



PAKISTAN WATER AND POWER DEVELOPMENT AUTHORITY

DASU HYDROPOWER PROJECT

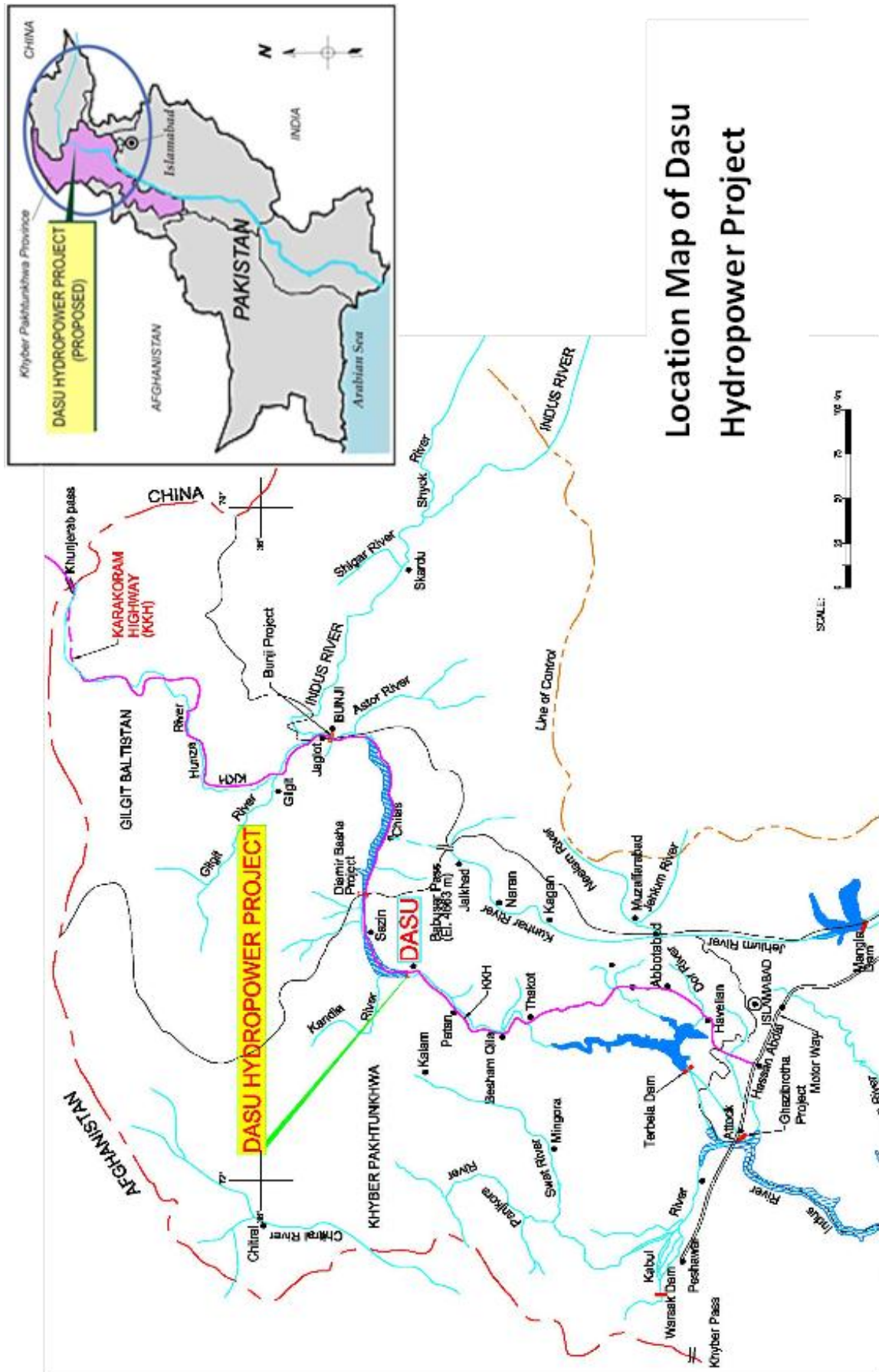


SOCIAL AND RESETTLEMENT MANAGEMENT PLAN

VOLUME 6: GENDER ACTION PLAN

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DETAILED ENGINEERING DESIGN REPORT
PART B: SOCIAL AND RESETTLEMENT MANAGEMENT PLAN
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ABBREVIATIONS

AP	Affected Person
AIDS	Acquired Immunodeficiency syndrome
BHU	Basic Health Unit
CEDAW	Convention to Eliminate Of All Forms of Discrimination against Women
CFS	Child Friendly Spaces
CSP	Child Support Programs
CWS	Community Social Organization
CSO	Church World Services
DHO	District Health Officer
DSP	Deputy Superintendent of Police
EPP	Education Promotion Plan
EM	External Monitor
EMIS	Education Management Information System
GAP	Gender Action Plan
GCH	Gender and Community Health
GGGI	Global Gender Gap Index
GGGR	Global Gender Gap Report
GRC	German Red Cross
HDI	Human Development Index
HIV	Human Immunodeficiency Virus
IDI	In Depth interview
ILR	Income and Livelihood Restoration
IPRI	International Property Right Index
KPK	Khyber Pakhtunkhwa
KKH	Karakoram Highway
LHV	Lady Health Visitors
LHW	Lady Health Workers
LGO	Local Government Ordinance
MFLO	Muslim Family Law Ordinance
MGDs	Millennium Development Goals
MPR	Monthly Progress Report
M&E	Monitoring and Evaluation
MNA	Member of National Assembly
MMT	Migration Management
MoWD	Ministry of Women Development
NCSW	National Commission on Status of Women
NER	National Education Ratio
NER	Net Enrolment Rate
NFE	Non-Formal Education
NGO	Non-Governmental Organization
NPA	National Plan of Actions
NPEDW	National Policy for Empowerment and Development of Women
OP	Operational Policy
PATA	Provincially Administered Tribal Area
PCSW	Provincial Commission on Status of Women
PIC	Public Information Cell
PRO	Project Resettlement Office
PRSP	Poverty Reduction Strategy Paper
P&D	Planning and Development
PHAP	Public Health Action Plan
PRSP	Poverty Reduction Strategy Paper
RAP	Resettlement Action Plan
RHC	Rural Health Centers
R&R	Relocation and Resettlement
SDC	Swiss Development Cooperation
SRMP	Social and Resettlement Management Plan
SRSP	Sarhad Rural Support Program
SADO	Social Awareness and Development Organization

TSD	Training and Skill Development
TB	Tuberculosis
UNDP	United Nation Development Program
UNICEF	United Nation's Children Fund
VLDC	Village Level Development Component
VRW	Village Resettlement Workers
WFS	Women Friendly Spaces
WHH	Walt Hunger Hilfe
Watson	Water and Sanitation

Unit of Measurements

km	Kilometer (Unit of Length)
m	Meter (Unit of Length)
MW	Megawatt (Unit of Power)

GLOSSARY OF TERMS

Affected Persons	Any person or household adversely affected by any project related change or changes in use of land, water or other natural resources, or the person/s who loses his/her/their asset or property movable or fixed, in full or in part including land, with or without displacement, after the commencement and during execution of a project.
Adequate	Enough to satisfy a need or meet a requirement.
Appropriate	Suitable for identified needs or requirements.
<i>Aqiqah</i>	In Islamic terminology, is defined as the animal that is slaughtered on the occasion of child birth.
Baseline	A set of pre project conditions used as a basis for project.
Community	A group of individuals broader than the household, who identify themselves as a common unit due to recognized tribal social, religious, economic and traditional ties or a shared locality.
Comprehensive	All relevant components have been considered and addressed.
Compensation	Includes cash payment, deferred payment, a bond, an insurance policy, stipend, payment in kind, rendition of services, grant of privileges and disturbance money entitlement to special treatment by Government and Semi Government, grant of alternative land, grant of import licenses and business, trade and commercial facilities in addition to the rehabilitation and resettlement of an affected person.
Consultation	Consultation refers to two-way transfer of information or joint discussion between project staff and the affected population. Systematic consultation implies a sharing of ideas. Bank experience shows that consultation often yields the best resettlement alternatives, fruitful procedures for continued participation, and independent information on actual conditions or implementation
Cultural Isolation	A subculture's relative lack of participation in, or communication with, the larger cultural system -- can be internally or externally imposed.
<i>Dayyat</i>	The tribe is to pay to settle the feud. Such decisions are taken by the <i>jirga</i> , the tribal institution
Entitlement	Means the sum total of compensation and other assistance assessed according to the status of each individual belonging to the project area or related therewith and dependent thereon, by the designated Evaluation Committee or any other such body
Fatwa	In the Islamic faith, is a juristic ruling concerning Islamic law issued by an Islamic scholar.
Income restoration	Re-establishing income sources and livelihood of the affected persons according to their status as determined under the law
Involuntary Resettlement	Any resettlement, which does not involve willingness of the persons being adversely affected, but is forced through an instrument of law
<i>Jirga</i>	An assembly of elder men / tribal heads to discuss and decide about economic / social / cultural affairs of a village or community or the area including; dispute between individuals and tribes in the project area
<i>Karo-kari</i>	An honor killing is the homicide of a member of a family or social group by other members, due to the belief the victim has brought dishonor upon the family or community. The killing is viewed as a way to restore the reputation and honor of the family.
<i>Khula</i>	Giving the women a right to divorce regardless of the grounds provided that; she is prepared to forgo her financial rights (i.e., repaying her dowry).
<i>Lian</i>	The process prescribed in Holy Quran where the husband accuses the wife of adultery but there is no witness available

	except himself.
<i>Malik</i>	Head of tribe/sub tribe responsible for dealing at village level with the matters of land; law and order; benefits of community and community conflict.
<i>Mehram</i>	A husband or first blood relation
Norms and Customs	A standard pattern of behavior that is considered normal in a society and values refer to the accepted principles or standards of a person or a group
Patriarchal Society	A patriarchal society is one whereby men are the decision maker and hold positions of power and prestige, and have the power to define reality and common situations. It is also connected to economics in that patriarchal society; men will have greater power over the economy. In our society, because men have higher income and greater access to the economy, they are said to be dominant.
Patriarchal	A custom in which a wife goes to live her husband's family or people after marriage
Polygamy	The custom of having more than one wife at the same time
Participation	Participation is conventionally divided into two dimensions: information exchange and decision making, each of which in turn has two component activities. Information exchange conventionally comprises dissemination and consultation. Decision making comprises collaboration and direct extension of choice to affected individuals, households, or communities
Rehabilitation	Includes all compensatory measures to re-establish; at least to the lost incomes, livelihoods, living and social systems. It does not include the payment of compensation for required assets.
Resettlement	Means all measures taken to mitigate any and all adverse impacts, resulting due to execution of a Project on the livelihood of the project affected persons, their property, and includes compensation, relocation and rehabilitation
Resettlement Action Plan (RAP)	The safeguard in which a project proponent specifies the procedures it will follow and the actions it will take to mitigate adverse effects compensate losses and provide other development benefits to affected persons and communities.
<i>Siyahkari</i>	Refers to honor killings where the victims are accused of illicit relationship.
Social Preparation	Process of consultation with affected people undertaken before the key resettlement decisions are made, to build their capacity to deal with resettlement affects
Tehsils	This is known as sub division of district responsible for collecting revenue from its inhabitants.
<i>Vani</i>	Child marriage practiced in some tribal areas of Pakistan to settle the blood feuds. This custom is practiced among the different tribes and clans. Young girls are married by force to members of other tribes and clans to resolve the blood feuds. This is a replacement of blood money.
Vulnerable	Are the marginalized affected persons or those distinct people who might face the risk of marginalization and suffer disproportionately from resettlement effects, including the women, children, destitute persons, tribal communities, squatters those with usufruct rights, and landless groups
<i>Zina</i>	Is generally defined by Islamic Law as unlawful sexual intercourse, i.e. intercourse between individuals who are not married to one another.
<i>Zan, zar and zamin</i>	Refers to women, wealth and land
<i>Zinabiljabar</i>	Typically refers to forceful sexual intercourse between two people not married to each other.

GENDER ACTION PLAN

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EXECUTIVE SUMMARY

INTRODUCTION AND RATIONALE

The Gender Action Plan (GAP) is an important part of social and environmental safeguards compliance which is mandatory for approval of infrastructure development projects under the World Bank Operational Policies. The GAP presented herein, has been developed during the design phase of Dasu Hydropower Project as part of the overall Social and Resettlement Management Plan (SRMP). The GAP presents strategies and action to ensure project benefits reach women in the project area. This Plan has carefully been developed keeping in view the local context, ground realities and customs prevailing in the project area.

THE PROJECT CONTEXT

Dasu Hydropower Project (the Project) is located in the District of Kohistan (literally means “land of mountains”) in Khyber Pakhtunkhwa (KPK) Province. The Indus River divides the district into two parts, referred to as Swat Kohistan (on the right bank) and Hazara Kohistan (on the left bank). There are a handful of main tribes, with numerous sub-tribes, who have been living in the district for generations. The tribal demarcation of individual territory and land holding though not apparent is clear and understood by the tribes. The District of Kohistan comprises four Tehsils, namely Dasu, Palas, Pattan and Kandia, Dasu being the district headquarters. Kohistan is one of the most deprived districts not only in Hazara Division but in the entire province of Khyber Pakhtunkhwa. It acquired the status of a district back in 1976 and henceforth, the present district was shaped by bringing together the “two Kohistan” mentioned above. Prior to 1976 the Swat Kohistan was a part of the former Swat State. Due to its remoteness and underdevelopment Kohistan district was declared “tax free”.

SOCIAL STRUCTURE OF THE AREA

The population in the project area is distinguished by the tribes. Each tribe is headed by a *malik* (head). The *maliks* occupy the predominant position within Kohistani society. They hold ultimate authority within their own tribe and sub-tribe/s, and are respected by wider society, including the local administration. There in the area, the use of *Jirga* is very common to manage or solve any critical situation or issue and helps in decision making or otherwise. *maliks* and local *ulemas* (religious leaders) are commonly members of *jirgas* – the forum for collective decision-making. Every affected village has its own mosque and *pesh imam* (prayer leader). The *maliks*, *ulemas* and *pesh imams* wield considerable influence on local opinion. Local people follow sermons by *ulemas* and *imams* without questions. The District administration considers and gives due consideration to the decisions of the *jirgas* and *fatwas* – the declaration by the *ulemas*.

Kohistan has a highly patriarchal society in which women are absent from public life. *Purdah* is strictly observed and polygamy is the norm in Kohistani society, Married men usually have two or more wives and a high number of children. The permission of existing wives for a new marriage is never sought before taking on new wives. Men still make every effort to prevent their women being influenced by the outside world. The restrictions on women in the project area mean that important positions in the health and education sectors are continuously not filled, with a corresponding negative effect on local women’s access to these social services. Concepts of honor and respect are very strong in Kohistan, consistent with Pakhtun creed, and revolve around ‘*zan, zar and zamin*’ (women, wealth and land).

PROJECT AREA WOMEN

Kohistan has a highly patriarchal society in which women are completely absent from public life. In rural areas, young women do not have enough opportunities to access

education. They don't work outside the home and don't participate in politics or public life and are limited to household activities along with sometimes assisting their males in agriculture fields just adjacent to their homes in the villages. This situation puts women in a more precarious position in terms of their physical being. They are unaware of health, hygiene, food habits, upbringing their young in a more decent way, general cleanliness etc.

Because of low level of education, most of the women in Kohistan do not speak or understand languages other than Shina/Kohistani, whichever is their mother tongue. This reflects that their communicative interaction is confined to the district and the adjoining areas. As a whole, Kohistan is a tribal district. There are several main tribes with numerous sub-tribes in the area. Women personify the honor of the tribe. The honor of women is an issue on which the Kohistanis are sensitive and uncompromising.

Purdah is very strictly observed – women are rarely seen outside their homes. Even the entry of male first cousins into female areas of the home will often be forbidden. The role of women is mainly as mothers, wives, sisters and daughters. The head of family arrange marriages without seeking consent of male or female. There is inclination for the marriages to be within the clan or kinship. Instances of divorce are very rare. Dowry system does not seem to be a custom. Polygamy is rampant in Kohistani society: each married man typically has two or more wives and numerous children. The first wife is typically from within the family/sub-tribe, usually a first or second cousin. But increasingly, those with means take their second or third wives from Swat or Gilgit. Televisions and dish antennae have now become more common in the district, but these tend to be kept in rooms where only males have access – in most households women are not allowed to watch television.

The restrictions on women mean that important positions in the health and education sectors are not filled, with a corresponding negative effect on women's access to these services. Kohistan has some Lady Health Visitors (LHVs), but the overwhelming majority is non-local (e.g. from Mansehra) and they can only operate within the Rural Health Centers (RHCs) and Basic Health Units (BHUs) and cannot visit women in their homes. Moreover, Kohistan is among the only districts in Pakistan not to field any female councilors for the local government system introduced through the Local Government Ordinance (LGO) 2001, in which 33% of all local government seats were reserved for women.

APPROACHES TO GENDER ACTION PLAN

There is strong resistance to any effort to promote the empowerment and uplift of women in the project area. Initially, when the Project Social Team broached the idea of conducting a gender assessment, the Team was advised and guided by the District Administration not to bring any gender specialists to the project area as it might create "issues" with the local tribal leadership. After many meetings and deliberations, a very limited gender assessment was made possible with the help of the local LHVs. The gender team members were allowed only an "exposure" trip to the project area for selected interviews with government officials only – that too under full *burqa* (head to toe covering dress for women) during the visits. A very limited approach was being made to women inside their homes through the selected tribal heads with care and limits to see the household conditions and living style in general.

Given this context, it was a challenging task to design a gender action plan in a "conventional" sense within the context of the "barrier" to excessive direct access and participation of women. Mere mention of the word 'women' in public was not viewed favourably. At the same time, this strong "tribal set up" could not be ignored or circumvented. As a result, the Social Team developed a strategy for GAP planning in order to gain "entry points" to work with the local women during project construction and to bring some changes slowly but surely under the project. The strategy included the following "approaches":

- Never to talk about terminologies such as ‘women empowerment’, ‘women uplift’, ‘women participation’, ‘women rights’ etc. as these are anathemas in the local arena.
- Focus on the men, who are “gate-keepers” and control the world of women. And women can only be accessed through men in the family.
- Consider the power of the *maliks* and *ulemas* and initiate programs involving them for awareness, disclosure of project benefits, social preparation and capacity building and adapt programs keeping in view the local circumstances.
- Engaging established and acknowledged institutions to conduct regular training programs for *ulemas* and *pesh* imams. These may perhaps be tailored to focus on women’s importance and their rights in Islam.
- Stay engaged over a longer period beyond the project timeline to bring any changes. The essence of this approach is that time is needed to understand the complexities within any society operating at various levels i.e., social, economic, political and cultural.

The above strategies have guided the development of an area specific gender action plan and provided a good start for looking at the gender situation in Kohistan far more pragmatically.

ACTIONS FOR DEVELOPING GAP

The actions for developing the GAP have identified “entry points” and are expected to gradually develop an acceptable environment by involving men, particularly the *maliks*, *ulemas* and local influential persons in the process of sensitization and awareness building to make project benefits accessible to women. The actions include:

- Conduct meetings and workshops by involving the tribal leaders, *maliks*, *ulemas* and other local stakeholders to raise awareness about women rights and importance and; to make them aware that women can and should benefit from the project through participation in various income, education and health initiatives. Help or assistance may also be sought for the purpose from institutions like International Islamic University, Islamabad.
- Gender sensitization and capacity building training for project staff, local government officials and other stakeholders to consider and address gender concerns. They should also be sensitized to the GAP approach to reach women for realization of project benefits.
- Dissemination of information about the project and its benefits in the project area populations, particularly women, children, youth and the elders.
- Ensure that the project benefits the women through establishing an effective health system with particular focus on women and children, differently-abled and elders.
- Social preparation and socio-psychological support and counseling during relocation and resettlement and adjustment in new resettlement sites.
- Development of an education promotion plan for boys and girls in schools ensuring quality education in the project area.

