart.

### 3. Mainstreaming GEDSI in practice

This section contains guidance on how to mainstream GEDSI at every stage of project design, delivery, and evaluation.

Here are some key considerations throughout the process:

#### Checklist: Mainstreaming GEDSI

- ☐ Put GEDSI on the agenda and regularly discuss it in project meetings.
- ☐ Provide regular opportunities for communities and socially excluded groups to meaningfully engage with the project
- ☐ Check if there are any new risks or opportunities for promoting GEDSI. This could include new laws or social movements for example.
- ☐ Establish suitable accountability and feedback mechanisms for communities and staff members to give feedback and raise any concerns or complaints, including safeguarding concerns.
- ☐ Check that all staff are aware of key GEDSI concepts and expectations. Regularly share updates on GEDSI in team meetings or via email as prompts and learning opportunities.
- ☐ Regularly review monitoring data and progress against the GEDSI action plan. This will give you an indication of what seems to work well and which areas need more attention or resources.
- ☐ Encourage team members to take opportunities to learn more about GEDSI, including attending GEDSI Learning and Leadership Hub meetings.



## 3.1. Proposal stage – project design

### Checklist: Project Design

- ☐ Conduct a GEDSI analysis to understand key issues and identify barriers for different socially excluded groups in your context. Ensure your analysis is intersectional. There is guidance on how to conduct a GEDSI analysis on the next page.
- ☐ Integrate findings from the GEDSI analysis into the design of your project.
- ☐ Include GEDSI activities in your design.
- ☐ Ensure you have explained your approach to mainstreaming GEDSI in your project.
- ☐ Include staff with GEDSI experience in your team.
- ☐ Allocate budget for GEDSI activities and expertise needed.
- ☐ Include GEDSI and safeguarding risks in your risk register. Discuss risks and mitigations with the Fund's GEDSI Expert and Fund Management Team. More guidance is given in section 3.1.3.
- ☐ Review your proposal to make sure GEDSI is considered throughout.

### 3.1.1. GEDSI analysis

The bullet points below outline the key questions for a light-touch GEDSI analysis. It is important to tailor these to your context and sector.

- What are the key issues in this sector relating to GEDSI? For example, who has access to energy, finance, transport?
- Who participates in and leads decision-making?
- Who holds jobs in this sector – are there differences in which groups hold different roles or senior positions?
- What barriers do women and people from other social excluded groups face when trying to engage with this sector?
- Do you know any examples of good practice on including and promoting the leadership of women and people from other marginalised groups?
- What are the opportunities and entry points for improving GEDSI?
- Are there existing GEDSI activities or work being done by civil society groups, such as women's rights organisations, youth groups, organisations of persons with disabilities?
- What are the challenges and barriers for working on GEDSI? This could be attitudes, laws, access to information, resources, and training.

### 3.1.2. GEDSI activities

The bullet points below are examples of GEDSI activities. Not all of these will be suitable for your context, and this list is not exhaustive.

- Conducting a GEDSI analysis or consultation with civil society groups to understand the context, power dynamics, and community needs.
- Promote inclusive meeting attendance by: (a) outreach to women's groups, organisations of people with disabilities, youth organisations, etc.; (b) ensuring the meeting timing and location is accessible; (c) providing materials in relevant local languages and accessible formats; (d) ensuring at least one facilitator or community representative present is a woman.
- Develop GEDSI focused policy recommendations and engage with local civil society organisations, such as women's rights organisations, organisations of persons with disabilities, or migrant workers associations, Indigenous peoples' organisations, to gather and incorporate their feedback.

## GEDSI Actions in Energy Projects

Entry Points: Energy and GEDSI includes actions to reduce energy poverty, create livelihood and leadership opportunities, expand market activities for women, and excluded groups, and reduce the risk of harm, such as:

- Offering reduced connection fees for facilities such as maternal health clinics, women's shelters, or schools and clinics in rural or indigenous areas.
- Providing skills development programs for women, persons with disabilities or other socially excluded groups to enter STEM fields.
- Developing policies that acknowledge the role of informal sector entrepreneurs, while engaging local representatives of women business owners in decision-making.
- Designing products and pricing strategies that address GEDSI-specific barriers, such as limited access to collateral like property or land, by identifying alternative methods to secure loans for energy-related needs.
- Designing accessible and safe waiting areas for electric vehicle charging stations.

