

SOGIESC



Guidance Note on Conducting Research on the Inclusion of Diverse SOGIESC



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PART 1

Part 1

Inclusion of Diverse SOGIESC and Basic Concepts

PART 1

Inclusion of Diverse SOGIESC and Basic Concepts

1.1.Introduction

This Guidance Note outlines the basic principles and research topics necessary to promote the inclusion of people with diverse Sexual Orientation, Gender Identity and Expression, and Sexual Characteristics (SOGIESC) in the planning and programming of JICA projects.¹

To date, programs and projects in international cooperation and development assistance have primarily been planned and implemented based on a binary gender, "women" and "men," as well as the assumption of heterosexuality. As a result, the existence and specific needs of people with diverse SOGIESC have not been sufficiently recognized or involved, leaving them marginalized within the framework of support initiatives. In 2006, human rights experts from around the world introduced the "Yogyakarta Principles," a comprehensive framework aimed for the protection of LGBTQIA+ human rights. Also, multiple resolutions have been adopted by the United Nations Human Rights Council, and various international organizations, donors, and NGOs/CSOs have conducted research, developed guidelines, and appointed technical advisors to address these issues. However, these efforts remain limited, and people with diverse SOGIESC continue to face a lack of legal protection, social exclusion, discrimination, and violence, among other challenges.

JICA has referred the inclusion and respect for gender diversity in its Sustainability Policy and Medium-Term Plan, and has implemented initiatives in a few projects. This Guidance Note has been developed to further expand these efforts and promote the integration of diverse SOGIESC perspectives in JICA projects.

The table below shows the structure and description in this Guidance Note.

¹ This Guidance Note was developed as part of JICA's Data Collection Survey on Sexual Orientation, Gender Identity and Expression, and Sex Characteristics (SOGIESC) in Development Issues' (August 2024-February 2025), and the perspectives on information collection and analysis, as well as the sector-specific research questions, were designed based on the experience of the research.

Agenda	Descriptions
Part 1 Inclusion of Diverse SOGIESC and Basic Concepts	Part 1 introduces the background of the Guidance Note, and the basic concepts and terminology.
Part 2 Basic principles for conducting research	Part 2 explains the basic principles that need to be followed for the inclusion of diverse SOGIESC in research for the planning and designing of JICA projects.
Part 3 Perspectives on information collection and analysis	Part 3 outlines key perspectives and essential information to be considered for ensuring the inclusion of people with diverse SOGIESC in research for planning and designing JICA projects.
Part 4 Sector-Specific Research Topics	Part 4 provides sector-specific research topics in five sectors that are expected to be set when conducting research, along with case studies of research.
Part 5 Frequently Asked Questions (FAQ)	Part 5 provides a list of frequently asked questions (FAQs) and corresponding answers related to conducting research from the perspectives of diverse SOGIESC.
Part 6 Resources and References	Part 6 offers information sources and reference materials for conducting research and implementing initiatives from the perspectives of diverse SOGIESC.

1.2. Basic Concepts and Terminology

SOGIESC is a collective term that represents four aspects of gender and sexual diversity: Sexual Orientation, Gender Identity, Gender Expression, and Sex Characteristics.²

Term	Definition
Sexual Orientation: SO	SO refers to emotional, intimate and sexual attraction to others. It encompasses a broad spectrum, including heterosexuality (attracted to the opposite sex), same-sex attraction (attracted to the same sex), bisexuality (attracted to both sexes) and asexuality (not sexually attracted).
Gender Identity: GI	GI is personal recognition on one's own gender. It may or may not align with the sex assigned at birth. For example, someone assigned female at birth may identify as male, neither female nor male(non-binary), or both male and female.
Gender Expression: GE	GE refers to the external presentation of one's gender through clothing, hairstyle, mannerisms, voice, or other behaviors. It can vary widely and is not necessarily tied to an individual's GI. For instance, someone who identifies as male may choose to express themselves in a way traditionally associated with "femininity," such as wearing female dresses or makeup.
Sex Characteristics: SC	SC refer to the physical and biological attributes of a person, including chromosomes, hormones, reproductive organs, and secondary sexual traits like body hair or voice pitch.

² These four aspects are a pragmatic classification for understanding and analyzing the diversity of sex and gender. However, in reality, they are intricately intertwined and may not always be clearly distinguishable, making the concept highly complex.

While SOGIESC is a collective term encompassing the four aspects mentioned above, "Lesbian, Gay, Bisexual, Transgender, Queer/Questioning, Intersex, Asexual, plus. (LGBTQIA+)" refers to a collective term for individuals with specific identities based on SOGIESC.

Term	Definition
Lesbian (L)	Persons whose gender identity is female and whose sexual orientation is towards the same gender.
Gay (G)	Persons whose gender identity is male and whose sexual orientation is towards the same gender. In some cases, it is also used in a broader sense to refer to all people who are attracted to the same gender.
Bisexual (B)	Persons whose gender identity is female or male and whose sexual orientation is toward both males and females.
Transgender (T)	Persons whose gender identity differs from the sex assigned at birth. A transgender woman is referred to as a "trans woman," and a transgender man is referred to as a "trans man." As well. Additionally, a person whose gender identity is neither female nor male may be referred to as "non-binary."
Queer/Questioning (Q)	"Queer" is an inclusive term that refers to individuals who do not fit within traditional gender or sexual orientation or do not conform to these frameworks. "Questioning" refers to individuals who do not place themselves within a definitive framework regarding their gender identity or sexual orientation or are in the process of exploring their identities.
Intersex (I) ³	Persons born with biological traits that do not fit typical definitions of male or female bodies
Asexual (A)	A person who has no sexual feelings towards another person, or both.
Plus (+)	Persons with diverse SOGIESC other than those listed above.
Heterosexual	Persons whose gender identity is female or male and whose sexual orientation is towards opposite gender.
Cisgender	People whose gender identity corresponds to the sex assigned at birth. Cisgender women are referred to as "cis women" and cisgender men as "cis men."

³ In view of the fact that the term "Differences of Sex Development / Disorders of Sex Development: DSDs" is sometimes used instead of "intersex," this Guidance Note uses the term "intersex/people with DSDs."

In society, those who are considered to constitute the so-called majority are cisgender and heterosexual individuals (often referred to as cis-hetero people, cis-hetero men, and cis-hetero women). Socioeconomic structures and institutional frameworks are fundamentally designed based on the perceptions, values, and needs of cis-hetero individuals. Within this framework, people with SOGIESC often find that their existence, rights, and experiences are insufficiently considered. As a result, social institutions and norms may contribute to structural barriers, making life more difficult for them.

For example, numerous cases have been reported where individuals face violence from family members or relatives due to their SOGIESC, are disowned and forced out of their homes, or are otherwise excluded from their families, relatives, or communities. Moreover, many individuals experience daily violence and harassment in schools and public spaces, as well as discrimination such as being denied services at medical institutions and public offices. Despite the widespread prevalence of such discrimination and violence, institutional frameworks prohibiting these practices remain insufficiently developed. Additionally, many individuals face exclusion from economic opportunities, including being denied employment due to their SOGIESC, experiencing unfair treatment in the workplace, or being refused loans from financial institutions. Such economic marginalization frequently threatens their financial stability and overall well-being.

Under these circumstances, adopting the perspective that 'SOGIESC is diverse' is not just a change in perception, but an important step towards rethinking the social structure itself. By recognizing the diversity of SOGIESC, the existence of individuals who have previously remained less visible becomes more apparent, enabling a deeper analysis of the specific challenges they face and the support they require.

It should be noted that concepts and identities related to SOGIESC continue to change under the influence of diversifying social perceptions, developing medical knowledge and the visibility of the voices of the people concerned. In some cases, designations have changed in the process of a particular sexual orientation becoming accepted in society, or a new term has been established for a gender identity that did not previously have a clear name. Therefore, when conducting research, it is necessary to have an accurate understanding of the current situation and how local people perceive and express their SOGIESC, rather than only referring to past sources.

1.3. Concepts and Terminology Specific to the Target Country/Region

Each of the LGBTQIA+ concepts and definitions described in 1.2 is based on conceptual developments in the West, mainly since the 20th century, and has been used in countries and regions influenced by these developments. However, gender is diverse and concepts of this diversity have existed in a variety of historical and social forms and do not always fit into Western classifications and definitions. Some countries and regions have developed their own understandings and identities regarding gender and sexual diversity, linked to factors such as the ethnic groups, religions, traditional values and social institutions that make up their societies. Alongside this, gender and sexual diversity is sometimes expressed in a terminology and social context that differs from the Western framework. The following table shows some examples.⁴

Term	Country/Region	Interpretations based on the concept of SOGIESC
Acaults	Myanmar	It refers to people whose sex assigned at birth is male and who have gender expressions and gender roles characterized as "female."
Akava'ine	Cook Islands	It mainly refers to trans women.
Bakla	The Philippines	It includes a wide range of identities, but refers specifically to people whose assigned sex at birth is male and who have gender expressions and gender roles characterized as "female."
Calabai/ Calalai/ Bissu	Indonesia	There are three sexes (female, male and intersex) and five genders (female, male, calabai, calalai and bissu) among the Bugi people: "calabai" are those whose assigned sex at birth is male and who take on female roles; "calalai" are those whose assigned sex at birth is female, who take on male roles; "bissu" refers to those who transcend gender and mainly play a central role in religious rituals.
Fa'afafine	Samoa	It refers to people who are "third gender," or sex assigned at birth is male and who have gender roles as "female" in the household and communities.
Fakaleiti	Tonga	It refers to people whose sex assigned at birth is male and who have gender expressions and gender roles characterized as "female."
Hijra	South Asia	It refers to people who have neither male nor female identity, or whose assigned sex at birth is male and who have gender expressions or gender roles characterized as "female."
Māhū	Polynesia	It refers to a "third gender" with spiritual and social roles.

4 International Organization of Migration (IOM) (2020), [SOGIESC Full Glossary of Terms](#)

Term	Country/Region	Interpretations based on the concept of SOGIESC
Mashoga	Kenya	It indicates a variety of gender identities. It often refers to gay men, but also includes people whose assigned sex at birth is male and have gender expression as "female" or non-binary individuals.
Metis	Nepal	It refers to people whose sex assigned at birth is male and who have gender expressions and gender roles characterized as "female."
Muxe	Mexico	In Zapotec peoples, this refers to people whose sex assigned at birth is male and whose gender expression or gender role is characterized as "female." In recent years, gay men have also been included.
Takatāpui	New Zealand	Traditionally it means "same-sex partners," it now encompasses people with diverse sexual orientations and gender identities.

As such, concepts and perceptions of gender and sexual diversity vary widely according to religion, customs, social systems or historical background, and an analytical perspective is required that takes into account how the concept and terminology is perceived and expressed in the target country/region, rather than applying one framework in a unitary manner. When conducting research, it is important to understand how the diversity of SOGIESC is perceived and expressed in the social and historical context of the target country/region.

PART 2

Part 2

Basic Principles for Conducting Research

PART 2

Basic Principles for Conducting Research

To promote the inclusion of diverse SOGIESC, as discussed in Part 1, research activities should add information collection and analysis from a SOGIESC perspective in its social and gender analysis. Part 2 provides an overview of the basic principles that are recommended to be observed when conducting research, with the aim of deepening the understanding of diverse SOGIESC and fostering inclusivity.⁵

2.1. Elimination of Unconscious Bias

The first point to bear in mind is to eliminate as far as possible the researcher's own "unconscious bias." It is important to develop an understanding of SOGIESC diversity and to carefully examine of the research design and questions to ensure that they are not imposing their particular values. Researchers are recommended to make efforts to eliminate their unconscious bias through the following approaches:

- ▶ Review relevant literature before conducting the research to acquire fundamental knowledge
- ▶ Reach out to LGBTQIA+ community members and experts to verify the following points;
 - ☐ The research is inclusive of or designed to be SOGIESC diverse.
 - ☐ The questions do not contain discriminatory language.
 - ☐ There is sufficient understanding of and response to the local context regarding diverse SOGIESC (e.g. names and identity existing in local societies, social and economic situation of people with diverse SOGIESC, etc.).
 - ☐ The report does not reinforce stereotypes.
- ▶ Regularly review research and data analysis methodology

note

Unconscious Bias

Unconscious bias refers to preconceptions and biased ideas that people unconsciously hold, which are gradually formed through past experiences, social influences and media information. Researchers tend to unconsciously hold preconceptions based on the practices, social background or mainstream values of the country or region in which they were born and raised, and this unconscious bias can affect the way data is collected, the design of questions and the interpretation of results. Unconscious bias-based communication can also lead to violations of the human rights of people with diverse SOGIESC and to unintentionally discriminatory responses.

⁵ The term "research" in this Guidance Note assumes research for project planning, i.e. "data collection survey," "detailed planning survey" or "preparatory survey" in JICA projects.

2.2. Ensuring Psychological Safety

When collecting information and conducting interviews in research related to SOGIESC, it is essential that the researcher strives to ensure the psychological safety of the interviewees to the greatest extent possible. Researchers have a responsibility to protect the dignity and rights of the interviewees, and by creating a situation in which they feel safe to speak up, it is possible to collect more accurate and diverse data.

note

Psychological Safety

It refers to a status in which individuals feel safe to express their thoughts and experiences openly without fear of being denied or disadvantaged. The topic of SOGIESC remains a sensitive subject in many communities and societies, and it is difficult to obtain honest answers in situations where Interviewees fear discrimination or accusations. In addition, some Interviewees have experienced discrimination and persecution, and sensitive questions may stimulate their past memories and cause psychological strain.

In conducting investigations, the following four points should be considered for ensuring the psychological safety of interviewees; (1) Ensuring anonymity and confidentiality, (2) Providing a safe environment, (3) Taking a trauma-informed approach and (4) Establishing a trust relationship

(1) Ensuring Anonymity and Confidentiality

To ensure that Interviewees' anonymity and privacy are respected, the following points should be implemented.

► Obtaining Informed Consent

When conducting interviews or focus group discussions (FGDs), informed consent should be obtained in the local language after clearly explaining the purpose of the research, how the information collected will be used and stored, and the risks to the interviewee (see Part 6, "6.2 Reference Material: Sample interview consent form").

