



Sweden  
Sverige

**PRACTICAL GUIDE FOR GENDER ANALYSIS**  
**IN SMALL-SCALE FISHERIES AND AQUACULTURE**  
**IN SOUTHEAST ASIA**



*This final draft of Practical Guide is for field testing by SEAFDEC Secretariat and Departments, ASEAN Member States, and SEAFDEC partner organizations before the final version is published and disseminated. After field testing, please send comments and suggestions to [jariya@seafdec.org](mailto:jariya@seafdec.org).*



***FINAL DRAFT***

# **Practical Guide for Gender Analysis in Small-scale Fisheries and Aquaculture in Southeast Asia**

**Southeast Asian Fisheries Development Center**

**Preparation of this Document**

This final draft Practical Guide for Gender Analysis in Small-scale Fisheries and Aquaculture in Southeast Asia was prepared by the Secretariat of the Southeast Asian Fisheries Development Center (SEAFDEC). The purpose of this document is for field testing by SEAFDEC Secretariat and Departments, ASEAN Member States, and SEAFDEC partner organizations before the final version is published and disseminated.

**Bibliographic Citation**

SEAFDEC. 2020. Final draft Practical Guide for Gender Analysis in Small-scale Fisheries and Aquaculture in Southeast Asia. Southeast Asian Fisheries Development Center, Bangkok, Thailand. 64 p.

**NOTICE OF COPYRIGHT**

This publication may not be reproduced, in whole or in part, by any method or process, without written permission from the copyright holder. Applications for such permission with a statement of the purpose and extent of the reproduction desired should be made through and addressed to:

SEAFDEC Secretariat  
Suraswadi Building  
Kasetsart University Campus  
P.O. Box 1046 Kasetsart Post Office  
Bangkok 10903, Thailand.

All rights reserved

©SEAFDEC 2020

*This final draft of Practical Guide is for field testing by SEAFDEC Secretariat and Departments, ASEAN Member States, and SEAFDEC partner organizations before the final version is published and disseminated. After field testing, please send comments and suggestions to [jariya@seafdec.org](mailto:jariya@seafdec.org).*

## **FOREWORD**

Throughout the past decade, gender issues have been embedded and addressed in various global and regional initiatives related to fisheries, *e.g.* the FAO Voluntary Guidelines for Securing Sustainable Small-Scale Fisheries in the Context of Food Security and Poverty Eradication (SSF Guidelines), the United Nations Sustainable Development Goals (SDGs), especially SDG 5: Achieve gender equality and empower all women and girls, the Regional Fisheries Livelihoods Programme for South and Southeast Asia (RFLP) of FAO, among others. Nevertheless, in order that gender perspectives could be widely mainstreamed into fisheries and aquaculture programs/projects at the regional, national, and local levels, it is becoming necessary that appropriate methods and tools are developed to support the conduct of gender analysis specifically for the small-scale fisheries and aquaculture in the Southeast Asian region.

The development of the “Practical Guide for Gender Analysis in Small-scale Fisheries and Aquaculture in Southeast Asia” actively involved Gender focal points from the AMSs, SEAFDEC Gender Focal Persons, gender experts, and partner organizations during a series of experts consultation workshops organized by SEAFDEC with support from the SEAFDEC-Sweden Project. This Practical Guide was carefully reviewed by the workshop participants to ensure that gender perspectives in small-scale fisheries and aquaculture of Southeast Asia are properly reflected in the undertaking of future programs and projects that are gender-sensitive and gender-responsive. This Practical Guide was tested in the field with funding support from FAO before the final publication.

*This final draft of Practical Guide is for field testing by SEAFDEC Secretariat and Departments, ASEAN Member States, and SEAFDEC partner organizations before the final version is published and disseminated. After field testing, please send comments and suggestions to [jariya@seafdec.org](mailto:jariya@seafdec.org).*

## **ACKNOWLEDGEMENTS**

The development of this Practical Guide for Gender Analysis in Small-scale Fisheries and Aquaculture in Southeast was made possible through the valuable contributions of gender focal persons and gender experts. SEAFDEC sincerely expresses the utmost appreciation to the following:

- Gender focal persons from the ASEAN Member States, namely: Cambodia, Lao PDR, Malaysia, Myanmar, Indonesia, Philippines, Thailand, and Viet Nam
- SEAFDEC Gender Focal Persons from Secretariat, Training Department, Aquaculture Department, Marine Fishery Resources Development and Management Department, and Inland Fishery Resources Development and Management Department
- Gender experts from SEAFDEC partner organizations, particularly the Food and Agriculture Organization of the United Nations-Regional Office for Asia and Pacific, USAID Oceans and Fisheries Partnership, Sustainable Development Foundation, and Mekong River Commission

SEAFDEC is also grateful to the SEAFDEC-Sweden Project for sponsoring the series of experts consultation workshops and to FAO for the financial support for field testing of this Practical Guide.

