# Gender Equality and Social Inclusion in Climate Finance

## A Manual for Facilitators



September 2026

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# Abbreviations

| | |
|---|---|
| **2X** | 2X Challenge (gender-lens investing criteria) |
| **ADB** | Asian Development Bank |
| **AF** | Adaptation Fund |
| **ASEAN** | Association of Southeast Asian Nations |
| **ACCSAP** | ASEAN Climate Change Strategic Action Plan |
| **BPfA** | Beijing Platform for Action |
| **CBDRM** | Community-Based Disaster Risk Management |
| **CDFI** | Community Development Financial Institution |
| **CEDAW** | Convention on the Elimination of All Forms of Discrimination Against Women |
| **CFAN** | Climate Finance Access Network |
| **CIF** | Climate Investment Funds |
| **COP** | Conference of the Parties |
| **CSA** | Climate Smart Agriculture |
| **DAC** | Development Assistance Committee (OECD) |
| **DFAT** | Department of Foreign Affairs and Trade (Australia) |
| **DFI** | Development Finance Institution |
| **DIB** | Development Impact Bond |
| **DMF** | Design and Monitoring Framework |
| **DPO** | Development Policy Operation |
| **DRR** | Disaster Risk Reduction |
| **EGM** | Effective Gender Mainstreaming |
| **ESG** | Environmental, Social, and Governance |
| **FDI** | Foreign Direct Investment |
| **FGD** | Focus Group Discussion |
| **FRDP** | Framework for Resilient Development in the Pacific |
| **GAP** | Gender Action Plan |
| **GBP** | Green Bond Principles |
| **GBV** | Gender-Based Violence |
| **GBVH** | Gender-Based Violence and Harassment |
| **GCF** | Green Climate Fund |
| **GDP** | Gross Domestic Product |
| **GEDSI** | Gender Equality, Disability, and Social Inclusion |
| **GEF** | Global Environment Facility |
| **GEN** | Gender Equity Theme |
| **GESI** | Gender Equality and Social Inclusion |
| **GGCA** | Global Gender and Climate Alliance |

| | |
|---|---|
| **GGGI** | Global Green Growth Institute |
| **GHG** | Greenhouse Gas |
| **GLI** | Gender-Lens Investing |
| **GSSS+** | Green, Social, Sustainability, and Sustainability-Linked Bonds |
| **HRBA** | Human Rights-Based Approach |
| **ICMA** | International Capital Markets Association |
| **ICT** | Information and Communication Technology |
| **IFC** | International Finance Corporation |
| **IFC PS** | IFC Performance Standards |
| **INFF** | Integrated National Financing Framework |
| **IPCC** | Intergovernmental Panel on Climate Change |
| **IRR** | Internal Rate of Return |
| **ITAP** | Independent Technical Advisory Panel |
| **JICA** | Japan International Cooperation Agency |
| **JNAP** | Joint National Action Plan |
| **KII** | Key Informant Interview |
| **KPI** | Key Performance Indicator |
| **LGBTQI+** | Lesbian, Gay, Bisexual, Transgender, Queer/Questioning, Intersex, and others |
| **LMMA** | Locally Managed Marine Area |
| **LNOB** | Leave No One Behind |
| **LT-LEDS** | Long-Term Low Emission Development Strategies |
| **LWPG** | Lima Work Programme on Gender |
| **M&E** | Monitoring and Evaluation |
| **MDB** | Multilateral Development Bank |
| **MFAT** | Ministry of Foreign Affairs and Trade (New Zealand) |
| **MFI** | Microfinance Institution |
| **MIS** | Management Information System |
| **MRV** | Monitoring, Reporting, and Verification |
| **MSME** | Micro, Small, and Medium Enterprise |
| **NAP** | National Adaptation Plan |
| **NAPA** | National Adaptation Programme of Action |
| **NDC** | Nationally Determined Contribution |
| **NDRR** | National Disaster Risk Reduction |
| **NGE** | No Gender Elements |
| **NGO** | Non-Governmental Organization |
| **O&M** | Operation and Maintenance |
| **ODK** | Open Data Kit |
| **OECD** | Organisation for Economic Co-operation and Development |
| **PGN** | Practical Gender Need |
| **PIF** | Pacific Islands Forum |
| **PLGED** | Pacific Leaders Gender Equality Declaration |
| **PMU** | Project Management Unit |
| **PNG** | Papua New Guinea |

| | |
|---|---|
| **PPA** | Pacific Platform for Action |
| **PPP** | Public-Private Partnership |
| **PRA** | Participatory Rural Appraisal |
| **PS** | Performance Standard |
| **PSEAH** | Prevention of Sexual Exploitation, Abuse and Harassment |
| **PWD** | Person with Disabilities |
| **RBF** | Results-Based Financing |
| **SDG** | Sustainable Development Goal |
| **SEA/SH** | Sexual Exploitation, Abuse, and Sexual Harassment |
| **SGE** | Some Gender Elements |
| **SGI** | Strategic Gender Interest |
| **SIDS** | Small Island Developing States |
| **SMART** | Specific, Measurable, Achievable, Relevant, Time-bound |
| **SME** | Small and Medium Enterprise |
| **SPREP** | Secretariat of the Pacific Regional Environment Programme |
| **ToC** | Theory of Change |
| **ToR** | Terms of Reference |
| **ToT** | Trainer of Trainers |
| **UN** | United Nations |
| **UNCDF** | United Nations Capital Development Fund |
| **UNDP** | United Nations Development Programme |
| **UNEP** | United Nations Environment Programme |
| **UNFCCC** | United Nations Framework Convention on Climate Change |
| **UNOPS** | United Nations Office for Project Services |
| **UNSDG** | United Nations Sustainable Development Group |
| **VfW** | Value for Women |
| **WASH** | Water, Sanitation, and Hygiene |
| **WEE** | Women's Economic Empowerment |
| **WEPs** | Women's Empowerment Principles |
| **WRD** | Women's Resilience to Disaster |
| **WSME** | Women-owned Small and Medium Enterprise |

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# Introduction

## Background

Climate on Earth is changing. The impacts of climate change are not felt the same way by all. Some people and communities are more vulnerable to increasingly frequent and intense climate hazards and extreme weather events. Others are better placed to access the co-benefits of climate action, for example green employment and business opportunities. Integration of gender and social inclusion (GESI) in climate action is necessary to ensure that peoples' and communities' differences and inequalities are understood and addressed.

Addressing climate change through mitigation, adaptation and loss and damage will require access to finance. Financial systems generally replicate existing power dynamics and often fail to reach communities on the frontline of climate change. This training program provides a comprehensive overview of how GESI can be integrated into climate action to close the financial gap between men and women, and to the benefit of financially excluded communities.

# Training overview

## Overall Training Goal

The training participants will have an enhanced understanding of the climate, finance, gender and social inclusion nexus, and learn to apply theory and tools for the integration of gender and social inclusion (GESI) into project design and investment mobilization.



## MODULE 1 Gender and Climate Change

**Module objective:**
Establish a shared foundation on gender and social inclusion concepts and climate change, and introduce the core policy mandates and practical entry points for integrating gender equality and social inclusion into climate action.

Upon completion, participants will be able to:

- Understand fundamental concepts of gender, and climate change, including their interlinkages.
- Describe how gendered roles, social norms and intersecting identities shape differentiated vulnerabilities and impacts of climate change and climate related disasters
- Identify key global, regional and national frameworks that guide gender-responsive climate and disaster risk governance
- Identify entry points, enablers and approaches for gender mainstreaming across climate policies and programs

**SESSION 1.1** Concepts on Gender and Climate Change

**SESSION 1.2** Interlinkages between Gender and Climate Change

**SESSION 1.3** Gender Equality and Climate Change – Global, Regional, and National Norms and Standards

**SESSION 1.4** Gender Mainstreaming Continuum and Enablers

## MODULE 2 From Concept to Fundable Gender Transformative Climate Action

**Module objective:**
Present practical tools, frameworks, and skills to translate gender and social inclusion principles into high-quality, fundable climate investments—moving from analysis to action, results, and implementation-ready output.

Upon completion participants will be able to:

- Identify risks and opportunities for the integration of gender equality and women's empowerment (or GESI) in climate action
- Use systematic frameworks for gender assessment
- Articulate SMART Gender Action Plans
- Translated action plans into fundable outputs and deliverables in climate projects that align with community needs
- Understand donor requirements and approaches.

**SESSION 2.1** Frameworks for Gender Transformative Climate Action

**SESSION 2.2** Analysis to Action: Developing a Gender Action Plan (GAP) & Building the Business Case

**SESSION 2.3** Donor Approaches to GESI in Climate Projects

**SESSION 2.4** From Framework to Fundable Output

**SESSION 2.5** Field Research, Data Sources and Stakeholder Consultation Tools

**SESSION 2.6** Developing High Quality TORs for Gender Diagnostics

## MODULE 3 Climate Finance Architecture

**Module objective:**
Build skills in the design and deployment of gender-smart climate finance through innovative and blended mechanisms.

Upon completion, participants will be able to:

- Differentiate between types of climate finance and financial instruments
- Develop a business case and criteria for gender lens investments and financing
- Map stakeholder roles across the innovative finance value chain and identifying concrete pathways to unlock capital flows through public-private partnerships aligned with NDCs

**SESSION 3.1** Understanding Climate Finance Architecture

**SESSION 3.2** Unlocking Gender Equality and Women's Empowerment in Climate Finance

**SESSION 3.3** Gender Responsive Climate Finance: Value Chain, Bankability and Ecosystem Enabling

**SESSION 3.4** Anchoring Future Aspirations in Present Pathways



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## Purpose of the Guide

This Facilitation Guide serves as a practical manual for facilitators who will deliver trainings on the integration of GESI considerations into climate finance proposals and investment development.

The training program was first developed for Pacific Island Countries, however it is designed to be replicable and adapted for different contexts, audiences, and regions. It provides a structured flow of learning – combining theoretical foundations, donor frameworks, Pacific-specific examples, and participatory exercises that bridge GESI analysis with climate finance proposal preparation.

## Intended Audience

This training module is intended for the following audiences:

- Policymakers, program and project staff, climate finance practitioners, implementing partners, civil society organizations, and development finance stakeholders involved in the design, appraisal, implementation, monitoring, or evaluation of climate finance initiatives.
- Professionals seeking a foundational understanding of gender and social inclusion, climate change, and climate finance.
- Experts in one of these areas who would like to better understand how these themes intersect in practice.
- Practitioners aiming to strengthen their ability to integrate gender equality and social inclusion (GESI) into climate finance policies, proposals, investments, and results frameworks.

The modules work particularly well when a diverse group of professional participants have backgrounds from finance, environment and climate, and social development and gender sectors. For example, representatives from ministries of finance, environment, and gender.

## How to Use this Guide

- The Facilitation Manual is a companion document to PowerPoint slide decks for the training. It provides a session-by-session facilitation guide that mirrors the slide structure and is designed for flexible delivery—whether in-person, hybrid, or virtual.
- Each module is divided into thematic sessions, and each session follows a consistent internal structure, so facilitators can easily plan, deliver, and adapt content.
- The modules begin with a module objective and outline of each module, followed by the detailed facilitator guide to each session. The session descriptions follow the same structure:

| | |
|---|---|
| **1. Session Overview** | Describes the session's purpose and its link to the overall learning journey. |
| **2. Key Takeaways** | Specifies what participants should understand or achieve by the end of the session. |
| **3. Table of Suggested Activities** | Provides timing, methods, and resources for each sub-activity. |
| **4. Suggested Documents / Materials** | Lists slides, worksheets, and handouts |
| **5. Facilitator's Guide** | Gives a step-by-step narrative aligned with the slide deck, including prompts, discussion tips, and transitions between topics. This will include key concepts and theories to build the facilitator's understanding. |
| **6. Annex** | The sessions Annex will contain any recommended handouts. |

- The session guides provide a detailed step-by- step approach to each part of the learning process. Suggested Activities provide a guide for time management in each session and suggested methodologies.
  - » It is recommended that the Sessions are reviewed with the PowerPoint presentations in preparation for the training event.
- A slide deck of each Module and session is provided. Slide titles are referenced throughout the Manual to guide the Facilitator in how the slides are used as a primary teaching tool and to supplement group activities and other engaging activities.
- Some sessions come with recommended handouts. These are listed in the session Annexes.
- The final chapter of this Manual includes a list of multiple choice questions that can be used for training needs assessment and/or pre and post tests.

## Tips for Replicability and Adaptation

1. The training has three modules, originally designed for a three-day program. The Group exercises, energizers, and fieldwork tools are intentionally modular and interchangeable. Facilitators can shorten, expand, or replace them depending on time, sector focus, and participants' familiarity with the topics. Facilitators are strongly encouraged to read this Manual in full before delivery, and to tailor sessions to their audience and context.
- Examples and case studies are primarily from the Pacific Region. These are illustrative and can be replaced by cases from other regions to reflect local realities, cultural contexts, and policy environments of each training.



MODULE

# 1 Gender and Climate Change

## Overview

This module builds a common understanding of what gender is, how gender inequalities shape climate vulnerability and resilience, and why gender-responsive climate action is both a rights-based obligation and essential for effective results. The module begins with foundational gender and climate concepts and then examines how gender norms, roles, and unequal access to resources translate into differentiated climate impacts across groups. From there, the module situates gender-responsive climate work within global, regional, and national norms and standards, clarifying the mandates and accountability mechanisms that shape climate investments. The module concludes by introducing the gender mainstreaming continuum and key institutional enablers—helping participants recognize where their organizations and projects sit today and what it takes to move toward more gender-responsive and gender-transformative practice.

## Module 1 includes the following sessions

1.1 Concepts on Gender and Climate Change
1.2 Interlinkages between Gender and Climate
1.3 Gender Equality and Climate Change – Global, Regional, and National Norms and Standards
1.4 Gender Mainstreaming Continuum and Enablers

## Objective

Establish a shared foundation on gender and social inclusion concepts and climate change and introduce the core policy mandates and practical entry points for integrating gender equality and social inclusion into climate action.

Upon completion of the module, participants will be able to:

- Understand fundamental concepts of gender and climate change, including their interlinkages.
- Describe how gendered roles, social norms and intersecting identities shape differentiated vulnerabilities and impacts of climate change and climate related disasters.
- Identify key global, regional and national frameworks that guide gender-responsive climate and disaster risk governance.
- Identify entry points, enablers and approaches for gender mainstreaming across climate policies and programs.

### Global sources facilitators can use to support Module 1 discussions with data and evidence

**Climate Science, Risk, and Vulnerability**

**Intergovernmental Panel on Climate Change (IPCC)**
Assessment Reports (AR6) provide global evidence on climate hazards, exposure, vulnerability, and differentiated impacts.
**Intergovernmental Panel on Climate Change. (2023).** *Climate change 2023: Synthesis report.* Contribution of Working Groups I, II and III to the Sixth Assessment Report of the Intergovernmental Panel on Climate Change [Core Writing Team, H. Lee and J. Romero (eds.)]. IPCC, Geneva, Switzerland, pp. 35-115, doi: 10.59327/IPCC/AR6-9789291691647.
**United Nations Office for Disaster Risk Reduction (UNDRR)**
Global disaster risk data and Sendai Framework indicators, including vulnerability and exposure.
https://www.undrr.org/publications

**Socio-Economic and Gender-Disaggregated Data**

**World Bank – Gender Data Portal**
Global, comparable gender-disaggregated indicators on poverty, employment, assets, education, and access to services. https://genderdata.worldbank.org
**United Nations Statistics Division (UNSD)**
Official global SDG indicators, including sex-, age-, and disability-disaggregated data where available. https://unstats.un.org/sdgs/
https://www.undrr.org/publications

**Other Relevant Data Links:**

UN Women. (2025). https://data.unwomen.org/publications/gender-and-environment-survey-report-cambodia
UN Women. (n.d.) . https://www.unwomen.org/en/resources/gender-snapshot
UN Women. (2023). Gendered impacts of climate change: Evidence from Asia. https://data.unwomen.org/publications/gendered-impacts-climate-change-evidence-asia
UN Women. (2025). https://data.unwomen.org/sites/default/files/documents/Publications/2025/mongolia_gender_and_environment_survey.pdf

SESSION 1.1

# Concepts on Gender and Climate Change

## 1. Overview

This session introduces foundational concepts of gender and climate change, establishing a common understanding of how gender, power relations, and social structures influence vulnerability and resilience in the face of climate risks. The session connects participants' lived experiences to theory, using reflective exercises that reveal how social norms, expectations, and inequalities are shaped across the life course. It provides essential vocabulary and analytical distinctions, such as sex vs. gender, access vs. control, and condition vs. position, that will serve as the foundation for later modules focused on project-level tools and climate finance.

Through a combination of personal reflection, short presentations, and participatory discussions, participants explore how gender is socially constructed, how inequalities influence vulnerability to climate change impacts and why gender equality is central to effective and equitable climate action.

## 2. Key Takeaways

By the end of this session, participants will be able to:

- Understand gender terminologies and concepts and how they shape roles, norms, and power dynamics in society, including distinctions between sex and gender, and related ideas such as gender roles, relations, and division of labor.
- Introduce basic climate concepts and definitions, and different elements that underpin climate risk, vulnerability, and impacts, recognizing how social factors influence exposure and resilience.
- Identify how gender norms and stereotypes influence lived experiences, opportunities, and access to resources, and why gender equality benefits everyone by strengthening inclusion and effectiveness in climate action.
- Establish a shared foundation to link gender and climate change in the following sessions, connecting personal experiences and socialization to broader structures of roles, responsibilities, and power.

## 3. Suggested Activities

**Session run time:** 75 minutes

| Time | Activity | Method | Resources |
|---|---|---|---|
| **Part 1: Opening and Framing** | | | |
| 15 min | Icebreaker – Personal History Form | Individual reflection followed by voluntary plenary sharing. | Annex I – Personal History Form |
| **Part 2: Linking Personal Histories to Gender Concepts** | | | |
| 25 min | Presentation on Key Concepts of Gender | The facilitator introduces gender concepts using examples and links backs to reflections from the icebreaker.<br>Interactive exercise (T/F) to prompt participants to reflect on common assumptions and clarify key concepts. | **Presentation slides titled:** Gender Concepts; Gender Concepts Continued; Gender Relations; Gender Division of Labor; Why do we talk about Gender; Gender Shapes; Gender Equality; Gender Equality in the Pacific. |
| 5 Min | True/False Mini-Exercise on Gender Equality | Quick T/F statements to reinforce gender as social construct and broaden understanding beyond women only | T/F slide; Box II & III Statistics |
| **Part 3: Transition to Climate Concepts** | | | |
| 20 min | Presentation on Key Concepts of Climate Change | Provide an overview of key concepts of climate change, with Pacific-specific examples and data to contextualize climate risks | **Presentation slides titled:** Key Concepts on Climate; The Earth's climate is warming…; Climate change affects…; Not everyone, however, experience…; Interactions between hazard, exposure, and vulnerability; The Pacific is especially vulnerable...; Efforts are required…; Climate action addresses…; This can be achieved…; Policy and Governance; Technology and infrastructure; Reliable Data; Capacity Building; Behavior change and community action; Climate Finance; How can climate action be made sustainable |

## 4. Required Documents / Materials

- Session slides (Module 1 – Session 1.1)
- Annex I – Personal History Form (icebreaker/grounding exercise)
- Glossary of Key Concepts
- Flipcharts, markers, or a virtual whiteboard for plenary discussion

# 5. Facilitator Guide

## Part 1 ▸ Opening and Framing

| Refer to: | Annex I – Personal History Form |
|---|---|

- Explain that this first session provides the conceptual foundation for the entire training program.
- Emphasize that understanding gender as a social construct is essential to interpreting how inequalities shape vulnerability and resilience to climate change.
- Introduce the Personal History Form (Annex I). Ask participants to reflect on:
  - » Messages they received at different life stages (childhood, adolescence, adulthood) about how women/men should behave or what work they should do.
  - » How these expectations influenced their choices or opportunities.
- Invite silent reflection, then voluntary sharing in plenary.
- Facilitate a short discussion: What patterns emerge in gender differences across different life stages?
- Summarize that gender norms are learned and reinforced socially, not biologically.



Photo by the NDC Partnership

## Part 2 ▸ Linking Personal Histories to Gender Concepts

| | |
|---|---|
| **PPT Reference:** | Module 1 ⍰ Session 1.1 |
| **Refer to slides titled:** | Gender Concepts; Gender Concepts Continued; Gender Relations; Gender Division of Labor; Why do we talk about Gender; Gender Shapes; Gender Equality; Gender Equality in the Pacific |

1. **Transition from Reflection to Conceptual Framework**
   - Explain that the reflections illustrate how social norms define what women and men can or should do.
   - Highlight that these norms vary across context and time but always reflect power relations.

2. **Clarify Gender vs Sex**
   - Use Box I to distinguish biological sex (e.g., physical characteristics) from gender (social expectations and power relations).
   - Provide relatable examples:
     - » Biological difference: women can give birth.
     - » Social expectation: men are expected to be breadwinners; women caregivers.

3. **Explain Gender Relations and Division of Labor**
   - Describe the three categories of labor:
     - » Productive – paid or income-generating work.
     - » Reproductive – unpaid care, domestic work, community maintenance.
     - » Community/political – leadership and decision-making roles.
   - Discuss how the triple role of women increases time burden, especially during climate-related shocks, and limits access to paid opportunities.

4. **Introduce Access vs Control; Condition vs Position**
   - Use examples:
     - » A woman may have access to land (allowed to farm it) but no control (cannot sell, inherit, or decide use).
     - » Improving condition (providing water or stoves) may ease burdens but doesn't change position (status or rights).
     - » Reiterate that gender is not just about identity but how societies organize access, power and decision-making. Gender shapes who benefits and who is left behind and even when women may have access to resources, they may not have control over it.
     - » Emphasize that without control, access does not translate into real power or benefits. It allows participation but not decision making and this is why it is essential to have discussions around gender, unpack and address how these dynamics shape people's opportunities and vulnerabilities.
     - » Invite participants to connect this to their daily life: household, communities and work.

5. **Introduce Gender Equality**
   - Gender equality is not just about improving circumstances but also shifting power and decision-making.

6. **Emphasize Diversity and Intersectionality**
   - Use data (Boxes III & IV) to show that not all women are equally disadvantaged—class, ethnicity, disability, and age intersect to shape experiences.

7. **Mini True/False Activity**
   - Conduct a brief quiz to dispel myths such as Gender equality only benefits women
   - Use this to reinforce that gender equality is about fairness, rights, and efficiency in all areas of development.

# Key Concepts and Theories for Part 2 – Linking Personal Histories to Gender Concepts

## I. What is Gender?

There are many ways theorists have defined gender and a number of tools and models used to analyze gender relations. Social relations are one way in which we can understand society, the way in which we categorize it and also gender. The social relations of gender require us to understand that we organize and categorize people into different groups. These groups are defined in comparison to one another and it is important to recognize that these categories and groups are not neutral: some groups are valued more than others. The consequence is that access to rights is determined by one's social group. The relation between the different groups is called the 'social relation'.

**Gender** refers to socially ascribed roles, responsibilities, rights and opportunities associated with men and women, as well as the hidden power structures that govern relationships between women and men. These relationships are dynamic, change over time and are context-specific. Gender is a social stratifier, like age, race, ethnicity, health and social status (Dankelman, 2010).

**Gender relations** refers to ways in which society defines rights, responsibilities, and identities of men and women in relation to one another, in all spheres of life – in private (family, marriage, and so on) and public domains (schools, labor markets, political life). Other intersecting factors to consider are ethnicity, age, class, religion, and geographic location. Gender relations determine:

- **Entitlements:** access to assets, opportunities and capabilities
- **Division of Labor:** who performs which tasks and whose work is valued
- **Control:** who makes decisions over resources and benefits
- **Participation:** whose voices influence community and national decisions (FAO and The World Bank, 2017).

**Gender roles** refer to how men and women should act, think and feel according to the norms and traditions in a particular place and time.

### Box I Gender and Sex Are Not the Same

**Sex** refers to biologically defined characteristics that generally define humans as male or female. These are mainly based on genetics, anatomy, physiology and reproductive capabilities.

**Example:** Only women can give birth and breastfeed. This is a sex-related difference. The expectation of men to become economic providers of the family and for women to be caregivers is a gender norm, which, although prevalent in many cultures, is not universal.

**Gender division of labor** is the allocation of the tasks and responsibilities of women and men at home, at work and in society, according to patterns of work that are felt to be acceptable in a particular place and time. Often a division is made between:

- **Productive tasks:** Production of goods and services for income or subsistence. This is work recognized and valued as work in national statistics (e.g. agriculture, animal husbandry, forestry, fisheries/aquaculture, self-employment, wage work). Both women and men perform productive work, but not all of this is valued in the same way.

- **Reproductive tasks:** Care and maintenance of the household and its members, such as cooking, washing, cleaning, nursing, bearing and raising children, building and maintaining shelter (e.g. child bearing and rearing, household tasks, family health and protection).

- **Community and political tasks:** Activities related to collective organization, community well-being and decision-making.

## II. Why Do We Talk About Gender?

Gender affects the access to, control over and distribution of resources, wealth, work, decision- making and political power, and the enjoyment of rights and entitlements in all spheres (United Nations, 1999).

When considering the way in which resources are allocated between women and men (the 'gendered' allocation of resources), it is important to look at the difference between access to resources and control over them.

- **Access:** The opportunity to make use of a resource.

- **Control:** The power to decide how a resource is used, and who has access to it. Women often have access but no control.

**Condition** describes the immediate, material circumstances in which men and women live, related to their present workloads and responsibilities. Providing clean water or stoves for cooking, for example, may improve the condition of women by reducing their workloads.

**Position** describes the place of women in society relative to that of men. Changing women's position requires addressing their strategic gender interests, including equal access to decision making and resources, ending discrimination in employment, land ownership and so on. To change women's position, we must address how gender determines power, status, and control over resources.

**Empowerment** refers to the enhancement of assets and capabilities of diverse individuals and groups to function and to engage, influence and hold accountable the institutions that affect them. It is about people – both women and men – taking control over their lives, setting their own priorities, gaining skills, building self-confidence, solving problems, and developing self-reliance.

**Gender equality** refers to equal rights, voice, responsibilities and opportunities for women and men in society, at work and in the home.

### Box II Gender Equality Is Not Only About Women

Gender equality is commonly misinterpreted as solely about women's issues, but it benefits men and women in all their diversity. It advocates for creating equal opportunities and outcomes for everyone. At times, programs or projects may focus specifically on women because they face structural barriers or unequal access to resources and opportunities. These targeted measures help ensure equity and provide additional support.

## Box III Global Snapshot of Gender Equality

Globally, 9.2 per cent of women and girls live in extreme poverty (376 million), compared to 8.6 per cent of men and boys (355 million). If current trends persist, hundreds of millions of women will still live in extreme poverty by 2030.

Under a worst-case climate scenario, climate change could push up to 158.3 million more women and girls into extreme poverty by 2050. At higher poverty thresholds, hundreds of millions more may experience poverty and food insecurity.

Only 56.3% of women aged 15–49 who are married or in a union have full decision-making power over their sexual and reproductive health and rights (based on data from 78 countries).

In nearly 80% of countries with data, fewer than half of women have ownership or secure rights to agricultural land, and in almost half of these countries, men are at least twice as likely to own land as women.

(UN Women, 2025a)

## Box IV Global Snapshot of Gender Equality

Across the Pacific, women and girls are slightly more likely than men and boys to live below the international poverty line. Rural women face disproportionate barriers to accessing services such as health care and transport, which lowers their chances of engaging in paid work or accessing markets.

Only 22 per cent of mothers with newborns in the Pacific receive maternity cash benefits, and just 4.2 per cent of households with children receive family-related cash benefits, increasing mothers' risk of falling into poverty.

In 2023, 29 per cent of women in the Pacific experienced anemia, and overall food insecurity is high, with women often more affected than men.

Women tend to complete higher levels of education, but men dominate higher-paying jobs, especially in skilled professions. Social norms about work-life balance, gendered stereotypes and workplace cultures contribute to women's underrepresentation and attrition in certain sectors.

(UN Women, 2025b)



Photo by M-Production / Adobe Stock

## Part 3 ▸ Transition to Climate Concepts

| | |
|---|---|
| **PPT Reference:** | Module 1 ⍰ Session 1.1 |
| **Refer to slides titled:** | Key Concepts on Climate; The Earth's climate is warming…; Climate change affects…; Not everyone, however, experience…; Interactions between hazard, exposure, and vulnerability; The Pacific is especially vulnerable...; Efforts are required…; Climate action addresses…; This can be achieved…; Policy and Governance; Technology and infrastructure; Reliable Data; Capacity Building; Behavior change and community action; Climate Finance; How can climate action be made sustainable |

1. **Introduce Key Climate Concepts**
   - Explain the concept of climate change and how it has an impact on the environment, economy, and people.
   - Explain how not everyone experiences climate vulnerability the same way, but how the intersection of hazards, exposures, and vulnerabilities impacts the severity of climate impacts on people and communities.
   - Provide an example of how climate change is impacting the region/country in which the workshop is being held (Pacific example is provided in the ppt).
2. **Introduce Climate Action**
   - Explain the various ways in which climate change is being addressed, paying specific attention to mitigation, adaptation, and loss & damage as well as connecting it to Sustainable Development Goal 13: Climate Action.
   - Go through each of the identified climate action pathways; policy & governance, technology and infrastructure, accessible, credible & relevant data, capacity building, behavior & community action, and finance & investment.
   - Provide specific examples of these pathways. For example, for policy you could discussion Nationally Determined Contributions, National Adaptation Plans, and National Disaster Risk Management Plans.
   - Stress that climate action must be carried out sustainably, taking into consideration not only the environment, but also people and the community.
3. **Wrap-up Discussion**
   - Summarize key takeaways:
     - » Gender is learned, dynamic, and socially structured.
     - » Inequalities are not natural; they can be changed.
     - » Understanding gender is the first step toward designing inclusive, resilient climate programs.
   - Link forward: explain that Session 1.2 will explore how these gendered roles and norms translate into differential climate vulnerabilities and capacities to adapt.

## Key Concepts and Theory for Part 3 – Transition to Climate Concepts

**Climate** (in a narrow sense) is defined as the average weather. More rigorously, the World Meteorological Organization defines climate as the mean and variability of relevant variables over a period of time, typically 30 years. These variables are often temperature, precipitation and wind.

**Climate change** refers to a change in the state of the climate that can be identified by changes in the mean climate and/or variability of its properties, and that persists for an extended period, typically decades or longer. Climate change may be due to natural internal processes and fluctuations, or to persistent anthropogenic changes, such as greenhouse gas emissions or land-use change (IPCC, 2022).

**Global warming** refers to the gradual increase, observed or projected, in global surface temperature, as one of the consequences of radiative forcing caused by anthropogenic emissions.

**Disaster** is a severe alteration in the normal functioning of a community or society due to hazardous physical events interacting with vulnerable social conditions, leading to widespread adverse human, material, economic or environmental effects that require immediate emergency response and may require external support for recovery.

### Box V State of Climate Change in the Pacific

Across the Pacific region, the impacts of climate change have manifested in several forms including, sea level rise, desertification, increased soil salinity, flood and permanent loss of land (Kumar, 2020). The 2021 World Risk Index, which assesses disaster risk for 181 countries around the world, indicated that the Pacific has the greatest levels of disaster risk due to high exposure to extreme natural events (Mucke, 2021). In the South-West Pacific region, the sea-level rise of the last three decades exceeds global mean sea-level rise, amplifying risks to coastal settlements, agriculture and critical infrastructure. 57% of Pacific Island countries' built infrastructure that are located in risk-prone coastal areas (Kumar and Taylor, 2015).

In 2023, a total of 34 hydrometeorological hazard events were reported in the South-West Pacific according to the International Disaster Database (EM-DAT), 35 of which over 90% were flood and storm events. These reported hydrometeorological hazard events resulted in over 200 fatalities, most of which were associated with floods, storms, and landslides (World Meteorological Organization, 2023).

In 2018, the Pacific Islands Forum signed the Boe Declaration on Regional Security, with an expanded concept of security, recognizing climate change as the single greatest threat to the livelihoods, security and wellbeing of the people in the Pacific (Pacific Islands Forum, 2018). Further the Pacific Islands Forum in 2022 reinforced that climate change remains the single biggest existential threat The 2018 Boe Declaration and subsequent Pacific Islands Forum decisions recognize climate change as the single greatest threat to the region's livelihoods, security and wellbeing, and emphasize the urgency of limiting warming to 1.5°C degrees through rapid, deep and sustained reductions in greenhouse gas emissions.

**Box VI** **Climate Adaptation Measure in the Pacific**

In the Pacific, adaptation has become essential to protect livelihoods, ecosystems and communities. In response to the risks, they are responding with adaptation measures that include a mix of traditional knowledge, community-led initiatives and innovative resilience measures. Below are three key adaptation measures adopted by Pacific nations:

**Nature-Based Solutions:** Communities in Fiji and Solomon Islands are planting mangroves along coastlines to reduce coastal erosion and create natural barriers against storm surges. Countries are prioritizing restoration of coral reefs to ensure buffers against storm surges.

**Climate-Resilient Agriculture:** Without adaptation measures, it is estimated that climate change could reduce crop yields in the Pacific by up to 10 to 20 percent by 2050. To address risks to agriculture from climate change, Pacific Island countries are shifting to resilient farming practices by planting drought-resistant crops such as cassava and sweet potatoes.

**Community-Led Relocation:** Communities are choosing to relocate from high-risk coastal zones to safer inland areas.

(Iyke, 2024)

**Hazard:** The potential occurrence of a natural or human-induced physical event or trend that may cause loss of life, injury, or other health impacts, as well as damage and loss to property, infrastructure, livelihoods, services, ecosystems and environmental resources.

**Risk:** The potential for consequences where something of value is at stake and the outcome is uncertain. Disaster risk refers to potential loss of life, injury, or destroyed or damaged assets that could occur to a system, society or community over a specified period.

**Exposure:** The presence of people, livelihoods, species or ecosystems, environmental functions, services and resources, infrastructure, or economic, social or cultural assets in places that could be adversely affected.

Vulnerability is the interface between exposure to physical threats to human well-being and the capacity of people and communities to cope with those threats. Vulnerabilities and capacities are usually place-based and context-specific (UNEP, 2002).

The relative vulnerability of individuals and households is largely determined by their:

- Livelihood resilience (access to and control over assets).
- Baseline well-being (health, nutrition, mental health, morale).
- Self-protection (ability to build safe houses, use safe sites).
- Social protection (disaster preparedness, social networks, shelters).
- Governance (institutional environment, power relations, etc.).

Assessments often examine:

- Access to resources.
- Diversity of income sources.
- Social status of different groups (e.g. gender, age, income, ethnicity) in communities.

**Climate adaptation:** Adjustment in natural or human systems in response to actual or expected climatic stimuli or their effects, which moderates harm or exploits beneficial opportunities (IPCC, 2001).

**Climate mitigation:** Anthropogenic interventions to reduce the sources or enhance the sinks of greenhouse gases (IPCC, 2001).

## Box VII Key Developments on Loss & Damage

The conversation around the need for developed countries to compensate small island countries for loss and damage incurred due to climate change moved into the mainstream UNFCCC negotiations at COP 19 in 2013 which led to the establishment of the Warsaw Mechanism on Loss and Damage. At COP25, the Santiago Network for averting, minimizing and addressing loss and damage was established in 2019. It is mandated to catalyze technical assistance for the implementation of relevant L&D approaches in developing countries vulnerable to the adverse effects of climate change.

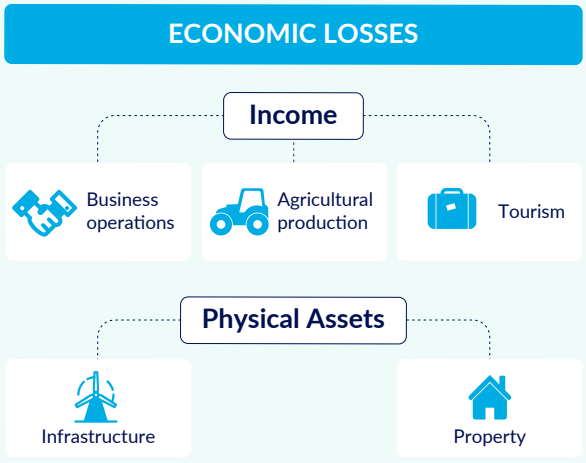
Article 8 of the Paris Agreement also recognizes L&D as a standalone pillar in achieving the Paris Agreement, alongside climate change mitigation and adaptation.

In 2022, at COP27, an agreement was reached to establish a Loss and Damage Fund targeted to assist developing countries vulnerable to adverse climate impacts, with COP28 further setting out governance structures, financing arrangements, eligibility criteria and disbursement modalities for the fund.

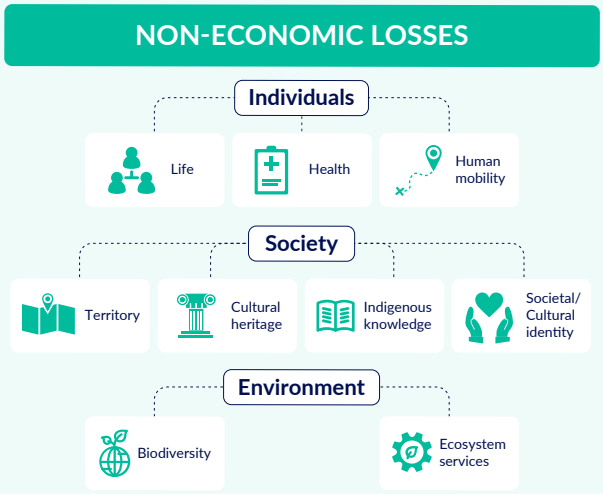
(UNFCCC, 2016)

**Loss and damage:** The economic and/or non-economic consequences of extreme weather events and slow-onset climatic changes that go beyond what people can adapt to, or when options exist but communities lack resources to access them (IPCC, 2022). In practice, this commonly refers to adverse effects of climate change that are not or cannot be avoided by mitigation and adaptation efforts (van der Geest & Warner, 2020).

- **Economic Loss and Damage:** Loss and damage that can be economically quantified using existing value systems and markets. Efforts to address economic loss and damage seek to provide financial protection and are understood through economic concepts such as impacts on GDP and physical damage to assets and capitals.
- **Non-Economic Loss and Damage:** Loss and damage experienced by individuals, communities and environments that are not valued in markets.
- **Resilience:** The capacity of social, economic and environmental systems to cope with a hazardous event or trend, responding or reorganizing in ways that maintain essential function, identity and structure (IPCC, 2022).




Source: (UNFCCC, 2016)




**Non-economic losses** can be understood as the remainder of items that are not commonly traded in markets.

Source: (UNFCCC, 2016)

**Table I:** Gender Lens on Economic and Non-Economic Loss and Damage

| Climate Change Impacts | Gender Losses |
|---|---|
| **Damage or loss of local ecosystems from hurricanes, floods, droughts, desertification** | • Women lose access to on-shore fishing, beach ecosystems and non-timber forest products that they used for food or traditional crafts or medicines. These are rarely counted as losses in disaster contexts, although they have wellbeing, cultural and also economic value.<br>• Men in small-scale fisheries, forestry, and herding experience loss of productive natural assets and tools, directly affecting livelihoods, income stability, and occupational identity. |
| **Disruption to private economic production and retail due to conditions such as displacement and other climate impacts such as floods** | • As many women work in the informal sector (family farms, micro enterprises) their economic activity is not counted in national accounts. Without a good baseline it is hard to count CC impacts, loss and damage. |
| **Loss of quality of life (shelter, food, health, skills, education)** | • Degraded or lost resources can change food habits if the traditional ingredients cannot be grown or found and impact their food security and nutritional status.<br>• Loss of access to safe drinking water means mainly women and girls who will have to walk longer distances to get water.<br>• Girls' access to education is often interrupted by crises and increased domestic labor, affecting their lifelong earning capacity |
| **Mental and physical health impacts** | • Direct physical health impacts, such as increased heat-related illnesses and poor nutrition also affect pregnancy, birth weights and child health<br>• Heat stress affects women outdoor workers such as street sellers and farm laborers and older women<br>• Men face elevated heat-related illness, injury, and long-term health risks in physically demanding outdoor jobs (e.g. construction, agriculture, disaster response), which are often under-recognized in occupational health systems. |
| **Social disruption (migration and displacement)** | • This can lead to loss of women's social support networks, traditional ways of life, and specific cultural heritage<br>• Increased economic-social stresses increase mental and physical health problems and gender-based violence, including trafficking. |

Source: (Picard, 2024)


Photo by M-Production / Adobe Stock

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| Childhood | Adolescence | Early adulthood | Stage of building a family |
|---|---|---|---|
| When I was a child, my parents taught me that: | When I was a teenager, my family, teachers, religion taught me that: | When I was choosing my career/ work, I learned that: | In building and nurturing a family, I learned that: |
| Little girls should behave this way: | As a young woman, I should behave this way: | Careers/work associated with women are: | Women should take the following roles: |
| Toys/games for girls are: | Hobbies/interests for young girls should be: | At work, the capacities and attitudes expected of women are: | In making decisions women should be: |
| Little boys should behave this way: | As a young man, I should behave this way: | Careers/work associated with men are: | Men should take the following roles: |
| Toys/games for boys are: | Hobbies/interests of a young man should be: | At work, the capacities and attitudes expected of men are: | In making decisions men should be: |

SESSION 1.2

# Interlinkages between Gender and Climate

## 1. Overview

This session builds on the foundational concepts of gender introduced in Session 1.1 and connects them directly to climate change, vulnerability, and resilience. It explores how gender-differentiated roles and access to resources translate into varying capacities to respond to and recover from climate shocks. Participants will understand that climate impacts are not gender-neutral, and that pre-existing inequalities shape who is most exposed and who benefits from adaptation and mitigation measures. They will examine how gender norms and social relations influence vulnerability, adaptive capacity, and resilience outcomes. Participants will learn that integrating gender into climate responses is not only about fairness but also about enhancing effectiveness and sustainability. Using regional and Pacific examples, the session demonstrates the concrete linkages between gender and key climate issues, such as energy, water, agriculture, and disaster risk reduction.

## 2. Takeaways

By the end of this session, participants will be able to:

- Understand how gender roles, social norms, power relations, and structural inequalities shape vulnerabilities to climate change, and how different groups experience climate impacts differently,
- Understand and apply concepts of intersectionality, human-rights based approach and the Leave No One Behind principle, and recognize why an intersectional gender lens is essential in operationalising these frameworks in climate planning,
- Examine examples of gendered climate impacts and explore practical programmatic approaches that help address these inequalities.



Photo by M-Production / Adobe Stock

## 3. Suggested Activities

**Session run time:** 75 minutes

| Time | Activity | Method | Resources |
|---|---|---|---|
| | | **Opening and Recap** | |
| 10 min | Introduction and recap of Session 1.1 | Short plenary recap and transition | **Slide:** Session Overview |
| | | **Part 1 – Gendered Dimensions of Climate Change** | |
| 20 min | Power Walk Exercise & Presentation – Gendered Impacts of Climate Change | Facilitator presentation using Pacific regional examples | **Presentation slides titled:** "Power walk"; "Plenary Debrief"; "Intersectionality Lens to Gender"; "Climate Change is NOT Gender Neutral"; "Human Rights Based Approach (HRBA)"; and "Leave No One Behind (LNOB) |
| | | **Part 2 – Linking Gender Inequality and Climate Vulnerability** | |
| 20 min | **Reflection and Discussion:** Who is Most Affected? | Facilitator Presentation | **Presentation slides titled:** "Operationalizing the HRBA and LNOB with a Gender Lens"; and "Need for Gender Equality in Climate Action" |
| | | **Part 3 – Group exercise and Closing** | |
| 15 min | Gender and Climate Impact Exercise | Group exercise | Exercise instructions found in facilitator guide section |

## 4. Suggested Documents/Materials

- Session slides (Module 1 – Session 1.2)
- Boxes V and VI: Illustrative Pacific data and examples
- Handout: Gender and Climate Linkages reflection questions
- Flipcharts or whiteboard for visual mapping
- Markers or virtual sticky notes for group exercises



Photo by Worranam2w / Adobe Stock

## 5. Facilitator Guide

### Opening and Recap

| | |
|---|---|
| **PPT Reference:** | Module 1 ⍰ Session 1.2 |
| **Refer to slides titled:** | Session 1.2 Interlinkages between Gender and Climate Change |

- Begin by revisiting the key points from Session 1.1: that gender is socially constructed, dynamic, and shapes access to power and resources.
- Transition to climate by noting that these same social structures determine how people experience climate risks and opportunities.
- Introduce the session's objective: to examine how gender and climate intersect and why this intersection matters for resilience, adaptation, and sustainable development.

### Part 1 ▸ Power Walk Exercise & Gendered Dimensions of Climate Change

| | |
|---|---|
| **PPT Reference:** | Module 1 ⍰ Session 1.2 |
| **Refer to slides titled:** | "Power walk"; "Plenary Debrief"; "Intersectionality Lens to Gender"; "Climate Change is NOT Gender Neutral"; "Human Rights Based Approach (HRBA)"; and "Leave No One Behind (LNOB)" |

- Participants engage in a power walk exercise to understand how intersecting identities shape people's ability to experience, cope with and respond to the impacts of climate change.
- Participants share their observations in plenary.
- Explain that climate change impacts are not experienced equally.
- Discuss how pre-existing inequalities—such as limited access to land, credit, information, and decision-making—make certain groups, especially women, more vulnerable.

1. **Power Walk Exercise**

   Frame this exercise as an interactive way to further understand and delve deeper into the concept of vulnerabilities and how intersecting identities further marginalize women and girls and other diverse groups to climate impacts. Participants step into the shoes of different characters and embody their roles and lived realities and imagine themselves in situations of climate emergencies. This allows them to experience how identity, power, and circumstance shape a person's ability to respond to climate shocks.

Frame this exercise as an interactive way to further understand and delve deeper into the concept of vulnerabilities and how intersecting identities further marginalize women and girls and other diverse groups to climate impacts. Participants step into the shoes of different characters and embody their roles and lived realities and imagine themselves in situations of climate emergencies. This allows them to experience how identity, power, and circumstance shape a person's ability to respond to climate shocks.

