

PARTICIPANTS' MANUAL

ENHANCING CAPACITY ON GENDER EQUALITY AND SOCIAL INCLUSION AT ICIMOD



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Please discuss the proverb on your table for 5':

- ▶ how does it affect the group it is about?
- ▶ How do such thoughts about women/different groups of people affect ICIMOD's work?

HOW ARE OUR VALUES, NORMS, AND EXPECTATIONS FORMED?



Introduction

The International Centre for Integrated Mountain Development (ICIMOD) is committed to advancing Gender Equality and Social Inclusion (GESI) as outlined in its Gender Equity Policy, first introduced in 2013 and revised in 2020. The new Gender Equality and Social Inclusion (GESI) Policy, approved by the Board in 2024, updates and supersedes ICIMOD's previous Gender Equity Policy, reflecting our commitment to advancing gender equality and broadening the scope to include social inclusion more broadly. The 2024 GESI policy provides direction for systematic integration of GESI across all aspects of ICIMOD's work and the promotion of an organisational culture of respect for gender and diversity. ICIMOD's Strategy 2030 and the Medium-Term Action Plan V (MTAP V) embrace a GESI-responsive approach and aim to evolve into a more transformative approach with a stronger focus on the social inclusion of mountain communities.

Further, ICIMOD recognised the need to develop a standard training manual for GESI mainstreaming in its program across the three Strategic Groups (SGs): (1) Climate and Environmental Risks; (2) Resilient Economies and Landscapes; and (3) Regional Action and Global Advocacy. In response to this requirement, ICIMOD developed this training manual. Tailored to the needs of various roles, the training manual offers a session-by-session guide that includes presentations, group work, and discussions for ensuring practical application of GESI knowledge in institutional and programmatic contexts.

The **objectives of GESI training** outlined in this manual are:

- to develop a common understanding of GESI concepts, and

- to provide participants with knowledge and tools for GESI mainstreaming.

The one-day training package (refer to Annex I) is designed to meet the diverse needs of participants at ICIMOD by enhancing their understanding and capacity to integrate GESI principles in their work. The primary participants of this training include ICIMOD staff and key partners.

The manual covers seven training sessions to enhance understanding and application of GESI. Each session includes presentations, discussions, and group work to ensure interactive learning.

Session 1 introduces key GESI concepts and terminologies.

Session 2 explores the impact of socialisation on gender relations, social dynamics, and the opportunities available to women and disadvantaged groups, particularly in ICIMOD's Regional Member Countries (RMCs). It examines the root causes of exclusion in the HKH region, emphasising the intersection of gender and vulnerability.

Session 3 provides an overview of the GESI Mainstreaming Framework and its application in policy analysis through relevant concepts and tools.

Session 4 examines institutional arrangements to assess how GESI is integrated or overlooked and introduces tools for effectively mainstreaming GESI.

Session 5 focuses on building practical skills to integrate GESI into programming and budgeting.

Session 6 offers guidance on GESI-focused monitoring, evaluation, learning, and reporting.

Concepts of Gender Equality and Social Inclusion

Session objective

- Enhance conceptual clarity on GESI concepts and create a common understanding of the existing terminologies.

1.1. GESI concepts and terminologies

Gender is socially constructed, while **sex** is biological.

Gender relations refer to the power relations between women and men, which are socially constructed and manifested in practices, ideas, divisions of labour, differences in roles and resources, and by ascribing different behaviours, expectations, abilities, and desires to women and men.

Practical gender needs (PGN) are those needs which are necessary for survival, growth and development and linked to day-to-day physical conditions of individuals.

Strategic gender interests (SGI) are interests related to a person's status, dignity, identity, and recognition as a human being. The strategic interests of excluded people arise from their subordinate position in society due to discriminatory practices.

Note: Please see groupwork 1.2 (b).

Persons with diverse sexual orientation, gender identity and expression and sex characteristics (SOGIESC) is an umbrella term for sexual and gender minorities – groups whose sexual orientation, gender identity or sexual characteristics are different from the presumed majority of the population (male or female heterosexuals). Persons with diverse SOGIESC include lesbian, gay, bisexual, transgender and intersex, queer and/or questioning, and asexual persons (LGBTIQ+). Lesbian, gay, and bisexuals (LGB) are those whose sexual orientation is different from the presumed

majority (heterosexuals). Transgender (T) covers gender identities such as trans-women and trans-men (those identifying differently from the sex assigned at birth). Intersex (I) are those whose genitals and sexual organs are not clearly female or male. Questioning (Q) stands for people who are still questioning their gender or sexual identity.

Feminism is about ensuring equal rights and opportunities for all genders. It involves respecting diverse experiences, identities, knowledge and strengths of women, and about striving to empower all women to realise their rights. Feminism is about levelling the playing field between genders and ensuring that diverse women and girls have the same opportunities in life as boys and men.¹

Masculinity relates to perceived notions and ideals about how men are expected to behave in a given setting. From very early on, boys receive messages about what it means to be a boy. Over time, they internalise 'appropriate' gender roles according to society's expectations. The concept of masculinities highlights the pressures men and boys experience to adhere to specific versions of manhood. These may include widespread belief that being a man means being a provider or having stable employment – or the beliefs that men need sex more than women, that men should dominate women, and that men should avoid domestic tasks.

Equality refers to the process of achieving equal status between men and women or between advantaged and disadvantaged groups. This involves respecting differences and transforming norms, values, attitudes and perceptions.

Equity refers to ensuring fairness for disadvantaged social groups, particularly by providing equitable access to socio-economic resources, thereby creating equal opportunities for all.

Note: Please refer to groupwork 1.2 (b)

¹ <https://iwda.org.au/learn/what-is-feminism/>

Intersectionality refers to the interaction between gender, ethnicity, and other categories of difference in individual lives, social practices, institutional arrangements, and cultural ideologies and the outcomes of these interactions in terms of power dynamics.²

Intersecting identities refers to the existence of multiple axes of identity that shape an individual's or group's relationship to power. It highlights how different social identities and forms of discrimination influence and reinforce each other.³

Empowerment is having access to all sectors and being able to enjoy equal rights. It is the capacity of individuals and groups to engage, influence and hold accountable the institutions that affect them. Livelihood empowerment (economic participation) and mobilisation empowerment (collective action) are required for achieving meaningful empowerment of the disadvantaged groups.

Social inclusion is the removal of institutional barriers and the enhancement of incentives to increase access for diverse individuals and groups to development opportunities.

Gender Equality and Social Inclusion (GESI) analysis

GESI analysis refers to study of differences in conditions, needs, participation rates, access, and control over resources and decision-making powers, between women and men, or between advantaged and socio economically disadvantaged groups.⁴

Gender analysis Gender analysis focuses on examining gender relations to provide insights into the distinct conditions of women and men and the varying impacts that policies and programmes may have on them. According to the European Institute of Gender Equality, it involves analysing gender relations to uncover differences in conditions and the effects of interventions on women and men. It delves into the relationships between women and men in society, highlighting unequal power dynamics and bringing inequalities to the surface to guide actionable interventions. By identifying specific aspects of gender relations and inequalities,

it assesses their implications for programme design and implementation. This process helps understand diverse patterns of participation, involvement, behaviour, and activities of women and men across economic, social, and legal structures, and their associated impacts.

A comprehensive gender analysis should go beyond describing the current state by exploring the root causes and effects of gender disparities. This allows for identifying reasons behind inequalities and disparities, which in turn informs the setting of targeted objectives and activities to address them. By understanding these underlying issues, programmes can be designed to effectively eliminate disparities and promote equitable outcomes, ensuring that both visible conditions and systemic causes of gender inequalities are addressed.

Why does gender analysis focus on women?

The focus is on women as globally, gender equality remains unachieved, and women are generally excluded or disadvantaged in accessing socio-economic resources and participating in decision-making processes. Addressing these inequalities requires a focus on women's actual position in society. However, there is growing recognition that effective analyses and strategies must consider men and women, and the relations between them to achieve meaningful and lasting change.

Gender analysis frameworks

There are different conceptual frameworks for conducting gender analysis. As gender roles and relations change over time it is important to analyse their impact on projects/programs, and society. While **The Harvard Framework** and the **Longwe Framework** do not account for time as a variable, the **People-Oriented Planning (POP) Framework** and the **Social Relations Approach** emphasise the importance of change over time. The Social Relationship Approach in particular, provides a framework for analysing gender relations over time and conducting self-assessments of institutional policies, strategies and programmes to identify and address institutional gender biases.

2 K. Davis. 2008. *Intersectionality as Buzzword: A Sociology of Science Perspective on What Makes a Feminist Theory Successful*. London. http://kathydavis.info/articles/Intersectionality_as_buzzword.pdf

3 Adapted from N. Osborne. 2015. *Intersectionality and Kyriarchy: A Framework for Approaching Power and Social Justice in Planning and Climate Change*

4 Adapted from European Commission, 1998

Gender analysis frameworks

- Harvard Analytical Framework
- Social Relations Approach Framework
- Capacities and Vulnerabilities Analysis Framework
- Women's Equality and Empowerment Framework (Longwe Framework)
- Gender Analysis Matrix (GAM) Framework
- Moser Framework
- People Orientated Planning (POP) Framework

Analyses focusing on **gender roles** such as the Harvard Framework take the gendered division of labour and distribution of resources as starting points, looking at who does what, and the distribution of resources (who has what) in the community. Gender analyses focusing on **gender relations** (Social Relations Approach), on the other hand, investigate how community members relate to each other, examine the negotiations and bargaining power between individuals, how power relations manifest, and the ways these dynamics shape social structures and inequalities.

Social analysis

Mainstreaming a social inclusion perspective is the process of assessing the layered **implications** of legislation, policies, institutions, programmes, budgets, etc. **for women and men of different social groups.**

The rules that a society has formed about women and men of different social backgrounds define their roles and responsibilities and determine their claims, rights and obligations. Men of advantaged groups, in most societies and under most conditions, have more authority and control than women and men from disadvantaged social groups because of the unequal distribution of resources (tangible and intangible), responsibilities and the cultural rules that maintain these inequalities. As a result, these men have greater capacity to mobilise a variety of economic and social resources at home, community, market, and state.