## **Practical Guide for Gender Analysis in Small-scale Fisheries and Aquaculture in Southeast Asia**

<b>FOREWORD.....</b>	<b>1</b>
<b>ACKNOWLEDGEMENTS .....</b>	<b>2</b>
<b>GENDER TERMS AND CONCEPTS.....</b>	<b>1</b>
<b>1 INTRODUCTION.....</b>	<b>4</b>
<b>2 RATIONALE .....</b>	<b>5</b>
<b>3 GENDER ANALYSIS FRAMEWORK.....</b>	<b>7</b>
3.1 Thematic area 1. Responsible governance of tenure.....	7
3.2 Thematic area 2. Sustainable resource management .....	7
3.3 Thematic area 3. Social development, employment, and decent work.....	7
3.4 Thematic area 4. Value chains, post-harvest, and trade.....	8
3.5 Thematic area 5. Disaster risk and climate change .....	8
<b>4 GENDER ANALYSIS PROCESS.....</b>	<b>9</b>
<b>5 WHEN TO CONDUCT GENDER ANALYSIS? .....</b>	<b>10</b>
5.1 Program/project development.....	10
5.2 Program/project implementation .....	10
5.3 Program/project monitoring and evaluation .....	11
<b>6 WHO SHOULD CONDUCT GENDER ANALYSIS? .....</b>	<b>12</b>
<b>7 HOW TO CONDUCT GENDER ANALYSIS? .....</b>	<b>13</b>
7.1 Focus group discussions .....	13
7.1.1 Tool 1 Resource Map .....	17
7.1.2 Tool 2. Transect Diagram .....	18
7.1.3 Tool 3 Social Map.....	19
7.1.4 Tool 4 Trend Lines.....	20
7.1.5 Tool 5 Venn Diagram.....	21
7.1.6 Tool 6 Institutional Profiles .....	22
7.1.7 Tool 7 Fishing/aquaculture Systems Diagram .....	23
7.1.8 Tool 8 Benefits Analysis Flow Chart.....	24
7.1.9 Tool 9 Daily Activity Clocks .....	25
7.1.10 Tool 10 Seasonal Calendar.....	26
7.1.11 Tool 11 Resource Picture Cards.....	27
7.1.12 Tool 12 Income and Expenditure Matrix .....	28
7.1.13 Tool 13 Pairwise Ranking .....	30
7.1.14 Tool 14 Flow Diagram .....	32
7.1.15 Tool 15 Problem Analysis Chart.....	33
7.1.16 Tool 16 Preliminary Community Action Plan .....	34
7.1.17 Tool 17 Venn Diagram of Stakeholders.....	36
7.1.18 Tool 18 Stakeholders Partnership and Conflict Matrix.....	37
7.1.19 Tool 19 Best Bets Action Plan .....	38

*This final draft of Practical Guide is for field testing by SEAFDEC Secretariat and Departments, ASEAN Member States, and SEAFDEC partner organizations before the final version is published and disseminated. After field testing, please send comments and suggestions to [jariya@seafdec.org](mailto:jariya@seafdec.org).*

7.2	Additional methods for gender analysis .....	39
7.2.1	Routine desk study .....	39
7.2.2	Direct observations.....	39
7.2.3	Key informant interviews.....	39
7.2.4	Semi-structured interviews.....	40
7.2.5	Informal Group Discussions .....	40
7.2.6	Brainstorming.....	40
<b>8</b>	<b>GENDER-SENSITIVE INDICATORS .....</b>	<b>41</b>
8.1	Thematic area 1. Responsible governance of tenure.....	41
8.2	Thematic area 2. Sustainable resource management .....	43
8.3	Thematic area 3. Social development, employment, and decent work.....	44
8.4	Thematic area 4. Value chains, post-harvest, and trade.....	52
8.5	Thematic area 5. Disaster risk and climate change .....	54
<b>9</b>	<b>HOW TO ANALYZE THE COLLECTED DATA? .....</b>	<b>56</b>
9.1	Gender-disaggregated data .....	56
9.2	Gender-sensitive indicators.....	56
9.3	Gender perspective .....	56
9.4	Validation of information .....	57
<b>10</b>	<b>HOW TO DISSEMINATE THE RESULTS OF GENDER ANALYSIS? .....</b>	<b>58</b>
10.1	Recipients.....	58
10.2	Presentation formats .....	58
10.2.1	Written .....	58
10.2.2	Multimedia.....	59
	<b>REFERENCES.....</b>	<b>60</b>
	<b>OTHER USEFUL GUIDES FOR GENDER ANALYSIS .....</b>	<b>61</b>
	<b>GENDER-RELATED ORGANIZATIONS .....</b>	<b>62</b>
	Annex 1. Example of documentation sheet for focus group discussions.....	63
	Annex 2. Example of questionnaire form for key informant interviews .....	64

# **GENDER TERMS AND CONCEPTS<sup>1</sup>**

## **Gender**

Socially constructed roles, behaviors, and characteristics that a given society considers appropriate for females and males. These roles and characteristics are acquired through socialization processes: people are born female or male, but learn to be women or men. Sex is biology, while gender is sociology. Perceptions of gender are context and time-specific, therefore, not fixed (even though they may appear as such). In most societies, there are differences and inequalities between women and men in responsibilities assigned, access to and control over resources, as well as decision-making opportunities.

