Urban-Act

Integrated Urban Climate Action for Low-Carbon & Resilient Cities Project

Gender Equality, Disability, and Social Inclusion (GEDSI) Strategy

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Urban-Act
Integrated Urban Climate Action
for Low-Carbon & Resilient Cities

This GEDSI strategy was developed through the joint efforts of the Urban-Act GEDSI Working Group, composed of focal persons from GIZ and the consortium partners. For further discussions on the document, please see the contact details of the GEDSI focal persons:

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Acronyms

BMUV	German Ministry for the Environment, Nature Conservation, Building and Nuclear Safety
BMZ	German Ministry for Economic Cooperation and Development
CSO	Civil Society Organisation
FGD	Focus group discussion
GAP	Gender / GEDSI Action Plan
GBV	Gender-based violence
GEDSI	Gender Equality, Disability and Social Inclusion
GFP	Gender Focal Person
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit GmbH
IKI	International Climate Initiative
IP	Indigenous People
M&E	Monitoring and Evaluation
NGO	Non-Government Organisation
PWDs	Persons with Disabilities
SOGIE	Sexual Orientation Or Gender Identity Or Expression
TVET	Technical and Vocational Education and Training
TL	Team Leader
TOR	Terms of Reference
UA	Integrated Urban Climate Action for Low-Carbon and Resilient Cities (Urban-Act)
UNFCCC	United Nations Framework Convention on Climate Change
VAW	Violence Against Women

Key Concepts [1]

Gender equality, disability, and social inclusion (GEDSI) refers to efforts to ensure that people from all backgrounds, including women and gender diverse people, people with a disability, and people facing different forms of marginalisation, can equitably and safely access, contribute to, influence and benefit from the planning, governance, and implementation of development initiatives. A GEDSI lens is used to prevent unintended harm, exclusion, and further discrimination of vulnerable groups, and to promote their rights, equal opportunities, and benefits.

Gender refers to the social attributes and opportunities associated with being male and female, girls and boys, and non-binary persons. These attributes, opportunities and relationships are socially constructed and are learned through socialisation processes. They are specific to context and time and can be changed. Gender norms influence the conditions governing the needs of and impacts on individuals. In its wider meaning, the term covers not only an individual's expressed gender but also their sexual identity and orientation. Gender must always be considered within intersectionality, i.e., how it interacts with other structural categories such as ethnicity, religion, physical ability and age.

Disability results from the interaction between individuals with a health condition, including physical, sensory, and psychological, with personal and environmental factors such as negative perceptions, inaccessible transportation and public buildings, and limited social support. Disability does not reside in the individual as the result of some impairment, but rather in the society. For example, a person in a wheelchair might have difficulties in mobility not because of their condition, but because there are environmental barriers such as inaccessible buses, sidewalks, or staircases which obstruct access.

Social Inclusion describes the process of making considerations for certain groups that are systematically disadvantaged because they are discriminated against based on factors such as disability, gender, ethnicity, race, religion, sexual orientation, caste, descent, age, human immunodeficiency virus status, economic status, migrant status or where they live. Social inclusion involves making conscious efforts to provide for the marginalised and 'disadvantaged' members of the society by ensuring their access to assets and social justice.

Intersectionality refers to the ways in which different aspects of a person's social and political identity can expose them to overlapping forms of discrimination and on the other hand, privilege. Various aspects of identity can be both empowering and oppressing. For example, a person's ethnicity, class, and gender may lead to them experiencing overlapping discriminatory treatments. Alongside these are countless other areas of injustice. The intersectionality concept is unique in that it does not simply produce a list of individual forms of oppression, but also calls for an analysis of how they interact and overlap.

Gender Equality is the concept that all human beings (women, men, and non-binary persons) are of equal value and are free to develop their personal abilities and make choices in all sectors (political, social, legal, economic) without the limitations set by stereotypes, rigid gender roles, and prejudices. Gender equality means that the different behaviours, aspirations, and needs of women, men, LGBTQI+, and every person are considered, valued, and favoured equally. Gender equality does not mean that every person must share the same life experiences and outcomes but that their rights, responsibilities,

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[1] The definitions are adopted from United Nations documents, World Health Organisation, and the UN Office of the Special Advisor on Gender Issues and Advancement of Women (OSAGI), 2001, 'Gender Mainstreaming: Strategy for Promoting Gender Equality Document'.

and opportunities will not depend on whether they are born male or female. Gender equality is a human right, a precondition for, and an indicator of people-centred development and decent work.

Gender Analysis is a critical study of how differences in roles, activities, needs, opportunities and rights affect the genders in particular areas, situations, and contexts. This includes collecting and evaluating quantitative gender disaggregated data (where non-binary and LGBTQI+ data should also be made available) and qualitative information. These help to understand the differences and gaps between genders, identify gender-related impacts and risks, determine measures to avoid negative impacts on genders and tap the potential for overcoming gender-based inequalities. A gender analysis is thus a prerequisite for programmes and projects under development policy that seek to promote social change and foster social transformation.

Gender Mainstreaming is a process of (re)organisation, improvement, development and evaluation of political and non-political activities and processes at all levels to ensure that the experiences and needs of all genders are integral elements in the design, implementation, and evaluation of all policies and programmes. Gender mainstreaming is a supplementary strategy and not intended as a substitute for policies, programmes, projects, legal provisions, institutional mechanisms or interventions which are specifically aimed at gender equality.

Gender Sensitive is to understand and consider gender norms and discriminations in order to acknowledge the different rights, roles, and responsibilities of women, men, and LGBTQI+ in the community and the relationships between them. It is often contrasted with being gender-blind, which ignores gender dynamics and as how it reinforces discrimination or privileges.

Gender Responsive refers to the consideration of gender norms, roles, and relations to actively tackle the associated gender-based disadvantages, inequalities and discrimination, as well as potentials. Gender-responsive approaches identify and highlight existing gender related needs, priorities, power dynamics, and integrate the findings into the design, implementation, and evaluation of strategies and measures. The goal is to ensure that these strategies and measures have no unintended negative impacts, and that people participate in and benefit from these measures irrespective of their gender.

Gender Transformative goes beyond the impacts of gender-based inequalities to transform the gender roles, imbalances in power relations and structures, social norms and rules which lead to inequality, discrimination and exclusion. The goal of gender justice can only be achieved by analysing the root causes which reinforce and proliferate gender-based inequalities and discrimination, and by changing them accordingly.

LGBTQI+ stands for lesbian, gay, bisexual, transgender, intersex and further gender identities. It is commonly used to refer to people who are attracted to the same gender, people with gender identities that differ from the sex assigned to them at birth, and people with nonbinary identities. Negative attitudes, combined with a lack of adequate legal protection against discrimination, expose LGBTQ+ people of all ages and in all regions of the world to egregious violations of their human rights.

Empowerment comprises strategies and measures which raise the level of independence and self-determination in the lives of people or communities, and which aim to enable them to represent their own interests by (re)gaining personal agency, responsibility, and autonomy. The term is often used to mean targeted, proactive support to help enhance or strengthen relevant categories.

Universal Design focuses on the key accessibility dimensions such as physical, social, communication and information. This definition is based on article 2 of the United Nations Convention on the Rights of Persons with Disabilities. In its application, it is important to consider the cultural, economic, environmental, gender and social contexts.

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Definitions within Country Contexts

Philippines [2]

Indigenous Peoples" (IPs) and "Indigenous Cultural Communities": *Defined as a group of people or homogenous societies identified by self-ascription and ascription by others, who have continuously lived as organised community on communally bounded and defined territory, and who have, under claims of ownership since time immemorial, occupied, possessed and utilised such territories, sharing common bonds of language, customs, traditions and other distinctive cultural traits, or who have, through resistance to political, social and cultural inroads of colonisatino, non-indigenous religions and cultures, became historically differentiated from the majority of Filipinos.*

ICCs/IPs shall likewise include peoples who are regarded as indigenous on account of their descent from the populations which inhabited the country, at the time of conquest or colonisation, or at the time of inroads of non-indigenous religions and cultures, or the establishment of present state boundaries, who retain some or all of their own social, economic, cultural and political institutions, but who may have been displaced from their traditional domains or who may have resettled outside their ancestral domains. — Republic Act No. 8371. The Indigenous Peoples' Rights Act of 1997

Persons with disability (PWD): *Disabled Persons are those suffering from restriction of different abilities, as a result of a mental, physical or sensory impairment, to perform an activity in the manner or within the range considered normal for a human being;*

(b). Impairment is any loss, diminution, or aberration of psychological, physiological, or anatomical structure of function;

(c). Disability shall mean (1) a physical or mental impairment that substantially limits one or more psychological, physiological or anatomical function of an individual or activities of such individual; (2) a record of such an impairment; or (3) being regarded as having such an impairment

(Republic Act No. 7277. Magna Carta for Disabled Persons)

Older People/ Elderly/ Senior Citizens: Individuals belonging to the age group 60 years and over.

