Gender Equality and Social Inclusion Analysis to Inform ADB's Country Partnership Strategies and Project Designs in South Asia: A Guidance Note

Asian Development Bank
South Asia Department (SARD)

September 2022

CONTENTS

TABLES, FIGURES, BOXES, AND APPENDICES

Tables

Figures

Boxes

Appendices

LIST OF ACRONYMS

ADB	Asian Development Bank
CGA	country gender assessment
CPA	country poverty assessment
CPSs	country partnership strategies
DFID	Department for International Development
DMCs	developing member countries
EGM	effective gender mainstreaming
FCDO	Foreign, Commonwealth and Development Office
GAP	gender action plan
GEN	gender equity theme
GESI AP	GESI action plan
GESI	gender equality and social inclusion
GESIDSS	GESI diagnostic of selected sectors
IDAs	international development agencies
IPSA	initial poverty and social analysis
LNOB	leave no one behind
NRM	Nepal Resident Mission
OP	operational priorities
PAM	project administration manual
PWD	persons with disabilities
RRP	report and recommendation of the President
SARD	South Asia Department
SDGs	sustainable development goals
SOGIESC	sexual orientation, gender identity and expression, and sexual characteristics
SPRSS	summary poverty reduction and social strategy
TRTA	transaction technical assistance

1   INTRODUCTION

1.1 Purpose of this Guidance Note

1.   This guidance note presents approaches and tools for conducting a gender equality and social inclusion (GESI) analysis in the developing member countries (DMCs) of the Asian Development Bank (ADB) in South Asia. These approaches are for two levels of GESI analysis: (i) at country level to inform the GESI sections of ADB's country partnership strategies (CPSs); and (ii) at program or project level to define the GESI design features of ADB-financed programs and projects. The focus is on the excluded and vulnerable individuals and groups in South Asia, based on their age; disabilities; social identities (e.g., ethnicity, caste, or religion); income status, and geographic location, with special attention on women and girls experiencing intersecting inequalities. The analysis also looks at the situation of individuals who are disadvantaged because of their diverse sexual orientation, gender identity and expression, and sexual characteristics (SOGIESC). The intended users of this guidance note are the ADB SARD GESI teams, project teams, resident missions, and the executing and implementing agencies of ADB-financed projects.

2.   The ADB South Asia Department (SARD) has developed a GESI framework to guide the operationalization of the first two operational priorities of ADB's Strategy 2030 in South Asia (Box 1.1). SARD's GESI framework has seven key areas of action.[1] This guidance note is attached to two key areas of action (i.e., "informing country strategies and programs through GESI diagnostic of select sectors" and "strengthening project design through enhancing the quality of evidence-based GESI analysis)" and serves to assist in their implementation.[2]

Box 1.1: ADB Strategy 2030 Operational Priorities 1 & 2

▪ **The first operational priorities (OP 1)** is "addressing remaining poverty and reducing inequalities," whereby ADB commits to support human development and social inclusion.
▪ **The second OP (OP2)** is 'accelerating progress in gender equality,' whereby ADB commits to support targeted operations to empower women and girls, and gender mainstreaming that directly narrows gender gaps

---

OP = operational priorities

Source: ADB. 2018. *Strategy 2030: Achieving a Prosperous, Inclusive, Resilient, and Sustainable Asia and the Pacific*. Manila.

1.2 Gender Equality and Social Inclusion Analysis: An Overview

3.   In this guidance note, GESI analysis refers to the identification of the excluded and vulnerable (with special attention to women and girls experiencing intersecting inequalities) in the country (for CPSs) or in program or project areas (for program or project design) and the systematic examination of (i) their conditions (experienced social, economic, and political issues), (ii) the barriers to their access to and control over social, economic, and political resources, assets, and opportunities, (iii) their collective agency and capacity (i.e., if organized, capable of claiming their rights, and linked to service providers and reform movement), and (iv) the initiatives—particularly policies, structures, programs, projects, and activities—to address these issues and barriers, unleash their agency, and develop their

---

[1]   The seven key areas of action of SARD's GESI Framework are (1) informing country strategies and programs, (2) strengthening GESI in project design, (3) engaging in GESI law and policy reform, (4) developing the capacity of partner agencies in delivering GESI results, (5) partnering with other social development actors, (6) capturing GESI progress and results, and (7) investing in GESI-relevant knowledge.

[2]   Before proceeding to the next sections of this guidance note, readers are advised to read SARD's GESI Framework. The definitions of related key concepts, including groups affected by inequality, exclusion, vulnerability, and intersectionality are included in the SARD GESI Framework and hence are not repeated here.

capacity. The analysis uses the three pillars (understand for action, empower for change, and include for opportunities) of the Leave-No-One-Behind (LNOB) Framework of the formerly Department for International Development or DFID (now Foreign, Commonwealth and Development Office or FCDO) of the Government of the United Kingdom in examining issues and initiatives.

1.3 ADB's Gender Equality and Social Inclusion Analytical Frameworks: Background

4.   This guidance note builds on and supplements the social and gender analytical frameworks and procedures in ADB's Handbook on Poverty and Social Analysis (henceforth called Handbook), developed in 2012.[3] Similar to the Handbook, this note does not propose additional policies and procedural requirements for conducting a GESI analysis for CPSs and programs or projects. Instead, this note presents approaches and tools—in line with ADB's existing policies and current requirements—for sharpening the analysis of intersecting inequalities experienced by women and excluded and vulnerable groups in South Asia and integrating the results in CPSs and program and project design.

5.   **Guide for Analysis to Inform Country Partnership Strategies**. ADB develops a CPS for each DMC every 3 to 5 years. As guided by the Handbook, each CPS includes an overview of issues and challenges on gender equality and social inclusion in the country and has a section on ADB's strategy or priority actions to address these issues. To prepare the gender equality and social inclusion sections of a CPS, ADB conducts three diagnostics: country poverty assessment (CPA), country gender assessment (CGA), and sector assessments (footnote 3). Each of these three diagnostics includes a social and gender analysis.[4] Moreover, the ADB Handbook provides guides on how to conduct these diagnostics and the entry points for addressing poverty and social issues in a CPS. It has a comprehensive list of tools (e.g., amongst others, institutional analysis, stakeholder analysis, client/beneficiary assessment, poverty impact analysis) with clear specifications if these tools are to be applied for social and gender analysis at the country, sector, and/or project levels. The Handbook also provides a comprehensive list of qualitative and quantitative data collection methods, which continue to be relevant and useful for ADB Strategy 2030 operationalization. However, while gender equality issues are clearly spelled out in the CPSs, definitions, issues or challenges, and approaches related to social inclusion are less explicit. For this reason, this Guidance Note aims to supplement the Handbook.

6.   **ADB South Asia Department's Practice in GESI Analysis for Country Partnership Strategies**. In SARD, the CGA, has been expanded to include social inclusion considerations into a GESI Diagnostic of Selected Sectors (GESIDSS) in each DMC. This practice was initiated by the Nepal Resident Mission (NRM) with its equal focus on gender equality and social inclusion, in line with national policy agenda and programs. The ADB Strategy 2030 operational priorities (OP1) and OP2 have provided SARD with the impetus to expand NRM's practice to its other DMCs. The SARD GESI Framework seeks to strengthen this practice.

7.   **Guide for Analysis to Inform the GESI Features of Programs and Projects.** ADB has established procedural requirements for conducting poverty and social analysis at the project concept and design phases and for monitoring and reporting the poverty and social dimensions of a project's

---

[3]   ADB. 2012. *Handbook on Poverty and Social Analysis: A Working Document*. Manila.

