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# GENDER EQUITY PROGRAM ENDLINE SURVEY

## SYNTHESIS REPORT

### **FINAL**

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This report is made possible by the support of the American people through the United States Agency for International Development (USAID). The contents are the sole responsibility of the Management Systems International and do not necessarily reflect the views of USAID or the United States Government.

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## ACRONYMS

AAS	AIDS Awareness Society
ABKT	Association for Behavior and Knowledge Transformation
ADR	Alternative Dispute Resolution
AF	Aurat Foundation
AGHE	Association of Global Humanists & Ethics
AHSAS-PK	Awareness on Human Rights, Social Development and Action Society
AKDN	Aga Khan Development Network
AKRSP	Aga Khan Rural Support Program
AMDRAO	Al-Mehran Rural Development Organization
ARS	Aggregate Ranking Score
BEEJ	Balochistan Environmental and Educational Journey
BHU	Basic Health Unit
BUIITEMS	Balochistan University of Information Technology, Engineering and Management Sciences
CCHD	Citizens' Commission for Human Development
CDF	Community Development Foundation
CIDP	Community Initiatives for Development in Pakistan
CLAAS	Center for Legal Aid Assistance and Settlement
CNIC	Computerized National Identity Card
CPD	Center for Peace and Development
CSC	Community Support Concern
CSO	Civil Society Organization
CTE	Change Thru Empowerment
CVE	Countering Violent Extremism
DAMAAN	Development through Awareness and Motivation
DBA	District Bar Association
DCT	Dastak Charitable Trust
DEC	Development Experience Clearinghouse
DRC	Dispute Resolution Committees
DV	Domestic Violence
DWSG	District Women Support Group
FACES	Formation, Awareness, and Community Empowerment Society
FATA	Federally Administered Tribal Area
FF	Feminist Friday
FFO	Farmer Friends Organization

FHRRDA	Fundamental Human Rights and Rural Development Association
FIR	First Information Report
GB	Gilgit-Baltistan
GBV	Gender-Based Violence
GDI	Gender-related Development Index
GEP	Gender Equity Program
GOHD	Grassroot Organization for Human Development
GoKP	Government of Khyber Pakhtunkhwa
HANDS	Health and Nutrition Development Society
HBWs	Home-Based Workers
HDS	Human Dignity Society
HELO	Health Environment Literacy Organization
HRCPP	Human Rights Commission of Pakistan
IEC	Information, Education and Communication
IFT	Insan Foundation Trust
IIR	Institution Identification Rate
IP	Implementing Partner
IP Aware	Intellectual Property Aware
ISCS	Institute of Social and Cultural Studies
KADO	Karakoram Area Development Organization
KDA	Kainaat Development Association
KII	Key Informant Interview
KIU	Karakoram International University
KLC	Karakoram Law College
KP	Khyber Pakhtunkhwa
LRC	Labor Resource Center
LRF	Legal Right Forum
MDF	Management and Development Foundation
MMWO	Mukhtaran Mai Woman Organization
MoS	Measure of Size
MoUs	Memorandum of Understanding
MSI	Management Systems International
NADRA	National Database and Registry Authority
NAF	National Advisory Forum
NGO	Nongovernmental Organization
NSDS	Nana Sahib Development Society

PCSW	Provincial Status of Commission for Women
PEACE	Participatory Education and Community Empowerment
PEN	Publishing Extension Network
PGCN	Provincial Group of Coalition Network
PI	Priority Index
PML-N	Pakistan Muslim League - Nawaz
PPAF	Pakistan Poverty Alleviation Fund
PPS	Probability Proportional to Size
PRDP	Pakistan Rural Development Program
PSLM	Pakistan Social and Living Standards Measurement
PSU	Primary Sampling Unit
PTI	Pakistan Tehreek-Insaaf
SBBCW	Shaheed Benazir Bhutto Center for Women
SBKWU	Sardar Bahadur Khan Women's University
SDS	Sindh Development Society
SDTS	Sewa Development Trust Sindh
SEHER	Society for empowering human resource
SPO	Strengthening Participatory Organization
SSU	Secondary Sampling Unit
SUC	Society for Uplifting Community
SWRDO	Sangtani Women Rural Development Organization
TDP	Temporarily Displaced Persons
TFCs	Trade Facilitation Centers
TTP	Tehrik-e-Taliban Pakistan
TWO	Today's Woman Organization
USAID	United States Agency for International Development
VAW	Violence Against Women
VU-IT	Virtual University
WRA	Women's Rights Association
WSO	Women's Social Organization
YFP	Youth Front Pakistan
YRC	Youth Resource Center

## GLOSSARY OF TERMS

<i>Dar-ul-Aman:</i>	Shelter homes for women.
<i>ghairat:</i>	Honor.
<i>haq mahr:</i>	Dower
<i>jirga:</i>	A group of village elders who come to a consensus on the settlement of disputes; a traditional dispute resolution mechanism.
<i>karo kari:</i>	Honor killing.
<i>musalihat anjuman:</i>	Reconciliation council.
<i>musalihat:</i>	Mediation courts.
<i>nikahnama:</i>	Marriage certificate.
<i>panchayat:</i>	Village council.
<i>Sharia:</i>	Islamic law.
<i>vani / swara:</i>	Two synonymous terms for an exchange of female relatives to pay off blood debts.
<i>wadera:</i>	Local council.
<i>watta satta:</i>	Exchange marriage. If a man commits a mistake (such as an honor crime), a woman from his family is given to the aggrieved family to settle the dispute.

# PREFACE

## Study Outputs

The Gender Equity Program (GEP) Endline Survey addresses two primary questions: 1) whether attitudes and behaviors toward gender equity have changed since 2011 and 2) the extent to which, and how, GEP contributed to observed changes. To address the first question, the study conducted a large-scale nationwide follow-up of a gender equity baseline survey conducted by the Aurat Foundation in 2011. To answer the second question, the team conducted an extensive document review and interviewed a wide range of gender experts and sector stakeholders and GEP grantees and beneficiaries in nine case study districts in which GEP supported activities designed to address gender equity issues.

To effectively and efficiently communicate the study's key findings and conclusions without sacrificing the nuance and detail of an immense volume of data, the study team elected to package study outputs as three separate documents that collectively serve the interests of a variety of audiences.

- The **Gender Equity Program Endline Survey: Synthesis Report** is the study's primary report and is presented in a 30-page format designed to be accessible to a broad general audience. Given the scope of the study, however, the 30-page format is necessarily a summary of the study's key findings and conclusions. This document is available on the Development Experience Clearinghouse website at <https://dec.usaid.gov/dec/home/Default.aspx>.
- For a more technically-oriented audience, the comprehensive **Gender Equity Program Endline Survey: Synthesis Report Technical Annexes** provide considerably more analytical detail and data than the 30-page summary report could accommodate. The Technical Annexes document contains a detailed presentation of findings and conclusions on 11 dimensions of gender equity; case studies of nine districts in which GEP implemented its activities; and a complete tabular comparison of the 2011 and 2018 data at the national level for each survey question. This document is available on the Development Experience Clearinghouse website at <https://dec.usaid.gov/dec/home/Default.aspx>.
- The **Gender Equity Program Endline Survey: Survey Report 2018** is a separate report that provides a complete tabulation of the 2018 survey results for each question in the survey. The report disaggregates results by province, area (urban/rural), and gender and serves as a detailed summary of the endline data for an audience interested in exploring the 2018 survey results in depth. This document is available on the Development Experience Clearinghouse website at <https://dec.usaid.gov/dec/home/Default.aspx>.

# EXECUTIVE SUMMARY

Article 25 of the Constitution of Pakistan states that “All citizens are equal before law and are entitled to equal protection of law. There shall be no discrimination on the basis of sex.” While the law guarantees women the same rights as men, the reality for many Pakistani women is very different. According to the “Women’s Economic Participation and Empowerment in Pakistan,”<sup>1</sup> women lag behind men on every indicator of well-being, discrimination by gender is endemic in many aspects of life in Pakistan, and patriarchal gender relations are woven into the culture of local communities throughout the country.

It is against this backdrop of systemic discrimination that USAID/Pakistan commissioned the Gender Equity Program (GEP) Endline Survey as a follow-up to a 2011 baseline survey. Comparison of the two surveys, along with qualitative data from companion case studies, provides a comprehensive view of changes in attitudes and behavior with respect to gender equity in Pakistan and the effect of these changes on the lives of women. Findings from this study will also help inform future USAID gender programming.

## Methods

The survey collected data from a representative sample of 6,048 households randomly selected from Pakistan’s four provinces and from Gilgit-Baltistan.<sup>2</sup> The data from this survey and from the 2011 baseline comprise the primary quantitative evidence of this study. To help explain the quantitative results, and to develop plausible causal hypotheses of GEP’s contribution to observed results, the study team also interviewed gender experts; sector stakeholders; staff of the GEP implementing partner, the Aurat Foundation; USAID personnel; and beneficiaries of GEP grants in nine case study districts in which GEP supported activities designed to address gender equity issues. Annexes 1 and 2 describe the sampling plan and the design of the qualitative analysis, respectively.

This study answers three questions:

1. To what extent, if at all, have attitudes and behaviors toward gender equity in Pakistani society changed, especially among men?
2. What are the major geographic, economic, and social factors influencing changes in attitudes and behaviors toward gender equity and what has been their effect?
3. How have GEP programs affected attitudes and behaviors toward gender equity in Pakistan?

## Key Conclusions

The study team reached the following high-level conclusions about the changes that have taken place in 11 dimensions of gender equity—women’s rights, leadership and public life, marriage, women’s mobility,

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<sup>1</sup> Women’s Economic Participation and Empowerment in Pakistan - Status Report 2016  
UN Women Pakistan

<sup>2</sup> Since the survey was conducted, the Federally Administered Tribal Areas (FATA) merged with the province of Khyber Pakhtunkhwa (KP). The former FATA is now referred to as the newly merged districts of KP. Because the survey predated the merger, references in this report to KP refer to the pre-merger districts of the KP province.

inheritance, workforce participation, women's empowerment, political participation, access to justice, and domestic and gender-based violence (GBV).

This report confirms that Pakistan is undergoing a period of rapid and profound change in most facets of society. In terms of gender equity, the report provides clear and practical evidence in great detail as to how gender equity is changing in Pakistan, and the underlying factors influencing those changes. Specific conclusions include:

1. Pakistan has made significant progress toward gender equity across every dimension, except for domestic violence and GBV. The proportion of Pakistani society that regards violence against women as permissible under certain circumstances has increased over the last six years.
2. Progress toward gender equity remains highly localized. Some areas have experienced considerable progress in the last six years. In other areas, patriarchal power dynamics and regressive attitudes toward women continue to define gender relations and constrain local women's empowerment and life opportunities.
3. Local culture is the most influential factor on gender equity.
4. There is a disconnect between attitudinal and behavioral change on gender equity. Attitudes have improved far more and consistently than behaviors, confirming the not surprising lag between what people as a group acknowledge is right (social norms) and what many of them do.
5. There is frequently a disconnect between men's and women's perceptions as to the reality of women's lives. Women are often more pessimistic than men.
6. Some attitudes about women's rights have changed to such an extent (double-digit increases), and to levels that represent a plurality of opinion (80 to 90 percent), that they may represent the emergence of a social norm. Given the extent of these changes, the study opens questions as to how and why societal attitudes change, or do not change, in Pakistan.
7. Gender relations within the household are in flux, driven largely by economic pressures on families and changing social aspirations, as increasing media saturation in daily lives reconstitutes what many people perceive to be the "Pakistan" dream.
8. There is widespread convergence on many issues of gender equity, with a narrowing range of opinions as to what rights women possess, what public roles women should be allowed to play, and what relationship women should have with public institutions.

With respect to the influence of GEP on attitudes and behaviors about gender equity, the study concluded that:

1. GEP was most effective when it contributed to strengthening local systems and institutions and worked with institutional stakeholders.
2. GEP contributed to sustained and systemic improvements in gender equity in six of the nine case study districts (Abbottabad, Gilgit, Hyderabad, Lahore, Peshawar, and Quetta.) Evidence of systemic improvements in the other three districts was ambiguous.
3. The analysis undertaken through this assessment concurs with the conclusions of the final evaluation that the grants under cooperative agreement mechanism allowed USAID to support many small, local organization that would not otherwise have been able to obtain funding for gender activities. This assessment reached two related conclusions about grants programs:
  - a. A large number of small grants effectively spreads the "risk" of poor performance and suggests that USAID should have some tolerance for sub-optimal grant outcomes.



- b. The size of a grant was not necessarily positively correlated with grant outcomes, and the approach of spreading grants across a spectrum of organizations in a community provided opportunities for organizations that had not previously worked in gender to get valuable exposure to the challenges and rewards of gender programming.
  - c. Interventions in gender should be planned and designed at the district level. Thus, the number and diversity of grants awarded in a district increases the program's ability to achieve systemic affects. Grants that were integrated (worked as a cluster) and coordinated were more likely to generated sustained changes in attitudes and behaviors.
4. GEP's work at the national level proved effective in influencing the high-level conversation around a number of policy reform agendas. The National Advisory Forum (NAF), consisting of prominent experts and leaders in gender and women's empowerment in government, academia, civil society, and women's organizations, in particular was an effective stakeholder in progressing legislative efforts on the national and provincial level.

## INTRODUCTION

Article 25 of the Constitution of Pakistan states that “All citizens are equal before law and are entitled to equal protection of law. There shall be no discrimination on the basis of sex.” While the law guarantees women the same rights as men, the reality for many Pakistani women is very different. According to a U.N. report on women's economic participation and empowerment in Pakistan,<sup>3</sup> women and girls lag behind men and boys on every indicator of well-being, gender discrimination is endemic in many aspects of life in Pakistan, and patriarchal gender relations are woven into the culture of local communities throughout the country.

Most indices of gender equity rank Pakistan among the most dangerous countries in the world for women. The U.N.'s Gender Inequality Index ranks Pakistan 133 out of 160 countries in 2018.<sup>4</sup> In 2017, the Global Gender Gap Index from the World Economic Forum currently ranks Pakistan at 143 out of 144 countries, above Yemen, but below Syria.<sup>5</sup>

### Study Purpose and Questions

It is against this backdrop of systemic discrimination that USAID/Pakistan commissioned the GEP Endline Survey as a follow-up to a 2011 baseline survey. Comparison of the two surveys, along with qualitative data from companion case studies, provides a comprehensive view of changes in attitudes and behavior with respect to gender equity in Pakistan and the effect of these changes on the lives of women. Findings from this study will also help inform future USAID gender programming.

The study answers three questions:

- I. To what extent, if at all, have attitudes and behaviors toward gender equity in Pakistani society changed, especially among men?

<sup>3</sup> U.N. Women, *Women's Economic Participation and Empowerment in Pakistan: Status Report 2016* (U.N. Women, 2016), <http://asiapacific.unwomen.org/en/digital-library/publications/2016/05/status-report-on-womens-economic-participation-and-empowerment>.

<sup>4</sup> UNDP, *Human Development Indices and Indicators: 2018 Statistical Update: Pakistan* (UNDP, 2018), [http://hdr.undp.org/sites/all/themes/hdr\\_theme/country-notes/PAK.pdf](http://hdr.undp.org/sites/all/themes/hdr_theme/country-notes/PAK.pdf).

<sup>5</sup> World Economic Forum, *The Global Gender Gap Report 2017* (World Economic Forum, 2017), [http://www3.weforum.org/docs/WEF\\_GGGR\\_2017.pdf](http://www3.weforum.org/docs/WEF_GGGR_2017.pdf).

2. What are the major geographic, economic, and social factors influencing changes in attitudes and behaviors toward gender equity and what has been their effect?
3. How have GEP programs affected attitudes and behaviors toward gender equity in Pakistan?

This document reports on the findings and conclusions from this study. It provides a synthesis of the qualitative and quantitative data, focusing on the high-level changes that have occurred, and explaining the factors that have contributed to the observed changes. An accompanying report presents a more comprehensive treatment of the descriptive data contained in the quantitative survey.

## METHODS AND LIMITATIONS

The study team used a mixed methods design relying on four sources of data.

1. Quantitative data collected through a **household survey**, comparing baseline data collected in 2011 with endline survey data collected in 2018. Together, the two rounds of surveys collected data from individuals from over 18,000 households across a sample of 28 districts from the 4 provinces and Gilgit-Baltistan. The two surveys allow a before and after comparison of attitudes and behavior with respect to gender equity. The sample size generated results that can be generalized at the national level with 95 percent confidence and with less than a 2 percent margin of error.
2. Qualitative data collected through **semi-structured group interviews (group interviews)** with community members from localities with GEP activities. This provided an opportunity to explore changes in gender equity at a local level and understand underlying factors affecting change.
3. Qualitative data collected through **semi-structured key informant interviews (key informant interviews)** with experts and key GEP beneficiaries at the local level. Interviews included beneficiary lawyers, members of chambers of commerce, relevant government departments, GEP-supported hubs for survivors of GBV, and GEP staff.
4. **Discussions with experts and key stakeholders** throughout the study period and in a validation workshop<sup>6</sup> to allow participants to comment on the study's initial findings and help refine conclusions. Participants included USAID, the Aurat Foundation, members of the National Advisory Forum (NAF), and other opinion leaders.

The GEP activity awarded small grants to local organizations to support programming in three areas: access to justice and rights, combating GBV, and women's empowerment. This study covers changes in knowledge, attitudes, and behaviors underpinning gender equity in 11 dimensions under the 3 programming areas:

- Access to justice
  - Institutions of justice—performance, access, and use
  - Rights to inheritance
- GBV
  - Domestic violence
  - GBV
- Women's empowerment
  - Awareness of women's rights

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<sup>6</sup> USAID/Pakistan and MSI held a Gender Equity Program Endline Survey Validation Workshop on July 16, 2018, in Islamabad with subject matter experts and practitioners. The workshop presented the findings of the endline survey and invited attendees to validate/offer plausible explanations for those findings.

- Women’s empowerment and decision-making—marriage, leadership
- Women’s workforce participation
- Financial decision-making and access to financial resources
- Women’s participation in political activities—voting, Computerized National Identity Cards (CNICs)
- Household property
- Women’s mobility

## Limitations and Mitigation Strategies

Any large-scale primary data collection exercise will have limitations, and this study is no exception. The two limitations that most affect interpretation of the results are issues of data reliability and attribution.

- **Reliability of survey data**—Collecting reliable data in a survey requires that enumerators and respondents interpret the questions and response categories consistently and as the researcher intended. To compare results across two surveys adds the requirement of consistency across two surveys that occurred seven years apart. Even using the same survey instrument does not entirely mitigate this limitation since the two surveys used different enumerators and different trainers. To mitigate this risk to the extent possible, the study team extensively trained the enumerators and pretested the instruments to ensure that potential respondents interpreted the questions correctly. Nevertheless, since the surveys took place seven years apart and were conducted by different organizations using different enumerators, inconsistencies in some questions are unavoidable and will affect the comparison of survey results across the two surveys.
- **Attribution**—The third assessment question asks about GEP’s effect on attitudes and behaviors toward gender equity. Rigorously establishing a causal effect is difficult without a proper impact design that should be established at the time a program is designed. This study triangulated quantitative and qualitative data from a variety of sources to craft contribution narratives that plausibly attributed some observed changes to GEP programming.

## FINDINGS AND CONCLUSIONS

This section summarizes the findings for each of the dimensions of gender equity studied. More detailed analyses of these dimensions can be found in Annex I of the companion volume of technical annexes to this report.

### Changes in Gender Equity and Factors Affecting Change

***To what extent, if at all, have attitudes and behaviors toward gender equity in Pakistani society changed, especially among men?***

***What are the major geographic, economic, and social factors influencing changes in attitudes and behaviors toward gender equity and what has been their effect?***

Given the nature of the question and analysis, the study team felt it made sense to present the findings for questions 1 and 2 together. Because of space limitations, this section presents a high-level summary of key findings and conclusions for each of the 11 dimensions of gender equity the study addressed. Annex I of the technical annexes provides a much more detailed presentation of the data underlying the

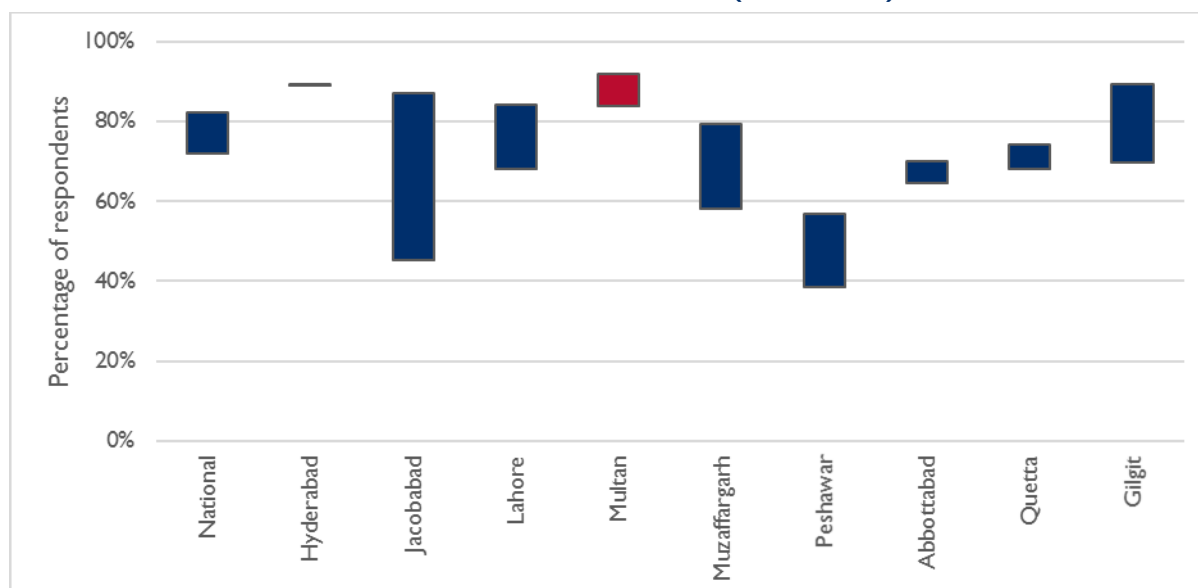
summary findings and conclusions. Annex 3 of the technical annexes contains the detailed case studies that comprise the qualitative component of this study.

## Support for Women's Rights

**Key Finding:** Support for women's rights has increased overall, but some ethnic groups are more resistant to supporting equal rights.

Nationally, 85 percent of women and 80 percent of men agree that women and men should have equal rights. This is a 5 percentage-point increase among women and a 15 percentage-point increase among men since the 2011 baseline survey. Pakistani society is therefore becoming more progressive on women's rights, spurred by the country's women's rights movement and media exposure of the issues. District-level data suggest, however, that opposition to equal rights is stronger and more resistant to change in some districts—especially in Pashtun-influenced districts such as Peshawar and Quetta (Figure 1), where the notion of equal rights is losing support even among women. Women's support for their rights dropped in five of the nine case study districts.

**FIGURE 1: BELIEF THAT WOMEN AND MEN SHOULD HAVE EQUAL RIGHTS, DISTRICT-LEVEL CHANGE (2011–2018)**



Blue bars represent increases in 2018 (top of the column) relative to the baseline results of 2011 (bottom of the column), while red bars represent decreases. In the latter case, the top of the column represents the 2011 figure, while the bottom represents the 2018 figure.

Regression analysis shows that men, residents of rural areas, and those from Pashtun-influenced districts are somewhat more likely than other types of respondents to oppose equality. The highest and lowest levels of educational attainment—primary/middle and graduate and above—are associated with an increased likelihood, relative to no education, of believing that women and men should have equal rights (the two middle levels of education have no effect). Income has no significant effect.<sup>7</sup> The data also show that these socio-economic factors are becoming less important over time in determining attitudes toward equity, which suggests that attitudes among demographic groupings are converging to consensus,

<sup>7</sup> Because it is easier to collect reliable data on expenditure than on income in a survey, researchers often use expenditure as a proxy for income. This study follows this common practice. All references to results for either income or expenditure are per capita monthly expenditure.

and gender equality may be emerging as a social norm within Pakistan society. This leaves culture, as proxied by geography (i.e., district) in the analysis, as the main factor influencing attitudes toward gender equality.

The qualitative data reveal that cultural beliefs such as honor, traditional social taboos about women's role in public, and patriarchal local systems are major barriers to equality and have created local cultures where women are viewed as innately inferior to men. In such communities, women's rights are subservient to the needs of the family or wider collective. One hypothesis posited by experts the study team interviewed is that people holding these views are susceptible to viewing the women's rights movement as antithetical to their set of values. They associate women's rights with an alien secular culture that is not reflective of their community's core values, which are deeply grounded in religion and local traditions stretching back millennia. The upshot is that women remain subject to human rights abuses and patriarchy.

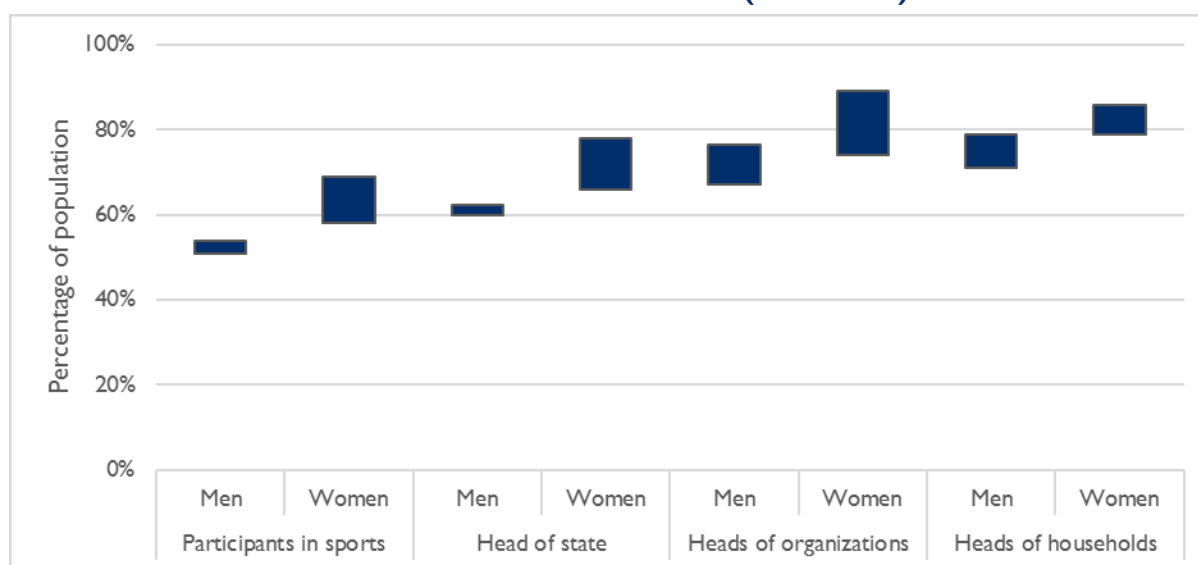
**Key Conclusions:** Local culture counters the modern human rights emphasis on the sanctity of the individual above all else. In the tribal culture that predominates in some areas of Pakistan, individuals' rights can be and are sacrificed to the needs of the collective (tribe, family). In this environment, rights for women are an unfamiliar concept.

## Leadership

**Key Finding:** There is growing support for women playing leading roles in public life. Women are more supportive than men of this right.

Women and men are becoming more accepting of women having a role in public life and positions of leadership (Figure 2). Across four types of leadership questions, men's support for women's leadership increased by an average of 5 percentage points, whereas women's support increased by almost 11 percentage points.

**FIGURE 2: ACCEPTANCE OF WOMEN IN PUBLIC LIFE AND LEADERSHIP ROLES, NATIONAL-LEVEL CHANGE (2011–2018)**



Blue bars represent increases in 2018 (top of the column) relative to the baseline results of 2011 (bottom of the column).

The regression analyses for all four questions related to public life and leadership show that the more income and education respondents possess, the more supportive they are of women in public leadership roles.

There is significant regional variation, however, with districts in KP (Peshawar and Abbottabad) being generally less accepting of women in public life. Data from the case studies show that women have been moving into leadership positions in many communities. The case studies and discussions with experts in the validation workshop provided decisive evidence of the positive role of policies—such as quotas for women in government and donor-funded sensitization programming—in reversing discrimination and encouraging women’s leadership.

Institutions such as local councils, professional bodies (e.g., chambers of commerce), police departments, and law societies have served as vehicles for women’s empowerment in the more progressive districts. In seven of the nine case study districts, respondents mentioned that the increase in female professionals in the justice and law enforcement sector has significantly improved the lives of women. In Lahore, Gilgit, Multan, and Abbottabad, the case study interviews unearthed a consistent theme that women’s leadership in local body politics is increasing. That is not to say that it is not happening in the other districts.

The case studies also demonstrate how local female leaders can help shape a local culture that values women’s opinions, normalizes women’s having public authority, and pushes local institutions to address the issues that matter in the lives of women. Many key informants also pointed out that the example of women excelling in public positions of government administration is a powerful way to challenge stereotypes in local communities.

Another consistent and major finding from the study team’s interviews is that education has played a crucial role in changing the life prospects for women and community dynamics around gender equity. A plausible inference from the study is that education is one of the most transformative factors in gender equity. In five of the nine districts, a common theme in interviews is that education increases empowerment among women and gender equity awareness among both sexes. Specifically, respondents mentioned education as increasing mobility and life choices for women.

This is, at least partially, because 97 percent of men believe women have a right to education, the highest percentage among the eight rights the survey addressed. Much of this increased enthusiasm for education may reflect recognition that an educated female family member can contribute to the economic prospects of a family. As the section on women’s labor participation presents, an increasing number of women from poorer households are working, while labor force participation among the better-off is declining.

In six of the nine case study districts, multiple respondents mentioned that universities and law colleges are beginning to offer courses in gender. While the data suggest that education prospects are generally improving for most women in Pakistan, in some communities, locally dictated curricula may not promote positive role models for women and may thus perpetuate conservative gender stereotypes.

**Key Conclusions:** Pakistanis are increasingly accepting of women’s playing a role in public life and assuming leadership positions. The study also concludes that communities that have women in leadership roles are more progressive on attitudes toward gender equity than those that do not.

## Marriage

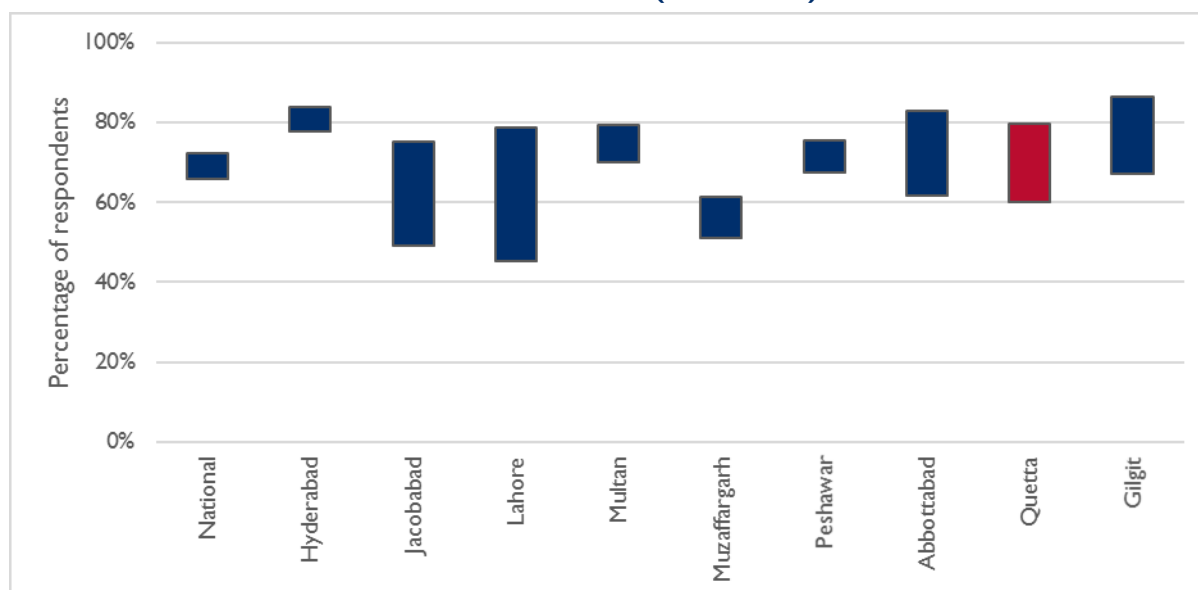
**Key Finding:** Pakistanis are increasingly accepting of a woman’s right to choose her own spouse.

Overall, 72 percent of respondents believe women should have the right to choose their own spouse—a 6 percentage-point increase since 2011. Women are much more supportive of individual choice than are men, with 77 percent of women approving versus 67 percent of men. However, support for “love marriages” drops significantly once the question moves to actual practices within households. Only 38 percent of respondents say women in their households would be allowed to choose their own spouse—a 5 percentage-point increase from the baseline survey. More men than women (by a margin of 8 percentage points) say women in their households have this right.

Gender experts on the study team explain that family is often involved in decisions about a marriage partner for both men and women, with the parents either making the decision or being heavily involved in most cases. Overall, the data suggest that young people are gaining latitude to provide input into whom they marry and the marriage process, but that the family remains very much involved in selecting potential partners. This is not to say that love marriages are not increasingly common.

Support for a woman’s right to choose a spouse is 60 percent or above in all districts and increased between 2011 and 2018 in all districts except Quetta (marked with a red bar in Figure 3).

**FIGURE 3: ACCEPTANCE OF WOMEN’S RIGHT TO CHOOSE A SPOUSE, DISTRICT-LEVEL CHANGE (2011–2018)**



Blue bars represent increases in 2018 (top of the column) relative to the baseline results of 2011 (bottom of the column), while red bars represent decreases. In the latter case, the top of the column represents the 2011 figure, while the bottom represents the 2018 figure.

The GBV section of the survey asked respondents how a boy or girl from their household would be treated if they married without their family’s consent. Generally, such marriages are gaining acceptance, as the percentage of households that would accept the marriage increased by 20 percentage points—from 32 to 52 percent—between 2011 and 2018.

The survey also asked about a range of rights pertaining to marriage, such as the right to divorce. Fifty-one percent of women and 49 percent of men believe women should demand the right to divorce in their marriage certificate.<sup>8</sup> Support among men increased by 3 percentage points between 2011 and 2018 but fell by 5 percentage points among women. These results align with other survey data that

<sup>8</sup> In Pakistan, a woman must specifically request that the right to divorce be written into the marriage certificate.

show men as increasingly supportive of secular rights, while, in some areas, women are becoming more socially conservative.

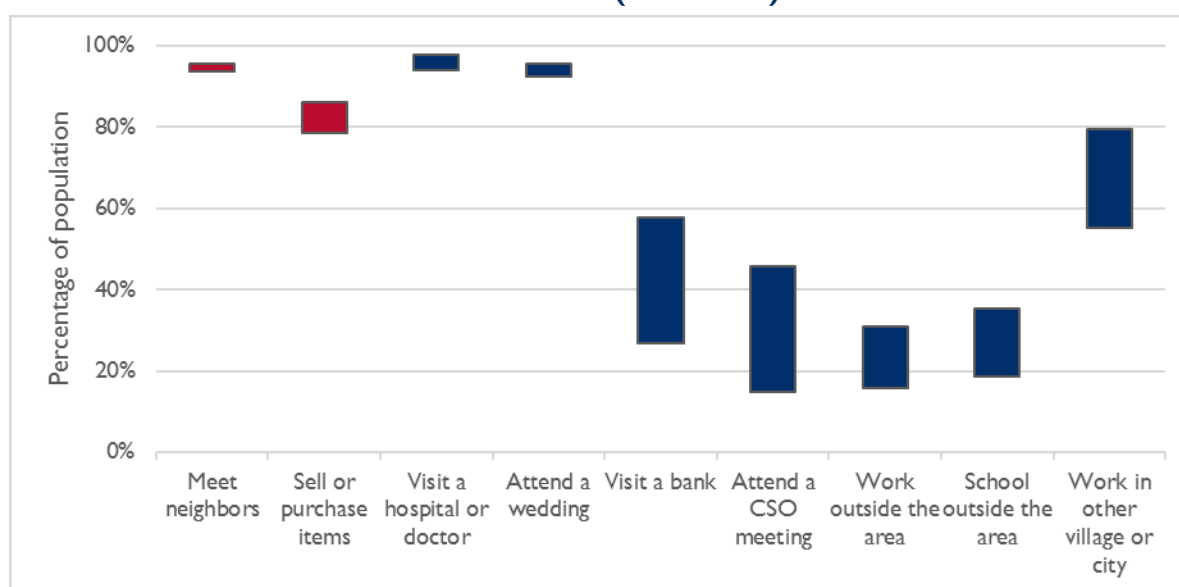
**Key Conclusions:** The data suggest that young people, including women, are gaining latitude to provide input into whom they marry and the marriage process, but the family remains very much involved in selecting potential partners.

## Women's Mobility

**Key Findings:** In 2018, both men and women say more women can go out of the house for many purposes; hence, women's mobility is either high or growing. Men are more predisposed than women to allowing greater freedom of movement for women, though both often agree women need permission to go out and/or must be accompanied by a child or adult woman.

Women's mobility has improved considerably since 2011, as the ability to leave the house or local area for various purposes increased by 15 to 31 percentage points, depending on the purpose (Figure 4). Despite this, large numbers of women continue to face restricted movement in many areas of life.<sup>9</sup>

**FIGURE 4: CHANGE IN WOMEN'S ABILITY TO LEAVE THE HOME, WOMEN'S RESPONSES (2011–2018)**



Blue bars represent increases in 2018 (top of the column) relative to the baseline results of 2011 (bottom of the column), while red bars represent decreases. In the latter case, the top of the column represents the 2011 figure, while the bottom represents the 2018 figure.

Other significant findings include:

- Women generally need permission to go out. This has eased in some areas of life (seeing a doctor, visiting neighbors, and shopping), but tightened in all others.

<sup>9</sup> More than half of men say women can go out of the area for work, while about two-thirds say they can go out of the area to study. In contrast, roughly one-third of women say they can go out for either purpose.



- There are differences in men's and women's perceptions of just how much the need for permission has changed since 2011.<sup>10</sup>
- Women who go out must often be accompanied by an adult woman or child, and less often by an adult male. The requirement of a child or adult woman as a chaperone has increased since 2011, while that of an adult male has decreased.
- Men's attitudes about women's going out alone have eased somewhat since 2011.

The regression analysis suggests, generally, that women from KP, Balochistan, and Gilgit-Baltistan are less mobile than women from Punjab or Sindh. Indeed, stakeholders interviewed for this study point out that locally specific social dynamics (patriarchal norms and social scorn and pressure), safety concerns, and lack of female-friendly facilities and transportation continue to limit women's freedom of movement.<sup>11</sup> Education is propelling female mobility, as Pakistanis in both urban and rural areas realize it is a key to an improved standard of living. Women and girls must physically leave the house to attend schools and universities. The economic and financial constraints Pakistanis have felt in recent times also influence perceptions of women's mobility. Men are increasingly giving in to the idea of women's going out to work or sell, for instance, to help with household expenses. Civil society's awareness-raising and training activities are complementing these influences on women's mobility. By informing and persuading men and women about self-help measures, Koranic teachings on women, Pakistani laws, and other issues, CSOs are sensitizing both men and women to new gender roles.

Despite the changes in attitudes and behavior regarding mobility, social dynamics—patriarchal norms and social pressure, for instance—continue to loom large. These attitudes and behaviors breed distrust of women and limit their movement, making it difficult for them to go outside the house. Safety and lack of female-friendly facilities and transportation also affect women's mobility, but these are not specific to Pakistan and do not necessarily restrict women's mobility in other countries.

**Key Conclusions:** Cultural factors continue to impede some women's mobility. Addressing the underlying trust deficit between men and women may help solve the problem. The underlying cause of the cultural impediment to women's freedom of movement may be a lack of trust of women. As one individual interviewed for this study explained:

*"I do not trust my sister when she goes out because I do not trust myself. If I am indulging in bad activities, then I will think my sister is also indulging in bad activities. There is a fear that if I am bad, I will consider that my sister is bad too. The same goes for the community. So, there are trust deficit issues."* – Male beneficiary, group interview, Gilgit

Addressing the trust deficit will take time, especially in feudal societies, but there are hopeful signs that this can be done either through religious or other re-education of both men and women. Persuasion and trust-building efforts are needed in those communities.