Social analysis helps identify existing power relations in a given area and understand how programmes and interventions will impact these dynamics. It requires a broad analysis of **power relations, focusing on** gender- and social identity within - households and the wider community.

It utilises Participatory Research Analysis (PRA) methodologies and tools to assess various aspects such as division of labour, access to and control over resources, benefits and mobility profile, and social practices. The project plan must be based on an understanding of:

- Who (which women and which men, reflecting diverse social backgrounds) contribute what kind of **labour** in the intervention area?
- Who (which women and which men) are accessing which **resources** offered by interventions?
- Who (which women and which men) are making **decisions** about project-related sector issues, use and management of resources and benefits?
- What kind of **practices and norms** exist in the community that affect women and other disadvantaged social groups - e.g. mobility constraints, no social permission for public speaking, violence against them, discriminatory practices which restrict access to services, use of language which excludes different social groups, etc.?

A social and gender profile of labour, access and decision-making patterns should be developed to identify the existing power relations between women and men, and between different social groups regarding programme resources. These should include discussions on issues of women and disadvantaged groups and identify what shifts have occurred in recent times and why. Participatory tools, such as well-being ranking, resource mapping, and focus group discussions, can be used to ensure that gender equality and social inclusion issues are adequately covered during data collection, discussions, and analysis.

Gender mainstreaming

Mainstreaming a gender perspective often referred to as 'gender mainstreaming' is not an end but a means to achieving gender equality. The concept of gender mainstreaming was established as a global strategy at the United Nations Fourth World Conference on Women in Beijing in 1995 through the Platform for Action. This framework emphasised the importance of integrating gender perspectives into all areas of social development. For example, the chapter on 'Women in Power and Decision-Making' (paragraph 189) emphasises that addressing gender inequality in decision-making requires

governments and other stakeholders to actively mainstream gender in all policies and programmes. This involves conducting a thorough analysis before making decisions to assess their potential impacts on women and men, ensuring that gender equality is considered at every level of intervention.⁵

Mainstreaming goes beyond simply adding a ‘women’s component’ or a ‘gender equality component’ to existing activities. It involves embedding gender perspectives and prioritising gender equality as core components across all aspects of policy development, research, advocacy, legislation, resource allocation, and the planning, implementation, and monitoring of programmes. Mainstreaming often highlights the need to adjust goals, strategies, and actions to ensure both women and men can meaningfully influence, participate in, and benefit from development processes. This approach may also necessitate changes within organisations, including their structures, procedures, and cultures, to create environments that actively promote and support gender equality.⁶

Gender Equality and Social Inclusion (GESI) mainstreaming

GESI mainstreaming goes beyond gender to include a broader perspective of social inclusion. It considers gender dynamics, and the challenges faced by socially disadvantaged groups based on factors like caste, ethnicity, disability, economic status etc. GESI mainstreaming seeks to ensure that women and disadvantaged groups can participate in, contribute to, and benefit from development processes.⁷

Gender Equality and Social Inclusion (GESI) mainstreaming framework

The GESI Mainstreaming Framework is adapted from the Social Relations Analysis Framework developed by Dr. Naila Kabeer of IDS Sussex (UK), a globally recognised and widely adapted tool. This framework provides a comprehensive approach to analysing key aspects such as policies, directives, and guidelines; institutional arrangements, including human resource policies (e.g., recruitment, staff diversity, and performance evaluations); programmatic and operational activities; financial allocation and expenditures; as well as monitoring, evaluation, and reporting systems.

GESI mainstreaming frameworks include:

Policy analysis	Institutional analysis
The policy analysis examines whether policy provisions effectively address GESI issues and needs, while also creating an enabling environment that ensures equal access to opportunities, resources, and services for women and disadvantaged groups.	The institutional analysis examines organisational policies, practices, and culture to assess how they either enable or create barriers to fostering an environment that promotes GESI. This includes reviewing human resource policies, analysing disaggregated staff data, examining staff responsibilities and competencies, evaluating performance criteria, and assessing work culture, organisational values, and practices.
Programme and budget analysis	Monitoring, evaluation, learning and reporting process analysis
The program and budget analysis examines programs and budgets targeted at women and disadvantaged groups, budgets that support these groups and those that fail to address their specific needs and challenges.	The analysis examines Monitoring, Evaluation, Learning, and Reporting processes to assess whether disaggregated data are maintained and if indicators track overall changes related to issues affecting women and disadvantaged groups. This includes evaluating access to resources and services, increases in voice and influence, and shifts in institutional norms and practices.

⁵ Beijing Platform for Action, 1995

⁶ UN Women fact sheets

⁷ Adapted from European Parliament and of the Council on Promoting Gender Equality in Development Cooperation, 2004

1.2. Group work

Group work (a): Review the following case studies for practical gender needs (PGN) and strategic gender interests (SGI). Refer to definitions of GESI concepts.

Case Study 1: Puffed rice in Bangladesh⁸

In Bangladesh, various agencies provide small loans to women from landless families to start household-level rice processing businesses. While the equipment costs are low, as they mainly consist of household items, the capital required to purchase unprocessed paddy is often beyond the reach of individual families. Loans can help many women overcome this financial barrier, enabling them to earn additional income by using skills and equipment they already possess.

A common rice-processing activity supported by such loans is the production of muri (puffed rice). Both men and women participate in this activity, with men handling transportation and marketing, while women manage the production process. The men purchase paddy in the local market and bring it to the women, who parboil it twice and dry it. The men then take the parboiled paddy to the rice mill for milling, returning the rice and the bran/husk to the farmsteads. The women are responsible for separating the grain from the mixed bran and husk, a task that requires significant effort. Even though the mill delivers the rice and bran separately, the men typically load everything into one bag, leaving the women to painstakingly separate the components using a winnowing tray. The chaff and dried leaves are used as fuel for the parboiling and puffing process, which requires skill.

The final product is sold either locally or taken by bus to the wholesale market in Dhaka. However, it is typically the men who handle the sales and control the earnings, which highlights the gendered division of labour and control over economic resources in this context.

Discussion points: *What needs/interests were addressed in this case study?*

Case Study 2: Spring rejuvenation in India

In Kalsi, Dehradun, the main water source, Chargad spring, was essential for meeting the domestic needs of most villagers. Over time, the discharge from the spring decreased, making it difficult for people to collect enough water. While spring rejuvenation was needed to increase water flow, the men in the community initially believed the task was too difficult and impossible to accomplish. However, after several months of meetings, the women, who were most affected by the decreasing water supply, decided to act. They organised themselves and began digging trenches to help rejuvenate the spring.

Seeing the women's determination and hard work, the men joined in, and together they developed a plan for the trench digging. In just a few days, more than 500 trenches were dug, and after the rains, there was a noticeable increase in spring discharge. Motivated by this success, the women then planned to bring the spring water closer to their homes through a pipeline. They approached a Dehradun-based organisation for support, which assisted them in constructing the pipeline. Now, the spring provides enough water not only for domestic use but also for minor irrigation, benefiting the entire community.⁹

Discussion points: *What needs/interests were addressed in this case study?*

Groupwork (b): Simulation on equality and equity

After participants share their definitions of equity and equality, conduct a quick simulation:

- Request two volunteers from the group.
- Blindfold one participant using a scarf, while leaving the other free.
- Give both participants the same instruction: to leave the room and return.
- Observe the outcome: the participant without the blindfold will complete the task quickly, while the blindfolded participant will face challenges.

⁸ Marilyn Carr (1984) Blacksmith, Baker Roofing-sheet Maker... Employment for Rural Women in Developing Countries, London, Intermediate Technology Publications, pp. 30-1, in Caroline O.N. Moser (1993) Gender Planning and Development: Theory, Practice and Training, London, Routledge.

⁹ ICIMOD. 2023. Facilitating Springshed Revival With Communities, Stories from the Ground.

Discussion:

- Ask the volunteers how they felt during the activity.
- Facilitate a discussion with participants about how the blindfolded person needed additional measures or support to compete equally with the other.
- Explain that this demonstrates **equity**: addressing specific circumstances to create fairness, while asking both participants to perform the task under identical conditions without considering individual challenges illustrates **equality**.

Further reading

A guide to Gender Analysis, Frameworks Oxfam GB, 2014. <https://policy-practice.oxfam.org/resources/a-guide-to-gender-analysis-frameworks-115397/>

[A Guide to Gender-Analysis Frameworks](#), C. March, I. Smyth, & M. Mukhopadhyay, Oxfam GB, 1999

[Gender in Practice: A Tool-kit for SDC and its Partners](#), SDC, 2003. Download at [Both Sides: A Practical Guide to Gender Analysis for Quality Service Delivery](#), K. Richardson, Oxfam GB, 2004:

Learning & Information Pack: Gender Analysis, UNDP, Gender in Development Programme, January 2001

[Gender Equity Building Blocks: Analysis](#), CARE, 2002 – an 8-page guide to gender analysis, including a discussion of useful tools to use in different situations, and case studies from CARE's programs

Feminist Vision of Development, Gender Analysis and Policy, Cecile Jackson and Ruth Pearson, 2000, Routledge.

Gender Mainstreaming: Strategy for promoting gender equality, Office of the Special Advisor on Gender Issues and Advancement of Women, August 2001, UN Women.

Reversed Realities, Gender Hierarchies in Development Thought, Naila Kabeer, 1994.

SESSION 2

Identifying the causes of exclusion in the HKH Region

Session objectives

- Recognise and build understanding of the effects of socialisation on gender relations, social dynamics and the ability of women and socially excluded and disadvantaged groups to access opportunities, achieve personal growth, and exercise their rights.
- Examine the impact of socialisation on women and disadvantaged groups within ICIMOD's Regional Member Countries (RMCs).
- To identify the key groups of people experiencing exclusion and the causes of their exclusion.

