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Mainstreaming gender equality, disability and social inclusion (GEDSI) in the blue economy

Part B: Tools and templates

Contents

Introduction

Purpose of this document

This GEDSI tools document (**Part B** of Mainstreaming GEDSI in the blue economy) is a companion resource to "Part A: A practical guide for blue economy stakeholders." It contains 20 practical tools designed to support those working in the blue economy, including marine biodiversity, sustainable seafood and marine pollution, to mainstream and monitor GEDSI in their work. It aims to help blue economy stakeholders apply learning from Part A. The suite of tools is designed to cover core elements of GEDSI mainstreaming.

How to use the tools document

Each tool relates to a section in Part A of the toolkit. Tools build on each other for incremental learning, however they can also be used individually to focus on specific aspects of GEDSI mainstreaming as needed. Each tool has a short introduction to explain what it is and how it can be used.

Contextualising the tools

Tools can and should be adapted and tailored to different contexts, and users' level of experience with GEDSI mainstreaming.

Acknowledgements

Tool 1: GEDSI analysis sample research questions

This tool sets out a sample of key questions to consider as part of a GEDSI analysis with sub questions/points under each. Examples are given for a national or programme-level analysis, where the scope would be broader and cover multiple locations, projects and activities, and for the individual project level. Questions would need to be tailored depending on the programme or project, the point at which the analysis is being carried out during the programme and project cycle, and country context.

There are different ways in which you can go about collecting this information, including:

- Literature review of existing programme, project, policy or research documents
- Holding dialogues, consultations and engagement with local stakeholders and community groups
- In-depth interviews with key stakeholders from local or national governments, community organisations, NGOs, local community structures as relevant (interview guides with more detailed questions to guide the discussion would be needed)
- Surveys or questionnaires
- Participatory observation
- Storytelling

The more participatory your approach to collecting this information and the greater the diversity of voices you include, the richer your data will be and the more impactful your programme and project will be.

For a suggested question list for disability in GEDSI analysis, see **Disability in GEDSI analysis: Quick reference guide** (CBM Global, 2025).

A GEDSI analysis is different to a safeguarding and SEAH risk assessment, however **Tool 1** highlights questions in the GEDSI analysis which are most relevant to SEAH. See **Tool 11** for the questions to ask when carrying out a safeguarding risk assessment, including SEAH risks.

	Key research question	Sub questions/points	Method
Programme-wide or national level GEDSI analysis	Who is left behind? How are they left behind / excluded? Where is this exclusion felt most acutely? Why are they left behind in these situations?	• What are they excluded from or denied? • What are the barriers [environmental, institutional, attitudinal, communication, financial] to inclusion? What are the key drivers? • What is the impact / harm of their exclusion on the identified individuals and groups? *(SEAH)* • Who / which social groups are donors, development actors prioritising in their programming, policy and influencing work? Who is left out? Why are they being left out?	• Literature review • Stakeholder interviews (indicative not representative of the whole country or programme)
	Who are the key stakeholders to engage on GEDSI and why?	• Which socially excluded people and groups are each stakeholder working with, how and why? Who are they not working with and why? • What is the space for civic engagement and how do social movements organise on GEDSI issues? • How are the identified individuals and groups exercising their voice and rights? • What strategies, approaches and platforms are being used (online and offline)? What has worked and not worked so well? • Who has power and influence to effect change? • Who are the potential 'champions' and 'blockers' of progress around GEDSI and why? What are the incentives and disincentives for change?	• Literature review (including media reports) • Stakeholder and power mapping and analysis • Consultations with civil society (indicative not representative of the whole country or programme)
	What has been done to date on GEDSI in programming, policy	• Where have the priorities been and why (at a national or sub-national level)?	• Internal document review • Internal interviews (within the organisation)

	and diplomacy? [a stocktake]	• What has worked and not worked so well? Have the specific and unique needs of women and girls, people with disabilities and other marginalised groups been considered? • Are there any good examples of GEDSI mainstreaming and targeted approaches? • What is the programme/organisation's/donor's comparative advantage?	
	What are the opportunities and entry points for GEDSI?	• What are the main enablers for GEDSI in the country or programme context? • What are the opportunities and entry points for further work on GEDSI?	• Literature review • Participatory consultations (indicative not representative of the whole country or programme)
	What are the challenges and barriers for mainstreaming GEDSI?	• What are the risks to addressing power imbalances and addressing social exclusion? *(SEAH)* • How do these differ for different groups? – e.g., potential backlash. How can these risks be mitigated and managed? What strategies have been used by others and how effective have they been?	• Literature review • Participatory consultations (indicative not representative of the whole country or programme)
Individual project or community level	Who lives in your community?	• What is the population by gender, age, and disability status? • What are the different household types (female-headed, older people-only, etc.)? • What are the different social groups and their characteristics?	• Literature review • Household surveys
	Who has power and resources?	• Who has access to land, water, and marine resources? Who owns these resources?	• Literature review

