

NATIONAL HIGHWAY AUTHORITY, PAKISTAN

Gender Action Planning Framework (GAPF)

WIDENING & IMPROVEMENT OF PRIORITY SECTIONS OF N-5 (487 KM)



April, 2025

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| ana | WIDENING & IMPROVEMENT OF PRIORITY SECTIONS OF N-5 (487 | KM) |
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| n | INTEGRATED GENDER ACTION PLANS (GAP) | |
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| ntnt | Section No. | Name | Length (km) |
| anan | 1 | Hyderabad – Hala (Phase 2) | 65 |
| d d | 2 | Ranipur – Rohri (Phase 1A) | 70 |
| stata | 3 | Okara – Manga (Phase 2) | 83 |
| ff.ff. | 4 | Lahore – Gujranwala (Phase 1B) | 68 |
| lt It | 5 | Kharian – Dina (Phase 2) | 41 |
| mana | 6 | Dina – Rawat (Phase 2) | 72 |
| уу baba | 7 | Rawalpindi – Burhan (Phase 1A) | 44 |
| bebe shsh | 8 | Nowshera – Peshawar (Phase 1A) | 31 |
| arere | | TOTAL | 474 |
| d d | L | | |

The phase 1-B. Phase 1-A includes Section # 07, Section # 08 and Section # 02 while Phase 1-B includes Section # 04 alongside the Nai Baran Bridge located southwest of Hyderabad in ADD sight province. The Phase 2 project includes all of the remaining Sections. This phasing is conducted to prioritize the most urgent projects based on the economic and financial plan of AINB, road and traffic conditions and environment, social and resettlement impacts. The Phase 1-B instruments will be prepared for all the Sections under the proposed Project (RFP, LMP, GAPF and SEP) while site-specific documents (ESIA/ESMP and RAP in the prepared for Phase 1(A) on a priority basis.

GENDER CONSIDERATIONS AND POLICY FRAMEWORK: COUNTRY CONTEXT

Women make up 49% of Pakistan's population and their empowerment is critical for economic growth and national development¹. Despite commitments to international gender equality frameworks, Pakistan ranks low on gender equality, with persistent barriers in education, employment, mobility, and decision-making. Low employment opportunities, weak industry-academia linkage, limited access to information, and mobility constraints are among the foremost challenges for women's economic empowerment. Women's access to the labor market and decent employment opportunities have remained low over the past decades. Regardless of their education level, women and girls in Pakistan bear a disproportionate burden of domestic and care work, spending 10 times more time on household chores and child/elderly care than men. This means they face time constraints in gaining skills and getting jobs. For instance,

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¹ World Bank. (2024). Women's Economic Empowerment in Pakistan.





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among adult females who had completed Grade 12 or above, only 31% were part of the labor force as compared to 83% of their male counterparts^{2.}

Addressing some of these issues, the Pakistan Government has recently developed the National Gender Policy Framework (2022-2025) which aims to provide a structured, gender-transformative roadmap for promoting gender equality. The framework mainstreams gender by integrating gender perspectives into national and provincial policy-making, planning, and programming. It mandates gender-responsive budgeting, institutional capacity-building, and the development of sex-disaggregated data systems. It further encourages gender impact assessments, inclusive policy dialogue, and participatory governance mechanisms especially in areas such as health, education, economic empowerment, and safety. Gender focal points and gender action labs are institutional mechanisms embedded within the framework to operationalize and monitor gender inclusion across sectors.

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4.8 GENDER CONSULTATIONS

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In order to enhance women's participation and to understand women's issues in the project area, and to inform project design and the finalization of the ES instruments, a total of twentyfour (24) consultations were carried out at various locations as a part of the stakeholder engagement process The NESPAK E&S team conducted gender-specific consultations to document suggestions and concerns regarding the proposed Project. Details of these consultations are presented in Table 1.1.