<sup>10</sup> For example, many more women in 2018 say women need permission to go to another village, civil society organization (CSO) meeting, or the bank. More men say women need permission to go outside the local area to study or work.

<sup>11</sup> Generally, women from certain ethnic groups and localities experience greater restrictions on mobility than others. One study corroborating this finding is Shireen J. Jejeebhoy and Zeba A. Sathar, "Women's Autonomy in India and Pakistan: The Influence of Religion and Region." *Population and Development Review* 27, 4 (December 2001): 687-712. See also International Growth Centre's blog entry on "Overcoming Barriers to Women's Mobility in Pakistan," <https://www.theigc.org/blog/overcoming-barriers-womens-mobility-pakistan/>; and <https://insidelahore.com/public-buses-lahore-not-women-friendly-report/> for a synopsis of a report on Lahore's public transportation.

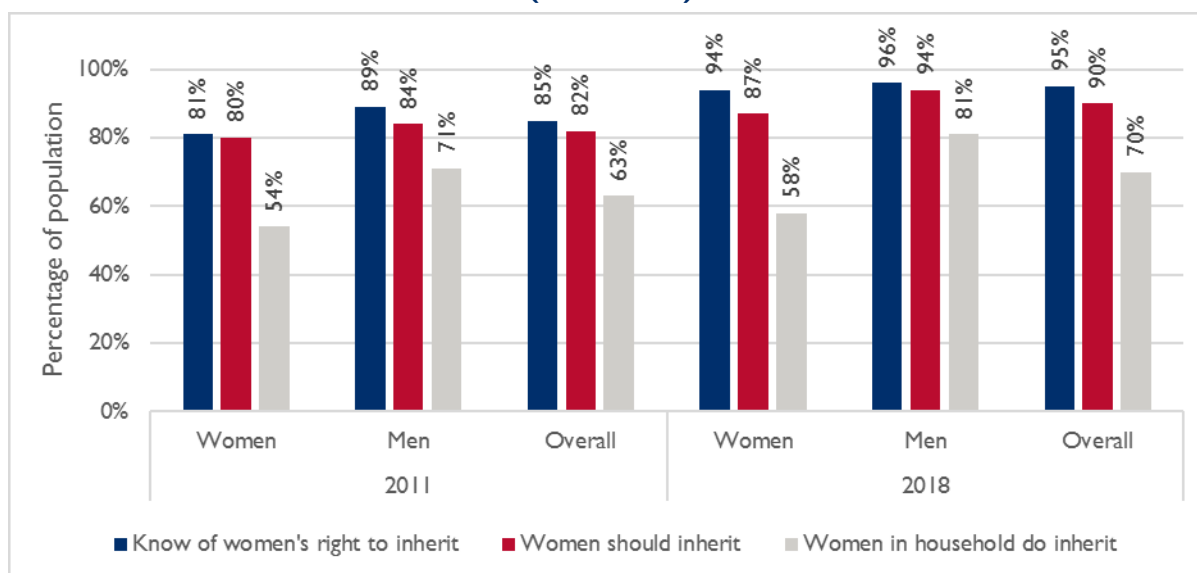
## Inheritance

**Key Findings:** Almost all Pakistanis believe women are entitled to their inheritance. In practice, however, far fewer women receive their share. Although there are signs that more women are getting their inheritance, the issue is divisive and can cause enormous problems for women.

In 2018, although 90 percent of Pakistanis think women should have a share in inheritance, only 70 percent say women in their households receive their share. Regression analysis indicates that education above the primary level increases the likelihood of women's inheriting (the more educated the respondent, the more likely women in the respondent's household are to get their share). Rural women, on the other hand, are less likely than urban women to get their inheritance in 2018. Women living in Sindh, Balochistan, or KP are also less likely to receive their inheritance than are women in Punjab (the base case).

Interviews conducted with stakeholders highlight the role of CSOs—by informing women of new laws and of their right to inheritance, training women on how to properly fill out marriage certificates, helping them obtain CNICs, and encouraging religious scholars to talk publicly about women's inheritance rights—in raising awareness among women and men. Figure 5 shows an improvement in knowledge, attitudes, and practices regarding inheritance.

**FIGURE 5: WOMEN'S INHERITANCE – KNOWLEDGE, ATTITUDES, AND PRACTICES (2011–2018)**



Awareness-raising efforts have also had an empowering effect on women, as they take charge and fight for their inheritance. In the interviews conducted for this study, 17 percent of key informants and nearly 35 percent of GEP beneficiaries stated that more women are aware of their inheritance rights and are demanding their inheritance.

Empowerment has clashed with culture, however, particularly with deep-seated patriarchal customs that go against women's access to inheritance.<sup>12</sup> Stakeholders highlighted several of these traditional attitudes and practices. Attitudes such as a woman's dowry being her inheritance, not giving family assets to

<sup>12</sup> Khush Funer Murtaza, "Women Empowerment through Higher Education in Gilgit-Baltistan," *International Journal of Academic Research in Business and Social Sciences* 2, no. 9 (September 2012): 357, [https://ecommons.aku.edu/cgi/viewcontent.cgi?referer=https://www.google.com.pk/&httpsredir=1&article=1027&context=pakistan\\_ied\\_pdcn](https://ecommons.aku.edu/cgi/viewcontent.cgi?referer=https://www.google.com.pk/&httpsredir=1&article=1027&context=pakistan_ied_pdcn).

outsiders (women are viewed as part of a different family after they marry), and preferring sons over daughters in matters of inheritance are alive and well in Pakistan. Two respondents from Hyderabad pointed out that “women are conditioned from an early age to think that inheritance belongs to the brothers and they have no right to it” and “women are emotionally blackmailed into giving up the right to male family members.” Another interviewee mentioned that even if a family gives a woman her share, she faces considerable social scorn, as society thinks poorly of her and blames her for taking her brother’s right.

Nine interview respondents brought up the issue of family resistance, which often causes women either to forgo their share or to resort to costly litigation to acquire their inheritance. Those who demand their share may face family disputes and the severing of family ties.

Other culturally based behaviors among certain groups in Pakistan also affect women’s access to inheritance. For example, the Ismaili or Agha Khani community in Gilgit-Baltistan simply does not give women inheritance since women’s dowry is considered compensation for their inheritance.<sup>13</sup> A widow may be forced to marry her brother-in-law to keep her inheritance within his family. Some feudal families, mostly in Sindh, Punjab, and Balochistan, force their women to “marry the Quran” (give up marriage/ spend time reading the Quran) to keep family property intact.

Regression analysis found a connection between education and women’s receiving their inheritance. Another type of education—awareness-raising by CSOs—has had success in moderating cultural and traditional influences. Moreover, as discussed in the “Inheritance” section of Annex I of the technical annexes, the government has instituted a set of laws and procedures to make it easier for women to get their inheritance. Stakeholders interviewed for this study pointed out that the laws, while conducive to promoting change, are often skirted or not implemented in letter or spirit. Tightening implementation of the law, together with an emphasis on education and continued awareness-raising by CSOs, may go a long way in curbing the negative effects of culture.

**Key Conclusions:** Cultural factors prevent some women from accessing their inheritance. Education may be part of the solution.

## Workforce Participation

**Key Findings:** One-fifth of Pakistani women report that they work. Women from poorer households who are being driven by economic pressures to find paid employment are more likely to work than are middle-class women who are increasingly ill-disposed to work, adhering to the notion that work is not respectful for women.

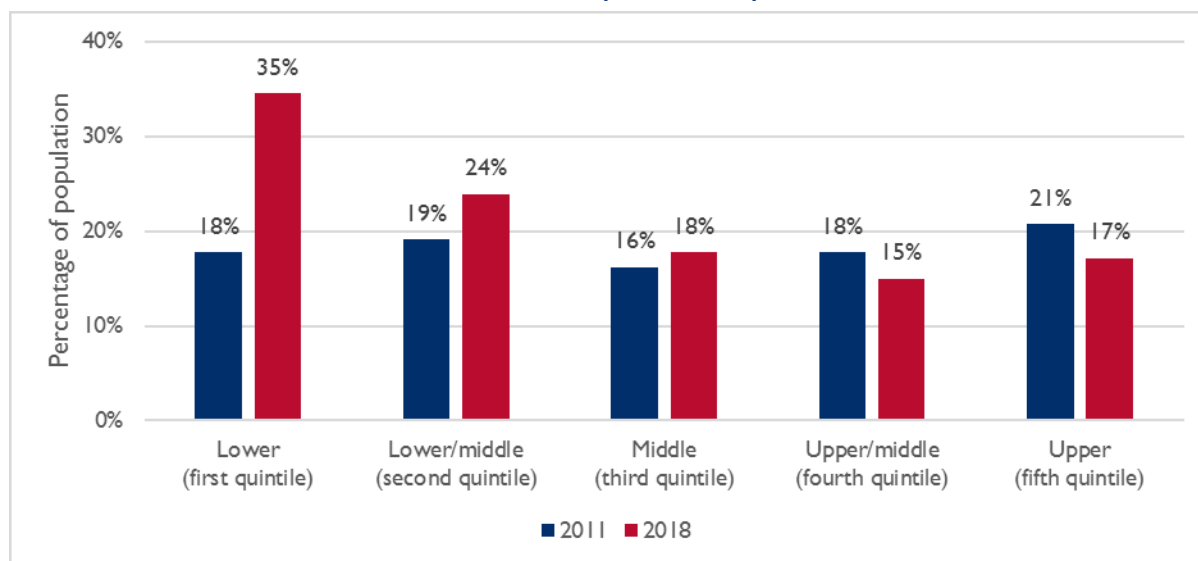
In 2018, only 22 percent of Pakistani women work, even though support for the idea is high and permission to work is prevalent. Still, that figure has increased by 10 percentage points since 2011.<sup>14</sup> Most women with jobs work in skilled trades (a 21 percentage-point increase from 2011 to 2018), and as Figure 6 illustrates, women from lower socio-economic groups are entering the workforce in much higher numbers now than seven years ago. The qualitative data suggest they are being driven by economic pressures, affected in part by higher aspirations, to find paid employment. The number of women working in “professional services” decreased the most, dropping by 10 percentage points. This category covers the white-collar jobs, such as doctors and lawyers, to which well-educated, ambitious

<sup>13</sup> Murtaza, “Women Empowerment,” 357.

<sup>14</sup> These figures reflect women’s responses only. The survey asked women whether they worked but asked men whether women in their household worked. The data are thus not directly comparable, and only women’s responses can be interpreted as estimates of workforce participation.

middle-class women would be expected to aspire, and the decrease reflects the flight from the workforce by middle-class women.

**FIGURE 6: CHANGE IN WOMEN'S PARTICIPATION IN THE LABOR FORCE BY INCOME (2011–2018)**



In fact, the study finds female employment is presently concentrated in the lower income classes in Pakistan. Upper and upper/middle class women are increasingly ill-disposed to paid employment. The qualitative data suggest that the primary factor behind the drop in female participation among the upper classes is the differing attitudes to work between socio-economic classes. The poor are increasingly working due to economic pressures and women from families in the upper classes are working less, seemingly swayed by mores that discourage women's employment.

The other major finding is the dramatic increase in labor participation among lower-income groups and the less educated. Among the lowest-income quintile, participation went from 18 to 35 percent. Among respondents who identified as illiterate, participation went from 10 to 22 percent. In the qualitative data, by far the most commonly cited factor is the growing perception that two incomes are a route to economic advancement for families. In the interviews, many of the respondents describe how the change of heart regarding women's working is due to the confluence of increasing economic pressures and rising aspirations among the least wealthy as to the lifestyle they can achieve. Many of the qualitative interviews attribute the rise in aspirations to the spread of social and traditional media, which has brought into Pakistani society a stream of consumerism that previously did not exist. Ironically, the portrayal of middle-class lifestyles is driving poorer women into the workforce, while middle-class pretensions of propriety are keeping middle-class women out of the workforce.

Although women's participation in paid labor is increasing overall, considerable challenges constrain women entering the labor force from enjoying the same payoff from their labor as men. The study finds that:

- 69 percent of women say they cannot leave the house to go outside their area for work. This is a decrease from 84 percent in 2011.
- 69 percent of female workers are employed in home-based work.
- 38 percent of men say women in their households do not have permission to work.

- Women work predominantly in the unregulated and informal sectors, which have tenuous links to the formal economy. As a result, wage gaps and discrimination are pervasive problems for female workers.

**Key Conclusions:** Women's participation in the labor force is increasing among women in most socio-economic classes, driven largely by aspirations for a better life. However, women from better-off households appear to be increasingly indulging a preference for not working in response to a widespread cultural belief that it is not suitable for women to work.

## **Women's Empowerment, Ownership of Assets, and Financial Decision-Making**

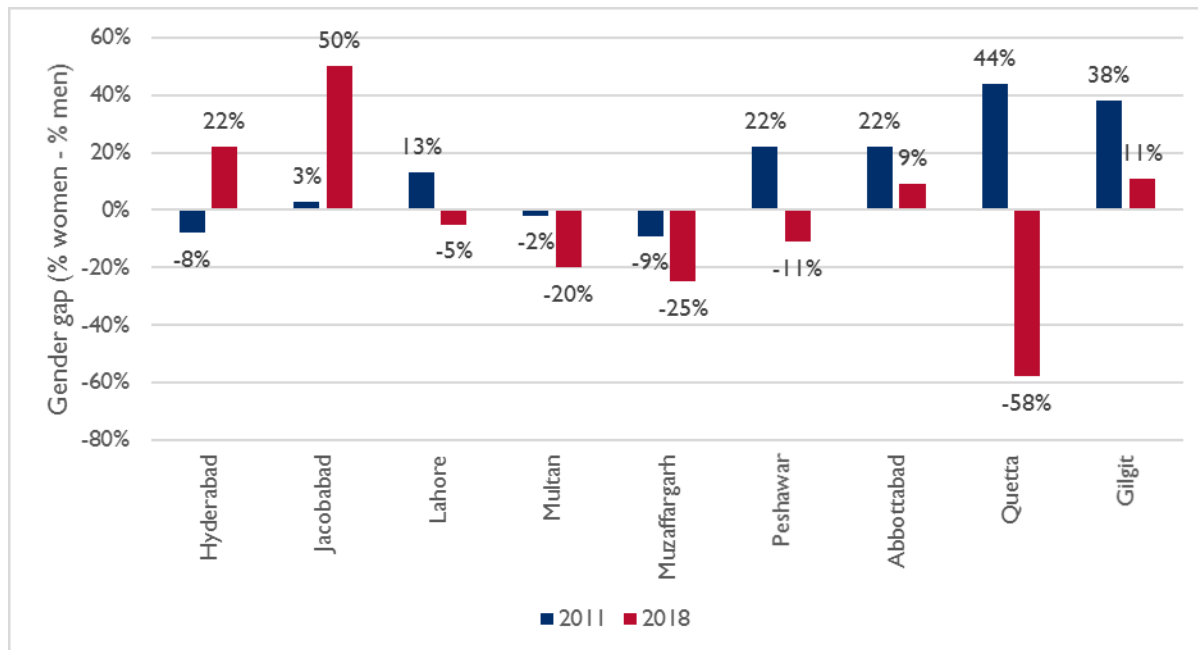
**Key Findings:** Few women personally own and control assets, only 10 percent have bank accounts, and 12 percent have taken out personal loans. Women have far less decision-making power than men in all household financial matters.

The data reveal that relatively few women personally own or control (i.e., have the right to sell) household assets. Fifteen to 20 percent of women own and control assets such as gold, household appliances, and mobile phones, but very few, relative to men, own homes, land, vehicles, or livestock, which is an important store of wealth, especially in Pakistan's rural areas. Regression analysis concludes that being a man is the most important explanatory variable in determining control of household property.

In 2018, only 10 percent of women have bank accounts, and 12 percent have taken out personal loans. While these are relatively small percentages, they represent a substantial improvement over 2011, when both stood at 6 percent. Furthermore, more of the women who have bank accounts report managing them on their own—the share increased from 53 percent to 75 percent between 2011 and 2018. These modest improvements may be partly male-directed, in that more women since 2011 are taking out loans on the advice of their husbands, and partly due to greater awareness of financial services and methods of acquiring loans. Women interviewed by the study team explained that NGOs have disseminated such information and even filled the gap by offering loans when stringent bank requirements block women's financial access. Women are also pooling money and taking advantage of unconditional government cash transfer programs. The district-level data reveals that women's use of loans increased in Jacobabad and Hyderabad, even though financial matters (access to property and assets and financial decision-making) continue to be largely a man's domain. An urban/rural divide also exists, in which rural women have more limited access to banks than their urban counterparts, and urban and working women are more likely than those in rural areas to take a loan.

Despite women's limited ownership of assets and access to financial products, roughly three-quarters of Pakistanis—mostly men—think women should be involved in family financial decisions. Support for this idea is uneven between men and women and across locations (Figure 7).

**FIGURE 7: AGREEMENT THAT WOMEN SHOULD PARTICIPATE IN FINANCIAL DECISIONS, GENDER GAPS BY DISTRICT (2011–2018)**



The pattern that emerges from Figure 7 is one in which small gender gaps (about 10 percent or less) in 2011 widened considerably in 2018, while large gender gaps (more than 10 percent) narrowed considerably. (For an explanation, see “Women’s Empowerment” in Annex I of the technical annexes.)

Although men are more likely than women to believe women should be involved in family financial decisions, the household survey reveals that women’s decision-making power is low compared to men’s in all household financial matters and has improved only marginally at the national level since 2011. Women generally have the least influence on decisions about purchasing land or cattle, participating in outside events, and renovating the house; they have a somewhat greater role, but still smaller than men’s, in decisions concerning food, family planning, education, and health and recreation. Of greater concern, the data reveal that women in some districts—Quetta, Abbottabad, and Lahore—are far less empowered in 2018 than they were in 2011.

**Key Conclusions:** Pakistan is a male-dominated society, and this continues to shape gender relations and, therefore, women’s empowerment. As a key informant pointed out:

*“In rural areas, women do not have decision-making power. There are defined boundaries which women must adhere to. Most decisions are made according to traditions, not legislation. Also, the seminars and activities of other civil society organizations have helped to increase awareness in the society.”* – Key informant, Sindh Development Society, Hyderabad

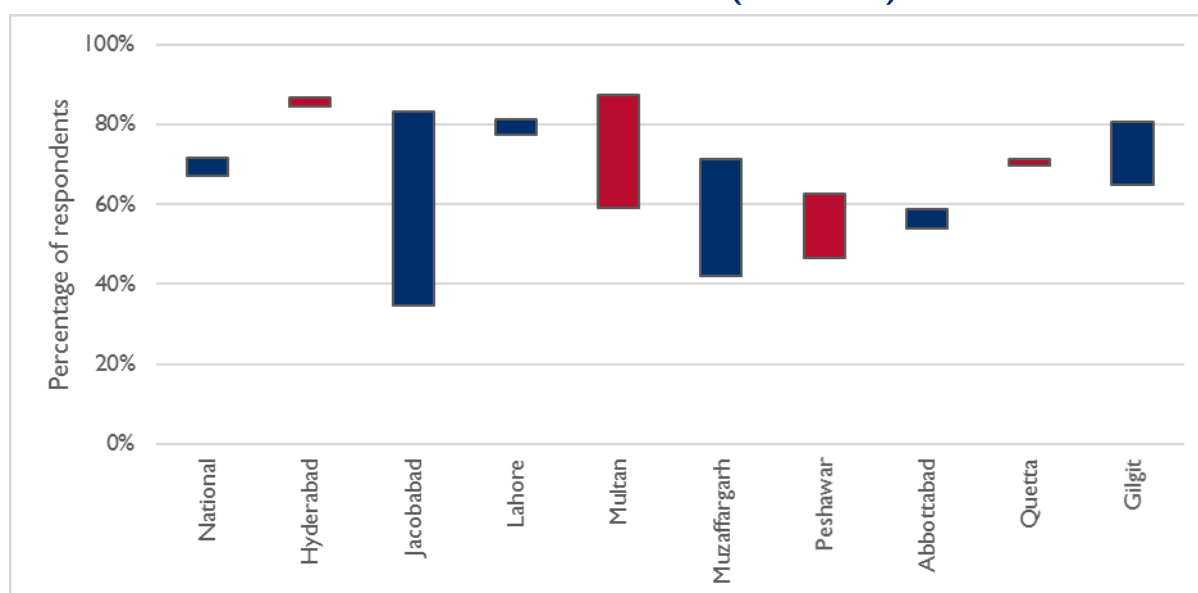
Women’s empowerment represents a case of behavior lagging behind attitudes favoring women’s participation in financial decisions. There are, however, small signs of increasing financial activity among women in the loan market, where some activity occurs outside the formal banking system. Still, with cultural impediments working against them, women in Pakistan still have a long way to go to become financially empowered.

## Women's Participation in Political Life

**Key Finding:** Both genders have shown an increase in support for the rights of women to engage in political activity. Women's actual participation in all aspects of politics in local communities—being politically aware, attending political events, and running for office—mirrors the improvement in attitudes. The one activity that has decreased is voting, which dropped by 7 percentage points.

The years since 2000 have been a period of significant political reform for Pakistan and a transformative time for women as voters and political actors. The increase in women's participation can be traced back to 2000, when the Musharraf administration enacted quotas requiring local governments to set aside 33 percent of seats for female candidates.

**FIGURE 8: AGREEMENT THAT WOMEN SHOULD PARTICIPATE IN POLITICS, DISTRICT-LEVEL CHANGE (2011–2018)**



Blue bars represent increases in 2018 (top of the column) relative to the baseline results of 2011 (bottom of the column), while red bars represent decreases. In the latter case, the top of the column represents the 2011 figure, while the bottom represents the 2018 figure.

The study defined political participation broadly to include activities such as attending rallies, running for office, and voting. The survey asked respondents whether women should participate in politics. Figure 8 shows that, nationally, 72 percent of respondents support the right of women to participate in political activity. This is a 5 percentage-point increase from the 2011 survey. A gender breakdown of the results finds that 66 percent of men said women should participate in politics, up from 60 percent. In comparison, 78 percent of women said that women should participate in political activities, a 4 percentage-point increase since 2011.

The qualitative data corroborates the finding that support for women's participating in political activity has increased in many communities. The following quote from a key informant from Lahore illustrates a common theme that came up in four of the nine case studies.

*“Earlier, women were mostly excluded from the local government elections; now there are more women councilors ... 85 of the women [the GEP grantee] worked with on political leadership contested the local government elections at the union council level, and 35 of those candidates won their seats.”*



Despite an increase in women's participation in politics, the percentage of women who voted in the most recent general election declined from 72 percent to 65 percent between 2011 and 2018.<sup>15</sup> The survey results also show that women's votes are often compromised by coercion or controlled by others—most often their husbands. Interview respondents in all nine case study districts corroborated this finding.

By far the most common reason survey respondents in both surveys gave for women's not voting is the lack of a CNIC (56 percent in 2018). This is also the only reason that increased over the study period. The drop in the percentage of women with a CNIC over the preceding six years (from 86 percent in 2011 to 82 percent in 2018) suggests that the electoral infrastructure necessary to ensure that all women can vote is not yet fully ensured.

**Key Conclusions:** The GEP study finds that, while attitudes underpinning women's political participation have improved since 2011, voting has decreased slightly, probably due in part to a decline in the percentage of women with a CNIC.

## Women and the Justice System

**Key Finding:** The survey found that both genders are increasingly supportive of formal justice institutions, such as courts and police, as sources of justice.

Due to historical reasons, Pakistan's justice system has grown into a mosaic of informal and formal justice forums. Even today, this means that individuals in many communities must decide which justice forum to use to settle crimes and disputes.

Community-based councils such as *jirgas*, *panchayats*, and *musalihatis* have been important governance and dispute resolution mechanisms for centuries. They have also been predominantly all-male arenas that often oppress women and support patriarchal norms that regard women as a group resource with which to settle disputes. The other side of the coin is that informal justice forums such as village councils and feudal lords often provide swifter, cheaper, and thus more accessible justice than remote and overburdened formal courts.

The Government of Pakistan has made a concerted effort to reform the nation's justice system. A central plank of the reform effort has been to promote the courts and rule of law by the police and judiciary over local customary justice systems.

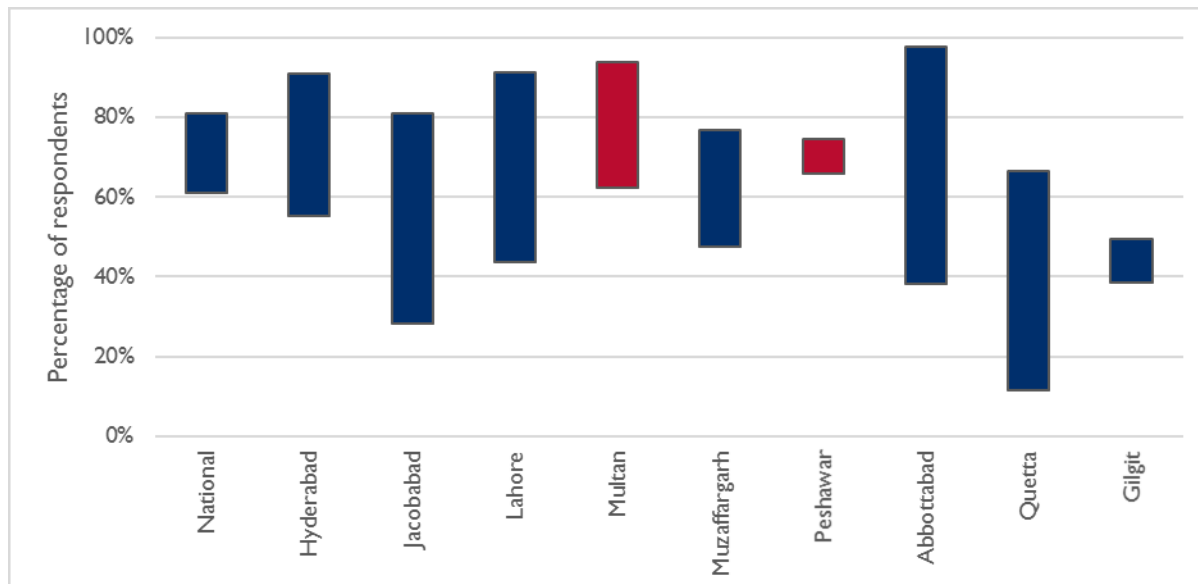
The survey asked several questions to examine respondents' beliefs about where to obtain justice as well as their behavior toward the justice system. When asked whether women should seek justice outside the home, 84 percent of respondents said yes, a 12 percentage-point increase since 2011. Men's agreement that women should seek justice outside the home increased much more than women's between 2011 and 2018—a 21 percentage-point increase among men compared to a 4 percentage-point increase among women—almost closing the significant gap between men's and women's views on this topic in 2011. These results and the analysis below demonstrate a significant shift in public attitudes that women should, at least in theory, receive justice through the court system.

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<sup>15</sup> The survey enumerators clarified when asking this question that this referred to the last general election.



**FIGURE 9: MEN'S ACCEPTANCE OF WOMEN'S SEEKING JUSTICE OUTSIDE THE HOME, DISTRICT-LEVEL CHANGE (2011–2018)**



Blue bars represent increases in 2018 (top of the column) relative to the baseline results of 2011 (bottom of the column), while red bars represent decreases. In the latter case, the top of the column represents the 2011 figure, while the bottom represents the 2018 figure.

The district analysis reveals that there are areas where large segments of the male population do not agree with women's receiving justice through the public justice system (Figure 9). Notably, only two districts saw a decrease (Multan and Peshawar), while four (Jacobabad, Lahore, Abbottabad, and Quetta) registered increases of over 40 percentage points. The qualitative data suggest that government efforts and policy reform, along with donor programming, may have had a strong influence on underlying attitudes.

Regression analysis as to whether women should seek justice outside their homes shows that acceptance of this notion increases with increasing education and, to a lesser extent, with increasing income. The influences of education and income increased between 2011 and 2018. The analysis also indicates that respondents from Sindh are much more likely than those from any other province to support women's right to seek public justice while those from Balochistan and Gilgit-Baltistan are less likely than the average respondent to support this right.

The extensive qualitative data collected during the study paints a more nuanced picture of the changing nature of Pakistan's justice system. The primary finding from the case studies and key informant consultation is that there is a shift in public opinion toward the formal justice system. However, this shift is highly localized, and, in many places, public authorities are working with traditional informal authorities to create "quasi-formal" justice mechanisms. Furthermore, in some communities, the family is still regarded as the first forum to settle disputes and crimes.

**Key Conclusions:** The reform efforts by the Pakistani state to extend the writ of the Pakistani formal justice system have begun to work as there has been a shift in support away from informal justice forums toward formal courts. However, for many Pakistanis seeking justice, the justice system is still localized and can often involve progressing through informal justice forums to formal courts if necessary. Women are still vulnerable, however.

## Domestic Violence

**Key Finding:** The survey and qualitative data indicate that attitudes, and possibly behaviors, regarding violence against women have worsened over the study period.

The indicators of domestic violence increased slightly in Pakistan, while the attitudes that encourage domestic violence are increasingly prevalent (Table 1). However, underreporting and changes in reporting over time—a result of increased awareness, enforcement, and public discussion of the issue—make it difficult to determine whether these results reflect actual changes in levels of domestic violence. This study's findings on domestic violence corroborate several recent studies<sup>16</sup> that show a slight but significant increase in domestic violence.

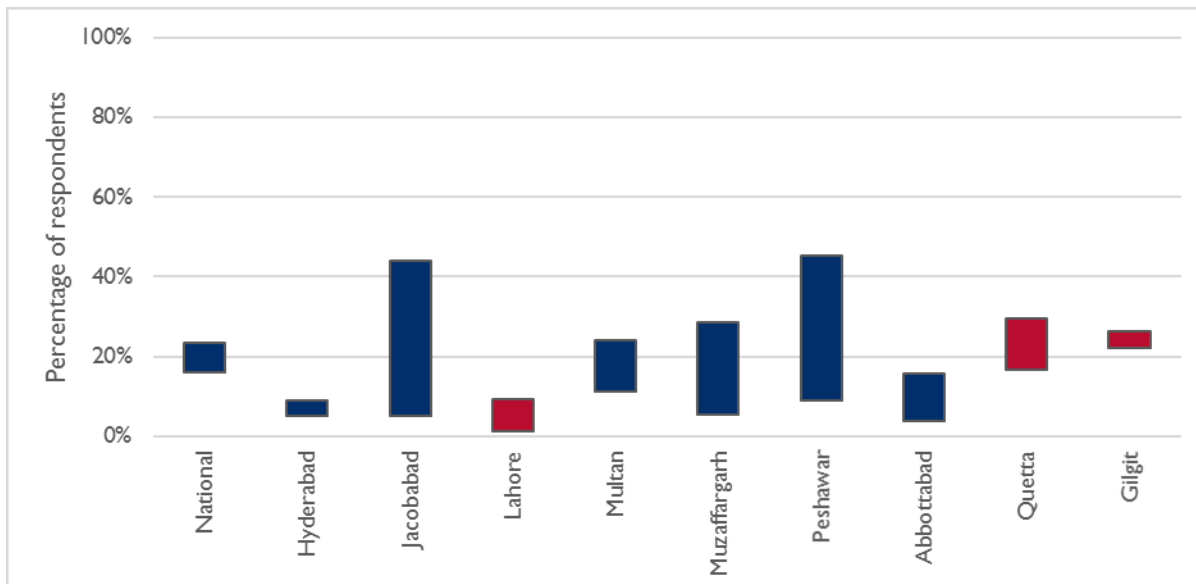
**TABLE 1: ILLUSTRATIVE FINDINGS ON DOMESTIC VIOLENCE**

Worsening Signs of Violence Against Women		2011	2018	Change (% points)
Do you think men have the right to hit women?	Overall	16.3%	23.5%	↑ 7.2
	Men	17.9%	25.5%	↑ 7.6
	Women	14.7%	21.6%	↑ 3.7
Do men in your household hit women?	Overall	13.6%	16.9%	↑ 3.3
	Men	12.2%	12.6%	↑ 0.4
	Women	15.0%	21.1%	↑ 6.1
Have you/women in household ever been a victim of mental torture?	Overall	10.0%	11.5%	↑ 1.5
	Men	5.8%	6.6%	↑ 0.8
	Women	14.4%	16.4%	↑ 2.0
Have they ever been victims of physical violence?	Overall	6.8%	7.9%	↑ 1.1
	Men	5.1%	5.1%	↑ 0.0
	Women	8.5%	10.8%	↑ 2.3
Improving Signs of Violence Against Women				
Has anyone outside your household ever slapped, punched, kicked, or physically hurt women from your household?	Overall	1.9%	1.1%	↓ -0.8
	Men	1.4%	0.3%	↓ -1.1
	Women	2.3%	1.9%	↓ -0.4

While support for the attitude that men have the right to hit women has increased in most districts, acceptance of this form of domestic violence seems to be declining among residents of three case study districts—Lahore, Quetta, and Gilgit (Figure 10).

<sup>16</sup> HRCF, reports on domestic violence in Pakistan 2011 and 2014. <http://hrcf-web.org/hrcfweb/campaigns/>; Aurat Foundation, *Violence Against Women Annual Report 2011* (AF, 2011). <https://www.af.org.pk/PDF/VAV%20Reports%20AND%20PR/Violence%20Against%20Women%20Annual%20Report%202011.pdf>; and Aurat Foundation, *Violence Against Women Annual Report 2014*, (AF, 2014). <https://www.af.org.pk/PDF/VAV%20Reports%20AND%20PR/VAV%202014.pdf>.

**FIGURE 10: ACCEPTANCE OF MEN'S RIGHT TO HIT WOMEN, DISTRICT-LEVEL CHANGE (2011–2018)**



Blue bars represent increases in 2018 (top of the column) relative to the baseline results of 2011 (bottom of the column), while red bars represent decreases. In the latter case, the top of the column represents the 2011 figure, while the bottom represents the 2018 figure.

Regression analysis shows that households with higher incomes and educational attainment are less likely than others to accept that men have a right to hit women. Rural respondents and those from KP and Sindh are more likely than respondents from other geographies to support men's right to hit women. The regression analysis supports the hypothesis that variation in local regional cultures is a key factor influencing attitudes and behaviors in Pakistani society.

The study found that cultural traditions that domestic violence should be resolved within the family have meant that judicial, police, and societal indifference has remained the norm in many communities. The qualitative data in particular illuminate how cultural sanctioning of domestic violence in some communities continues to discourage police or external intervention. Notwithstanding the conclusion that traditional taboos against nonfamily members' "interfering" in family life are still a factor in many communities, the study also found that other parts of Pakistani society are increasingly open to women's seeking the protection of the police and the formal justice system.

Experts proposed another explanation for the possible increases in domestic violence: As women begin to demand their rights, some men react violently to this increased assertiveness of the women in their lives. The experts posit that legal and educational efforts to promote women's rights in the last decade may have contributed to this backlash both within individual homes and across society.

**Key Conclusions:** The survey and qualitative data indicate that attitudes regarding violence against women have worsened over the study period. Around a quarter of the population live in households that condone violence. Cultural norms and traditional practices underpinning attitudes that normalize domestic violence have compromised awareness-raising efforts by government and civil society to deter violence against women.

## Gender-Based Violence

**Key Finding:** The data on GBV reveal mixed trends. The study finds increased awareness of the rights of survivors of GBV and sympathy and support for victims. The issue of GBV is far more in the public consciousness than before. However, the study also finds that support for some customary practices that perpetuate GBV and systemic oppression of women have remained stable in some communities.

The results on GBV are more mixed than those on domestic violence. Nonetheless, the study team discerned some significant trends within attitudes and behaviors related to GBV. Moreover, local cultural differences led to large variations in the data between districts. Table 2 summarizes the high-level trends in the GBV data.

**TABLE 2: HIGH-LEVEL TRENDS IN GBV DATA**

Trend	Example
There is greater openness to discussing GBV.	What gender-based crimes most commonly occur? The most common answer was “sexual violence,” which increased by 21 percentage points among female respondents and 4 percentage points among male respondents, for a 12 percentage-point increase overall.
Attitudes toward moral transgressions are hardening, with women being increasingly supportive of corporal and capital punishment.	Overall, 96 percent of respondents said people should be punished if they have an illicit relationship. This was an increase of 7 percentage points.  When asked which punishment perpetrators of sexual abuse should receive, 20 percent of respondents said they should be killed. This response increased by 17 percentage points among women and decreased by 3 percentage points among men.
Men are increasingly supportive of using the formal justice system to punish moral transgressions, while women are increasingly supportive of community-based sanctions and customary punishments.	What actions should the extended family take if a girl or woman is sexually abused?  The top three most commonly cited reactions to this question were:  1. The incident should be reported to police (56 percent overall, an increase of 6 percentage points). Male respondents were more likely to select this option by 12 percentage points.  2. Go to a court of law (30 percent overall, an increase of 5 percentage points). Male respondents were more likely to select this option by 10 percentage points.  3. Guilty persons should be killed (20 percent overall, an increase of 7 percentage points). Female respondents were more likely to select this option by 18 percentage points.
There is more sympathy for GBV victims and less recourse to punishing them as part of the community’s response.	How should victims of sexual abuse be treated? The top three most commonly selected reactions were:  1. Victims should receive sympathy (48 percent overall, an increase of 15 percentage points). Female respondents were more likely to select this option by 21 percentage points.  2. Victim should receive help (46 percent overall, a decrease of 15 percentage points). Male respondents were more likely to select this option by 22 percentage points.  3. The victim should be married immediately (28 percent overall, a 1 percentage point decrease). Male respondents were more likely to select this option by 0.2 percentage points.
The belief that honor killings are justified is increasing.	Overall, 19 percent of respondents said honor killing is justified. This is an increase of 8 percentage points. The share of male respondents who said it is justified decreased by 4 percentage points, while the share of female respondents increased by 8 percentage points.

Trend	Example
Recourse to Sharia as a basis for responding to crimes decreased among respondents.	Regarding how to deal with crime, the survey asked several questions in which Sharia was one of the possible responses. For all these questions, respondents chose the Sharia option less frequently than in 2011. For example, the survey asks, “If a woman is a victim of sexual abuse, what actions should be taken against the perpetrator?” The proportion of women who chose Sharia dropped by 4 percentage points, and the proportion of men dropped by 8 percentage points.
Support for <i>vani/swara</i> <sup>17</sup> has increased.	Overall, 8 percent of respondents said <i>vani/swara</i> is justified. This is an increase of 2 percentage points for both genders.

While the survey results are mixed, the data appear to show the emergence of two divergent attitudes: 1) Increasingly, people are perceiving victims of GBV as individuals deserving of sympathy and protection under the law or community customs, but 2) in some areas, support for customary practices that regard women as family chattel that can be sacrificed for the collective needs of the family has not changed.

The incongruity of the two trends illustrates the conclusion of a recent Human Rights Watch report that GBV “occurs as a cause and consequence of gender inequalities.”<sup>18</sup> Again, local culture seems to be the largest determinant in gender equity and the rights of women. The most significant evidence about the influence of culture on support for discriminatory customary practices comes from the regression data about *vani/swara* and honor killings. Regression analysis of the question as to whether honor killing is justified shows that male respondents living in Balochistan or KP are more likely to say honor killing is justifiable in some cases. The regression analysis of whether *vani/swara* is justified produced similar results.

**Key Conclusions:** GBV has become more of a public topic for debate over the study period. Awareness of the needs of victims has increased in most communities, as has sympathy for their suffering. In some areas, however, support for discriminatory customary practices that perpetuate GBV, such as honor killing and *vani/swara*, appears resistant to change among some segments of society.

## GEP's Effect on Attitudes and Behaviors

### *How have GEP programs affected attitudes and behaviors toward gender equity in Pakistan?*

#### Project Background

USAID/Pakistan awarded the cooperative agreement for GEP to the Aurat Foundation in 2010. The program supported the Government of Pakistan's gender policies, including the National Plan of Action for Women, the National Policy for Empowerment and Development of Women, and the Gender Reform Action Plan. GEP was originally slated to end in August 2015 but was extended until August 2017.

GEP was designed to positively affect behavior and attitudes toward women and contribute to greater gender equity. The program had four objectives:

1. Expanding women's access to justice and human rights;
2. Increasing women's empowerment;
3. Combating GBV; and

<sup>17</sup> Vani/swara is the exchange of female relatives to pay off blood debts.