2.1 Understanding socialisation

Proverbs reflect our society; they demonstrate our values, mindsets, and beliefs often shaping norms, and expectations around gender and social roles, particularly in relation to women and disadvantaged groups, as well as the opportunities we are willing to provide them. Below are a few examples of proverbs from ICIMOD's RMCs:¹⁰

- "बुद्धी घोड़ी लाल लगाम" - *Buddhi ghodi laal lagaam* (Hindi, India) translates to "An old mare with a red bridle" and is often used in a derogatory sense for older women who do not dress or behave 'appropriately' for their age.
- "اسی یک شگن و ہگ وت ی گل ین چان بچ" - *Jab naachney lagi to ghungat kaisa* (Urdu, Pakistan) translates to "When she starts dancing, why worry about a veil?" It means that it does not make sense to worry about modesty when you are already breaking gender norms.

- যোৰকি জমনি লিওঁ নয়া, জোৰাৰে নলিওঁ নয়া - *Ziorik zame nileu nia, zowaye nileu niya* (Assamese, India) translates to "Whether a daughter is taken away by Yama (the Hindu god of death) or by the son-in-law is just the same."
- 养儿防老. 养女赔钱 (China) translates to "To raise a son is to guard against old age, to raise a daughter is to lose money."
- छोरा को कमाइ भोलामा, छोरी को कमाइ खोलामा - *Chora ko kamai jholama, chori ko kamai kholama* (Nepali, Nepal) translates to "A son's earning is in a bag, a daughter's earning flows away in the river."
- *Jam mi'in nam tshoe, jowo mi'in maap tshoe* (Dzongkha, Bhutan) translates to "If you don't have a maid, find a daughter-in-law, if you don't have a farm hand, find a son-in-law."
- 夫唱婦隨 (China) translates to "Husband sings, wife follows."
- ရခိုင်နဲ့ မြွေဟောက်တွဲရင် ရခိုင်ကို အရင်သတ်ပါ။ - *rahkinenae myaway houttwaerain rahkineko aarain saat par* (Myanmar) translates to "If you see a Rakhine and a viper, kill the Rakhine first." *Rakhine are a minority ethnic group in Myanmar

2.2 Status of women and disadvantaged social groups: QUIZ

Different data sources highlight the impact of socialisation on the varying opportunities available to women, men, and individuals shaped by intersecting factors such as gender, geographic location, disability status, and income levels etc.

Quiz: Please identify the correct answer to each question below. The objective is to explore and discuss the reasons behind these data disparities.

¹⁰ <http://www.languageinindia.com/jan2003/womeninindianlanguages.html>; [Gender and Power Relationships in the Language of Proverbs: Image of a Woman](#), Sarwet Rasul, Fatima Jinnah Women University; and extracted from different websites.

- Overall, in the mountains and hills of the HKH region, the poverty incidence is ... compared to one-fourth for the national average.
 - two-thirds
 - one-third**
 - one-fifth
- If the length of highways is 651meter per sq. km in a flat part of China, what is the length of highways per sq. km in the mountainous region?
 - 172m**
 - 350m
 - 433m
- According to Pakistan's Labour Force Survey 2020-21, Pakistan's literacy rate was 62.8 percent during that period. Estimates suggest that the literacy rate of Pashtuns was around...
 - 55%
 - 45%
 - 57%**

In Bangladesh, the female literacy in Bandarban, Khagrachari and Rangamati hill districts is 63.0% on average, compared to the national literacy rate of ...

 - 77.8%**
 - 88.7%
 - 67.8%
- As per the 2021 Census, the percentage of girls in Nepal's Solukhumbu district who got married before the age of 15 was 10.7% compared to ... in Kathmandu district (Nepal's capital).
 - 8%
 - 9%
 - 6.0%**
- In Myanmar, the representation of non-ethnic parties in the union parliament was 78.3% in 2015. What was the percentage of ethnic parties?
 - 21.1%
 - 11.2%**
 - 12.1%

2.3. Dimensions of inequality, exclusion, and vulnerability¹¹

The terms 'exclusion' and 'vulnerability' are often used interchangeably in different documents. It is important to note that there are some similarities and overlaps between the two. The difference between 'excluded groups' and 'vulnerable groups' lies in the fact that 'excluded groups' consist of those who have historically experienced disadvantage and marginalisation due to factors such as gender, disabilities, social identities, geographic location, income status, and more. In contrast, 'vulnerable groups' are characterised by their current situational circumstances, which render them particularly sensitive or susceptible to harm. Other terms

that are frequently used to denote dimensions of inequalities are 'disadvantaged' and 'marginalised' which are also used interchangeably to refer to groups that have faced social, economic, and political discrimination due to their identities and from situational factors that make them vulnerable.

2.4. Elements of exclusion and vulnerability intersecting with gender

The bases of exclusion in the RMCs are multifaceted, with gender inequality intersecting with other forms of exclusion, including those based on social identity, disability, SOGIESC¹², income, and geographic location, among others. Ethnicity or caste-based exclusion remain a sensitive issue, manifesting to varying degrees across different RMCs. It is important to emphasise that ICIMOD will primarily focus on addressing challenges of women and disadvantaged mountain communities through its programmes.

Disabilities: Considered a curse and may be stigmatised, lack of disability-friendly infrastructure, limited access to resources and services.

Elderly population: Vulnerability due to perceived or actual decrease in physical, mental, intellectual, and sensory abilities due to age and additionally if belonging to any excluded group.

Economically disadvantaged: Social exclusion because of lack of financial ability to access resources and services for political participation, personal growth, and recognition.

Geographical location: Being in a geographically difficult area which may limit access to resources, political participation, social services, and opportunities.

SOGIESC¹³: Exclusion due to gender expression (self-expression, behaviour, dress, and interactions with other people) and sexual orientation (sexual attraction toward same sex or toward both sexes).

Social identities: Based on caste, ethnicity and religion.

¹¹ Definitions adapted from Framework for Integrating Gender Equality and Social Inclusion in the Asian Development Bank's South Asia Operations, AUGUST 2023, <https://dx.doi.org/10.22617/TIM230294-2>

¹² An acronym for sexual orientation, gender identity, gender expression, and sex characteristics

¹³ International Organization for Migration (IOM) (2020). Introducing SOGIESC information into Pre-Departure Orientation Curriculums. <https://www.iom.int/sites/g/files/tmzbd1486/files/documents/SOGIESC-LGBTIQ-Messages-for-Pre-Departure-Orientation-Curriculums.pdf>

2.5. Group work

Participants will sit in two groups. Each group will discuss 2 RMCs:

Task: Which groups of people experience inequality and exclusion in the specified countries? Identify each group and the causes of their marginalisation.

What has been ICIMOD's response to the inequality/exclusion?

- **Group 1** Afghanistan, Bangladesh
- **Group 2** Bhutan, China
- **Group 3** India, Myanmar
- **Group 4:** Nepal, Pakistan

Examples of selected mountain communities

Countries/ Communities	Description
AFGHANISTAN	
Pashtun https://minorityrights.org/communities/pashtuns/	Pashtuns (also called Pushtan, Paktun or Pathan) are the largest ethnic group in Afghanistan. Though their exact numbers are uncertain and contested, estimates have suggested that they make up around 42 per cent of the population. They live mainly in the south and the east of the country.
Tajik Click for web link	Almost all Tajiks in Afghanistan live in settled, permanent communities. Some Tajiks in the mountains and valleys of the far northeast of Afghanistan, however, do maintain some form of nomadic life.
Hazara Click for web link	The majority of Hazaras live in Hazarajat (or Hazarestan), 'land of the Hazara', which is situated in the rugged central mountainous core of Afghanistan with an area of approximately 50,000 sq. km, with others living in the Badakhshan mountains.
Uzbek Click for web link	Uzbeks are traditionally nomadic but are now largely settled in the towns and villages north of the Hindu Kush mountain range that effectively divides Afghanistan in two. A small minority of Uzbeks on the northern slopes of the Hindu Kush, west of the city of Maimana, continue to pursue a semi-nomadic life.
BANGLADESH	
Chakma Click for web link	Little is known about the origins and early history of the Chakma. According to Chakma tradition, the tribe is linked in some way to a mountain kingdom in the Himalayas and the Sakya clan (the clan to which Buddha belonged).
Chak Click for web link	The Chak people of western Myanmar and neighbouring areas of southeast Bangladesh comprise one of the least known Buddhist ethnic groups in the world. Most live in the Blue Mountains of Rakhine State in Myanmar. They are isolated from outside influence, inhabiting small villages in a tropical forest. The Chak are not officially recognised by the Myanmar government, who acknowledge the existence of only seven tribes in Rakhine State. A similar number of Chak live across the border in the Chattogram Hill Tracts (CHT) of Bangladesh.
Murong Link 2	The Mro, one of Bangladesh's ethnic groups, are referred to by various names such as Murong, Mru, Mrung, and Taung. A small portion of the Mru, a subgroup of the Chin people, also inhabit western Myanmar. This tribe is mainly concentrated near the borders of Bangladesh, Myanmar, and India, with some living in the northern part of Rakhine State. In Bangladesh, they primarily reside in the southeastern Chittagong Hills, specifically in the Bandarban and Rangamati Hill Districts. They settled there sometime between the 17th and 18th centuries. The 1991 Census recorded 22,041 of them in the CHT.
Khumi (also spelled Khami, Kami) Click for web link	These marginalised indigenous communities live on the mountainsides of Ruma, Rowangchhari and Thanchi area of Bandarban in the CHT. The Khumi are of Mongoloid ethnicity and migrated to Karpas Mahal (old name for the CHT) from Arakan by the end of the 17 th century.

