

Gender Analysis Toolkit

for Coastal Management Practitioners



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Background

Mangroves for the Future (MFF), Southeast Asian Fisheries Development Center (SEAFDEC) and Stockholm Environment Institute (SEI), are all Swedish International Development Cooperation Agency (Sida) funded programmes with a shared interest for improving gender integration and mainstreaming in their respective programmes, and agreed to collaborate through a regional study project. The project provides a significant opportunity to pull together much needed information about the roles of men and women and gender inequalities in coastal resource management, local employment opportunities, and women's engagement in environmental decision-making. The partners will use the results of the study to meet their common objectives and commitments to integrate gender in environment and sustainable development at the local and policy levels.



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This MFF-SEAFDEC-SEI Sida funded regional study explored gender patterns in coastal and marine resources management to improve understanding about the state of women and men in environmental decision-making and structural challenges preventing equitable opportunities for men and women in the coastal fisheries sector. The study covers 12 countries (South East Asian group: Cambodia, Myanmar, Indonesia, Malaysia, Philippines, Thailand and Vietnam; South Asia group: Bangladesh, India, Maldives, Pakistan, Sri Lanka). These countries comprise four MFF-SEAFDEC shared countries, two SEAFDEC countries and six MFF countries. The study explored the national policy conditions that support gender equality in environment and natural resource management, and the local realities and norms influencing men's and women's engagement in decision-making regarding environment and natural resource management. The toolkit was used to guide and facilitate data collection in MFF and SEAFDEC sites.

1. Introduction and purpose
2. Introduction to qualitative gender analysis and domains for investigation
3. Application

Introduction and Purpose

1.1 Purpose

Gender analysis is a way of understanding how perceptions of gender in terms of norms and values, gender roles, and identities and gendered power relations among and within social groups are produced and reproduced within the processes of social change. The continuity perspective is paramount to gender analysis as it explains the dynamic character of gender identities and relations embedded in both structural and contingent processes. The toolkit is an iterative development process meant to be revisited and revised to reflect new circumstances and emergent learning at different stages and from sites where the analysis is conducted. As gender norms, roles and dynamics are not static and do not exist in discrete terms, the tools we use should be able to capture and reflect social changes as they happen.



The toolkit is a practical compendium for coastal and fisheries management practitioners seeking to understand how gender can affect coastal ecosystems resource use and management and coastal resilience. It helps practitioners develop baseline knowledge around gender dimensions related to coastal and natural resources use, livelihoods development and ecosystems management. This knowledge can help identify gender gaps and advance gender-integrated and gender-responsive planning for improved resilience of coastal ecosystems and the communities that depend on them.

Triangulation of data

Gender inequalities are also expressed in legal systems, norms and attitudes. Thus, a gender analysis should include a combination of data from secondary and primary sources and combine information with a macro and a micro perspective.

Methods for data collection

The way the questions are formulated when collecting empirical data determines the answers given by respondents. For instance, asking “What do people work with?” will give a different answer than “What do women work with? What do men work with? Do the girls work? The boys? What do they do respectively?” The methods chosen will also give different information. For instance, a desk review will give one sort of data, different from data derived from interviews and participant observation.

Source: Sida (2015), Gender Analysis Principles and Elements

The toolkit provides direction around key instruments, concepts and themes for qualitative gender analysis in coastal ecosystem-dependent communities. A set of illustrative questions to guide the practical stage of data collection is also provided in the last section. These questions are by no means exhaustive and are designed as examples to explore information about gender roles and power relations under five domains: i) access and control to assets for livelihoods; ii) gender roles,

responsibilities, time and lived experiences; iii) participation and decision-making; iv) cultural norms, beliefs and perceptions; and v) laws, regulations, and institutional practices and mechanisms. Power cuts across domains of changing gendered relationships, livelihoods, policies and practices, environment and resources. Power is also observed in the

processes that regulate gender and ethnic identities at community level through various instruments and institutions which may be religious, policy-related, and development-related. The toolkit also concerns norms regarding how women are able to control their own lives and the decisions and actions they can take.

1.2 Intended audience

The toolkit is intended for program officers, managers and technical staff who develop program objectives, design activities, formulate and monitor indicators, and support implementation. Although a staff member or consultant with gender expertise may conduct the gender analysis, the engagement of other project actors in developing the scope of work and reviewing findings will improve the likelihood of addressing gender equality and determinants of well-being in project design, implementation, and monitoring, learning and evaluation. The better a gender analysis is aligned with the objectives of the project and the local context, the more useful the findings and recommendations.

Section 2

Qualitative gender analysis and domains for investigation

2.1 Situating qualitative gender analysis in the research context

Crucial to any gender analysis is close attention to historical, socioeconomic, political and environmental contexts. The analysis of everyday practices of women and men, and hence of the production of gender relations, needs to be embedded into an examination of the workings and interaction of structures, institutions and processes at different levels. This requires some knowledge and analysis of secondary information often based on previous research. The review of existing literature and background statistics is a crucial step in both quantitative and qualitative research.



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Several methodological steps common to social research help ensure a gender analysis will yield credible results. These are:

- specifying a purpose and research questions aimed at guiding the data collection and analysis;
- a review of secondary literature and relevant statistics (academic and grey literature);
- sampling design and sources of information (e.g. key informants, villagers, local officials);
- methods for data collection, (e.g. key informant interviews, focus group discussions, individual semi-structured interviews, observation, community mapping methods for data analysis);
- strategies for reporting.

While these steps may give the impression of research as a linear process, it is in fact an iterative process. The review and analysis of secondary information often generates insights into the topic, background information on the historical and geopolitical context, the positioning of findings in wider debates and the interpretation of study results. Consulting secondary sources is crucial when starting the research and later when situating or framing the analysis within broader, multiscale and evolving processes.

Sampling

Designing sampling procedures is critical to understanding who the respondents will be when using different methods for data collection, and how those respondents will be accessed. The sample represents a population if the researcher uses a random selection procedure to choose participants. This sampling strategy is often used in quantitative surveys.

If the research aims to examine lived experiences, qualitative methodologies provide a set of tools for sampling informed by the research objectives. Purposive sampling, for example, snowballing or convenience sampling techniques, allows for selection of fewer participants who are more easily available and whose experiences are directly relevant to the research. Unlike quantitative sampling used in household surveys, these

small samples are not intended to make statistical inferences in relation to the wider population.

Sampling develops in relation to the research site and the respondents. Questions guiding this process refer to the scale of the research (i.e. community or village level, how many villages and the rationale for this selection) and to the relationship with the data collection methods (i.e. Who will be selected to participate in focus group discussions and why? Who will be selected for individual interviews and why?). Data collection and analysis strategies are informed by the research objectives and rationale and are critical to valid findings.