<sup>18</sup> Human Rights Watch, in Aurat Foundation, *Gender-Based Violence in Pakistan, a Scoping Study*, Page 1. [http://af.org.pk/gep/images/deskStudies/GENDER%20BASED%20VIOLENCE%20-%20R%20PARVEEN%20\(2\).pdf](http://af.org.pk/gep/images/deskStudies/GENDER%20BASED%20VIOLENCE%20-%20R%20PARVEEN%20(2).pdf).

4. Strengthening the capacity of Pakistani organizations that advocate for gender equity.

These four objectives guided the program's investments in local communities. GEP awarded grants to local organizations through a grants-under-cooperative agreement authorization from USAID/Pakistan. Within the four objectives, the grants were further organized to address thematic areas selected by GEP and USAID. Over the course of the program, GEP disbursed 272 grants across 23 thematic areas, worth a total value of \$16,266,988. By volume and value, GEP grants focused on combating GBV and women's empowerment (Table 3).

**TABLE 3: SUMMARY OF GRANTS BY OBJECTIVE**

Objective	Grants		Grant Value	
	Number	% of Grants	Total Value	% of Value
1: Expanding women's access to justice and human rights;	34	12%	\$2,717,457	17%
2: Increasing women's empowerment	76	28%	\$5,079,854	31%
3: Combating GBV	130	48%	\$6,523,570	40%
4: Strengthening the capacity of Pakistani organizations that advocate for gender equity	32	12%	\$1,946,107	12%
<b>Totals</b>	<b>272</b>	<b>100%</b>	<b>\$16,266,988</b>	<b>100%</b>

Within the four objectives, GEP grants were tailored to address more specific thematic aims. Table 4 summarizes GEP grants by thematic area.

**TABLE 4: SUMMARY OF GRANTS BY THEMATIC AREA**

Objective/Thematic Area	Number of Grants
<b>Objective 1 – Access to Justice and Rights</b>	
Engaging with minority groups on women's rights	1
Expanding women's access to justice (strengthening district bar associations and setting up facilitation kiosks in district court)	23
Institutional strengthening and capacity building of critical partners and stakeholders, and GBV-focused media campaign	5
Rapid response (women receive land titles from government)	4
Supporting ministries and institutions in devising and putting forth women-centered laws and capacity building of prosecutors, court officials, and police on women-centered laws.	1
<b>Objective 2 – Women's Empowerment</b>	
Advocacy campaign for allocation and rehabilitation of women-friendly spaces	8
Combating GBV (engagement with public sector universities)	3
Engaging with public and private institutes/NGOs/CSOs to promote and increase women's economic empowerment	3
Engaging with public and private institutes/NGOs/CSOs to promote and increase women's economic empowerment (with different organizations)	5
Enhancing women workers' awareness of their rights and labor laws	15
Innovative approaches promoting women's economic empowerment	7
Institutional strengthening and capacity building of critical partners and stakeholders, and GBV-focused media campaign	5
Promoting improved livelihoods for informal sector workers	12
Rapid response (access to safe drinking water)	6
Rapid Response (re-establishment of home-based economic recovery for women)	5
Supporting female graduates' access to the information technology sector through internship programs	7
<b>Objective 3 – Combating Gender-Based Violence</b>	
Combating GBV by supporting shelters and a helpline and providing other critical services	41
Combating GBV through research, data strengthening, and standardization	3
Combating GBV through provision of seamless service delivery hubs	15
Institutional strengthening and capacity building of critical partners and stakeholders	4
Institutional strengthening and capacity building of critical partners and stakeholders, and GBV-focused media campaign	6
Strengthening public sector universities and departments/institutions	3
Supporting Four Months' Campaign on GBV aimed at men	23
Supporting women's CNIC registration	35
<b>Objective 4 – Strengthening Capacity of Critical Partners</b>	
Engagement with public universities	12
Institutional strengthening and capacity building of critical partners and stakeholders, and GBV-focused media campaign	4
Strengthening public sector universities and departments/institutions	8
Training female and male lawyers to provide legal services to women	8

GEP activities were intended to address systemic causes of gender inequity at the local level. Therefore, the study team selected nine districts in which GEP worked and conducted detailed case studies of each district. The case studies focused on examining if, and how, GEP activities affected attitudes and behaviors toward gender equity in the districts. GEP grants in the case study districts represent 33 percent of all grants and 31 percent of the total value of grants.

## **GEP's Results and Their Effect on Gender Attitudes and Behaviors**

Table 5 summarizes what GEP did in each of the case study districts and what changes GEP contributed to within the four objectives described in Table 4. In the technical annex volume, Annex 2 examines GEP in depth and Annex 3 contains the in-depth case studies of each district. The case studies provide a comprehensive accounting of the interviews undertaken by the study team, as well as an examination of the results achieved by GEP in each district and the changes the program produced.

**TABLE 5: GEP ACTIVITY IN THE STUDY DISTRICTS**

<b>District</b>	<b>Dollars Spent</b>	<b>Number of Beneficiaries</b>	<b>Number of Activities</b>	<b>Number of Grants</b>	<b>High-Level Conclusions about GEP's Effects</b>
Abbottabad	\$295,295	1,279	26	5	The overall GEP investment in the Abbottabad justice system was of sufficient size and strategically designed so that it influenced attitudes and behaviors related to women's access to justice.
Gilgit	\$245,361	9,189	38	7	GEP undertook significant and systemic interventions in the justice, education, and women's voting dimensions.
Hyderabad	\$400,415	40,173	52	8	GEP undertook significant and systemic interventions in economic empowerment programming.
Jacobabad	\$257,541	12,031	17	6	The GEP intervention in Jacobabad did not rise to the level of systemic, and results may have been limited to the period of implementation.
Lahore	\$1,633,163	9,399	94	20	The GEP investment in local response systems for GBV was sizable and strategic.
Multan	\$611,348	3,044	67	11	Most of the activities undertaken did not produce sustained effects at a systemic level.
Muzaffargarh	\$300,931	11,698	50	8	There is mixed evidence as to whether the results were sustained for the GBV grants.
Peshawar	\$629,513	5,680	67	13	The study team concluded that GEP attempted to strengthen the GBV and justice systems in Peshawar with strategic investments.
Quetta	\$684,864	163,896	97	14	The study team concluded that GEP made important contributions to the GBV response and justice systems in Quetta.



## ANNEX I: SAMPLE DESIGN

The endline study conducted a survey of 6,048 men and women in 504 localities selected from Pakistan's four provinces and Gilgit-Baltistan (GB) to collect data on knowledge, attitudes, and behaviors toward gender equity. The survey identified a wide range of critical issues for women's development, such as women's mobility and economic empowerment, women's right to inheritance and political participation, domestic violence, and other customary forms of gender-based violence (GBV). The analysis compared 2018 survey results with those of the 2011 baseline survey to assess changes in attitudes and behavior over the seven-year period.<sup>19</sup> The 2011 baseline surveyed more than 11,000 men and women in 776 localities across the country. To ensure comparability, the 2018 survey used the same data collection instrument as the 2011 survey and applied a similar sampling approach.

In both waves, multi-stage stratified random sampling was used to select the sample of male and female respondents. Provinces, urban and rural regions, and gender were considered strata. In the provinces, the study team selected nine districts from Punjab, six districts each from Sindh, Khyber Pakhtunkhwa (KP), and Balochistan, and one district (Gilgit) from GB using an objective criterion. The sample was distributed equally across districts. In each selected district, it was allocated to urban and rural areas in actual proportion to the population distribution and equally allocated to male and female populations (Table 6).

**TABLE 6: SAMPLE DISTRIBUTION BY DISTRICT**

Province/ Region	Education Inequality Index Group	Education Inequality Index Value in 2011	Districts	Number of Respondents			
				2011		2018	
				Rural	Urban	Rural	Urban
Punjab	Low	0.74	Rawalpindi	256	144	84	132
		0.68	Lahore	256	144	36	180
		0.58	Faisalabad	257	143	96	120
	Medium	0.53	Sheikhupura	256	144	120	96
		0.49	Khushab	258	142	156	60
		0.47	Multan	256	144	96	120
	High	0.44	Jhang	256	144	156	60
		0.40	Pakpattan	256	144	168	48
		0.40	Muzaffargarh	256	148	168	48
KP	Low	0.60	Abbottabad	347	55	120	96
		0.39	Mardan	270	131	132	84
	Medium	0.38	Peshawar	161	239	96	120
		0.35	Bannu	384	32	156	60
	High	0.26	D.I. Khan	232	167	156	60
		0.23	Bonair	364	38	216	0

<sup>19</sup> The sample sizes of 6,048 in the 2018 survey and 11,272 in the 2011 survey are sufficiently large to detect relatively small differences in attitudes and behaviors between urban and rural localities and at national level with less than 5 percent margin of error, 95 percent confidence, and more than 90 percent power of test.

Province/ Region	Education Inequality Index Group	Education Inequality Index Value in 2011	Districts	Number of Respondents			
				2011		2018	
				Rural	Urban	Rural	Urban
Sindh	Low	0.48	Hyderabad	255	145	36	180
		0.35	Khairpur	253	147	144	72
	Medium	0.33	Sanghar	256	144	144	72
		0.32	Larkana	254	145	120	96
	High	0.28	Badin	266	134	144	72
		0.16	Jacobabad	256	145	144	72
Balochistan	Low	0.54	Quetta	269	132	108	108
		0.28	Panjgur	408	0	156	60
	Medium	0.27	Chagi	352	48	180	36
		0.23	Lasbela	331	84	120	96
	High	0.19	Loarlai	350	60	156	60
		0.10	Naseerabad	271	140	156	60
GB	--		Gilgit	361	42	120	96
<b>Total Number of Respondents</b>				7,947	3,325	3,684	2,364
<b>Total Number of Clusters</b>				498	278	307	197

Analysts used districts as the primary sampling unit in the first stage of the sampling. Within each sampled district, the enumeration blocks listed in the population census were used as secondary sampling unit in the second stage of the sampling. At the third stage of sampling, within each sampled enumeration block, a predetermined number of households was selected through a random walk. Finally, from each sampled household, enumerators used a Kish Grid to randomly select one individual who met the screening criteria.

## Selection of Districts

The 2011 survey used an education-inequality index as a proxy for female underdevelopment was calculated using data from the 2006-07 Pakistan Social and Living Standard Measurement Survey<sup>20</sup> For calculating the education-inequality index, firstly for each district education indices were calculated separately for male and female populations by assigning a weight of 0.67 to adult literacy and 0.33 to the combined enrollment rate for the age cohort 5-24. These separate education indices were then combined using the following formula:

<sup>20</sup> The value of the index ranges from 0 (perfect inequality) to 1 (perfect equality).

$$\text{Education Inequality Index}^{21} = \left[ \frac{\text{Female Pop Share}}{\text{Female Eductaion Index}} + \frac{\text{Male Pop Share}}{\text{Male Education Index}} \right]^{-1}$$

These districts-level education-inequality indices were ranked for each province into three percentile groups representing low, medium, and high levels of gender inequality. The 2011 survey selected two districts from each group in all provinces except in Punjab where it selected three districts from each group to control for greater heterogeneity across districts in Punjab. In addition to 27 districts from the four provinces, the sample also included Gilgit in GB.<sup>22</sup> To make the results comparative between waves, the 2018 survey selected the same 28 districts surveyed in 2011 and listed in the Table 6.

## Selection of Clusters

At the second stage of sampling, within each sampled district, geographic clusters are selected using the probability proportional to size (PPS) method.<sup>23</sup> The number of households within each cluster is used as a measure of size for selecting clusters through PPS. In the 2011 survey, the list of “circles” in urban areas, and “villages/mouzas/dehs” in rural areas compiled for the 1998 population census was used as a sampling frame for selecting clusters through PPS. In the 2018 survey, the list of enumeration blocks, in both urban and rural areas, compiled for the 2017 population census was used as a sampling frame for selecting clusters through PPS.

## Selection of Households and Individuals

Within sampled clusters, a predetermined number of households were selected through a random walk. To select a starting point for the random walk, the enumeration team developed a list of important landmarks (schools, mosques, etc.) and chose one randomly. Starting from the third-house on the right side of the chosen landmark, enumerators selected sample households using a right-hand rule.<sup>24</sup>

In the 2018 survey, 12 households were selected from each sampled cluster in both urban and rural areas. The 2011 survey selected 12 household from each cluster in urban areas and 16 households from each cluster in rural areas. In both surveys, in each sampled cluster, the enumeration team selected for interviews an adult man in half the households and an adult woman from the other half using a Kish Grid. Female enumerators interviewed female respondents and male enumerators interviewed male respondents.

## Sampling Weights

Samples, even when well designed, are not generally perfect a reflection of the reference population. The departure of the sample distribution from the population distribution leads to bias in sample results.

<sup>21</sup> The index follows the principle used by UNDP Gender-related Development Index (GDI). The index combines male and female indices in a way that it penalizes differences in achievement between men and women. The GDI is defined as a distribution sensitive measure that accounts for the development impact of existing gender gaps. Distribution sensitive means that the GDI considers not only the average or general level of well-being but the distribution of well-being between males and females.

<sup>22</sup> Due to the non-availability of the relevant data, the index is not calculated for Gilgit.

<sup>23</sup> The probability proportional to size method implies that the probability of an individual household being selected is proportional to the number of households in the cluster.

<sup>24</sup> ‘Right Hand Rule’ is a method for selecting sample households where every household falling to the right side of the street was contacted until a successful interview was conducted. A gap of specific number of households is kept before moving on to the next household. This rule negates interviewer bias in selection of a household.

To correct the results for deviation between sample and population distributions, and for unequal probabilities of selection due to sample design, the analysis calculates and applies probability weights.

## ANNEX 2: QUALITATIVE DATA COLLECTION

### Qualitative Data Collection

Prior to the survey, the Gender Equity Program (GEP) endline team completed an extensive document review and conducted 62 interviews with 110 individuals. The qualitative data for this mixed methods approach was collected via:

- i. **In-depth interviews** – The team conducted in-depth interviews with key stakeholders associated with the project who could provide feedback on the extent to which, and how, GEP activities were effective in changing attitudes and behaviors with respect to gender equity. These included sub-grantees who worked on different objectives of GEP, GEP-supported hubs for survivors of GBV, and GEP staff members.
- ii. **Group interviews** – The team conducted group interviews with beneficiaries of community-based GEP activities. This informed the study team’s understanding of if and for whom GEP activities influenced attitudes and behaviors with respect to gender equity and external factors that might have affected attitudes and behaviors.

### Selection of Survey Districts

The methodology for selecting districts for qualitative data was the same as that used for the quantitative survey. Districts from within the provinces of Punjab, KP, Sindh, and Balochistan were first stratified into categories of ‘high’, ‘medium’, and ‘low’ educational inequality index levels. This criterion was assigned at the time of the baseline and was replicated for the endline data collection to ensure consistency and comparability (details of this classification are presented in ‘Annex 1: Sample Design’). The survey team also analyzed the differences in the cultural and social composition of each district. Then, based on i) the educational inequality index categories, ii) geographic distance, and iii) ethnic and linguistic bounds, the team purposively selected districts to ensure the greatest possible variation in all factors.

The next priority was to ensure that the sample encompassed all the various project components and that grantees and beneficiaries could be easily located. The four broad program objectives were:

- i. Women’s access to justice and human rights
- ii. Women’s economic empowerment
- iii. Combating gender-based violence and
- iv. Capacity-building of Pakistani organizations.

To optimize the number of available respondents with high levels of recall, the team selected only recently awarded grants or those that were recently active under implementing partners (IPs) based in the targeted districts. This ensured selection of a broad spectrum of grants and grantees.

Following these criteria, the team eventually targeted three districts from Punjab, two each from Sindh and KP, and 1 each from Balochistan and Gilgit-Baltistan. The following section details the geographic spread of the selected IPs and beneficiaries.

## Respondent Selection – Key Informant Interviews

The team conducted detailed key informant interviews (KIIs) with various stakeholders, including staff of GEP-supported hubs for GBV survivors, GEP's regional staff, and individuals who represented or managed grants for various IPs. In each district, the team first obtained a list of all recent GEP grantees, then randomly selected for interviews several IPs who collectively represented the widest variety of grant types. Aurat Foundation's management then facilitated arranging the interviews.

Table 7 summarizes the key informant interviews planned and conducted, and their geographic spread.

**TABLE 7: SUMMARY OF IN-DEPTH INTERVIEWS WITH KEY STAKEHOLDERS**

Respondent Type	Location (District)	Number of Interviews	
		Planned	Actual
Dec 18 – Jan 13			
GEP regional staff	Peshawar, Lahore, Karachi, Quetta, and Gilgit	4	5
GBV hubs	Karachi	1	0
Sub-grantees (access to justice)	Peshawar, Abbottabad, Lahore, Multan, Hyderabad, Jacobabad, Quetta, and Gilgit	11	10
Sub-grantees (GBV)	Peshawar, Lahore, Multan, Muzaffargarh, Hyderabad, Jacobabad, Quetta, and Gilgit	12	13
Sub-grantees (capacity building)	Peshawar, Multan, Jacobabad, Quetta, and Gilgit	5	6
Sub-grantees (women’s empowerment)	Peshawar, Lahore, Multan, Muzaffargarh, Hyderabad, Jacobabad, Quetta, and Gilgit	12	12
Sub-grantees (general advocacy)	Abbottabad and Quetta	3	0
Total		48	46

## Respondent Selection – Group Interviews

The KIIs were supplemented by several group interviews as well. The group interviews targeted the end beneficiaries of the GEP grants. Group interview participants were selected from communities that targeted by the same IPs selected for the KIIs. This helped ensure detailed, multi-dimensional data for those IPs and grants selected as 'case studies' for the qualitative exercise.

Table 8 summarizes details of the group interviews.

**TABLE 8: SUMMARY OF GROUP INTERVIEWS**

District	Men Community Members		Women Community Members		Total Number of Group Interviews	
	Planned	Actual	Planned	Actual	Planned	Actual
<b>Dec 18 – Jan 13</b>						
Peshawar	1	1	1	1	2	2
Abbottabad	1	1	1	1	2	2
Lahore	1	1	1	1	2	2
Multan	1	0	1	2	2	2
Muzaffargarh	1	0	1	2	2	2
Hyderabad	1	1	1	1	2	2
Jacobabad	1	1	1	1	2	2
Quetta	1	1	1	1	2	2
Gilgit	1	1	1	1	2	2
<b>Total</b>	<b>9</b>	<b>7</b>	<b>9</b>	<b>11</b>	<b>18</b>	<b>18</b>

## ANNEX 3: STATEMENT OF WORK

### Statement of Work (SOW) for: Gender Programming Priorities Study DO3-Stabilization, Office of Stabilization and Governance (OSG)

Assignment Title:	Gender Programming Priorities Study
Assignment Type:	<i>Study</i>
DO Team Assignment POC:	
PMU Assignment Manager:	DO3 DOST Lead
Assignment Start Date of the Assignment:	ASAP after submission of SOW
Assignment End Date of the Assignment:	August 2017
Estimated Total Time to Complete the Assignment (months)*	Approx.. 3months

#### Relevant/Target Decision Timeline

To inform the design of one or more follow-on activities to the current Gender Equity Project (GEP). The follow-on activity needs to begin implementation on/around October 2017, which necessitates the design being completed no later than August 2017. In order to maximize the use of the learning from this study, the OSG office would like to receive various deliverables as they are completed, rather than waiting for the final report, please refer to the Deliverables section for more details.

#### ASSIGNMENT OVERVIEW

To conduct a study to identify priorities for future gender programming that builds upon the lessons learned through GEP implementation as well as emerging opportunities for impact, political buy-in and capacity of available partners. The study will consist of a desk review, stakeholder consultations and a household survey. The household survey will also serve as an endline survey for GEP and the results will be used both to inform future programming as well as to assess the impact of GEP through comparison to the survey baseline.

#### BACKGROUND INFORMATION

The Gender Equity Program (GEP) has been the flagship USAID Pakistan stand-alone gender project implemented by local organization, The Aurat Foundation; with a total cost of US \$38 million, it was extended from its original five years, to seven years (August 2010-August 15 2017). GEP aims to close the gender gap in Pakistan by actively supporting women's economic, political, and social development. It provides grants to governmental and non-governmental entities. While GEP has achieved major accomplishments on both demand- and supply-side interventions, it has been more focused on grants to non-governmental entities as compared to governmental entities where it has worked on pro-women legislation.



The office of Stabilization and Governance (OSG) is in the process of designing a new GEP follow-on project, which will be based on: the outcome of the GEP final evaluation; findings of an OSG-conducted transgender study; stakeholder consultations including Government of Pakistan (GoP) representatives; and the results of this study.

For the new activity/activities, OSG is planning to primarily focus on two U.S. Government (USG) strategic priorities: Women, Peace, and Security (WPS), and potentially also Gender Based Violence (GBV) from the perspective of policy reform and supporting GoP in implementation of existing GBV-related laws. This study should explore the constraints and opportunities for programming in these issue areas in the context of Pakistan.

The women, peace, and security (WPS) agenda—an effort rather than a formal program—calls for women’s participation in decision making and incorporating a gender perspective in response to conflict and crisis. In 2000, the United Nations Security Council (UNSC) adopted Resolution 1325, the first time the international community formally recognized either the impact of conflict on women or the need to involve them as active agents in peacebuilding.

Sixteen years later, acceptance of the difference in impact of conflict on men and women is wide-spread. Recognizing that women and girls are the most vulnerable segment of society when conflict strikes, the WPS agenda defines the essentials for greater protection of women and girls during and after conflict. Similarly recognizing the role that women can play in peacebuilding and post-conflict reconstruction, the agenda also emphasizes the need to include women in peace processes and to integrate gender equality concerns in post-conflict rehabilitation and reconstruction.

In a society such as Pakistan, where patriarchal norms and structural inequalities have restricted women and girls to the margins of the society, entrenched challenges hinder women’s meaningful participation in public and political spheres. Existing inequalities exacerbate sociocultural differences and disparities in access to rights and services, magnifying the gender divide in conflict and crisis scenarios.

## **List of Existing Documents and Information**

PERFORM will be provided with a google drive folder with multiple documents to be included in the desk review portion of this study. PERFORM should use this as a starting point for the desk review, further expanding the bibliography to include any source documents cited in the documents provided by USAID as well as any other relevant documents found through thorough desk research using standard academic research libraries such as LexusNexis, JSTOR, etc. PERFORM should also include in the desk review all MSI-produced evaluations of GEP, gender analyses for USAID/Pakistan (regardless of scope) and any other MSI-produced relevant documents—these documents should not be requested from USAID, but should be found in the MSI internal database.

## PURPOSE, AUDIENCE AND LEARNING OBJECTIVE

The study will serve two distinct purposes:

- 1) Inform the design of one or more new activities that will serve as the Mission's signature gender programming.
- 2) Assess the impact of the GEP project on intended outcomes based on analysis of the baseline and endline household surveys.

**TABLE 3: SUMMARY OF PURPOSE, AUDIENCE AND LEARNING OBJECTIVE**

Assignment Purpose	Intended Audience	Learning Objective	Information Source	Timeline
Inform the design of one or more new activities that will serve as the Mission's signature gender programming.	DO team staff & activity design team	To understand the opportunities and constraints to WPS and GBV focused programming in Pakistan	Perception of stakeholders, GOP officials, and beneficiaries Evidence of best practice as documented in available research.	The activity is currently under design and is scheduled to be advertised no later than August 2017.
Assess the impact of the GEP project on intended outcomes based on analysis of the baseline and endline household surveys.	Mission staff, GOP officials, Pakistan gender-focused CSOs and other donors	To describe to external audiences what effect the GEP project has had, for whom and how.	Comparison of endline to baseline survey responses, analysis of what influences responses, including project coverage/scope.	No specific action date, generally needed for external engagement, should be completed in time to also inform design of new activities.

## KEY STUDY QUESTIONS

- 1) What should be the top priorities of future gender-focused activities of USAID/Pakistan with respect to WPS (focusing on opportunities) and GBV (especially the implementation of laws on GBV).
- 2) To what extent, if at all, have attitudes and behaviors changed on gender equity in Pakistan?
  - a. If change(s) (both positive and negative) has occurred, what are the major influencing factors (geography, income, exposure to GEP programming, GOP policy changes, etc) associated with the observed change(s)?

## METHODOLOGY

USAID requests PERFORM to provide a more in-depth methodology in the AWP which should include, at a minimum the following data collection and analysis approaches:

### Data Collection

#### Data Collection Methods

SOW - Gender Programming Priorities Study

3

- 
- a) Extraction: Cull data from document review per section on existing documents.
  - b) Expert Panel/Group Interview: USAID and USIP are developing a list of relevant experts, MSI will be requested to facilitate an expert panel/group discussion with this group as the initial stakeholder consultation.
  - c) Key Informant interviews (KIIs)—MSI should use a snowball method to reach as many perspectives as possible, especially those which are not the “usual suspects”. To achieve this, all participants in the expert panel will be requested to hold a 15-20min individual interview during which they will be asked to identify 1-3 other stakeholders to also be invited for interviews; the group identified by the original expert panel should also be asked for 1-3 additional stakeholders which will be interviewed.
  - d) Survey –household survey to be conducted following the exact sampling methodology used in the baseline and the same collection instrument but with 5-7 additional questions to be developed in coordination with OSG staff.
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## Data Analysis

### Data Analysis Methods (Click here for additional information)

- 
- a) Descriptive statistics for all survey data, including: frequency, cross-tabs by demographic categories & exposure to GEP programming, time series comparison of baseline to endline, and central tendencies, highlighting key deviations. Should clearly distinguish differences by sex disaggregate.
  - b) Inferential statistics to explore relationships between variables in the survey data, this should include the below:
    - Chi-square tests on variables which the GEP program design implied/expected a relationship
    - Correlation tests for those variables which pass the chi-square threshold of association to determine the strength and direction of the association.
    - Regression modeling for groups of correlated variables to further describe the relationship between them.
  - c) Difference in Differences should be conducted using the survey data from baseline and endline and overlaying geographic coverage of GEP programming to create a loose estimation of an intervention group and a non-intervention group. This should calculate the effect the GEP programming interventions on the attitudes and behaviors as reported by survey respondents by comparing the average change over time in the “intervention” group to the non intervention group.
  - d) Content, thematic or pattern analysis: for all desk review content as well as responses in KIIs and expert panel discussion. The analysis should describe common themes across multiple sources and only highlight individual citations or quotations if these deviate from the general trend.
- 

## TEAM COMPOSITION

USAID requests PERFORM to recommend a team composition in the AWP, which should include at a minimum:

- Team Leader who is a research specialist
- 1-2 subject matter specialists including both gender and security backgrounds
- Data Analysts who are able to do inferential analysis of the survey data

## DELIVERABLES

1. **Assignment Work Plan (AWP):** Proposed approach, methodology, timeline, staff composition, and estimated budget for completion of the work requested in the SOW. The AWP draft will be reviewed and approved by USAID before any work begins on the assignment. The AWP draft will be revised and finalized during the team planning meeting (TPM) once an assignment team is in country. The finalized AWP can be modified with PERFORM COR approval throughout implementation of the assignment if conditions or needs change. The finalized AWP with

attached COR-approved amendments will be used as the basis for assessing completion and quality of the assignment.

2. **Debrief:** - In the data collection section above, USAID would like to have a separate debrief for each activity as soon as they get completed. All debriefs should be completed by June 2017. Household survey takes time so its findings can be shared later on completion.
3. **Draft Report:** The draft report shall be submitted to USAID no more than ten working days after the end of field work. The draft report will also contain an annex with a list of other donors and international organizations working in the sector as identified in the field work and a desk review.
4. **Final Report:** The final report shall be submitted to USAID by August 2017 incorporating USAID's comments.
5. **Report Summary:** In addition to the final report, there should be a summary of findings directly related to future programming recommendations which should not exceed 2 pages double-sided. This will be only for internal USAID use and minimal formatting is required.
6. **Learning & Findings 1 pager:** This one-page, double-sided summary of the report should be prepared for external sharing purposes. It should incorporate infographics, succinct bullet-pointed findings and lessons-learned which are applicable to audiences beyond USAID. This should not include internally-focused recommendations. This document should be formatted as a communications piece, ready for distribution with external stakeholders.
7. **Submission of data to USAID:** Per ADS 579 - USAID Development Data –all primary data (both quantitative and qualitative) collected for this assignment will be submitted to USAID in electronic format within 30 days of completion.

## ANNEX 4: ASSIGNMENT WORK PLAN



### Gender Equity Program (GEP) – Endline Survey

Assignment Work Plan (AST.026)

April 12, 2017

Revised: August 3, 2017

Revised: December 18, 2017

Revised: February 21, 2018

Revised: June 22, 2018

Revised: March 18, 2019

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## ACRONYMS

AWP	Assignment Work Plan
CSO	Civil Society Organization
GBV	Gender-Based Violence
GEP	Gender Equity Programing
GoP	Government of Pakistan
OSG	Office of Stabilization and Governance
MSI	Management Systems International
PSU	Primary Sampling Unit
SOW	Scope of Work
TPW	Team Planning Workshop
USAID	United States Agency for International Development



## SUMMARY

Assignment Work Plan (AWP) Number	AST.026
AWP Title	Gender Equity Program Endline Survey
USAID/Pakistan Requesting Office	Office of Stabilization and Governance (OSG)
Requesting Office Point of Contact	
PERFORM Assignment Manager	
Start Date	November 13, 2017
End Date	April 30, 2019
Total AWP Cost Estimate	

## ASSIGNMENT PURPOSE

As the United States Agency for International Development (USAID) in Pakistan's Office of Stabilization and Governance (OSG) designs its next round of gender programming, it wishes to learn from previous programming successes and challenges. The Gender Equity Program (GEP), implemented by the Aurat Foundation between August 2010 and August 2017, is USAID/Pakistan's flagship gender program. The study will conduct a follow-up of the GEP baseline survey to assess the effectiveness of GEP in changing attitudes and behaviors towards gender equity with an eye to identifying approaches that have been effective and should be continued.

The primary audiences for this study include development objective team staff and activity design teams, other Mission staff, GoP officials, Pakistan gender-focused civil society organizations (CSOs), the Aurat Foundation, and other donors.

## METHODS

The study will use a mixed methods design relying on four data collection activities:

- Quantitative data collected through a household survey will be compared to those of a 2012 GEP baseline survey. This will provide a before and after assessment of changes in attitudes and behaviors with respect to gender equity.
- Qualitative data collected through semi-structured group interviews with community members of localities with GEP activities. This will inform the study team's understanding of if and for whom the GEP activities have influenced attitudes and behaviors with respect to gender equity and external factors that may have affected attitudes and behaviors.



- Qualitative data collected through semi-structured key informant interviews with experts and key GEP beneficiaries. These may include beneficiary lawyers, members of chambers of commerce, relevant government departments, GEP-supported hubs for survivors of gender-based violence (GBV), and GEP staff members. This will inform the study team's understanding of the extent to which, and how, the GEP activities were effective in changing the attitudes and behaviors of professionals and organizations with respect to gender equity.
- The study will also include a validation workshop engaging representatives of USAID, the Aurat Foundation, members of National Advisory Forum (NAF), and other opinion leaders. The workshop will present the data from the study and engage participants in a discussion to “ground-truth” the findings and better understand their context and implications.

## Study Questions

The assignment scope of work (SOW)<sup>1</sup> specifies one research question. MSI reorganized and rephrased the question into three separate questions:

### **Question 1: To what extent, if at all, have attitudes and behaviors toward gender equity in Pakistani society changed, especially among men?**

**Learning Objective:** To assess changes in attitudes and behavior toward gender equity.

**Explanation:** This question will assess changes in attitudes and behaviors toward gender equity by comparing data from the baseline and endline surveys. The results of the comparative analysis will be presented for all the variables in the two identical survey instruments. Results for variables showing statistically significant change will be presented by province in the body of the report. High-level conclusions for changes in attitudes and behaviors will be presented along the 16 types of indicators (and three objectives) around which the survey instrument is structured. These conclusions will be based on the totality of evidence in each set of indicators. Analysis for question one will not distinguish between societal groups, other than differences between genders and provincial populations, as socio-economic factors effecting attitudes and behaviors will be considered in question 2.

### **Question 2: What are the major geographic, economic, and social factors influencing changes in attitudes and behaviors toward gender equity and what has been their effect?**

**Learning Objective:** To identify factors influencing changes in attitudes and behaviors toward gender equity.

**Explanation:** This question will draw on both quantitative and qualitative data to identify factors that explain the changes described in question one. The analysis for question two will first look at whether there are differences in the changes in gender attitudes and behaviors of the different socio-economic and geographic groups covered in the survey. The assessment team anticipates using regression analysis to examine correlation between respondent and household characteristics and change in attitudes and behaviors. The team will also look at how qualitative findings at the district level (from interviews and community profiles), illuminates quantitative findings about attitudinal and behavioral changes to generate conclusions about contributory factors. The analysis will generate insights into how geographic and socio-economic factors interact with community resources and

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<sup>1</sup> This AWP responds to a revision to the original SOW that the Mission described to PERFORM in an email. The Mission has not revised the original SOW.

systems expended on gender objectives, to change attitudes and behaviors underpinning gender equity and conditions for women and girls in general.

### **Question 3: How have GEP programs affected attitudes and behaviors toward gender equity in Pakistan?**

**Learning Objective:** To understand the contribution of GEP on intended program outcomes.

**Explanation:** This question will examine, if and how GEP activities have affected attitudes and behaviors with respect to gender equity and identify the external factors that positively or negatively influenced GEPs effectiveness. This question will include findings and conclusions from questions one and two, as well as additional data, in its analysis. The assessment team will base initial findings on analysis of nine districts selected for more in-depth research. This will include KIIs, group interviews and analysis of program data to understand how the GEP portfolio of activities in districts may have combined to effect attitudes and behaviors towards gender equity. Findings and conclusions from this question will guide future programming decisions for USAID, the Aurat Foundation (the GEP implementing partner), and other stakeholders.

## **Methods of Data Collection**

The study will use a variety of data types (i.e., quantitative, qualitative, primary, and secondary) collected from various sources (e.g., grants documents, the GEP baseline data and report, stakeholders, experts, and individuals) through a range of methods (e.g., household survey, document review, group interviews, key informant interviews, and a validation workshop). Table 3 summarizes the detailed plan for collecting and analyzing data to answer each study question. The methods to be used for data collection are detailed below.

### **Household Survey**

The study will employ a survey of households in localities selected from Pakistan's four provinces and Gilgit-Baltistan (GB) to collect primary quantitative data on knowledge, attitudes, and behaviors toward gender equity. The analysis will compare survey results with those of a 2012 GEP baseline survey to assess changes in attitudes and behavior since 2012. The GEP baseline surveyed more than 11,000 men and women across the country to examine gender differences in knowledge, attitudes, and behaviors and identified a wide range of critical issues for women's development such as: women's right to inheritance and political participation, women's mobility, economic empowerment, domestic violence, and other customary forms of GBV. Comparing baseline survey results to the study survey will help assess the extent to which attitudes and behaviors toward gender equity have changed. To ensure comparability, the survey will use the same data collection instrument as the baseline and apply a similar sampling approach.

### **Sampling for the Household Survey**

The survey will select a sample from the same 28 districts surveyed in the baseline. In the baseline, a gender related education index (using inequality in educational achievements and enrollment rates as proxies for underdevelopment) was developed using data from the Pakistan Social and Living Standard Measurement (PSLM) Survey 2006-07. These gender-related education indices were ranked for each province into three percentile groups representing low, medium, and high gender inequalities. The baseline sample design selected two districts from each group in each province (except in Punjab where three districts were selected from each group to control for greater heterogeneity across districts in Punjab. In addition to 27 districts from four provinces, the sample also included Gilgit in GB.

The survey for the study will select a sample of about 6,000 households from the same districts as the baseline survey using multi-stage stratified cluster sampling. Table 1 provides an illustrative sampling distribution by province/region. The sample in each selected district will be equally distributed by sex. In addition, the sample will be stratified in such a way that approximately 60 percent of the sample will be from rural areas. This sample size will produce results that can be generalized at the national level (i.e., the four provinces and GB collectively) with 95 percent confidence and with less than a 2 percent margin of error; for urban and rural areas separately with 95 percent confidence and less than a 4 percent margin of error; at the provincial level separately with 95 percent confidence and less than a 4 percent margin of error; and in GB with 95 percent confidence and a margin of error of less than 10 percent.

The sample sizes will allow the study to detect relatively small differences in attitudes and behaviors between provinces and between urban and rural localities. It will also be able to detect relatively small changes (between the baseline and the follow-ups surveys) in attitudes and behaviors at the national and provincial levels.

At the first stage of sampling, geographic clusters, or primary sampling units (PSUs), within each sub-stratum will be selected using a probability proportional to size method.<sup>2</sup> Within sampled clusters, enumerators will use a random walk approach to select households and a Kish Grid to randomly select individual respondents (either a man or a woman) within the selected household. The team will select 12 households in each cluster and select a man in 6 households and a woman in 6 households.

TABLE 1: PRELIMINARY SURVEY SAMPLE DESIGN

Province/ Region	Education Inequality Index	Districts	Number of Respondents		Number of Clusters/PSUs
			Men	Women	
Punjab	Low	Rawalpindi	108	108	54
		Lahore	108	108	
		Faisalabad	108	108	
	Medium	Sheikhupura	108	108	54
		Khushab	108	108	
		Multan	108	108	
	High	Jhang	108	108	54
		Pakpattan	108	108	
		Muzaffargarh	108	108	
Khyber Pakhtunkhwa (KP)	Low	Abbottabad	108	108	36
		Mardan	108	108	
	Medium	Peshawar	108	108	36
		Bannu	108	108	
	High	D.I. Khan	108	108	36
		Bonair	108	108	

<sup>2</sup> The probability proportional to size method implies that the probability of an individual household being selected is proportional to the number of households in the PSU.



Province/ Region	Education Inequality Index	Districts	Number of Respondents		Number of Clusters/PSUs
			Men	Women	
Sindh	Low	Hyderabad	108	108	36
		Khairpur	108	108	
	Medium	Sanghar	108	108	36
		Larkana	108	108	
	High	Badin	108	108	36
		Jacobabad	108	108	
Balochistan	Low	Quetta	108	108	36
		Panjgur	108	108	
	Medium	Chagi	108	108	36
		Lasbela	108	108	
	High	Loarlai	108	108	36
		Naseerabad	108	108	
Gilgit Balitstan (GB)	--	Gilgit	108	108	18
<b>Total</b>			<b>3,024</b>	<b>3,024</b>	<b>504</b>

## Group Interviews

For qualitative data collection, other than Karachi and Islamabad (which are not covered in the survey) the team will select nine districts that are also covered in the survey. The study team will conduct 18 group interviews (1 each with men and women in each of the nine districts) with individuals from localities with GEP activities. In addition, the team will conduct five group interviews with GEP staff in provincial capitals (two in Karachi and one each in Lahore, Peshawar, and Quetta) and one in Islamabad. The interviews will collect qualitative data about if respondents think that attitudes and behaviors about gender have changed, and if change occurred, whether GEP activities contributed to changing attitudes and behaviors towards women's right to inheritance and political participation, women's mobility, economic empowerment, and domestic violence. The outcomes and learning from these group interviews will serve to triangulate and explain information gathered through the household survey. Each group interview will consist of up to four participants for a maximum of 96 individuals (Table 2).

## Key Informant Interviews

In each province, the study team will conduct two key informant interviews with donors, the Aurat Foundation, and sub-grantees who have worked on various GEP objectives. The study team will purposively identify key informants to capture a range of experience, sectoral knowledge, and location within the province (Table 2). The study team will select key informants from GBV survivor hubs and other sub-grantees. The outcomes from key informant interviews will provide a deeper understanding of gender equity issues in Pakistan and how GEP has contributed to promoting gender equity. The qualitative data collected through these interviews will add depth to the analysis and help identify reasons behind observed disparities or changes in attitudes and behaviors of different social-economic groups, professionals, and organizations.

## Validation Workshop

The key informant and group interviews will collect data to construct a plausible explanation of how GEP may have contributed to the changes in attitudes and behavior observed in the survey data. The validation workshop will provide a forum for a group of experts who are familiar with gender dynamics in Pakistan to provide their perspectives as well. After analyzing the quantitative and qualitative data collected through the household survey, group interviews, and key informant interviews; the team will present the findings to a wider group of sectoral experts such as USAID-OSG staff, Aurat Foundation, and other opinion leaders (journalists/media people). Their feedback on the findings will help the study team interpret and validate the findings and triangulate the information collected from other sources. The workshop will treat participants as key informants who have an opportunity to react to the data and with each other. This process will help the team ground the findings in the realities of gender dynamics in Pakistan and enrich the conclusions with the views of key informants who are uniquely qualified to react to the data.