► Anonymizing Data

To protect the identity of the survey subjects, all data collected is anonymized and stored properly.

► Consideration for Zoning

When citing information obtained through interviews in materials or reports, careful consideration must be given to the extent to which the interviewees have come out about their SOGIESC and the zoning of such disclosure. It is essential to thoroughly confirm the individual's consent regarding which information can be cited and how it may be referenced.

note**Coming-out, Zoning, Outing**

The act of disclosing one's SOGIESC to others is referred to as "coming out," while the process of determining to whom and to what extent one discloses such information is known as "zoning." Additionally, the act of disclosing information about a one's SOGIESC beyond the boundaries they have set through zoning, or exposing such information without their consent, is referred to as "outing." Outing someone without their consent constitutes a human rights violation and may lead to serious and severe consequences. It is crucial to always remain aware of this risk. Furthermore, when a person has not come out about their SOGIESC, this state is commonly referred to as "being in the closet."

**(2) Providing a Safe Environment**

When conducting sensitive interviews about SOGIESC, it is necessary to provide an environment in which interviewees can respond to questions without fear of being seen by others. It is essential to ensure the utmost respect for individual privacy by conducting face-to-face interviews in a private setting and, in the case of FGDs, confirming with each participant in advance and conducting individual interviews in a separate room if necessary. Additionally, when conducting online interviews, it is important to ensure that they take place in a closed environment where no one other than the researcher can overhear the conversation and that the location is quiet, preventing background noise from being picked up by the microphone.

(3) Taking a Trauma-Informed Approach

When conducting research on SOGIESC, it is necessary to give due consideration to the trauma and psychological burden of interviewees through the following measures;

- ▶ Avoid emotionally taxing questions
- ▶ Inform participants in advance that the interview may involve personal and sensitive topics
- ▶ Clearly communicate that participants have the right to refrain from answering any question at any time (explain this during the informed consent process and provide periodic reminders during the interview).

(4) Establishing a trust relationship

To ensure that the research design and methodologies are appropriate for inclusion of diverse SOGIESC, and to create an environment where they feel safe and comfortable participating in the research, it is necessary to build trust with the community and interviewees by referring to the following approaches;

► Collaborating with LGBTQIA+ Support Organizations and Community Leaders

It is important to collaborate with local support organizations and community leaders of people with diverse SOGIESC to jointly design the research process and request a pre-review of questionnaires. This approach helps to ensure an understanding of the local context and reduces the psychological burden on interviewees. Additionally, it is recommended to consider appointing persons with diverse SOGIESC as external experts or advisors for the research.

► Community-Based Approach

When identifying interviewees and target organizations, it is essential to seek cooperation from support organizations and community leaders to ensure that the selection of participants aligns with the background and objectives of the research. Reaching out to communities of people with diverse SOGIESC, such as the Hijra communities in South Asia, which are relatively organized, or individuals who do not belong to any specific NGO, CSO, or community, can be challenging. Therefore, gaining support from local organizations and community leaders enables a more accurate and effective research design. Furthermore, given the limited availability of information on individuals with diverse SOGIESC, "snowball sampling"—where the initial interviewee refers the researcher to the next participant in a chain-like manner—can serve as an effective method for expanding the research sample.

► Understanding the Context Specific to the Target Country/Region

Understanding the context specific to the target country or region regarding the diversity of SOGIESC is essential for conducting research effectively. In some countries or regions, SOGIESC as a whole, or specific aspects such as sexual orientation or gender identity, may be considered sensitive or even taboo topics.⁶ In this regard, it is important to recognize that the status of inclusion varies across countries and regions and to develop research questionnaires that reflect the specific social context. During the research process, appropriate pronouns, terminology, and socially accepted language should be used, taking into account the local context (refer to Part 1, "1.3 Concepts and Terminology Specific to the Target Country/Region"). Additionally, if research face difficulties due to the researcher's status as an outsider of communities, it is recommended to consider engaging local consultants or local support organizations with a deep understanding of the context to facilitate information collection.

2.3. Key Considerations in Data Collection and Analysis

When conducting research from the perspective of diverse SOGIESC, the following key considerations should be taken into account in data collection and analysis.

2.3.1. Data Collection Methods

Statistical information and quantitative data on people with diverse SOGIESC remain limited, particularly in datasets published by governments and public institutions. This is due to several factors, including low societal recognition and understanding of

⁶ In particular, some countries criminalize consensual same-sex relationships, creating situations where individuals cannot disclose that they are lesbian, gay, or bisexual, where such identities are socially unacceptable, or where society does not even acknowledge the possibility of people having these identities.

SOGIESC diversity, legal and policy-related restrictions on data collection and disclosure due to discriminatory frameworks, and technical challenges related to data collection methodologies and statistical procedures. As a result, official data collection on diverse SOGIESC remains insufficient.⁷ Given this reality, it is essential to design research with the expectation that statistical and quantitative data may not be readily available. Researchers should utilize alternative methods, such as those outlined below, to collect as much relevant information as possible.

(1) Collection of Qualitative Data

In cases where quantitative data is limited, conducting qualitative research through key informant interviews (KIIs) and FGDs is essential to gain deeper insights into the experiences and challenges faced by people with diverse SOGIESC.

(2) Using Data and Information Published by International Organizations or Private Organizations

It is possible to gain a comprehensive and multi-faceted understanding by utilizing data collected by NGOs/CSOs, research institutions, or international organizations.

2.3.2. Analysis of Intersectionality

When collecting and analyzing information, it is essential to incorporate the perspective of intersectionality to capture the specific experiences and inequalities that arise from overlapping attributes. This approach enables a more comprehensive identification of the challenges faced by disadvantaged, vulnerable, and socially excluded individuals, facilitating a deeper understanding of the diverse needs for support and the complexity of existing issues.

note

Intersectionality

Intersectionality refers to the phenomenon in which multiple social attributes that an individual possesses—such as gender, sexual orientation, gender identity, age, race, class, disability status, and place of residence—intersect and interact in complex ways, creating specific experiences and inequalities. People's experiences and challenges are shaped not only by gender or sexual orientation but also by the interaction of various attributes, leading to needs and issues that may not be visible when considering a single attribute. Moreover, even within communities of people with diverse SOGIESC, experiences of inequality and the need for support vary depending on individual attributes and backgrounds.

When conducting research, it is required to incorporate an intersectional perspective as much as possible by utilizing the following approaches;

⁷ The gender classification in official statistical data, such as national censuses (specifically, the presence or absence of options beyond "male" and "female"), serves as a key indicator of the level of inclusion of people with diverse SOGIESC in the target country or region (see Part 3).

(1) Data Collection on Subgroups

It is useful to record as much as possible about more than one attribute, taking into account the diversity of attributes held by target beneficiaries when collecting data. In particular, gender-related attributes encompass various aspects, including sex assigned at birth, legally recorded gender, gender identity, sexual orientation, and sex characteristics. As noted in Part 1, the conceptualization and framework of SOGIESC vary across countries and regions. Therefore, rather than unconsciously relying on the researcher's own knowledge or assumptions, it is essential to accurately capture how participants perceive their own gender identity, ensuring that their agency and safety are respected throughout the research process.

Examples

- ▶ **Sex and Gender:**
Sex assigned at birth (Male, Female, (if applicable) legally recognized genders other than male and female), Legally recorded gender (Male, Female, (if applicable) legally recognized genders other than male and female) Gender identity (Male, Female, Neither male nor female (Specify: Free-text response))
- ▶ **Sexual Orientation:**
Heterosexual, Lesbian, Gay, Bisexual, Asexual, Pansexual, etc.
- ▶ **Other Attributes:**
Age, Ethnicity, Educational Attainment, Occupation, Income, Disability Status, Place of Residence (urban, suburb, or rural), Religion, Caste, Sex Characteristics (DSDs) etc.

(2) Cross-Tabulation of Data

If a certain amount of quantitative data is available, conducting cross-tabulation by combining various attributes allows for an examination of how the intersection of specific attributes influences outcomes.

Examples

- ▶ Analyze the differences in challenges faced by individuals across age groups by examining the intersection of "Sexual Orientation and Age."
- ▶ Analyze economic disparities and their impact among transgender individuals by the intersection of "Gender Identity and Income."

(3) Analysis of Qualitative Data and Narratives

By collecting qualitative data through interviews, FGDs, information from NGOs/CSOs, and literature reviews, conducting narrative analysis can help uncover intersectional challenges that cannot be fully captured through numerical data. Additionally, this approach deepens the understanding of individual experiences and, from an intersectional perspective, clarifies the complex challenges faced by specific groups.

Examples

- ▶ Conduct interviews with transgender individuals with physical disabilities to identify specific challenges in accessing healthcare services

2.4. Ensuring verification on terminology and notation

The use of terminology and notation related to SOGIESC should be carefully considered, avoiding arbitrary usage or assumptions. It is essential to verify in advance which terms are recommended and which should be avoided. When conducting field research or preparing reports, particular attention should be paid to the following points.

(1) Use of Titles and Pronouns Based on Individual Preferences and Gender Identity

When conducting research or compiling a report based on information obtained through interviews with consenting interviewees, such as their personal experiences, honorifics and pronouns based on their gender identities or preferences must be used rather than their sex assigned at birth or the gender recorded in official registries. In cases where gender-specific honorifics or pronouns, such as Mr., Ms., or she/her, he/him in English, are used, selecting them based on the sex assigned at birth or the legally registered gender may not align with the interviewee's gender identity or preferences. Such discrepancies can result in emotional distress and may compromise their dignity.⁸ Therefore, it is essential to confirm the interviewee's preferred honorifics and pronouns in advance and ensure that this information is accurately recorded and appropriately reflected throughout the research process.

(2) Confirmation of Terms to Avoid to Use

Some terms related to SOGIESC are commonly used as derogatory expressions in certain contexts. Even if participants themselves use such terms, it is recommended to avoid including those terms in written documents such as reports except a direct quotation. Additionally, as noted in Part 1, "1.3 Concepts and Terminology Specific to the Target Country/Region," certain terms may or may not be recommended for use depending on the specific social context of the target country or region. Before conducting the research, it is required to identify terms that should be avoided. Although these terms should not be used in written documents; if their use is unavoidable, they should be enclosed in quotation marks and accompanied by a footnote explaining the context in which they are used. When necessary, consulting SOGIESC experts—such as researchers or organizations supporting people with diverse SOGIESC—can be beneficial for proofreading and ensuring the appropriateness of terminology used in reports.

⁸ Make sure to confirm in advance to avoid using "Mr." for transgender women or "Ms." for transgender men. Some individuals who do not identify strictly as male or female may prefer the honorific "Mx." Similarly, when it comes to pronouns, some may prefer "They/Them" instead of gender-specific pronouns like "She/Her" or "He/Him."

As noted in Part 1, "1.2 Basic Concepts and Terminology," the terms, definitions, and appropriateness of usage related to SOGIESC, including identity-related concepts, are constantly evolving in response to changes in societal values and perceptions. It is therefore important to stay informed about the latest developments by referring to relevant resources, such as the databases listed in Part 6, "6.1 Information Sources."

PART 3

Part 3
Perspectives on
information collection
and analysis

PART 3

Perspectives on information collection and analysis

Part 3 presents a cross-sectoral perspective for measuring the inclusion status of people with diverse SOGIESC, which is considered helpful to integrate across all sectors and initiatives. In practice, it is recommended to customize the following list of topics appropriately, taking into account the objectives, context, target countries or regions, and specific sectors of the planned research.

3.1. Legal Frameworks and Policies

Legal Frameworks and Policies

- ☐ Has the country ratified international or regional treaties related to the respect of human rights?

Do the constitutions and laws include the following provisions regarding the rights of people with diverse SOGIESC? Also, how are people with diverse SOGIESC defined within these contexts?

- ☐
 - Respect for the human rights of people with diverse SOGIESC
 - Prohibition of discrimination, violence, and hate crimes against people with diverse SOGIESC
 - Legal definition of gender (possibility of changing of gender marker, and its process, required documentation, legal rights, etc.)
 - Legal definition of marriage (legal recognition of private consensual same-sex intimate relationships, possibility of same-sex marriage or partnerships, and its process, required documentation, legal rights, etc.)

- ☐ Is there any law to criminalize specific act or gender expression? (e.g., criminalization of consensual same-sex sexual relationships)

- ☐ How is the inclusion of people with diverse SOGIESC addressed in the development policies, human rights protection policies, social welfare policies, gender mainstreaming policies, etc.?

- ☐ Are there governmental bodies within the central or local governments responsible for the inclusion of people with diverse SOGIESC, and if so, what are their primary roles?

- ☐ Are there any central or local government programs or public services that are inclusive of diverse SOGIESC, or specifically targeted at people with diverse SOGIESC?

- ☐ What gender options are used in the national census and other official statistical data? Are diverse SOGIESC included in statistical reporting systems, and is SOGIESC-based data collected across various sectors such as health, education, economy, violence, and political participation?

- ☐ Is political representation ensured for people with diverse SOGIESC, or are there any openly diverse SOGIESC individuals serving as representatives in national or local legislative bodies?

- ▶ When verifying how the human rights of people with diverse SOGIESC are legally protected, it is important to examine which people, specifically on their identities, are protected. Legal recognition of gender varies by country; for instance, some countries recognize only diversity of gender identity but not diversity in sexual orientation. Some may recognize only "transgender" as gender other than male and female.
- ▶ If it is possible to change one's gender marker, the details should also be verified. For example, if there are three legal gender markers—"male," "female," and "other"—sometimes it may be possible to change from male to other, or female to other, but changing from male to female or female to male might not be allowed or could be very difficult. In such cases, changing gender marker based on gender identity are not necessarily assured.
- ▶ If public statistical data includes gender categories beyond male and female, confirm how these categories are determined and selected by respondents. For example, if there are three categories—"male," "female," and "other"—confirm whether "other" is assigned only to those who have completed formal gender-change procedures or if it is based on self-perception. This distinction affects data analysis outcomes. It is also important to clarify who is included in "other." In some cases, "other" may include only transgender individuals, while in others, it may encompass transgender, non-binary, and intersex/DSDs individuals. Ensure to verify the precise definitions of these classifications for accurate data analysis. By verifying the precise definitions of the classifications, appropriate data analysis becomes possible.