		• Who makes decisions about resource use? How are these decisions made? • Whose voice carries most weight in decisions related to marine livelihoods, power and access to resources? • Which groups are most excluded from spaces of power and access to resources? What are the consequences? *(SEAH)*	• Community engagement (interviews and FGDs) • Site visits/observations • Seasonal calendars
	Who faces what challenges?	• How are different groups exposed to harms, hazards and climate shocks? And with what effects / outcomes? *(SEAH)* • What capacity do different groups have to adapt to these shocks? • How does access to information differ across social groups? What information do they have access to, and how do they access this?	• Literature review • Community engagement (interviews and FGDs) • Site visits/observations • Seasonal calendars

Tool 2: Organisational-level readiness questions

This tool sets out key questions to help you assess your organisation's readiness for mainstreaming GEDSI in your blue economy programme or project.

Policies and leadership

- Do organisational policies explicitly mention gender equality, disability and social inclusion? Which ones?
- How visibly do senior leaders champion GEDSI principles? Examples?
- Is there a designated GEDSI focal point or team with sufficient authority?

Staff and resources

- Do recruitment processes actively encourage applications from women, people with disabilities and other social groups?
- What percentage of organisational budget is allocated to GEDSI-specific activities?
- What GEDSI-related training is provided to staff at different levels?
- How confident are staff in applying GEDSI principles?

Current practices

- Are GEDSI responsibilities included in job descriptions and performance reviews?
- How are GEDSI achievements recognised and celebrated internally?
- Do staff have expertise for conducting GEDSI analysis and collecting disaggregated data on sex, disability and age as a minimum?
- How are GEDSI policies implemented? What examples of practice are there of effective implementation?

Source: Asian Development Bank, 2023, Gender Equality and Social Inclusion in South Asia, UN Women, 2024, Gender Mainstreaming Handbook

Tool 3: GEDSI responsiveness continuum assessment

Use this tool to determine your organisation's current level of GEDSI mainstreaming in programmes and projects and identify pathways to progress toward more empowering and transformative approaches. Definitions and detailed explanations for each level of the continuum are provided in **Section 2.4 in Part A of the toolkit.**

Level	Description	Key Features	Self-assessment Checklist
GEDSI Unaware	No consideration or inadequate understanding of how interventions affect women and girls, people with disabilities and other marginalised groups, including Indigenous Peoples and LGBTQI+ people	• No analysis of gender or social dynamics (no GEDSI analysis) and therefore no GEDSI or safeguarding risks identified • Inadequate consultation with women and girls, people with disabilities and other marginalised groups • No GEDSI action plan or strategy • No expertise or resourcing dedicated to GEDSI • No consideration of GEDSI in MEL plans, and no data disaggregation • May reinforce existing inequalities and barriers, or create new ones	• We do not carry out GEDSI analyses / we have not carried out GEDSI analysis for this programme • We do not consult or only have one off consultations with women and girls, people with disabilities and other marginalised groups • GEDSI is not reflected or mentioned in our strategic documents • Our MEL plans do not include GEDSI considerations and we do not collect data on how our work affects women and girls, people with disabilities and other marginalised groups • Staff have received no training on GEDSI issues

| GEDSI Sensitive | Sets out to address basic or practical needs and constraints/vulnerabilities which have been included in the design of programmes or interventions. | • There has been a GEDSI analysis
• A 'do no harm' approach is adopted, using findings from the GEDSI analysis
• Consultations are carried out with women and girls, people with disabilities and marginalised groups
• Basic accommodations for participation
• GEDSI expertise and resources are drawn on as needed
• Limited proactive measures to address GEDSI concerns, or findings from the analysis | • We recognise that our work may affect women and girls, people with disabilities and other marginalised groups differently
• We have carried out a GEDSI analysis
• We are using the findings to avoid causing harm but take limited proactive measures
• We consult women and girls, people with disabilities and marginalised groups
• Our activities include basic accommodations for diverse participants
• We draw on GEDSI expertise and resources
• Our MEL plans integrate GEDSI and we disaggregate data at a minimum by sex, age and disability, and other characteristics where safe and possible |