TABLE 2: TENTATIVE SUMMARY OF INTERVIEWS

Province/ Region	Districts	Group Interviews				Key Informant Interviews							Validation Workshop
		Localities with GEP Activities		GEP		Donor and IP		Sub-grantees					
		Men	Women	GEP Staff	GBV Hub	USAID	AF	Access to Justice	GBV	Advocacy	SCB	WE	
Punjab	Lahore	1	1	1				2	2			2	1
	Multan	1	1					1	1		1	1	
	Muzafargarh	1	1						2			2	
Khyber Pakhtunkhwa (KP)	Peshawar	1	1	1				2	3		1	2	
	Abbottabad	1	1					1		1			
Sindh	Karachi			1	1								
	Hyderabad	1	1					1	1			2	
	Jacobabad	1	1					1	1		1	1	
Balochistan	Quetta	1	1	1				1	1	2	1	1	
Gilgit-Balitstan (GB)	Gilgit	1	1					1	1		1	1	
Islamabad	Islamabad			1		1	1						
Total		9	9	5	1	1	1	10	12	3	5	12	1

## **Proposed Field Plan**

### **Group Interviews and KIIs**

During a one-week team planning workshop (TPW) in Islamabad, the team will plan the study and meet with representatives of USAID/Pakistan's OSG to gain a thorough understanding of the Mission's expectations. The team will spend the remainder of the TPW planning the fieldwork and developing group and key informant interview guides and a data analysis plan. At the end of the TPW, the team will present the study plan to representatives of USAID/Pakistan in a data rehearsal exercise

### **Household Survey**

MSI will outsource the fieldwork for the household survey to a sub-contractor, for which a one-week training will be arranged just before the beginning of fieldwork. Fieldwork will be completed in three weeks.

### **Validation Workshop**

After completing the analysis of both quantitative and qualitative data, the team will facilitate a validation workshop in Islamabad to validate and interpret the findings with experts and stakeholders.

## **Data Analysis**

The team will use quantitative data collected through the household survey and other sources to 1) assess the extent to which attitudes and behaviors toward gender equity, particularly those of men, have changed and 2) identify factors that may have influenced changes in behaviors and attitudes. To gauge change in attitudes and behaviors, the analysis will present average differences in responses to various attitude and behavior questions disaggregated by district and sex. To identify the factors associated with changes in attitudes and behaviors, the study will employ:

- Cross-tabulations of baseline and endline survey data by demographic categories, sex, educational level, and other social and economic variables.
- Inferential statistics including Chi-square tests and correlation tests to explore relationships between variables in the survey data and variables for which the GEP program design implied or expected a relationship. This will help identify the strength and direction of associations between variables.
- Regression modeling for groups of correlated variables to further describe the relationship between them.

The study team will use the qualitative data obtained from group and key informant interviews to assess the role GEP has played in changing attitudes and behaviors toward gender equity among the general public, professionals, government representatives and bodies, and organizations. For all responses from group and key informant interviews, the analysis will use pattern analysis software to identify common themes across multiple sources. In addition, using grants documents and other secondary sources, the study team will draft short community profiles of the nine clusters in which it will compile key contextual details necessary to understand how changes occurred. The profiles will include important district characteristics, as well as describing the level of effort and mix of GEP interventions that occurred in the areas. This will support analysis of whether the level and mix of GEP interventions



affected outcomes. The team will use the validation workshop with experts to validate the findings from both research components. Table 3 provides additional detail of the analysis plan for each question.

### **Data synthesis**

During data analysis findings will initially be formulated by data source, and by province for question one, and by district for questions two and three. The assessment team will generate high level conclusions for questions two and three from findings across geographic areas, and data sources. Conclusions will also be formulated at the district level from the qualitative data collection, which will contribute to the analysis.

Evidence for conclusions will be based on the totality of evidence (findings) for particular lines of research within the assessment questions. The team will formulate conclusions based on the convergence of findings from different sources of data. Where findings converge, the team will be able to report answers based on reasonably strong evidence. Where findings dramatically diverge the team will examine the strength of the evidence associated with different lines of evidence and absent a strong preponderance of credible evidence for one line, will present both as findings of the research.

### **Reporting**

Given the wealth of information collected for the endline study, PERFORM proposes to submit two final reports. The first will answer the research questions listed in this document using mixed methods, including the data from the household surveys, group interviews, KIs, document review and validation workshop. To provide the level of analysis appropriate to the data collected, PERFORM proposes to produce a second report that will provide more details stemming from the comparison of the two household surveys. The second report will present key findings at the national and provincial levels and for urban/rural populations. PERFORM believes the second report can be used to reach a wider audience, including researchers, civil society, donors, and government of Pakistan.

### **Dissemination**

Following approval of both reports, the findings of the study will be officially publicized in a 'media event' to be organized by USAID/Pakistan. The media event shall include; i) a presentation of the overall findings of the study, and ii) a panel discussion to stimulate discussion on the future of gender equity in Pakistan. Whilst it is proposed that USAID/Pakistan shall host the event, PERFORM shall facilitate the event itself, assist with data for the findings to be presented, organize the venue, and moderate a panel discussion.

### **Limitations and Mitigations**

Some of the key limitations of the proposed approach and methods the team will use to mitigate the influence of the limitations include:

- **Study Design:** To quantitatively gauge changes in attitudes and behaviors toward gender equity, the study will use a before-and-after research design. A key limitation to this design is that it does not control for other, non-program factors that may have affected attitudes and behaviors. Failing to rule out these factors threatens the internal validity of the study. The study will minimize this threat by: 1) using the same methods to measure before and after attitudes and behaviors and 2) identifying changes in the population over time that could obscure the effect of the intervention and using regression techniques to (partially) control for their effect during the analysis.



- **Sampling for the KIIs and GIs:** A small number of purposively selected respondents will be included in group and key informant interviews. This has two implications. First, the purposive selection of respondents will make it nearly impossible to determine the sampling error or make inferences about populations based on the obtained sample. Since this limitation applies largely to qualitative data, it is not a serious limitation but the potential for bias remains. Second, the small number of interviews will make it nearly impossible to draw conclusions from the qualitative data at the provincial level. However, the proposed number of interviews are sufficient to draw conclusions at national level.
- **Respondent Bias:** Experts and key informants constitute the primary qualitative data sources and these data are subject to biases associated with incorrect and/or inconsistent interpretations of questions. The team will design and pretest instruments carefully and systematically triangulate evidence from a variety of methods and sources to minimize potential bias and ensure the validity and reliability of findings.
- **Language/translation:** Language may cause a loss of fidelity due to multiple levels of translation. The geographic spread of the study calls for data collection in multiple local languages. All questionnaires and interview guides will be developed in English, translated into Urdu, and then, when necessary, translated orally into local languages. The local language responses are usually recorded in Urdu and translated into English. To minimize errors, the PERFORM assignment team will thoroughly train enumerators; verify the translations; and then, during analysis, work with the enumerators to ensure that responses have been interpreted as accurately as possible. The team will also use closed-ended responses where possible in the qualitative interviews to limit interpretation errors.

TABLE 3: SUMMARY OF PROPOSED DATA COLLECTION AND ANALYSIS METHODS

Study Question	Data Source	Data Collection Method	Sampling	Method of Data Analysis	Limitations/Risks
Question 1: To what extent, if at all, have attitudes and behaviors changed on gender equity in Pakistan?	Households	Survey	Multi-stage stratified cluster sampling will be used to draw a nationally representative sample of 6,048 individuals	Compare responses to the 2012 GEP baseline to responses to the study survey to assess changes in attitudes and behaviors between 2012 and 2017.	<ul style="list-style-type: none"><li>The before-and-after research design does not control for other, non-program factors that may have affected attitudes and behaviors.</li></ul>
Question 2: If change(s) (both positive and negative) has occurred, what are the major influencing factors (geography, income, exposure to GEP programming, GOP policy changes, etc) associated with the observed change(s)?  Question 3: How have GEP programs affected attitudes and behaviors toward gender equity in Pakistan?	Households	Survey	Multi-stage stratified cluster sampling will be used to draw a nationally representative sample of 6,048 individuals	Use cross-tabulations, inferential statistics, and regression analysis of the survey data to explore the relationship between individual characteristics (e.g., sex socio-economic or demographic characteristics, geographic division, exposure to GEP programming) and changes in attitudes and perceptions.	<ul style="list-style-type: none"><li>It will be nearly impossible to make inferences about populations based on responses of purposively selected individuals for GIs, KIIs, and validation workshop.</li><li>Limited generalizability at province level due to small sample size.</li><li>The interview data are subject to cognitive bias.</li></ul>
	Individuals from localities with GEP activities	Group interviews	Four to six individuals will be purposively selected for each group interview	Triangulate survey responses with qualitative data from group and key informant interviews to explain how GEP activities may have affected attitudes and behavior. The validation workshop will help the team interpret the findings and validate them with a group of experts.	
	GEP staff	Group interviews	Up to four individuals will be purposively selected for each group interview		
	Sub-grantees who have worked on various program objectives i.e., <ul style="list-style-type: none"><li>Access to justice</li><li>Women empowerment</li><li>GBV</li><li>Advocacy</li><li>Capacity Building</li></ul>	KIIs	Purposive selection of two individuals from each type of respondent in each of four provinces		

Study Question	Data Source	Data Collection Method	Sampling	Method of Data Analysis	Limitations/Risks
	Sector experts/opinion leaders	Workshop	Purposive selection of individuals from USAID-OSG office, Aurat Foundation, notable sectoral experts, members of NAF, and other opinion leaders		



## DELIVERABLES

Deliverables under this assignment include:

- **Detailed Methodology, Data Collection Tools and Data Collection Plan:** During the team planning workshop (TPW), the assignment team will prepare a detailed methodology, data collection tools and a data collection plan for the assignment. The methodology in the AWP will be updated and the AWP revised as needed at the end of the TPW and submitted for PERFORM COR approval. The data collection tools and data collection plan will be submitted to the PERFORM COR for approval at the end of the TPW and before the start of fieldwork.
- **Data Collection Completion Report:** At the conclusion of data collection, PERFORM will submit to the PERFORM COR a final data collection schedule indicating dates and location of data collection activities and persons or groups interviewed if relevant.
- **Debriefing with USAID/Pakistan of Findings, Conclusions, and Recommendations:** At or near the conclusion of data analysis the assignment team will present the major findings, conclusions, and recommendations to USAID/Pakistan. As appropriate, the team will consider USAID comments during the debriefing when writing the draft report.
- **Draft Assessment Report:** The draft assessment report will answer the assignment questions and will include findings, conclusions and recommendations across the components/sub-components. The draft report (not to exceed 30 pages) will be submitted by PERFORM to the PERFORM COR for USAID/Pakistan review and comments. The PERFORM COR will submit all comments to the draft report to PERFORM within two to three weeks of receipt of the draft report.
- **Draft Household Survey Findings Report:** The draft household survey findings report will provide findings across the two waves of household survey data for national, provincial and urban/rural populations. The draft report will be submitted by PERFORM to the PERFORM COR for USAID/Pakistan review and comments. The PERFORM COR will submit all comments to the draft report to PERFORM within two to three weeks of receipt of the draft report.
- **Final Reports:** The final reports will address all USAID/Pakistan comments. PERFORM will finalize the reports and submit them to the PERFORM COR for approval within two to three weeks.
- **One-page Brief:** A brief of the key (qualitative and quantitative) findings, conclusions and recommendations related to the assignment questions will be developed by PERFORM for use by USAID/Pakistan decision makers and other relevant stakeholders. This document will be written in English and may be translated and disseminated as desired by USAID/Pakistan. PERFORM will submit the document to the PERFORM COR after the final report is approved.
- **Presentation(s) to USAID/Pakistan:** Presentation(s) of the final report will be made to USAID/Pakistan, implementing partners and other relevant stakeholders if desired by USAID/Pakistan.
- **Media Event for Public Dissemination of findings:** A media event to be organized and conducted by USAID/Pakistan will be facilitated by PERFORM. Deliverables linked to the media event include; 1) draft questions to be asked from the panelists during the panel discussion

portion of the event, 2) a moderator to conduct the panel discussion itself, 3) a slideshow presenting findings from the study, and 4) a brief summary and notes of key discussion points and takeaways from the event

- **Raw Data:** Per [ADS 579 - USAID Development Data](#) – all quantitative data collected for this assignment will be submitted to USAID/Pakistan in electronic format within 30 days of completion. Qualitative data will be delivered as 1) the coded segments used in analysis extracted from MAXQDA in an excel format or 2) tally sheets, as applicable to the analysis.
- **Development Experience Clearinghouse (DEC) Review:** Once the report is finalized, USAID/Pakistan may conduct a DEC review of the report. The PERFORM COR will share the DEC version of the report with PERFORM for final editing, formatting and uploading to the DEC.

## ANTICIPATED SCHEDULE OF ACTIVITIES AND LEVEL OF EFFORT

Based on the SOW, we anticipate a study team with the following members.

TABLE 4: ASSIGNMENT STAFFING WITH ROLES AND RESPONSIBILITIES

Position	Status	Roles and Responsibilities
Team lead/evaluator	Expat STTA	An experienced analyst/evaluator with relevant sector experience who will be responsible for leading the team during the analysis and report writing phases. The team lead will be responsible for, analyzing the data, debriefing the mission, preparation of the draft and final reports, presentations, and ensuring the required quality standards.
Technical writer/editor	Expat STTA	The technical writer/editor will copy edit the final report. More importantly, MSI expects the report to become a widely used resource for those working in gender equity throughout Pakistan. The technical writer will work with the team leader to structure and write the report in a style and format accessible to a wide lay audience.
Researchers / gender specialists (x2)	Local STTA	Experienced researchers with expertise in gender issues in Pakistan and a perspective on gender programming who will be involved in the TPV, conducting the desk review, designing data collection instruments, developing a data analysis plan, conducting key informant interviews (KIs), analyzing qualitative and quantitative data, preparing presentations of findings, and preparing a draft final report and other briefing papers.
Gender specialist	PERFORM LTTA	An experienced gender specialist who will participate fully in all aspects of the study including document review, instrument design, data collection, analysis, and report writing.
Mid-level researchers (x2)	Local STTA	The mid-level researchers will support qualitative data collection activities which include but are not limited to taking interview notes and preparing transcripts and interview summaries. They will also assist the assignment team during the analysis phase by organizing the qualitative data and operating MAXQDA during the coding phase. The mid-level researchers may also contribute to analyzing the quantitative data.



Position	Status	Roles and Responsibilities
Research assistant	Local STTA	The team will include one local research assistant. S/he will support qualitative data collection activities which include, but are not limited to taking interview notes and preparing transcripts and interview summaries.
Survey coordinator/data analyst	PERFORM LTTA	The coordinator will monitor data collection by the subcontractor to ensure that data collection guidelines and protocols are being followed; review raw data as it is collected, and perform validation checks to ensure quality.
Statistician	PERFORM LTTA	The statistician will provide guidance on the quantitative aspects of the study design including regularly reviewing incoming raw data from the field; ensuring sample size calculation are rigorous; and providing estimates of power for outcome variables.
Assignment manager	PERFORM LTTA	The assignment manager will oversee the study; coordinate all travel and logistics; facilitate meetings with USAID/Pakistan; participate in the TPW, data rehearsal, data analysis, and initial debrief; review draft reports; and ensure that the team adheres to the strict deadlines for deliverables contained in the AVVP.
PERFORM advisor	PERFORM LTTA	Responsible for reviewing and approving all aspects of the assignment. Ultimately responsible for ensuring that the team completes the assignment on time and to required quality standards.
Survey firm	Subcontractor	Under the direction of PERFORM, the survey firm will hire and train enumerators and other staff necessary to collect and manage the survey data, administer the survey, and provide a cleaned dataset to PERFORM.

TABLE 5: ANTICIPATED ASSIGNMENT SCHEDULE AND LEVEL OF EFFORT

Assignment Phase		Location of Activity	Anticipated Schedule	Deliverable(s)	Technical Writer	Team Lead	Gender Specialist #1	Gender Specialist #2	Mid-Level Researcher #1	Mid-Level Researcher #2	Research Assistant
Travel		Local / inter	-			12	6	6	6	6	6
Preparation		Home base	Nov 13 – Nov 18			10	6	6	6	6	6
TPV		Islamabad	Nov 20 – Nov 25	<ul style="list-style-type: none"> <li>Draft data collection and analysis plans</li> <li>Draft instruments</li> <li>Data rehearsal</li> </ul>		6	6	6	6	6	6
Fieldwork (Group interviews, KIs)		Punjab, Sindh, KP, Balochistan, GB	Dec 18 – Jan 10	<ul style="list-style-type: none"> <li></li> </ul>		18	18	18	18	18	18
Fieldwork (Survey)	Preparation	Punjab, Sindh, KP, Baluchistan, GB	Feb 12 – Mar 10	<ul style="list-style-type: none"> <li>Data collection completion report (May 05)</li> </ul>							
	Training and Team Mobilization		Mar 12 – Mar 24								
	Field Work		Mar 26 – Apr 14								
	Data Entry		Apr 02 – Apr 28								
Analysis (Round I)	Qual	Islamabad	Jan 11 – Feb 10			18	18	18		18	6
	Quan	Islamabad	Apr 30– May 26								
	Synthesis	Islamabad	May 28 – June 09			18	18		6	6	
Validation Workshop		Islamabad	July 09 – July 19		6	6	6				
Analysis (Round II)		Islamabad	July 09 – July 19		6	6	6		2	2	
Reporting		Islamabad	July 23 – Aug 11	<ul style="list-style-type: none"> <li>Debriefing with USAID/Pakistan (June 05)</li> <li>Draft report to USAID/Pakistan (Aug 11)</li> <li>Draft one-page summary to USAID/Pakistan</li> <li>Comments on one-page summary returned by USAID/Pakistan</li> <li>Final report to USAID/Pakistan</li> <li>Final one-page summary to USAID/Pakistan</li> </ul>	24	24	6				
<b>Total LOE</b>					36	118	90	54	62	62	42

LOE Summary by Position			
Status	Position	LOE (days)	
STTA	Team leader/evaluator	118	
STTA	Technical writer	36	
STTA	Gender specialists (x2)	144	
STTA	Mid-level Researchers (x2)	124	
STTA	Research Assistant	42	
Total LOE		464	



## COST ESTIMATE

A break-down of costs by the four line items is below:

Direct Labor	
Travel	
Other Direct Costs	
Subcontractors	
<b>Grand Total</b>	

*\*Total cost estimates do not include cross-cutting costs, indirect costs, or the MSI fee.*

## PERFORM COR APPROVAL

[COR will indicate approval by signing below or indicating “approval” by return email].

**Contracting Officer’s Representative (COR)**

**Date**

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## ANNEX 5: DATA COLLECTION INSTRUMENTS

### Survey Instrument for Women

Form number									
Province	District	Tehsil	Area	Block code					Details of start point
			1 = Rural 2 = Urban						

## Questionnaire for the Household Gender Equity Program (For Female Respondents)

**Introduction**

Assalam – o – Alaikum. My name is \_\_\_\_\_ and I am here on behalf of Grants Evaluation Management and Monitoring Organization (GEMMO). We are currently conducting a research study on the socio-economic rights and roles of women and men, and issues of justice and equity. I would like to interview an adult woman from your household as part of this study. The interview will take approximately an hour to complete.

I will be very grateful if you grant me some of your valuable time by consenting to participate. I assure you that your views and responses shall remain confidential and will not be shared with anyone; this information will only be accessed by the research team for the purposes of this study. You reserve the right to deny an interview, but we will be very thankful if you give your consent to be interviewed.

**Are you willing to participate in this interview?**

1. **Yes (continue with the interview)**
2. **No (thank them and end the interview)**

Start Time: \_\_\_\_\_

End Time: \_\_\_\_\_

### Form for respondent selection by Kish grid

Member	Names of eligible FEMALE/MALE family members (those above the age of 18, from eldest to youngest)	Age (in completed years)	Household Sequence Number					
			1	2	3	4	5	6
1			1	1	1	1	1	1
2			1	2	1	2	1	2
3			1	2	3	1	2	3
4			1	2	3	4	1	2
5			1	2	3	4	5	3
6			1	2	3	4	5	6
7			1	2	3	4	5	6
8			1	2	3	4	5	6
9			1	2	3	4	5	6
10 or more			1	2	3	4	5	6

**Note: Circle the selected respondent's name**

Make a note in case the initially selected respondent is unavailable after a call-back, and a replacement is selected.

**(Circle one number; follow the instructions)**

1	The questionnaire was filled on the first attempt with the selected respondent. No re-visit was required.
2	The questionnaire could not be filled at the first attempt, a re-visit was required.
3	The questionnaire could not be filled despite a re-visit, and the next individual on the Kish Grid was selected.

Section "F-P" (Respondent's Information)		
<b>P.1 What is your name</b>		
<b>Code</b>	<b>P.2 What is your mother tongue?</b>	
1	Urdu	
2	Sindhi	
3	Pashto	
4	Hindko	
5	Punjabi	
6	Saraiki	
7	Balochi	
8	Kashmiri	
9	Potohari	
10	Brahavi	
11	Balti	
	Other (please specify): _____	
<b>P.3 What is your religion?</b>		
1	(Skip to Q. No P.4)	<b>Islam</b>
2	(Skip to Q. No P.5)	Christian
3		Hindu
4		Sikh
5		Parsi
6		Ahmedi
7		Other (please specify) _____
<b>P.4 What sect do you belong to?</b>		
1	Barhelivi/ Hanafi/ Deobandi	
2	Shiya/Fiqh Jafria/Ahle Tasheeh	
3	Malki	
4	Shafi	
5	Humbli	
99	Do not know	
	Others (please specify): _____	
<b>P.5 What is your marital status?</b>		
1	Married	
2	Single (go to P.7)	
3	Widow	
4	Divorced	
5	Separated	
<b>P.6 How old were you when you got married?</b>		<b>Age (years)</b>
<b>P.7 What is your current age?</b>		
<b>Code</b>	<b>P.8 What is your relation to the head of the Household?</b>	
1	Self	
2	Spouse	
3	Son	
4	Daughter	
5	Sister	
6	Brother	
7	Mother	
8	Father	
9	Other Male Relatives	
10	Other Female Relatives	
<b>Complete Address</b>		
House Number: _____		
_____		
Village/Colony/Area: _____		
Tehsil/Taluka: _____		
District: _____		
Phone Number/Mobile Number: _____		
<div style="display: flex; justify-content: space-between;"> <div style="border: 1px solid black; width: 100px; height: 20px;"></div> <div style="border: 1px solid black; width: 100px; height: 20px;"></div> </div>		
<b>Information About Survey Team</b>		
<b>Date of Interview (Year, Month, Day in two digits)</b>		
Day	Month	Year
_____	_____	<b>2018</b>
Name of Interviewer: _____		
<b>Signature:</b> _____		
Name of Supervisor: _____		
<b>Signature:</b> _____		
Name of Editor: _____		
<b>Signature:</b> _____		
Name of Data Entry Operator: _____		
<b>Signature:</b> _____		

## Section "F-I"

### Awareness of Women Rights

<p><b>1.1 In your opinion, what rights do women have in our country? (More than one option is possible; Read out the options)</b></p> <table style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 5%; text-align: center;">1</td><td>Education</td></tr> <tr><td style="text-align: center;">2</td><td>Employment/Business</td></tr> <tr><td style="text-align: center;">3</td><td>Leaving home, coming or going as they wish</td></tr> <tr><td style="text-align: center;">4</td><td>Deciding their own marriage</td></tr> <tr><td style="text-align: center;">5</td><td>Working in every field of life</td></tr> <tr><td style="text-align: center;">6</td><td>To make decisions about their own future</td></tr> <tr><td style="text-align: center;">7</td><td>The right to live in separately after marriage</td></tr> <tr><td style="text-align: center;">8</td><td>Equal rights as men</td></tr> <tr><td style="text-align: center;">99</td><td>Do not know</td></tr> <tr><td style="text-align: center;">98</td><td>No response</td></tr> <tr><td colspan="2">Others (please specify): _____</td></tr> </table> <p><b>1.2 Do you think women should be given equal rights/opportunities as men in every sphere of life?</b></p> <table style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 5%; text-align: center;">1</td><td>Yes</td><td style="text-align: right;">(Skip to Q. No 1.4)</td></tr> <tr><td style="text-align: center;">2</td><td>No</td><td></td></tr> <tr><td style="text-align: center;">99</td><td>Do not know</td><td style="text-align: right;">(Skip to Q. No 1.4)</td></tr> <tr><td style="text-align: center;">98</td><td>No response</td><td style="text-align: right;">(Skip to Q. No 1.4)</td></tr> </table> <p><b>1.3 If No, why should women NOT be given equal rights/opportunities as men? (More than one option is possible)</b></p> <table style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 5%; text-align: center;">1</td><td>Women are not equal to men</td></tr> <tr><td style="text-align: center;">2</td><td>Women are weaker than men</td></tr> <tr><td style="text-align: center;">3</td><td>Women are not as smart as men</td></tr> <tr><td style="text-align: center;">4</td><td>Women get emotional and make bad decisions</td></tr> <tr><td style="text-align: center;">5</td><td>It will be un-fair to women</td></tr> <tr><td style="text-align: center;">6</td><td>Women are not as capable</td></tr> <tr><td style="text-align: center;">7</td><td>Norms and traditions do not allow it</td></tr> <tr><td style="text-align: center;">99</td><td>Do not know</td></tr> <tr><td style="text-align: center;">98</td><td>No response</td></tr> <tr><td colspan="2">Others (please specify): _____</td></tr> </table> <p><b>1.4 Do you think women should have the right to marry by choice?</b></p> <table style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 5%; text-align: center;">1</td><td>Yes</td><td style="text-align: right;">(Skip to Q. No 1.6)</td></tr> <tr><td style="text-align: center;">2</td><td>No</td><td></td></tr> <tr><td style="text-align: center;">99</td><td>Do not know</td><td style="text-align: right;">(Skip to Q. No 1.6)</td></tr> <tr><td style="text-align: center;">98</td><td>No response</td><td style="text-align: right;">(Skip to Q. No 1.6)</td></tr> </table>	1	Education	2	Employment/Business	3	Leaving home, coming or going as they wish	4	Deciding their own marriage	5	Working in every field of life	6	To make decisions about their own future	7	The right to live in separately after marriage	8	Equal rights as men	99	Do not know	98	No response	Others (please specify): _____		1	Yes	(Skip to Q. No 1.4)	2	No		99	Do not know	(Skip to Q. No 1.4)	98	No response	(Skip to Q. No 1.4)	1	Women are not equal to men	2	Women are weaker than men	3	Women are not as smart as men	4	Women get emotional and make bad decisions	5	It will be un-fair to women	6	Women are not as capable	7	Norms and traditions do not allow it	99	Do not know	98	No response	Others (please specify): _____		1	Yes	(Skip to Q. No 1.6)	2	No		99	Do not know	(Skip to Q. No 1.6)	98	No response	(Skip to Q. No 1.6)	<p><b>1.5 If No, why should girls not have the right to marry by choice? (More than one option is possible)</b></p> <table style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 5%; text-align: center;">1</td><td>Women make emotionally driven wrong decisions</td></tr> <tr><td style="text-align: center;">2</td><td>Such a position is un-just to women</td></tr> <tr><td style="text-align: center;">3</td><td>Women will lose control</td></tr> <tr><td style="text-align: center;">4</td><td>This will increase the rate of divorce</td></tr> <tr><td style="text-align: center;">5</td><td>This is the right of elders</td></tr> <tr><td style="text-align: center;">6</td><td>Women will be unprotected</td></tr> <tr><td style="text-align: center;">99</td><td>Do not Know</td></tr> <tr><td style="text-align: center;">98</td><td>No response</td></tr> <tr><td colspan="2">Others (please specify): _____</td></tr> </table> <p><b>1.6 Are girls in your HH allowed to marry by choice?</b></p> <table style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 5%; text-align: center;">1</td><td>Yes</td></tr> <tr><td style="text-align: center;">2</td><td>No</td></tr> <tr><td style="text-align: center;">99</td><td>Do not know</td></tr> <tr><td style="text-align: center;">98</td><td>No response</td></tr> </table> <p><b>1.7 Do you think women should demand the right to divorce at the time of marriage? (On their marriage certificate/Nikanama)</b></p> <table style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 5%; text-align: center;">1</td><td>Yes</td><td style="text-align: right;">(Skip to Q. No 1.9)</td></tr> <tr><td style="text-align: center;">2</td><td>No</td><td></td></tr> <tr><td style="text-align: center;">99</td><td>Do not know</td><td style="text-align: right;">(Skip to Q. No 1.9)</td></tr> <tr><td style="text-align: center;">98</td><td>No response</td><td style="text-align: right;">(Skip to Q. No 1.9)</td></tr> </table> <p><b>1.8 If No, why should women not demand the right to divorce? (Nikanama) (More than one option is possible)</b></p> <table style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 5%; text-align: center;">1</td><td>Women will lose control</td></tr> <tr><td style="text-align: center;">2</td><td>It can increase the likelihood of divorce</td></tr> <tr><td style="text-align: center;">3</td><td>She will lose her in-laws' respect</td></tr> <tr><td style="text-align: center;">4</td><td>She will try to acquire her Haq Maher immediately</td></tr> <tr><td style="text-align: center;">5</td><td>Should make do/compromise and conciliate</td></tr> <tr><td style="text-align: center;">6</td><td>Women get emotional and make bad decisions</td></tr> <tr><td style="text-align: center;">99</td><td>Do not know</td></tr> <tr><td style="text-align: center;">98</td><td>No response</td></tr> <tr><td colspan="2">Others (please specify): _____</td></tr> </table> <p><b>1.9 In our country, do girls have the right to decide the amount of "Haq maher" for themselves?</b></p> <table style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 5%; text-align: center;">1</td><td>Yes</td><td style="text-align: right;">(Skip to Q. No 1.11)</td></tr> <tr><td style="text-align: center;">2</td><td>No</td><td></td></tr> <tr><td style="text-align: center;">99</td><td>Do not know</td><td style="text-align: right;">(Skip to Q. No 1.11)</td></tr> <tr><td style="text-align: center;">98</td><td>No response</td><td style="text-align: right;">(Skip to Q. No 1.11)</td></tr> </table>	1	Women make emotionally driven wrong decisions	2	Such a position is un-just to women	3	Women will lose control	4	This will increase the rate of divorce	5	This is the right of elders	6	Women will be unprotected	99	Do not Know	98	No response	Others (please specify): _____		1	Yes	2	No	99	Do not know	98	No response	1	Yes	(Skip to Q. No 1.9)	2	No		99	Do not know	(Skip to Q. No 1.9)	98	No response	(Skip to Q. No 1.9)	1	Women will lose control	2	It can increase the likelihood of divorce	3	She will lose her in-laws' respect	4	She will try to acquire her Haq Maher immediately	5	Should make do/compromise and conciliate	6	Women get emotional and make bad decisions	99	Do not know	98	No response	Others (please specify): _____		1	Yes	(Skip to Q. No 1.11)	2	No		99	Do not know	(Skip to Q. No 1.11)	98	No response	(Skip to Q. No 1.11)
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1.19	Head of the state	1 Move to next	2 Reasons	99	98					
1.20	Head of an Organization	1 Move to next	2 Reasons	99	98					
1.21	Head of a household	1 Move to next	2 Reasons	99	98					
<b>Codes</b>	1	Women get emotional and make bad decisions	3	Women are less capable	5	Women will lose control	7	Involvement in politics will destroy a woman's household	9	Others
	2	This is unfair to the woman	4	This is not a woman's responsibility	6	Politics is not for women	8	Islam does not allow it		

## Section "F-2" (Female Empowerment & Decision Making)

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<p><b>2.10 Do you think women should take part in financial decision making (for instance the sale or purchase of a house/land or property) in their family?</b></p> <p>1 Yes (Skip to Q. No 2.12 )</p> <p>2 No</p> <p>99 Do not know (Skip to Q. No 2.12)</p> <p>98 No response (Skip to Q. No 2.12)</p> <p><b>2.11 If No, why should women not participate in deciding financial issues? (More than one option is possible)</b></p> <p>1 This is not women's business</p> <p>2 Women are not knowledgeable</p> <p>3 Women are unable make the right decisions</p> <p>4 It is easier to fool women</p> <p>98 No response</p> <p>Others (please specify): _____</p> <p><b>2.12 Have you personally saved up any money?</b></p> <p>1 Yes</p> <p>2 No</p> <p>98 No response</p> <p><b>2.13 Do you have a bank account?</b></p> <p>1 Yes</p> <p>2 No (Skip to Q. No 2.15 )</p> <p>98 No response (Skip to Q. No 2.15 )</p> <p><b>2.14 If Yes, who operates your bank account? (Only one option is allowed)</b></p> <p>1 Self</p> <p>2 Joint account</p> <p>3 Men of the family</p> <p>4 Women of the family</p> <p>5 Other relatives</p> <p>99 Do not know</p> <p>98 No response</p> <p>Others (please specify): _____</p>	<p><b>2.15 Have you ever taken a personal loan?</b></p> <p>1 Yes</p> <p>2 No (Skip to Q. No 2.18 )</p> <p>98 No Response (Skip to Q. No 2.18 )</p> <p><b>2.16 If yes, Whose decision was it? (Only one option is allowed)</b></p> <p>1 Husband's choice</p> <p>2 Own choice</p> <p>3 Men of the family</p> <p>4 Women of the family</p> <p>5 Other family member</p> <p>97 Do not remember</p> <p>98 No response</p> <p>Other: (please specify) _____</p> <p><b>2.17 Who advised you on how to spend/use the loaned money? (Only one option is allowed)</b></p> <p>1 Husband's Wishes</p> <p>2 Own wishes</p> <p>3 Men of the family</p> <p>4 Women of the family</p> <p>5 Other family members</p> <p>6 Jointly with consensus</p> <p>97 Do not remember</p> <p>98 No response</p> <p>Others: (please specify): _____</p>
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Who decides this in your family (More than one option is possible)	Self 1	Husband & wife 2	Husband 3	Mother / Mother in Law 4	Father / Father in law 5	Others (please specify)
2.18: Everyday items and daily ration						
2.19: Education						
2.20: Healthcare and treatment						
2.21: Recreation						
2.22: Buying and selling home appliances e.g., T.V, fridge, fan						
2.23: Marital affairs						
2.24: Buying and selling land/house						
2.25: Renovation of house						
2.26: Buying and selling of live stock						
2.27: Women's employment						
2.28: Participation in events for political or non-governmental (NGO) organizations						
2.29: Family planning						



## Section "F-3 (Democratic Rights)

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### Section "F -4" (Institutions of Justice)

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4.7 Which of the following institutions have you dealt with?	Yes (1) No (2) (In case of No ask about the next institute)	What was the purpose? (use codes)	How was the environment 1) Good 2) Fair 3) Unfair 4) Bad	How was the staff's attitude? 1) Good 2) Fair 3) Unfair 4) Bad	Did you achieve your objective? 1) Yes 2) No	How long did the process take? (time)	Is it easy to get justice from these institutions? 1) Yes 2) No
1. Police							
2. Lawyer							
3. Court							
4. Informal justice system (waderah, jirgah etc.)							
5. Feudal lords							
6. Human rights organization							
7. Media (Newspaper, TV, etc)							
8. Other (please specify)							

Reason Codes	1	Domestic disputes	3	Transfer of property	5	As a witness	7	Sexual violence
	2	Family disputes	4	For registration	6	?	8	Others

<b>4.8</b>	<b>Should women go to the police station if required?</b>
<b>1</b>	Yes (Skip to Q. No 4.10)
<b>2</b>	No
<b>99</b>	Do not know (Skip to Q. No 4.10)
<b>98</b>	No response (Skip to Q. No 4.10)
<b>4.9</b>	<b>If No, Why should women not go to the police station? (More than one option is possible)</b>
<b>1</b>	The atmosphere is not good
<b>2</b>	Staff is rude
<b>3</b>	This is not a woman's responsibility
<b>4</b>	Women are un-informed
<b>5</b>	Women are unable to make the right decision
<b>6</b>	It is easy to fool women
<b>7</b>	Women who visit police stations are not seen with respect by society
<b>8</b>	They do not go because they are afraid
<b>9</b>	A woman will lose her respect
<b>99</b>	Do not know
<b>98</b>	No response
	Other (please specify): _____
<b>4.10</b>	<b>Have women from your household ever gone to a police station?</b>
<b>1</b>	Yes
<b>2</b>	No (Skip to Q. No 4.12)
<b>99</b>	Do not know (Skip to Q. No 4.12)
<b>98</b>	No response (Skip to Q. No 4.12)
<b>4.11</b>	<b>If Yes, Why did women from your household go to the police station? (Only one option is allowed)</b>
<b>1</b>	For filing a report/FIR
<b>2</b>	For seeking information
<b>3</b>	For witness
<b>99</b>	Do not know
<b>98</b>	No response
	Other (please specify): _____
<b>4.12</b>	<b>Should women go to court if need be?</b>
<b>1</b>	Yes (Skip to Q. No 4.14)
<b>2</b>	No
<b>99</b>	Do not know (Skip to Q. No 4.14)
<b>98</b>	No response (Skip to Q. No 4.14)
<b>4.13</b>	<b>If No, Why should women not go to court? (More than one option is possible)</b>
<b>1</b>	The environment is very bad
<b>2</b>	Staff there is rude
<b>3</b>	This is not a woman's responsibility
<b>4</b>	Women are un-informed
<b>5</b>	Women are not able to make the right decision
<b>6</b>	It is easy to fool women
<b>7</b>	Women who visit courts are not seen with respect by society
<b>99</b>	Do not know
<b>98</b>	No response
	Other (please specify) ): _____
<b>4.14</b>	<b>Have women from your household ever gone to court?</b>
<b>1</b>	Yes
<b>2</b>	No (Skip to Q. No 4.16)
<b>9</b>	Do not know (Skip to Q. No 4.16)
<b>98</b>	No response (Skip to Q. No 4.16)
<b>4.15</b>	<b>If Yes, Why did women from your household go to court? (More than one option is possible)</b>
<b>1</b>	To file a case
<b>2</b>	To get information
<b>3</b>	As a witness / for bail
<b>4</b>	For property / inheritance matters
<b>99</b>	Do not know
<b>98</b>	No response
	Other (please specify): _____

Now I would like to have your opinion regarding other institutions providing services to the people										
4.16			4.17	4.18	4.19	4.20	4.21	4.22	4.23	4.24
Which of the following institutions have you been to?  Yes (1) No (2)  (In case of no, ask about the next institute)			How was the overall atmosphere?	How was the staff's attitude?	Was there female staff present?	Was there separate seating arrangement for women?	Was there a separate counter for women?	Was there a separate toilet for women?	Was there a separate prayer area?	Can women visit this institution alone to get their work done?
			1) Good 2) Fair 3) Inappropriate 4) Bad	1) Good 2) Fair 3) Inappropriate 4) Bad	1) Yes 2) No	1) Yes 2) No	1) Yes 2) No	1) Yes 2) No 99) Do not know	1) Yes 2) No 99) Do not know	1) Yes 2) No
1	Police station									
2	Courts									
3	ID card office (NADRA)									
4	Passport office									
5	Post Office									
6	Electricity office									
7	Municipality office									
8	Water and sewerage office									
9	Government educational institutes									
10	SUI Gas office									
11	Bank									
12	Government Hospital/Clinics/Dispensary									

Section "F-5" (Female Mobility)													
In your household, for what purpose are women allowed to leave the house?		Can you go 1) Yes 2) No  (In case of no ask about the next purpose)		Can go alone 1) Yes 2) No		Can go out accompanied by a child 1) Yes 2) No		Can go out accompanied by another adult woman 1) Yes 2) No		Can go out with an adult man from the family 1) Yes 2) No		Do you have to get permission before stepping out the house?  1) Yes 2) No	
		Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
5.1	To visit neighbors	1	2	1	2	1	2	1	2	1	2	1	2
5.2	To buy and sell things	1	2	1	2	1	2	1	2	1	2	1	2
5.3	Visiting a hospital/doctor	1	2	1	2	1	2	1	2	1	2	1	2
5.4	To attend weddings	1	2	1	2	1	2	1	2	1	2	1	2
5.5	To go to the bank	1	2	1	2	1	2	1	2	1	2	1	2
5.6	For civil society organization meetings	1	2	1	2	1	2	1	2	1	2	1	2
5.7	Outside the local area for work	1	2	1	2	1	2	1	2	1	2	1	2
5.8	Out of their area to study	1	2	1	2	1	2	1	2	1	2	1	2
5.9	Go to another village or city for any reason	1	2	1	2	1	2	1	2	1	2	1	2