3.2. Key Considerations for Project Planning

3.2.1. Organizational Structures and Initiatives Related to Project

Organizational Structures and Initiatives

- ☐ Do the organizations involved in the project have clear policies prohibiting discrimination and harassment based on SOGIESC?⁹ Are these policies well communicated to staff and properly enforced?
- ☐ Are there any staff members within these organizations who openly identify as individuals with diverse SOGIESC, or are known to be individuals with diverse SOGIESC by others? If such staff exist, is there any imbalance among different SOGIESC groups—for instance, many openly gay men or trans women but few or no trans men?
- ☐ Have managers and staff in these organizations received training on diverse SOGIESC?
- ☐ Is there a mechanism to ensure that the voices of people with diverse SOGIESC are reflected in decision-making processes?
- ☐ Do these organizations have appropriate guidelines that incorporate diverse SOGIESC for the initiatives they undertake or public services they provide?
- ☐ Aside from the above, do these organizations implement any other initiatives from a diverse SOGIESC perspective? If so, what are they?
- ☐ Are these organizations collaborating with local support groups or experts to ensure the inclusiveness of their projects, including the inclusion of people with diverse SOGIESC?
- ▶ It is essential that organizations involved in the project have an appropriate understanding of people with diverse SOGIESC when planning and implementing initiatives from a diverse SOGIESC perspective. If these organizations lack sufficient knowledge, it is important to deepen their understanding through training sessions or the development of guidelines on diverse SOGIESC.

⁹ "SOGIESC-based Harassment" refers to discriminating against, attacking, or harassing individuals due to their SOGIESC. It can take various forms, including verbal harassment, physical violence, threats, social exclusion, and online harassment.

3.2.2. Inclusion in Target Areas and Communities of the Project

Inclusion in Target Areas and Communities

- ☐ Are there any statistical population data by different SOGIESC in the target areas of the planned JICA project? (For details on data collection, see "2.3 Key Considerations in Data Collection and Analysis." In Part 2)
 - ☐ What perceptions do local community members have regarding people with diverse SOGIESC? And how do they act toward people with diverse SOGIESC?
 - ☐ How do people in leadership positions in the region, such as community leaders and religious leaders, perceive people with diverse SOGIESC? And how do they act towards people with diverse SOGIESC?
 - ☐ Are people with diverse SOGIESC participating in local or community decision-making processes?
 - ☐ Are there examples of initiatives from a perspective of diverse SOGIESC in education or employment? Have there been reports of discrimination or violence based on SOGIESC in schools or workplaces?
 - ☐ Are public services, such as healthcare, legal support, and social security, designed to serve people with diverse SOGIESC?
 - ☐ Do the police and judicial institutions appropriately respond to violence against people with diverse SOGIESC?
- ▶ When assessing the status in target areas, limiting survey options to only "male" or "female" can result in people with diverse SOGIESC going unrecognized statistically, potentially excluding them from support. Therefore, it is important to design surveys that consider the level of acceptance and environment for people with diverse SOGIESC in local communities, ensuring they are involved within support frameworks.
 - ▶ In some countries or regions, it has been reported that many people with diverse SOGIESC, particularly transgender individuals, earn income in the informal economy (e.g., begging, sex work, dancing at events) and lack adequate access to formal economic employment.

3.3. Experiences of People with Diverse SOGIESC and Activities of Support Organizations

Experiences of People with Diverse SOGIESC and Activities of Support Organizations

- ☐ Have they experienced violence (physical, sexual, psychological, socio-economic, or other) within their households or communities?
- ☐ Have they experienced discrimination, bullying, or violence in schools?
- ☐ Have they faced difficulties accessing healthcare services? Have they experienced discriminatory treatment in medical institutions?
- ☐ Have they faced difficulties accessing social security or social welfare services?
- ☐ Have they experienced discrimination in employment? Have they faced discrimination, violence, or harassment in the workplace?

- ☐ If public IDs allow gender markers beyond "male" or "female," have individuals holding IDs marked as other than "male" or "female" experienced difficulties in obtaining ID documents, completing official procedures, or accessing private services?
 - ☐ What other difficulties or barriers exist for people with diverse SOGIESC besides those mentioned above?
 - ☐ How do organizations supporting people with diverse SOGIESC (e.g., NGOs/CSOs) perceive the challenges faced by those they support? What activities do they undertake to address these challenges?
 - ☐ Through these activities, what outcomes or good practices have been identified?
 - ☐ What challenges do these organizations face in implementing their activities? (e.g., legal restrictions, opposition from local communities, etc.)
 - ☐ How do support organizations collaborate or coordinate with public institutions, donors, international organizations, or the private sector?
 - ☐ How are networks or collaborative structures among support organizations established?
- ▶ Generally, people with diverse SOGIESC tend to be marginalized from school education. It is common for individuals to drop out at the compulsory or primary education stage due to bullying and violence from teachers or other students. On the other hand, there are some cases of non-formal education or vocational training programs targeted at people with diverse SOGIESC who could not complete basic education.
 - ▶ In countries where gender marker changes are possible, there are cases where individuals holding ID cards marked as something other than male or female face difficulties when opening bank accounts or obtaining loans from financial institutions.
 - ▶ In some countries, NGOs/CSOs face legal and policy-related challenges in providing support to people with diverse SOGIESC, making it difficult to register or carry out activities. Additionally, there are organizations that reduce their activities due to opposition from local communities, or operate without publicly disclosing their support for people with diverse SOGIESC.
 - ▶ On the other hand, there are also cases where government agencies invite representatives from support organizations as trainers for SOGIESC-related training sessions. Furthermore, examples exist of support organizations collaborating with the private sector to promote employment opportunities for people with diverse SOGIESC.

3.4. Initiatives by Donors and International Organizations

Initiatives by Donors and International Organizations

- ☐ How are people with diverse SOGIESC involved in projects (not limited to SOGIESC-specific projects, but all projects) implemented by donors or international organizations? Are there any established guidelines or SOPs?
- ☐ Are donors or international organizations providing support specifically for people with diverse SOGIESC? If so, what kind of support do they provide?
- ☐ In surveys and the selection process for target regions and beneficiaries, have equitable selection criteria been established to appropriately include people with diverse SOGIESC?
- ☐ In project planning and implementation, is an enabling environment created to facilitate the participation of people with diverse SOGIESC? (e.g., easing of identification requirements, ensuring accessible application processes, providing appropriate information, etc.)
- ☐ Are there any additional considerations, challenges, outcomes, or good practices related to project planning and implementation besides those mentioned above?
- ☐ Do donors or international organizations collect and publish data regarding the inclusion of people with diverse SOGIESC?

PART 4

Part 4 **Sector-Specific** **Research Topics**

PART 4

Sector-Specific Research Topics

Building on the content of Parts 2 and 3, Part 4 outlines research topics and details to be considered in specific sectors when conducting research from the perspective of diverse SOGIESC.

This part covers the following five sectors and compiles research topics and their corresponding details from an inclusive SOGIESC perspective under the section titled "Research Topics for Analysis from a Diverse SOGIESC Perspective."

- **1) Sexual and Gender Based Violence**
- **2) Financial Inclusion**
- **3) Education**
- **4) Trafficking in Persons**
- **5) Refugee Assistance**

Furthermore, each sector presents a case study of research conducted by JICA, including information sources and the research process, under the section titled "Case Studies of Research Conducted from Diverse SOGIESC Perspectives at JICA."

Case studies are based on the research conducted as part of the JICA "Data Collection Survey on Sexual Orientation, Gender Identity and Expression, and Sex Characteristics (SOGIESC) in Development Issues." For details on the research methodology and findings, please refer to the report available at the link below.

[Link to the report \(JICA Library\)](#)

4.1. Sexual and Gender Based Violence (SGBV)

4.1.1. Research Topics for Analysis from a Diverse SOGIESC Perspective

Categories	Examples of Research Topics
Latest Status and Data on SGBV	
Overview of the occurrence of SGBV cases against people with diverse SOGIESC (quantitative and qualitative data)	<p>► Quantitative data on the number of SGBV cases (involving physical violence, sexual violence, psychological violence, socio-economic violence, harmful practices, and other forms of violence, including data on the prosecution status of perpetrator)</p> <ul style="list-style-type: none"> • Data collected by public institutions • Data collected by medical institutions • Data collected by media, NGOs, and other organizations <p>► Qualitative data on SGBV cases</p> <ul style="list-style-type: none"> • Reports and analytical information from international organizations, NGOs/CSOs, and academic institutions • Media reports and articles • Information disseminated via SNS and other platforms • Interviews with people with diverse SOGIESC



In general, data on SGBV do not fully reflect the actual situation and the number of cases is believed to be significantly higher than reported. Furthermore, in many countries and regions, SOGIESC has found that data collected by public authorities is virtually non-existent, making it difficult to fully assess the situation. Therefore, in addition to the available quantitative data published by NGOs/CSOs and other organizations, it is crucial to include the qualitative data mentioned above in order to gain a more comprehensive understanding of the issue.



In some countries, due to factors such as religious beliefs and gender norms, certain regions tend to have relatively higher incidences of SGBV. Therefore, for both quantitative and qualitative data, it is recommended to collect region-specific data and information as much as possible in order to accurately assess the current situation.

Categories	Examples of Research Topics
International Conventions and Domestic Laws	
Status of ratification of international conventions relating to SGBV	<p>► Ratification status of international and regional conventions on the elimination of SGBV</p> <p>【Examples of international conventions】</p> <ul style="list-style-type: none"> • International Covenant on Economic, Social and Cultural Rights (1966) • Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW)(1979) • Convention on the Rights of the Child (1989) • Beijing Declaration and Platform for Action (1995) • Optional Protocol to the Convention on the Rights of the Child on the Sale of Children, Child Prostitution and Child Pornography (2000) • Protocol to Prevent, Suppress and Punish Trafficking in Persons, Especially Women and Children, Supplementing the United Nations Convention Against Transnational Organized Crime (2000)

Enactment and Enforcement Status of Domestic Laws Related to SGBV

- ▶ **Domestic laws on the elimination of SGBV**
- ▶ **Status of enactment of domestic laws prohibiting discrimination and SGBV against people with diverse SOGIESC**
For both of the above items, the following points need to be confirmed;
 - Legal definitions of terms of each concept such as "violence"
 - Gender identities and categories covered under legal protection
 - Content and criteria for the punishment of perpetrators
 - Differences between federal and local government laws (in the case of a federal system)
- ▶ **Status of enforcement of above mentioned domestic laws**
 - Number of prosecuted SGBV cases
 - Overview of the legal process
 - Challenges related to law enforcement
- ▶ **Discussions on the enactment or revision of future laws concerning diverse SOGIESC and SGBV, as well as their details**



If there are no SGBV-related laws specifically targeting people with diverse SOGIESC, it is important to consider whether existing national laws aimed at eliminating SGBV include protections for such people. For example, in some cases, anti-rape laws may only apply to cisgender women, excluding cisgender men, transgender women, transgender men and non-binary people from legal protection against rape. After confirming the scope of the law (i.e. identifying which identities are covered), if it is found that people with diverse SOGIESC or specific groups within them are not included, further information should be gathered on whether there are discussions about revising the law or whether advocacy efforts by civil society organizations are underway.

Categories	Examples of Research Topics
Policies and Institutions	
Policies and Institutions related SGBV and their details	<ul style="list-style-type: none"> ▶ National and local government policies, guidelines, strategies, and action plans related to the elimination of SGBV, as well as their details, progress, planned future activities, and status of inclusion diverse SOGIESC among them ▶ Cross-sectoral bodies or committees (such as national committees) and consultations involving multiple government agencies, donors, and the private sector for the implementation of SGBV elimination policies ▶ Policies from a perspective on diverse SOGIESC



If cross-sectoral bodies or committees related to SGBV elimination policies have been established, it is also necessary to verify whether they address violence against people with diverse SOGIESC.

Categories	Examples of Research Topics
Key Government Agencies and Organizational Structure	
Roles and organizational structure of implementing bodies related to the elimination of SGBV against people with diverse SOGIESC.	<p>► Central and local government agencies promoting the elimination of SGBV from a diverse SOGIESC perspective (such as the Ministry of Human Rights, Ministry of Gender, Ministry of Social Welfare, law enforcement agencies, and cross-sectoral organizations), as well as the responsible departments</p> <ul style="list-style-type: none"> • Number of personnel assigned, their roles, and required expertise. • The annual budget allocated to these departments and their annual plans. <p>※Regarding law enforcement agencies, please refer to the next category, "Public Support, Facilities, and Initiatives."</p>



In many cases, the responsible agency is not clearly defined, and multiple relevant government agencies handle different aspects of the issue of SGBV against people of diverse SOGIESC. In such cases, it is necessary to clarify the responsibilities of each agency and analyze any overlaps in roles or gaps in response.

Categories	Examples of Research Topics
Public support, facilities, and initiatives	
Prevention of SGBV	<p>► Initiatives related to the prevention and awareness-raising of SGBV against people with diverse SOGIESC, as well as their details and implementation status</p>
Protection, empowerment, and social reintegration of SGBV victims/survivors, including the prosecution of perpetrators by law enforcement agencies	<p>► Law enforcement initiatives for SGBV survivors with diverse SOGIESC</p> <ul style="list-style-type: none"> • Designated departments for handling SGBV cases (e.g., dedicated police desks, SGBV courts). • Processes for receiving and investigating SGBV cases, as well as prosecuting perpetrators. • Availability of legal aid services • Implementation status of training programs on the inclusion of diverse SOGIESC • The development and utilization of various SGBV-related guidelines and standard operating procedures (SOPs) from a diverse SOGIESC perspective <p>► Medical support for SGBV victims/survivors from a diverse SOGIESC perspective</p> <ul style="list-style-type: none"> • Deployment of designated staff members • Response measures for sexual violence (e.g., STI testing, HIV/AIDS testing, pregnancy testing, forensic evidence collection) and physical violence • Availability of psychosocial support • Implementation status of training programs on the inclusion of diverse SOGIESC. • Development and utilization of various SGBV-related guidelines and SOPs from a diverse SOGIESC perspective.