GEDSI Empowering	Actively addresses identified inequalities	• There has been a GEDSI analysis • There is a commitment to being GEDSI empowering, supported by dedicated GEDSI objectives • Resources allocated for GEDSI, including internal GEDSI expertise • Targeted interventions for specific groups • Meaningful engagement, dialogue and consultation with women and girls, people with disabilities and marginalised groups • Inclusion of diverse voices in decision-making processes	• We are using the findings of our GEDSI analysis to actively address barriers and promote inclusion • We are using the findings to avoid causing harm and take proactive measures • We regularly engage and support the meaningful participation of women and girls, people with disabilities and other marginalised groups • We have specific GEDSI objectives with dedicated expertise and resources • Our MEL plans integrate GEDSI and we disaggregate data at a minimum by sex, age and disability, and other characteristics where safe and possible (meaning we can track outcomes for women and girls, people with disabilities and other marginalised groups) • We promote inclusive decision-making
GEDSI Transformative	Works to challenge and change underlying power dynamics and structure	• There has been a GEDSI analysis • There is a commitment to being GEDSI transformative, supported by dedicated GEDSI objectives and action • Addresses root causes of inequality	• We are using the findings of our GEDSI analysis to actively address systemic and structural barriers and power imbalances • We are using the findings to avoid causing harm and take proactive measures • We promote inclusive decision-making • Our leadership includes women, people with disabilities and other social groups

		- Dedicated expertise and resources allocated to GEDSI - Promotes meaningful participation and leadership of women and marginalised groups - Seeks to change systems and cultural norms	- We support rights-based civil society organisations, including women's rights organisations, organisations of persons with disabilities, organisations representing Indigenous People and LGBTQI+ people etc. - Our MEL plans integrate GEDSI and we disaggregate data by sex, age and disability and other characteristics (meaning we can track outcomes for women and girls, people with disabilities and marginalised groups) - Focus on GEDSI learning - We influence other organisations on GEDSI issues

Tool 4: Self-assessment matrix

Use this simplified matrix to rate your organisation across key dimensions.

Dimension	LEVEL 1 GEDSI Unaware	LEVEL 2 GEDSI Sensitive	LEVEL 3 GEDSI Empowering	LEVEL 4 GEDSI Transformative
Policies	No GEDSI mention	References GEDSI	Specific GEDSI objectives	Fully integrated approach
Programme design	No GEDSI analysis	Basic analysis	GEDSI-specific components	Addresses root causes
Resources	No allocation	Ad-hoc funding	Dedicated budget	Integrated in all budgets
Staff capacity	No GEDSI training	Basic awareness	Regular capacity building	Advanced expertise
Monitoring, evaluation and learning	No disaggregated data	Basic disaggregation	GEDSI-specific indicators	Comprehensive frameworks, i.e. Theory of change or results framework that identifies GEDSI transformative outcomes and measures to assess outcomes.

Tool 5: Moving across the GEDSI responsiveness continuum

Use this tool to identify concrete steps for improving your organisation's journey on GEDSI mainstreaming.

	Key considerations
From Unaware to Sensitive	• Introduce basic GEDSI awareness training • Begin collecting disaggregated data (data broken down by gender, age, disability status, location, and other relevant social characteristics to understand how different groups are affected differently) • Review activities for potential harm to women and girls, people with disabilities and other social groups
From Sensitive to Responsive	• Develop specific GEDSI objectives and indicators • Allocate dedicated resources for GEDSI activities • Create targeted interventions for women and girls, people with disabilities and other social groups • Establish structured consultation mechanisms with different social groups • Include diverse voices in decision-making processes
From Responsive to Transformative	• Address structural barriers to inclusion and root causes of exclusion and inequality • Promote meaningful participation and leadership of women and girls, people with disabilities and other social groups, actively working to remove barriers to their engagement • Document and share evidence-based approaches

Tool 6: GEDSI mainstreaming planning checklist

Use this checklist to ensure you have completed all key planning steps and to ensure all steps are taken to integrate GEDSI principles from project design through to monitoring, evaluation and learning.