## Section "F-6" (Inheritance)

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<b>6.1</b>	<b>Do you know if women are entitled a share of inheritance?</b>																																																																																																										
<b>1</b>	Yes																																																																																																										
<b>2</b>	No																																																																																																										
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<b>98</b>	No response																																																																																																										
<b>6.2</b>	<b>What is the share of sons and daughters in their parent's wealth? Note: (Only one answer)</b>																																																																																																										
<b>1</b>	They have an equal share																																																																																																										
<b>2</b>	Daughter gets half the share as compare to full share for sons																																																																																																										
<b>3</b>	Daughters gets one third share as compared to full share for son																																																																																																										
<b>4</b>	Sons have the entire share																																																																																																										
<b>5</b>	According to Shariah																																																																																																										
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Household property/ bank balance and ownership		6.8		6.9		6.10	6.11	
		Which of the following items do you have at home? (In case of "No" ask about next item of Assets)		Which of the following items do you personally possess? (In case of "No" ask about next item of Assets)		How did you obtain the items that you possess	Do you have the right to gift or sell the items you own?	
		Yes	No	Yes	No	(Give code)	Yes	No
1	Home/ Shop/ Factory/ Workshop	1	2	1	2		1	2
2	Plot/Agricultural land	1	2	1	2		1	2
3	Gold/Silver jewelry	1	2	1	2		1	2
4	Car	1	2	1	2		1	2
5	Motor Cycle	1	2	1	2		1	2
6	Share, Bonds, Securities	1	2	1	2		1	2
7	TV	1	2	1	2		1	2
8	Fridge	1	2	1	2		1	2
9	Deep Freezer	1	2	1	2		1	2
10	Computer	1	2	1	2		1	2
11	Washing Machine	1	2	1	2		1	2
12	Air Conditioner	1	2	1	2		1	2
13	Air Cooler	1	2	1	2		1	2
14	Mobile Phone	1	2	1	2		1	2
15	Cattle and livestock							
	Others (please specify):							

Codes	1	2	3	4	5
	Personal earnings/ savings	Received from Mother/Father	Received from Sister/Brother	Received Husband wife	Received from paternal grandfather/mother
	6	7	8	9	99
	Received from maternal grand parents	Received from Mother/Father in law	Received in dowry	Other	No response



## Section "F – 7" (Domestic Violence)

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<b>7.11</b>	<b>Did you share this incident of physical violence with someone?</b>	
<b>1</b>	Yes	
<b>2</b>	No	
<b>99</b>	Do not know	
<b>98</b>	No response	
<b>7.12</b>	<b>Did you report this incident to the police?</b>	
<b>1</b>	Yes	
<b>2</b>	No	
<b>99</b>	Do not know	
<b>98</b>	No response	
<b>7.13</b>	<b>Has anyone other than your household members ever slapped, punched, kicked or physically hurt you?</b>	
<b>1</b>	Yes	
<b>2</b>	No (Skip to Q. No 7.15)	
<b>99</b>	Do not know (Skip to Q. No 7.15)	
<b>98</b>	No response (Skip to Q. No 7.15)	
<b>7.14</b>	<b>If yes, who tortured you physically? (More than one option is possible)</b>	
<b>1</b>	Male relative	
<b>2</b>	Ex husband	
<b>3</b>	Neighbors	
<b>4</b>	Friends	
<b>5</b>	Teacher	
<b>6</b>	Servant	
<b>7</b>	Strangers	
<b>8</b>	Army/ police / Rangers	
<b>9</b>	Men at work place	
<b>99</b>	Don't know	
<b>98</b>	No Response	
	Others (please specify): _____	
<b>7.15</b>	<b>Have anybody ever abused you sexually?</b>	
<b>1</b>	Yes	
<b>2</b>	No (Skip to Q. No 7.19)	
<b>99</b>	Do not know (Skip to Q. No 7.19)	
<b>98</b>	No response (Skip to Q. No 7.19)	
<b>7.16</b>	<b>If yes, Who mistreated you? (More than one option is possible)</b>	
<b>1</b>	Men (Relatives)	
<b>2</b>	Ex-husband	
<b>3</b>	Neighbors	
<b>4</b>	Friends	
<b>5</b>	Teacher	
<b>6</b>	Servant	
<b>7</b>	Stranger	
<b>8</b>	Army man/police/ranger	
<b>9</b>	Colleagues at work place	
<b>99</b>	Do not know	
<b>98</b>	No response	
	Others (please specify): _____	
<b>7.17</b>	<b>Did you seek help in this matter from anybody to avoid such incidences in the future?</b>	
<b>1</b>	Yes	
<b>2</b>	No (Skip to Q. No 7.19)	
<b>99</b>	Do not know (Skip to Q. No 7.19)	
<b>98</b>	No response (Skip to Q. No 7.19)	
<b>7.18</b>	<b>If yes, from whom did you seek help? (More than one option is possible)</b>	
<b>1</b>	From people in family	
<b>2</b>	From in-laws	
<b>3</b>	Police station	
<b>4</b>	Lawyer	
<b>5</b>	Court	
<b>6</b>	Jirga, informal system of justice	
<b>7</b>	Feudal lords	
<b>8</b>	Human rights activists/ organizations	
<b>9</b>	Media (Newspaper, TV)	
<b>99</b>	Did not reply	
<b>98</b>	No response	
	Others (please specify): _____	
<b>7.19</b>	<b>In your opinion if a man sexually harasses/abuses a woman, should he be punished?</b>	
<b>1</b>	Yes	
<b>2</b>	No (Skip to Q. No 7.21)	
<b>99</b>	Do not know (Skip to Q. No 7.21)	
<b>98</b>	No response (Skip to Q. No 7.21)	

<b>7.20</b>	<b>If yes, How should he be punished? (more than one option is possible)</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th colspan="2" style="text-align: left; padding: 2px;">Punishment Codes</th> </tr> <tr><td style="text-align: center; padding: 2px;">1</td><td style="padding: 2px;">Stoned to death/ should be</td></tr> <tr><td style="text-align: center; padding: 2px;">2</td><td style="padding: 2px;">Killed/ should be</td></tr> <tr><td style="text-align: center; padding: 2px;">3</td><td style="padding: 2px;">Banished from the locality/ should be</td></tr> <tr><td style="text-align: center; padding: 2px;">4</td><td style="padding: 2px;">Paraded and humiliated in locality (black face)/ should be</td></tr> <tr><td style="text-align: center; padding: 2px;">5</td><td style="padding: 2px;">Married off to each other/should be</td></tr> <tr><td style="text-align: center; padding: 2px;">6</td><td style="padding: 2px;">Handed over to the police/should be</td></tr> <tr><td style="text-align: center; padding: 2px;">7</td><td style="padding: 2px;">Handed over to influential elders in the community/ should be</td></tr> <tr><td style="text-align: center; padding: 2px;">8</td><td style="padding: 2px;">Face social boycott/should</td></tr> <tr><td style="text-align: center; padding: 2px;">9</td><td style="padding: 2px;">Left on their own/ should be</td></tr> <tr><td style="text-align: center; padding: 2px;">10</td><td style="padding: 2px;">Lashes/ whips given</td></tr> <tr><td style="text-align: center; padding: 2px;">11</td><td style="padding: 2px;">Punishment according to severity of action</td></tr> <tr><td style="text-align: center; padding: 2px;">12</td><td style="padding: 2px;">Punishment according to the law</td></tr> <tr><td style="text-align: center; padding: 2px;">13</td><td style="padding: 2px;">Public humiliation</td></tr> <tr><td style="text-align: center; padding: 2px;">14</td><td style="padding: 2px;">Punishment according to Shariah</td></tr> <tr><td style="text-align: center; padding: 2px;">99</td><td style="padding: 2px;">Don't know</td></tr> <tr><td style="text-align: center; padding: 2px;">98</td><td style="padding: 2px;">No response</td></tr> </table>	Punishment Codes		1	Stoned to death/ should be	2	Killed/ should be	3	Banished from the locality/ should be	4	Paraded and humiliated in locality (black face)/ should be	5	Married off to each other/should be	6	Handed over to the police/should be	7	Handed over to influential elders in the community/ should be	8	Face social boycott/should	9	Left on their own/ should be	10	Lashes/ whips given	11	Punishment according to severity of action	12	Punishment according to the law	13	Public humiliation	14	Punishment according to Shariah	99	Don't know	98	No response
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## Section "F – 8"

### Gender Based Violence

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<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<b>Note: (Use Punishment Codes on page P-16)</b>																																																																																																																										
<input type="checkbox"/>	_____ Other (please specify)																																																																																																																										
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<input type="checkbox"/>	_____ Other (please specify)																																																																																																																										
<b>8.5</b>	<b>If a man and woman from your area/community are caught in an illicit relationship action, what action is taken against them? (More than one option is possible)</b>																																																																																																																										
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<b>Note: (Use Punishment Codes on page P-16)</b>																																																																																																																										
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<input type="checkbox"/>	_____ Other (please specify)																																																																																																																										
<b>8.6</b>	<b>If a girl or woman becomes a victim of sexual abuse, i.e rape (zina-bill-jabar). What should the extended family do? (More than one response is possible)</b>																																																																																																																										
<b>1</b>	The incident should be reported to police																																																																																																																										
<b>2</b>	The incident should not be quoted and be kept obscured																																																																																																																										
<b>3</b>	Guilty individuals should be killed																																																																																																																										
<b>4</b>	Women related to the people who were involved in the act should face the same abuse																																																																																																																										
<b>5</b>	Wait patiently																																																																																																																										
<b>6</b>	Go to the court of law																																																																																																																										
<b>7</b>	Launch protest																																																																																																																										
<b>8</b>	Both should be married																																																																																																																										
<b>9</b>	Give sympathy																																																																																																																										
<b>10</b>	Should be punished according to Shariah/Religion																																																																																																																										
<b>99</b>	Do not know																																																																																																																										
<b>98</b>	No response																																																																																																																										
<input type="checkbox"/>	Other (please specify): _____																																																																																																																										
<b>8.7</b>	<b>In your opinion, what should the victim's family do to the victim if the girl or woman has been abused? (More than one response is possible)</b>																																																																																																																										
<b>1</b>	They should help the victim																																																																																																																										
<b>2</b>	Should be given due respect in society and family																																																																																																																										
<b>3</b>	Should be killed																																																																																																																										
<b>4</b>	Should be abandoned from home																																																																																																																										
<b>5</b>	Should be married immediately																																																																																																																										
<b>6</b>	Should be sympathized																																																																																																																										
<b>99</b>	Do not know																																																																																																																										
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<input type="checkbox"/>	Others (please specify): _____																																																																																																																										
<b>8.8</b>	<b>If a man in your area commits rape (zina-bil-jabar) what action is taken against the perpetrator and how victim will be treated? (More than one response is possible)</b>																																																																																																																										
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<b>Note: (Use Punishment Codes)</b>																																																																																																																										
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<input type="checkbox"/>	_____ Other (please specify)																																																																																																																										

<b>8.9</b>	<b>If a boy or a girl from your household, after becoming an adult, gets married of his/her own will, how will they be treated? (More than one answer is possible)</b>
<b>1</b>	Marriage is accepted
<b>2</b>	They banished from the locality
<b>3</b>	Separated (divorced) forcefully
<b>4</b>	The boy is accused of kidnapping
<b>5</b>	The boy is killed
<b>6</b>	The girl is killed
<b>7</b>	Both boy and girl are killed
<b>88</b>	This has never happened
<b>99</b>	Do not know
<b>98</b>	No response
	Other (please specify): _____
<b>8.10</b>	<b>Are you aware of the custom of honor killing (Karo kari)?</b>
<b>1</b>	Yes
<b>2</b>	No (Skip to Q. No 8.13)
<b>98</b>	No response (Skip to Q. No 8.13)
<b>8.11</b>	<b>Do you think honor killings (Karo kari) are justified?</b>
<b>1</b>	Yes
<b>2</b>	No (Skip to Q. No 8.13)
<b>99</b>	Do not know (Skip to Q. No 8.13)
<b>98</b>	No response (Skip to Q. No 8.13)
<b>8.12</b>	<b>If yes, why do you think honor killings (Karo kari) are justified? (More than one option is possible)</b>
<b>1</b>	Stops shamelessness
<b>2</b>	Stop illicit relationships
<b>3</b>	Society remains under control
<b>4</b>	Custom is used wrongly
<b>99</b>	Don't know
<b>98</b>	No response
	Other (please specify): _____
	Other (please specify): _____
<b>8.13</b>	<b>Has there been any instance of honor killings in your community/locality?</b>
<b>1</b>	Yes
<b>2</b>	No (Skip to Q. No 8.16)
<b>99</b>	Do not know (Skip to Q. No 8.16)
<b>98</b>	No response (Skip to Q. No 8.16)
<b>8.14</b>	<b>If yes, who was killed?</b>
<b>1</b>	Man
<b>2</b>	Woman
<b>3</b>	Both
<b>98</b>	No response
<b>8.15</b>	<b>What was the reason for the killing? (only one answer)</b>
<b>1</b>	They had illicit relationship
<b>2</b>	Got married of own choice
<b>99</b>	Do not know
<b>98</b>	No response
	Other (please specify): _____
<b>8.16</b>	<b>Are you aware of customs of Wanni/Sawara?</b>
<b>1</b>	Yes
<b>2</b>	No (Skip to Q. No 8.18)
<b>98</b>	No response (Skip to Q. No 8.18)
<b>8.17</b>	<b>If yes, what is the customs of "Wanni/Sawara?"</b>
<b>1</b>	Giving away women to resolve a dispute
<b>99</b>	Do not know
<b>98</b>	No response
	Other (please specify): _____
<b>8.18</b>	<b>In your opinion is Wanni/ Sawara (in case of resolution of dispute) is justified?</b>
<b>1</b>	Yes
<b>2</b>	No (Go to the next section)
<b>99</b>	Do not know (Go to the next section)
<b>98</b>	No response (Go to the next section)
<b>8.19</b>	<b>If yes, in your opinion why is Wanni/Sawara (in case of resolution of dispute) justified? (More than one answer is possible)</b>
<b>1</b>	It avoids bloodshed between two or more families
<b>2</b>	It avoids killings of innocent people
<b>3</b>	Women get a permanent support
<b>4</b>	Society remains under control
<b>99</b>	Do not know
<b>98</b>	No response
	Other (please specify): _____
	Other (please specify): _____

## “F – 9” Section Household Information

<b>Now I will ask you some personal questions, the reason behind these questions is to develop a profile of the people, we have interviewed, where they live, and their lifestyle</b>				<b>9.7 What is the occupation of the primary earning member of your household? (take only one answer)</b>	
<b>Household members who eat together and have a joint income</b>		<b>Number of Household members</b>		<b>Out of these how many are earning</b>	
9.1	Total household members (including grownups and children)				
9.2	Household adult men (Above 18 year)				
9.3	Household adult women (Above 18 year)				
9.4	Boys less than 18 years				
9.5	Girls less than 18 yrs.				

<b>9.6 What are the most spoken languages in your household?</b>	
1	Urdu
2	Sindhi
3	Pashto
4	Hindko
5	Punjabi
6	Saraiki
7	Balochi
8	Kashmiri
9	Potohari
10	Barahvi
11	Balti
	Others (please specify): _____

<b>9.8 How long have you been living in this vicinity?</b>	
	No of years
99	Do not know
98	No response

<b>9.9 What is your monthly expenditure on the following?</b>		
	<b>Expenditure List</b>	<b>Expense</b>
9.9A	Food	
9.9B	Education	
9.9C	Health	
9.9D	House rent	
9.9E	Electricity/ Phone/ Gas bills	
9.9F	Transport cost	
9.9G	Petrol/Diesel etc	
9.9H	Shoes/ Clothes etc	
9.9I	Other (please specify)	
Note: Don't know = 99 and No response = 98		

<b>9.10 What are the total monthly expenses of the household?</b>	
	Amount
99	Do not know
98	No response



Education (please give one response)	9.11	9.12	9.13	
	What is your level of education?	Education level of household head?	What is the highest level of education in household?	
			Women	Men
Illiterate	1	1	1	1
No formal education, but can read	2	2	2	2
Primary	3	3	3	3
Middle	4	4	4	4
Matric	5	5	5	5
Intermediate	6	6	6	6
BA/BSC Graduate	7	7	7	7
MA/MSC/Post Graduate	8	8	8	8
Doctor, Engineer, MA/CA	9	9	9	9
Other (please specify)				

<p><b>9.14 Please observe the house of the respondent</b></p> <p>1 Flat</p> <p>2 Banglow/ house 200 yds</p> <p>3 Banglow/ house 400 yds</p> <p>4 Semi structured house</p> <p>5 Hut</p> <p>Other please specify</p> <p><b>9.15 Observe and note what facilities are available in the locality?</b></p> <p>1 Road</p> <p>2 Streets</p> <p>3 Government water supply</p> <p>4 Electricity</p> <p>5 PTCL</p> <p>6 Gas</p>	<p><b>9.16 Do you own the house in which you live?</b></p> <p>1 Yes</p> <p>2 No</p> <p>99 Do not know</p> <p>98 No response</p> <p><b>9.17 What is the amount of Agricultural land owned by your household?</b></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Area</th> <th>Units</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> </tr> </tbody> </table> <p>-1 Don't have agricultural land</p> <p>99 Do not know</p> <p>98 No response</p> <p><b>9.18 How many cattle/farm animals do you have?</b></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Quantity</th> </tr> </thead> <tbody> <tr> <td> </td> </tr> </tbody> </table> <p>-1 Don't have cattle farm animals</p> <p>99 Do not know</p> <p>98 No response</p>	Area	Units			Quantity	
Area	Units						
Quantity							

“F -10” Section Media Habits																									
<p><b>10.1 Do you listen to the radio these days?</b></p> <p>1 Yes</p> <p>2 No (Skip to Q. No 10.6)</p> <p><b>10.2 If yes, what channel do you listen often?</b></p> <table border="1" style="width: 100%;"> <tr> <td> </td> <td>Station 1</td> </tr> <tr> <td> </td> <td>Station 2</td> </tr> <tr> <td> </td> <td>Station 3</td> </tr> </table> <p><b>10.3 How many times a month do you listen to this radio channel?</b></p> <table border="1" style="width: 100%;"> <tr> <td> </td> <td>Numbers</td> </tr> <tr> <td> </td> <td>Occasionally</td> </tr> </table>		Station 1		Station 2		Station 3		Numbers		Occasionally	<p><b>10.4 For how long do you listen to the radio in one sitting?</b></p> <table border="1" style="width: 100%;"> <tr> <th>Hours</th> <th>Minutes</th> </tr> <tr> <td> </td> <td> </td> </tr> </table> <p><b>10.5 What time do you listen to radio?</b></p> <table border="1" style="width: 100%;"> <tr> <th>Night</th> <th>Evening</th> <th>Afternoon</th> <th>Morning</th> <th>Time (Write time)</th> </tr> <tr> <td>4</td> <td>3</td> <td>2</td> <td>1</td> <td> </td> </tr> </table> <p><b>10.6 Do you watch TV these days?</b></p> <p>1 Yes</p> <p>2 No (Skip to Q. No 10.11)</p>	Hours	Minutes			Night	Evening	Afternoon	Morning	Time (Write time)	4	3	2	1	
	Station 1																								
	Station 2																								
	Station 3																								
	Numbers																								
	Occasionally																								
Hours	Minutes																								
Night	Evening	Afternoon	Morning	Time (Write time)																					
4	3	2	1																						

<b>10.7</b>	<b>If yes, Which channel do you watch most often?</b>			
	Channel 1			
	Channel 2			
	Channel 3			
<b>10.8</b>	<b>How many times in a month do you watch this channel?</b>			
	Numbers			
	Occasionally			
<b>10.9</b>	<b>How many hours do you watch TV?</b>			
	Hours	Minutes		
<b>10.10</b>	<b>Mostly what time do you watch TV?</b>			
Night	Evening	Afternoon	Morning	Time (write time)
4	3	2	1	
<b>10.11</b>	<b>Do you read the newspaper these days?</b>			
1	Yes			
2	No (Skip to Q. No 10.14)			
<b>10.12</b>	<b>Which language newspaper do you read most often?</b>			
	Language 1			
	Language 2			
	Language 3			
<b>10.13</b>	<b>Which newspaper do you read most often?</b>			
	News Paper 1			
	News Paper 2			
<b>10.14</b>	<b>Do you read any weekly, monthly digest or magazine?</b>			
1	Yes			
2	No (Skip to Q. No 10.14)			
<b>10.15</b>	<b>What language weekly, monthly digests or magazine do you read most often?</b>			
	Language 1			
	Language 2			
	Language 3			
<b>10.16</b>	<b>What type of magazines, digest do you read?</b>			
	1			
	2			
	3			
<b>10.17</b>	<b>Do you use computer? Are you computer literate?</b>			
1	Yes			
2	No (Skip to Q. No 10.20)			
98	No response (Skip to Q. No 10.20)			
<b>10.18</b>	<b>If yes, do you use the internet?</b>			
1	Yes			
2	No (Skip to Q. No 10.20)			
98	No response (Skip to Q. No 10.20)			
<b>10.19</b>	<b>If yes, how many hours a day do you use the internet?</b>			
	Hours			
	Sometimes			
99	Do not know			
98	No response			
<b>10.20</b>	<b>Do you use mobile phones?</b>			
1	Yes			
2	No End of Survey			
99	Do not know End of Survey			
98	No response End of Survey			
<b>10.21</b>	<b>If yes, what is your monthly expenditure on mobile phones?</b>			
	Amount			
99	Do not know			
98	No response			

**Thank you for Your  
Cooperation**

## Survey Instrument for Men

Form number									
-------------	--	--	--	--	--	--	--	--	--

Province	District	Tehsil	Area	Block code										Details of start point	
			1 = Rural												
			2 = Urban												

### Questionnaire for the Household Gender Equity Program (For Male Respondents)

#### Introduction

Assalam – o – Alaikum. My name is \_\_\_\_\_ and I am here on behalf of Grants Evaluation Management and Monitoring Organization (GEMMO). We are currently conducting a research study on the socio-economic rights and roles of women and men, and issues of justice and equity. I would like to interview an adult man from your household as part of this study. The interview will take approximately an hour to complete.

I will be very grateful if you grant me some of your valuable time by consenting to participate. I assure you that your views and responses shall remain confidential and will not be shared with anyone; this information will only be accessed by the research team for the purposes of this study. You reserve the right to deny an interview, but we will be very thankful if you give your consent to be interviewed.

**Are you willing to participate in this interview?**

1. **Yes (continue with the interview)**
2. **No (thank them and end the interview)**

Start Time: \_\_\_\_\_
End Time: \_\_\_\_\_

**Form for respondent selection by Kish grid**

Member	Names of eligible FEMALE/MALE family members (those above the age of 18, from eldest to youngest)	Age (in completed years)	Household Sequence Number					
			1	2	3	4	5	6
1			1	1	1	1	1	1
2			1	2	1	2	1	2
3			1	2	3	1	2	3
4			1	2	3	4	1	2
5			1	2	3	4	5	3
6			1	2	3	4	5	6
7			1	2	3	4	5	6
8			1	2	3	4	5	6
9			1	2	3	4	5	6
10 or more			1	2	3	4	5	6

**Note: Circle the selected respondent's name**

Make a note in case the initially selected respondent is unavailable after a call-back, and a replacement is selected.

**(Circle one number; follow the instructions)**

1	The questionnaire was filled on the first attempt with the selected respondent. No re-visit was required.
2	The questionnaire could not be filled at the first attempt, a re-visit was required.
3	The questionnaire could not be filled despite a re-visit, and the next individual on the Kish Grid was selected.

## Section "M-P" (Respondent's Information)

<b>P.1 What is your name</b>		<b>Code</b>		<b>P.8 What is your relation to the head of the Household?</b>																					
<b>Code</b>	<b>P.2 What is your mother tongue?</b>																								
<b>1</b>	Urdu	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td><b>1</b></td><td>Self</td></tr> <tr><td><b>2</b></td><td>Spouse</td></tr> <tr><td><b>3</b></td><td>Son</td></tr> <tr><td><b>4</b></td><td>Daughter</td></tr> <tr><td><b>5</b></td><td>Sister</td></tr> <tr><td><b>6</b></td><td>Brother</td></tr> <tr><td><b>7</b></td><td>Mother</td></tr> <tr><td><b>8</b></td><td>Father</td></tr> <tr><td><b>9</b></td><td>Other Male Relatives</td></tr> <tr><td><b>10</b></td><td>Other Female Relatives</td></tr> </table>				<b>1</b>	Self	<b>2</b>	Spouse	<b>3</b>	Son	<b>4</b>	Daughter	<b>5</b>	Sister	<b>6</b>	Brother	<b>7</b>	Mother	<b>8</b>	Father	<b>9</b>	Other Male Relatives	<b>10</b>	Other Female Relatives
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<b>10</b>	Brahavi																								
<b>11</b>	Balti																								
Other (please specify): _____																									
<b>P.3 What is your religion?</b>		<b>Complete Address</b>																							
<b>1</b>	(Skip to Q. No P.4)	House Number: _____																							
<b>2</b>	(Skip to Q. No P.5)	Village/Colony/Area: _____																							
<b>3</b>		Tehsil/Taluka: _____																							
<b>4</b>		District: _____																							
<b>5</b>		Phone Number/Mobile Number: _____																							
<b>6</b>		<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table>																							
<b>7</b>																									
<b>Islam</b>	<b>Information About Survey Team</b>																								
<b>Christian</b>	<b>Date of Interview (Year, Month, Day in two digits)</b>																								
<b>Hindu</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; text-align: center;">Day</td> <td style="width: 20%; text-align: center;">Month</td> <td style="width: 20%; text-align: center;">Year</td> </tr> <tr> <td style="height: 30px;"></td> <td></td> <td style="text-align: center;"><b>2018</b></td> </tr> </table>				Day	Month	Year			<b>2018</b>															
Day	Month	Year																							
		<b>2018</b>																							
<b>Sikh</b>	Name of Interviewer: _____																								
<b>Parsi</b>	<b>Signature:</b> _____																								
<b>Ahmedi</b>	Name of Supervisor: _____																								
<b>Other (please specify)</b>	<b>Signature:</b> _____																								
<b>P.4 What sect do you belong to?</b>		Name of Editor: _____																							
<b>1</b>	Barhelivi/ Hanafi/ Deobandi	<b>Signature:</b> _____																							
<b>2</b>	Shiya/Fiqh Jafria/Ahle Tasheeh	Name of Data Entry Operator: _____																							
<b>3</b>	Malki	<b>Signature:</b> _____																							
<b>4</b>	Shafi																								
<b>5</b>	Humbli																								
<b>99</b>	Do not know																								
Others (please specify): _____																									
<b>P.5 What is your marital status?</b>																									
<b>1</b>	Married																								
<b>2</b>	Single (go to P.7)																								
<b>3</b>	Widow																								
<b>4</b>	Divorced																								
<b>5</b>	Separated																								
<b>P.6 How old were you when you got married?</b>		<b>Age (years)</b>																							
<b>P.7 What is your current age?</b>																									

## Section "M – I"

### Awareness of Women Rights

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Q. #	Should women be	Yes	No	Do not Know	No response	If No, then why (More than one option is possible) (Code)				
1.19	Head of the state	1 Move to next	2 Reasons	99	98					
1.20	Head of an Organization	1 Move to next	2 Reasons	99	98					
1.21	Head of a household	1 Move to next	2 Reasons	99	98					
<b>Codes</b>	1	Women get emotional and make bad decisions	3	Women are less capable	5	Women will lose control	7	Involvement in politics will destroy a woman's household	9	Others
	2	This is unfair to the woman	4	This is not a woman's responsibility	6	Politics is not for women	8	Islam does not allow it		

## Section "M-2"

### (Female Empowerment & Decision Making)

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<b>98</b>	No response																																																																																																																																

M-6

<b>2.10</b>	<b>Do you think women should take part in financial decision making (for instance the sale or purchase of a house/land or property) in their family?</b>
<b>1</b>	Yes (Skip to Q. No 2.12)
<b>2</b>	No (Skip to Q. No 2.12)
<b>99</b>	Do not know (Skip to Q. No 2.12)
<b>98</b>	No response (Skip to Q. No 2.12)
<b>2.11</b>	<b>If No, why should women not participate in deciding financial issues? (More than one option is possible)</b>
<b>1</b>	This is not women's business
<b>2</b>	Women are not knowledgeable
<b>3</b>	Women are unable make the right decisions
<b>4</b>	It is easier to fool women
<b>98</b>	No response
	Others (please specify): _____
<b>2.12</b>	<b>Have women from your household personally saved up any money?</b>
<b>1</b>	Yes
<b>2</b>	No
<b>98</b>	No response
<b>2.13</b>	<b>Do they have a bank account?</b>
<b>1</b>	Yes
<b>2</b>	No (Skip to Q. No 2.15)
<b>98</b>	No response (Skip to Q. No 2.15)
<b>2.14</b>	<b>If Yes, who operates their bank account? (Only one option is allowed)</b>
<b>1</b>	Self
<b>2</b>	Joint account
<b>3</b>	Men of the family
<b>4</b>	Women of the family
<b>5</b>	Other relatives
<b>99</b>	Do not know
<b>98</b>	No response
	Others (please specify): _____
<b>2.15</b>	<b>Have women of your household ever taken a personal loan?</b>
<b>1</b>	Yes
<b>2</b>	No (Skip to Q. No 2.18)
<b>98</b>	No Response (Skip to Q. No 2.18)
<b>2.16</b>	<b>If yes, Whose decision was it? (Only one option is allowed)</b>
<b>1</b>	Husband's choice
<b>2</b>	Own choice
<b>3</b>	Men of the family
<b>4</b>	Women of the family
<b>5</b>	Other family member
<b>97</b>	Do not remember
<b>98</b>	No response
	Other: (please specify) _____
<b>2.17</b>	<b>Who advised them on how to spend/use the loaned money? (Only one option is allowed)</b>
<b>1</b>	Husband's Wishes
<b>2</b>	Own wishes
<b>3</b>	Men of the family
<b>4</b>	Women of the family
<b>5</b>	Other family members
<b>6</b>	Jointly with consensus
<b>97</b>	Do not remember
<b>98</b>	No response
	Others: (please specify): _____

Who decides this in your family (More than one option is possible)	Self 1	Husband & wife 2	Husband 3	Mother / Mother in Law 4	Father / Father in law 5	Others (please specify)
2.18: Everyday items and daily ration						
2.19: Education						
2.20: Healthcare and treatment						
2.21: Recreation						
2.22: Buying and selling home appliances e.g., T.V, fridge, fan						
2.23: Marital affairs						
2.24: Buying and selling land/house						
2.25: Renovation of house						
2.26: Buying and selling of live stock						
2.27: Women's employment						
2.28: Participation in events for political or non-governmental (NGO) organizations						
2.29: Family planning						

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<b>98</b>	No response																																																
	Other (please specify): _____																																																
<b>3.11</b>	<b>If No, Why is it not necessary for women to have a computerized CNIC? (More than one option is possible)</b>																																																
<b>1</b>	Have to be photographed for it																																																
<b>2</b>	It is not a necessity to have an ID card																																																
<b>99</b>	Do not know																																																
<b>98</b>	No response																																																
	Others (please specify): _____																																																
<b>3.12</b>	<b>Do women from your household have a computerized CNIC?</b>																																																
<b>1</b>	Yes (Skip to next section)																																																
<b>2</b>	No																																																
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<b>3.13</b>	<b>If No, Why do they not have a computerized CNIC? (More than one option is possible)</b>																																																
<b>1</b>	NADRA office is too far away																																																
<b>2</b>	It is not necessary																																																
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### Section "M-4" (Institutions of Justice)

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4.7 Which of the following institutions have you dealt with?	Yes (1) No (2) (In case of No ask about the next institute)	What was the purpose? (use codes)	How was the environment 1) Good 2) Fair 3)Unfair 4) Bad	How was the staff's attitude? 1) Good 2) Fair 3)Unfair 4) Bad	Did you achieve your objective? 1) Yes 2) No	How long did the process take? (time)	Is it easy to get justice from these institutions? 1) Yes 2) No
1. Police							
2. Lawyer							
3. Court							
4. Informal justice system (waderah, jirgah etc.)							
5. Feudal lords							
6. Human rights organization							
7. Media (Newspaper, TV, etc)							
8. Other (please specify)							

<b>Reason Codes</b>	<b>1</b>	Domestic disputes	<b>3</b>	Transfer of property	<b>5</b>	As a witness	<b>7</b>	Sexual violence
	<b>2</b>	Family disputes	<b>4</b>	For registration	<b>6</b>	?	<b>8</b>	Others



<b>4.8</b>	<b>Should women go to the police station if required?</b>
<b>1</b>	Yes (Skip to Q. No 4.10)
<b>2</b>	No
<b>99</b>	Do not know (Skip to Q. No 4.10)
<b>98</b>	No response (Skip to Q. No 4.10)
<b>4.9</b>	<b>If No, Why should women not go to the police station? (More than one option is possible)</b>
<b>1</b>	The atmosphere is not good
<b>2</b>	Staff is rude
<b>3</b>	This is not a woman's responsibility
<b>4</b>	Women are un-informed
<b>5</b>	Women are unable to make the right decision
<b>6</b>	It is easy to fool women
<b>7</b>	Women who visit police stations are not seen with respect by society
<b>8</b>	They do not go because they are afraid
<b>9</b>	A woman will lose her respect
<b>99</b>	Do not know
<b>98</b>	No response
	Other (please specify): _____
<b>4.10</b>	<b>Have women from your household ever gone to a police station?</b>
<b>1</b>	Yes
<b>2</b>	No (Skip to Q. No 4.12)
<b>99</b>	Do not know (Skip to Q. No 4.12)
<b>98</b>	No response (Skip to Q. No 4.12)
<b>4.11</b>	<b>If Yes, Why did women from your household go to the police station? (Only one option is allowed)</b>
<b>1</b>	For filing a report/FIR
<b>2</b>	For seeking information
<b>3</b>	For witness
<b>99</b>	Do not know
<b>98</b>	No response
	Other (please specify): _____
<b>4.12</b>	<b>Should women go to court if need be?</b>
<b>1</b>	Yes (Skip to Q. No 4.14)
<b>2</b>	No
<b>99</b>	Do not know (Skip to Q. No 4.14)
<b>98</b>	No response (Skip to Q. No 4.14)
<b>4.13</b>	<b>If No, Why should women not go to court? (More than one option is possible)</b>
<b>1</b>	The environment is very bad
<b>2</b>	Staff there is rude
<b>3</b>	This is not a woman's responsibility
<b>4</b>	Women are un-informed
<b>5</b>	Women are not able to make the right decision
<b>6</b>	It is easy to fool women
<b>7</b>	Women who visit courts are not seen with respect by society
<b>99</b>	Do not know
<b>98</b>	No response
	Other (please specify): _____
<b>4.14</b>	<b>Have women from your household ever gone to court?</b>
<b>1</b>	Yes
<b>2</b>	No (Skip to Q. No 4.16)
<b>9</b>	Do not know (Skip to Q. No 4.16)
<b>98</b>	No response (Skip to Q. No 4.16)
<b>4.15</b>	<b>If Yes, Why did women from your household go to court? (More than one option is possible)</b>
<b>1</b>	To file a case
<b>2</b>	To get information
<b>3</b>	As a witness / for bail
<b>4</b>	For property / inheritance matters
<b>99</b>	Do not know
<b>98</b>	No response
	Other (please specify): _____

Now I would like to have your opinion regarding other institutions providing services to the people										
4.16			4.17	4.18	4.19	4.20	4.21	4.22	4.23	4.24
Which of the following institutions have you been to?  Yes (1) No (2)  (In case of no, ask about the next institute)			How was the overall atmosphere?  1) Good 2) Fair 3) Inappropriate 4) Bad	How was the staff's attitude?  1) Good 2) Fair 3) Inappropriate 4) Bad	Was there female staff present?  1) Yes 2) No	Was there separate seating arrangement for women?  1) Yes 2) No	Was there a separate counter for women?  1) Yes 2) No	Was there a separate toilet for women?  1) Yes 2) No 99) Do not know	Was there a separate prayer area?  1) Yes 2) No 99) Do not know	Can women visit this institution alone to get their work done?  1) Yes 2) No
1	Police station									
2	Courts									
3	ID card office (NADRA)									
4	Passport office									
5	Post Office									
6	Electricity office									
7	Municipality office									
8	Water and sewerage office									
9	Government educational institutes									
10	SUI Gas office									
11	Bank									
12	Government Hospital/Clinics /Dispensary									

Section "M-5" (Female Mobility)													
In your household, for what purpose are women allowed to leave the house?		Can you go 1) Yes 2) No  (In case of no ask about the next purpose)		Can go alone 1) Yes 2) No		Can go out accompanied by a child 1) Yes 2) No		Can go out accompanied by another adult woman 1) Yes 2) No		Can go out with an adult man from the family 1) Yes 2) No		Do you have to get permission before stepping out the house? 1) Yes 2) No	
		Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
5.1	To visit neighbors	1	2	1	2	1	2	1	2	1	2	1	2
5.2	To buy and sell things	1	2	1	2	1	2	1	2	1	2	1	2
5.3	Visiting a hospital/doctor	1	2	1	2	1	2	1	2	1	2	1	2
5.4	To attend weddings	1	2	1	2	1	2	1	2	1	2	1	2
5.5	To go to the bank	1	2	1	2	1	2	1	2	1	2	1	2
5.6	For civil society organization meetings	1	2	1	2	1	2	1	2	1	2	1	2
5.7	Outside the local area for work	1	2	1	2	1	2	1	2	1	2	1	2
5.8	Out of their area to study	1	2	1	2	1	2	1	2	1	2	1	2
5.9	Go to another village or city for any reason	1	2	1	2	1	2	1	2	1	2	1	2

## Section "M-6" (Inheritance)

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Household property/ bank balance and ownership		6.8		6.9		6.10	6.11	
		Which of the following items do you have at home? (In case of "No" ask about next item of Assets)		Which of the following items do you personally possess? (In case of "No" ask about next item of Assets)		How did you obtain the items that you possess	Do you have the right to gift or sell the items you own?	
		Yes	No	Yes	No	(Give code)	Yes	No
1	Home/ Shop/ Factory/ Workshop	1	2	1	2		1	2
2	Plot/Agricultural land	1	2	1	2		1	2
3	Gold/Silver jewelry	1	2	1	2		1	2
4	Car	1	2	1	2		1	2
5	Motor Cycle	1	2	1	2		1	2
6	Share, Bonds, Securities	1	2	1	2		1	2
7	TV	1	2	1	2		1	2
8	Fridge	1	2	1	2		1	2
9	Deep Freezer	1	2	1	2		1	2
10	Computer	1	2	1	2		1	2
11	Washing Machine	1	2	1	2		1	2
12	Air Conditioner	1	2	1	2		1	2
13	Air Cooler	1	2	1	2		1	2
14	Mobile Phone	1	2	1	2		1	2
15	Cattle and livestock	1	2	1	2		1	2
	Others (please specify):							

Codes	1	2	3	4	5
	Personal earnings/ savings	Received from Mother/Father	Received from Sister/Brother	Received Husband wife	Received from paternal grandfather/mother
Codes	6	7	8	9	99
	Received from maternal grand parents	Received from Mother/Father in law	Received in dowry	Other	No response

## Section "M – 7" (Domestic Violence)

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<b>7.11</b>	<b>Did you share this incident of physical violence with someone?</b>	
<b>1</b>	Yes	
<b>2</b>	No	
<b>99</b>	Do not know	
<b>98</b>	No response	
<b>7.12</b>	<b>Did you report this incident to the police?</b>	
<b>1</b>	Yes	
<b>2</b>	No	
<b>99</b>	Do not know	
<b>98</b>	No response	
<b>7.13</b>	<b>Has anyone other than your household members ever slapped, punched, kicked or physically hurt you?</b>	
<b>1</b>	Yes	
<b>2</b>	No (Skip to Q. No 7.15)	
<b>99</b>	Do not know (Skip to Q. No 7.15)	
<b>98</b>	No response (Skip to Q. No 7.15)	
<b>7.14</b>	<b>If yes, who tortured you physically? (More than one option is possible)</b>	
<b>1</b>	Male relative	
<b>2</b>	Ex husband	
<b>3</b>	Neighbors	
<b>4</b>	Friends	
<b>5</b>	Teacher	
<b>6</b>	Servant	
<b>7</b>	Strangers	
<b>8</b>	Army/ police / Rangers	
<b>9</b>	Men at work place	
<b>99</b>	Don't know	
<b>98</b>	No Response	
	Others (please specify): _____	
<b>7.15</b>	<b>Have anybody ever abused you sexually?</b>	
<b>1</b>	Yes	
<b>2</b>	No (Skip to Q. No 7.19)	
<b>99</b>	Do not know (Skip to Q. No 7.19)	
<b>98</b>	No response (Skip to Q. No 7.19)	
<b>7.16</b>	<b>If yes, Who mistreated you? (More than one option is possible)</b>	
<b>1</b>	Men (Relatives)	
<b>2</b>	Ex-husband	
<b>3</b>	Neighbors	
<b>4</b>	Friends	
<b>5</b>	Teacher	
<b>6</b>	Servant	
<b>7</b>	Stranger	
<b>8</b>	Army man/police/ranger	
<b>9</b>	Colleagues at work place	
<b>99</b>	Do not know	
<b>98</b>	No response	
	Others (please specify): _____	
<b>7.17</b>	<b>Did you seek help in this matter from anybody to avoid such incidences in the future?</b>	
<b>1</b>	Yes	
<b>2</b>	No (Skip to Q. No 7.19)	
<b>99</b>	Do not know (Skip to Q. No 7.19)	
<b>98</b>	No response (Skip to Q. No 7.19)	
<b>7.18</b>	<b>If yes, from whom did you seek help? (More than one option is possible)</b>	
<b>1</b>	From people in family	
<b>2</b>	From in-laws	
<b>3</b>	Police station	
<b>4</b>	Lawyer	
<b>5</b>	Court	
<b>6</b>	Jirga, informal system of justice	
<b>7</b>	Feudal lords	
<b>8</b>	Human rights activists/ organizations	
<b>9</b>	Media (Newspaper, TV)	
<b>99</b>	Did not reply	
<b>98</b>	No response	
	Others (please specify): _____	
<b>7.19</b>	<b>In your opinion if a man sexually harasses/abuses a woman, should he be punished?</b>	
<b>1</b>	Yes	
<b>2</b>	No (Skip to Q. No 7.21)	
<b>99</b>	Do not know (Skip to Q. No 7.21)	
<b>98</b>	No response (Skip to Q. No 7.21)	





<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <b>8.3 If a man and woman have an illicit relationship, should they be punished?</b> </div> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 5%; text-align: center;"><b>1</b></td> <td>Yes</td> </tr> <tr> <td style="text-align: center;"><b>2</b></td> <td>No (Skip to Q. No 8.5)</td> </tr> <tr> <td style="text-align: center;"><b>99</b></td> <td>Do not know (Skip to Q. No 8.5)</td> </tr> <tr> <td style="text-align: center;"><b>98</b></td> <td>No response (Skip to Q. No 8.5)</td> </tr> </table> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <b>8.4A If yes, how should the man be punished? (More than one response is possible)</b> </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <b>Note: (Use Punishment Codes on page P-16)</b> </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> _____ <b>Other (please specify)</b> </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> _____ <b>Other (please specify)</b> </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> _____ <b>Other (please specify)</b> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <b>8.4B If yes, how should women be punished? (More than one response is possible)</b> </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <b>Note: (Use Punishment Codes on page P-16)</b> </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> _____ <b>Other (please specify)</b> </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> _____ <b>Other (please specify)</b> </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> _____ <b>Other (please specify)</b> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <b>8.5 If a man and woman from your area/community are caught in an illicit relationship action, what action is taken against them? (More than one option is possible)</b> </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <b>Note: (Use Punishment Codes on page P-16)</b>  <div style="text-align: right;">(For Men)</div> </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> 88 This has never happened         </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> _____ <b>Other (please specify)</b> </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> _____ <b>Other (please specify)</b> </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> _____ <b>Other (please specify)</b> </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <b>Note: (Use Punishment Codes on page P-16)</b>  <div style="text-align: right;">(For Women)</div> </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> 88 This has never happened         </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> _____ <b>Other (please specify)</b> </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> _____ <b>Other (please specify)</b> </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> _____ <b>Other (please specify)</b> </div>	<b>1</b>	Yes	<b>2</b>	No (Skip to Q. No 8.5)	<b>99</b>	Do not know (Skip to Q. No 8.5)	<b>98</b>	No response (Skip to Q. No 8.5)	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <b>8.6 If a girl or woman becomes a victim of sexual abuse, i.e rape (zina-bill-jabar). What should the extended family do? 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<b>8.18</b>	<b>In your opinion is Wanni/ Sawara (in case of resolution of dispute) is justified?</b>																																																																																																																																										
<b>1</b>	Yes																																																																																																																																										
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<b>8.19</b>	<b>If yes, in your opinion why is Wanni/Sawara (in case of resolution of dispute) justified? (More than one answer is possible)</b>																																																																																																																																										
<b>1</b>	It avoids bloodshed between two or more families																																																																																																																																										
<b>2</b>	It avoids killings of innocent people																																																																																																																																										
<b>3</b>	Women get a permanent support																																																																																																																																										
<b>4</b>	Society remains under control																																																																																																																																										
<b>99</b>	Do not know																																																																																																																																										
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**“M – 9” Section**  
**Household Information**

**Now I will ask you some personal questions, the reason behind these questions is to develop a profile of the people, we have interviewed, where they live, and their lifestyle**

	Household members who eat together and have a joint income	Number of Household members	Out of these how many are earning
9.1	Total household members (including grownups and children)		
9.2	Household adult men (Above 18 year)		
9.3	Household adult women (Above 18 year)		
9.4	Boys less than 18 years		
9.5	Girls less than 18 yrs.		