The dedicated awareness and capacity building, together with information dissemination and community health and education programs will slowly and gradually give way to further intervention for livelihoods and employment generation activities. The pre-construction phase activities like disclosure and subsequent participation in planning for social, environment, livelihood and infrastructural development, especially in resettlement planning, will also develop confidence at the community level on project activities for community development and thereby, its benefits. The local leaders would also find good reasons to support project activities involving women and children as they realise the benefits of the various health and education programs. Within the context of such environments, the Gender and Community Health (GCH) Team with local village committees will assist the Assistant Director Training and Livelihood (AD T&L) in

designing new programs for skill development and livelihoods opportunities which could involve women in the project area. Thus, the livelihood development and capacity building programs developed by AD T&L including agriculture, microcredit, livestock, small businesses, and other “home-based” income generating activities will include opportunities for participation of women and the establishment of Technical Vocational Centre for women of the project area.

MONITORING AND EVALUATION

Monitoring and evaluation (M&E) will be essential to objectively ascertain progress towards the achievements of the objectives of gender development and in tracking the performance of the action plan. The key aspects of the M&E framework for this strategy include: (a) monitoring of the gender development activities as they happen and (b) assessing the outcomes and impacts of the actions on a regular basis. The overall outcome indicators will form the basis for assessing the interim and long-term impact of the gender development activities. This level of monitoring and evaluation assessment would be conducted both internally by the project office and an independent consultant will conduct external monitoring.

The GAP will be implemented by the Project Social and Resettlement Office (SRU), and more particularly the Gender and Community Health (GCH) Team with the help and assistance from village committees and village leaders. At the field level, SRU will be responsible to mobilize and implement the GAP through the GCH Team, one of the six teams dedicated to implementing RAP and other social development plans under SRMP. The key tasks of Gender and Community Health Team include (i) implementation of GAP; and (ii) work with DHO and WAPDA Health Unit in managing community healthcare and well-being. In the implementation of GAP, two other teams, namely – Training and Livelihood (T&L) Team, and Resettlement and Rehabilitation (R&R) Team – will play their specific role and tasks. In addition, SRU will have gender trained staff member/s who will take primary responsibility for gender actions, analysis and outcomes from the early stage of implementation for monitoring and evaluation.

The GAP implementation will be monitored as a part of SRMP monitoring system by the PRO. The field teams, particularly the GCH Team, in collaboration with T&L Team will ensure implementation and proper monitoring of GAP activities. All monitoring and evaluation reports on project impacts data will be sex-disaggregated. A list of monitoring indicators, frequency of monitoring and documentation system has been recommended. The external monitor will review and verify the claims made by PRO in Monthly Progress Reports (MPRs) and ascertain whether GAP goals and objectives have been achieved in the affected area and community. The reports will include suitable recommendations for improvement. Monitoring reports will be submitted at regular intervals as specified. The M&E documents will also be publicly available, including posting on the project website.

1 INTRODUCTION

1.1 THE PROJECT CONTEXT

The proposed Dasu Hydropower Project will be constructed about 8 km upstream of Dasu Bridge near Dasu town in Kohistan district of Khyber Pakhtunkhwa (KPK) province. The aim of the Project is to generate 4320MW of electricity by constructing a 233m high dam on the River Indus. The Project would be operated on a “run-of-river” basis. The reservoir of up to 74 km length would cover a maximum area of 4,006 ha at an altitude of 950 meters above sea level (masl) and may extend up to 957masl in case of flood situation. The Karakorum Highway (KKH) will be realigned over a length of about 70 km at varying elevations.

The Project has considerable social and environmental impacts, not least of which will be the relocation of the affected population due to land acquisition, submerged land, influx of thousands of construction workers during the construction phase and to operate the plant, as well as changes to patterns of livelihood. The project aims to mitigate potential negative impacts on not only other social and environmental issues but also, the gender issues in particular. The Gender Action Plan (GAP) is prepared to assess the baseline situation of project area women, to address the gender issues likely to arise due to various activities of the proposed project and to suggest measures accordingly.

1.2 SOCIAL IMPACTS OF HYDROPOWER IN PAKISTAN

Similar to other infrastructure projects, hydropower projects can have both positive and negative social and environmental impacts. In early hydropower projects decision-making and planning efforts have, neither adequately assessed nor accounted for the adverse social impacts of large dams in Pakistan as well as in some other countries, too. As a result, both the construction and operation of large dams have had serious and lasting effects on the lives, livelihoods and health of affected communities, and led to the loss of cultural resources and heritage in one way or the other, directly or indirectly. Further, it has also been noted that only scant attention has been given to the effects on gender which is an important and unavoidable impact of such development.

Moreover, among affected communities, gender gaps have widened and women have frequently borne a disproportionate share of the social costs and were often discriminated against in the sharing of benefits. Displacement can make women’s position inside and outside the family more precarious. As men face powerlessness in some cases and areas, women and children may become victims. As an example, reduced fishing opportunities in coastal and mangrove areas downstream of Tarbela Dam in Pakistan destroyed the structures of families traditionally organized around this activity and accelerated male out-migration. Women faced increased responsibilities as de facto heads of households, while household income was severely affected.

If anticipated these adverse impacts can be tackled well through appropriate planning in the early stage of a project with the required attention to specific aspects and areas. This way, the negative impacts can be addressed to produce positive results for local people in all spheres of life, or in some cases may be avoided altogether. At the same time, a simple accounting for the direct benefits provided by large dams – the provision of irrigation water, electricity, municipal and industrial water supply, and flood control – often fails to capture the full set of social benefits associated with these services. It also misses a set of ancillary benefits and both direct and indirect economic benefits of dam projects.

1.3 IMPACTS OF DASU HYDROPOWER PROJECT

Involuntary displacement related to any type of development or disaster leads to a drastic change in the lives of the affected population. Likewise, Dasu Hydropower Project will affect about 6,953 persons in 767 households by displacement both within the

project area. . In the context of gender the roles of both men and women will experience changes. . Displacement is one of the most critical challenges for women as in most cases they may lead to further marginalization.

This chapter outlines both negative and positive impacts of the project on population of the project area as a whole and specifically, the women. This part of the discussion and analysis comprises three sections:(i) it starts with the potential negative impacts on women; (ii) discuss positive impacts and opportunities that the project is likely to bring; and finally (iii) mitigation measures for the negative impacts.

1.3.1 Potential Negative Impacts of the Dam on Women

- **Change in habitat and living environment:** A complete change in habitat and environment will impact women and children more than men. It will bring changes in the living environment. Women are more attached to their homes and its environment thus detaching from the existing living environment will impact them more.
- **Change in social and cultural support mechanisms:** Women have a social support system in the villages. No matter how strict the setup is within their villages, they have support of each other for sharing and providing support in times of need. Women support to women is socially and culturally acceptable. With displacement this system may disintegrate.
- **Loss of resources:** women are much closer to nature and the natural resources in the project area as these cater to their important needs such as providing fuel wood for cooking and heating, vegetables and food crops adjacent to their homes, fodder for the livestock and water for meeting their household needs. The displacement will immediately result in loss of such resources; even if it will be managed later, the readily availability of such resources will be lost.
- **Loss of assets:** loss of productive and non-productive assets will impact women. Livestock like poultry is an asset for women in times of need in the rural economy. In times of any need, event or ceremony as well as emergency, livestock is the first asset to meet the need.
- **Loss of homes:** Loss of their native abodes is a setback to women. It affects them more than the men emotionally, physically, psychologically and in many other ways. With loss of homes, the sense of insecurity is more pronounced in women than men. It's a break off from a complete system they have been used to.
- **Impact on livelihoods:** The project will have an impact on the livelihood, especially of the marginalized women.
- **Loss of communal property:** Common property is very significant especially for the marginalized population, having meager or no land or assets. They draw their needs from the common property such as natural water resources, forests, grazing land as loss of these common resources is a setback and leads to major erosion in their income and livelihood means
- **Community displacement and disintegration:** As the affected population is settling both within the project area at selected upper elevations of the valleys as well as outside the project in downstream areas, it is possible that community disintegration may take place.
- **Impact on health:** The changed environment and new habitat will impact women health.
- **Psychosocial impact:** It is natural that change in environment impacts women and the family, psychologically. There are chances of emotional and psychological disturbances in the community.
- **Behavior change:** Due to displacement and resettlement, behaviors and attitudes may change automatically.
- **Impact on Socio economic conditions:** Due to displacement, the socio-economic conditions of the resettling community will be affected and this has a direct impact on household women.

- **Increase in social vulnerability:** Displacement will impact social vulnerability of women which will increase. This will also impact girls.
- **Impact on environmental conditions:** By displacing, the environment will definitely be changed which initially may not be conversant, socially or psychologically and; this will have a greater deal with affected women as compared to the men.
- **Increase in violence:** Strictness in the attitudes is already prevalent in the area. The land acquisition, displacement and resettlement are demanding and tiresome with considerable changes. The pressures on the men may lead to increase in violence on women. Thus, women may become more vulnerable to violence in terms of displacement and resettlement.
- **Adaptation to new conditions:** Integration of resettlers with the new conditions and host populations on or closer to the relocation sites is also a challenge. Social isolation among the tribes and communities is often the case and conflicts between the settlers and host population may also arise. This is mainly associated with use of common property, forest land, grazing land, government land thus depriving the new settlers of forest products and other benefits which were available to them from the common properties and natural resources in their old habitats.
- **Impact on status:** The village level settled communities enjoy a certain social status which has a value and this also includes women. Displacement and relocation will affect their status and they may not acquire the same in their new settlements, especially at the beginning.
- **Food insecurity:** Food insecurity is one of the important concerns which impact negatively. The district and the project area are considered as “hard” and; food security is already a challenge due to poor nutrition values. With the displacement, the problem of food insecurity may be on the rise. Women also have a strong support mechanism for food in their own existing environment but; with the displacement, these support mechanisms will be affected.

1.3.2 Positive Impacts and Benefits

- **The Project has ensured a consultative process** during all stages of the project. Design Phase has been participatory and consultations were held with the affected people of the area.
- **An opportunity for the affected population** which includes women includes Infrastructure development. The project benefits offer infrastructure development in the project area. This will benefit the affected and concerned community. Roads, schools and health facilities will be provided for the project affected population.
- **Rights and entitlements:** Resettlement Action Plan ensures compensation for lost assets and incomes as mitigation measures. .
- **Enhanced earning opportunities** for men in the construction of the dam/reservoir; a lot more skilled and unskilled labor will be required and the preference will be given to the locals especially the affected ones. Also, from the SRMP plans there will be direct and indirect livelihood enhancement opportunities for the affected community which would have positive impacts on women
- **Resettlement** as per community choices in upper elevation with all basic amenities at project costs. Selection of relocation and resettlement sites has been made by the affected population. They will move to the place of their own choice and all the assistance will be provided by the project.
- **Social Protection** will be ensured by the Project to minimize social vulnerability of women and children.
- **Electricity:** will be an important benefit to the population. It will lead to a positive change in the lives of the people leading to progressive advancements. The

process will eventually add to the benefits of women, improving their skills, lifestyle, and better utilization of time through household appliances and facilities.

- **Change in attitude** is in the mindset of both men and women leading to behavioral change with the process of developments taking place. Men will lead the way to change in women with the development of the project as this mega development in the area will surely bring out economic improvement in the society and system.

1.3.3 Mitigation Measures for the Negative Impacts

- Long term socio-economic stability: The project is envisaged to lead to socio-economic developments in the area. The Project in all stages of implementation will bring economic opportunities. These will impact the women with enhanced income coming to the households.
- The relocation sites have been selected by the affected population themselves through a consultative process thus, minimizing the risk of non-availability of land for the resettlers.
- Project will develop basic infrastructure in the project area resettlement sites. The infrastructure building process will also offer jobs thereby earning opportunities to the affected population. This will also contribute to a positive impact on women.
- Project Resettlement Action Plan ensures benefits and compensation at market competitive rates to cover economic losses of standing crops, residential and commercial structures and other productive assets related to land, livestock and natural resources. It also mitigates the negative impacts to the minimum.
- Livelihood development programs will ensure food security of the project affected population.
- The project will create better opportunities for education of both boys and girls to raise literacy levels which will contribute to building an educated social set up quite vital for future development.
- The institutional mechanism for implementation of SRMP has been designed in such a way that it will address any unforeseen issues to be mitigated, accordingly. This will also lead to the understanding of the affected community about standard and procedural ways to address social and environmental issues.
- The project has a public health plan which will improve the feeble health services existing at present in the project area.

1.4 KOHISTANI SOCIAL STRUCTURE – A BRIEF OVERVIEW

The Project is located in the District of Kohistan in Khyber Pakhtunkhwa (KPK) province. The people of Indus Kohistan are scattered all over the rocky terrain. Dasu is the district headquarters. The District is sparsely populated with only 63 persons per sq. km.

The male to female ratio is 124. Both literacy and enrolment rate is one of the lowest in the country. Only one-quarter of the population is active economically. The female labor force participation is less than one percent. The 1998 Census placed Kohistan bottom in the country in terms of socioeconomic development indicators and enjoys a “tax-free” status in Pakistan. The main sources of livelihood are agriculture, livestock and forest products. Seasonal migration is very common in Kohistan and the people practice it due to a variety of reasons – livelihoods and cultural – being the principal factors. This seasonal migration is practiced to cater to the need of the time and local living style, and providing fodder for livestock. Most people in the Valley have two houses, mostly temporary shelters, at higher elevations – for example, in the “middle” and “high” elevations. Those who are shepherds have a fourth house at the top and move further up to graze their livestock.

Due to lack of education, illiteracy, and an overall lack of gainful employment, Kohistanis are prone to religious extremism and cultural exclusiveness. They have their own version of *ghairat* (honor) and this is compounded by a certain rigid and orthodox interpretation of religion which is in vogue in that region. Another social aspect of this area is the

culture of revenge that ends up sometimes in the murder of whole families. In tribal society of Kohistan, women suffer the brunt of the violence and feuding because they are most vulnerable.

1.5 RATIONALE OF GENDER ACTION PLAN

The Project will acquire 4,643 ha of land for various project components. And in turn construction activities of DHPP will displace about 6,953 persons from 767 households thus equally impacting the women of that area. Keeping in view these expected impacts on women it was essential to prepare the GAP with consultation and participation of women and other stakeholders of the project area to mitigate these adverse impacts efficiently and timely. GAP of Dasu Hydropower Project is guided by the principle that development initiatives for project affected persons should also incorporate the priorities and needs of women and give them equal opportunities to access benefits through development of this Project.

This report ensures that the lifestyle/ livelihood of women affected by the project are restored to levels prevailing before start of the project.

World Bank seeks to promote the improvement of the living standards of the people affected by the project activities. The present Gender Action Plan (GAP) is developed in accordance with laws and provisions of GoP and World Bank policy for Gender and Development (OP 4.20).

1.6 OBJECTIVES OF GAP

The GAP has both short term and long term objectives that aim to minimize social vulnerability of women and children, build the base for local women to come forward and play a role in decision making, and ultimately develop an environment for women to participate in income generation and employment opportunities in the long-term. Objectives of Gender Action Plan are as follows:

- To develop a favorable environment that educates the local project area men to encourage and pave the way for women participation in project development;
- Gender sensitization of Project staff including Project Resettlement Office staff, government departments and other stake holders;
- To ensure women's participation in planning, design and implementation of the project
- To conduct an analysis of women's access to resources and services e.g. education, skill development/ enhancement and health facilities; And devise measures accordingly
- To conduct an analysis of women roles in decision making, division of labor, development priorities and other variables that will impact on their participation in the project; and guide the project design to avoid increasing the burden on women.
- Awareness raising about the project benefits to all population including women and children;
- Reversing the spread of communicable diseases among women and children
- To minimize social vulnerability of women and children To develop an environment for women to participate in income generation and employment opportunities

Thus the overall objective of GAP is to analyze existing conditions of women in project area, to assess the positive and negative impacts of project activities on women and to devise the measures accordingly.

2 GENDER OVERVIEW IN NATIONAL AND LOCAL CONTEXTS

Prior to the preparation of the GAP and approaches adopted for developing the GAP for Dasu Hydropower Project, it was imperative to have an overview of the overall gender situation at the national and local context. . This chapter provides an overview of the overall gender situation in Pakistan, Khyber Pakhtunkhwa (KPK) province and Kohistan district including Dasu Project area.

2.1 GENDER IN CONTEXT OF PAKISTAN

The social and cultural context of Pakistani society is predominantly patriarchal. Men and women are conceptually divided into two separate worlds. Male members of the family are given better education and are equipped with skills to compete for resources in the public arena, while female members are imparted domestic skills to be good mothers and wives. Lack of skills, limited opportunities in the job market, and social and cultural restrictions limit women's chances to compete for resources in the public arena. This situation has led to the social and economic dependency of women that becomes the basis for male power over women in all social relationships. This has also led to a low level of resource investment in women by the family and the State.

Patriarchal structures are relatively stronger in the rural and tribal setting where local customs establish male authority and power over women's lives. They are given limited opportunities to create choices for themselves in order to change the realities of their lives. On the other hand, women belonging to the upper and middle classes have increasingly greater access to education and employment opportunities and can assume greater control over their lives.

The Government of Pakistan has committed to promote gender justice and equality, yet women are highly vulnerable in all contexts and subject to various forms of widespread discrimination and violence. In the tribal cultures in some provinces of Pakistan young girls are given as '*van*' to opponent tribes for settling tribal blood feuds. Although, this custom is illegal in Pakistan and a serious crime it is still in practice, though rarely, in some areas. Recently the courts in Pakistan have begun taking serious notice and action against the continuation of the practice. Similarly, honor killing although a crime is still an ongoing practice especially in the tribal set ups despite the legislation².

The Constitution of Pakistan (1973) declares that all citizens are equal before the law and are entitled to equal protection. It prohibits discrimination on the basis of sex and commits the State to take steps to ensure the full participation of women in all spheres of life. It guarantees free and compulsory education as a fundamental right in Article 25 A, to both boys and girls of age five to sixteen years. The Constitution also protects the women's rights to inheritance as per *Shariat*. Whereas, the constitution guarantees equality, freedom, rights and dignity to all of its citizens, in actual practice women are subjugated to marginalization in most of the social, cultural and economic fields. Pakistan has been ranked 93rd out of 115 in property rights protection and 86th in gender equality in the International Property Rights Index (IPRI) 2008.

¹*Vani* is a tribal custom of child marriage in tribal areas of Pakistan to settle blood feuds. This custom is practiced among the different tribes and clans. Young girls are married by force to members of other tribes and clans to resolve the blood feuds. This is a replacement of blood money '*Dayyat*' the tribe is to pay to settle the feud. Such decisions are taken by the *jirga*, the tribal institution

² Criminal Law (Crimes in name of Honor) Amendment Act, 2004. It proposes amendments in the Pakistan Penal Code (PCC) 1960;

Gender gap has been prominent in Pakistan and widening further. According to the recent Global Gender Gap Report³, Pakistan ranks 134 out of 135 countries in the world on the Global Gender Gap Index (GGGI). Economic participation reflects poor performance of 22%. In terms of wage equality, it is at 110 out of 135 countries. Educational figures rank Pakistan at 129, with 40% female literacy rate. Primary enrollment is 67% with decline in secondary education enrollment to 29%. Health and survival ranks at 123. Infant mortality rate per 1,000 live births at the age of one is 70% and maternal mortality ratio, per 100,000 live births is 260 on a scale of 150 and 500.

