



Gender Equality and Social Inclusion Groups Profile

GESI groups identified include women, children and youth, the elderly, persons with disabilities, the urban and rural poor, the indigenous and migrant workers.

An Analysis of the GESI Groups and Related Issues

Women who work from home or are unemployed use public transport more than men because they have less access to cars and lower incomes, work part-time more often, and have more childcare responsibilities. Some others like the elderly, poor and the indigenous have no work, work part time or undertake subsistence work and have no vehicles for transport. Their limited access mean they have to engage themselves within their own locality. Improving women's access to markets, providing business services and economic empowerment of women is one of the objectives of the National Programme up to 2020. The projects pays special attention to women from rural areas, representatives of minorities and women with special needs. The project should weigh the impact of the economic opportunities that are both lost and created through road and transport improvement activities. Women and the marginalised groups who are users of the roads and public transport impacted by the development should be consulted so that solutions can be found to help alleviate economic losses. Some of the concerns for women using public transport were proximity and easy access to the transport, level pavements for shopping and baby strollers, children, and any accompanying elderly parent.

Likewise, entrepreneurial capacity should be promoted in areas where transport conditions have improved. In addition, job opportunities could be created for women and the GESI groups through support for the construction of more formalised stalls or relocation in a nearby building, thus mitigating loss of income from existing employment or economic enterprise. Employment for women in the transport sector could focus on filling a gap through creating more opportunities for women. Well-designed transport system will mean time saved, reduced workload, and improved welfare and well-being for women. Another concern expressed by women is the fear of lack of security and safety in using public transport due to threats of harassment, handbag snatching and physical abuse. Improving accessibility and safety of public transport stops and vehicles, with safe, accessible and well-lit bus stops; equipping the stations with communication devices for guard services; special coaches for women, children, youth and students, and the elderly; providing underpasses and transit places (metro) with CCTV cameras, mirrors or other devices in order to eliminate the "blind spots"(to see and to be seen); provide stations with ramps and lifts; provision of areas where children can be cared for in railway stations; adapt the interiors of public transport vehicles to the needs of women with children and strollers and PWDs in wheelchairs; low-floor vehicles that reduce the gap between the ground and the vehicle; Interior with adequate space for transporting strollers, shopping carts will improve the quality of public transport for women.

Children, youth and students - In 2019, approximately 24 percent of the population of Malaysia were children. Children here is defined as people between 0 to 14 years of age. 9,613,303 young people are under 15 years old (4,943,660 males / 4,669,643 females). The child dependency ratio in Malaysia is 45.3 %. Children need transport to get them to schools and education institutions and tuition centres and back. Nowadays, children are engaged in many extra-curricular activities that also requires rapid, regular and reliable transport services. Parents often ferry the children. Several factors can affect accessibility including mobility, the quality of transport options, transport network connectivity, intermediate road use etc. From this perspective, transport systems are most efficient if they increase road network connectivity, support efficient intermediate modes of transport, and encourage more accessible road use. This justifies integrated planning that increases transport network connectivity and supports more accessible multi-modal community development. Most students and

youth do not own any private vehicle for transportation and are heavily reliant on public transport and or their parents. Transportation systems that have a positive impact are expected to provide easy access, reliability, efficiency of movement and punctuality to enable access to educational institutions, vocational training centres, commercial centres and entertainment. To encourage the children, youth and students the transport costs must be kept at a minimal subsidised fare.

The Elderly - In 1997, the Malaysian population aged 60 years and above was approximated to be 1 million. In the year 2000, this particular group has increased to 1.5 million and will further increase to 4 million by the year 2025. Aged dependency ratio in Malaysia is 7.6 %. As expected, a high proportion of elderly people live with their families. This finding corresponded to another study in Malaysia which found that 90% of the elderly respondents in rural communities lived with their families. It has been well documented that elderly people in developing countries such as Malaysia are more likely to be living in multi-generation households. In Malaysia the elderly are generally less well-off financially compared to the rest of the adult population due to their inability to earn. Unemployment gives rise to financial problems which cause the elderly to be dependent on others for financial support. Health problems among the elderly are common with physical (chronic illness and functional dependence), as well as mental (depression and cognitive impairment). As Malaysia is heading towards an aging nation, the transport authorities need to be aware of these health problems among the elderly, which produces the functional dependency syndrome. The elderly will be travelling with a companion or alone and will need special attention if travelling alone. Their lack of income will be a cost prohibitive factor to be addressed. Subsidised or free fares such as the "Mobility Freedom Pass" to encourage the independence of the elderly will be considered. Priority seating and passageway will also be factored in the planning for the elderly.