**9.6 What are the most spoken languages in your household?**

1	Urdu
2	Sindhi
3	Pashto
4	Hindko
5	Punjabi
6	Saraiki
7	Balochi
8	Kashmiri
9	Potohari
10	Barahvi
11	Balti
	Others (please specify): _____

**9.7 What is the occupation of the primary earning member of your household? (take only one answer)**

1	Unskilled-manual labor
2	Skilled (Tailor, Carpenter etc.)
3	Food stall/ Thela wala
4	Shop, Restaurant/ small hotel
5	Self-owned business, factory/workshop (up to 10 employees)
6	Self-owned business, factory/workshop (more than 10 employees)
7	Professional services (Lawyer, doctor etc)
8	Employed (Manager/ Lower officer)
9	Employed (Manager/officer)
10	Student
11	Landlord
12	Farmer
13	Retired/ pensioner
14	Unemployed currently
15	Free/doesn't work
99	Don't know
98	No response
	Other (please specify): _____

**9.8 How long have you been living in this vicinity?**

	No of years
99	Do not know
98	No response

**9.9 What is your monthly expenditure on the following?**

	Expenditure List	Expense
9.9A	Food	
9.9B	Education	
9.9C	Health	
9.9D	House rent	
9.9E	Electricity/ Phone/ Gas bills	
9.9F	Transport cost	
9.9G	Petrol/Diesel etc	
9.9H	Shoes/ Clothes etc	
9.9I	Other (please specify)	

Note: Don't know = 99 and No response = 98

**9.10 What are the total monthly expenses of the household?**

	Amount
99	Do not know
98	No response

Education (please give one response)	9.11	9.12	9.13	
	What is your level of education?	Education level of household head?	What is the highest level of education in household?	
			Women	Men
Illiterate	1	1	1	1
No formal education, but can read	2	2	2	2
Primary	3	3	3	3
Middle	4	4	4	4
Matric	5	5	5	5
Intermediate	6	6	6	6
BA/BSC Graduate	7	7	7	7
MA/MSC/Post Graduate	8	8	8	8
Doctor, Engineer, MA/CA	9	9	9	9
Other (please specify)				

<p><b>9.14 Please observe the house of the respondent</b></p> <p>1 Flat</p> <p>2 Banglow/ house 200 yds</p> <p>3 Banglow/ house 400 yds</p> <p>4 Semi structured house</p> <p>5 Hut</p> <p>Other please specify</p> <p><b>9.15 Observe and note what facilities are available in the locality?</b></p> <p>1 Road</p> <p>2 Streets</p> <p>3 Government water supply</p> <p>4 Electricity</p> <p>5 PTCL</p> <p>6 Gas</p>	<p><b>9.16 Do you own the house in which you live?</b></p> <p>1 Yes</p> <p>2 No</p> <p>99 Do not know</p> <p>98 No response</p> <p><b>9.17 What is the amount of Agricultural land owned by your household?</b></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <th>Area</th> <th>Units</th> </tr> <tr> <td> </td> <td> </td> </tr> </table> <p>-1 Don't have agricultural land</p> <p>99 Do not know</p> <p>98 No response</p> <p><b>9.18 How many cattle/farm animals do you have?</b></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <th>Quantity</th> </tr> <tr> <td> </td> </tr> </table> <p>-1 Don't have cattle farm animals</p> <p>99 Do not know</p> <p>98 No response</p>	Area	Units			Quantity	
Area	Units						
Quantity							

“M - 10” Section Media Habits															
<p><b>10.1 Do you listen to the radio these days?</b></p> <p>1 Yes</p> <p>2 No (Skip to Q. No 10.6)</p> <p><b>10.2 If yes, what channel do you listen often?</b></p> <p>Station 1</p> <p>Station 2</p> <p>Station 3</p> <p><b>10.3 How many times a month do you listen to this radio channel?</b></p> <p>Numbers</p> <p>Occasionally</p>	<p><b>10.4 For how long do you listen to the radio in one sitting?</b></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <th>Hours</th> <th>Minutes</th> </tr> <tr> <td> </td> <td> </td> </tr> </table> <p><b>10.5 What time do you listen to radio?</b></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <th>Night</th> <th>Evening</th> <th>Afternoon</th> <th>Morning</th> <th>Time (Write time)</th> </tr> <tr> <td>4</td> <td>3</td> <td>2</td> <td>1</td> <td> </td> </tr> </table> <p><b>10.6 Do you watch TV these days?</b></p> <p>1 Yes</p> <p>2 No (Skip to Q. No 10.11)</p>	Hours	Minutes			Night	Evening	Afternoon	Morning	Time (Write time)	4	3	2	1	
Hours	Minutes														
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**Thank you for Your  
Cooperation**

## Access to Justice Key Informant Interview Discussion Guide

Key Informant Interview – GEP Endline Survey (Access to Justice)

GUIDE FOR KEY INFORMANT INTERVIEWS WITH SUB GRANTEEES GENDER EQUITY PROGRAM سب گرانٹیز سے انٹرویو کے رہنمائی اصول صنفی مساوات کا پروگرام			
A1. Name (نام)		A2. Type of GEP grant received (CIRCLE ONE NUMBER) سے موصول ہونے والی گرانٹ کی قسم (کسی ایک نمبر) GEP کے گرد دائرہ لگائیں) 1. Women's access to justice and human rights 1- عورتوں کی انصاف اور انسانی حقوق تک رسائی 2. Increasing women's empowerment 2- عورتوں کی خود مختاری بڑھانا 3. Combating gender-based violence 3- صنف کی بنیاد پہ عورتوں کے ساتھ تشدد کو روکنا 4. Strengthening the capacity of Pakistani organizations that advocate for gender equity 4- صنفی مساوات کی ترویج پر کام کرنے والے پاکستانی اداروں کی صلاحیت کو بہتر کرنا	
A3. Venue (مقام) :		A4. City/District (شہر / ضلع) :	
A5. Gender (صنف)	Male (مرد)	Female (عورت)	A6. Language (زبان)
A7. Date (تاریخ) :		A8. Start time (وقت آغاز) :	End time (وقت اختتام) :
A9. Moderator name (انٹرویو کرنے والے کا نام) :		A10. Notetaker name (نوٹ ٹیکر کا نام) :	



## INTRODUCTION

### تعارف

My name is \_\_\_\_\_. I work for a research organization based in Islamabad. We are conducting a study to assess the impact of the Gender Equity Program (GEP) implemented by the Aurat Foundation. GEP aims to address the gender gap in Pakistan by actively supporting women's economic, political, and social development. Through its activities, GEP seeks to make positive changes in attitudes and behaviors toward gender equity in Pakistan.

The interview will take approximately 60–90 minutes. We will treat everything you say here confidentially. Nothing you say will be attributed to you, and your names will not be given to anyone.

**Do I have your permission to record the interview? (Yes/No \_\_\_\_\_)**

میرا نام \_\_\_\_\_ ہے۔ میرا تعلق اسلام آباد کے ایک غیر سرکاری تحقیقی ادارے سے ہے۔ ہم عورت فاؤنڈیشن کے صنفی مساوات کے پروگرام کی افادیت جاننے کے لئے تحقیق کر رہے ہیں۔ اس پروگرام کا مقصد عورتوں اور مردوں کے درمیان معاشی، سیاسی، اور سماجی فرق کو کم کرنا تھا۔ اس پروگرام کی سرگرمیوں کے ذریعے، پاکستان میں صنفی مساوات سے متعلق سوچ اور رویوں میں مثبت تبدیلی لانا مقصود تھا۔ آپ کی دی گئی تمام معلومات کو صیغہ راز میں رکھا جائے گا۔ آپ کی کہی گئی کسی بات کو بھی آپ سے منسوب نہیں کیا جائے گا، اور نہ ہی آپ کا نام کسی کو بتایا جائے گا۔ اس انٹرویو کا دورانیہ لگ بھگ 60-90 منٹس ہو گا۔  
کیا مجھے یہ انٹرویو ریکارڈ کرنے کی اجازت ہے؟ (ہاں/نہیں \_\_\_\_\_)

**SECTION I: NATURE OF INTERACTION WITH GEP**

**سیکشن I: صنفی مساوات کے پروگرام سے تعلق کی نوعیت**

Q1: What GEP grants did you receive? Please share details.

سوال 1: آپ نے صنفی مساوات کے پروگرام کی کون سی گرانٹس موصول کیں؟ تفصیل سے بتائیں۔

Q2: What was/were the purpose(s) of the GEP grant(s)?

سوال 2: دی گئی گرانٹ/گرانٹس کا مقصد/ مقاصد کیا تھے؟

Q3: What activities did you undertake through the GEP grant?

سوال 3: ان گرانٹس کے تحت آپ نے کون سی سرگرمیاں سر انجام دیں؟

## SECTION II: STRENGTHENING THE CAPACITY OF ORGANIZATIONS THAT ADVOCATE FOR GENDER EQUITY

سیکشن II: صنفی مساوات کی ترویج میں کام کرنے والے اداروں کی صلاحیت کو بہتر کرنا

Q4: Did the GEP grant build your internal organizational capacity to achieve better results to promote gender equity? If yes, how did your organization's capacity change? Please tell me about examples.

### Probes

*\*Awareness increased at the organizational level, if yes, how?*

*\*Capacity built to create gender-friendly environment, if yes, how?*

*\*Capacity improved for gender programming*

*\*Technical resource materials received on gender,*

*\*Administrative mechanisms strengthened, if yes, how?*

*\*Organizational policies changed, if yes, how?*

*\*Resources received, if yes, please provide details,*

*\*Improved coordination as a result of networks and coalitions established, if yes, how?*

سوال 4: کیا GEP گرانٹ نے صنفی مساوات کے فروغ کے بہتر نتائج حاصل کرنے کے لئے آپ کے ادارے کی اندرونی صلاحیتوں کو بہتر کیا؟ اگر ہاں، تو آپ کے ادارے کی صلاحیت میں تبدیلی کیسے آئی ہے؟ برائے مہربانی مثال دے کر وضاحت کریں۔  
(تحقیقی سمت:

- \* تنظیم کی سطح پر آگاہی میں اضافہ ہوا؟ اگر ہاں، تو کیسے؟
- \* صنفی دوستانہ ماحول کے فروغ کے لئے صلاحیت میں اضافہ ہوا؟ اگر ہاں، تو کیسے؟
- \* صنفی مساوات کی منصوبہ سازی کی صلاحیت میں بہتری آئی؟ اگر ہاں، تو کیسے؟
- \* صنفی مساوات سے متعلق تکنیکی مواد مہیا کیا گیا؟
- \* انتظامی طریقہ کار کی مضبوطی ہوئی؟ اگر ہاں، تو کیسے؟
- \* اداراجاتی پالیسی میں تبدیلی آئی؟ اگر ہاں، تو کیسے؟
- \* وسائل موصول ہوئے؟ اگر ہاں تو تفصیل سے بتائیں
- \* تنظیمی اتحاد اور نیٹ ورکنگ کے نتیجے میں ہم آہنگی پیدا ہوئی؟ اگر ہاں تو کیسے؟

Now, we want to talk about whether the GEP grant was used to strengthen the organizational capacity of partner organizations.

اب ہم آپ سے یہ پوچھنا چاہیں گے کہ کیا آپ نے GEP سے موصول کردہ گرانٹ اپنے شراکتی ادارے کی تنظیمی صلاحیت کو بہتر بنانے کے لئے استعمال کی۔

Q5: Did your organization use the GEP grant to work with any other organizations or groups to strengthen their capacity to deliver on their gender objectives? If yes, how did your work strengthen capacities? Please give examples.

**Probes**

**\*Awareness increased at the organizational level, if yes, how?**

**\*Capacity built to create gender-friendly environment, if yes, how?**

**\*Capacity improved for gender programming**

**\*Resource materials received on gender,**

**\*Administrative mechanisms strengthened, if yes, how?**

**\*Organizational policies changed, if yes, how?**

**\*Resources received, if yes, please provide details,**

**\*Improved coordination as a result of networks and coalitions established, if yes, how?**

سوال 5: کیا آپ کے ادارے نے GEP سے حاصل کردہ گرانٹ کو کسی صنفی مقاصد کے حصول کے لئے کام کرنے والے شراکتی ادارے یا کسی گروہ کی تنظیمی صلاحیت کو بڑھانے کے لئے استعمال کیا؟ اگر ہاں تو کس طرح آپ کے کام نے اس شراکتی ادارے یا گروہ کی صلاحیت بڑھائی مثال دے کر واضح کریں۔

(تحقیقی سمت:

\* تنظیم کی سطح پر آگاہی میں اضافہ ہوا؟ اگر ہاں، تو کیسے؟

\* صنفی دوستانہ ماحول کے فروغ کے لئے صلاحیت میں اضافہ ہوا؟ اگر ہاں، تو کیسے؟

\* صنفی مساوات کی منصوبہ سازی کی صلاحیت میں بہتری آئی؟ اگر ہاں، تو کیسے؟

\* صنفی مساوات سے متعلق تکنیکی مواد مہیا کیا گیا؟

\* انتظامی طریقہ کار کی مضبوطی ہوئی؟ اگر ہاں، تو کیسے؟

\* اداراجاتی پالیسی میں تبدیلی آئی؟ اگر ہاں، تو کیسے؟

\* وسائل موصول ہوئے؟ اگر ہاں تو تفصیل سے بتائیں

\* تنظیمی اتحاد اور نیٹ ورکنگ کے نتیجے میں ہم آہنگی پیدا ہوئی؟ اگر ہاں تو کیسے؟

**SECTION III: ACCESS TO JUSTICE AND HUMAN RIGHTS**

**سیکشن III: انصاف اور انسانی حقوق تک رسائی**

Q6: Have local law enforcement and justice institutions become better at ensuring justice for women in the past 5 years in the areas where you work? If yes, how have they improved women's access to justice, please explain with examples. If not, what has prevented improvement?

**(Probe: Pro-women laws, improvements in police, lawyers, courts, community-based dispute-resolution mechanisms, community leaders, others.)**

سوال 6: جن علاقوں میں آپ کام کر رہے تھے کیا وہاں کے مقامی قانون لاگو اور انصاف فراہم کرنے والے اداروں میں گزشتہ پانچ سالوں میں عورتوں کو انصاف کی فراہمی یقینی بنانے کے لئے بہتری آئی؟ اگر ہاں تو عورتوں کی انصاف تک رسائی کو کیسے بہتر کیا گیا ہے، مثال دے کر واضح کریں۔ اگر نہیں، تو بہتری لانے میں کیا رکاوٹ تھی؟  
(تحقیقی سمت: عورت کے حامی قوانین، پولیس، وکلاء، عدالتوں، مقامی سطح پہ ثالثی کا طریقہءکار، مقامی رہنماؤں، اور دیگر میں بہتری)

Q7: Has women's use of law enforcement and justice institutions changed in the past 5 years in areas where you work? If yes, how has it changed and what has caused the change? Please give some examples. If not, what has prevented change?

**(Probes: Accessibility, family attitudes, provision of services and resources, awareness, men's role.)**

سوال 7: جن علاقوں میں آپ نے کام کیا، کیا وہاں گزشتہ پانچ سالوں میں عورتوں کے قانون لاگو اور انصاف فراہم کرنے والے اداروں کے استعمال میں تبدیلی آئی؟ اگر ہاں، تو کیسے تبدیلی آئی ہے اور تبدیلی کے محرکات کیا تھے؟ مثال دے کر بتائیں۔ اگر نہیں، تو بہتری لانے میں کیا رکاوٹ تھی؟ (تحقیقی سمت: رسائی، گھریلو/خاندانی رویے، وسائل اور سہولیات کی دستیابی، آگاہی، مردوں کا کردار)

Q8: What are the major barriers, if any, that impede women's access to justice in the communities in which you worked?

سوال 8: جن علاقوں میں آپ نے کام کیا، وہاں عورتوں کی انصاف تک رسائی کی راہ میں کون سی بڑی رکاوٹیں حائل ہیں؟

Q9: Have any stakeholders played a significant role in influencing community attitudes and behaviors around women's access to law enforcement and justice institutions?

(Probe: Police, courts, community-based dispute resolution institutions, government, civil society, community, media, others.)

سوال 9: کیا کسی فریق / ادارے / گروہ نے عورتوں کی قانون لاگو اور انصاف فراہم کرنے والے اداروں تک رسائی میں مقامی سطح پہ پائے جانے والی سوچ اور رویوں کو تبدیل کرنے میں ک اہم کردار ادا کیا؟ (تحقیقی سمت: پولیس، عدالتیں، مقامی سطح پہ موجود ثالثی تنظیمیں، حکومت، شہری تنظیمیں، برادری، میڈیا، اور دیگر)

Q10: Has your organization played a role in influencing community attitudes and behaviors around women's access to law enforcement and justice institutions. Please provide evidence and examples of how your organization has influenced attitudes and behaviors.

(Probe: Awareness-raising, advocacy, capacity-building, service delivery, kiosks, media programs, resources, others.)

سوال 10: کیا آپ کے ادارے نے عورتوں کی قانون لاگو اور انصاف فراہم کرنے والے اداروں تک رسائی میں مقامی سطح پہ پائے جانے والی سوچ اور رویوں کو تبدیل کرنے میں کوئی کردار ادا کیا؟ ثبوت اور مثال دے کر واضح کریں کہ آپ کے ادارہ کس طرح ان سوچ اور رویوں پر اثر انداز ہوا؟ (تحقیقی سمت: شعور اجاگر کرنا، حمایتی مہم چلا کر، صلاحیتیں بہتر کرنا، سہولیات مہیا کرنا، kiosks قائم کرنا، میڈیا پروگرامز، وسائل فراہم کرنا، اور دیگر)

Q11: In your experience, which approaches or activities work best to facilitate women's access to justice? Please provide examples. What were the lessons learnt in facilitating women's access to justice?

سوال 11: آپ کے تجربے کے مطابق کون سا لائحہ عمل یا سرگرمیاں عورتوں کی انصاف تک رسائی کو بہتر بنانے میں زیادہ مددگار ثابت ہوئی ہیں؟ مثال دے کر واضح کریں۔ عورتوں کی انصاف تک رسائی کو بہتر بنانے کے دوران آپ نے کیا سبق سیکھے؟



#### SECTION IV: CONCLUDING QUESTIONS

#### سیکشن IV: اختتامی سوالات

Now we want to ask about what overall changes GEP may have produced in terms of influencing attitudes and behaviors amongst women and men toward gender equity in the communities in which you worked.

اب ہم یہ جاننا چاہیں گے کہ جن علاقوں میں آپ نے کام کیا وہاں GEP مردوں اور عورتوں کی صنفی مساوات سے متعلق عمومی سوچ اور رویوں پر کیسے اثر انداز ہوا ہو گا؟

Q12: Are you aware of any GEP grants, other than yours own, in your district?

12.a. If yes, did some grants support each other's results?

12.b. Has GEP had an overall effect on attitudes and behaviors of men and women toward gender equity at the district level? Please give examples.

(Probes: Networks Consortiums/coalitions, enabling environment.)

سوال 12: کیا آپ کو دی گئی GEP گرانٹ کے علاوہ آپ کے ضلع میں کسی اور GEP گرانٹ کے بارے میں آپ جانتے ہیں؟

12a: اگر ہاں، تو کیا کچھ گرانٹس ایک دوسرے کے نتائج کے حصول میں مددگار ثابت ہوئیں؟ برائے مہربانی مثال دے کر واضح کریں۔

12b: کیا ضلعی سطح پر GEP نے مردوں اور عورتوں کے صنفی مساوات سے متعلق سوچ اور رویوں کو تبدیل کیا؟ اگر ہاں تو مثال دے کر واضح کریں۔ (تحقیقی سمت: نیٹ ورک، تنظیمی اتحاد، سازگار ماحول)

Q13: In your opinion, how could GEP grants have been more effective in changing attitudes and behaviors among women and men to improve gender equity in the communities in which you worked?

سوال 13: آپ کی رائے میں، جن علاقوں میں آپ نے کام کیا۔ وہاں GEP کی گرانٹس مردوں اور عورتوں کے صنفی مساوات سے متعلق سوچ اور رویوں کو تبدیل کرنے میں کیسے زیادہ مؤثر ہو سکتی تھیں؟

Q14: Has the environment for gender programming in Pakistan improved in the past 5 years? If yes, how has it changed and what caused the change? Please give examples. If not, why not?

**(Probe: Resistance or support for gender programming amongst key stakeholder groups such as: government policy, political parties, media, religious leaders/Council of Islamic Ideology, academic institutions, civil society, donors, improvement in approaches/strategies, funding, sustainability)**

سوال 14: کیا پاکستان میں گزشتہ پانچ سالوں میں صنفی منصوبہ سازی کا ماحول بہتر ہوا؟ اگر ہاں، تو کیسے تبدیل ہوا، اور اس کے محرکات کیا تھے؟ مثال دے کر بتائیں۔ اگر نہیں، تو کیوں نہیں؟

(تحقیقی سمت: مختلف فریقین یا گروہوں مثلاً حکومت، سیاسی جماعتوں، میڈیا، مذہبی رہنما، اسلامی نظریاتی کونسل، تعلیمی اداروں، شہری تنظیموں، اور ڈونرز میں صنفی منصوبہ سازی کی مزاحمت یا حمایت، لائحہ عمل / حکمت عملی، وسائل میں بہتری اور استحکام)

Q15: Would you like to add anything?

سوال 15: کیا آپ مزید کچھ شامل کرنا چاہیں گے؟

Thank you for your time!

آپ کے وقت کا شکریہ

# Capacity Building Key Informant Interview Discussion Guide

## Key Informant Interview – GEP Endline Survey (Capacity Building)

GUIDE FOR KEY INFORMANT INTERVIEWS WITH SUB-GRANTEES GENDER EQUITY PROGRAM سب گرانٹیز سے انٹرویو کے رہنمائی اصول صنفی مساوات کا پروگرام			
A1. Name (نام)		A2. Type of GEP grant received (CIRCLE ONE NUMBER) سے موصول ہونے والی گرانٹ کی قسم (کسی ایک GEP نمبر کے گرد دائرہ لگائیں) 1. Women's access to justice and human rights رسائی 1- عورتوں کی انصاف اور انسانی حقوق تک 2. Increasing women's empowerment 2- عورتوں کی خود مختاری بڑھانا 3. Combating gender-based violence 3- صنف کی بنیاد پہ عورتوں کے ساتھ تشدد کو روکنا 4. Strengthening the capacity of Pakistani organizations that advocate for gender equity 4- صنفی مساوات کی ترویج پہ کام کرنے والے پاکستانی اداروں کی صلاحیت کو بہتر کرنا	
A3. Venue (مقام):		A4. City/District (شہر/ضلع):	
A5. Gender (صنف)	Male (مرد)	Female (عورت)	A6. Language (زبان)
A7. Date (تاریخ):		A8. Start time (وقت) (آغاز):	End time (وقت اختتام):
A9. Moderator name (انٹرویو کرنے والے کا نام):		A10. Notetaker name (نوٹ ٹیکر کا نام):	

## INTRODUCTION

### تعارف

My name is \_\_\_\_\_. I work for a research organization based in Islamabad. We are conducting a study to assess the impact of the Gender Equity Program (GEP) implemented by the Aurat Foundation. GEP aims to address the gender gap in Pakistan by actively supporting women's economic, political, and social development. Through its activities, GEP seeks to make positive changes in attitudes and behaviors toward gender equity in Pakistan.

The interview will take approximately 60–90 minutes. We will treat everything you say here confidentially. Nothing you say will be attributed to you, and your names will not be given to anyone.

**Do I have your permission to record the interview? (Yes/No \_\_\_\_\_)**

میرا نام \_\_\_\_\_ ہے۔ میرا تعلق اسلام آباد کے ایک غیر سرکاری تحقیقی ادارے سے ہے۔ ہم عورت فاؤنڈیشن کے صنفی مساوات کے پروگرام کی افادیت جاننے کے لئے تحقیق کر رہے ہیں۔ اس پروگرام کا مقصد عورتوں اور مردوں کے درمیان معاشی، سیاسی، اور سماجی فرق کو کم کرنا تھا۔ اس پروگرام کی سرگرمیوں کے ذریعے، پاکستان میں صنفی مساوات سے متعلق سوچ اور رویوں میں مثبت تبدیلی لانا مقصود تھا۔ آپ کی دی گئی تمام معلومات کو صیغہ راز میں رکھا جائے گا۔ آپ کی کہی گئی کسی بات کو بھی آپ سے منسوب نہیں کیا جائے گا، اور نہ ہی آپ کا نام کسی کو بتایا جائے گا۔ اس انٹرویو کا دورانیہ لگ بھگ 60-90 منٹس ہو گا۔  
**کیا مجھے یہ انٹرویو ریکارڈ کرنے کی اجازت ہے؟ (ہاں/نہیں \_\_\_\_\_)**

**SECTION I: NATURE OF INTERACTION WITH GEP**

**سیکشن I: صنفی مساوات کے پروگرام سے تعلق کی نوعیت**

Q1: What GEP grants did you receive? Please share details.

سوال 1: آپ نے صنفی مساوات کے پروگرام کی کون سی گرانٹس موصول کیں؟ تفصیل سے بتائیں۔

Q2: What was/were the purpose(s) of the GEP grant(s)?

سوال 2: دی گئی گرانٹ/گرانٹس کا مقصد/ مقاصد کیا تھے؟

Q3: What activities did you undertake through the GEP grant?

سوال 3: ان گرانٹس کے تحت آپ نے کون سی سرگرمیاں سر انجام دیں؟

**SECTION II: STRENGTHENING THE CAPACITY OF ORGANIZATIONS THAT ADVOCATE FOR GENDER EQUITY**

سیکشن II: صنفی مساوات کی ترویج میں کام کرنے والے اداروں کی صلاحیت کو بہتر کرنا

Q4: Did the GEP grant build your internal organizational capacity to achieve better results to promote gender equity? If yes, how did your organization's capacity change? Please tell me about examples.

**Probes**

*\*Awareness increased at the organizational level, if yes, how?*

*\*Capacity built to create gender-friendly environment, if yes, how?*

*\*Capacity improved for gender programming*

*\*Technical resource materials received on gender,*

*\*Administrative mechanisms strengthened, if yes, how?*

*\*Organizational policies changed, if yes, how?*

*\*Resources received, if yes, please provide details,*

*\*Improved coordination as a result of networks and coalitions established, if yes, how?*

سوال 4: کیا GEP گرانٹ نے صنفی مساوات کے فروغ کے بہتر نتائج حاصل کرنے کے لئے آپ کے ادارے کی اندرونی صلاحیتوں کو بہتر کیا؟ اگر ہاں، تو آپ کے ادارے کی صلاحیت میں تبدیلی کیسے آئی ہے؟ مثال دے کر وضاحت کریں۔

(تحقیقی سمت:

- \* تنظیم کی سطح پر آگاہی میں اضافہ ہوا؟ اگر ہاں، تو کیسے؟
- \* صنفی دوستانہ ماحول کے فروغ کے لئے صلاحیت میں اضافہ ہوا؟ اگر ہاں، تو کیسے؟
- \* صنفی مساوات کی منصوبہ سازی کی صلاحیت میں بہتری آئی؟ اگر ہاں، تو کیسے؟
- \* صنفی مساوات سے متعلق تکنیکی مواد مہیا کیا گیا؟
- \* انتظامی طریقہ کار کی مضبوطی ہوئی؟ اگر ہاں، تو کیسے؟
- \* اداراجاتی پالیسی میں تبدیلی آئی؟ اگر ہاں، تو کیسے؟
- \* وسائل موصول ہوئے؟ اگر ہاں تو تفصیل سے بتائیں
- \* تنظیمی اتحاد اور نیٹ ورکنگ کے نتیجے میں ہم آہنگی پیدا ہوئی؟ اگر ہاں تو کیسے؟



Now, we want to talk about whether the GEP grant was used to strengthen the organizational capacity of partner organizations.

اب ہم آپ سے یہ پوچھنا چاہیں گے کہ کیا آپ نے GEP سے موصول کردہ گرانٹ اپنے شراکتی ادارے کی تنظیمی صلاحیت کو بہتر بنانے کے لئے استعمال کی۔

Q5: Did your organization use the GEP grant to work with any other organizations or groups to strengthen their capacity to deliver on their gender objectives? If yes, how did your work strengthen capacities? Please give examples.

**Probes**

**\*Awareness increased at the organizational level, if yes, how?**

**\*Capacity built to create gender-friendly environment, if yes, how?**

**\*Capacity improved for gender programming**

**\*Resource materials received on gender,**

**\*Administrative mechanisms strengthened, if yes, how?**

**\*Organizational policies changed, if yes, how?**

**\*Resources received, if yes, please provide details,**

**\*Improved coordination as a result of networks and coalitions established, if yes, how?**

سوال 5: کیا آپ کے ادارے نے GEP سے حاصل کردہ گرانٹ کو کسی صنفی مقاصد کے حصول کے لئے کام کرنے والے شراکتی ادارے یا کسی گروہ کی تنظیمی صلاحیت کو بڑھانے کے لئے استعمال کیا؟ اگر ہاں تو کس طرح آپ کے کام نے اس شراکتی ادارے یا گروہ کی صلاحیت بڑھائی۔ مثال دے کر واضح کریں۔  
(تحقیقی سمت:

- \* تنظیم کی سطح پر آگاہی میں اضافہ ہوا؟ اگر ہاں، تو کیسے؟
- \* صنفی دوستانہ ماحول کے فروغ کے لئے صلاحیت میں اضافہ ہوا؟ اگر ہاں، تو کیسے؟
- \* صنفی مساوات کی مصوبہ سازی کی صلاحیت میں بہتری آئی؟ اگر ہاں، تو کیسے؟
- \* صنفی مساوات سے متعلق تکنیکی مواد مہیا کیا گیا؟
- \* انتظامی طریقہ کی مضبوطی ہوئی؟ اگر ہاں، تو کیسے؟
- \* اداراجاتی پالیسی میں تبدیلی آئی؟ اگر ہاں، تو کیسے؟
- \* وسائل موصول ہوئے؟ اگر ہاں تو تفصیل سے بتائیں
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Q6: Did the GEP grant have an effect on your gender programing? If yes, what effect did it have? Please provide examples.

**(Probe for the reasons/evidence to support their claim in terms of anecdotes, case studies, stories, data, internal reports, media coverage, other sources.)**

سوال 6: کیا GEP گرانٹ آپ کی صنفی مساوات کی منصوبہ سازی پر اثر انداز ہوئی؟ اگر ہاں ، تو اس نے کیا اثر ڈالا؟ مثال دے کر واضح کریں۔  
(تحقیقی سمت: جواب دہندہ کے دعویٰ کی حمایت کے حق میں موجود واقعات ، کہانیاں، اعداد و شمار، ایم اینڈ ای کی رپورٹس، ذرائع ابلاغ کی کوریج اور دیگر ذرائع کے بارے میں پوچھیں)

Q7: Did the GEP grant contribute to changing attitudes and behaviors on gender equity in your organization and amongst partners you work with? If yes, how did it change attitudes and behaviors? Please give examples.

**(Probe for the reasons/evidence to support their claim in terms of anecdotes, case studies, stories, data, internal reports, media coverage, other sources.)**

سوال 7: کیا GEP گرانٹ نے آپ کی تنظیم یا آپ کے ساتھ کام کرنے والی تنظیموں کی صنفی مساوات سے متعلق سوچ اور رویوں میں کوئی تبدیلی کی؟ اگر ہاں، تو GEP نے سوچ اور رویوں کو کیسے تبدیل کیا؟ مثال دے کر واضح کریں۔  
(تحقیقی سمت: جواب دہندہ کے دعویٰ کی حمایت کے حق میں موجود واقعات ، کہانیاں، اعداد و شمار، ایم اینڈ ای کی رپورٹس، ذرائع ابلاغ کی کوریج اور دیگر ذرائع کے بارے میں پوچھیں)

### SECTION III: CONCLUDING QUESTIONS

#### سیکشن III: اختتامی سوالات

Now we want to ask about what overall changes GEP may have produced in terms of influencing attitudes and behaviors amongst women and men toward gender equity in the communities in which you worked.

اب ہم یہ جاننا چاہیں گے کہ جن علاقوں میں آپ نے کام کیا وہاں GEP مردوں اور عورتوں کی صنفی مساوات سے متعلق عمومی سوچ اور رویوں پر کیسے اثر انداز ہوا ہو گا۔

Q8: Are you aware of any GEP grants, other than yours own, in your district?

8.a. If yes, did some grants support each other's results?

8.b. Has GEP had an overall effect on attitudes and behaviors of men and women toward gender equity at the district level? Please give examples.

(Probes: Networks, Consortiums/coalitions, enabling environment.)

سوال 9: کیا آپ کو دی گئی GEP گرانٹ کے علاوہ آپ کے ضلع میں کسی اور GEP گرانٹ کے بارے میں آپ جانتے ہیں؟

8a: اگر ہاں، تو کیا کچھ گرانٹس ایک دوسرے کے نتائج کے حصول میں مددگار ثابت ہوئیں؟

8b: کیا ضلعی سطح پر GEP نے مردوں اور عورتوں کے صنفی مساوات سے متعلق سوچ اور رویوں کو تبدیل کیا؟ اگر ہاں تو مثال دے کر واضح کریں۔ (تحقیقی سمت: نیٹ ورک، تنظیمی اتحاد، سازگار ماحول)

Q9: In your opinion, how could GEP grants have been more effective in changing attitudes and behaviors among women and men to improve gender equity in the communities in which you worked?

سوال 9: آپ کی رائے میں، جن علاقوں میں آپ نے کام کیا۔ وہاں GEP کی گرانٹس مردوں اور عورتوں کے صنفی مساوات سے متعلق سوچ اور رویوں کو تبدیل کرنے میں کیسے زیادہ مؤثر ہو سکتی تھیں؟

Q10: Has the environment for gender programming in Pakistan improved in the past 5 years? If yes, how has it changed and what caused the change? Please give examples. If not, why not?

**(Probe: Resistance or support for gender programming amongst key stakeholder groups such as: government policy, political parties, media, religious leaders/Council of Islamic Ideology, academic institutions, civil society, donors, improvement in approaches/strategies, funding, sustainability.)**

سوال 10: کیا پاکستان میں گزشتہ پانچ سالوں میں صنفی منصوبہ سازی کا ماحول بہتر ہوا؟ اگر ہاں، تو کیسے تبدیل ہوا، اور اس کے محرکات کیا تھے؟ مثال دے کر بتائیں۔ اگر نہیں، تو کیوں نہیں؟ (تحقیقی سمت: مختلف فریقین یا گروہوں مثلاً حکومت، سیاسی جماعتوں، میڈیا، مذہبی رہنما، اسلامی نظریاتی کونسل، تعلیمی اداروں، شہری تنظیموں، اور ڈونرز میں صنفی منصوبہ سازی کی مزاحمت یا حمایت لائحہ عمل/حکمت عملی، وسائل میں بہتری اور استحکام)

Q11: Would you like to add anything?