(PSA (Philippine Statistics Authority) Board Resolution No 01, Series of 2017 – 136)

Children: An individual whose age ranges from 0 to less than 18 years old.

— National Statistical Coordination Board. Definition of Terms and Concepts Used in RSET. Makati City, Philippines: NSCB, 1995

Youth: shall refer to those persons whose ages range from fifteen (15) to thirty (30) years old

— Republic Act 8044, National Youth Commission

Moro: Native peoples who have historically inhabited Mindanao, Palawan, and Sulu, and who are largely of the Islamic faith

— Republic Act No. 9710. Magna Carta of Women

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[2] The Philippine Development Plan 2023-2028 has identified the "women; children; elderly; lesbian, gay, bisexual, transgender or transsexual, queer or questioning, intersex, and allied, asexual, aromantic, or agender (LGBTQIA); as well as indigenous peoples (IP); farmers and fisherfolks; the youth; persons with disability; and internally displaced persons" as those belonging to the vulnerable population. However, vulnerability is generally context based. Other studies and planning documents include informal settlers, households living in dwelling units made from light materials, unemployed individuals, households living below the poverty line, and workers in the informal economy.

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India

People with disability: disabilities related to seeing, hearing, speech, movement, 'mental retardation', mental illness and 'other and multiple' disabilities as per Census 2011.

Senior citizen: People with age more than 60 years old

Urban poor: People with Below poverty line as define by the country.

LGBTQI+: Lesbian, Gay, Bisexual, Transgender, Queer and Intersex and others

Schedule tribe: Article 366 (25) of the Constitution of India defined scheduled tribes as "such tribes or tribal communities or parts of or groups within such tribes or tribal communities as are deemed under Article 342 to be Scheduled Tribes for this constitution". ([Ministry of Tribal Affairs - Government of India,](#) [List-of-Scheduled-Tribes-India.pdf (clearias.com))](#)

Schedule caste: "Scheduled Castes" means such castes, races or tribes or parts of or groups within such castes, races or tribes as are deemed under article 341 to be Scheduled Castes for the purposes of this Constitution.

Religious Minorities: Central Government of India notifies minority communities at the national level in consultation with various stakeholders under Section 2 (c) of National Commission for Minorities (NCM), Act, 1992. The six communities notified as minority communities under Section 2(c) of the NCM Act, 1992 are Christians, Sikhs, Muslims, Buddhists, Parsis and Jains.

Children: Every human being below the age of eighteen years.

Thailand

Child means a person below 18 years of age, but does not include those who have attained majority through marriage (Child Protection Act, B.E. 2546)

The elderly means persons who have attained the age above complete sixty years and are of Thai nationality - Act on the Elderly, B.E. 2546 (2003 A.D.)

Persons with disabilities means individuals who have limitations to perform their daily activities or to fully participate in society due to visual, hearing, mobility, communication, mental, emotional, behavioural, intellectual, learning and/or other impairments, resulting in different types of barriers, and have special needs in order to perform their daily activities and fully participate in society according to the types and criteria of disabilities prescribed by the Minister of Social Development and Human Security (Persons with Disabilities Empowerment Act, B.E. 2550)

Empowerment means the provision of rehabilitation, social welfare, promotion and protection of rights, support for independent living, dignity and equality, support for full and efficient social participation under accessible and barrier-free environment for persons with disabilities (Persons with Disabilities Empowerment Act, B.E. 2550)

Gender discrimination means to perform or not to perform any act dividing, obstructing, or limiting any direct or indirect privilege without fairness on the grounds that such person is male or female or expresses themselves differently from their inborn gender - Gender Equality Act, B.E. 2558 (2015)

China

Children: A child is any person under the age of 18. - Convention on the Rights of the Child

The elderly: A person is over 60 years of age.

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Individuals with disabilities: A person has a physical or mental impairment that substantially limits one or more major life activity.

The unemployed: A person is of working age (between 16 and 60 years old), is not currently employed, and is actively seeking employment. This includes individuals who are newly entering the labour force and have not yet been employed.[3]

Indonesia

Vulnerable groups include the elderly, children, the impoverished/the poor, pregnant women, and persons with disabilities (Law No. 39/1999 on Human Rights).

The elderly are those who have reached the age of 60 (sixty) and above.

Child means an individual who is under the age of 18 (eighteen), including those still in utero (Law No. 23/2002 on Child Protection).

The impoverished / The poor are those who either have no means of livelihood or possess a source of livelihood but lack the ability to meet the basic needs deemed suitable for themselves and/or their families (Law No. 13/2011 on the Handling of the Poor).

Persons with Disabilities are individuals who experience long-term physical, intellectual, mental, and/or sensory limitations that, in interacting with their environment, may encounter obstacles and difficulties in fully and effectively participating with other citizens based on equal rights (Law No. 8/2016 on Persons with Disabilities).

Indigenous people are a group of people who have lived for generations in a certain geographical area in the Republic of Indonesia because of ties to ancestral origins, strong relationships with land, territory, natural resources, having traditional government institutions, and customary legal orders. in their customary territory in accordance with the provisions of statutory regulations (Law 11/2020 on Job Creation).

This includes Indonesian citizens with unique characteristics, who live in groups and harmony according to their customary laws, have ties to a common place of residence, have a strong relationship with the land and the environment, and have a value system that determines economic, political, social, cultural, and legal institutions for generations. (MOHA's regulation 52/2014 regarding Guidelines for recognition and protection of Indigenous people)

The third amendment to the Indonesian Constitution recognises Indigenous Peoples' rights in articles 18 B-2 and 28 I-3. In more recent legislation, there is implicit recognition of some rights of Indigenous Peoples, where they are referred to as: Masyarakat Adat or Masyarakat Hukum Adat, including Act No. 5/1960 on Basic Agrarian Regulation, Act No. 39/1999 on Human Rights, and MPR Decree No. X/2001 on Agrarian Reform. Act No. 27/2007 on the Management of Coastal and Small Islands and Act No. 32/2010 on the Environment clearly use the term: Masyarakat Adat and use the working definition of AMAN. The Constitutional Court affirmed the constitutional rights of Indigenous Peoples to their land and territories in May 2013, including their collective rights to customary forests.

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[3] https://www.gov.cn/banshi/2005-06/14/content_6393.htm

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Introduction

Implementing through an Intersectional GEDSI Lens

The foundational principle of this strategy is to implement the entire Urban-Act Project with a strong lens on gender and its intersectionality with disability, age, culture, and other socioeconomic factors. In line with the IKI Gender Strategy, this means that the project shall ensure that discussions on gender are beyond the binary of men and women, further including LGBTQI+, and not seeing them as homogenous groups with similar experiences. Rather, an intersectional approach captures the layers of power and vulnerability among women, men, and LGBTQ+, leading to vulnerability or advantage as demonstrated in the Wheel of Power and Privilege by Sylvia Duckworth[4].