People with disabilities - The Persons of Disabilities Act 2008 of Malaysia defines Persons of Disabilities (PWDs) as those who have long term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society. PWDs are doubly disadvantaged in today's fast-moving world. The number of persons registered with disabilities (children and adult) was 453,258 in 2017 (Johor 54,310 and Melaka 21,882). In 2017 the national population figure was 31.11 mil. making the percentage of persons registered with disabilities 1.45% of the population. Their requirement is in the form of support to be as independent as possible. Hence, the transport system has to be seamless enabling movement from a public bus to a rapid rail transport service within an appreciable time frame and facilitate the use of the same card to travel seamlessly charging a lower subsidised fare. Mobility constraints are a serious impediment to disability-inclusive development, as they exacerbate the personal, economic, and social isolation of persons with disabilities. "Public transport can be a frustrating or even hazardous experience for a person with disabilities to get around in Malaysia, with the exception of some new public transport services. Potholes, drain covers, cracked sidewalks and curbs can all be problematic. Pavements, which also serve as sitting areas also create obstacles for wheelchairs. New wheelchair accessible buses have been introduced, but existing services have not been adapted. Many bus and train stations are not yet fully accessible to people with limited mobility. Malaysia amended the Uniform Building Bylaws in 1990, making it compulsory for buildings to provide access and facilities for disabled persons. Existing buildings were given three years to make modifications to comply with the bylaw.

Pursuant to the adoption of the Persons with Disabilities Act (PWDA) in 2008 as part of its obligations under the Convention on the Rights of Persons with Disabilities (UN Convention), persons with disabilities shall have equal access to public facilities, amenities, services and buildings; public transport; education; employment; information, communication and technology; cultural life; recreation, leisure and sport. The most convenient way for disabled travellers to get round is by taxi. However, taxi drivers may charge extra for taking a wheelchair and providing assistance. Some drivers may refuse service." Besides travelling by taxis is expensive and is not an option for many PWDs. Because of their disability their employment prospects are very limited. The special access provided to seniors and PWDs in more recent times in new developments meets international standards. Buses enable wheelchairs to board the bus with pavements and platforms at

the same level. There are lifts (elevators) available at advantage point. More needs to be done to ensure the availability of Braille signposts to assist the visually impaired. Special needs support security staff are visible and present at all advantage points to instil confidence in travellers of the safety and security standards. PWDs will also require special concessions in terms of travel fare.

The urban poor - Malaysia has categorised the low-income group as B40 which is the base group which earns less than RM2,350 in monthly household income. Many in this group are employed. However, a significant membership is engaged in economic activity in the service industry. They live in poorer areas with less services. Focused employment under the SIMMS directed towards this group would help benefit this vulnerable group, lifting this group to a better standard of living through providing access. Identifying the location of this group and planning and designing a network of transport access will facilitate access to the markets for their produce and economic activity. Throughout 2009-2012, the high increase in average household monthly income along with low inflation rate has given a significant effect to the decrease in poverty incidence. The Incidence of poverty in Malaysia decreased substantially from 3.8% in 2009 to 1.7% in 2012. The number of poor households has reduced by 52.7%, from 228,400 to 108,000 during the same period. Reduction in the incidence of poverty in the urban area is from 1,7 in 2009 to 1% in 2012. Nonetheless, easy access and regular availability of public transport will provide greater opportunities for variable employment and income for this group. Many in this group hold two to three jobs at the same time to make end meet.