[4]   The CPA includes (i) "disaggregation of poverty data by sex and other social factors and inclusion of information on non-income indicators of poverty, gender inequalities, and marginalized groups in the poverty projects" and (ii) "gender inequalities and social exclusion in the analysis of the causes of poverty" (footnote 3, p.15). The CGA includes an analysis of the (i) "gender dimensions of poverty and inequality" and (ii) "intersections between gender and other social factors, such as ethnicity/caste, age, or marital status" (footnote 3, p. 15). Furthermore, one of the key questions asked in sector assessments is "how do poverty and social factors, such as gender, ethnicity/race/caste, age, marital status, citizenship, urban/rural location, or disability, affect people's access to goods and services, resources, economic opportunities, information, and/or decision-making in the sector" (footnote 3, p.13)?

progress and results (footnote 3). At the project concept phase, which is the first phase of project preparation after CPS formulation, ADB conducts initial poverty and social analysis (IPSA) "to determine the scope of poverty and social issues that will need to be addressed during project design."[5] Among the questions relevant to GESI for IPSA are (i) who is likely to benefit or be adversely affected by the project? (ii) what are the broad characteristics of these groups and any relevant subgroups? (iii) what is likely to be needed in terms of public awareness-raising, information dissemination, or social mobilization in order to work effectively with these groups? and (iv) what poverty and/or social issues need to be examined further during project design (such as poverty/inequality, gender, resettlement, indigenous peoples, labor, affordability, sexually transmitted infections (including HIV), human trafficking, or other issues)?[6] At the design phase, ADB mobilizes project transaction technical assistance (TRTA), if required, to conduct in-depth poverty and/or social analysis, including gender analysis, to validate the IPSA results. The results are synthesized in the summary poverty reduction and social strategy (SPRSS), which is among the project documents linked to the report and recommendation of the President (RRP) for the project. The sections of the SPRSS are the same as those in the IPSA (footnote 5). The results of the IPSA and SPRSS serve as the basis for a project's gender and inclusion features as presented in the project's design and monitoring framework and, thereby, the project's gender classification.[7] A project that is categorized Gender Equity Theme (GEN) or Effective Gender Mainstreaming (EGM) is required to have a gender action plan (GAP) or GESI action plan.

8.   **ADB South Asia Department's Practice in GESI Analysis for Programs and Projects.** Long before the effective date of ADB Strategy 2030, with its equal attention to the pursuance of gender equality and social inclusion, the NRM has consolidated its analysis of gender and social issues and needed actions. Hence, NRM's project GAPs are called GESI action plans. SARD, as put forward in its GESI Framework, is expanding this practice to its other DMCs with a view that following NRM's practice of consolidating the analyses and actions pertaining to Strategy 2030 OP1 (social inclusion) and OP2 (gender equality) will sharpen its analysis of intersecting inequalities and strengthen its actions. Hence, a project, depending on the results of the GESI analysis, can either have a GAP or GESI action plan (GESI AP). With this backdrop and in line with ADB's policies and procedural requirements, SARD prepared this guidance note.

2   GESI ANALYTICAL FRAMEWORK OF THE ADB SOUTH ASIA DEPARTMENT

9.   SARD adopts as its GESI analytical framework the LNOB framework of the formerly DFID (now FCDO) of the Government of the United Kingdom. The LNOB Framework is based on a core commitment of the United Nation's Sustainable Development Goals or SDGs, which is to reach the people who are furthest behind. Central to the agenda of the LNOB Framework is the concept of intersectionality, which explains how interconnected identities (e.g., gender, ethnic identity, class)

---

[5]   IPSA has different sections: (i) poverty impact and social dimensions, which identifies, among others, the project's potential beneficiaries and their poverty and social issues; (ii) gender and development, which identifies the gender issues that are relevant to the project or program and assesses the potential of the project to contribute to gender equity and women's empowerment; (iii) participation and empowerment, which lists the project's stakeholders, including civil society organizations, and defines how the project can engage and empower the stakeholders and beneficiaries; (iv) social safeguards, which assesses if the project would involve involuntary land acquisition resulting in physical and economic displacement and have the potential of directly and indirectly affecting the dignity, human rights, livelihood, systems, or culture of indigenous people and defines the action plans to prevent or address the risks; and (v) other social issues and risks, such as spread of sexually transmitted infections (including HIV), human trafficking, and internal social conflicts (footnote 3, p. 28).

[6]   Footnote 3, Box 5: Initial Poverty and Social Analysis—Key Questions, p. 28.

[7]   In ADB's project gender categorization system, a project is gender-categorized in any of the following: (i) gender equity theme (GEN) if the project's design and monitoring framework (DMF) has at least one gender performance indicator in more than 50% of its outputs and a gender performance outcome indicator, (ii) effective gender mainstreaming

intersect to create overlapping and interdependent systems of discrimination or disadvantage.[8] The LNOB framework has three pillars: Understand for action, empower for change, and include for opportunity. It is more than an analytical framework because while "understand for action" is focused on the analysis of the situation of the disadvantaged, the other two pillars, "empower for change" and "include for opportunity," are guides for designing the responses. Table 2.1 presents SARD's adaptation of these three pillars.

Table 2.1: SARD's Adaptation of the Three Pillars of DFID's Leave No One Behind Framework			
Domains	**Understand for Action**	**Empower for Change**	**Include for Opportunity**
Focus	Situation of women and girls and the excluded and vulnerable groups; causes of their exclusion and vulnerability; their agency and existing responses	Policies and programs that empower women and girls and the excluded and vulnerable groups	Formal and informal policies, programs, social practices and mind-sets that transform physical/social infrastructures, structures, facilities, and systems to promote gender equality and social inclusion (GESI) and embody its principles
Questions for Analysis	▪ Who is excluded and vulnerable? ▪ Why are they excluded and/or vulnerable? ▪ What are the barriers to their access to services, resources, assets, and opportunities? ▪ What are their resources and capability in addressing their issues and removing the barriers?	What laws, policies, institutional arrangements, strategies, programs, and projects, contribute or can contribute to: ▪ Livelihood/resource empowerment ▪ Voice empowerment ▪ Social empowerment (improving individual and collective social capital)?	What laws, policies, institutional arrangements, strategies, programs, projects, and services contribute or can contribute to: ▪ Changing harmful formal and informal norms and practices ▪ Making public infrastructures, facilities, public spaces, workplaces, and services an enabling environment for GESI ▪ Promoting data disaggregation and collecting evidence of shifts in gender and social power relations?

GESI = gender equality and social inclusion

Source: ADB SARD. 2022. *GESI Framework.*

10.   In SARD's adaptation of the three pillars, while both "empower for change" and "include for opportunity" encompass laws, policies, institutional arrangements, and programs, the focus of their analysis and responses are different. "Empower for change" aims to transform the situation of women and excluded and vulnerable groups by developing their capability to, among others, access economic resources and opportunities, improve their livelihood, participate in decision-making and leadership at different levels (e.g., family, community organizations, workplace, and local and national governance structures), and prepare and respond to natural and human-induced disasters. "Include for opportunity" aims to transform the physical and social infrastructures, systems, structures, norms, and practices that perpetuate gender inequality and social exclusion. In line with these three pillars of DFID's LNOB Framework, SARD's GESI analysis, as mentioned in para. 1, focuses on women and excluded and vulnerable groups, particularly older people, persons with disabilities, excluded ethnic and caste groups (if present in the DMC), disadvantaged youth, migrants, and individuals with diverse SOGIESC. Special attention is given to income-poor women, girls, and individuals with diverse SOGIESC who experience intersecting inequalities. However, SARD's extent of involvement in and assistance to each of these disadvantaged groups will depend on the readiness of the DMC's government agencies, which are ADB's primary partners.

---

[8]   S. Herbert. 2019. Leaving No One Behind: Perspectives and Directions from DFID Multi-Cadre Conferences. *K4D Emerging Issues Report.* Brighton, UK: Institute of Development Studies.

11.   To reflect the purpose of this guidance note (as explained in para. 1), the GESI framework is applied here to two main components: (i) GESI analysis at the national and sector levels for the CPS and (ii) GESI analysis at the program or project level to define their GESI features. In both components, the GESI analysis is guided by the corporate results framework for OP1 and OP2, uses the three pillars of the LNOB Framework, and follows these steps:

(i)   Identify women and the **excluded and vulnerable groups** who are not accessing services, resources, and assets or enjoying development benefits equally to others and the **reason for their exclusion** from access to these services, resources, assets, and opportunities.

(ii)   **Review laws and policies** that **address the barriers**.

(iii)   **Conduct institutional analysis** to identify institutional arrangements for location of GESI responsibilities, staff diversity, existing GESI competencies, and staff performance evaluation on addressing issues of inequality and exclusion.

(iv)   Review **programmatic responses and budgets** of the national governments, international development agencies (IDAs), civil society, and private (business) sector **to assess** the measures for addressing the identified barriers of women and disadvantaged groups.

(v)   **Assess the implementation** of the responses and **identify** how effectively planned resources and actions have strengthened gender equality, women's empowerment, and social inclusion (i.e., identify good practices and lessons learned).

(vi)   **Use** the analyzed information to inform the CPS and project design features.

