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Abbreviations

DMC	developing member country
GAD	gender and development
ISA	initial social assessment
M&E	monitoring and evaluation
NGO	nongovernment organization
PPTA	project preparatory technical assistance
TOR	terms of reference

Purpose of the checklist

The checklist is meant to assist staff and consultants in implementing the Bank's policy and strategic objectives on gender and development (GAD) (see the Bank's Policy on Gender and Development, May 1998). It guides users through all stages of the project/program cycle in identifying the main gender issues in the education sector and in designing appropriate gender-sensitive strategies, components, and indicators to respond to gender issues.

ADB staff should use the checklist in identifying gender issues in the initial social assessment (ISA) during the fact-finding phase of project preparatory technical assistance (PPTA). Consultants should use it in carrying out more detailed social analysis during the PPTA. It should be emphasized, however, that not all questions are relevant to all projects, and staff and consultants must select the questions that are most relevant in the specific context.

Guidelines on the preparation of gender-sensitive terms of reference for the ISA and the social analysis are also included, as are case studies from ADB's project portfolio, to demonstrate good practices in mainstreaming gender in education projects.

For project preparation, the checklist may be used together with the Bank's *Handbook for Incorporation of Social Dimensions in Projects* (1994), Guidelines on Benefit Monitoring and Evaluation, and the Briefing Papers on Women series. Other useful references are listed at the back of this brochure.

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Why is gender important in education projects?

Education is a human right and an essential tool for achieving equality, development, and peace. Nondiscriminatory education benefits both men and women and ultimately equalizes relations between them.

To become agents for change, women must have equal access to educational opportunities. Literacy of women is key to improved health, nutrition, and education, and to the empowerment of women as full participants in decision making in society.

Investment in formal and nonformal education and training for girls and women, with its exceptionally high social and economic return, has proved to be one of the best means of achieving sustainable development and economic growth.

Every person must have access to basic education and other essential services. Without such access, the poor in particular, and their children, will have little opportunity to improve their economic status or to participate fully in society.

Key issues

Education is key to improving the status of women. A preliminary step in gender analysis in the education sector will be to examine the gender indicators for the sector in the developing member countries (DMCs). The following questions should be asked:

- What are the overall participation rates at the various levels of education?
- How do girls compare with boys, and women with men, in educational participation rates at the various levels of education?
- Do the gender participation rates differ between regions?
- What are the broader social and economic factors that influence access to educational opportunities?

On the basis of this preliminary analysis, the extent of a project's GAD potential can be evaluated. Education projects with the highest GAD potential will be those that target the areas of greatest gender inequity in the education system and regions of a DMC. For example in industrializing DMCs, or in modern urban areas within DMCs, women may benefit most from projects that include strategies to increase female enrollment at the senior secondary and higher educational levels, particularly in technical and nontraditional career areas for women. In DMCs or in areas within them that have a predominantly rural population, projects that focus on the primary education of girls, nonformal education in rural and small community settings, literacy classes, and distance education may be the most beneficial to women.

Women and the poor must have equal access to educational opportunities to be full participants in society

School projects at both primary and secondary levels should address the following:

Levels of access and attainment of women

Where the participation rates for girls/females are lower, the PPTA feasibility study should carefully examine the underlying causes, and the project design should contain elements designed to overcome the constraints identified.

Textbooks and curriculum improvement

Projects focused on textbooks and curriculum improvement should aim to remove gender stereotypes in the content and images of textbooks.

Training of female teachers

GAD issues in the education sector focus on girls and women not only as students but also as members of the educational profession. Teachers are important role models to boys and girls and to their communities. Significant numbers of women in the teaching profession, particularly at the higher levels and in decision-making positions, can raise the aspirations of girls and young women and positively influence social attitudes toward women.

Social attitudes

To promote female access to education, an analysis of social attitudes toward education and the values attached to the education of males and females is important.

Box 1: Basic Education (Girls) Project, Lao People's Democratic Republic, 1998

The long-term objective of the project is to bring more women into the mainstream of socio-economic development by progressively improving their educational level. In the short term, the overall project objective is to expand access to improved primary education for girls. The project approach is flexible, which means that project impact and effects are continually assessed during implementation, and lessons learned are applied to subsequent activities.

The project provides selected unserved or underserved small ethnic minority communities with village-based primary schools staffed by trained teachers and equipped with adequate relevant learning materials. The project also provides targeted assistance to reduce the private cost of education to poor families.