Planning Step	Completed (✓)	Notes
Commitment-to-Action • Vision statement developed • Specific commitments identified • Measurable actions defined • Accountability mechanisms established		
GEDSI Analysis and Context Assessment • Baseline GEDSI analysis completed • Problem analysis captures differentiated impacts • Initial stakeholders identified • Power dynamics assessed		
Stakeholder Engagement and Participation • Stakeholder mapping with GEDSI lens completed • Inclusive engagement approaches designed • Barriers to participation addressed		

GEDSI-Responsive Project Design • Objectives explicitly address GEDSI dimensions • Activities designed to promote inclusion • Implementation arrangements support GEDSI • Monitoring framework includes GEDSI indicators		
Resource Planning and Implementation Setup • Budget allocated for GEDSI activities • Human resources and capacity planned • Implementation support systems established		

Tool 7: GEDSI action planning template

Use this template to translate GEDSI principles into concrete commitments with measurable actions and accountability mechanisms. The first line of the template has some instructions for how to complete it, which can be removed before printing the template.

	General Commitment	Specific Action	Timeline	Person/s responsible	Resources needed	Risks	Comments
1.	State your broad commitment to inclusion	Detail exactly what will be done	Specify when it will be completed	Assign responsibility to a specific role	Allocate specific budget or resources	Identify risks to delivering the commitment	Add any additional comments
2.							
3.							
4.							
5.							

Tool 8: Stakeholder mapping matrix template

Use this matrix to systematically analyse stakeholders through a GEDSI lens and design tailored engagement approaches for blue economy interventions. An example for women and girls has been included in the matrix. Each stakeholder group will need to be considered in relation to the specific context in which the programme or project will operate. You will have begun the process of identifying stakeholders during the GEDSIanalysis phase and now is the time to analyse their specific situation with regards to their strengths and expertise, rights and needs etc.

Stakeholder Group	Blue economy expertise	GEDSI-specific barriers	Current inclusion level	Tailored engagement methods
Women and girls	- Marine conservation knowledge - Reef monitoring experience - Fisheries post-processing expertise - Eco-tourism initiatives - Waste management innovations	- Limited recognition of technical expertise - Time constraints due to dual responsibilities - Discriminatory gender and social norms limit women's involvement - Male-dominated decision forums - Limited access to technology	Medium at local level; Low at policy level	- Schedule consultations at convenient times - Ensure equal speaking opportunities - Recognise technical contributions - Provide leadership opportunities - Explore meaningful partnerships with women's rights organisations (WROs) - Ensure the safe and ethical collection of data, employing participatory methodologies to ensure the meaningful involvement of women and girls.

People with disabilities	• Inclusive design • Alternative material development • Adaptive management • Accessible marine technology • Accessible conservation knowledge • Eco-tourism initiatives • Waste management innovations	• Attitudinal barriers (e.g. stigma and discrimination, negative beliefs, cultural norms, stereotypes or perceptions about people with disabilities) • Environmental barriers related to the physical or natural environment (e.g. steps or a steep hill leading to a project venue) • Communication barriers (e.g. difficulties obtaining informed consent, information shared in a way that does not meet a person's preferred way of communicating or shared only in one format, such as information only shared visually or auditorily) • Institutional barriers (e.g legislation that does not promote equality for people with disabilities, policies that do not subsidise the costs of assistive devices or personal assistance) • Financial barriers (e.g. additional costs of participating in everyday life such as sign	Low at local level; low at policy level	• Plan and budget for accessibility and inclusion from the outset in terms of activities, partnerships, timeline for implementation, and costs • Design your project to safely take an inclusive approach, including people with disabilities in all their diversity (physical, mental, intellectual or sensory impairments) • Remove barriers at multiple levels that may prevent people with disabilities from accessing and participating on an equal basis with others in your intervention • Ensure equal access for people with disabilities to the physical environment, transportation, information and communications, and to other facilities and services. • Make reasonable accommodations to ensure people with disabilities can participate equally with people without disabilities in project activities • When engaging directly with people with disabilities, support

		language interpretation or carers)		them to exercise their legal capacity and rights to make their own decisions • Explore meaningful partnerships with organisations of persons with disabilities (OPDs) • Ensure the safe and ethical collection of data employing participatory methodologies to ensure the meaningful involvement of people with disabilities.
Add other marginalised groups (one column for each new group identified)				

Tool 9: Practical engagement methods

Use this tool to select appropriate engagement methods that ensure equal access and meaningful participation of diverse stakeholders in blue economy interventions. All methods should ensure accessibility, for example room and venue accessibility, and make reasonable accommodations for people with disabilities (e.g. arranging sign language interpretation for Deaf people).