For more examples of GEDSI actions that you can take in your work, please read the UK PACT GEDSI Entry Point Guidance for your sector.

### 3.1.3. GEDSI and safeguarding risks

You should include GEDSI and safeguarding in your risk register and discuss them in your regular project update meetings with the Fund Management Team alongside other risks and mitigations. The table below highlights examples of GEDSI and safeguarding risks. Note that not all of these will be suitable for your context and this list is not exhaustive.

Description	Impact	Mitigation
<b>Inequitable distribution of benefits:</b> project is unable to represent the needs of the full range of women, girls, people with disabilities and other socially excluded groups.	<ul style="list-style-type: none"> <li>• Poor value for money (inadequate 'Equity').</li> <li>• Needs and issues faced by marginalised groups are not fully reflected in the services, products and advice given.</li> </ul>	<ul style="list-style-type: none"> <li>• Consultation with representative orgs from civil society, leading to GEDSI Action Plan being developed to identify opportunities, budget, and responsible people for GEDSI mainstreaming.</li> <li>• GEDSI Manager onboarded.</li> </ul>

<p><b>Backlash:</b> the project may be targeted for disruption or attack by actors who oppose its objectives of raising issues faced by women, girls and socially excluded groups.</p>	<ul style="list-style-type: none"> <li>• Project objectives are undermined or discredited.</li> <li>• Adverse effect on wellbeing or safety of individuals involved in delivery.</li> </ul>	<ul style="list-style-type: none"> <li>• Communications strategy agreed during inception, covering risk-based approach to project communications.</li> <li>• High risk activities identified in advance with specific mitigation strategies.</li> <li>• Agreed approach to dealing with examples of backlash, misinformation/disinformation etc. (e.g. via social media policy).</li> <li>• Psychosocial support for any individuals targeted.</li> </ul>
<p><b>Safeguarding risks:</b> behaviour of project staff or any of the project's representatives (consultants, partners, grantees, etc) does not meet UK PACT standards regarding protection from SEAH, IPV, or child abuse.</p>	<ul style="list-style-type: none"> <li>• Harm is caused to project participants and/ or wider community coming into contact with UK PACT partners. In addition to an abuse of their rights, UK PACT suffers reputational damage.</li> </ul>	<ul style="list-style-type: none"> <li>• Safeguarding plan developed including prevention and response protocols; code of conduct; reporting mechanisms and investigation protocols.</li> <li>• Regular monitoring put in place.</li> <li>• Safeguarding point of contact appointed.</li> </ul>

### 3.1.4. Useful resources

- The [UK PACT programme](#) has developed guidance on how to mainstream GEDSI in the sectors UK PACT focuses on:
  - The GEDSI Entry Points Series, which provides guidance on mainstreaming GEDSI in the sectors UK PACT works in, including [Energy](#).
  - Lessons learned on [Embedding Inclusion in Climate Action](#) through UK PACT.
- The [Gender Climate Tracker Country Profiles](#) from the Women's Environment and Development Organization give an overview of inclusion in Nationally Determined Contributions and relevant research.
- The [Gender Inclusion Power and Politics \(GIPP\) Analysis Toolkit](#) produced by Christian Aid and Social Development Direct provides guidance on how to conduct an integrated GEDSI and political economy analysis alongside a complete toolkit of participatory approaches and tools to be used during design and implementation.
- The FCDO funded Resource and Support Hub (RSH) on Safeguarding published a [How-to Note: How to design and deliver safe programmes](#) those details what safe programming is, what needs to be in place to support safe programming, the



importance of community engagement for safe programming and how to integrate safeguarding throughout the programme cycle. It is available in English, Arabic, Bangla, French, Hausu, Swahili, Turkish, and Urdu.