Performance of Pakistan in the GGGI over the years has been low as traced through the following table depicting Pakistan's ranking against the total number of countries. It reflects a decline from 112 out of 115 countries in 2006 to 134 out of 135 in 2012.

Table 2.1: Gender Gap Ranking of Pakistan

Countries	2012	2011	2010	2009	2008	2007	2006
Total No. of Countries	135	135	134	134	130	128	115
Pakistan	134	133	132	132	127	126	112

Source: Global Gender Gap Index Report, 2012

No doubt at one level, women are rising to high public offices, participating in legislature, heading ministries and having opportunities for higher education, but at the same time the overall situation of gender gaps and disparities is becoming more pronounced with such low ranking. In the Planning Commission of Pakistan, female employees are only 101 which are 8⁴ of the total employees numbering 1214. Other ministries and departments present a similar situation.

2.2 GENDER IN CONTEXT OF KPK PROVINCE

Gender situation in KPK is not very promising and shows weak performance in gender indicators as well as MDGs progress. According to the UNDP Report on Progress of Millennium Development Goals (MGDs), 2011 progress is slow and KPK province lags behind in all indicators. The literacy rate is 50% and the female literacy rate is 31%. Infant mortality rate remains high at 76 deaths per 1000 in 2008. Sanitation facilities and access to tap water are available to only 50% of the population of the province with urban-rural disparities. Gender gaps in almost all social indicators that can be divided by gender are a major problem in KPK, more acute than every other province in Pakistan except for Baluchistan province.

2.2.1 Gender Parity Index

The GPI in Kohistan is just 0.03. Even in closer districts like Abbotabad, Mansehra, Haripur and Chitral districts, where female enrolment rates are relatively high, the GPI did not cross 0.7 for high school level enrolment. The GPI for adult literacy was 0.44 for KPK, compared to the national average of 0.65, while in Kohistan, it is as low as 0.06.

The UNDP report also points out that, in spite of a series of commitments over time to ensure equal opportunity for women in education, access to services and employment, gender disparity in educational attainment and in employment remains a prominent feature of the socio-economic profile of KPK. This is reflected most obviously in education, with a sizable gender gap in literacy rates and enrollment rates in the province. Within KPK province there are considerable variations among districts with high ranking districts in National Education Ratio (NER), female enrolment such as in Abbottabad at 61%.

³ Global Gender Gap Index was introduced by the World Economic Forum in 2006 to measure and capture the scope and magnitude of gender disparities based on four major indicators i.e. economic participation and opportunity, educational attainment, health and survival and political empowerment

⁴ Federal Government has 10% quota for women. Eight percent does not fulfill this requirement also

Another major gap in gender parity is identified in the report to be women's participation in the economy. Women are handicapped by cultural norms which are opposed to women working for a wage, low educational attainment and difficulty in accessing employment opportunities due to low mobility. Gender disparity is endemic in KPK, and is evident in the health and education sectors, in employment and political representation. There are very serious problems of gender discrimination in the province, and little evidence that these are likely to improve in the short-term. There have been a number of steps taken to improve women's situation at the federal level, and these programs have been implemented in KPK as well. These include the poverty alleviation programs and microcredit facilities, which offer cash transfers and small loans to women who might not otherwise have access to funds, as well as gender mainstreaming policies such as the Gender Reform Action Program (GRAP), meant to improve women's status in government institutions by introducing better hiring practices, amongst other reforms. However, little has been done to directly reduce gender inequality by the KPK Government; most reforms have come in other sectors, with women gaining indirectly. The Gender Parity Index for primary education is given in Table 2.2.

Table 2.2: Gender Parity Index (GPI) for Primary Education

AREA	2001/02	2004/05	2005/06	2006/07	2007/08	2008/09	MDG Target (2015)
Pakistan	0.82	0.85	0.85	0.81	0.85	0.84	1.0
KPK	41	47	49	49	49	52	80

Source: Khyber Pakhtunkhwa; Millennium Development Goals; 2011, UNDP

2.3 GENDER SITUATION IN KOHISTAN

Kohistan is one of the most under developed districts in Khyber Pakhtunkhwa province with low Human Development Index (HDI). With the above mentioned national and provincial situation, Kohistan is far behind the average performance levels of all the indicators. According to the Population Census 1998, literacy rates reflect a bleak picture of 11.1% of the population above 10 years of age, male literacy rate is 17.23% and female 2.95%. Ironically over the years, there has been hardly any improvement in the female literacy rates in Kohistan. PLSM data 2008/2009 also used by UNDP for the progress on Millennium Development Goals reflects female literacy rates at 3% and improvement in male literacy rates to 49% in Kohistan.

There is also some improvement in overall literacy rate of the district from 11.1% in 1998 to 30% in 2008/2009. This increase has been observed and recorded in male literacy rate only, which is also low. This is despite various efforts of the government of KPK to promote education among females.

The most recent primary data from gender survey⁵ in the project area also reflects only 5.2% literate respondents out of total of 250. The vast majority 94.8% respondents of the gender survey were illiterate. Data from the socio-economic survey⁶ of the project area reports female literacy rate at 6 percent. Overall literacy rate is 23% and male literacy rate is 37% according to the socio-economic survey.

2.3.1 Social Indicators in Kohistan

MDGs Progress Report by UNDP also shows poor performance. Proportion of underweight children in Kohistan is 56%. Contraceptive Prevalence Rate (CPR) is the lowest, 16.8%, in Kohistan with modern methods accounting to further low as 0.09% and 15.9% as traditional methods. Antenatal care coverage is 20%. Immunization rate is 33%. Coverage of Lady Health Workers (LHWs) is only 2.0% of the population⁷

⁵ Conducted in Sept 2012

⁶ 2012

⁷ Government of Pakistan's in 1994 launched the "Lady Health Workers Programme" (LHWP), at the national level. The programme aimed to provide community based Primary Health Care through a Cadre of 90,000 Lady Health Workers in all four provinces, and AJK. The programme was later named as

Kohistan ranks the last district with 9% population having improved sources of drinking water and 59% having no toilets. Literacy and education status is very low and; the Gender Parity Index in Kohistan is 0.03, the lowest one in KPK province.

2.3.2 Initiatives to Promote Literacy in Kohistan

Government of Pakistan has been trying to promote Literacy in Kohistan. As already discussed, Kohistan has one of the lowest literacy rates in the province. In Dasu tehsil there are 233 primary schools out of which 49 are for girls and 184 are for boys. In Pattan tehsil 363 government primary schools comprise 101 schools for girls and 262 schools for boys. Gender disparity is significant in terms of education opportunities for girls. There is only one degree college in Pattan.

State of girls' education has not been very encouraging despite government's efforts over the years with funding from WFP providing cooking oil and edible items to parents sending their children to school. Dropout rate of both girls and boys is high. According to a report by Education Management Information System (EMIS) 2007, dropout rate at public schools in Kohistan is 72.87%. The Schools and Literacy Department report reveals only one female enrolled in matric, 3 in class nine and 20 girls in class 8 in the entire district. Furthermore, dropout rate is high among both genders. EMIS reports further reveals 85% drop-out rate among girls at the middle level and 88.58% at the class 5 level. High dropout rate is also reported among boys with 72.52% boys leaving school before reaching the secondary level in the district.

In the overall context of low literacy rate the striking contrast between male and female ratio presents a morbid situation. These low rates speak for the under development of the district as well as with specific reference to low status of women. Although the male literacy rates are also low gender disparities are widespread. Negligence and deprivations is seen in all social services. State of health and education speak for the rigid social set up and the low status of women in Kohistan.

Another initiative naming Community Social Participation (CSP) was started in 2008 to promote primary school education enrollment and reduce dropout ratio by providing additional resources to ultra-poor families for sending their children to school. The programme supported by World Bank provides conditional cash transfers on quarterly basis to parents for enrolling and sending their children to school. Rs.300 is paid per child. Primary school enrollment during the years 2008 -2010 has increased by 12% according to the final impact evaluation of the initiative.

2.3.3 Status of Women in Kohistan and the Project Area

The tribal patriarchal social and cultural set up in Kohistan imposes multiple constraints on women. They are subjugated to seclusion and isolation with no channels to participate in educational or social development and to voice their concerns. Women mobility is restricted and limited to occasions such as weddings or deaths and for medical services.

Because of low level of education, women in Kohistan do not speak or understand languages other than Shina/Kohistani, which are their mother tongues. It reflects that their communicative interaction is confined and do not have any access to outside world to help improve their mental growth which is a precursor for change. Taking advantage of this state of affairs, high level religious considerations and the obscurantist have thrown another barrier around the Kohistani society in certain locations and debarred them to communicate with outsiders; even with officials of government departments.

"National Programme for Family Planning and Primary Health Care (FP&PHC)". The Programme has been able to elevate community participation by providing primary health services at doorstep in the under privileged rural communities. It has raised awareness and managed to bring about attitudinal changes in basic issues of health and family planning through the cadre of more than 90,000 Lady Health Workers (LHWs). The programme directly contributes to MDGs goals 1, 4, 5 and 6 and indirectly to goals numbers 3 and 7. Pak Lady Health Workers, "Best in the World".

These elements on one hand tighten these barriers and on the other hand expanded it to the adjoining areas very fast. This situation puts women in a more precarious position in terms of their physical being. They are unaware of health, hygiene, food habits, up bringing their young in a more decent way, keeping and maintaining cleanliness etc. They are host to innumerable diseases. This exerts tremendous physical and psychological pressure on women and children as their deprivation and ill-health exacerbates with time. Women do not have any means to learn from the outside experiences because of lack of communication due to being monolingual and immersed in heavy work load. Approaching women by outside women, no matter how helpful they may be, is a taboo. To address this problem print material is of little use to the communities, but can be tried on limited scale with consideration of local customs and traditions through sophistication in writing and illustrations.

2.3.4 Women Employment

All sources of information reflect a lack of female employment in the district and the project area except a very few female school teachers. Government has been making efforts to encourage employment opportunities for women in Kohistan, but there is a dearth of educated local women beside the tribal cultural constraints. The LHVs working in BHUs are almost all non-locals and from outside Kohistan. Teaching staff are about fifty percent locals and 50% from outside. In 2012, there have been two advertisements in the national newspapers regarding employment opportunities for women in Kohistan (i) in the police department (ii) teachers for middle and secondary education. There has been a low response to these opportunities and whereas only two women from Kohistan were recruited in the police against ten vacancies eight recruits were from outside the district, from Mansehra⁸. The Government has also made relaxations in the criteria for recruitment yet the response is not encouraging from the local area. There is no female participation in contributing to the household income. In other words the concept of economic earning for women themselves is mostly unheard.

With trends such as the existing ones, the project will have to make vital efforts to bring about a change in the mindset of women towards employment. As a process of awareness raising, gender sensitization, promotion of education and better livelihood opportunities; a change in attitude will have to be adopted with the development of the DHP.

⁸ These number of women have received training

3 APPROACH AND METHODOLOGY

3.1 GENERAL

This chapter presents a discussion on the methodology adopted for gender survey conducted in Project area. The underlying principles and practices adopted in this regard are also discussed.

3.2 GENDER SURVEY STRATEGY: NEED AND OBJECTIVE

Need of the consultation strategy for gender survey was to devise an effective procedure to involve women in consultative process keeping in view the tribal and cultural norms of the area. The consultation with women was unavoidable due to displacement issues related to construction of dam and reservoir thus highlighting the need of an effective survey methodology.

Objectives of this strategy are;

- devise a practical methodology to consult women according to tribal and cultural norms
- to assess the existing demographical and socio-economic conditions of women of project area in a harmonious way
- to incorporate the priorities and needs of women and give them equal opportunities to access benefits through development of this Project
- to analyse the seen and unforeseen impacts of project activities on women and to suggest action plan accordingly

This procedure enabled to formulate Gender Action Plan (GAP) in order to help women in sustaining their lifestyle even after displacement of their villages due to project activities.

3.3 GENDER SURVEY WITH WOMEN OF PROJECT AREA

Gender survey was planned and designed keeping all social, cultural constraints of Project area in consideration. The survey approach and planning strategy was developed in consultation with the Deputy Commissioner (DC), District Health Officer (DHO) and key representatives throughout all districts before conducting field survey. Given the sensitive ground situation of seclusion of women, it was decided to hold the gender survey in collaboration with the health department. Due to the socio-cultural constraints, an approach (as given below) appropriate and acceptable to the local situation and approved by the district authorities was adopted for the gender survey with women.

- Direct contact with local women at household level was not possible; therefore, LHVs of the Health Department were hired as enumerators.
- Local women were interviewed at the health service outlet they visited for services and not in their homes
- Health department and DHO were directly involved to facilitate the process.

The feedback from the respondents is used for assessing baseline conditions, identification of the possible impacts and suggesting action plan.

3.4 TOOLS AND TECHNIQUES USED FOR GENDER SURVEY

The following techniques and tools were used for gender survey keeping in view the nature of project and the expected impacts.

3.4.1 Review of Secondary Data

There is dearth of research on socio-economic aspects of Kohistan and segregated gender information available is limited. However, all existing sources were tapped for

reconnaissance of the gender situation in the project area. One of the key reports reviewed was the Feasibility Study Report of 'Environmental Impact Assessment and Resettlement Aspects (Volume 9), February 2009'. This report reflected that women survey was not conducted at Feasibility stage due to conservative approach of the people of the study area and their sensitivity about the women issues. According to the Feasibility study, consultants had meetings with District Coordination Officer (DCO) (now Deputy Commissioner) and District Nazim before conducting field survey. Both the officials had not allowed women survey in feasibility stage due to religious and sensitive approach of the local population. The secondary data relevant to Gender Studies was also reviewed to gain insights for both methodological and theoretical purposes.

In addition, primary information from the gender survey was used in developing the GAP.

3.4.2 Collection of Primary Data

The primary data was collected during gender survey conducted in coordination with District Health Department, Dasu. The data regarding demographic and socio-economic conditions and cultural setup of women was obtained.

3.4.2.1 Survey Villages

The survey is conducted in 14 villages; seven of Right bank (Komila, Seo, Siglo, Melaar, Dogah, Kot Gal and Thuthi) and seven also of Left bank (Dasu, Barseen, Kaigah, Shori Nullah, Summer Nullah, Sazin, Shatial). Villages were selected randomly based on women visits to respective RHCs (RHC Dasu, RHC Shatial) and BHUs (BHU Jalkot, BHU Harban, BHU Seo, BHU Razika and BHU Doogah).

3.4.2.2 Selection of Female Enumerators

Lady Health Visitors (LHVs) of the Health Department were hired as enumerators to conduct the gender survey. Total eleven LHVs were selected (7 from the Health Department and 4 from German Red Cross) to collect information through gender questionnaire with women visiting the RHCs/BHUs.

3.4.2.3 Orientation/Training of Female Enumerators

LHVs (lady enumerators) were given training on job orientation, objectives of the studies, and operational definitions for the concepts and variables, which are included in the questionnaires as well as role playing exercises to enhance their interviewing skills at the field level. The training was conducted by DTL/Social and Resettlement, Gender Resource Person and Public Health Specialist. The role playing exercises provided the female enumerators with the ability and confidence to establish a rapport with the respondents as well as other interviewing skills in order to minimize the non-sampling error, wrongly asked or interpreted or recorded answers. Local female enumerators created a medium of connection between local people and consultants. Interviews of local women were carried out at the health center during their visits for services (not in their homes).

3.4.2.4 Basic unit of Study Sample

Basic unit of study were the women interviewed at the health facility who had come to avail services from that respective health facility. Total women respondents were 250 in number with 30 women respondents from each of the sampling villages. Sample was a convenient sample comprising those women visiting the health facilities.

3.4.2.5 Sampling Design

A simple random sampling technique is applied to select adequate and representative samples to generalize survey findings at the project level. The stratification variables were taken into consideration for enhancing the representation level for each affected village adopting appropriate sampling design.

3.4.2.6 Questionnaire used in the Survey

Questionnaires were used as tool for conducting semi-structured interviews with women of affected villages. A great deal of useful information was obtained by these well-designed women questionnaires consisting of quantitative and qualitative investigation.

Gender questionnaire for women was prepared and discussed in detail among the social team. It was further shared and finalized in consultation with the DHO, Dasu. Special attention was paid to rephrasing of questions keeping the sensitive situation of women in the project area. After finalization, the questionnaire was translated in Urdu to facilitate the LHV enumerators. Given the limitations of the LHVs capacity and time constraint of the women respondents visiting the health facilities, the detailed questionnaire was revised to make it more comprehensive. The questionnaire covered the demographic, socio-economic and cultural set up of women of project area.

In order to test the validity and reliability of the proposed questionnaires, they were pre-tested in the area and then were reviewed to assess (with the involvement of local government) whether questions needed to be clarified, changed or re-sequenced and then a final editing of questionnaires was conducted prior to their subsequent application in the real sample areas. The questionnaires used for the gender survey are included in Appendix B.

3.4.2.7 Quality Control and Data Editing

Quality control was ensured at two levels. Primarily the filled-in questionnaires were edited by the lady enumerators, who were involved in the data collection. This was done immediately after completing the field investigations. Furthermore, the questionnaires were also reviewed and checked by the supervisors.

3.4.2.8 Data Analysis

Data sets were processed and information relating to gender assessment was analyzed after completion of the field survey. Analysis of this diversified data and preparation of conclusions in the minimum possible time was achieved using statistical techniques of data analysis.

3.5 CONSULTATION WITH STAKEHOLDERS

The consultants' team (Gender) visited the project area for consultation with various project stakeholders and for area exposure. During the field visit Interviews, discussions, small group meetings were held with various stakeholders. The feedback from the respondents has been useful for relevant information and has also provided useful insight to the project impacts on women and to devise the action plan accordingly. (See AppendixC, photographs of gender team visit to project area)

Consultations were held with the following four categories of key informants to obtain their views and suggestions on the impact of Dasu Hydro Power Project on women of the project area, situation and issues related to women in Kohistan, participation of women in the project design and availing of project benefits. Factors considered during the consultation process were mainly the current situation of gender in the project area and; the proposed impacts of project due to resettlement.

- Staff of NGOs having experience on dams, resettlement issues, gender, having an understanding and experience of working in KPK and Kohistan
- DHC Staff working in the project area
- District Administration and staff of government departments working in Kohistan
- Affected tribal heads of the project area.

These discussions were very useful as each informant had knowledge about Kohistan, had worked in the area or managed projects, had experience of issues related to dams, displacement and resettlement. The impacts, suggestions and mitigation were also made

in light of the Tarbela and Mangla experiences. Following is the overall/collective outcome of these discussions. Further details are available in Appendix D.

Cultural isolation of women of the project area: The central concern expressed by all informants was about the prevalent situation of women in Kohistan, the tribal norms, lack of participation of women in public sphere and cultural isolation which would deprive women of direct participation at this stage. Reaching women directly in the tribal set up was difficult.

Ways to approach women: Some of the informants discussed the project should find ways to approach women. In their views it was difficult but not impossible. Participation of women was desired and advice was to go about it and find the way. These should be addressed in the local context. Despite the strict norms of the tribal set up during the earthquake 2005 and floods 2010 livelihood packages were delivered to women and not to men.

Opportunities for women: The project should be an opportunity for women. Despite the cultural restrictions opportunities can be created for women as in case of earth quake and floods. Women were allowed to receive the packages. It was expressed where there were interests involved the mindset can change and with special benefits for women there will be acceptance. The project should provide opportunities in enhancing education which will contribute to their uplift.