The rural poor - According to the Malaysian Department of Statistics there has been a reduction in the incidence of poverty in the rural area as well from 8.4% in 2009 to 3.4 % in 2012. Most rural areas are not supplied with multi-modal transport. The catchment area of both Iskandar and Melaka includes several districts that are outlying without regular, reliable and rapid transport. Rural people need transport for economic activity, access to employment, commercial centres, entertainment and education. The development of the multi-modal transport in response to the diverse travel demands is necessary, since not everyone owns a car or can drive. The cost of private transport is prohibitive for the rural poor (cost include parking, vehicle, travel time, accident risk and insurance costs). The older people in rural areas and PWDs often prefer public transport and hence require public transport system to be cost effective, reliable and efficient. From this perspective transport systems are most efficient if they support and encourage use of resource-efficient modes, with different options, so users choose the most efficient option for each trip.

The indigenous population -The Indigenous Peoples of Malaysia were estimated to be around 13.8% of the 32,353,646 million national population. The peoples of the Orang Asli, the Orang Ulu, and the Anak Negeri groups together constitute the indigenous population of Malaysia They are collectively known as Orang Asli or the indigenous people. In 2019, the UN Special Rapporteur on extreme poverty and human rights, Philip Alston, reported that Malaysia was vastly under-counting its rate of poverty. He opined that the official poverty rate of 0.4 % was unrealistic and that the actual rate was in the region of 16-20%. He added that poverty and low incomes among Indigenous Peoples are routinely obscured by official public statistics which aggregate outcomes for Indigenous Peoples and Malays in the umbrella category of Bumiputera (sons of the soil). Philip Alston estimates that indigenous poverty rates vastly exceed national averages: 22.8% in Sabah and 6.4% in Sarawak in 2009 and 31.16 % for the Orang Asli in 2010. "These dismaying aggregated figures further hide an appalling reality: almost all the Orang Asli – 99.29% to be more precise – are in the bottom 40% income (B40) group. The human rights deprivation of the indigenous population are numerous. "The indigenous population live within the forest areas and on the edge of the forests. They walk long distances and have no access to vehicles or public transport to collect mushrooms and caterpillars which can be sold in markets. Women are forced to walk long distances in order to access resources which are a source of income and find it difficult to sustain their livelihoods for their families. Deforestation for development means they have to seek alternative sources of income. Accessible transport will enable them to access more opportunities for variable income opportunities. The Iskandar Transport development will assist the indigenous population of Johor.

Migrant workers are a vulnerable group, often exposed to poor living and working conditions, facing discrimination and social exclusion, and lacking the power to negotiate work conditions and transport services in receiving countries. Malaysia is a net importer of foreign labour, with documented migrant workers consisting 15% of the labour force. Breaking down the social barriers, understanding migrant workers' access to employment and services is critical for their economic function and livelihood. Migrant workers do not own vehicles and hence are heavily reliant on public transport and their feet. Physical distance hamper freedom of movement and lack of access to transport, restrict their access to services and lifestyle, such as accessing places of worship and entertainment. Secure pedestrian pathways and thoughtful location of bus stops and RRT locations, near their living areas would be supportive of migrant workers transport needs.

The Malaysia Team following research and review, together with the stakeholder's consultations identified the abovementioned groups, under the gender equality and social inclusion rubric, to target, based on the analysis of population groups within the context of Malaysia and the areas this programme will cover. The following priority groups will be targeted for interventions in Iskandar and Malaysia namely, women, children, youth and students, the elderly, persons with disabilities, the urban and rural poor, the indigenous and migrant workers.



GESI Awareness Training

Pre-Training Assessment Tool

This pre-training exercise is intended to assess the understanding and knowledge of participants on GESI related matters, so that the training can include materials that will be of benefit to the participants going forward. Please complete this assessment to the best of your knowledge.