## 1.3. Inception phase

### Checklist: Inception Phase

- ☐ Attend a GEDSI training [mandatory]: you will be invited to join a GEDSI training run by the national or regional UK PACT GEDSI Expert.
- ☐ Develop a GEDSI Action Plan [mandatory]. More guidance is given in section 3.2.2.
- ☐ Identify budget for GEDSI activities – the next page contains more guidance on this.
- ☐ Check whether you have appropriate staff capacity and expertise to mainstream GEDSI. Consider hiring a GEDSI expert.
- ☐ Check you have included GEDSI in your monitoring, evaluation and learning (MEL), including your indicators and targets. More guidance is given in section 3.3 on MEL.
- ☐ Consult with key project-affected groups to understand their views on GEDSI priorities and risks. More guidance is given on section 3.3.1.
- ☐ Put accessible and diverse mechanisms in place for the reporting of safeguarding incidents. Ensure measures are in place to provide appropriate response, including support to survivors. More guidance is given in section 3.6.
- ☐ Project leadership should advocate for GEDSI mainstreaming through the project, for example by leading by example, regularly sharing or asking for updates on GEDSI, and attending learning events.

### 3.1.5. GEDSI Budgeting

Consider GEDSI related costs and resourcing needs throughout the programme cycle:

- Do you need to conduct any **research** to understand GEDSI challenges and opportunities?
- Have you included budget for **GEDSI expertise or staff** such as a GEDSI lead, GEDSI officer, or GEDSI specialist?
- Have you allocated budget for **accessibility**? This could include budget for improving accessibility of communications and meetings such as sign language interpretation, developing easy read versions of documents, or having audio and written versions of information. It could also include any additional costs needed to ensure meetings take place in an accessible venue.
- Have you budgeted **additional time and resources to mainstream GEDSI** into training resources, policy documents, or learning reports?
- Have you allocated budget for **compensating civil society organisations** for meaningfully engaging in your project?

### 3.1.6. GEDSI Action Plan

With the support of the UK PACT GEDSI Expert you will have to develop a GEDSI Action Plan to outline the steps you will take to mainstream GEDSI in your project. This includes setting a level of ambition, identifying budget and responsible people, and setting targets. You will need to report on progress towards your GEDSI Action Plan on a quarterly and annual basis. GEDSI Action Plans are updated annually. Here is an example:

<b>GEDSI Action Plan</b> Overall level of GEDSI ambition: <b>Empowering</b>						
Each project under UK PACT is required to have a gender equality, disability, and social inclusion (GEDSI) action plan. Use this template to identify actions to mainstream or focus on GEDSI in your work. Review this action plan quarterly to keep track of your progress and refresh the action plan annually. Ensure you identify a timeline and responsible person for each action.						
GEDSI Need or Opportunity Identified	Action	Timeline	Responsible Person	Budget Details	Status	Comments
Understanding energy access needs, experiences, priorities, and opportunities of all excluded groups in project activities	Conduct a GEDSI needs assessment and consultations with a range of civil society groups	Inception and ongoing	GEDSI Lead	Staff time Core budget Accessibility budget	GEDSI needs assessment complete	Consultation findings mainstreamed through activity design
Stakeholder engagement	Develop and implement a stakeholder engagement plan	Inception and ongoing	GEDSI Lead	Staff time	In progress	Plan designed, to be implemented
Monitoring, evaluation, and learning	Develop GEDSI-responsive indicators	Inception	GEDSI and MEL Leads	Staff time	Complete	
GEDSI mainstreaming in technical assistance	Mainstream GEDSI in financing guidance, including a GEDSI section	Y1 Q2	GEDSI Lead Report author	Activity budget	In progress	GEDSI mainstreamed in report outline



### 3.2. Implementation

#### Checklist: Implementation

- ☐ Ensure GEDSI is on the agenda and regularly discussed in project meetings. Discuss accessibility and inclusion with stakeholders. For example, ask for updates on GEDSI activities, ask if events or trainings are accessible and include GEDSI content, and ask which groups are included in stakeholder consultations.
- ☐ Ensure all staff are aware of the GEDSI action plan and the role they are expected to play. This can be discussed in team meetings and updates shared regularly.
- ☐ Meaningfully engage with communities and socially excluded groups throughout implementation. Guidance is given on this on the next page.
- ☐ Ensure your events and meetings are accessible and inclusive. The resources section contains more guidance.
- ☐ Embed GEDSI considerations in risk management so that implementation adapts to emerging information and risks to ensure no harm is done. More guidance is given in section 2.6 on safeguarding on example risks and mitigations.
- ☐ Identify any new opportunities for promoting GEDSI, this could include new laws or social movements for example.
- ☐ Regularly assess what progress the project is making on GEDSI. Ensure this progress and learning is being documented and communicated with staff members and stakeholders.
- ☐ Take opportunities to learn more about GEDSI, including attending GEDSI Learning and Leadership Hub meetings.