Finally, methods and strategies for data collection should ensure that intersecting identities or the subtle differences between social groups, which can explain degrees of disadvantage and privilege, are also captured. Sampling only between groups of men and women may lead to limited results when conducting focus group discussions which therefore might be organized according to social group, for example, one group of poor women only from a particular ethnic group; another group of men only. A grid (Figure 1) can help organize these groups through a purposive sampling system.

Figure 1: Sample grid			
Focus group discussions	Men-only group	Women-only group	Mixed women/men
Class (e.g. well-off, middle and very poor)	8 members	8 members	8 members
Ethnicity (e.g. minority ethnic group, majority ethnic group)	8 members	8 members	8 members

Focus group discussions can be exclusively male or female. Having a mixed group is useful if the community is used to women and men discussing freely or is skilfully facilitated. If this is not the case, it is safer to have homogeneous groups to ensure that members can speak openly.

Methods for data collection

Data collection methods in qualitative research include participant observer observations, transect walks, interviews (semi-structured and in-depth), focus group discussions, and community mapping. When selecting a method, it is important to think about what kind of data it will give you and what you will do with that data.

Semi-structured interviews consist of a few key questions that help define the areas to be explored and provide respondents with some guidance on what to talk about. Questions allow respondents to diverge and develop an idea in more detail.

In-depth interviews may start with an opening question then progress according to the initial response as a guide to further questions. They are useful when some depth of understanding is required, when exploring a new subject area, and when seeking different perspectives on a known subject area. In-depth interviews are a useful way to explore people's views, experiences, beliefs and motivations on specific matters, as well as sensitive issues which may be hard to address in a group environment.

Focus group discussions are group discussions on a specific topic where the discussion is guided, monitored and recorded by a facilitator. Focus group discussions are useful for collecting data from many participants at once. They can be used for generating information on collective views and when group dynamics are of interest to the researcher.

Qualitative methods such as interviews are believed to provide a deeper, more humanistic understanding of social phenomena than would be obtained from purely quantitative methods such as questionnaires. Interviews can explore the views, experiences, beliefs and motivations of individual participants while focus group discussions are more suitable if there is an interest in using group dynamics to generate qualitative data. Care should be exercised when deciding on the focus group size and composition as this has direct implications for the results emerging from the discussion. Considering comfort and familiarity among participants could be a critical criterion for selection. Semi-structured interviews are commonly used when key informants are approached, for example, those

who know the community and are in positions to discuss wide social, economic and political issues.

Types of questions asked

Questions need to be designed so that diversity of experience can be captured. For example, households and communities may have more than one livelihood activity such as farming, fishing and livestock raising plus non-farm occupations. Questions should not assume the homogeneity of social groups of women and men. To capture the subtle differences within a group, focus group discussions may be organized according to social groups so tailored questions can be designed (e.g. one group of poor women only from a particular ethnic group). Similarly, roles may differ for different socioeconomic classes and ethnic groups in a single community. Researchers may have to hold interviews and focus group discussions with each group to avoid overlooking subtle differences which can explain degrees of disadvantage or privilege.

Data collected through interviews or focus group discussions does not require statistical data analysis, however, researchers need to take detailed notes or record interviews to capture the essence of the responses. Training is therefore required.

2.2 Conducting qualitative gender analysis

Gender analysis is a systematic methodology for:

- 1) Examining the differences in roles and norms for women and men, girls and boys; the differences within social groups of men and women based on caste, class, age, race etcetera; the different levels of power they hold; their differing needs, constraints, and opportunities; and the impact of these differences in their lives.
- 2) Explaining the mechanisms by which gender inequality is produced and maintained (e.g. institutional structures, societal and cultural norms).
- 3) Unpacking how social groups of men and women act to transform their existing roles and the relationships in which they are embedded.

Critical concepts guiding the analysis

Social difference: Gender is one form of social difference. Others are: class, caste, age, ethnicity and race. Gender specifically refers to society's perception of the roles, obligations, behaviors, activities and status it considers appropriate for men and women based on existing norms of femininity and masculinity.

Power: Gender as a social difference translates into power relations that can lead to gender-based hierarchies, inequalities, exclusions, expected behaviors and duties, valuation and status, and benefits and risks.

Intersectionality: Gender intersects with other forms of social difference (class, ethnicity, age, etc.) which highlight specific groups of people that experience disadvantage or privilege.

Treating intersectionality as the core of the gender analysis is an added value as it helps capture the diversity of women's and men's lives and provides a fuller understanding of gendered power relations. It allows for the analysis to go beyond reducing gender to roles or relations to capture other forms of inequality and recognizes that:

- women's lives are not all the same; the interests that women have in common may be determined as much by their social positioning or their ethnic identity as by being a women;
- life experiences, needs, issues, and priorities vary for different groups of women depending on age, ethnicity, disability, income levels, employment status, marital status, sexual orientation and whether they may or may not have dependents;
- different strategies may be necessary to achieve equitable outcomes for women and men and different groups of women and men.

2.3 When to conduct a gender analysis

Ideally, a gender analysis is conducted as part of the situation analysis at the start of a project and will inform the project design. The findings provide the basis for developing gender-responsive or gender-integrated projects and monitoring indicators, which can be used to follow reductions or increases in gender disparities in different social groups, resource control

and leadership, along with sex-disaggregated indicators to monitor any difference in natural resource management outputs and outcomes for men and women.

Gender Integration refers to strategies applied in program assessment, design, implementation and evaluation to consider gender norms and to compensate for gender-based inequalities.

If it is not possible to conduct a gender analysis at the beginning of a project it can be done as a special study. For example, MFF would like to do a gender analyses in

priority geographic areas of all MFF countries to provide a comparative analysis for the MFF Regional Gender Study, a main output in MFF Phase 3. Many country programmes could not complete a full gender analysis in the priority project sites as part of the resilience analysis process. The grant facility for special studies to enhance gender integration in MFF country programmes provided the opportunity to undertake a gender analysis in each MFF field site. The gender analyses will contribute to the MFF Regional Gender Study.

Whether or not a gender analysis is conducted at the start of the project, it is always important to disaggregate data by sex and track all monitoring data where people are the unit of measure to see if there are increases or decreases in gender disparities in participation, access to and control over resources, and exercise of rights and benefits.

2.4 How do we do gender analysis?

As outlined in Section 2.1.1, at a minimum, projects should collect secondary information on the gender context of the site as a basic gender analysis. Secondary information can provide a general picture of the status and rights of women and help practitioners understand how the program objectives may be affected by and can influence gender differences and inequalities such as:

- Differences in women's and men's access to and control of assets, resources, and services according to class, age and ethnicity.