Method	Description	GEDSI considerations
Community assemblies	Public meetings for information sharing and feedback	Schedule at times when women and girls can attend; accessibility considerations; provide transportation for remote communities
Focus group consultations	Targeted discussions with specific stakeholder groups	Hold separate sessions for women, people with disabilities, children and youth, older people, or other groups who may not speak freely in mixed settings; accessibility considerations
Advisory committees and/or working groups	Ongoing stakeholder groups that provide input throughout the project	Ensure diverse representation with quotas if necessary; enable leadership of civil society organisations that represent women, people with disabilities, Indigenous Peoples, LGBTQI+ people etc; accessibility considerations
Participatory mapping	Visual documentation of community resources and challenges	Include diverse knowledge holders; use accessible methods that don't require high level of literacy
Digital platforms	Online tools for feedback and engagement	Consider digital literacy gaps; provide alternative offline options; ensure screen reader compatibility and other accessibility considerations
Community-based monitoring	Community involvement in environmental monitoring	Design protocols that can be implemented by diverse participants; ensure technology is accessible

Tool 10: Strategies for enabling participation template

Use this tool to identify specific barriers and enabling strategies for meaningful participation of diverse stakeholders in blue economy interventions. Barriers to inclusion will have been identified during your GEDSI analysis (see **Section 3** in the toolkit and **Tool 1**). Use this tool to revisit those barriers and identify any new or additional ones. These should be specific to the programme or project you are working on and relate to the stakeholder groups you have identified (see **Tool 8**).

Remember it is important to seek informed consent from those who will be participating in your interventions and that consent should be sought on an ongoing basis [see **Free, Prior and Informed Consent (FPIC) Manual** for further information]

Stakeholder group	Barrier	Examples	Enabling Strategies

Tool 11: Risk assessment to review ethical risks including do no harm and safeguarding

This tool helps organisations and national stakeholders to understand what the risks are with their programmes and interventions.

The following data might be useful in order to fill out the risk register:

- Desk review including review of theory of change, programme documentation, existing policies and procedures.

- Consultations with key stakeholders and representatives from national and local governments, women's rights groups, community leaders, disability rights organisations and groups working with children.

- Consultation with community members, especially women, people with disabilities, Indigenous Peoples etc.

It is important to note that having conversations about harms, including SEAH, can be very sensitive and it can be useful to work with experts in your countries who understand topics such as gender-based violence and violence against children. It is also important to note that harms can be wide-ranging and can also include physical violence, discrimination, bullying, harassment and emotional or psychological abuse.

Risk assessment tool

This tool provides a few illustrative risks in relation to do no harm, **CAPSEAH**, coming into contact with children and data collection/research. It is important that organisations identify their specific risks in relation to the nature of their programme/intervention and the groups that they are working with. Use the data set out above to fill it in. Review it on a regular basis.

Potential hazard or cause for concern	Likelihood of harm happening (low/medium/high)	Specific risk/concern (what could happen as a result of the hazard)	Action required	Action to be taken by when/ whom
Working with marginalised groups				
Consultations meetings are scheduled during times that are inaccessible or lead to safety concerns for participants		Community members and others are unable to contribute due to unsafe or inconvenient arrangements	Review and consult communities on locations and times to meet Review and develop safety protocols Explore compensation for participants' time	
Organisations for people with disabilities are involved without making reasonable accommodations for their participation		Damaged relationships with organisations for people with disabilities Exclusion of people with specific disabilities	Review and ensure that budget for reasonable accommodation is sufficient Review and ensure access to services like sign language, accessible venues etc	
CAPSEAH				
Staff, contractors and other representatives are unfamiliar with SEAH and other forms of harm		Staff, contractors and other representatives engage in SEAH	Review and develop policy and procedures in line with CAPSEAH standards including a code of conduct	
Community members and survivors of SEAH do not feel comfortable to raise concerns		Survivors do not receive suitable support/abuse continues Lack of trust in the programme/organisations involved from communities	Ensure reporting and response protocols are in place Engage community members and partners in understanding the organisation's commitment to CAPSEAH	

Working with children

Children's contact with programmes/activities are not considered		Lack of safety arrangements and behaviour protocols in school or other activities involving children lead to children being at risk of experiencing SEAH	Develop or review protocols for working with or coming into contact with children Ensure child-specific reporting and response to concerns	