### 3.2.1. How to meaningfully engage with civil society groups

Civil society organisations (CSOs), including women’s rights organisations (WROs) and organisations of people with disabilities (OPDs) are often small organisations and can have limited resources. It is important to recognise this and to engage with them in an accessible, meaningful, and non-extractive way. There are four key elements of meaningful consultation<sup>5</sup>:

1. **Plan ahead:** ensure you are clear on what you want to achieve by engaging with civil society groups, and plan to ensure organisations have enough time to prepare and consult their members if needed. Speak to CSOs, particularly OPDs, to understand what might be needed to ensure they can participate (e.g. accessibility, information, or transportation stipend) and budget accordingly. Ensure staff involved in the engagement have received GEDSI training, have educated themselves about the group being engaged with, and understand respectful and empowering language to use.
2. **Communicate clearly:** communicate clearly on how information will be used, being careful not to raise expectations. Use plain language and ensure written communications are accessible. Briefing sessions may be needed if you are gathering feedback on an area CSOs are not familiar with.
3. **Ensure accessibility:** consider different methodologies for consultations to best suit different groups, for example online meetings might be more convenient and accessible for people with some impairments and women who have care responsibilities but may exclude participants in rural areas or poorer communities who are not well connected to the internet. Consider meeting timings (e.g. avoiding prayer times, school pick-ups, peak rush hour may be more difficult for people with disabilities), venues, and scheduling regular comfort breaks.
4. **Learning and feedback:** incorporate feedback from the consultations into projects and policies where possible and practical. If you are not acting on feedback, communicate the reasons why to consultees. Ask for feedback on the consultation process to learn how to improve consultation in future. Store any personal data securely.

### 3.2.2. Resources

- **The UK PACT GEDSI Learning and Leadership Hub** is held virtually on a monthly basis. Interested members of implementing partners are invited to participate, regardless of their GEDSI expertise or whether or not they have been designated as the project’s GEDSI focal point. Invitations are sent via email, or you can reach out via email to the

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<sup>5</sup> This guidance draws on the FCDO’s ProF Guide on Engagement and Consultation with Organisations of Persons with Disabilities (external version) (2023)

[UK PACT GEDSI Manager](#). Two-page briefing notes with key learnings from the GEDSI Learning and Leadership Hub are available on the UK PACT website.

- The UN Disability Inclusion Strategy’s [Guidelines on Consulting with Persons with Disabilities](#) provides guidance on how to make participation of persons with disabilities meaningful.
- CBM and Leonard Cheshire’s [Effective Engagement Toolkit: How to ensure meaningful participation of people with disabilities in your work](#).
- The Taskforce on Nature-related Financial Disclosures’ [Guidance on engagement with Indigenous Peoples, Local Communities and affected stakeholders](#), available in English, French, Portuguese, and Spanish.

### 3.3. Monitoring, Evaluation and Learning

Safe, inclusive, and accessible MEL prioritises **safeguarding all participants**, integrates gender equality, disability, and social **inclusion perspectives**, and ensures that MEL activities are **accessible to and representative of all**, particularly those with diverse needs or facing multiple exclusions.

#### Checklist: Monitoring, Evaluation and Learning

- ☐ Disaggregate data by age, sex, disability and geography [mandatory]. More guidance is given on the next page.
- ☐ Include GEDSI-sensitive indicators [encouraged]. More guidance is given in section 3.4.2.
- ☐ Put in place adequate data protection, confidentiality and safeguarding measures for safe data collection. More guidance is given in the resources section.
- ☐ Report on progress towards your GEDSI action plan in quarterly and annual reports [mandatory].
- ☐ Ensure you have considered GEDSI throughout your quarterly and annual reporting [mandatory]. More guidance is given in section 3.4.3.
- ☐ Develop a GEDSI Story of Change to capture key learnings [encouraged].
- ☐ Mainstream GEDSI throughout Case Studies, Learning Briefs and any learning outputs [mandatory].
- ☐ Ensure MEL processes are transparent and accountable.
- ☐ Regularly communicate GEDSI findings and recommendations to women and excluded groups in an accessible manner to promote more equitable access to information and better accountability and engagement.