- **Establishment and operation status of public shelters and protection facilities accommodating people with diverse SOGIESC**
 - Number of facilities, locations, and capacity
 - Facility details and available equipment
 - Services provided, including support for empowerment and social reintegration
 - Plans for future establishment or expansion
 - Implementation status of training programs on the inclusion of diverse SOGIESC
 - Development and utilization of various SGBV-related guidelines and SOPs from a diverse SOGIESC perspective.
- **Implementation status of empowerment and social reintegration initiatives by organizations other than public shelters and facilities**

Collaboration status with NGOs/CSOs

► Collaboration status with NGOs/CSOs supporting people with diverse SOGIESC



While support and initiatives from a diverse SOGIESC perspective are anticipated to be limited, some services for cisgender SGBV victims/survivors may support individuals with diverse SOGIESC to the extent possible. Therefore, if such support is provided, it is necessary to verify what kind of assistance is available (e.g., acceptance into shelters, referrals to relevant private organizations) and whether there have been actual cases handled in the past. Additionally, it is important to confirm the identities of individuals they can support (e.g., L, G, T, etc.).



In medical support, apart from services for LGBTQIA+ individuals, some institutions may provide specific services for Men who has Sex with Men (MSM), particularly in the prevention and treatment of HIV/AIDS. If medical institutions or NGOs/CSOs listed in the next category have initiatives targeting MSM, their role and specific target groups should also be confirmed.

Categories

Examples of Research Topics

Support and Initiatives by Other Donors and NGOs/CSOs

Support and Initiatives by International Organizations and Bilateral Aid Agencies.

- **Projects and support services aimed at eliminating SGBV from a diverse SOGIESC perspective**
- **If such projects or services exist, their latest status and future plans**

Support and Initiatives by NGOs, CSOs, and Other Private Sector Entities.

- **NGOs/CSOs engaged in initiatives to eliminate SGBV from a diverse SOGIESC perspective, along with details of their activities, implementation status, and sources of funding**
- **Private sector initiatives addressing SGBV from a diverse SOGIESC perspective, including:**
 - Economic support and technical training aimed at empowerment and social reintegration
 - Best practices in handling sexual harassment and SOGIESC-based harassment within private companies (see the footnote in Section 3.2.1 of Part 3 on Organizational Structures and Initiatives Related to Project Implementation).
- **Research and studies conducted by academic or research institutions on diverse SOGIESC and SGBV.**

Categories	Examples of Research Topics
Challenges and Needs Faced by People with Diverse SOGIESC	
Living Conditions and Experiences of Violence Among People with Diverse SOGIESC	<p>► Through interviews or FGDs with people with diverse SOGIESC, the following key aspects are identified:</p> <ul style="list-style-type: none"> • Living conditions • Educational Attainment and employment status • Experiences of violence and its impact on their lives, education, and career • Current challenges they face in daily life
Access to Support and Challenges for SGBV Survivors with Diverse SOGIESC	<p>► Through interviews and FGDs with SGBV victims/survivors with diverse SOGIESC, the specific support needs are identified:</p> <ul style="list-style-type: none"> • Awareness of public and private support services • Availability of existing services and barriers to access • Support needed for SGBV prevention • Support needed when experiencing SGBV

4.1.2. A Case Study of JICA's Research Conducted from Diverse SOGIESC Perspectives

Objectives	Identify challenges and needs through research and analysis related to SGBV against people with diverse SOGIESC, and explore and propose initiatives in JICA projects.	
Target	Target county	Pakistan (Islamabad, Lahore and Multan)
	Target sector	Elimination of SGBV *In Pakistan, consensual same-sex sexual act is criminalized under the Penal Code. As a result, all laws and policies specifically target transgender individuals, often including intersex people within the transgender category, while excluding individuals categorized as L, G, or B.
Methodologies	Desk research	Literature review, online interviews
	Field research	In-person and online interviews, FGDs, site visits

Research flow	Examples of research tasks
Research Flow and Tasks	
Understand the overall status by reviewing the situation of SGBV and the legal framework	<ul style="list-style-type: none"> • Review the prevalence of SGBV cases in Pakistan using data from the "UN Women Data Hub," "UNFPA GBV Programme Data Dashboard," "National Demographic and Health Surveys (DHS)," and other SGBV and public health-related survey results (noting that these datasets generally do not include violence against LGBTIQ+ individuals). • Search for information on violence against transgender individuals in Pakistan through reports from local media and data published by local NGOs. • Gain a broad understanding of the occurrence of violence against people with diverse SOGIESC in Pakistan, the ratification of international conventions, and the legal framework using sources such as the "ILGA World Database" and the "South Asian Translaw Database." • Further examine relevant laws based on the findings from the above sources.

Examine policies, the roles of government agencies, and specific initiatives

- Search for SGBV-related policies and policies related to the inclusion of transgender individuals.
 - Identify government agencies responsible for the prevention and response to violence against transgender individuals through desk research and field research.
 - ✓ Verify whether the government agencies responsible for SGBV response include transgender individuals in their scope, and examine the involvement of other relevant government agencies. (In the case of Pakistan, relevant agencies include the Ministry of Human Rights, the National Commission for Human Rights, and provincial Social Welfare Departments).
 - Conduct a desk review of specific measures and initiatives undertaken by the identified government and law enforcement agencies to address violence against transgender individuals, and verify the details through field research.
-

Verify the initiatives of international organizations, NGOs/CSOs, and the private sector.

- Conduct a desk review of the implementation status of programs by international organizations (such as UNDP, UN Women, and UNFPA) and other donors in Pakistan that focus on the inclusion of people with diverse SOGIESC and the prevention and response to SGBV. If there are specific programs targeting transgender individuals, confirm their details. If not, conduct on-site research to determine the inclusion of transgender individuals within SGBV programs.
 - Referring to the ILGA World member list and web searches, compile a list of NGOs/CSOs in Pakistan that provide support to people with diverse SOGIESC. Subsequently, conduct field research to gather information on each organization's activities and the challenges they face.
-

Identify the challenges people with diverse SOGIESC face and their needs

- Based on relevant reports from NGOs/CSOs, articles from local media, and posts on social media, conduct an overview and analysis of the challenges, needs, and experiences of violence faced by people with diverse SOGIESC. Using this analysis, develop a questionnaire and conduct field research to verify the details through interviews with NGOs/CBOs and transgender individuals.
-

Tips on Research Methods

- In Pakistan, there is no comprehensive dataset that consolidates information on SGBV cases involving transgender individuals. Instead, fragmentary information was accumulated to assess the situation.
 - In Pakistan, no government agency at either the federal or provincial level has overall jurisdiction over SGBV cases involving transgender individuals, and government agencies responsible for human rights, social welfare and women's protection were responding in their own partial way. Therefore, through the verification and review of each agency's response and future plans, gaps in interventions and support that are insufficiently covered or necessary but not yet provided were identified.
 - Regarding SGBV against people with diverse SOGIESC, combining quantitative and qualitative analysis allows for identifying specific challenges faced by various groups, such as cisgender women, transgender women, transgender men, lesbian women, and gay men. This approach also helps clarify both the commonalities and differences in the support they require, enabling the formulation of targeted interventions and support measures.
-

4.2. Financial Inclusion

4.2.1. Research Topics for Analysis from a Diverse SOGIESC Perspective

Categories	Examples of Research Topics
Latest Status and Data on Financial Inclusion	
Status of the country's general financial inclusion landscape	<ul style="list-style-type: none"> ► Status of progress of the country's financial inclusion (e.g., account ownership, mobile money usage, digital financial services penetration) based on available data. <ul style="list-style-type: none"> • Percentage of the population with access to formal financial products and services (e.g., bank accounts, mobile money, loans, insurance, etc.) • Penetration rate of digital financial services (e.g., mobile banking, e-wallets, etc.) • Disparities in financial inclusion based on demographics (e.g., gender, income, geographic location, etc.) • Availability of data disaggregated by SOGIESC characteristics and attributes • Key indicators that are missing or under-reported in existing financial inclusion research ► Inclusion of gender equality, equity, and diverse SOGIESC perspectives in the main frameworks guiding the financial inclusion strategies of the target countries.
Status of the financial inclusion of people with diverse SOGIESC	<ul style="list-style-type: none"> ► Quantitative and qualitative data on the financial inclusion status of people with diverse SOGIESC <ul style="list-style-type: none"> • Access to formal financial services • Percentage of people using formal financial products and services (e.g., savings accounts, loans, insurance, etc.) • Disparities in financial access and usage of financial products/services across SOGIESC categories • Disparities in financial access between regions or rural/urban areas ► Document-related issues for people with diverse SOGIESC <ul style="list-style-type: none"> • Identification (ID) requirements for accessing financial services, particularly for transgender individuals or those whose gender identity, gender expression, or sex characteristics differ from the gender marker on their ID • Impact of mismatch between gender marker on ID and gender identity/expression/sex characteristics on access to financial services ► Discrimination and psychological barriers <ul style="list-style-type: none"> • Experiences of discrimination, harassment, or denial of services by financial institutions • Psychological barriers to accessing financial services ► Economic barriers <ul style="list-style-type: none"> • Impact of income inequality and employment instability on financial capability • Access to formal employment opportunities that promote financial inclusion (e.g., salary accounts, etc.)

► **Digital divide**

- Challenges faced by people with diverse SOGIESC in accessing digital financial services (e.g., smartphone ownership, digital literacy, etc.)
- Inclusion of diverse SOGIESC in the design of digital financial platforms

Current use of financial services by people with diverse SOGIESC

► **Usage patterns and behavior**

- Most frequently used financial products and services (e.g., mobile money, savings accounts, etc.)
- Frequency of using products and services from formal financial institutions

► **Reasons for utilizing informal financial systems (e.g., borrowing from friends or family, moneylenders, savings groups, etc.)**

► **Details of unique informal group financial systems in specific areas (e.g., the Guru-Chela system, a self-help group for transgender women in Pakistan)**

Categories	Examples of Research Topics
Law and regulation	
Laws and regulations concerning people with diverse SOGIESC	<p>► Status of gender integration, especially SOGIESC individuals in existing financial inclusion laws and regulations:</p> <ul style="list-style-type: none"> • Current statuses of key laws and regulations governing the National Financial Inclusion Strategy, banks, microfinance institutions, and mobile money providers. • Inclusion of diverse SOGIESC in financial services under consumer protection laws. • Current statuses of regulations related to digital finance, including guidelines on electronic money and data privacy laws. • Policies that incentivize or mandate financial institutions to provide financial products and services tailored to vulnerable groups, including people with diverse SOGIESC. <p>► Legal Recognition of people of diverse SOGIESC:</p> <ul style="list-style-type: none"> • Laws regarding the issuance of identity documents (IDs, passports, etc.) that are inclusive of people whose gender identity differs from the gender listed on their ID or who have specific gender expressions or sex characteristics, in particular transgender people, and the status of inclusion in terms of laws regarding various SOGIESC. • Key challenges that people with diverse SOGIESC face in accessing financial products and services when their gender identity, gender expression, and sex characteristics differ from the gender marker listed on their ID <p>► Anti-Discrimination Laws</p> <ul style="list-style-type: none"> • Availability of anti-discrimination laws protecting people with diverse SOGIESC in the financial sector • Provisions in laws related to access to employment and public services that indirectly affect the financial inclusion of people with diverse SOGIESC

► **Legal Barriers**

- Existence of laws criminalizing same-sex sexual relations and restrictive laws regarding gender identity and their impact on financial inclusion
- Existence of laws restricting the ability of certain groups of people with diverse SOGIESC to own property or open bank accounts

Categories	Examples of Research Topics
Policies and institutions	
Policies and systems by regulatory agencies	<p>► Policy and institutional content that is inclusive of people with diverse SOGIESC</p> <ul style="list-style-type: none"> • Inclusion status of people with diverse SOGIESC in regulatory framework for financial inclusion or national financial inclusion strategies <p>► Difficulties or backlash in the design of policies and systems that include people with diverse SOGIESC and future directions</p> <p>► Request for technical assistance in the formulation of policies and systems, and whether or not there is an intention to form partnerships with external organizations such as NGOs/CSOs and donor organizations</p>



Identify areas where regulatory and supervisory authorities are inadequate in their inclusion of people with diverse SOGIESC.¹⁰



Emphasize the willingness and need for partnerships with NGOs/CSOs and donor agencies to strengthen efforts to be inclusive of people with diverse SOGIESC.

Categories	Examples of Research Topics
Policies and Initiatives of Financial Institutions	
Policies and Initiatives of financial Institutions	<p>► Some useful references for getting an overview of financial inclusion include:</p> <ul style="list-style-type: none"> • Availability of anti-discrimination policy for staff • Availability of staff training to understand SOGIESC • Availability of financial product services that meet the needs of people with diverse SOGIESC • Inclusion of diverse SOGIESC perspectives in identification requirements and customer protection policies <p>► Difficulties and backlashes in developing policies that are inclusive of diverse SOGIESC and future directions</p> <p>► Requests for technical assistance in policy development and willingness to form partnerships with external organizations such as NGOs/CSOs and donor agencies</p>

¹⁰ Some useful references for getting an overview of financial inclusion include; [the Global Index Database](#), [The Consultative Group to Assist the Poorest \(CGAP\)](#), [Alliance for Financial Inclusion \(AFI\)](#)

Financial institutions' perceptions of people with diverse SOGIESC

► Perceptions of people with diverse

- Reasons for offering (or not offering) financial product services to people with diverse SOGIESC
- Methodology and details of assess "risk as a borrower" of people with diverse SOGIESC
- Conditions necessary to provide financial product and services to people with diverse SOGIESC



Identify areas and sectors where financial institutions are inadequate in their inclusion of people with diverse SOGIESC.



Identify conditions and other requirements for financial institutions to be inclusive of people with diverse SOGIESC.