3   GESI DIAGNOSTIC OF SELECT SECTORS TO INFORM THE COUNTRY PARTNERSHIP STRATEGY

12.   This section provides the focus or substance—in line with the three pillars of the LNOB framework—of the GESI analysis of the national situation and each priority sector of ADB in each DMC in South Asia. The selection of sectors is based on the existing and potential areas of collaboration between ADB and the DMC. The results are to be presented in a GESIDSS report, which is the reference of the GESI sections of the CPS.[9] The first chapter of the GESIDSS report is intended to provide an overview of the national GESI situation. The succeeding chapters discuss the GESI situation in each priority sector. The concluding chapter summarizes the key GESI issues discussed in the chapters on the national and sector GESI situation and provides recommendations for possible areas of action of ADB and other development partners.

13.   The GESI analysis of the national situation and each sector has two common components: (i) the situation of women and excluded and vulnerable groups and (ii) relevant policies, laws, institutions, and programs. The first component is in line with the LNOB pillar, understand for action, while the second component is in line with the "empower for change" and "include for opportunity" pillars. The GESI analysis of each sector also includes a third component, which is the description of selected exemplary GESI practices of development players (government, international development agencies, civil society organizations, and private business organizations) in GESI mainstreaming in the sector.

3.1   GESI Analysis of the National Situation

14.   **The Situation of Women and Other Disadvantaged Groups in the Country.** In line with SARD's GESI framework, GESIDSS highlights the situation of women and specific disadvantaged groups— particularly (as mentioned paras. 1 and 12) older people, persons with disabilities, individuals

---

[9]   The results of the GESI analysis of each sector in the GESIDSS may also be used in helping the sector agencies develop their GESI strategy. See SARD's separate guidance note for the development of the GESI strategy of sector agencies.

with diverse SOGIESC, ethnic groups/castes (if any in the country), disadvantaged youth, migrants, and income poor—in the whole country. Special attention is given to women and girls experiencing intersecting inequalities. Appendix 1 provides a list of questions to assess their existing situation, barriers to equal access to services, resources, opportunities, and collective capacities. These questions are grouped into OP1, OP2, intersectionality, and the three pillars of the LNOB framework.

15.   **Relevant Laws, Policies, Institutions, and Programs**. This part of the GESIDSS looks at the responses of major development players in the country (government, international development agencies, civil society organizations, and private business organizations) to the situation of women and other disadvantaged groups in the country in general (or not per sector). The analysis is in four areas: policies, institutions, programs and budget, and systems for reporting, monitoring, and evaluation. Guides to analyze these four areas are in Table 3.1, and questions to ask for each stakeholder group are in Appendix 2. In addition, Appendix 3 provides a list of questions for GESI analysis of relevant laws, policies, institutions, and programs in line with the second and third pillars of the LNOB Framework.

Table 3.1: Analysis of Gender Equality and Social Inclusion Mainstreaming in Policy, Institutional Arrangements, Programming, and Monitoring & Evaluation	
Areas for Analysis	**Guides**
Policy analysis	▪ Identify key policies and acts of the national and sub-national government, which include the rights of the selected target groups and highlight groups for whom policies are missing. ▪ Analyze the policies and acts/regulations to determine how they (i) address or reinforce or reduce gender and social inequality, (ii) maintain or increase exclusion and vulnerability, (iii) promote the participation of women and other disadvantaged groups, and (iv) identify how male engagement to reduce gender inequalities is being integrated as an approach. ▪ Determine if they are gender equality and social inclusion (GESI) blind or GESI aware (neutral, specific, or transformative)[a] ▪ Assess policies related to OP1 and OP 2 pillars and their specific GESI-related provisions. (This analysis will, in turn, guide the design of appropriate strategies in ADB projects and appropriate focus areas in the CPSs).
Institutional analysis	▪ Identify the key/nodal agencies or institutes responsible for supporting the target groups at the national and sub-national levels and the nodal institutes responsible for the themes covered by operational priorities (OP 1) and OP 2 pillars. ▪ Review the organizational structure and arrangements and identify how GESI is addressed or not addressed in that office/agency. This may include an analysis of: – Human resource and personnel policies – Functions and job descriptions/terms of references of offices and staff/consultants and specifically the location of GESI responsibilities and expertise in the institute – Staff diversity profile and representation of women and various excluded and vulnerable groups at different levels of seniority/leadership ▪ Staff performance evaluation system (and whether GESI-related efforts are captured in staff performance evaluation)
Programming and Budgeting Analysis	Analyze the programs/schemes and budget allocations of the nodal institutes to determine whether they are:[a] ▪ GESI blind: No explicit mention of GESI issues or actions ▪ GESI neutral: Explicitly claims and/or assumes that all will benefit equally from the program or budget. ▪ GESI specific: targeted to a certain group, e.g., women, persons with disability, older persons, social identity (caste groups, ethnic minorities, religious groups), ▪ GESI supportive: contributing to strengthening an environment for work on GESI and furthering the GESI agenda, e.g., disaggregated data, surveys/studies for GESI issues, training of service providers, working with men and boys for gender equality or with the majority to change mindsets
Reporting, Monitoring,	▪ Assess the M&E and reporting processes and systems and identify how the selected nodal agencies are collecting, maintaining, analyzing, and interpreting GESI disaggregated

Table 3.1: Analysis of Gender Equality and Social Inclusion Mainstreaming in Policy, Institutional Arrangements, Programming, and Monitoring & Evaluation	
and Evaluation	information, using GESI disaggregated monitoring indicators and reporting with GESI disaggregation. (*Remember that if the data is of women-men binary, then it is sex-disaggregated data. If it includes information about transgender and other SOGIESC groups, it is gender-disaggregated data*). ▪ Review annual reports and identify how GESI disaggregated information is being analyzed and reported.

GESI = gender equality and social inclusion, OP = operational priorities

[a] Naila Kabeer classifies policies into two types, which need to be expanded to cover both gender and social inclusion issues. *i. Gender-blind policies*: These recognize no distinction between the sexes. They incorporate biases in favor of existing gender relations and tend to exclude women. *ii. Gender-aware policies*: These recognize that women, as well as men, are development actors and that they are constrained in different, often unequal, ways as potential participants and beneficiaries. Gender-aware policies can be further sub-divided into three policy types. *Gender-neutral policy* approaches try overcome biases in development interventions and benefit both sexes to meet their practical gender needs. Gender-neutral policies work within the existing gender division of resources and responsibilities. *Gender-specific* policies respond to the practical gender needs of either women or men, often working within the existing gender division of resources and responsibilities. *Gender-transformative* policies are interventions that intend to transform existing distributions to create a more balanced relationship between women and men. Gender-transformative policies touch on strategic gender interests.

Sources: ADB SARD. 2022; and N. Kabeer and R. Subrahmanian. 1996. *Institutions, Relations and Outcomes: Framework and Tools for Gender Aware Planning*. London: Institute of Development Studies.

3.2 GESI Analysis of ADB's Priority Sectors

16. **The Situation of Women and Other Disadvantaged Groups in Each Sector**. The GESI analysis of each sector begins with identifying the manifestations of gender inequality and social exclusion in the sector in the areas of representation in sector structures (relevant government agencies and private organizations), access to and control of its services and resources, and enjoyment of benefits. Appendix 4 provides two tables of questions that may help in this GESI analysis. The first table has questions that are applicable to all sectors, and the second table has questions for each specific sector. These questions supplement those in Box 1 (Sector Assessments—Key Questions) of the ADB Handbook. Hence, refer to the Handbook for other important guides.

17. **Relevant Sector-specific Laws, Policies, Institutions, and Programs**. The GESI analysis of national and sector laws, policies, institutions, and programs is similar. Hence, guides in Table 3.1 are also applicable in preparing the sector chapters of the GESIDSS. In addition, the list of questions in Appendix 5 may also help.

18. **Good Practices and Lessons on GESI Mainstreaming in Each Sector.** In identifying good practices and lessons, these steps may be undertaken: (i) Identify key programs of the government, IDAs, civil society organizations, and business organizations targeted to benefit women and disadvantaged groups: (ii) conduct an in-depth review of the successful and challenging experiences of these programs; and (iii) summarize the good practices, limitations, and lessons from these successful and challenging experiences, especially related to the pillars of OP1 and OP2. To select the most relevant good practice, tips in Box 3.1 may help. Examples of questions to ask are as follows (detailed questions are in Appendix 6).

– What good practices and lessons emerge from implementing various policies that aim to enhance women's and disadvantaged groups' livelihood, empower their voice, and change discriminatory policies and mindsets?