- Differences and inequities in women's and men's use of time between paid, unpaid, and volunteer labor and care-taking responsibilities in the household and community.
- Differences and inequalities in leadership roles, decision-making about livelihood options and resources, and legal status (e.g. citizenship status) according to class, age and ethnicity.
- Knowledge of specific skills in resource use and management by social groups of women and men.
- Lived experiences and emotional dimensions of being fishers and farmers in the context of existing challenges regarding coastal and marine resources.

It is necessary to collect primary data when this information is not available from secondary sources to answer gender-focused questions tailored to the project interventions and directed at intended project beneficiaries.

Gender analysis uses standard social science quantitative and qualitative data collection and analysis methods to respond to research questions about how gender differences and inequalities will affect project outcomes and how the project will affect men's and women's opportunities and status. Gender analysis is comparative and relational. The main difference between a gender analysis and other types of operational and formative social research is that gender analysis requires that different social groups of men, boys, women and girls participate equally in the research by answering survey questionnaires and participating in focus groups, interviews, and other qualitative data collection exercises.

Participatory rural appraisal (PRA) research methodologies are useful for engaging men and women directly in assessing, questioning, and identifying solutions to gender-related resource management challenges. Examples of PRA tools include key informant interviews, focus group discussions, resource mapping, seasonality calendars, decision trees, ranking, 24-hour activity clocks, and tools that can directly involve local men and women in the research process as participants and partners.

Depending on the context, men-only and women-only group discussions can help capture gender-specific needs and aspirations.

Two parts of a gender analysis

The first is a process to identify inequalities, gaps, and disparities in a particular context. It consists of collecting information and data on gender roles, relations, and identities related to a specific problem such as a decline in coastal resources or climate change, and to identify gaps and disparities based on gender differences and their intersection with other contextual factors such as class, caste, age and ethnicity. The second part entails analyzing the information collected on gender and social differences to determine and prioritize gender-based constraints and opportunities and their implications for achieving coastal resources management and sustainable livelihoods objectives and equal status of women and men, and what they are already doing to improve their conditions. The second part of the analysis should also consider MFF project scope and function to address identified gender issues through project interventions.

Development of data collection plan and instruments

This toolkit is meant as a guide for developing research questions and selecting research methods. The illustrative questions by domain indicate the type of information that needs to be collected. Project objectives and goals will determine which of the illustrative questions are most relevant. Some questions are more appropriate to investigate through quantitative methods and others through qualitative methods. The option is also open to include specific questions based on the requirements of a specific project or that capture aspects unique to a community in a specific site.

Data analysis

Gender-focused data can be analyzed using standard quantitative and qualitative analytic methods. What distinguishes the analysis is the focus on key domains. The present toolkit provides guidance for qualitative analysis. The analysis should reveal where there are gaps and inequalities

likely to affect women's or men's participation rates, leadership and decision-making and access to services, or that subject men or women to different risks and vulnerabilities. The analysis should also provide an understanding of why these gaps and disparities exist, how they are sustained and reproduced, and how they affect men's and women's opportunities and aspirations. The analysis should be designed to show intra-group differences (e.g. by ethnicity, sexual orientation, age, class, caste, residence and race). Finally, the analysis should include how social groups of women and men are trying to transform their lives and the conditions under which they live.

The final step in the gender analysis examines how the identified differences limit or facilitate desired changes in knowledge, practice and access to decision-making for improved resilience of coastal ecosystems and communities. The analysis identifies gender-based constraints and opportunities that have the potential to either impede or facilitate improved resilience. For example, in many places, women are constrained in management decision-making because they lack basic education and confidence.

2.5 Key domains for analysis

While five domains for analysis have been identified, power is a cross-cutting dimension which runs across the analysis to yield information on who has or can acquire the authority to decide on and expend assets. Who can take advantage of opportunities, exercise rights, move about and associate with others, enter into legal contracts, and run for and hold office? Power determines the way men and women are treated by different institutions, policies and laws. How people are treated is an important part of what it means to be socially marginalized and disempowered.

Domain 1

Access to and control of livelihood assets: Information on gender as it intersects with social relations that affect access to resources necessary for a person to be productive (e.g. land, water, capital and tools) and

intangible assets such as knowledge, education and information and social networks. Access rights, which are basically use rights, differ from control rights. Control rights enable those who hold them to make decisions on resources and their productive or non-productive use. Within households and communities, these rights are often unequal. It will be useful to understand how and why these rights are unequal and how social groups of women and men experience and wield them.

Domain 2

Gender roles, responsibilities, time and lived experience: Information on the norms that influence men and women's behavior and structures the activities they engage in, their social status, the importance assigned to their work, roles and responsibilities. Domain 2 captures information on men and women's roles, the timing and place where their activities occur, their capacity to participate in different economic, political, and social activities, and their decision-making in terms of time, space and mobility, household and community division of labor, and participation rates in different activities and roles. This domain also explores their lived experiences and the emotional dimensions of their livelihoods and, for women, their reproductive lives. Working with environmental resources requires interacting with people, nature and institutions and the challenges this poses, which are sometimes uneasy, uncertain, and fraught with stress and anxiety. Information about the emotional experiences of different social groups of women and men can include loss, nostalgia, insecurity, response in the face of threats, and stress of various kinds.

Domain 3

Participation and decision-making: Information on the different types, forms and levels of participation including decision-making by men and women of different social groups. Factors affecting participation and decision-making of men and women of different social groups may include education, information access and skills and information on how existing patterns of participation and decision-making affect opportunities to recognize and respond to men's and women's interests and needs.

Domain 4

Cultural norms, beliefs and perceptions: Information on the cultural belief system or norms about what it means to be a member of an ethnic group, poor or rich, young or old, a man or a woman in this society. Cultural beliefs affect men and women's behavior, participation and decision-making capacity. They also facilitate or limit men and women's access to education, services, economic and other opportunities, mobility and expectations about behavior.

Domain 5

Laws, regulations, and institutional practices: Information about men's and women's formal and informal rights and how they are differentially affected by policies and rules governing institutions. Application of national laws in a local context including customary rules and norms. Analysis of project-based opportunities and constraints to gender equity based on prevailing laws, regulations and institutional arrangements.

2.6 Gender constraints analysis

Although the five domains do not encompass all facets of human life, they do provide a conceptual frame of reference when considered along with the unequal use of power and help compile the information needed to address three main questions:

- 1) What are the gender-based constraints and opportunities faced by different social groups of women and men, and girls and boys that affect their ability to contribute to building resilience of local coastal ecosystems and their community?
- 2) How will the anticipated results of improved coastal ecosystems management policies and projects affect women and men, boys and girls, differently?
- 3) What impact will they have on women's and men's relative status?