Questions about you and your organisation	Answer Scale		
	<i>Please circle the applicable response.</i>		
I / my organisation is aware of GESI definitions and concepts and how these can be applied to project work.	Very aware	Somewhat aware	Not aware
I / my organisation has a basic understanding of how to complete on GESI-sensitive analyses to: <ul style="list-style-type: none"> a. identify risks and any concerns impacting GESI groups b. inform more inclusive project design, implementation, and evaluation activities 	Yes	No	Not aware
I / my staff are provided with training on GESI as part of induction on a periodic basis.	Yes	No	Not aware
Organisational policies and procedures on GESI			
I / my organisation is aware of positive discrimination policies implemented to promote the recruitment of underrepresented/ marginalized groups into leadership positions.	Very aware	Somewhat aware	Not aware
I / my organisation is aware of how to set clear deliverables around GESI as part of staff performance management processes.	Very aware	Somewhat aware	Not aware
I / my organisation regularly seek out opportunities to integrate GESI considerations into daily operations and to lead teams to do the same.	Yes	No	Not aware
I / my organisation is aware of how to collaborate with community sector organisations generate community-informed inputs into project design, implementation and evaluation.	Very aware	Somewhat aware	Not aware
I / my organisation is aware of how to capture data regarding inclusion, access, equity and discrimination in the target communities and tracks incidents and mounting threats to marginalized groups as part of project activities.	Very aware	Somewhat aware	Not aware
GESI monitoring, reporting, evaluation and ongoing learning			
I / my organisation has an action plan or other directive in place, that articulates GESI priorities, supported by a clear Monitoring and Evaluation (M&E) framework and guidelines for reporting.	Yes	No	Not aware

I / my organisation has established a feedback mechanism that regularly requests inputs from shareholders, private and community sector stakeholders to evaluate inclusion initiatives.	Yes	No	Not aware
I / my organisation participate in GESI knowledge exchange, coaching and mentoring opportunities, either internal or external (via established professional networks).	Yes	No	Not aware

Note: Marginalised groups include women, the elderly, children and youth, persons with disabilities, the urban and rural poor, the indigenous, and migrant workers.



GESI Awareness Training Session 1

Gender Empowerment Concepts, Framework and Analysis

Prosperity Fund Gender and Inclusion Scorecard Framework

The Prosperity Fund, supporting the Global Future Cities Programme has economic empowerment and poverty alleviation as one of its goals.

The PF Gender and Inclusion Scorecard Framework has been adapted for the Prosperity Fund by Caroline Moser (2016), a social policy specialist and professor at the University of Manchester, UK. The Framework provides guidance for programme suppliers team to think through:

1. What we need to do practically to promote gender and inclusion (G&I) through our work
2. How to meet minimum standards in G&I compliance and,
3. How to go beyond compliance to support empowerment and transformative change in this area of work and project.

What is the rationale behind the framework and how can it be used on your programme or project?

The framework is a scorecard that helps us to think through and spot gender and inclusion risks, opportunities and entry points relevant to different programmes and projects.

It demonstrates that programmes or projects have consciously considered all the relevant gender and inclusion risks/ opportunities.

How should it be used?

The Framework should be used to:

- Identify and communicate the level of ambition with regards address G&I challenges.
- Clarify what to look out for in programme or project activities to meet minimum standards and higher levels.
- Generate ideas for the types of G&I interventions expected.

It is important to note that in applying the framework to your work there are no clear right answers:

- The most appropriate interventions to address GESI are very much dependant on the project country context, the target sector and on what is realistic to achieve in the time frame allocated.
- A level of adaptation will always be required when thinking through the ambition levels for a given GESI activity.

Sarah Longwe's Women Empowerment Framework

For more guidance when considering which community initiatives might have the highest success rate in terms of empowering women in the specific community in which you are operating, the Women's Empowerment Framework (WEF) developed by Sara Longwe, a Zambian gender expert, can help to define success with regards empowering women through community initiatives delivered.