سوال 11: کیا آپ مزید کچھ شامل کرنا چاہیں گے؟

**Thank you for your time!**

آپ کے وقت کا شکریہ

# Economic Empowerment Key Informant Interview Discussion Guide

Key Informant Interview – GEP Endline Survey (Economic Empowerment)

GUIDE FOR KEY INFORMANT INTERVIEWS WITH SUB-GRANTEES GENDER EQUITY PROGRAM سب گرانٹیز سے انٹرویو کے رہنمائی اصول صنفی مساوات کا پروگرام			
A1. Name (نام)		A2. Type of GEP grant received (CIRCLE ONE NUMBER) سے موصول ہونے والی گرانٹ کی قسم (کسی ایک نمبر کے گرد دائرہ لگائیں) 1. Women's access to justice and human rights 1- عورتوں کی انصاف اور انسانی حقوق تک رسائی 2. Increasing women's empowerment 2- عورتوں کی خود مختاری بڑھانا 3. Combating gender-based violence 3- صنف کی بنیاد پہ عورتوں کے ساتھ تشدد کو روکنا 4. Strengthening the capacity of Pakistani organizations that advocate for gender equity 4- صنفی مساوات کی ترویج پہ کام کرنے والے پاکستانی اداروں کی صلاحیت کو بہتر کرنا	
A3. Venue (مقام):		A4. City/District (شہر/ضلع):	
A5. Gender (صنف)	Male (مرد)	Female (عورت)	A6. Language (زبان)
A7. Date (تاریخ):		A8. Start time (وقت آغاز):	End time (وقت اختتام):
A9. Moderator name (انٹرویو کرنے والے کا نام):		A10. Notetaker name (نوٹ ٹیکر کا نام):	

## INTRODUCTION

### تعارف

My name is \_\_\_\_\_. I work for a research organization based in Islamabad. We are conducting a study to assess the impact of the Gender Equity Program (GEP) implemented by the Aurat Foundation. GEP aims to address the gender gap in Pakistan by actively supporting women's economic, political, and social development. Through its activities, GEP seeks to make positive changes in attitudes and behaviors toward gender equity in Pakistan.

The interview will take approximately 60–90 minutes. We will treat everything you say here confidentially. Nothing you say will be attributed to you, and your names will not be given to anyone.

**Do I have your permission to record the interview? (Yes/No \_\_\_\_\_)**

میرا نام \_\_\_\_\_ ہے۔ میرا تعلق اسلام آباد کے ایک غیر سرکاری تحقیقی ادارے سے ہے۔ ہم عورت فاؤنڈیشن کے صنفی مساوات کے پروگرام کی افادیت جاننے کے لئے تحقیق کر رہے ہیں۔ اس پروگرام کا مقصد عورتوں اور مردوں کے درمیان معاشی، سیاسی، اور سماجی فرق کو کم کرنا تھا۔ اس پروگرام کی سرگرمیوں کے ذریعے، پاکستان میں صنفی مساوات سے متعلق سوچ اور رویوں میں مثبت تبدیلی لانا مقصود تھا۔ آپ کی دی گئی تمام معلومات کو صیغہ راز میں رکھا جائے گا۔ آپ کی کہی گئی کسی بات کو بھی آپ سے منسوب نہیں کیا جائے گا، اور نہ ہی آپ کا نام کسی کو بتایا جائے گا۔ اس انٹرویو کا دورانیہ لگ بھگ 60-90 منٹس ہو گا۔  
کیا مجھے یہ انٹرویو ریکارڈ کرنے کی اجازت ہے؟ (ہاں/نہیں \_\_\_\_\_)

**SECTION I: NATURE OF INTERACTION WITH GEP**

سیکشن I: صنفی مساوات کے پروگرام سے تعلق کی نوعیت

Q1: What GEP grants did you receive? Please share details.

سوال 1: آپ نے صنفی مساوات کے پروگرام کی کون سی گرانٹس موصول کیں؟ تفصیل سے بتائیں۔

Q2: What was/were the purpose(s) of the GEP grant(s)?

سوال 2: دی گئی گرانٹ/گرانٹس کا مقصد/ مقاصد کیا تھے؟

Q3: What activities did you undertake through the GEP grant?

سوال 3: ان گرانٹس کے تحت آپ نے کون سی سرگرمیاں سر انجام دیں؟

## SECTION II: STRENGTHENING THE CAPACITY OF ORGANIZATIONS THAT ADVOCATE FOR GENDER EQUITY

سیکشن II: صنفی مساوات کی ترویج میں کام کرنے والے اداروں کی صلاحیت کو بہتر کرنا

Q4: Did the GEP grant build your internal organizational capacity to achieve better results to promote gender equity? If yes, how did your organization's capacity change? Please tell me about examples.

### Probes

\*Awareness increased at the organizational level, if yes, how?

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سوال 4: کیا GEP گرانٹ نے صنفی مساوات کے فروغ کے بہتر نتائج حاصل کرنے کے لئے آپ کے ادارے کی اندرونی صلاحیتوں کو بہتر کیا؟ اگر ہاں، تو آپ کے ادارے کی صلاحیت میں تبدیلی کیسے آئی؟ برائے مہربانی مثال دے کر وضاحت کریں۔  
(تحقیقی سمت:

- \* تنظیم کی سطح پر آگاہی میں اضافہ ہوا؟ اگر ہاں، تو کیسے؟
- \* صنفی دوستانہ ماحول کے فروغ کے لئے صلاحیت میں اضافہ ہوا؟ اگر ہاں، تو کیسے؟
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Now, we want to talk about whether the GEP grant was used to strengthen the organizational capacity of partner organizations.

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Q5: Did your organization use the GEP grant to work with any other organizations or groups to strengthen their capacity to deliver on their gender objectives? If yes, how did your work improve the capacity of partners or groups? Please give examples.

**Probes**

\*Awareness increased at the organizational level, if yes, how?

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(تحقیق سمت:

- \* تنظیم کی سطح پر آگاہی میں اضافہ ہوا؟ اگر ہاں، تو کیسے؟
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- \* تنظیمی اتحاد اور نیٹ ورکنگ کے نتیجے میں ہم آہنگی پیدا ہوئی؟ اگر ہاں تو کیسے؟

### SECTION III: WOMEN'S EMPOWERMENT

#### سیکشن III: عورتوں کی خود مختاری

Q6: Has women's role in making decisions changed in the past 5 years in the communities in which you and your partners worked? If yes, please explain what has changed and what caused the change? Please give examples. If it has not changed, please explain why?

سوال 6: ان علاقوں میں جہاں آپ کی تنظیم یا آپ کی شراکتی تنظیموں نے کام کیا وہاں گزشتہ 5 سالوں میں عورتوں کے فیصلہ سازی میں کردار میں کوئی تبدیلی ہوئی؟ اگر ہاں، تو مثال دے کر واضح کریں کہ کیا تبدیلی آئی ہے اور اس تبدیلی کے محرکات کیا تھے؟ اگر تبدیلی نہیں آئی، تو کیوں نہیں آئی؟

Q7: Have attitudes and behaviors about women exercising their right to inheritance changed in the past 5 years in the communities in which you and your partners worked? If yes, what has changed and what has caused the change? Please give examples. If it has not changed, what has prevented change?

سوال 7: ان علاقوں میں جہاں آپ کی تنظیم یا آپ کی شراکتی تنظیموں نے کام کیا وہاں گزشتہ 5 سالوں میں عورتوں کے وراثت میں حقوق سے متعلق سوچ اور رویوں میں کوئی تبدیلی ہوئی؟ اگر ہاں، تو مثال دے کر واضح کریں کہ کیا تبدیلی آئی ہے اور اس تبدیلی کے محرکات کیا تھے؟ اگر نہیں، تو تبدیلی کی راہ میں کیا رکاوٹ تھی؟

Q8: Have attitudes and behaviors about women's freedom to engage in paid work changed in the past 5 years in the communities in which you and your partners have worked? If they have changed, how have they changed? Please give examples. If they have not changed, what prevented change?

سوال 8: ان علاقوں میں جہاں آپ کی تنظیم یا آپ کی شراکتی تنظیموں نے کام کیا وہاں گزشتہ 5 سالوں میں عورتوں کی اجرتی کام کرنے کی آزادی سے متعلق سوچ اور رویوں میں کوئی تبدیلی ہوئی؟ اگر ہاں، تو مثال دے کر واضح کریں کہ کیا تبدیلی آئی ہے اور اس تبدیلی کے محرکات کیا تھے؟ اگر نہیں، تو تبدیلی کی راہ میں کیا رکاوٹ تھی؟

Q9: Have women's economic conditions and their access to financial services changed in the past 5 years in the communities in which you worked? If yes, what has changed? Please give examples. If it has not changed, what prevented change?

**(Probe: Policy, market linkages, skills training, networking, land rent, property, livestock assets, savings committees, borrowings from relatives, bank account, loans, household finance, others.)**

سوال 9: ان علاقوں میں جہاں آپ کی تنظیم یا آپ کی شراکتی تنظیموں نے کام کیا وہاں گزشتہ 5 سالوں میں عورتوں کی معاشی حالات اور مالیاتی سہولیات تک رسائی میں کوئی تبدیلی ہوئی؟ اگر ہاں، تو کیا تبدیلی ہوئی مثال دے کر واضح کریں اور تبدیلی کے محرکات کیا تھے؟ اگر نہیں، تو تبدیلی کی راہ میں کیا رکاوٹ تھی؟ (تحقیق سمت: پالیسی، مارکیٹ سے روابط، ہنر مندی کی تربیت، نیٹ ورکنگ، زمین کا کرایہ، جائیداد، مال مویشی، بچت کمیٹی، رشتے داروں سے قرض، بینک اکاؤنٹ، بینک سے قرض اور دیگر)

Q10: Have attitudes and behaviors about women's political participation changed in the past 5 years in the communities in which you worked? If yes, what has changed and what caused the change? Please give examples? If it has not changed, what prevented change?

**Probes: Voting, Contesting elections, Participation in political activities, Participation in local level groups, Others)**

سوال 10: ان علاقوں میں جہاں آپ کی تنظیم یا آپ کی شراکتی تنظیموں نے کام کیا وہاں گزشتہ 5 سالوں میں عورتوں کی سیاست میں شرکت سے متعلق سوچ اور رویوں میں کوئی تبدیلی ہوئی؟ اگر ہاں، تو کیا تبدیلی آئی اور تبدیلی کے محرکات کیا تھے؟ مثال دے کر واضح کریں۔ اگر تبدیلی نہیں ہوئی، تو تبدیلی کی راہ میں کیا رکاوٹ تھی؟ (تحقیق سمت: ووٹنگ، الیکشن لڑنا، سیاسی سرگرمیوں میں شرکت کرنا، مقامی سطح کے گروہوں میں شرکت، دیگر)

Q11: Has your organization played a role in influencing attitudes and behaviors related to women's economic and political empowerment in the communities/partners with which you work? Please provide evidence and examples.

**(Probe: Awareness-raising, advocacy, capacity-building, service delivery, kiosks, media programs, resources, others.)**

سوال 11: جن علاقوں میں یا جن شراکتی تنظیموں کے ساتھ آپ نے کام کیا ان کی عورتوں کی معاشی اور سیاسی خود مختاری سے متعلق سوچ اور رویوں میں تبدیلی میں آپ کے ادارے نے کوئی کردار ادا کیا؟ برائے مہربانی مثال اور ثبوت دے کر واضح کریں۔ (تحقیقی سمت: شعور اجاگر کرنا، حمایتی مہم چلا کر، صلاحیتیں بہتر کرنا، سہولیات مہیا کرنا، kiosks قائم کرنا، میڈیا پروگرامز، وسائل فراہم کرنا، اور دیگر)

Q12: What are the major barriers, if any, that impede women's economic and political empowerment in the communities/partners with which you work? Please explain.

سوال 12: جن علاقوں میں یا جن شراکتی تنظیموں کے ساتھ آپ نے کام کیا، کیا وہاں عورتوں کی معاشی اور سیاسی خود مختاری کی راہ میں کوئی بڑی رکاوٹیں حائل ہیں؟ تفصیل سے بتائیں۔

Q13: Which stakeholders have played a significant role in influencing community attitudes and behaviors around women's economic and political empowerment in the communities in which you worked?

سوال 13: جن علاقوں میں آپ نے کام کیا وہاں کس فریق/ادارے/گروہ نے عورتوں کی معاشی اور سیاسی خود مختاری سے متعلق عمومی سوچ اور رویوں کو تبدیل کرنے میں اہم کردار ادا کیا؟

Q14: In your experience, which approaches or activities work best to facilitate women's economic and political empowerment? Please provide examples. What were the lessons learnt in facilitating women's empowerment?

سوال 14: آپ کے تجربے کے مطابق کون سا لائحہ عمل یا سرگرمیاں عورتوں کی معاشی اور سیاسی خودمختاری کو بہتر بنانے میں زیادہ مددگار ثابت ہوئی ہیں؟ مثال دے کر واضح کریں۔ عورتوں کی معاشی اور سیاسی خودمختاری کو بہتر بنانے کے دوران آپ نے کیا سبق سیکھے؟

#### SECTION IV: CONCLUDING QUESTIONS

#### سیکشن IV: اختتامی سوالات

Now we want to ask about what overall changes GEP may have produced in terms of influencing attitudes and behaviors amongst women and men toward gender equity in the communities in which you worked.

اب ہم یہ جاننا چاہیں گے کہ جن علاقوں میں آپ نے کام کیا وہاں GEP مردوں اور عورتوں کی صنفی مساوات سے متعلق سوچ اور رویوں پر کیسے اثر انداز ہوا؟

Q15: Are you aware of any GEP grants, other than yours own, in your district?

15.a. If yes, did some grants support each other's results?

15.b. Has GEP had an overall effect on attitudes and behaviors of men and women toward gender equity at the district level? Please give examples.

(Probes: Networks, Consortium/coalitions, enabling environment.)

سوال 15: کیا آپ کو دی گئی GEP گرانٹ کے علاوہ آپ کے ضلع میں کسی اور GEP گرانٹ کے بارے میں آپ جانتے ہیں؟

15a: اگر ہاں، تو کیا کچھ گرانٹس ایک دوسرے کے نتائج کے حصول میں مددگار ثابت ہوئیں؟ مثال دے کر واضح کریں

15b: کیا ضلعی سطح پر GEP نے مردوں اور عورتوں کے صنفی مساوات سے متعلق سوچ اور رویوں کو تبدیل کیا؟ اگر ہاں تو مثال دے کر واضح کریں (تحقیقی سمت: نیٹ ورک، تنظیمی اتحاد، سازگار ماحول)

Q16: In your opinion, how could GEP grants have been more effective in changing attitudes and behaviors among women and men to improve gender equity in the communities in which you worked?

سوال 16: آپ کی رائے میں، جن علاقوں میں آپ نے کام کیا۔ وہاں GEP کی گرانٹس مردوں اور عورتوں کے صنفی مساوات سے متعلق سوچ اور رویوں کو تبدیل کرنے میں زیادہ مؤثر رہی؟

Q17: Has the environment for gender programming in Pakistan improved in the past 5 years? If yes, how has it changed and what caused the change? Please give examples. If not, why not?

**(Probe: Resistance or support for gender programming amongst key stakeholder groups such as: government policy, political parties, media, religious leaders/Council of Islamic Ideology, academic institutions, civil society, donors, improvement in approaches/strategies, funding, sustainability)**

سوال 17: کیا پاکستان میں گزشتہ پانچ سالوں میں صنفی منصوبہ سازی کا ماحول بہتر ہوا؟ اگر ہاں، تو کیسے تبدیل ہوا اور اس کے محرکات کیا تھے؟ مثال دے کر بتائیں۔ اگر نہیں، تو کیوں نہیں؟  
(تحقیقی سمت: مختلف فریقین یا گروہوں مثلاً حکومت، سیاسی جماعتوں، میڈیا، مذہبی رہنما، اسلامی نظریاتی کونسل، تعلیمی اداروں، شہری تنظیموں، اور ڈونرز میں صنفی منصوبہ سازی کی مزاحمت یا حمایت، لائحہ عمل / حکمت عملی، وسائل میں بہتری اور استحکام)



Q18: Would you like to add anything?

سوال 18: کیا آپ مزید کچھ شامل کرنا چاہیں گے؟

**Thank you for your time!**

آپ کے وقت کا شکریہ

## Gender-Based Violence Key Informant Interview Discussion Guide

Key Informant Interview – GEP Endline Survey (Gender Based Violence)

GUIDE FOR KEY INFORMANT INTERVIEWS WITH SUB-GRANTEES GENDER EQUITY PROGRAM سب گرانٹیز سے انٹرویو کے رہنمائی اصول صنفی مساوات کا پروگرام			
A1. Name (نام):		A2. Type of GEP grant received (CIRCLE ONE NUMBER) سے موصول ہونے والی گرانٹ کی قسم (کسی ایک GEP نمبر کے گرد دائرہ لگائیں) 1. Women's access to justice and human rights 1. عورتوں کی انصاف اور انسانی حقوق تک رسائی 2. Increasing women's empowerment 2. عورتوں کی خود مختاری بڑھانا 3. Combating gender-based violence 3. صنف کی بنیاد پہ عورتوں کے ساتھ تشدد کو روکنا 4. Strengthening the capacity of Pakistani organizations that advocate for gender equity 4. صنفی مساوات کی ترویج پہ کام کرنے والے پاکستانی اداروں کی صلاحیت کو بہتر کرنا	
A3. Venue (مقام):		A4. City/District (شہر / ضلع):	
A5. Gender (صنف)	Male (مرد)	Female (عورت)	A6. Language (زبان)
A7. Date (تاریخ):		A8. Start time (وقت آغاز):	End time (وقت اختتام):
A9. Moderator name (انٹرویو کرنے والے کا نام):		A10. Notetaker name (نوٹ ٹیکر کا نام):	

## INTRODUCTION

### تعارف

My name is \_\_\_\_\_. I work for a research organization based in Islamabad. We are conducting a study to assess the impact of the Gender Equity Program (GEP) implemented by the Aurat Foundation. GEP aims to address the gender gap in Pakistan by actively supporting women's economic, political, and social development. Through its activities, GEP seeks to make positive changes in attitudes and behaviors toward gender equity in Pakistan.

The interview will take approximately 60–90 minutes. We will treat everything you say here confidentially. Nothing you say will be attributed to you, and your names will not be given to anyone.

**Do I have your permission to record the interview? (Yes/No \_\_\_\_\_)**

میرا نام \_\_\_\_\_ ہے۔ میرا تعلق اسلام آباد کے ایک غیر سرکاری تحقیقی ادارے سے ہے۔ ہم عورت فاؤنڈیشن کے صنفی مساوات کے پروگرام کی افادیت جاننے کے لئے تحقیق کر رہے ہیں۔ اس پروگرام کا مقصد عورتوں اور مردوں کے درمیان معاشی، سیاسی، اور سماجی فرق کو کم کرنا تھا۔ اس پروگرام کی سرگرمیوں کے ذریعے، پاکستان میں صنفی مساوات سے متعلق سوچ اور رویوں میں مثبت تبدیلی لانا مقصود تھا۔ آپ کی دی گئی تمام معلومات کو صیغہ راز میں رکھا جائے گا۔ آپ کی کہی گئی کسی بات کو بھی آپ سے منسوب نہیں کیا جائے گا، اور نہ ہی آپ کا نام کسی کو بتایا جائے گا۔ اس انٹرویو کا دورانیہ لگ بھگ 60-90 منٹس ہو گا۔

کیا مجھے یہ انٹرویو ریکارڈ کرنے کی اجازت ہے؟ (ہاں/نہیں \_\_\_\_\_)

**SECTION I: NATURE OF INTERACTION WITH GEP**

**سیکشن I: صنفی مساوات کے پروگرام سے تعلق کی نوعیت**

Q1: What GEP grants did you receive? Please share details.

سوال 1: آپ نے صنفی مساوات کے پروگرام کی کون سی گرانٹس موصول کیں؟ تفصیل سے بتائیں۔

Q2: What was/were the purpose(s) of the GEP grant(s)?

سوال 2: دی گئی گرانٹ/گرانٹس کا مقصد/ مقاصد کیا تھے؟

Q3: What activities did you undertake through the GEP grant?

سوال 3: ان گرانٹس کے تحت آپ نے کون سی سرگرمیاں سر انجام دیں؟

Q4: Do you have any evidence that your activities under the GEP grant influencing attitudes and behaviors toward gender equity among the men and women of the communities/partners you worked with?

**(Probe for the reasons/evidence to support their claim in terms of anecdotes, case studies, stories, data, M&E reports, media coverage, other sources)**

سوال 4: کیا آپ کے پاس کوئی ثبوت ہے، کہ کیا اس پروگرام کے تحت کی جانے والی سرگرمیوں کے نتیجے میں آپ کے علاقے /شراکت دار اداروں کے مردوں اور عورتوں کی صنفی مساوات سے متعلق سوچ اور رویوں میں تبدیلی آئی ہے؟ (تحقیقی سمت: جواب دہندہ کے دعویٰ کی حمایت کے حق میں موجود واقعات، کہانیاں، اعداد و شمار، ایم اینڈ ای کی رپورٹس، ذرائع ابلاغ کی کوریج اور دیگر ذرائع کے بارے میں پوچھیں)

## SECTION II: STRENGTHENING THE CAPACITY OF ORGANIZATIONS THAT ADVOCATE FOR GENDER EQUITY

سیکشن II: صنفی مساوات کی ترویج میں کام کرنے والے اداروں کی صلاحیت کو بہتر کرنا

Q5: Did the GEP grant build your internal organizational capacity to achieve better results to promote gender equity? If yes, how did your organization's capacity change? Please tell me about examples.

### Probes

*\*Awareness increased at the organizational level, if yes, how?*

*\*Capacity built to create gender-friendly environment, if yes, how?*

*\*Capacity improved for gender programming*

*\*Technical resource materials received on gender,*

*\*Administrative mechanisms strengthened, if yes, how?*

*\*Organizational policies changed, if yes, how?*

*\*Resources received, if yes, please provide details,*

*\*Improved coordination as a result of networks and coalitions established, if yes, how?*

سوال 5: کیا GEP گرانٹ نے صنفی مساوات کے فروغ کے بہتر نتائج حاصل کرنے کے لئے آپ کے ادارے کی اندرونی صلاحیتوں کو بہتر کیا؟ اگر ہاں، تو آپ کے ادارے کی صلاحیت میں کیسے تبدیلی آئی؟ برائے مہربانی مثال دے کر وضاحت کریں۔  
(تحقیقی سمت:

- \* تنظیم کی سطح پر آگاہی میں اضافہ ہوا؟ اگر ہاں، تو کیسے؟
- \* صنفی دوستانہ ماحول کے فروغ کے لئے صلاحیت میں اضافہ ہوا؟ اگر ہاں، تو کیسے؟
- \* صنفی مساوات کی منصوبہ سازی کی صلاحیت میں بہتری آئی؟ اگر ہاں، تو کیسے؟
- \* صنفی مساوات سے متعلق تکنیکی مواد مہیا کیا گیا؟
- \* انتظامی طریقہ کار کی مضبوطی ہوئی؟ اگر ہاں، تو کیسے؟
- \* اداراجاتی پالیسی میں تبدیلی آئی؟ اگر ہاں، تو کیسے؟
- \* وسائل موصول ہوئے؟ اگر ہاں تو تفصیل سے بتائیں
- \* تنظیمی اتحاد اور نیٹ ورکنگ کے نتیجے میں ہم آہنگی پیدا ہوئی؟ اگر ہاں تو کیسے؟

Now, we want to talk about whether the GEP grant was used to strengthen the organizational capacity of partner organizations.

اب ہم آپ سے یہ پوچھنا چاہیں گے کہ کیا آپ نے GEP سے موصول کردہ گرانٹ اپنے شراکتی ادارے کی تنظیمی صلاحیت کو بہتر بنانے کے لئے استعمال کی۔

Q6: Did your organization use the GEP grant to work with any other organizations or groups to strengthen their capacity to deliver on their gender objectives? If yes, how did your work strengthen capacities? Please give examples.

**Probes**

**\*Awareness increased at the organizational level, if yes, how?**

**\*Capacity built to create gender-friendly environment, if yes, how?**

**\*Capacity improved for gender programming**

**\*Resource materials received on gender,**

**\*Administrative mechanisms strengthened, if yes, how?**

**\*Organizational policies changed, if yes, how?**

**\*Resources received, if yes, please provide details,**

**\*Improved coordination as a result of networks and coalitions established, if yes, how?**

سوال 6: کیا آپ کے ادارے نے GEP سے حاصل کردہ گرانٹ کو کسی صنفی مقاصد کے حصول کے لئے کام کرنے والے شراکتی ادارے یا کسی گروہ کی تنظیمی صلاحیت کو بڑھانے کے لئے استعمال کیا؟ اگر ہاں تو کس طرح آپ کے کام نے اس شراکتی ادارے یا گروہ کی صلاحیت بڑھائی۔ مثال دے کر واضح کریں۔

(تحقیقی سمت:

- \* تنظیم کی سطح پر آگاہی میں اضافہ ہوا؟ اگر ہاں، تو کیسے؟
- \* صنفی دوستانہ ماحول کے فروغ کے لئے صلاحیت میں اضافہ ہوا؟ اگر ہاں، تو کیسے؟
- \* صنفی مساوات کی مصوبہ سازی کی صلاحیت میں بہتری آئی؟ اگر ہاں، تو کیسے؟
- \* صنفی مساوات سے متعلق تکنیکی مواد مہیا کیا گیا؟
- \* انتظامی طریقہ کی مطبوظی ہوئی؟ اگر ہاں، تو کیسے؟
- \* اداراجاتی پالیسی میں تبدیلی آئی؟ اگر ہاں، تو کیسے؟
- \* وسائل موصول ہوئے؟ اگر ہاں تو تفصیل سے بتائیں
- \* تنظیمی اتحاد اور نیٹ ورکنگ کے نتیجے میں ہم آہنگی پیدا ہوئی؟ اگر ہاں تو کیسے؟

### SECTION III: COMBATING GENDER-BASED VIOLENCE

سیکشن III: صنف کی بنیاد پہ عورتوں کے ساتھ تشدد کی روک تھام

Now I'd like to talk about gender-based violence. By gender-based violence I mean violence that is directed against a woman because she is a woman or violence that affects women disproportionately. Examples include domestic violence, honor killings, rape, acid attacks, harassment, and sexual harassment.)

(اب میں آپ کے ساتھ صنف کی بنیاد پہ کئے جانے والے تشدد کے بارے میں بات کرنا چاہوں گی/گا۔ ایسا تشدد جو عورت کے خلاف اس کے محض عورت ہونے کی وجہ سے کیا جائے صنفی تشدد کہلاتا ہے۔ مثال کے طور پر گھریلو تشدد، عزت کے نام پہ قتل، جنسی زیادتی، تیزاب پھینکنا، ہراساں کرنا، جنسی طور پہ ہراساں کرنا، رسم و رواج کی نذر کرنا، اور دیگر اس قسم کے تشدد اس میں شامل ہیں)

Q7: What usually are the more common triggers and causes of gender-based violence in the communities in which you worked?

سوال 7: جن علاقوں میں آپ نے کام کیا وہاں صنف کی بنیاد پر عورتوں پہ تشدد کی عام وجوہات کیا ہیں؟

Q8: Have attitudes or behaviors regarding gender-based violence changed in the past 5 years in the communities in which you worked? If yes, please tell me some examples of how attitudes or behaviors have changed and what caused the changes. If no, please explain why attitudes or behaviors have not changed?

سوال 8: ان علاقوں میں جہاں آپ نے کام کیا وہاں گزشتہ 5 سالوں میں صنف کی بنیاد پہ عورتوں پر تشدد سے متعلق سوچ اور رویوں میں کوئی تبدیلی ہوئی؟ اگر ہاں، تو مثال دے کر واضح کریں کہ کیا تبدیل ہوا ہے اور اس تبدیلی کے محرکات کیا تھے؟ اگر نہیں، تو تبدیلی کی راہ میں کیا رکاوٹ تھی؟



Q9: In your opinion, what has been effective in preventing gender-based violence in the communities in which you worked. Which stakeholders have played a significant role in preventing gender-based violence?

سوال 9: ان علاقوں میں آپ نے کام کیا وہاں آپ کی رائے میں کون سا لائحہ عمل صنف کی بنیاد پہ عورتوں پر تشدد کی روک تھام میں زیادہ مددگار ثابت ہوا ہے؟ کس فریق/ادارے/گروہ نے صنف کی بنیاد پہ عورتوں پر تشدد کو روکنے میں اہم کردار ادا کیا؟

Q10: In your opinion, what has been effective in responding to gender-based violence in the communities in which you worked. Which stakeholders have played a significant role in responding to gender-based violence?

سوال 10: جن علاقوں میں آپ نے کام کیا وہاں آپ کی رائے میں صنف کی بنیاد پہ عورتوں پر تشدد کے خلاف کون سی جوابی کارروائی زیادہ مفید ثابت ہوئی ہے؟ کس فریق/ادارے/گروہ نے صنف کی بنیاد پہ عورتوں پر تشدد کے خلاف جوابی کارروائی کرنے میں اہم کردار ادا کیا؟

**SECTION IV: CONCLUDING DOMESTIC AND GENDER-BASED VIOLENCE QUESTIONS**

**سیکشن IV: عورتوں پر صنف کی بنیاد پر اور گھریلو تشدد سے متعلق اختتامی سوالات**

Q11: What are the major barriers, if any, that impede prevention and effective response to domestic and gender-based violence in the communities in which you worked?

سوال 11: جن علاقوں میں آپ نے کام کیا ، کیا وہاں عورتوں پر صنف کی بنیاد پر اور گھریلو تشدد روکنے کی راہ میں کوئی بڑی رکاوٹیں حائل ہیں ؟

Q12: How, if at all, did the GEP grant influence attitudes and behaviors related to prevention and effective response to gender-based violence in the communities in which you worked? Please provide examples.

**(Probe: Awareness-raising, advocacy, capacity-building, service delivery, kiosks, media programs, resources, others.)**

سوال 12: جن علاقوں میں آپ نے کام کیا وہاں کی عورتوں پر صنف کی بنیاد پر اور گھریلو تشدد روکنے اور اس کے خلاف مؤثر جوابی کارروائی سے متعلق سوچ اور رویوں میں کوئی تبدیلی ہوئی؟ مثال دے کر واضح کریں۔ (تحقیقی سمت: آگاہی بڑھانا ، حمایتی مہم چلا کر، صلاحیتیں بہتر کرنا، سہولیات مہیا کرنا، kiosks قائم کرنا، میڈیا پروگرامز، وسائل فراہم کرنا، اور دیگر)

Q13: In your experience, which approaches or activities work best to prevent and provide effective response to gender-based violence? Please provide examples. What were the lessons learnt in combating gender-based violence?

سوال 13: آپ کے تجربے کے مطابق کون سا لائحہ عمل یا سرگرمیاں عورتوں پر صنف کی بنیاد پر اور گھریلو تشدد روکنے اور اس کے خلاف مؤثر جوابی کارروائی کو بہتر بنانے میں زیادہ مددگار ثابت ہوئی ہیں؟ مثال دے کر واضح کریں۔ عورتوں پر صنف کی بنیاد پر اور گھریلو تشدد روکنے کے دوران آپ نے کیا سبق سیکھے؟

## SECTION V: CONCLUDING QUESTIONS

### سیکشن IV: اختتامی سوالات

Now we want to ask about what overall changes GEP may have produced in terms of influencing attitudes and behaviors amongst women and men toward gender equity in the communities in which you worked.

اب ہم آپ سے یہ جاننا چاہیں گے کہ جن علاقوں میں آپ نے کام کیا وہاں مردوں اور عورتوں کی صنفی مساوات سے متعلق عمومی سوچ اور رویوں پر کیسے اثر انداز ہوا ہو گا۔

Q14: Are you aware of any GEP grants, other than yours own, in your district?

14.a. If yes, did some grants support each other's results?

14.b. Has GEP had an overall effect on attitudes and behaviors of men and women toward gender equity at the district level? Please give examples.

(Probes: Networks, Consortiums/coalitions, enabling environment.)

سوال 14: کیا آپ کو دی گئی GEP گرانٹ کے علاوہ آپ کے ضلع میں کسی اور GEP گرانٹ کے بارے میں آپ جانتے ہیں؟

14a: اگر ہاں، تو کیا کچھ گرانٹس ایک دوسرے کے نتائج کے حصول میں مددگار ثابت ہوئیں؟ مثال دے کر واضح کریں۔

14b: کیا ضلعی سطح پر GEP نے مردوں اور عورتوں کے صنفی مساوات سے متعلق

سوچ اور رویوں کو تبدیل کیا؟ اگر ہاں تو مثال دے کر واضح کریں۔ (تحقیقی سمت: نیٹ ورک، تنظیمی اتحاد، سازگار ماحول)

Q15: In your opinion, how could GEP grants have been more effective in changing attitudes and behaviors among women and men to improve gender equity in the communities in which you worked?

سوال 15: آپ کی رائے میں، جن علاقوں میں آپ نے کام کیا۔ وہاں GEP کی گرانٹس مردوں اور عورتوں کے صنفی مساوات سے متعلق سوچ اور رویوں کو تبدیل کرنے میں کیسے زیادہ مؤثر ہو سکتی تھیں؟

Q16: Has the environment for gender programming in Pakistan improved in the past 5 years? If yes, how has it changed and what caused the change? Please give examples. If not, why not?

**(Probe: Resistance or support for gender programming amongst key stakeholder groups such as: government policy, political parties, media, religious leaders/Council of Islamic Ideology, academic institutions, civil society, donors, improvement in approaches/strategies, funding, sustainability.)**

سوال 16: کیا پاکستان میں گزشتہ پانچ سالوں میں صنفی منصوبہ سازی کا ماحول بہتر ہوا؟ اگر ہاں، تو کیسے تبدیل ہوا اور اس کے محرکات کیا تھے؟ مثال دے کر بتائیں۔ اگر نہیں، تو کیوں نہیں؟ (تحقیقی سمت: مختلف فریقین یا گروہوں مثلاً حکومت، سیاسی جماعتوں، میڈیا، مذہبی رہنما، اسلامی نظریاتی کونسل، تعلیمی اداروں، شہری تنظیموں، اور ڈونرز میں صنفی منصوبہ سازی کی مزاحمت یا حمایت، لائحہ عمل/حکمت عملی، وسائل میں بہتری اور استحکام)

Q17: Would you like to add anything?

سوال 17: کیا آپ مزید کچھ شامل کرنا چاہیں گے؟

**Thank you for your time!**

آپ کے وقت کا شکریہ

# Implementing Partner Key Informant Interview Discussion Guide

## Key Informant Interview – GEP Endline Survey

GUIDE FOR KEY INFORMANT INTERVIEWS WITH IPS GENDER EQUITY PROGRAM			
پروگرام نافذ کرنے والے ادارے سے انٹرویو کے رہنمائی اصول صنفی مساوات کا پروگرام			
A1. Name (نام):		A2. Institute/Organization (ادارہ/تنظیم):	
A3. Venue(مقام):		A4. City/District (شہر/ضلع):	
A5. Gender (صنف)	Male (مرد)	Female (عورت)	A6. Language(زبان):
A7. Date (تاریخ):		A8. Start time (وقت آغاز):	End time (وقت اختتام):
A9. Moderator name (انٹرویو کرنے والے کا نام):		A10. Notetaker name (نوٹ ٹیکر کا نام):	

### INTRODUCTION تعارف

My name is \_\_\_\_\_. I work for a research organization based in Islamabad. We are conducting a study to assess the impact of the Gender Equity Program (GEP) implemented by the Aurat Foundation. GEP aims to close the gender gap in Pakistan by actively supporting women's economic, political, and social development. Through its activities, GEP seeks to make positive changes in attitudes and behaviors towards gender equity in Pakistan.

The interview will take approximately 60–90 minutes. We will treat everything you say here confidentially. Nothing you say will be attributed to you, and your names will not be given to anyone.

Do I have your permission to record the interview? (Yes/No \_\_\_\_\_)

میرا نام \_\_\_\_\_ ہے۔ میرا تعلق اسلام آباد کے ایک غیر سرکاری تحقیقی ادارے سے ہے۔ ہم عورت فاؤنڈیشن کے صنفی مساوات کے پروگرام کی افادیت جاننے کے لئے تحقیق کر رہے ہیں۔ اس پروگرام کا مقصد عورتوں اور مردوں کے درمیان معاشی، سیاسی، اور سماجی فرق کو کم کرنا تھا۔ اس پروگرام کی سرگرمیوں کے ذریعے، پاکستان میں صنفی مساوات سے متعلق سوچ اور رویوں میں مثبت تبدیلی لانا مقصود تھا۔ آپ کی دی گئی تمام معلومات کو صیغہ راز میں رکھا جائے گا۔ آپ کی کہی گئی کسی بات کو بھی آپ سے منسوب نہیں کیا جائے گا، اور نہ ہی آپ کا نام کسی کو بتایا جائے گا۔ اس انٹرویو کا دورانیہ لگ بھگ 60-90 منٹس ہو گا۔ کیا مجھے یہ انٹرویو ریکارڈ کرنے کی اجازت ہے؟ (ہاں/نہیں \_\_\_\_\_)

## SECTION I: INTRODUCTORY

### سیکشن I: تعارفی سوالات

We reviewed GEPs activity in this province over the 2010 to 2017 period and determined that x activities were undertaken this period across the four objectives. We've summarized the activities in this table (share table). We'd like to organize our discussion around the four GEP objectives.

ہم نے آپ کے صوبے میں 2010 سے 2017 تک ہونے والی GEP کی سرگرمیوں کا جائزہ لیا جو کہ GEP کے چاروں مقاصد کا احاطہ کرتی ہیں۔ اور ہم نے ان تمام سرگرمیوں کا خلاصہ ذیل میں دیئے گئے ٹیبل میں دیا ہے، ہم اپنی گفتگو GEP کے چار مقاصد سے متعلق کرنا چاہیں گے۔

Q1: What was your role in GEP?

سوال 1: GEP میں آپ کا کردار کیا تھا؟

Q2: Can you describe the GEP approach in your province? What were the programming priorities that emerged over the life of the project?

سوال 2: کیا آپ اپنے صوبے میں GEP کا طریقہ کار بیان کر سکتے ہیں؟ اس پراجیکٹ کے دوران کون سے منصوبہ سازی کی ترجیحات ابھر کے سامنے آئیں؟

We're now going to talk about each of the four objectives.

اب ہم GEP کے چاروں مقاصد کے بارے میں ایک ایک کر کے بات کریں گے۔



**SECTION II: ENHANCING GENDER EQUITY BY EXPANDING WOMEN'S ACCESS TO JUSTICE AND HUMAN RIGHTS**

سیکشن II: عورتوں کی انصاف اور انسانی حقوق تک رسائی کے ذریعے صنفی مساوات کو بڑھانا

[fill in number of grants] grants across [fill in number of thematic areas] thematic areas addressed objective 1: Enhancing gender equity by expanding women's access to justice and human rights. We'd like to talk about how these grants influenced attitudes and behaviors toward gender equity.

GEP کی گرانٹس ( ) مقصد نمبر 1: "عورتوں کی انصاف اور انسانی حقوق تک رسائی کے ذریعے صنفی مساوات کو بڑھانا" کے تمام موضوعات ( ) کا احاطہ کرتی ہے۔ اب ہم ان گرانٹس کے لوگوں کے صنفی مساوات سے متعلق سوچ اور رویوں پر اثرات کے بارے میں بات کریں گے۔

Q3: Which grants were most effective in expanding women's access to justice, and why? What did they achieve?

سوال 3: کون سی گرانٹس عورتوں کی انصاف تک رسائی میں زیادہ مؤثر ثابت ہوئی اور کیوں؟ اور اس کے نتیجے میں کیا حاصل ہوا؟

Q4: In which districts do you think GEP had the greatest impact on expanding women's access to justice?

(Probe: Are there any common factors in those communities that you can pinpoint? Which results have been sustained?)

سوال 4: آپ کے خیال میں GEP کس ضلع کی گرانٹس میں عورتوں کی انصاف تک رسائی کو بڑھانے میں سب سے زیادہ مؤثر رہا؟  
(تحقیقی سمت: کیا آپ ان برادریوں کے کسی عام عوامل کی طرف نشاندہی کر سکتے ہیں؟ کون سے نتائج دیر پا اور مستقل رہے؟)

Q5: Do you have any evidence that these grants changed attitudes and behaviors affecting women's access to justice?