**Facilitator prompt**

The Power Walk exercise is intended as a participatory entry point for participants to explore how gender and other identity factors influence people's vulnerability, agency and roles in climate impacts, setting the stage to delve deeper into the linkages between gender and climate change.

Instructions:

1. Bring all participants to the open space and ask for a **few volunteers**. The remaining participants will be **observers**. Ask each volunteer to pick a chit from the bowl and tell them to keep the information on their assigned role a secret for now.

2. Debrief the volunteers and ask them to imagine themselves in the assigned role, thinking about what kind of home and place they would have been living in, what type of facilities they have at home, what would be their education qualifications, occupations, monthly incomes, social status.

3. Ask the observers to notice the behavior of the volunteers and try to guess what would be the probable gender and social profile of the person.

4. Tell everyone that you will read a statement and if the volunteer thinks that that statement applies to them positively, they take a step forward, otherwise they just remain where they are. Tell them that there are no right or wrong answers and to make a choice based on what they think applies best for the role assigned to them in their country.

5. Read the scenario to the volunteers and observers.

You belong to a small community preparing for an incoming coastal flooding. Your ability to prepare, respond, and move to safety depends on the opportunities, responsibilities and barriers your character faces. When the facilitator reads each statement, if it applies to your character, take a step forward.

Distribute the following identity cards randomly per volunteer:

1. A woman program officer, age 42, with two children, living in a coastal town where her husband travels frequently for work.

2. A woman farmer, age 35, managing a small plot of land with her husband and supporting her extended family.

3. A young woman, age 16, recently married, living with her husband's family and caring for her baby.

4. A local police officer, age 45, married with two children, working long shifts near the township.

5. A man, age 35, who studied abroad and now works for an international organization in the main island's capital.

6. A man, age 54, with limited mobility, living with his adult children in a village some distance from the main road.

7. A 50-year-old village leader living alone in a coastal settlement after his family moved to another island for work.

8. A queer young adult, age 27, working at a local resort and renting a room near the town center.

9. A woman, age 29, who uses a mobility aid and lives with her sister's family close to the shoreline.

10. A woman, age 38, who only speaks the local dialect and sells produce and prepared food at the local market and helps support her household.

11. A man, age 47, who operates a small transport boat between nearby villages and is often on standby during the week.

12. A grandmother, age 63, caring for grandchildren while her adult children work in another province.

13. A youth volunteer, age 19, active in community activities and living with extended family.

14. A woman, age 44, running a small home-based business in an area that becomes busy during market days.

15. A man, age 31, working in the tourism sector and supporting younger siblings who live with him.

**Power Walk Statements:**

1. You receive early warning through radio, phones and national news.

2. You have a place where you can safely store important belongings.

3. People often rely on you for help or information during emergencies.

4. Your income will still continue even if floods disrupt everyday life.

5. You can independently move without needing assistance.

6. You can easily swim or move through shallow floodwater.

7. You can afford to keep basic emergency supplies at home.

8. You feel comfortable to stay in shared evacuation centers, without any fear or safety and security risk.

9. You have participated in disaster preparedness or safety training.

10. You understand official alerts and warnings issued in the national language.

11. You have access to essential items like medication, water containers and food.

12. You are confident that local authorities and security will respond to your needs and concerns quickly.

13. You have access to transport that can take you to higher ground quickly.

14. You can move around during emergency evacuations, understand instructions and easily communicate.

15. You have a reliable support network during emergencies.

To end the activity: Tell participants that was the last statement and ask them to stay frozen where they are so that we can see what has happened.

First, ask the observers to guess the profile of the person, based on their response to the Statements and reflect on the following questions:

- What patterns did you notice in how people moved?
- What do you think influenced the differences between those in front and those at the back?
- Based on the movements, what kind of character do you think each volunteer might be?
- Did anything surprise you about how the characters responded?
- What does this exercise show about how the same climate event affects people differently?

After reflections from the observers, invite volunteers to reflect on the following guiding questions. Start with the person who reached the front line and then move to the person who remained furthest behind. This helps the group hear both ends of the experience and understand how different levels of access and barriers shape outcomes.

- What influenced the decisions you made as your character?
- How did it feel to move forward or to stay behind?
- Did any statement make you pause or feel unsure? Why?
- What was challenging for your character in preparing for the coastal flood?

**Learning Output:** By the end of this exercise, participants will be able to identify how gender, social norms, and intersecting identity factors influence response during climate-related emergencies, and reflect on how these assumptions shape who is prioritized, who is overlooked, and why an inclusive approach is essential to ensure no one is left behind in climate and disaster planning.

2. **After concluding the powerwalk exercise:**
   - Present Box VII and Box VIII with specific examples showing how gendered roles shape climate vulnerability and adaptive capacity.
     - » For instance, women in coastal communities dependent on fisheries face livelihood loss due to coral bleaching and are often excluded from recovery programs.
     - » Men, on the other hand, may face increased pressure to migrate for work or engage in riskier fishing practices during resource decline.
   - Move on to the slides on intersectionality and begin explaining the concept and highlighting how impacts can vary within gender groups due to factors such as age, ethnicity, geographical location, disability, livelihood status.
   - Ensure to emphasize that climate change is not gender neutral and that climate change can impact women and men in different ways (while keeping an intersectional approach).
   - Emphasize that these differences are not biological but socially constructed and therefore can be changed through policy and project design. Provide examples as shown in the presentation (e.g., limited access to information, discrimination in resource rights, cultural limitations, etc.)
   - Link this to the Human Rights Based Approach (HRBA) by explaining how unaddressed climate impacts threaten a right to life and dignity, as well as the concept of Leave No One Behind, which strives to end the discrimination and inequalities that exclude people from realizing their full potential.

## Key Concepts and Theory for Part 1 - Power Walk Exercise & Gendered Dimensions of Climate Change

In many societies, vulnerability to disasters, including climate-related events, differs for women and men. Women are often more vulnerable through their socially constructed roles and responsibilities and because they lack adequate power and assets.

Women frequently carry multiple roles as food producers and providers, guardians of health, caregivers, and economic actors. As access to assets and natural resources such as shelter, food, land, water and fuel becomes hampered, particularly women's workload increases. This reduces time for education, training, income generation or participation in governance.

Climate change affects women's and men's:

- **Productive tasks:** agriculture, animal husbandry, forestry, fisheries/aquaculture, wage labour and self-employment.
- **Reproductive tasks:** childbearing, child-and elderly-care, household labour, education and health care.
- **Community and social participation:** engagement in local organizations, leadership and decision-making.

### Box VIII Gendered Vulnerabilities of Climate Change – Evidence from Samoa

In Samoa, an estimated 19 per cent of women compared to 15 per cent of men reported a decline in personal income due to disasters in the past 12 months. Women were more likely than men to report impacts across almost all types of livelihoods, from job loss to damaged crops or livestock disease. For 8 out of every 10 women whose livestock died or became seriously ill, livestock was the main source of income, compared to 6 out of 10 men. Men were more able to diversify income and access different resources, reducing their vulnerability to climate change and disasters.

(UN Women, 2023)

### Box IX Gendered Vulnerabilities of Climate Change – Evidence from Tonga

In Tonga, women are more likely to sacrifice their nutrition to cope with climate change: 14 per cent of women compared to 11 per cent of men ate less due to lack of food or income to buy food. To cope with increased health burdens linked to climate change, 62 per cent of women compared to 56 per cent of men spent more time caring for family members. Women already carry the heaviest domestic work burden (cooking in 74 per cent of households, cleaning in 75 per cent, shopping in 62 per cent). Due to climate change, 54 per cent of women compared to 52 per cent of men reported an increase in domestic workload, further exacerbating unequal distributions of domestic work.

(UN Women, 2022)


Photo by M-Production / Adobe Stock

## Beyond Women's Empowerment – Towards Gender Equality

Ensuring gender equality in climate action requires moving beyond a narrow focus on "women's empowerment" to addressing structural discrimination affecting:

- Women and girls.
- LGBTIQ individuals, who face sex- and gender-based discrimination.
- Women facing compounded discrimination due to age, ethnicity, disability, socio-economic status, indigeneity, etc.

**Intersectionality** recognizes that identity markers such as gender, age, ethnicity, disability, class, sexual orientation and others do not exist separately but intersect, creating complex, overlapping forms of oppression. Intersectional analysis acknowledges that people can be disadvantaged by multiple, simultaneous forms of discrimination.

**Human Rights-Based Approach (HRBA)** is a conceptual and operational framework for development that is based on international human rights standards and directed toward promoting and protecting human rights. It focuses on analysing inequalities at the heart of development problems and redressing discriminatory practices and unjust distributions of power that lead to groups being left behind (UNSDG).

**Leave No One Behind (LNOB)** is the central promise of the 2030 Agenda for Sustainable Development. LNOB calls not only for reaching the poorest, but for ending discrimination and inequalities that prevent people from realising their full potential. It compels attention to intersecting inequalities that undermine people's agency as rights holders.

## Part 2 ▸ Linking Gender Inequality and Climate Vulnerability

| | |
|---|---|
| **PPT Reference:** | Module 1 ⍰ Session 1.2 |
| **Refer to slides titled:** | "Operationalizing the HRBA and LNOB with a Gender Lens"; "Need for Gender Equality in Climate Action" |

1. **Transition to operationalizing HRBA and LNOB through a gender lens**

- Once having explained the HRBA and LNOB, begin discussing how one might operationalize it through a gender lens. Specifically, by setting aside gender biases, assessing unexamined attitudes about men and women, and reinforce the use of gender analyses to access implications of any planned action, including legislation, policies and programs for men and women and across other gender and social identities.

2. **Provide Examples on inequalities**

- Although not shown in the presentation, feel free to provide examples on how gender inequalities can cut across different sectors. Examples could include:

  » **Energy:** Women's time poverty limits access to training and employment in renewable energy value chains. Men and boys are often channeled into high-risk technical and construction roles (e.g., line work, heavy labor, emergency repairs), increasing exposure to injury and heat stress—especially during extreme weather and disaster recovery.

  » **Water:** Unequal control over water points increases unpaid care burdens. Men and boys may take on longer-distance water transport in some contexts, increasing physical strain and opportunity costs (time away from school, paid work, or livelihood activities), especially during drought.

  » **Agriculture:** Women farmers often lack land rights and access to climate information, extension services or resilient seeds. Men may face pressure to "provide" when crops fail, pushing riskier livelihood strategies (migration for work, debt, unsafe labor), while boys may be pulled from school to support household income or farm labor.

  » **Disaster Risk Reduction (DRR):** Gender-blind evacuation planning can leave women, children, elderly, and persons with disabilities (PWDs) behind. Men and adolescent boys may be expected to carry out search-and-rescue, asset protection, or high-risk response tasks with limited training or protection, and may be less likely to seek psychosocial support after disasters due to masculine norms.

- Emphasize that understanding these linkages helps teams design gender-responsive climate action. Gender is not synonymous with women: gender analysis examines how social roles and power relations shape different risks, responsibilities, and opportunities for women and men—so climate action can protect and benefit everyone more effectively.

3. **Describe gender equality objectives in climate action**

- Conclude by discussing how gender equality in climate action (through a gender analysis) helps achieve four key objectives; identifies all relevant target groups and stakeholders, achieves greater outputs with the allocated resources, identifies and reduces inequalities, and leads to long-term social and economic development.

**Facilitator prompt**

"In your sector, what are the most visible gender-climate linkages you see? How do they affect outcomes?"
Encourage sharing of concrete examples from participants' work, especially where gender-responsive approaches improved project results.

## Key Concepts and Theories for Part 2 – Linking Gender Inequality and Climate Vulnerability

Critical factors contributing to women's heightened vulnerability include (Dankelman, 2010):

- Loss of women's access to and control over natural resources and ecosystems such as land, water, energy sources and minor forest products.
- Loss of access to and control over other sources of production, such as knowledge, technology, schooling and training.
- Loss of safe housing and living environments.

Consequences include:

- Adverse impacts on health, survival, welfare and human rights.
- Significant increases in work burdens.
- Limited development opportunities.
- Rising poverty.
- Reduced autonomy and decision-making power.

Poor rural and urban women, women from ethnic minorities or remote areas are often more vulnerable than women from better-off households. Many women continue to face discrimination in education, health, employment and resource ownership and are under-represented in power and decision-making roles.

**Box X** **Differential Impacts of Tropical Cyclone Pam on Women in Vanuatu**

Tropical Cyclone Pam (2015) destroyed green vegetation and food and cash crops in Vanuatu. While both women and men lost agricultural produce, women faced specific challenges in providing adequate food and income for their families. Women reportedly reduced their own food intake to stretch remaining supplies.

The Government lifted a seasonal ban on sandalwood harvesting, enabling men to salvage and sell broken sandalwood. Men also benefited from selling fresh kava, a main cash crop controlled by men. Women, however, lost food crops and related livelihoods, including vending cooked food and weaving from pandanus, which was severely damaged. The impact on pandanus, not considered an agricultural commodity, received limited policy attention. Increased childcare burdens due to damaged kindergarten infrastructure further reduced women's time for rebuilding livelihoods.

(UN Women, 2016)

**Need for Gender Equality in Climate Action**

Gender equality is both a **human rights** obligation and a **development goal**. Climate change can heighten gender inequality and increase violence against women, child marriage and trafficking, all serious human rights violations (UN Women, 2016). HRBA demands that protection of these rights be central to climate adaptation, disaster risk reduction and resilience-building programmes.

Ignoring gender and LGBTIQ people in climate and DRR policies means neglecting large segments of the population whose wellbeing climate policies aim to improve, contradicting the LNOB commitment. Women and girls, among the most marginalized in many societies, need to be central to climate action.

Applying a gender lens is not charity; it is "smart economics" (World Bank, 2012). Gender inequalities and gender roles shape adaptation choices, needs and opportunities for women and men. Excluding women from planning leads to male-biased programmes and inefficient resource allocation.

**Examples of inefficiencies when gender is ignored:**

- Assuming men are the main farmers leads to agriculture training targeting men only, despite women performing more than half of agricultural operations, resulting in maladaptation and reduced productivity (GGCA & UNDP, 2016).

- Diverting water for cash crops based on men's preferences can increase food insecurity and women's unpaid care work (fetching water), reducing their time for income-generating activities and undermining development and poverty reduction goals.

The importance of ensuring gender equality in climate action can be summarised in four parameters (ADB, 2015):

- **Effective:** identifies all relevant target groups and stakeholders.

- **Efficient:** achieves greater outputs with allocated resources.

- **Equitable:** identifies and reduces inequalities.

- **Sustainable:** leads to long-term social and economic development.

**Box XI** **EmPower – Women for Climate-Resilient Societies Programme**

In Cambodia, women farmers improved household and community resilience through access to renewable energy technologies. Solar-powered water pumps enabled year-round production, reduced fuel costs, improved health and stabilized income despite climate shocks. These benefits strengthened agricultural productivity and reduced long-term recovery costs.

The EmPower program provided targeted financing and technical support to women entrepreneurs, addressing barriers such as lack of collateral and limited access to credit and climate-smart technologies. It demonstrated that gender-responsive climate solutions drive higher productivity, lower operational costs and more resilient local economies, delivering measurable economic gains and advancing women's resilience and leadership in climate action.

(UN Women and UNEP, 2024)

## Part 3 ▸ Group Exercise and Closing

| | |
|---|---|
| **PPT Reference:** | Module 1 ▯ Session 1.2 |
| **Refer to the instructions below for the group exercise or for an additional exercise refer to slide titled:** | "Group Work" |

- Divide participants into small groups based on sectors (Agriculture, Energy, Infrastructure, Water).
- Ask each group to map how gendered roles, norms, and access patterns connect with specific climate impacts or responses in their specific sector context.
- Each group must select two priority examples and map how gendered roles, norms, access patterns shape differentiated impacts.
  For example:
  - » Water scarcity ▯ women walk farther ▯ less time for income-generating work ▯ reduced resilience.
  - » Climate finance programs ▯ require land titles ▯ women excluded from access.
- Groups draw linkages on flipcharts or virtual whiteboards.
- After 10 minutes, invite 1–2 groups to share their diagrams in plenary.
- Summarize patterns: gender roles often shape both vulnerability and the potential for leadership in climate action.
- Allow the groups to present to the plenary and summarize key points that emerged from the discussion.
- The presentation provides an alternative group exercise if needed. This will require creating a case study within your workshop's region/country context and asking questions on climate challenges to specific vulnerable groups, structural barriers that amplify impacts, programme support within the case study's context that could help these groups cope and recover.
- Close the session by previewing the following session (1.3), which will explore the policy and institutional frameworks that guide gender-responsive climate action, linking these concepts to global and regional norms and standards.

**Facilitator prompt** Keep the exercise simple. The goal is not to produce perfect diagrams but to help participants visualize how social inequalities and environmental factors interact.

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SESSION 1.3

# Gender Equality and Climate Change – Global, Regional, and National Norms and Standards

## 1. Overview

This session introduces participants to the global, regional, and national frameworks that shape gender equality and climate change action. It situates gender-responsive climate programming within broader international commitments, highlighting how these frameworks translate into obligations, standards, and opportunities for projects and programs in the Pacific context. The session connects the principles explored in earlier sessions to policy mandates, ensuring that participants understand not only why gender matters but also how it is embedded in the international climate governance architecture.

Participants will examine key global conventions and policies such as the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), the Beijing Platform for Action, the Sustainable Development Goals (SDGs), the United Nations Framework Convention on Climate Change (UNFCCC) Gender Action Plan, and the Paris Agreement. These are complemented by regional and national gender equality frameworks, including the Pacific Leaders Gender Equality Declaration (PLGED), the Pacific Platform for Action (PPA), and national gender and climate policies. Through discussion and reflection, participants will see how these frameworks create accountability and opportunities for gender integration in climate investments.

## 2. Takeaways

By the end of this session, participants will be able to:

- Build understanding of the global, regional and national frameworks that guide gender-responsive climate action.
- Clarify the commitments Pacific countries have made under international agreements, and how these obligations shape national climate policies and planning.



Photo by M-Production / Adobe Stock

## 3. Suggested Activities

**Session run time:** 75 minutes

| Time | Activity | Method | Resources |
|---|---|---|---|
| Part 1 – Opening and Transition | | | |
| 10 min | Introduction: Setting the Scene | Mini lecture connecting previous sessions to global frameworks | Presentation slides titled 1.3 Gender Equality and Climate Change – Global, Regional, and National Norms and Standards |
| Part 2 – Global Norms and Frameworks | | | |
| 20 min | Presentation – Global Frameworks | Facilitator presentation on CEDAW, Beijing Platform, SDGs, and UNFCCC Gender Action Plan | Presentation slides titled United Nations Framework Convention for Climate Change (UNFCCC); Evolution of Gender in UNFCCC; UNFCCC Gender Action Plan; Gender Equality Frameworks - CEDAW; CEDAW – Recommendations; Gender Equality Frameworks – Beijing Declaration and Platform for Action |
| Part 3 – Regional and National Frameworks | | | |
| 15 min | Presentation – Regional and National Frameworks | Facilitator presentation linking Pacific regional declarations and national policies | Presentation slides titled Regional Framework; National Frameworks; Pacific Countries that have submitted their NDC 3.0; Gender Integration in NDCs; Building Blocks for Integrating Gender in NDCs; LT-LEDS |
| Part 4 – Plenary Discussion and Closing | | | |
| 10 min | Discussion and Summary | Facilitated plenary discussion | None |

## 4. Required Documents / Materials

- Session slides (Module 1, Session 1.3)
- Boxes VII–VIII: Key excerpts and examples from major frameworks
- Handout: Policy and Framework Mapping Table (for group reflection)
- Flipcharts or virtual whiteboard for summary discussion
- Markers or sticky notes for participant mapping exercise

# 5. Facilitator Guide

## Part 1 ▸ Opening and Transition

| | |
|---|---|
| **PPT Reference:** | Module 1 ⍰ Session 1.3 |
| **Refer to slides titled:** | 1.3 Gender Equality and Climate Change – Global, Regional, and National Norms and Standards |

- Begin by recalling that previous sessions focused on *what gender is* and *how it interacts with climate change.*
- Explain that this session now explores *where the mandates for gender integration come from*—the policy and legal frameworks that guide all climate and development work.
- Emphasize that understanding these frameworks helps practitioners align projects with government priorities, donor safeguards, and international standards.

## Part 2 ▸ Global Norms and Frameworks

| | |
|---|---|
| **PPT Reference:** | Module 1 ⍰ Session 1.3 |
| **Refer to slides titled:** | United Nations Framework Convention for Climate Change (UNFCCC); Evolution of Gender in UNFCCC; UNFCCC Gender Action Plan; Gender Equality Frameworks - CEDAW; CEDAW – Recommendations; Gender Equality Frameworks – Beijing Declaration and Platform for Action |

1. **Introduce the UNFCCC and its gender considerations**

- Begin the session by setting the scene with the United Nation's Framework Convention for Climate Change (UNFCCC) and explain its objective, legal framework, its related agreements, and its evolution
- Continue by illustrating the gender elements of the UNFCCC, specifically the UNFCCC's **Gender Action Plan (2019–2024) and Belem Gender Action Plan (2026-2034) and how it** institutionalizes gender integration in all climate decision-making, capacity building, and finance mechanisms.

2. **Continue to Global Gender Equality Frameworks**

- After explaining gender and UNFCCC, move on to Global Gender Equality Frameworks, namely **CEDAW (1979)**: The foundational treaty guaranteeing women's rights in political, economic, and social life, and the **Beijing Platform for Action (1995), which** sets strategic objectives for gender equality across 12 critical areas, including environment and sustainable development.
- **Conclude the global frameworks section with the Sustainable Development Goals (2015):** Especially SDG 5 (Gender Equality) and SDG 13 (Climate Action), which together highlight that climate solutions must be inclusive.
- Emphasize that these frameworks create both **legal obligations** and **practical guidance** for countries and development partners to integrate gender in climate-related planning, budgeting, and monitoring.

**Facilitator prompt**

"Which of these frameworks does your organization or government most often refer to when integrating gender into climate work? How do they influence your project design or reporting?"

Encourage short participant responses to demonstrate familiarity and highlight how these frameworks shape operational requirements for climate projects.

## Key Concepts and Theories for Part 2 – Global Norms and Frameworks

### Gender in the UNFCCC Process

Environmental concerns and climate change have been on the international policy agenda since the early 1970s, beginning with the 1972 UN Conference on the Human Environment and the first World Climate Conference (1979). The IPCC was established in 1988. These efforts led to the 1992 UN Conference on Environment and Development (the Earth Summit) and the adoption of the **United Nations Framework Convention on Climate Change (UNFCCC)** (UNFCCC, 1992).

The UNFCCC provided a legal framework for climate agreements adopted at annual Conferences of the Parties (COPs). Its primary objective is to stabilize greenhouse gas emissions to prevent dangerous human-induced climate change. Key outcomes include:

- **Kyoto Protocol** (came into force in 2005).
- **Bali Action Plan** (2007).
- **Paris Agreement** (2015).

The UNFCCC has gradually recognized the specific vulnerabilities of developing countries and the importance of sustainable development. A shift from a purely top-down approach towards more bottom-up processes has opened space for civil society and women's organizations, leading to stronger emphasis on gender equality.

Initially, the UNFCCC had no explicit gender mandate. COP 7 in Marrakesh (2001) adopted the first text on gender equality and women's participation and mandated that National Adaptation Programs of Action (NAPAs) be guided by gender equality. COP 16 in Doha (2012) recognized gender equality and women's participation as elements of effective climate action.

Since then, gender concerns have guided many UNFCCC decisions. The COP now has a **standing agenda item on gender and climate change**, and numerous decisions seek gender balance and increased women's participation in climate negotiations and bodies.

The **Paris Agreement (2015)** acknowledges in its preamble that Parties should respect, promote and consider obligations on human rights, including the rights of indigenous peoples, local communities, migrants, children, persons with disabilities and people in vulnerable situations, as well as gender equality, women's empowerment and intergenerational equity (UNFCCC, 2015). It stresses that adaptation, capacity building and related actions should be gender-responsive, participatory and transparent, considering vulnerable groups and ecosystems (UNFCCC, 2015).

A landmark gender decision came with the **Lima Work Program on Gender (LWPG)** during COP 20 in 2014 (UNFCCC, 2014). COP 23 adopted the **UNFCCC Gender Action Plan (GAP)** under the LWPG (UNFCCC, 2017). COP 25 adopted an enhanced LWPG and GAP (UNFCCC, 2019). At COP 29 in 2024, Parties extended the enhanced LWPG for 10 years and initiated the process of developing a new Gender Action Plan for adoption at COP 30. The Belem Gender Action Plan was adopted at COP30 for the period 2026-2034 to implement the vision of the enhanced LWPG (UNFCCC, 2025).

### UNFCCC Gender Action Plan (GAP)

The Gender Action Plan includes objectives and activities under five priority areas to mainstream and advance gender-responsive implementation across climate processes:

- **Priority Area A:** Capacity-building, knowledge management and communication.
- **Priority Area B:** Gender balance, participation and women's leadership.
- **Priority Area C:** Coherence (ensuring coherence across bodies and processes).
- **Priority Area D:** Gender-responsive implementation and means of implementation.
- **Priority Area E:** Monitoring and reporting.

## Part 3 ▸ Regional and National Frameworks

| | |
|---|---|
| **PPT Reference:** | Module 1 ⍰ Session 1.3 |
| **Refer to slides titled:** | Regional Framework; National Frameworks; Pacific Countries that have submitted their NDC 3.0; Gender Integration in NDCs; Building Blocks for Integrating Gender in NDCs; LT-LEDS |

- Within your workshop's regional/country context, showcase a relevant regional climate policy and outline how gender and social inclusion had been integrated. For example, the presentation uses the **Framework for Resilient Development in the Pacific (FRDP, 2017–2030), which** emphasizes inclusive, gender-responsive climate and disaster risk management.
- Discuss how these frameworks create alignment between national policies and donor requirements.
- Present examples of **national frameworks** from Pacific countries:
  - » **Fiji:** National Gender Policy (2014) and Climate Change Bill (2021).
  - » **Vanuatu:** National Gender Equality Policy (2020–2030) and Climate Change & Disaster Risk Reduction Policy (2016–2030).
  - » **Tonga:** Joint National Action Plan on Climate Change and Disaster Risk Management (JNAP II).

**Facilitator prompt**

"How do your national gender and climate policies align with regional commitments? Where do you see opportunities to strengthen this link in your projects or ministries, or with other governments in the region?"



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## Key Concepts and Theories for Part 2 – Global Norms and Frameworks

### Regional Frameworks

Regional frameworks help coordinate climate and gender-related policies and actions.

**Framework for Resilient Development in the Pacific (FRDP)** (Pacific Islands Forum Secretariat, 2016)

- Integrates climate change and disaster risk management.
- Aims to reduce exposure to risk, support low-carbon development and improve disaster response and recovery.
- Encourages integrated approaches to manage risks, rationalize multiple funding sources, and mainstream risk into development planning and budgets.
- Recognizes the critical role of integrating gender considerations and advocates equitable participation of women and men in planning and implementation.
- Emphasizes inclusive decision-making, human rights-based approaches and sound financial management.

**2050 Strategy for the Blue Pacific Continent** (Pacific Islands Forum Secretariat, 2022)

Sets out a long-term vision to ensure Pacific peoples remain resilient to climate impacts and disasters and lead safe, secure and prosperous lives. It affirms the region's leadership role in global climate action.

**ASEAN Gender Mainstreaming Strategic Framework (2021–2025)** (ASEAN Secretariat, 2021)

- Provides a rights-based framework to integrate gender at all levels of planning, implementation and monitoring.
- Recognizes that women and girls are disproportionately affected by disasters due to pre-existing inequalities.
- Promotes women's leadership in climate-related and other sectors (health, finance, education, etc.).

**ASEAN Climate Change Strategic Action Plan (ACCSAP) 2025–2030** (under development)

- Aims to guide ASEAN's climate action, coordination, and journey toward a sustainable, net-zero future.
- Will provide regional guidance to harmonize commitments and accelerate adaptation and mitigation actions in line with ASEAN Climate Vision 2050.

### National Frameworks for Climate Change and Gender Mainstreaming

The **Paris Agreement** has catalyzed several national policy mechanisms to increase ambition in limiting warming and adapting to climate change.

**Nationally Determined Contributions (NDCs)**

- National climate commitments indicating how countries will reduce emissions and adapt to climate impacts.
- Submitted every five years with increasing ambition.
- NDCs are central to integrating climate action into all sectors.

UNDP and GGCA identify four building blocks for **gender-responsive NDCs** (UNDP & GGCA, 2016):

1. **National Analysis and Consultations**
   - Analyze gender trends and gather sex-, age- and disability-disaggregated data.
   - Identify key sectoral entry points.
2. **Institutional Frameworks and Coordination Mechanisms**
   - Assess gender equality frameworks and women's leadership.

3. **Alignment of National Policy and Planning Instruments**
   - Review gender integration in National Adaptation Plans (NAPs).
   - Support capacity building on gender.
4. **Monitoring and Evaluation**
   - Use disaggregated data in M&E.
   - Promote gender-responsive budgeting and finance mechanisms.

**National Adaptation Plan (NAP)** (UNFCCC, 2018)

- Established under the UNFCCC to guide comprehensive medium- and long-term adaptation planning.
- Country-driven, gender-sensitive, participatory and transparent.
- Encourages consideration of vulnerable groups and ecosystems and integration of climate risks into national decision-making.

**Long-Term Low Emission Development Strategies (LT-LEDS)** (UNFCCC, 2022)

- National strategy documents outlining low-GHG development pathways consistent with socio-economic goals.
- Provide long-term guidance to NDCs and align climate and development priorities.

## Global Gender Equality Frameworks

**Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW)** (United Nations, 1979)

- Core human rights treaty, ratified by most countries.
- Requires measures to address discrimination against women in climate change and disaster risk reduction policies and programs.
- Guarantees women's right to participate in decision-making processes related to climate and disaster risk reduction.

**General Recommendation No. 37 on Gender-related Dimensions of Disaster Risk Reduction in the Context of Climate Change** (CEDAW, 2018)

- Calls for gender-responsive, human-rights-based policies, legislation, plans, programs and budgets related to DRR and climate change.

**General Recommendation No. 39 on the Rights of Indigenous Women and Girls** (CEDAW, 2022)

- Recognizes the impacts of climate change and environmental degradation on indigenous women and girls.
- Emphasizes the need for their effective participation and free, prior and informed consent in climate-related activities.

**General Recommendation No. 40 on Equal and Inclusive Representation of Women in Decision-making Systems** (CEDAW, 2023)

- Highlights underrepresentation of women in decision-making processes.
- Recommends parity laws and transparent procedures, including in UNFCCC processes and climate-related decision-making on land use, natural resources and just transitions.

**Beijing Platform for Action (BPfA)** (United Nations, 1995)

- Comprehensive global policy framework on gender equality and women's empowerment.
- One of its 12 critical areas of concern is "Women and the Environment".
- Calls for:
  i. Active involvement of women in environmental decision-making at all levels.
  ii. Integration of gender concerns into sustainable development policies and programs.
  iii. Mechanisms to assess the gendered impact of development and environmental policies.

## Part 4 ▸ Plenary Discussion and Closing

1. **Facilitate a short discussion:**
   - "Which of these frameworks most influences your work?"
   - "What are the main challenges in translating these policies into action?"
- Conclude by summarizing that global, regional, and national frameworks provide the **mandate**, **accountability**, and **alignment** for all gender-responsive climate work.
- Reinforce that these frameworks are not theoretical, they are tools that guide resource allocation, reporting, and impact measurement.
- Transition to the next session, explaining that **Session 1.4** will focus on operationalizing these commitments through the **Gender Mainstreaming Continuum and Enablers**—linking policy intent to practice.

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SESSION 1.4

# Gender Mainstreaming Continuum and Enablers

## 1. Overview

This session introduces the Gender Mainstreaming Continuum and the enabling factors that support meaningful integration of gender and inclusion in climate and development programs. It builds upon the previous sessions, translating global and regional commitments into practical strategies for institutional and project-level action. The session helps participants understand where their organizations or projects currently stand on the gender mainstreaming spectrum—from gender-blind to gender-transformative—and how to move toward more inclusive and impactful approaches. Participants will explore project examples across the continuum and identify what distinguishes compliance-oriented actions from transformative ones. The session examines institutional enablers that make gender mainstreaming possible, including leadership commitment, resources, technical expertise, accountability systems, and data.

Participants will reflect on their own institutional environments and identify both barriers and opportunities for advancing gender-responsive and inclusive climate action.

## 2. Takeaways

By the end of this session, participants will be able to:

- Understand the core principles of gender mainstreaming and why it is essential for effective climate action
- Recognize the key enablers and approaches that enable meaningful gender integration in climate programs



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## 3. Suggested Activities

**Session run time:** 120 minutes

| Time | Activity | Method | Resources |
|---|---|---|---|
| 10 mins | Introduction and recap of Session 1.3 | Mini lecture linking policy frameworks to operational practice | **Presentation slides titled:** "Session 1.4 Gender Mainstreaming Continuum and Enablers" |
| **Part 1 – Gender Mainstreaming: Concept, Continuum and Enablers** | | | |
| 30 min | **Presentation – Gender Mainstreaming:** Concept, Continuum and Enablers | Facilitation presentation with project examples across the continuum | **Presentation slides titled:** Understanding Gender Mainstreaming; Understanding Gender Mainstreaming Continued; Gender Mainstreaming Continuum; Enablers for Gender Mainstreaming |
| **Part 2 – Gender Analysis as a Tool for Gender Mainstreaming** | | | |
| 40 min | Presentation – Gender Analysis as a Tool for Gender Mainstreaming | Facilitator Presentation and Discussion | **Presentation slides titled:** Gender Mainstreaming Tools – Across Project Cycle; Gender Analysis for Gender Mainstreaming; Gender Analysis Questions and Analysis Results; Moser Framework; Moser Framework Continued |
| **Part 3 – Group Work and Closing** | | | |
| 10 min | Group Work and Closing – Moser Framework | Plenary discussion summarizing key lessons | **Slide:** Annex I; Summary – Gender Mainstreaming Continuum and Enablers |

## 4. Suggested Documents/Materials

- Session slides: Gender Mainstreaming Continuum and Enablers
- Box IX: Institutional enablers and success examples
- Handout: Continuum Self-Assessment Table
- Flipcharts or virtual whiteboard for group reflection
- Markers or digital sticky notes for plenary discussion

# 5. Facilitator Guide

## Opening and Context Setting

| | |
|---|---|
| **PPT Reference:** | Module 1 ⍰ Session 1.4 |
| **Refer to slides titled:** | "Session 1.4 Gender Mainstreaming Continuum and Enablers" |

- Begin by revisiting the previous session's discussion on international and regional frameworks.
- Explain that these frameworks establish the "what" and "why" of gender integration, while this session focuses on the "how."
- Introduce the Gender Mainstreaming Continuum as a tool to assess progress and ambition in gender integration.
- Emphasize that the continuum applies across all sectors and institutions, from policy to project level.

**Facilitator prompt** "Think about your organization or a project you're involved in. How would you describe its current approach to gender and inclusion?"

## Part 1 ▸ Gender Mainstreaming: Understanding the Concepts, Continuum and Enablers

| | |
|---|---|
| **PPT Reference:** | Module 1 ⍰ Session 1.4 |
| **Refer to slides titled:** | Understanding Gender Mainstreaming; Understanding Gender Mainstreaming Continued; Gender Mainstreaming Continuum; Enablers for Gender Mainstreaming |

1. Explain Gender Mainstreaming
   - Begin the session with a definition of gender mainstreaming. Present the continuum diagram showing four categories:
     - » **Gender-blind:** Ignores gender differences; assumes interventions affect everyone equally.
     - » **Gender-sensitive:** Recognizes gender differences but does not actively address them.
     - » **Gender-responsive:** Identifies and addresses gender gaps with specific actions or components.
     - » **Gender-transformative:** Challenges and changes in unequal gender relations, norms, and power structures.
2. Highlight Gender Continuum
   - Use practical examples to illustrate each stage:
     - » **Gender-blind:** Infrastructure designed without considering women's safety or accessibility.
     - » **Gender-sensitive:** Collects sex-disaggregated data but takes no targeted action.
     - » **Gender-responsive:** Includes women in training programs or leadership roles.
     - » **Gender-transformative:** Shifts decision-making power, changes norms, or redefines gender roles.

   Highlight that most projects fall somewhere in between, and that movement along the continuum is a process, not an overnight change.

**Facilitator prompt**

"Which level best describes your organization's current approach? What would it take to move one level higher?"

Encourage participants to identify practical shifts that could make their projects more inclusive and transformative.

3. **Reflect on Enablers of Gender Mainstreaming**

- Transition by explaining that moving toward gender-transformative practice requires institutional support—policies and systems that make inclusion part of core operations.

- Summarizing key enablers identified across institutions and projects:

    1. **Leadership Commitment:** Senior champions and mandates that signal gender equality as a strategic priority.

    2. **Resources:** Dedicated budgets, staffing, and gender expertise to implement actions.

    3. **Capacity and Training:** Building staff skills and confidence to integrate gender in technical sectors.

    4. **Data and Evidence:** Collection and use of sex- and disability-disaggregated data to inform decisions.

    5. **Accountability:** Integration of gender indicators and reporting requirements into performance systems.

    6. **Partnerships:** Collaboration with women's organizations, civil society, and gender experts to sustain inclusion beyond projects.

- Illustrate with examples where enabling factors led to progress, such as ministries integrating gender focal points into climate coordination units or utilities adopting gender action plans with leadership support.

**Facilitator prompt**

"Which level best describes your organization's current approach? What would it take to move one level higher?"

Encourage participants to identify practical shifts that could make their projects more inclusive and transformative.



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## Key Concepts and Theory for Part 1 – Gender Mainstreaming: Understanding the Concepts, Continuum and Enablers

### What is Gender Mainstreaming?

Gender mainstreaming means that gender considerations are not an "add-on" but an essential part of all planning, design, implementation and monitoring.

- It focuses on unequal power, marginalization and invisibility.
- It aims to transform institutions, not just "add women".

Effective gender mainstreaming requires alignment of:

- Policies and strategies.
- Institutional cultures and structures.
- Adequate budgets and human resources.
- Sex-disaggregated data and gender analysis.
- Meaningful participation of diverse groups.

Gender mainstreaming is both a question of social justice and human rights, and a necessity for equitable and sustainable development. It seeks to transform unequal social and institutional structures so that organizations and policies become profoundly responsive to gender equality.

### Central principles:

- It is a strategy to achieve gender equality.
- It is relevant in all sectors and policy areas.
- It requires explicit attention to women, men and diverse gender identities, ensuring they can participate in, influence and benefit from development.
- It requires that the knowledge, concerns and priorities of women, men and gender-diverse people be integral to policymaking and planning.

Women are not a homogeneous group; gender mainstreaming requires an intersectional lens that considers age, disability, class, race, ethnicity, social status and other factors.

### Enablers for Gender Mainstreaming

Key enablers include:

- An institutional culture open to gender perspectives and self-assessment.
- Political commitment at the highest level.
- Understanding gender mainstreaming as a continuous, evolving responsibility.
- Availability and careful use of sex-disaggregated data, indicators and analysis.
- Adequate human and financial resources.

### Example: Gender Mainstreaming in DRR Policies in Fiji

The Women's Resilience to Disaster (WRD) program in Fiji has contributed to embedding gender equality and social inclusion in national disaster risk governance. A key result has been mainstreaming gender and inclusion in:

- The National Disaster Risk Reduction (NDRR) Policy.
- Community-Based Disaster Risk Management (CBDRM) Policy.

These policies were revised to integrate sex-, age- and disability-disaggregated data, gender indicators and inclusive planning frameworks, alongside capacity-building for government staff.

(UN Women, 2025).



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## Part 2 Gender Analysis as a Tool for Gender Mainstreaming

| | |
|---|---|
| **PPT Reference:** | Module 1 Session 1.4 |
| **Refer to slides titled:** | Gender Mainstreaming Tools – Across Project Cycle; Gender Analysis for Gender Mainstreaming; Gender Analysis Questions and Analysis Results; Moser Framework; Moser Framework Continued |

- Present figure I (as shown in the Key Concepts and Theory section, explaining that it illustrates how gender considerations are integrated across the full project cycle, without going into methodological details. Highlight gender analysis as a specific entry point.
- Explain that gender analysis provides an analytical foundation for institutions and projects to leverage enablers effectively.
- Present the core purpose of gender analysis and mention a range of analytical questions and frameworks exist to structure gender analysis. Introduce the Moser Framework as one of the approaches.
- To reinforce these concepts and framework, divide the participants for group work (Annex IV). They are expected to review the case study handout, discuss on the guiding questions and report back to the plenary.

# Key Concepts and Theory for Part 2 – Gender Analysis as a Tool for Gender Mainstreaming

## Gender Analysis

What is gender analysis and rationale of why we need to do it?

Gender Analysis is a key tool to allow programs to design actions that are equitable, inclusive and grounded in real needs. It helps identify key questions on who does what, who has access to and control, who makes decisions, who is most at risk, and how projects can address existing inequalities.

- examines the differences in women's and men's lives, including those which lead to social and economic inequity for women, and applies this understanding to policy development and service delivery.
- is concerned with the underlying causes of these inequities;
- aims to achieve positive change for women.
- Gender analysis helps to:
  - » Identify contextual constraints and opportunities in relation to gender equality.
  - » Review capacities of duty bearers to reach out equally to women and men, boys and girls, and to promote gender equality.
  - » Collect and analyze sex-disaggregated data.
  - » Understand that women and men are not homogenous groups and identify the different ways men and women experience challenges.
  - » Understand the ways in which gender intersects with ethnicity, race, age, disability and other social variables.
  - » Examine how power relations at the household level relate to those at the institutional, state, community and market levels.

Gender analysis recognizes that:

- women's and men's lives and therefore experiences, needs, issues and priorities are different;
- women's lives are not all the same; the interests that women have in common may be determined as much by their social position or their ethnic identity as by the fact they are women;
- women's life experiences, needs, issues and priorities are different for diverse ethnic groups;
- the life experiences, needs, issues, and priorities vary for different groups of women (dependent on age, ethnicity, disability, income levels, employment status, marital status, sexual orientation and whether they have dependents);
- different strategies may be necessary to achieve equitable outcomes for women and men and different groups of women.

There is no one way to conduct gender analysis, but this analysis set is comprehensive, and looks at a number of key areas:

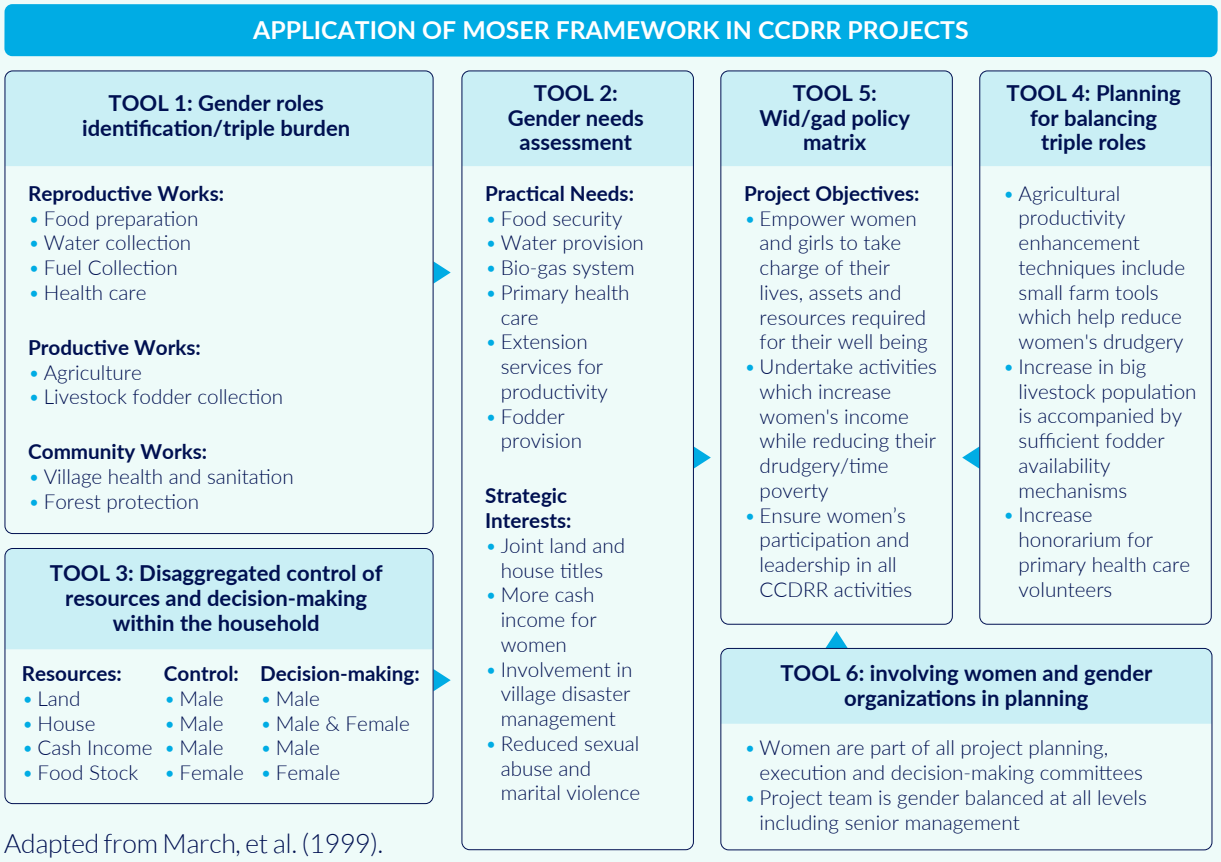
| Gender Analysis Questions | Analysis Results |
|---|---|
| Who does what and why? | Gender division of labor |
| How, and with what? | Access to resources |
| Who owns what? | Ownerships of assets |
| Who is responsible for what? | Roles and responsibilities |
| Who is entitled to what? | Rights |
| Who controls what? | Incomes and spending power |
| Who decides what? | Power |
| Who gets what? | Distribution |
| Who gains-who loses? | Redistribution |
| Why? | What is the basis for the rules, laws, norms, customs in this situation? |

- Increasingly, there is a push to intersectional analysis which broadens the gender analysis, to include elements of age/life stage, disability status, wealth quintile, race, ethnicity and more as presented above.