Figure 1: Wheel of Power and Privilege
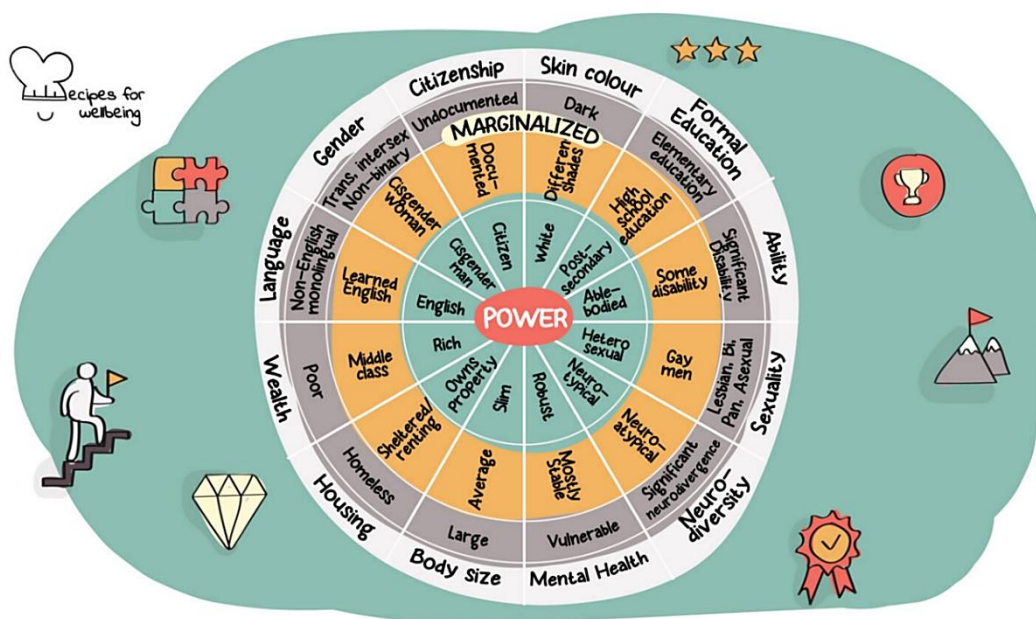
An intersectional lens on Gender Equality, Disability, and Social Inclusion or GEDSI helps Urban-Act to recognise the multifaceted impacts of climate change on people in urban settings, and to ensure meaningful participation and inclusiveness in all its interventions. For example, in designing a transportation project, the needs of a businesswoman (e.g. reliable, comfortable, and time efficient transport) might be different from the needs of a young gay student (e.g. safe public roads and transport free of discrimination, affordable fare). By not only considering gender identity but also its intersectionality with other socioeconomic factors, the project can understand different needs and better address them with appropriate measures.

Gender Equality, Disability, and Social Inclusion in Cities: The 4R Method

In cities, the gendered impact of climate change on the intersectional needs of vulnerable groups is yet to be fully captured. Access to urban infrastructure and meaningful participation in urban planning are still not equal between men, women, LGBTQ+ and diverse groups. As part of addressing this, Urban-Act seeks to support its partners towards sustainable and inclusive urban climate resilience that mainstreams GEDSI in decision-making, planning and policy programming, and project development.

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[4] Adapted from the Wheel of Power/Privilege by Sylvia Duckworth

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The 4R Method: Representation, Resources, Reality, and Rights

The 4R method is an established gender analysis tool and is recommended in the technical support of Urban-Act to its partners on gender mainstreaming and inclusive local planning. 4R stands for *Representation* (WHO are users of services and who are represented in discussions), *Resources* (WHAT are the resources available and how are these allocated), *Reality* (WHY the situation is as it is), and *Rights* (WHY NOT shape policies and develop measures to address the situation).

This is inspired from the [Gender Mainstreaming Manual of the Vienna City Administration](#), which featured the 4R Method as originally developed in Sweden and used across Europe for gender-inclusive urban project design. As a tool for gender analysis, the 4R method can be adapted by Urban-Act with a GEDSI lens to further capture intersectional needs and develop holistic interventions.

The 4R method seeks to answer:

Representation (WHO)
First, assess who the users of urban infrastructure and services are. Analysing the demographics of the users by gender, age, disability, socioeconomic aspect, among others, as well as their needs and interest is crucial in designing inclusive urban projects.

- How many women, men, and diverse groups use a service or are affected by a measure?
- Who has a particular need for this service and how can it be made more accessible?
- Who cannot access the service and what are the limitations?

If these numbers do not exist, the data can be collected through a user census. If this is not possible, estimate the ratio. Where possible, it is important to consider other parameters such as age, income situation, migration background, etc. to capture the intersectionality of needs and issues.

Resources (WHAT)
In the second step, ask what resources are available (financial and beyond), how these are distributed, and whether the allocation promotes or prohibits inclusive use of the service.
- How are the financial and other forms of resources distributed between the users of services?
- Do women and men as well as diverse groups have the same opportunities to use the services?
- How can accessibility be improved for those who have limitations in using the service?
- Do all users have equal access to correct information about the services?

Resources are not limited to money, time, and physical space but also access to information, networks, social contacts, public services, etc. Aside from reviewing how resources are distributed, it would be important to analyse the rationale and if there is flexibility for reallocation.

Reality (WHY)
Reality is to assess the different living conditions of women, men, LGBTQ+ and vulnerable groups in society, evaluating the context and causes of gender differences and power dynamics in an area.

- Why is the situation the way it is? What approaches can be used to change it?
- Are the different interests and intersectional needs recognised and considered?
- Do the services consider their different circumstances (e.g., available time, income, education, physical accessibility)? Is accommodation made available to cater to these circumstances?
- Is there a fundamental reason for the different capacities of women, men, and diverse groups in availing of the service? What underlying causes could be influenced?

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Rights (WHY NOT)
This refers to regulations and legal provisions that influence the behavior and environment of the target group. In this step, identify the legal situation and analyse its impact.

- Do the legal provisions provide sufficient protection from inequality and discrimination against women and vulnerable groups? Do these mandates promote equal access?
- Are all target groups properly informed about their rights and the legal situation?
- Do the current regulations take the different realities and intersectional needs?
- What other circumstances must be created to ensure equal opportunities?

An example from the Gender Mainstreaming Manual of Vienna[5]
in applying the 4R method for an <u>Urban Project on Park Design</u>

Background: The popular Heroes Park is being redesigned. The goal is to offer an attractive, robust park that can be used by as many people as possible and encourages them all to be physically active.

Representation: A gender-based user census shows that the park is used especially by boys (67% of children up to age 12) and young men (81% of adolescents up to age 18), while girls (33%) and young women (19%) visit it less by comparison. Among adults and elderly, the ratio is relatively balanced.

Resources: The following are findings on access and use of resources in the park:
- *Male adolescents are almost everywhere;; the ball court almost exclusively used by them*
- *The girls spend time in the playground and benches along the main paths*
- *Young boys play football on the lawn or ride around with their bikes*
- *Adults, if not at the playground with their children, and older people mainly sit on benches in the quieter and shaded parts of the park*

Reality: The different ways in which these groups use the park has spatial and social causes, and is also rooted in gender dynamics in the community:
- *Male adolescents are used to claiming space actively and, if necessary, vehemently*
- *Girls and younger boys are often uncomfortable with and bothered by this behaviour. They avoid the ball courts to avoid conflict.*
- *Adults without children and elderly avoid the loud and lively parts of the park. They prefer quieter spaces and need more seating and shaded areas to rest.*

Rights: An analysis of the legal situation yields the following results:
- *In compliance with gender budgeting (Article 13 of the Austrian Federal Constitutional Act), public funds must be distributed fairly among women and men*
- *The Vienna Park Concept stipulates that the needs of different user groups must be considered. There are planning recommendations for gender-sensitive park design*

Results of the gender analysis using 4R method guided the city in developing a gender-sensitive and inclusive park design, which has been included in the planning recommendations of Municipal Department 42 of Vienna City. Numerous parks have also been designed in line with these gender-sensitive and inclusive park recommendations, such as the Einsiedlerpark and Odeongasse in the 5th and 2nd districts of the city.

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[5] Gender Mainstreaming made Easy: A Manual by Stadt Wien, MD-OS, Section for Gender Mainstreaming

GEDSI Mainstreaming in Urban-Act

Based on the Gender Analysis of Urban-Act, while India, the Philippines, Thailand, China, and Indonesia have plans and policies that respond to climate and gender, these two core topics are discussed separately rather than integrative. All five project countries also have limitations in GEDSI-related data on urban climate, and more often pertaining only to women, not including a diverse set of individuals. Nevertheless, it is crucial to understand that the effect of climate change on women and vulnerable individuals in cities are brought about by the structural inequalities that exist in all five countries. Economic empowerment for women and vulnerable groups is crucial in enabling power and decision-making towards low-carbon consumption behaviour at the household level. Furthermore, social networks among women in urban areas are a source of support that also provide a sense of leadership and inclusion during disasters. Necessary also to understand is the layered impact of climate issues on urban aspects such as access to public infrastructure, water and energy, mobility, disaster mitigation, among others, which therefore need to be addressed with appropriate GEDSI considerations. Below is an overview of how GEDSI shall be integrated and mainstreamed at the Outcome and Output levels of the Urban-Act project. Specific indicators and measures towards these results are further discussed in the Monitoring and Evaluation chapter.