Countries/ Communities	Description
BHUTAN	
Layap Click for web link	At 3800 meters above mean sea level (masl), the small settlement of Laya can only be reached by foot, as there are no roads leading to the village. It is a multi-day trek from the nearest town. The Layap people and their animals carry everything that is needed up to the village of around 100 houses. The Layap are a small indigenous group of about 3000 people and their ancestors were displaced to Bhutan from Tibet in the 16 th century. Today, many are semi-nomadic yak herders or collect the high value caterpillar fungus (<i>Ophiocordyceps sinensis</i>). Layap women wear a distinctive hat that is made from woven bamboo strips with a pointed and painted colourful wooden top. There is only one hat maker left among the Layap.
CHINA	
Tujia Click for web link	The Tujia are an old group of 5.7 million people living in the Wuling Mountains at the junction of Hunan, Hubei, Sichuan and Guizhou provinces.
Hani Click for web link	With a population of 1.25 million, the Hani are an ethnic group living and engaged in farming in the mountains of Yunnan Province.
India	
Champa Click for web link	The Champa, Ladakhi, Balti, and Dard peoples live to the north of the Great Himalaya Range in the Kashmir Himalaya. The Champa lead a nomadic pastoral life in the upper Indus Valley.
Ladakhi Click for web link	The Ladakhi live to the north of the Great Himalaya Range in the Kashmir Himalayas. They have settled on terraces and alluvial fans that flank the Indus in the north-eastern Kashmir region.
Balti Click for web link	The Balti live to the north of the Great Himalaya Range in the Kashmir Himalayas. They have spread farther down the Indus valley and have adopted Islam.
Dard Click for web link	The Dard also live to the north of the Great Himalaya Range in the Kashmir Himalayas. They speak Indo-European languages, while the others are Tibeto-Burman speakers.
MYANMAR	
Chin Click for web link	The Chin are a large ethnic group made up of many different subgroups, speaking 40-45 different dialects. They live up in Chin State, the remote mountains and thick forests of north-western Myanmar, along the borders with India and Bangladesh. The name Chin is thought to come from the Chindwin Valley where they first entered Myanmar in the 9 th century AD.
Kayin/Karen Click for web link	The Kayin or Karen live in the south and southeast of Myanmar. This ethnic group is made up of several sub-groups, many of whom do not associate with one another and have little in common other than geographical location. It is difficult to estimate how many there are as they are spread throughout Kayin State and beyond. They are estimated to make up around 7 percent of Myanmar's population. Most can be found up in the mountains in villages between Myanmar and Thailand. A big part of Karen day to day life is music – women in particular can often be seen playing guitar.
Rakhine Click for web link	The Rakhine people are one of the largest ethnic groups in Myanmar, comprising 4 to 5 percent of the population. They are closely related to the Bamar people but have adopted more Indian cultural influences because of the way the Myanmar mountain ranges isolate them from the rest of the country. They mostly live in Rakhine State which is on the western coast of Myanmar.

Countries/ Communities	Description
Nepal	
Gurung Click for web link	The Gurung live on the southern slopes of the Annapurna massif, raising their cattle at altitudes as high as 12,000 feet (3,700 metres).
Sherpa Click for web link	The Sherpa, who live to the south of Mount Everest, are famed mountaineers. Sherpas are primarily from the north-eastern region of Nepal, though there are also small communities in the Helambu (Yolmo/Hyolmo) area in the west and along the eastern border with Sikkim. History suggest that the ancestors of the Sherpas first settled in Solukhumbu after migrating from Tibet.
Pakistan	
Pashtun Click for web link	The Pashtun inhabit southern and eastern Afghanistan and western Pakistan. The area they inhabit roughly extends from Kabul in the northeast to Herat in the northwest, and from the Indus River in the east to Sibi, Quetta, and Qandahar in the south. Tribal Pashtuns are a subgroup of the Pashtun. Divided into numerous tribal orders, they inhabit Pakistan's mountainous region along the Afghan frontier. Among these are the Yusufzai, Orakzai, Swati, Afridi, Wazir, Mohmand, and Mahsud. Other unique tribal peoples are found still farther north in the more remote mountain regions of Dir, Chitral, Hunza, and Gilgit.

GESI mainstreaming: Policy analysis

Session objectives

- Overview of the GESI mainstreaming framework.
- Understanding the application of concepts and tools in policy analysis.

3.1. Policy analysis

Policy analysis is the process of evaluating and examining policies to understand how they influence an institution's actions and decisions. It helps identify how different policies address or perpetuate social inequalities, including those related to gender and social identity. By assessing these dynamics, policy analysis determines which policies are effective in reducing, maintaining, or increasing disparities and informs the creation of strategies to improve policies for greater equality and inclusivity. Policies exist at various levels, ranging from formal, official regulations to informal and traditional practices. Each type of policy influences different aspects of society, and their impacts on GESI can vary significantly. Below are examples of policies at various levels and their influence on gender and social practices.

- **Household:** Cultural norms, such as the eldest son being recognized as the head of the family, and women moving to their husband's home after marriage.
- **Community:** Customary traditions governing marriage practices within specific groups and socially accepted restrictions on women's mobility or public speaking.
- **Market/workplace:** Wage disparities based on perceived difficulty of work, e.g., women involved in agriculture-related planting while men handle more physically demanding tasks like ploughing; distinct occupational divisions based on gender.

- **Village/district:** Policies outlined in sub-national plans that influence local practices and opportunities.
- **National:** Government policies at the national level, such as gender equality policies, which may either promote or fail to address social inclusion.

3.2. Policy categories from a GESI perspective

From a GESI perspective, policies (directives and instructions) can be classified into four different categories: **Unaware, aware, responsive, and transformative**¹⁴:

Unaware Policies: These policies overlook gender norms, roles, and relations, failing to consider how gender influences access to and control over resources, thereby neglecting gender-specific inequalities. Such policies lack gender analysis in their formulation and are not integrated into a broader policy framework or objectives. For example, a policy statement like “access to credit for the poor in the community” may be presented as inclusive of both women and men. However, this formulation assumes that the credit will reach women and other excluded groups, which may not occur due to gender-specific constraints or other barriers faced by these groups

Aware Policies: These policies assume that all citizens are equal and will have equal access to the resources and benefits generated by the policy. While they may acknowledge gender roles and relations and recognise gendered impacts, they operate within existing social structures and do not challenge traditional gender roles. They fail to account for the specific barriers faced by certain groups, such as women, and the excluded. These policies assume equal treatment and equal access to services for everyone. For example, policies

¹⁴ Naila Kabeer. 1996. Institute Of Development Studies. Institutions, Relations And Outcomes: Framework And Tools For Gender-Aware Planning. <https://www.ids.ac.uk/download.php?file=files/Dp357.pdf> (Kindly note that terminologies in parentheses are interchangeably used by different organisations).

like “education and skill development for all” or “institutional strengthening of user groups to manage water for irrigation” may overlook the different challenges faced by disadvantaged groups in accessing these opportunities.

Responsive Policies: These policies target specific groups, such as women, men, or other identity groups, and consider gender roles, relations, and acknowledge gendered impacts. While they address the barriers faced by certain groups – such as women, or the disadvantaged – these policies do not always challenge existing power relations between men and women, or between different social groups. If a policy specifies directions for a target group, it is considered GESI-responsive, as it recognises and seeks to address the barriers faced by these groups. However, although these policies are an improvement over aware policies, they do not confront underlying social structures or traditional gender norms. For example, health schemes targeted at women or initiatives aimed at disadvantaged ethnic minorities may provide necessary resources but may not address the deeper issues related to unequal divisions of labour, resource allocation, or decision-making power.

Transformative Policies: These policies address the structural causes of inequality and work towards dismantling discriminatory cultural values, practices, and power structures. Such policies aim to transform unequal relations by redistributing resources, responsibilities, and power more equally between women and men, or between different social groups. Transformative policies go beyond

just providing resources to women or disadvantaged groups within the existing framework – they challenge the power dynamics and require those in power to give up some privileges. For example, granting property rights to women redistributes resources, and allocating land to the poor requires higher income groups to give up their claims. Similarly, providing childcare facilities for fathers challenge traditional gender roles by encouraging men to take on caregiving responsibilities, which have historically been considered women's work. These kinds of policies can drive significant change for equity and equality.

The main objective of a policy analysis is to strengthen analytical skills for GESI mainstreaming in policies. Analysing strategic mandates at all levels helps identify policies that either address or reinforce gender and social inequality, and determine whether they are reducing, maintaining, or increasing disparities based on gender, social identity, income, and location. This analysis then serves as a foundation for designing targeted strategies to address the barriers identified and promote greater equality and inclusion.

3.3 Group work

Review the policy document extract and identify if the provisions are GESI **unaware**, **aware**, **responsive**, or **transformative**. What measures are required to make them more GESI-responsive or transformative?

Review the policy document extract in your group and identify whether the provisions are GESI unaware, responsive, or transformative using the following format.

S. N.	Policy provision	Addressing specific barriers for women and the disadvantaged			How to improve the policy provision?
		No	Yes (for whom within the disadvantaged group)		
		Unaware	Responsive (is addressing practical needs/conditions)	Transformative (is addressing root causes/positions)	
1					
2					
3					

3.4 Moving towards transformative policy

Key inputs for advancing to transformative policies include political commitment; adequate resource allocation; analytical skills; technical support (skills,

tools, and techniques on how to address shifts in division of resources and responsibilities); and debate, negotiation, and conflict resolution.

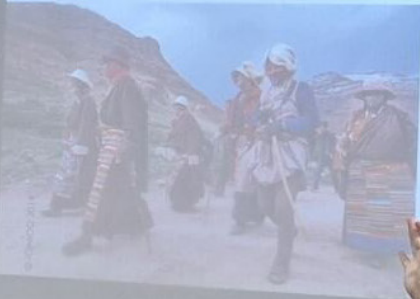
GESI continuum: Policy analysis

Type	Characteristics	For moving towards transformative policy
Unaware policy	<ul style="list-style-type: none"> - Based on assumptions about expectations, responsibilities, and capabilities of women and disadvantaged groups - Assumes central actor is male (implicit male bias) and generally from an advantaged social group - Uses generic terminology like ‘community’, ‘poor’, ‘people’ - Lacks gender and social analysis 	<p>Reforming discriminatory laws and policies. Vision for addressing strategic interests and empowerment of women and disadvantaged groups.</p> <p>Challenge discriminatory social practices through systemic changes</p> <p>Build clarity about GESI concepts; and collect and analyse information on the division of labour, access to and control over resources, mobility issues, and discriminatory social practices to inform policy direction.</p> <p>Develop mechanisms to ensure equitable allocation of resources.</p> <p>Move from merely acknowledging differences to actively addressing inequalities through targeted actions.</p> <p>Implement targeted actions with mandate shifts in:</p> <ul style="list-style-type: none"> -access to and control over resources, labour/responsibilities -participation and decision-making -address gender discrimination including sexual harassment and identity-based disadvantages. -support work-life balance and caregiving responsibilities. -mandate women and disadvantaged groups participation in and decision-making
Aware policy	<ul style="list-style-type: none"> - Aware of the different needs and interests of women, men, and the disadvantaged but does not address them - Gender disaggregated information available. - Works within existing social structure without challenging traditional gender roles. 	
Responsive policy	<ul style="list-style-type: none"> - Focuses on either women or men or specific disadvantaged group. - Addresses the different needs and interests of women, men, and the disadvantaged but may not address the root causes of gender inequalities - Gender disaggregated information used for informed decision-making. - Promotes equitable distribution of benefits and resources 	
Transformative policy	<ul style="list-style-type: none"> - Examines social power relations between disadvantaged, men and women. - Ensures resources allocation to address root causes of gender inequalities while changing discriminatory cultural values, gender and social norms and practices. - Promotes shift of authority and power. - Incorporates in-depth gender analysis to inform policy decisions. 	