One practical way to conduct gender analysis is through the Moser Framework (March, et al., 1999), which helps unpack gender roles, access and control over resources, and the practical and strategic needs of women, men and diverse groups laying a strong foundation for gender-responsive and transformative climate programming. It has six tools, based on three fundamental concepts:

- Identification of gender roles and women's triple burden
- Practical Needs and Strategic Gender Interests
- Categories of Women in Development (WID) and Gender and Development (GAD) policy approaches.

Application of Moser Framework in climate change and disaster risk reduction projects




Adapted from March, et al. (1999).

Tool 1 on Gender Roles Identification will help identify women's triple burden of work. Link it with earlier sessions and note that although women, men, boys or girls can partake in all three types of work, men are less likely to be engaged in reproductive work (caring), and while women can be involved in productive activities, it is often less visible and less valued than men's work.

Tool 2 on Gender Needs Assessment: Emphasize distinction of two needs: Practical Needs (food security, water provision, heath) and Strategic Needs (engagement in decision making, access to legal mechanisms, asset ownership). Practical Needs assist women in their current activities without challenging the existing gender division of labor while strategic gender interests, if met, would enable women to transform existing power imbalances between women and men.

**These contribute to change in women's condition versus women's position.**

Tool 3 on Disaggregated control of resources and decision-making within the household relates to the allocation of resources (land, income, food stock) and who controls them and who makes the decision.

Tool 4 looks at the impact of a project intervention on women's triple work burden. Framework users must examine whether a planned program or a project will increase a woman's workload in one of her roles, to the detriment of her other roles.

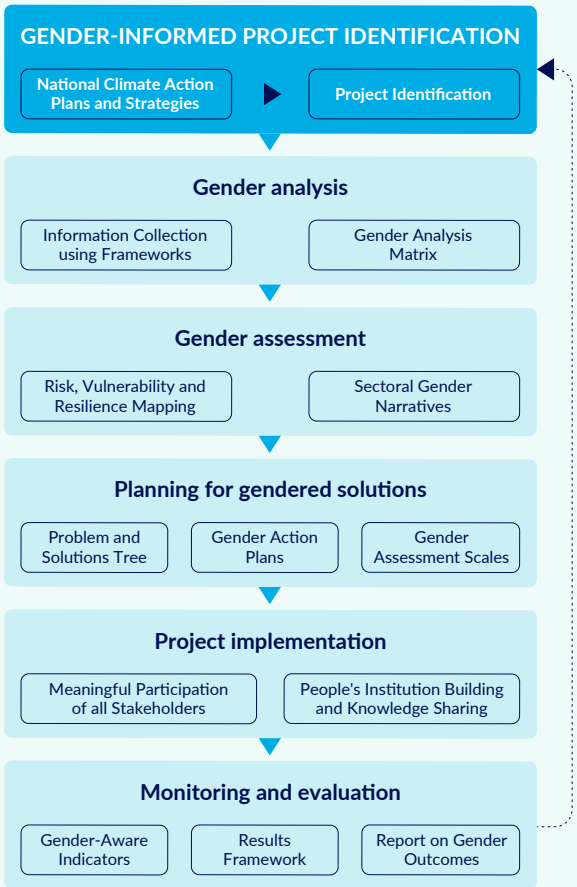
Tool 5 helps identify the approach that a project followed or (will follow) by asking to what extent different approaches meet practical and/or strategic gender needs.

Tool 6 is on engaging women and gender-aware organizations in planning processes, implementation, monitoring and evaluation.

**Gender practical gender needs VS strategic gender interests.**

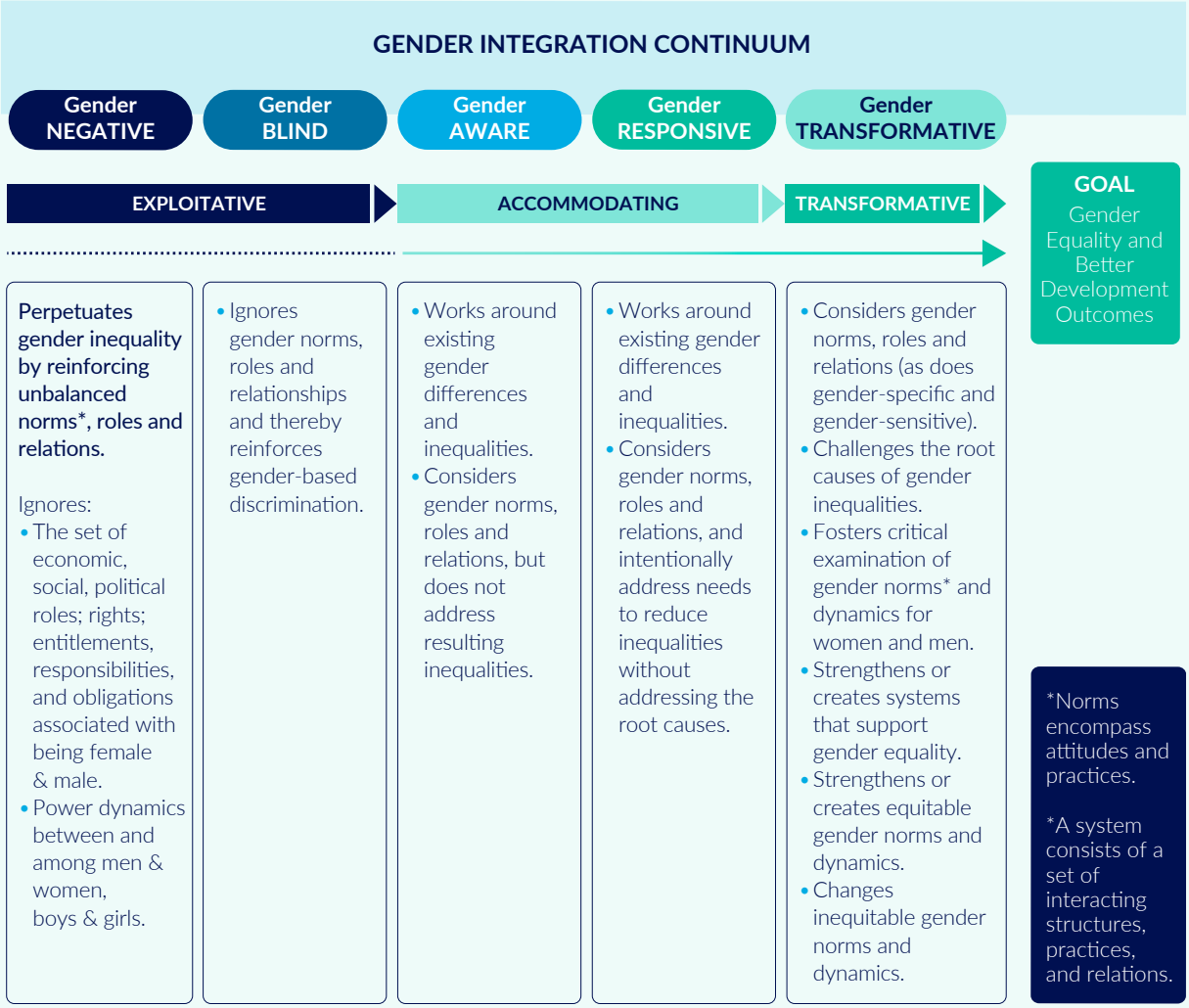
| Practical Gender Needs | Strategic Gender Interests |
|---|---|
| Immediate and short term | Longer term |
| Unique to particular groups of women and men | Common to most women or men |
| Relates to gender division of labor and daily needs | Relates to disadvantaged position |
| Easily identified | Not always easy to identify |
| Can be addressed through specific inputs | Can be addressed by increasing confidence, collective strength, consciousness raising, removing discrimination |
| Women as beneficiaries or participants | Focus on women as agents (or supports them to become agents) |
| Does not alter existing gender roles and relations | Can empower women and transform gender relations |

**Figure I:** Gender Mainstreaming Methodologies and Tools for Climate Projects




Adapted from Glemarec, et al., (2016).

**Figure II:** Gender Integration Continuum




(UNFCCC, 2025)

The gender integration continuum (Figure 2) can be used to assess the level of gender integration in climate-relevant policy tools and instruments. It consists of five categories that indicate the levels of gender integration in policy and program objectives and design and implementation features. It extends from gender blind to gender transformative. Interventions that are gender-blind or gender-neutral tend to reproduce harmful gender roles and norms and fail to take into account the diverse needs and experiences of women and girls and other vulnerable groups. Gender aware approaches acknowledge existing gender differences and inequalities.

A gender-responsive approach explicitly recognizes impacts of gender inequalities on women and girls and aims to address their needs and vulnerabilities. A gender-transformative approach addresses root causes of gender inequality and aims to promote programs that challenge the status quo, and attempts to eliminate any gender-based bias. Policymakers and programs should always aim to design transformative policies and programs.

## Part 3 ▸ Group Work and Closing

| Refer to Case Study: | "The Blue Futures Coastal Resilience Project" provided in table below |
|---|---|

1. **Group Work – Fictional Case Study**
   Introduce the fictional case on The Blue Futures Coastal Resilience Project and ask participants to individually review the case and connect it with the sessions earlier. Case study instructions can be found in the table below.

**Facilitator prompt**

Allow time for participants to review this fictional case study, which outlines the project's approach, outcomes, and the gendered context identified through a post-launch assessment. This will help them connect the practical example with the theoretical concepts covered earlier. Participants will then discuss their reflections in groups using the guiding questions provided at the end of the case.



Photo by M-Production / Adobe Stock

## Case Study — The Blue Futures Coastal Resilience Project

***Facilitators Note:*** *Allow time for participants to review this fictional case study, which outlines the project's approach, outcomes, and the gendered context identified through a post-launch assessment. This will help them connect the practical example with the theoretical concepts covered earlier. Participants will then discuss their reflections in groups using the guiding questions provided at the end of the case.*

### Project Background

The **"Blue Futures" Coastal Resilience Project** was initiated by an international NGO on the (fictional) low-lying island of **Blue Atoll**, a Pacific Island nation. The atoll is critically vulnerable to climate change, facing intense cyclones, sea-level rise, coastal erosion, and declining fish stocks due to coral bleaching.

The project's primary goal is to **bolster coastal resilience and secure local food sources** against climate shocks.

Its two main components are:

- **Mangrove Reforestation:** Establishing a "cash-for-work" program to plant mangrove nurseries and reforest 10 kilometers of eroding coastline, creating a "green" sea wall.
- **Establishment of a Locally Managed Marine Area (LMMA):** Supporting the community to designate a "no-take" (tabu) zone on the main lagoon reef to allow fish and marine invertebrate stocks to recover.

The project was designed after a one-day consultation with the **Village Council (Fono)**, which is traditionally composed entirely of men (chiefs and male heads of households).

### The Gendered Context (Baseline Assessment)

A post-launch gender assessment revealed the following pre-existing social dynamics on Blue Atoll.

- **Gendered Roles and Division of Labor**

On the atoll, resource use and responsibilities are highly segregated by gender and location (land, lagoon, open sea).

| Activity Domain | Predominant Role: Men | Predominant Role: Women |
|---|---|---|
| **Productive (Livelihood)** | • Open-sea fishing (tuna, marlin) using boats<br>• Harvesting for cash<br>• Operating boats and maintaining engines<br>• Deep-water spearfishing<br>• Making final decisions on selling major assets (e.g. Boats) | • Lagoon gleaning (collecting shellfish, crabs, seaweed, sea cucumbers) on the reef flats<br>• Shallow water net fishing<br>• Harvesting for household food/ subsistence<br>• Processing fish (drying, smoking, cooking)<br>• Managing small-scale root crop gardens (taro, cassava)<br>• Weaving mats for home use and for sale |
| **Reproductive (Unpaid Domestic Work)** | • Building and repairing houses/ structures<br>• Repairing fishing gear | • Cooking, cleaning and childcare<br>• Managing household water<br>• Caring for the sick and elderly<br>• Maintaining household food security |
| **Community** | • Attending and speaking at the Village Council (Fono)<br>• Holding all formal leadership and chiefly titles<br>• Making all community decisions on land and sea tenure | • Attending church groups and women's associations<br>• Organizing community events (weddings, funerals, festivals)<br>• Weaving fine mats (a source of cultural wealth) |

**Case Study** **The Blue Futures Coastal Resilience Project *(Continued)***

**Key Insight:** Men's activities are predominantly focused on the **open sea** and **cash economy**. Women's activities are focused on the **lagoon reef flat** and the **subsistence/household economy**. Women are responsible for daily family nutrition, which depends entirely on their access to the lagoon.

### Project Outcomes (After One Year)

The project's one-year review showed significant problems:

- **Mangrove Reforestation:** The "cash-for-work" program was viewed as formal, paid employment. The Village Council distributed all 40 paid positions to young men in the community. The chosen planting sites were the primary mudflats where women traditionally gleaned for specific types of shellfish. The planting activities made these areas inaccessible, but women were not paid or compensated for this loss.
- **LMMA (No-Take Zone):** The Village Council, in consultation with the (male) fishers, decided on the boundaries for the "no-take" (tabu) zone. To avoid conflict with their own open-sea fishing, they designated the **entire lagoon reef flat** as the no-take zone. This was the easiest area to monitor and did not impact men's high-value fishing.

As a result, **women were suddenly and completely banned** from their primary and most accessible food-gathering area. Men's fishing activities—and their income—continued unchanged. Household nutrition began to decline as women had no "plan B" for daily protein.

### Gender Analysis: Needs vs. Interests

This case demonstrates a critical failure to understand the gendered use of marine space, leading to negative outcomes for both the community and the project.

#### 1. Practical Gender Needs (PGNs)

These are needs related to **improving immediate living conditions** (the "here and now") within the existing gender roles. They don't challenge the roles themselves.

- **What were the women's PGNs?**
  - » Safe, reliable, and daily access to marine protein (shellfish, crabs) for their families.
  - » Reduced coastal erosion and storm surge, which threaten their homes (a goal shared with the project).
  - » Access to small, informal income from selling any surplus catch.
- **How did the project fail them?**
  - » It directly destroyed their ability to meet their PGNs by making their gleaning grounds a "no-take" zone and planting over other areas.
  - » It failed to offer an alternative, such as "cash-for-work" for women, or a different food source.
  - » It prioritized men's cash-based needs over women's subsistence-based needs, which are critical for family survival.

**Case Study** **The Blue Futures Coastal Resilience Project *(Continued)***

### 2. Strategic Gender Interests (SGIs)

These are needs related to transforming gender relations to achieve a more equal and equitable society. They challenge the causes of subordination.

- **What were the women's SGIs?**
  - » Having their "invisible" subsistence work (gleaning) recognized as a vital economic contribution.
  - » Having a formal voice in community decision-making about marine resources (i.e., a seat at the Fono or on a management committee).
  - » Challenging the assumption that only men's knowledge (of deep-sea) is relevant for marine management.
  - » Access to and control over economic resources (like the cash-for-work jobs).
- **How did the project fail them?**
  - » It reinforced gender inequality by exclusively consulting the all-male Fono, rendering women's knowledge and needs invisible.
  - » It channeled all economic benefits (cash-for-work) to men, increasing their economic power relative to women.
  - » It missed a crucial opportunity to create a co-management committee for the LMMA with mandated seats for women gleaners, which would have advanced their strategic interests.

### Guiding Questions for Group Discussion

- The project implementers said, "We consulted the official community leadership (Fono)." What was flawed in this consultation strategy?
- What 'gender blind' assumption did the project make about 'the community' and 'fishers'?
- How can the project be designed to meet women's Practical Gender Needs (PGN) while still achieving its conservation goals?
- How can the project also be designed to advance women's Strategic Gender Interests (SGIs)?
- What is the long-term risk to the climate resilience goal of this project if women are excluded and their food security is undermined?



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2. **Close the session**

- Summarize the discussion by reinforcing that gender mainstreaming is both a process and an outcome. Gender mainstreaming is not a checklist or a parallel activity but must be a part of the design process in climate action. Policies, programs must be grounded in gender analysis that unpacks gender inequality to its core and intentionally moves along towards transformation. Only then can shifts in both conditions and positions happen to achieve gender equality.

- Projects and organizations evolve along the continuum as capacity, commitment, and systems improve.

- The enablers discussed are the foundation for sustaining gender equality in climate and development programs.

- Encourage participants to reflect on one concrete action they can take in their role to strengthen gender mainstreaming in their projects or institutions.

- Close by explaining that the next module will build directly on this foundation, showing how to apply a structured GESI framework for integrating gender into climate investments.

**Facilitator prompt**

End with an energizing question or quote—e.g., "What would transformation look like if your institution fully embraced inclusion as part of climate resilience?"

## 6. Reference List


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MODULE

2

From Concepts to Practice

# Applying GESI in Climate Investment Design

## Objective

Module 2 focuses on operationalizing gender equality and social inclusion (GESI) in climate projects. Building on the conceptual foundations established in Module 1, this module guides participants through the full project preparation cycle—from conducting a structured GESI analysis, to developing Gender Action Plans (GAPs), aligning with donor requirements, designing results frameworks, collecting high-quality field evidence, and drafting strong Terms of Reference (ToRs). Emphasis is placed on practical application, donor alignment, and results orientation, ensuring that participants can design projects that are inclusive, credible, and competitive for climate finance.

## Module 2 includes the following sessions

2.1 Understanding GESI Frameworks for Climate Investment Analysis
2.2 Developing a Gender Action Plan (GAP): From Analysis to Action
2.3 Donor Approaches to GESI in Climate Projects
2.4 From Framework to Fundable Outputs: Theory of Change and M&E
2.5 Research Methods, Data Sources, and Stakeholder Consultation Tools
2.6 Producing a High-Quality Terms of Reference (ToR) for GESI Diagnostics

## Objective

Equip participants with practical tools, frameworks, and skills to translate gender and social inclusion principles into high-quality, fundable climate investments — moving from analysis to action, results, and implementation-ready outputs.

Upon completion of the module, participants will be able to:

- Identify risks and opportunities for the integration of gender equality and women's empowerment (or GESI) in climate action
- Use systematic frameworks for gender assessment
- Articulate SMART Gender Action Plans
- Translated action plans into fundable outputs and deliverables in climate projects that align with community needs
- Understand donor requirements and approaches.

**Global sources facilitators can use to support Module 2 discussions with data and evidence**


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**Global sources facilitators can use to support Module 2 discussions with data and evidence *(Continued)***


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SESSION 2.1

# A Framework for Integrating Gender and Social Inclusion into Climate Investments

## 1. Overview

This session introduces the concept and process of GESI analysis as the diagnostic foundation of climate-investment project preparation. It explains why gender and inclusion assessments must be systematic rather than ad hoc, and how their findings connect directly to project design, risk management, and resource mobilization. By working through concrete sector and project examples, the session brings GESI thinking down to the project level - showing participants how high-level principles translate into choices about specific investments, target groups, and implementation arrangements on the ground. Participants will reflect on what constitutes a strong gender analysis and learn how to apply a diagnostic framework aligned with national and donor requirements. The session also demonstrates how GESI integration contributes to project sustainability, climate resilience, improved financial performance, better operation and maintenance (O&M), stronger governance, and more equitable service delivery.

## 2. Key Takeaways

By the end of this session, participants will be able to:

- Understand why gender analysis must be systematic and aligned to national sustainable development and donor priorities
- Apply a structured multi-dimensional lens to climate to identify risks for management and opportunities to maximize climate action.



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## 3. Suggested Activities

**Session run time:** 90 minutes

| Time | Activity | Method | Resources |
|---|---|---|---|
| 10 min | Opening and link back to Module 1; introduce session overview | Mini lecture and brief plenary discussion | **Slides:** Session 2.1 A Framework for Integrating GEDSI into Climate Investments |
| | | **Part 1 – Why do We Need a Framework to Do a Gender Analysis?** | |
| 15 min | **Presentation facilitation:** Exploring why a GESI framework is needed | Interactive presentation + participant reflection | **Slides:** Why Do We Need a Framework to Do Gender Analysis; Gender Analysis = Our Diagnostic Tool; Based on the gender analysis, we develop gender actions and a results framework |
| | | **Part 2 – Developing a Gender and Social Inclusion Analysis at the Project Level** | |
| 20 min | Introducing the two diagnostic questions and the GESI 7 Dimension Framework | Interactive presentation with Q+A | **Slides:** Two Screening Questions; Introducing the 7 Dimensions; Handout: Annex 1; Multidimensional Socioeconomic Framework for Climate Action |
| | | **Part 3 – Applying the GESI Framework to a Project Example** | |
| 20 min | **Example:** PNG Climate Resilient Infrastructure Project – what does a SMART GAP look like? | Guided walk-through + Q&A | **Slides:** What Does a SMART Gender Action Plan Look Like? (PNG Climate-Resilient Infrastructure Project |
| | | **Part 4 – Group Work – Applying Dimensions 3-7 of the GESI Framework** | |
| 20 min | **Group exercise:** apply Dimensions 3-7 to participants' own projects | Small-group work; facilitator circulates; groups complete worksheet | **Slides:** Group Exercise Instructions; GESI Framework Worksheet |
| | | **Closing** | |
| 5 min | Plenary synthesis and closing reflections | Open discussion and wrap-up remarks | **Slide:** What the Framework Gives Us |

## 4. Required Documents / Materials

- Session slides
- Handout: Annex 1: Multidimensional Socioeconomic Framework for Climate Action
- Any other reference handouts using the additional reading material (i.e. IFC principles).
- Flipcharts/markers or virtual whiteboard for group reporting.

# 5. Facilitator Guide

## Opening and Link Back to Module 1

- Start by revisiting key takeaways from *Module 1*. Reconnect participants to the "why" of GESI: gender equality, social inclusion, intersectionality, and the *Leave No One Behind* principle.
- Explain that this session moves from the *why* to the *how*—translating principles into concrete "what to do" at project level and analytical tools for gender analysis and action planning.

## Part 1 ▸ Why Do We Need a Framework to Do Gender Analysis?

| | |
|---|---|
| **PPT Reference:** | Module 2 ⍰ Session 2.1 |
| **Refer to slides titled:** | Why Do We Need a Framework to Do Gender Analysis; Gender Analysis = Our Diagnostic Tool; Based on the gender analysis, we develop gender actions and a results framework |

- Open session with discussion contrasting two types of projects: those that attempt to integrate gender and inclusion without a guiding framework, and those that use a structured, systematic approach.
- The slide with the puzzle visuals helps anchor the concept—the fragmented black puzzle represents projects where gender is added late or superficially, while the completed white puzzle with a single red piece represents coherence, planning, and purpose.
- Begin by drawing attention to what happens when projects lack a framework: gender and inclusion efforts often emerge as *add-ons* or *afterthoughts*—inserted at the donor's insistence or during project appraisal, rather than shaping design from the start.
- They tend to become compliance exercises rather than real levers of change, resulting in fragmented actions that miss opportunities to strengthen climate resilience, sustainability, or service delivery. In contrast, a structured framework brings consistency and intent. It ensures that inclusion is systematically built into the project life cycle—from concept to implementation—aligned with donor and government priorities, and equipped with measurable, results-oriented actions.
- Encourage participants to connect this to their own experience. Ask reflective questions such as:
  - » "When have you seen inclusion introduced reactively, only after a project was already designed?"
  - » "What might have changed if there had been a guiding framework from the beginning?"
  - » Use this exchange to highlight that frameworks do not restrict creativity—they create the discipline that makes inclusion meaningful and actionable.
- Transition to the next concept on the slide: "Gender Analysis = Our Diagnostic Tool." Use this as the bridge between theory and practical application. Explain that, just as engineers conduct diagnostics to test systems before designing them, a gender analysis functions as a diagnostic that identifies where inequalities and risks exist—and where opportunities for empowerment can be built.

- A gender analysis is not an optional social component; it is a risk management and value creation tool that strengthens project logic, anticipates vulnerabilities, and helps teams design solutions that work for all groups. By integrating these insights early, teams build more credible and fundable cases for investment.

- Bring the group to the "Analysis–Action–Results Chain" slide. This visual helps link analysis to implementation and outcomes. Explain how the chain illustrates a logical progression:

  - Analysis identifies the gaps and risks revealed through gender and inclusion assessments.

  - Action transforms these findings into project measures - for example – concrete policy reforms, infrastructure design changes, jobs or trainings, communication campaigns and strategies.

  - Results capture measurable changes through indicators that are feasible to collect yet measures the activities and the impact well.

- Conclude by reinforcing that when this chain is applied systematically, gender and inclusion work moves far beyond compliance. It becomes a framework for stronger project performance, better risk management, and greater social and financial impact.

## Part 2 Developing a Gender and Social Inclusion Analysis at the Project Level (2 Screening Questions & the 7 Dimension GESI Framework)

| | |
|---|---|
| **PPT Reference:** | Module 2 Session 2.1 |
| **Refer to slides titled:** | Gender Analysis Starting Point – Questions for Every Project; A GESI Risk and Opportunity Framework |
| **Handout:** | The session's Annex 1: Multidimensional Socioeconomic Framework for Climate Action |

Transition by reminding participants that the previous section explained why a GESI framework is essential. This next part focuses on how the framework functions as a diagnostic tool, guiding project teams to systematically uncover risks, opportunities, and pathways for equitable design.

### Step 1: Introduce the Diagnostic Logic – Two Questions for Every Project

On the slide "Gender Analysis Starting Point – Two Questions for Every Project" explain that regardless of sector or project type, GESI analysis begins with two simple but powerful screening questions:

1. **Does this project produce the same outcomes for women and men (and other vulnerable groups)?**
   - This question is about **"Do No Harm"** and **Benefit Sharing** (see key concepts below).

   - It prompts project teams to look for unintentional risks or exclusionary effects - for example, if project produces risks of sexual harassment for women, or produces benefits (such as access to jobs, training, land, or compensation) that are distributed unevenly or if certain groups face hidden barriers.

   - Encourage participants to think of this as the equity check: ensuring the project does not worsen existing inequalities or reinforce exclusion.

2. **Does this project create opportunities to empower women or close gender gaps?**
   - This is about **Empowerment and Value Creation.**

   - It asks how project activities can be leveraged to deliver added value—through training, access to assets, leadership roles, or new income streams for underrepresented groups.

   - Invite participants to reflect: "If inclusion were treated as an investment in project performance, not just a safeguard, what opportunities would open up?"

Reinforce that these two questions form the diagnostic backbone of GESI analysis.

### Step 2: Introduce the Analytical Framework – A Risk and Opportunity Framework

Move to the "The 7 GESI Risk and Opportunity Framework presented in the session's Annex 1" slide. **Explain that this table operationalizes the two diagnostic questions.**

**Describe how each dimension links to the two diagnostic questions.** Explain that the **GESI 7-Dimension Framework** helps project teams systematically identify both risks (where exclusion or harm may occur) and opportunities (where empowerment and inclusion can be built in). Each dimension corresponds to a domain where gender and inclusion intersect with climate investments. Walk participants through the key idea of each dimension (See Key Concepts Section 6 below for elaboration on "GESI Framework").

### Step 3: Deepen Understanding through an Example – Endowments (Health, Education, Skills)

Continue showing the slide on the GEDSI Risk and Opportunity Framework and focus on the endowments section.

Explain that each dimension is analyzed through two complementary lenses:

- **Risk ("Do No Harm" + Benefit Sharing):**
  Ask:
  - » Could project activities disproportionately affect health or wellbeing (e.g., exposure to dust, heavy labor, heat, or pollution)?
  - » Are there differences in baseline human capital—literacy, safety awareness, mobility skills—that may limit participation.

These questions help teams identify where harm could occur or where certain groups may be excluded from benefits.

- **Opportunity (Empowerment + Value Creation):**
  Ask:
  - » Can the project include targeted training or skills programs for women, persons with disabilities (PWDs), youth, or Indigenous groups?
  - » Are there opportunities for capacity development (digital literacy, financial management, leadership) that strengthen climate resilience?
  - » Can health co-benefits—such as reduced exposure to pollution or improved access to clean water—be built into project design?

Encourage facilitators to connect this example to participants' own sectors:

- In energy projects, this could mean ensuring women and youth technicians are trained in solar installation.
- In transport projects, it could mean addressing occupational health risks for female vendors or commuters.
- In climate adaptation programs, it could mean embedding gender training on ecosystem restoration or early warning systems.

**Facilitator prompt**

Keep the tone practical and iterative. Emphasize that these questions are not academic—they are simple, repeatable tools for any project team to use, from engineers to finance officers.

### Developing a Gender and Inclusion Analysis at Project Level (2 Screening Questions)

At the heart of every gender and inclusion diagnostic at the project level lie two simple but powerful questions:

1. **Does this project produce the same outcomes for women and men—and for other groups?**

2. **Does this project create opportunities to empower women or close inclusion gaps?**

These questions sit at the core of all GESI-responsive project design because they translate abstract principles into practical analysis. The first question originates from the Do No Harm and Leave No One Behind (LNOB) principles, which together form the ethical foundation of inclusive development. The Do No Harm principle, first articulated by Mary B. Anderson, cautions that even well-intentioned interventions can reinforce inequalities or create new vulnerabilities if not carefully designed (Anderson, 1999). In line with IFC Performance Standards 1 and 4, it requires that all projects anticipate and mitigate adverse social and environmental impacts, particularly for groups with less power or visibility. The LNOB principle, embedded in the 2030 Agenda for Sustainable Development, complements this by committing that no one should be left worse off through development, ensuring that benefits reach those at greatest risk of exclusion.

Taken together, these principles remind teams that equality in outcomes cannot be assumed—it must be verified. The first screening question thus acts as a safeguard, prompting an examination of how project activities might unintentionally reproduce inequities, such as exclusionary employment practices, inaccessible infrastructure, or benefit-sharing mechanisms that privilege dominant groups. Asking this question early helps designers prevent harm, identify gaps in representation or access, and integrate mitigation and inclusion measures directly into project logic and budgets.

The second question shifts from risk to possibility. It recognizes that every project—whether in energy, transport, agriculture, or climate resilience—also carries an opportunity to redress imbalances and expand agency. This question draws on Amartya Sen's Capabilities Approach, which defines development as the expansion of people's real freedoms to live the lives they have reason to value. In GESI analysis, this means asking not just who participates, but who gains the capacity to make and act on meaningful choices. For example, a renewable energy project that trains women as technicians or entrepreneurs does more than improve energy access—it expands their economic and social capabilities, enhancing their freedom and voice in decision-making.

The term vulnerable groups refer to individuals or communities that face a higher risk of poverty, exclusion, or discrimination due to structural inequalities or situational disadvantages.

### The GESI 7-Dimension Framework

The GESI 7-Dimension Framework provides a structured and repeatable way to translate inclusion analysis into actionable project design. It organizes the two core diagnostic questions—"Who benefits?" and "Who is left behind?"—into seven interlinked dimensions that span human, economic, institutional, and normative aspects of social inclusion across sectors such as energy, water, transport, agriculture, and climate finance.

Each dimension contains guiding risk and opportunity questions that correspond to the "Do No Harm / Equal Outcomes" and "Empowerment / Closing Gaps" principles. Together, they enable teams to identify exclusionary practices, anticipate vulnerabilities, and design interventions that strengthen equity, resilience, and sustainability.


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### 3.1 Endowments – Human and Social Capabilities

This dimension looks at education, literacy (including digital), technical and vocational skills, health status, access to information (including climate-relevant knowledge), time availability (e.g. unpaid care burdens), and social networks.

**Risk questions:**

- Does the project hinder access to education, health services, or skills development for women or marginalized groups through any mechanism?
- Do existing literacy, education, or health disparities prevent these groups from participating fully in benefit-sharing?
- Training assumes uniform literacy, language fluency, or mobility, excluding marginalized groups such as women, older adults, PWDs, or ethnic minorities.
- Infrastructure and project works may pose health and safety risks (dust, pollution, heavy labor, long hours), disproportionately affecting those with pre-existing conditions, pregnant women, children, or the elderly.
- Time poverty and unpaid care burdens limit women's participation in training, meetings, and project benefits.

**Opportunity questions:**

- Can the project's activities or components be used to close gender gaps in access to education, health, or skills development and empower women?
- Design capacity-building using inclusive pedagogy—local languages, visual or audio materials, accessible timing and venues, and childcare or transport support.
- Provide accessible information through multiple channels and formats for low-literacy and PWD communities.
- Integrate health, safety, and well-being co-benefits—protective equipment, safe worksite design, and pollution mitigation—to enhance resilience.

### 3.2 Jobs and Livelihoods – Economic Opportunities

This dimension examines employment, income generation, entrepreneurship, and participation in both formal and informal markets.

Risk questions:

- Does the project pose barriers for women's employment or entrepreneurship, or risk reinforcing unequal access to opportunities through recruitment channels, contractor selection, or labor practices that favor advantaged groups?
- Could it inadvertently perpetuate occupational segregation or wage disparities between women and men?
- Occupational segregation excludes women, youth, or PWDs from skilled or well-paid jobs.
- Infrastructure upgrades can disrupt informal or subsistence livelihoods (e.g., roadside vending, smallholder farming) often dominated by women and low-income groups.
- Small-scale enterprises, particularly those led by women or youth, face barriers to procurement or supply chains.

Opportunity questions:

- Can the project deliberately design procurement, training, or employment schemes to increase women's income, entrepreneurship, livelihood opportunities, jobs, and leadership in target sectors?
- Apply inclusive recruitment and employment practices such as gender targets, safe and flexible working conditions, and transport or childcare support.
- Support MSMEs and local enterprises through simplified procurement, smaller contracts, business training, and access to finance.
- Design climate investments that create diversified green-economy opportunities for marginalized groups, linking local skills to emerging sectors.

### 3.3 Assets – Productive, Financial and Digital Resources

This dimension focuses on ownership, control, and access to tangible, financial, and digital assets such as land, housing, tools, savings, credit, and connectivity.

Risk questions:

- Does the project hinder women's or marginalized groups' existing access to or control over land, credit, equipment, or other productive resources, directly or indirectly?
- Unequal land and property rights or tenure insecurity exclude women, Indigenous peoples, and informal settlers from compensation and benefit-sharing.
- Financial exclusion persists due to collateral requirements, documentation barriers, or lack of credit history.
- The digital divide—limited device ownership, connectivity, or digital literacy—excludes vulnerable groups from essential services and opportunities.

Opportunity questions:

- Can the project introduce measures such as joint land titling, inclusive finance products, or asset ownership schemes to strengthen control and access for women and disadvantaged groups?
- Strengthen secure and inclusive property rights (e.g., joint titling, recognition of customary tenure, community-based registration).
- Design inclusive financial mechanisms such as microfinance, flexible credit, group guarantees, and resilience grants.
- Bridge the digital divide through connectivity programs, accessible digital training, and hybrid service delivery models.

### 3.4 Services – Access to Climate-Resilient Infrastructure and Utilities

This dimension explores equitable access to energy, water, sanitation, transport, housing, and other infrastructure services.

**Risk questions:**

- Are essential and climate-resilient services, such as energy, transport, or water, designed or located in ways that exclude women, persons with disabilities, or remote populations?
- Do siting or design choices increase exposure to safety risks or result in involuntary displacement or loss of livelihoods?
- Physical and accessibility barriers (lack of ramps, lighting, safe walkways, toilets).
- Tariffs and connection fees that exclude low-income or female-headed households.
- Gender-blind planning that ignores differentiated use patterns and safety needs.

**Opportunity questions:**

- Can service design and delivery models be adapted to improve accessibility, affordability, income, and voice for women and marginalized users?
- Adopt universal and gender-responsive design standards for infrastructure.
- Introduce affordable and equitable tariff structures and subsidies.
- Facilitate participatory planning with women, PWDs, and marginalized groups to ensure services respond to real user needs.

### 3.5 Safety and Well-Being – Safeguarding and Social Risks

This dimension focuses on physical safety, psychosocial well-being, and protection from violence, exploitation, or displacement.

**Risk questions:**

- Could project worksites, consultations, or service delivery processes expose women or other vulnerable groups to risks of gender-based violence, harassment, or unsafe work conditions?
- Higher risk of SEA/SH and exploitation during project work or relocation.
- Weak labor-site oversight may expose workers to abuse or unsafe conditions.
- Displacement or resource scarcity can erode social cohesion and community safety.
- Exclusion from essential services such as GBV response, health, psychosocial, or grievance mechanisms.

**Opportunity questions:**

- Can the project strengthen safeguards such as worker codes of conduct, GBV referral pathways, and community grievance mechanisms to promote a culture of safety and respect?
- Embed safeguarding measures in project design and implementation.
- Promote participatory planning for resettlement, relocation, and resource use to build trust and social cohesion.
- Link infrastructure and climate investments with social protection programs and inclusive safety nets.

### 3.6 Representation and Voice – Governance, Decision-Making and Oversight

This dimension examines who participates in and influences decision-making—from community consultations to oversight bodies and grievance systems.

**Risk questions:**

- Does the project limit participation of women, youth, or marginalized groups in decision-making, consultation, or governance processes?
- Tokenistic participation that lacks real influence or authority.
- Practical barriers to participation (timing, venue, language, accessibility).
- Absence of disaggregated data and weak accountability mechanisms.

**Opportunity questions:**

- Can governance structures or participatory mechanisms be revised to include equitable representation and ensure that diverse voices influence project decisions and resource allocation?
- Establish governance structures with substantive representation of women, youth, PWDs, and Indigenous peoples.
- Collect and report disaggregated data on participation and benefits.
- Embed accessible grievance mechanisms and community monitoring systems to enhance accountability and trust.

### 3.7 Norms and Power Relations – Cultural, Institutional and Social Norms

This dimension addresses the underlying values and power systems that determine who is recognized, respected, and included in development processes.

**Risk questions:**

- Do prevailing social norms or institutional biases restrict women's mobility, leadership, or access to project opportunities?
- Projects may inadvertently reinforce discriminatory norms (e.g., assuming technical roles are "male" or overlooking PWDs).
- Institutional inertia and exclusionary practices within agencies or contractors.
- Backlash or resistance to inclusion initiatives when norms are rigid or engagement is weak.

**Opportunity questions:**

- Can project communication, awareness, and capacity-building activities challenge restrictive norms and promote equitable roles and shared decision-making?
- Promote norm-challenging communication, diverse leadership role models, and inclusive storytelling.
- Institutionalize inclusion across recruitment, contracting, and governance procedures.
- Use inclusive infrastructure—accessible spaces, safe transport, equitable housing—as catalysts for social change.

**Summary**

The 7-Dimension Framework directly links to the two diagnostic questions—whether projects produce the same outcomes for all, and whether they create opportunities to close inclusion gaps. It demonstrates that gender and inclusion integration is both a safeguard (preventing harm and exclusion) and a driver of resilience, performance, and sustainability.

## Part 3 ▸ Applying the GESI Framework to a Project Example

| | |
|---|---|
| **PPT Reference:** | Module 2 ⍰ Session 2.1 |
| **Refer to slides titled:** | Climate Resilient Road Infrastructure Development in PNG |

This part of the session demonstrates how to apply the GESI. framework to a real project. The purpose is to help participants translate the earlier concepts — risks and opportunities diagnostic questions — into practical analysis for their own contexts.

Explain that the example shown here, the Climate Resilient Road Infrastructure Project in Papua New Guinea (PNG), is only one illustration.

Encourage facilitators to select a project relevant to their own region, sector, or audience — for example:

- Renewable energy or off-grid electrification (energy sector)
- Water and sanitation (urban infrastructure)
- Climate-smart agriculture (rural livelihoods)
- Disaster risk reduction (resilience and preparedness)

The exercise is about the process, not the specific country or sector.

### Step 1: Introduce the Project Example

Display the slide "Climate Resilient Road Infrastructure Development in PNG."

Briefly describe the project to situate the example:

- The project aims to integrate climate change systematically into road planning, design, budgeting, and maintenance.

It includes three main components:

1. Technical Capacity Development – Training national and provincial engineers and officials in climate-proofing and resilience integration.
2. Climate-Proofing Roads – Upgrading key corridors to withstand extreme rainfall, flooding, and erosion while ensuring safe, all-weather access.
3. Institutional Strengthening – Improving coordination across agencies and building monitoring systems for climate resilience and performance.

This project offers a strong illustration because it combines physical infrastructure, institutional change, and community engagement, each with gender and inclusion implications.

### Step 2: Walk Through How the GESI Framework is Applied

Explain that the analysis starts by examining the first two dimensions of the GESI framework — "Endowments" and "Economic Opportunities" — to illustrate how risks and opportunities are identified in practice.

1. **Using the Diagnostic Questions:**

Guide participants through applying the two questions to the PNG project:

- **Question 1:** Does the project produce the same outcomes for women, men, and other groups?
- **Question 2:** Does the project create opportunities to empower women and youth or close gender gaps?

These questions are used to scan each project component — training, construction, and institutional systems — to uncover where gaps and opportunities exist.

2. **Endowments (Health, Education, Skills)**

- Under the risk lens (Do No Harm + Benefit Sharing), identify where exclusion or harm could occur:
  - Women and youth in rural PNG often have limited access to formal training, which can exclude them from technical or monitoring roles.
  - Persons with disabilities (PWDs) may be overlooked due to assumptions about capacity.
  - Indigenous groups may miss information sessions due to language barriers or remoteness.
  - Construction-related hazards like dust, heat, and unsafe crossings can disproportionately affect women, children, and the elderly.
- Under the opportunity lens (Empowerment + Value Creation), explore where inclusion adds value:
  - Targeted vocational training for women, PWDs, and youth (e.g., climate mapping, monitoring).
  - Capacity development on climate resilience and safety knowledge.
  - Integrating health co-benefits — such as reducing air pollution exposure or improving road safety — as measurable project outcomes.

**Facilitator prompt**

"What types of training, roles, or capacity-building opportunities could be adapted to ensure women, youth, and persons with disabilities participate equally?"

### Step 3: Move to the Second Dimension – Economic Opportunities, Jobs, Entrepreneurship

This dimension links the project's construction and maintenance activities to employment, procurement, and enterprise development.

- Risk Analysis (Do No Harm + Benefit Sharing):
  - Construction jobs in PNG are often male dominated, which can exclude women, youth, and PWDs from local employment.
  - Social norms discourage women or young people from working on road crews.
  - Indigenous and remote communities may lack access to information about job openings or subcontracting.
  - Without intervention, the project could unintentionally reinforce occupational segregation and perpetuate gender gaps in the construction workforce.
- Opportunity Analysis (Empowerment + Value Creation):
  - Provide targeted pre-employment training (e.g., surveying, safety, or basic construction) for underrepresented groups.
  - Ensure gender-responsive working conditions — separate sanitation facilities, safe transport, flexible work hours.
  - Create mentorship pipelines for female staff within provincial works departments.
  - Support women-owned MSMEs to deliver services such as catering, PPE supply, logistics, or vegetation clearance.



Photo by M-Production / Adobe Stock

- Strengthen market connectivity for women farmers and small enterprises by improving road access to cold storage or aggregation centers.
- Simplify procurement processes for small, local, women-owned or Indigenous-owned firms to participate in supply chains.

**Facilitator prompt**

"What types of training, roles, or capacity-building opportunities could be adapted to ensure women, youth, and persons with disabilities participate equally?"

### Step 4: Reflect and Generalize the Process

Summarize the key learning points:

- The process shown for PNG is transferable to any project or sector.
- Start by applying the two diagnostic questions, then use the seven GESI dimensions to systematically identify risks and opportunities.
- The goal is to move from problem identification to actionable design improvements, supported by measurable indicators.

Encourage participants to break into small groups in the next segment to apply this same framework to their own projects — analyzing at least two dimensions that are most relevant to their sectors (e.g., energy, transport, water, agriculture, or finance).

**Facilitator prompt**

Frame this exercise as a learning-by-doing segment. Emphasize that while the PNG example provides structure, each team's real value lies in contextualizing the analysis — asking who benefits, who is left behind, and where inclusion can improve both equity and project performance.

## Part 4 ▸ Group Work – Applying Dimensions 3-7 of the GESI Framework

| | |
|---|---|
| **PPT Reference:** | Module 2 ⍰ Session 2.1 |
| **Refer to slides titled:** | Your Turn: Apply Dimensions 3-7 of the Framework |

This final segment of the session allows participants to practice applying the GESI Framework to their own projects. It is a hands-on exercise that consolidates what they have learned in Parts 1–3 — moving from theory and example (PNG case) to practical application within their work context.

### Step 1: Set Up the Exercise

Slide "Your Turn: Apply Dimensions 3–7 of the Framework."

Explain that participants will now work in small sector-based groups (Energy, Water, Agriculture, Climate, or others depending on audience composition).

**Instruct participants to:**

- Read Dimensions 3 through 7, which include:
  1. Access to Assets and Resources
  2. Access to Services and Infrastructure
  3. Safety, Security, and GBV
  4. Representation, Institutional Inclusion, and Agency
  5. Norms, Roles, and Time Use

**Participants will self-select into sectoral groups:**

- Group A – Energy
- Group B – Water
- Group C – Agriculture
- Group D – Climate or Cross-sector Projects

**Each group should:**

- Choose one project they are currently developing, implementing, or reviewing.
- Select a project familiar enough for participants to discuss its stakeholders, design features, and operational context.
- Ideally, select a project where gender and inclusion issues have surfaced or could be better integrated.
- Or use the case study provided in the presentation (Facilitators could adapt this case study to fit the regional/country context of the workshop.

Encourage diversity within groups — mix roles (technical, finance, safeguards, social), so that different perspectives are represented.

### Step 2: Task Instructions

Direct groups to assess risks and opportunities using the framework as a guide.

Each group should, for each of the five remaining dimensions (3–7):

1. **Discuss and note:**
   - Possible Risks (Do No Harm / Equal Outcomes): How might the project inadvertently exclude, harm, or disadvantage certain groups?
   - Possible Opportunities (Empowerment / Closing Gaps): How could the project design be adjusted to create value, build capacity, or empower women, persons with disabilities, youth, or marginalized groups?
2. **Capture answers directly in the handout's table, noting examples where relevant.**
3. **If time allows, highlight two high-priority actions that could strengthen GESI integration in that project.**

**Provide an example to illustrate:**
"For example, in a renewable energy project, under Dimension 4 (Access to Services), you might identify a risk that women cannot afford connection fees, but an opportunity to introduce gender-responsive payment plans or community energy champions."