### 3.3.1. Data disaggregation

**International Climate Finance programmes should disaggregate people-related data by sex, age, disability, and geography** to meet UK commitments to the Inclusive Data charter, where this can be meaningfully collected. Where possible, additional social characteristics, such as Indigenous Peoples, should be included in line with our intersectional approach.

**Before collecting data, it is important to take steps to ensure that data collection does not contribute to stigma, discrimination, or bias.** This includes ensuring data collectors have participated in GEDSI training and understand how to take an anti-discriminatory approach. For example, the Washington Group questions should be asked without using the word ‘disability’ to avoid stigma.

**It is also crucial to ensure data protection and confidentiality** as disaggregated data collected will be personal and sensitive so there is a risk of causing harm if information is shared. This is particularly the case for people with disabilities and LGBTQI+ people who may be at increased risk of discrimination and persecution.

Here is some guidance on how to disaggregate data:

- **Age:** Disaggregate direct beneficiary counts by age using 4 categories: children (age 0-14); youth (age 15-24); adults (age 25-64); and elders (age 65+).
- **Disability:** If a country or project has access to data using a relevant local definition (for example, a disability register, or definition based on legislation such as a census question), the recommendation is to use that wording. Where the word “disability” is used, this may result in under-reporting due to potential stigma related to the word. Where no definition exists, the recommended question sets are the Washington Group Questions.
- [The Washington Group Short Set on Functioning \(short version\)](#) - looks at functioning domains of seeing, hearing, walking, or climbing, remembering, or concentrating, self-care, and communicating. Only use if the extended version cannot be accommodated, as the extended set has a more robust and enhanced set of questions covering more impairments.
  - [The Washington Group Short Set on Functioning \(extended version\)](#)- includes the functional domains listed above as well as psychosocial and upper body mobility. These question sets contain questions that can be added to existing surveys and registration processes. They should ideally be used without any changes to the wording of the questions, order of questions, response questions, or cut-off points for classification of disability.
- When running webinars, it may be more appropriate to use a different approach to collecting data on disability. It is important not to ask “Do you have a disability? Yes/No” as this is likely to lead to underreporting as people may assume a different definition of disability, for example assuming the question is asking only about people with physical impairments. The following question can be used, ensuring that it is multiple choice as some people have multiple impairments.

- Do you consider yourself to be...?
  - ☐ A person with an intellectual disability
  - ☐ A person is autistic, has ADHD, or neurodivergent
  - ☐ A person with deafblindness
  - ☐ A person with a psychosocial disability or mental health condition
  - ☐ A person who is blind or partially sighted
  - ☐ A person with physical impairments
  - ☐ A person who is deaf, hard of hearing or has other hearing impairments
  - ☐ A person with a chronic illness
  - ☐ A person with another disability not yet mentioned
  - ☐ A person without disability
  - ☐ A family member of a person with disability
  - ☐ I prefer not to say
  - ☐ If you answered 'A person with another disability not yet mentioned' please describe .....
- **Geography:** disaggregate using two categories: urban and rural. In the absence of internationally agreed definitions of urban and rural, follow the definitions set by the national statistics office in the country the programme is operating.
- **Sex:** data should be disaggregated using two categories: female and male. The UK government does not collect or publish sex-disaggregated data using more than two categories for safeguarding and data quality reasons. They wish to protect gender minorities from risk of harm in countries where they may experience persecution. Where a beneficiary's transgender, intersex or non-binary status is known, classify according to their gender identity where a 'male' or 'female' designation fits with this. Otherwise leave blank.

### 3.3.2. GEDSI-sensitive indicators

The bullet points below give some example GEDSI-sensitive indicators. Not all of these will be suitable for your context, and this list is not exhaustive.

- Number or percentage of training participants, disaggregated by age, disability, geography, and sex.
- Number of people or groups consulted during policy development, disaggregated by age, disability, geography, and sex.
- Number or percentage of reports with a GEDSI focus.