Source: Adapted from Naila Kabeer. 1996. Institute of Development Studies. Institutions, Relations and Outcomes: Framework And Tools For Gender-Aware Planning; Guided by ICIMOD GESI Policy

ICIMOD

ENHANCING CAPACITY ON GENDER EQUALITY AND SOCIAL INCLUSION IN ICIMOD



Gender Equality, ICIMOD
1 Aug

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GESI mainstreaming: Institutional analysis

Session objectives

- Review institutional arrangements to identify how GESI is addressed or neglected.
- Learn about tools for mainstreaming GESI into institutions.

4.1. Institutional analysis

Institutions are a framework of rules, understood and accepted by all, for achieving certain goals. The rules and practices within institutions need to be reviewed to identify ways in which social inequity is created and maintained as a relationship of inequality.¹⁵

Institutional analysis is necessary because of its significance at two levels:

- The extent to which gender and social equality policy commitments are formulated and implemented depending on the

understanding, skills and commitment of individuals in policymaking, planning and implementation roles.

- Most institutions have official rules and procedures, but unofficial norms and practices operate informally and influence institutional results. An institution must analyse its own official and unofficial rules and practices concerning roles and responsibilities of men and women and different social groups, as well as their equitable access to and control over organisational resources, to be able to ensure equitable results.

Officially, most institutions present a picture of equality and non-discrimination. But they also share common norms and assumptions that can lead to the systematic creation and maintenance of social inequalities.

Examples of institutions, ideologies, and practices

Institutions	Established ideologies	Common practice
Household	Goodwill, care, and cooperation	Household relations are often marked by an unequal distribution of resources and responsibilities, with economic self-interests influencing both male and female members. Decision-making power within households is typically skewed, with some members holding more authority than others. Household members have varying needs and interests, as well as differing abilities to pursue and fulfil those interests, further deepening the disparities in power and access within the family unit.
Market/ workplace	Profit maximisation, securing commercial and organisational interests	Women's bargaining power in the market is shaped and constrained by prevailing gender ideologies and norms. Gender gaps in skills and education further limit women's negotiating power, while household responsibilities reduce their availability for certain jobs. Additionally, employers' assumptions about women's abilities, efficiency, and needs, coupled with social norms regarding appropriate behaviour, can hinder women's opportunities and reinforce their marginalisation in the workforce.

¹⁵ Adapted from Naila Kabeer. 1996. Institute of Development Studies. Institutions, Relations and Outcomes: Framework and Tools for Gender-Aware Planning

Institutions	Established ideologies	Common practice
Community	Service and “moral economy”, social networking	In the community, especially among economically and politically influential members, rights and obligations get defined and enforced across various domains, including social behaviour, economic activities, and decision-making power. These influential actors play a key role in shaping the norms, expectations, and structures that govern individual and collective actions within the community. Their influence often determines who has access to resources, opportunities, and authority, reinforcing or challenging existing power dynamics.
Villages/districts	Local welfare	At the local level, officers in the judiciary, police, and other line agencies may resist or be co-opted by local elites who are resistant to changes in power relations. However, there are individuals within these agencies who could support such changes and play a positive role in advocating for more equitable practices and policies.
State	Securing of national interest/ equality of all citizens	The State may pass laws, but the resistance from individuals in power may hinder implementation. While the state might promote welfare-oriented programmes, it may fail to support substantive changes in how resources and responsibilities are shared. Even if certain departments and individuals are supportive, these challenges can undermine the overall impact of policies aimed at achieving GESI.

Institutional analysis tools for assessment of partner organisations:

Disaggregated staff profile to assess who has access to what opportunities and types of resources and levels of decision-making power.

- Review job descriptions/TORs for GESI inclusion in objectives, tasks/responsibilities, key skills/competencies.
- Analyse Human Resources (HR) policies to determine recruitment or promotion of, and capacity building and support for, specific GESI-related responsibilities.
- Management systems such as communication, decision making, performance evaluation systems.

4.2. Group work

Review the extracts shared in your group and discuss how responsive it is to gender equality and social inclusion.

- **Group 1: Review extracts from human resource documents** (recruitment, promotion, capacity building, and support for gender-specific responsibilities) for a) Recognition of and response to barriers faced by women and people from disadvantaged groups with

regards to employment opportunities and career development; b) Support for specific gender responsibilities (like childcare, breastfeeding).

- **Group 2: Review job descriptions/ToRs** (sample ToRs of ICIMOD staff) for gender equality and social inclusion in objectives, tasks/responsibilities, and key qualifications.
- **Group 3a: GESI responsibility:** Where does responsibility for GESI lie in ICIMOD’s organisational structure and how is it working? What are its strengths and what areas require improvement?
- **Group 3b: Review officers’/staff profiles** for the percentage of women and people from different disadvantaged groups in ICIMOD? What is their level of responsibility? Who has access to resources and decision-making power within the office? If the situation remains the same, what will be the result? How can things be improved, if there is a need?
- **Group 4a: Review staff performance evaluation format** for how efforts to address GESI issues, and to work with disadvantaged groups, are acknowledged in the staff performance evaluation? What are the sanctions on people who discriminate or have discriminatory behaviour towards women and disadvantaged groups?

- **Group 4b: Discuss the working culture/ environment in ICIMOD** with regards to how comfortable it is for women and people from different social groups? What sorts of jokes, language etc. are used? How are the gender realities of women understood? How are the differences of people with diverse SOGIESC understood and accepted?

Aspects to be reviewed from documents

- *Rules* or how things get done: The official and unofficial laws, norms, traditions and values that constrain or enable what is done, how it is done, by whom, and who benefits.
- *Activities* or what is done: Distinct patterns of practice, behaviour, tasks, rituals/ceremonies, procedures organised to meet specific goals/needs. These become routinised and a key factor in the creation of social inequality. These institutional practices need to be changed if unequal relations are to be transformed.
- *Resources* or what is used, what is produced: These can be human, material or intangible resources, and institutional rules govern their mobilisation and allocation i.e. who will get how much of what resources.
- *People* or who is included or excluded in institutional activities: Institutional rules and practices determine which categories of people are included/excluded and how they are assigned different tasks and responsibilities.

- *Power* or the ability to determine priorities and establish rules, is shaped by the norms, practices, and allocation of resources and responsibilities within an organisation. These factors dictate who interprets institutional goals and directs the work and loyalty of others.

These elements act together to create and maintain institutional structures. The rules and resources dictate practice – who does what and how, who gets what, and who benefits, e.g., household and community norms may govern who can come into the household through marriage and who leaves through marriage. Since men are considered primary income earners, so they are favoured in the distribution of resources and decision-making within the household.

These norms guide state policies that may put men at advantage in access to opportunities and distribution of resources, e.g. official rules of recruitment may appear neutral and based on the principle of merit but require uninterrupted work experience, frequent transfers, extremely high qualifications, no lateral entry into careers etc. – conditions that are unfavourable to women. Similarly, policies requiring specific language skills or qualifications may place ethnic or tribal groups at a disadvantage. Though these practices have evolved from traditional customs and were initially created by both women and men in specific historical contexts, they remain dynamic. As society progresses, these rules and practices are continuously redefined, creating opportunities to challenge and transform longstanding inequalities.

GESI mainstreaming: Programme and budget analysis

Session objective

- Strengthen skills to integrate gender equality and social inclusion in programming and budgeting.

5.1. Programme and budget analysis

Definitions and purpose

Programming and budgeting analysis must be carried out through a comprehensive analysis of policies and existing gender and social dynamics within the context in which will it be implemented.

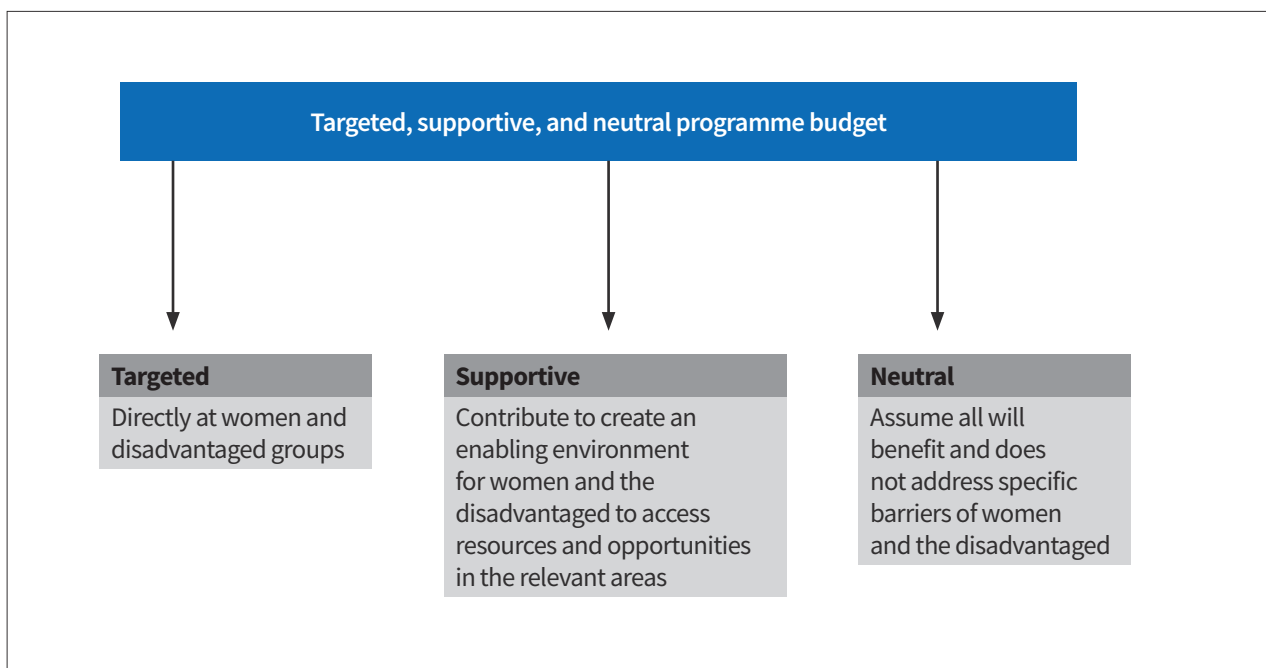
The key steps include:

- Identifying which aspects of existing gender and social relations need to be addressed or changed.