### Step 3: Group Work Process and Timing

- Total time: 20–25 minutes
  - » 5 minutes – Select project and assign a group rapporteur
  - » 15 minutes – Discuss and complete handout's table
  - » 5 minutes – Prepare summary points for plenary

Encourage groups to appoint a rapporteur to record key insights and share one headline finding during the plenary.

**Facilitator prompt**

"Think of your project context. What are the equivalent opportunities to integrate women-owned enterprises, young entrepreneurs, or community cooperatives into the project value chain?"

### Step 4: Group Reporting and Plenary Discussion

Once the group discussions are complete, invite each rapporteur to share briefly (2–3 minutes) their top insights.

Use a flipchart or virtual whiteboard to note common themes across sectors, such as:

- Recurrent barriers to access or participation
- Examples of successful empowerment strategies
- Policy or institutional entry points for GESI mainstreaming

Facilitate a short reflection:

- "Which dimensions seem to generate the most opportunities for impact?"
- "What surprised you in your analysis — any blind spots or new insights?"

Close by summarizing that systematic GESI analysis—when applied through frameworks like this—helps transform projects from being gender-compliant to gender-smart and performance-enhancing.



Photo by the NDC Partnership

## Key Concepts and Theory for Part 4 – Group Work

### Applying the Framework to Real Projects

Applying the GESI framework moves analysis from paper to practice. Through a structured process, teams use the seven dimensions to uncover both risks and opportunities, linking inclusion directly to project performance.

The Climate Resilient Road Infrastructure Development Project in Papua New Guinea (PNG) provides a vivid illustration. The project aimed to integrate climate resilience into road planning and maintenance but also revealed deep social disparities: rural women and youth lacked access to technical training, Indigenous communities faced language barriers, and roadside vendors lost income during construction. By applying the GESI framework, the team identified targeted responses—localized training, inclusive recruitment, and procurement support for women-owned MSMEs—that enhanced both equity and infrastructure outcomes.

In training sessions, participants replicate this process through group work. Facilitators first demonstrate the approach using the PNG example, analyzing Endowments and Jobs to show how risks and opportunities are identified. Participants then form small groups to apply the remaining dimensions (3–7) to their own projects, guided by the same diagnostic questions: Who benefits? Who is left behind? Each group identifies concrete risks and opportunities and proposes one high-impact action that can be realistically integrated into project design or operations.

The group exercise reinforces three key insights. First, that inclusion and performance are mutually reinforcing projects that address exclusion early and achieve better results. Second, that the "hidden" dimensions of safety, representation, and norms are as critical as the visible dimensions of jobs and training. And third, that the framework is adaptable: it can be applied to any sector, at any stage of the project cycle, from concept design to M&E.

Ultimately, the GESI 7-Dimension Framework transforms gender and inclusion analysis from a compliance exercise into a performance strategy. It enables practitioners to anticipate risks, leverage opportunities, and design climate investments that are equitable, resilient, and sustainable. As participants transition to the next session, they will build on this diagnostic foundation, translating identified risks and opportunities into specific actions, indicators, and measurable results.

## 6. Reference List

Anderson, M. B. (1999). *Do no harm: How aid can support peace—or war.* Lynne Rienner Publishers. https://books.google.com/books?id=Kw0bn63VdqEC

## **Annex 1:** Multidimensional Socioeconomic Framework for Climate Action

**Purpose:**

- to identify risks of undesired impacts and opportunities for positive socioeconomic outcomes in climate action,
- to align with donor and investor requirements for safeguards and benefits to communities and peoples.

| | Dimension | Description | Relevant IFC Performance Standard |
|---|---|---|---|
| 1 | Endowments, Health, Education, Skills | Examine disparities in human capital and capacity development. Assess equitable access to education, health, vocational training, and adaptive skills for women, men, persons with disabilities (PWDs), youth, and Indigenous groups. | PS1 - *Assessment & Management*<br>PS2 - *Labor & Working Conditions* |
| 2 | Economic Opportunities, Jobs, Entrepreneurship | Analyze inclusion in employment, entrepreneurship, and market participation. Evaluate barriers faced by women, PWDs, youth, and minority groups to decent, safe, and equal work. | PS1 - *Assessment &Management*<br>PS2 - *Labor & Working Conditions* |
| 3 | Access to Assets and Resources | Assess who owns or controls land, housing, finance, technology, and natural resources. Evaluate inclusion in benefit-sharing, compensation, and tenure security. | PS1 - *Assessment & Management*<br>PS2 - *Labor & Working Conditions* |
| 4 | Access to Services and Infrastructure | Examine whether infrastructure and essential services-energy, water, transport, ICT, health, sanitation-are accessible, affordable, and inclusive for diverse users. | PS1 - *Assessment & Management*<br>PS2 - *Labor & Working Conditions* |
| 5 | Safety, Security, and Gender-Based Violence (GBV) | Identify and mitigate risks of sexual exploitation, abuse, harassment, and other safety concerns affecting women, girls, boys, and PWDs. Include community, workplace, and supply-chain contexts. | PS1 - *Assessment & Management*<br>PS2 - *Labor & Working Conditions* |
| 6 | Representation, Institutional Inclusion, Agency | Assess equitable participation of women, PWDs, youth, and Indigenous Peoples in decision-making, governance structures, and grievance mechanisms. Evaluate institutional capacity and policies for inclusion. | PS1 - *Assessment & Management*<br>PS2 - *Labor & Working Conditions* |
| 7 | Norms, Roles, Time Use | Understand how social norms, household roles, caregiving responsibilities, and mobility constraints affect participation and benefits. Assess intersectional barriers (gender, disability, age, ethnicity). | PS1 - *Assessment & Management*<br>PS2 - *Labor & Working Conditions* |

SESSION 2.2

# Developing a Gender Action Plan (GAP) – From Analysis to Action

## 1. Overview

This session builds directly on Session 2.1. After learning how to diagnose gender and social inclusion (GESI) risks and opportunities using the Multidimensional Socioeconomic Framework for Climate Action from Session 2.1, participants now focus on how to turn that analysis into a concrete Gender Action Plan (GAP). Participants will be guided through the "bridge" from ideas to implementation showing how to: start from their GESI analysis; define targeted actions; set SMART indicators and targets; and secure resources and accountability so the gender action plan is implemented. The PNG climate-resilient infrastructure project is used as an illustrative example, and participants then develop GAP components for their own projects (or a provided example).

## 2. Key Takeaways

By the end of this session, participants will be able to:

- Explain why a Gender Action Plan (GAP) is essential to move from analysis to implementation in climate projects.
- Identify the components of a strong GAP (analysis-linked actions, SMART targets, resourcing, and monitoring arrangements).
- Draft a gender action plan including – a clear issue/risk statement, concrete activities, and SMART indicators and targets, responsible institutions and indicative budgets.



Photo by M-Production / Adobe Stock

## 3. Suggested Activities

**Session run time:** 90 minutes

| Time | Activity | Method | Resources |
|---|---|---|---|
| | **Opening and Recap** | | |
| 20 min | **Opening recap:** from analysis to action | Plenary mini lecture + discussion | **Slides:** "Session 2.2 Overview"; "From GESI Analysis to GAP" |
| | **Part 1 – Opening and Linking GESI Analysis to GAP Design** | | |
| 15 min | **Why a Gender Action Plan?** GAP as the bridge from ideas to implementation | Plenary presentation + short pair discussion | **Slides:** Session 2.2 Gender Action Plan; Why a Gender Action Plan (GAP) is the Bridge from Ideas to Implementation |
| | **Part 2 – Anatomy of a Strong GAP and SMART Actions** | | |
| 20 min | Anatomy of a strong GAP & SMART actions | Interactive presentation with probing questions | **Slides:** Anatomy of a Gender Action Plan; Components of a Strong Gender Action Plan |
| | **Part 3 – Example: What Does A SMART Gender Action Plan Look Like?** | | |
| 20 min | **Example:** PNG Climate Resilient Infrastructure Project – what does a SMART GAP look like? | Guided walk-through + Q&A | **Slides:** What Does a SMART Gender Action Plan Look Like? (PNG Climate-Resilient Infrastructure Project) |
| | **Part 4 – Group Exercise: Develop Your Gender Action Plan** | | |
| 20 min | **Group work:** develop a GAP for participants' projects | Small group-exercise using GAP template | **Slides:** Develop Your Gender Action Plan |
| | **Part 5 – Debrief, Donor Linkages and Closing** | | |
| 5 min | Plenary share-back and closing | Plenary discussion and wrap-up | |

## 4. Required Documents / Materials

- Session slides (overview, why GAP, anatomy of GAP, SMART GAP, PNG example, group work instructions, closing).
- GAP worksheet/table in the participant Session Annex 1
- Example project sheet (e.g., PNG or a local project example).
- Flipcharts/markers or virtual whiteboard for group reporting.

# 5. Facilitator Guide

## Part 1 ▸ Opening and Linking GESI Analysis to Gender Action Plan Design

| | |
|---|---|
| **PPT Reference:** | Module 2 ⍰ Session 2.2 |
| **Refer to slides titled:** | Session 2.2 Gender Action Plan; Why a Gender Action Plan (GAP) is the Bridge from Ideas to Implementation |
| **Handout:** | Session's Annex 1: Template for Gender Action Plan |

- **Situate Session 2.2 in relation to Session 2.1.** Use the "Session 2.2 Overview" slide to remind participants that they have just completed the diagnostic stage using the GESI 7-Dimension Framework to identify who benefits, who is left behind, and why. Briefly restate that they have identified both risks (do no harm) and opportunities (empowerment, inclusion, resilience - leave no one behind) in their projects.

- **Move to the "From GESI Analysis to GAP" slide** and explain that this session focuses on the "bridge" between analysis and implementation. Clarify three key points for participants:

  1. A Gender Action Plan is not a separate project; it is the structured way of embedding GESI into the existing project design, implementation, and monitoring system.

  2. Each GAP action must clearly trace back to the evidence from the GESI analysis.

  3. GAPs must be SMART and resourced; otherwise, they remain wish-lists rather than drivers of change

- **Invite a quick show of hands** or a few short verbal examples of GAPs or gender actions participants have seen that were never implemented. As they share reasons such as lack of budget, unclear responsibilities, or vague activities, use these examples to underscore why this session emphasizes the quality and feasibility of GAPs.

- **Move to the slide "Why a Gender Action Plan (GAP) Is the Bridge from Ideas to Implementation."** Explain that the GAP is the operational translation of GESI analysis into the project's logical framework, implementation arrangements, and monitoring systems. It is the mechanism that connects the diagnostic work done in Session 2.1 with actual changes in design, implementation, budgeting, and reporting.

**Facilitator prompt** **Sharing experiences on Gender Action Plans**

**Invite a 2–3 minute pair discussion:**
Prompt: "Turn to the person next to you. What is one example from your own work where the lack of a clear GAP meant that gender or inclusion stayed at the level of ideas and never fully materialized?" Take 2–3 volunteer shares to keep it grounded and practical.

## Part 2 ▸ Anatomy of a Strong GAP and SMART Actions

| | |
|---|---|
| **PPT Reference:** | Module 2 ⍰ Session 2.2 |
| **Refer to slides titled:** | Anatomy of a Gender Action Plan; Components of a Strong Gender Action Plan |

Guide participants through the four-step structure shown on the slide:

### Step 1 – Identify Risks

Explain that the starting point for the GAP is always the *analysis*. Encourage participants to look back at their 7-Dimension Framework results and ask: Who was excluded, overlooked, or disadvantaged? Which groups – such as women, persons with disabilities, youth, Indigenous communities, or low-income households – face the greatest barriers? Which dimensions (endowments, jobs, assets, services, safety, voice, norms) showed the most serious risks or the biggest untapped opportunities? Emphasize that if the GAP is not clearly linked back to the analysis, reviewers and donors will question its credibility.

### Step 2 – Define Activities / Components / Actions

Explain that for each priority risk or opportunity identified, the next step is to define specific *actions*. These might be design-features (e.g., better lighting, safer access, ramps), capacity-building, institutional reforms (e.g., new policies, quotas, complaint mechanisms), economic measures (e.g., support to women-owned MSMEs), or community-level norm-change interventions. Encourage participants to think in terms of *concrete, problem-solving actions* that directly respond to the issues identified in the analysis and are feasible within project scope and budget.

### Step 3 – Set Indicators and Targets

Describe how each GAP action should have at least one indicator and a measurable, time-bound target. Indicators answer the question: "How will we know if this action has made a difference?" Targets specify how much change is expected and by when.

Remind participants that indicators and targets should be disaggregated where relevant (e.g., sex, age, disability, location).

### Step 4 – Secure Resources and Accountability

Explain that GAPs must clearly state who is responsible for each action (agency, unit, or role), what budget line or resources will support it, and how progress will be monitored and reported. Highlight that even well-crafted, SMART actions will remain aspirational if they are not backed by resources, timelines, and accountable parties.

Slide: "Components of a Strong GAP" helps participants distinguish between a generic list of gender activities and a robust, fundable, and monitorable GAP. The four core elements shown on the slide, link each to the earlier analysis work:

1. **Grounded in Analysis**
   Explain that each GAP entry should begin from a clear issue or risk statement derived from the GESI analysis. Encourage participants to write issue statements that specify who is affected and how. For example, they might identify that women traders lack safe and affordable transport to markets, or that persons with disabilities are excluded from early-warning systems. Suggest that facilitators ask participants to note which dimension of the 7-Dimension Framework each issue comes from, so the connection between analysis and action is explicit.

2. **Targets Are SMART**
   Introduce the "SMART Gender Action Plan" slide and explain that targets should be Specific, Measurable, Achievable, Relevant, and Time-bound. Rather than listing vague ambitions, guide participants to refine them into precise commitments.

For instance, if they originally wrote "provide training for farmers," encourage them to clarify who, what, where, and why, so it becomes something closer to "train a defined number or proportion of women farmers in climate-resilient irrigation practices in a specific area, in response to gaps identified in the GESI analysis."

3. **Actions Are Resourced and Assigned**
   Explain that every GAP line should specify the responsible agency or unit, the timeframe for implementation (year, phase, or milestone), and an indicative budget or funding source. Encourage participants to look at their own project budgets and identify realistic funding windows (e.g., capacity-building components, safeguards budgets, technical assistance funds).

4. **Progress Is Tracked and Reported**
   Clarify that indicators in the GAP should feed directly into the project's M&E framework and reporting obligations. Remind participants that data should be disaggregated where possible to capture inclusion outcomes. Suggest that facilitators encourage participants to think about how GAP indicators will be collected in practice—through surveys, administrative data, or contractor reports.

Stay on the "SMART Gender Action Plan" slide to go deeper on each letter in SMART, but in a narrative way.

- For **Specific**, explain that the facilitator should guide participants to specify the target group, the change or activity, the location, and the reason for the action. Encourage them to revise broad statements into concrete descriptions that clearly connect to identified barriers.
- For **Measurable**, encourage facilitators to ask how success will be quantified or observed. Support participants to identify counts, percentages, or clearly verifiable qualitative changes, and to ensure data can be disaggregated where appropriate.
- For **Achievable**, ask participants to consider budget, timelines, and institutional capacity. Guide them to adjust overly ambitious targets into staged or sequenced goals that stretch but do not overwhelm the project.
- For **Relevant**, remind participants to verify that each action directly responds to a problem identified in the GESI analysis and aligns with the main climate objectives.
- For **Time-bound**, encourage them to set clear deadlines linked to project phases or milestones, such as "by midterm review" or "before construction begins."

**Facilitator prompt**

Throughout this part, you can occasionally pause and ask participants to improve one or two example GAP statements from their own work but keep the tone instructional and process-focused rather than discussion-heavy.

# Key Concepts and Theory for Part 2 – Anatomy of a Strong GAP

### Gender Action Plan (GAP)

A Gender Action Plan is the operational tool that translates GESI analysis into specific, time-bound, and resourced actions within a project. It sits inside the project's existing structure rather than beside it, linking identified risks and opportunities to concrete activities, indicators, responsibilities, and budgets. A strong GAP makes the logical chain from analysis to action to results explicit and traceable.

### Anatomy of a Strong GAP

A strong GAP is built on four pillars:

- It is grounded in analysis, with each action linked to a clearly articulated issue or risk statement drawn from the GESI Multidimensional Framework in the session's Annex 1.
- It includes SMART targets for each action, ensuring that changes are specific, measurable, achievable, relevant, and timebound.
- It specifies resources and responsibilities, indicating where funds will come from and who is accountable for delivery.
- It is integrated into the project's monitoring and evaluation system, with indicators that can be tracked and reported through existing mechanisms.

### SMART Targets in GESI Focused Projects

SMART targets help turn generic intentions into actionable commitments. In GESI and climate contexts, specificity comes from naming the target group, the type of change, and the location, while measurability is achieved through disaggregated data and clear metrics. Achievability is calibrated against budget and institutional capacity; relevance is ensured by anchoring each action in the GESI analysis and project objectives; and time-boundedness is expressed through links to project phases, review points, or completion dates.

### From Analysis to GAP

The movement from GESI analysis to GAP is essentially a structured prioritization and design process. Analysis reveals where exclusion and inequality sit within the project and where opportunities exist for empowerment and better performance. The GAP then selects priority issues, defines how the project will respond, and pins those responses down with indicators, targets, responsibilities, and budgets. This process turns GESI from a narrative "chapter" into a set of operational commitments that can be monitored and evaluated, ensuring that inclusion is treated as central to climate outcomes rather than as an optional add-on.

## Part 3 ▸ Example: What Does a SMART Gender Action Plan Look Like?

| | |
|---|---|
| **PPT Reference:** | Module 2 ⍰ Session 2.2 |
| **Refer to slides titled:** | What Does a SMART Gender Action Plan Look Like? (PNG Climate-Resilient Infrastructure Project |

Move to the PNG example slides under "What Does a SMART Gender Action Plan Look Like?" Explain that this is an illustration of how to turn an earlier GESI analysis into a concrete GAP component. If the PNG case is not relevant to your audience, mention that you would substitute it with a local project but keep the same structure.

Briefly summarize the project: a climate-resilient infrastructure initiative aiming to integrate climate resilience into road planning, construction, and maintenance, with components on technical capacity development, road upgrading, and institutional strengthening.

Walk through the sequence:

- Start with the risk from analysis: employment and maintenance roles are dominated by men; women and youth are excluded from skilled or leadership roles; informal vendors lose income during construction.
- Move to the opportunity: the project's construction and maintenance activities create new jobs and MSME opportunities that can be structured to be more inclusive.
- Show how these findings lead to SMART actions: for example, establishing pre-employment training for women and disadvantaged youth; reserving a defined share of maintenance contracts for women- or youth-led MSMEs; and implementing gender-responsive worksite policies such as separate sanitation and SEA/SH codes of conduct.
- Then highlight how indicators and targets are expressed: a minimum percentage of trainees who are women or youth by a certain year; a minimum share of contracts awarded to women- or youth-led MSMEs; and adoption of SEA/SH codes of conduct before construction starts, with zero tolerance breaches.
- Finally, indicate how resources and accountability are captured: specifying budget lines in the capacity-building or safeguards component, assigning roles to the Project Management Unit (PMU) GESI specialist, contractors and training providers, and integrating these indicators into the project's results framework and supervision missions.

**Facilitator prompt**

Throughout this walkthrough, emphasize the logic chain: from risk and opportunity in the analysis, to concrete actions, to measurable indicators, to clear responsibilities and budgets.

## Part 4 ▸ Group Exercise: Develop Your Gender Action Plan

| | |
|---|---|
| **PPT Reference:** | Module 2 ⍰ Session 2.2 |
| **Refer to slides titled:** | Exercise: Develop Your Gender Action Plan |

Introduce the group exercise using the slide "Exercise: Develop Your Gender Action Plan." Explain that participants will now practice converting their GESI analysis into 2–3 GAP components using SMART criteria.

**Step 1 Group formation and project selection**

Guide participants to form small groups of 4–6 people, ideally around sectors or themes (e.g., energy/renewable energy; water/WASH/coastal adaptation; agriculture/food systems; urban/transport/resilience). Ask each group to select one project — either a real project someone is working on or an example from the project sheet provided.

**Step 2 Revisit risks and opportunities**

Using the "Revisit Your Risks & Opportunities" slide, instruct groups to look back at their notes from Session 2.1 and choose 2–3 priority risks or opportunities for their chosen project. Encourage them to pick issues from different dimensions (e.g., jobs, services, safety, representation), but to keep the number manageable.

**Step 3 Define GAP actions**

Ask groups to complete the first columns of the GAP worksheet: issue/risk statement and proposed GAP action/component. Remind them that each action should directly respond to a problem or opportunity identified in the analysis, and should be something that can realistically be implemented within the project.

**Step 4 Set SMART indicators and targets**

Move to the "Set SMART Targets" slide. Invite groups to refine each action using SMART criteria and fill in the remaining columns of the GAP table: indicator, target (with numbers/percentages and timeline), responsible party, and budget/resource note. As they work, encourage them to make the indicators concrete, realistically achievable, and clearly time bound.

**Facilitator prompt** **As facilitator, circulate among the groups and offer targeted guidance**

You can quietly prompt them by asking how an action links back to the analysis, whether the scale of the target matches the project's capacity, or how the indicator will actually be measured and reported. Encourage groups to factor in disability, age, and broader social inclusion considerations, not only gender.

If time allows, ask each group to prepare to present 2–3 GAP components in a simple format (i.e. using a flipchart).

## Part 5 ▸ Debrief, Donor Linkages and Closing

| | |
|---|---|
| **PPT Reference:** | Module 2 ⍰ Session 2.2 |
| **Refer to slides titled:** | Exercise: Develop Your Gender Action Plan |

For the plenary share-back invite a few groups, as time allows, to briefly present one GAP component each. After each presentation, you may ask one or two clarifying questions to draw out what makes the component SMART and how it is grounded in the GESI analysis.

Then, lead a short reflection on common patterns emerging from the group work. You can summarize where participants found it easiest (e.g., defining actions) and where they struggled most (e.g., making indicators measurable or realistic).

Use this moment to highlight donor expectations. Explain that institutions such as ADB, the World Bank, IFC, and GCF expect a clear line of sight from analysis to actions, indicators, and budgets. Emphasize that a well-structured GAP not only meets compliance requirements; it strengthens the project's case for resources and for claiming gender and climate co-benefits.

Close the session using the key messages:

- A Gender Action Plan is the bridge between diagnosis and real change on the ground.
- Strong GAPs are anchored in evidence, focused on a few high-impact areas, SMART and resourced, and embedded in project M&E systems.
- GAPs are not just about compliance—they improve project performance, sustainability, and resilience, and demonstrate value for money and equity.



Photo by the NDC Partnership

## Annex 1: Gender Action Plan Template

| Priority areas | Results to be achieved: implementation of the Gender Policy | | | | | | |
|---|---|---|---|---|---|---|---|
| | Action | Indicators | Baseline | Target | Responsibility | Timing | Budget estimates |
| Priority area 1: | | | | | | | |
| | | | | | | | |
| | | | | | | | |

SESSION 2.3

# Donor Approaches to GESI in Climate Projects

## 1. Overview

This session equips participants with a practical understanding of how major donors integrate Gender Equality and Social Inclusion (GESI) into their climate portfolios. Building on Sessions 2.1 and 2.2 – this session shifts the focus to the "external environment": general donor approaches to assess, score, and fund GESI-responsive projects. Using overarching frameworks and rubrics from institutions such as the Asian Development Bank (ADB), World Bank, the Green Climate Fund (GCF), and the Adaptation Fund (AF), the session shows how GESI has become a universal expectation rather than a niche add-on. Participants learn how donor policies, scoring systems, and sectoral priorities shape project pipelines, co-benefit calculations, and funding decisions.

## 2. Key Takeaways

By the end of this session, participants will be able to:

- Map GESI frameworks and priorities — generally describing how ADB, the World Bank, GCF, and the Adaptation Fund embed gender and inclusion in their policies, project cycles, and safeguards (e.g., gender tags and policies).
- Recognize how donor rubrics influence proposal evaluation and funding success — understanding that tools such as gender mainstreaming categories, gender tags, GESI scorecards, and gender requirements are not just labels, but scoring systems that affect selection, ratings, and access to climate finance.
- Identify where GESI integration adds measurable value to project impact and co-benefits — explaining how robust gender analysis, inclusive design features, and Gender Action Plans can increase climate resilience, improve results on SDGs, strengthen ESG performance, and attract blended or results-based financing.
- Translate donors' GESI frameworks into practical Terms of References (TORs) and project design requirements — incorporating specific analytical tasks, stakeholder engagement activities, safeguards, targets, and reporting obligations into ToRs so that project teams deliver on donor expectations from concept note to completion.

## 3. Suggested Activities

**Session run time:** 70 minutes

| Time | Activity | Method | Resources |
|---|---|---|---|
| | | Opening and Recap | |
| 10 min | **Opening and session overview:** why donor approaches to GESI matter | Mini lecture with quick warm-up poll | **Presentation slides titled:** Session 2.3 Learning Donor Approaches to GESI in Climate Projects |
| | | Part 1 – Why Learn Donor Approaches to GESI? Understanding Donor GESI Frameworks and Rubrics | |
| 10 min | Understanding donor GESI frameworks and rubrics | Interactive presentation with questions | **Presentation slides titled:** Donors design GEDSI policies with an intersectional and multidimensional lens |
| | | Part 2 – Understanding Donor GESI Frameworks and Rubrics | |
| 10 min | Facilitator presentation | Presentation slides | **Presentation slides titled:** Understanding Donor GESI Frameworks; Understanding Donor GESI Frameworks (2) |
| | | Part 3 – Sectoral Priority Heat Map: Who Funds What? | |
| 20 min | **Sectoral priority mapping:** Who funds what? | Group mapping activity by donor and sector | **Presentation slides titled:** Sectoral Priority Heat Map for Donor Partners |
| | | Part 4 – Commonalities and Differentiators Across Donors | |
| 15 min | Commonalities and differentiators across donors | Guided plenary discussion | **Presentation slides titled:** Commonalities across donor requirements; GESI policies in action – Overview of gender rubrics |
| | | Part 5 – Closing | |
| 5 min | Session synthesis | Facilitatorsynthesis | **Presentation slides titled:** Session Takeaways |

## 4. Suggested Documents / Materials

- Session slides (Module 2 -Session 2.3).
- Flipcharts/markers or virtual whiteboard for recording group mappings and negotiation outcomes.

# 5. Facilitator Guide

## Opening and Recap

| | |
|---|---|
| **PPT Reference:** | Module 2 ⍰ Session 2.3 |
| **Refer to slides titled:** | Session 2.3 Learning Donor Approaches to GESI in Climate Projects |

1. **Introduce the session**

- Begin by reconnecting Session 2.3 to the work already completed in Sessions 2.1 and 2.2. Remind participants that they have:
  - » Learned how to conduct a GESI analysis using the 7-Dimension Framework (Session 2.1).
  - » Practiced translating analysis into a Gender Action Plan (GAP) with SMART actions and indicators (Session 2.2).
- Explain that the focus now shifts to the donor perspective: how agencies evaluate whether a proposal's GESI analysis and GAP are strong enough to justify funding. Make explicit that understanding donor approaches is not about "chasing buzzwords," but about aligning sound GESI practice with the systems donors use to make investment decisions.
- On the "Session Objectives and Learning Takeaways" slide, walk through the session goals. If you are using an electronic polling tool, run a quick warm-up poll such as: "Which donor's GESI requirements do you feel most confident about?".
- Display the poll results briefly and use them to tailor emphasis—for example, you may choose to spend more time on donors such as GCF and AF if few participants have worked with these funds. Conclude the opening by noting that the session will move from:
  1. Understanding donor frameworks and rubrics
  2. Mapping sector and thematic priorities
  3. Exploring commonalities and differences
  4. Applying this knowledge through a donor rubric role-play


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## Part 1 ▸ Why Learn Donor Approaches to GESI?

| | |
|---|---|
| **PPT Reference:** | Module 2 ⍰ Session 2.3 |
| **Refer to slides titled:** | Donors design GEDSI policies with an intersectional and multidimensional lens |

1. **Highlight the Purpose of Donor's GESI Frameworks**

- Explain that donors have increasingly embedded gender, disability, and social inclusion within broader ESG (Environmental, Social, Governance) and SDG frameworks.

- ESG indicators help investors and development banks evaluate not just financial performance, but how projects manage environmental and social risks and uphold sound governance. Clarify that:

  - The **Environmental** dimension looks at climate resilience, emissions, and resource use.

  - The **Social** dimension considers labor conditions, equity, participation, safeguards, and inclusion of women, persons with disabilities, Indigenous peoples, and marginalized communities.

  - The **Governance** dimension focuses on ethics, transparency, accountability, and diversity in leadership.

- Explain that donor's GESI frameworks link directly to SDG indicators, particularly SDG 5 (Gender Equality), SDG 8 (Decent Work), SDG 10 (Reduced Inequalities), and SDG 13 (Climate Action). When participants understand this, it becomes clear that strong GESI design is not a side requirement: it is integral to how donors report their own results, justify public spending, and mobilize blended finance.

- Invite participants to think of GESI integration as part of the project's "performance profile" rather than a separate annex. You can briefly illustrate this with one example: a coastal adaptation project that demonstrates not only reduced flood risk (climate outcome) but also improved women's income, participation, and safety (social outcome), thereby contributing simultaneously to multiple SDGs and ESG indicators.

- Transition by noting that the next section will unpack how this high-level logic is operationalized through specific donor frameworks and rubrics.

## Key Concepts and Theory – Why Donor GESI Approaches Matter: ESG and SDG Alignment

Donor approaches to Gender Equality and Social Inclusion (GESI) are increasingly integrated within broader sustainability frameworks, especially Environmental, Social, and Governance (ESG) standards and the Sustainable Development Goals (SDGs). This integration reflects a global shift: gender and inclusion are no longer treated as optional "social safeguards," but as central dimensions of risk management, performance, and accountability in sustainable investment and development finance (IFC, 2012; OECD, 2021; UNDP, 2021).

ESG frameworks provide a common language for evaluating sustainability across public and private finance. Originally rooted in corporate social responsibility, ESG has become a mainstream standard for investors, development banks, and donors to assess *non-financial but material* dimensions of project performance. Each dimension captures a distinct pillar of sustainability:

- **Environmental** – how projects mitigate or adapt to climate change, reduce emissions, protect biodiversity, and use resources efficiently.
- **Social** – how projects uphold human rights, labor standards, community engagement, and inclusion of women, persons with disabilities, Indigenous peoples, and other marginalized groups.
- **Governance** – how institutions ensure transparency, anti-corruption, accountability, and diversity in leadership and decision-making.

For donors, embedding GESI within ESG systems ensures that equality and inclusion are not treated as separate social add-ons, but as part of the project's *sustainability profile and fiduciary soundness*. Projects that fail to identify gendered vulnerabilities or social exclusion risks are increasingly viewed as environmentally less effective and financially less resilient, since they underestimate local adaptive capacity and potential social backlash (World Bank, 2023; OECD, 2021).

This ESG–GESI linkage also reflects a pragmatic evolution: international finance institutions (IFIs) such as the World Bank, ADB, and IFC have redefined gender and inclusion as integral to managing *environmental and social risks* under performance standards and safeguard frameworks (IFC, 2012). Climate funds such as the Green Climate Fund (GCF) and Adaptation Fund (AF) explicitly reference ESG-aligned metrics in their gender policies, requiring that gender equality and inclusion be embedded in project logic, implementation arrangements, and monitoring frameworks (GCF, 2017; AF, 2023).

Parallel to ESG, the Sustainable Development Goals (SDGs) provide a shared global results framework that connects development and climate finance. Donor GESI frameworks typically align with four SDGs in particular:

- **SDG 5** – Gender Equality: eliminating discrimination, addressing GBV, and ensuring equal participation and leadership.
- **SDG 8** – Decent Work and Economic Growth: expanding inclusive employment, entrepreneurship, and access to livelihoods.
- **SDG 10** – Reduced Inequalities: tackling structural exclusion by gender, disability, age, ethnicity, or income.
- **SDG 13** – Climate Action: ensuring that adaptation and mitigation measures are equitable, participatory, and just.

By grounding their GESI frameworks in ESG and SDG metrics, donors create a unified results logic between finance and development: the same indicators that determine project selection also inform portfolio-wide reporting and investor confidence. For practitioners, this means that robust GESI integration not only advances social equity but also strengthens a project's credibility, sustainability rating, and attractiveness to funders (OECD, 2021; UN Women & UNDP, 2022).

## Part 2 ▸ Understanding Donor GESI Frameworks and Rubrics

| | |
|---|---|
| **PPT Reference:** | Module 2 ⍰ Session 2.3 |
| **Refer to slides titled:** | Understanding Donor GESI Frameworks; Understanding Donor GESI Frameworks (2) |

**1. Provide a summary of donor's GESI frameworks**
Begin with slide that summarizes current GESI frameworks for ADB, the World Bank, GCF, and the Adaptation Fund. Please note that donors' strategies and requirements on gender and social inclusion are constantly evolving – therefore verify that the below information is current. Distribute the donor comparison handout or show it as a large table.

Walk participants through each donor using an explanatory narrative rather than listing every detail. Please note that the presentation outlines multiple donors and we would encourage the facilitators to check whether the donors have updated their GESI strategies since the publication of this guide. Additionally, the donor landscape of your country/region may be different to the examples listed in this guide. Please add or adapt in your presentation.

Below are some examples of donor requirements around GESI:

- ADB – Explain that ADB operationalizes GESI primarily through its **gender mainstreaming categories:**
  - » GEN (*Gender Equality Objective*)
  - » EGM (*Effective Gender Mainstreaming*)
  - » SGE (*Some Gender Elements*)
  - » IGB (*Indirect Gender Benefits*)
  - » Projects rated GEN or EGM must include a robust gender analysis, a Gender Action Plan with clear activities, and gender indicators in the Design and Monitoring Framework (DMF). These categories influence how ADB counts "gender results" at completion and are closely tracked in corporate scorecards.
- World Bank – Describe the **Gender Tag** as the Bank's tool to classify and monitor operations that close gender gaps. Gender Tagging requires evidence of a clearly identified gender gap, a results chain linking actions to that gap, and at least one sex-disaggregated indicator.
- **Green Climate Fund (GCF)** – Explain that GCF was the first major climate fund to mainstream gender from the outset, requiring a gender and social inclusion assessment and a project-specific Gender Action Plan for all funded projects. Its updated Gender Policy and Action Plan link gender outcomes directly to its investment criteria (impact, paradigm shift, sustainable development, efficiency, and country ownership) and require disaggregated reporting.
- Adaptation Fund (AF) – Describe AF's Gender Policy and Environmental and Social Policy through a gender mainstreaming approach aims to ensure that projects and programmes supported by the Fund provide women and men regardless of their background, age, race, ethnicity, religion, class, language, ability or gender equality with an equal opportunity to strengthen their agency, build their resilience, address their differentiated vulnerabilities and increase their capability to adapt to climate change impacts and interlinked challenges. Requirements at the proposal stage include preliminary gender analysis and gender-responsive stakeholder consultations, gender assessment, ESS assessment, sex-disaggregated indicators & baselines, and a gender-responsive grievance handling mechanism.
- Encourage participants to notice how similar the underlying expectations are: they all require analysis, actions, indicators, and accountability, though terminology and tools differ.
- Conclude this part by emphasizing that **rubrics and scorecards are how donors turn principles into funding decisions.** A project may be technically strong but will struggle to be approved or rated successful if its GESI elements are weak or disconnected from the core design.

## Key Concepts and Theory – How to examine donor GESI requirements in your training context

Donors' strategies and requirements on gender and social inclusion are constantly evolving. However, there are key trends across the donor landscape on how GESI should be integrated across interventions.

To contextualise this within your country/region, we advise you to examine the donor landscape and familiarize yourself with how the donors structure their GESI requirements. Please take into consideration the below as reference:

**GESI Integration Across the Intervention Cycle**
- How do the donors require concept notes and proposals to integrate GESI into design, implementation and monitoring, evaluation and learning stages? Do they require a GESI analysis and GESI action plan to be conducted and do they have requirements on how a GESI analysis and action plan must be developed?

**GESI Budgeting and Resourcing**
- What requirements do they provide in regard to budgeting and resourcing towards gender and social inclusion? Do they require technical experts? Do they require actions to address capacity gaps (e.g., capacity building exercises)?

**GESI Indicators**
- Do the donors provide guidance on how they prefer gender outcomes to be structured? Similarly, do they have guidance on developing indicators related to GESI?

**GESI Risk Identification**
- Do the donors have specific safeguards that need to be included in the proposal stage? Are these safeguards directly linked with gender equality and social inclusion?

### Example of the Asian Development Bank (ADB) Gender and Inclusion Requirements

The **Asian Development Bank (ADB)** classifies all of its sovereign and non-sovereign operations under one of **four gender categories (GEN, EGM, SGE, and IGB)** based on the extent to which gender equality and women's empowerment are integrated into the project design, implementation, and results framework (ADB, 2025). This classification ensures that gender integration is systematic, measurable, and aligned with ADB's *Gender Equality Operational Plan 2021–2030*.

1. **GEN – Gender Equality Objective**

A project is assigned "gender equality objective" (GEN) if the project outcome includes a gender performance indicator.4 In addition, the majority (50% or more) of the project outputs need to include a gender performance indicator that directly contributes to the reduction of gender inequalities or promotes women's empowerment. Some requirements for GEN projects are:

- Gender performance indicators at both the outcome and output levels.
- Gender analysis must be conducted to inform project outcomes and designs.
- Gender assessment and action plan is a two-part mandatory annex of the RRP.

2. **EGM – Effective Gender Mainstreaming**

A project is assigned as "effective gender mainstreaming" (EGM) when a majority (50% or more) of the project outputs includes a gender performance indicator that directly contributes to the reduction of gender inequalities or promotion of women's empowerment. Some requirements for EGM projects are:

- At least one gender performance indicator is included in the majority (50% or more) of project outputs.
- Gender analysis must be conducted to inform project design.
- A Gender assessment and action plan is a two-part mandatory annex of the RRP.

### 3. SGE – Some Gender Elements

A project is assigned "some gender elements" (SGE) when there is at least one gender performance indicator which directly contributes to reducing a gender gap or inequality and/or contributes to women's empowerment. Some requirements for SGE projects are:

- One or more gender performance indicator(s) included in less than 50% of project outputs.
- Gender analysis should be conducted to inform project designs.
- A gender action plan is optional.

### 4. IGB – Indirect Gender Benefits

A project is assigned "indirect gender benefits" (IGB) when there are no gender performance indicators that directly reduce a gender gap or promote women's empowerment. Indirect gender benefits can include actions that aim to mitigate potential negative impacts on women and girls as part of environmental and social safeguard measures18 (e.g., activities for project affected persons, project contractors, and laborers) as well as indicators related to participation and universal access designs or features. A gender assessment must be included as a mandatory Annex to the RRP. The Gender Equality subsection of the Due Diligence section of the RRP should describe any relevant gender constraints and explain why the project cannot address them.

ADB Rubric Summary Table

| Category | Definition |
|---|---|
| GEN – Gender Equality Objective | Gender equality is a core objective; project includes robust GAP, measurable targets, and dedicated resources. |
| EGM – Effective Gender Mainstreaming | Gender equality is integrated across components with a GAP and indicators but not the main theme. |
| SGE – Some Gender Elements | Limited gender activities or indicators; no comprehensive GAP. |
| IGB – Indirect Gender benefits | No gender performance indicators that directly reduce a gender gap or promote women's empowerment. |

## Example of the World Bank's Gender Requirements

The World Bank 2024-2030 Gender Strategy has three strategic objectives; end GBV & elevate human capital, expand & enable economic opportunities, and engage women as leaders (World Bank, 2024). Within these three objectives are six outcomes, including:

- Accelerate progress in eliminating all forms of gender-based violence
- Build and protect human capital
- Improve equal access to more and better jobs, including jobs of the future
- Expand ownership and use of economic assets
- Expand access to and use of service that enable economic participation
- Advances women's participation, decision-making and leadership.

Implementing these outcomes includes tools such as the gender tag and IFC and MIGA gender flag which support strengthening the emphasis on closing gender gaps in project design. The tag and flag mark projects that, at design, clearly articulate how they will contribute toward narrowing specified gender gaps.

The flag and tag are expressed as a binary variable, where a 1 is assigned if the project includes:

- Gender analysis and / or consultation on gender related issues
- Specific actions to address the distinct needs of women and girls, or men and boys, or to positively affect gender gaps
- Mechanisms to facilitate the monitoring and / or evaluation of gender impacts through the results framework.

**Example: Green Climate Fund (GCF) Gender Policy and Action Plan**

The Green Climate Fund's Gender Policy lays out the fund's gender objectives, including:

- To support climate change interventions and innovations through a comprehensive gender approach, applied both within the institution and by its network of partners, including accredited entities, national designated authorities and focal points, and delivery partners for activities under the GCF Readiness and Preparatory Support Programme
- To promote climate investments that:
  - » Advance gender equality through climate change mitigation and adaptation actions
  - » Minimize social, gender-related and climate-related risks in all climate change actions
- To contribute to reducing the gender gap of climate change-exacerbated social, economic and environmental vulnerabilities and exclusions through GCF climate investments that mainstream gender equality issues (Green Climate Fund, 2019).

To implement these objectives, the GCF Gender Action Plan 2020-2023 lists requirements that NDAs/focal points, Accredited Entities, and delivery partners must follow regarding integrating gender into private sector activities and the GCF project/activity cycle. These include:

- A mandatory initial gender assessment and develop a project-level gender action plan, complementary to the environmental and social safeguards (ESS) requirements. The gender assessment and the project-level gender action plan will:
  - » Collect baseline data and determine how the project can respond to the needs and strategic interests of women and men in view of the specific climate change issue to be addressed;
  - » Identify the drivers of change and the gender dynamics to achieve the project's adaptation or mitigation goals
  - » Identify and design the specific gender elements to be included in the project activities
  - » Estimate the implementation budgets
  - » Select appropriate and measurable output, outcome and impact indicators
  - » Design project implementation and monitoring of institutional arrangements
- Gender-equitable and inclusive stakeholder engagement and consultations conducted and documented throughout the design and implementation of the project/programmes, as follows:
  - » Inclusion of gender perspectives in the application of the mandatory project social and environmental safeguards in line with project-specific requirements of the ESS in accordance with decision B.07/02
  - » Project screening for the integration of gender issues at various stages of the project preparation, appraisal, and approval and monitoring process by the relevant bodies.

## Part 3 ▸ Sectoral Priority Heat Map: Who Funds What?

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|---|---|
| **PPT Reference:** | Module 2 ⍰ Session 2.3 |
| **Refer to slides titled:** | Sectoral Priority Heat Map for Donor Partners |

1. **Explain how to target the right source of funding for your project.** Please adjust the sectoral priority heat map based on the donor landscape relevant to the training's country/ regional context. The below is a synthesized example using GCF, AF, ADB, World Bank, Australia DFAT, and New Zealand MFAT.

- Slide - "Sectoral Priority Heat Map for Donor Partners" - visually summarizes where each donor is most active in climate sectors, and how strongly GESI is emphasized in each area. Note this may change overtime but is a good way to highlight that donors place different emphasis on GESI and may wish to highlight specific types of results, which in turn may help prioritize donor engagements to realize projects.

- Guide participants through the main observations:

  - **Climate & Environment** – GCF and AF are explicitly climate funds; DFAT and MFAT also treat climate and resilience as central pillars of their regional strategies. All four expect gender and social inclusion to be integrated into climate adaptation and mitigation proposals as a matter of course.

  - **Economic Empowerment** – Women's economic empowerment is a high priority across all donors. ADB and the World Bank often frame this in terms of labor markets, entrepreneurship, and value chains; DFAT and MFAT frequently emphasize inclusive livelihoods and employment in Pacific and regional programs.

  - **Governance & Leadership** – DFAT, MFAT, and the World Bank highlight inclusive governance, transparency, and women's decision-making roles as key to sustainability and social cohesion.

  - **Emerging Areas** –

    - Digital inclusion and gender-responsive data systems in World Bank programs.

    - GESI-informed infrastructure (e.g., safer transport, inclusive urban design) in ADB operations.

    - Indigenous partnerships and rights-based climate action in MFAT portfolios.

- Move to an interactive Q&A. Ask participants to:

  - Guess which donors they associate most strongly with each sector (e.g., GCF/AF on coastal adaptation, ADB/World Bank on transport and energy, DFAT/MFAT on locally led resilience and governance).

  - Mark where GESI is particularly prominent (e.g., PSEAH, disability inclusion, Indigenous partnerships, women's economic empowerment, inclusive infrastructure).

  - From their experience, are there any disagreements on the donor's GESI priorities? Has any key focus area been missed?

  - In the discussion, help them draw links to their own project pipelines: Which donor is the best "fit" for a coastal adaptation project with strong Indigenous governance? For a regional transport corridor project focusing on women's safety and jobs?

## Part 4 ▸ Commonalities Across Donors

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|---|---|
| **PPT Reference:** | Module 2 ⍰ Session 2.3 |
| **Refer to slides titled:** | Difference in implementation and sectoral approaches across donors…; GESI policies in action – Overview of gender rubrics |

**Highlight Commonalities and Differentiators**
Turn to the slide titled "Commonalities in Implementation" to summarize the shared features you want participants to retain:

1. **Gender analysis as a mandatory starting point** Many donors require some form of gender analysis or assessment before or during project design. GCF and the Adaptation Fund require a formal gender assessment as a mandatory submission document. The World Bank requires gender gap analysis as part of the Gender Tag criteria. ADB requires gender analysis embedded in project design.

2. **Gender Action Plan (or equivalent)** GCF, the Adaptation Fund, ADB (for GEN and EGM-categorised projects), and DFAT (for investments over $3 million) all require a formal Gender Action Plan or equivalent document that translates analysis into concrete activities. MFAT requires this through its activity design process. The World Bank does not require a standalone GAP but requires specific actions to be embedded in project design to meet the Gender Tag.

3. **Gender-specific indicators and sex-disaggregated data** Many institutions require measurable indicators to track gender outcomes and sex-disaggregated data for results reporting. This is explicit in GCF's Gender Action Plan requirements, the World Bank's Gender Tag criteria, ADB's design and monitoring framework requirements, and the Adaptation Fund's gender guidance.