سوال 5: کیا آپ کے پاس کوئی ثبوت ہے کہ ان گرانٹس کی مدد سے عورتوں کی انصاف تک رسائی سے متعلق سوچ اور رویوں میں تبدیلی آئی ہے؟

Q6: From these successful grants, what did the program learn about the approaches that are effective in changing attitudes and behaviors about women's access to justice and human rights?

**(Probes: What did it learn about changing behaviors amongst men in terms of women's access to justice, and improving women's outcomes for justice? What did it learn about changing behaviors amongst women in terms of women's access to justice, and improving women's outcomes for justice?)**

سوال 6: ان گرانٹس سے جو عورتوں کی انصاف تک رسائی اور انسانی حقوق سے متعلق سوچ اور رویوں میں مؤثر تبدیلی لانے میں کامیاب رہیں سے پروگرام نے ان گرانٹس کے طریقہ کار کے بارے میں کیا سیکھا؟

(تحقیقی سمت: اس پروگرام سے مردوں کے درمیان عورتوں کی انصاف تک رسائی سے متعلق سوچ اور رویوں میں تبدیلی اور عورتوں کے انصاف کے حصول کے بارے میں کیا سیکھا؟ اور عورتوں کے درمیان عورتوں کی انصاف تک رسائی سے متعلق سوچ اور رویوں میں تبدیلی اور عورتوں کے انصاف کے حصول کے بارے میں کیا سیکھا؟)

Q7: What challenges did grantees encounter while addressing women's access to justice?

a. What barriers worked against GEP in expanding women's access to justice?

b. How did grantees surmount those challenges?

سوال 7: جن گرانٹیز نے عورتوں کی انصاف تک رسائی پہ کام کیا ان کو کن مشکلات کا سامنا کرنا پڑا؟

7a: عورتوں کی انصاف تک رسائی بڑھانے سے متعلق GEP کو کن رکاوٹوں کا سامنا رہا؟

7b: گرانٹیز نے ان رکاوٹوں پر کیسے قابو پایا؟

**SECTION III: INCREASING WOMEN'S EMPOWERMENT BY EXPANDING KNOWLEDGE OF THEIR RIGHTS IN THE WORKPLACE, COMMUNITY, AND HOME AND IMPROVING THEIR OPPORTUNITIES TO EXERCISE THESE RIGHTS.**

سیکشن III: عورتوں کے کام کی جگہ، برادری / علاقہ اور گھر میں حقوق سے متعلق معلومات اور اپنے حقوق کے استعمال کے فروغ کے ذریعے عورتوں کی خود مختاری بڑھانا

[fill in number of grants] grants across [fill in number of thematic areas] thematic areas addressed objective 2, "Increasing women's empowerment by expanding knowledge of their rights in the workplace, community, and home and improving their opportunities to exercise these rights". We'd like to talk about how these grants influenced attitudes and behaviors toward gender equity.

GEP کی گرانٹس ( ) جو کہ مقصد نمبر 2: "عورتوں کے کام کی جگہ، برادری / علاقہ اور گھر میں حقوق سے متعلق معلومات اور اپنے حقوق کے استعمال کے فروغ کے ذریعے عورتوں کی خود مختاری بڑھانا" کے تمام موضوعات ( ) کا احاطہ کرتی ہے۔ اب ہم ان گرانٹس کے لوگوں کے صنفی مساوات سے متعلق سوچ اور رویوں پر اثرات کے بارے میں بات کریں گے۔

Q8: Which grants were most effective in increasing women's empowerment, and why? What did they achieve?

سوال 8: کون سی گرانٹس عورتوں کی خود مختاری کو بڑھانے میں زیادہ مؤثر ثابت ہوئی ہیں اور کیوں؟ اور اس کے نتیجے میں کیا حاصل ہوا؟

Q9: In which districts do you think GEP had the biggest impact on increasing women's empowerment?

(Probe: Are there any common factors in those communities that you can pinpoint? Which results have been sustained?)

سوال 9: آپ کے خیال میں GEP کس ضلع کی گرانٹس میں عورتوں کی خود مختاری کو بڑھانے میں سب سے زیادہ مؤثر رہا؟  
(تحقیقی سمت: کیا آپ ان برادریوں کے کسی عام عوامل کی طرف نشاندہی کر سکتے ہیں؟ کون سے نتائج دیر پا اور مستقل رہے؟)

Q10: Do you have evidence that these grants changed attitudes and behaviors about women's empowerment?

سوال 10: کیا آپ کے پاس کوئی ثبوت ہے کہ ان گرانٹس کی مدد سے عورتوں کی خود مختاری سے متعلق سوچ اور رویوں میں تبدیلی آئی ہے؟

Q11: From these successful grants, what did the program learn about the approaches that are effective in changing attitudes and behaviors related to women's rights in the workplace, community, and home and improving their opportunities to exercise these rights?

**(Probes: What did it learn about changing behaviors amongst men in terms of increasing women's empowerment? What did it learn about changing behaviors amongst women in terms of increasing women's empowerment?)**

سوال 11: ان گرانٹس سے جو عورتوں کی خود مختاری سے متعلق سوچ اور رویوں میں مؤثر تبدیلی لانے میں کامیاب رہیں سے پروگرام نے ان گرانٹس کے طریقہ کار کے بارے میں کیا سیکھا؟

(تحقیقی سمت: اس پروگرام سے مردوں کے درمیان عورتوں کی خود مختاری سے متعلق سوچ اور رویوں میں تبدیلی کے بارے میں کیا سیکھا؟ اور عورتوں کے درمیان عورتوں کی خود مختاری سے متعلق سوچ اور رویوں میں تبدیلی کے بارے میں کیا سیکھا؟)

Q12: What challenges did grantees encounter increasing women's empowerment?

- a. What barriers worked against GEP in increasing women's empowerment?
- b. How did grantees surmount those challenges?

سوال 12: جن گرانٹیز نے عورتوں کی خود مختاری بڑھانے پہ کام کیا ان کو کن مشکلات کا سامنا کرنا پڑا؟

12a عورتوں کی خود مختاری بڑھانے سے متعلق GEP کو کن رکاوٹوں کا سامنا رہا؟

12b: گرانٹیز نے ان رکاوٹوں پر کیسے قابو کیا؟

#### SECTION IV: COMBATING VIOLENCE AGAINST WOMEN

##### سیکشن IV : صنف کی بنیاد پہ عورتوں کے ساتھ تشدد کو روکنا

[fill in number of grants] grants across [fill in number of thematic areas] thematic areas addressed objective 3, "Combating violence against women". This includes programming to combat domestic violence as well as gender based violence (GBV). We'd like to talk about how these grants influenced attitudes and behaviors toward domestic and gender-based violence.

GEP کی گرانٹس ( ) جو کہ مقصد نمبر 3: " صنف کی بنیاد پہ عورتوں کے ساتھ تشدد کو روکنا" کے تمام موضوعات ( ) کا احاطہ کرتی ہے۔ اس میں صنف کی بنیاد پہ تشدد روکنے کے ساتھ ساتھ گھریلو تشدد روکنے سے متعلق منصوبہ سازی بھی شامل ہے۔ اب ہم ان گرانٹس کے لوگوں کے صنفی مساوات سے متعلق سوچ اور رویوں پر اثرات کے بارے میں بات کریں گے۔

Q13: Which grants were most effective in combating violence against women, and why? What did they achieve?

سوال 13 : کون سی گرانٹس صنف کی بنیاد پہ عورتوں کے ساتھ تشدد روکنے میں زیادہ مؤثر ثابت ہوئی ہیں اور کیوں ؟ اور اس کے نتیجے میں کیا حاصل ہوا ؟

Q14: In which districts do you think GEP had the biggest impact on combating violence against women?

(Probe: Are there any common factors in those communities that you can pinpoint? Which results have been sustained?)

سوال 14: آپ کے خیال میں GEP کس ضلع کی گرانٹس میں عورتوں پہ تشدد روکنے میں سب سے زیادہ مؤثر رہیں؟  
(تحقیقی سمت: کیا آپ ان برادریوں کے کسی عام عوامل کی طرف نشاندہی کر سکتے ہیں؟ کون سے نتائج دیر پا اور مستقل رہے؟)

Q15: Do you have any evidence that these grants changed attitudes and behaviors about violence against women?

سوال 15: کیا آپ کے پاس کوئی ثبوت ہے کہ ان گرانٹس کی مدد سے عورتوں پہ تشدد روکنے سے متعلق سوچ اور رویوں میں تبدیلی آئی ہے؟

Q16: From these successful grants what did the program learn about combating domestic and gender-based violence?

**(Probe: Seamless service delivery. What did GEP learn about changing behaviors amongst men in terms of changing attitudes and behaviors amongst men about violence against women? What did GEP learn about changing attitudes and behaviors amongst women about domestic violence and GBV?)**

سوال 16: ان گرانٹس سے جو عورتوں کے ساتھ تشدد روکنے سے متعلق سوچ اور رویوں میں مؤثر تبدیلی لانے میں کامیاب رہیں سے پروگرام نے ان گرانٹس کے طریقہ کار کے بارے میں کیا سیکھا؟

(تحقیقی سمت: بنا رکاوٹ سہولیات کی فراہمی، اس پروگرام سے مردوں کے درمیان عورتوں کے ساتھ تشدد روکنے سے متعلق سوچ اور رویوں میں تبدیلی کے بارے میں GEP نے کیا سیکھا؟ اور عورتوں کے درمیان عورتوں کے ساتھ تشدد روکنے سے متعلق سوچ اور رویوں میں تبدیلی اور کے بارے میں کیا سیکھا؟)

- Q17: What challenges did grantees encounter combating violence against women?
- What barriers worked against GEP in combating violence against women?
  - How did grantees surmount those challenges?

سوال 17: جن گرانٹیز نے عورتوں کے ساتھ تشدد روکنے پہ کام کیا ان کو کن مشکلات کا سامنا کرنا پڑا؟

17a جو عورتوں کے ساتھ تشدد روکنے سے متعلق GEP کو کن رکاوٹوں کا سامنا رہا؟

17b: گرانٹیز نے ان رکاوٹوں پر کیسے قابو پایا؟



**SECTION V: STRENGTHENING THE CAPACITY OF PAKISTANI ORGANIZATIONS THAT ADVOCATE FOR GENDER EQUITY**

سیکشن V: صنفی مساوات پہ کام کرنے والے پاکستانی اداروں کی صلاحیت کو بہتر کرنا

[fill in number of grants] grants across [fill in number of thematic areas] thematic areas addressed objective 4, “Strengthening the capacity of Pakistani organizations that advocate for gender equity”. We’d like to talk about how these grants strengthened the capacity of local organizations working on gender equity.

GEP کی گرانٹس ( ) جو کہ مقصد نمبر 3: " صنفی مساوات پہ کام کرنے والے پاکستانی اداروں کی صلاحیت کو بہتر کرنا" کے تمام موضوعات ( ) کا احاطہ کرتی ہے۔ اب ہم ان گرانٹس کے لوگوں کے صنفی مساوات سے متعلق سوچ اور رویوں پر اثرات کے بارے میں بات کریں گے۔

Q18: Which grants were the most effective in strengthening capacity, and why? What did they achieve?

سوال 18 : کون سی گرانٹس اداروں کی صلاحیت کو بہتر کرنے میں زیادہ مؤثر ثابت ہوئی ہیں اور کیوں ؟ اور اس کے نتیجے میں کیا حاصل ہوا ؟

Q19: Do you have any evidence that these grants have strengthened organizations’ capacity?

سوال 19: کیا آپ کے پاس کوئی ثبوت ہے کہ ان گرانٹس کی مدد سے اداروں کی صلاحیت بہتر ہوئی ہے؟

Q20: From these successful grants what did the program learn about strengthening the capacity of Pakistani organizations that advocate for gender equity?

سوال 20: ان گرانٹس سے جو اداروں کی صلاحیت بہتر کرنے میں کامیاب رہیں پروگرام نے ان گرانٹس کے طریقہ کار کے بارے میں کیا سیکھا؟

Q21: What challenges did grantees encounter strengthening the capacity of organizations? How did grantees surmount those challenges?

سوال 21: جن گرانٹیز نے اداروں کی صلاحیت کو بہتر بنانے پہ کام کیا ان کو کن مشکلات کا سامنا کرنا پڑا؟ گرانٹیز نے ان رکاوٹوں پر کیسے قابو پایا؟

**SECTION VI: CONCLUDING QUESTIONS**

**سیکشن V: اختتامی سوالات**

Q22: In your opinion what are the major geographic, economic, and social factors that should be considered when programming to influence attitudes and behaviors toward gender equity?  
(Probe for how factors influence effectiveness, design, implementation, etc.)

سوال 22: آپ کی رائے میں مستقبل میں صنفی مساوات سے متعلق سوچ اور رویوں میں تبدیلی کی منصوبہ سازی کرتے ہوئے کون سے جغرافیائی، معاشی، اور سماجی عوامل کو مدنظر رکھنا چاہیئے؟  
(تحقیقی سمت: یہ عوامل کیسے منصوبے کے ڈیزائن، نفاذ، اور افادیت کو متاثر کرتے ہیں)

Q23: Would you like to add anything?

سوال 23: کیا آپ مزید کچھ شامل کرنا چاہیں گے؟

**Thank you for your time!**

آپ کے وقت کا شکریہ

## Community Group Interview Discussion Guide

Group Interview – GEP Endline Survey

GUIDE FOR GROUP INTERVIEWS WITH COMMUNITY Gender Equity Program کمیونٹی کے ساتھ گروپ انٹرویو کے رہنمائی اصول صنفی مساوات کا پروگرام			
A1. Village/UC (گاؤں/یونین) :کونسل (		A2. Tehsil (تحصیل):	
A3. District (ضلع):		A4. Venue (مقام):	
A5. Group type (گروپ کی قسم) (check one) (ایک کا انتخاب کریں)	Male مرد	Female عورت	A6. Language (زبان):
A7. Date (تاریخ):		A8. Start time (وقت) (آغاز):	End time (وقت اختتام) :
A9. Moderator name (انٹرویو کرنے والے کا نام):		A10 Notetaker name (نوٹ ٹیکر کا نام):	
<p><b>Note:</b> As per transcription protocols, please assign alphabet "R" for respondents and if more than one respondent is answering a single question, assign alphanumeric code to denote each respondent's response, e.g. R1, R2 et al., to differentiate responses. Assign the same code to each respondent in all questions.</p> <p>نوٹ: ٹرانسکرپشن کے اصولوں کے مطابق حرف "R" جواب دہندہ کے لئے استعمال کریں۔ اور اگر ایک سے زیادہ جواب دہندگان ایک ہی سوال کا جواب دے رہے ہوں تو فرق قائم کرنے کے لئے حرف کے ساتھ ہندسوں کا بھی استعمال کریں مثلاً R1, R2 وغیرہ۔ ایک جواب دہندہ کے لئے ہر سوال کے جواب میں ایک ہی کوڈ کا استعمال کریں۔</p>			

## INTRODUCTION

## تعارف

My name is \_\_\_\_\_. I work for a research organization based in Islamabad. We are conducting a study to assess the impact of the Gender Equity Program (GEP) implemented by the Aurat Foundation. GEP aims to close the gender gap in Pakistan by actively supporting women's economic, political, and social development. Through its activities, GEP seeks to make positive changes in attitudes and behaviors towards gender equity in Pakistan.

The interview will take approximately 60–90 minutes. We will treat everything you say here confidentially. Nothing you say will be attributed to you, and your names will not be given to anyone.

**Do I have your permission to record the interview? (Yes/No \_\_\_\_\_)**

*If all respondents say yes, continue the interview. If no, try to motivate respondents by answering their questions and explaining the importance of recording the interview.*

میرا نام \_\_\_\_\_ ہے۔ میرا تعلق اسلام آباد کے ایک غیر سرکاری تحقیقی ادارے سے ہے۔ ہم عورت فاؤنڈیشن کے صنفی مساوات کے پروگرام کی افادیت جاننے کے لئے تحقیق کر رہے ہیں۔ اس پروگرام کا مقصد عورتوں اور مردوں کے درمیان معاشی، سیاسی، اور سماجی فرق کو کم کرنا تھا۔ اس پروگرام کی سرگرمیوں کے ذریعے، پاکستان میں صنفی مساوات سے متعلق سوچ اور رویوں میں مثبت تبدیلی لانا مقصود تھا۔ آپ کی دی گئی تمام معلومات کو صیغہ راز میں رکھا جائے گا۔ آپ کی کہی گئی کسی بات کو بھی آپ سے منسوب نہیں کیا جائے گا، اور نہ ہی آپ کا نام کسی کو بتایا جائے گا۔ اس انٹرویو کا دورانیہ لگ بھگ 60-90 منٹس ہو گا۔

**کیا مجھے یہ انٹرویو ریکارڈ کرنے کی اجازت ہے؟ (ہاں/نہیں \_\_\_\_\_)**

*(اگر تمام جواب دہندگان ہاں کہیں تو انٹرویو شروع کریں۔ اگر نہ کہیں تو جواب دہندگان کے تمام سوالات کے جواب دیں اور انٹرویو ریکارڈنگ کی اہمیت بتا کر جواب دہندگان کو مطمئن کرنے کی کوشش کریں۔)*

Respondent Code جواب دہندہ کا کوڈ	Name جواب دہندہ کا نام
R1	
R2	
R3	
R4	

## SECTION I: GENERAL INFORMATION

سیکشن I: عام معلومات

- I. In your opinion what are the major problems women face in your community? Do inequities between men and women contribute to these problems? If yes, please explain how. **(Probe for personal experiences of the respondent and people they know.)**

سوال 1- آپ کی رائے میں آپ کے علاقے کی عورتوں کو کن بڑی مشکلات کا سامنا کرنا پڑتا ہے؟ کیا مردوں اور عورتوں کے درمیان عدم مساوات عورتوں کو درپیش مشکلات کی وجوہات میں شامل ہے؟ اگر ہاں، تو وضاحت سے بیان کریں کہ کیسے؟ (تحقیقی سمت: گفتگو میں شریک لوگوں سے ان کے ذاتی اور ان کے جاننے والوں کے تجربات سے متعلق پوچھ گچھ کریں۔)

R1	
R2	
R3	
R4	

2. Have you noticed changes in common behaviors in your community about the issues mentioned above in the past 5 years?  
(Probes: mobility, decision-making, access to justice, dispensation of justice, access to finance, land and property, inheritance rights, freedom to do paid work, freedom to vote, freedom to contest elections, political participation, prevention and response to domestic violence, prevention and response to gender-based violence)

سوال 2- کیا آپ نے گزشتہ پانچ سالوں کے دوران اپنے علاقے میں اوپر بیان کردہ مسائل سے متعلق عمومی رویوں میں کوئی تبدیلی دیکھی ہے؟ (تحقیقی سمت: نقل و حرکت، فیصلہ سازی، انصاف تک رسائی، انصاف کی فراہمی، پیسے، زمین اور جائیداد تک رسائی، وراثت کے حقوق، با معاوضہ کام کرنے کی آزادی، ووٹ ڈالنے کی آزادی، انتخابات میں بطور امیدوار حصہ لینے کی آزادی، سیاسی سرگرمیوں میں شمولیت، گھریلو تشدد کی روک تھام اور اس کے خلاف جوابی کارروائی، صنف کی بنیاد پر ہونے والے تشدد کی روک تھام اور اس کے خلاف جوابی کارروائی)

	Problem (issue) مسئلہ	Behavior changes. ( <i>Have there been changes? if yes, what changed—can be either positive or negative. Probe for before/after comparisons.</i> ) رویوں میں تبدیلی - (تحقیق سمت: کیا کوئی تبدیلی آئی؟ اگر ہاں، تو کیا تبدیلی آئی؟ تبدیلی مثبت تھی یا منفی۔ ماضی میں اور مروجہ رویوں کا موازنہ کریں )	Reasons for changes ( <i>Attitudes changed, barriers changed?</i> ) تبدیلی کی وجہ (رویوں میں تبدیلی ، رکاوٹوں میں تبدیلی آئی؟)
R1			
R2			
R3			
R4			



## SECTION 2: ACCESS TO JUSTICE AND HUMAN RIGHTS

سیکشن 2: انصاف اور انسانی حقوق تک رسائی

3. What mechanisms do people use to settle disputes in your community? (*Possible probes; Jirga, Panchayat, Musalihat anjuman, family/ elders, police, courts, local councils, elected representatives, others.*)

سوال 3. آپ کے علاقے میں لوگ تنازعات کے حل کے لئے کون سا طریقہ استعمال کرتے ہیں؟ (تحقیقی سمت: جرگہ، پنچائیت، مصالحتی انجمن، خاندان کے بڑے، پولیس، عدالتیں، مقامی کونسلز، منتخب نمائندے اور دیگر)

R1	
R2	
R3	
R4	

4. Has women's use of law enforcement and justice institutions changed in the past 5 years? If yes, how and why. **(Probe for specific examples, particularly anecdotes and personal experiences. Probe for changes in attitudes that may have promoted changes in behavior. Explanatory factors to probe for may include accessibility, family attitudes, provision of services and resources, awareness, men's role. Probe for before/after comparisons.)**

سوال 4۔ کیا گزشتہ پانچ سالوں میں عورتوں کے قانون لاگو اور انصاف فراہم کرنے والے اداروں کے استعمال میں تبدیلی آئی؟ اگر ہاں، تو کیسے اور کیوں تبدیلی آئی؟ (تحقیقی سمت: لوگوں سے مخصوص مثالیں بیان کرنے کو کہیں اور خصوصاً ان کے ذاتی تجربات کے بارے میں پوچھیں۔ ان خیالات/ سوچ کے بارے میں بھی پوچھیں جو رویوں میں تبدیلی کے محرک بنے؟ اس سلسلے میں وضاحتی محرکات جیسا کہ خواتین کی رسائی، خاندان کے رویے، خدمات اور وسائل کی فراہمی، آگاہی اور مردوں کے کردار کے بارے میں پوچھ گچھ کریں۔ ماضی اور حال کے موازنے کے متعلق بھی پوچھیں۔)

R1	
R2	
R3	
R4	

5. Has the performance of the institutions of law enforcement and justice in providing justice to women changed in the past 5 years? Please explain, what changes have occurred? (**Probe for personal experiences of either the respondent or people they know. Possible explanations to listen for include changes in the treatment of women by officials, institutions, or organizations—e.g. police, lawyers, courts, community-based dispute-resolution mechanisms; implementation of new pro-women laws, change in attitudes of community leaders. Probe for before/after comparisons.**)

سوال 5. کیا گزشتہ پانچ سالوں میں قانون لاگو اور انصاف فراہم کرنے والے اداروں کی خواتین کو انصاف فراہم کرنے سے متعلق کارکردگی میں تبدیلی آئی؟ کیا تبدیلیاں آئیں ہیں تفصیل سے بتائیں۔ (تحقیقی سمت: لوگوں سے ان کے ذاتی یا ان کے جاننے والوں کے تجربات کے بارے میں پوچھ گچھ کریں۔ اس سلسلے میں خواتین کی جانب سرکاری افسران، اداروں اور تنظیموں مثلاً پولیس، وکلاء، عدالتوں، مقامی مصالحتی انجمن اور علاقے کے رہنماؤں کے رویوں میں تبدیلی کے بارے میں پوچھیں۔ اس کے ساتھ ساتھ خواتین کی حمایت کے قوانین کی عملدرآمد کے بارے میں بھی سوالات ہو سکتے ہیں۔ ماضی اور حال کے موازنے کے بارے میں بھی پوچھیں۔)

R1	
R2	
R3	
R4	

## SECTION 3: WOMEN'S EMPOWERMENT

## سیکشن 3: خواتین کو باختیار بنانا

6. In your opinion, has women's input into decisions about *[ask about each category below]* changed in the past 5 years? If yes, please explain how. *(Probe for specific examples and experience. Probe for before/after comparisons).* What caused the changes? *(Probe for donor-supported, NGO, CSO activities).*

سوال 6. آپ کی رائے میں گزشتہ پانچ سالوں میں کیا عورتوں کی درج ذیل امور سے متعلق فیصلہ سازی میں رائے دینے کے حوالے سے کوئی تبدیلی آئی ہے؟ اگر ہاں، تو واضح کریں کہ کیسے؟ (تحقیقی سمت: مخصوص مثالوں اور تجربات اور ماضی اور موجودہ حالات میں موازنے سے متعلق پوچھ گچھ کریں) اس تبدیلی کی وجوہات کیا ہیں؟ (تحقیقی سمت: غیر سرکاری اور شہری تنظیموں کی کاوشوں کے بارے میں پوچھیں)۔

Type of decisions فیصلہ سازی کی قسم	R1	R2	R3	R4
Using health services صحت کی سہولیات استعمال کرنے سے متعلق				
Family planning خاندانی منصوبہ بندی کے بارے میں				

Group Interview – GEP Endline Survey

Type of decisions فیصلہ سازی کی قسم	R1	R2	R3	R4
Personal education ذاتی تعلیم کے بارے میں				
Children's lives بچوں کی زندگی کے بارے میں				
Using a mobile phone موبائل فون کے استعمال کے بارے میں				
Household expenses گھر کے اخراجات کے بارے میں				

Group Interview – GEP Endline Survey

Type of decisions فیصلہ سازی کی قسم	R1	R2	R3	R4
BISP, land rent, property, livestock assets, savings committees, borrowings from relatives, bank account, loans, household finance BISP، زمین کے کرائے، جائیداد، مال مویشی، بچت کمیٹی، رشتے داروں سے قرض لینا، بنک سے قرضوں کے بارے میں، گھریلو اخراجات				
Personal decisions about marriage شادی سے متعلق ذاتی فیصلہ لینے کے بارے میں				
Others دیگر				

7. Have attitudes and behaviors about women exercising their rights to inheritance changed in the past 5 years? If yes, how have attitudes and behaviors changed? What caused the changes. If not, what, if any, are the barriers to change? **(Probe for personal experiences of the respondents and people they know about changes in attitudes and behaviors about women exercising their rights to inheritance. Probe for before/after comparisons).**

سوال 7. کیا گزشتہ پانچ سال کے دوران خواتین کے وراثت میں حصہ وصول کرنے سے متعلق لوگوں کی سوچ اور رویوں میں تبدیلی آئی ہے؟ اگر ہاں تو سوچ اور رویوں میں یہ تبدیلی کیسے آئی ہے اور اس کی کیا وجوہات ہیں؟ اگر نہیں تو تبدیلی کی راہ میں کیا رکاوٹیں رہی ہیں؟ **(تحقیقی سمت: گفتگو میں شریک لوگوں سے ان کی ذاتی یا ان کے جاننے والوں کی سوچ اور رویوں میں تبدیلی سے متعلق تجربات کے بارے میں سوالات کیجیے نیز ماضی اور حال کے موازنے سے متعلق پوچھ گچھ بھی کریں۔)**

R1	
R2	
R3	
R4	

8. Has women's freedom to engage in paid work changed in your community over the past 5 years? If yes, how is it changed? What do you think caused the changes? **(Probe for personal experiences of the respondents and people they know. Probe for before/after comparisons. Probe for both changes in attitudes and behaviors.)**

سوال 8. کیا گزشتہ پانچ سال کے دوران خواتین کے بامعاوضہ کام کرنے کی آزادی میں کوئی تبدیلی آئی ہے؟ اگر ہاں تو کیسے یہ تبدیلی آئی ہے اور آپ کے خیال میں ان تبدیلیوں کے محرکات کیا ہیں؟ (تحقیقی سمت: گفتگو میں شریک لوگوں سے ان کے ذاتی یا ان کے جاننے والوں کے تجربات کے بارے میں سوالات کیجیے نیز ماضی اور حال کے موازنے سے متعلق پوچھ گچھ بھی کریں۔ لوگوں کے سوچ اور رویوں دونوں میں تبدیلی کے بارے میں سوالات کریں۔)

R1	
R2	
R3	
R4	



9. Has women's participation in **[read each of the items below]** changed in the past 5 years? If yes, how has it changed and what factors contributed to this change? If not, what are the barriers to change? (**Probe for personal experiences of the respondents and people they know. Probe for before/after comparisons. Probe for both changes in attitudes and behaviors.**)

سوال 9. کیا گزشتہ پانچ سال کے دوران درج ذیل امور میں خواتین کی شرکت میں کوئی تبدیلی آئی ہے؟ اگر ہاں تو یہ تبدیلی کیسے آئی اور اس کے پیچھے کیا عوامل کارفرما رہے ہیں؟ اگر نہیں تو تبدیلی کی راہ میں کیا رکاوٹیں رہی ہیں؟ (تحقیقی سمت: گفتگو میں شریک لوگوں سے ان کے ذاتی یا ان کے جاننے والوں کے تجربات کے بارے میں پوچھ گچھ کیجیے نیز ماضی اور حال کے موازنے سے متعلق پوچھ گچھ بھی کریں۔ لوگوں کے سوچ اور رویوں میں تبدیلی کے بارے میں سوالات کریں۔)

Type of participation شرکت کی قسم	R1	R2	R3	R4
Voting ووٹ ڈالنا				
Contesting elections انتخابات میں بطور امیدوار حصہ لینا				

## Group Interview – GEP Endline Survey

Participating in political activities سیاسی سرگرمیوں میں شمولیت				
Participating in local groups that seek political or social change سیاسی و سماجی تبدیلی کے لیے سرگرم عمل مقامی گروہوں میں شرکت				
Others دیگر				

10. In your community, are women allowed to go outside the home? When are they not allowed to go outside their homes? What are the restrictions and what are the reasons for those restrictions?

سوال 10- کیا آپ کے علاقے میں عورتوں کو گھر سے باہر جانے کی اجازت ہے؟ عورتوں کو کب گھر سے باہر جانے کی اجازت نہیں ملتی؟ گھر سے باہر جانے پر کون سی پابندیاں ہیں اور ان پابندیوں کی وجوہات کیا ہیں؟

	When women are allowed to go outside their homes? عورتوں کو کب گھر سے باہر جانے کی اجازت ہے؟	When women are not allowed to go outside their homes? عورتوں کو کب گھر سے باہر جانے کی اجازت نہیں ہے؟	What are the reasons behind restrictions? عورتوں کے گھر سے باہر جانے پابندیوں کی کیا وجوہات ہیں؟
R1			
R2			
R3			
R4			

11. Has women's freedom of movement outside the home changed in the past 5 years? If yes, which factors contributed to this change? (**Probe for personal experiences of the respondents and people they know. Probe for both changes in attitudes and behaviors. Probe for before/after comparisons.**)

سوال 11. کیا گزشتہ پانچ سال میں خواتین کی گھر سے باہر جانے کی آزادی میں کوئی تبدیلی آئی ہے؟ اگر ہاں تو اس تبدیلی کے پیچھے کیا عوامل کار فرما رہے ہیں؟ (تحقیقی سمت: گفتگو میں شریک لوگوں سے ان کے ذاتی یا ان کے جاننے والوں کے تجربات کے بارے میں پوچھ گچھ کریں۔ ان سے سوچ اور رویوں میں تبدیلی کے بارے میں پوچھیں نیز ماضی اور حال کے موازنے سے متعلق پوچھ گچھ بھی کریں۔)

R1	
R2	
R3	
R4	

## SECTION 4: COMBATING GENDER-BASED VIOLENCE

## سیکشن 4: صنفی تشدد کی روک تھام

12. Now we are going to talk about domestic violence, by which we mean violence within the home. Does domestic violence occur in your community? If yes, in your opinion, what are the main causes of domestic violence in your community? (**Probes: Household disagreements/conflicts, financial matters, dowry, relations with in-laws, honor issues, mobility, access to mobile phone.**)

سوال 12۔ اب ہم گھریلو تشدد کے بارے میں بات کریں گے۔ گھریلو تشدد سے ہماری مراد گھروں میں عورتوں پہ ہونے والا تشدد ہے۔ کیا آپ کے علاقے میں عورتوں پہ گھریلو تشدد ہوتا ہے؟ اگر ہاں، تو آپ کے خیال میں آپ کے علاقے میں گھریلو تشدد کی کیا نمایاں وجوہات ہیں؟ (تحقیقی سمت: گھریلو اختلافات یا جھگڑے۔ مالی معاملات، جہیز، سسرال والوں سے تعلقات، غیرت کے مسائل، آنے جانے کے مسائل، موبائل فون تک رسائی)

R1	
R2	
R3	
R4	

13. Have attitudes and behaviors regarding domestic violence changed in the past 5 years? If yes, please explain what caused these changes. If not, what, if any, are the barriers to change? (*Probe for before/after comparisons.*)

سوال 13۔ کیا گزشتہ پانچ سال میں عورتوں پہ کئے جانے والے گھریلو تشدد سے متعلق سوچ اور رویوں میں کوئی تبدیلی آئی ہے؟ اگر ہاں تو اس تبدیلی کے پیچھے کیا عوامل کار فرما رہے ہیں؟ اگر نہیں تو تبدیلی کی راہ میں کیا رکاوٹیں رہی ہیں؟ (تحقیقی سمت: ماضی اور حال کے موازنے سے متعلق پوچھ گچھ کریں۔)

R1	
R2	
R3	
R4	

14. Have any steps been effective in reducing the domestic violence and helping the victims of domestic violence in your community? If so what has been effective? Have any stakeholders played a significant role in reducing the domestic violence and helping the victims of domestic violence? If yes, which ones?

سوال 14- کیا آپ کے علاقے میں گھریلو تشدد کو کم کرنے اور گھریلو تشدد کی شکار خواتین کو مدد فراہم کرنے میں کوئی اقدام مؤثر ثابت ہوئے ہیں؟ اگر ہاں، تو کون سے اقدام اس سلسلے میں مؤثر رہے ہیں؟ کیا کسی فریق نے گھریلو تشدد کو کم کرنے اور گھریلو تشدد کی شکار خواتین کو مدد فراہم کرنے میں کوئی نمایاں کردار ادا کیا ہے؟ اگر ہاں تو کون سے فریق نے نمایاں کردار ادا کیا؟

R1	
R2	
R3	
R4	

15. Is gender-based violence prevalent in your community? By gender-based violence I mean violence that is directed against a woman because she is a woman or violence that affects women disproportionately. If yes, what sorts of gender-based violence occurs? **(Probe: harassment, swara/vani of offering women in mediation, honor killings, acid attacks, rape, sexual harassment, forced marriages, forced conversions of women belonging to minority groups, child marriages, others.)** In your opinion, what are the causes of these types of gender-based violence in your community?

سوال 15- کیا آپ کے علاقے میں صنفی تشدد عام ہے؟ صنفی تشدد سے میری مراد عورتوں پر ہونے والا ایسا تشدد ہے جو ان کے عورت ہونے کی وجہ سے کیا جاتا ہے یا ایسا تشدد جس کا شکار زیادہ تر عورتیں ہی بنتی ہیں۔ اگر ایسا تشدد آپ کے ہاں عام ہے تو کس طرح کا تشدد ہوتا ہے؟ (تحقیقی سمت: عورتوں کو ہراساں کرنا، صلح کرنے کے لیے عورتوں کو سوارا یا ونی کرنا، غیرت کے نام پر قتل، تیزاب پھینکنا، جنسی زیادتی، جنسی طور پہ ہراساں کرنا، زبردستی کی شادیاں، اقلیتی مذاہب کی خواتین کی جبری مذہب کی تبدیلی، کم عمری کی شادیاں اور دیگر) آپ کے خیال میں آپ کے علاقے میں صنفی تشدد کی کیا وجوہات ہیں؟

	Type of violence (تشدد کی قسم)	Causes of violence (تشدد کی وجوہات)
R1		
R2		
R3		
R4		



16. Are there services that combat domestic and gender-based violence in your community? Are there services to help the victims? Please explain. (**Probe: when did they start**)

سوال 16. کیا آپ کے علاقے میں گھریلو تشدد اور صنفی تشدد کی روک تھام کے لئے سہولیات دستیاب ہیں؟ کیا گھریلو تشدد یا صنفی تشدد کا شکار ہونے والے عورتوں کی مدد کے لیے سہولیات دستیاب ہیں؟ برائے مہربانی وضاحت سے بیان کریں۔ (تحقیقی سمت: یہ خدمات کب سے دستیاب ہیں؟)

	Description of services (خدمات کی تفصیل)
R1	
R2	
R3	
R4	

17. Have attitudes and behaviors regarding gender-based violence changed in the past 5 years? If yes, what has caused these changes? If not, what, if any, are the barriers to change? **(Probe for before/after comparisons.)**

سوال 17. کیا گزشتہ پانچ سالوں میں صنفی تشدد کے بارے میں لوگوں کے سوچ اور رویوں میں تبدیلی آئی ہے؟ اگر ہاں، تو اس تبدیلی کی کیا وجہ رہی ہے؟ اگر نہیں، تو تبدیلی کی راہ میں کیا رکاوٹیں ہیں؟ **(تحقیقی سمت: ماضی اور حال کے موازنے کے بارے میں پوچھ گچھ کریں۔)**

R1	
R2	
R3	
R4	

18. Has anything been effective in preventing and responding to gender-based violence in your community? Which stakeholders have played a significant role in prevention of and in providing response to gender-based violence?

سوال 18. کیا آپ کے علاقے میں صنفی تشدد کی روک تھام اور اس کے خلاف جوابی کاروائی میں کوئی اقدام مؤثر ثابت ہوئے ہیں؟ کن فریقین نے صنفی تشدد کی روک تھام اور اس کے خلاف جوابی کاروائی میں نمایاں کردار ادا کیا ہے؟

R1	
R2	
R3	
R4	

**SECTION 5: EFFECTIVENESS OF CIVIL SOCIETY ORGANISATIONS AND GEP**

**سیکشن 5: شہری تنظیموں اور صنفی مساوات کے پروگرام کی افادیت**

19. How could GEP (or local organization)'s activities be more effective in changing attitudes and behaviors about gender equity amongst women and men in your community?

سوال 19- آپ کے علاقے میں صنفی مساوات کے پروگرام کے تحت دی کی جانے والی سرگرمیوں کو مردوں اور عورتوں کی صنفی مساوات سے متعلق سوچ اور رویوں میں تبدیلی لانے کے لیے کیسے مزید مؤثر بنایا جاسکتا ہے؟

R1	
R2	
R3	
R4	

20. In your community have civil society organizations played a role in changing attitudes and behaviors about women accessing and using institutions of justice and law enforcement; improving women's economic conditions; preventing and assisting victims of domestic and gender-based violence? If yes, how have they contributed?

**(Probe for before/after comparisons, probe for personal encounters or assistance from CSOs with respondents or people they know. Could include awareness-raising, advocacy, capacity-building, service delivery, kiosks, media programs, community resources, seamless service delivery through hubs, others. Probe for GEP contributions.)**

سوال 20- کیا شہری تنظیموں نے آپ کے علاقے میں عورتوں کی قانون لاگو کرنے اور انصاف فراہم کرنے والے اداروں تک رسائی اور ان کے استعمال سے متعلق سوچ اور رویوں میں تبدیلی لائے ہیں، عورتوں کی معاشی حالت بہتر بنانے میں، گھریلو اور صنفی تشدد کی روک تھام میں اور اس کی شکار عورتوں کو مدد فراہم کرنے میں کوئی کردار ادا کیا؟ اگر ہاں، تو ان تنظیموں نے کیا کردار ادا کیا ہے؟

(تحقیقی سمت: گفتگو میں شریک لوگوں سے ماضی اور حال کے موازنے سے متعلق پوچھ گچھ کریں اور، شہری تنظیموں سے مدد حاصل کرنے کے بارے میں لوگوں کے ذاتی یا ان کے جاننے والوں کے تجربات کے بارے میں پوچھ گچھ کریں۔ مدد کے حصول کے لئے آگاہی پھیلانا، حمایتی مہم چلانا، تربیت سازی، خدمات کی فراہمی، Kiosks کا قیام، ذرائع ابلاغ کے پروگرام، مقامی سطح پر موجود وسائل کا استعمال، بنا رکاوٹ سہولیات کی فراہمی کے مراکز اور دیگر شامل ہوسکتے ہیں۔ اس سلسلے میں صنفی مساوات کے پروگرام کے کردار کے بارے میں بھی پوچھیں۔)

Group Interview – GEP Endline Survey

R1	
R2	
R3	
R4	

## **ANNEX 6: CONFLICT OF INTEREST DECLARATIONS**

The assessment team's conflict of interest declarations have been removed to protect the personal information of team members. They are available from PERFORM on request.

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