Gender inequalities arise from differential and unequal treatment of women and men, articulated through economic, social, and political institutions that systematically reinforce unequal roles, decisions, rights, and opportunities. In most societies, structural inequalities cause a disadvantage to women relative to men who generally enjoy greater exercise of power and access to opportunities. Particular groups of women and men, based on wealth, education, race, caste, ethnicity, and age among other social variables, may be more or less advantaged than others.

The first step in the analysis is to identify the conditions of inequality. For example, women have little influence in community decision-making processes regarding coastal and fisheries resources management and livelihoods development compared to men.

The second step is to identify the gender-based factors that contribute to the condition of inequality and link constraining factors to an outcome. For example, women are restricted in their ability to influence community decision-making processes regarding coastal and fisheries resources management and livelihoods development because fishing is considered a male domain, women's labor is largely unpaid work and therefore not recognized in the value chain and women have limited time to attend community meetings as their primary role is taking care of household needs.

Once the constraints are identified, the next step is to prioritize those most likely to affect program outcomes, which are feasible to address within the scope of the project, and when addressed will contribute to greater gender equality.

Applying the results of the gender constraints analysis in the design and monitoring of projects and programmes

Illustrative table to be completed for gender constraints analysis

List the most important gender-based constraints for a coastal resources management programme. Note: These are examples only.	What actions might address the constraints to achieve more equitable outcomes?	Gender sensitive indicators to measure success.
Lack of discretionary time for women to attend community meetings and training opportunities.		
Restricted mobility affecting women's ability to participate in education opportunities, decision-making processes, livelihoods development or income generating opportunities.		
Restricted access to education opportunities leading to poor levels of knowledge and low self-confidence.		
Fisheries management is perceived as a male domain. Women's work in fisheries is generally unpaid work and does not count in value chains.		

2.7 How will the results of the gender analysis be used?

The results provide a broad gender perspective of a project area that should inform the design and implementation of gender-responsive projects and initiatives. The toolkit provides a common framework for data collection and analysis across sites in MFF countries, paving the way for a regional comparative study, an important component of the MFF Regional Gender Study and a key output for MFF Phase 3 designed in response to a request from Sida.

Section 3

Application of the toolkit

The toolkit serves as a point of reference to collect data to understand gender issues in coastal resource management. The toolkit consists of two documents: i) the topic guide that provides a set of illustrative topics that require in-depth discussion, and ii) a set of illustrative questions that can be used to guide data collection. Questions in Section A of Section 3.2 are more suitable for semi-structured interviews with key informants able to provide contextual information.

Both documents serve as a menu that offers a range of topics and questions to understand gender issues in coastal resource management.



Program countries are expected to discuss the topic guide and adapt questions or add questions to suit their program and country contexts. Decisions around more suitable methods for data collection should be undertaken at design stage. The data collectors are encouraged to use a variety of participatory methods and tools appropriate to their context.

3.1 Topic guide

Overview of the local area and its connection to coastal resources

- Overview of a local area in the present situation (prompts: social groups, key livelihood options, access to basic services such as education, health care and mobility, presence of NGOs and community organizations, dominant groups, situation of men and women across social groups in the area).
- Overview of how the local area has changed over the past decade (prompts: social and economic patterns, noticeable weather changes, stocking of fish, migration of fish species, migration of populations, social, age and gender group).
- Overview of coastal resources and how people in the community view coastal resources (prompts: purpose, identity, values and benefits, characteristic scale and species, roles of household and community members, awareness, roles and responsibilities of men and women across different social groups in coastal resource management).
- Changes in coastal resources and its management within the last 10 years (prompts: effects of economic development, urbanization, climate change, flooding, migration and other issues raised by participants).
- The effect of these changes on their lives, individually and socially (prompts: livelihood, migration, power relations, workload and any other issues raised by participants).
- Opportunities, issues and challenges due to changes in coastal resources management perceived as critical by the participants.

Gendered socioeconomic dynamics of coastal resource management

- Overview of activities in coastal resource management, segregated by gender and social groups (prompts: What activities are done and who does them? See activity profile matrix).
- Reasons activities are done in particular ways. (prompts: Who decides on roles and why? Can roles be changed and how? Are there examples of changed roles? Explain. Are changing roles frequent or rare?)
- Overview of who benefits and losses from these activities. (prompts: benefits as identity, livelihood, money, training and knowledge, network or any other benefits perceived by the community). See access and control matrix.
- Overview of what happens because of role and resource divisions. Are there winners and losers? Do winners and losers come out of specific social groups? What happens because of winners and losers? How does the community perceive it? Were there any efforts made to change the situation?)

Laws, regulations and institutional mechanisms of coastal resource management

- Overview of laws, policies and institutional arrangements in place to protect coastal and fisheries resources.
- Overview of how the formal laws, policies and institutional arrangements intersect with informal practices of fishing communities (prompts: areas well covered by laws, areas not so well covered or contested by laws).
- Overview of rights of communities in coastal resource management (prompts: access, control rights or any other rights expressed as formal and informal laws; collective rights versus individual rights; rights granted to gender and social groups only).
- Overview of conflict resolution mechanisms in the community to address conflicts related to coastal resource management (prompts: types and scale of conflicts, mediation mechanisms, specific examples).

Participation and decision-making in coastal resource management

- Overview of the structures available to discuss coastal resource management (prompts: types of formal and informal structures in the community, their composition by gender desegregated social groups, for example formal coastal committee, fishery officers, informal ethnic fisher groups).
- Overview of how those structures work in practice (prompts: composition and working process of the committee or informal groups, how these groups work with common communities).
- Profiles of the leaders (prompts: characteristics of leaders, composition in terms of gender and social groups, reasons for them being leaders).
- Overview of the information flow on coastal resource management (prompts: ways through which communities receive and share information, information flow within household and between men and women).
- Overview of the discussions and decisions made (prompts: space for discussion and decision-making, i.e. where they meet, how often, when; types of concerns raised, types of decisions made, who makes final decisions).
- Overview of the effects of decisions on the community (prompts: winners and losers from decisions related to management techniques, time and harvesting quotas and any other issues identified by the participants).
- Overview of factors that contribute positively and negatively to existing patterns of participation and decision-making (prompts: technical knowledge, cultural norms, information flow and any other issues identified by the participants).

3.2 Illustrative questions for designing a data collection plan

Most questions suggested below are open-ended and yield detailed information which does not require statistical data analysis. Different questions can be designed for semi-structured interviews with key informants, interviews with villagers and for focus group discussions. Triangulation of the information can be done during the analysis stage.