4. **Integration across the full project cycle** Donors are requiring gender to be addressed not just at design but throughout implementation, monitoring, and reporting and not treated as a one-off tick-box at proposal stage.

5. **Safeguarding and do-no-harm** Donors will include requirements that projects do not inadvertently harm women or marginalised groups, and most explicitly reference prevention of gender-based violence or sexual exploitation and harassment (PSEAH/SEAH) as a minimum standard.

## Part 5 ▸ Synthesis, Poll and Closing

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|---|---|
| **PPT Reference:** | Module 2 ⍰ Session 2.3 |
| **Refer to slides titled:** | Session Takeaways |

1. **Summarize Session Takeaways**
Session Takeaways slide recaps key messages in concise language:

- Donor gender policies and scorecards define accountability and credibility standards for projects.
- Strong GESI integration enhances sustainability, resilience, and project performance, not just compliance.
- Understanding donor frameworks and rubrics helps practitioners design better projects and ToRs from the outset.
- GESI is universal across donor-financed climate programs; the question is no longer if it should be integrated, but how well.

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SESSION 2.4

# From Framework to Fundable Outputs — Developing Theories of Change, Monitoring & Evaluation frameworks and Results Indicators

## 1. Overview

This session brings together all the analytical and design work from earlier sessions of Module 2 to developing a Theory of Change (ToC) and Monitoring & Evaluation (M&E) framework that can translate GESI actions into measurable, fundable results. Using a combination of plenary discussion, short inputs, and group work, participants will learn how to build a ToC connecting GESI-integrated actions to outputs, outcomes, and long-term impact. They will also learn approaches to design an M&E framework that includes SMART indicators, baselines, targets, data sources, and responsibilities. Examples will be used (e.g. a climate-resilient road project) to see how ToCs and M&E matrices satisfy donor expectations (World Bank, ADB, GCF, etc.) and strengthen the credibility and competitiveness of their projects. Participants should see clearly that donors do not just fund good intentions—they fund results that can be logically explained and credibly measured.

## 2. Key Takeaways

By the end of this session, participants will be able to:

- Explain the role and structure of a Theory of Change (ToC) in GESI-integrated climate projects—articulating how GESI analysis and GAP actions logically lead to outputs, outcomes, and impacts.
- Design an M&E framework that connects GESI actions to measurable results, showing how indicators, baselines, and targets track progress on gender equality, disability inclusion, and social outcomes.
- Develop SMART, donor-aligned indicators (quantitative and qualitative) that are specific, measurable, achievable, relevant, and time-bound, and that reflect the priorities of institutions such as the World Bank, ADB, and GCF.
- Define baselines, targets, data sources, and responsibilities for key indicators, ensuring that inclusion results can be monitored, reported, and used for learning and adaptive management.
- Recognize how clear ToCs and M&E frameworks increase project credibility and funding potential, turning GESI commitments into demonstrable performance and impact.

## 3. Suggested Activities

**Session run time:** 90 minutes

| Time | Activity | Method | Resources |
|---|---|---|---|
| **Part 1 – Opening and Recap: When Good Projects Create New Problems and New Solutions** | | | |
| 10 min | Opening and recap: "When good projects create new problems" | Plenary storytelling + discussion | **Presentation slides titled:** When Good Projects Create New Problems – and New Solutions |
| **Part 2 – Understanding the Theory of Change (ToC)** | | | |
| 15 min | Introducing the Theory of Change (ToC) | Mini-lecture and Q&A | **Presentation slides titled:** Donors design GEDSI policies with an intersectional and multidimensional lens |
| **Part 2 – Understanding Donor GESI Frameworks and Rubrics** | | | |
| 10 min | Facilitator presentation | Presentation slides | **Presentation slides titled:** A Theory of Change Tells Your Story of Impact; Anatomy of a ToC |
| **Part 3 – Activity: Sorting Outputs, Outcomes, and Impacts** | | | |
| 15 min | **Activity:** Sort statements into outputs, outcomes and impacts | Group exercise | **Presentation slides titled:** Activity: Sort into Output, Outcomes, Impact |
| **Part 4 – From Theory Of Change to M&E Framework** | | | |
| 20 min | From ToC to M&E framework | Guided presentation + demonstration | **Presentation slides titled:** From Theory of Change to M&E Framework; PNG example matrix |
| **Part 5 – Group Exercise: Develop Your Own ToC and M&E Framework** | | | |
| 20 min | **Group exercise:** Develop your own ToC and M&E matrix | Small-group work | **Presentation slides titled:** Create your own ToC and M&E Framework; ToC and M&E worksheets |
| **Part 6 – Closing** | | | |
| 10 min | Debrief and synthesis | Plenary reflection and wrap-up | No slides |

## 4. Suggested Documents / Materials

- Session slides (Module 1 – Session 1.4)
- Handout: M&E framework (Annex 1)
- PNG case cards/statements for output–outcome–impact sorting exercise.
- Flipcharts and markers or a virtual whiteboard for group reporting.

# 5. Facilitator Guide

## Part 1 ▸ Opening and Recap: When Good Projects Create New Problems and New Solutions

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|---|---|
| **PPT Reference:** | Module 2 ⍰ Session 2.4 |
| **Refer to slides titled:** | When Good Projects Create New Problems – and New Solutions |

1. Introduce the session

- **Slide "When Good Projects Create New Problems — and New Solutions".** Explain that even well-designed climate projects can unintentionally create new problems, especially when gender and social inclusion are not fully considered in the logic and measurement systems. You might share a brief story (real or anonymized) such as:
  - » A road project that increased traffic and market access, but left women feeling less safe at night.
  - » A renewable energy project that improved electrification but increased unpaid care work for women because of additional household appliances and expectations.
  - » A climate adaptation project that built protective infrastructure, but did not involve persons with disabilities in design, leaving warning systems inaccessible.
- **Use one story to anchor the discussion, then invite a quick reflection:**
  - » Ask: "Who has seen a project that achieved its technical targets, but created new social or gender-related problems?"
  - » Invite 2–3 brief interventions.
- **Link to the core message of the slide:**
  - » Good projects need **good logic** and **good measurement**. If the Theory of Change is incomplete, or if the indicators only measure technical outputs (kilometers of road, number of solar systems), you may miss important social risks and opportunities.
  - » In the previous sessions, participants learned how to conduct GESI analysis and build a Gender Action Plan. Today, the focus is on how to ensure that **those actions are backed by a clear theory of change and a robust M&E framework.**

**Facilitator prompt**

Use a simple bridging statement: "In this session, we'll learn how to tell a coherent story of change—and how to prove, with evidence, that our GESI actions are working. Donors fund results, not just intentions, and a strong ToC and M&E framework are how we show that." Transition to the next slide *A Theory of Change Tells Your Story of Impact.*

## Key Concepts and Theory

This session builds on a chain that began in Module 1 and earlier parts of Module 2:

- **Gender Analysis** is the diagnostic foundation of GESI-responsive project design. It systematically examines how gender, disability, age, and other intersecting factors shape access to resources, services, opportunities, decision-making, and exposure to risks. Within the **GESI 7-Dimension Framework**, this analysis assesses disparities across endowments, jobs, assets, services, safety, representation, and norms—answering the core questions: *Does the project produce the same outcomes for women, men, and other groups?* – and – *Does it create opportunities to empower women and close gaps?*

- The **Gender Action Plan (GAP)** is the structured roadmap that operationalizes these findings. It translates evidence on risks and opportunities into concrete, time-bound, and resourced actions that embed GESI into the project's design, delivery, and monitoring. A strong GAP is grounded in analysis, uses SMART targets, is resourced and assigned, and is linked to the project's M&E framework.

- The **Theory of Change (ToC)** connects these GAP actions to outcomes and long-term impacts through explicit causal logic. It clarifies how specific GESI actions—such as inclusive recruitment or accessible infrastructure—are expected to contribute to climate resilience, economic empowerment, and governance outcomes. The ToC also makes assumptions and risks visible, enabling teams to anticipate where additional capacity or mitigation may be needed.

- The **Results Framework or M&E Framework** then translates this ToC into indicators, baselines, targets, data sources, and responsibilities. It turns the logic into a measurable system that demonstrates whether GESI actions are producing the intended outputs, outcomes, and impacts.

This sequence—Gender Analysis → GAP → ToC → Results Framework—ensures that inclusion in climate projects is evidence-based, logically coherent, and verifiable. It aligns with donor expectations under frameworks such as the World Bank Gender Tag and Climate Co-Benefits Methodology, ADB's Gender Equality Operational Plan, and GCF's Gender Policy.



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## Part 2 ▸ Understanding The Theory of Change (ToC)

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|---|---|
| **PPT Reference:** | Module 2 ⍰ Session 2.4 |
| **Refer to slides titled:** | A Theory of Change Tells Your Story of Impact; Anatomy of a ToC |

1. Explain Theory of Change

- With the slide titled "A Theory of Change Tells Your Story of Impact - explain that a **Theory of Change** is a visual and narrative description of **how** and **why** project activities are expected to lead to desired outcomes and long-term impacts. Frame it using the steps participants already know:
  - » GESI **Gender Analysis** (Session 2.1) defines baseline inequalities and barriers.
  - » The **Gender Action Plan (GAP)** (Session 2.2) specifies the actions to address these inequalities.
  - » The **Theory of Change** (this session) connects these actions to outcomes and impacts through causal logic.
  - » The **Results / M&E Framework** then assigns indicators, baselines, and responsibilities to test whether the logic holds.
- On the slide *Anatomy of a ToC*, walk participants through the main components:
  - » **Inputs & Activities** – Resources and GESI actions (e.g., training, policy reforms, design changes).
  - » **Outputs** – Immediate deliverables (e.g., number of people trained, policies drafted, infrastructure upgraded).
  - » **Outcomes** – Changes in behavior, practices, or access (e.g., more women in technical roles, increased PWD access to services).
  - » **Impacts** – Longer-term changes in systems, well-being, or resilience (e.g., reduced gender gaps in income; increased climate resilience of vulnerable groups).
  - » **Assumptions and Risks** – Conditions that must hold true for change to occur (e.g., political support, cultural openness, institutional capacity).
- Encourage participants to see the ToC as:
  - » A **story of impact**: "If we do X, Y, and Z, we expect A, B, and C to happen because…"
  - » A **learning tool**: It helps teams test assumptions and adjust strategies when reality differs from expectations.
  - » A **donor communication tool**: It shows clearly why GESI actions are integral to climate outcomes—not separate from them.

**Facilitator prompt**

**You can ask:**

- "Looking at your own projects, where do you feel the logic is clear, and where does the chain from activities to impact feel vague or 'assumed'?"

Use this to lead into the next exercise, where participants will practice distinguishing **outputs**, **outcomes**, and **impacts**.

## Key Concepts and Theory

A **Theory of Change (ToC)** is both a conceptual and practical tool. Conceptually, it describes the causal pathway from activities to outcomes and impacts; practically, it helps teams design, communicate, and test how change is expected to happen.
For GESI-integrated projects:

- The ToC explicitly shows **how inclusion actions contribute to core project goals** such as increased climate resilience, improved infrastructure performance, or poverty reduction.
- It maps **intermediate steps**, recognizing that change in gender relations or social inclusion often requires shifts in skills, norms, institutional practices, and access to resources before long-term impacts are visible.
- It surfaces **assumptions**—for example, that trained women will be hired, that institutions will enforce safeguards, or that communities will accept norm-changing interventions.

A typical GESI-related ToC pathway might include:

- **Activity:** Train women and marginalized youth in climate-resilient maintenance and establish inclusive recruitment criteria.
- **Output:** A specified number and percentage of women and marginalized youth trained and applying for maintenance jobs.
- **Outcome:** Increased employment of women and marginalized youth in maintenance roles; improved perceptions of fairness and inclusion in hiring.
- **Impact:** Reduced gender gaps in income, strengthened household resilience, and more sustainable O&M due to diverse, locally rooted teams.

By making these links explicit, the ToC provides a narrative and visual "story of impact" that donors and stakeholders can follow. It also serves as the backbone for constructing indicators in the M&E framework.



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## Part 3 ▸ Activity: Sorting Outputs, Outcomes and Impacts

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|---|---|
| **PPT Reference:** | Module 2 ⍰ Session 2.4 |
| **Activity:** | Sort into Output, Outcome, Impact |

1. **Run a participatory exercise**

**Activity:** Sort into Output, Outcome, Impact slide - the purpose of this exercise is to ensure everyone has a shared understanding of these key terms—because ToCs and M&E matrices depend on using them correctly. Explain the exercise:

- Each group receives a set of statements drawn from a sample project, for example, a Climate-Resilient Road Infrastructure Project in PNG. The statements could include:
  - "Train 120 local workers (at least 40% women) in climate-resilient road maintenance."
  - "Women's participation in road maintenance employment increases."
  - "Household income stability for women-headed households improves over the project period."
  - "Road travel time to markets is reduced for rural communities."
  - "Project communities report feeling safer when using roads at night."

**Ask groups (3–5 people) to:**

1. Sort each statement into one of three categories:
   - Output
   - Outcome
   - Impact
2. Write or place the statements in the appropriate column on the worksheet or flipchart.
3. Discuss briefly why they classified each statement as they did.

**After 10–12 minutes, debrief in plenary:**

- **Ask:** "Which statements were easiest to classify? Which were hardest?"
- **Emphasize:**
  - Outputs are usually within the direct control of the project and are often expressed as numbers of activities or deliverables.
  - Outcomes are changes in behavior, practice, access, or participation among people or institutions.
  - Impacts are longer-term, higher-level changes in well-being, equity, or resilience.
- **Link back to GESI:**
  - GESI outcomes often focus on who is accessing services, jobs, or decision-making spaces, and how power or opportunity is shifting.
  - Impacts might include reduced gender gaps in income, improved safety, or greater resilience of marginalized communities.
- Use this as a bridge to the next part, where you show how these elements are connected in a Theory of Change and then translated into indicators.

## Key Concepts and Theory

A **Results Framework** (M&E framework or logframe) is the measurement architecture that operationalizes the Theory of Change. For GESI-integrated climate and projects, it ensures that inclusion outcomes are not merely aspirational but are rigorously tracked and reported. Key elements include:

- **Indicators at different levels:** outputs (e.g., number of women trained), outcomes (e.g., percentage of women employed in O&M roles), and impacts (e.g., change in women's income or resilience).
- **Baselines and targets:** Baselines establish the starting point; targets specify the expected change within a defined timeframe.
- **Data sources and methods:** These can include administrative data, surveys, focus groups, community scorecards, or project MIS.
- **Frequency and responsibilities:** Clear schedules and assigned roles ensure data are collected regularly and used for decision-making.

Four interrelated concepts underpin strong GESI M&E:

1. **SMART Indicators**

Indicators must be Specific, Measurable, Achievable, Relevant, and Time-bound. In GESI contexts, this means moving from vague commitments ("promote women's participation") to precise statements such as "increase the proportion of women trained in climate-resilient maintenance from 10% to 30% by Year 3" or "ensure that at least 20% of maintenance contracts are awarded to women-led or youth-led MSMEs by midterm." SMART indicators make inclusion visible, credible, and accountable.

2. **Baselines and Disaggregated Data**

Establishing baselines—disaggregated by sex, age, disability, and where relevant, location or ethnicity—is essential for understanding who benefits and who may be left behind. Without disaggregated baselines, aggregate averages can conceal deep inequalities. Aligning indicators with SDG targets (especially SDG 5 and SDG 10) and donor gender metrics strengthens comparability and accountability.

3. **Gender-Responsive M&E Systems**

Gender-responsive M&E goes beyond counting heads. It ensures that data collection methods capture diverse experiences and that marginalized voices are heard. This can include combining quantitative surveys with qualitative methods such as focus groups, key informant interviews, or community scorecards. It also means designing tools and processes that are accessible to persons with disabilities, women with unpaid care responsibilities, or people living in remote areas.

4. **Adaptive Management and Learning**

Adaptive management uses monitoring data to refine project strategies. If indicators show low participation of women or PWDs, or persistent safety concerns, project teams adjust activities, outreach methods, or resource allocations. This iterative cycle—data collection, analysis, reflection, course correction—ensures that GESI integration remains dynamic and responsive rather than static or purely compliance-driven.

## Part 4 ▸ From Theory of Change to M&E Framework

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|---|---|
| **PPT Reference:** | Module 2 ▸ Session 2.4 |
| **Refer to slides titled:** | From Theory of Change to M&E Framework; Example M&E Framework |

1. **Link ToC to M&E Framework**

- Slide "From Theory of Change to M&E Framework". Explain that once the ToC clarifies the pathway from activities to impact, the next step is to decide what to measure, how to measure it, and who is responsible. This is where the M&E framework (or logframe) comes in.

- Reintroduce the PNG road example used earlier in Session 2.2. (OR the project of your choice). Show a simplified ToC fragment focusing on a GESI-related pathway, for instance:

  - **Activity (from GAP):** Pre-employment training and inclusive recruitment for women and youth in road maintenance.
  - **Output:** 120 local workers (40% women) trained in climate-resilient road maintenance.
  - **Outcome:** Increased women's participation in road maintenance employment.
  - **Impact:** Women's long-term economic participation and livelihood security improve.

- Explain each ToC statement becomes an indicator line in the M&E framework.

- Indicators must be SMART and disaggregated (by sex, age, disability, etc.) so that inclusion outcomes are visible.

- For each indicator, we specify:

  - Baseline (where we start),
  - Target (what change we expect),
  - Data source (where data comes from),
  - Frequency (how often data is collected), and
  - Responsibility (who collects and reports).

- Emphasize that donors (World Bank, ADB, GCF, etc.) want to see this clear line of sight from analysis ▸ GAP actions ▸ ToC ▸ M&E indicators. This is how they judge whether a GESI-integrated project is credible and fundable. Use a closing line for this part:

- Highlight a key message: "A strong M&E framework closes the loop: it turns your story of change into evidence that can be tracked, reported, and used to adapt your project over time."

- Then move into group work, where participants practice building their own ToC and M&E matrix.

**Now show the example table on the slide and walk participants through it:**

| Level | Example from ToC | Indicator | Data Source / Frequency |
|---|---|---|---|
| Output | Train 120 local workers (40% women) | Number and % of women completing training | Training records, attendance sheets / Quarterly |
| Outcome | Increased women's participation in road maintenance jobs | % of women employed in maintenance roles post-training | Contractor HR records / Bi-annually |
| Impact | Women's long-term economic participation increases | Change in women's income or livelihood stability | Endline survey / project completion |

## Key Concepts and Theory

The **Climate-Resilient Road Infrastructure Development Project in Papua New Guinea (PNG)** provides a useful illustration of how ToC and M&E are built around GESI actions.

In earlier examples, the project identified:

- Risks such as women and youth being excluded from skilled jobs; informal roadside vendors (often women) losing income during construction; and safety concerns along upgraded roads.
- Opportunities such as targeted training, inclusive O&M employment, and support for women-owned MSMEs in the road value chain.

From this analysis and accompanying GAP, a ToC pathway was developed:

- **Activities:**
  - Conduct pre-employment training for women and marginalized youth in project areas.
  - Introduce inclusive recruitment criteria and gender-responsive worksite policies.
- **Outputs:**
  - 120 local workers trained (with 40% women).
  - All contractors adopting SEA/SH codes of conduct and installing gender-responsive facilities.
- **Outcomes:**
  - Increased share of women employed in maintenance roles.
  - Improved perceptions of safety and fairness among workers and community members.
- **Impacts:**
  - Women's income and livelihood stability improve.
  - Community trust and support for road maintenance increase, contributing to more sustainable O&M.

The M&E framework then translates this into representative indicators:

- **Output indicators:**
  - Number and percentage of women completing training.
  - Number of contractors with active SEA/SH codes of conduct and functional grievance mechanisms.
- **Outcome indicators:**
  - Percentage of road maintenance jobs held by women or marginalized youth.
  - Proportion of workers reporting satisfaction with safety and inclusion conditions.
- **Impact indicators:**
  - Change in average income of women-headed households in project communities.
  - Qualitative evidence of increased community trust and engagement in O&M committees.

For each indicator, the framework specifies baselines (e.g., current female participation rate in maintenance), targets (e.g., increase to 30% by midline), data sources (HR records, surveys, focus groups), and frequency (quarterly, bi-annual, endline). This case demonstrates how the **GESI 7-Dimension Framework, GAP, ToC, and M&E matrix fit together.** It also shows donors a clear, evidence-backed line from **diagnosis to design to results**, making the project more competitive and more likely to deliver inclusive, climate-resilient outcomes.

## Part 5 ▸ Group Exercise: Develop Your Own ToC and M&E Framework

| | |
|---|---|
| **PPT Reference:** | Module 2 ⍰ Session 2.4 |
| **Refer to slides titled:** | Create Your Own ToC and M&E Framework<br>Use Annex 1 for a M&E Framework Template |

1. **Run a practical exercise**

- Create Your Own ToC and M&E Framework slide is the core practice segment of the session. Participants should be able to develop a simplified ToC and an accompanying M&E matrix for one of their own projects or a sample project provided in the workbook, focusing on GESI-integrated components.

- Instructions to facilitators

Ask participants to form groups of 4–6, ideally by sector (e.g., energy, transport, agriculture, water, climate resilience). Each group receives:

- A blank ToC diagram template.

- An M&E worksheet with columns for:
  - » Result level (output, outcome, impact),
  - » Indicator,
  - » Baseline,
  - » Target,
  - » Data source,
  - » Frequency,
  - » Responsibility.

Guide the task as follows:

1. **Select the project and GESI pathway**
   - Ask groups to choose a project they are familiar with (or a sample project from the workbook).

   - Request that they select 2–3 GAP actions from their Session 2.2 work—actions that they consider a priority for GESI outcomes.

2. **Build a mini-Theory of Change**
   - For each chosen action, ask groups to define:
   - » What is the output?
   - » What outcome do they expect?
   - » What impact does this contribute to?
   - Encourage them to keep the chain simple but logical—one action may lead to several outputs, but they should focus on one clear pathway for the exercise.

3. **Develop indicators for each level**
   - Ask groups to create SMART indicators (reference Session 2.2 Part 4) for each output, outcome, and (where relevant) one impact.

   - Encourage inclusion of both quantitative (numbers, percentages) and qualitative indicators (e.g., perceived safety, confidence, satisfaction).

4. **Define baselines and targets**
   - Ask groups to think about:
   - » What is the current situation (baseline)?
   - » What change is realistic over the project period (target)?

   - Remind them that where no baseline exists, one of the first activities may be a baseline survey or assessment.

5. **Identify data sources, frequency, and responsibilities**
   - Ask groups to fill in how data will be collected (e.g., project MIS, training records, surveys, focus groups), how often (quarterly, annually, at midline), and who is responsible (e.g., PMU M&E officer, implementing partner, contractor).

During the exercise, move between groups and support them:

- Help clarify outputs vs outcomes vs impacts.

- Encourage more specific and measurable indicators.

- Ask: "Is this realistic given your timeframe and budget?" and "Is the link to your GESI analysis clear?"

- After around 20 minutes, ask groups to prepare one ToC pathway and one illustrative indicator line to share in plenary.


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## Part 6 ▸ Debrief and Synthesis

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|---|---|
| **PPT Reference:** | Module 2 ⍰ Session 2.4 |
| **Refer to slides titled:** | "Key Lessons and Closing Reflections" |

1. **Conclude Through Presentation**

- Invite 2–3 groups to briefly present:
  - One ToC pathway (action ⍰ output ⍰ outcome ⍰ impact), and
  - One indicator example where they feel they achieved a good balance of SMART criteria and GESI relevance.
- Summarize the key messages:
  - A strong Theory of Change makes the project's logic transparent and shows how GESI actions contribute to resilience, equity, and performance.
  - A robust M&E framework makes that logic measurable and credible, satisfying donor requirements and enabling adaptive management.
  - Together, ToC and M&E turn inclusion from intent to evidence—which is critical for securing and sustaining climate financing.
- Use a bridging statement to the next module or session: "In the next step, we will focus on how to communicate this logic and evidence—how to present your ToC, indicators, and GESI results clearly in donor proposals, reports, and learning products."

# Annex 1: M&E Plan Template

Example

| Indicator Name | Definition / Description | Frequency | Data Source | Methodology for Data Collection | Responsibility |
|---|---|---|---|---|---|
| # of women trained in road maintenance | Number of women completing certified TVET training | Quarterly | TVET records | Training logs verified by partners | Implementing partner, M&E Officer |
| % of women in technical roles | Share of women employed in technical positions within 6 months | Bi-annually | Employer HR records | Follow-up survey with employers | Gender Specialist, M&E Team |
| # of gender-sensitive grievance mechanisms operational | Number of sites with functioning grievance mechanism | Quarterly | Site inspection reports | Monitoring visits and checklists | Safeguards Team |
| % women in decision-making committees | Share of women members in community committees | Annually | Committee report | Meeting attendance registers | Community Liaison Officer |
| Increased gender equality in infrastructure sector | Composite index of women's safety, participation, and leadership | Endline | Project evaluation | Baseline–endline survey | External Evaluator |

Exercise Template

| Indicator Name | Definition / Description | Frequency | Data Source | Methodology for Data Collection | Responsibility |
|---|---|---|---|---|---|
| | | | | | |
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SESSION 2.5

# Research Methods, Data Sources, & Stakeholder Consultation Tools

## 1. Overview

This session focuses on how to design and apply GESI (Gender Equality and Social Inclusion) field research tools to generate high-quality, inclusive data that informs climate investment project design. It walks participants through the practical steps of moving from stakeholder mapping to community consultations, and from raw field data to actionable insights. The session emphasizes that robust, participatory, and intersectional data collection is the foundation of inclusive project preparation. Participants will engage in a "learning-by-doing" design lab, where they adapt GESI research tools—such as stakeholder influence-interest matrices, institutional capacity assessments, and focus group discussion (FGD) templates —to their own contexts. They will also learn how to synthesize qualitative and quantitative data using heat maps and coding frameworks, turning stakeholder voices into evidence-backed Gender Action Plans (GAPs) and M&E indicators.

The session reinforces the principle that donors fund **evidence**, not intent—strong project design depends on the quality, depth, and inclusiveness of the data gathered during early analysis and stakeholder engagement.

## 2. Key Takeaways

By the end of this session, participants will be able to:

- Apply an analytical approach to field research and GESI tool design, understanding which tools (e.g., KIIs, FGDs, surveys, audits) are best suited for each stage of project preparation—from identification and analysis to design and implementation.
- Design inclusive, context-specific data collection instruments that capture diverse perspectives - especially those of women, persons with disabilities, Indigenous Peoples, and other marginalized groups - using intersectional and participatory approaches.
- Avoid common data collection pitfalls, ensuring representation across gender, geography, and ability while maintaining data consistency, inclusivity, and transparency in analysis.

## 3. Suggested Activities

**Session run time:** 75 minutes

| Time | Activity | Method | Resources |
|---|---|---|---|
| **Opening and Framing the Session** | | | |
| 5 min | Opening, recap and framing the session | Short presentation | **Slide:** Session Overview |
| **Part 1 – GESI Tools and Early-Stage Project Design** | | | |
| 10 min | **Slide discussion:** GESI Tools Across Project Cycle | Facilitator presentation and walkthrough the circular framework | **Refer to slides titled:** GESI tools help anchor inclusion in early-stage of project design; And without early use, projects can face various issues; There are a wide variety of GESI tools for different stages of the project cycle; These tools are more effective when used in combination |
| **Part 2A – Tool 1: Stakeholder Influence and Interest Matrix** | | | |
| 10 min | **Slide discussion:** Stakeholder matrix tool | Facilitator Presentation | **Refer to slides titled:** Tool 1; Stakeholder influence and interest matrix; Output: Stakeholder power-interest mapping |
| **Part 2B – Tool 2: GESI Institutional Capacity Assessment** | | | |
| 15 min | **Slide discussion:** FGD and other GESI tools | Facilitator Presentation | **Refer to slides titled:** Tool 2: Focus group discussions; Additional tools for consideration; The tools help gather data but how do we analyse the findings?; Generate evidence statements > convert into a starter gender action plan; Data collecting red and green flags |
| **Part 3 – Design Lab: Judging the Quality of GESI Fieldwork Instruments** | | | |
| 30 min | **Group exercise:** Design your own tools | Group exercise | **Refer to slides titled Design Lab:** Build your own tools |
| 5 mins | **Conclusion** | Facilitator Presentation | **Refer to slides titled:** Session Takeaways |

## 4. Suggested Documents / Materials

- Session slides (Module 2 – Session 2.5)
- Case studies for 'Design your own tool' group exercise (provided on ppt)

# 5. Facilitator Guide

## Opening and Framing

| | |
|---|---|
| **PPT Reference:** | Module 2 ⍰ Session 2.5 |
| **Refer to slides titled:** | When Good Projects Create New Problems – and New Solutions |

- Begin by introducing this session as a practical bridge between analysis and field application, explaining how GESI integration happens systematically across the project cycle using the right mix of analytical tools. Use the first slide, "GESI tools help build evidence to meet donor demands," to explain that donors do not fund 'assumptions about vulnerability', they fund projects build on rigorous, inclusive, and participatory data. This requires specific tools to help accurately capture the data to provide evidence-based decision-making.

## Part 1 ▸ GESI Tools and Early-Stage Project Design

| | |
|---|---|
| **PPT Reference:** | Module 2 ⍰ Session 2.5 |
| **Refer to slides titled:** | GESI tools help anchor inclusion in early-stage of project design; And without early use, projects can face various issues; There are a wide variety of GESI tools for different stages of the project cycle; These tools are more effective when used in combination |

1. **Explain the Concept – GESI as an Anchoring Process**

- Begin with the visual of the circular project cycle to emphasize that **GESI** considerations start at the earliest concept stage and evolve as the project matures.

- Point to each stage in the circle:

    1. **Project Identification:** Governments or proponents identify a climate adaptation or mitigation need. Here, advisors begin with a light-touch GESI lens — understanding the problem through secondary data and stakeholder scoping.

    2. **Project Analysis:** Conduct gender and inclusion analysis through stakeholder mapping, consultations, and preliminary Gender Action Plan (GAP) drafting.

    3. **Project Design:** Finalize the concept note, M&E framework, and inclusion strategy aligned with donor priorities.

    4. **Implementation:** Roll out activities using a finalized M&E plan that embeds inclusion indicators.

    5. **Impact Assessment:** Evaluate the effectiveness of inclusion measures and outcomes against the logframe.

    6. **Feedback and Iterative Learning:** Capture lessons and close the loop by feeding insights back into future design cycles.

- Emphasize the takeaway: "An early GESI lens leads to equitable outcomes for empowerment, representation, safety, voice, agency, and access — and increases the likelihood of project funding."

- Additionally, conclude by explaining the risks a project may face if it does not collect relevant data. Namely, exclusion gets built into projects, key groups are left out of decisions and benefits, social risks increase, and projects may miss donor requirements. Importantly, stress that these risks can be mitigated at the early stage of the project cycle.

2. **Show How the Depth of GESI Tools Varies by Project Stage**
- Move to the slide "There are a wide variety of GESI tools for different stages of the project cycle". Use the table to explain that the scope and intensity of GESI analysis differs depending on where the project is in its lifecycle.

| Project Stage | Analytical Depth | Tools & Focus |
|---|---|---|
| Concept Stage | Broad situational understanding; identifying major gender gaps and inclusion risks | Desk review, high-level Key Informant Interviews (KIIs), initial Focus Group Discussions (FGDs) |
| Technical Study / Full Proposal | In-depth primary data collection and institutional assessment | Detailed FGDs, staff gender audits, policy reviews, participatory mapping, stakeholder mini-workshops |
| M&E / Evaluation Stage | Outcome verification and adaptive learning | Gender-responsive indicators, outcome harvesting, "Most Significant Change" stories |

- Explain that as projects progress, GESI analysis becomes more evidence-driven, combining qualitative and quantitative data to inform design decisions. Use this moment to re-anchor the "intersectional GESI lens" introduced in Module I and the need to ensure projects consider overlapping inequalities (gender, disability, age, ethnicity, remoteness) that affect who benefits and who is left behind.

3. **Reinforce That GESI Tools Are Complementary, Not Stand-Alone**
- Show the slide "These tools are more effective when used in combination." Emphasize that **no single tool captures the full picture**. A strong GESI analysis blends institutional, policy, and community-level insights. Walk participants through the examples on the slide:

- **Institutional and policy tools:**
  - » Institutional Capacity Assessment Checklist
  - » Policy and Strategy Review Matrix
  - » Staff and Organizational Gender Audit
  - » Key Informant Interviews with implementing agencies and focal points
- **Community and participatory tools:**
  - » Community Focus Group Discussions
  - » Participatory Rural Appraisal (PRA) methods
  - » Household Surveys
  - » GESI Analytical Checklist (aligned with IFC Performance Standards PS1–PS8)
- Inform the participants that the session won't cover all tools, but a few key examples to help inform how data is collected and used.

## Key Concepts and Theory of Part 1: GESI Tools and Early-Stage Project Design

This session sits at the point where analysis becomes fieldwork. Earlier modules introduced the logic of GESI analysis, Gender Action Plans (GAPs), Theory of Change (ToC), and Results Frameworks. Session 2.5 steps back to ask a more basic question: *Where does the evidence actually come from?* If donors "fund evidence, not intent," then the quality and inclusiveness of field research is what ultimately makes a project design credible.

GESI-integrated field research differs from generic social research because it explicitly investigates how gender, disability, age, ethnicity, geographical location, livelihood status, and social norms shape people's access to resources, services, decision-making and safety. It deliberately looks for those who are not usually visible in statistics or formal consultations—women-headed households, persons with disabilities, Indigenous or customary landowners, informal workers, youth, older people with limited mobility, LGBTQI+ people, and other groups who are structurally disadvantaged. The purpose is not only to describe inequality, but to gather the information needed to design solutions that are both inclusive and feasible.

The type and depth of data collection varies by project stage. At the **concept stage**, teams rely primarily on secondary data: national census and household survey data, sector gender assessments, disability statistics, poverty maps, previous social assessments, and existing project evaluations. This material is often enough to demonstrate that gender and inclusion issues are relevant and to flag major risks and opportunities. It can be complemented by a small number of high-level Key Informant Interviews (KIIs) with government, utilities or civil society leaders to test basic assumptions.



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As projects move into **technical studies and full proposal preparation**, secondary data are no longer sufficient. Donors expect a clearly articulated evidence base specific to the proposed project. This is where primary data collection becomes critical: well-designed Focus Group Discussions (FGDs), household or enterprise surveys, institutional capacity assessments, stakeholder workshops, and field observations. These tools provide local detail on who is currently benefiting, who is excluded, what barriers exist in practice, and how institutions are set up to respond. They also generate the baselines for GESI-related indicators. Primary data collection has cost implications—especially in remote or island contexts—so part of quality GESI design is realistic budgeting for inclusive consultation and data collection.

Surveys deserve special mention because they often carry a sense of objectivity. A GESI -responsive survey is not simply a long questionnaire. It starts with a clear sampling strategy that ensures representation of women and men, persons with disabilities, different age groups, and communities that are hard to reach. Questions are translated into local languages and piloted for clarity and cultural sensitivity. Enumerators are trained not only in technical procedures, but in gender and disability sensitivity, confidentiality, and "do no harm" principles. Increasingly, digital tools such as KoBoToolbox or ODK are used to reduce errors and allow for real-time checks on disaggregation and data quality. Cost-wise, household surveys are typically more demanding than FGDs, because they require training, supervision, transport, and time; however, they provide the quantitative backbone for later monitoring and evaluation.

Throughout the project cycle, GESI analysis is strongest when it uses mixed methods and triangulation. Institutional and policy tools (such as institutional capacity assessments, policy reviews, or organizational gender audits) reveal how systems and rules are structured. Community and participatory tools (FGDs, participatory rural appraisal, community workshops, photovoice, or story maps) reveal how people actually experience those systems. Structured tools like stakeholder influence–interest matrices and GESI analytical checklists then help to organize and compare these findings. When numbers from surveys align with stories from FGDs and with patterns seen in institutional audits, donors gain confidence that the project is built on a solid understanding of context rather than on assumptions.

Seen in this way, the project cycle diagram used in the slides is more than a process flow. At project identification, teams apply a light GESI lens through secondary data and initial stakeholder scoping. During analysis, they deepen this lens through consultations, FGDs, surveys, and institutional assessments. In design, the evidence crystallizes into a GAP, ToC, and Results Framework. During implementation and impact assessment, monitoring tools verify whether the promised inclusion benefits are actually materializing. Feedback and learning then loop back to improve the next round of projects. GESI tools "anchor" inclusion across all these stages, turning it from a principle into a continuous, evidence-driven practice.

## Part 2A ▸ Tool 1: Stakeholder Influence and Interest Matrix

| | |
|---|---|
| **PPT Reference:** | Module 2 ▯ Session 2.5 |
| **Refer to slides titled:** | Tool 1; Stakeholder influence and interest matrix; Output: Stakeholder power-interest mapping |

1. **Introduce the Tool Purpose**
   - Explain that this tool helps determine who holds influence and who is most vulnerable among stakeholders (from communities to donors).
   - Emphasize that the tool ensures marginalized groups (e.g., women, Indigenous Peoples, persons with disabilities) are not left out of project influence mapping.
2. **Walk Through the Tool Components**
   - Refer to slide content showing the 2×2 matrix.
     - **Y-axis:** Influence or control over resources.
     - **X-axis:** Vulnerability or exposure to risks.
   - Ask participants to map one example stakeholder group per quadrant (e.g., government agencies, donor, community groups, women farmers).
   - Reinforce that justification for placement is critical — *why each group sits where it does.*
3. **Show the Example (Tuvalu – CREST Project)**
   - Use the example graphic to illustrate how to visually present results.
   - Point out:
     - High influence but low vulnerability ▯ Green Climate Fund.
     - Medium influence and medium vulnerability ▯ National departments.
     - High vulnerability but low influence ▯ Women farmers, disability groups.
   - Conclude with: "This helps prioritize whom to consult, how, and when."
4. **Synthesis Guidance**
   - Explain how to align outputs with **IFC Performance Standards (PS1–PS8)**.
   - Encourage ethical data use: apply "do no harm" principles, obtain consent, and use secondary data sources to validate mapping.



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## Key Concepts and Theories of Part 2A – Tool 1: Stakeholder Influence and Interest Matrix

The Stakeholder Influence and Interest Matrix is one of the foundational tools used in this session because it shapes almost every later decision about consultations and data collection. Its purpose is to help project teams see, in a single visual, who matters for the project, who is at risk of being left out, and how different actors should be engaged.

Influence refers to a stakeholder's power to affect decisions, control resources, shape public opinion, or block or champion the project. Interest refers to the degree to which a stakeholder is affected by, or cares about, the project's outcomes—often linked to exposure to risks or potential benefits. Plotting stakeholders on a simple 2×2 matrix (high/low influence by high/low interest or vulnerability) creates four quadrants that can inform engagement strategies: those who must be managed closely, those who should be kept satisfied, those who need to be kept informed, and those who may require empowerment and targeted inclusion measures.

From a GESI perspective, the horizontal axis of interest or vulnerability is closely tied to the United Nations' "Leave No One Behind" (LNOB) principle. Under the 2030 Agenda, vulnerable or less visible groups are those who face systemic barriers to participation and benefit-sharing because of their gender, age, disability, ethnicity, geography, livelihood, or social status. These groups often sit in the quadrant of high interest or vulnerability but low influence: they are heavily affected by project decisions but have limited voice in formal decision-making.

Designing the matrix thus becomes more than a technical exercise. It requires a deliberate effort to list not only the obvious institutional actors—ministries, regulators, utilities, private firms, donors—but also the informal, community-based, and marginalized stakeholders that mainstream mapping processes often miss. Ratings of influence and interest should be discussed in mixed teams and, where possible, validated with representatives from different groups to reduce the bias of a single viewpoint. It is good practice to document why each group has been placed in a particular quadrant, both for transparency and to track how power relations may shift over time.

Once completed, the matrix serves multiple functions. It guides stakeholder engagement strategies by clarifying who requires intensive, iterative consultation, who might be reached through existing structures, and where special efforts are needed to bring in marginalized voices. It informs the design of FGDs and surveys by highlighting which groups need separate spaces or adapted methods. It also links directly to safeguards: for example, aligning with IFC Performance Standard 1 on stakeholder engagement and Performance Standard 7 on Indigenous Peoples when projects affect customary landowners or traditional structures. Used well, the matrix becomes an early safeguard against exclusion and a roadmap for more equitable participation.

## Part 2B ▸ Tool 2: Focus Group Discussions and other tools

| | |
|---|---|
| **PPT Reference:** | Module 2 ⍰ Session 2.5 |
| **Refer to slides titled:** | **Tool 2:** Focus group discussions; Additional tools for consideration; The tools help gather data but how do we analyze the findings?; Generate evidence statements > convert into a starter gender action plan; Data collecting red and green flags |

1. **Introduce the Tool Context**
- Clarify this tool is a small, guided discussion with specific groups (e.g., women, youth, farmers) to gather in-depth perspectives, experiences, and barriers.

- Explain that it helps reveal nuanced social, cultural, and gender dynamics that may not emerge in surveys or interviews and is intended as a safe space for groups to voice needs and priorities.

2. **When to use it and complimentary tools**
- During project design, after an initial gender analysis, to validate findings and deepen understanding of community realities.

- The FGD is complimented by a gender analysis, key informant interviews, stakeholder mapping / influence-interest matrix, household surveys or community assessments.

- The FGD is intended to provide qualitative data that helps explain the 'why' behind inequalities identified in the gender analysis.

- Emphasize to the participants that it intends to build evidence by reflecting diverse experiences and moving past assumptions.

3. **Additional tools for consideration**
- Go through each tool and add any you may have used in your experience or is missing from this list.

Initial tools include:

» **Participatory rural appraisal:** Community-based methods that enable rural groups to analyze their own conditions, identify challenges, and prioritize solutions in an inclusive and participatory manner.

» **Household surveys:** Questionnaires used to collect quantitative, household-level data on demographic, roles, access to resources, and differences in needs or vulnerabilities.

» **GESI analytical checklist:** Ensures alignment with environmental and social safeguards.

» **GESI institutional checklist:** Structured review of an organization's systems, policies, skills, and practices to determine how well it can integrate gender equality and social inclusion into its programs, operations, and decision-making.

4. **Moving from data gathering to analysis**
- Use slide prompts to explain the flow of synthesizing data starting with sorting data across categories. Specifically structured using the "5W" framework:

» **What is the context?**

» **Who has what?** (Access to resources, land, mobility)

» **Who does what?** (Division of labor, care burden)

» **Who decides?** (Power, agency, leadership)

» **Who benefits?** (Distribution of outcomes)


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- Categorize these qualitative insights under the 7 dimensions GESI framework provided in the earlier session:

    1. Endowments – Health, Education, Skills
    2. Economic Opportunities, Jobs, Entrepreneurship,
    3. Access to assets and resources,
    4. Access to services & infrastructure,
    5. Safety, Security & GBV,
    6. Representation, Institutional Inclusion, Agency,
    7. Norms, Roles, Time Use.

- Identify patterns across these dimensions. Specific look for repeated barriers, contradictions, geographic differences, gender / disability. age distinctions.
- Generate evidence statements based on the data and patterns.
- Lastly, convert this evidence statement into Gender Action Plan (GAP) Actions.
- You may provide an example to illustrate this thinking. An example can be found on the slide titled 'Generate evidence statements > Convert into a starter Gender Action Plan.'

5. **Facilitator Wrap up**

- Reiterate that the tools shown are meant to be compatible and build evidence together.

    » **Stakeholder Mapping** identifies *who to engage.*

    » **Institutional Capacity Assessment** evaluates *who can deliver.*

    » **FGDs** capture *what people need and experience.*

- End by emphasizing: "These are not just diagnostic tools, they're the foundation for evidence-based Gender Action Plans that donors can trust."
- Use the 'Data collecting red and green flags' slide to reiterate key takeaways from the various tools. Red flags can include over-relying on one tool, speaking only to accessible groups, data saturation without diversity, and others. Example green flags include multiple tools used together (matrix + FGD + KII+ PRA), clear representation quotas, and evident cultural appropriateness.

## Key Concepts and Theory of Part 2B – Focus Group Discussions (FGDs)

Focus Group Discussions are one of the most versatile and widely used tools for GESI analysis. They offer a space for participants to describe, in their own words, how they experience services, risks, and social norms, and how proposed changes might affect them. Unlike one-on-one interviews, FGDs allow people to build on each other's comments, clarify misunderstandings, and surface shared concerns or tensions.

From a GESI perspective, the design of FGDs matters as much as the questions themselves. Groups should be composed in ways that promote safety and openness. This often means separate groups for women and men, for youth and older people, or for persons with disabilities and their caregivers, depending on the topic and context. It also means actively including people who might otherwise be overlooked—such as informal vendors along a road corridor, women living on customary land, or people in remote or peri-urban settlements. Venues should be neutral, familiar, and accessible, and times should be chosen with unpaid care responsibilities, mobility restrictions, and safety considerations in mind.

Facilitation quality is equally important. Facilitators should speak local languages and reflect a mix of genders where possible. Each FGD should begin with clear introductions and an explanation of purpose, consent, confidentiality, and voluntary participation. Simple ground rules—taking turns, respecting different views, maintaining confidentiality—help set expectations. For groups with low literacy, visual aids, diagrams, mapping exercises, and storytelling can be more effective than text-heavy handouts.

The "5W" framework used in the slides is a practical way to structure FGD questions around GESI concerns. Participants are invited to talk about the overall context (what services or climate risks they are dealing with), who has access to what (land, income, information, mobility), who does what (division of labor and care burdens), who decides (in households, community structures, and institutions), and who benefits (how gains and losses are distributed).

Responses can then be coded under the seven GESI dimensions — endowments, jobs, assets, services, safety, representation, and norms—and analyzed through lenses such as access, roles, norms, power, participation, and safety. This coding transforms raw conversation into evidence that can be directly used for GAP actions and indicators.