- Designing interventions to tackle identified challenges and problems faced by women and disadvantaged groups.
- Identifying solutions and responses to address the challenges, considering the needs and interests of women and disadvantaged groups challenging inequitable power dynamics.
- Analysing budgets to see if they are targeted, supportive, or neutral toward women and disadvantaged groups and ensure resources are allocated equitably.

By incorporating these steps, programming and budgeting can drive meaningful GESI integration and support the empowerment of excluded groups. The Government of Nepal uses **three categories** to classify programme budgets for their GESI responsiveness (Figure below).

Programme budget classification for GESI responsiveness



Examples of targeted, supportive, and neutral programmes

Targeted	Skill development for women; micro-credit programme for rural Dalit women; scholarship for girls from Madhesh communities
Supportive	Infrastructure projects that ensure women's participation in decision making (women representatives in community water user groups committees); community health programmes benefitting women, children and disadvantaged groups.
Neutral programme	Infrastructure projects without any gender and social consideration; general administrative budgets

Interventions must address both practical gender needs and strategic gender interests. They must continuously ask:	
Who does what?	Who gets what?
Who gains? Who loses?	Which women? Which men?

For example, in the case of credit interventions, just ensuring access to credit for women is not enough as the dynamics within the household will determine whether a woman or her husband or other members of the household will control its use, and the income earned from it. Other aspects, like safe places to keep savings, access to other networks or confidence to question inequality issues would enable women to increase their control/bargaining power. For example, in Bhandolikalan, a small village in Bilaspur district of Himachal Pradesh, India, a group of women were mobilised to form a savings and credit self-help group. The group became big enough to market many products and even start a rural mart. They organised awareness campaigns, springshed development, and cleaning of bowies (springs), in coordination with the Forest, Water Works, and Animal Husbandry departments¹⁶

The proportion of programme expenditure allocated to, and spent on, disadvantaged groups needs to be carefully reviewed to assess its implications and impact on women, girls, and other marginalised social groups. Conducting a budget audit will reveal where resources are being allocated and highlight areas where efforts need to be intensified. This analysis can help identify gaps and where specific budgetary adjustments should be made to better support the empowerment and upliftment of women and disadvantaged groups. By earmarking funds for these populations, the programme can more effectively address their needs, improve their status, and reduce disparities in access to resources and opportunities. We must ask what proportion of the programme budget has:

- gone directly to women and disadvantaged groups (i.e. cash for work; grant to a women's NGO; training of women or excluded groups).
- been spent on activities that support improved livelihoods and increased social inclusion of disadvantaged groups (i.e. gender and social inclusion training, advocacy with elites/men, work with user groups to make their constitutions more equitable and pro-poor); and
- been spent on 'neutral' activities that do not support livelihoods and social inclusion either directly or indirectly.

The financial commitment to GESI-related activities is an essential element of mainstreaming GESI. It reflects the spending choices that an organisation has made -in term of its resources.

Analysis of activities and budget review must focus on identifying the gender and social inclusion implications of resource allocation and expenditure. The basic premise of this analysis is to assess if the activities have specific mention of women or gender issues, or with elements that can address the needs and interests of the disadvantaged groups. General interventions do not benefit the disadvantaged who lose out because of structural power realities. The overall support for the activities supporting women and disadvantaged groups thus can be broadly understood to include supportive budgets.

Careful review of budget allocations and expenditure might allow for the reallocation of some of the neutral budget to support inclusion of women and other excluded groups without adverse implications. If expenditure percentages show differences (e.g. higher neutral budget spend compared to specific or responsive ones), the reasons must be probed and addressed.

¹⁶ ICIMOD. 2023. Facilitating Springshed Revival with Communities, Stories from the Ground.

5.2 ICIMOD's GESI responsive budgeting

ICIMOD integrates GESI into planning and monitoring, using GESI markers to assess whether activities and outcomes are Neutral, Aware, or Responsive (see GESI Guidance Notes for definitions), ensuring systematic tracking of progress toward GESI-responsive outcomes. Equally important is tracking budget allocation and expenditure to ensure the effective implementation of these activities and outcomes. For this, ICIMOD has developed a GESI-Responsive Budgeting (GESI-RB) system, with the specific purpose outlined below:

- Track allocations and expenditures against identified GESI activities at the component level.
- Strengthen accountability and transparency within ICIMOD's budgeting system by ensuring that allocations and expenditures effectively contribute to advancing GESI-responsive outcomes.

Steps for implementing GESI-RB

- In the Annual Plan and Budget Matrix, replace the 'GESI Objectives' column with 'GESI Activities.'
- Identify and include GESI-related activities that are linked to key component-level activities.
- Complete the GESI Budget Coding Table provided below.
- Enter the total component budget and the indicative budget for GESI-related activities, along with evidence supporting each identified activity. The system will automatically calculate the percentage and classify the level of GESI integration in the budget as Targeted, Significant, Supportive, or Neutral, based on assigned weightage.
- The GESI Team and Finance Unit will jointly review and validate the assigned GESI codes during annual budget discussions.
- Use the system to track and assess budget expenditure, ensuring that spending contributes effectively to achieving GESI-focused results.
- Review actual expenditures against allocated budgets for GESI-related activities in quarterly and annual reports.
- Identify reasons for underutilisation, if any, and address them.

Percentage of budget allocation and GESI code

Weightage (%) represents the share of a component's total budget that contributes to GESI, based on the budget for GESI-related activities, which determines the level of integration (Targeted, Significant, Supportive, or Neutral).

Even a small difference in budget allocation can change the GESI integration level. For example, a component with 74% of its budget for GESI falls under Significant, while 75%/or above qualifies as Targeted. These levels encourage careful review of activities and resources to achieve intended results, and the categorization highlights areas that need more focus to increase GESI integration and impact.

Percentage of budget allocation and GESI code

% of component budget	GESI focus level	GESI code	Weightage (%)	Description
>75%	Targeted GESI is a core focus of the component.	Code 3	100%	<p>Resources (budget, staff time, and activities) are directly targeted to empower women, youth, and disadvantaged groups.</p> <p>Activities address root causes of inequality, including discriminatory norms, exclusion from decision-making, and institutional barriers.</p> <p>Outcomes focus on shifting power: strengthening agency, leadership, and influencing policies or institutions for equality and inclusion.</p>
41–75%	Significant GESI is well integrated but not the central focus.	Code 2	75%	<p>Resources are partially allocated to support women, youth, and disadvantaged groups.</p> <p>Activities promote meaningful participation and capacity strengthening, addressing some gendered barriers (e.g., limited mobility, access to information, etc).</p> <p>Outcomes show improved access to opportunities and empowerment, with some influence on policies or institutional changes.</p>
5–40%	Supportive GESI is included to a limited extent.	Code 1	40%	<p>Minimal resources allocated to support inclusion of women/disadvantaged groups and collection of disaggregated data.</p> <p>Activities are mostly awareness raising or basic capacity building or include a single GESI session without follow-up.</p> <p>Outcomes lead to some improvements in access, representation, or tokenistic participation, with minimal influence on policies or institutional changes.</p>
0–4%	Neutral Minimal or no GESI integration.	Code 0	0%	<p>Resources are not specifically allocated for GESI.</p> <p>Activities do not collect disaggregated data and do not focus on GESI.</p> <p>Outcomes have no impact on empowerment, equality, or influence on policies or institutional changes.</p>

5.3. Group work

GESI positive policies and programmes cannot be implemented without planned activities and budgets. Hence it is important to identify the strengths and gaps in Strategic Group (SG)

workplans. Each group will review the SG's programme/operational activities using the format below and identify whether there are: i) **targeted** programmes and budgets, ii) **supportive** programmes and budgets, or iii) programmes that are **neutral** with regards to the condition and needs of women and other disadvantaged groups.

Budget analysis

S. N.	Programme/ operational activities	Targeted	Supportive	Neutral	Recommendations for improvement
		(To whom: women, mountain communities, persons with disabilities, people with SOGIESC, poor, others)	(For whom: women, mountain communities, persons with disability, LGBTQI+, poor, others)		
1					
2					

GESI mainstreaming: Monitoring, evaluation, learning, and reporting

Session objective

- Strengthen skills to integrate GESI in monitoring and reporting formats, mechanisms, and processes.

6.1. Monitoring, evaluation, learning, and reporting analysis

GESI-responsive monitoring

Monitoring and assessment mechanisms measure the impact of the activities of a development programme or policy on target beneficiaries and assess whether the targets are met. Monitoring also facilitates the effective implementation of the programme and policy.

GESI-responsive monitoring is a systematic and objective assessment of the design, planning (objectives, results, activities) and implementation process, and the results of an ongoing activity, project, programme, or policy. It is needed to assess whether GESI-related issues are being monitored, disaggregation is maintained in data/information collection and analysis, and to ensure that reports capture changes in GESI outcomes across three domains: i) assets/services and capacities, ii) voice, and iii) informal and formal policy, institutions and practice (social inclusion - policies and mindsets).