Figure 2: GEDSI Mainstreaming in Urban-Act

Impact(s)

Cities in the Asia-Pacific region implement evidence-based and inclusive actions for sustainable, low-carbon and resilient urban development contributing to the implementation of the Paris Agreement and the 2030 Agenda - *GEDSI-relevant SDGs and indicators: SDG 5, SDG 9, SDG 11, 17, Ind 9.1, 11.2, 11.3, 16.7)*

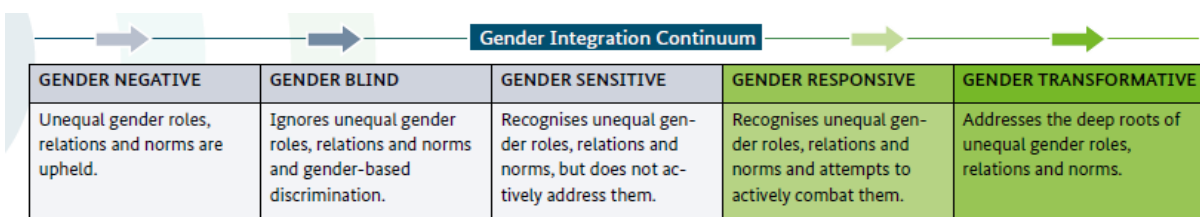| **Outcome**	**GEDSI Mainstreaming at Outcome Level**
Enabling conditions for planning and implementation of evidence-based and inclusive urban climate actions in line with Sustainable Development Goals (SDG) and Nationally Determined Contributions (NDC) are enhanced in the Urban-Act partner countries.	The enabling environment for planning and implementation processes of urban climate actions in UA partner countries legally (policy) and regularly (practice) integrate GEDSI-sensitive and inclusive participatory measures.

Output I: Improved institutional environment for climate-sensitive urban development	**Output II: Evidence-based and inclusive climate-sensitive spatial and urban planning**	**Output III: Project concepts for urban climate action investments identified**	**Output IV: Enhanced knowledge through regional networking, exchange, and learning**
Government agencies use the technical advice and evidence from Outputs I and II to shape policies, regulations, and services on low-carbon and resilient urban development.	City stakeholders use evidence from climate-related analysis and recommendations from participatory planning to identify targets and interventions for their urban land use plans.	City administrations and stakeholders use the technical advice, capacity development, and access to finance as well as inclusive action planning to develop viable project ideas.	National and city stakeholders apply training learnings and engage in knowledge exchanges to enhance their capacities on inclusive and climate-sensitive urban development.

GEDSI Mainstreaming in Output I	**GEDSI Mainstreaming in Output II**	**GEDSI Mainstreaming in Output III**	**Gender Mainstreaming in Output IV**
Policy formulation processes and instruments reflect GEDSI-related data, institutionalise participatory planning mechanisms, and include GEDSI-specific recommendations	Intersectional GEDSI-disaggregated data, participatory measures, and representatives from women and vulnerable groups are included in the urban planning of cities	Facilitate the meaningful contribution of women and vulnerable groups to project conceptualisation to ensure that these address their needs and promote inclusivity	Integrate a GEDSI lens in training content, encourage the participation of women and vulnerable groups in capacity development, and facilitate learning exchange on GEDSI

Urban-Act GEDSI Strategy

The Urban-Act GEDSI Strategy was guided by the IKI Gender Guidelines and the IKI Gender Strategy, and was developed within the context of the project countries. The goal of this GEDSI Strategy is to enable the implementation of gender/GEDSI-sensitive and responsive project measures at the minimum, and to further aim towards GEDSI-transformative approaches. The strategy shall also guide the development of GEDSI Action Plans with specific indicators and activities per Urban-Act country. Below is the Gender Integration Continuum[6] explaining the scope and levels of gender mainstreaming.

Figure 3: Gender Integration Continuum

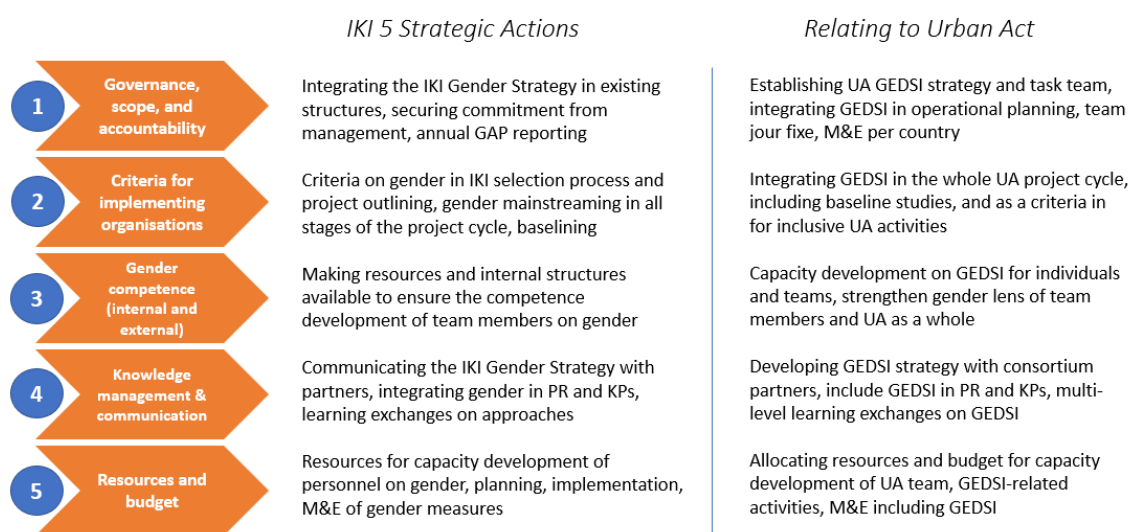| GENDER NEGATIVE	GENDER BLIND	GENDER SENSITIVE	GENDER RESPONSIVE	GENDER TRANSFORMATIVE
Unequal gender roles, relations and norms are upheld.	Ignores unequal gender roles, relations and norms and gender-based discrimination.	Recognises unequal gender roles, relations and norms, but does not actively address them.	Recognises unequal gender roles, relations and norms and attempts to actively combat them.	Addresses the deep roots of unequal gender roles, relations and norms.

Gender Integration Continuum (source: authors' own presentation, based on UN INSTRAW/UN Women, Glossary of Gender-related terms and concepts).

Five Fields of Action based on the IKI Gender Strategy

The Urban-Act GEDSI Strategy adopts the five fields of action by the IKI Gender Strategy. These five areas ensure that the project mainstreams GEDSI in all its processes through allocating necessary resources and structures, enhancing competencies, and holding accountability in its implementation.

GEDSI Action Plans or GAP per country component and with the regional consortium partners of Urban-Act will then be developed to specify concrete GEDSI activities, outputs, and indicators towards the project outcomes. GEDSI Focal Persons will lead the discussion in their own countries on the development of GAPs and its detailed implementation based on their context. The Five Fields of Action are the overall framework of this strategy:

Figure 4: From IKI to Urban-Act GEDSI Strategy

	IKI 5 Strategic Actions	*Relating to Urban Act*
1 — Governance, scope, and accountability	Integrating the IKI Gender Strategy in existing structures, securing commitment from management, annual GAP reporting	Establishing UA GEDSI strategy and task team, integrating GEDSI in operational planning, team jour fixe, M&E per country
2 — Criteria for implementing organisations	Criteria on gender in IKI selection process and project outlining, gender mainstreaming in all stages of the project cycle, baselining	Integrating GEDSI in the whole UA project cycle, including baseline studies, and as a criteria in for inclusive UA activities
3 — Gender competence (internal and external)	Making resources and internal structures available to ensure the competence development of team members on gender	Capacity development on GEDSI for individuals and teams, strengthen gender lens of team members and UA as a whole
4 — Knowledge management & communication	Communicating the IKI Gender Strategy with partners, integrating gender in PR and KPs, learning exchanges on approaches	Developing GEDSI strategy with consortium partners, include GEDSI in PR and KPs, multi-level learning exchanges on GEDSI
5 — Resources and budget	Resources for capacity development of personnel on gender, planning, implementation, M&E of gender measures	Allocating resources and budget for capacity development of UA team, GEDSI-related activities, M&E including GEDSI

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[6] From the IKI Gender Strategy

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Governance, scope, and accountability

To successfully implement the Gender Strategy, it is essential to integrate it into existing structures and strategies, secure commitment at management level, and establish a clear division of tasks and follow-up. The Urban-Act GEDSI strategy was developed to operationalise gender sensitivity, responsiveness, and transformation as well as disability and social inclusion across all project components and processes. The GEDSI working group was also established to guide the implementation of the strategy through GEDSI Action Plans within the project countries, which shall be integrated in the monitoring and evaluation of Urban-Act as a measure for accountability and reporting.