To increase female enrollment and improve the retention of girls in particular, the project promotes community participation in school management by involving village committees, the Lao Women's Union, and NGOs.

The project supports community-level mobilization activities that motivate villagers to (i) send their girls to school and keep them there; (ii) assist with

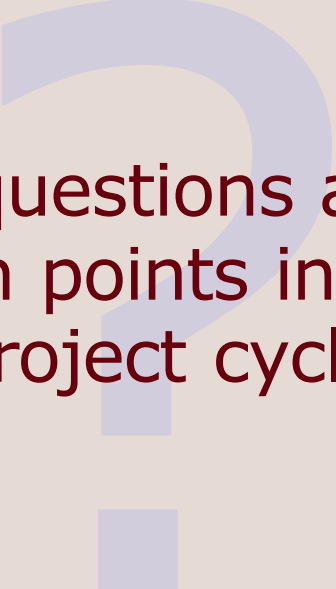
activities supporting school construction; (iii) help maintain textbooks; (iv) participate in school and community activities; and (v) identify the need for targeted assistance to help relieve some of the household costs of education.

The success of teaching depends to a large extent on the availability of teaching and learning materials. The project supports the review of existing materials and best practices, as well as the development, testing, production, and distribution of supplementary materials and teacher's guides in needed areas. This component includes the revision of curricula and instructional materials to conform to the learning needs of students, especially the girls.

Finally, the project is focused on teacher training. It seeks to increase the number of female and ethnic minority teachers by supporting minority students, mainly females, with scholarships, health-care allowances, books, educational materials, and commodities such as blankets, mosquito nets, and torches. After completing their studies, the recruits will teach in ethnic minority schools in project districts.

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What cultural norms and practices work against equal opportunities for women in education?



Key questions and action points in the project cycle

To what extent do women hold decision-making positions in the educational structure?

Does the project have mechanisms for measuring its impact on women?

Gender issues in education projects

Key Questions

- Are the project objectives specifically related to the needs of poor girls and women?
- Did women participate in setting these objectives?
- What are the causes of gender differences in enrollment? Are the differences caused by admission policies and practices or inadequate school facilities (lack of boarding facilities) for girls? Are school fees a barrier to female enrollment? at which levels of education? Are the constraints related to concern for the safety of girls in long-distance travel from home to school?
- How should the project deal with cultural norms that keep women and men separate? Is separate infrastructure of equal value and equal quality needed for girls/females and boys/males? Do schools accessible to the client population have female teachers? What are the financial and political implications of these considerations?
- Who decides on education expenditures in the household?
- How are the investment returns on educating girls and boys viewed? Is educating girls considered a good investment for the family? Is there an expectation that boys will support their parents in later life, thus making boys' educational attainment more important than girls'?
- Is the education of girls considered an advantage or an impediment to marriage? What impact will education have on customs such as dowry or bride price?
- Are there concerns that the education of girls will make them unwilling to comply with their parents' plans for their future?
- Is the labor of female children considered more necessary to the household than that of male children?

TIP

Reserve seats for female staff in development programs for teaching staff



Do the project objectives deal directly with the needs of women, particularly among the poor, and did they have a hand in setting the objectives?

- ➔ Are the sexes segregated in training programs, schools, or colleges because of social beliefs (e.g., that girls or women should be taught only by female teachers)?
- ➔ Are female students being taught the same subjects as male students, or does the curriculum differ for male and female students? Are there beliefs that girls should learn only certain subjects? Are these subjects taught at schools that are accessible to the client population?
- ➔ Do textbooks or other educational media promote gender stereotypes (e.g., images of women holding babies and men holding agricultural implements)?
- ➔ Is training of female teachers included in the project?
- ➔ Are women being encouraged through career counseling to participate in all forms of training?
- ➔ Are women involved in school management, in the parent-teacher association? And what proportion of women hold decision-making positions in the ministry of education?
- ➔ How committed is the executing agency to involving women at various levels in education projects?
- ➔ Will special funds or other provisions be required for monitoring and for gender impact and benefit analysis, to ensure that women benefit from education projects?
- ➔ Are gender aspects integrated sufficiently in the project to meet the Bank's country strategic objectives for GAD or the DMC's goals for GAD?
- ➔ Does the monitoring and evaluation system explicitly measure the project's effects on women?