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| Table 1.1: Gender Consultations Condu | icted in Project Area |
|---------------------------------------|-----------------------|
|---------------------------------------|-----------------------|

| Beackage Gender Consultations | | | |
|------------------------------------|---|--|--|
| wiwit | | | |
| h h | Gender Consultation at Bhit Shah | | |
| a pæpckage # 01: Hyderabad | Gender Consultation at Matiari | | |
| Pf øff ala prpri | Gender Consultation at PPHI Sindh Government Dispensary Soomar | | |
| atete | Chand, Matiari | | |
| peper | Gender Consultations at Sukkur City | | |
| m Rac kage # 02: Ranipur to | Gender Consultations at Ubri | | |
| s Sto hri | Gender Consultations along the road | | |
| onon. | Gender Consultations at Tando Mir Hassan | | |
| Package # 03: Okara to | Gender Consultation at Kasur | | |
| | Gender Consultation at Moon Razai Center | | |
| Manga | Gender Consultation at Phool Nagar | | |
| Package # 04: Lahore to | Gender Consultation at Mohallah Bilal Nagar, Shahdara Lahore | | |
| Gujranwala | Gender Consultation at Punjab College (Girls campus), Muridke | | |
| Gujranwala | Gender Consultation at Allied School, Muridke | | |
| Package # 05: Kharian to | • Gender Consultation at Govt. Degree college for Women Kharian, | | |
| Dina | District Gujrat | | |
| | Gender Consultation at Govt. Girls Higher Secondary School Dina | | |
| Package # 06: Dina to | • Gender Consultation at Barki Bazar GT Road, Tehsil Gujjar Khan, | | |

² UN (2023). National Report of Status of Women in Pakistan.





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|-----------------------------|---|--|--|
| ti Rackage | Gender Consultations | | |
| n n | District Rawalpindi | | |
| is is | Gender Consultation at THQ Hospital, Sohwa, District Rawalpindi | | |
| acac | • Gender Consultation at Allied School, Tehsil Gujjar Khan, District | | |
| cece | Rawalpindi | | |
| s \$ta ivat | • Gender Consultation at Zara Hospital, Main GT Road, Banth Stop, | | |
| bleble | Tehsil Gujjar Khan, District Rawalpindi | | |
| toto ADAD | Gender Consultation at Howard Cambridge School, Tehsil Gujjar | | |
| B B | | | |
| MaMa | Khan | | |
| n Brackage # 07: Rawalpindi | • Gender Consultation at Horizon school of Nursing and Health | | |
| gtogelassanabdal | Sciences, Hasanabdal GT road, Hasanabdal, District Attock | | |
| mene | Gender Consultation at Wah cantt. Rawalpindi | | |
| npackage # 08: Nowshera to | Gender Consultation at Govt. Degree College for Women Nowshera | | |
| | Cantt, Nowshera City. | | |
| apan Peshawar d d | Gender Consultation at Aman Garh Tehsil, District Nowshera | | |
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In general, women in the Project area perceived that the proposed Project is beneficial, indicating direct benefits like reduced traffic congestion, improved transportation and road safety, and indirect economic benefits such as local employment and industrial growth. Additionally, the project is expected to increase income and reduce travel-related stress. However, women also expressed some concerns and suggestions during gender consultations which are outlined below:

| dd | |
|---|---|
| outut Concern | Suggestion |
| ^S Women face safety issues, risks of accidents and | Provision of safe/segregated crossings shall be |
| eharassment due to high-speed traffic, lack of | considered based on-site needs and design. |
| crossings and inadequate traffic controls, | |
| Prestricting their mobility. | |
| Women face mobility restrictions due to cultural | While designing road and infrastructure sensitivity |
| anorms, unsafe infrastructure, and lack of inclusive facilities. | to female safety and cultural norms shall be considered. |
| D The influx of labor may increase harassment risks | Control worker movement in residential areas and |
| afor women in nearby communities' especially | assign a responsible person to ensure women's |
| pfemale students/staff. | safety. |
| mimi | Barriers shall be installed around schools, and |
| ssisi | GBV prevention training will be given to all |
| onon. | workers. |
| Health issues due to dust, air quality, and noise | Dust will be controlled by regular water sprinkling, |
| for women and children. | and construction during peak hours will be limited |
| Construction estivities may limit women's | to reduce noise disruptions. |
| Construction activities may limit women's | |
| movement and access to essential services. | Provide safe alternative routes and security |
| | measures so women can move freely without |
| | disturbance. |
| looved highlighted by weren incleased as | These concerns will be included in the Conder |
| Issues highlighted by women: inadequate access to safe drinking water, insufficient healthcare, | These concerns will be included in the Gender |
| limited educational and employment opportunities, | Action Planning Framework (GAPF) and addressed within the scope of the project. |
| and lack of transport for women. | |
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| tictio Concern | Suggestion |
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| n n | |
| ^{is} High number of accidents leading to injuries on ^a the road. cece ssissi | Road widening, signage, protected U-turns, and a traffic management plan will be implemented. Highway Police will enforce rules to reduce accidents. |
| blete tc+2 AHow can females lodge complaints related to the Bproject? MaMa nana | A functional Grievance Redress Mechanism (GRM) with a GBV committee will be established for females and community members to lodge complaints. |
| gege nJob and labor opportunities for local females. ntnt aman | Ensure that special job provisions for women are included through effective GAP implementation and reflected in bidding and tender documents. |

14.44ta GENDER ASSESSMENT SURVEY

Lithder surveys were conducted using structured interviews and questionnaires (attached as (Annex I) to identify women's roles, challenges, and specific issues and assess their participation in education, employment, healthcare, and decision-making. The initial survey included a total of 172 respondents from Phase 1 locations: 97 respondents from Section 8, 43 respondents from Section 7, and 32 respondents from Section 2. The survey identified barriers dowomen's mobility, including limited access to education, employment, and resources due to subtural norms, safety concerns, and inadequate transport infrastructure. Fear of harassment at bus stops restricts travel, while hiring biases and workplace limitations hinder participation in ADAP and engineering sectors. The survey also explored solutions to promote gender equality mough safer transport, policy reforms, and inclusive infrastructure.

Cultural norms in Khyber Pukhtunkhwa (KP) limited women's survey participation and led to underreporting of sensitive issues. To address this, the social team was trained for culturally sensitive engagement. A total of 97 randomly selected women were interviewed separately by the Gender Specialist. Despite these challenges, the survey provided valuable insights into gender issues and potential interventions for women's empowerment.

The participants of the survey identified key social issues affecting their community and discussed possible solutions. Key gender issues identified in the Project area include:

- Women have less control over household finances, education, and healthcare, with male elders making most decisions.
- Women, especially in rural areas, have fewer job opportunities, mainly limited to agriculture, teaching, and informal labor.
- Risks of GBV/SEA/SHexists in various forms.
- Despite laws against GBV, conviction rates remain low due to weak enforcement mechanism.
- Women lack adequate healthcare services, proper mobility infrastructure, and privacy protections, particularly near construction zones, bus stops, and markets.





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tiction The arrival of external workers increases risks of harassment, human trafficking, and health concerns (HIV/AIDS) in the Project area.

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Gender Action Planning Framework (GAPF) – Key Interventions:

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blele Support income generation activities, vocational training, and employment in construction and other sectors.

ADA Conduct awareness programs on GBV, available legal aid, and support services through NGO coordination.

MaMa Strengthen contractor obligations to prevent SEA/SH, establish GRM protocols for confidential reporting, and ensure third-party monitoring.

Collaborate with Civil Society Organizations (CSOs)/Non-Governmental Organizations

ntnt (NGOs) and law enforcement agencies to improve women's safety and access to justice.

anan Implement anti-trafficking measures, HIV/AIDS awareness programs, and worker code of conduct enforcement.

state Enhance contractor and government agency accountability for gender-sensitive project ff.ff. implementation.