Urban-Act colleagues in leadership positions must also be role models of GEDSI sensitivity and responsiveness. They shall promote and support the active implementation of the Urban-Act GEDSI Strategy and regularly keep up to date with the latest news on gender from GIZ Headquarters and relevant funders. The Urban-Act GEDSI Strategy builds on the IKI Gender Strategy and other relevant strategies. Progress made in mainstreaming GEDSI shall be reflected in the annual reporting.

Criteria for implementing organisations and adaptation of processes

GEDSI mainstreaming must be integrated in the whole project cycle of Urban-Act, including its various components. This means that all project processes and activities must be inclusive, gender-sensitive and responsive, contributing to the elimination of discrimination and disadvantages. This further includes processes in engaging with individual contractors, trainers, and facilitators.

Progress on gender mainstreaming at project level will be checked using the regular project monitoring and evaluation based on gender-disaggregated data. A more detailed criteria on GEDSI mainstreaming across project processes and activities are found in the Checklists on Implementing GEDSI in all components of Urban-Act in the next chapter.

Gender competence (internal and external)

Ensuring that all team members have the relevant competence as well as gender and cultural sensitivity is an important foundation for implementing the Urban-Act GEDSI Strategy. This involves making resources available for the capacity development of the team and its partners having a strong GEDSI lens. The creation of internal structures also supports competence development and implements gender mainstreaming, such as dedicated focal points for GEDSI in project countries. This also includes formulating indicators and structures that integrate discussions on gender aspects, as well as supporting political partners in implementing relevant GEDSI objectives.

Knowledge management and communication

Communication and knowledge management on the topic of GEDSI are important factors for promoting inclusiveness and equality in urban climate resilience. Urban-Act materials shall use GEDSI-sensitive and inclusive language which discusses women and vulnerable groups in an uplifting and empowering manner. It also includes the integration of GEDSI into project publications and public relations through the documentation of best practices, organising GEDSI specific activities, and sharing about these on social media and other platforms.

Urban-Act promotes learning exchanges with government, academe, and civil society on GEDSI through setting up a community of practice, developing training curriculum, and mainstreaming GEDSI in urban planning and policy programming discussions.

Resources and budget

The Urban-Act GEDSI Strategy can only be successfully implemented if sufficient resources are provided. This includes funds, management support and guidance, staff, and network, among others, for capacity building and necessary expertise in the project. It also entails providing resources for the planning and implementation of gender-responsive and gender-transformative measures in Urban-Act (joint project activities with partners as well as with the consortium) and integrating GEDSI activities and approaches in the overall monitoring and evaluation which also includes the project budget.

Checklists: Mainstreaming GEDSI in all components of Urban-Act

In ensuring that GEDSI is mainstreamed across all project processes and outputs of Urban-Act, a set of Checklists were developed by the Working Group on various aspects: *Project Management, Technical Implementation, Capacity Development, Monitoring and Evaluation, Administrative Processes, and Communications and Public Relations*. Along with these are Reflection Questions that aim to raise awareness on how GEDSI is integrated in our work – both at an individual and project level.

The following GEDSI Checklists are to be observed by colleagues from GIZ and the consortium partners:

1. Project Management

Reflection Questions
Does the leadership serve as a good model for the team to be GEDSI sensitive and inclusive?   *Does the management team show commitment to implement and integrate GEDSI in the project?*   *Are the intersectional needs of women and vulnerable groups meaningfully taken into account in the whole project cycle – from project proposal to implementation and evaluation?*   *Will the GEDSI project objectives contribute to improving gender equality, disability, and social inclusion, as well as the empowerment of vulnerable groups?*

☐ At the management level, demonstrate GEDSI sensitivity and responsiveness, understanding of intersectionality, and commitment to integrate GEDSI in the whole project management cycle

☐ Create an inclusive and safe environment as well as capacity development for the team to strengthen GEDSI sensitivity, responsiveness, and inclusiveness at individual and project levels

☐ Provide guidance and advice to the team on GEDSI-related strategies and policies from IKI, German Federal ministries, and GIZ HQ, among others

☐ Accomplish the GEDSI Action Plans per country to identify GEDSI-specific activities towards Urban-Act outcomes, with allocation of sufficient resources – time, people, and funds

☐ Include GEDSI in overall project management measures, such as in team jour fixes, operational planning, and monitoring and evaluation as a regular topic rather than ad hoc

☐ Ensure that GEDSI is mainstreamed in project approaches and activities beyond counting participants, and instead contributing to improved conditions for women and vulnerable groups

☐ Evaluate whether the GEDSI project objectives in project management have been achieved.

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2. Technical Implementation

Reflection Questions
• *How is GEDSI being integrated and operationalised across project outputs?* • *Is gender understood with the lens of its intersectionality with disability, age, access to resources, and further socioeconomic factors in project implementation?* • *Are the needs of women, LGBTQ+, persons with disability, and vulnerable groups specifically identified within the context of the project areas?* • *Are the project activities GEDSI responsive, inclusive, and facilitating meaningful participation?*

GEDSI Assessment within Project Context

☐ A participatory GEDSI assessment is conducted specifically within the context of Urban-Act city partners, and at country-level (e.g., include GEDSI in baseline studies)

☐ Understand the GEDSI dynamics, norms, and unequal distribution of power and resources among women, men, LGBTQ+, and vulnerable groups in the project areas

☐ Collect disaggregated data on the demographics and vulnerabilities of different groups (across gender, age, disability, etc) particularly in relation to climate change and urban development

☐ In a holistic approach, Urban-Act countries are guided by the following six dimensions identified by IKI in conducting a project gender analysis (see IKI Gender Guidelines for more details): *1) Rights, Policies and Socio-Economic Status, 2) Norms and Values, 3) Roles and Responsibilities, 4) Resources, 5) Representation, 6) Climate change and biodiversity*

Urban Governance and Development Planning

☐ Advocate for a joint commitment towards gender-responsive, socially inclusive, and climate-sensitive urban development at local, national, and regional levels *(Indicator II.1)*

☐ Support multi stakeholder and participatory planning mechanisms, identifying the actual needs and strengths of women, LGBTQ+, PWDs, IPs, and vulnerable groups *(Indicator II.3)*

☐ Develop project concepts that directly respond to these needs and strengths, increasing the adaptive capacities of vulnerable groups to climate change and urban issues *(Indicator III.3)*

☐ Assess the inclusion (or the lack) of GEDSI perspectives and considerations in city partners' plans, policies, and governance mechanisms

☐ Strengthen the integration of GEDSI as a fundamental principle in local governance structures, policies, and decision-making processes towards inclusive and climate-sensitive urban development

☐ Design and implement capacity development measures for urban planners, policymakers, as well as national and local officials on GEDSI-responsive urban planning concepts and techniques

☐ Establish GEDSI-responsive approaches to avoid adverse impacts and ensure equal benefits and access to project resources, services, technologies and training

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Inclusive and Meaningful Participation of Vulnerable Groups

☐ Promote inclusiveness in all Urban-Act activities and discussions, ensuring the representation of women, men, LGBTQ+, indigenous groups, PWDs, and vulnerable groups

☐ Facilitate meaningful participation and active engagement of vulnerable groups in workshops, consultations, planning, among others – capturing the essence behind the number of participants