– Share in detail the good practice (content, design, implementation, and outcomes of the practices). Why is it considered a good practice? What methods and tools were used, and why were they effective? How did the intervention benefit the specific excluded/vulnerable group? How was it disseminated? How can its achievements be followed up and scaled up?

– What are the key lessons? Why are they lessons? What was done well, and what needed improvement? Provide examples.

Box 3.1: Tips in Selecting Good Practices in Gender Equality and Social Inclusion Mainstreaming in the Country and South Asia Region

- Select reasonably recent programs (in operation or concluded a year or so ago)
- Select programs with some innovative component either in design or implementation to enable an understanding of gender equality and social inclusion-related good practices
- Review any specific program highlighted by stakeholders during consultations/focus group discussions as having a significant impact, innovative features, or significant issues
- Refer to secondary research to shortlist exemplary programs

---

Source: ADB SARD. 2022.

4 GESI ANALYSIS TO INFORM THE GESI FEATURES OF PROGRAMS AND PROJECTS

19. GESI analysis for programs and projects is primarily focused on the geographic location/s of a program or project or its areas of influence. The results will define the program or project's GESI design features (i.e., GESI outcome and output performance indicators and targets in the design and monitoring framework), set the baseline data of these indicators and targets, determine the program/project's gender categorization, and design the GESI action plan if the program or project is categorized GEN or EGM.

20. Questions for a program or project's social and gender analysis can be found in ADB's Handbook (footnote 5). Other gender-related questions are in the ADB Operations Manual section on gender and development (OM C2/BP). Appendix 7 provides additional questions in line with the three pillars of the LNOB Framework and focuses on excluded and vulnerable groups in South Asia. Questions addressed to project beneficiaries and stakeholder groups are in Appendix 8.

5 GUIDES FOR DATA COLLECTION AND ANALYSIS

21. Most of the tools necessary for GESI analysis are provided in the ADB Handbook. The tools include gender analysis, institutional analysis, stakeholder analysis, conflict analysis, client/beneficiary assessment, socio-economic profiling, poverty impact analysis, rapid participatory assessment, benefit incidence analysis, risk and vulnerability profiling, and citizen report card. Provided here are some details of the common data collection and analysis methods.

5.1 Data Collection

22. The GESIDSS and GESI analysis for programs and projects is often based on reliable secondary data from the government, international development agencies, civil society organizations, and reputable academic and research institutions, and on primary data, particularly from consultations (through focus group discussions and key informant interviews) with key stakeholder groups, including the target beneficiaries, and field visits. Below are some guides for the collection of secondary and primary data.

23. **Secondary Data Collection**. The team may systematically review and collate existing literature/evidence on the situation and challenges experienced by women and the disadvantaged groups in a DMC or program/project areas by reviewing reports, research articles, and other publications of the government (official reports and publications), other donors (reports and strategy papers), civil society (opinion and situational analysis papers), and academic/research institutions

(research articles and books). Secondary document review will involve, among others, collating documents on acts/policies/legislation and regulatory framework for women and excluded and vulnerable groups from government archives and websites, development partner publications, and academic research papers. This is done to identify GESI-related policies, schemes, missions, and programs of relevant ministries and analyze the GESI responsiveness of their clauses, provisions, institutional mechanisms, and implementation modalities.

24.   **Primary Data Collection.** Stakeholder consultations are crucial for determining and integrating the perspectives of a wide range of stakeholders, especially beneficiary women, men, and disadvantaged groups, identity based CSOs and service organizations involved in their issues, in the GESI analysis. Figure 5.1 provides an overview of points to consider when planning and conducting stakeholder consultations. In addition, possible stakeholders to meet during interviews and consultations are suggested in Appendix 9.

Figure 5.1: Considerations while Planning and Conducting Consultations			
Type	Phases	Consultation Checklist	Mode of Consultation
• Stakeholder consultations can be through key informant interviews (KII), which is appropriate for consulting high-level officials whose available time may be more difficult to set or with key informants who may be hesitant to share in groups, or through focus group discussions (FGDs) and consultation workshops with 10-15 persons.	• Stakeholder consultations can take place in phases. The initial phase may include in-depth discussions through KIIs and FGDs and the next phases can comprise of consultation workshops.	• Checklists of points to discuss or guide questions should be customized to the stakeholders' position (service provider or beneficiary; government, nongovernment, business). They should be formulated in simple and easy-to-understand language and answerable in not more than 1 hour for KIIs or 2 hours for FGDs or workshops.	• Consultations can be in-person, online or through phone, as appropriate. Template for meeting notes is required to ensure information is collected systematically. If required, consultations may be recorded (with respondent consent). • List of participants should be disaggregated by gender and other relevant social categories, to guarantee fair participation.

Source: ADB SARD. 2022.

25.   Examples of questions to ask during the consultations are in Appendix 2. Box 5.1 provides tips for employing GESI-sensitive consultations, key informant interviews, focus group discussions.

Box 5.1: General Tips for Gender Equality And Social Inclusion-sensitive Consultation Workshops, Key Informant Interviews and Focus Group Discussions

▪ Conduct, wherever possible, consultations in regional languages with the help of local staff who have the requisite local context and understanding of cultural sensitivities.

▪ Frame open questions and ensure respectful discussions with sufficient probing to get insights with depth.

▪ Schedule discussions and interviews to suit the timings of the women and the disadvantaged to be consulted. For example, it might be difficult for women to join consultations at certain times due to household responsibilities or due to safety concerns and for the poor due to work pressures.

▪ Conduct meetings with both women and men (separate or together as appropriate) for understanding existing gender relations and prevalent masculinity norms.

▪ Engage CSOs who can be important allies in carrying out consultations, given their in-depth knowledge of local context.

▪ Ensure inclusive and accessible venues, e.g., ramps, braille, clear signage, tactile support, sign language interpreters for persons with disabilities (PWD); separate PWD-sensitive toilets (e.g., wide doors for those in wheelchair) for women, men, and transgender groups.

▪ Ensure that the sample participants selected for individual interviews adequately reflect the diversity of stakeholders. Special attention should be paid to the inclusion of members experiencing intersecting inequalities (e.g., women with disabilities, older women, income poor from disadvantaged ethnic groups/castes).

<div style="border:1px solid black; padding:10px;">

Box 5.1: General Tips for Gender Equality And Social Inclusion-sensitive Consultation Workshops, Key Informant Interviews and Focus Group Discussions
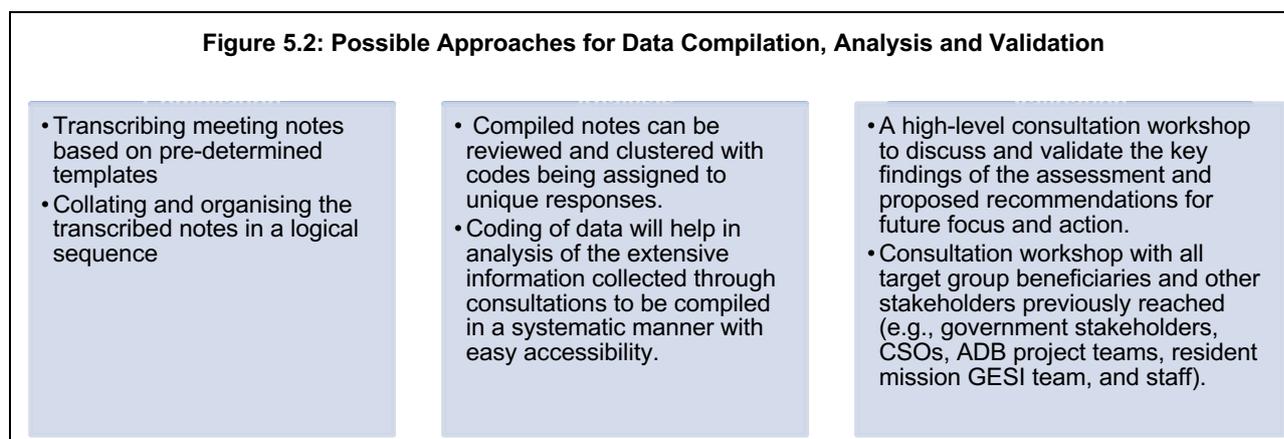
▪ Use visual tools for community-level discussions to map gender relations (labor, access, and control profiles).

▪ Ensure privacy and confidentiality of views expressed by respondents for their protection.

</div>

PWD = persons with disabilities

Source: ADB SARD. 2022.

5.2 Data Compilation, Analysis, and Validation

26. The following key activities are required in compiling, analyzing, and validating collected data and evidence. Figure 5.2 provides a brief overview of possible approaches for data compilation, analysis, and validation.