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Table 1.2 outlines the GAPF for the Project, detailing impacts/risks, mitigation measures, frequency/timeframe, and responsibility:

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Table 1.2: Gender Action Planning framework Relib (Project Implementation Unit) HIV (Human Immunodeficiency Virus) GBV (Gender Based Violence) SEA (Sexual Exploitation

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ANNEX 1

| Title of Document |
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| Name: 2.2: Fathe | er's / Husband Name: | |
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| Permanent Address: | | |
| Contact No | | · · · · · · · · · · · · · · · · · · · |
| | | |
| What is your age? Age (year) 18 – 25 | 26 – 35 | |
| 36 – 45 | 46 and above | |
| Marital status? I. Married | II. Unmarried | |
| What is your family size? I. Male | | |
| What is your caste /ethnic group? | II. I Cindle | |
| What is your language? | | |
| What is your qualification? | | |
| | y III. Middle | |
| | · | |
| V. Metric V. Interm | ediate VI. Above Inter | |
| What are the main roles and responsibil | lities of women? | |
| | | |
| Roles | Involvement(%age) | |
| Household Activities | | |
| Income Generation Activities | | |
| Others | | |
| | | |
| Decision Making: | | |

| Men = 1, Women = 2, Both = 3 . | |
|---|----------------|
| | Decision maker |
| Education | |
| where to send, | |
| whom to send | |
| | |
| | |
| Health facilities (from where to avail) | |



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| cccce What HH assets to buy and sell sstsi Women to work outside home bible Mala dtata Access to Social/Financial Services and Mobility Mala Ata dtata Access to Education and Skills gege Ata Ata | is is | Number of c | hildren to h | ave | | | | | |
| sstssi Women to work outside home bible bible bible bible dtata Access to Social/Financial Services and Mobility B B Mata Atta Atta Access to Education and Skills gege Atta Atta Atta Staffender preferences for sending children to school? ff.ff. It It It It It It It It It It It It It It It It It It It It It It It It It It It It It It It It It It It It It It It It It It It It It It It It It It It It It It It It I | acac | Children Ma | rriages | | | | | | |
| bible toto A ^{DA} Access to Social/Financial Services and Mobility B Mata 4D Access to Education and Skills gege Aft finere any constraints for girls accessing education? What are the main constraints? Aft finere any constraints for girls accessing education? What are the main constraints? Aft finere any constraints for sending children to school? Aft finere any vocational centers/schools for girls/women? What kinds of training constraints are the main constraints of training constraints are the main constraints of training constraints are the service of the | | | | | | | | | |
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| 5.1 What kinds of health facilities are available in the area? Do women seek pre and post field the consultations and care? If not, what are the main constraints? witwit | | | | | | | | | |
| h h apap propro Brori Distance from the nearest health facility in l atate peper mimi 5585 What are the main health issues for men and women? Any common water borne dise | 5.£Wha | at kinds of hea consultations | alth facilitio and care? | es are av If not, wh | ailable in the nat are the ma | area? Do wo iin constrain | omen seek pi ts? | re and po | ost-nata |
| apap proro Bro ^{pri} Distance from the nearest health facility in l atate peper mimi 5535What are the main health issues for men and women? Any common water borne dise | witwit — | | | | | | | ••••• | . |
| Brpro Br ¹ 2 ^{ri} Distance from the nearest health facility in l atate peper mimi 5 ₅ 3 ₅ What are the main health issues for men and women? Any common water borne dise | <u>h h</u> | | | | | | | • • • • • • • • | ••••• |
| Bri ^{gri} Distance from the nearest health facility in l atote peper mimi 5 ₅ 35 What are the main health issues for men and women? Any common water borne dise | арар | | | | | | | | |
| atete peper mini 5 ₅ 35What are the main health issues for men and women? Any common water borne dise | | | | | | | | | |
| $mini_{S_{S}}$ What are the main health issues for men and women? Any common water borne disc | | Distance | from | the | nearest | health | facility | in | KMs? |
| $5_{s}8_{s}$ What are the main health issues for men and women? Any common water borne disc | peper | | | • • • • • • • • • | | | | | |
| indhe area? | | at are the mai | n health is | sues for | men and wor | nen? Any co | ommon wate | r borne (| diseases |
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6. Access to Drinking Water