☐ Engage with human rights associations, civil society organisations, GEDSI advocates, and a broad set of citizens in climate-sensitive urban planning and financing processes

☐ Representatives of women, PWDs, and historically marginalised groups are supported to be regularly involved in decision-making and institutional mechanisms in partner cities

☐ Support cities in their assessment as to how proposed priority interventions can address vulnerability and to ensure that interventions do not cause harm or further exclude the most vulnerable groups

☐ Reflect and discuss the results of consultations on the project objectives with relevant stakeholders for validation, including GEDSI advocates and women's civil society organisations

3. Capacity Development

Reflection Questions
• *Does capacity development on GEDSI include values and self-awareness on intersectionality to strengthen one's individual GEDSI / gender lens, going deeper from technical aspects?* • *Will men and women as well as vulnerable groups be involved in similar capacities during workshops? Is further support needed from the project to enable their full participation?* • *The notion of empowerment between men and women, LGBTQ+, PWDs, and further target groups are different – whose empowerment is taken into consideration and responded to?* • *How can the project ensure that its training activities are not further burdening on women, PWDs, and vulnerable groups (e.g., taking more time away from work / household, lack of disability inclusive measures, use of GEDSI insensitive language)?*

Capacity Development Measures

☐ A thorough needs and strengths assessment for participants, particularly vulnerable groups, is conducted to capture their context and capacities

☐ Training measures are then designed to suit the needs, strengths, and availability of women, PWDs, IPs, and vulnerable groups, rather than using standard 'one size fits all' materials

☐ Ensure that Urban-Act internal teams, consortium partners, and project partners are also trained on GEDSI concepts, GEDSI-responsive and transformative approaches, and participatory planning

☐ Raise awareness and provide training to women and other historically marginalised groups regarding climate resilience, climate finance, and inclusive urban development planning

GEDSI-responsive and Inclusive Training Facilitation

☐ Brief facilitators, resource speakers, and training organisers in advance on how to make the process accessible to and inclusive of persons with disabilities, IPs, women, LGBTQ+, etc.

☐ If the meeting includes a panel discussion or roundtable, strive for gender balance and equal representation of diversity among the speakers

☐ Use gender and disability-inclusive language (e.g., person-first language) and avoid negative, ableist, ageist, or victimising phrases *(see Communications and Public Relations section)*

☐ Consider having facilitators from vulnerable groups such as persons with disability (PWD), IPs, LGBTQ+, as it provides an important sense of representation and inclusiveness

☐ Facilitate the active engagement and meaningful participation of women, PWDs, and diverse target groups to ensure that their perspectives are captured and highlighted

☐ Respectfully address women, IPs, PWDs, and other vulnerable groups in the same way as everyone else, directly speaking to them and not their personal assistant, companion, or interpreter

☐ Ask people to state their name each time they speak so persons with visual and hearing impairment can know who is speaking

☐ When presenting slides, describe what is on the slide for blind persons, persons with deaf blindness or persons with low vision

GEDSI-sensitive and Inclusive Training Content

GEDSI Capacity Development should involve a comprehensive approach that spans multiple levels – from individual awareness and competencies to institutional policies and societal norms. There are several aspects of GEDSI Capacity Development that could be selected or prioritised in the content based on training needs and local conditions, such as (not all have to be selected):

☐ *Awareness and Sensitisation:* Raising awareness from within about GEDSI inequalities and discrimination, helping individuals and organisations to challenge biases and recognise the ways in which gender, disabilities, and diversity shape social interactions, roles, threats, and opportunities

☐ *Norms and Behaviour Change:* The most challenging is transforming harmful gender norms, GEDSI stereotypes, and behaviours – this may utilise community dialogues, media campaigns and promotion, and educational initiatives to shift attitudes and behaviours that perpetuate inequalities

☐ *Knowledge Building:* Acquisition of knowledge about gender/GEDSI analysis, feminist theories, and the intersections of gender with other social identities such as class, norm, religion, culture, ethnicity

☐ *Skills Development:* Ranges from preparation and conduct of GEDSI assessments, data collection, and designing GEDSI-responsive programs, policies, and projects, to the specific skills that are needed and requested by women and vulnerable groups

☐ *Policy and Institutional Setting:* Transforming institutional practices and policies to become more GEDSI-responsive and inclusive, which may include revising hiring practices, promoting GEDSI-sensitivity, implementing mechanisms to address discrimination and harassment within organisations

☐ *Community Engagement and Participation:* Skills for establishing mechanisms and platforms for dialogues, consultations, and active involvement of local communities and vulnerable groups in shaping policies and initiatives

☐ *Legal and Policy Advocacy:* Advocating for legal and policy changes that promote GEDSI equality, combat discrimination, and protect the rights of all people. This may involve exchanges and joint declaration of commitment between national and local government, civil society, informal organisations, and other stakeholders that can influence local norm, legislation, and policy formulation

☐ *Monitoring and Evaluation:* Developing GEDSI indicators and integrating inclusive monitoring and evaluation mechanisms, ensuring that the impact of interventions is assessed through a GEDSI/gender lens. This further allows for evidence-based adjustments and improvements in programs and policies to achieve more equitable outcomes

4. Monitoring and Evaluation

Reflection Questions
• *Does the project baseline study include contextualised and qualitative assessments of vulnerabilities and strengths of women, PWDs, and disadvantaged groups in relation to climate change and urban development?*   • *Are relevant measures of GEDSI equality and empowerment, both quantitative and qualitative, integrated into the project monitoring and evaluation?*   • *How can research studies of the project yield sex-disaggregated data and capture the GEDSI/gender-related impact of climate change and urban issues?*   • *Does the achievement of GEDSI-related indicators meaningfully contribute to the improved access and living conditions of women, PWDs, and vulnerable groups in urban settings?*

☐ Create a monitoring plan with GEDSI-disaggregated targets and SMART (specific, measurable, achievable, relevant, time-bound) indicators to monitor progress of the GAP

☐ Among these GEDSI-sensitive SMART indicators, include indicators to measure the financial and time resources that need to be invested in GEDSI-sensitive activities

☐ Establish a system to regularly monitor and evaluate the impact of GEDSI mainstreaming initiatives in climate-sensitive urban planning

☐ Based on the GEDSI assessment and action plan, assess the potential impact of proposed activities on historically marginalised groups

☐ Determine if there is a set of nationally relevant GEDSI-specific indicators and/or plans, and use GEDSI indicators in existing national M&E systems wherever possible, refer to the Sustainable Development Goal targets and indicators as feasible

☐ Identify the contextual GEDSI issues, gaps, and problems that should be addressed by GEDSI-responsive project interventions

☐ Disseminate the GEDSI data and analysis results to all project stakeholders to raise awareness on evidence-based situation and impact on the vulnerable population – women, PWDs, IPs, etc.

☐ Evaluations of activities and training sessions assess how well participants felt that their input was valued, heard, and given the opportunity to contribute meaningfully.

☐ Ensure that project evaluation team is GEDSI-sensitive and gender-balanced, with adequate GEDSI expertise, and including both male and female evaluators

☐ Employ both qualitative and quantitative data collection methods to contribute to the triangulation of results, particularly regarding GEDSI equality and empowerment

☐ Use inclusive, gender and culture-sensitive data collection techniques

5. Administrative Processes

Reflection Questions
• *Are project workshops, trainings, and activities organised in a manner that considers and includes the needs of persons with disability, women, IPs, and other diverse groups?* • *How can the project ensure that it provides a safe space that is free of discrimination and harassment among diverse groups in its events and activities?* • *What qualifications of a GEDSI sensitive and inclusive team member and external expert should be part of TORs and hiring processes?* • *How can project procurement ensure a GEDSI/gender equal and sensitive process?*

Event Management

☐ Ask participants regarding their accessibility and accommodation requirements in advance, so that these can be provided accordingly

☐ Time meetings and activities to suit the schedules availability of participants, particularly those who work and have family responsibilities

☐ Select a physically accessible location and venue

☐ Check that the entrance and meeting room are accessible to all the users (including wheelchair)

☐ Check that toilet facilities, breakout rooms and coffee break areas and tables are accessible

☐ If no venue is fully accessible, make the necessary modifications and accommodations

☐ Reserve parking places for persons with disability near the venue

☐ Ask first when offering assistance to a person with disability, wait until your offer is accepted before you help and follow the instructions of the person.