Cost is an unavoidable dimension of FGD planning. A single FGD session typically involves facilitator and note-taker time, venue costs if community spaces are not available, refreshments, and transport allowances. In some contexts, there may also be costs associated with community protocols, translations, or sign-language interpretation, and arranging separate sessions for women, youth, or persons with disabilities. Experience in Pacific Island countries suggests that local FGD costs can range from modest to substantial, especially when travel to outer islands or remote communities is involved. These costs should be seen as investments in data quality and representation; under-budgeting often leads to rushed or superficial consultations that undermine credibility.

Finally, FGDs are most useful when they are treated not as isolated events but as part of a chain. Early-stage FGDs help identify issues and stakeholder groups. Later FGDs can be used to validate proposed solutions, discuss trade-offs, and refine implementation arrangements. In each case, careful documentation and synthesis are key. Findings should be summarized in a way that makes the link to design clear—for example, showing how a statement like "women spend several hours a day collecting water" becomes a specific GAP action on women's participation in water user committees and an indicator on time use or decision-making power.


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**Additional Tools You May Cover**

Beyond stakeholder mapping, FGDs, and institutional assessments, facilitators may introduce several complementary tools that help deepen GESI analysis and ensure data credibility. These tools are often applied during the design and validation phases of a project to translate lived experiences and institutional realities into actionable, measurable insights.

1. **GESI Analytical Checklist (Aligned with IFC Performance Standards PS1–PS8)**

The GESI Analytical Checklist is a structured diagnostic tool designed to ensure that inclusion and social risk dimensions are addressed systematically throughout the project cycle. Adapted from IFC Performance Standards (PS1–PS8), it assesses how gender, disability, and social inclusion are integrated into design, implementation, and operation. Facilitators should explain that this tool does not merely "tick boxes," but rather captures both opportunities and risks across seven thematic dimensions—health and education, employment and economic participation, access to assets and services, safety, representation, and social norms.

A facilitator may demonstrate how to structure the tool as a simple table with columns such as *GESI Dimension* | *Key Questions* | *Data Source* | *Identified Issues* | *Opportunities/Risks* | *Relevant IFC PS*.

For instance, under "Access to Infrastructure and Services," participants might explore whether transport or water systems are accessible to women and persons with disabilities, and then link these findings to IFC PS4 (Community Health and Safety).

The checklist helps connect multiple data sources—FGDs, KIIs, household surveys, and desk reviews—into a single, integrated analysis matrix. Once completed, it serves as a "bridge" between diagnosis and project design: it summarizes critical risks and opportunities, prioritizes interventions, and links them to donor safeguard frameworks. Facilitators should emphasize how this linkage strengthens compliance and enhances the project's credibility during proposal review.

Inclusivity can be further strengthened by participatory validation—reviewing draft findings with local women's groups or disability networks, and by ensuring diverse data-collection teams that balance gender and language representation. The output is a completed GESI Analytical Matrix and a linkage table to IFC PS1–PS8, ready to inform the project's Theory of Change, Gender Action Plan, and Results Framework.

### 2. GESI-Responsive Household Survey

The household survey complements qualitative consultations with statistically representative, disaggregated data that provide the quantitative backbone of the GESI analysis. Facilitators should explain that surveys collect measurable information on demographics, access to assets and services, livelihoods, decision-making roles, perceptions of safety, and disability status. Using short-set disability questions (such as the Washington Group Questions), the survey enables comparison across gender, age, and ability groups.

When guiding participants through survey design, facilitators can stress five critical steps:

1. **Defining objectives and indicators** – aligning survey questions with the project's GESI outcomes, such as equitable access or participation.
2. **Developing the questionnaire** – using structured questions grouped under themes like income, assets, employment, and safety.
3. **Sampling design** – ensuring representative diversity across gender, geography, and social groups.
4. **Enumerator training and ethics** – training field teams on confidentiality, consent, disability inclusion, and gender sensitivity.
5. **Data collection and analysis** – using digital tools such as KoboToolbox or ODK for accuracy and ease of disaggregation.



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Facilitators should emphasize inclusivity strategies: recruiting female enumerators to interview women respondents where norms require it; adapting materials for persons with disabilities; ensuring privacy and convenience of interview timing; and translating questionnaires into local languages.

The output is a disaggregated dataset and baseline report that form the empirical foundation for the project's results framework. These data can populate indicator tables, justify gender-responsive targets, and strengthen proposal narratives by demonstrating evidence-based design. For example, statistics on gender gaps in asset ownership or time spent on unpaid care can directly justify targeted interventions in the Gender Action Plan.

## Part 3 ▸ Tool 1: Design Lab – Judging the Quality of GESI Fieldwork Instruments

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|---|---|
| **PPT Reference:** | Module 2 ▯ Session 2.5 |
| **Refer to slides titled:** | Design Lab: Build your own tools |

### Step 1. Setting the stage

- The goal of this exercise is for the participants to design a tool to fit the case study's context to build their familiarity with GESI data collection methods.
- Display the slide titled 'Design Lab: Build your own tools' and explain to the participants that this exercise is intended to gain some familiarity with GESI tools and when it would be appropriate to use them in different contexts.

### Step 2. Explain the exercise instructions

- Divide the session into groups of 5. Explain to the participants that they will be given a case study. The presentation has provided 5 short summaries for potential case studies, but feel free to use case studies that are more contextualized to the country/region in which the training is occurring.
- Tell the participants to design a tool that would support in gathering data on vulnerable groups within the case study provided. They can use the examples that were shown earlier in the session or may even design a tool similar to what they may have used in their experience.
- The participants would need to then describe the purpose of the tool, the group it intends to target, a sample design, the type of data (qualitative/quantitative/mixed), how the information collected would feed into a gender analysis, and how it would help identify potential project risks (as well as mitigation opportunities).
- Groups should have about 20-30 minutes to design one or more tools.

### Step 3. Facilitation

- To help the flow of discussion, facilitators should go to each group and ask if they have any questions, provide support in case the participants are unsure or stuck, and also ask some guiding questions. These questions could include:
  - (If they are creating an FGD) How would you structure your FGD to ensure different groups would feel comfortable in speaking?
  - (If they are creating a household survey) What would you do differently if the initial gender analysis had identified literacy as a challenge in the target groups?
  - (If they are conducting key informant interview) Would you be able to provide example questions that helps unearth specific and relevant answers? Do these questions allow for intersectional (non-one dimensional) responses?

### Step 4. Plenary Discussion and takeaways

- Bring the participants back together and invite each group to briefly present the tool they designed (about 2–3 minutes per group). Ask them to explain:
  - What type of tool they designed (e.g., FGD guide, household survey, key informant interview).
  - The target group the tool focuses on.
  - The main purpose of the tool and the type of information it would collect.

- As groups present, the facilitator can ask short reflection questions, such as:
  - » What kinds of insights would this tool help uncover about vulnerable groups?
  - » How would this tool help identify risks or barriers for participation in the project?
  - » How might the information collected influence project design or implementation?
- Highlight that different tools serve different purposes, and that selecting the right tool depends on the context, the target group, and the type of information needed (e.g., qualitative insights, quantitative data, or both).
- Emphasize a few key takeaways for participants:
  - » GESI tools help uncover who is affected, how they are affected, and what barriers they face.
  - » Tools should be designed to ensure safe and inclusive participation, especially for groups who may feel less comfortable speaking.
  - » The goal of data collection is not only to gather information, but to inform gender analysis and strengthen project design by identifying risks and opportunities early.

## Part 4 ▸ Session Closing

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|---|---|
| **PPT Reference:** | Module 2 ⍰ Session 2.5 |
| **Refer to slides titled:** | Session Takeaways |

- To close the session, bring participants back to the core message of why GESI tools matter beyond compliance. Emphasize that Focus Group Discussions, stakeholder mapping, and institutional assessments are the bridge between what we think people need and what people actually need.
- Encourage participants to reflect that robust data collection combines both numbers and stories, and that powerful evidence often lies in the lived experiences of women, persons with disabilities, and marginalized groups. Explain that well-designed GESI tools create projects that are not brittle or rigid; they are adaptive systems that bend with shocks like cyclones, market disruptions, or social change.
- Remind the participants that donors today fund credibility. They look for proof that inclusion is real and visible on the ground. Encourage participants to see their role as not just technical advisors or analysts, but as translators of lived experience into design evidence that shapes better, fairer, and more fundable projects.

SESSION 2.6

# Drafting a High-Quality Terms of Reference for GESI Diagnostics

## 1. Overview

This session focuses on how to draft a high-quality Terms of Reference (ToR) for GESI (Gender Equality and Social Inclusion) diagnostics in climate projects. It takes participants from the basic components of a ToR through to the practical choices that determine whether consultants can realistically deliver inclusive, evidence-based analysis. Using a live ToR example drawn from climate-resilient infrastructure, the session walks through three core parts of a ToR: the background and objectives; the scope of work and methodology; and the deliverables, timelines, and budget. Participants examine "good practice call-outs" highlighted in the slides—for example, how a background section can spotlight climate and disaster risks and disproportionate exclusion of GESI groups, or how a methodology section can require participatory tools and disaggregated data rather than generic "consultations."

Participants engage in an energizer ("ToR Snap Judgment") where they quickly assess sample ToR statements against donor expectations and then move into a WorkLab activity where they use a "Pacific Priority Spin Wheel" to select a donor–sector combination and draft an outline ToR. By the end, participants should understand that a ToR is more than an administrative document: it is the engine that connects government priorities, donor requirements, and community voices, and is often the first test of whether a project will produce robust GESI evidence or just superficial compliance language.

## 2. Key Takeaways

By the end of this session, participants will be able to:

- Identify and describe the fundamental components of a strong ToR for GESI diagnostics, including background, objectives, scope of work, methodology, deliverables, and budget.
- Translate donor GESI expectations (e.g., gender policies, safeguard standards, performance indicators) into clear ToR objectives and outputs rather than generic references.
- Design a ToR that "speaks government, thinks donor, and listens community"—aligning national priorities with financing requirements and community realities in a single document.
- Structure scope and methodology sections so that they mandate participatory, GESI- responsive data collection (mixed methods, disaggregated data, explicit consultation targets) instead of vague "consultations."
- Develop realistic timelines and budgets that reflect the depth of GESI analysis required and leverage local networks and facilitators to build stewardship and value for money.

## 3. Suggested Activities

**Session run time:** 70 minutes

| Time | Activity | Method | Resources |
|---|---|---|---|
| Part 1 - Opening and ToR Snap Judgement | | | |
| 10 min | Opening and session framing | Plenary presentation | **Refer to slides titled:** Session 2.6 – Drafting High quality terms of references (TORs); Session 2.6 Flow; Energizer! – ToR snap judgement; Vague or concrete? |
| Part 2 – Walking Through the Elements of a Strong ToR | | | |
| 30 min | Slide presentation on elements of a strong TOR | Facilitator presentation | **Refer to slides titled:** Guidance for structuring an ideal Terms of Reference; Elements of ToR Part 1; Live Template run through – Climate Resilient Infrastructure Service (1); Elements of ToR Part 2; Live example – FDG template, output template; Elements of ToR Part 3; Cost and time considerations for drafting ToR budget; Budget example – Consultancy fees; Budget example (Contd.) reporting and knowledge products |
| Part 3 – WorkLab: Pacific Priority Spin Wheel (ToR Drafting Lab) | | | |
| 30min | Group exercise | Groups of 5 | **Refer to slides titled:** Group exercise – Pacific priorities spin wheel; Session takeaways |

## 4. Suggested Documents / Materials

For this session, facilitators may prepare or adapt:

- A sample ToR for a GESI diagnostic in a climate-resilient infrastructure or energy project (the one used in the slides works well).
- A "Pacific Priority Spin Wheel" or simple randomizer that assigns a sector (e.g., solar mini-grids, coastal protection, climate-resilient housing) and a donor to each group. A link is provided in the presentation, but the facilitator can add any relevant case studies fitting within the workshop's regional/country workshop.
- Flip-chart paper for group work.

# 5. Facilitator Guide

## Part 1 ▸ Opening and ToR Snap Judgment

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|---|---|
| **PPT Reference:** | Module 2 ⍰ Session 2.6 |
| **Refer to slides titled:** | Session 2.6 – Drafting High quality terms of references (TORs); Session 2.6 Flow; Energizer! – ToR snap judgement; Vague or concrete? |

- Begin by situating the session within Module 2: participants have just explored GESI tools and field research in Session 2.5, and now they are moving "upstream" to the ToR - the document that determines whether those tools will be used properly and resourced adequately. Emphasize that donors will often see the ToR well before they see any diagnostic report; weak ToRs therefore risk locking in shallow analysis.

- Introduce the ToR Snap Judgment energizer. Present the slide titled "Vague or concrete?" with several ToR statements (e.g., "Support gender activities in the Pacific region through technical inputs and stakeholder engagement"; "Develop a gender action plan for a climate-resilient housing project in Fiji, aligned with <<your donor's>> GESI performance indicators") and ask participants to quickly judge them from a donor perspective: which ones would you fund? Why?

- Keep this light and fast. Participants can vote by raising hands or holding up rubric cards. After a few rounds, draw out patterns: the weaker statements are vague, not measurable, and not clearly tied to a project context or donor framework; the stronger ones specify a sector, location, and the link to donor performance indicators. This sets up the idea that wording in ToRs is never neutral; it shapes expectations, work plans, and ultimately the quality of GESI diagnostics.

## Key Concepts and Theories for Part 1 – Opening and Snap Judgement

A ToR is more than an administrative document or a shopping list of tasks. In a GESI diagnostic, it is the **engine room** that determines what questions will be asked, who will be consulted, which frameworks will be used, and what kinds of recommendations will emerge. A weak ToR tends to produce generic, box-ticking deliverables; a strong ToR, by contrast, sets up consultants to generate sharp, context-specific analysis that can be fed directly into project design, proposals, and Gender Action Plans.

In this sense, the ToR is both a technical and a strategic instrument. Technically, it spells out what must be done within a given time and budget. Strategically, it aligns the diagnostic with the project's climate objectives, identifies priority GESI questions, and makes clear how the findings will be used (for example, to develop a GAP, refine a results framework, or meet a particular donor's performance indicators). The closing line in the slides—"Your ToR is only as good as the proposal it births"—captures this idea: a well-written ToR is the first step in a chain that leads to a fundable, inclusive project.

## Part 2 ▸ Walking Through the Elements of a Strong ToR

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|---|---|
| **PPT Reference:** | Module 2 ⍰ Session 2.6 |
| **Refer to slides titled:** | Guidance for structuring an ideal Terms of Reference; Elements of ToR Part 1; Live Template run through – Climate Resilient Infrastructure Service (1); Elements of ToR Part 2; Live example – FDG template, output template; Elements of ToR Part 3; Cost and time considerations for drafting ToR budget; Budget example – Consultancy fees; Budget example (Contd.) reporting and knowledge products |

1. **Understanding ToR Background and Objectives**

- Move into a more structured walk-through using the slides "Elements of ToR – Part 1, 2, and 3." **For Part 1 (Background and Objectives)**, show the live example of a climate-resilient infrastructure service project, which is provided in the presentation. Highlight how the background section situates the assignment in disaster- and climate-shock-prone communities and describes how GESI groups face disproportionate exclusion risks. The key point is that a good background does not simply restate project documents; it surfaces the social problem the diagnostic is meant to address.

- When discussing objectives, contrast generic formulations ("support gender mainstreaming") with sharper ones ("conduct a GESI diagnostic to identify priority risks, barriers, and entry points for a climate-resilient housing programme in Fiji, aligned with <<donor's>> GESI indicators"). Invite participants to reflect on how a clear objective helps consultants structure their analysis and deliverables.

## Key Concepts and Theories of Part 2.1 – Walking Through the Elements of a Strong ToR (Background and Objectives)

A central concept is that **a good ToR speaks government, thinks donor, and listens community.** This phrase in the session slides reflects the balancing act that ToR drafters must perform.

"Speaking government" involves using the policy language, sector priorities, and institutional realities of the line ministry or implementing agency. The background section should reference national development plans, sector policies, and the specific climate and disaster risks that shape the project context. This reassures government that the GESI diagnostic is serving their agenda, not imposing an external one.

"Thinking donor" means translating financing partners' gender, inclusion, and safeguard requirements into clear objectives, scope, and deliverables. If a donor has a GESI policy, gender marker, or results framework, the ToR should explicitly reference these and define how the diagnostic will help meet them—for example, by producing a gender analysis aligned with the Green Climate Fund's gender policy, or a risk assessment aligned with IFC Performance Standards.

"Listening community" requires the ToR to signal from the outset that local perspectives, especially from marginalized groups, will shape the diagnostic. This can be done by specifying that community consultations, validation workshops, or participatory tools will be used and by naming groups that must be included (such as women's organizations, disability-led organizations, Indigenous landowners, informal workers, youth or elder groups). When all three "languages" are present, the ToR becomes a tool of alignment between national priorities, donor standards, and community realities, instead of a source of tension.

2. **Understanding ToR Scope of Work and Methodology**
- For **Part 2 (Scope of Work and Methodology)**, switch to the slide that uses the guiding question: "*How best can the methodology capture all voices on the ground?*" Walk through how the example ToR specifies tools like FGDs, KIIs, stakeholder mapping, mini-case studies, and photo-visual storytelling, and stresses the importance of primary data and disaggregation by gender, disability, and household characteristics.
- Explain that this is where Session 2.5 and 2.6 meet: instead of listing tools randomly, the ToR uses them strategically, indicating target groups (e.g., women's groups, disability-led organizations, customary landowners), minimum numbers of participants or sites, and expectations around disaggregation. This prevents "desk review only" assignments masquerading as full diagnostics.

## Key Concepts and Theories of Part 2.2 – Walking Through the Elements of a Strong ToR (Scope of Work and Methodology)

Structure shapes quality. The way the ToR is organized—especially in the sections on **objectives, scope, and methodology**—strongly influences how consultants plan and implement the diagnostic.

In the slides, Part 1 of the ToR example shows a background that clearly situates the assignment in disaster- and climate-shock-prone communities and a problem statement that highlights disproportionate exclusion risks faced by GESI groups. This kind of framing makes it difficult for a diagnostic to ignore inclusion issues: they are named up front as part of the core challenge.

Objectives should be specific and results-oriented, not vague. Rather than "supporting gender mainstreaming," a GESI diagnostic might aim "to identify key gender and social inclusion barriers and opportunities in coastal protection investments in Samoa, and to generate actionable recommendations for project design and a donor-compliant Gender Action Plan." Such objectives tell consultants what "success" looks like.

Scope of work and methodology sections then operationalize this vision. The slides propose a guiding question: "**How best can the methodology capture all voices on the ground?**" and list participatory tools such as FGDs, KIIs, stakeholder mapping, mini-case studies, and photo-visual storytelling. Good practice call-outs include specifying disaggregation requirements (gender, disability, household type), minimum consultation targets, and the need for primary data rather than desk review alone.

By making these expectations explicit in the ToR, the client reduces the risk of under-ambitious methodologies and signals that GESI quality will be a key criterion in evaluating deliverables.



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3. **Understanding ToR Deliverables, Timeline, Budget**

- For **Part 3 (Deliverables, Timeline, Budget)**, use the slide with the guiding question: "*How can I space out deliverables, have accountability, communication and realistic timelines?*" Emphasize how the example ToR links outputs to deadlines and staggered payment milestones. Point out details like allowing sufficient time between inception report, fieldwork, draft report, and final presentation, and making space for government and donor review.
- Finally, discuss the budget considerations: accounting for fixed vs. variable costs; the higher cost of vernacular primary data in remote regions; and the importance of budgeting for local facilitators, translation, accessibility measures, and community protocols. Draw attention to the slide message: "Leverage local capacity – build local stewardship!", a reminder that budgeting is not just about cost control but about who gets to do the work and build skills.

## Key Concepts and Theories of Part 2.3 – Walking Through the Elements of a Strong ToR (Deliverables, Timeline, Budget)

Deliverables and timelines are not just administrative details—they are how **accountability and learning** are built into the assignment.

The slides on "Elements of ToR Part 3" show a crisp schedule that links outputs to timelines and staggered payment percentages. An inception report is due early, allowing the client to review and refine the consultant's understanding of the ToR. Draft and final reports, presentations, and knowledge products (such as policy briefs or slide decks) are spaced to allow for feedback from government and donors.

From a GESI perspective, this structure matters because it creates **checkpoints** where inclusion quality can be reviewed and improved. For example, at the inception stage, the client can ask: Are the proposed questions and tools adequate to capture the experiences of persons with disabilities? Does the fieldwork plan reach remote communities or only those close to the capital? At draft-report stage, reviewers can question whether the findings have been translated into actionable recommendations and whether proposed interventions are realistic for the implementing agencies.

Clear deliverables also help align expectations about outputs: not just a long report, but annexes with tools, datasets, or case studies; summaries adapted for policy-makers; or slide decks that can be reused in internal meetings. When these expectations are spelled out in the ToR, consultants are more likely to allocate time and resources accordingly.

The final concept is that **budget lines** reveal priorities. The slides on cost and time considerations emphasize that ToR budgets must be consistent with the depth of GESI analysis and the project stage: a light, early-stage scoping study will be less costly than a full proposal-level diagnostic, which needs extensive fieldwork and complex analysis.

However, even within a fixed envelope, the way costs are broken down can either support or undermine GESI ambitions. The session encourages participants to budget explicitly for:

- **Local facilitators and enumerators,** including women and people from marginalized communities, to conduct consultations and data collection in local languages.
- **Accessibility and inclusion measures**, such as sign-language interpretation, adapted materials, and safe, accessible venues.
- **Travel to remote or outer-island communities,** recognizing that inclusive representation often requires higher logistics costs.

The slides also highlight the importance of leveraging community network groups—such as women's cooperatives, church networks, disability organizations, and local NGOs—and budgeting for their training and support rather than relying solely on external consultants.

Thinking of budgets this way reframes them from a constraint to a tool: they become a way to operationalize commitments to localization, inclusion, and stewardship. A ToR that is transparent and realistic about costs protects GESI quality by preventing rushed, minimal consultations and under-resourced analysis.

## Part 3 ▸ WorkLab: Pacific Priority Spin Wheel (ToR Drafting Lab)

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| **PPT Reference:** | Module 2 ⍰ Session 2.6 |
| **Refer to slides titled:** | Group exercise – Pacific priorities spin wheel; Session takeaways |

- Introduce the **WorkLab** as the practical heart of the session. Explain that each group will draft a concise ToR outline based on a randomly assigned donor and project theme. Use the "Pacific Priority Spin Wheel" either as a physical spinner or a simple random assignment exercise. For each group, assign:
  - One **donor** (e.g., GCF, ADB, World Bank, Adaptation Fund, bilateral donor); and
  - One project type (e.g., climate-resilient housing, solar mini-grids, coastal protection, climate-smart agriculture, water security).
- Remind the groups of the main sections of a TOR (Background; Objectives; Scope of Work; Methodology; Deliverables & Timeline; Indicative Budget) and ask them to fill in only the essentials of each section. Encourage them to:
  - Use language that "speaks government" (linking to national strategies or sector plans), "thinks donor" (referencing that donor's GESI priorities), and "listens community" (flagging who should be consulted and why).
  - Be realistic about timelines and the amount of fieldwork possible within, say, a 3–4 month assignment.
  - Make explicit at least one expectation about disaggregated data or inclusion of persons with disabilities and other marginalized groups.
- Circulate among groups, prompting them with questions such as:
  - "Where in your ToR do we see the climate and disaster risk context for the communities you're working with?"
  - "Have you specified how GESI evidence will be used—for example, to develop a GAP, refine design, or satisfy a donor's safeguard requirement?"
  - "Does your budget reflect the level of analysis and consultation you are asking for?"
- After 25–30 minutes, invite two or three groups to present their outline in 3 minutes each. Use a simple rubric (e.g., clarity, GESI depth, feasibility) for rapid peer feedback. Encourage participants to suggest one concrete improvement to each ToR (e.g., "add explicit reference to disability organizations in the methodology," "clarify how outputs link to donor indicators"). Close the activity by revisiting the slide with the session takeaways:
  - "Think consistency in objective, scope, and timelines."
  - "Keep your ToR crisp and data-centered, and inclusive."
- Invite final reflections on how participants will change the way they draft or review ToRs in their own work.



MODULE

# 3 Climate Finance Architecture

## Objective

This module builds a foundation of inclusive climate finance - innovative and blended financial solutions in developing countries' frontier markets. It helps unpack the different types and sources of climate finance, and how financial instruments can be used to structure investment opportunities based on gender responsive and inclusive criteria to help tilt finance flows towards communities. Particularly those that lack access to finance and those at risk of being left behind. The module integrates commonly used frameworks for ESG investing criteria. The module also explores the various stakeholders along the value chains for climate action, barriers to inclusive climate action, and the enablers that could be strengthened to ensure GESI integration in climate finance solutions.

## Module 3 includes the following sessions

3.1 Understanding Climate-Finance Architecture
3.2 Unlocking Gender Equality and Women's Empowerment in Climate Finance
3.3 Gender Responsive Climate Finance: Value Chain, Bankability and Ecosystem Enabling
3.4 Anchoring Future Aspirations in Present Pathways

## Objective

Build skills in the design and deployment of gender-smart climate finance through innovative and blended mechanisms.

Upon completion of the module, Participants will be able to:

- Differentiate between types of climate finance and financial instruments
- Develop a business case and criteria for gender lens investments and financing
- Identify levers to unleash gender transformative finance through policy and institutional strengthening and an enabling ecosystem
- Map stakeholder roles across the innovative finance value chain and identifying concrete pathways to unlock capital flows through public-private partnerships aligned with NDCs.

### Global sources facilitators can use to support Module 3 discussions with data and evidence

**Convergence**
Convergence Blended Finance. (n.d.). *Convergence blended finance database.* https://www.convergence.finance/

**Organization for Economic Co-operation and Development (OECD)**
Organisation for Economic Co-operation and Development. (n.d.). *Blended finance principles.* https://www.oecd.org/dac/financing-sustainable-development/blended-finance-principles/

Organisation for Economic Co-operation and Development. (n.d.). *Development finance for climate and the environment.* https://www.oecd.org/en/topics/development-finance-for-climate-and-the-environment.html

**Pacific Trade Invest**
Pacific Trade Invest. (n.d.). *Gender-lens investing in Pacific Island countries* [Report]. https://pacifictradeinvest.com/media/2vlhwohx/pti-nz-gender-lens-investing-in-pacific-island-countries-report.pdf

**United Nations Framework Convention on Climate Change (UNFCCC)**
United Nations Framework Convention on Climate Change. (n.d.). *Introduction to climate finance.* https://unfccc.int/topics/introduction-to-climate-finance

United Nations Framework Convention on Climate Change. (n.d.). *Climate finance data portal.* https://unfccc.int/climatefinance?home

**United National Development Program (UNDP)**
United Nations Development Programme. (n.d.). *Integrated national financing frameworks (INFFs).* https://inff.org/

United Nations Development Programme. (n.d.). *Pacific parametric insurance initiative.* https://www.undp.org/pacific/press-releases/

SESSION 3.1

# Understanding the Climate Finance Architecture

## 1. Overview

This session focuses on the strategic integration of GESI principles into climate finance mobilization. The core challenge addressed is moving beyond sole reliance on donor grants by learning to strategically stack and blend diverse capital sources—public and private finance, debt, equity, loans, and grants—to create sustainable, scalable funding models that prioritize GESI outcomes. Participants will gain a practical understanding of the climate finance ecosystem, explore the critical $1.9 trillion global finance landscape with its stark 63% gap and mitigation-adaptation imbalance, and discover why developing countries require innovative financing beyond traditional grants.

Through interactive exercises spanning Climate Finance 101, project bankability frameworks, and the project development cycle, participants will learn to design investment-ready projects that attract diverse investors while embedding GESI at every stage. The session demonstrates that robust gender analysis is not merely a compliance requirement but a strategic tool that directly enhances project bankability, reduces investor risk, and unlocks private-sector participation—essential for closing the climate funding gap.

## 2. Key Takeaways

By the end of this session, participants will be able to:

- Understand climate finance sources and delivery channels – available through traditional grant funding, and more innovative channels.
- Practically and contextually understand financing instruments across grant funding, debt, equity, and a mix of primary asset classes (blended finance, thematic bonds, etc.).
- Develop a contextual understanding of barriers in accessing climate finance.

## 3. Suggested Activities

**Session run time:** 180 minutes

| Time | Activity | Method | Resources |
|---|---|---|---|
| Part 1 – Opening and Foundation Setting | | | |
| 10 min | **Ice-breaker:** "Reading the Room" Quiz | Interactive quiz | **Presentation slides titled:** Session Title Slide with session objectives; Reading the room: Quiz on climate finance understanding |
| Part 2 – Climate Finance 101 and financing ecosystem and quantum of climate funding gap | | | |
| 20 min | **Concept Deep-Dive:** What is Climate Finance? | Plenary mini lecture &+ Q&A | **Presentation slides titled:** What is Climate Finance?; Global Climate Architecture |
| 20 min | **Data Presentation:** Climate Finance Flows | Interactive presentation with discussion prompts | **Presentation slides titled:** New Collective Quantified Goal (NCQG) on Climate Finance); Climate Finance Flows (1-3); Climate Finance by Instruments |
| 15 min | **Mapping Exercise:** Finance Ecosystem | Plenary presentation with visual mapping | **Presentation slides titled:** What is Climate Finance?; Global Climate Finance Architecture; New Collective Quantified Goal on Climate Finance; Climate Finance Flows slide 1 to 3; Climate Finance by Instruments; Finance Ecosystem: Bilateral and Multilateral Development climate finance flow; Role of Multilateral Development banks in the Reform of the international financing system; Private Capital for Climate Finance; Distinguishing Climate Mitigation vs Adaptation; Climate Finance Instrument Overview; Illustrative Example on Climate resilience of farmers using Climate Smart Agriculture Technologies (1-2) |
| 15 min | **Case Study:** Climate Smart Agriculture | Problem solving exercise | **Presentation slides titled:** Illustrative Example on Climate resilience of farmers using Climate Smart Agriculture Technologies (1-2) |
| Part 3 – Project cycle and project bankability | | | |
| 25 min | **Lecture:** Project Cycle (8 Stages) | Structured presentation | **Presentation slides titled:** "Project Cycle summary (1-2)" |
| 20 min | **Deep-Dive:** What Makes a Project "Bankable"? | Interactive presentation | **Presentation slides titled:** Is your project ready for investment?; What is a bankable project; Elements of a bankable project; Financial viability; Positive Impact and Well-Designed Structure; Manageable Risks and Stakeholder Engagement |
| 15 min | **Lecture:** Pacific-Specific Challenges | Presentation + Q&A | **Presentation slides titled:** Opportunities for the Pacific (as example); Why Climate Finance Matters; Challenges in Accessing Climate Finance in the Pacific, slides 1-2 |

| Part 4 – Applied Learning and Closing | | | |
|---|---|---|---|
| 45 min | **Group Activity:** Design a Climate Finance Project | Group work + presentations | **Presentation slides titled:** Group Activity: Scenarios; Scenario list |
| 10 min | Plenary Debrief & Key Takeaways | Facilitated discussion | **Presentation slides titled:** Conclusion |
| 5 min | Closing Reflection | Individual reflection + optional sharing | |

## 4. Required Documents / Materials

- Session slides (Module 3 – Session 3.1)
- Annex I: Overview of Climate Finance Instruments: https://www.climatepolicyinitiative.org/publication/global-landscape-of-climate-finance-2025/
- Climate Policy Initiative: Global Landscape of Climate Finance 2025
- Green Climate Fund project database: https://www.greenclimate.fund/projects
- Adaptation Fund projects: https://www.adaptation-fund.org/projects-programmes/
- ADB Climate Change and Disaster Risk Management: https://www.adb.org/sectors/climate-change-disaster-risk-management
- Flipcharts, markers, or a virtual whiteboard for plenary discussion

# 5. Facilitator Guide

## Part 1 ▸ Opening & Foundation Setting

| | |
|---|---|
| **PPT Reference:** | Module 3 ⍰ Session 3.1 |
| **Refer to slides titled:** | Session Title Slide with session objectives; Reading the room: Quiz on climate finance understanding |

1. **Welcome participants and acknowledge the learning journey from Modules 1 and 2.**

- Emphasize the critical linkage: Modules 1 and 2 built a deep understanding of gender analysis, the gender continuum, intersectionality, robust Gender Action Plans, and donor gender policies.

- Frame the ambitious shift of Module 3: move beyond reliance on donor grants alone by strategically stacking diverse capital sources (public, private, blended finance) across debt, equity, loans, and grants to create sustainable, inclusive funding models that prioritize GESI outcomes at scale.

- Present session overview: understanding climate finance flows and gaps, mapping the ecosystem, what makes projects "bankable", challenges, and designing investment-ready projects.

- Set expectations: participants will be able to apply their GESI knowledge to design financially viable projects that attract diverse investors.

- Highlight that strong gender analysis directly enhances project bankability and helps close funding gap through private-sector participation.


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## Part 2 ▸ Climate Finance 101 and the Financing Ecosystem and Quantum of Climate Funding Gap

| | |
|---|---|
| **PPT Reference:** | Module 3 ⍰ Session 3.1 |
| **Refer to slides titled:** | What is Climate Finance; Global Climate Finance Architecture; New Collective Quantified Goal (NCQG) on Climate Finance; Climate Finance Flows (1-3); Climate Finance by Instruments; Finance ecosystem - Bilateral and Multilateral Climate Finance Flow; Role of Multilateral Development Banks in the Reform of the International Financial Architecture; Private Capital for Climate Finance; Opportunities for the Pacific; Why Climate Finance Matters?; Challenges to accessing climate finance for Pacific Island nations (1-2); Distinguishing Climate Mitigation vs Adaptation; Climate Finance Instruments Overview; Illustrative Example (1-2) |

1. **Deep dive into concepts and definitions**

- **Concept deep dive:** define climate finance, key distinctions (public/private, mitigation/adaptation, grants/loans/equity), and global architecture (UNFCCC, GCF, AF, GEF, MDBs, bilateral donors).
- **Data presentation:** global flows ($1.9 trillion in 2023), dramatic mitigation vs. adaptation imbalance, 63% financing gap, and Pacific implications. Mention that the glaring gap needs to be met by capital outside of traditional grant funding.
- **Mapping exercise:** walk through the climate finance ecosystem, flows from donor governments to recipient countries, roles of implementing entities and Direct Access Entities, with Pacific-relevant examples.
- **Interactive discussion of financing instruments** (debt/loans, grants, equity, green/blue bonds, blended finance, RBF, carbon credits, guarantees, parametric insurance) using relatable context specific examples (those mentioned in slide material can be used as reference).
- **Case study – Climate Smart Agriculture:** present scenario, small-group problem-solving on instrument mix and risk mitigation, plenary debrief highlighting blended solutions and the role of gender analysis in de-risking and repayment.

## Key Concept and Theories for Part 2 – Climate Finance 101

### I. Climate Finance and Global Architecture of Climate Finance

- Climate finance refers to financial resources mobilized to fund actions that mitigate or adapt to climate change. Under UN climate conventions, developed countries are urged to provide support to developing countries for climate action, following the principle of common but differentiated responsibilities. Differentiate between public versus private, grant vs. loans, and concessional vs. non-concessional.

- Global architecture should focus on sources of bilateral donors and the UNFCCC Financial Mechanism. Highlight the four main channels. Point out that three of them (UNFCCC Mechanism, MDBs, Bilaterals) explicitly reference the gender policies you studied in Module 2. Example: GCF requires a Gender Assessment + Gender Action Plan for every funded project.

### II. State of climate finance funding in the Pacific (Stocktake)

- Climate finance funding targets: New Collective Quantified Goal. New target jumps from USD 100 bn  USD 300 bn (with USD 1.3 trillion aspirational by 2035). Ask: "Where will this extra money come from?" Mostly private capital. Strong GESI design is one of the most effective ways to de-risk projects and attract that private money.

- Climate adaptation and mitigation funding gaps in the Pacific: Climate Finance Flows (2023 record USD 1.9 trillion, mitigation vs adaptation gap, 63 % financing gap). Emphasize the dramatic imbalance between mitigation and adaptation funding, which is applicable world over and not just in the Pacific context.

- Climate finance funding spotlighted by instrument or asset classes in action: 60% makes up debt, while equity is 33%, and grant funding is only 4%.

- Financial ecosystem: Bilateral and multilateral donor funds, governments, and implementing agencies of climate funds, with a spotlighted focus on direct access entities, regional and national accredited institutions.

### III. Climate Finance and Global Architecture of Climate Finance

- Climate finance refers to financial resources mobilized to fund actions that mitigate or adapt to climate change. Under UN climate conventions, developed countries are urged to provide support to developing countries for climate action, following the principle of common but differentiated responsibilities. Differentiate between public versus private, grant vs. loans, and concessional vs. non-concessional.

- Global architecture should focus on sources of bilateral donors and the UNFCCC Financial Mechanism. Highlight the four main channels. Point out that three of them (UNFCCC Mechanism, MDBs, Bilaterals) explicitly reference the gender policies you studied in Module 2. Example: GCF requires a Gender Assessment + Gender Action Plan for every funded project.

### IV. Role of multilateral banks in climate finance

As the more risk-averse party, MDB's role is recognized through enabling activities and financial mechanisms to aid climate adaptation and mitigation, including:

1. Debt for Swaps – for nature or developmental causes:

2. Debt pause clause – debt service suspension during climate shocks

3. Credit enhancement mechanism – introduced to 'crowd in' private sector, the type of investors that are less risk-friendly.

## V. Sources of Private Capital Flows

Pools of private capital are available in the form of:

1. Impact investors
2. Philanthropies:
3. Commercial and private capital partners

## VI. Key Definitions

**Climate Mitigation and Climate Adaptation**
Mitigation Targets GHG emissions reductions (e.g., new solar and wind projects, energy efficiency, etc.). Adaptation includes activities or interventions that aim to enhance resilience for climate change impacts and reduce vulnerability (e.g., resilient architecture, coastal protection, nature-based solutions).

**Concessional Loans:** Below-market-rate financing with favorable terms (lower interest, longer repayment periods, grace periods) provided by development finance institutions to make projects affordable in developing countries or high-risk sectors.

**Biodiversity Credits:** Tradable certificates representing verified positive biodiversity outcomes (habitat restoration, species protection, ecosystem enhancement) that can be purchased by companies or governments to offset environmental impact or meet conservation commitments.

**Blue Carbon:** Carbon captured and stored by coastal and marine ecosystems—mangroves, seagrasses, salt marshes, and tidal wetlands—which sequester carbon at rates up to 10 times faster than terrestrial forests.

**Green Carbon:** Carbon sequestered by terrestrial ecosystems, primarily forests, grasslands, and soil, through natural photosynthesis and organic matter accumulation.

**Grants:** Non-repayable funds provided by governments, foundations, or development agencies to support projects that may not generate financial returns but deliver significant social, environmental, or developmental impact.

**Guarantees:** Risk-mitigation instruments where a third party (typically a development bank or government) agrees to cover potential losses if a borrower defaults, reducing perceived risk and enabling private lenders to participate in projects they would otherwise avoid.

**Results-Based Financing:** Payment mechanism where funds are disbursed only after pre-agreed, measurable outcomes are achieved and verified—shifting focus from inputs and activities to actual impact delivered.

**Equity:** Ownership stake in a company or project in exchange for capital investment, providing investors with profit-sharing rights and decision-making influence, typically carrying higher risk but potential for higher returns than debt.

**Patient Investor:** Investor willing to accept longer time horizons (often 10-15+ years) and delayed returns in exchange for sustainable impact, providing stability crucial for infrastructure, agriculture, and climate adaptation projects.

**Catalytic Funding:** Strategic capital (often public or philanthropic) deployed to unlock larger pools of private investment by absorbing early-stage risks, demonstrating viability, or improving project returns to commercially attractive levels.

**Nature-Based Solutions:** Actions that protect, sustainably manage, or restore natural ecosystems to address societal challenges like climate change, food security, water security, and disaster risk while providing biodiversity and human well-being benefits.

**Asset Class:** Category of investments with similar characteristics, risk-return profiles, and market behavior (e.g., stocks, bonds, real estate, commodities) that investors use for portfolio diversification and strategic allocation.

## Part 3 ▸ Project Cycle and Project Bankability

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|---|---|
| **PPT Reference:** | Module 3 ▯ Session 3.1 |
| **Refer to slides titled:** | Project Cycle Summary (1-2); What is a "Bankable" Project; Elements of a 'Bankable' Project; Financial Viability; Positive Impact & Well-Defined Structure; Manageable Risks & Stakeholder Engagement |

1. **Discuss "bankability", challenges and opportunities**

- Highlight the pivot from the previous sub- session on climate finance 101 is to now enable how project-level activities must be enhanced with the view of commercial viability, transparency in impact measurement, and well-defined structure of instruments – all key aspects to consider for a project to use a financial mechanism that blends donor and private funding.

- The session will discuss strategies that aim to enhance bankability, matching projects with the right financing fit, and reducing transaction costs – a major hindrance for private sector investments.

- More importantly, the session reinforces that a GESI lens must be integrated strongly at the preparation stage (this takeaway from Module 2 should be reinforced here).

- Lecture on the 8-stage project development cycle (Concept ▯ Design ▯ Feasibility ▯ Safeguards ▯ Financing ▯ Approval ▯ Implementation ▯ Monitoring & Evaluation), emphasizing where GESI integration occurs at every stage and why early incorporation strengthens projects.

- Deep dive on "bankability": define, explore the five criteria (financial viability, positive climate/social impact, well-defined structure, manageable risks, stakeholder engagement), and connect each to GESI (robust Gender Action Plans reduce risks and improve attractiveness to investors).

- Mini lecture on challenges (high transaction costs, limited capacity, data gaps, weak MRV, enabling environment constraints, climate risks, safeguard risks, weak financial markets) with practical solutions (regional approaches, technical assistance, de-risking mechanisms, blended finance).

## Part 4 ▸ Applied Learning and Closing

| | |
|---|---|
| **PPT Reference:** | Module 3 ▯ Session 3.1 |
| **Refer to slides titled:** | Group Activity: Scenarios; Scenario list; Conclusion |

1. **Facilitate practical exercise**

- **Group activity:** design a climate finance project for one of five context specific scenarios (Kiribati coastal erosion, Vanuatu hospital, Fiji agriculture, Tuvalu water, Tonga renewable energy). The scenarios in the Manual are Pacific-based for reference, advice tailoring to country or regional context. Groups address problems/ solutions, beneficiaries (with equitable GESI focus), financing strategy, viability, risks/mitigation, and how gender analysis strengthens bankability.

- **Plenary debrief:** facilitator to call out creative thinking and encourage participation, extract cross-cutting lessons, and summarize key takeaways (diversity of instruments, bankability elements, strategic role of gender analysis, innovative solutions to challenges).

- Recall key learnings across diverse and complementary sources of climate finance, the need for strong project preparation, and tap into strategies such as pooled project preparation, to ensure bankability.

# **Annex 1:** Overview of Climate Finance Instruments

The 'Universe' of climate finance instruments is as follows:

| Climate Finance Instrument | Definition | Key Features | Best For / Examples |
|---|---|---|---|
| Debt (Loans) | Funds borrowed with an obligation to repay with interest | • Repayment with interest<br>• Concessional loans offer favorable terms | Infrastructure projects with stable revenue streams<br>**Example:** ADB-backed financing and concessional loans for a grid stabilization project in Samoa |
| Grants | Non-repayable funds for projects with social/environmental benefits | • No repayment required<br>• Reimbursable grants based on performance | Innovative projects with high social/environmental impact |
| Equity | Capital provided in exchange for an ownership stake | • Ownership and profit sharing<br>• Typically for projects with financial returns | Early-stage or innovative ventures requiring risk capital<br>**Example:** International investor supporting private sector to finance a solar farm project |
| Green/ Blue Bonds & Capital Markets | Debt securities for environmentally beneficial projects | • Green bonds for climate projects<br>• Emissions trading for carbon reduction | Large-scale projects requiring significant capital<br>**Example:** Fiji Sovereign Green Bonds which supported social sector recovery (45%) - school repairs/re-developments |
| Blended Finance | Combines various funds to mobilize private investment | • Development finance + philanthropic funds<br>• Optimizes risk-return profiles | High-impact projects with low initial financial returns<br>**Example:** Investments in EV charging infrastructure |
| Results-Based Financing | Payment for verified outcomes. | • Payment 'trigger' from grant funder (outcome investor) is contingent on achieving measurable results or outcomes. | Projects where outcomes can be clearly measured and verified |
| Carbon Credits | Tradeable credits generated by mitigation and adaptation activities | • Compliance and voluntary carbon market credits | Projects that reduce or sequester greenhouse gas emissions |
| Guarantees and Risk Sharing | Mechanisms to reduce perceived investment risk | • Reduce risk for private lenders and investors<br>• Encourage private sector participation | Projects that need de-risking to attract private capital |
| Parametric Insurance | Rapid, pre-agreed payouts based on the occurrence of specific events or thresholds | • Fast payout triggered by specific events (rainfall, earthquake, cyclone, etc.)<br>• No need for lengthy claims assessment | Disaster risk management and climate resilience projects requiring immediate liquidity.<br>**Example:** *UNCDF parametric insurance in Fiji triggered during floods. This was a multiyear intervention active from 2022.* |

SESSION 3.2

# Unlocking Gender-Lens Investing

## 1. Overview

This session explores how financial systems can be intentionally designed to advance gender equality, women's economic empowerment, and social inclusion. Moving beyond project-level diagnostics, the session shifts the lens toward financial architecture, investment standards, and institutional reform. It demonstrates how climate finance can move from structural, compliance-driven approaches to intentional capital allocation strategies that actively tilt markets toward gender equality outcomes.

Participants will examine why gender matters in climate policy and finance—particularly in the Pacific context—where climate vulnerability, economic informality, and financial exclusion intersect. The session introduces global standards such as the 2X Criteria, IFC Performance Standards, GCF gender requirements, and public-sector "2X-equivalent" screening tools. It also explores how governments and financial institutions can embed gender-responsive planning, budgeting, procurement, and blended finance mechanisms into climate strategies as a strategic level to unlock private capital.