Displacement and Resettlement: Two types of cultural isolation of women was discussed. One is mentioned above. The second type was after the displacement where they face new situations and are driven to further isolation in an alien environment. This creates more problems for them and affects them negatively, leading to depressions. Mitigation measures for these should be addressed.

Infrastructural Planning: Planning of infrastructure should be done from the very onset to facilitate the affected population and should meet the needs of women such as proper water supply, sewerage, health and hygiene besides the roads and other infrastructure.

Electricity benefits: Primary benefits of electricity should first go to the local population. There should be two electricity grids i.e. one national grid and one local grid. Electricity to the local population should be subsidized.

Rights based approaches: should be initiated before the start of the project.

Joint entitlements of house: The project benefits should ensure joint entitlements to the new abodes. New houses to be designed to be more suited to women needs. Traditional designs meet those whereas the modern designs do not.

Joint ownership of land: In views of most informants this should be an opportunity for women. Joint ownership of land should be introduced through the entitlements.

Educational Opportunities: There are already few schools in the project area. As after the project development, these schools will be inundated so, is there any provision of new schools establishment as well as the promotion of education from the project side.

Livelihoods: The existing livelihoods to be taken in consideration and what would be the impact on these. The measures to address the impact on livelihood opportunities, the provided and available opportunities need to be compensated with good packages.

Involvement of Tribal heads and Religious leaders: Involvement of local religious leaders should be ensured in all stages of the project and for benefits to reach women. They can play an instrumental role. They should be involved in advocating the project benefits and rights of women. Sensitization of men to reach women as the women in project area can be reached through men, initially. Primarily, the local population should receive the benefits.

Concerns Regarding Relocation Sites: According to the census/inventory surveys, 767 households will require relocation due to the project constructions. Most of the affected households have houses in upper elevations in the valley. Naturally, they want to be

relocated in the hills in upper elevation within their own valleys. As per the survey responses, most of the affected households prefer to resettle closer to their current settlement in the upper valley. While, the remaining affected households, however, have expressed desire to migrate outside the valley to downstream areas with cash compensation and project assistance.

High Expectations of Local Communities: The project design has anticipated monetary compensation or in-kind compensation only for those people directly affected by the project — those households that would be affected from loss or damage to structures and other properties, access to roads and other public services, access to natural resources (including forests and the river), crops and farmland, and all other losses associated with income-generating activities.

4 BASELINE GENDER SITUATION OF PROJECT AREA

This chapter presents the survey findings and an overview of the situation of women in the project area, based on an analysis of the data collected.

4.1 PROJECT AREA WOMEN

As noted earlier, Kohistan has a patriarchal society. . In rural areas, young women do not have enough opportunities to access education. They don't work outside the home and don't participate in politics or public life, though they have little participation in few household decision-making (see section 4.2.15 participation and decision making for further details).

Because of low level of education, women in Kohistan do not speak or understand languages other than Shina/Kohistani, which is their mother tongue. It reflects that their communicative interaction is confined to the valley and adjoining areas and do not have any access to outside world to help improve their mental growth which is a precursor for change. Approach to women by outsider women, no matter how helpful they may be, is a taboo. Taking advantages of these prevailing conditions, religious extremists and obscurantist have thrown another barrier around the Kohistani society (especially women) in certain locations and debarred them to communicate with outsiders; even with officials of Government departments.

As a whole, Kohistan is a tribal district. There are several main tribes with numerous sub-tribes in the area. Women personify the honor of the tribe. The honor of women is an issue on which the Kohistanis are most sensitive and uncompromising. The worst crime a woman can commit is to indulge in an illicit sexual relationship. If discovered and apprehended, the couple is killed. If a woman's honor is compromised, even though she is the unwilling victim, she is killed, as it is the only way that the honor of the tribe (or a relevant segment) can be redeemed. For instance, in many cases women were killed by their brothers or husbands just to justify the murder of an innocent man before a *jirga*. Furthermore, an abysmally low literacy rate, especially for women, further compounds the problem. The fault also lies with the state for not delivering even an iota of good governance to the region and the result is that the people, especially the women, have been left to fend for themselves.

This situation puts women in a more precarious position in terms of their physical being. They are unaware of health, hygiene, food habits, up bringing their young in a more decent way, keep cleanliness etc. They are host to innumerable diseases. This exerts tremendous physical and psychological pressure on women and children as their deprivation and ill-health exacerbates with time.

Purdah is very strictly observed – women are rarely seen outside the home. Even the entry of male first cousins into female areas of the home will often be forbidden. The role of women is as wives and mothers. Ironically, it is the women of the area who are responsible for herding cattle, tilling the little amount of cultivable land that there is and for bringing wood from the forests. The latter tasks are undertaken within the confines of *purdah*: areas of the forest, for example, are designated for women and no men will go there. The women even grind the maize that is grown — while all that the men do is carry their guns and 'safeguard' their women lest anybody looks at them.

The head of family arrange marriages without seeking consent of male female. There is inclination towards the marriages within the clan or kinship. Consanguineous marriages are arranged with a view to promote fraternity and lessen the enmity within the consanguinity and to unite the clan force. Instances of divorce are very rare. Dowry system does not seem to be a custom.

Polygamy is rampant in Kohistani society: each married man typically has two or more wives and numerous children. The first wife is typically from within the family/sub-tribe, usually a first cousin. But increasingly, those with the means will have second or third

wives from Swat or Gilgit. They consider the women there to be ‘cleaner’ and more refined and educated than their local women. These outside women will often be kept in better rooms and living conditions than local wives. Televisions and dish antennae have become more common in the district, but these tend to be kept in rooms where only males have access – in most households women are not allowed to watch television. A *malik* (tribal head) narrated that he had bought a television set to watch the news, and otherwise kept it shut and the remote control locked away. He came home one day and found his daughter watching Indian film songs – she had turned it on using the buttons on the set. He immediately got rid of the television⁹.

4.2 FINDINGS OF THE SURVEY

The gender survey for Dasu Hydropower Project was a selective and limited survey. A total of 250 women from 20 different villages, 11 from the left bank and nine from the right bank villages, responded to the gender questionnaire at seven health facilities. Based on the responses to the questionnaire, the findings on respective aspects have been summarized in the sections below.

4.2.1 Socio-demographical Characteristics

Altogether 250 women participated in survey; among the respondents 60% came from the left bank and 40% from the right bank. The majority of respondents (83.6%) were in the reproductive age group of 15 to 44 yrs. whereas, 16.4% were above forty five years. There was no woman respondent below 15yrs of age. Average household size was nine persons. Moreover, only two female headed households were identified in the survey.

4.2.2 Literacy Ratio

The gender survey conducted in Project area revealed a very low literacy ratio. Of the total participating women only 5.2% were literate having received formal and/or informal education while 94.8% were illiterate (Table 3.1). Comparing these figures with findings of socioeconomic survey of the project area (as there is difference in number of respondents and surveyed villages between gender and socioeconomic surveys) the difference between literacy ratios of women in both surveys is not marked. According to socioeconomic sample survey, the literacy rate for males is 37%, which is six times higher than for females (6%) revealing a huge gender gap in literacy.

Table 3.1: Literacy Ratio of Women on Left and Right Banks

River Bank	Literate(No.)	%age	Illiterate(No.)	%age
Left Bank	11	7.3	139	55.6
Right Bank	2	2.0	98	98.0
Total	13	5.2	237	94.8

Source: Gender Survey conducted by Dasu HP Consultants in Sep. 2012.

Women education plays a major role in education of whole family. Thus this high rate of illiteracy among women has terrible effects on Kohistani society and is acting as inhibitor to their development as reflected by many indicators discussed below.

4.2.3 Children (Age Groups and Education)

Survey findings show that 237 women respondents were bearing children. Total number of children of these 237 women was 1042. Out of which 30.6% were below 5yrs of age and 30% were in the age group of 5-10 yrs. Age group of 11-15 years comprised 16.5% followed by 11.7% falling in age bracket of 16-20. 30.6% children did not fall in the school going age as they were below 5yrs. Total percentage of children who were of school going age or eligible for education but were illiterate was 37.8%. Children going to primary school were 20.5% (214).

⁹ Key Informant interviews carried out in Project area in September 2012.

Gender segregated data among the total (214) primary school going children is not encouraging as only 33.6% (72) girls are going to school at primary level as compared to 66.4 % (142) boys. The gender disparity at primary level education is significant to reflect the conditions of the project area. School going children above primary level were 3.8% (16 girls and 24 boys) and 2.8% middle (7 girls in middle compared to 23 boys). Matriculates comprise 2.6% (8 girls and 15 boys) and Intermediate level 1.7% (2 girls and 16 boys) followed by 0.2% above intermediate (1 female and 1 male).

Overall picture in terms of education is very much discouraging and needs much vigorous efforts in terms of resources and qualified manpower to promote education among both genders to the desired level in the project area. This would require more focus on educational opportunities for girls.

4.2.4 Marital Status of the Respondents

Among the women respondents 89.6% were married. Unmarried account for 5.2%, followed by 3.6% widows and 1.6% separated and divorced. Joint family types emerged as the highest 51.2%.

4.2.5 Ethnicity and Tribes

According to Gender survey many tribes and sub-tribes were identified by women respondents (see Table 3.2) reflecting the extensive tribal set-up of Kohistan.

4.2.6 Languages

Kohistani is the most spoken language (58.4%) among the overall respondents on both river banks. Shina is spoken by 40.4% respondents of left bank. Other languages spoken by minority (1.2%) are Pushto, Hindko and Gujri. Segregated data of left and right banks shows that on the left bank 67% respondents speak Shina, 32% speak Kohistani and 1% Pushto. On the right bank Kohistani is spoken by 98% respondents and only 2% are Hindko and Gujri speaking.

Table 3.2: Village/Hamlets, Ethnic groups and Languages of Women Respondents

Sr.No.	Village/Hamlet	Ethnic groups	Language
1.	Dasu	ButaKhail, Dram Khail, JulaKhail, Khan Khail, MeerwanKhail, SeerkhanKhail, ShalkanKhail, ShamatKhail, ShatuKhail, SuroomKhail, Syed	Kohistani
	Chuchang	IshaqKhail	Kohistani
2.	Barseen	BadarShaeeyl, ButaKhail, Dram Khail, IshaqKhail, KamlaKhail, Lohar, ShamatKhail, SutaKhail, YadoonKhail	Sheena, Kohistani
	Largani	BadarKhail, Domain Khail	Sheena, Kohistani
3.	Kaigah	JalKanKhail, Lohar, ShadamKhail, SikandarKhail	Sheena, Kohistani
4.	Shori Nullah	Abbasi, Syed, Yashkoon Khail	Sheena
5.	Summer Nullah	Kamla Khail, Shamat Khail, Sheen Khail	Sheena, Kohistani
6.	Sazin		
	Lachi Nullah	Kamla Khail, Sheen Khail	Sheena, Kohistani
	(Hamlet) Sazin Camp	Jula Khail, Kamla Khail, Sheen Khail	Sheena
7.	Shatial	Abbasi, Akhter, Akhunda, Buta Khail, Dom Khail, Dram Khail, Jula Khail, Kamla Khail, Sheen Khail, Suta Khail, Syed, Yashkoon Khail	Sheena, Kohistani, Pashtu
8.	Harban Das	Abbasi, Akhter, Kamla Khail Sheen Khail, Syed, Yashkoon Khail	Sheena
9.	Komila	Akhun Khail, Buta Khail, Chilees Khail, Hareef	Kohistani

		Khail	
	(Hamlet) Rango	Kameen Khail, Meerwan Khail, Doka Khail	Kohistani
10.	Seo	Doka Khail, Domain Khail, Drap Khail, Faqeera, Kherza Khail, Meerwan Khail, Narang Shah Khail, Shadam Khail, Shamat Khail, Shukhar Khail, Syed Tahir Khail	Kohistani, Gujri, Hindko
11.	Siglo	Doka Khail, Dom Khail, Meerwan Khail, Narang Shah Khail	Kohistani
12.	Maliyar	-	
	Melar	Drap Khail, Shukhar Khail	Kohistani
	Kuz Kai	Shadam Khail, Shahbaz Khal, Suroom Khail	Kohistani
13.	Dogah	-	
	Kai Dogah	Domain Khail, Jula Khail, Shadam Khail	Kohistani
14.	Kot Gal	Shadam Khail, Shahbaz Khal	Kohistani
15.	Thuti	-	
	Cheer Shial	JulaKhail	Kohistani

Source: Gender Survey conducted by Dasu HP Consultants in Sep. 2012.

Apart from the tribal customs and cultural barriers, language gap is also one of the major constraints for women to have communications with outsiders. This is also one of the important reasons for their backwardness and lack of exposure.

4.2.7 Religion

The population of project area constitute largely of Muslims. There are no minority sects: all are followers of the Sunni sect. Due to lack of education and literacy, local interpretation of religious teachings can be inconsistent with the true spirit of Islam. Religious practice is generally confined to prayer and fasting.

4.2.8 Household Types of Respondents

Joint family types emerged as the highest-51.2% of the responses of 250 women respondents. There is not much variation in joint families on both banks. However, nuclear¹⁰ family type which was 39.6% of the total respondents is significantly higher on the left bank. Extended families¹¹ were 9.2%. Average household size was 9 persons.

There were only two female headed households in the gender survey findings. This is very important from the entitlements and benefits for women perspective. The project offers special benefits to the female headed households but only two households have come up in the project area during the gender survey.

4.2.9 Health Facilities

Women respondents were inquired about the visiting frequency to various health facilities. 53.2% women affirmed visits to BHU facility situated near to their villages following 41.2% of women visiting RHCs. A very minor percentage of women confirmed visits to dispensary, hospital, private health facilities, and to *hakeem*. Gender survey reflects that women have to cover a considerably long distance to reach to the health facilities. Most of the respondents accompanied a relative (mostly husbands, father and brothers) while visiting any health facility.

Table 3.3: Health Facilities Availed by Women Respondents

10 Family unit consisting of husband, wife and children

11 Families in which father and sons with their families are living all together. In addition, other relatives such as grandparents, their brother or sister, aunts, uncles are also living together in the same household.

Health Centre	Multiple Responses (No.)	% ageof Individual Responses
RHC	103	41.2
BHU	133	53.2
Dispensary	1	0.4
Private Doctor/Hospital	8	3.2
Hospital	18	7.2
Hakeem	1	0.4
Other	1	0.4

Source: Gender Survey conducted by Dasu HP Consultants in Sep. 2012.

4.2.10 Health and Common Diseases

The general health conditions of women respondents were poor with lack of hygiene practices. A large percentage (49.60%) of women was suffering from fever with accompanying symptoms of dysentery, diarrhea and coughing. Other health problems identified by respondents were blood pressure, tuberculosis and menstrual disorders.

4.2.11 Educational Facilities

When women respondents were asked about the educational facilities for females within their villages, the maximum response (69.6%) obtained were of primary schools following 25.2% of middle school. No response was recorded against high school, college and technical institute for girls thus confirming non-existence of higher educational facilities for women in the area. The educational facilities for girls are limited to primary level only. These figures also highlight the reason of high percentage of illiteracy among women of project area.

Table 3.4: Responses about Educational Facilities

Educational Facilities	Multiple Responses (No.)	% ageof Individual Responses
Primary	174	69.6
Middle	63	25.2
High	12	4.8
College	-	-
Technical Institute	-	-
Religious	27	10.8
Other	1	0.4

Source: Gender Survey conducted by Dasu HP Consultants in Sep. 2012.

4.2.12 Housing Structure

Housing unit of respondents consists of 3-4 rooms on average. The survey figures reflect that 9.2% had single room houses, 25.2% had two rooms, 27.6% had three and 17.6% had four rooms. Moreover 20.4% respondents had houses with capacity of five rooms.

When asked about the housing facilities, the responses were as follow; 71.6% of women respondents had latrine facilities within their homes. Electricity was present in houses of 90.8% women. 40% of women had sewerage facilities within their houses. In case of electric appliances, 72.8% had fans, 58.0% had irons and 13.6% had a fridge. Only 19.25 had television in their houses and 33.2% had radios. The least ratio of Television within households reflects the conservative approach of society. Televisions and other telecommunication devices are not brought into homes in order to prevent the women from influence of outside world.

Table 3.5: Housing Facilities of Women Respondents

Facilities	No. of Responses	% age
Latrine	179	71.6
Electricity	227	90.8
Sewerage	100	40.0
Iron	145	58.0
TV	48	19.2
Fan	182	72.8
Fridge	34	13.6
Radio	83	33.2
Others	2	0.8

Source: Gender Survey conducted by Dasu HP Consultants in Sep. 2012.

4.2.13 Drinking Water Facilities

36.8% respondents had a source of drinking water within their houses while 63.2% had outside of their homes. A large number of respondents (49.2%) had tap water facility. Others use river water (22.0%) and spring water (28.8%) for drinking purposes.

Table 3.6: Percentage Distribution of Drinking Water Sources

Category	Responses	% age
Tap Water	123	49.2
River	55	22.0
Spring	72	28.8

Source: Gender Survey conducted by Dasu HP Consultants in Sep. 2012.

4.2.14 Fetching of Water and Fuel Wood

Gender survey reflects that mostly women (63.9%) are involved in fetching of water from outside. Remaining (1.3% and 4.4%) women were performing the task with their daughters and sons respectively, whereas in 30.4% households, men were responsible to fetch drinking water as reported by the respondents.

In case of collecting fuel for household activities, men ranked higher (84.8%); and burden of fuel collection was less on women which accounted for 15.2% according to the reported findings of the gender survey.

4.2.15 Participation and Decision Making

Man is the leader of the family, and older men receive the highest respect among household, tribe and village. The ultimate decision maker in the household appears to be the husband, father, father in laws and sometimes mother in laws. However, the survey findings reflect that in most cases husband and wife negotiate prior to any decision concerning children marriages, investments or use of money. There seems to be a variation between different families and also between different villages regarding women's influence in household decision making.

The gender survey explored the role of women in decision making related to various family and household related matters. Findings show considerable level of role of women in decisions. As 54.8% responded not having any role in any type of decision making, whereas 45.2 informed they had a role in some sort of decisions. Main decision makers (60.4%) for important matters were the husbands, followed by father in laws (45.6%) and mother in laws (26.4%). In some households these decisions are also made collectively by the elders of the mentioned categories. Percentage of respondents having some role in decision making was 9.2% related to marriages of their children and same percentage for food prepared. A nominal number of women (4.8%) reported that they were involved in decision making relating to financial matters.

4.2.16 Inheritance Rights

Although inheritance is not a common practice in Kohistan, Gender survey data confirms this with 90% women respondents reporting no inheritance and only 10% reported inheritance of property.

One of the key informants also informed women were aware of their Islamic right to their share in inheritance but they do not ask. *“If any woman asks for the share she is given”*. Among the 10% who have inherited property their husbands managed it and parents of only one respondent managed her property.

4.2.17 Ownership

Respondents were asked if they owned any land and asset to which 16.8% responded owning land, whereas 3.2% cited owning assets. Among the assets were shops and a house with one respondent on the left bank and seven on the right bank.

4.2.18 Dowry

Practice of dowry at the time of marriage is not very common as majority of respondents, 74%, reported not receiving any dowry. Among the 26% who received dowry at the time of marriage 14.8% (37) received dowry from their parents and 11.2% (28) received from the groom’s family. There is a marked difference between the left and right bank about the dowry practice. Out of the total 26% respondents reporting to receive dowry (either from groom or parents) 22.4% are from the left bank and only 3.6% from the right bank.