Categories

Examples of Research Topics

Key Government Agencies and Organizational Structure

Implementing organization and institutions

► Key government agencies and implementing bodies driving financial inclusion efforts

Roles and collaboration of organizations and institutions

- Policies, institutions, organizational structure, and organizational capacity, initiatives, challenges, and support needs, etc. related to the inclusion of people with diverse SOGIESC perspectives in each institution
- Partnerships and collaborations with other institutions

Categories

Examples of Research Topics

Public support, facilities and initiatives

Public support and facilities that support the SOGIESC

- Availability and content of existing public support, facilities, and initiatives:
 - Financial assistance programs such as interest subsidized loans, grants, deposit incentives, conditional cash transfers, social insurance
 - Assistance related to ID
 - Support programs for digital financial services, etc.

Awareness and use of public support, facilities and initiatives

- Awareness of public supports, facilities and initiatives that are inclusive of people with diverse SOGIESC, means of access to information, difficulties in accessing information, etc.
- Access to, and use of, and effectiveness and impact of public support, facilities, and initiatives that are inclusive of people with diverse SOGIESC

Status of collaboration with the private sector on public support, facilities, and initiatives

- ▶ **Status of collaboration with the private sector in institutional design, planning, and implementation of public support, facilities, and initiatives and other related initiatives supporting people with various SOGIESC**
- ▶ **Analysis of the impact and effectiveness of these collaborations**



Efforts to promote financial inclusion require not only interventions by financial institutions but also the involvement and collaboration of public support mechanisms aimed at people with diverse SOGIESC.

Categories	Examples of Research Topics
Support and Initiatives by Other Donors and NGOs/CSOs	

Current status of support and initiatives by other donors and NGOs/CSOs

- ▶ **International and regional trends in financial inclusion that encompass individuals with diverse SOGIESC**
- ▶ **Availability and profiles of other donors, NGOs/CSOs, and advocacy groups supporting financial inclusion for individuals with diverse SOGIESC.**
 - Details of support initiatives and activities.
 - Funding and financial resources (sources such as international donors and private foundations, the appropriateness of fund allocation, challenges and difficulties in securing sustainable funding, funding gaps that hinder support and activities, etc.).
 - Analysis of successes and impact of support initiatives, impact analysis, factors contributing to success, and methods for measuring impact.
 - Future plans and opportunities.



The role of donors and NGOs/CSOs in providing direct or indirect technical support is important in improving financial inclusion of people with diverse SOGIESC.

Categories	Examples of Research Topics
Challenges and Needs Faced by People with Diverse SOGIESC	

Inclusion status of individuals with diverse SOGIESC in financial inclusion

- ▶ **Demographics and socioeconomic backgrounds of individuals with diverse SOGIESC (e.g., age, SOGI [Sexual Orientation, Gender Identity], education levels, employment status, income levels, residential areas, cultural contexts, etc.).**
- ▶ **Inclusion status of people with diverse SOGIESC among clients of microfinance institutions and commercial banks, beneficiaries of government financial programs, and staff members of NGOs/CSOs.**

Status and challenges of financial knowledge and access to finance for people with diverse SOGIESC

- ▶ **Knowledge of available financial product services for people with diverse SOGIESC**
- ▶ **Status of financial access for individuals with diverse SOGIESC:**
 - Bank account ownership
 - Types of financial services being utilized.
 - Barriers and difficulties in accessing financial services (e.g., restrictions due to discrepancies between the gender listed on ID and gender identity, gender expression, or sex characteristics; discriminatory treatment by financial institution staff, etc.).
 - Access to and utilization of digital financial services

Financial needs specific to people with diverse SOGIESC

- ▶ **Financial services with the highest demand (e.g., loans, savings, insurance, etc.).**
- ▶ **Desired features of financial services.**
- ▶ **Support required to promote the use of financial services (e.g., financial literacy training, LGBTQIA+-friendly staff, etc.).**
- ▶ **Requests and suggestions from individuals with diverse SOGIESC to financial institutions.**

Capacity-building needs specific to individuals with diverse SOGIESC

- ▶ **Experience in participating in training related to improving financial literacy and livelihood. If such experience exists, the effects and changes resulting from it.**
- ▶ **Topics of interest in capacity building**



Identify how intersectionality (overlap of multiple categories). Identify what specific challenges to financial inclusion arise due to rural residence and being transgender, for example.

4.2.2. A Case Study of JICA's Research Conducted from Diverse SOGIESC Perspectives

Objectives	Identify challenges and needs through research and analysis related to inclusion of people with diverse in financial inclusion, and explore and propose initiatives in JICA projects.	
Target	Target county	Pakistan (Islamabad and Lahore)
	Target sector	Financial Inclusion *In Pakistan, consensual same-sex sexual act is criminalized under the Penal Code. As a result, all laws and policies specifically target transgender individuals, often including intersex people within the transgender category, while excluding individuals categorized as L, G, or B.
Methodologies	Desk research	Literature review, online interviews
	Field research	In-person and online interviews, FGDs, site visits

Research flow	Examples of research tasks
Research Flow and Tasks	
Understand the current state of financial inclusion in Pakistan, including people with diverse SOGIESC	<ul style="list-style-type: none"> Understand the current state of financial inclusion in Pakistan, including individuals with diverse SOGIESC, by reviewing the progress of financial inclusion through desk research and confirming the latest version of the National Financial Inclusion Strategy. Identify the financial inclusion status of transgender individuals through interviews, focusing on issues such as document-related challenges, discrimination and psychological barriers within financial institutions, income and employment instability, and the digital divide. Investigate the details of the financial system within the Guru-Chela system by conducting interviews with transgender women members associated with this system.
Review the systems, policies, initiatives, issues, and support needs of government agencies and regulatory oversight agencies	<ul style="list-style-type: none"> Identify the presence of financial inclusion policies related to transgender inclusion, their implementation status, and current gaps through desk research and interviews with regulatory authorities such as the Ministry of Finance, the State Bank of Pakistan, the Pakistan Stock Exchange, and others. Confirm the roles and coordination of each institution, and understand the scope of impact of policies and systems related to SOGIESC, the efforts of subsidy programs, challenges, and support needs
Check the policies and initiatives of financial institutions	<ul style="list-style-type: none"> Review policies and issues at non-bank microfinance institutions, commercial banks, wholesale financial institutions, fintech and mobile money providers, and other financial institutions and the status of collaboration with external organizations.
Review the initiatives of international organizations, NGOs/CSOs, and the private sector.	<ul style="list-style-type: none"> Examine the current status of support and efforts by donor agencies such as the World Bank, Asian Development Bank, JICA, and USAID, as well as NGOs/CSOs like Akhuwat Foundation, Khawajasira Society (KSS), Go Green Knowledge, Home Net Pakistan, Pink Center, and the private sector
Identify the challenges and needs faced by people with diverse SOGIESC.	<ul style="list-style-type: none"> Identify trans men and trans women who are customers of microfinance banks, beneficiaries of support programs, staff of supporting organizations, and participants in training programs. Conduct interviews with the above-mentioned individuals to gather information on demographic and socio-economic backgrounds (e.g., age, SOGI, education level, employment status, income level, residence, cultural structures, etc.), as well as their affiliation with the Guru-Chela system. Identify the unique financial needs and capacity-building needs of transgender individuals.

Tips on Research Methods

Research on financial inclusion involving individuals with diverse SOGIESC requires sensitivity to social and cultural contexts and an ethical and inclusive approach. Particularly considering the socioeconomic and legal challenges faced by transgender individuals in Pakistan, researchers must employ innovative and practical methods to collect accurate data and derive meaningful insights and recommendations.

(1) Addressing Issues with Identification Documents (Computerized National Identity Card, CNIC)

The study investigated how CNIC issues affect the economic access of transgender individuals and examined the KYC (Know Your Customer) requirements in financial institutions. Additionally, the research provided an opportunity for financial institutions to consider more flexible KYC requirements or alternative methods for transgender individuals who face barriers related to CNICs.

(2) Recognizing the importance of financial literacy skills

The study explored transgender individuals' financial knowledge and money management skills while identifying gaps and challenges in digital financial literacy.

(3) Exploring collaboration with financial institutions

Interviews with management and frontline staff of financial institutions were conducted to understand their perspectives, identify institutional biases and gaps, and assess the inclusion of transgender individuals in existing financial products.

(4) Promoting collaboration with policymakers and donor agencies

The study encouraged the participation of policymakers and regulatory officials to align the research with the financial inclusion strategies and policies of the target country. It also provided actionable recommendations to central banks, financial regulators, social welfare departments, and other relevant stakeholders.

4.3. Education

4.3.1. Research Topics for Analysis from a Diverse SOGIESC Perspective

4.3.1.1. Promotion of Basic Education

Categories	Examples of Research Topics
Policies and Institutions	
Status of inclusion of people with diverse SOGIESC in relevant laws and policies	<ul style="list-style-type: none"> ► Provision of items related to the protection of students with diverse SOGIESC in laws, policies, goals, action plans, etc. related to basic education ► Provision of the inclusion of students with diverse SOGIESC in education policy subcategories such as gender mainstreaming, education of children with disabilities, health education, and teacher recruitment and training documents ► Consideration of references to people with diverse SOGIESC in statements and press releases by key education policy makers and stakeholders



Some recognition and mentions in the target countries/regions for diverse SOGIESC may be prejudicial or discriminatory as opposed to protective. Thus, those policies and statements will also be examined.

Categories	Examples of Research Topics
Key Government Agencies and Organizational Structure (Ministry of Education and its related departments and agencies)	
Inclusion of teachers and students with diverse SOGIESC in government and educational institutions	<ul style="list-style-type: none"> ► Provision of departments and positions with primary responsibility for the inclusion of students with diverse SOGIESC in government, ministries of education and related agencies (e.g., teacher recruitment and training institutions, STEM education institutions, testing centers, etc.) ► Inclusion of diverse SOGIESC in government departments responsible for inclusive education and education for people with disabilities ► Budgetary provision to address the needs of students with diverse SOGIESC (e.g., school counselors, constructing multipurpose restrooms, etc.)
Education institutions initiatives	<ul style="list-style-type: none"> ► Provisions for the response to needs related to names and honorific titles (Ms./Mr., etc.) and the response of the person in charge (school counsellor, homeroom teacher, etc.), handling of the name and honorifics on training certificates or graduation certificates based on the individual's preference (including the status of adding an alias alongside the official name). ► Status of implementation of training on students/learners with various SOGIESC at the implementing institutions (including out-sourcing coursed by the external agencies/institutions.)

Categories	Examples of Research Topics
Support and Initiatives for Inclusion of Students with Diverse SOGIESC by Other Donors and NGOs/CSOs	
Support from other donors, international organizations, NGOs/CSOs, etc.	<ul style="list-style-type: none"> ► Provision of support for students with diverse SOGIESC from other donors and international organizations ► Requests or statements by other donors/international organizations to the government of the target country regarding inclusion of people with diverse SOGIESC ► Status of establishment and activities of support organizations (NGOs/CSOs, voluntary organizations, foundations, etc.) by people with various SOGIESC in the target countries/regions, and support for youth under 25 years old


Categories	Examples of Research Topics
Enrollment and learning participation of students with diverse SOGIESC	
Enrollment and progression of students with diverse SOGIESC	<ul style="list-style-type: none"> ► Quantitative data on enrollment, class attendance, retention, dropout, and completion rates for students with diverse SOGIESC, especially transgender students ► Promotion strategies to encourage enrollment and retention of students with diverse SOGIESC (e.g., provision of free uniforms and bags, allowances, etc.) ► Provision of opportunities for relearning, reskilling, etc. for people with diverse SOGIESC who lost learning opportunities at school age due to bullying, discrimination, abuse, etc. ► Socio-cultural and economic conditions affecting access to basic education and SOGIESC-specific barriers/needs, including: <ul style="list-style-type: none"> • The Influence of Gurus on Student Enrollment in Hijra communities • Availability of counseling and reception for students who have experienced bullying, discrimination, abuse, sexual violence, etc. • Privacy in education (including information about SOGIESC) • Whether students are free to choose their uniform, hairstyle, personal belongings, etc. based on their gender identity • Provision of restrooms, changing rooms, etc. (including private rooms) to accommodate students with diverse SOGIESC



There are an estimated 3.5 million trans women and non-binary people belonging to the Hijra culture in India and an estimated 1 million in Pakistan. Despite legal recognition of the "third gender," many official statistics do not establish "third gender" as a separate category, so the numbers of these people and education status are not reflected in most statistical data. Since access to education is an extremely important aspect of research on education, it is necessary to conduct interviews with school officials, experts, and concerned groups and parties to ascertain the situation and disincentives.



In case the inclusion of students with diverse SOGIESC is advanced, it is recommended to interview these students to determine their attendance, class participation, learning achievement, and whether they have equal opportunities in group work and class presentations

Categories	Examples of Research Topics
School Facilities and Management	
Educational environment and facilities	<ul style="list-style-type: none"> ► Inclusion of various SOGIESC in educational facilities and equipment <ul style="list-style-type: none"> • Easy and safe access to learning facilities within the living area if belonging to a specific community of people with diverse SOGIESC (e.g., hijra community in South Asia) • Provision of measures to prevent harassment or violence by third parties, such as installation of school gates, security guards, etc. • Student ID card issuance status ► Use of school facilities such as cafeterias and libraries by students with diverse SOGIESC
Participation in school administration	<ul style="list-style-type: none"> ► Awareness of SGBV among people with diverse SOGIESC in and out of school ► Provision of awareness-raising and efforts to prevent SOGIESC-based harassment, including outing without the consent of the individual regarding SOGIESC (see Part 2, "2.2(1) Ensuring Anonymity and Confidentiality").
Violence and harassment based on SOGIESC in and out of school	<ul style="list-style-type: none"> ► Awareness of SGBV among people with diverse SOGIESC in and out of school ► Provision of awareness-raising and efforts to prevent SOGIESC-based harassment, including outing without the consent of the individual regarding SOGIESC (see Part 2, "2.2(1) Ensuring Anonymity and Confidentiality").
 In addition to SOGIESC-based harassment (see footnote in Part 3 "3.2.1 Organizational Structures and Initiatives Related to Project Implementation") by teachers in the classroom or at school, bullying and violence/harassment among students, various forms of SGBV and harassment exist in the environment surrounding students outside of school, including neglect and abuse in the home and SOGIESC-based harassment by community members.	