Figure 5.2: Possible Approaches for Data Compilation, Analysis and Validation

• Transcribing meeting notes based on pre-determined templates • Collating and organising the transcribed notes in a logical sequence	• Compiled notes can be reviewed and clustered with codes being assigned to unique responses. • Coding of data will help in analysis of the extensive information collected through consultations to be compiled in a systematic manner with easy accessibility.	• A high-level consultation workshop to discuss and validate the key findings of the assessment and proposed recommendations for future focus and action. • Consultation workshop with all target group beneficiaries and other stakeholders previously reached (e.g., government stakeholders, CSOs, ADB project teams, resident mission GESI team, and staff).

Source: ADB SARD. 2022.

6 INTEGRATING GESI ANALYSIS RESULTS IN COUNTRY PARTNERSHIP STRATEGIES AND PROJECT DESIGN

27. The final step is to integrate the results of the GESIDSS or the GESI analysis at the country and sector levels in the CPSs and the results of the GESI analysis in the program or project design documents. Table 6.1 provides guides on how GESI analysis results could be used in various areas of SARD operations.

Table 6.1: Guidance on Incorporating Results of Gender Equality and Social Inclusion Analysis in SARD Programs or Projects	
Stage	**Guidance**
Country Partnership Strategy	▪ Include in the '**country at glance**' section indicators tracking the gender equality and social inclusion (GESI) situation in the country. ▪ Identify, in addition to other challenges, **key developmental challenges** from a GESI perspective and include an assessment of how the gains of development have been distributed for women and across various excluded and vulnerable groups. Use the findings and insights obtained from the situational assessment. ▪ Include the findings and recommendations related to social inclusion, along with gender equality and women's empowerment, under the **country's developmental context**. Also, address the issues of intersectionality and male engagement. ▪ Inform ADB's strategic priorities and objectives with the overall and sectoral GESI analysis. Reflect GESI aspects too in the priorities identified for the country partnership strategies, which should respond to the pillars of operational priorities (OP1) and OP2 as relevant.

Table 6.1: Guidance on Incorporating Results of Gender Equality and Social Inclusion Analysis in SARD Programs or Projects	
Stage	**Guidance**
	▪ Inform ADB's implementation strategy/priorities with the good practices and lessons learned by other international development agencies, national, and sectoral agencies while working on GESI policies and programs. ▪ Address the identified GESI-related knowledge gaps in the ADB's knowledge operations.
Program or Project Design	**The GESI analysis should inform the project design features.** ▪ **Initial Poverty and Social Assessment (IPSA)** and **Summary Poverty Reduction and Social Strategy (SPRSS)**: Inform the sub-sections on poverty targeting, poverty and social analysis, gender and development, participation, and empowerment of the IPSA with the key findings and recommendations of the GESI analysis. Base the poverty targeting on evidence regarding who are the disadvantaged and the causes of their disadvantage. These insights are also used to consolidate the SPRSS of the program/project. ▪ **Reports and Recommendations of the President (RRP):** GESI analysis will serve as a baseline assessment for 'Poverty, Social, and Gender due diligence' in the RRP. Integrate the GESI analysis in the full text of the RRP. ▪ **Project Administration Manual (PAM):** Integrate the GESI analysis findings, recommendations, good practices, and lessons learned in the sections devoted to GESI (e.g., VIII' Gender and Social Dimensions') and other relevant sections of PAM. Integrate aspects that respond to the OP 1 and OP2 pillars, promote male engagement for women's empowerment and gender equality, and address intersectional inequalities. ▪ **Design Monitoring Framework**: Embed GESI aspects in the outcomes and outputs of the project based on the analysis and linked to OP1 and OP2 pillars. Set realistic GESI targets drawing from the situational assessment of women and the disadvantaged, covering the SARD GESI framework analytical components of understand for action, empower for change (livelihood and voice empowerment), and include for opportunity (to reduce discriminatory policies, practices and mindsets). ▪ **GESI Action Plan:** Use insights from GESI analysis (such as barriers in access to basic services, situation of human development) to formalize desired GESI outputs, indicators, targets as well as activities required to achieve these. ▪ **Social Safeguards Framework/Plan**: Integrate GESI analysis findings regarding the indigenous people and the population requiring resettlement in the resettlement and indigenous people planning frameworks and plans. ▪ **Stakeholder Communication Strategy:** The communication strategy should recognize, based on the GESI analysis findings, the communication channels, and mediums most accessible for women and people of disadvantaged groups. The language, methodology, and timing should be adjusted according to the gender and socially differentiated needs of the stakeholders. ▪ **Community Awareness and Participation Plan**: The insights from the GESI analysis should inform who needs to participate and how their participation can be ensured. The analysis findings should also be used to develop differentiated strategies to improve the awareness of women and people from disadvantaged groups in the community.

GESI = gender equality and social inclusion, IPSA = initial poverty and social analysis, OP = operational priorities, SPRSS = summary poverty reduction and social strategy, PAM = project administration manual, RRP = report and recommendation of the President,

Source: ADB SARD. 2022.

APPENDICES

Appendix 1: Questions for GESI Analysis of the National Situation of Women and Other Disadvantaged Groups (answer only those questions where data are available)

Strategy 2030	Questions to "Understand for Action"
OP1: Addressing Remaining Poverty and Reducing Inequalities	1. What is the poverty situation (income and non-income) in the country? ▪ What percentage of the population is living below the poverty line, disaggregated by gender, geographic location (rural-urban), age range (0 to 12, 13–18, 19–59, 60 and above), with and without disabilities, and ethnicity/castes (if any)? 2. Who are the disadvantaged or excluded and vulnerable in the country? ▪ What is the population of older people—disaggregated by age range (60-65, 66-70, and above 70), gender, and location (urban and rural)? What disadvantages do older people experience? ▪ What is the population of persons with disabilities—disaggregated by types of disabilities (visual, hearing, orthopaedic, learning, mental health), gender, age range (0 to 12, 13-18, 19-59, 60 and above), and location (urban and rural)? What disadvantages do persons with disabilities experience? ▪ Are there ethnic groups or castes that have less access to services, resources, assets, and opportunities due to their (as a group) income status, geographic location, level of education, and/or social norms/stereotypes? If yes, who are they? What is their population, disaggregated by gender, age range (0 to 12, 13-18, 19-59, 60 and above), and location (rural and urban)? What disadvantages do these ethnic groups/castes experience? ▪ Are there disadvantaged youth? If yes, what is their population, disaggregated by gender, disability, income status (below/above poverty line), and geographic location (urban and rural)? What disadvantages do they experience? 3. What are (i) the barriers to the disadvantaged groups' access to services, resources/assets, and opportunities and (ii) their collective capacity (organized action and networking) and coping mechanisms according to the analysis of the following? ▪ Organizations composed of or representing the disadvantaged groups ▪ Concerned government agencies ▪ Civil society organizations, including academe and research institutions ▪ International development agencies
OP2: Accelerating progress in gender equality	1. What is the sex ratio in the country, disaggregated by age range (0 to 12, 13–18, 19–59, 60 and above) and geographic location? What is/are the cause/s of the imbalanced sex ratio (if any)? 2. Are there data about individuals with diverse sexual orientation, gender identity and expression, and sexual characteristics (SOGIESC)? If yes, what is their population, disaggregated by age range, geographic location (urban and rural), and poverty status (income and multidimensional poverty)? What types of disadvantages do they experience? 3. What percentage of the households are headed by women, men, individuals with diverse SOGIESC, disaggregated by income and non-income status (below and above poverty line; multidimensional poverty), with and without disabilities, ethnicity/castes? 4. What are the country's gender development index and gender inequality index, according to the latest UNDP Human Development Report? 5. What are the country's global gender gap index and subindex (health and survival, educational attainment, economic participation and opportunity, and political empowerment), according to the World Economic Forum? 6. What proportions of women/girls, diverse SOGIESC, and men/boys have experienced gender-based violence in the past 3–5 years? 7. Based on data from above 1 to 6 of OP2, what are the key national gender issues? 8. What are the barriers to gender equality in access to and control over resources and opportunities and collective capacity of women and individuals with diverse SOGIESC to seek gender equality according to: ▪ Women's groups/organizations or feminist organizations and other civil society organizations.