☐ Arrange the meeting room so that it is fully accessible and that everyone can use the microphone or access the podium for speaking.

☐ Ensure that materials disseminated both prior to and during the event are available in accessible formats according to participants' needs, such as braille, large print, plain language, easy-to-read

☐ Ensure the provision of sign language interpretation and live captioning to cater to persons with deaf blindness that may need assistance of guides/interpreters.

☐ Make time in the beginning of the meeting to explain the applicable "housekeeping rules", to ensure everyone is familiar with the agenda, accessibility measures and other practical information

Hiring and Procurement Processes

☐ Procurement processes consider universal design, accessibility, and reasonable accommodation

☐ Inclusive hiring processes and procurement of goods and services are conducted, such as through stating GEDSI-equitable clauses

☐ Use of inclusive and gender-neutral language in TOR and other hiring and procurement documents

☐ Always include GEDSI sensitivity and competence in the TOR under qualifications of consultants and service providers to ensure that a GEDSI-sensitive and responsive team is assembled

☐ Offer accommodations during application and hiring process that will allow persons with disabilities and diverse candidates to maximise their potential

6. Communications and Public Relations

Reflection Questions
• *Are project concepts, reports, and documents checked to ensure that no verbal and non-verbal sexist language, victimising, and stereotypes have been used?* • *Does the project use gender and culture-sensitive and inclusive language, avoiding exclusive masculine terms?* • *Are women, PWDs, cultural minorities, and vulnerable groups appropriately portrayed and represented in communication materials and events?* • *Do visual materials demonstrate GEDSI/gender equality and inclusiveness?*

The Urban-Act project highlights the importance of inclusive language in fighting biases and stereotypes on gender, disabilities, culture, and further socioeconomic aspects. Language and images, verbal and non-verbal communications, powerfully reflect and influence attitudes, behaviours and perceptions. It is important that all project materials consistently use inclusive language and communications that are free of discrimination and stereotypes.

The following checklist shall be observed in maintaining inclusive communications:

☐ Be respectful in the way that women, men, and LGBTQ+ are referred to in all materials. Acknowledge and respect pronouns and be if one of them is addressed by their name, last name, courtesy title or profession, the other one should be as well.

☐ Take into consideration the meaningful representation of women, men, LGBTQIA+, persons with disabilities, indigenous persons, and other vulnerable groups in Urban-Act activities, photos, panels, and event organising.

☐ Gender-sensitive and inclusive language is observed in all Urban-Act materials, wherein terms used are not gender-biased or discriminatory against women, LGBTQ+, persons with disabilities, and of diverse socioeconomic background, such as:

Figure 5: GEDSI-sensitive and Inclusive Terminologies

Gendered Noun	Gender-Neutral Noun
man	person, individual
freshman	first-year student
mankind	people, human beings, humanity
man-made	machine-made, synthetic
the common man	the average (or ordinary) person
to man	to operate, to cover, to staff
chairman	chair, chairperson, coordinator
mailman	mail carrier, letter carrier, postal worker
policeman	police officer
steward, stewardess	flight attendant
dear sir:	congress person, legislator, representative
	Dear Sir or Madam:, Dear Editor:, Dear Service Representative:,
	To Whom it May Concern:

The fairer sex.
A woman like a thousand men.
She throws/runs/fights like a girl.
In a manly way.
Oh, that's women's work.
Thank you to the ladies for making the room more beautiful.
Men just don't understand.

Recommended language	Language to be avoided
person with disability person with [type of impairment] persons with disabilities people with disabilities (only in Easy Read documents, informal text and oral speech)	disabled person, handicapped, person with special needs, handicapable, atypical, person living with a disability, differently abled, people of all abilities, people of determination, person living with a disability
person without disability the rest of the population	normal, healthy, able-bodied, typical, whole, of sound body/mind
have [disability/impairment/condition]	suffer from, afflicted by, stricken by, troubled with
person with an intellectual disability person with an intellectual impairment	retarded, simple, slow, afflicted, brain-damaged, intellectually challenged, subnormal, of unsound mind, feeble-minded, mentally handicapped
person with a psychosocial disability	insane, crazy, maniac, psycho, hypersensitive, lunatic, demented, panicked, agitated, mentally deranged, mentally ill
deaf person person who is deaf person with a hearing disability person with a hearing impairment person with hearing loss hard-of-hearing person deafblind person	the deaf, hearing impaired, deaf and dumb, deaf and mute
blind person person who is blind person with a vision/visual disability person with a vision/visual impairment person with low vision deafblind person	the blind, partially-sighted
person with a physical disability person with a physical impairment	crippled, invalid, deformed, lame, handicapped, physically challenged, person with physical limitations, limp

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☐ Carefully document and tell stories of women, LGBTQ+, persons with disabilities, and vulnerable groups, which capture their true experiences while advocating for empowerment.

☐ GEDSI-sensitive and inclusive visualisation through photos, graphics, videos, and audio materials to effectively influence policies and public behaviours. Women, men, LGBTQ+, diverse sociocultural and religious backgrounds, among others, should be portrayed and treated equally. Some questions which should be taken into consideration in visual presentations[7]:

Are women and men as well as diverse groups visibly represented?

Are the images inclusive and diverse, including age, religion, sociocultural background, etc?

Are the images empowering or reinforcing stereotypes?

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[7] UNODC Gender-inclusive language communications guide

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Monitoring and Evaluation of GEDSI in Urban-Act

The operationalisation of the Urban-Act GEDSI Strategy and the overall mainstreaming of GEDSI in the project does not solely rely on the GEDSI Focal Persons. Instead, this requires internal capacity development, resource allocation, prioritisation, and the proactiveness of the whole team. With regards to monitoring and evaluation, GEDSI-specific activities and indicators shall be integrated in the M&E systems of the project at the regional and country level. The Urban-Act GEDSI Strategy itself needs a regular M&E which could be integrated in team jour fixes and regular use of the checklists in all activities.

In Figure 6, the crucial components of implementing the GEDSI Strategy from project management to M&E are demonstrated. To further contextualise the strategy, the GEDSI Action Plan in Figure 7 shall guide UA countries in identifying specific activities towards GEDSI-related indicators of Urban-Act. Some examples of GEDSI-specific activities and indicators from the IKI Gender Strategy are in Annex I.

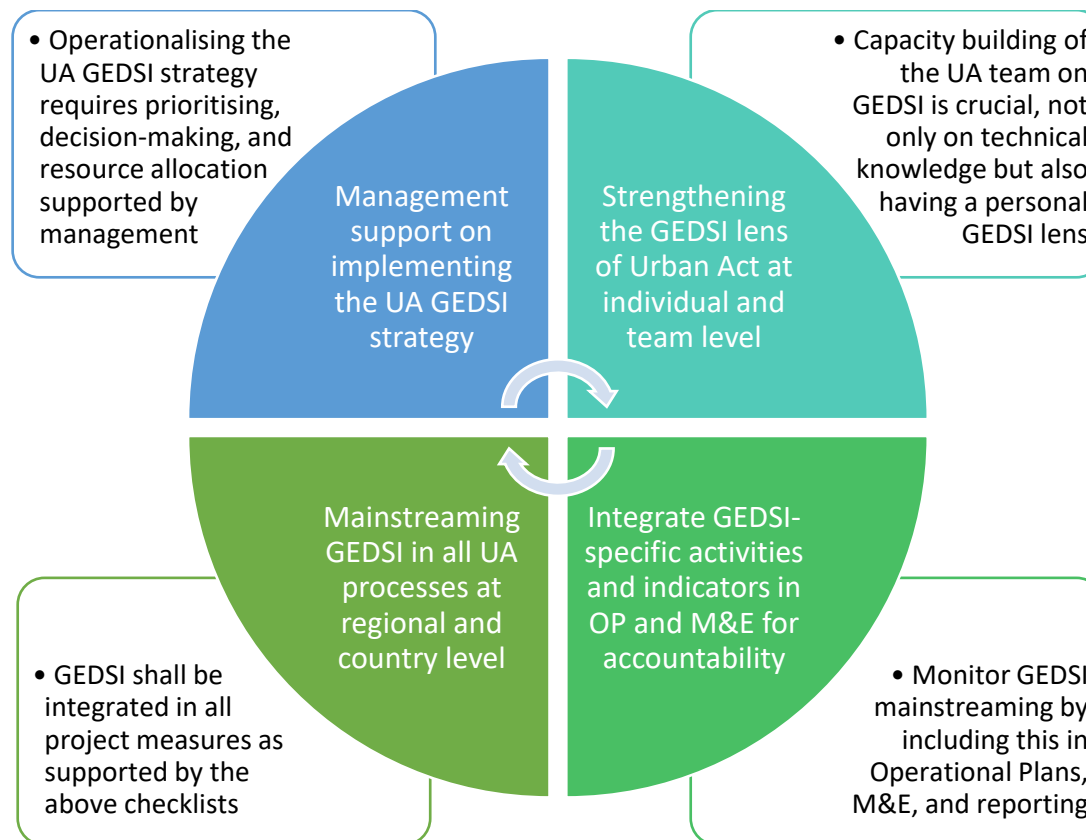*Figure 6: Components of Implementing the Urban-Act GEDSI Strategy*