- Number of policies or regulations that include a GEDSI focus following project activities.
- Number of people with sustainable livelihoods created or protected, disaggregated by age, disability, geography, and sex.
- Number of people with improved incomes/food security, disaggregated by age, disability, geography, and sex.
- % change in the number of people who report GEDSI is important for their work.

### 3.3.3. GEDSI Reporting

When reporting on progress towards your GEDSI Action Plan (see section 3.2.3) it is important to be specific and provide evidence to back up your claims. Otherwise, it is difficult to learn from or distinguish from tick-box reporting. Here are some examples of what to avoid and what to include when reporting:



GEDSI was mainstreamed throughout the report.



The report included key findings from the GEDSI analysis and feedback from event participants. Based on this, three GEDSI specific recommendations were given to increase the accessibility of climate finance: 1) ..., 2) ..., and 3) ....



Women and Indigenous Peoples who took part in the training were empowered to take on leadership and decision-making roles in the community.



Follow sensitisation and training activities, three women, including two Indigenous women, were elected to the community management committee, representing 30% of committee members. They have been successful in increasing the number of women participating in community trainings from 25% to 55% of participants.



The transport/infrastructure intervention is accessible.



Universal design principles were followed to promote accessibility, for example, there is step-free access and bathrooms are designed to accommodate people with mobility and sensory impairments, people pushing prams, and to provide changing facilities for children.



Civil society groups were consulted during the process.



A women's rights organisation, migrant worker's organisation, and faith groups were consulted through focus group meetings at design and implementation stages. They reported that a lack of training and access to technology were barriers to accessing climate finance. As a result, a tailored training was developed to promote greater uptake.

### 3.3.4. GEDSI Stories of Change

As part of your approach to capturing project learning, consider developing a GEDSI Story of Change documenting learnings on mainstreaming or focusing on GEDSI in your work. Templates can be accessed through the MEL team.

### 3.3.5. Resources

- The Centre for Inclusive Policy's video [Why is it important to identify the population with disabilities?](#) provides an overview of disability inclusion and how to disaggregate data, including using the Washington Group questions.
- The Resource and Support Hub's How to Note: [How to design and deliver safe and ethical monitoring, evaluation and research](#) provides detailed and practical guidance on safeguarding considerations for monitoring, evaluation (M&E), and research.
- Further guidance on UK government reporting expectations can be found in the [UK International Climate Finance Results: methodologies and reports](#).



## 1.4. Communications

### Checklist: Communications

- ☐ Show a diverse range of people in your communications products to ensure communications portray women and excluded groups in active ways (rather than as victims) and in non-traditional roles to address stigma and discrimination.
- ☐ Include a diverse range of expertise in your communications. Check that you are not only quoting men as experts in blogs and reports for example. Ensure a diverse range of presenters at events.
- ☐ Use GEDSI-responsive language and do not use words or expressions that are sexist, racist, ableist, homophobic, or otherwise biased, discriminatory, or demeaning. More guidance is given on the next page.
- ☐ Use GEDSI disaggregated data to highlight needs and opportunities.
- ☐ Gather informed consent to share stories, photos or videos.
- ☐ Support communications produced by excluded groups themselves. Showcase communications or reports developed by civil society groups. Co-develop blogs or podcasts with excluded groups.
- ☐ Produce accessible communications – more guidance is given in the resources section. Check:
  - ☐ Are your font sizes and colours legible for people with visual impairments or colour-blindness?
  - ☐ Can you share written and spoken communications, such as videos or podcasts?
  - ☐ Do you have sign language interpreters for your events?

### 3.3.6. Language Guidance

This table offers general advice based on good practice, which should be contextualised for each country context. Where possible use the terminology that the individual groups you are working with would like you to use to describe them or follow the guidance of civil society organisations such as organisations of people with disabilities.