Strategy 2030	Questions to "Understand for Action"
	▪ Concerned government agencies ▪ Academe and research institutions ▪ International development agencies
Intersectionality	Based on answers to questions in above OP1 and OP2, what are the key gender equality and social inclusion (GESI) (economic, political, and socio-cultural) issues experienced by women, girls, and individuals with diverse SOGIESC who are members of disadvantaged groups compared to issues experienced by men/boys of the same disadvantaged groups and women/girls/lesbian, gay, bisexual, and transgender+ of advantaged groups (e.g., no disabilities, belonging to dominant ethnic groups/castes, in relatively affluent areas)? What specific barriers to GESI do they experience? What are their coping mechanisms?

GESI = gender equality and social inclusion, SOGIESC = sexual orientation, gender identity and expression, and sexual characteristics

Note: There may be questions for which reliable data are difficult to obtain. Hence, include, e.g., in the GESIDSS, only those questions where reliable, evidence-based answers are available—i.e., primary data from reliable representatives of stakeholders and/or secondary data from the government and international development agencies and empirical studies from academe and reputable research institutions.

Source: ADB SARD. 2022.

Appendix 2: Detailed Checklist of Questions for Four Areas of GESI Analysis

1. Detailed Checklist of Questions for Policymakers and Service Providers

Level of Analysis	Indicative List of Questions
Policy Analysis	▪ Are there targeted national or sectoral policies/action plans for women and excluded and vulnerable groups? ▪ Do the policies (i) reflect understanding of the needs and priorities of this group?; (ii) aim to empower the group? (iii) aim to help in creating long-term attitudinal or institutional change? ▪ Do the policies consider the needs of people whose disadvantage is due to multiple and intersecting conditions and characteristics? ▪ How have gender equality and social inclusion (GESI) policies been implemented? What is the operational guidance, and is it backed up with budget and staffing? ▪ What new policy initiatives are being taken to address issues, and how are the different groups likely to benefit from them?
Institutional Analysis	▪ Where is the responsibility for GESI located in the organizational structure? Is there a key nodal ministry/department to address the needs of women and of an excluded and vulnerable group at the national level? Is there a department within the sectoral agency to address the GESI issues? If yes, what are its mandates, roles, and primary responsibilities/powers concerning the target group? ▪ Are there GESI experts in the organization? What capacity development efforts were done to enhance the GESI capacity of the staff? ▪ What is the level of diversity in staffing at different levels of the organization? Where are women and men, people of disadvantaged groups located, at what positions, and who has access to information and decision-making authority?
Programming and Budgeting	▪ What is the budget allocated for (i) direct livelihood and voice empowerment of women and people of disadvantaged groups; (ii) supportive measures to develop an enabling environment; (iii) reducing discriminatory policies and practices? ▪ How much of the GESI implementation (including specialized staff and subprojects) is funded by donor ear-marked funds, and how much by the sector or institution's budget?
Monitoring and Reporting	▪ Does the organization collect and monitor data with disaggregation of its interventions and how the different target groups are affected by intersecting characteristics and conditions? ▪ How are GESI aspects integrated into the monitoring and evaluation system? (e.g., the monitoring and reporting templates, formats and systems demand disaggregated data and analytical evidence about GESI issues?) ▪ What are the project's innovations? What good practices and lessons could be used to improve the overall approach to GESI?

GESI = gender equality and social inclusion

Source: ADB SARD. 2022.

2. Detailed Checklist of Questions for Other Stakeholders

Category of Stakeholder	Indicative List of Questions
Women and Disadvantaged Group	▪ What support have you received from the national and sectoral governments? ▪ What types of schemes does the government have for women and excluded and vulnerable people? How do you know about the schemes, and how do you access the benefit (e.g., allowances or reservations in institutions/offices)? ▪ Do you know of any national and sectoral policies that address gender/GESI-based violence? Have these enhanced your voice and decision-making ability? ▪ What kind of training have you received to increase your skills? Have these training programs translated into better economic opportunities for you? ▪ Have you been provided with suitable infrastructure in your area (e.g., roads, drinking water taps, toilets, etc.)? Who provided them? ▪ Were you involved in any decision-making about the project/related policies? And how?

Category of Stakeholder	Indicative List of Questions
	▪ What are the key issues you experience in accessing services provided by state and sectoral projects because of being (specify the excluded or vulnerable)? ▪ What is needed for women and excluded/vulnerable groups (such as, e.g., those with disabilities, SOGIESC) to improve their quality of life? ▪ How can things be improved to achieve women's empowerment, gender equality and social inclusion? What can government, donors and projects do for this?
All Other Stakeholders	▪ What is the policy guidance from the national and sectoral agencies regarding these specific groups? How is it backed up with directives for appropriate budget and staffing? ▪ To what extent have the directives and associated tools and processes focused evenly on the different categories of exclusion and vulnerability (i) gender; (ii) disability, (iii) social identities (caste, ethnicity, and religion); (iv) sexual and gender identities; (v) geographical location; (vi) income status; (vii) old age; (viii) disadvantaged youth and (ix) migrant workers? ▪ What institutional mechanisms are mandated to work for these categories? How well have they been resourced or staffed to perform their functions? ▪ What have been their strengths and gaps in addressing the issues of the target groups? ▪ How can things be improved to achieve women's empowerment, gender equality and social inclusion? What can government, donors and projects do for this?

Source: ADB SARD. 2022.

Appendix 3: Questions for GESI Analysis of Relevant National Laws, Policies, Institutions, and Programs related to ADB Strategy 2030 Operational Priorities 1 and 2 and Intersectionality

Strategy 2030 Operational Priority 1 & 2 Pillars	Questions for GESI Analysis	
	Empower for Change	**Include for Opportunity**
OP1 (Addressing Remaining Poverty and Reducing Inequalities)	1. What are the laws, policies, and/or programs in the country that aim to develop the capability of older people, persons with disabilities (PWDs), disadvantaged ethnic groups/castes (if any), disadvantaged youth, migrants, income poor, and people in difficult and remote geographic locations to access economic resources and opportunities, improve their livelihood, participate in decision-making and governance, and respond to natural and human-induced disasters (e.g., social protection schemes)? 2. What are the achievements and gaps due to these policies and programs? What factors facilitated the achievements? What are the reasons for the gaps? 3. What are the related good practices of the government, international development agencies (including ADB), civil society organizations, and private business organizations?	1. Does the country have laws, policies, and/or programs that are meant to make public infrastructures, facilities, and services (e.g., energy, transport, water and sanitation, schools, health facilities, information and communication technology, market, finance), systems (e.g., representation in governance structures), and social norms (educational curriculum, health services, social media), and public spaces and workplaces responsive to the inclusion needs of disadvantaged groups? 2. What are the informal rules and norms that govern the inclusiveness of operations of government and private-service institutions? 3. What are the achievements and gaps of these laws, policies, and programs? What factors facilitated the achievements? What are the reasons for the gaps? 4. What are the related good practices of the government, international development agencies (including ADB), civil society organizations, and private business organizations?
OP2 (Accelerating progress in gender equality)	(same questions but focused on women/girls and individuals with diverse sexual orientation, gender identity and expression, and sexual characteristics (SOGIESC))	(same questions but focused on women/girls and individuals with diverse SOGIESC)
Intersectionality	(same questions but focused on women/girls, individuals with diverse SOGIESC, and men of disadvantaged groups experiencing intersecting inequalities)	(same questions but focused on women/girls, individuals with diverse SOGIESC, and men of disadvantaged groups experiencing intersecting inequalities)

PWDs = persons with disabilities, SOGIESC = sexual orientation, gender identity and expression, and sexual characteristics

Source: ADB SARD. 2022.

Appendix 4: Questions for GESI Analysis of Situation of Women and Other Disadvantaged Groups in ADB's Priority Sectors

1. Questions Relevant to All Sectors

Strategy 2030	Questions for GESI Analysis Across Sectors (Understand for Action)
OP1: Addressing Remaining Poverty and Reducing Inequalities	1. What is the representation of people of disadvantaged groups such as those with disabilities and disadvantaged ethnic groups/castes (if any) compared to people with no disabilities and other ethnic groups , in the leadership/management and rank-and-file or staff of government agencies, private organizations, and civil society organizations in each sector, 2. What are the major types of employment in the sector? what proportion of owners/managers and workers/staff are members of disadvantaged groups in these occupations or sectors? 3. What barriers do older people, persons with disabilities, and disadvantaged ethnic groups/castes experience (compared to people of younger age, with no disabilities, and belonging to advantaged ethnic groups/castes in relatively affluent areas) in accessing the services, resources, and opportunities (including employment) in the sector? 4. What have been the adverse effects of these barriers to their personal development and the development of their families, community, and sector? 5. What is the management information system of government sector agencies and relevant private organizations to capture the situation of disadvantaged groups in the sector?
OP 2: Accelerating Progress in Gender Equality	(same questions as above but focused on women and individuals with diverse sexual orientation, gender identity and expression, and sexual characteristics (SOGIESC), compared with men)
Intersectionality	(same as above but focused on women, individuals with diverse SOGIESC, and men experiencing intersecting inequalities)

SOGIESC = sexual orientation, gender identity and expression, and sexual characteristics

Source: ADB SARD. 2022.