Ethical data collection and research

Research does not follow ethical research standards such as Free Prior and Informed Consent (FPIC), data privacy		Sensitive data is shared widely impacting individual respondents	Ensure adequate consent processes are in place and communicated Review data storage and sharing processes	
Research is not carried out objectively and with consideration for cultural sensitivity		Break down in relations with communities who do not feel like their cultures and beliefs are adequately reflected or considered	Carefully select research team to minimise bias	

Tool 12: Accessibility audit template

Use this checklist to assess whether your activities are accessible to people with disabilities.

Pre-Planning Check

☐ Ask participants: During registration, ask if anyone has accessibility needs.

☐ Review participant list: Check if known participants have accessibility requirements.

☐ Plan accordingly: Only conduct full audit if accessibility needs are identified.

Physical Access

☐ Entrance: Step-free access or ramp available.

☐ Doorways: Minimum 80cm wide for wheelchair access.

☐ Pathways: Clear, level paths to meeting areas.

☐ Parking: Accessible parking spaces available nearby.

☐ Toilets: Accessible toilet facilities available.

☐ Seating: Space for wheelchairs and mobility aids.

Communication Access

☐ Lighting: Adequate lighting for lip reading.

☐ Acoustics: Good sound quality, minimal background noise.

☐ Visual aids: Large, clear fonts (minimum 16 point).

☐ Hearing support: Loop system or microphones available.

☐ Materials: Available in accessible formats (large print, audio).

Language and Information Access

☐ Language: Materials available in relevant language/s.

☐ Translation: Interpreters arranged if needed.

☐ Signage: Clear, visible signs with symbols.

☐ Instructions: Simple, jargon-free language.

☐ Alternative formats: Materials available in multiple formats.

☐ Advance notice: Accessibility information provided beforehand.

Emergency Procedures

☐ Evacuation routes: Accessible emergency exits identified.

☐ Emergency information: Available in accessible formats.

☐ Staff training: Team knows how to assist during emergencies.

Notes Section

Record specific barriers identified and actions needed:

Action Required: _____

Responsible Person: _____

Timeline: _____

Adapted from: CBM Global (2024) **Disability Inclusive Development Toolkit**; UN Women (2021) **Accessibility Audit**; Olasoji,. A. (2025) **Accessibility audit for enhancing enforcement of the Disability Act in Nigeria's political space**.

Tool 13: Change management matrix

Use this matrix to identify appropriate implementation strategies for embedding GEDSI principles at different organisational levels.

Change Level	Examples	Implementation Strategies
Individual	Staff knowledge and attitudes; Personal biases; Technical skills	Training and mentoring; Exposure to diverse perspectives; Recognition for GEDSI champions; Individual development plans
Team	Group dynamics; Division of responsibilities; Project implementation practices	Team-based training; Diverse team composition; Collaborative goal-setting; Peer learning forums
Organisational	Policies and procedures; Resource allocation; Institutional culture	Policy development; Leadership commitment; Structural changes; Modified recruitment practices
External	Partnership approaches; Community engagement practices; Advocacy positions	Strategic alliances; Stakeholder feedback mechanisms; Knowledge sharing; Sectoral leadership

Tool 14: Capacity development matrix

Use this matrix to identify appropriate capacity development methods and success indicators for different staff levels in your organisation.

Capacity Level	Target Group	Development Methods	Success Indicators
Basic Awareness	All staff	Introductory workshops; Online modules; Awareness materials	Staff can articulate basic GEDSI concepts; Recognition of relevance to marine work
Technical Application	Programme staff; MEL specialists	On the job training; Coaching; Peer learning	Staff competently use GEDSI analysis tools; Integration of GEDSI in workplans
Strategic Leadership	Senior managers; Team leaders	Executive / board level briefings; Exchange visits; Case studies	Leaders champion GEDSI approaches; Resource allocation reflects priorities
Specialist Expertise	GEDSI focal points; HR staff	Advanced training; Certification programmes; Mentoring	In-depth technical knowledge; Ability to guide organisational processes

Tool 15: GEDSI-responsive budget template

Use this template to allocate adequate financial resources for GEDSI mainstreaming across all budget categories in blue economy interventions.