A. Overview and situation analysis

Background information on the wider socioeconomic and environmental trends and patterns. Information on possible economic investments, dominant trajectories of economic growth, slow onset effects of climate change and more frequent disasters, how political cultures shape people's use and management of resources. These are conditions usually not of local people's choosing, but affect their everyday lives.

1. Describe the socioeconomic profile of the community.
 - a. Livelihood opportunities.
 - b. Social groups and organizations (see hint box).

Hint

What social groups in the site are under study? Are these groups marked by wealth (class), ethnicity, age, household headship (whether female-headed or male-headed), caste, religion or combinations of these categories? Of these groups, which is the dominant social group? The most marginalized social group?

Note: Describe the different types of livelihoods (farming, fishing, livestock raising, etc.) and non-farm livelihoods and occupations (mining, construction, handicraft production etc.).

2. Access to basic services: preconditions and enabling factors for sustainable development.
 - Do men and women have equal access to the services listed below? If not, explain.
 - Health care. Do women have access to maternal and reproductive health services?
 - Literacy.
 - Education: Primary, secondary or higher education (college, university).
 - Digital inclusion and technical skills.
 - Adequate housing.
 - Basic, safe and hygienic sanitation.
 - Affordable and reliable transport facilities.
 - Nutritious food.
 - Safe drinking water.
 - Reliable and affordable energy (from sustainable and renewable energy sources or other).

- Social security along entire value chain.
 - Access to services like credit, savings and insurance.
 - Access to child care services.
3. Community environmental awareness. Choose which best describes your community or the community in which you work.
 - a. Community has strong environmental awareness and ethic in place.
 - b. Community has elements of a conservation awareness and ethic in place.
 - c. There is little to no environmental awareness or ethic evident in the community.
 4. Describe any opportunities or activities where you could engage women in coastal and fishery resources management, climate change adaptation and livelihood development work (for government and NGO respondents only).
 5. Describe any constraints that could prevent or obstruct engagement of different groups of women in coastal and fisheries management and climate change related programmes and projects.
 6. Did you include gender assessment as an element of the situation analysis you conducted in the area where you work? If yes, describe how this is achieved. If not, is this something you can consider?
 7. Is gender considered a separate component of your programme work or is it considered an integrated or cross-cutting component?
 8. Do you collect gender-specific data? If yes, describe (for government and NGO respondents only).
 9. Do you have specific programmes, activities or initiatives targeting women or with a gender focus? If yes, describe how you involve women in your programme.

- Does your organization or department have a gender unit, gender focal person or gender capacity? If yes, describe (for government and NGO respondents only).

Domain 1

Access and control of assets for livelihoods

Information on gender as it intersects with social relations that affect access to the resources necessary for a person to be productive (e.g. natural resources, productive assets, income, information, knowledge, social networks, tangible assets such as land, water, capital and tools and skills, and intangible assets such as knowledge, education, and information).

- To what extent are households dependent on coastal resources for daily needs (e.g. food, housing materials, water, medicines)?

Dependency level	Households
100% dependent	
Partially dependent	
Little or no dependency	

Note: This question determines the level of dependency of the local community on coastal resources for food security and livelihood income.

- If you answered partially dependent or little or no dependency, what are the other major and minor livelihoods and sources of income?
- What are the ecosystem goods and services community members would consider as basic necessities for household use and livelihoods (e.g. fisheries, agricultural land, clean water, forest goods and services, other)? Respondents can be guided to conduct resource mappings, seasonality calendars or other activities.
- What changes have you noticed in your local ecosystems in the last 20 years? What are the underlying causes of these changes?

What climate change impacts have you noticed in the last 20 or 30 years? What impact has this had on livelihoods and well-being of local people? See Annex 2.

Note: It is advisable to have prior key informant interviews that provide general overview questions about the history of livelihoods in the community and the groups who live there.

5. What are the main issues facing the long-term sustainability of coastal ecosystems and fisheries? What impacts are these issues having on the livelihoods and well-being of local communities? How are men and women affected by these changes?
6. Do men and women have equal access to, ownership of, and control over resources on which they depend for their livelihoods and well-being?
7. Are there money lending services available to community members? Describe the options and conditions for accessing credit. Do men and women have equal access to credit? Who can make loans? Who manages loan repayment?
8. Who decides if and when large assets will be bought or sold, or whether improvements can be made (e.g. fencing, veterinary services, upgrades for equipment)? Examples of large assets include land, boats, boat engines, large livestock, agricultural equipment and vehicles. Who generally has the final say, men or women?
9. Who makes decisions about household spending, men, women, or both? Examples of household spending include food and cooking requirements, cleaning materials, household appliances, clothing, school books, school uniforms, school transportation costs, community social fund.

Resources	Access (can use)			Ownership (can own formally or legally)			Control (can independently make) decisions (e.g., have rights to share, sell, consume, improve)			Notes
	Men	Women	Equal	Men	Women	Equal	Men	Women	Equal	
Land										
Water (for HH use)										
Water supply/water rights										
Water points										
Water for irrigation										
Forest products										
Wetlands (biodiversity) fisheries, amphibians, invertebrates, plants										
Borrowing capital										
Credit & loans (e.g. microcredit, community fund)										
Banking services										
Social welfare (health & life insurance)										
Labor (e.g. family relations, informal labor, hired labor)										

	Men	Women	Equal	Men	Women	Equal	Men	Women	Equal	
Fisheries inputs: fishing gear boats boat engines storage facilities										
Fishing licenses										
Agricultural production materials: seeds machinery poultry water buffalo storage										
Livestock production requirements										
Raw materials for artisanal and craft production										
Transportation (boats, trucks, other vehicles)										
Education and training Skills development										

Note: Depending on the number and nature of major social groups in each site, this table may need to be replicated a few times to understand the magnitude of diversity and you can identify the severe losers more precisely. For instance, if there are three major ethnic groups, then this table would have to be filled out three times.

Domain 2

Gender roles, responsibilities, time and lived experiences

Information on the norms that influence men's and women's behavior and structure their activities, roles and responsibilities. This dimension captures information on men's and women's different roles, the timing and place where their activities occur, their capacity to participate in economic, political, and social activities, and their decision-making (time, space and mobility, household and community division of labor, participation rates in different activities and roles).

Lived experiences provide information about the emotional experiences of women and men when they recall or refer to using resources (e.g. loss, nostalgia, response to threats and various forms of stress). The use of resources and their scarcity, slow decline or abundance, are meaning-making events and processes, usually expressed through emotions. These reveal the nature of people's relationships with their resources as well as their gender and power relations. Earlier gender analysis tools have often sidestepped this dimension and focused on the productive dimensions of social life and environments.