6.1 What are the main sources of drinking water?

6.2 What are the key drinking water specific issues in the area?

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| $b_{0}^{ b }$ be women fetch water in the area from outside? Distance travelled by women by $b_{0}^{ b }$ | ۹? |
| NDAD | |
| 3.4 Time used in fetching water? /taMa | |
| J ^{ana} Access to Finance Jege | |
| nene Itnt | |
| |) are available |
| က္ခက္ရွိ What kind of financial services (such as banking, micro-finance, and savings ပိုင်္ခမူတmen? |) are available |
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| irere [.a]What kind of challenges/constraints women face in accessing financial servic | es? |
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| B Access and Control over Resources | |
| ו h | |
| apap Br <mark>a</mark> roWhat are the common trends of women ownership of land | and assets? |
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| ssisi A What kind of issues, women face in access and control over resources/assets | s/property? |
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| 9 Access to Income Earning Opportunities | |
| 9.1 Are you involved in Income generating activities? | |
|) Yesii) No | |
|) Yesii) No | |

If yes, what are common activities?

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| s Stitching/Embroidery | _ ii) Livestock iii) Job iv |
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| - | t the job of female, whether they like and encourage the |
| DABemale in jobs? | |
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| n e ne | |
| .3 Are women allowed to work ou | Itside home? What are the main constraints for women in |
| nan d accessing economic opportuniti | ies? |
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| nana | a wagalaalany? |
| .4 Are you satisfied with the private | |
| | h it should be per day or per month (Rs.) |
| hsh | |
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| | |
| | e independently in a separate bank account? |
| .5 Do You save your salary/income | e independently in a separate bank account? |
| .5 Do You save your salary/income wout iegid No | |
| . 5 Do You save your salary/income uotut ietid No | e independently in a separate bank account? If No, why explain the reason |
| but | |
| .5 Do You save your salary/income uolut getidNo, e, DAD | If No, why explain the reason |
|).5 Do You save your salary/income pubut ietidNo, e_e, NDAD | |
| 9.5 Do You save your salary/income pubut idejdNo, e e VDAD So In which area, the female employ vitwit | If No, why explain the reason |
| .5 Do You save your salary/income ເຟຍແ ເອຍູ່d No, DAD ເອີ In which area, the female employ /itwit ໄດ້ປະຣອ construction: | If No, why explain the reason |
| .ສ Do You save your salary/income ແຟບປ ເອີຍູ່dNo, e e MDAD ຍີ່ In which area, the female employ vitwit ເປັນse construction: pap | If No, why explain the reason |
| .5 Do You save your salary/income ubut idejdNo, e DAD .6 In which area, the female employ itwit Iduse construction: pap roro | If No, why explain the reason yees spend their salaries or earnings on? Marriage of her children: Educatior |
| Do You save your salary/income Job You Save your salary Job You Save your salary | If No, why explain the reason. |
| .5 Do You save your salary/income ubut id_idNo, e DAD Company itwit Iduse construction: pap roro iterien:Livestock: tate | If No, why explain the reason yees spend their salaries or earnings on? Marriage of her children: Education Other: |
| .5 Do You save your salary/income ubut ubut ubut degid No PAD .6 In which area, the female employ itwit duse construction: pap rpro filefien: tate .7 What are the key potentials in t | If No, why explain the reason yees spend their salaries or earnings on? Marriage of her children: Education Other: |
| So You save your salary/income ubut ideid No ideid In which area, the female employ iduse construction: pap Image: Construction: impro Image: Construction: | If No, why explain the reason yees spend their salaries or earnings on? Marriage of her children: Education Other: |
| Solution In which area, the female employ With House construction: Impap | If No, why explain the reason yees spend their salaries or earnings on? Marriage of her children: Education |
| Do You save your salary/income In which area, the female employ In which area, the female employ Vivit House construction: pap In which area, the female employ Vivit House construction: pap In which area, the female employ Vivit House Livestock: Livestock: | If No, why explain the reason yees spend their salaries or earnings on? Marriage of her children: Education Other: |