T I P

Implement an affirmative action plan to bring more women into school management boards and teacher organizations



T I P
Sensitize the local community to the importance of girls' education

Key Strategies

- Assist the DMC in formulating goals, strategies, and action plans to increase the education of girls and women.
- Develop participatory strategies for project design, implementation, and monitoring and evaluation (M & E). Include stakeholders, students, teachers, communities, local government, and non-governmental organizations in project planning and design.
- Consider involving NGOs to increase community participation by women in particular.
- Conduct a study to examine economic and social factors affecting enrollment, dropout and attrition, and graduation rates among girls/women at the various levels of the education system. Include data on employment issues or labor demand for women and barriers to women's participation in the workforce.
- Consider using social marketing approaches to influence cultural attitudes and to promote the value of education for girls and women.
- Consider the need for remedial actions at lower school levels or for upgrading programs to increase female participation in the academic and technical fields prerequisite to entry into professional schools and higher education.

Design specific measures to address identified constraints on girls/female participation. For example:

- Consider providing scholarship/stipends to encourage female enrollment at levels of the education system where female enrollment is low.
- Establish separate schools for girls in rural areas.
- Allocate funds for stipends for girls to ensure their access to educational opportunities.
- Mobilize communities and train government extension workers to raise the level of community awareness of the need to educate girls.
- Consider allocating flexible school hours.
- Allocate resources for girls' hostels.

- Ensure that opportunities for training or scholarships that might be provided by the project are equally accessible to males and females.
- Ensure that schools accessible to the client population have female teachers. Ensure the security of female teachers through the involvement of the local community or other means.
- If vacancies for teachers' positions are to be filled, identify local candidates if possible.
- Allocate funds, if necessary, to enable the executing agency to develop strategies for increasing women's participation. Gender advisers may have to be recruited for this purpose.
- Include staff deployment programs to ensure that teachers are available in rural schools and to reduce absenteeism and transfers.
- Integrate gender as a specific subject in all training for primary/secondary teachers.

Design specific mechanisms to facilitate women's involvement in school management, teacher organizations, etc. For example:

- Set quota systems or implement an affirmative action plan.
- Ensure that role models for decision-making and leadership positions (program directors, school principals, etc.) are included in the project.
- Involve NGOs to facilitate community participation in school management committees.

TIP

Provide extension and continuing education programs for marginally qualified people, especially women, to equip them for entry into professional schools and higher education



Gender issues in basic and primary education

Key Questions

- Are there education and training opportunities for girls, particularly among the poor?
- What are the constraints on girls' access to school in various social groups?
- What are the underlying causes of the unequal participation rate between girls and boys?
- What facilities (separate dormitories, toilet facilities, special financial incentives to ensure female retention rates, etc.) are needed to improve girls' access to schools?
- How can the dropout rates of girls/boys be reduced?
- Are female teachers available?
- What is the quality of teaching/training?
- Are women involved in school management?
- Is female participation affected by intersectoral factors? Are counseling and health service components needed to offset those factors?
- Will opportunities for training or scholarship in the project be equally accessible to girls/women and boys/men?

TIP

Lower the educational attainment requirements for female candidates to increase the number of female teachers

Are the training locations accessible to both women and men? How can school facilities be improved to make education more accessible to girls/women?

Key Strategies

- ➔ Choose a location that is appropriate for both girls and boys. Does the school have sufficient facilities (e.g., secure girls'/women's dormitory accommodation, study facilities for girls/women, separate and private bathrooms) to allow girls to enroll?
- ➔ If the enrollment of girls is low, consider integrating in the project design incentives (e.g., stipends, free books and school uniforms) to increase enrollment.
- ➔ Consider how cultural norms that keep women separate should be dealt with in the project, by ensuring the availability of female teachers, sensitizing the local community to the importance of girls' education, or other means.
- ➔ Allocate funds specifically for the development of strategies for increasing poor girls' women's participation.
- ➔ Include in the project specific measures to address the identified constraints on female participation. (Examples are given in Box 1.)
- ➔ Ensure that the project includes the qualitative aspects of teaching practices and the school environment.
- ➔ Ensure that the curriculum is adequate for the local community, given its social needs and the productive sectors in the area.
- ➔ Consider reviewing and changing images that reinforce gender stereotypes in curricula, textbooks, and other educational media. For example, textbooks can be revised so that images and stories in them refer to both women and men in sciences, math, and agriculture, as well as health and education.
- ➔ Design specific mechanisms to facilitate women's involvement in school management, etc. (Examples are given in Box 4.)
- ➔ Consider involving NGOs in project implementation.
- ➔ Allocate funds, if required, for monitoring and gender impact analysis, to ensure that girls/women are benefiting from the education project.