1. Who is responsible for caring roles within the household (e.g. child care, cooking, cleaning, water collection, fuel collection, food collection, care for the elderly, care for children, care for the sick, tutoring children, maintaining connections with kin networks). Men? Women? Boys? Girls? See Annex 3a for more examples of caring roles.
2. Who is responsible for productive roles or livelihood activities? See Annex 3b for examples of productive roles.
 - a. Describe in detail roles of men, women, boys and girls in the fishing-to-market process (e.g. gear preparation, fishing activities,

postharvest activities such as catch sorting, cleaning, processing and preparation for market, selling fisheries products).

Note: This will vary by type of fishery, season and other factors. Seasonality calendars are useful here.

- b. Describe the roles of men, women, boys and girls in each activity involved in agricultural crop production (e.g. land preparation, seed banking, planting, maintaining, harvesting, postharvest activities).

Note: This will vary for each agricultural crop or product. Seasonality calendars are useful here.

- c. Identify and describe the roles of men, women, boys and girls in other important local livelihood activities (e.g. retail businesses, livestock rearing, transportation services, local paid employment opportunities).

Note: Roles may differ for social classes and ethnic groups in a single community. Researchers may have to hold interviews and focus group discussions with each group.

3. Is there a pattern of outward migration of men and women looking for work in-country or abroad? Which groups of men out-migrate and why? Which groups of women out-migrate and why?

- Where are their usual destinations?
- What reasons do they have for migrating?
- Do they move permanently or seasonally? If seasonal, when do they leave and when do they return?
- What livelihoods are done by those left behind?

4. Where and in which types of work are men and women most concentrated and how are they treated differently in terms of:

- Formal versus informal work?
- Full time versus part time work?
- Skilled versus unskilled work?

Note: Informal work is generally not taxed or monitored by any form of government. Formal work is part of a sector which encompasses all jobs with set hours and regular wages and is recognized as income sources on which income and other taxes must be paid.

5. Who has relatively more leisure hours in a day, men or women? When all productive and caring work is finished, what time is left for men or women to choose their activities (e.g. recreation and relaxation)? A 24-hour activity clock is a useful tool here.

Note: Consider the seasonal dimension of leisure time as time availability may differ according to high or low season amongst men and women. This should be explained.

6. What social groups, community organizations, committees and associations do men and women participate in?

Note: The question refers to 'participation' in terms of numbers, contribution, levels of involvement, and voice. These aspects should be discussed during the interviews.

7. Are there women's groups or organizations in the area? What types of activities are they engaged in (e.g. income generating activities and livelihood development, dispute resolution, community events, health, education, youth group activities, environment, fishing, farming, forest harvesting, other)? What about men's groups?
8. Are there any groups leading community-based conservation, environmental protection or fisheries management activities? How does the group work? How do men and women participate and make decisions in that group? To what degree do women's groups influence decisions relating to management of coastal and fisheries resources, agricultural resources or forest resources?
9. Describe how women and men feel about the following:
 - a. Crop failure or weak fish catches.
 - b. The increasing frequency of natural disasters.
 - c. The need to move to look for alternative livelihoods.
 - d. The challenges of juggling multiple tasks of domestic care, livelihood activities, community duties, and aspirations to start life elsewhere.
 - e. The challenges of impoverishment and insufficient means for survival.

Note: This section should be targeted to selected individuals for semi-structured interviews, purposively selected according to gender, class and ethnicity (e.g. poor ethnic women, rich ethnic women; poor ethnic men, rich ethnic men). Respondents are encouraged to discuss their lives and livelihoods around a critical set of problems or challenges as a starting point. In doing so, they will have to describe the background of their livelihoods, their roles in caring and reproductive work, their control of specific resources, their perception of their social standing in their community. In the context they describe, encourage them to discuss critical points and episodes: how they felt, what they did as they worked with others to overcome challenges, how they hope to move forward. The purpose of this exercise is to get a sense of the subtle ways with which people deal with disadvantage and their relationships around this, and the emotions elicited by these circumstances.

Domain 3

Participation and decision-making

Information on the different types, forms and levels of participation and decision-making by men and women of different social groups (see Annex 3, Typologies of Participation). Factors affecting participation and decision-making of men and women of different social groups (e.g. education, information access, skills). Information on how existing patterns of participation and decision-making affect opportunities to recognize and respond to men's and women's interests and needs.

1. What types of meetings are held to discuss community interests (e.g. social welfare, healthcare, education, community funds)? How do men and women participate in each? How do community decision-making processes work?
2. Do equal numbers of men and women join community meetings? What is the pattern? Do women and men voice their opinions equally during meetings? If not, why not? What barriers or considerations are there for men or women to attend community meetings, training sessions, community group discussions? How can they be overcome? Are there cultural, social, religious or other constraints on women's participation in community meetings and decision-making? For example:
 - Lack of interest by women or men to join meetings.

- Lack of awareness or lack of familiarity with a subject prevents people from joining meetings.
- Restrictions on attendance or speaking at community discussions (e.g. women may not voice their opinion in the presence of male members of a household or community).
- Time availability (e.g. women may have less time due to domestic duties).
- Mobility (e.g. women may need to stay close to the home where the children are or feel unsafe travelling to and from meetings).
- Ability to contribute organizational resources (e.g. provide labour or money for a project).

What incentives, benefits and interests do men have for participating in community meetings? What incentives, benefits and interests do women have?

What topics in particular interest men? What topics interest women?

Note: The purpose of these questions is to understand what affects men's and women's participation in community decision-making processes.

3. What are the characteristics of a good leader in the context of coastal resource management?
4. Who generally holds positions of leadership? Men, women, people from particular social groups? Are women and men equally represented in positions of leadership? What kinds of leadership positions do men and women occupy? Do women and men have equal capacity and skill to be leaders?
5. Are there community groups or organizations active in the area?
6. What groups and associations do men and women participate in?

7. Are there groups that bar women from membership (i.e. men-only groups)? Are there groups that bar men from membership (i.e. women-only groups)?
8. Are there women's organizations or groups in the area? What types of activities are women's groups engaged in (e.g. income generating activities, livelihood development)?
9. Do women's groups participate in or influence decisions relating to management of coastal and fisheries resources, agricultural resources, or other communal resources (e.g. healthcare facilities)?
10. Do men and women have equal access to training, education and skills development opportunities?
11. Do men and women share information training and community meetings?
12. Are men and women, boys and girls able to access information equally? What are the priority or preferred information sources for men, women, girls and boys? What are considered to be the most important forms or sources of information and channels for information sharing within the community for women, men, boys and girls?