Key factors for effective GESI responsive monitoring and reporting

Systematic collection of disaggregated data

is necessary for meaningful assessment of a project's progress in relation to gender equality and social inclusion results and outcomes. Collecting, maintaining, analysing and interpreting disaggregated information, using disaggregated monitoring indicators and reporting with disaggregation are key aspects of monitoring

GESI. The project should identify, collect, monitor, and report disaggregated data and information by sex, social group, location, income level (as relevant), to assess to what extent the disadvantaged groups participate in, and benefit from, the project. Separate interviews with women, poor, and disadvantaged groups, and engagement in focus group discussions with beneficiaries in the field is required.

Use qualitative and quantitative data and indicators:

Quantitative GESI indicators are numerical measurements of change. Qualitative GESI indicators assess perceptions, beliefs, or attitudes, and how these change. Qualitative indicators may also focus on description and analysis of certain types of changes, e.g. gender analysis of the content of training programmes, legislative changes, or assessments of organisational capacity. Both types of indicators are needed to assess differences in participation, benefits, and outcomes for women, men, and disadvantaged groups. Different types of indicators and evaluation questions, with different sources of data and methods of data collection, should be used to triangulate and validate information. Survey methods are used to gather this information. Qualitative information on changes in gender and social relations may also be presented as case studies. Collection of case studies to monitor changes in the process over time is considered one of the best tools to capture changes or results that are not easily quantifiable or visible. GESI monitoring is important to measure and report on GESI-related targets, indicators, and results for men and women, poor and disadvantaged groups to assess their participation, access to project resources, benefits, and impacts. It is recommended to facilitate GESI results monitoring and development of GESI Action Plans or GESI Results Frameworks indicating results and activities in the given period and outlining key responsibilities.

Sufficient resources should be provided for GESI monitoring, data collection, and reporting. This includes resources to carry out base and end line studies, regular data collection, and process monitoring.

GESI expert to be included in the monitoring team and ToR of the monitoring team should include responsibilities to monitor gender and social inclusion issues.

GESI responsive M&E systems are to be established and institutionalised. All monitoring and reporting formats should be disaggregated (as relevant), for instance by poverty, sex, income, social identity and location, etc.

GESI issues are inextricably linked to cultural values, social attitudes and perceptions, and measuring them requires using a variety of indicators and methods to collect both quantitative and qualitative information. Qualitative analysis is used to understand social processes, why and how a particular situation measured by indicators has taken place, and how such a situation could be changed in the future. Qualitative analysis should be encouraged in all stages of the project cycle.¹⁷

What are GESI results?

- GESI results contribute to reducing inequalities between women and men and between/ among different sectors of the community. The key element is change for women and the socially excluded.¹⁸
- GESI results refer to results achieved for women from different socio-economic groups compared to those achieved for men and boys. These results should contribute to changing relations between women and men and norms around gender and social roles (gender and social relations).¹⁹

There are different types of GESI results that can be identified at various levels: in policies, strategies, programmes, projects, or within families, communities, and institutions. GESI results may be immediate, or process orientated, intermediate

results or outputs, or longer-term outcomes and impacts, depending on the type of initiative and level of intervention.

What are GESI indicators?

- Measurable signs of performance or achievement.
- Factors or variables that provide a way of measuring achievement or reflecting change.

Examples of GESI indicators

Number and percentage of women and individuals from disadvantaged groups in user groups or management committees
Number and percentage of women and men receiving extension services
Number of jobs created for women and men
Number and percentage of micro enterprises established for women and disadvantaged groups
Number and percentage of women and men with increased access to financial services
Evidence of the type of incentives designed to recruit women, increase their capacity, and provide career development
Changes in women's control over income, negotiating power
Shifts in discriminatory social practices

They assess whether:²⁰

- Activities and processes were implemented as planned.
 - Change was achieved or progress made towards influencing objectives, outcomes, or outputs.
- All indicators should be disaggregated by gender, social group, location etc.

GESI indicators measure:

- Differences in participation, benefits, opportunities, outcomes, and impacts
- Changes in gender and power relations (positive or negative)
- Impact of changes on the achievement of development objectives, particularly economic growth, poverty reduction, and sustainable development

17 Canadian International Development Agency (CIDA). (1997). CIDA's Framework for Assessing Gender Equality Results. Ottawa, Canada: CIDA.

18 Canadian International Development Agency (CIDA). (2005). CIDA's Framework for Assessing Gender Equality Results. Ottawa, Canada: CIDA.

19 Asian Development Bank. (2013). Tool kit on gender equality results and indicators. Mandaluyong City, Philippines: Asian Development Bank.

20 Source: J. Hunt. 2011. Introduction to Gender Sensitive Monitoring and Evaluation. Unpublished training notes.

Wherever possible, the development of GESI results and indicators should involve a participatory approach, engaging key stakeholders in the process. This is essential because changes in gender and social relations are often influenced by deeply ingrained social norms and behaviours. By involving those directly affected, the selected results and indicators will better reflect the community realities and perspectives. When choosing GESI results and indicators, it is important to ensure that the information gathered is meaningful and context specific. The indicators should be relevant to the particular social, economic, and institutional settings in which they are applied, so that they can be tracked over time. Additionally, the capacity to collect, retrieve, and analyse data on these indicators should be considered to ensure successful monitoring and evaluation. Commitment can be reinforced if GESI objectives, outcomes, and indicators are clearly linked to the overall development objectives of the programme, project, or initiative.

GESI analysis helps identify:

- Major areas of inequality and disadvantage
- Inequalities that may prevent women and disadvantaged groups from participating in or benefiting from policy, programme, project, or other type of initiative
- Specific initiatives needed to empower and remove barriers to equality and inclusion; and
- Needs and aspirations of women, and disadvantaged groups.

Reporting on GESI indicators should also be accompanied by gender and social analysis to ensure that information is interpreted correctly. The following questions can help frame the analysis to enhance understanding of:

- How much change has taken place and the quality of the change
- Why and how the change has occurred
- How effective an initiative or strategy has been and why
- What factors constrained or facilitated change; and
- Whether GESI results are likely to be sustainable.

6.2. Group work

The purpose of the groupwork is to analyse whether there is space for GESI-disaggregated information in reporting formats, and whether there are indicators to map out the overall benefits and evidence of changes related to issues affecting women and disadvantaged groups in: i) access to resources and services, ii) increase in voice and influence, and iii) change in discriminatory policies and practice. The aim is to strengthen skills to integrate GESI in monitoring and reporting formats, mechanisms, and processes.

Review M&E and reporting mechanism and processes:

- What are strengths and areas of improvement from a GESI perspective?
- How well are the M&E and reporting formats capturing i) services received and the shifts in people's livelihoods and empowerment status in a disaggregated manner, and ii) shifts in discriminatory policies and practices, and gender and social norms?
- What is required to make the M&E and reporting processes and mechanisms more GESI responsive (e.g. monitoring team composition, ToR of the monitoring team, monitoring process and tools)?

Further reading

CIDA, 1997, [Guide to Gender-Sensitive Indicators](#), Canadian International Development Agency (CIDA), Hull, Quebec.

Tip Sheet 4–Monitoring and Reporting on Gender Action Plans, 2013, Asian Development Bank.

Tool Kit on Gender Equality Results and Indicators, 2013, Asian Development Bank Tool Kit on Gender Equality Results and Indicators, 2013, Asian Development Bank.



Closing and evaluation

Identifying action points

This session will conclude the discussions and learning by developing action points to apply the knowledge gained from the training for effective GESI integration.

Session objective

- To identify practical and targeted action points for advancing GESI integration using the insights gained from the training.

Methods:

Form three sub-groups for:

- Programming and budgeting sub-group: Focusing on incorporating GESI considerations into programme design and resource allocation.
- Institutions sub-group: Focusing on institutional policies and practices to strengthen GESI mainstreaming.

- Partnerships sub-group: Strengthening collaborative approaches for promoting GESI in partnerships.

Define key tasks, timelines, and accountability

- Outline specific actions, responsibilities, and timelines for the action points

Training evaluation

Objective

To assess the impact of the training and gather feedback from participants on its relevance, content, and delivery.

The following resources are included in the **Annex:**

- Training schedule
- Group work materials and guidelines

ANNEX I: Training Schedule

Training schedule I

Participants Cohort 1: Specialists, Analysts, Associates, and M&E

Time	Session topic	Methodology
Objectives: (a) To develop common understanding of GESI concepts (b) To provide participants with knowledge and tools for GESI mainstreaming and enhance understanding for its implementation.		
09:45-10:00	Opening session	
<ul style="list-style-type: none"> Welcome, overview of objectives, agenda, and GESI commitments at ICIMOD (including GESI Policy 2024) Remarks by ICIMOD DDC Pre-orientation (form to be filled) 		
SESSION 1: CONCEPTS OF GENDER EQUALITY AND SOCIAL INCLUSION		
Objective: (a) Enhance conceptual clarity on GESI concepts.		
10:00-11:00	<ul style="list-style-type: none"> Defining key terms: gender and sex, sexual orientation and gender identity Exploring gender equity and equality, practical gender needs and strategic gender interests, gender equality and social inclusion, empowerment Q&A and discussion 	Presentation and discussion
11:00-11:15	Tea break	
SESSION 2: IDENTIFYING THE CAUSES OF EXCLUSION IN THE HKH REGION		
Objectives: (a) Recognise and build understanding of the effects of socialisation on gender relations, social dynamics and the ability of women and socially excluded and disadvantaged groups to access opportunities, achieve personal growth, and exercise their rights. (b) Examine the impact of socialisation on women and disadvantaged groups within ICIMOD's Regional Member Countries (RMCs). (c) To identify the key groups of people experiencing exclusion and the causes of their exclusion.		
11:15- 12:00	<ul style="list-style-type: none"> Understanding Socialisation Status of women and disadvantaged group Dimensions of inequality, exclusion, and vulnerability and its elements Identifying excluded groups in HKH countries Causes of exclusion Q&A and discussion 	Group work, plenary sharing
SESSION 3: GESI MAINSTREAMING		
Objectives: This session will discuss GESI mainstreaming in programming and the use of different tools across programme planning, designing, budgeting, monitoring and reporting.		
12:00-12:30	<ul style="list-style-type: none"> GESI Mainstreaming: Programme and Budget Analysis Presentation on GESI mainstreaming/integration tools Examples of globally accepted GESI tools (neutral, specific, transformative) ICIMOD's adopted GESI tools (unaware, aware, responsive, transformative) Q&A and discussion 	Presentation and discussion
12:30-1:15	LUNCH	
1:15-2:00	Session 3 continued <ul style="list-style-type: none"> Groupwork on programme and budget analysis (Materials: Extracts from MTAP, SPD on Air Quality Monitoring, workplan extract with activities and Action Area budget) Q&A and discussion 	Group work and discussion
2:00-3:30	Session 4: GESI Mainstreaming: Monitoring, Evaluation, Learning and Reporting Analysis <ul style="list-style-type: none"> Discussion on GESI mainstreaming in M&E and reporting (with tea break) Groupwork (Materials: Annual Plan, approved Results Framework, Panel Pledge, Event Management Form) Q&A and discussion 	Presentation and group work
3:30-4:00	Session 5: GESI Mainstreaming: Institutional Analysis <ul style="list-style-type: none"> Discussion on institutional analysis with examples from ICIMOD HR Policy, MbO, ToRs Identifying gaps, challenges, and opportunities Q&A and discussion 	Presentation
4:00-4:30	Collection of action points from participants, post-orientation form, and closing	