Categories	Examples of Research Topics
Teachers and Teaching Methods	
Teacher Recruitment and Training	<ul style="list-style-type: none"> ► Inclusion of diverse SOGIESC perspectives in the teacher recruitment selection process <ul style="list-style-type: none"> • Selection results based on the candidate's own SOGIESC (including whether any cases were rejected) • Availability of "diversity quotas" and other proactive measures to correct disparities to hire teachers with diverse SOGIESC • Whether there is a statement pertaining to the recruitment of people with diverse SOGIESC at the teacher recruitment stage. • Provision of lectures and discussions on diverse SOGIESC at teacher training sessions and distribution of materials

Challenges faced by teachers**► Challenges and needs faced by teachers with diverse SOGIESC**

- Response to coming out among teachers and in teachers' unions (see Part 2, "2.2(1) Ensuring Anonymity and Confidentiality"), experiences of discrimination, etc.
- Complaints from PTA, school governing board, community, etc. about teachers with diverse SOGIESC, and response to those complaints
- Inclusion of teachers and school staff members with diverse SOGIESC in wages, promotions, other treatment, and work (with or without differences from other staff members)

Teaching from the perspective of people with diverse SOGIESC**► Status of incorporating teaching methods from the perspectives of people with diverse SOGIESC**

- Teachers understanding of SOGIESC and SOGIESC-based harassment
- Availability of opportunities to learn about various SOGIESC in teacher training programs and in-service teacher training settings
- Use of honorific titles and pronouns with students (responses to students' own preferred honorific titles (Ms./Mr./non-binary honorific titles) and pronouns (She/Her, They/Them)) (see Part 2 "2.4 Ensuring verification on terminology and notation")
- Status of teachers' responses to discriminatory and bias-based comments and SOGIESC-based harassment against students with diverse SOGIESC

Categories**Examples of Research Topics****Curriculum and Textbooks****Curriculum, teachers' guide, and textbooks/ learning materials from diverse SOGIESC perspectives**

- **Provision of curriculum, contents, and materials from diverse SOGIESC perspectives**
- **Expressions based on "fixed gender norms" in curriculum guidelines/ teacher guides and textbooks/ teaching-learning materials (e.g., extreme emphasis on "traditional family values" such as "marriage and child-rearing are only for men and women"), or descriptions that make people with diverse SOGIESC feel "against nature or not normal")**
- **Provision of statements in the curriculum guidelines/ teacher guides, or teaching-learning materials pertaining to the existence of diverse SOGIESC and people with diverse SOGIESC**

4.3.1.2. Education for "No One Left Behind"

Categories	Examples of Research Topics
Non-Formal Education (NFE)	
Inclusion of Learners with Diverse SOGIESC in NFE	<ul style="list-style-type: none"> ► Status of inclusion of learners with diverse SOGIESC in NFE sector, and efforts related to inclusion: <ul style="list-style-type: none"> • Number of NFE learners with diverse SOGIESC in target countries/regions • Provision of relearning and reskilling opportunities for learners with diverse SOGIESC who lost the education opportunities at school age due to bullying, discrimination, abuse, etc. • Living and learning status of young people with diverse SOGIESC who are excluded from learning opportunities ► Issues and needs related to inclusion of learners with diverse SOGIESC in NFE: <ul style="list-style-type: none"> • Implementation status of NFE courses for people with diverse SOGIESC (public and private settings) • Needs of people with diverse SOGIESC for NFE (e.g., skill-based education, life skills education, stress management) • Reactions from families and communities regarding the participation of learners with diverse SOGIESC in NFE courses • Provision of financial support to people belonging to specific communities pertaining to diverse SOGIESC (e.g., hijra communities in South Asia) to ensure safe access and as an opportunity cost to devote time to their work



Since access to learning opportunities is expected to lead to economic activity, collaboration with other JICA surveys and projects in the area of financial inclusion is desirable. NFE and financial inclusion correlate in terms of access to and employment opportunities and access to financial services.



For policies and Institutions, Key Government Agencies and Organizational Structure (Ministry of Education and its related departments and agencies), as well as Support and Initiatives for Inclusion of Students with Diverse SOGIESC by Other Donors and NGOs/CSOs, refer to the research topics listed in "4.3.1.1 Promotion of Basic Education," and utilize them as appropriate.

Categories	Examples of Research Topics
Inclusive Education	
Status of Inclusive Education	<ul style="list-style-type: none"> ► Inclusion status of diverse SOGIESC in inclusive education in the target countries in terms of availability, content etc. ► Inclusion status of diverse SOGIESC perspectives in any interventions to address children, youth and adults with disabilities, ethnic minorities, migrant workers, the elderly, and others who tend to be socially excluded ► Availability of ICT education and online learning opportunities for people with diverse SOGIESC who do not want group education in schools/ public places



For policies and Institutions, Key Government Agencies and Organizational Structure (Ministry of Education and its related departments and agencies), as well as Support and Initiatives for Inclusion of Students with Diverse SOGIESC by Other Donors and NGOs/CSOs, refer to the research topics listed in "4.3.1.1 Promotion of Basic Education," and utilize them as appropriate.

4.3.2. A Case Study of JICA's Research Conducted from Diverse SOGIESC Perspectives

Objectives	Identify challenges and needs through research and analysis related to inclusion of people with diverse SOGIESC in non-formal education, and explore and propose initiatives in JICA projects.	
Target	Target county	Pakistan (Islamabad, Lahore and Multan)
	Target sector	Non-Formal Education *In Pakistan, consensual same-sex sexual act is criminalized under the Penal Code. As a result, all laws and policies specifically target transgender individuals, often including intersex people within the transgender category, while excluding individuals categorized as L, G, or B.
Methodologies	Desk research	Literature review, online interviews
	Field research	In-person and online interviews, FGDs, site visits

Research flow	Examples of research tasks
Research Flow and Tasks	
Get an overview of SOGIESC's inclusion in the education sector	<ul style="list-style-type: none"> A desk study covers UNESCO, UNAID, international NGO Save the Children, and other organizations that have protection and guidelines for children with diverse SOGIESC, to identify global trends in SOGIESC inclusion in the education sector. In order to develop a questionnaire specific to SOGI and guidelines within the survey team, interviews were conducted with researchers and research institutions related to diverse SOGIESC in Japan, diversity promotion offices of local governments, teachers and caregivers of the parties, and other experts. Regarding the domestic resources mentioned in the above hearings, collect university guidelines and materials for teachers and parents to organize issues related to SOGIESC inclusion in the educational field.
Get an overview of the inclusion of trans women in non-formal education in Pakistan	<ul style="list-style-type: none"> Conduct Interviews with the Literacy and Non formal basic Education Department (LNFBD), Punjab Province, which is the counterpart institution for Phase 2 of JICA's Advancing Quality Alternative Education Project (AQAL), and the Education Department South Punjab, which implements the transgender education program. Conduct desk research and online interviews with experts on existing local government initiatives, such as the Sindh Transgender Education Plan and the Transgender Education Project pilot project in South Punjab. Conduct hearing and site visit on the inclusion of trans women teachers and students in JICA's AQAL Project.
Identify the role of policy and government agencies and specific initiatives	<ul style="list-style-type: none"> Confirm how education for trans women is understood and what specific efforts are made in each institution, including the LNFBD Punjab, which is responsible for non-formal education, the Education Department South Punjab, which conducts the pilot project, and the Social Welfare Department. Conduct interviews with organizations that provide funds for skill-based education for trans women, and with implementing organizations that actually provide such education, including the representatives of the implementing organizations, as well as with teachers, and beneficiaries.

Identify the needs of people with diverse SOGIESC and cross-check information

- Reaffirm the needs of the parties through interviews and cross-check information about government views and official data, since much of the policymaking and efforts to address SOGI issues are being made by cisgender and heterosexual people,
- Interview trans teachers and trans students at several pilot sites to determine the causes of differences in outcomes, such as different numbers of students in trans schools, despite the same budget allocation and staffing.
- Conduct interviews with trans women regarding the initiatives targeting them published in local media and social networking sites to identify specific issues

Tips on Research Methods

- ▶ In the field research, a local consultant was assigned through an organization for trans women by trans women to conduct interviews, noting that there is a unique language (Code Language) used in the trans women's community.
- ▶ Since it was difficult to make appointments only by letter in the research, in addition to the community-based approach described in 2.2(4), the location of the hotels and cafes where the research team would work was shared in the group chat of LGBTIQIA+ organizations, and people who could cooperate in the interviews at those locations were recruited on the day. This was a unique research approach.
- ▶ Unlike the usual basic education research, a number of discrepancies from prior information gathering were identified during the field research.
 - In Pakistan, consensual same-sex sexual relations are prohibited under the Penal Code. Therefore, prior to the start of the field study, there was an understanding that gay men faced significant threats to their basic human rights and survival. However, as the field research progressed, it became apparent that some cisgender gay men had a relatively high degree of "passing"¹¹ and were surviving at some level. For example, the research found the existence of spaces for interaction among MSM, including gay men, with the cultural backgrounds where male-to-male sexual relations (e.g., the custom of "bacha bazi," or pederasty, originating in Afghanistan and practiced in parts of Pakistan) are sometimes perceived differently from "same-sex sexual activity."
 - Regarding trans men, desk research indicated that they often avoid wearing traditional Pakistani women's clothing (such as dupattas or burqas) and consequently face social exclusion. However, field research confirmed the presence of trans men actively participating in society, benefiting from entrepreneurial support and loans, and who were cooperative with the research. Therefore, even in the education research, it is recommended to examine intersections with financial inclusion, using this Guidance Note as a reference.

¹¹ It refers to persons with diverse gender identities and sexual orientations being perceived by others or society as cisgender or heterosexual, such as transgender men being perceived as cisgender men, or lesbian women being perceived as heterosexual.

4.4 Trafficking in Persons (TIP)

4.4.1. Research Topics for Analysis from a Diverse SOGIESC Perspective

Categories	Examples of Research Topics
Latest Status and Data on TIP	
Data on Victims of Trafficking (VOTs)	<ul style="list-style-type: none"> ▶ Data on VOTs with diverse SOGIESC (not just "male" and "female") and disaggregated by age (adult/child) and by types of trafficking
Current Status of VOTs with Diverse SOGIESC	<ul style="list-style-type: none"> ▶ Risks related to TIP for people with diverse SOGIESC <ul style="list-style-type: none"> • Acceptance by family and society • Degree of discrimination in education, employment, etc. • Access to social welfare and healthcare services ▶ Existence of VOTs with diverse SOGIESC
Categories	Examples of Research Topics
Laws, Policies, Institutions	
Inclusion status of People with Diverse SOGIESC concerning Laws Related to TIP	<ul style="list-style-type: none"> ▶ Laws related to TIP or SGBV are inclusive of people with diverse SOGIESC, and their details
Policies and mechanisms for VOTs with Diverse SOGIESC	<ul style="list-style-type: none"> ▶ Policies, guidelines, or standard operating procedures (SOPs) for VOTs with diverse SOGIESC ▶ Capacity-building opportunities for people working on Counter-TIP to understand the importance of incorporating diverse SOGIESC into their work
Categories	Examples of Research Topics
Victim Identification and Protection Process	
Screening and Victim Identification	<ul style="list-style-type: none"> ▶ Status of inclusion of diverse SOGIESC in screening and victim identification processes <ul style="list-style-type: none"> • Options such as lesbian, gay, bisexual, transgender, questioning, intersex, asexual, or other SOGIESC identities • Venue and environment of the interview in a LGBTQIA+ friendly manner • Policies/guidelines/manuals for conducting interviews with people of diverse SOGIESC

Case Management Planning**► Status of inclusion of diverse SOGIESC in case management planning process**

- Planning forms include options, such as lesbian, gay, bisexual, transgender, questioning, intersex, asexual, or other categories, to describe SOGIESC of the VOT
- Policies/guidelines/manuals on actions to take when a victim discloses their diverse SOGIESC
- Mechanism by which the victim can consult with medical doctors concerning hormone therapy, gender-affirming surgery, gender identity, and mental health

Shelter Services**► Status of inclusion of diverse SOGIESC perspectives in services provided in shelters**

- Rules and guidelines regarding privacy protection and confidentiality for VOTs with diverse SOGIESC
- Separate restrooms, shower rooms, and bedrooms for VOTs with diverse SOGIESC
- Opportunities to consult with doctors regarding mental health and hormone therapy

Prosecution**► Policies, guidelines, or SOPs for VOTs with diverse SOGIESC****Collaboration with Support Organizations****► Networks with organizations and experts supporting people with diverse SOGIESC****Categories****Examples of Research Topics****Key Government Agencies on Counter-TIP****Police****► Status of inclusion of diverse SOGIESC in police work such as screening and victim identification****Social Welfare, Labor****► Status of inclusion of diverse SOGIESC in protecting and supporting the VOTs****Prosecution****► Status of inclusion of diverse SOGIESC perspectives in supporting the VOTs during the prosecution of perpetrators****[Crosscutting Issues]
Capacity Building for Officers Involved in Counter-TIP****► Capacity-building opportunities to respond to victims with diverse SOGIESC**

- Training systems regarding diverse SOGIESC.
- Networks with organizations and experts supporting people with diverse SOGIESC

Categories	Examples of Research Topics
Public Support, Facilities Initiatives	
TIP Screening Center	<ul style="list-style-type: none"> ▶ Availability of facilities for screening and victim identification with a safe and secure environment for people with diverse SOGIESC. ▶ Systems in place to address the specific needs of people with diverse SOGIESC.
Shelter for VOTs	<ul style="list-style-type: none"> ▶ Availability of shelters for VOTs with a safe and secure environment for people with diverse SOGIESC ▶ Mechanisms to respond to the specific needs of people with diverse SOGIESC
Vocational Training Center	<ul style="list-style-type: none"> ▶ Availability of vocational training facilities for social reintegration with a safe and secure environment for people with diverse SOGIESC. ▶ Systems to address the specific needs of people with diverse SOGIESC.