- Operationalising the UA GEDSI strategy requires prioritising, decision-making, and resource allocation supported by management

Management support on implementing the UA GEDSI strategy

- Capacity building of the UA team on GEDSI is crucial, not only on technical knowledge but also having a personal GEDSI lens

Strengthening the GEDSI lens of Urban Act at individual and team level

Mainstreaming GEDSI in all UA processes at regional and country level

Integrate GEDSI-specific activities and indicators in OP and M&E for accountability

- GEDSI shall be integrated in all project measures as supported by the above checklists

- Monitor GEDSI mainstreaming by including this in Operational Plans, M&E, and reporting

Figure 7: GEDSI Action Plan per Urban-Act Country and at the Regional Level

GEDSI-related Urban-Act Indicators	Measures	GEDSI-specific Activities	Reporting
Indicator 0.3: *9 urban climate projects in Urban-Act partner cities, complying with gender and environmental & social safeguards, have received funding approval for early project preparation of medium- to large-scale projects or implementation of small-scale projects.*	• *Strengthen the knowledge, capacities, and institutionalisation of city partners on gender, environment, and social safeguards* • *Review the compliance of project proposals with the safeguard measures of relevant funding agencies*		
Indicator 0.4: *4 country- or regional-level training institutions have successfully embedded training programmes or modules on climate-sensitive urban development promoted by Urban-Act, including GEDSI-related content, in their curricula.*	• *Collaborate with institutions that focus on GEDSI and inclusive urban development where training modules may be embedded* • *Integrate a GEDSI lens in training measures and knowledge products as a whole, and include specific content on GEDSI*		
Indicator II.1: *One joint bottom-up regional declaration of cities on enhanced vertical integration for gender-sensitive, socially inclusive and climate sensitive urban development has been discussed within the ASEAN Mayors Forum and/or at the Asia-Pacific Urban Forum*	• *Organise regional learning exchanges on good practices and tools for GEDSI-sensitive and inclusive urban development* • *Provide a platform for women and vulnerable groups to speak of their plight, experiences, and ideas in urban forums*		
Indicator II.3: *17 initiated participatory planning formats for climate-sensitive urban planning or project identification are contributed to by representatives of women and marginalised or vulnerable population groups **in all Urban-Act partner countries in a total of 8 cities**, verified by their requests documented in the minutes of meetings or considered in urban development plans or project concepts*	• *Support the capacities of city partners on GEDSI-sensitive and inclusive urban planning* • *Strengthen the implementation and institutionalisation of participatory mechanisms in local urban planning* • *Facilitate the meaningful participation of women and vulnerable groups by ensuring their representation and including their contribution to urban plans and projects*		
Indicator III.3: *9 project concepts for urban climate actions, of which **3 specifically address the needs of women and marginalised or vulnerable groups**, were submitted by city administrations, project promoters or other key actors to domestic or international financing institutions/facilities to apply for early project preparation (medium- to large-scale) or implementation (small-scale) funding.*	• *Strengthen the capacities of city partners on GEDSI-responsive project development* • *Conduct a GEDSI analysis in the project area to capture context-specific situation* • *Establish participatory mechanisms for women and vulnerable groups in project conceptualisation to ensure inclusiveness* • *Develop project concepts with a GEDSI-sensitive and inclusive lens*		

Annex I: Examples of gender-responsive & transformative project activities and indicators

Objective	Sample indicators
Gender-specific outcome-level indicators	
Transport-related objective: The majority of the city commuters uses "clean" and safe public transport for their daily commutes.	• Number and percentage of city commuters (women, men, other) who use clean public transport for their daily commute. • Number and percentage of public transport users (women, men, other) who feel safe using public transport. • Number and percentage of public transport users (women, men, other) who are (very) satisfied with the speed and available connections of public transport. (Scale from 1- not satisfied to 5- very satisfied)
Gender-specific output-level indicators	
Transport-related objective: Priority measures implemented to improve "clean" and safe public transport services reflect the needs of different groups of local citizens.	• Number of local people (women, men, other) who were consulted in defining priority measures for improving clean public transport. • Extent to which different gender groups made active contributions to identifying priorities for improving public transport services (qualitative indicator through participatory observation). • Extent to which priority measures selected for implementation reflect the voiced concerns of local citizens identifying as women or gender minorities (qualitative indicator).

All of these examples are fictional and describe situations and contexts that are plausible but do not relate to a specific country or project. Note that gender-sensitive approaches are not sufficient for IKI projects.

Climate Policy
• Women and members of the LGBTQI+ community are often underrepresented in policy- and decision-making, therefore their perspectives are missing in the debates around policy-making and in public consultations.   • Gender justice stakeholders are often not or not sufficiently involved in the elaboration of climate change policies such as NDCs, strategies and action plans.

Gender-sensitive	Gender-responsive	Gender-transformative
Sensitisation: Project advises that national gender authority (NGA) is consulted at just one stage in the elaboration process of the NDC action plan; usually asked to comment, as are other ministries, on a draft version. Potential negative outcomes: Gender justice aspects are considered only after the main elements / activities of the plan are put forward.	Response: Project advises that NGA provides input throughout the whole elaboration process of the NDC action plan. The project also recommends that the NGA is responsible for the implementation of some outputs. Potential negative outcomes: The percentage of women in decision-making positions in for example ministries for the environment or finance has not increased.	Underlying causes (examples): Lack of female and LGBTQI+ empowerment, lack of role-models and current male-domination of the public sphere can create barriers for women to participate in decision-making processes on all levels. Transformation: • Project finances technical training course on climate change policy formulation for women across ministries and training with men on gender-responsive workplaces. • Mentoring programmes for women / gender minority mid-level professionals regarding assuming senior-leadership roles.

Context - Mobility:		
• Women and LGBTQI+ community rely more on public transportation but are at greater risk of sexual assault or harassment on public transportation and while walking (to and from) public transportation.		
Gender-sensitive	**Gender-responsive**	**Gender-transformative**
Sensitisation: • Project contributes to improving public transportation • Project acknowledges women's specific needs for safety without implementing corresponding measures Potential negative outcomes: Public transportation continues to be not accessible enough and unsafe for some groups.	Response: • Project contributes to improving access to and safety in public transportation • Project acknowledges women's specific needs for safety and develops e.g. a map-based cell phone application designed to make cities and transportation safer by providing safety-related information collected by users and trained auditors Potential negative outcomes: Women and LGBTQI+ community are still at risk in areas not directly targeted by the project. Persons without access to a cell phone or unaware of the existence of the app in the target area might potentially be the victims of more sexual assaults given that no action has been taken at the source of the problem.	Underlying causes (example): • Women are often poorer than men. Poorest people depend more on public transportation • In some countries, cycling is not yet widely accepted as an urban mode of transport for women for cultural reasons • Women are sexually assaulted or harassed on public transportation and while walking because of harmful gender norms and unequal power relationships Transformation: • Project advises on gender mobility reform • Project fosters participation & positions of women in urban planning & mobility decision processes • Project advises on awareness campaign in public transport (e.g. against gender-based violence) & engages men • Project fosters other transportation modes for women (like cycling) including awareness raising for better acceptance among all citizens & (financial) access to bicycles