TIP

Make the curriculum responsive to the social needs of the community and its productive sectors

TIP

Expand income-generating opportunities for women by providing skill-based training

Gender issues in secondary education

Key Questions

- Are education and training opportunities for girls in all available programs widely publicized? Is secondary education offered in rural communities?
- What are the constraints on girls' enrollment in secondary education?
- Are their sufficient facilities at secondary training institutions (e.g., secure women's dormitory accommodation, study facilities for women where sex segregation is a cultural norm) to allow women to enroll?
- Are female teachers available at this level?

TIP

Teach gender sensitivity to primary and secondary teachers

School projects should address the causes of low participation rates among women; remove gender stereotypes in textbooks; train more female teachers; and reshape social attitudes toward the education of women

Key Strategies

- Consider providing career counseling at the stage where boys and girls make career choices, and using successful female role models to help them make better choices.
- Include in the project specific measures to address identified constraints on female participation. (Examples are provided in Box 1.)
- Assess the need for remedial actions at lower secondary levels or upgrading programs (such as extension and continuing education) for marginally qualified people, especially women, to prepare them for entry into professional schools and higher education.
- Establish quota systems or stipends to encourage female participation in science and technical subjects.
- Provide hostel facilities for girls to facilitate their completion of the secondary level.
- Hire more female teachers. Encourage educated women to become teachers through affirmative action plans, a female-friendly work environment, etc.
- Design specific mechanisms to involve more women in school management, teacher organizations, etc. (Examples are given in Box 4.)

Box 2: Secondary Education Development Project, Bangladesh, 1993

This ADB-funded project gave special incentives, including scholarships and stipends, to encourage families to send their female children to school regularly. New schools were built to complement these incentives. The curriculum was updated and reviewed to eliminate sexual stereotyping, and additional

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training for female teachers was provided. Girls' enrollment in secondary education has increased considerably as a result of such measures and the increased awareness of the importance of girls' education. Other positive effects of the program were delayed marriages and improved health awareness.

Gender issues in tertiary education

Key Questions

- How are women students distributed within various subject fields in tertiary education?
- What are the constraints on women's enrollment in tertiary education?
- Are there sufficient facilities at tertiary training institutions (secure women's dormitory accommodation, study facilities for women, etc.) for women to enroll?
- Are female teachers available at this level?

Key Strategies

- Establish quota systems for female students at the tertiary level.
- Establish quota systems for female participation abroad, by offering stipends and other incentives.
- Establish affirmative action and other programs to give encourage female students to enter math and science courses.
- Develop staff opportunities and ensure that a certain proportion of places is allocated to female candidates.
- Provide the necessary support (proper training facilities, stipends and funds, etc.) to ensure that seats are reserved for female staff in staff development programs.
- Provide for the training of guidance counselors in gender-sensitive counseling.

Are poor women, in particular, informed about opportunities in nonformal education and are they encouraged to participate?

Box 3: Nonformal Education Project, Bangladesh, 1995

In spite of the policy of the government to eradicate illiteracy, many children, adolescents, and adults remain uneducated. Without specific actions to increase opportunities for “second chance” education in Bangladesh, the country could have about 20 million illiterates aged 15–24 by the year 2000. Lack of literacy and life skills is a major factor contributing to the perpetuation of poverty. The objective of the Nonformal Education

Project is to reduce poverty and improve the status of women.

The project supports the development of an organization for expanding and improving nonformal education programs for young adults, particularly females, in the medium and long term as well as ensuring their sustainability. It makes use of the existing practice of community involvement in identifying learners, providing shelter to learners, recruiting teachers

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Gender issues in nonformal education and training

Key Questions

- Do women in the client population have enough free time to participate in training?
- Are courses offered at times when women with family responsibilities or jobs can attend? Did women help choose the training programs?
- Are the courses or training sessions held in locations that are accessible to women as well as men, considering cultural norms and women’s mobility? Are childcare services needed to facilitate women’s participation?
- Are there plans to ensure that poor women in particular receive information about nonformal education/training opportunities? Are networks being used to inform women about the project opportunities and encourage them to participate?
- Will the cost of such training permit the participation of women without independent sources of income? Is there a need for scholarships, adequate physical facilities, and other special arrangements to ensure female participation?
- Will training improve women’s productive capacity and increase their marketable skills and income-earning potential? Will it address health and population issues or other issues relevant to women?
- Does the project’s monitoring and evaluation measure its effect on women?

from the local community, and establishing a management committee with local people. The community is also involved in curriculum revision and the development of postliterate and continuing education materials. Strategies specific to female education have a significant part in the project. Nonformal centers are located in communities, close to the users; female teachers are hired for female groups; instruction is given free of cost; a gender-responsive management infor-

mation system has been designed; and support is given to experimental models and social mobilization. NGOs are the main implementers of the project.