The WEF enables assessment of a project's contributions to gender equality and women's empowerment. It helps you determine whether the project will address women's needs and interests and whether it will encourage women's participation and control during the decision-making process. The WEF defines five progressive levels of equality, in order from highest to the lowest level of empowerment:

Control	The ability to exercise agency, decision making and maintain balance of control between women and men over the factors of production and consumption.
Participation	The ability to participate in consultation and decision-making processes. In a project context, this means active involvement in needs assessment, planning and design, implementation, and monitoring and evaluation.
Conscientization	The awareness of gender roles and relations, and the understanding that gender division of labour and of benefit streams should be fair and equitable to both women and men.
Access	The ability to access key factors of production (land, labour, credit, skills training), and project benefits.
Welfare	The ability to access nutrition, health, medical care and other key determinants of material wellbeing.

(Source: UNICEF Women's Equality and Empowerment Framework; World Bank IFC Framework).

The framework also distinguishes between women's issues and women's concerns and helps identify how well the project design reflects women's issues. By using a chart like this one to analyse the information one can assess the degree to which a project or initiative addresses women's empowerment. The same factors of disempowerment also affect other socially marginalised groups. Women from socially marginalised groups suffer multiple forms of discrimination-the intersectionality factor.

Intersectionality

Intersectionality is defined as multiple social categories applied to an individual or group, i.e. gender, disability and race, to create overlapping and interdependent systems of discrimination or disadvantage.

The term was first coined by Kimberle Crenshaw, a distinguished lawyer, scholar and writer of African American descent. Your programmes and projects should take an intersectional approach to ensure that interventions address the multiple disadvantages that community members may face.

Gender Mainstreaming

One major strategy globally to bring about gender equality is gender mainstreaming. Gender mainstreaming is the process of assessing the implications for women and men of any planned action, including legislation, policies or programmes, in all areas and at all levels.

It is a strategy for making women's as well as men's concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and societal spheres so that women and men benefit equally and inequality is not perpetuated.

Gender mainstreaming does not replace the need for targeted, women-specific policies and programmes or positive legislation.

Women's Empowerment Analysis Framework					
Level of Equality	Project Activity	Negative / Harmful	Neutral / Do no Harm	Positive / Empowerment	Transformative
Control					
Participation					
Conscientization					

Access					
Welfare					

(Source: Unicef, World Bank IFC Equality and Empowerment Framework)

Example interventions to promote women's empowerment within the Mobility / Transport sector

Interventions could include:

- Employment counselling, vocational training, and business skills development: Programs can either prepare women for employment or business opportunities that currently exist in the transport and mobility sector and in the local market. Direct employment with the Company, local supplier development, jobs at other firms, or for aspirational roles to fill a new local business or market chain related to transport and mobility. Employment mentoring to promote greater numbers of women in technical leadership roles within transport institutions.
- The power of procurement: How to source from women-owned businesses for the transport and mobility sector. Explore how transport-specific institutions can promote inclusive practices at the level of procurement. I.e. positive recruitment strategies (targeting X% of women and PWDs; promoting local supply chain by sourcing supply chain partners from local communities and targeting women-owned SMEs.
- Skills training and other programs to build women's confidence –such as on-the-job training in the transport and mobility sector.



GESI Awareness Training Session 2

Social Exclusion - Persons with Disabilities (PwDs)

SOCIAL EXCLUSION – PERSONS WITH DISABILITIES (PWDs)

Barriers to the full participation of persons with disabilities in civic and political life:

Discriminatory laws and policies prevent people with different forms of mental and physical disability including intellectual disabilities from participating in political and public life. It is still common across several countries in Africa, MENA, Latin American and Asia to prevent people with an intellectual disability from voting under “unsoundness of mind” provisions.

Lack of accessibility. Many built environments and transport systems are inaccessible to people with a disability, severely restricting movement. Little information is available in accessible formats, and communication needs of people with disabilities (PWDs) are unmet. PwD’s may be unable to access even basic products and services such as telephones, television, and the Internet.

Lack of comparable data, disaggregated by disability, and lack of monitoring mechanisms at the national level. The lack of rigorous and comparable data on disability makes it difficult to fully understand the numbers of people with disabilities and their circumstances. This also means that disability issues are not factored into policy and program design.