2. Questions for Specific Sectors for CPS and Program or Project GESI Design Features

Sectors	Questions for GESI Analysis of Specific Sectors
Agriculture, natural resources, and rural development (ANR)	1. What proportion of women, men, individuals with diverse SOGIESC, older people, persons with disabilities, and members of excluded and vulnerable ethnic groups/castes are absentee landowners, land owner-cultivators, or landless agricultural workers? 2. How does their land tenure situation affect their access to water resources, including irrigation, and participation in the management of water resources? 3. How do the systems for land titling, land registration, land valuation, land taxation, and land dispute resolution secure the land tenure rights of women and other disadvantaged groups? 4. What is the access of women, individuals with diverse sexual orientation, gender identity and expression, and sexual characteristics (SOGIESC), and members of other disadvantaged groups to production inputs such as seeds, fertilizer, capital? 5. Are women, individuals with diverse SOGIESC, and members of other disadvantaged groups visible (i.e., access to and control over resources) in each stage of the agriculture value chain (for specific major crops in the country)? If yes, what is their form and level of participation in every stage? If no, what are the barriers? 6. Are there laws, policies, and programs that promote the (i) building of resilience of women, men, individuals with diverse SOGIESC, older people, persons with disabilities, and members of disadvantaged ethnic groups/castes to climate change and disaster impacts in rural areas; and (ii) inclusive climate-smart agriculture and sustainable land use?
Education (EDU)	7. Are there laws, policies, and programs that promote a system-wide education transformation to benefit all learners equally, regardless of gender, disabilities, social affiliation, income status, and geographic location? If yes, what are they? If

Sectors	Questions for GESI Analysis of Specific Sectors
	none, what has constrained the government from initiating the development of these laws, policies, and programs?
	8. Are there laws, policies, and programs that promote inclusive education, not only in terms of equal access to ensure that girls/women, individuals with diverse SOGIESC, and members of disadvantaged groups with and without disabilities participate and excel in fields traditionally associated with boys/men and where boys/men with and without disabilities can choose to enter into fields associated with girls/women without prejudice? If yes, what are they? If none, what has constrained the government from initiating the development of these laws, policies, and programs?
Energy (ENE)	9. What proportions of households that (i) are headed by women and individuals with diverse SOGIESC, (ii) have members that have disabilities (due to old age and physical, sensory, and mental disabilities), (iii) are income poor, and (iv) are of disadvantaged ethnic groups/castes, have access to a stable power supply?
	10. Are there laws, policies, and programs that promote the equal involvement of women, men, individuals with diverse SOGIESC, persons with disabilities, and members of different ethnic groups/castes in the generation, transmission, and distribution of renewable energy through viable economic enterprises? If yes, what are they? If none, what has constrained the government from initiating the development of these laws, policies, and programs?
Finance (FIN)	11. Are there laws, policies, and programs that promote the engagement of women and excluded and vulnerable groups in the micro, small, and medium-sized enterprises? If yes, what are they? What have been their outcomes? What are the challenges?
Health (HLT)	12. What are the barriers (e.g., financial and transportation) to access to affordable quality health services experienced by women and excluded and vulnerable groups, especially by women, given their reproductive and maternal health needs and being traditionally responsible for the family's health needs?
	13. What are the different care service modalities for young children, older people, and persons with severe disabilities in the country or program/project areas?
Industry and Trade (IND)	14. What proportion of businesses in the industrial corridor are owned/managed by women, individuals with diverse SOGIESC, older people, persons with disabilities, and members of excluded and vulnerable ethnic groups/castes?
	15. Are there laws, policies, and programs that promote the engagement of women and excluded and vulnerable groups in businesses in the industrial corridor? If yes, what are they? If none, what has constrained the government from initiating the development of these laws, policies, and programs?
Public sector management (PSM)	16. In what parts of public administration are women and excluded and vulnerable groups concentrated (e.g., health and education for women) and less represented (e.g., defence, public works, and transportation for women)?
	17. Are there laws, policies, and programs that promote the engagement of women and excluded and vulnerable groups in public sector management? If yes, what are they? If none, what has constrained the government from initiating the development of these laws, policies, and programs?
Transport	18. Are the transport infrastructure design and services sensitive to the mobility and safety needs of the elderly, persons with disabilities, women, and children? If yes, what are these transport designs and services? What are the factors that have facilitated their presence? If no, what are the constraints?
	19. What are the barriers to the safe mobility of women and excluded and vulnerable groups?
Water and other urban infrastructure and services	20. Are there laws, policies, and programs that promote equality in housing tenure rights and inclusive access to basic services (water, sanitation, health, and education facilities) of women and excluded and vulnerable groups in poor urban communities? If yes, what are they? What have been their outcomes? If none, what has constrained the government from initiating the development of these laws, policies, and programs?

SOGIESC = sexual orientation, gender identity and expression, and sexual characteristics

Source: ADB SARD. 2022.

Appendix 5: Key Questions for the GESI Analysis of Sector Laws, Policies, Institutions, and Programs

Strategy 2030 OP1 and OP2	Questions for GESI Analysis	
	Empower for Change	**Include for Opportunity**
OP1 (Addressing Remaining Poverty and Reducing Inequalities) Pillars: 1. Human capital and social protection enhanced for all 2. Quality jobs generated 3. Opportunities for the most vulnerable increased	1. Are the sector agencies and relevant private entities mandated to observe sector-specific laws, policies, and programs designed to ensure (i) access to sector services, resources, programs, information, and opportunities and (ii) participation in consultations and collaborative work of disadvantaged groups, particularly older people, persons with disabilities, excluded and vulnerable ethnic groups/castes (if any), disadvantaged youth, income poor, and people in vulnerable and remote geographic locations? If yes, what are these laws, policies, and programs? Do the sector agencies and private entities observe them? If yes, to what extent? 2. What have been the effects of these efforts of sector agencies and private entities on the economic, voice, and social empowerment of these disadvantaged groups? 3. If none, what has constrained the government from formulating these laws, policies, and programs?	Given the answers to question 1 under "empower for change," what is the overall analysis of the following sector systems and structures? ▪ Affordability, accessibility, and responsiveness of services to disadvantaged groups ▪ Accessibility of resources, including offices and other infrastructures ▪ Accessibility of information and communication systems ▪ Responsiveness of human resource management and operational systems to disadvantaged groups (for internal officers, managers, and staff) ▪ Capability of the database management system to capture and provide gender equality and social inclusion information ▪ Inclusiveness of grievance redress mechanisms
OP2 (Accelerating progress in gender equality)	(same questions as above but focused on women and individuals with diverse sexual orientation, gender identity and expression, and sexual characteristics (SOGIESC))	(same questions as above but focused on women and individuals with diverse SOGIESC)
Intersectionality	(same questions as above but focused on women and individuals with diverse SOGIESC who are experiencing intersecting inequalities)	(same questions as above but focused on women and individuals with diverse SOGIESC experiencing intersecting inequalities)

SOGIESC = sexual orientation, gender identity and expression, and sexual characteristics

Source: ADB SARD. 2022.

Appendix 6: Examples of Questions on Good Practices of Development Partners

1. What work has your agency been doing on the different categories of exclusion/vulnerability? (i) gender; (ii) disability, (iii) social identities (caste, ethnicity, and religion); (iv) sexual and gender identities; (v) geographical location; (vi) income status; (vii) old age; (viii) disadvantaged youth and (ix) migrant workers?

2. Does your organization support people negatively affected by intersecting factors and characteristics? Which ones and how?

3. What have been the key successes and the key challenges? What factors have supported or constrained your work with women and with the different excluded/vulnerable groups?

4. Which activities have seemed most helpful to the target group?

5. What have supported persons (with disaggregation) within these groups to access services, influence decisions or discuss issues with decision-makers, and reduce discriminatory practices/norms? What is required for things to improve in the future?

6. How does M&E capture gender and inclusion issues? What is well monitored and what is not and how? What changes have occurred in their lives? How did these happen, and were due to the interventions by the agencies (donors, civil society)? What else is required?