4.2.19 Social Gatherings / Traditions

Almost all respondents 99.4% reported gathering on social occasions such as marriages, deaths, *Eid*, and visiting households for *‘ayaadat’* (sickness attendance), *Aqiqa* (function after the birth of a child) and to see the new born of relatives.

Table 3.7: Percentage of Respondents by Gathering at Social Occasions

Type of Social Occasions	No. of Respondents		% age		Total	
	Left Bank	Right Bank	Left Bank	Right Bank	No.	% age
Marriages	149	100	99.3	100	249	99.6
Deaths	131	78	87.3	78	209	83.6
Eid	60	1	40.0	1	61	24.4
Sickness	12	0	8.0	0	12	4.8
Aqiqa	1	24	0.7	24	25	10
Child Birth	1	36	0.7	36	37	14.8
Total	354	239	236	239	593	237.2

Source: Gender Survey conducted by Dasu HP Consultants in Sep. 2012.

4.2.20 Income Generation / Livelihood

Among the household income sources cited by the respondents were a range of 11 occupations. Income sources cited were agriculture, driver, livestock rearing, doctor, labor, government employment, mason, shopkeeper, teacher, contractor, business. In some cases (22.8%) more than one or two income sources were cited by respondents such as agriculture, government jobs and business.

The income ranges of respondents were grouped under various categories. The households suffering from extreme poverty were 30%. Among these, 10.4% households had monthly income of less than 3,000 per month and 19.6% households had income of less than 9,000. Moreover, 22.0% households’ income was in the range of 9,000 to 15,000. 19.6% households had income range of 15,000 to 25,000, whereas 28.8% households had incomes of more than 25,000.

- **Agriculture**

Eighty five% women reported their involvement in agriculture in some form of activities. (Agricultural activities were conducted in small agricultural terraces adjacent to their homes, so they don’t have to actually go outside the boundary of their

houses). These activities comprise harvesting, watering and sowing. A maximum (85%) of women respondents were involved in harvesting. Along with harvesting, participation of women respondents in other activities such as watering and sowing in agriculture is 58.8% and 63% respectively. All these women were also involved in collection of harvest.

- **Livestock Rearing**

Livestock is a common asset of the people of the project area. Livestock is also an additional source of income for the women community, besides providing milk, ghee and meat. Gender survey findings reveal 71.6% (179) respondents having livestock of some type. These respondents owned a range of livestock from one to four types of livestock. Those reporting having one type of livestock were 27.9%, whereas 20.7% owned two types of livestock. Three types of livestock were owned by 26.9% respondents and 24.5% owned four and more than four types of livestock. From a total of 179 respondents owning livestock 65% owned cows and calves. These were followed by 62% having goats. Others were buffaloes 15.1%, and 60.3% poultry. Sheep, horse, donkey were in minor numbers.

- **Skills**

Higher number of respondents 52.4% reported having no skills, whereas 47.6% had some type of skill. Among these existing skills were embroidery, *salmasitara*, pottery, jewelry making and woodwork. It is noteworthy that 64% respondents did not show any interest in learning skills. Only 36% expressed interest to learn skills.

Table 3.8: Percentage Distribution of Multiple Responses by Skills

Existing Skills	No. of Respondents by Existing Skills		% age		Total	
	Left Bank	Right Bank	Left Bank	Right Bank	No.	%age
Embroidery	60	16	40.0	10.7	76	30.4
<i>Salma Sitara</i> Work	12	15	8.0	10.0	27	10.8
Pottery	17	19	11.3	12.7	36	14.4
Jewelry Making	29	2	19.3	1.3	31	12.4
Wood work	4	0	2.7	0.0	4	1.6
Others	0	0	0.0	0.0	0	0
No skills	65	66	43.3	44.0	131	52.4
Total	187	118	-	-	305	-

Source: Gender Survey conducted by Dasu HP Consultants in Sep. 2012.

While describing the reason for not learning skills, 33.2% of respondents reported they were not permitted to learn skills and 11.2% had no time to learn skills. Those who themselves were not interested to learn were 19.6%.

4.2.21 Women Preference for Skill Development

When women respondents were asked about preferences in skill development; stitching and embroidery were among the maximum of responses (30.8%), followed by 1.6% in jewelry making and 0.4% in handicrafts. The concept of learning skills for earning money is quite alien to women as 85.6% reported they will use their skill at home, and only 14.4% respondents were interested to earn from their skills.

Table 3.9: Women Preference for Skill Development

Skills	No. of Respondents for Learning Skills	% age	Total
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	Left Bank	Right Bank	Left Bank	Right Bank	No.	% age
Stitching/ Embroidery	42	35	28.0	23.3	77	30.8
Jewelry Making	2	2	1.3	1.3	4	1.6
Handicrafts	0	1	0.0	0.7	1	0.4
Others	1	0	0.7	0.0	1	0.4
Total	45	38	30.0	25.3	83	33.2

Source: Gender Survey conducted by Dasu HP Consultants in Sep. 2012.

4.2.22 Project Awareness

Gender survey findings reflect that women are aware of Dasu Hydropower Project. Among the total respondents, 67.2% reported that they had heard about the project. Among these a majority 46.8% had heard from their husbands. Other sources of information were father and brothers.

4.2.23 Expectation from the Project

Women also expressed their expected benefits from the project. The main expectation was free electricity for themselves and their children. 12.7% of women respondents also desired education for their daughters. Free electricity is perceived by women respondents as the most important expected benefit of the Project for themselves, their children and for their husbands. However, for their husbands the highest percentage of women respondents (65.3%) demanded employment, followed by 19.3% labor opportunities. Similarly, employment and labor opportunities for sons were desired by women respondents from the project area.

A nominal number of women expected to have refrigerators, washing machines and 3.2% expected cash from the project. Thus women are aware of the project and have expectations associated with it. These are mostly confined to the expected benefit of free electricity which they applied to all family members and it may cause a disappointment if they may be charged for the electricity after the dam construction.

SUMMARY Kohistani women are mostly illiterate and have low educational level, poor access to education, and no access to technical training. All these factors are connected to the general poor health and nutritional status of the Kohistani women. They also have poor representation in community decision making while their labor burden in food and income production (through minor scale agriculture and livestock) and household tasks exceed that of men both in scale and time.

Kohistani women have less contact with the society outside their community than men. They are more bound to their daily works in households and fields and less mobile outside their daily living environment thus making them completely absent from public life. Along with the household activities, women are also involved in all agricultural activities, as agricultural fields are more or less like small terraces adjacent to their houses. Water fetching is by and large women activity.

Majority of households of women respondents are below the poverty line. Though not larger number but a nominal do own or inherit some land. Women are also involved in a certain level of decision making at the household level. Their awareness about the project and its benefits was limited to having free electricity and employment opportunities for their men.

5 GENDER ACTION PLAN

The chapter discusses the logics, assessments and considerations for the development of GAP, based on an understanding of the local conditions and norms to make it feasible, more pragmatic and viable. It discusses various approaches adopted for the structuring of the GAP and defines its activities under various phases of the project.

5.1 DEVELOPMENT OF GENDER ACTION PLAN

In the given context of Kohistan district and the socio-cultural conditions of seclusion of affected women, the objectives of the GAP are developed with a comprehensive understanding of the local dominant tribal setup and conditions prevalent in the project area. It is prepared after assessment of the existing conditions of women and is in accordance with the social and cultural norms of tribal situation and thus, more appropriate to the project area. Analysis of the situation emphasizes the need to raise awareness among men about the project benefits to the population as a whole which includes women and children.

Objectives of GAP are initially to raise awareness about women importance, their rights and gender sensitization among the religious leaders, tribal and sub-tribal heads, and local influential from communities, community activists, teachers and all relevant stakeholders. To improve women's situation in the area, the project has to work with men and approach women through men as the primary channel. Another important entry point to involve women is children. Through benefits of services to children like schooling and curriculum, women can also be reached. However, this will also be initiated with the support of men.

At present, it is too early a stage for direct participation of women in the project design, planning and implementation phases. GAP includes the mechanisms to raise the educational, health standards of women and children, and their access to project benefits. However, all activities and interventions will be a process and a specified time frame cannot be defined at the planning stage.

Gender Action Plan for DHP is therefore developed in the context of the existing situation to make it viable. It adopts a more realistic approach to the existing socio-cultural and tribal society conditions. It is prepared in the light of the local conditions and differs from the standard conventional GAP. It is a process action plan and has both short term and long term objectives.

5.2 APPROACHES TO GENDER STUDIES

As discussed in the previous Chapter, Kohistani society is conservative and patriarchal in nature. There is strong resistance to any efforts to promote the consideration of women. When the Project Social and Resettlement Team broached the topic of conducting a gender assessment in the affected area, the Team was advised by the district administration not to bring any gender specialist to the project area as it might create "issues" with the local leadership. After many meetings and deliberations, it was agreed that (i) a very limited gender assessment would be conducted through the auspices of the Executive District Officer, Health and LHVs – it entailed asking women who were visiting the LHVs to complete questionnaires about their situations and (ii) an "exposure" trip by the gender specialists to the project area for selected interviews with government officials, some local tribal heads, community persons – that too under full *burqa* (head to toe dress for women) during the visit. It was impossible for any approach to be made to women inside their homes.

As a result, the Social Team identified some Strategies for planning of Gender Action Plan in order to gain "entry points" to work with the local women during the project construction and to bring some changes slowly but surely under the project. The "approaches" of the strategy are:

- (i) Avoid talking about terminologies such as ‘women empowerment’, ‘women uplift’, ‘women participation’, ‘women rights’, as these are anathema in the local area. As it appeared from field visits and discussions, these may raise concerns in the local set up which has its own interpretation of these terminologies and likely to affect the process from the very onset.
- (ii) Focus on the men who control the life and the world of women. In the project area, women can only be reached through men, who are “gate-keepers.” Rather than leaving women behind and causing more deprivation, the approach to access through the men gives opportunity to women to be stakeholders in the process and thus benefit from the project. This process may appear a bit “round-about” and slow, but ultimately it will lead to a change in the mind set and lead to developments for women.
- (iii) Consider the influence of the *maliks* and *ulemas* and initiate programs involving them and adapt development programs to local circumstances. A change in the mindset of men is required which can be done through a major attitudinal change leading to behavioral change. Further, identification of programs, perhaps more “home-based”, to involve women in productive and income-generating activities to bring them into the development processes such as, for instance, creating livelihood and employment opportunities, providing healthcare and improved educational services, and various other forms of development activities by the project. NGO-run programs faced the “more or less the same situation” in the past. These development activities by the project may be presented with local considerations for acceptance and also, as an alternative to NGOs.
- (iv) Stay engaged over a longer period beyond the project timeline to bring in changes. The essence of this approach is that time is needed to understand the complexities within any society operating at various levels – i.e., social, economic, cultural, political and so on. First, it is important to understand and internalize the reasons why things do not change and how the change process is possible, what can be done and how it should be done. Second, of course is to be considered that it takes time to bring changes in an otherwise remote conservative region.

The above “approaches” have guided the development of the present gender action plan. These approaches are not an end in them but are more of starting points since each approach will provoke a number of questions and time for understanding of all ends for further planning and implementation of GAP. Finally, these approaches provide a good start for looking at the gender situations in Kohistan far more pragmatically. These approaches are the starting point for the process of change for women of the project area and should be addressed as and when required.

5.3 GAP ACTIVITIES IN THREE PHASES

The activities under the GAP are divided into: (i) pre-construction, (ii) during construction, and (iii) post-construction phases of the DHP and the management for the gender action plan and implementation is depicted in the organogram under Institutional Framework for Implementation of SRMP attached in Appendix E.

Pre-Construction: activities will focus primarily on awareness raising and gender sensitization through consultation, corner meetings, seminars and workshops involving local *maliks*, *ulemas*, tribal heads, local officials whose active support would be required to reach women in the project area. These awareness and gender sensitization activities will also involve community leaders, enlightened and educated persons, teachers, local activists and other influential persons in the community. These will also act as forums for disclosure of project impacts and, more particularly, benefits of the project for local social and gender development. The workshops are also expected to provide ideas from community leaders on how women and children can benefit from and through the project. This very soft and subtle approach will lead to some level of social preparedness helpful in taking the next step.

Construction Period: At the early stage of project implementation, the GCH Team¹² will look for “entry points” to start community level interventions under the GAP. Children are possible entry points to reach women with two important project benefits (i) health and hygiene and (ii) education. As children are vulnerable to health problems and project benefits can address these women can also be approached through children with messages in the schools on health and hygiene. Project benefits in terms of infrastructural development, education and health facilities improvement and livelihood development as well as opportunities for same will also both directly and indirectly benefit women in the project area. And, the children, together with *maliks* and *ulemas* can be the entry points to reach women for other project benefits. Simultaneously with these “soft” programs, the GCH and T&L Teams will review the socio-economic data, whether collected for RAP, livelihood, health, environment or other purposes to allow for gender development analysis by the results, in order to tailor further programs, for example – home based livelihood opportunities and, training, micro-finance to ensure better outcomes for women and girls in the affected villages. GCH Team will further ensure that women, particularly the female-headed households and other vulnerable members are aware of their entitlements under the entitlement matrix as given in Resettlement Framework. Women may not be able to avail all project benefits at the same time. It will be a long drawn process. Some benefits they could avail from the start of the project such as health and education, whereas some will take time for developing with supportive attitudes from men and creating an enabling environment for women to avail the benefits. With the start of the project implementation the GCH team will identify “entry points” to start community level interventions under the Gender Action Plan.

This analysis will guide the relevant project staff to tailor programs for women who will benefit women and girls in the resettlement villages. Programs will be home-based income earning opportunities through livelihoods, training, credit and other interventions acceptable to women.

Post-Construction: GCH Team will continue with acceptable home and community-based programs for women, particularly focusing on income-generating projects and will gradually involve them in the decision-making process for livelihood program and development. If possible, at this stage, some capacity building and training for enhancement of home-based small businesses and income generating opportunities will be conducted. These will further bring out skill development for marketing and finances to ensure women are able to effectively access the information and benefits of the project. GCH Team, along with available community workers, will also conduct monitoring of GAP implementation in each resettled community.

5.4 ACTIONS UNDER GAP

With certain approaches for developing Gender Action Plan, a number of actions are to be taken under GAP with “targets” as starting points to develop a favorable environment by involving men, particularly the *maliks*, *ulemas* and local influential persons in the process of sensitization and awareness building to make project benefits accessible to women. These actions are expected to bring changes in the mindset of the local leaders, and with the benefits of the project flowing into the community, there would be further pro-women and positive development in the project area.

5.4.1 Community Meetings and Workshops for Awareness Building

Actions:

Conduct of meetings and workshops by involving the tribal leaders, *maliks*, *ulemas* and other local stakeholders to raise awareness about women’s importance, their rights and

¹² The Gender and Community Health Team of the Project Resettlement Office (PRO) will implement the GAP under the supervision of the Project Resettlement Office. Team members will be locally recruited and trained for implementing the gender action plan.

to internalize the message that the women can and should also get benefits from the project through participation in various income, education and health initiatives.

Activities:

- (i) Raising awareness about women rights among the local leaders ('ulemas', tribal chiefs, politicians, community leaders, community activists, male and female teachers, Lady Health Visitors and Lady Health Workers) through awareness raising and gender sensitization workshops, community meetings, and awareness raising campaigns, keeping the local socio cultural conditions in view.
- (ii) Sensitizing the local institutions such as the *jirga*, schools (boys and girls) and all stake holders, local administration about women rights and women access to project benefits.
- (iii) Identifying *ulemas* from other parts of KPK (and rest of the country) who are progressive and sensitized to gender concerns in education, health, water, sanitation, environment and other areas and promote interaction for sensitization with the local *ulemas*, tribal chiefs and community men; and arrange exposure visits of 'ulemas', tribal chiefs and men as required to develop interaction and learning about gender and child rights. International Islamic University, Islamabad, conducts regular training programs for *ulemas* and *pesh imams*, which could perhaps be tailored to focus on rights of women in Islam.

Targets:

Invite selected *ulemas*, tribal chiefs, political leaders, community men, activists and teachers, field staff of health facilities from the project area to meetings and periodic workshops to discuss the project, project benefits and how to reach women and children to access the benefits. Identify key entry points to reach women for the project benefits in consultation with men and in accordance with socio-cultural conditions and mechanisms that will ensure women's access to project benefits.

Community-based gender teams will be formed on both right and left banks to develop plans and strategies to reach women. These plans and strategies will be prepared with the relevant project social and resettlement staff, resource persons and national gender specialist¹³ and; this will be discussed with the affected community. Initially, teams may make plans for women and children for one year, based on consultative and participatory process facilitated by resource persons and national gender specialist under the Project Resettlement Office. Each community-based gender team will define its role and activities, identify participants for various income generating programs/trainings, monitor and evaluate the progress and thus, report on the progress.

5.4.2 Training and Capacity Building of Project Staff

Actions:

Gender sensitization with training and capacity building for project staff, district government officials and other stakeholders on gender development and thereby, gender action plan. The projects organizations are strongly male dominated and may not have any capacity to address gender concerns. Gender sensitivity training is, therefore, required for the project staff for understanding of the importance of gender concerns in all project components like land acquisition and displacement, livelihood losses of the households, relocation of the education and health facilities, environmental impacts of the project etc. and methods for mitigation of gender issues in the implementation activities of the project. Capacity building will also sensitize them to the GAP approach to reach women for the project benefits.

¹³Resource persons will be engaged related to different sectors such as agriculture, livestock, hygiene promotion, skill development, and other fields addressed in the GAP/project National Gender Specialist will be part of the team and will be the focal person for the gender component.

Tasks:

- (i) Gender sensitization and capacity building of project staff, including district administration, selected government departments such as education, social welfare, and health at the district level. This will be a continuous process through workshops and seminars.
- (ii) To develop understanding of the GAP approach and implementation processes.
- (iii) Modules development for the entire process of gender sensitization

This gender training will also be one component of the skills development of the project staff. The National Gender Specialist will be responsible for the planning and implementation of relevant gender sensitivity training for the various staff from different organizations of project implementation.

Activities:

In addition to awareness programs for the general project staff and local staff involved in project activities separate gender awareness training will be provided for the community and village level staff coordinated by the National Gender Specialist. The contents of the courses would be designed for the needs of implementation of Gender Action Plan and tailored according to the specific situation. This will be achieved through involvement of WAPDA and Project Resettlement Office through the GCH team through a series of awareness raising and training sessions on the related topics, at regular and scheduled intervals, throughout the project life, especially during the construction phase.

In the initial two years of the project the training workshops would be conducted on quarterly basis before and during the resettlement and construction stage, while during operational phase training workshops will be on bi annual basis to share the experiences learned in the implementation of GAP and to decide remedial actions, if unexpected impacts occur. Most of the courses and workshops could be of one or two days. A mechanism would be in place to monitor the adaptation and effectiveness of such trainings. The training will be provided by CSC/national gender specialist of the project.

5.4.3 Disclosures on Project benefits to Women, Children and the Elderly

Action:

Dissemination of information about the project and its benefits to the project area affected populations, particularly women, children, youth and the elders.

Activities:

- (i) Awareness raising through workshops about the project benefits to the project area population including women, youth and children
- (ii) If required, all women workshop sessions will be organized to disseminate about the project, its impacts and benefits for all
- (iii) Dissemination of project information and benefits to women at household level.
- (iv) Emphasize on the positive role of the project which will promote and improve the quality of life of the population, women and children and will be instrumental in their future development.
- (v) *Ulema* to be sensitized and involved to promote project information in the Friday sermons or *khutbas*¹⁴

Targets:

- (i) All project affected villages and communities where project information will be disseminated at community and household level. All levels of staff of district administration, and all government departments to who project information will be disseminated.