Disabled Persons Organisations (DPOs) require strengthening. Partly because of sustained exclusion experienced by PwDs, the capacity building requirements of DPOs are sometimes greater than other civil society organizations, thus requiring additional resources and a long-term commitment from project managers and their teams.

Key questions to consider when assessing projects based on accessibility and disability-inclusion

1. What is the range of disabilities present within the target country/region?
2. What are the barriers to persons with disabilities participating fully in society and in public and political life the State?
3. Are there differences in how persons with various disabilities access information and resources that may impact their full participation in civil society? What are the barriers to access?
4. What are the limitations for persons with disabilities to fully participate in civil society, i.e. joining meetings, participating in meeting discussions, attending training courses, networking and so forth?
5. How can we be more inclusive of persons with disabilities on our projects? Are support services needed for persons with disabilities to participate to a greater extent?
6. In which type of CSO do populations of persons with disabilities mostly participate (associations, NGOs, community groups and so forth)? How can we better access these organisations to ensure greater representation of PWDs on our projects.
7. Are there significant differences in the above questions if we are talking about males compared to females with a disability?

For definitions on disabilities please refer to the [UN Convention on the Rights of Persons with Disabilities](#).



GESI Awareness Training Session 2

Applying a Gender and Social Inclusion Analysis to Mobility/Transport Projects

A GESI analysis will help projects to:

1. Assess the different roles, responsibilities, needs and interests of men and women and socially marginalised groups, and to examine the relations between men and women pertaining to access and control over resources and decision making.
2. Make visible power relations and the situations of subordination that different socially marginalised groups face.
3. Assess the interrelations between class, caste, ethnicity, race, poverty levels and gender that determine the division of resources and responsibilities.
4. Develop appropriate actions that will help to redress inequalities faces on account of gender and / or social inclusion.

No	Analysis	Gender	Social Inclusion	Output (Remedial) Action
1	Disaggregated Data Collection and Measurement	Collect data disaggregated by sex and other relevant gender-sensitive variables supplementing quantitative data with qualitative data where relevant	Collect data disaggregated by GESI groups identified and other relevant GESI-sensitive variables supplementing quantitative data with qualitative data where relevant	Collect data disaggregated by sex, age and other relevant gender and GESI sensitive variables – supplementing quantitative data with qualitative data where relevant
2	What are the causal drivers of gender inequalities and social marginalization	<p>Analyse what are the causes of gender discrimination. Eg.</p> <p>Differentiated socialization.</p> <p>Status of women</p> <p>Cultural traditions which consider men and boys as superior to women and girls.</p> <p>Son preference culture as they carry the name of the family. Better education.</p> <p>Earn more income for the family.</p>	<p>Here assess structural and systemic inequalities facing socially marginalised groups across various sectors and services – i.e. transport, health, education.</p> <p>Also consider violent social norms that encourage stigmatisation of socially marginalised groups within society – leading to their restricted access to livelihoods opportunities for example – i.e. PWDs; indigenous communities; migrant communities.</p>	Make a causal analysis of determinants of gender inequalities and social marginalization– understanding contextual barriers to issues such as access and decision making
3	Analysis of socio-economic status of women and socially marginalised groups,	Nature of employment, Do men and women have the same type of employment? income activity, and expenditure including exercise of decision-making capacity in what type of jobs they can do and how to spend the household income?	Collect data disaggregated by GESI groups identified and other relevant GESI-sensitive variables (where available), with a focus on employment, unemployment figures, income groupings (to include who falls within the B40 groups).	Evaluate the division of work and power and capacity to make decisions between women and men in the various GESI groups – applying an understanding of key concepts such as