11 Women's Participation in Local Forums/Training Programs

11.1 What kind of local forums (formal, informal) exist in the area where women can participate?

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| olele 11-2 A | are there any cultural norms and social constraints refraining women to partic forums? | cipate in the |
| <u>3 B</u> | | |
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| mene 11.3 V anan | Vhat are the key potentials for engaging women in the local area development | ? |
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| NGO | Do women participate in training programs offered by developmer s/CSOs)? What kind of training programs has been imparted? | nt partners |
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| iosia e | VELIHOOD RESTORATION | |
| B AÐ | Would you be interested in participating in livelihood restoration training pr | ograms? |
| BB● | Yes | |
| vitwiet ∖h. | No | |
| pap | Maybe | |
| pepper | What types of skills or training would be most beneficial to you in f nployment or improving your livelihood? (Tick relevant) | inding new |
| nimi sisisi onon. | Vocational training (e.g., carpentry, plumbing, tailoring) | |
| • | Business management (e.g., financial literacy, marketing) | |
| • | IT and computer skills | |
| • | Language and communication skills | |
| • | Any other (Please Specify) | |
| L3 Vι | Inerabilities (Poor, Elderly, Disabled and Widows) | |
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| 3.T V | Vhat are the key vulnerabilities for women in the area? | |

13.2 What kind of social protection mechanisms/programs for the vulnerable women?

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| blele | |
| Tato Have you ever faced violence from male members of the household? | |
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| KaffaIf Yes, Type | |
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| gege Physical Mental On what type of Issues | ;? |
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| ntnt J _{mar} Pomestic ii) Economic iii) Others | |
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| d_d 15ataAny complaint or voice rose against violence to NGO or Police? | |
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| It It Yes No, if yes where | |
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| $b = \frac{y}{b + 2}$. Was compensated to the affected woman? | |
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| $J_{\rm uves}$, what result and consequences of that complaint? | |
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| ሬf ⊌ot. Why | |
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| B6 B Project Benefits for Women | |
| witwit | |
| 16.1 What protective measures do you suggest regarding the project implementa | tion? |
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| ssisi 1601. How women's participation could be ensured in the project implementation | ? How project |
| interventions will benefit women? | project |
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16.3 What are the key recommendations for maximizing project benefits for women?

16.4 What kind of negative impacts do this project has on women?

INTINT ERER ***OFFICIAL USE** NANA ONLY n n is is acac cece ssissi bleble toto ADAD ΒB 1955 What are the pressing needs of women of the Project Area? nana gege mene ntnt anan d d ${}^{\mbox{stata}}_{\mbox{ff.ff.}}$ Existence of other development partners: ${}^{\mbox{stata}}_{\mbox{ff.ff.}}$ lt It $\frac{mana}{7.1}$ Are there any other development partners (funding agencies, CSOs/NGOs) working in this area for the socio-economic development of the communities? List down the names of the desrelopment partners. arere d d ouolut sidsid e e ADAD ΒB witwit 17.2 What kind of development support is provided by other development partners for the socio-economic uplift of the communities in this area? pripri at**e**te pepper mimi ssissi onon. 18 Any other concerns/comments

Interviewer's Signature _____