Category	Examples	Budgeting Considerations
Staff capacity	GEDSI training; Technical assistance; Specialist hiring	Include costs for regular staff training, hiring specialised consultants when needed, and supporting GEDSI focal points with necessary resources
Inclusive participation	Transportation support; Childcare; Accessible venues and rooms; Interpretation services	Plan for transportation, venue accessibility modifications, and support services that enable diverse participation (support for carers, sign language interpreters etc)
Targeted activities	Women's livelihood initiatives; Reasonable accommodations for people with disabilities; Youth engagement programmes	Dedicate specific budget lines for activities for engaging women and girls, people with disabilities and marginalised groups
Knowledge products	Accessible materials; Translation; Visual communication tools	Allocate funds for multiple communication formats to reach diverse audiences, produce easy reads, animations, audio etc.
Monitoring, evaluation and learning	Disaggregated data collection; Participatory evaluation; Learning events	Include resources for disaggregated analysis and community feedback mechanisms

Tool 16: GEDSI sample indicators for inclusion in monitoring frameworks

Use this framework to systematically track GEDSI progress across different types of blue economy interventions.

Indicator Type	What They Measure	Examples for Marine Protected Area (MPA) Projects	Examples for Climate Adaptation Projects
Quantitative participation indicators	Numerical representation and inclusion across different social groups	• Percentage of women and girls, youth, people with disabilities and marginalised groups participating in marine and biodiversity planning meetings • Representation of diverse groups in management committees • Number of traditional fishing communities engaged in marine conservation	• Representation of diverse stakeholders in early warning systems • Percentage of women, people with disabilities and marginalised groups in climate leadership positions • Number of people with disabilities participating in adaptation planning
Qualitative participation indicators	The quality and meaningfulness of engagement	• Level of influence women have in marine decision- making; perception of women's level of influence by women, men, participants and decision makers themselves • Quality of contributions from traditional knowledge holders	• Degree to which marginalised voices influence adaptation strategies • Quality of engagement of traditional knowledge holders • Level of satisfaction among marginalised groups with adaptation measures

		• Extent to which diverse perspectives are reflected in marine rules • Perception of how inclusive engagement has been implemented	
Process indicators	How GEDSI is being integrated into project implementation	• Percentage of project budget allocated to inclusive participation • Number of gender-responsive strategies in marine or biodiversity planning • Existence of disability-inclusive MPA access provisions	• Inclusion of gender-specific vulnerabilities in adaptation documents • Resources allocated for accessibility in climate-resilient infrastructure • Number of inclusive community consultations held
Outcome indicators	Changes resulting from project interventions	• Changes in income for women from marine-related tourism • Improved access to marine resources for women, people with disabilities and marginalised groups • Increased skills among women in marine conservation	• Changes in disaster preparedness knowledge among marginalised groups • Equitable access to climate-resilient technologies • Reduced climate vulnerability for female-headed households
Transformative indicators	Shifts in power dynamics, norms, and structures	• Changes in decision-making norms in marine and biodiversity resource management • Women's leadership in previously male-dominated conservation roles	• Changes in perceptions of who can lead climate action • Institutionalisation of inclusive disaster response protocols

		• Adoption of inclusive marine and biodiversity governance policies	• Recognition of traditional knowledge in formal adaptation strategies
Economic indicators	Economic impacts and benefits distribution	• Distribution of marine-related employment across social groups • Access to credit for women in marine tourism enterprises • Financial benefits of conservation for different community segments	• Level of access to climate finance for women-led initiatives • Economic resilience of marginalised households after adaptation • Fair compensation for traditional knowledge contributions
Knowledge and capacity indicators	Changes in awareness, skills, and practices	• Recognition of women's ecological knowledge in marine and biodiversity design • Skills developed among youth for marine and biodiversity monitoring • Knowledge exchange between scientific and traditional systems	• Climate literacy levels among different community segments • Traditional adaptation knowledge documented and applied • Capacity of marginalised groups to implement adaptation measures
Safety and wellbeing indicators	Impacts on physical and social wellbeing	• Safety provisions for women collecting marine resources • Psychological benefits of conservation participation • Reduction in resource-related conflicts between groups	• Accessibility of emergency shelters for all community members • Gender-sensitive evacuation procedures • Psychosocial support available during climate disasters

Tool 17: Data collection tools and methodologies

There are two parts to this tool.

- Use the first part of the tool to select and adapt data collection approaches that capture GEDSI-related information effectively and ethically. See also **Tool 9 for practical engagement methods.**

- Use the second part for some examples of participatory scoring.