No	Analysis	Gender	Social Inclusion	Output (Remedial) Action
				women's triple roles as income earners, carers and reproductive roles and time use analysis. Analyse similar functions of the marginalised groups.
4	Analysis of ownership of assets and property including land.	How do cultural inheritance traditions play out for men and boys than women and girls? Is land often inherited by the male lineage? Do women have less assets and property? Why is this so?	Socially marginalised groups seldom own assets or property. Outline any limitations to asset, property and or land ownership for socially marginalised groups . Any national policies restricting ownership for groups such as indigenous populations? Combine quantitative and desk-based research with qualitative community consultations.	Evaluate access to and control of household / community resources and benefits
5	Differentiating practical and strategic needs	Analyse what are the practical and strategic needs for women particularly regarding transport ? What are practical needs? What are strategic needs?	Assess practical needs of socially marginalised groups, which could include assessing the ease and affordability of access to public transport facilities. The ease and affordability of access to transport from remote community locations. Assess strategic needs, which could include: the policies and frameworks in place to promote greater representation of PWD technical staff within transport planning authorities.	Evaluate the practical and strategic needs of women, men and socially marginalised groups – based on an understanding of how to prioritise such needs and respond effectively
6	What are the barriers to empowerment and how can they be overcome by applying an understanding of the concepts of empowerment.	Analyse what are the causal factors that prevent the empowerment of women? How can these be overcome?	What are the barriers that keep the socially marginalised groups isolated as they are? Analyse how the socially marginalised groups can be empowered to take decisions that impact on their lives.	Identify barriers and limitations that women and men face in the different socially marginalised groups in their life– understanding contextual factors that empower women and socially marginalised groups or limit their potential.
7	What are the strategic responses that should be adopted to promote	How can we be more inclusive and enable women to participate in the projects?	The need for GESI-responsive consultation mechanisms (such as a consultative group embedd	Develop strategies to promote gender equality and social inclusion – assess

No	Analysis	Gender	Social Inclusion	Output (Remedial) Action
	gender equality and social inclusion?		ed within state architecture) to promote social inclusion.	programmatic outcome / output results for gender responsiveness and social inclusion
8	How can we strengthen institutional capacity for gender responsiveness and social inclusion in the ISKANDAR//MELAKA projects	<p>What human, financial and structural resources are available for integrating gender in the projects?</p> <p>Assess what measures can be adopted to be more gender responsive and inclusive of women in the project?</p>	Assessment of the resource and capacity gaps within governments and other state authorities to promote, manage and monitor GESI-responsive programming (through quantitative surveys and qualitative consultations where appropriate).	Identify institutional human and other resource capacities to mainstream gender and social inclusion; strengthen sector partner capacities to respond to and apply gender-social inclusion transformative programmes
9	How can we strengthen individual capacity for gender mainstreaming, responsiveness and social inclusion in the ISKANDAR//MELAKA projects.	<p>Analyse what sort of skills sets or capacities need to be built and or strengthened to enable project staff to mainstream gender and social inclusion in the projects.</p> <p>Identify resource persons or entities that can provide such capacity building.</p>	Undertake qualitative and quantitative baseline needs assessments among individual project stakeholders to assess current knowledge on GESI, understanding of factors that negatively impact on socially marginalised groups, and how this knowledge is currently applied to project design, planning and implementation (if at all).	Strengthen human resources capacities – facilitate gender mainstreaming training / mentoring to enhance the capacity of decision-makers and implementers to drive gender responsive and social inclusive strategies



GESI Awareness Training Session 2

Socio Economic Impact of Projects on GESI and Mitigation Risks

DIFFERENTIATING PROJECT IMPACTS

Gender-sensitive examine the ways in which men's and women's roles— as identified through the baseline assessment—influence how they experience project impacts differently, as well as their resilience to these impacts.

This examination can include:

- Direct and indirect socioeconomic impacts introduced by the construction, operation, and closure of a project
- Ways in which men and women differ in how they are affected by a project based on socially constructed gender roles, including diversity considerations to account for additional vulnerabilities (such as disability; age; religious belief).
- Ways in which the different access to and control of resources for men, women and other marginalised groups—including natural resources, cash, and project benefits—affects resilience and ability to cope with the changes, impacts and consequences listed above.
- An assessment of the distribution of power relationships, influence, and decision-making power inside households and in the community. How do these power relationships affect the impacts on men and women, including those from socially marginalised groups?
- An assessment of the influence of gender roles on subsistence and livelihoods, in light of project impacts.
- Ways in which differing access to education and employment influences the ability of men, women and socially marginalised groups to cope with the above changes impact and consequences as identified above.
- Ways in which men, women and socially marginalised groups are affected differently by health and safety changes resulting from the project.