The project approach is participatory, with a high degree of involvement of local communities. Comprehensive studies carried out with the help of various resource persons identified major constraints on the education of women and formed the basis for the development of strategies.

Key Strategies

- Ensure equal access to project training for males and females.
- Assess whether the executing agency needs additional funds to develop strategies for increasing poor women's participation.
- Assess the possibility of including health, environment, and other issues in the training programs.
- Consider the possibility of skill-based training for women, to expand their income-generating opportunities.
- Ensure that monitoring and evaluation explicitly measure the impact of the project on social groups, disaggregated by gender.

TIP

Provide
scholarships
or stipends
to increase
enrollment
among women

Mainstream gender equality in education through more accessible schools, more and better-quality female teachers, reduced costs, relevant curricula, responsive delivery, community participation, and decentralized educational administration

Box 4: **Girls Primary School Sector Project, Pakistan, 1996**

Cultural practices such as the segregation of the sexes can and often do restrict the participation of girls in schooling. Parents hesitate to have their daughters study alongside male students or be taught by male teachers. To deal with this problem, a concern in Pakistan, the Girls Primary School Sector Project is helping to establish community model schools (CMSs) for girls in rural areas. Each school has five classrooms, one for each primary school grade. Each school also has five female teachers trained

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under the project, and accommodation for the teachers to ensure that they can live comfortably near the school. Some of the CMSs are existing schools that have been converted. Others are new. Under an initial ADB-financed project, 800 CMSs were established. The second project aims to expand and establish CMSs in 1,000 union council areas throughout the country.

Building the schools is only half the story. How do you get girls into the schools and keep them there? In Pakistan, what is required to transform a building into a school? Among the issues that need to be addressed are: How do you encourage parents to send their daughters to school? How do you recruit and keep female teachers? How do you discourage absenteeism among students and teachers? The provision of physical infra-

structure needs to be supplemented by other measures to make sure the schools function properly, that both teachers and students attend regularly, and that the education is of a high standard.

In the Pakistan project, a participatory approach is being adopted to ensure that all this happens. Separate committees for men and women have been established with the help of NGOs to ensure full community participation in the management of the CMSs. The committees are playing a major role

in encouraging the community to send their daughters to school regularly, providing security for female teachers, and identifying local candidates to fill vacant teaching positions. Further capacity-building support under the project includes staff deployment programs to ensure that teachers are available in the rural schools and to reduce absenteeism and transfers.

Under the Primary School Sector Project, families are seeing girls attend school regularly for the first time. It is hoped that in time parents will recognize the advantages of having literate daughters. They may appreciate the greater contribution their daughters will make to their own and their families' well-being and economic prosperity. Traditional barriers may break down as families and governments recognize the value of educating the girl child.

Strategies for gender mainstreaming in education

Make schools more accessible

Shortening the distance to school will encourage girls' enrolment in particular. Girls' safety and social reputation are less at risk when schools are closer to communities. Ensure that separate facilities and closed latrines are available.

Improve the quality of teachers and increase the number of female teachers

Set minimum quotas for female teachers. Because relatively few women meet standard teaching requirements, active local recruitment is essential, especially in rural areas. Bringing training closer to communities often attracts women who might otherwise not consider teaching because of cultural constraints on female mobility, lack of housing, or family responsibilities. Incorporate gender awareness in the teacher-training curriculum.

Lower the costs to parents

In many societies, parents regard schooling for girls to be less affordable than that for boys. In their view, the direct costs (e.g., tuition and textbooks), hidden costs (e.g., uniforms and supplies), and opportunity costs (e.g., for girls' household tasks, agriculture responsibilities) of educating girls outweigh the benefits. Scholarship programs can be introduced to cover certain costs, such as tuition, textbooks, uniforms, and boarding facilities. Stipends can lessen opportunity costs (see Secondary Education Development Project, Bangladesh, Box 2).