7. What good practices and lessons exist regarding enhancing livelihood and voice empowerment and changing discriminatory policies and mindsets for each of the excluded/vulnerable groups?

8. What have been your experiences and learnings from projects aimed at providing basic services (like health, education, sanitation, clean drinking water, information and communication technology, mobile, banking services, quality jobsetc.) to different groups?

9. How have skill training programs been provided to these groups to enhance their economic opportunities?

10. How have your programs reduced time poverty for women and the income poor?

11. How have your programs strengthened women's and the disadvantaged groups' decision-making and participation at community and policymaking levels? Share your experience in designing and implementing programs to enhance their resilience to external shocks like climate change?

12. Share in detail about each good practice (content, design, implementation, and outcomes of the practices). Why is it considered a good practice? What methods and tools were used, and why were they effective? How did the intervention benefit the specific excluded/vulnerable group? How was it disseminated? How can its achievements be followed up and scaled up?

13. What are the key lessons? What was done well, and what needed improvement?

Source: ADB SARD. 2022.

Appendix 7: Questions for GESI Analysis for Program and Project GESI Design Features

Strategy 2030 OP1 and OP2	Questions for GESI Analysis		
	Understand for Action	**Empower for Change**	**Include for Opportunity**
OP1 (Addressing Remaining Poverty and Reducing Inequalities)	1. What disadvantaged groups (based on age, disabilities, ethnicity/caste, income status, and geographic location) can benefit and/or can be affected by the program/project? What is their population, disaggregated by gender, in the program/project areas? 2. What poverty, social exclusion, and vulnerability issues do these disadvantaged groups experience?	1. What services related to the program or project can contribute to the disadvantaged group's economic, voice, and social empowerment? 2. Are there barriers to the disadvantaged groups' current access to these services? If yes, what are they?	1. What policies, organizations, procedures, and infrastructures in the program/project areas are related to the program/project objectives? 2. Are these policies, organizations, procedures, and infrastructures inclusive or contribute to the inclusion of the disadvantaged groups? What are their strengths and limitations related to the promotion of inclusion for opportunities of disadvantaged groups?
OP 2 (Accelerating progress in gender equality)	1. What is the population of women, men, girls, boys, and individuals with diverse sexual orientation, gender identity and expression, and sexual characteristics (SOGIESC) in the program/project areas? 2. What program/project-related gender inequality issues do they experience?	1. What program or project services can contribute to the economic, voice, and social empowerment of women/girls and individuals with diverse SOGIESC? 2. Are there barriers to their current access to these services? If yes, what are they?	1. What masculinity issues and other factors keep men, families, and communities from recognizing the equality and inclusion rights of women/girls and individuals with diverse SOGIESC? 2. Do the current policies, organizations, procedures, and infrastructures relevant to the program/project promote gender equality?.
Intersectionality	1. In the program/project areas, what proportion of each disadvantaged group (mentioned in above OP1) are women/girls and individuals with diverse SOGIESC? 2. What gender equality and social inclusion issues do they experience compared to men/boys of disadvantaged groups and women/girls of advantaged groups? 3. What are the social issues faced by men/boys experiencing intersecting inequalities?	Do women/girls and individuals with diverse SOGIESC experience distinct barriers to accessing program/project-related services that can contribute to their economic, voice, and social empowerment? If yes, what are they?	Are current policies, organizations, procedures, and infrastructures relevant to the program/project designed to respond to the distinct needs of women/girls, men/boys, and individuals with diverse SOGIESC experiencing intersecting inequalities? If yes, what are the responses? If no, what are the constraints?

SOGIESC = sexual orientation, gender identity and expression, and sexual characteristics

Source: ADB SARD. 2022.

Appendix 8: Detailed Checklist of Questions for Situational Analysis (Specific to Identified Stakeholders)

Category of Stakeholders	Indicative list of Questions
All (except beneficiary group with whom discussion will be separate)	▪ What are the different groups in the program area (with respect to caste, ethnicity, age, disability, and other dimensions.)? What is their population disaggregated by gender, social identity, age, disability, and other relevant variables? ▪ What are the power dynamics between different groups, and which groups of people experience exclusion and vulnerability in the country? Who has control over what resources? ▪ Which social groups within the country have better human development indicators than others? And Why? ▪ Which groups within the country have the poorest human development indicators? Is this due to personal and social characteristics that intersect with each? If so, which characteristics? ▪ What is your view about the exclusion/vulnerability and human development situation of groups according to their human development situation?) (i) gender; (ii) disability, (iii) social identities (caste, ethnicity, and religion); (iv) sexual and gender identities; (v) geographical location; (vi) income status; (vii) old age; (viii) disadvantaged youth and (ix) migrant workers? ▪ What is the level of access to basic services (like health, education, sanitation, clean drinking water, clean fuel, information and communication technology (ICT), mobile, and banking services) for each of these groups? ▪ What barriers does each of these groups experience in improving their (i) assets and capabilities (i.e., health, education, income-earning capacity); (ii) voice and ability to influence decisions, and (iii) make service providers accountable (i.e., ability to claim rights, question service providers for accountability). ▪ In what economic activities does each group primarily engage? What are the economic activities available to this group? What is the quality of such opportunities? ▪ What barriers exist for women and other excluded groups in terms of skill levels, mobility, and social norms? ▪ What is the dominant gender or social division of labor? ▪ What are the specific discriminatory social practices that each of these groups experiences at the family and community levels and in accessing services provided by the state and projects? ▪ What is the status of the representation of this group in different decision-making forums at sub-national and national levels?
Beneficiary Group	▪ Do you have easy access to basic services (like health, education, sanitation, clean drinking water, ICT, mobile, and banking services)? ▪ Are there any barriers you experience while accessing these services? What are these barriers? And what do you think are their reasons? ▪ What are your employment options, and what barriers exist for you in terms of skill levels, mobility, and social norms? If already in employment, what are the conditions? ▪ Are efforts made to include you in decision-making forums at national and sub-national levels? ▪ What behavior in families, communities, and offices that you experience is different from the behavior towards other groups who are considered advantaged? ▪ How are tasks carried out within and outside the home by household members divided? Who does what? And what are the consequences of this division?

ICT = information and communication technology

Source: ADB SARD. 2022.

Appendix 9: Stakeholder Identification

Possible stakeholders for key informant interviews, consultation meetings, and focus groups discussion are suggested below. In all these stakeholder groups, it is important to ensure the significant representation of women, men, individuals with diverse SOGIESC, and representatives of other relevant social groups (e.g., age, ethnic groups/castes, class, disability, etc.)

Category of Stakeholder	Members Included
A: Policymakers	This category includes government ministries, concerned departments, or agencies appointed specifically to address gender equality and social inclusion (GESI) issues at the national and subnational levels. This group of stakeholders has decision-making power, and consultations with them will help formulate a deep understanding of the institutional and policy issues related to GESI.
B: Target groups	This category includes identified disadvantaged (including both excluded and vulnerable) categories in each country to provide them the space to voice their barriers and priorities and women.
C: Civil Society Organizations (CSOs)	ADB defines CSOs as nonprofit organizations independent from the government, which operate around common interests. They vary in size, interests, and function and include nongovernment organizations (NGOs), youth groups, community-based organizations, independent academic and research institutes, professional associations, foundations, faith-based organizations, people's organizations, and labor unions.[a]
D: International Donor Agencies	This category includes organizations such as United Nations (UN Women, UNICEF, UNDP, UNFPA, ILO), World Bank, DFID, USAID, and International NGOs (INGOs) such as CARE, SNV, Plan International, Save the Children, Humanity, and Inclusion amongst others, who are present in the target countries and have identified GESI as a priority area for their interventions in SARD DMCs.
E: Key Resource Persons	This category includes key informants such as subject matter experts and/or technical experts dedicated to GESI-related issues. This includes members of leading universities and/or research organizations engaged in innovative research activities to address GESI issues.
F: ADB Officials	This includes ADB project staff, GESI teams and officials at headquarters and country resident missions in the respective SARD DMCs. Consultations with them will focus on ADB's agenda for mainstreaming GESI in the target geographies and the specific sectors, good practices and lessons from previous projects, and insights on GESI mainstreaming in SARD operations.

CSOs = civil society organizations, GESI = gender equality and social inclusion, NGOs = nongovernment organizations

Source: ADB SARD. 2022; and ADB. 2021. *Promotion of Engagement with Civil Society Organizations*.