Categories	Examples of Research Topics
Support and Initiatives by Donors and NGOs/CSOs	
International Organizations and Bilateral Aid Agencies	<ul style="list-style-type: none"> ▶ Policies for people with diverse SOGIESC. ▶ Status of inclusion of diverse SOGIESC in supporting Counter-TIP activities in the fields of prevention, protection, legal assistance, and social reintegration
NGOs/CSOs	<ul style="list-style-type: none"> ▶ Policies for people with diverse SOGIESC. ▶ Status of inclusion of diverse SOGIESC in supporting Counter-TIP activities in the fields of prevention, protection, legal assistance, and social reintegration. ▶ Source of funds for implementing the activities stated above.

Categories	Examples of Research Topics
Potential Key Challenges Faced by People with Diverse SOGIESC Identified from Research Items and Points to Confirm during the Field Research	
Data on VOTs with Diverse SOGIESC does not appear in Statistics	<ul style="list-style-type: none"> ▶ Whether the existence of VOTs with diverse SOGIESC is overlooked or underestimated due to the lack of information in official VOT statistics. ▶ Whether the lack or underestimation of such data is leading to inadequate service provision for these individuals.

People with Diverse SOGIESC tend to be at High Risk of falling victim to TIP but do not receive Proper Support

- ▶ **Studies show that people with diverse SOGIESC are at high risk of falling victim to TIP due to (1) social alienation, (2) alienation from family or relatives, and (3) the potential for homelessness. Whether this reality is present in the country of research.**
- ▶ **Whether service providers lack an understanding of the challenges faced by people with diverse SOGIESC, leading to discrimination or inadequate support.**

The Fear of Discrimination Makes it Difficult for People with Diverse SOGIESC to Access Services

- ▶ **Access to police assistance**
 - Whether individuals with diverse SOGIESC tend to have experienced discrimination or abuse due to homophobia or transphobia from law enforcement, such as the police.
 - Whether individuals with diverse SOGIESC face difficulties seeking help from authorities, such as the police, due to fear of discrimination.
- ▶ **Access to medical services**
 - Whether people with diverse SOGIESC face higher risks of physical injury from abuse, depression, anxiety disorders due to daily emotional abuse, substance dependence, domestic violence, exposure to tuberculosis, and infections, including HIV.
 - Whether people with diverse SOGIESC feel they cannot access healthcare due to the fear of discrimination from medical providers.

4.4.2. A Case Study of JICA's Research Conducted from Diverse SOGIESC Perspectives

Objectives	Identify challenges and needs through research and analysis related to TIP against people with diverse SOGIESC, and explore and propose initiatives in JICA projects.	
Target	Target county	Thailand (Bangkok, Pathumthani, Chonburi, Chiangrai)
	Target sector	Counter-TIP
Methodologies	Desk research	Literature review, online interviews
	Field research	In-person and online interviews, FGDs, site visits

Research flow	Examples of research tasks
Research Flow and Tasks	
Study and Grasp the Situation of VOTs and the Legal Framework	<ul style="list-style-type: none"> • Grasp the international trends by reviewing the U.S. State Department's Trafficking in Persons Report and the UNODC's Global Report on TIP and verify if VOTs with diverse SOGIESC are mentioned. • Study the latest human trafficking report from the Thai government and verify if VOTs with diverse SOGIESC are mentioned • Study if the Thai laws, such as the Anti-TIP Act, labor laws, and SGBV laws, include provisions for people with diverse SOGIESC.

Study Policies, the Role of Government Agencies, and Specific Initiatives concerning Counter-TIP

- Examine whether government policies and initiatives related to Counter-TIP address the inclusion of people with diverse SOGIESC.
 - In case specific initiatives by the identified government agencies cannot be found on their websites or reports, it is essential to have the local consultants gather as much information as possible. The details should then be verified during the field research.
-

Study the Initiatives taken by International Organizations, NGOs/CSOs

- Study the websites, research reports, and implementation status of international organizations such as USAID, IOM, ASEAN-ACT, and domestic NGOs/CSOs working on the inclusion of people with diverse SOGIESC in Counter-TIP. The details should subsequently be verified during the field research.
-

Identify the Challenges and Needs Faced by People with Diverse SOGIESC

- Collect information on the TIP situation and trafficking risk data for people with diverse SOGIESC from websites, reports, and academic papers by international organizations, research institutes, and NGOs/CSOs to better understand the trends in their challenges and needs.
 - Based on the identified challenges and needs, conduct interviews during the field research to confirm the details.
-

Tips on Research Methods

- ▶ Numerous reports published by U.S. research institutions and NGOs/CSOs offered valuable insights into the challenges and needs of victims of TIP and SGBV among individuals with diverse SOGIESC. These reports were particularly useful to review before conducting field research, especially when limited studies were available in the country of focus.
 - ▶ Gathering information on government initiatives for people with diverse SOGIESC from websites proved challenging. Therefore, online interviews with government officials were conducted prior to the field survey to collect essential information, which helped facilitate more detailed and focused discussions during the field research.
-

4.5. Refugee Assistance

4.5.1. Research Topics for Analysis from a Diverse SOGIESC Perspective

Categories	Examples of Research Topics
Latest Status and Data on Refugees	
Number, Profile, and Geographic Distribution	<ul style="list-style-type: none"> ▶ Total number and geographic distribution of recognized refugees (urban areas, camps, etc.) ▶ Demographic composition and diversity of the refugee population (percentage of children, women, elderly, disabled, etc.) ▶ Number and distribution of SOGIESC asylum seekers (those who seek asylum in a country due to fear of persecution based on their SOGIESC) and its recognition procedure in the host country

Categories	Examples of Research Topics
Laws	
International and Regional Refugee Conventions	<ul style="list-style-type: none"> ▶ International and regional conventions and protocols relating to the status of refugees ratified by the country
Refugee and Immigration Law	<ul style="list-style-type: none"> ▶ Legal rights granted to refugees and immigrants within the country ▶ Whether or not SOGIESC asylum seekers are accepted, along with the procedures for submitting the application and reviewing them



Whether the nationals' legal rights, especially LGBTQIA+ rights, are granted to refugees and immigrants with diverse SOGIESC should be examined. (Law on the rights of refugees and its relevance to SOGIESC).



Criteria and procedures for accepting asylum seekers vary from country to country. Some countries accept students on student visas who later apply for asylum because of persecution in their home country.

Categories	Examples of Research Topics
Policies and Institutions	
Refugee and Migrant Assistance Policies and Programs	<ul style="list-style-type: none"> ▶ Overview of refugee assistance policies, strategies, and action plans by central and local governments, along with availability and content of measures that incorporate SOGIESC perspectives ▶ Overview of national policies and measures to promote SOGIESC equality, and whether and to which extent they refer to or respond to refugees and migrants with diverse SOGIESC

Statistics

- ▶ **SOGIESC-related items in the data collection and statistics on refugees, and methodologies to collect, analyze, and manage those data**
- ▶ **Details of gender markers in refugee and immigrants' ID cards**



When gathering information on policies and institutional arrangements, ensure that the intersectionality between refugee assistance and SOGIESC inclusion policies and measures is analyzed.



When there are SOGIESC-related items in public statistics, analyze the risks involved in data collection, analysis, management, and consideration points.



In some regions and countries where homosexuality is illegal, not only are individuals at risk but their family members and LGBTQIA+ rights defenders also face persecution. In some cases, these individuals may be qualified as SOGIESC asylum seekers. In refugee recognition, the family members and supporters of the individual may also be granted refugee status or become eligible for third-country resettlement support.

Categories**Examples of Research Topics****Key Government Agencies and Organizational Structure****Implementing Agencies**

- ▶ **List of government agencies responsible for refugee assistance and their roles, budgets, activities, etc.**

Organizational Structure

- ▶ **The establishment of a department dedicated to SOGIESC inclusion within each institution responsible for refugee assistance.**
- ▶ **Inclusion of themes on SOGIESC perspective and inclusion in the training program of each institution**
- ▶ **Cross-sectoral coordination and collaboration between refugee support organizations and those involved in SOGIESC equality and LGBTQIA+ rights**

Humanitarian Aid

- ▶ **Procedural documents, such as Standard Operating Procedures and Guidelines, to promote the incorporation of SOGIESC perspectives into refugee protection services**
- ▶ **Inclusion of SOGIESC perspectives in service provided at facilities, such as screening posts and shelters. For examples;**
 - Identification and response to protection needs, such as isolation, violence, and mental health, as well as needs for medical services like hormone therapy, and services related to sexual and reproductive health and rights (SRHR), including the provision of relevant information
 - Ensuring the safety of refugees with diverse SOGIESC in shelters, especially transgender refugees and those with specific gender expressions
 - Measures to create a safe environment for refugees with diverse SOGIESC to disclose their identity

Socioeconomic Integration

- ▶ Inclusion of SOGIESC perspectives in the socioeconomic integration support services and programs
- ▶ Availability of employment and entrepreneurship support services and programs focused on refugees with diverse SOGIESC
- ▶ Dissemination of information and its challenges about the rights and services available for refugees and migrants with diverse SOGIESC in the country
- ▶ Coordination and referral mechanisms among institutions assisting refugees and people with diverse SOGIESC.



An example of incorporating diverse SOGIESC in public services is providing information on SOGIESC-friendly cities for refugees when considering cities for resettlement.



Regarding support programs tailored for those with diverse SOGIESC, it is important to verify whether the self-disclosure of SOGIESC by the individuals is required and to check any precautions that should be taken in the process

Categories

Examples of Research Topics

Support and Initiatives by Other Donors and NGOs/CSOs

Programs and Initiatives by UN Agencies and Other Donors

- ▶ Services and projects implemented by UN agencies (such as UNHCR and IOM) and other donors who support refugees and migrants
- ▶ Availability of guidelines and specific actions and response measures by UN agencies and other donors that incorporate diverse SOGIESC in refugee assistance

Support and Initiatives by NGOs/CSOs




- ▶ NGOs/CSOs that support refugees with diverse SOGIESC and the details of their activities.
- ▶ Availability of guidelines, specific actions, and response measures—including the provision of relevant information—within refugee-assistance NGOs/CSOs for people with diverse SOGIESC
- ▶ Services that NGOs/CSOs offer to support citizens with diverse SOGIESC, such as shelter, legal aid, and employment assistance, as well as their understanding and inclusion of refugees and migrants in their services

Private Sector Support and Initiatives

- ▶ Inclusion of diverse SOGIESC in refugee employment support and the promotion of an inclusive work environment
- ▶ Intersectional approach applied in employment promotion efforts for refugees and citizens with diverse SOGIESC, to effectively support the employment of refugees with diverse SOGIESC, including examples of good practices



In general, institutions and organizations that support refugees tend to lack SOGIESC perspectives, and similarly, those that support citizens with diverse SOGIESC often lack the refugee perspective. The impact of this lack of intersectional understanding among these service providers needs to be analyzed.

Categories	Examples of Research Topics
Challenges and Needs Faced by People with Diverse SOGIESC in Socioeconomic Integration	
Access to Information	<ul style="list-style-type: none"> ► Understanding of refugees and migrants with diverse SOGIESC regarding their rights and available services in the country, including social security, to effectively exercise those rights ► Local governments and refugee support organizations in host communities which provide relevant information for refugees and migrants with diverse SOGIESC through outreach tools, such as booklets, videos, portal sites, and social media. ► Barriers to accessing information for refugees and migrants with diverse SOGIESC
Economic Independence	<ul style="list-style-type: none"> ► Tendency, challenges, and needs regarding the means of livelihood of refugees and migrants with diverse SOGIESC ► Barriers, challenges, and needs in labor market entry and workplace retention
Health Conditions	<ul style="list-style-type: none"> ► Physical health conditions and healthcare needs and access to the services in the following areas: <ul style="list-style-type: none"> • Chronic conditions, such as HIV/AIDS • Transition Related Healthcare • SRHR ► Mental health care needs, including the extent of trauma from violence or social isolation, and access to support services
Access to Support networks for and by Refugees and Migrants with Diverse SOGIESC	<ul style="list-style-type: none"> ► Existence of support networks for and by refugees and migrants with diverse SOGIESC in the country, including their activities, number of members, and any external support for establishing such networks
	Analysis of barriers in information dissemination will be divided into challenges faced by both the recipients and the senders. For the recipients (refugees), barriers include fixed assumptions preconceived due to the lack of legal and social protection for people with diverse SOGIESC in their home country, leading them not to anticipate the possibility of rights and services related to diverse SOGIESC in the host country. As a result, those rights are unimaginable for them, and they don't actively inquire about such information. Additionally, a lack of resources to access information, such as mobile phone data, transportation costs, and time, is also a challenge. On the sender's side (e.g., government, NGOs), challenges include insufficient recognition of the unique needs of refugees with diverse SOGIESC, difficulty in communicating in the refugees' native languages, and a lack of personnel and funding for outreach.
	In analyzing the barriers to achieving economic self-reliance, challenges exist both within the refugees themselves—such as in their skills, experiences, and self-esteem—and within social systems, norms, and culture, including employment discrimination against refugees and people with diverse SOGIESC.
	A support network for and by refugees and migrants with diverse SOGIESC provides a space free from language barriers, allowing them to feel safe as a community. It helps reduce feelings of isolation among refugees with diverse SOGIESC and contributes to their mental well-being. Furthermore, by sharing information about the legal framework in the host country and the services available for people with diverse SOGIESC, their access to legal and social support is expected to improve. Such a network is instrumental in achieving better integration outcomes.