The **Washington Group Short Set on Functioning** (Washington Group on Disability Statistics, 2022) are important questions to use when collecting and analysing data on people with disabilities.

Tool 17 - Part 1

Community-led data collection	Community members collect data using tools they help design	• Ensure diverse representation among data collectors • Provide training that accommodates different literacy levels and abilities • Compensate participants fairly for their time, ensuring there is no coercion for participation. Consider reimbursements for childcare costs, transport, food, loss of income for attending data collection event etc.
Participatory scoring	Communities rank or score project performance against agreed indicators	• Create separate spaces for women and girls, people with disabilities and other marginalised groups when cultural norms limit open discussion • Use visual methods that work across literacy levels • Ensure scoring criteria reflect diverse priorities
Most Significant Change	Community members identify and document the most important changes resulting from the project	• Provide multiple channels for sharing stories (verbal, written, visual) • Ensure stories from women and girls, people with disabilities and marginalised groups are given profiled weight • Use local languages and culturally appropriate communication methods

Participatory reflection meetings	Regular collective reflection on progress, challenges, and learning	- Schedule at times that accommodate women's domestic responsibilities - Create safe spaces for honest feedback - Use facilitation techniques that encourage participation from a wide range of voices - Ensure equal access and participation for people with disabilities
Citizen science	Community members monitor marine conditions using simplified scientific methods	- Design data collection protocols suitable for people with disabilities - Include traditional ecological knowledge alongside scientific data - Make technology accessible across digital literacy levels

Tool 17 - Part 2

Use this template to gather different groups' perspectives on project performance. Conduct separate sessions for different social groups, then compare the results.

Criteria	Women's score	Men's score	People with disabilities' score	People without disabilities' score	Youth score	Older people's score	Overall average
Participation in decisions							
Benefit from project							
Safety during activities							

Instructions: Rate each item from 1 (very poor) to 5 (excellent)

Note: Add additional criteria relevant to your specific project, such as:

- Skills development opportunities
- Environmental awareness improvement
- Income generation
- Community cooperation
- Resource management effectiveness

Tool 18: Community-led data collection sample

Use this tool as a framework to guide you when working with community members to collect project data themselves. Adapt columns based on your specific project needs.

Women's participation in meetings	Number attending, speaking time, perceptions of fairness/inclusivity	Community volunteers	Monthly	Head count, observation/ or attendance sheets
Access to resources	Who uses what resources, barriers faced	Local monitors	Quarterly	Household visits
Marine changes	What changes observed, impacts on women and girls, people with disabilities and different marginalised groups	Community members	Ongoing	Photo documentation, notes

Tool 19: Most significant change sample

Use this template to capture community members' stories about project impacts. Collect multiple stories to understand different perspectives.

Question: What is the most important change you have experienced or seen from this blue economy intervention over the last X months / years? Why do you think this is the most important change?

Name:				
Gender:				
Disability status:				
Age group:				
Location:				

Tool 20: GEDSI impact assessment questionnaire sample

Use this questionnaire to systematically assess how your blue economy intervention affects women and girls, people with disabilities and other marginalised groups differently. Administer to diverse community members and analyse responses by gender, age, disability and other relevant factors. The **Washington Group Short Set on Functioning** (Washington Group on Disability Statistics, 2022) are important questions to use when collecting and analysing data on people with disabilities.

Section A: Participation

1. How often do you participate in project activities?

   O Daily   O Weekly   O Monthly   O Never

2. Do you feel your voice is heard in project meetings?

   O Always   O Sometimes   O Never

3. Can you provide an example of when you were able to express and voice your views and were listened to?

4. What prevents you from participating more? (List barriers)

Section B: Benefits

5. To what extent has this project benefited your household?

   O Much better   O Better   O Same   O Worse

6. How would you describe that benefit to your household?

7. What specific benefits have you personally received?

   O Income   O Skills   O Resources   O Other

8. Are the project benefits shared equally in your community?

   O Yes   O Sometimes   O Unsure

Section C: Decision-Making

9. Have you been able to influence project decisions?

   ○ Always   ○ Sometimes   ○ Never

   In what ways?

10. Which group / groups / individuals make most decisions about the project in your community?

11. In what ways could the project improve your participation?

Respondent Information:

Gender	M	F		
Age	Under 25	25-40	40-60	Over 60
Disability				
Location				