Training schedule II

Participants Cohort 2: Strategic Group Leads, Action Area Coordinators, Intervention Managers, Program Coordinators, and Program Officers.

Time	Session topic	Methodology
Objectives: (a) To develop common understanding of GESI concepts (b) To provide participants with knowledge and tools for GESI mainstreaming and enhance understanding for its implementation.		
09:45-10:00	Opening session	
<ul style="list-style-type: none"> Welcome and overview of objective, agenda, and GESI commitments at ICIMOD (including GESI Policy 2024) Remarks by ICIMOD DDG Pre-orientation (form to be filled) 		
SESSION 1: CONCEPTS OF GENDER EQUALITY AND SOCIAL INCLUSION		
Objective: Enhance conceptual clarity on GESI terminologies		
10:00-11:00	<ul style="list-style-type: none"> Defining key terms: Gender and sex, sexual orientation and gender identity Exploring gender equity and equality, practical gender needs and strategic gender interests, gender equality and social inclusion, empowerment Q&A and discussion 	Presentation and discussion
11:00-11:15	Tea break	
SESSION 2: IDENTIFYING THE CAUSES OF EXCLUSION IN THE HKH REGION		
Objectives: (a) Recognise and build understanding of the effects of socialisation on gender relations, social dynamics and the ability of women and socially excluded and disadvantaged groups to access opportunities, achieve personal growth, and exercise their rights. (b) Examine the impact of socialisation on women and disadvantaged groups within ICIMOD's Regional Member Countries (RMCs). (c) To identify the key groups of people experiencing exclusion and the causes of their exclusion.		
11:15- 12:00	<ul style="list-style-type: none"> Understanding Socialisation Status of women and disadvantaged group Dimensions of inequality, exclusion and vulnerability and its elements Identifying excluded groups in HKH countries Causes of exclusion Q&A and discussion 	Group work, plenary
SESSION 3: GESI MAINSTREAMING		
Objectives: This session will discuss GESI mainstreaming in programming and the use of different tools across programme planning, designing, budgeting, monitoring and reporting.		
12:00-12:30	<ul style="list-style-type: none"> GESI Mainstreaming: Programme and Budget Analysis Presentation on GESI mainstreaming/integration tools Examples of globally accepted GESI tools (neutral, specific, transformative) ICIMOD's adopted GESI tools (unaware, aware, responsive, transformative) Q&A and discussion 	Presentation and discussion
12:30-1:15	LUNCH	
1:15-2:00	Session 3 continues <ul style="list-style-type: none"> Groupwork on programme and budget analysis (Materials: extracts from MTAP, SPD on Air Quality Monitoring, workplan extract with activities and Action Area budget Q&A and discussion 	Group work and discussion
2:00-3:30	Session 4: GESI Mainstreaming: Monitoring, Evaluation, Learning and Reporting Analysis <ul style="list-style-type: none"> Discussion on GESI mainstreaming in M&E and reporting (with tea break) Groupwork (materials: Annual Plan, Approved Results Framework, Panel Pledge, Event Management Form) Q&A and discussion 	Presentation and group work
3:30-4:00	Session 5: GESI Mainstreaming: Institutional Analysis <ul style="list-style-type: none"> Discussion on institutional analysis with examples from ICIMOD HR Policy, MbO, ToRs Identifying gaps, challenges, and opportunities Q&A and discussion 	Presentation
4:00-4:30	Collection of action points from participants, post-orientation form, and closing	

Training schedule III

Participants Cohort 3: Program Associates, Admin, HR, Finance, Communications, and Management

Time	Session topic	Methodology
Objectives: (a) To develop common understanding of GESI concepts (b) To provide participants with knowledge and tools in gender mainstreaming and enhance understanding for its implementation.		
09:45-10:00	Opening session	
<ul style="list-style-type: none"> Welcome, sharing of objective, agenda, and GESI commitments at ICIMOD (including GESI Policy 2024) Remarks by ICIMOD DDG Pre-orientation (form to be filled) 		
SESSION 1: GENDER EQUALITY AND SOCIAL INCLUSION CONCEPTS		
Objective: Enhance conceptual clarity on GESI terminologies		
10:00-11:00	<ul style="list-style-type: none"> Defining key terms: Gender and sex, sexual orientation and gender identity Exploring gender equity and equality, practical gender needs and strategic gender interests, gender equality and social inclusion, empowerment Q&A and discussion 	Presentation.
11:00-11:15	Tea break	
SESSION 2: IDENTIFYING THE CAUSES OF EXCLUSION IN THE HKH REGION		
Objectives: (a) Recognise and build understanding of the effects of socialisation on gender relations, social dynamics and the ability of women and socially excluded and disadvantaged groups to access opportunities, achieve personal growth, and exercise their rights. (b) Examine the impact of socialisation on women and disadvantaged groups within ICIMOD's Regional Member Countries (RMCs). (c) To identify the key groups of people experiencing exclusion and the causes of their exclusion.		
11:15- 12:00	<ul style="list-style-type: none"> Understanding Socialisation Status of women and disadvantaged group Dimensions of inequality, exclusion and vulnerability and its elements Identifying excluded groups in HKH countries Causes of exclusion Q&A and discussion 	Group work, plenary
SESSION 3: GESI MAINSTREAMING		
This session will discuss GESI mainstreaming at institutional level and the use of different tools across programme planning, designing, budgeting, monitoring and reporting.		
12:00-12:30	Session 3: GESI Mainstreaming: Institutional Analysis <ul style="list-style-type: none"> Presentation on GESI mainstreaming/integration tools Examples of globally accepted GESI tools (neutral, specific, transformative) ICIMOD's adopted GESI tools (unaware, aware, responsive, transformative) Q&A and discussion 	Presentation
12:30-1:15	LUNCH	
1:15-2:00	Session 3 continued <ul style="list-style-type: none"> Groupwork on institutional analysis Materials: Communication Strategy, HR Policy, MbO (past and current), ToRs, Partnership Strategy Q&A and discussion 	Group work
2:00-3:30	Session 4: GESI Mainstreaming in SoPs <ul style="list-style-type: none"> Discussion on GESI mainstreaming in SoPs (with tea break) Groupwork: (Materials: SoP planning and budgeting, partnerships, SoP event management, procurement of goods and services) Q&A and discussion 	Group work and discussion
3:30-4:00	Session 5: GESI Mainstreaming: Monitoring, Evaluation, Learning and Reporting Analysis <ul style="list-style-type: none"> Presentation on GESI mainstreaming in M&E and reporting Overview of Annual Plan, approved result framework 	Presentation and discussion
4:00-4:30	Collection of action points from participants, post-orientation form, and closing	

ANNEX II: Group work materials and guidelines

Participants Cohort 1: Specialists, Analysts, Associates, and M&E		
Participants Cohort 2: Strategic Group Leads, Action Area Coordinators, Intervention Managers, Program Coordinators, and Program Officers		
Session 3 GESI mainstreaming for programming and budgeting	Session 4 GESI mainstreaming in M&E and reporting	Session 5 Institutional analysis
Extracts from MTAP, SPD on Air Quality Monitoring, workplan extract with activities and Action Area budget	Annual Plan, approved Results Framework, Panel Pledge, event management form	HR Policy, MbO, ToRs
Participants Cohort 3: Program Associates, Admin, HR, Finance, Communications, and Management		
Session 3 GESI Mainstreaming: Institutional analysis	Session 4 GESI mainstreaming in SoPs	Session 5 GESI mainstreaming in M&E and reporting
Communication Strategy, HR Policy, MbO (past and current), ToRs, Partnership Strategy	SoP planning and budgeting, partnership, SoP event management, procurement of goods and services	Overview of Annual Plan, approved Results Framework

About ICIMOD

The Hindu Kush Himalaya (HKH) region stretches 3,500 km across Asia, spanning eight countries – Afghanistan, Bangladesh, Bhutan, China, India, Myanmar, Nepal, and Pakistan. Encompassing high-altitude mountain ranges, mid-hills, and plains, the zone is vital for the food, water, and energy security of up to two billion people and is a habitat for countless irreplaceable species. It is also acutely fragile and vulnerable to the impacts of the triple planetary crisis of climate change, pollution, and biodiversity loss.

The International Centre for Integrated Mountain Development (ICIMOD), based in Kathmandu, Nepal, is an international knowledge organisation focused on the HKH region, working since 1983 to deliver greener, more inclusive, and climate-resilient development. Our work is guided by our [Strategy 2030](#), [Medium-Term Action Plan V \(2023–2026\)](#) and the associated Results Framework, and our various [policies](#). Learn more on our [website](#).

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