4.5.2. A Case Study of JICA's Research Conducted from Diverse SOGIESC Perspectives

Objectives	Identify challenges and needs through research and analysis related to assistance to refugees with diverse SOGIESC, and explore and propose initiatives in JICA projects.	
Target	Target county	Brazil (Roraima, Manaus, São Paulo, Brasília)
	Target sector	Refugee assistance (Venezuelan refugees)
Methodologies	Desk research	Literature review, online interviews
	Field research	In-person and online interviews, FGDs, site visits

Research flow	Examples of research tasks
Research Flow and Tasks	
Study Basic Information related to Refugees and Diverse SOGIESC	<ul style="list-style-type: none"> Review reports of UNHCR and the National Committee for Refugees to understand the international and regional conventions on refugees ratified by Brazil, the methods of refugee recognition (e.g., the adoption of the Prima Facie), and the rights of the recognized refugees in the country. From the UNHCR and IOM dashboards, review the number of refugees flowing in Brazil, the demographic composition and diversity, and the distribution within the country. Study LGBTQIA+ rights and the situation of law enforcement and challenges in Brazil, and grasp quantitatively and qualitatively the situation of discrimination and violence based on SOGIESC from sources such as the ILGA World Data Base, OCHA, and the websites of local NGOs and news media. Conduct field interviews to understand the challenges, barriers, and initiatives of the State and civil society regarding law enforcement and the exercise of rights. Study websites such as the ILGA World Data Base and EQUALDEX to understand the differences in legal and social protection levels for people with diverse SOGIESC between Venezuela and Brazil.
Review institutional framework for refugee assistance and implementing agencies	<ul style="list-style-type: none"> Review documents such as the action plans and reports from government agencies and international organizations, including UNHCR and IOM, to understand the institutional framework for refugee assistance, the bodies responsible for implementation, the division of roles, and the coordinating bodies involved. Study whether the principal actors have operational guidelines and training materials related to the integration of SOGIESC perspectives and inquire about their implementation status in the field survey.
Review initiatives by governments, international organizations, CSO/NGOs, and the private sector	<ul style="list-style-type: none"> Conduct online research to identify relevant initiatives and efforts made by governments, international organizations, NGOs/CSOs, and the private sector, and make a list of agencies and organizations that focus on the following areas: (1) refugee assistance, (2) assistance for refugees with diverse SOGIESCs, and 3) SOGIESC equality and LGBTQIA+ rights. Liaise with organizations that support refugees with diverse SOGIESC in Brazil to refine the aforementioned list of agencies and organizations for potential interviews.

	<ul style="list-style-type: none"> • Conduct interviews and gather qualitative information on their initiatives as well as the challenges and barriers refugees with diverse SOGIESC face from the perspective of service providers.
Confirm challenges and Needs Faced by Refugees with Diverse SOGIESC	<ul style="list-style-type: none"> • Review websites and reports of NGOs/CSOs, governments, and international agencies, as well as academic papers, to grasp trends related to the challenges and needs faced by Venezuelan refugees with diverse SOGIESCs in Brazil. • Liaise with the NGOs to coordinate with Venezuelan refugees with diverse SOGIESC and conduct online interviews with them before the field survey to identify common challenges and needs. • Based on the identified challenges and needs, carry out interviews during field surveys to gather details for further analysis.

Tips of Research Methods

- ▶ When interviewing individuals affected by trauma, it is important to remember that they may not recognize or may underestimate the discrimination and violence they are currently facing.
- ▶ The challenges faced by refugees with SOGIESC are not solely attributed to their status as refugees or their SOGIESC. In the highly diverse context of Brazil, factors such as race, gender, social class, and age intersect and influence experiences beyond just refugee status and SOGIESC. This interaction contributes to various forms of discrimination and challenges. Moreover, even among refugees with diverse SOGIESC, experiences and needs can vary significantly based on gender identity, particularly between cisgender and transgender individuals. Therefore, when conducting assessments and analyzing challenges and needs, it's crucial to consider each person's gender identity, social attributes, and the socio-cultural background of the host country, while avoiding overly broad generalizations.
- ▶ Even with a system in place to guarantee rights, there are many situations where it is not effectively enforced, making it important to ask questions to verify the status of enforcement. In Brazil, for example, individuals can change their legal gender and name through self-declaration, which also applies to refugee ID documents. However, this information has not been widely shared among refugee assistance workers, and in some cases, trans refugees are unaware of their right to change their gender and name.

PART 5

Part 5 **Frequently Asked Question** **(FAQ)**

PART 5

Frequently Asked Question (FAQ)

5.1. Questions on Terminology and Concepts

Q.1 What are the differences between "SOGIESC" and "LGBTQIA+"?

"SOGIESC" is a collective term that represents four aspects of gender and sexual diversity: Sexual Orientation, Gender Identity, Gender Expression, and Sex Characteristics, while "LGBTQIA+" is a collective term for people with specific identities based on SOGIESC.

Q.2 Although there are various terms such as "LGBT," "LGBTQ," or others, which is the official term?

There is no internationally recognized official term. Various institutions and organizations use different terms; for example, the Organisation for Economic Co-operation and Development (OECD) uses "LGBTQIA+," while the United Nations Development Programme (UNDP) uses "LGBTIQ+." Furthermore, as discussed in Section 1.3 "Concepts and Terminology Specific to the Target Country/Region" of Part 1, there are identities unique to specific countries and regions. To include all such individuals, some institutions and organizations recommend using "persons/people with diverse SOGIESC" instead of "LGBTQIA+."

5.2. Questions on Research

Q.3 What are some of the particular challenges frequently faced by people with diverse SOGIESC?

They include discrimination, harassment and violence, lack of legal protection, limited educational and employment opportunities, restricted access to healthcare, and exclusion from family and community.

Q.4 What are the consequences of not considering a SOGIESC perspective?

Without a SOGIESC perspective, development programs may exclude people with specific identities based on SOGIESC, thereby undermining equity in aid. It may also contribute to reinforcing legal and social discrimination.

Q.5

How should research be conducted in countries or regions where topics related to SOGIESC diversity are considered taboo?

Outlined in Section 3.1 in Part 3, "Legal Frameworks and Policies," some countries or regions criminalize certain forms of acts, particularly "private consensual same-sex intimate relationships." In such cases, it is advisable to conduct SOGIESC research without using terms like "diverse SOGIESC" or "LGBTQIA+." When conducting such research, it is essential to assess legal risks beforehand and collaborate closely with local support networks (such as organizations supporting people with diverse SOGIESC). Rather than explicitly referencing concepts like "SOGIESC" or "LGBTQIA+," consider to initially collect data under broader themes instead such as "human rights," "social inclusion," or "gender diversity."^{12 13}

Q.6

What sources can be used to collect basic information such as legal restrictions and gender recognition policies listed in Section 3.1, "Legal Frameworks and Policies," in Part 3?

Several databases are publicly available on the inclusion status of LGBTQIA+ or people with diverse SOGIESC, from which basic information on laws and policies can be collected. For details on these databases, please refer to Section 6.1, "Information Sources," in Part 6. However, since these data may already be outdated or practices at the local level may differ from official regulations, it is advisable to first grasp the basic information from these databases and then verify the details by interviewing relevant stakeholders in-person or online.

Q.7

Is it permissible to record interviews with people with diverse SOGIESC?

Recording interviews and using recorded data are permitted only with the explicit consent of the participants. Regarding obtaining consent from respondents, please refer to Part 2, "2.2 (1) Ensuring Anonymity and Confidentiality," and Part 6, "6.2 Reference Material: Sample interview consent form."

Q.8

In Part 4, research topics include " separate restrooms, shower rooms, and bedrooms for VOTs with diverse SOGIESC " in the context of TIP, and "provision of restrooms and changing rooms to accommodate students with diverse SOGIESC" in the context of education. What are the desirable practices for restrooms and changing rooms to ensure the inclusion of people with diverse SOGIESC?

Regarding the use of restrooms and changing rooms, various opinions exist in society about transgender people using facilities based on their gender identity. To create environments where people with diverse SOGIESC can feel safe, some cases have implemented various initiatives, such as installing all-gender restrooms alongside female and male facilities, or adopting policies that specifically accommodate transgender individuals in certain institutions. However, there is no single universally applicable solution. Flexible approaches that consider social context, the purpose of the facility, and users' needs are essential (even among transgender individuals, there is diversity in ways of living). To create environments accessible and comfortable for everyone, it is important to respect the voices of themselves, while facilitating careful dialogue and consensus-building among stakeholders.

¹² In some countries or regions, it may also be advisable to avoid using concepts or terms such as "human rights" or "gender diversity." Therefore, it is necessary to thoroughly verify appropriate terminology and expressions in advance.

¹³ For example, when conducting research in Pakistan, where consensual same-sex sexual acts are prohibited under the Penal Code, the terms "SOGIESC" or "LGBTQIA+" were not used. Instead, the JICA's study focused primarily on collecting information related to transgender people.

PART 6

Part 6

Resources and References

PART 6

Resources and References

6.1. Information Sources

International organizations and groups supporting people with diverse SOGIESC operate databases that collect and publish basic information on the inclusion status of people with diverse SOGIESC and on incidents of hate crimes in various countries. They also maintain websites featuring relevant reports and tools. Below are some of these information sources useful for collecting information on people with diverse SOGIESC.

6.1.1. International Organizations

World Bank EQOSOGI dashboard

The World Bank operates a dashboard that provides assessments of legal and institutional frameworks related to SOGIESC, offering data analysis and scores by country and indicator.

UNDP LGBTI Index

UNDP has established 51 indicators across five areas to assess the inclusion status of LGBTI people, and publishes survey results based on this index. Additionally, the [UNDP Website](#) provides information on United Nations activities and news related to LGBTIQ+ individuals.

UN Women LGBTIQ+ equality and rights : Internal resource guide

UN Women has published a resource guide to promote the inclusion of people with diverse SOGIESC, which includes explanations of key terminology and conceptual frameworks, operational considerations, and case studies.

OHCHR Independent Expert on sexual orientation and gender identity

OHCHR has assigned the Independent Expert on sexual orientation and gender identity, and publishes related information and reports.

UN LGBTI CORE GROUP

It is an informal cross-regional group of United Nations Member States, and conducts awareness-raising activities and issues joint statements concerning violence and discrimination against LGBTI people.

6.1.2. Private Organizations

International Lesbian, Gay, Bisexual, Trans and Intersex Association (ILGA) World Database

It is a database operated by ILGA World, an international network organization promoting respect for the human rights of people with diverse SOGIESC. It compiles country-specific legal frameworks related to SOGIESC, the status of ratification of international conventions, recommendations from the UN Human Rights Council, and the latest SOGIESC-related information from around the world. Additionally, [the ILGA Website](#) provides various news and information related to SOGIESC, as well as reports on research and policy recommendations.

EQUALDEX

It is a platform that aggregates information on the rights of LGBTQ+ people. It features the "Equality Index," which quantifies the status of legal rights protections and social inclusion across 15 different categories, as well as travel guides from a SOGIESC perspective.

OutRight International Website

OutRight International is an international NGO advocating for the human rights of LGBTIQ+ people, and it publishes research and reports related to the human rights of people with diverse SOGIESC on its website.

Human Rights Watch "LGBT Rights"

It is an information site operated by Human Rights Watch, an international human rights NGO, compiling information on the human rights of people with diverse SOGIESC worldwide. In addition to the latest country-specific information, it publishes resources such as "Human Rights Watch Country Profiles: Sexual Orientation and Gender Identity," and the "Criminalization Map," which highlights countries criminalizing consensual same-sex sexual relationships and certain gender expressions.

South Asian Translaw Database

It is a database operated by the Asia Pacific Transgender Network, a support and networking organization advocating for the respect and protection of human rights of people with diverse SOGIESC in the Asia-Pacific region. It provides access to laws, court cases, administrative documents, and other resources related to the rights of transgender people in South Asian countries.

6.2. Reference Material: Sample interview consent form

Below is a sample of a consent form to be used for obtaining informed consent, as described in Part 2 "2.2(1) Ensuring Anonymity and Confidentiality." When using this form, please take note of the following points:

- ▶ Translate the document as necessary to align with the local language used in the target country or region.
- ▶ If the participant is unable to read, a local consultant should read the form aloud and confirm each item before obtaining a signature.
- ▶ Include a letterhead in the header, featuring the JICA or affiliated organization's logo, office address, and contact details.

Consent Form

(Please sign two copies, and keep one copy for yourself)

■ Objectives of the Research and the Interview

**Provide fundamental information here about the research, including its objectives, content, and the key research items to be confirmed during the interviews*

■ Commitments and Assurances Provided During Interviews

1) Confidentiality of Personal Information:

All personal information, including but not limited to your name, age, ethnicity, family structure, location, gender identity, sexual orientation, and other relevant details, will be treated with strict confidentiality. This information will be used solely for the purpose of this research.

2) Anonymity

When quoting your responses as "testimonies," any identifying information will be anonymized by:

- Replacing your name with a pseudonym.
- Generalizing your age (e.g., "in their 20s").
- Excluding sensitive personal details such as location or family structure.

3) Voluntary Participation and Right to Withdraw:

Participation in this survey is entirely voluntary. You may:

- Take a break or pause the interview at any time.
- Stop the interview completely and request that all related records be deleted.

4) Consent for Media Use:

Photographs and voice recordings will only be taken or recorded with your explicit consent, as specified in the consent form below.

5) Potential Emotional Sensitivity:

The research may touch upon sensitive or emotional topics, such as past experiences, societal criticism, or personal challenges. You are encouraged to participate only to the extent you feel comfortable.

6) Support During and After the Interview:

If you require additional emotional or psychological support during or after the interview, the research team can provide a list of local resources and organizations for assistance.

7) Specific Considerations for Participation:

The researchers will strictly adhere to these principles during the interview.

- Respect diverse identities and expressions, ensuring no assumptions or judgments are made.
- Allow participants the freedom to choose the terminology or language that best reflects their identity.
- Ensure there is no pressure to disclose details participants are uncomfortable sharing.

■ Consent form

I, _____, hereby confirm that I understand and agree to the conditions outlined above regarding the interview conducted on _____ (date). I consent to the use of the interview content strictly for the purpose of JICA research.

■ Photography Consent

Regarding the use of photographs:

- ☐ Consent to all photos, including personal photos.
- ☐ Consent only to photos of the interview location.
- ☐ Do not consent to any photos.

■ Audio Recording Consent

Regarding audio recording for transcription purposes:

- ☐ Consent to audio recording using a smartphone or voice recorder.
- ☐ Do not consent to audio recording using a smartphone or voice recorder.

■ Contact Information

** Include the names, titles, affiliations, and locations of the office, and as well as direct contact information such as phone numbers, email addresses, WhatsApp accounts, and other relevant communication details.*

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