Do use	Avoid using	Why
S/he, his or her, her or his, they, their	He or his as default	Ensure all people are represented, not just men.
Chair, spokesperson	Chairman, spokesman	Avoid assuming that men hold these roles.
Women and people from socially excluded groups; marginalised groups	Vulnerable groups	Avoid language and phrases that present people as victims.
Persons with disabilities; children with disabilities.	The disabled; the handicapped; or acronyms PWDs; CWDs	Take a rights-based approach and avoid presenting disability in a negative or dehumanising way.
Person(s) without disability; sighted person; hearing person; neurotypical person	Normal person/people	
Person who has a condition, disability, or impairment	Suffers with/from; afflicted by	
Person who uses a wheelchair; wheelchair user	Confined or restricted to a wheelchair; wheelchair bound	
Indigenous peoples	Indigenous people	Recognise that indigenous peoples are not a homogenous group.

Trans, transgender (adjective)	A transgender (noun); transgendered; references to pre/post-operative	Use language that groups use to describe themselves and avoid slurs.
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### 3.3.7. Resources

- [Accessibility guidance from Sightsavers](#), including how to design inclusive campaigns, how to format documents in an accessible way, and guidance on language.
- [Oxfam's Inclusive Language Guide](#) provides guidance on how to communicate in ways that avoids reinforcing stereotypes and instead is inclusive and challenges inequality.
- The Resource and Support Hub's [Tip Sheet on Safe Media and Communications](#) covers eight ways to make your media and communications safe.

### 3.4. Safeguarding

#### 3.4.1. What is safeguarding?

**Safeguarding broadly means preventing harm to people – and the environment – in the delivery of development assistance.** For the purposes of UK PACT, the aim of Palladium’s approach to safeguarding is to ensure everyone is safe to participate in our work, to benefit from our work, or to come across our people.

Palladium defines safeguarding as protection (prevention and response) from the following:

1. Sexual exploitation, abuse, or harassment committed by a Palladium employee, contracted partner, or counterpart.
2. Intimate Partner violence committed by a Palladium employee, contracted partner, or counterpart.
3. Child abuse or exploitation (on or off-line) or neglect, committed by a Palladium employee or contracted partner, or counterpart.
4. Trafficking of adults for sexual exploitation or trafficking of children for any purpose committed by a Palladium employee, contracted partner, or counterpart.

**The root cause of safeguarding incidents is the abuse of power by the perpetrator over the victim/survivor.** People from socially excluded groups, particularly those facing multiple forms of discrimination, have less power in society than others whose identities may give them greater privilege<sup>6</sup>. Due to this power dynamic, they may be at increased risk of being targeted for violence, abuse, and discrimination. They may also find it more difficult to access services, find support or solidarity.

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<sup>6</sup> RSH (2023) [Intersectionality and safeguarding](#), Resource and Support Hub on Safeguarding.

### Checklist: Safeguarding

- ☐ Identify safeguarding risks and mitigations in your risk register. More guidance is given in section 1.2.3.
- ☐ Ensure you have appropriate policies, procedures and codes of conduct. More guidance is given in the resources section.
- ☐ Ensure you have feedback and reporting mechanisms for staff and people interacting with your project. Check that they are accessible for all, including people with disabilities. More guidance is given in the resources section.
- ☐ Identify a safeguarding point of contact.
- ☐ Ensure all staff have received safeguarding training.

### 3.4.2. Useful Resources

- [FCDO's Guidance on Safeguarding](#) covers FCDO's safeguarding standards, how to report a safeguarding concern to the FCDO, and FCDO's commitments and work on safeguarding.
- [The Resource and Support Hub \(RSH\) on Safeguarding](#) is an FCDO funded programme. The RSH Online Hub website, available in English, Arabic, French and Swahili, is free for anyone working in the aid sector to use. It includes:
  - **A resource library** with a huge selection of guidance and tools on safeguarding
  - **A free e-learning course** with 5 interactive modules aimed at non-safeguarding specialists and available in many languages
  - **A safeguarding consultants directory** of quality-assured safeguarding advisors who can support organisations to build capacity in a number of areas
  - **A series of multilingual webinars and podcasts** for peer-to-peer learning and sharing of good practice.

## Annex: Glossary of key terms

An overarching glossary of terms is provided in the table below to support a common understanding of key terms across the programme. These terms should be contextualised in each country, with women’s rights organisations and representative organisations, as their usage will depend on local dynamics and history. You can find a glossary of terms related to the Prevention of Sexual Exploitation and Abuse (PSEA) on the [CLEAR Global website](#).