Sources/forms	Important forms/sources of information				
	Men	Women	Boys	Girls	Equal
Village information center					
Village leaders					
Local government officials					
Village volunteers (e.g. village volunteers who collect weather and climate impact information)					
Local and national TV					
Radio					
Newspapers					
Magazines					
School					
Family members					
Friends					
Community loudspeaker system					
Mobile phones					
Print media					
Internet					
NGO, development organization					
Other					

13. Do boys and girls have equal access to primary and secondary education? Do boys and girls have access to higher education such as university or college? What are the differences in men's and women's opportunities to access education at all levels?

14. Can women and girls move around freely? Can they go wherever they want whenever they want? Within the village? Between villages? To the nearest urban center? Can women and girls socialize freely and comfortably within the community? Outside the community? What kind of dangers and issues might women and girls have to face if they go outside their homes? If there are constraints on women's mobility, what impacts does this have? How do they cope with or adapt to these constraints?

Domain 4

Cultural norms, beliefs and perceptions

Information on the cultural belief system about what it means to be a man or woman in this specific society. Cultural beliefs affect men and women's behavior, participation and decision-making capacity. They also facilitate or limit men and women's access to education, services, and economic opportunities. Cultural norms, beliefs and perceptions influence access to opportunities, mobility and decisions, and expectations about behavior.

Questions in Domain 3 explore aspects of cultural norms, beliefs and perceptions.

1. What kinds of tasks are considered men's work at the household and community level and outside the community?
2. What is clearly not considered 'a man's job' in the house, community, outside the community?
3. What kinds of behaviors, responsibilities and obligations of men are considered 'normal' at the household and community level and outside the community?
4. What kinds of behaviors, responsibilities and obligations of men are not considered 'normal' at the household and community level and outside the community?

5. What kinds of tasks are considered women's work at the household and community level and outside the community?
6. What is definitely not considered women's work in the house, community, outside the community?
7. What kinds of behaviors, responsibilities and obligations of women are considered 'normal' at the household and community level and outside the community?
8. What kinds of behaviors, responsibilities and obligations of women are not considered 'normal' at the household and community level and outside the community?
9. Do you think women's position in your community has changed over the last ten or 20 years? How and why?

Note 1: 'Normal' refers to conforming to a standard that is expected, customary or conventional in a given society.

Note 2: 'Position' can refer to aspects of responsibility (e.g. in the household, community), decision-making power within or outside the household, influence and responsibility for social groups of women. Keep in mind that power is concurrently produced between women and men and those aspects need to be explored during the interview. Also, consider during the interview that gender is not one-dimensional or fixed but intersects with other types of subjectivities (e.g. ethnicity, age, sexual identity, caste). This has implications for answers to question 9.

Domain 5

Laws, regulations and institutional practices and legal rights and customs

Information about men's and women's different formal and informal rights and how they are differently affected by policies and rules governing institutions. Application of national laws in a local context including customary rules and norms. Analysis of project-based opportunities and constraints to gender equity based on prevailing laws, regulations and institutional arrangements.

1. What laws, policies and institutional arrangements are in place to protect coastal and fisheries resources?

Note: Distinguish between local and national processes where relevant.

2. What laws, policies and institutional arrangements are in place to protect the rights of fishing communities to actively manage coastal resources?
3. What are the opportunities and barriers for institutions responsible for coastal and fisheries management and institutions responsible for social empowerment and social welfare to work together?
4. Are there laws and institutional arrangements that support inclusive leadership of men and women? What types of laws and institutional arrangements are implemented to promote inclusive leadership? What are the results?
5. What laws and policies are in place that allow women to take positions in local government and what are the challenges in achieving those positions?
6. How is access to natural resources defined? How are rights to natural resources defined? What rights are held by individuals? What rights are collectively-held tenure rights? Does the community use these rights?

Note: Elaborate for each type of natural resource (e.g. land, coastal resources, forest resources).

7. Are there customary rights or traditional user rights practiced by the communities now? Before?
8. Are there community-based coastal resources management initiatives or activities in your area addressing the interests of protecting coastal resources and small-scale fisheries? Do these initiatives or activities address women's and men's needs, interests and concerns?

9. How are conflicts in resource use resolved? What are the informal and formal conflict management or dispute resolution processes and mechanisms?
10. Who normally owns land titles and property, men or women? Is land inheritable by men and women both? How does this differ according to wealth, class, ethnicity, age, household leadership (whether female-headed or male-headed), caste and religion?
11. Who can enter into legal agreements and contracts related to property and assets? See definition of tenure in the box below.

Definition of tenure

How people, communities and others gain access to land, fisheries and forests is defined and regulated by societies through systems of tenure. Tenure systems determine who can use which resources, for how long, and under what conditions. Tenure systems may be based on written policies and laws or on unwritten customs and practices.

FAO, 2012

Example cover sheet

- A. For key informant interviews
- B. For Community discussions or PRA activities

A. COVER SHEET FOR KEY INFORMANT INTERVIEWS

Questionnaire ID: _____

Interview date (DD/MM/YYYY): ____/____/____

Interviewer's name	Organization	Phone number
Check on (DD/MM/YYYY):		
Checked by (name):		

Community Information

[1] Village name	[2] Subdistrict/ Commune	[3] District
[4] Province	[5] Country	

RESPONDENT PROFILE FOR INDIVIDUAL KEY INFORMANT INTERVIEWS

Question	Answer
A1. Name of respondent (First name, Last name)	
Organization/position: Occupation:	
A2. Respondent phone number (optional)	
A3. Sex of respondent	1. Male 2. Female
A4. Age A5. What religion/ethnic group do you belong to?	
A8. What is your education level?	1. No school 2. Primary school 3. Secondary school 4. High school 5. Technical or vocational 6. College/university or above 7. Other
A9. Where do you work?	