¹⁴ Sermons for religious preaching

- (ii) Public Information Centers (PICs) which will be established by the project on right and left bank offices where all project information will be available

5.4.4 Promotion of Healthcare and Hygiene in the Project Area

Action:

To ensure project benefits to women through establishing effective health system with particular attention to women and children, disabled and elderly. Health and hygiene interventions as these will be good entry points for the communities in the project area and also to reach women at household level. This intervention can start from the onset of the project with health screening.

Activities:

Strategy on hygiene promotion involving men and women will likely lead to behavior changes among men in the community. The strategy will have the components like: (i) awareness on benefits of hygiene in the communities including men, women, youth and children (ii) promotion of hygiene practices among households and communities (iii) progress and mentoring and (iv) reporting. These activities are already part of the project Public Health Action Plan (PHAP) and as such will be conducted in conjunction with the PHAP. As the GCH Team will be responsible for implementing both the PHAP and GAP in this can be coordinated easily. As part of the PHAP, the existing RHCs and BHUs in the project area will be strengthened and new RHCs and BHUs established by the project and provided more facilities such as psycho social support, children assessments of nutrition, methods and equipment for weight and height measures, and trained human resources and improved systems of record keeping.

Targets:

- (i) Service delivery outlets: Hospitals on both banks. Women's Ward with female staff. Lady Doctors, female nurses will be made available. Hospitals should have ambulance service available for emergency cases. Transport facility for women coming to the hospital. These gradual measures will contribute to the goodwill of the project and improve mobility of women.
- (ii) All children till the age of 10/12yrs will have (i) health screening and (ii) their weight and height assessed according to age and gender of the children (iii) nutritional status assessed. Their health record maintained at the BHU/RHC. They are provided the required medication and advice.
- (iii) Women have access to prenatal, postnatal and delivery services.
- (iv) Tuberculosis (TB) is common in Kohistan among women. One of the reasons is poor ventilation system in the houses. Women and children are more vulnerable to TB. The Project Team will assist in designing new houses with ventilation at the R&R sites to enhance health and living quality of the resettled families.

5.4.5 Psycho-social Support and Counseling

Action:

Displacement due to resettlement in terms of project development will bring major changes in the lives of women. It involves delinking from the ancestral area of living or their roots, change in environment, resettlement and adjustments to new sites both by men and women. However, women will be affected most because of their seclusion and isolation with often lasting impacts due to disproportionate burdens on women in resettlement. Therefore, they need psycho-social support, which is an important aspect of care.

Activities:

- (i) The hospitals and medical service outlets like RHCs and BHUs will need both infrastructural and trained human facilities for this support.

- (ii) Enhance capacity of the existing staff
- (iii) Hire experienced and trained staff to provide psycho social support.

Targets:

Project will establish Women Friendly Spaces (WFS) and Child Friendly Spaces (CFS) within the resettled communities with learning and recreational facilities.

5.4.6 Education Promotion

Action:

Education is the key to progress and development. Unfortunately, Kohistan as a whole has low literacy rates and education of girls is further marginalized. Sensitization to education for both boys and girls, and literacy of men and women in the project area are important needs. Quality education has to be imparted and the project can play an instrumental role in this. The Project will assist in developing an Education Promotion Plan (EPP) for all levels of education ensuring quality education to boys and girls in the project area.

Activities:

- (i) Advocacy campaign at all levels promoting education, value of education, motivating parents to send their children to school.
- (ii) Early Childhood Care and Development (ECCD) for age group 3-5 years
- (iii) Non Formal Education (NFE) for both males and females (children and youth). Government school facilities should be used for NFE classes.
- (iv) Literacy classes for men and women
- (v) Assisting in the strengthening of existing government schools in terms of staffing, infrastructural development, facilities.

Targets:

- (i) EPP to be prepared by the Education Department with project assistance will cover all affected communities and villages on both sides of the river.
- (ii) Host area boys and girls will also be eligible to receive the benefits of EPP.

5.4.7 Livelihoods Restoration and Employment for Women

The dedicated awareness and capacity building, together with information dissemination and community health and education program will gradually allow for further interventions for livelihoods and employment generation activities. The preconstruction phase activities will also develop confidence at the community level on project activities and benefits. The local leaders would also find good reasons to support project activities involving women and children as they witness the benefits of the various programs. Within the context of such environment, the PRO with the help of the GCH Team and Village Committees will assist the T&L Team in design programs for capacity building and skill development and livelihood development s including objectives of the GAP.

5.4.8 Livelihood Restoration Programs

Several options for livelihoods would be available. These include agriculture, livestock and water and sanitation. Further, training and microcredit for livelihood packages such as kitchen gardening, bee keeping, poultry rearing and other livelihood sources would be arranged for women within the Capacity and Livelihood Development Programs prepared by the PRO and T&L Team . The following are included in the Income Restoration and Livelihood Development Programs in the RAP and will be utilized for livelihood restoration as part of GAP.

- Agriculture appears to a very viable option for livelihood restoration as most agricultural activities are managed by women in the project area. Training on enhancing agricultural yields will be imparted to women by local officials. The project will assist in developing terrace agriculture at new resettlement sites. Further good quality seeds and fertilizers would be introduced and provided to

women. Vegetable, nursery, and other measures of enhancing crop production, and new types of fodder can be initiated from the onset.

- Livestock has a traditional, social and cultural significance in the project area. It also constitutes one of the major sources of income. The project has provision for a Livestock Centre to assist people in vaccinating, de-worming, and other necessary treatments. The project will organize training for men, who will in turn train women in the households. Further, poor/vulnerable and female headed households will be provided with livestock as a livelihoods means in the project area.

- Skill Development and Microcredit

GCH Team will conduct household level surveys to (i) identify existing skills of women; and (ii) need for new or desired skills for income generation activities, if required. Community/village-based workshops will be arranged for women when the environment is supportive enough to conduct such workshops.

A common and typically found skill among women in the project area is stitching. Sewing machines with kits is an accepted support for women and in much demand. No matter how many new interventions are introduced there is always demand for the sewing machine and stitching. The project will make provisions for sewing machines for women as source of home-based income generation. This will create further good will towards the project. This will also contribute to the esteem of village women as well as the project.

Microcredit facility will be promoted by the project through linkages to commercial banks in the project area. This is not an alien concept as for instance, the Agriculture Development Bank has been giving micro credit to farmers in the project area. The Training and Livelihood Team will work with the GCH Team in organizing women and setting up micro-credit facilities on behalf of the project.

- Training and Capacity Building

Under the above subheading the project RAP has proposed the development of technical skills of the PAPs and project area women's technical skills will be enhanced through the programs. For the purpose, a technical vocational center is proposed under the project in Dasu area. Starting from the basic, a number of skills training programs will be initiated for women in order to personal development as well as livelihood development even at household level.

Water is the most important source for life and livelihood. Access to piped water for drinking and other household purposes is limited. The project will provide access to water for households and terrace irrigation at the new resettlement sites. Further proper sanitation facilities will also be available at the resettlement sites. These amenities will certainly enhance and improve the quality of life of the resettling population particularly women. The availability of water will also help their agriculture systems in the hills for income restoration.

5.4.9 Reduced Vulnerability of Women

Women are vulnerable, not only economically, socially and culturally but also due to their poor educational level and lack of contacts outside their homes. They are also susceptible to risks due to the impacts of project in terms of resettlement and relocation. This will further exacerbate due to the large influx of in-migrants and construction workers to the area. The project will take initiative to reduce this risk of sexual exploitation and trafficking through community level awareness and capacity building through measures proposed in Vol.9 Management Plan for Construction-related Impacts. The measures include awareness raising, capacity building and strengthening of the local communities and local organizations, and special actions for prevention of trafficking as well as sexual exploitation of women and children.

5.5 GAP BUDGET

GAP activities and plans contained in this report are fully funded and covered in the RAP (Vol. 5). For example, the following provisions are included: (i) Community awareness (PKR 5.0 million); (ii) Social Preparation cost (PKR 10 million); and (ii) Social Development Fund (PKR 100 million). All proposed programs are already integrated with the social and resettlement management plan. Therefore, separate implementation budget for GAP is not required.

5.6 RISKS AND ASSUMPTIONS

As it appears, the social structural constraints are major hurdles in gender planning and implementation. This GAP, therefore, has taken a very pragmatic approach to improving the overall environment and the context through awareness, capacity building, health and hygiene and education programs as “entry points” to make access and reach women in the communities. Once this is reasonably established, it is assumed that other income-generating programs can be developed and implemented with the help of village leaders, community organizers/members, and PRO staff. All investments in the action plan will have long term impacts and contribute to improving the status of women in the project area.

The GAP has been designed carefully to provide benefits to the women and children and bring changes in their lives and socioeconomic conditions. It will be a gradual process but will surely benefit the target population. The patriarchal mindset and tribal set up may take time and efforts to change and therefore there is a risk that the processes may therefore take longer to implement. At the same time with the increased level of interaction of tribal leaders and *maliks* with project staff and other relevant people and exposure, project benefits, compensations, and sensitization efforts by the project, may bring positive impacts and changes in the social life within the community.

The other risk factors include: (i) gender sensitization with the project staff and the government departments is often not taken seriously or lack of capacity to implement gender; and (ii) information about the project benefits not imparted to the desired levels.

5.7 MONITORING AND EVALUATION

Monitoring and evaluation (M&E) will be essential to objectively establish progress with regard to the achievement of the objectives of this Gender Action Plan and in tracking the performance of the action plan. The key aspects of the M&E framework for this action plan include:

- a) Monitoring of the communication activities as they happen;
- b) Assessing the outcomes and impact of the actions at regular intervals;

5.7.1 Monitoring of the Action Plan

Monitoring of the performance of this GAP will involve tracking and assessing the specific action proposed and approved. A mechanism for collecting data and reporting on the specific output indicators for each activity would be developed and implemented by the GCH Team with assistance from CSC (see Appendix E for institutional setup).

5.7.2 Assessing the outcomes and Impact of Activities

The overall outcome indicators will form the basis for assessing the interim and long-term results of gender development through this GAP. This level of assessment would regularly be conducted internally by PRO independently, by a third party. The key methodology for assessing outcomes will be stakeholder surveys such as periodical surveys to assess changes in knowledge, attitudes and behaviours, and also social and income status.

The GAP implementation will be monitored as part of SRMP monitoring system by the PRO. The field teams, particularly the GCH Team, in collaboration with T&L Team,

andMM Team, will ensure implementation and proper monitoring of the implementation of GAP activities. These teams are responsible for implementing their respective tasks, but monitoring will have to be coordinated by PRO/Deputy Director Resettlement. M&E team within the PRO will do process monitoring and Evaluation which will be reflected in Project progress reports. External evaluation will also be a part of the process as mentioned below.

All monitoring data will be disaggregated by sex and age groups, where possible. The external or independent third party monitor will also review the progress and evaluate the outcome of GAP interventions. A list of monitoring indicators, frequency of monitoring and documentations is presented in Table 4.1 below.

Table 4.1: Monitoring Indicators

Indicator	Frequency	Documentation
Number of social preparation meetings, Focus Group Discussions with tribal leaders, workshops, and <i>jirgas</i> in pre-construction phase	Monthly/ Quarterly	Construction supervision Consultant Monthly Progress Report (MPR)
Number of <i>maliks</i> , <i>ulemas</i> , tribal leaders, and community members involved in the meetings/workshops	Monthly/ Quarterly	MPR and External Monitor's Report
Number of information disclosure on project benefits and awareness raising sessions with women and children	Quarterly	MPR and External Monitor (EM) Report
Number of Project Affected Persons (PAPs) men and women employed by the project, and % female overall	Monthly	MPR by Contractors, MPR by PRO and verified by EM Report
Number and type of specific training program offered by DPTI and other agencies to provide project relevant skills to project affected men and women	Six monthly	MPR by PRO and verified by EM Report
Changes in women's health, public health trends and outcomes as per the Public Health Action Plan (PHAP)	Six monthly	MPR by PRO and verified by EM report
Women's awareness about HIV/AIDS, STIs, human trafficking and other gender-based violence	Six monthly	MPR by PRO and verified by EM report
Delivery of Education Promotion Plan on both banks	Six monthly	MPR by PRO and verified by EM report
Women's utilization of project services for health, education, credit and others and % of changes	Six monthly	MPR by PRO and verified by EM report
Changes in women's income as a result of livelihoods rehabilitation and other SDF program	Annually	MPR by PRO and verified by EM report

5.7.3 Monitoring Reports

All monitoring reports on project impacts will be assessed. Gender-disaggregated information where possible will be documented and will specifically analyze impacts on men and women separately, with comparisons, including such areas as participation, income earning, access to project benefits, negative impacts, migration, education, health, and public opinion. PRO will prepare monthly and quarterly progress reports on GAP implementation. The external monitor will review and verify the progress made by PRO in MPRs and ascertain whether GAP goals and objectives have been achieved. The reports will include suitable recommendations for improvement. Monitoring reports will be submitted at regular intervals as specified. The M&E documents will also be publicly available, including posting in project websites.

5.7.4 Evaluation

Third Party Evaluation will be planned in the project cycle related to various project activities and their time frame will be designed according to the plan of each action/ activity related to each objective. Evaluation Reports and recommendations will be utilized in the project cycle for improvements and addressing areas of concern. The report will be available to all stakeholders and posted in Project website.

APPENDICES

Appendix A: Sample Questionnaire of Gender Survey of Women in DHP Area

Study Code							
	District	Village	UC	Reg. No.			

Section 1: Location

District Name Tehsil Name

UC Name Valley

City/Town/Village

Urban Rural

Interviewer Name. _____

Name of Respondent. _____ Interviewer Code

Father/ Husband Name of Respondent _____

Date of Interview - -

DD/MM/YYYY

Checked by _____

Signature. _____

Section 2: Socio-Demographic Characteristics

201	What is your age?	
202	What is your tribe/sub-tribe?	
203	Which is your language / mother tongue?	1. Shina 2. Pashto 3. Hindko 4. Kohistani 5. Gujri 6. Other (Please Specify) _____
204	What is your marital status?	1. Married 2. Unmarried 3. Widow 4. Separated 5. Divorced 6. Other (Please Specify) _____ If unmarried skip next
205	Since how long you are married?	1. Less than five years 2. 5 to 9 years 3. 10-14 years 4. 15-20 years 5. More than 20 years
206	What is your household/family structure?	1. Nuclear 2. Joint family 3. Extended family
207	Can you read and write?	1. Yes 2. No If No Skip next
208	What type of activities are you involved in?	1. House work 2. Field work 3. Both 4. Other (Please Specify) _____
209	What is your husband's occupation?	
210	What is total number of family members in your house hold? Give numbers	1. Male _____ 2. Female _____ 3. Children _____ 4. Total _____
211	How many children do you have?	

INFORMATION ON CHILDREN:

Sr. No.	Age	Sex (Male/Female)	Education
1.			
2.			
3.			
4.			
5.			
6.			

7.			
8.			
9.			
10.			
11.			
12.			

Section 3: HEALTH

212	What is the purpose of today's visit to the facility?															
213	What type of health problems/diseases did you have in the last 12 months?	1. _____ 2. _____ 3. _____														
214	For health problems, where did you go for treatment Options 1. Hospital 2. Dispensary 3. Basic Health Unit 4. RHC 5. Hakeem/ Homeopath/Quack 6. Private 7. Others (Please specify)	<table border="1"> <thead> <tr> <th>Problems</th> <th>Facility</th> </tr> </thead> <tbody> <tr> <td>Problem 1:</td> <td>_____</td> </tr> <tr> <td>Problem 2:</td> <td>_____</td> </tr> <tr> <td>Problem 3:</td> <td>_____</td> </tr> <tr> <td>Problem 4:</td> <td>_____</td> </tr> <tr> <td></td> <td>_____</td> </tr> <tr> <td></td> <td>_____</td> </tr> </tbody> </table>	Problems	Facility	Problem 1:	_____	Problem 2:	_____	Problem 3:	_____	Problem 4:	_____		_____		_____
Problems	Facility															
Problem 1:	_____															
Problem 2:	_____															
Problem 3:	_____															
Problem 4:	_____															

215	How much time do you need to reach the facility?	Hrs. _____ Min. _____														
216	With whom do you travel in case of illness?	1. Travel alone 2. Travel with only male member of family 3. Travel with only female member of family 4. Husband 5. Other (Please Specify) _____														
217	What is the cost of travel and of treatment?	Travel Cost (Rs.) _____ Treatment Cost (Rs.) _____														
218	Which health problems did your children have during the last 12 months?	1. Fever 2. Coughing 3. T.B 4. Coughing at night 5. Chest pain 6. Running nose 7. Loose stools (motions) 8. Vomiting														

		<ul style="list-style-type: none"> 9. Joint pain 10. Pain in stomach 11. Headache 12. Skin problems 13. Eye problems 14. Injuries 15. Others (Please Specify) _____
219	What type of ailments/health problems is common in your neighborhood/village?	<ul style="list-style-type: none"> 1. Fever 2. Coughing 3. T.B 4. Coughing at night 5. Chest pain 6. Running Nose 7. Loose stools (motions) 8. Vomiting 9. Burning pain during urinating 10. Bone pain 11. Joint pain 12. Pain in stomach 13. Headache 14. Skin problems 15. Eye problems 16. Injuries 17. Chest congestion 18. Others (Please Specify)_____
220	Have you heard these words and what they mean?	<ul style="list-style-type: none"> 1. Diarrhea 2. Tuberculosis 3. Pneumonia 4. Skin Problems 5. Cholera 6. Malaria 7. Typhoid 8. Sand Fly Disease 9. Flu 10. Gynecological problems 11. Post-delivery problem 12. Others (Please Specify)_____
221	Who assisted you in your last delivery?	<ul style="list-style-type: none"> 1. Lady Doctor 2. LHV 3. Nurse 4. Traditional Birth Attendant 5. Relative 6. Neighbor 7. Any Other (Please Specify)- _____
222	If something goes wrong during pregnancy, what do you do?	<ul style="list-style-type: none"> 1. Hospital 2. Private Clinic 3. Traditional Treatment

223	Who gets food first in your household?	1. Male 2. Female
-----	--	----------------------

Section 4: FACILITIES

224	What types of transport facilities are available in your village?	1- Car 2- Pick-up 3- Suzuki Van 4- Bus 5- Others (Please Specify) _____																
225	Do you have an educational facility in your village?	1. Yes 2. No	If No, Skip the next															
226	What are the educational facilities for girls/women in your village?(Do they give classes or are they closed)?	<table border="0" style="width: 100%;"> <thead> <tr> <th style="text-align: left;">Facilities</th> <th style="text-align: left;">Status</th> </tr> </thead> <tbody> <tr> <td>1. Primary school</td> <td>_____</td> </tr> <tr> <td>2. Middle school</td> <td>_____</td> </tr> <tr> <td>3. High school</td> <td>_____</td> </tr> <tr> <td>4. Collage</td> <td>_____</td> </tr> <tr> <td>5. Vocational training center</td> <td>_____</td> </tr> <tr> <td>6. Deeni Madrassa</td> <td>_____</td> </tr> <tr> <td>7. Other (Please specify)</td> <td>_____</td> </tr> </tbody> </table>	Facilities	Status	1. Primary school	_____	2. Middle school	_____	3. High school	_____	4. Collage	_____	5. Vocational training center	_____	6. Deeni Madrassa	_____	7. Other (Please specify)	_____
Facilities	Status																	
1. Primary school	_____																	
2. Middle school	_____																	
3. High school	_____																	
4. Collage	_____																	
5. Vocational training center	_____																	
6. Deeni Madrassa	_____																	
7. Other (Please specify)	_____																	
227	How many rooms are there in your house? (living rooms)	No. of Rooms _____																
228	Is a latrine available in your house	1. Yes 2. No	If Yes Skip next															
229	If NO, then how do you manage?																	
230	What are the facilities available in your house?	1. Iron 2. TV 3. Fan 4. Fridge 5. Radio 6. Other (Please specify) _____																
231	Which water source do you use for drinking?	1. Piped water 2. River 3. Spring 4. Bottled water 5. Others(Please Specify) _____																
232	If water source is outside the house then who fetches the water?	1. Men 2. Women 3. Baby boy 4. Baby girl 5. Others (Please Specify) _____																
233	How much time does it take from the household to fetch the water?																	
234	What is the source of light in your house?	1. Electricity 2. Kerosene 3. Fire wood 4. Candles 5. Others (Please specify)																