Develop relevant curricula

Girls will be attracted to and benefit from a curriculum that is relevant to their lives, that links education with agriculture and productive activities, addresses health and nutrition issues, employs the local language, seeks out the potential in the given setting, and at the same time eliminates gender stereotyping.

Increase parental and community understanding through participatory approaches

In many communities, there is a need to change attitudes toward the education of girls. The support of influential community members and religious leaders can be harnessed to encourage parents to send both male and female children to school. The involvement of parents and communities in planning, management, decision-making, and advocacy efforts has a positive effect on girls' education.

Promote decentralization in administration and management

When school management functions are transferred from the state/provincial level down to the district and local levels through education or development committees and other local management mechanisms, there is usually also an attempt at fairer distribution of female and male membership in the school committees.

Teachers are important role models. Are female teachers available and are there enough of them?

Design systems that meet students' gender-specific needs

The specific cultural and other issues that constrain girls' and boys' educational activities and achievements should be studied so that meaningful programs can be designed. Flexible forms of schooling, such as half-day primary schools, part-time primary schools, and primary schools established in poverty-stricken areas, could make schools more accessible to girls with domestic responsibilities as well as boys with competing activities in the marketplace.

Design multiple delivery systems

Formal education alone cannot achieve the objective of providing universal basic education. Education for boys and girls, men and women should be delivered through a variety of channels. Nonformal educational alternatives are often also useful.

PROJECT IMPLEMENTATION PROCESS	
Key Issues	Suggested Actions
Executing Agency (EA)	
➤ Gender sensitivity of implementing agency	➤ Conduct gender and participation training for high-level EA officials/staff. ➤ Encourage gender training for staff at all levels. ➤ Contact the national women's machinery for support.
➤ Staffing and budgeting	➤ Obtain EA's commitment to increasing female permanent staff and ensure budget allocation for gender training.
➤ Project management	➤ Ensure that women are represented in any project steering committee.
Monitoring and Evaluation (M & E)	
	➤ Develop M & E arrangements: (i) internal M & E by project staff; (ii) external M & E by NGOs/consultants, as necessary; and (iii) participatory monitoring by male and female beneficiaries. ➤ Disaggregate all relevant indicators by gender.
Reviews	
	➤ Incorporate an assessment of the project's impact on various social groups, disaggregated by gender.

TERMS OF REFERENCE (TOR) FOR GENDER SPECIALIST

**Initial Social Assessment (ISA)
in PPTA Fact Finding**

- Identify and analyze poverty features and gender issues in the education sector, and suggest the educational sector instrument that will be most effective in reducing poverty.
- Identify and describe the target population. Disaggregate data by gender, considering gender differences in educational status, enrollment, and dropout and completion rates by age and level.
- Examine the differences between subpopulations. Point out any differences in access to education between girls/boys and women/men within these groups.
- Examine the target population's needs and demands for the project. Consider, for instance, whether girls/women and boys/men have different needs for physical facilities for education/training, and how these differences might affect the proposed project.
- Identify absorptive capacity. Consider how women and men will participate in the project—their motivation, knowledge, skills, and organizational resources—and how the project will fit into their culture and society. Identify constraints on girls'/women's participation in educational projects (school fees, gender-based roles and responsibilities in the household, etc.).
- Identify government and nongovernment agencies and organizations that have a focus on women or interest in GAD and that might contribute to the project.

Social Analysis and Design in PPTA

- Ensure that women and men are consulted and involved in project design and implementation.
- Conduct gender analysis, as follows:
 - Identify the differences in educational needs and opportunities between boys and girls, men and women.
 - Identify structures and processes—legislation, social and political institutions, cultural practices, learning and teaching institutions' practices, etc.—that can perpetuate women's/girls' advantage.
 - Assess whether the curricula and schoolbooks reinforce gender stereotypes.
 - Identify gender gaps among professional teachers.
 - Identify the role of women in school management at the local and national levels.
- Examine the proposed institutional and organizational framework and determine the extent of women's participation in the proposed intervention and their representation in project management.
- Examine the capacity of the proposed project to improve access and participation for major target groups, particularly the poor.
- Assess the relevance of the proposed system for monitoring and evaluation, including the availability and use of gender-disaggregated data and gender-sensitive indicators suitable for measuring women's participation and empowerment.
- Examine possibilities for cooperation with NGOs, including those that focus on women's issues or on GAD.

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