Question	Answer
<p>A10. What are your family's main sources of income and means of living?</p> <p>Note: This question is not for local government or NGO staff.</p>	<ol style="list-style-type: none"> 1. Crop production 2. Culture fisheries (farmed fish, prawns, crabs, or shellfish) 3. Capture fisheries (fish, shellfish, other) 4. Animal husbandry/livestock production 5. Business (SME, shop, trading) 6. Forest user (e.g. gathering nontimber forest products) 7. Regular employment (including government) 8. Casual labor 9. No job or means of living 10. Remittance from relatives 11. Other

B. COVER SHEET FOR COMMUNITY DISCUSSIONS/PRA ACTIVITY

Questionnaire ID: _____

Interview date (DD/MM/YYYY): ____/____/____

Interviewer's name	Organization	Phone number
Check on (DD/MM/YYYY):		
Checked by (name):		

Community Information

[1] Village name	[2] Subdistrict/ Commune	[3] District
[4] Province	[5] Country	

PARTICIPANT LIST AND SHORT PROFILES

Question	Answer
A1. Names of participants, gender, occupation, source of income (see list below), village, position in village (if relevant), ethnic or social group	<ol style="list-style-type: none"> 1. Crop production 2. Culture fisheries (farmed fish, prawns, crabs, or shellfish) 3. Capture fisheries (fish, shellfish, other) 4. Animal husbandry/livestock production 5. Business (SME, shop, trading) 6. Forest user (e.g. gathering nontimber forest products) 7. Regular employment (including government) 8. Casual labor 9. No job/means of living 10. Remittance from relatives 11. Other

Climate change impacts on coastal ecosystems and small-scale fisheries

Ecosystem impacts

- Warming of oceans and other water bodies
- Sea level rise
- Migration of fish to cooler waters
- Localized extinction of fish species
- Changes in fish migration patterns
- Spread of disease and toxic algal blooms
- Ocean acidification affecting coral reefs, estuaries and other coastal resources, with changes in associated ecosystems and fisheries
- Increased risk of species invasions and spread of vector-borne diseases
- Variable climate patterns (e.g. El Niño) and extreme weather events (e.g. floods, droughts and storms)

Livelihood and food security impacts

- Changes in fishing practices as a result of changes in fish distribution, extreme weather events impacting on infrastructure such as landing sites, postharvest facilities and transport routes
- Extreme weather events impacting on infrastructure such as landing sites, postharvest facilities and transport routes
- Reduced livelihood opportunities in fisheries and reduced options for livelihood diversification
- Increased competition for resource access, risk from extreme events, and occupational change in areas such as postharvest, in which women currently play a significant role
- Food security impacts, including availability of, stability of, access to and use of aquatic food products

Source: Cochrane et al., 2009

Annex 3a

Reproductive Roles (examples)

Reproductive roles	Men	Women	Both	Boys	Girls	Both	Comments
Child care							<i>Note: Please report on the percentage distribution between men, women, boys and girls if respondent selects 'both'.</i>
Care for elderly and sick family members							
Cooking							
Cleaning							
Water collection							
Fuel collection or energy production							
Food security & nutrition (e.g. home gardening, livestock, gleaning)							
Grazing for animals/livestock							
Community activities							
Building a house							
Planting and gardening							
Traditional rice milling							
Other							

Productive Roles (examples)

Livelihood activities	Men	Women	Both	Boys	Girls	Both	Comments
Farming (subsistence)							<i>Note: Provide example types of farming. Report on the percentage distribution between men, women, boys and girls if respondent selects 'both'.</i>
Farming (commercial crops)							<i>Note: Provide example types of crops. Report on the percentage distribution between men, women, boys and girls if respondent selects 'both'.</i>
Fishing (subsistence, HH level) Capture fisheries (caught fish, prawns, crabs, or shellfish)							<i>Note: Provide example types of fishing, species, gear. Report on the percentage distribution between men, women, boys and girls if respondent selects 'both'.</i>
Fishing (commercial/local or external markets)							

Livelihood activities	Men	Women	Both	Boys	Girls	Both	Comments
Capture fisheries (caught fish, prawns, crabs, or shellfish)							
Gleaning/hand- collection from wetland areas (e.g. snails, frogs, crabs)							
Water collection (consumption, water management, irrigation management)							
Aquaculture							
Preparing fishing gear							
Fish processing and postharvest production							
Marketing and selling (fish, vegetables, rice, forest products, other)							
Livestock rearing (goats, cows, water buffalo, chickens, other) or livestock production							
Timber collection							
Collecting nontimber forest products (this can also include aquatic plants) or forest user (e.g. gathering nontimber forest products)							
Peat collection							
Hunting							
Salaried employment							

Livelihood activities	Men	Women	Both	Boys	Girls	Both	Comments
Ecotourism (e.g. tour guide, boat operator, cooking, homestay working in a guesthouse)							
Informal employment (unpaid work, e.g. shopkeeper, food preparation, handicraft production, casual work)							
Business (SME, shop, trading)							
Casual labor							
No job or means of living							
Remittance from relatives							
Illegal activities (hunting, smuggling, poaching)							
Other							

Annex 4

Typology of Participation

Form or level of participation	Characteristic features
Nominal participation	Membership in the group
Passive participation	Being informed of decisions afterwards or attending meetings and listening in on decision-making discussion without speaking up
Consultative participation	Being asked an opinion on specific matters without guarantee of influencing decisions
Activity-specific participation	Being asked to (or volunteering to) undertake specific tasks
Active participation	Expressing opinions, whether or not solicited, or taking initiatives of other sorts
Interactive (empowering) participation	Having a voice and influence in the group's decisions

Source: Bina Agarwal, 2001

About Mangroves for the Future

Mangroves for the Future (MFF) is a unique partner-led initiative to promote investment in coastal ecosystem conservation for sustainable development. Co-chaired by IUCN and UNDP, MFF provides a platform for collaboration among the many different agencies, sectors and countries which are addressing challenges to coastal ecosystem and livelihood issues. The goal is to promote an integrated ocean-wide approach to coastal management and to building the resilience of ecosystem-dependent coastal communities.

MFF builds on a history of coastal management interventions before and after the 2004 Indian Ocean tsunami. It initially focused on the countries that were worst affected by the tsunami – India, Indonesia, Maldives, Seychelles, Sri Lanka and Thailand. More recently it has expanded to include Bangladesh, Cambodia, Myanmar, Pakistan and Viet Nam.

Mangroves are the flagship of the initiative, but MFF is inclusive of all types of coastal ecosystem, such as coral reefs, estuaries, lagoons, sandy beaches, sea grasses and wetlands.

The MFF grants facility offers small, medium and regional grants to support initiatives that provide practical, hands-on demonstrations of effective coastal management in action. Each country manages its own MFF programme through a National Coordinating Body which includes representation from government, NGOs and the private sector.

MFF addresses priorities for long-term sustainable coastal ecosystem management which include, among others: climate change adaptation and mitigation, disaster risk reduction, promotion of ecosystem health, development of sustainable livelihoods, and active engagement of the private sector in developing sustainable business practices. The emphasis is on generating knowledge, empowering local communities and advocating for policy solutions that will support best practice in integrated coastal management.

Moving forward, MFF will increasingly focus on building resilience of ecosystem-dependent coastal communities by promoting nature based solutions and by showcasing the climate change adaptation and mitigation benefits that can be achieved with healthy mangrove forests and other types of coastal vegetation.

MFF is funded by Sida, Norad, Danida and the Royal Norwegian Embassy in Thailand.

Learn more at: www.mangrovesforthefuture.org