235	What type of fuel is used for cooking in your house?	1. Kerosene 2. Fire wood 3. LPG 4. Other 5. (Please Specify) _____	
236	Who is responsible for fuel arrangement?	1. Men 2. Women 3. Boy 4. Girl 5. Others (Please Specify) _____	
237	How much time does it take to collect fuel?		
238	Is drainage/ sewerage facility available in your house?	1. Yes 2. No	If No Skip next
239	If YES	1. Open drains 2. Underground	
240	Where do you dump household solid waste?	1. Open dumping 2. Local authority containers 3. In stream/ river 4. Others (Please Specify) _____	

Section 5: Participation and Decision Making

241	Is there any role of women in decision making in your house?	1. Yes 2. No	If No Skip next
242	If YES; Please Specify the type of decisions	1. Children Issues 2. Education of children 3. Health Issues 4. Marriages of children 5. Marriages of yourself 6. Marriage of your husband 7. Food and cooking 8. Purchasing and selling 9. Money Matters 10. Others (Please Specify) _____	
243	If NO, who is involved in decision making?	1. Father in law 2. Husband 3. Mother in law 4. Combined 5. Other (Please specify) _____	
244	Have you inherited any property as per Islamic law?	1. Yes (please specify) _____ 2. No	If No Skip next
245	If YES who manages/ controls the property?	1. Your Parents 2. Your Husband	

246	Does dowry system exist in your village?	1. Yes 2. No	If No Skip next
247	If Yes, whose family pays the dowry, the groom's or the bride's?	1. Bride's family 2. Grooms family	
248	What are the social occasions, women of your village get together?	1. _____ 2. _____ 3. _____ 4. _____	

Section 6: Skill Development

249	What kind of skills do you have?	1. Embroidery 2. Bead work 3. Mud work 4. Jewelry making 5. Woodwork 6. Others (Please Specify)____ 7. None _____	
250	If NO skills, would you like to learn some skills?	1. Yes 2. No	If No Skip next
251	If YES, what are the skills you would like to learn?	1. _____ 2. _____ 3. _____	
252	If NO, why not?		
253	With the skills you have, will you use these for earning money or household uses?	1. For earning money 2. For personal uses	

Section 7: Income Generation/Livelihood

254	Are you involved in rearing livestock?	1. Yes 2. No	If No skip next
255	If YES what type of livestock you are you rearing?	Livestock 1. Buffalo_____ 2. Chicken _____ 3. Goat_____ 4. Sheep _____ 5. Horse _____ 6. Donkey _____ 7. Cow _____ 8. Calves _____ 9. Others (Please Specify) _____	Number _____ _____ _____ _____ _____ _____ _____ _____
256	Are you involved in agricultural activities?	1. Yes 2. No	If No Skip next
257	If YES; what type of activities;	1. Sowing 2. Watering 3. Harvesting 4. Collecting/storing the produce 5. Others (Please Specify) _____	
258	What are your daily working hours?	At home _____hours In the field _____hours	

259	Do you own any land?	1. Yes (If Yes, how much) _____	
260	Do you own any property other than land?	2. No Land 3. Don't Know 4. No Answer	If No Skip next
261	If Yes; what type of property?	_____	
262	What are the sources of income of the family?	Sources	Income
		1. _____ _____	
		2. _____ _____	
		3. _____ _____	
263	Do you contribute in family income?	1. Yes 2. No	
264	If YES, how much you contribute?	Rs. _____	
265	What is your estimated monthly family expenditure?	Rs. _____	
266	Do you think your family income sufficiently fulfills your family requirements?	1. Yes 2. No	If Yes Skip next
267	If NO how do you manage?		
268	Would you like to have more opportunities to earn money?	1. Yes 2. No 3. Don't know 4. No Answer	
269	If YES, Please Specify the nature of work?		

Section 8: Project Disclosure Information

270	Are you aware of the construction of Dasu Hydropower Project?	1. Yes 2. No 3. No Answer	If No Skip next
271	If YES, who informed you about the project?	1. Husband 2. Father 3. Brother 4. any other	

272	What would you expect from the project? (please see the options below 283-a to 283-d)	
272-a	For Yourself	1. _____ 2. _____ 3. _____
272-b	For your daughter/s	1. _____ 2. _____ 3. _____
272-c	For your son/s	1. _____ 2. _____ 3. _____
272-d	For your husband	1. _____ 2. _____ 3. _____
273	Will you like to be a beneficiary of the project?	1. Yes 2. No 3. Don't Know 4. No Answer

COMMENT/S OR ANY SIGNIFICANT OBSERVATION OF THE INTERVIEWER

- 1- _____
- 2- _____
- 3- _____

(Interviewer)

Name _____ Signature _____

CNIC: _____ Contact Number: _____

Appendix B: Photographs- Visit of Gender Team to Project Area



Photo1: Visit to Community on Left Bank



Photo 2: Consultation with *Malik* of Left Bank



Photo 3: Consultation with Community



Photo 4: Training of Lady Enumerators (LHVs) by Gender Resource Person



Photo 5: Training of Lady Enumerators (LHVs) by Gender Resource Person



Photo 6: Training of Lady Enumerators (LHVs) by Gender Resource Person



Photo 7: Consultation with Project Area Stakeholders



Photo 8: Training of Lady Enumerators (LHVs) by Gender Resource Person



Photo 9: Training of Lady Enumerators (LHVs) by Gender Resource Person



Photo 10: Training of Lady Enumerators (LHVs) by Gender Resource Person

Appendix C: Consultation Record and Minutes of Meetings

List of Persons Met during the period July/August 2012 in Islamabad			
Date	Name of Person	Designation/ Organization	Relevance
28 th July	Mariam Bibi	Executive Director, KhwendaKhor	KhwendaKhor is an NGO working on Gender issues in KPK in 17 districts.
30 th July	Sarwar Bari	Executive Director, Pattan Development Foundation	Pattan Development Foundation has been working with marginalized communities and gender issues which include empowerment of women in political and economic decision making process. Worked with women councilors in Pakistan including KPK and on Gender based Violence
31 st July	AsadRahman	Executive Director Sungi Development Foundation	Sungi is an NGO working with marginalized communities in Hazara division. Also worked on issues of dams and resettlement.
31 st July	BilquisTahira	Sr. Gender Advisor, UNIFEM and gender Consultant	Bilquis is a senior consultant very well versed with the gender issues pertaining to all sectors and been to Dasu. Having an understanding of the gender issues in Kohistan
1 st Aug	Dr. Farzana Bari	Head of Center of Excellence for Women Studies, QAU	She heads the Centre at the University and is a prominent activist of gender issues. She was part of the fact finding team to Kohistan to report to the Supreme Court on recent reports of violence against women based on a video. Been involved in research on gender issues and women councilors
1 st Aug	RizwanaWaraich	Gender Advisor, UN Women	Rizwana worked with UNDP-ERRA and was responsible for Gender in KPK districts including Kohistan in the post-earthquake rehabilitation and reconstruction Phase
2 nd Aug	Riaz Ahmad	Freelance Consultant	Riaz worked with Sungi Development Foundation in the Advocacy Section. He was the focal person in SDF on DirKohistan Forest Movement. He has extensive experience in Social Mobilization and Advocacy and well versed with Kohistan and Gender. Has strong links with activists in Kohistan
2 nd Aug	AsmaRavji	Programme Manager, Sungi Development, Foundation, Presently Consultant	Asma had worked in Hazara Division mobilizing 6,000 women Home based workers. She along with her team was involved directly with migrant Kohistani women camped in Mansehra district
2 nd Aug	M.Saifullah	Sr. Programme Officer ILO, Pakistan	Saifullah had been responsible for the work in post-earthquake, post flood scenario and IDPs in affected districts of KPK. Also responsible for Cash for Work Programme.
3 rd Aug	*Maryam Bibi	Executive Director, KhwendaKhor	KhwendaKhor is an NGO working on Gender issues in KPK in 17 districts.
3 rd Aug	HumeraHussain	Consultant, UNDP Islamabad	Humera is presently working on UNDP Election Commission support. She has a back ground in gender

4 th Aug	Arshad Gill	Operations Officer, Multi Donor Support	Arshad worked as Programme Officer Swiss Development Co-operation (SDC). SDC supported project to Lasoona in Kohistan
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NGOs, Project Staff and Government Departments Officials Kohistan

Date	Name	Designation	Department
5 th Sept	Dr. Zia	Member BOG	NIDA Pakistan, Besham
5 th Sept	Ms. Fatima	Social Organizer	NIDA Pakistan, Besham
5 th Sept	Mr. Masood Ali	Program Coordinator	Walt Hunger Hife (WHH)
5 th Sept	Ms. Fatima	Project Officer & Gender Coordinator	Welt Hinder Hife (WHH)
5 th Sept	Dr. Tahir	Program Coordinator	German Red Cross (GRC)
5 th Sept	Mr. Usman Ali Khan	District Coordinator	German Red Cross (GRC)/ PRCS
17 th Sept	Mr. Abdul Rauf	Manager Field Operations	DHC
17 th Sept	Mr. Rana M. Saleem	Resettlement Expert	Social and Resettlement Component
17 th Sept	Mr. Arsalan Tariq	Junior Resettlement Specialist	Social and Resettlement Component-DHC
18 th Sept	Mr. Zulfiqar Ali Tanoli	Deputy Superintendent of Police (DSP) Headquarters	Department of Police
18 th Sept	Mr. AqilBadshahKhattak	District Coordination Officer, Dasu	District Administration
18 th Sept	Dr. Gulbar Khan	DHO	Department of Health
19 th Sept	Mr. Fazl-e Rabi	DEO Elementary and Secondary Education	Department of Education
19 th Sept	Mr. Rasheed Ahmad	District Officer	Department of Social Welfare and Women and Development
19 th Sept	Malik Falkoos	Tribal Chief	Village Kaigah, Left Bank
16 th and 17 th Oct	Mr. NoorulHadi	Livelihood Specialist	Social and Resettlement Component-DHC

Minutes of Meetings with:

Mr. AsadRahman, Executive Director, Sungi Development Foundation on 31.7.2012

Cultural isolation

- One of the major issues in involuntary displacement is the cultural differences which confront the affected population.
- In the experience of Tarbela, Mangla and Ghazi Barotha, population moved to different areas and faced cultural barriers and isolation. They tried to move back but some are still in isolation.
- There are different cultural isolations which affect women more. These cultural differences also confine women to homes leading to further isolation and this confinement leads to depressions.

Mitigation

This factor must be kept in mind in the resettlement measures for DHP that women are not led to cultural isolation or to the minimum. Affected population should be resettled as a community and not scattered like those of Tarbela and Mangla. Resettlement Plans/Gender Action Plan should consider moving a village/community as a whole.

Women of Kohistan are already secluded and confined, therefore there existing social networking mechanism should be kept in consideration and maintained just to avoid them falling into depressions.

Resettlement Sites

- Basic selection of resettlement land is most important. Resettlement sites selected should be consolidated into proper developed town with model bazaar, hospital, schools, colleges, skill development centers, vocational training centers, mosque, sports areas and community centers. Tarbella township experience shows gaps in proper planning. There was no opportunity for economic activity. In Dasu case, towns/townships should be properly planned involving town planners.
- Infrastructure should be properly planned from Day I. Model town to be developed and townships linked to it. Even Dasu can be developed to a Model Town. All resettlements should have proper amenities, water supply, and sewerage; WASH (Water Sanitation and Hygiene) activities with community involvement as well as involvement of *molvis*.
- There should be a Demographic and Social Development Plan for the Model Town. Economic activities should be upgraded and improved. Concentrated efforts should be made.

Skill Factor Adjustment

What are the skills they have? Can they adjust to a more advance culture? How exposure will affect them? These are important aspects to be considered and addressed in the mitigation measures. They should be assessed in the consultative process and mitigation measures devised to address these.

Cash Compensation

Effort should be made for Resettlement in Kohistan with physical assets. Total cash compensation should be avoided as eventually women are the most affected by cash compensations. Previous experiences have shown that cash compensations are spent and they become more marginalized than before. Since they do not have experience of managing large amounts of cash, secondly cannot find proper land, it is eventually all spent. Women pay the cost of displacement and become heavily burdened.

Other Mitigation Measures

Affectees/Local communities should get the benefits, first. There should be a local grid and a national grid. Electricity for locals should be at subsidized rates. According to the India Mine Act (1935), the area of the resources will get 5% of the net revenue will go to the area.

Ms. BilquisTahira dated 31-07-12

- Extremely conservative area as women mobility is very limited. It's a controlled environment. No women contested in the elections.
- Important aspects are: Are people prepared to move from their habitat. How they have been prepared?

- What are the existing livelihood opportunities and what opportunities will be offered to them?
- In Resettlement, home entitlement should be included. Men and women should be prepared for this. Besides, children and women have three priorities i.e. water, house, and livestock etc.

Design of the house

It is important that houses should be designed in such a way which facilitates women. Traditional construction with courtyard and rooms around facilitated women whereas modern construction does not.

Resettlement

- Priority should be given to Livelihood options
- WASH System, Water system, Education of Children, Health, proper Education through proper planning is acceptable
- Gender Action plan should be an opportunity for women development in the project area.
- Schools for boys and girls should be of the same level and quality of education should be good in both. It is an opportunity to address discrepancies

Dr. Farzana Bari, Chairperson, Women Study Centre, Qaid-e-Azam University, Islamabad on 01.08.12

Livelihood

- It is important to see what will be the impact on livelihood of women and how it is going to be addressed.
- What is the environmental impact on productive assets in the affected area?
- What are the rehabilitation packages for women? These packages should concentrate on women and it should be kept in consideration, what are more women friendly.
- There, resettlement would be in the area. This should be a positive opportunity to women. In resettlement there should be joint ownership in house and land.
- Presently in Kohistan, administration is very cautious but; such mitigation measures will be required for women. Women should have control of assets.
- Compensation should be asset based

Ms. RizwanaWarraich, Gender Advisor, UN Women (formerly UNDP-ERRA) on 01-08-12

- Construction developments at resettlement sites should be according to the need of women.
- In the post-earthquake (2005) experience, Livelihood Cash Grants were issued in women's names. Names of women did come up also in Kohistan area. Women are the most vulnerable group and the rigid set up in Kohistan makes them more vulnerable. In the prevalent environment women voices are subdued. There is no exposure and they are in isolation, but opportunities can be created for women.
- Move very carefully and avoid anything that touches cultures.
- It is important to have cultural definition of Female Headed Households (such as widow, divorced, husband outside the area).
- Under the set up in Kohistan, contact with women will have to be through men. Once the contact is established and confidence of men is won, it will be required to look into gender roles, land ownership patterns, decision making role of women, vulnerability level of women and women development as well as mainstreaming. These aspects should be addressed in the project and it can be an opportunity for women. It is learnt during past experiences, where it serves the purpose of men or interest they do become cooperative

Muhammad Saifullah, Senior Programme Officer, International Labor Organization (ILO) on 2.8.2012

- Kohistan social cultural set up is very conservative and women are confined. The Hydro Power Project can provide the basis for betterment in many ways. It can open opportunities for development.
- Women main concerns are home, children, child health, livelihood, education for the children.
- It is important to know what the existing financial skills of the community and gender based financial skills. Of both men and women (even if women are not getting financial returns from their skills) it is important to have information. These can be utilized in the future in a changed environment and situation with resettlement.

- There should also be strengthening of government departments such as Social Welfare, Women and Development, Education, Special education, health, public works, and infrastructure.
- Children's needs should also be assessed. In such environments, girl child is the most vulnerable. These are further vulnerable and deprived.
- Each detail of the Resettlement Plan should be well defined with the participation of local population (affectees). Cash for work programs should be offered to men immediately from the very onset.

Riaz Ahmad, Sungi Development Foundation on 02-08-12

- An important psyche which prevails in the Kohistan area is serving their Interests. Where custom is appropriate for their interests they bring it forth. Where religion suits them they bring forward.
- Where they see gains, they go by it.
- Women are restricted but some work on gender had been done. For Gender, there are areas where some work had been done. If these fall in the affected area villages, it is better to take the start from there.
- Advocacy with the local population, affectees, and all stake holders should be initiated immediately.
- Public opinion should be built and this should include improvement for all with the displacement and resettlement.
- If packages for women are offered, bring it to the beginning. And, if it reflects benefits, it will be acceptable. There is an element of interest which exists in the area.

Ms. AsmaRavji, Manager Enterprise Development, Sungi Development Foundation and South Asian Business Association of Home based Workers (SABAH) on 02-08-12

- Interest reflection is very important there in Kohistan.
- After the flood, a group of Kohistani community had migrated to Mudhian and Mansehra areas. Men are now involved in Labor. Women are very confined. They had skills and were organized in a group. They were approached through men and during the meeting in the camp a male used to sit outside. Their bead work is very good and it may be promoted with good quality materials.
- It was significantly noted that women who used to get the returns directly took interest in the work but women whose income used to go to the elder women of the family e.g. mother in law etc., that women next time took no interest in work and took a long time to produce one piece. Whereas the women who received the income directly were active and took interest and produced pieces of work much quicker. Thus direct financial return was very important for motivation and mobilization. In such cases they also started convincing their men.
- Younger women do not have access to money. Elder women control the money in the absence of men. Men also controlled the money but where income was coming men were happy to cooperate to let their women work. In their restricted set up in Kohistan
- There was a case of widow in the community who was supported by us. She used to go out and sell eatables outside a school and earn her living.
- They don't understand 'Hunar'skill. You have to point to an item and ask who made this. Therefore, this approach should not be followed in your gender survey. If you ask about skill or *hunar*, they will not understand
- Examine the control trends in the household.
- When skills come in lime light, a lot can be done.
- Property ownership should be promoted. It really elevates the status of women.

Ms. Mariam Bibi, Chief Executive Officer, KhwendaKor on 28 July and 3 August, 2012

KhwendaKhor is a Pashto language word means "Sisters' Home". It is a non-profit, non-partisan organization working since 1993. It was set up in response to an urgent need expressed by women for a forum to address their issues. It has developed into a sisterhood, guiding women to take practical steps for the betterment of themselves and their families. According to her:

- It is important to have participation of women in all stages of the project like design, planning and implementation. It is difficult for women to participate in the situation of Kohistan, but it is not very different from Upper Dir when KhwendaKor started its work in Dir. It was very difficult to work and faced strong resistance from some quarters but also received support from the communities.
- Reaching women is very important. The project should ensure participation of women in every possible way. They should be involved in planning and design. Involve the men to

facilitate. Participation should be process oriented.