## 2. Key Takeaways

By the end of this session, participants will be able to:

- Explain why gender matters in climate policy and climate finance architecture—understanding how gender inequality shapes climate vulnerability, financial access, and economic resilience across sectors.
- Identify the structural financial barriers that constrain women's access to climate finance—including credit gaps, informality, ticket size, digital exclusion, and gender norms—and articulate why these barriers persist.
- Describe how gender lens investing (GLI) works in practice and how the 2X Criteria provide a globally recognized minimum standard for gender-aligned investment.
- Apply public-sector "2X-equivalent" criteria to assess whether climate projects are both Paris-aligned and gender-responsive.
- Recognize how enabling environments—policy coherence, gender-responsive budgeting, procurement reform, blended finance structures, and regulatory frameworks—can unlock additional pools of private capital.

## 3. Suggested Activities

**Session run time:** 120 minutes

| Time | Activity | Method | Resources |
|---|---|---|---|
| **Part 1 – Gender, Climate Vulnerability and Financial Access Gaps** | | | |
| 10 min | Why Gender Matters in Climate Policy | Interactive presentation + reflection | **Presentation slides titled:** "Why Gender Matters in Climate Policy"; "Climate Vulnerabilities Are Shaped by Gender Norms & Amplify Gender Inequality Across Key Sectors in the Pacific" |
| 15 min | Financial Access & Structural Barriers | Mini lecture + discussion | **Presentation slides titled:** "Financial Access Gaps Constrain Women's Ability to Adapt and Invest in Climate-Resilient Livelihoods"; "Why Financial Barriers Persist: Key Structural Factors"; "Despite facing systemic barriers, women represent one of the most powerful yet underutilized drivers of climate-resilient growth" |
| **Part 2 – Women as Economic Actors in Just Transition and Green Growth** | | | |
| 20 min | Women as Catalysts of Green Growth | Interactive presentation | **Presentation slides titled:** "A core understanding of gender in climate finance and investment promotion spans 4 key roles women play as catalysts of change"; "Women can contribute to 22% of Pacific's GDP & form a crucial part of just transition response"; "Integrating Gender Policy in Just Transition Frameworks"; "Early GEDSI entry points for just transition projects"; "The Economic Case for Gender Equality"; "Embedding a WEE lens to promote capital allocation for co-benefits in climate change, biodiversity, and gender"; "Government Commitments – NDCs and National Policies"; "Building Enabling Environment for Gender Responsive Climate Finance" ; "GESI integration enhances the effectiveness of climate finance policy" |
| **Part 3 – Gender Lens Investing Standards and Public-Sector Screening Tools** | | | |
| 20 min | **Global Standards:** 2X, IFC PS, GCF | Interactive walkthrough + Q&A | **Presentation slides titled:** "2X Criteria"; "Harmonizing Donor Requirements: Aligning 2X Criteria with IFC Performance Standards"; "Translating Standards into Action: Typical GCF Gender Requirements"; "Gender KPIs for Fund and Portfolio Performance"; "UN's Women Empowerment Principles (WEP)"; "Capacity building in gender-responsive investments, data-backed investment decision-making and investment frameworks are key levers to promote WEE across sectors" |
| 20 min | Public-Sector Screening & Fiji Example | Guided case analysis | **Presentation slides titled:** "2X-equivalent criteria for public sector", "Case study: The Fiji Green Bond. "Public-sector '2X-equivalent' criteria - Fiji scorecard"; "Fijian Green Bond Framework, 2017" |

| | | | |
|---|---|---|---|
| **Part 4 – Case Studies and Practices: How Gender-Lens Unlocks Finance** | | | |
| 20 min | Pacific RISE, Energy Access, Tonga, Vanuatu | Small-group discussion | **Presentation slides titled:** "Case Study Pacific RISE 1 & 2"; "Proposed Action for Government Stakeholders to Enable Private Sector"; "Fijian Green Bond Framework, 2017; "Case study: The Fiji Green Bond"; "Public-sector '2X-equivalent' criteria - Fiji scorecard";" "Case Study Sustainable Infrastructure: Export credit agency (ECA) Investor lends capital to government to build energy efficient hospital for women."; Case Study Energy Access: Women as last-mile distributors, appliance financing, clean cooking, women-owned MSMEs."; "Group Work Prompt: Design GLI Instrument" |
| **Part 5 – Entry Points and Tools Across the Funding Cycle** | | | |
| 10 min | Tools & Early GESI Entry Points | Presentation + reflection | **Presentation slides titled:** "Funding proposal cycle with early integration of a Gender and Inclusion "; lens"; "Case: Vanuatu NDC 3.0"; "Case: Local solutions advancing national goals: Best practices of integrating just transition strategies for LT-LDS in Tonga"; "Project Cycle Summary 1-2 "2X Criteria for Gender and Climate Screening: Example for energy investments"; "Example Approach: Gender Action Plan for GLI Integration"; "Standardized Gender Toolkit"; "Early GEDSI entry points for just transition projects" |
| 5 min | Closing Reflections | Plenary synthesis | |

## 4. Required Documents / Materials

- Session slides (Module 3 – Session 3.2)
- 2X Criteria for Private Sector Summary Sheet (Annex and ppt)
- 2X Criteria for Gender and Climate Screening: Example for energy investments (Annex and ppt)
- Flipcharts or virtual whiteboard for case reflections

# 5. Facilitator Guide

## Part 1 ▸ Gender, Climate Vulnerability and Financial Access Gaps

| | |
|---|---|
| **PPT Reference:** | Module 3 ⍰ Session 3.1 |
| **Refer to slides titled:** | Why Gender Matters in Climate Policy; Climate Vulnerabilities Are Shaped by Gender Norms & Amplify Gender Inequality Across Key Sectors in the Pacific, Financial Access Gaps Constrain Women's Ability to Adapt and Invest in Climate-Resilient Livelihoods; Why Financial Barriers Persist: Key Structural Factors; Despite facing systemic barriers, women represent one of the most powerful yet underutilized drivers of climate-resilient growth |

1. **Reconnect with the Module 3 objectives so far and introduce the session objectives**

- Remind that previous session focused on climate finance architecture—where capital comes from, how it flows, and how projects become bankable. Explain that this session shifts the focus from the structure of capital to the intent behind capital.

### Theory and Concept for Part 1 - Gender, Climate Vulnerability and Financial Access Gaps

If Session 3.1 asked, "What financial tools are available?", Session 3.2 asks, "How can we intentionally design those tools to advance inclusive climate outcomes?"

Clarify that this is not a theoretical session. It is a practical exploration of how gender lens investing operates within climate finance systems—particularly in the Pacific context.

Frame the purpose clearly.

"Today, we move beyond viewing gender as a safeguard requirement. We examine how applying a gender lens early—at policy, institutional, and investment design stages—can strengthen NDC implementation, improve access to finance, and unlock private capital."

- Reconnect briefly to Module 2 where participants learned that early GESI integration improves performance and reduces downstream costs. On the other hand, late integration often results in expensive retrofitting and weak impact.

- For this session: "The same principle applies at the financial level. When gender considerations are integrated early into climate finance strategies, bond frameworks, and investment criteria, they become drivers of credibility and capital mobilization—not compliance exercises."

- Short plenary reflection:
  - "In your experience, when does gender usually enter the financing conversation—at the beginning or near the end?"
  - "What would change if it entered at the structuring stage?"

- Close the opening by signaling the direction of the session: "This session will show how gender lens investing transforms climate finance from neutral capital into intentional capital—capital that recognizes women, girls, First Nations communities, and persons with disabilities as economic actors central to climate resilience and green growth."

2. **Zoom in on Why Gender Matters in Climate Policy**

- This first section grounds the session in structural reality. Its purpose is to establish why gender is not peripheral to climate finance—but foundational to its effectiveness, scalability, and credibility.
- Begin with the slide "Why Gender Matters in Climate Policy".
- Explain that climate policy operates within existing economic and social systems. These systems determine who owns land, who accesses finance, who participates in decision-making, and who benefits from infrastructure investments.
- Gender inequality shapes:
  - Access to productive assets
  - Labor force participation
  - Enterprise ownership
  - Financial inclusion
  - Representation in governance
- When climate policies are designed without acknowledging these structural differences, they risk reproducing existing inequalities.
- **Clarify the central message:** Climate policy is not gender-neutral because economic systems are not gender-neutral.

**Facilitator prompt**

"If climate investments are layered onto unequal systems, who is most likely to benefit first—and who may remain excluded?"

3. **Dive into Climate Vulnerabilities**

- Move to the slide "Climate Vulnerabilities Are shaped by Gender Norms…" Explain that climate impacts intersect with gender in visible and invisible ways. In many contexts, e.g. the Pacific Region:
  - Women are concentrated in agriculture, fisheries, informal trade, and tourism—sectors highly sensitive to climate shocks.
  - Women carry disproportionate unpaid care responsibilities, which intensify during disasters.
  - First Nations communities face land tenure insecurity and exposure to environmental degradation.
  - Persons with disabilities encounter barriers in accessing evacuation systems, infrastructure, and emergency services.
- Emphasize that vulnerability is not only about exposure to storms or drought. It is about unequal recovery capacity. Recovery depends on:
  - Access to savings and credit
  - Control over assets
  - Mobility and information access
  - Participation in decision-making

**Facilitator prompt**

"When climate shocks occur, who has the resources to recover quickly—and who must wait?"

4. **Explain Financial Access Gaps**

- Transition to the slide titled "Financial Access Gaps…" Explain that climate finance depends on functioning financial systems—but financial systems often reflect structural gender inequalities. Women and women-led enterprises frequently face:
  - Limited collateral and property ownership
  - Smaller enterprise scale
  - Informal business registration
  - Lack of credit history
  - Digital exclusion
  - Investment ticket sizes too large for MSMEs
- These barriers limit access to:
  - Adaptation finance
  - Renewable energy investments
  - Enterprise expansion capital
  - Green supply chain participation
- **Make the structural link explicit:** The climate transition requires capital. But capital often flows toward those already positioned within formal financial systems.

**Facilitator prompt**

"If women-led businesses cannot access finance, how can they scale climate solutions?"

5. **Highlight Structural Barriers to Women's Access to Climate Finance**

- Move to the slide "Why Financial Barriers Persist: key structural drivers". Explain that financial exclusion is not about individual capacity but about system design. Structural barriers may include:
  - Procurement systems favoring larger contractors
  - Financial products not tailored to rural or informal enterprises
  - Legal systems limiting land ownership
  - Norms discouraging women's participation in technical sectors
  - Limited representation in financial decision-making bodies
- Emphasize that these barriers create inefficiencies in capital allocation. They prevent finance from reaching productive economic actors.
- Reframe the issue: This is not only a fairness issue. It is also a growth constraint. When capable entrepreneurs and workers cannot access capital, climate transition slows.

6. **Women as Catalysts of Green Growth**

- Conclude with the slides "Despite facing system barriers…"

- Shift the narrative from constraint to opportunity to explain that women are present across the climate economy in multiple ways, e.g.
  - » As producers in agriculture and fisheries
  - » As entrepreneurs in renewable distribution and services
  - » As workers in infrastructure and supply chains
  - » As community mobilizers and last-mile adopters
  - » As leaders in institutions and governance

- When climate finance intentionally reaches and empowers women:
  - » Labor-force participation increases
  - » Enterprise growth accelerates
  - » Household resilience strengthens
  - » Adoption of climate solutions improves
  - » GDP growth potential expands

**Facilitator prompt**

"What would happen if climate finance treated women not as beneficiaries but as drivers of green growth?"

## Part 2 ▸ Women as Economic Actors in the Just Transition

| | |
|---|---|
| **PPT Reference:** | Module 3 ⍰ Session 3.1 |
| **Refer to slides titled:** | A core understanding of gender in climate finance and investment promotion spans 4 key roles women play as catalysts of change; Women can contribute to 22% of Pacific's GDP & form a crucial part of just transition response; Integrating Gender Policy in Just Transition Frameworks; Early GESI entry points for just transition projects; The Economic Case for Gender Equality; Embedding a WEE lens to promote capital allocation for co-benefits in climate change, biodiversity, and gender; Government Commitments – NDCs and National Policies; Building Enabling Environment for Gender Responsive Climate Finance; GESI integration enhances the effectiveness of climate finance policy |

### Make a Brief Transition to Part 2

- This part builds on Part 1. If Part 1 established that gender shapes vulnerability and financial exclusion, Part 2 reframes the narrative toward agency and economic transformation. The objective here is to shift participants from seeing women primarily as climate-affected populations to recognizing them as central actors in the climate transition.

### Reflect on the Role that Women Play in the Climate Economy

- Explain that climate finance is fundamentally about economic restructuring. It influences which sectors grow, which skills are valued, which enterprises expand, and which markets scale.

- Women are already embedded across climate-relevant sectors:
  - Agriculture and food systems
  - Fisheries and coastal livelihoods
  - Tourism and service industries
  - Informal trade networks
  - Water management and community resilience
  - Micro and small enterprise supply chains
- However, their participation often remains:
  - Undercapitalized
  - Informal
  - Under-recognized
  - Concentrated in lower-value segments of supply chains
- Clarify that gender lens investing is about strengthening and scaling participation that already exists.

**Facilitator prompt**

"What would happen if climate finance treated women not as beneficiaries but as drivers of green growth?"

- Move to the slide "Four Roles of Women in the Climate Transition". Use this slide to organize thinking in a practical way. Explain that women typically show up in climate systems in four interconnected roles:
  - **Women as Leaders and Decision-Makers:** Women serve in ministries, utilities, financial institutions, regulatory bodies, and community councils. Their presence in leadership influences priorities, budget allocation, and accountability mechanisms.
  - **Women in the Workforce and Supply Chains:** Women contribute as technicians, agricultural producers, vendors, installers, and service providers. Workforce participation determines whether green growth translates into broad-based employment gains.
  - **Women as Entrepreneurs:** Women operate micro, small, and medium enterprises delivering climate-related goods and services. Yet capital access gaps often limit expansion and innovation.
  - **Women in the Last Mile:** Women influence adoption decisions within households and communities—whether for clean energy, water services, or climate-resilient practices.
- Explain that gender lens investing strengthens each of these roles by addressing structural constraints to capital, skills, and market access.
- Emphasize that strengthening these roles improves not only equity but also scalability and sustainability of climate investments.

### Link Gender and the Just Transition

- Transition to the slide "Integrating Gender Policy in Just Transition Frameworks". Explain that a just transition means shifting to low-carbon, climate-resilient systems without widening inequality.

This requires intentional choices:

- How are the existing labor markets impacted?
- Who receives green job training?
- Who is recruited into renewable energy projects?
- Who participates in procurement systems?
- Who owns and operates climate enterprises?
- Who participates in governance and oversight?

- Clarify that without deliberate structuring, green growth can replicate traditional exclusion patterns.
- For example:
  - Renewable energy sectors may remain male-dominated.
  - Infrastructure procurement may favor large, established contractors.
  - Climate bonds may finance projects without inclusive employment strategies.
- A slide on "Early GESI Entry Points for Just Transition Projects" is provided for more concrete insights.

**Facilitator prompt**

"If climate investments accelerate growth but exclude half the population from ownership and leadership, can the transition truly be called 'just'?"

Emphasize that gender lens investing operationalizes the just transition by embedding inclusion into economic restructuring.

### Build the Economic Case for Women's Participation

Move to the slide "Economic Case for Women's Participation". Shift the discussion explicitly to growth and macroeconomics. Explain that increasing women's labor force participation and enterprise growth contributes to:

- Higher GDP
- Increased productivity
- Stronger household resilience
- Expanded tax bases
- Greater consumption stability
- More diversified economic structures

Highlight that in small and climate-vulnerable economies, expanding women's participation can significantly influence national growth trajectories. Make the link to climate finance explicit:

- When women's enterprises gain access to climate capital
  - Climate solutions scale faster.
  - Supply chains diversify.
  - Market resilience improves.

Gender lens investing is therefore not redistribution, but economic optimization.

**Facilitator prompt**

"What would happen to national climate targets if women-led enterprises scaled at the same rate as male-led enterprises?"

**Linking Women's Economic Empowerment to NDCs**

- Conclude with the slide "Embedding a Women Economic Empowerment lens to promote capital Allocations". Explain that NDC implementation requires workforce transformation, enterprise development, institutional reform, and capital mobilization. Embedding women's economic empowerment into NDC frameworks strengthens:
  - » Policy coherence
  - » Labor market readiness
  - » Private sector participation
  - » International credibility
  - » Access to climate finance
- The slides "government Commitments – NDC and National policies" and "building Enabling Environments for Gender Responsive Climate Finance, can serve to highlight with examples that when NDCs explicitly integrate women's economic participation, they become more than emissions commitments—they become inclusive development roadmaps. Reinforce that gender lens investing provides the financing logic that supports this integration.
- Optionally, use the slide "GESI integration enhances the effectiveness of climate finance policy" to summarize Part 2 conclusions.

## Part 3 ▸ Gender Lens Investing Standards and Public-Sector Screening Tools

| | |
|---|---|
| **PPT Reference:** | Module 3 ⍰ Session 3.1 |
| **Refer to slides titled:** | 2X Criteria; Harmonizing Donor Requirements: Aligning 2X Criteria with IFC Performance Standards; Translating Standards into Action: Typical GCF Gender Requirements; Gender KPIs for Fund and Portfolio Performance; UN's Women Empowerment Principles (WEP); 2X-equivalent criteria for public sector, Capacity building in gender-responsive investments, data-backed investment decision-making and investment frameworks are key levers to promote WEE across sectors |

- Briefly introduce the focus of this part
- This section moves from economic rationale to operational structure. If Part 2 established that women are central to the climate transition, Part 3 explains how investors and governments translate that recognition into measurable investment criteria. The goal is to show that gender lens investing is not abstract—it is structured, assessable, and increasingly embedded in financial decision-making systems.
- **Dive into Gender Lens Investing and What it Means in Practice**
- Explain that gender lens investing (GLI) influences investment decisions before capital is deployed—not only during implementation. Present the below definition of GLI.

# Key Concepts and Theory for Part 3 – Gender Lense Investing Standards and Public-Sector Screening Tools

## I. Gender Lens Investing (GLI)

An investment approach that considers gender-based factors to advance gender equality and better inform investment decisions. GLI recognizes that addressing gender disparities can lead to better financial returns and social outcomes, incorporating gender analysis into investment strategy, due diligence, and portfolio management.

By applying a gender lens, investors evaluate and incorporate factors related to women's access to resources, participation, leadership, and benefits, aiming for both positive social impact (particularly for women and girls, including First Nation groups) and enhanced financial decision-making.

This approach is often described as:

- The deliberate use of capital to generate financial returns and promote gender equality.
- Integrating gender considerations into existing or new investment frameworks to achieve better social and financial outcomes.
- A subset of impact investing and ESG (environmental, social, governance) strategies, where gender is a key dimension.

## II. Core Pillars or Lenses of Gender Lens Investing

Investors typically apply one or more of the following lenses:

- **Investing in women:** Directing capital to women-owned, women-led, or women-focused enterprises and entrepreneurs.
- **Investing for women:** Supporting products, services, or initiatives that improve women's well-being, access to opportunities, or quality of life (e.g., reducing barriers to economic participation).
- **Investing by women:** Increasing women's roles in investment decision-making, fund management, or leadership within the financial ecosystem.



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### III. Raising Capital Through a Range of Instruments

To finance initiatives targeting women entrepreneurs (including in sectors like agriculture and fisheries), workforce participation, private-sector leadership, and supply-chain representation, GLI employs diverse financial instruments. These allow capital to be raised from institutional investors, development finance institutions, philanthropists, impact funds, and capital markets, then deployed purposefully.

Common instruments include:

- **Equity investments:** Such as venture capital, private equity, or public equity stakes in growth stage companies or funds that prioritize outcomes targeting social inclusion and women's empowerment.
- **Debt instruments:** Including loans, credit lines, microfinance, or sustainability-linked loans where terms tie to gender-related performance metrics.
- **Gender bonds (or social/sustainability bonds with a gender focus):** Fixed-income securities where proceeds fund gender equality projects, often aligned with international standards.
- **Blended finance:** Combining concessional (low-interest or grant-like) capital from public/philanthropic sources with commercial investments to de-risk and scale gender-focused lending or programs.
- **Impact funds:** Dedicated vehicles (private or public) that pool capital for gender-smart investments across asset classes.
- **Guarantees and technical assistance facilities:** Risk-sharing tools or non-financial support that enable larger-scale lending to underserved groups.

These instruments are structured to channel funding toward outcomes that empower women as 'catalysts of change':

- Providing loans or credit to women entrepreneurs in agriculture and fisheries (addressing barriers like collateral requirements or sector-specific risks).
- Supporting initiatives/services that boost women's workforce participation (e.g., addressing care burdens, skills gaps, or inclusive employment models).
- Promoting women's leadership in the private sector (e.g., through governance standards, board diversity, or executive pipelines).
- Enhancing women's representation in supply chains (e.g., as suppliers, workers, or decision-makers, improving inclusion and resilience.

GLI emphasizes measurable outcomes, such as increased access to capital for women, equitable workplace policies, higher female representation in leadership or procurement, and broader economic empowerment. Investors often use frameworks like the 2X Challenge criteria or the Global Impact Investing Network (GIIN) guidelines to assess and track gender impact alongside financial performance. This strategy continues to evolve, with growing recognition that gender-intentional investing can reduce risks, unlock opportunities, and contribute to more sustainable economic systems.

The definition of GLI makes it clear that GLI affects:

- Project screening and due diligence
- Risk assessment frameworks
- Eligibility thresholds
- Capital allocation criteria
- Monitoring and reporting expectations

Clarify that gender lens investing intends to not sacrifice financial returns. Instead, it integrates gender considerations into how risk, impact, and growth potential are evaluated. Make the key distinction:

| | |
|---|---|
| **Traditional finance asks** | • Is this project profitable?<br>• Is the risk manageable? |
| **Gender lens investing adds:** | • Who benefits from this capital?<br>• Who participates in leadership and ownership?<br>• Does this investment reduce structural barriers? |

**Facilitator prompt**

"If investors assess environmental risk before funding, why wouldn't they assess social participation and inclusion risk as well?"

### Discuss Standards and Criteria for Gender Lens Investing

- Explain that gender lens investing operates within an evolving ecosystem of global standards that guide both public and private capital flows. These standards provide:
  - » Clear definitions of gender-aligned investments
  - » Measurable criteria
  - » Accountability expectations
  - » Reporting structures
- They function as signals in capital markets. Investors increasingly rely on structured criteria to:
  - » Reduce reputational risk
  - » Demonstrate alignment with international commitments
  - » Improve transparency
  - » Strengthen portfolio credibility
- Emphasize that measurable frameworks increase investor confidence. They create clarity and reduce ambiguity in impact claims.

**Facilitator prompt**

"How does clarity around gender criteria influence investor trust?"

- Transition to the slide "The 2X Criteria" as an example. Explain that widely used gender investment frameworks define minimum thresholds for what qualifies as gender aligned. In narrative terms, investments are often assessed based on whether they:
  - » Support women as entrepreneurs or business owners
  - » Promote women into leadership and governance roles
  - » Increase women's employment in quality jobs
  - » Integrate women into supply chains
  - » Deliver products or services that directly benefit women
- The slide "Harmonizing Donor Requirements: Aligning 2X Criteria with IFC Performance Standards" can help to show the link between GLI criteria and the standards for gender integration discussed also in Module 1 and 2.
- The importance of these criteria, particularly when used in GLI, lies in measurability. An investment is not considered gender-aligned simply because it mentions women. It must demonstrate participation, representation, or benefit at defined levels. Clarify those measurable thresholds:
  - » Move gender from intention to accountability
  - » Shape approval decisions
  - » Influence risk pricing
  - » Affect capital mobilization

**Facilitator prompt**

"How might these criteria influence how a project is structured from the concept stage?"

### Applying Gender Criteria in Public Investment

- Move to the slide "2X Equivalent Criteria for Public Sector". Explain that while many gender frameworks originated in development finance institutions, the logic applies equally to sovereign and public-sector investments. Governments can screen climate projects using similar questions:
  - » Is the project aligned with climate commitments?
  - » Does it intentionally close gender gaps?
  - » Are there measurable targets?
  - » Are budgets allocated to inclusion measures?
  - » Are reporting systems in place?
- This transforms public finance from neutral spending into strategic capital architecture.
- Explain that embedding gender criteria into public projects strengthens proposals for climate funds, improves eligibility for thematic bonds, and increases credibility with multilateral institutions. Make the key point explicit that gender standards are not compliance checklists. They are structuring tools that improve investment discipline and capital attractiveness.

### Focus on the transition from Commitments to Capital

- Conclude with the slide "Translating Standards into Action: Typical GCF Gender Requirements". Explain that many countries adopt gender and climate commitments at policy level—but without operational criteria, those commitments remain aspirational. Gender lens investing bridges that gap as can be seen in GCF Gender Requirements as an example.
- The GCF approach, which is also in principle shared with other climate funds, translates:
  - » NDC commitments
  - » Gender equality strategies
  - » Just transition principles

  into:
  - » Investment eligibility criteria
  - » Budget allocations
  - » Performance indicators
- Conclude by making an important point: When commitments are backed by structured financial architecture and reporting requirements, they become credible signals to capital markets. This helps tilt the markets towards intended outcomes.
- If time permits, consider showing the additional slides
- An alternative to 2X is shown in a slide providing an overview of the UN Women Empowerment Principle (WEP) standard.
- The slide titled "Capacity building in gender responsive investment…" show the barriers identified when applying GLI standards and principles.

**Facilitator prompt**

"How might these criteria influence how a project is structured from the concept stage?"



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## Part 4 ▸ Case Examples: How Gender Lens Investing Unlocks Capital

| | |
|---|---|
| **PPT Reference:** | Module 3 ⍰ Session 3.1 |
| **Refer to slides titled:** | Case Study Pacific RISE 1 & 2; Proposed Action for Government Stakeholders to Enable Private Sector; Fijian Green Bond Framework, 2017; 'Case study: The Fiji Green Bond'; Public-sector '2X-equivalent' criteria - Fiji scorecard; Case Study Sustainable Infrastructure: Export credit agency (ECA) Investor lends capital to government to build energy efficient hospital for women; Case Study Energy Access: Women as last-mile distributors, appliance financing, clean cooking, women-owned MSMEs; Group Work Prompt: Design GLI Instrument |

**Briefly transition to Part 4**

- This section moves from standards and criteria to real-world application. If Part 3 explained how gender lens investing is structured, Part 4 demonstrates how it operates in practice—and how it unlocks capital.
  The objective here is to help participants see the design logic behind successful examples, not simply to learn about specific projects

**Present the Pacific RISE Initiative – Building Investment Readiness as an example of GLI criteria leading to results**

- Begin with the slide "Pacific RISE Initiative". Explain that one of the most significant barriers to gender lens investing is pipeline readiness. Many women-led enterprises operate in high-potential climate-relevant sectors—such as sustainable agriculture, renewable distribution, water services, and climate resilience supply chains—but lack investment readiness.
- Common challenges include:
  - » Limited financial reporting systems
  - » Informal business registration
  - » Weak governance structures
  - » Insufficient market linkage
  - » Lack of investor networks
- The Pacific RISE initiative illustrates how targeted readiness support can bridge this gap. By identifying women-led enterprises with growth potential and providing technical assistance, mentoring, and structuring support, the initiative helps convert potential into investable opportunities. Clarify the key insight:
  - » Capital does not flow simply because opportunity exists. It flows when risk is understood, governance is credible, and returns are structured.

**Facilitator prompt**

"In your context, is the bottleneck a lack of capital—or a lack of investable pipeline?"

### Explain the Meaning of Catalytic Capital and De-Risking

- Move to the slide "Proposed Action for Government Stakeholders to Enable Private Sector" to focus on catalytic capital and de-risking. Explain that many gender-responsive climate investments require early-stage support. Catalytic capital—often in the form of grants or concessional funding—can absorb initial risk and improve the risk-return profile for commercial investors. Describe how catalytic capital functions:
  - » Funding feasibility studies and business development
  - » Strengthening governance and financial systems
  - » Supporting impact measurement frameworks
  - » Providing first-loss capital or guarantees
  - » Reducing perceived risk for institutional investors
- Emphasize that catalytic capital does not replace commercial finance. It prepares and unlocks it. This layering is particularly important in small islands or frontier markets where perceived risk is high. Make the bridge explicit:
  - » Gender lens investing often succeeds not because risk disappears—but because risk is redistributed strategically.

**Facilitator prompt**

"Where could catalytic funding in your context unlock significantly larger pools of capital?"

### Case study Fiji Sovereign Green Bond Framework – Embedding Gender at System Level

- Transition to the slide "Fiji Sovereign Green Bond Framework". Explain that this case demonstrates how gender lens principles can be embedded at sovereign capital market level. Rather than treating gender as a separate social initiative, the framework integrates gender criteria into bond eligibility and reporting structures. Key features include:
  - » Alignment with international standards
  - » Transparent use-of-proceeds criteria
  - » Clear governance and oversight mechanisms
  - » Reporting systems that build investor trust
- Emphasize that embedding gender within bond frameworks elevates inclusion from project-level compliance to financial architecture. This demonstrates that ambitious climate and gender goals can coexist with strong fiduciary discipline and commercial credibility.

**Facilitator prompt**

"What institutional systems must be in place to issue gender-aligned climate bonds with investor confidence?"

- Conclude that thematic bonds—green, blue, sustainability-linked—are powerful tools for mobilizing large-scale capital. When gender criteria are integrated into these frameworks, capital markets begin to reward inclusive design. Gender integration may include:
  - Eligibility criteria supporting women-led enterprises
  - Procurement requirements promoting inclusion
  - Disaggregated reporting on employment and leadership
  - Performance-linked targets tied to inclusion outcomes
- Emphasize that transparent frameworks reduce reputational risk and enhance accountability. Make the core point clear: Capital markets increasingly value clarity, transparency, and measurable impact. Gender integration strengthens all three.
- Conclude with the slide "Enabling Environment for Gender-Aligned Capital". Explain that successful gender lens investing requires more than individual projects. It depends on enabling systems, including:
  - Strong regulatory and legal frameworks
  - Institutional coordination between climate and gender units
  - Reliable data collection and reporting systems
  - Capacity within ministries and financial institutions
  - Clear policy alignment with national climate targets
- Without these elements, gender lens investing remains fragmented. With them, it scales.
- Time permitting, optional slides include more examples and a group work exercise
  - "Case Study Sustainable Infrastructure: Export credit agency (ECA) Investor lends capital to government to build energy efficient hospital for women".
  - "Case Study Energy Access: Women as last-mile distributors, appliance financing, clean cooking, women-owned MSMEs".
  - "Group Work Prompt: Design GLI Instrument".

**Facilitator prompt**

"Which elements of your national or institutional environment are strongest—and which require strengthening to support gender-aligned capital?"

## Part 5 ▸ Entry Points and Tools Across the Funding Cycle

| | |
|---|---|
| **PPT Reference:** | Module 3 ⍰ Session 3.1 |
| **Refer to slides titled:** | Funding proposal cycle with early integration of a Gender and Inclusion lens; Case: Vanuatu NDC 3.0; Case: Local solutions advancing national goals: Best practices of integrating just transition strategies for LT-LDS in Tonga; Example Approach: Gender Action Plan for GLI Integration; Standardized Gender Toolkit; Early GEDSI entry points for just transition projects |

### Make a Brief Introduction to Part 5

- If the previous parts explained why gender matters, how women function as economic actors, and how standards and examples structure capital, Part 5 answers the practical question:
  - » Where and when do we embed gender lens investing in our daily work?
- The emphasis here is timing and architecture. Gender lens investing is most effective when embedded early, during identification and structuring, rather than retrofitted during reporting.

### Entry Points for Gender Lens Investing

- Begin with the slide "Funding proposal cycle with early integration of a Gender and Inclusion Lens."
- Explain that gender can be integrated at multiple stages, but the most powerful leverage points occur upstream.
  The strongest entry points include:
  - » Policy formulation and NDC alignment
  - » Project identification and concept development
  - » Investment screening and due diligence
  - » Budget allocation and capital structuring
  - » Monitoring and reporting frameworks
- Clarify that waiting until implementation limits impact and increases cost. Integrating gender early allows it to shape project logic, financial architecture, and risk allocation.
- Two optional slides here are included in the presentation slide deck to illustrate the link between participatory approaches and integration of gender and inclusion at NDC and LTLEDS levels: "Case: Vanuatu NDC 3.0"; "Case: Local solutions advancing national goals: Best practices of integrating just transition strategies for LT-LDS in Tonga".

**Facilitator prompt**

"At what stage in your current project pipeline is gender usually introduced? What would change if it were introduced earlier?"

### Integrating Gender Across the Project Cycle

- Revision the slides from Session 3.1 on the Project Cycle ("Project Cycle Summary 1-2"), to remind of the entry points that enables gender and inclusive approaches at project and investment levels. Walk participants through the full funding cycle in narrative form, showing where gender lens investing can be embedded.

## Key Theory and Concept

### Project Identification

At this stage, teams should ask:

- Who is excluded from current systems?
- Where are women key economic actors?
- What gender gaps intersect with climate vulnerability?

This ensures the project begins with inclusion as part of the problem definition.

### Project Analysis and Structuring

Here, collect gender-disaggregated data and map:

- Differential exposure to climate risks
- Barriers to finance and assets
- Participation gaps in leadership and employment

Translate these findings into:

- Design adjustments
- Risk mitigation measures
- Financial structuring decisions

### Project Design

Gender lens investing becomes concrete when findings are translated into:

- Budget allocations
- Procurement requirements
- Employment targets
- Governance structures
- Performance indicators

Emphasize that without dedicated budget lines, gender intentions often remain unfunded.

### Implementation

During execution:

- Safeguards must be operational
- Contractors must comply with gender-responsive standards
- Working conditions must be safe and inclusive
- Communication must reach marginalized groups

Gender lens investing requires operational discipline, not only policy language.

### Monitoring and Reporting

Tracking results through:

- Gender-disaggregated indicators
- Participation metrics
- Outcome measurements

Transparent reporting strengthens investor trust and institutional credibility.

### Learning and Adjustment

Projects should incorporate feedback loops to:

- Adjust strategies
- Improve inclusion outcomes
- Refine future project design

**Facilitator reflection:**

"Which of these stages currently has the weakest gender integration in your institution?"

### Institutional Responsibilities

Explain that gender lens investing cannot sit solely with social or gender units. It requires coordination across:

- Climate policy teams
- Finance and treasury departments
- Planning ministries
- Procurement authorities
- Monitoring and evaluation units

Embedding gender into capital flows means aligning institutional mandates and responsibilities. Clarify that institutional silos often undermine strong policies. Cross-departmental collaboration is critical for scale.

**Facilitator prompt**

"Who in your institution controls budgets—and how are they engaged in gender discussions?"

### Closing Reflection on Design for Scale

Explain that gender lens investing becomes transformative when it shifts from individual projects to systemic architecture. Scaling requires:

- Policy coherence between climate and gender strategies
- Clear eligibility criteria for public investments
- Standardized screening tools
- Integration into bond frameworks and capital markets
- Capacity-building across institutions

Reinforce that the goal is not to add a gender paragraph to proposals. The goal is to design financial and delivery systems that:

- Channel capital toward women as leaders, entrepreneurs, workers, and last-mile users
- Reduce structural financial exclusion
- Strengthen climate resilience
- Improve long-term economic performance

### Final Synthesis for the Session

Close the session with a clear mindset shift: Gender lens investing is not about adding a social component at the end of a proposal. It is about structuring climate finance so that capital reaches those who drive resilience, innovation, and inclusive growth. When gender is embedded early in identification, analysis, structuring, and monitoring, climate finance becomes both equitable and scalable.

## Key Concepts and Theory

### Definitions

**Women's Economic Empowerment:** The process of increasing women's access to and control over economic resources and opportunities. This includes improving women's ability to access decent work, control productive resources (land, property, finance), benefit from economic growth, have a voice in economic decision-making, and achieve economic independence and security for themselves and their families.

**Nationally Determined Contributions (NDCs):** Climate action plans and commitments that each country submits under the Paris Agreement, outline their targets for reducing greenhouse gas emissions and adapting to climate change impacts. NDCs are updated every five years and represent each nation's efforts to achieve the global goal of limiting temperature rise to well below 2°C above pre-industrial levels. In this context, NDCs and climate plans are spotlighted for Pacific nations that have integrated a GESI lens.

**Just Transition:** A framework for ensuring that the shift to a low-carbon, sustainable economy is fair and inclusive for all, particularly for workers and communities dependent on fossil fuel industries. Just Transition emphasizes creating decent work opportunities, providing social protection, respecting labor rights, and ensuring that vulnerable groups are not left behind during the transition to green economies. In this context of several Pacific Nations who have committed to 100% renewable energy use by 2040, Women are identified and proven as untapped economic participants whose economic participation can respond to the fast-paced needs of the green jobs private sector, and the public sector's demands, each.

**2X Criteria:** A set of standards developed by a consortium of development finance institutions to measure and track investments that support women's economic empowerment. The criteria assess investments across five categories:

- **Entrepreneurship:** Women-owned or women-led businesses
- **Leadership:** Companies with significant women in senior leadership
- **Employment:** Businesses providing quality jobs for women
- **Consumption:** Products and services that benefit women
- **Indirect:** Investments in financial intermediaries committed to women's finance

To qualify as a 2X investment, a project must meet at least one of these criteria with specific thresholds.

**UN Women's Empowerment Principles (WEPs):** A set of seven principles established by UN Women and the UN Global Compact that provide guidance for private sector businesses on how to promote gender equality and women's empowerment in the workplace, marketplace, and community. The seven principles are:

- Establish high-level corporate leadership for gender equality
- Treat all women and men fairly at work without discrimination
- Ensure the health, safety, and well-being of all workers
- Promote education, training, and professional development for women
- Implement enterprise development, supply chain, and marketing practices that empower women
- Promote equality through community initiatives and advocacy
- Measure and publicly report on progress to achieve gender equality

These principles serve as a framework for companies to advance gender equality in their operations and throughout their value chains.

**Green Bond guidelines:** Green Bond Guidelines are internationally recognized frameworks that establish criteria for issuing bonds specifically to finance environmentally beneficial projects. Core components include:

1. Use of Proceeds: Funds must finance eligible green projects (renewable energy, energy efficiency, sustainable transport, climate adaptation, pollution prevention, biodiversity conservation, clean water, etc.)

2. Project Evaluation & Selection: Issuers must define environmental objectives and the process for determining project eligibility

3. Management of Proceeds: Tracked separately (or through internal systems) to ensure funds go only to green projects

4. Reporting: Regular disclosure on fund allocation and environmental impact (e.g., $CO_2$ emissions reduced, energy generated)

**Standards in the market:**

1. Green Bond Principles (GBP): Voluntary guidelines by the International Capital Market Association (ICMA) - most widely used globally

2. Climate Bonds Standard: Certification by the Climate Bonds Initiative with sector-specific technical criteria

3. EU Green Bond Standard: Regulatory framework with strict taxonomy alignment for EU markets

**Purpose of aligning with standards:** Ensure credibility, transparency, and prevent "greenwashing" while channeling capital toward climate and environmental solutions. Independent verification/assurance is often obtained to build investor confidence.

Measurable metrics used to track and evaluate gender-related outcomes in investments or programs, such as percentage of women in leadership positions, proportion of women beneficiaries, women's income changes, or reduction in gender pay gaps. These KPIs are embedded in investment contracts, monitoring frameworks, and reporting requirements to ensure accountability and demonstrate progress toward gender equality goals beyond financial returns.

**Fund Manager:** The professional or firm responsible for making investment decisions, managing a pool of capital (fund), and executing the investment strategy on behalf of investors. Fund managers conduct due diligence, select portfolio companies or projects, monitor performance, provide strategic guidance, and ultimately aim to generate returns while managing risk according to the fund's mandate and thesis.

**Investor:** An individual, institution, or entity that commits capital to a fund, project, or asset with the expectation of financial returns and/or impact outcomes. Investors range from institutional players (pension funds, endowments, development finance institutions) to private individuals (high-net-worth individuals, family offices) and can have varying risk appetites, return expectations, and impact priorities.

**Trade Finance:** Short-term financial instruments and products that facilitate international and domestic trade transactions by bridging the payment gap between exporters and importers. Common mechanisms include letters of credit, export credit insurance, invoice financing, and supply chain financing, which reduce transaction risk and provide working capital to businesses engaged in buying and selling goods across borders.

**Investment Thesis:** The strategic rationale and underlying hypothesis that guides investment decisions, articulating why a particular sector, geography, business model, or asset class will generate attractive financial returns and/or impact outcomes. An investment thesis typically includes market analysis, competitive positioning, growth drivers, risk assessment, and expected value creation pathways that justify capital allocation.

**Financial Intermediaries:** Organizations that channel capital from investors to end users (businesses, projects, individuals) by bridging information gaps, managing risk, and structuring appropriate financial products. Examples include commercial banks, microfinance institutions, impact investment funds, development finance institutions, and venture capital firms that play a crucial facilitation role in the financial ecosystem by connecting supply and demand for capital.

**Fund-Level Reporting:** Aggregated performance reporting that presents the overall financial and impact results of an entire investment fund, including total portfolio returns, capital deployed and returned, aggregate impact metrics (jobs created, carbon emissions avoided, women reached), fund expenses, and progress against the fund's stated objectives. This high-level view helps investors assess whether the fund manager is delivering on promises made at fundraising.

**Portfolio-Level Reporting/Targets:** Detailed reporting and performance goals set for individual investments or groups of investments within a fund's portfolio, tracking company-specific or project-specific financial performance, operational milestones, and impact indicators. Portfolio-level targets might include revenue growth rates for each company, gender representation metrics per investee, or carbon reduction achievements for specific projects, enabling fund managers to identify underperformers and provide targeted support while demonstrating progress to investors with granular evidence.

**Additional learning resources:**


- 2X Global. (n.d.). *2X Criteria, case studies, and tools.* https://www.2xglobal.org/
- Criterion Institute. (n.d.). *Gender lens investing resources.* https://criterioninstitute.org/
- International Finance Corporation. (2012). *IFC performance standards on environmental and social sustainability.* https://www.ifc.org/en/insights-reports/2012/ifc-performance-standards
- Organisation for Economic Co-operation and Development. (2025). *Handbook on the OECD DAC gender equality policy marker.* https://one.oecd.org/document/DCD/DAC/GEN(2025)2/en/pdf
- Pacific Women Lead. (n.d.). *Pacific Women Lead programme.* https://pacificwomen.org/
- United Nations Women & United Nations Global Compact. (n.d.). *Women's empowerment principles.* https://www.weps.org/
- Value for Women. (n.d.). *GLI in action: Driving gender-lens investing in emerging market funds and SMEs* [Report]. https://www.v4w.org/uploads/documents/DGGF-GLI-in-Action-Driving-GLI-in-Emerging-Market-Funds-and-SMEs.pdf

# **Annex 1:** 2X Criteria for Gender and Climate Screening: Example for Energy Investments (ppt)

2X CLIMATE FINANCE TASKFORCE

## Climate and Gender screening checklist: **Sustainable energy**

This checklist is intended for use by investors to:

1. Support your **screening process** to check if an investment indicatively qualifies as gender smart climate finance.
2. Identify opportunities to deepen the gender and climate impact of the investment.

**A gender-smart climate finance investment delivers climate outcomes and promotes gender equality and women's empowerment.**
These investments can be defined as Paris-aligned, and meeting both climate finance criteria and **2X criteria**. More detailed definitions can be found **here** and **here**.

| Thematic area | Screening for climate finance with a gender lens: Checklist questions: | Yes | No |
|---|---|---|---|
| **Pre-screening** | Has your institution established an approach for assessing whether an investment is Paris-aligned, based on an existing methodology or framework?<br>*If your answer is no, an agreed approach to assess Paris alignment should be established before screening.* | | |
| | Have you established a set of climate finance criteria, based on an existing and recognised taxonomy, to evaluate whether the deal will qualify as climate mitigation and/or adaptation finance?<br>*If your answer is no, a set of recognised climate finance criteria should be established before screening.* | | |
| **1. Paris alignment** | According to your institution's Paris alignment approach, is this investment indicatively Paris aligned? | | |
| **2. Transition risk (TCFD)** | Have you identified any potential **transition risks** associated with the activities and value chain of the organisation/project? | | |
| | Have you considered whether women or girls might be disproportionately impacted by these risks? | | |
| **3. Physical risk (TCFD)** | Have you identified any potential **physical climate risks** associated with the activities and value chain of the organisation? | | |
| | Have you considered whether women or girls might be disproportionately impacted by these risks? | | |
| **4. Climate Finance qualification** | Does the deal indicatively qualify as climate finance? | | |
| | Have you assessed what proportion of the deal is expected to qualify as climate finance? | | |
| **5. Gender-smart qualification (2X)** | Does the climate finance deal indicatively meet at least one of the 2X Challenge criteria?<br>(See criteria for women as entrepreneurs / leaders / employees (or suppliers) / consumers, or financial intermediary criteria) | | |
| **6. Climate and gender impact** | Is the climate finance investment expected to deliver benefits for women; as owners, leaders, employees, or suppliers of the investee organisation/project? (E.g. offers jobs and training for women in renewable energy generation/distribution) | | |
| | Will the climate-smart products or services of the organisation/project contribute to gender equality or women's empowerment?<br>(E.g. off-grid solar services that save fuel costs and reduce rural women's time poverty in developing regions) | | |

Source: 2X Global

# **Annex 2:** "2X-equivalent" criteria for public sector

## "2X-equivalent" criteria for public sector

**To assess or design public-sector climate-projects (e.g., infrastructure, energy, utilities, adaptation programmes) that are both *climate-aligned* and *gender-responsive*.**

**Primary Criteria:**

**1.Paris/Climate Alignment**
1. Project objectives clearly support mitigation and/or adaptation consistent with national NDCs / long-term strategy.
2. Risk of lock-in of high-emissions assets or maladaptation is assessed and mitigated.
3. Physical climate risks and transition risks embedded in appraisal. (drawn from OECD) OECD

**2.Basic Safeguards & ESG**
1. Environmental and social risk management is applied (including gender-based violence, discrimination).
2. Stakeholder consultation includes women, marginalized groups. (Adaptation Fund Gender Policy) Adaptation Fund+1

**3.Intentional Gender & Inclusion Targeting**
1. The project includes explicit targets (and measurable indicators) for women's participation (employment, leadership, access) or benefits to women/ marginalized groups.
2. A gender analysis has been undertaken at design stage. (see guidance for gender integration)

**Secondary Criteria:**

4. **Women as Agents of Change**
1. Ensure women hold senior leadership roles in project governance/implementation.
2. Ensure supply-chain or enterprise development includes women-led businesses.