IDENTIFYING WAYS TO MITIGATE RISKS AND INCREASE BENEFITS

A gender-sensitive and socially inclusive impact assessment is a useful tool in uncovering ways to mitigate risks or increase community benefits from a project. To do so, however, your assessment should take into consideration gender-related differences and factors impacting on socially marginalised groups, leading to the development of actions for how your projects can address these.

Here are some considerations when completing on an impact assessment and developing action-orientated solutions:

Impact Assessment:

- Identify and address disproportionately negative impacts on women and other socially marginalised groups.
- Use the results of the gender-sensitive social impact assessment to inform the subsequent design of project phases, community consultations, and community programs. This will help to ensure that gender-sensitive community approaches are embedded at all stages of the project

Mitigating gender and social inclusion risks and increasing benefits:

- Avoid perpetuating or exacerbating existing gender inequalities and inequalities on account of disability, age, religion ethnicity etc. as part of project work.

- Create opportunities to further enhance positive impacts for women and other socially marginalised groups as part of project work.
- Create opportunities to improve gender relations and to promote gender equality, such as making space for women and other socially marginalised groups to co-design and participate in project community consultation processes and negotiations
- Evenly distribute benefits among female and male members of the community and include other socially marginalised groups in this benefit sharing process. Eg. Where men and women have equal employment opportunities and earn equal wages for equal work. Where PWDs, and those with special needs such as the elderly are given opportunities to contribute to the community through employment and engagement.

Source: IFC -International Finance Corporation. World Bank Group. A Toolkit of Actions and Strategies.

Iskandar Malaysia | Gender Equality and Social Inclusion (GESI) Awareness Training

Handout 7 | Post GESI Awareness Training Evaluation

Evaluation is based on the following areas: relevance, efficiency, effectiveness, impact and sustainability:

Relevance:

1. Has the training contributed to a better understanding of the project requirements for gender equality and social inclusion (GESI)? YES / NO / SOMEWHAT
COMMENT, IF ANY
.....
2. Did the training meet your expectations? YES / NO / SOMEWHAT
COMMENT, IF ANY
.....
3. Did the training contribute to better understanding of the national policy commitments and mandates regarding gender equality and social inclusion?
YES / NO / SOMEWHAT
COMMENT, IF ANY
.....
4. Was the treatment of GESI issues throughout the training well adapted to the local context in Iskandar / Melaka?
YES / NO / SOMEWHAT
COMMENT, IF ANY
.....
5. Did the training provide sufficient guidance on how you can better integrate the needs of women and other socially excluded / marginalised groups in the project? YES / NO / SOMEWHAT
COMMENT, IF ANY
.....

Efficiency:

- 6. Did the training presentations and handout documents shared provide you with the necessary information to increase your knowledge and learning in gender equality and social inclusion? YES / NO / SOMEWHAT

COMMENT, IF ANY

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- 7. Was the structure and timing of each training session sufficient to cover all the content? YES / NO / SOMEWHAT

COMMENT, IF ANY

.....

Effectiveness:

- 8. Did you and your organisation/ institution/indirect target group benefit from the training and capacity building in topics such as gender mainstreaming?

YES / NO / SOMEWHAT
COMMENT, IF ANY

.....

- 9. Which of the 3 sessions were most useful for you / your organisation and why?
COMMENT, IF ANY
-

Impact and Sustainability:

- 10. How has the training impacted on you and your working approach? For example, will you now integrate GESI concerns and needs into the planning of projects?

COMMENT, IF ANY

.....

- 11. How likely are you to continue to deliver on GESI priorities once the projects in Iskandar / Melaka have come to an end? What will help you to continue to deliver this work? What challenges will you face with continuing to deliver this work?

COMMENT, IF ANY

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End of Evaluation.

Thank you for taking time to complete this evaluation handout form.