- It is very important to address livelihoods, followed by education and health. To understand what is the situation and existing patterns related to these as well as health facilities, nutrition, water, and education facilities. TB is widespread among women in Kohistan.
- Entire process should be very clear and transparent.
- How it will be ensured that women participation is there?
- Resettlement place/places should be developed before the move. It should be phase wise.
- Human aspect should be more important
- Ownership is very important as try to know, how many people are willing to give ownership to women. Women should get ownership. They should have the option to choose and decide. Option should be given about cash or ownership and women should have a say in the design.
- The way to go about it is to start with health. Women participation can be initiated with health specifically children's health
- First collective issues such as water, education, health should be taken up. After collective issues, individual assets should be taken up later. But these should be there.
- Trust building is very important. There should be talk in Masjids, talk in schools.
- In such projects benefits go to few – to minimum people. It should be ensured that project benefits reach to all especially to the marginalized, also. These include women who in every case are marginalized in Kohistan.
- Women should benefit (*aurtonkafaidahonachahiye*). They should get economic benefits
- Proper Planning should be ensured and a detailed Plan should be prepared which should cover:
 - Effective advocacy to raise awareness about the project and the benefits
 - Compensation and entitlement
 - Provision of land and the case of landless
 - Collective issues and their solutions
 - Involvement of religious leaders
 - Water availability
 - Sensitization of tribal heads and religious leaders and madrassas over gender importance
 - No rush. These issues are complex and there should not be rushed. Worked out smoothly and should be under a process.
- The most vulnerable and marginalized sects of the population should be identified and maximum benefits and opportunities ensured to them.
- There should be a proper livelihood restoration plan
- Poverty is a generalized term. Poverty according to the project area situation in Kohistan should be defined in local terms and local definitions

Ms. HumeraHussain, Consultant UNDP on 03-08-12

Resettlement issues:

- Resettlement issues are multifaceted.
- Issue of water is very important. Water sources should be close to the resettlement sites
- Hygiene facilities should be there. A proper Plan should be devised and all these should be in the Plan.
- Provision of health care
- Reproductive health issues are equally important and these are not given much consideration
- Women who are pregnant how they are to be facilitated and supported during the resettlement
- Arrangements for pregnancy and TB
- Ongoing care
- There is poverty, diseases. Apprehension is backlash and these issues get triggered.
- There should be economic opportunities for Female Headed Households
- Livelihood is the most important concern and how it is going to be addressed under the Project
- What are the Plans to adjust people in terms of livelihood
- From the beginning it should be a participatory process
- There should be no exploitation or negligence
- Accountability mechanisms should be there from the very beginning
- Subsistence schemes should be set up for women and households according to the needs

<ul style="list-style-type: none"> • Networking with other social security networks such as Benazir Income Support Programme • Social Protection should be provided to vulnerable groups /population, disabled population • Education opportunities are very important for the resettles. Children education is disrupted and many do not go back to school. There should be proper schools and continuity in education ensured for those attending schools. For those not attending school, opportunity should be provided to them. Girl education should be promoted and ensured.
<p>Mr. Sarwar Bari, Executive Director, Pattan Development Foundation</p>
<ul style="list-style-type: none"> • The real issue is power and customs. The issue is not that work cannot be done with women in Kohistan. The issue is the power structure. And above all, the overarching issue is the state which has its weakness and gives more space to the <i>Mullah</i> which promotes negativism. Administration is also a part of this <i>Mullah</i> and tribal set up. In a way it is under the tribal lords and the <i>mullah</i>. • 15000 golden handshakes are given but women rights are not given. Administration and political leadership have a feudal mind frame. If people are receiving benefits how will they support the <i>Mullah</i>? • Therefore the biggest obstacles to development are the <i>Mullahs</i> who were on the decline and on their way to finishing, got the boost from the government. The declining has become powerful to serve the purpose. • The remoteness and isolation of the Kohistan area, illiteracy and any type of <i>fatwas</i> to suit their own interests are imposed. Illiteracy, remoteness was always there but they also had their own way of life. Now they are in control of <i>molvis</i>. • Tribal chiefs have their mindset but they also realize the need for change and education. They are sending their children outside Kohistan to study. It is the <i>Mullah</i> who is at the back of negative sermons. • For them religion is “pick and choose” what suits them comes out in the Friday sermon, what does not suit them also comes out in the sermon. Education of women, women rights, human rights which the religion grants women does not suit them so there is a sermon against all this and on which suits them is not sending women/girls for education as it is termed to be against Islam. • Progress does not suit them therefore it is against the religion. • A critical breakthrough should be made. This is the opportunity. Change can do a lot for the weaker sectors i.e. the women, the poor households, female headed households, any minorities. • Prior to Resettlement rights based approaches should be initiated. • <i>Mullahs</i> should sensitize though difficult about the rights. • Ownership should be considered for women and given to them. • Good health care and education opportunities are opened.
<p>Employment options should be provided to the locals, this will have a good impact on women.</p>
<p>Mr. Arshad Gill, Operations Officer, Multi Donor Support, World Bank, Islamabad (former Senior Programme Officer, Swiss Development Cooperation)</p>
<ul style="list-style-type: none"> • It is very important to make contacts even through men but women should also be reached. • Initially, they can be approached through minor messages of health • Medicinal Herbs are found in plenty in Kohistan women should be provided information in their local context. The NGOs have their presence. The present stage is temporary and it will pass. • When women are offered everything from their own context such as skills which they have, refining those, telling them about new skill. But all new should be introduced later. This is to be careful and not cause alarm but win the confidence of men and satisfy them that it's not anything that's going to cause any harm. It is beneficial for them. • Basic information on benefits of food of various types. How each vegetable is useful? What are its remedial qualities? Small things like these will capture their interest. What are the benefits of each fruit? If they can't go anywhere they can be approached at the health facilities. • Hence onwards this can be built. Importance of education can also be spread in this manner • Moreover, women face multiple problems in dislocations and displacements. These should be addressed. • The women in Kohistan have a bigger disadvantage that is the language barrier. This should also be addressed. The plea that can be taken is they should be able to read about what is written on the medicines. They should know about the expiry dates, they should

know about the medicine dosage. In this way they can learn Urdu and it will minimize the communication gap. Men are out of the house there women should know about all this.

Mr. Azam Khan CEO Lasoona, Mingora, Swat (Telephonic conversation and e-mails)

Lasoona was the implementing partner of the Barani II Project in Kohistan. It was the first development project of the government which directly addressed women. Lasoona was the implementing partner in social mobilization.

- Initially it was difficult to work with women. Access to women was difficult
- Lasoona adopted the approach of working according to the local customs
- Access to women was through men i.e. with the consent and facilitation of men
- Social mobilizers were hired from outside Kohistan as no educated women were available in Kohistan. Project formed 70 Women Organization
- All trainings were held at the local level i.e. village or hamlet level
- It is difficult but not impossible. Women can be accessed staying in limitation, following the space of the cultural and social norms
- Approach in Kohistan may be different from some other districts

Dasu Hydropower Consultants Staff's interviews from 17-19.09-12

Abdul Rauf, Manager Field Operations

- There is a difference in the Right and Left Banks. Right Bank had been a part of Swat (it is Swat Kohistan) and the Left Bank (Hazara Kohistan). Left Bank are Swatis and because of the influence of Swat they are little different from the Right Bank population who are Kohistani.
- Left bank tribes are better than the right bank that is very rigid in their attitudes and approach.
- There is a certain level of interaction between the tribes of the two banks but intermarriages are rare.
- Mostly they are Sunnis – Shia community is less
- There are influential tribes both on the left bank and the right bank and they interfere with the district administration on various issues
- In Dasu, there is no revenue record nor land record. Documented ownership is not there in the project area or in the district. Since there is no record, landownership cannot be proved legally. There are conflicts. Ownership is by force which leads to conflicts
- There are issues and conflicts such as one tribe or villagers consider people of the other village as 'muzaras' whereas they consider themselves the owners.
- There are 40 years old disputes and murders also
- People
- Dasu Dam Action Committee
- It is important to convince all about smooth continuity of work.
- Affected population of project area is estimated 5,000 to 6,000 = 831 households. Detailed number of affectees can be obtained after detail inventory survey

RanaSaleem (Resettlement Expert-DHC) and Arsalan (Junior Resettlement Specialist-DHC)

How to reach women in the project area? What would you recommend in the light of your experience in the project area?

- Women do all the work. Men do nothing. They sit in the bazaar. They make women do all the work.
- Women work in the fields. Even one woman was plough the field (with the plough), which is very strenuous.
- Women are involved in all activities. They take care of livestock, agriculture, children, housework etc. Where water has to be fetched it is women.
- Men come home in the evening and food is first served to them.
- There is difference between the right bank and the left bank. Left bank people are harsh and quarrelsome in nature. They are quarrelling all the time even on minor things.
- Right bank people are better in education as well as behavior. They are soft in accent
- There is rivalry among the two banks. If there is a recruitment from the left bank the right bank people immediately raise the issue and do not rest until their demand is met with

<ul style="list-style-type: none"> • Men have more than one wife and also marry educated women from Swat and Gilgit. They pay money for the women and marry them. They tell these women are good for the upbringing of their children. • They have started recognition of education • Right bank there is education as compared to left bank so right bank people are getting jobs. This is now being gradually realized by Left Bank. • On both banks they have televisions in the '<i>baithak</i>' and only men watch • Both banks there are upward migration in summers. They move their livestock upwards to higher altitudes. They value the two types of fodder trees more than fruit trees because they are linked to the sustenance of their livestock which is of great importance.
<p>Mr. Zulfiqar Ali Tanoli (DSP Headquarters), Kohistan dated 18.09-2012</p>
<ul style="list-style-type: none"> • Policy makers should be clear about policy issues • In Kohistan there are multiple tribes having disputes since ages and been strong enemies of each other. • People have been fighting over land, women and property. • Honor killing is very common in Kohistan • If community decides to kill someone police is helpless due to lack of transport and equipment • 25 murders have been recorded from January to Sept 2012. • Literacy improvement in education has been leading to lesser weapons and crimes. • In Kohistan there are 1280 schools and only 83 are functional. • The Project should take the public in full confidence. Tell the truth (<i>Sahibaatkeekarnihai</i>) and have the confidence of the people. • See the interests of the people (<i>logon key mufadaatdekhein</i>) • Take the public along (<i>Public kosaath le karchalein</i>) • Learn from Bhasha Dam project experience. • In case of Battal Hydro Power, survey was held and people started making houses • Policy should be to benefit people. If policy is not applicable for all it will have repercussions. If it is applicable for all and communicated properly it will get a good response. It is important how to communicate the policy. • '<i>Riwaj</i>' is important in Kohistan. Honor and ego are important and before these values do not have any significance. <i>Ghairat</i> is important. • Police resources are limited and access is difficult. Where there is access there is political influence, which makes it difficult to work and creates hurdles • Vacancies advertised about recruitment of women in the police in March 2012. There are now 10 women in police. Two are local and 8 are from outside Kohistan. The locals also went for training. • There is lack of education. No doubt the setup is strict and rigid, but where there is an opportunity they avail provided they meet the minimum criteria. • Concerning the dam there should be different committees which should look into the interest of people.
<p>Mr. AqilBadshahKhattak - DC Kohistan</p>
<ul style="list-style-type: none"> • Conflict ratio is minimized in Kohistan. • It is advised to make committees on left bank and right banks for communications with the affected people. • There are disputes related to land (<i>zameen key choteychoteymasailhain</i>). Jirga settles these disputes initially. • Police is sent for law and order situation not for smaller disputes. Jirga system is very strong. Disputes and problems are solved through Jirga, commonly. • There is Honour Killing but less. There have been 3 – 4 cases in one year of honor killing and sometimes 8 – 10. • There are session judges but there is need for only one civil judge. Disputes are settled by the <i>Jirga</i> and very few cases go to courts. • Government writ is strong and; it is also because of the help by Jirga system in the district. • There is not a single lady doctor in the district. • NGOs have been doing good work and Salik Development Foundation has been providing medical services for women. • People are rigid having egoistic pride and at sometimes, times also get stubborn. This is only because of illiteracy and lack of education. • They are different tribes and sub-tribes in the district.

<ul style="list-style-type: none"> • Project benefits to women can only be through men.
<p>Dr. Gulbar, DHO</p> <ul style="list-style-type: none"> • Kohistan is not a self-sufficient district. • LHVs are mostly from outside Kohistan. It started two years before and there are about 23 LHWs in the area. But they don't work as they required to and receive their salaries. Also first preference is for teaching. • Literacy rates have to be increased. There are 800 primary school teachers. Middle pass women are recruited as primary school teachers. Vacancies are filled. They are not qualified but they have been recruited. They can't give the required level of education. They do not perform their duties properly. Awareness and knowledge is according to their caliber which is low. Quality education should be promoted. In 500 primary schools teachers are not educated to the level of requirement.
<p>Mr. Fazl-e- Rabi, DEO Secondary and Elementary School Education</p> <ul style="list-style-type: none"> • In older times, there was ignorance. There were lots of conflicts and disagreements but now situation is improving because of education. As education is increasing, there is decrease in conflicts, enmities. Conflicts are reducing due to education and the only way to reduce conflicts is education. Gun culture is reducing as compared to previous times. • '<i>Ikhtilaafat</i>' are there of people belonging to different political parties not among ordinary people. Others are related to land, family feuds and disagreements '<i>khandaniikhtilafaat</i>', forests. But '<i>jirga</i>' is also there which resolves the disputes. • There are TVs in the homes but no DVDs or movie watching. TVs are only for news channels and PTV home and; limited to men. • Landownership has started to be defined by the community before dam construction. • There has been a certain level of change in attitude towards girl education in the city area not in the rural areas. • Half of staff in schools is locals and half are from outside Kohistan. • To involve women in project benefits, there should be consultation meetings in schools with the teachers. Secondly, there should be meetings at community level and in towns through the local administration. • In Dasu town, there is a place where women get together. Its women Madrasah. • The advertised posts for elementary and secondary school teachers and; women teachers have been waived off by the Provincial Government.
<p>Mr. Rasheed Ahmad, District Officer, Department of Social Welfare, Kohistan</p> <ul style="list-style-type: none"> • The department also deals with women uplift through technical training centers. There are two technical education centers for women uplift. One in DC Colony, Dasu and the other in Chakai area. • <i>Ulema's</i>, religious leaders and <i>maliks</i> should be consulted and involved for communication/promotion purposes. They can communicate to people about the dam and benefits for women. • The trends are there. About 19/20 girls are re-enrolled in the technical center in Dasu. There is no building from the government. It is in a school. The teacher for the technical center has come from Mansehra. She is also residing in the school premises. • There should be a skill training center at the UC level. In every UC there should be a skill center/women uplift center at the UC level as there is interest for sewing and stitching. The project should do this in the project area and even neighboring areas. This may be direct women participation. • These are the skills known to the women of the area but; new skills can also be taught to women. The skills should also be marketed. The handicrafts should be sent to markets. Proper Plan should be prepared for this. • Benazir Income support Program is being extended to deserving women. This is through BaitulMaal. Money comes to the post office and is delivered through teachers. • Community consultation meetings should be held at union council level. • Cricket is fondly played among young boys, which are a healthy activity and a good change. • Social gatherings of men are arranged in <i>Hujras</i>. They get together and talk. • Negative cultural norms such as conflicts, murder are reducing with the passage of time. • Illiteracy and unemployment are major reasons of criminal and negative activities • 24 citizen Community Boards (CCBs) are registered with the Department of Social Welfare, Kohistan district.
<p>Malik Falkoos Khan of Kaiga Village in DHP Area</p> <p>He is the head of a tribe on left bank of Indus river. Kaigah village will be submerged in the</p>

reservoir.

- Detailed talk about the tribal conflicts
- Change over time, education has started which is changing the attitudes and reducing conflicts. But there is need for good education. His son is studying in Abbottabad.
- Expressed strong reservations about WAPDA. People have reservations and complaints on project development.
- There will be problems for project developments if there is no cooperation with the affected community. If cooperation is there things will work out smoothly for the dam development.
- Work will only progress with cooperation by WAPDA with the project affected community.
- Compensations should be made immediately and not after years.
- We are willing to give sacrifices but concerned about WAPDA *“qurbanideney key liyetayaarhain—laikin WAPDA kaaitbarnahi”*.
- There is no lady doctor in the district. Under requirements, we have to take women to male doctors.
- Under the project, there should be space for women to move in the resettlement sites, to go to the fields. People will come from outside, there should be space for women movement and control of outsiders.
- For good education opportunities, teachers should be there. There is a change now. People want education for their children. There is good thinking now. We want betterment of our children.
- That is one reason some Aps are thinking of moving out of Kohistan for better educational opportunities for their children *“Jo bahirjaanaachahteyhain who bhitheekhainkiyonkey who bachonkotaleemdenachahteyhain”*.

Mr. NoorulHadi, Livelihood Specialist, DHC and Affectee of DHP

Belongs to Seo village on the right bank of Indus river which is also affecting by the Project.

- Of forests, there is royalty for women
- There should be proper planning and a strategy to contact women
- Water and Sanitation is an area which can be initiated
- Hygiene Promotion is another important area. Hygiene kits should be provided with quality items. Campaign should be planned on hygiene promotion. Awareness should be promoted about Hygiene Promotion through mosques
- Awareness should also be promoted about safe drinking water
- Water availability is mainly from the melting snow which lacks calcium. Calcium deficiency effects health.
- All types of vaccination should be promoted and provided for infants
- Decisions making of women, women do participate in decision making at the household level. These are related to cooking, clothes, children health, women own health. About their clothes, children's clothes, shoes, warm clothes and clothes for summer, shoes, other household needs women decide
- At marriages there are interactions at tribal level
- Women visit relatives to see the new born and give gifts. Elder women give money
- Gathering is also at *‘Aqeeqa’* celebration of a child birth.
- Now the washing is inside the house. Not too long ago, 10 to 12 women used to go to the stream to do washing. No male could pass from there. This was a social interaction also. They used to share their ideas and issues.
- Similarly *Masjid* plastering *“lipai”* was done by women and it was announced and made known that *‘lipai’* is being done. No men came near the mosque.
- Barani II Project had a strong focus on women. Women Organizations were formed.
- Women had language problem. Resource person for training was from outside and local women were involved for interpretation.
- Women were supported by men. They had their monthly savings which were in their bank accounts. Each WO had its account but the money was deposited in the account by men. The accounts were operated by men
- There was a revolving fund and loans were given to poor women.
- SRSP gives skills and tailoring kits – sewing machines.
- Project should also give women sewing machines, tailoring kits and skills through resource persons and trainees.
- These are very useful for initial access to women
- Similarly livestock should be given.

- Agriculture package with good fertilizer, seeds should be promoted
- Training should be provided on the same pattern as the Barani II Project with resource person/female trainer from outside and local translator. It worked out very well
- Training may be given in agriculture, livestock, and embroidery.
- At this time health care is very important.
- Health is followed by education. Quality education should be provided by the project besides, primary separate model schools for boys and girls should be set up on both banks with good teachers, quality education, full staff, Uniforms for both winters and summers, educational kits (school bags, books) should be provided. Also items which attract and interest children like puzzles, toys, interactive games, colorings should be available for children
- Transport should be provided. There should be hostel facilities with the model schools
- World Food Programme had given incentives *ghee kadaba and* high energy biscuits.
- Available resources should also be utilized and strengthened. The existing school buildings should have proper facilities, teaching staff, class room furniture, drinking water, and all required facilities should be provided
- Share is given to women in land.
- Women also have share in forest royalty. Women are represented by son or husband
- Project should also strengthen government facilities such as Agriculture department. As Agriculture department can have trainings in kitchen gardening, vegetable production, kits should be provided with good seeds, fertilizers.
- More than 60% of the women work for support in agriculture and are working in the fields
- Livestock is also important and women are tending to livestock rearing.
- All trainings for women should be held at village level.
- There will be female participation at the hamlet level
- Animals, feed improvement, breed improvement, vaccination, deworming, fodder etc.
- There should be trainings in poultry management

Appendix D: Institutional Framework for Safeguards Implementation