Accessibility	Removing the barriers faced by individuals with a variety of disabilities (including, but not limited to physical, sensory, cognitive, learning, mental health) and the various barriers (including attitudinal, systemic, location-driven, social status) that impede an individual’s ability to participate in social, cultural, political, and economic life. Disabilities can be temporary or permanent, visible, or hidden. As we age our abilities change and therefore an accessible society is one designed to include everybody – people with disabilities and people without disabilities.
Climate justice	Recognises that the countries, and people, that have contributed the least to global warming are experiencing the worst impacts of climate change. Unequal distributions of power and resources increase the risks that people face from the climate crisis.
Disability	The interaction between persons with impairments and environmental barriers that hinders their full and effective participation in society on an equal basis with others.
Disability inclusion	Disability inclusion seeks to tackle the systemic discrimination, stigma, and exclusion that people with disabilities face in many aspects of their lives.
Do No Harm	Understanding the possible direct and unintentional impacts of interventions on the lives of men and women, girls and boys, persons with disabilities and other marginalised groups and all persons – and aiming at minimum, and at all times, to cause no harm to anyone affected by our actions. The Do No Harm Principle is central to safeguarding efforts.
Ethnicity	Ethnicity, as broadly defined, is based on a shared understanding of the history and territorial origins (regional, national) of an ethnic group or community as well as on particular cultural characteristics, such as language and/or religion and/or specific customs and ways of life. ( <a href="#">UNECE, 2014</a> )

Gender equality	The absence of discrimination based on gender in opportunities, the allocation of resources or benefits, and access to services. It is the full and equal exercise by men, women, girls, boys, and people of marginalised genders of their human rights. In a gender equal situation, people of all genders have equal rights and access to socially and economically valued goods, resources, opportunities, benefits, decision making and positions of leadership; the different gender roles are valued equally and do not constitute an obstacle to wellbeing; and the fulfilment of their potential as responsible members of society is possible. Gender equality is not only a women's issue but should concern and fully engage men, women, and people of minority genders.
Gender equity	Gender equity is the process of being fair to women and men. To ensure fairness, strategies and measures must often be available to compensate for women's historical and social disadvantages that prevent women and men from otherwise operating on a level playing field. ( <a href="#">UNFPA, 2005</a> )
Intersectionality	The interconnected nature of social categorisations such as race, gender identity, sexual orientation, religion, ability, and social class, which overlap to create interdependent systems of discrimination or disadvantage.
Just transition	A just transition seeks to ensure that the substantial benefits of a green economy transition are shared widely, while also supporting those who stand to lose economically.
Racism	Racism includes racist ideologies, prejudiced attitudes, discriminatory behaviour, structural arrangements and institutionalized practices resulting in racial inequality as well as the fallacious notion that discriminatory relations between groups are morally and scientifically justifiable; it is reflected in discriminatory provisions in legislation or regulations and discriminatory practices as well as in anti-social beliefs and acts; it hinders the development of its victims, perverts those who practise it, divides nations internally, impedes international co-operation and gives rise to political tensions between peoples; it is contrary to the fundamental principles of international law and, consequently, seriously disturbs international peace and security. ( <a href="#">UN, 1978</a> )
Social exclusion	Social exclusion is the process by which certain groups are systematically disadvantaged because they are discriminated against on the basis of social



	characteristics such as ethnicity, race, religion, sexual orientation, gender, age, disability, and HIV status.
Socially excluded individuals and groups	Individuals and groups who face barriers preventing them from participating in social, economic, and/or political life, resulting in them being underrepresented, stigmatised, or otherwise undervalued. Marginalisation can be due to factors such as gender identity, sexual orientation, ethnicity, religion, education, caste, age, disability, poverty, and migration.
Social inclusion	The removal of institutional barriers and the enhancement of incentives to increase access for diverse individuals and groups to development opportunities. These barriers may be formal (i.e., policies and legislation) or informal (i.e., customs and behaviours).

# UK PACT

UK Partnering for Accelerated Climate Transitions (UK PACT) is a programme funded by the UK Government. UK PACT supports countries that strive to overcome barriers to clean growth and have high emissions reduction potential to accelerate their climate change mitigation efforts.

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