**5.Budget & Resource Allocation for WEE Outcomes**
1. Budget lines explicitly earmarked for women's economic empowerment (WEE) and related components (skills, entrepreneurship, last-mile finance).
2. Financial instruments or regulatory frameworks (e.g., gender-responsive procurement, incentives) embedded.

**6.Monitoring, Reporting & Disaggregation**
1. Gender-disaggregated data to track outcomes (e.g., % of women employed, women-led businesses benefitting, gender differential outcomes).
2. Clear reporting on both climate and gender outcomes, linking the two.

**7.Institutional & Systemic Enabler**
1. The project supports institutional reform (e.g., regulatory change, policy integration) to sustain gender & climate gains.
2. Utilises blended finance/public-private partnerships where appropriate to mobilise capital with gender-lens.

Source: Accompanying training slides

SESSION 3.3

# Gender-Responsive Climate Finance Value Chain, Bankability, and Ecosystem Enabling

## 1. Overview

This session expands the lens from individual gender-responsive projects to the broader ecosystem that enables—or constrains—the flow of climate finance. While earlier sessions focused on instruments and gender lens investment logic, this session situates those tools within a value chain that connects capital providers, intermediaries, regulatory actors, and end users. The session introduces the full value chain of gender-responsive climate finance—from the capital stack and enabling regulatory environment to project developers and women end users. Participants will examine where breakdowns occur in the ecosystem and identify practical strategies to strengthen partnerships, mobilize private capital, and improve project bankability. The session includes options for a final participatory exercise that helps participants reflect on everything presented during the training program.

## 2. Key Takeaways

By the end of this session, participants will be able to:

- Map the value chain of gender-responsive climate finance with understanding of how capital flows from supply-side actors through intermediaries to women and community-level beneficiaries, and identify where barriers or leakage occur.
- Explain the role of partnerships in unlocking climate finance and recognize governments, development finance institutions, private investors, research bodies, and local intermediaries must coordinate to enable inclusive finance.
- Identify strategies to strengthen project bankability and describe how pipeline readiness, blended finance structures, risk-sharing tools, and aggregation models improve investability.
- Differentiate between adaptation and mitigation financing needs with an understanding for why adaptation finance often requires blended structures and PPP models due to market failure and public-good characteristics.
- Apply ecosystem mapping tools to real case studies using a structured jigsaw exercise to analyse barriers and enablers in the climate finance ecosystem and propose actionable improvements.

## 3. Suggested Activities

**Session run time:** 210 minutes

| Time | Activity | Method | Resources |
|---|---|---|---|
| 10 min | **Opening:** Strategic Benefits of Climate Finance Mobilization | Interactive brainstorm + presentation | **Presentation slides titled:** Session Overview; Strategic Benefits for Mobilizing Climate Finance from a Range of Capital Actors |
| Part 1 – Mapping the Value Chain of Gender-Responsive Climate Finance | | | |
| 10 min | **Ecosystem Mapping Exercise**: Value Chain | Interactive mapping activity | **Presentation slides titled:** Value Chain of Gender-Responsive Climate Finance |
| 10 min | **Deep Dive:** Supply Side – Capital Stack | Presentation with Q&A | **Presentation slides titled:** Explainer: Supply Side of the Ecosystem – The Capital Stack |
| 10 min | **Ecosystem Mapping Exercise**: Value Chain | Interactive mapping activity | **Presentation slides titled:** Value Chain of Gender-Responsive Climate Finance |
| 10 min | **Deep Dive:** Intermediaries | Presentation | **Presentation slides titled:** Explainer: Intermediaries |
| 10 min | **Deep Dive:** Demand Side – Women End Users | Interactive presentation | **Presentation slides titled:** Explainer: Demand Side of the Ecosystem – Women End Users in Climate Solutions |
| Part 2 – Enabling the Ecosystem: Government Levers, PPPs, and Private Sector Engagement | | | |
| 20 min | Strategies for Ecosystem Engagement | Structured presentation + case examples | **Presentation slides titled:** Enabling the Ecosystem: Government Levers, PPPs, and Private Sector Engagement, Proposed Models of Government's Interaction with Ecosystem Actors |
| 10 min | **Government Enablers:** Policy & Regulatory Levers | Presentation + discussion | **Presentation slides titled:** Proposed Action for Government Stakeholders to Enable Private Sector; Funding Spectrum: Public to Commercial Capital |
| Part 3 – Strengthening Bankability and Pipeline Readiness | | | |
| 10 min | **Lecture:** Bankability & PPPs in Adaptation Finance | Presentation with visual | **Presentation slides titled:** Strengthen Bankability of Projects; What Activities Constitute as PPPs in Adaptation Projects |
| 20 min | Pipeline Readiness Strategies | Interactive discussion + brainstorm | **Presentation slides titled:** Pipeline Readiness in Order to Create Investable Projects |

| | | | |
|---|---|---|---|
| **Part 4 – Blended Climate Finance Instruments with Dual Climate and Gender Outcomes** | | | |
| 20 min | Blended Finance Instruments Overview | Structured presentation | **Presentation slides titled:** Blended Climate Finance Instruments with Dual Climate and Gender Empowerment Co-Benefits; Examples of Gender-Responsive Climate Finance Instruments (1/2); Examples of Gender-Responsive Climate Finance Instruments (2/2) |
| 20 min | Gender-Responsive Projects by Sector | Interactive presentation | **Presentation slides titled:** Gender-Responsive Projects Mapped to Adaptation and Mitigation Activities; Examples of Eligible Projects and Aligned SDGs that Could Be Financed or Re-Financed by Proceeds Gender-Lens Sustainable Finance, 1-6 |
| **Part 5 – Case Application, Ecosystem Synthesis, and Applied Learning** | | | |
| 10 min | **Case Study:** UNDP Parametric Insurance (Fiji, Tonga, Vanuatu) | Case study analysis + discussion | **Presentation slides titled:** Case Example – Best Practices from UNDP Parametric Insurance, Fiji, Tonga and Vanuatu |
| 45 min | **Group Activity:** Design a Gender-Responsive Instrument OR Jigsaw Discussion | Engaging group exercise | **Presentation slides titled:** Applied Peer Learning Activity: Jigsaw Discussion; Jigsaw Exercise: Climate Finance Ecosystem |
| 5 min | Closing & Summarized Learnings | Reflection + optional sharing | |

## 4. Required Documents / Materials

- Session slides Module 3, Session 3.3
- Case study information pack for jigsaw activity
- Flipcharts or large paper for ecosystem mapping
- Markers or virtual whiteboard tools
- **Optional:** climate finance instrument summary sheet

# 5. Facilitator Guide

## Opening and Link Back to Previous Sessions

- **Create a link to Session 3.2, and present the session objectives**
- Session 3.1, participants explored climate finance fund flows, instruments, and the capital stack. In Session 3.2, the focus shifted to the strategic importance of applying a gender lens—understanding why women and socially excluded groups must be positioned not only as beneficiaries but as economic actors within climate transitions.
- Use the Session objective slide to explain, Session 3.3 shift is from isolated instruments to a whole-of-ecosystem perspective.
- Explain that climate finance does not move automatically simply because a good project exists. Capital flows through systems—through policy frameworks, financial institutions, intermediaries, regulatory structures, and partnerships. Even well-designed gender-responsive projects struggle when the broader ecosystem is fragmented. Projects stall when banks cannot assess risk confidently, when governments lack enabling regulations, when intermediaries are weak, or when enterprises are not ready to absorb capital.
- A whole-of-ecosystem approach requires mapping the full climate finance value chain. This includes:
  - **Capital providers** — public, private, and institutional actors mobilizing pools of finance
  - **Intermediaries** — institutions that structure funding mechanisms, provide technical expertise, and bridge supply and demand
  - **Demand-side enterprises and end users** — businesses, cooperatives, and communities that absorb capital and deliver measurable climate and gender outcomes
- Innovative climate finance tools only succeed when there is a clear understanding of how these actors interact and what incentives shape their behaviour. Domestic policymakers, financial actors, and regulators must design systems that reduce friction, clarify roles, and create confidence for investment.


Photo by M-Production / Adobe Stock

- The participants will be introduced to the climate finance value chain at a high level while equipping them with insight into how incentives can be shaped through improved bankability, policy frameworks, and regulatory pathways. The objective is not to master every instrument, but to understand how the pieces connect.

- To stimulate engagement early, invite participants to reflect on why nations should prioritize mobilizing diverse sources of climate finance. Guide the discussion toward three structural drivers:

  - First, trade relations and capital flows. Climate risk directly affects investment attractiveness, competitiveness, and insurance costs. Strong climate finance ecosystems strengthen credibility in global capital markets.

  - Second, alignment with NDCs and NAPs. National climate commitments cannot be achieved through public budgets alone. Innovative finance tools aligned with these commitments are necessary to mobilize larger capital pools.

  - Third, the persistent climate finance gap. With adaptation and mitigation needs far exceeding public funding, private sector participation is essential. Blended approaches and ecosystem coordination are required to crowd in private capital.

- Conclude the opening by emphasizing that the session will unpack how the ecosystem functions, where breakdowns occur, and what governments and partners can do to strengthen bankability and mobilize gender-responsive climate finance at scale.

## Part 1 ▸ Mapping the Value Chain of Gender-Responsive Climate Finance

| | |
|---|---|
| **PPT Reference:** | Module 1 ⍰ Session 3.3 |
| **Refer to slides titled:** | Value Chain of Gender-Responsive Climate Finance; Explainer: Supply Side of the Ecosystem – The Capital Stack; Explainer: Intermediaries; Explainer: Demand Side of the Ecosystem – Women End Users in Climate Solutions |

1. **Introduce the first part of Session 3.3**

- This first section shifts the conversation from individual projects to the broader architecture that determines whether climate finance can move at scale. Its purpose is to help participants understand that gender-responsive climate finance is not delivered by one actor or one instrument—it is produced through coordination across a value chain. The emphasis here is systemic clarity. Before discussing bankability or PPPs, participants must understand who sits where in the ecosystem and how capital flows from origin to impact.

**Facilitator prompt**

Use flipcharts throughout this Part to map the actors of the values chains. This will create a point of reference throughout the reflection.


Photo by M-Production / Adobe Stock

2. **Introduce the Value Chain Logic**

- Begin with the slide "Value Chain of Gender-Responsive Climate Finance." Explain that climate finance operates across a structured chain of actors. At the highest level, it can be grouped into three interconnected segments:
  - The supply side, where capital originates
  - The intermediary layer, where capital is structured and prepared
  - The demand side, where projects absorb capital and deliver climate and gender outcomes
- Clarify that breakdowns in climate finance often occur not because capital is absent, but because one link in this chain is weak—pipeline readiness, risk allocation, regulatory clarity, or institutional coordination.
- To make the mapping interactive, draw three columns on a flipchart labelled: Supply Side, Intermediaries, Demand Side. Invite participants to call out actors they know in each category. As they respond, build the ecosystem map visually. Add actors from the slide deck as needed to complete the picture.

3. **Explain The Supply Side – The Capital Stack**

- Move to the slide "Explainer: Supply Side of the Ecosystem – The Capital Stack." Explain that the supply side consists of actors who mobilize and allocate capital. These include development finance institutions, multilateral development banks, bilateral donors, climate funds such as GCF and GEF, impact investors, private equity funds, commercial banks, insurers, stock exchanges, and central banks.
- Each actor has a distinct mandate and risk appetite. Bilateral donors and climate funds often provide grants or concessional capital to support early-stage design and de-risking. Multilateral banks provide large-scale loans and guarantees for infrastructure. Impact investors and private equity seek scalable enterprises. Commercial banks finance viable projects within regulatory frameworks shaped by central banks and financial regulators.
- Emphasize the complementarity of roles. Grants can support feasibility and pilot initiatives. Concessional loans can reduce financing costs for adaptation. Equity can support women-led enterprises. Guarantees can reduce perceived risk and crowd in commercial lenders.
- Make one structural point clear: capital providers do not operate in isolation. Their willingness to invest depends heavily on the quality of pipeline, regulatory stability, and credible intermediaries.

4. **Explain the Intermediaries**

- Transition to the slide "Explainer Intermediaries." Explain that intermediaries are the connectors of the ecosystem. They translate national climate and gender priorities into structured financial mechanisms. Without intermediaries, capital often fails to reach demand-side actors.

- Intermediaries include UN agencies, regional bodies, technical assistance providers, research institutions, microfinance institutions, community development finance institutions, and project development facilities.

- Their functions typically include:
  - » Project identification and development
  - » Financial structuring and risk assessment
  - » Capacity building and readiness support
  - » Data generation and impact measurement
  - » Bridging public and private sector actors

- Clarify that intermediaries reduce information asymmetry. They help investors understand local contexts, mitigate perceived risk, and ensure gender-responsive safeguards are embedded into design.

- Reinforce the message: intermediaries are not overhead—they are essential risk-reduction mechanisms within the ecosystem.

**Facilitator prompt**

"Which intermediary institutions are strongest in these contexts, and where are the gaps?"

5. **Explain The Demand Side – End Users and Enterprises**

- Move to the slide "Explainer: Demand Side of the Ecosystem – Women End Users in Climate Solutions." Explain that this is where impact materializes. The demand side includes women-led enterprises, agricultural cooperatives, fisheries groups, marine conservation initiatives, eco-tourism operators, climate tech startups, community resilience groups, and MSMEs across food systems, renewable energy, water management, and digital sectors.

- These actors absorb capital and convert it into measurable outcomes—reduced emissions, improved resilience, income generation, and gender empowerment. However, demand-side actors often face structural barriers:
  - » Small ticket sizes
  - » Informality
  - » Limited financial literacy
  - » Lack of collateral
  - » High transaction costs
  - » Limited access to markets

- This creates a mismatch between the scale at which capital is available and the scale at which enterprises operate.

- Encourage participants to reflect on sectors they work in and identify common financing constraints in their region. Capture examples briefly on the flipchart to show how barriers often cluster around similar themes: pipeline readiness, scale, documentation, risk perception.

6. **Connecting the Value Chain**

- Highlight the connections between actors. Capital providers rely on intermediaries to structure investable projects. Intermediaries depend on demand-side enterprises to demonstrate viable models. Governments influence the entire chain through policy, regulation, and incentives. This is where having done a mapping on flipchart as reference, as per the Facilitator tip under Part 1, Step 1, could be useful.
- Explain that innovative instruments only succeed when actors across the value chain understand each other's roles and constraints. If policymakers design incentives without understanding investor risk tolerance, instruments may fail. If enterprises lack readiness support, capital remains unused.
- Conclude Part 1 with the central insight: Gender-responsive climate finance is not a single transaction but a coordinated system. When supply, intermediaries, and demand align, climate finance can scale. When one segment is weak, the ecosystem underperforms.

## Part 2 ▸ Enabling Ecosystem: Government Levers, PPPs, and Private Sector Engagement

| | |
|---|---|
| **PPT Reference:** | Module 1 ⍰ Session 3.3 |
| **Refer to slides titled:** | Government's Interaction with Ecosystem Actors; Proposed Action for Government Stakeholders to Enable Private Sector; Funding Spectrum: Public to Commercial Capital |

**Briefly introduce Part 2**

- If Part 1 mapped the ecosystem, Part 2 focuses on how to activate it to achieve gender and inclusive outcomes. This section shifts attention to the role of government and regulatory actors in creating the conditions under which gender-responsive climate finance can scale. The core message here is that ecosystems do not self-organize optimally. They require enabling frameworks, incentives, and strategic risk allocation.

**Discuss the Government's Role as an Ecosystem Orchestrator**

- Begin with the slide "Proposed Model for Government Interaction with Ecosystem Actors." Explain that governments occupy a unique position. They do not simply participate in the ecosystem. They shape it. Through policy, regulation, fiscal incentives, and public finance deployment, governments influence how capital moves and which actors are prioritized.
- Walk participants through the key strategies shown on the slide in narrative form.
  - » First, governments can deploy risk-sharing mechanisms, such as first-loss facilities or subordinated loans, to reduce perceived risk for private investors. For example, when a climate fund provides a guarantee for commercial bank lending, it lowers downside exposure and makes participation more attractive.
  - » Second, governments can improve investor visibility and deal flow by partnering with regional trade platforms or investment promotion agencies. This improves pipeline transparency and strengthens confidence in domestic markets.
  - » Third, governments can mobilize technical assistance and readiness grants to improve project preparation. Many climate projects fail not due to lack of funding, but due to weak feasibility studies, unclear risk assessments, or insufficient structuring capacity.

- Fourth, governments can build institutional capacity by maintaining rosters of gender-lens investing experts, debt capital market advisors, and climate structuring specialists who can support pipeline development.

- Ask participants: Which of these strategies would be most feasible in your institutional context? Capture two or three responses to ground the discussion in reality.

### Outline the Policy and Regulatory Enablers

- Transition to the slide "Proposed Actions to Enable Private Sector Participation." Explain that private capital does not flow into adaptation markets naturally. Adaptation often suffers from market failure: benefits are public, returns are long-term, and risks are high. Governments therefore must correct market distortions.

- Discuss the enabling actions presented:
  - Investment incentives or tax exemptions for renewable and resilience-related sectors
  - Adoption of integrated national financing frameworks that align NDCs, NAPs, and SDGs
  - Embedding de-risking mechanisms directly into climate finance instruments
  - Streamlining permitting processes and clarifying land tenure laws
  - Embedding gender criteria into investment laws and procurement systems

- Emphasize the importance of measurable systems. Monitoring and evaluation frameworks must follow SMART principles—specific, measurable, achievable, realistic, and time-bound. Without credible measurement systems, investors cannot verify outcomes.

- Make one structural point explicit: regulatory clarity reduces uncertainty. Uncertainty increases risk premiums. Risk premiums deter investment.

### Public-Private Partnerships in Adaptation

- Move to the slide "What Activities Constitute PPPs in Adaptation Projects" and the accompanying "Funding Spectrum" visual. Explain that adaptation sits in the middle of the financing spectrum. On one end lies purely public finance—grants and concessional funding. On the other lies fully commercial capital. Most adaptation projects require blended solutions that combine both.

- Use the visual to explain that:
  - Purely public finance can fund early-stage feasibility, social safeguards, and public goods.
  - Purely commercial finance works when projects have strong revenue streams.
  - The middle zone—blended finance—is where many climate adaptation opportunities sit.

- Discuss examples such as disaster-proofed agriculture, coastal conservation partnerships, and nature-based solutions. These projects generate environmental and social benefits but often require concessional layering to reach commercial viability.

- Reinforce the key insight: Private capital is not unwilling to participate in adaptation—it requires structured risk mitigation and credible governance.

- Close Part 2 by reminding participants that enabling the ecosystem is not about replacing public finance with private finance. It is about using public finance strategically to unlock private participation.

- Transition to Part 3, where the focus shifts to strengthening project pipeline readiness.

## Part 3 ▸ Strengthening Bankability and Pipeline Readiness

| | |
|---|---|
| **PPT Reference:** | Module 1 ⍰ Session 3.3 |
| **Refer to slides titled:** | Strengthen Bankability of Projects; What Activities Constitute as PPPs in Adaptation Projects; Pipeline Readiness in Order to Create Investable Projects |

1. **Provide brief introduction to Part 3**

- This section moves from ecosystem design to project-level preparedness. Even with strong policy frameworks and capital availability, climate finance cannot flow without investable projects. The objective here is to help participants understand that bankability, i.e. projects' ability to attract investments, is built deliberately.

2. **Defining Pipeline Readiness**

- Begin with the slide "Strengthen Bankability of Projects." Explain that pipeline readiness refers to the degree to which projects are sufficiently prepared to attract investment. This includes technical feasibility, financial modeling, safeguard compliance, stakeholder engagement, and governance clarity.

- Many countries face a paradox: capital is available globally, yet projects fail to reach financial close. The gap lies in preparation capacity.

- Ask participants briefly: What are the biggest barriers to project readiness in your context? Typical responses may include limited feasibility funding, weak institutional capacity, regulatory delays, and high transaction costs.

3. **Suggest Strategies to Strengthen Bankability**

- Walk through the strategies presented on the slides in narrative form.

- One approach is to incentivize local banks through guarantees targeted at women-led SMEs or climate enterprises. Guarantees reduce perceived credit risk and encourage lending to underserved segments.

- Another strategy is building local institutional capacity—training government units in financial modeling, gender integration, and climate risk assessment.

- Fund-of-funds models can reduce transaction costs by aggregating smaller projects into investable portfolios, improving scale and diversification.

- Combining investor readiness with early-stage grant funding helps enterprises reach the threshold required for private capital.

- Technical assistance grants for feasibility studies, pilots, and demonstration projects are often decisive in moving projects from concept to structuring.

- Emphasize that bankability is not only financial. It also includes:
  - » Clear governance structures
  - » Defined risk allocation
  - » Transparent reporting
  - » Gender-responsive safeguards

- Projects that integrate social inclusion early tend to face fewer delays and lower reputational risks.

4. **Link Bankability to Ecosystem Performance**

- Return briefly to the ecosystem map from Part 1. Explain that weak pipeline readiness affects the entire chain. Capital providers become cautious. Intermediaries face bottlenecks. Demand-side actors remain underfunded.

- Conversely, strong pipeline development builds credibility. Successful transactions create demonstration effects that crowd in additional capital.

- Conclude Part 3 with the central messages:

  - » Scaling gender-responsive climate finance requires more than capital availability. It requires deliberate investment in pipeline readiness, institutional capacity, and structured risk allocation.

  - » Transition forward by noting that once ecosystems are enabled and pipelines are strengthened, attention turns to instrument selection and blended finance design—which will be explored in the next section.

## Part 4 ▸ Blended Climate Finance Instruments with Dual Climate and Gender Outcomes

| | |
|---|---|
| **PPT Reference:** | Module 1 ⍰ Session 3.3 |
| **Refer to slides titled:** | Blended Climate Finance Instruments with Dual Climate and Gender Empowerment Co-Benefits; Examples of Gender-Responsive Climate Finance Instruments (1/2); Examples of Gender-Responsive Climate Finance Instruments (2/2); Gender-Responsive Projects Mapped to Adaptation and Mitigation Activities; Examples of Eligible Projects and Aligned SDGs that Could Be Financed or Re-Financed by Proceeds Gender-Lens Sustainable Finance, 1-6 |

**Provide a brief introduction to Part 4**

- If Parts 1–3 mapped the ecosystem and strengthened pipeline readiness, Part 4 focuses on structuring capital. This section brings the conversation back to instruments—but now through an ecosystem and gender lens. The objective here is not to repeat Session 3.1's overview of instruments. Instead, it is to show how instruments can be deliberately designed to deliver both climate and gender outcomes.

**Understanding Instrument Design in Context**

- Begin with the slide "Examples of Gender-Responsive Climate Finance Instruments 1-2". Explain that financial instruments are not neutral containers of capital that automatically benefit the same way. How they are structured determines who benefits, who bears risk, and who is excluded.

- Walk participants through the featured instruments narratively:

  - » Parametric insurance, which provides rapid payouts triggered by predefined climate thresholds, reduces liquidity gaps after disasters and can be targeted toward vulnerable populations.

  - » Results-based financing or development impact bonds, where payments are made upon verified outcomes, can embed gender performance metrics into funding triggers.

  - » Green, Social, Sustainability, and Sustainability-Linked Bonds (GSSS+), which raise capital for thematic projects, can include gender-responsive use-of-proceeds criteria and reporting requirements.

  - » Debt-for-nature or debt-for-climate swaps, where debt relief is linked to conservation or resilience commitments, can integrate community-level and gender-responsive governance mechanisms.

- Emphasize a critical reminder from Session 3.1: Instrument choice must align with project type and risk profile. Adaptation-heavy projects often require concessional layering and guarantees. Mitigation projects with predictable revenue streams may attract commercial debt or equity.
- The value of this section lies in connecting instrument design to ecosystem roles and bankability considerations discussed earlier.

### Map Instruments to Gender-Responsive Climate Activities

- Transition to the slide "Gender-Responsive Projects Mapped to Climate Adaptation and Mitigation Activities.", and the subsequent slides of "examples of eligible SDG aligned projects that could be financed or re-finances by proceeds gender-lens, sustainable finance".
- Explain that climate investments sit across both mitigation and adaptation domains. The key is ensuring that projects intentionally integrate gender-responsive design elements.
- Walk through the project categories presented:
  - » Working capital and credit access for women-led MSMEs in renewable energy or WASH.
  - » Cooperative models in sustainable agriculture or fisheries.
  - » Climate-resilient housing, infrastructure, or energy systems.
  - » Digital literacy and fintech platforms that expand women's access to climate finance.
  - » Nature-based solutions that generate community-level income and conservation benefits.
- For each category, emphasize three questions:
  1. What climate outcome does this activity deliver?
  2. What gender gap does it address?
  3. Reflect on which instrument is most suitable given the risk-return profile?
- Reinforce that dual outcomes—climate resilience and gender empowerment—are not competing objectives. When structured well, they reinforce each other.
- Close Part 4 by highlighting that blended finance often sits in the center of the public-private spectrum. It allows international grants and concessional funding to absorb early risk, enabling private capital to participate in sectors previously perceived as too risky.



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## Part 5 ▸ Case Application, Ecosystem Synthesis, and Applied Learning

| | |
|---|---|
| **PPT Reference:** | Module 1 ⍰ Session 3.3 |
| **Refer to slides titled:** | Case Example – Best Practices from UNDP Parametric Insurance, Fiji, Tonga and Vanuatu; Applied Peer Learning Activity: Jigsaw Discussion; Jigsaw Exercise: Climate Finance Ecosystem |

1. **Provide a Brief Introduction to Part 5**

- This final section translates the ecosystem framework and instrument design into applied learning. Its purpose is to consolidate the session's insights and ensure participants leave with actionable understanding. This is the final module of the training, and the recommendation is to carry out a final group work that engages the participants on all aspects of Modules 1, 2 and 3.

2. **Present a Case Study – Parametric Insurance in the Pacific**

- Before coming to the final group work, begin with the slide "Case Example, Best Practice from UNDP Parametric Insurance." Present the narrative clearly: Parametric insurance programs in Pacific countries have provided rapid payouts based on predefined weather triggers. Unlike traditional insurance, no loss verification is required—payouts are automatic once thresholds are reached.

- Highlight the ecosystem dynamics:
  - » Public and donor funding provided initial capitalization.
  - » Insurance mechanisms were structured with technical support.
  - » Digital wallets enabled direct payments.
  - » Vulnerable groups—including women, persons with disabilities, and welfare recipients—were intentionally targeted.

- Emphasize the scaling dimension. Programs expanded significantly over time, demonstrating that well-designed instruments can evolve from pilot to regional platform.

- The takeaway is not the specific instrument, but the coordinated ecosystem that enabled it—capital providers, intermediaries, regulators, implementers, and beneficiaries working in alignment.

3. **Emphasize the Whole-of-Ecosystem Synthesis**

- Bring participants back to the full journey of Session 3.3. Reinforce the interconnected lessons:
  - » Ecosystem actors play complementary roles across the value chain.
  - » Government levers shape incentives and risk allocation.
  - » Pipeline readiness determines whether capital can be absorbed.
  - » Instrument design must align with project characteristics.
  - » Blended finance creates opportunities in adaptation markets.
  - » Gender integration strengthens credibility, reduces risk, and enhances scalability.

- Highlight the "greenfield" of opportunity that lies in the center of the public-private financing spectrum—where concessional capital and commercial capital blend to finance high-impact adaptation projects.

4. **Applied Group Exercise (Option 1 or Option 2)**

- Conclude with participatory learning. Explain that participants can engage in one of two exercises depending on time and audience composition:

- **Option 1: Jigsaw Ecosystem Mapping**
  Slides are provided as Facilitator Guidance. This activity is engaging and participatory and serves to apply all learning from the entire program. The idea is to bring on reflection for how learning can be applied upon return back to their daily roles. It is recommended to follow the provided slides for Module 3.3, where the first step is to break participants into "expert groups" by topic (climate finance instruments, gender mainstreaming, partnerships). Each group learns more about their topic with deep and intentional exchange for about 20 minutes (supported by the facilitator verbally reiterating key summary points from the mini lecture that precedes this activity). The facilitator then shuffles participants into mixed groups where each person teaches the others. The activity will also give a sense to facilitators and GGGI on how well concepts were grasped by participants and what areas could be addressed more deeply in subsequent trainings. The activity will end with the facilitator emphasizing key points highlighted in ecosystem engagement, factors for private sector crowd in, bankability, and knowledge of the value chain.

- Participants first become "experts" in one area—climate finance instruments, gender mainstreaming, or partnerships. They then reshuffle into mixed groups and teach each other. This reinforces interconnections and reveals gaps in understanding.

- **Option 2: Climate Finance Instrument Design**
  Depending on time availability and interest of the group, this alternative exercise focuses on the design of a financial instrument to leverage private finance and the finance continuum. Participants design a partially grant-funded instrument that mobilizes private capital at a 1:5 ratio and delivers measurable gender-responsive and community outcomes.

5. **Conclude the Session**

- End the session with a strong integrative message: Scaling gender-responsive climate finance requires more than instruments. It requires ecosystem alignment, regulatory clarity, bankable pipelines, and intentional gender design. When capital providers, intermediaries, governments, and enterprises understand their roles and incentives, climate finance moves from fragmented transactions to systemic transformation.

- Session 3.3 completes the progression from understanding climate finance flows (Session 3.1), to integrating a gender lens (Session 3.2), to activating the full ecosystem required to scale impact across the region.

## Key Concepts and Theory

### Definitions

**Pipeline Readiness:** The degree to which a project (or portfolio also known as grouped projects) is prepared to attract and absorb investment. This includes having a clear business model, feasibility studies, gender impact design, financial projections, environmental & social safeguards, and gender-disaggregated data ready for investor due diligence.

**Project Bankability:** The ability of a project to be financed by private or commercial capital on terms that deliver acceptable risk-adjusted returns. Bankability is achieved when risks are sufficiently identified, mitigated, and allocated, and when cash flows are predictable enough to service debt or deliver equity returns.

**Public-Private partnerships (PPPs):** Long-term contractual arrangements between a public entity (government or state-owned enterprise) and a private sector company to deliver a public asset or service, in which risks, costs, and rewards are shared. In climate/gender contexts, PPPs are increasingly used for resilient infrastructure and inclusive service delivery.

**The UN's Integrated National Financing Frameworks:** A country-led planning and financing framework that brings together all sources of finance (public, private, domestic, international) to fund the national sustainable development strategy (including NDCs, SDG targets, and gender equality plans). It aligns budgeting, taxation, investment policies, and regulatory reforms toward one coherent financing strategy.

**'De-risking' of a financial instrument:** The use of public or philanthropic capital, guarantees, technical assistance, or policy reforms to reduce real or perceived risks for private investors, thereby lowering the cost of capital or making a project investable that would otherwise not attract commercial funding. This can be done through a de-risking feature (also known as a structuring component) known as a 'first loss' guarantee.

First-loss is a deliberate risk-taking layer of capital that agrees to absorb the very first dollars (or percentage) of losses if a project, fund, or portfolio performs badly or fails.

By volunteering to be the "shock absorber," first-loss capital protects the remaining investors from those initial losses — making the overall investment much safer and more attractive to commercial or risk-averse players. Most women-led or climate-adaptation projects in the region are seen as "high-risk" by banks and institutional investors (small scale, limited track record, climate vulnerability, etc.). First-loss capital removes or drastically reduces that perceived risk, unlocking much larger flows of private/commercial money.

**Crowding In:** The strategic use of public or concessional capital to attract and mobilize private sector investment into projects, sectors, or markets where private actors would otherwise be hesitant to invest due to perceived risks, information gaps, or insufficient returns. By demonstrating viability, absorbing first losses, or improving risk-return profiles through guarantees or subsidies, public finance "crowds in" commercial capital that follows once confidence is established, ultimately multiplying the total resources available.

**Co-Financing:** A financing arrangement where multiple funders—which can include governments, development banks, private investors, philanthropic organizations, and multilateral institutions—jointly provide capital for the same project or initiative. Each co-financier contributes according to agreed terms, shares risks and returns proportionally or through negotiated structures, and collaborates to meet both financial and development objectives while reducing individual exposure and leveraging complementary expertise.

**Outcome-Based Financing:** A payment mechanism where funding is tied directly to the achievement and verification of specific, pre-defined results rather than the delivery of activities or outputs. Also known as results-based financing or pay-for-success, this approach shifts risk to implementers who only receive payment after demonstrating measurable outcomes (such as tons of CO2 reduced, hectares restored, or women employed), incentivizing efficiency, innovation, and accountability while ensuring funders pay only for proven impact.

**Users of Proceeds:** The ultimate recipients or projects that receive and deploy capital raised through financial instruments such as bonds, loans, or investment funds. In climate finance contexts, users of proceeds are the renewable energy companies, sustainable agriculture enterprises, climate adaptation projects, or infrastructure developers that utilize mobilized funds to implement activities that generate both financial returns and environmental or social benefits as intended by investors.

**Capital Allocation:** The strategic process and decision-making framework through which investors or fund managers distribute available financial resources across different assets, sectors, geographies, or risk profiles to optimize returns, manage risk, and achieve impact objectives. Effective capital allocation requires analyzing market opportunities, assessing trade-offs, prioritizing investments aligned with the investment thesis, and continuously rebalancing portfolios based on performance and changing conditions.

**Catalytic Grant Funding:** Non-repayable capital strategically deployed at critical early stages or inflection points to unlock subsequent commercial investment by de-risking ventures, funding proof-of-concept, supporting technical assistance, or providing patient capital that improves project bankability. Unlike traditional grants focused solely on impact delivery, catalytic grants are designed with the explicit intention of attracting larger flows of private or institutional capital that would not otherwise materialize, creating multiplier effects.

**Transaction Cost:** The expenses incurred beyond the principal investment amount when structuring, negotiating, executing, and monitoring a financial deal or investment. These costs include legal fees, due diligence expenses, brokerage commissions, regulatory compliance costs, travel, and advisory services. In climate finance and emerging markets, high transaction costs relative to deal size can deter investors from smaller projects, making transaction cost reduction a critical factor in unlocking finance for climate action at scale.

**Blended Finance Accelerator Model:** A structured approach that combines concessional or philanthropic capital with commercial investment to improve the risk-return profile of climate or development projects, making them attractive to private investors while accelerating deployment speed. The accelerator model typically involves layering different types of capital (grants for technical assistance, first-loss tranches, guarantees, and senior debt/equity), providing business development support, creating standardized deal structures to reduce transaction costs, and building a pipeline of investment-ready projects that can rapidly absorb blended finance, thereby accelerating the flow of capital into underserved markets or innovative climate solutions.

SESSION 3.4

# Anchoring Future Aspirations in Present Pathways

## 1. Overview

To conclude the training, the session serves as the integrative and forward-looking component of the training. Building on the analytical tools, frameworks, and diagnostics covered in previous sessions, it shifts participants from technical understanding to strategic application within their day-to-day work.

Participants reflect on how to translate gender-responsive climate finance concepts into practical, country-level action. Through guided visualization, structured reflection, and group planning exercises, they identify realistic pathways to strengthen inclusive climate finance systems in their national contexts. The session focuses on group exercises and plenary discussion to allow the participants to reflect on the workshop and strategize on next steps.

## 2. Key Takeaways

By the end of this session, participants will be able to:

- Translate the lessons of the training into practical, sequenced actions,
- Identify and reframe institutional barriers into realistic entry points for change,
- Commit to concrete next steps to strengthen gender-responsive climate finance in participants' own contexts.

## 3. Suggested Activities

**Session run time:** 60 minutes

| Time | Activity | Method | Resources |
|---|---|---|---|
| 10 min | Five Key Messages | Presentation | Messages in Facilitator guide section |
| 10 min | Visioning the future | Group discussion | Facilitator guide instructions |
| 10 min | The Five Year Plan | Group exercise | Facilitator guide instructions |
| 10 min | The 90-Day Commitment | Group Exercise | Facilitator guide instructions |
| 20 min | Closing message and Evaluation | Plenary | - |

## 4. Required Materials

- Flipcharts or virtual whiteboard
- Markers or digital collaboration tools
- Notepads or reflection sheets for 90-day commitment exercise

## 5. Facilitator Guide

### Part 1 ▸ Five Key Messages

- Begin the session by summarizing the key messages of the workshop. This part is intended to recap why GESI in climate finance is not an add-on or compliance exercise, but a core component of effective, equitable, and sustainable climate action.

- Key points include:

1. **Bold vision requires grounded evidence.**
   No donor funds "aspirations"; they fund evidence-based plans.

2. **Inclusivity must be intentional and structured.**
   Representation does not happen automatically; it must be built into ToRs, GAPs, M&E systems.

3. **Climate rationale + gender rationale = strongest case.**
   Donors increasingly expect these two rationales to be tightly interwoven.

4. **Targets must be realistic and feasible.**
   Donors dislike overpromising and underdelivering.

5. **Implementation-readiness is the ultimate differentiator.**
   Strong diagnostics → strong GAP → strong ToC → strong M&E → fundable project.

- After presenting the key messages, open a plenary discussion using the questions below. The purpose is to support participants in translating the workshop's core messages into practical next steps within their own institutional contexts.

Suggested guiding questions include:

1. "What is one tool from the training that you will apply immediately?"

2. "Which envisioned GAP action from your project at home are you most excited to implement?"

3. "What is one barrier you will work to overcome?"

4. "What is one insight you are taking back to your ministry/agency?"

5. "Who will you collaborate with when you get home to achieve better gender and climate finance integration?"

## Part 2 ▸ Visioning the Future

- Introduce this as a strategic foresight exercise. Invite participants to jump 4 years and 11 months ahead, and their country/region has made significant progress in inclusive climate finance.
- Prompt reflection: What did you achieve? What changed? Who benefited? What financing was unlocked? What systems were strengthened?
- Invite participants to imagine:
  - » gender-responsive, climate-smart livelihoods,
  - » women-led green enterprises thriving,
  - » youth and PWDs shaping climate decisions,
  - » climate finance mechanisms that are transparent, inclusive, and sustainable,
  - » stronger governance institutions,
  - » improved infrastructure reaching outer islands,
  - » culturally anchored climate resilience.

**Facilitator tip**

Encourage the participants with imagery. To stir the conversation, try asking 'What do you see?' 'What do you hear?' 'Who is in the room with you?' What does success feel like for your country?'

## Part 3 ▸ The Five-Year Plan Towards Inclusive Climate Finance

- The objective of this part is to guide the participants into articulating steps towards realizing the success vision of Part 2.
- Ask the participants individually or in groups, to articulate 3-5 strategic steps to take in order to realize success in terms of gender-responsive and inclusive climate finance in their programs/ country/ region.

## Part 4 ▸ 90-Day Commitment

- Ask participants to write down one concrete action they will take within the next 90 days (e.g., draft a gender action plan outline, conduct stakeholder consultations, review donor gender policies, develop an M&E table, or initiate inter-ministerial dialogue). Have them share their commitment with a peer.

## Closing Message and Evaluation

- Conclude by reinforcing that technical knowledge must translate into consistent practice and institutional leadership. Inclusive climate finance requires evidence, partnerships, and sustained commitment.
- Conclude by celebrating the learning journey. If there is time, circle back to participants' expectations ahead of the training to check whether the learning journey has come to a satisfactory end.
- It is good practice to conduct an evaluation of the training. A pre- and post- test is suggested in the Training Annex.

# Questions for Knowledge Gap Assessment, Pre-tests and post-tests

The following list of questions relates to different modules of the training and can be used for knowledge gap assessment or pre- and post-tests.

## Instructions

Please select the **best answer**. The same questions will be used before and after the training to assess learning progress.

### 1 Gender is best defined as:

A. Biological differences between women and men
B. Socially constructed roles, norms, and power relations
C. Women's participation in projects
D. Household responsibilities

Correct answer: B

### 2 Why is applying a GESI lens critical to climate action?

A. Climate impacts are gender neutral
B. Gender equality is a separate social issue
C. Climate risks and benefits affect groups differently
D. Donors require it only for reporting

Correct answer: C

### 3 Which statement best explains access vs. control?

A. Access means legal ownership; control means physical use
B. Access means use; control means decision-making power
C. They are the same
D. Control only applies to land

Correct answer: B

## 4 A climate adaptation project improves flood protection but increases women's unpaid care work and safety risks. This situation best illustrates:

A. Poor technical design
B. A failure to integrate GESI analysis early
C. Lack of donor compliance
D. Weak monitoring indicators

Correct answer: B

## 5 Which example best demonstrates gender-transformative climate action?

A. Training women on climate awareness
B. Hiring women as project beneficiaries
C. Changing policies and incentives so women influence decisions and control resources
D. Collecting sex-disaggregated data

Correct answer: C

## 6 A strong GESI analysis is best described as:

A. Listing women's vulnerabilities
B. An add-on at project appraisal
C. A diagnostic that informs design, risk, and results
D. A compliance checklist

Correct answer: C

## 7 What is the main purpose of a Gender Action Plan (GAP)?

A. To summarize gender analysis
B. To meet donor compliance
C. To translate analysis into concrete, resourced actions
D. To report gender outcomes at project end

Correct answer: C

## 8 Why do donors require a Theory of Change (ToC) and M&E framework?

A. To standardize reporting formats
B. To show how actions lead logically to outcomes and impact
C. To increase the number of indicators
D. To delay project approval

Correct answer: B

*(Module 3 – Session 3.1)*

## 9 Which statement best describes climate finance?

A. Grant funding only
B. Public funding provided under UNFCCC
C. Financial resources from public and private sources for mitigation and adaptation
D. Private investment in renewable energy only

Correct answer: C

## 10 In climate finance, a "bankable" project is one that:

A. Has strong technical design only
B. Meets donor gender requirements
C. Can attract finance because risks, returns, and impacts are clearly defined
D. Is fully grant-funded

Correct answer: C

## 11 What is the main objective of gender-lens investing (GLI)?

A. Funding women-only projects
B. Treating gender as a social add-on
C. Improving financial and impact performance by addressing gender gaps
D. Supporting NGOs working on gender

Correct answer: C

## 12 Which approach best strengthens gender-responsive climate finance at scale?

A. Single-donor grant funding
B. Isolated women-focused activities
C. Blended finance combined with gender criteria and enabling policies
D. Post-implementation gender reporting

Correct answer: C

## 13 During project preparation, when does integrating GESI most effectively improve bankability?

A. After financing approval
B. During final reporting
C. At concept and feasibility stages
D. Only during safeguards review

Correct answer: C

## 14 A well-designed Gender Action Plan (GAP) should:

A. Sit alongside the project as a separate document
B. Focus mainly on training activities
C. Be linked to budgets, responsibilities, and indicators
D. Address women's needs only

Correct answer: C

## 15 Which statement best explains why blended finance is important?

A. Grants are sufficient for most climate needs
B. Private capital avoids adaptation projects
C. Blended finance helps de-risk projects and crowd in private investment
D. It reduces the need for public sector involvement

Correct answer: C

## 16 Which financing instrument is most appropriate for a high-risk climate adaptation project with strong social benefits but weak immediate financial returns?

A. Commercial equity
B. Pure market-rate loans
C. Grant or concessional funding combined with risk-sharing instruments
D. Carbon credits only

Correct answer: C

## 17 Gender-lens investing (GLI) contributes to better climate outcomes primarily because it:

A. Prioritizes women-only enterprises
B. Reduces financial returns
C. Improves risk management, performance, and resilience
D. Replaces public climate finance

Correct answer: C

## 18 Which framework is specifically designed to assess women's economic empowerment in investments?

A. OECD DAC Gender Marker
B. 2X Criteria
C. Paris Agreement
D. SDG 13

Correct answer: B

## 19 In the gender-responsive climate finance value chain, which actor plays a key role in bridging capital providers and end users?

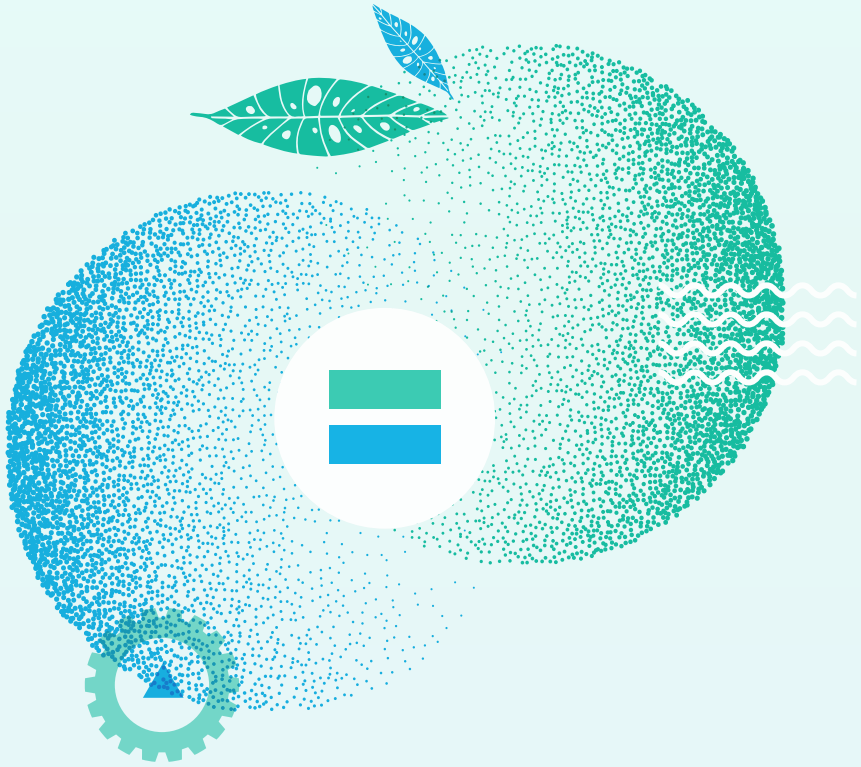
A. Beneficiary communities
B. Regulators only
C. Intermediaries (e.g. funds, MFIs, implementing agencies)
D. Donors only

Correct answer: C

## 20 Which combination best strengthens investor readiness for gender-responsive climate projects?

A. Technical design + reporting
B. Gender analysis + GAP + clear revenue and risk structure
C. Policy commitments only
D. Community consultations alone

Correct answer: B



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