## **Gender analysis**

A critical examination of how differences in gender roles, activities, needs, opportunities and rights/entitlements affect women, men, girls, and boys in certain situation or contexts. It includes the collection and analysis of sex-disaggregated information and the study of the different roles of women and men, and the relation between and among them. It is thus a tool that assists planners in developing, implementing, and monitoring and evaluation of programs/projects to become effective, efficient, and equitable.

## **Gender awareness**

An understanding that there are socially determined differences between women and men, which affect their ability to access and control resources. Developing gender sensitivity and building gender awareness to overcome the cultural barriers to equality between women and men is an essential first step towards gender equality. A gender-aware approach should consider how socially determined differences affect women and men's rights, entitlements, opportunities, and decision-making power.

## **Gender blind**

A program/project may be defined as gender-blind when the gender dimension is not considered, although there is clear scope for such consideration. This is often as a result of lack of training in, knowledge of, and sensitization to gender issues. Consequently, gender-blindness could lead to an incomplete picture of the situation to address or failure.

## **Gender dimension**

Integrating sex and gender analysis into research.

## **Gender discrimination**

Any distinction, exclusion or restriction made on the basis of sex which has the effect or purpose of impairing the recognition, enjoyment or exercise by women, irrespective of their marital status, on the basis of equality of women and men, of human rights and fundamental freedoms in the political, economic, social, cultural, civil, or any other field. At its last extreme, gender discrimination can lead to son preference, expressed in sex selective abortion of female feticide. In the labor market, unequal pay, occupation exclusion or segregation into low skill and low paid work limit women's earnings in comparison to those of men of similar education levels.

## **Gender equality**

It means that women and men, girls and boys have equal conditions, treatment and opportunities for realizing their full potential, human rights and dignity, and for contributing to (and benefitting from) economic, social, cultural, and political development. It is equal participation of women and men in decision making, equal ability to exercise their human rights, equal access to and control over resources and the benefits of development, and equal opportunities in employment and in all other aspects of their livelihoods.

## **Gender equity**

---

<sup>1</sup>Adapted from FAO Term Portal ([www.fao.org/faoterm/en/](http://www.fao.org/faoterm/en/))



Fairness of treatment for women and men in terms of rights, benefits, obligations, and opportunities. The essence of equity is not identical treatment – treatment may be equal or different, but should always be considered equivalent in terms of rights, benefits, obligations and opportunities. Since male predominance in the family, public policy, and institutions – not only in rural areas, but worldwide – has long obscured women’s interests and concerns, a key strategy for gender equity lies in women’s empowerment.

### **Gender-disaggregated data**

Information differentiated on the basis of what pertains to women and their roles as well as to men and their roles. More correctly termed sex-disaggregated when collected and analyzed for women and men.

### **Gender division of labor**

The allocation of different jobs or types of work to women and men, usually by tradition and custom. The activities, tasks, and responsibilities that are perceived and ascribed to female and male, creating tendencies of what is performed by them. Roles typically designated as female are almost invariably less valued in societies than those designated as male. Women are generally expected to fulfill the reproductive roles of bearing and raising children, caring for other family members, doing household management tasks, as well as home-based productive roles. Men tend to be more associated with productive roles, particularly paid work and market production.

### **Gender lens**

Think of a gender lens as putting on spectacles. Out of one lens of the spectacles, the participation, needs, and realities of women could be seen. Out of the other lens, the participation, needs, and realities of men could be seen. The sight or vision is the combination of what each eye sees.

### **Gender mainstreaming**

A strategy for making women’s as well as men’s concerns and experiences an integral dimension in the design, implementation, monitoring and evaluation of programs/projects in all political, economic, and social spheres. Therefore, women and men benefit equally, and inequality is not perpetuated. The ultimate goal is to achieve gender equality.

### **Gender perspective**

A focus which introduces a framework of analysis to be used in order to assess how women and men affect and are affected by interventions of programs/projects.

### **Gender relations**

The ways in which a society defines rights, responsibilities, and identities of women and men in relation to one another. Gender relations are reflected in both private (family, marriage) and public (school, labor market, political life) domains. A term that emphasizes the relationship between women and men as demonstrated by their respective roles in power sharing, decision making, and the division of labor, both within the household and in the society at large.

### **Gender-responsive**

A program/project that considers gender norms, roles, and inequality with measures taken to actively reduce its harmful effects.

### **Gender-responsive budgeting**

Government planning, programming, and budgeting that contribute to the advancement of gender equality and the fulfillment of women’s and men’s rights. It is not about creating separate budgets for women/men, or solely increasing spending on women’s/men’s programs/projects. Rather, it seeks to ensure that the collection and allocation of public resources are carried out in ways that contribute to advancing gender equality and women’s/men’s empowerment.

## **Gender roles**

Those behaviors, tasks, and responsibilities that a society considers appropriate for women, men, girls, and boys which are shaped by ideological, religious, ethnic, economic, and cultural factors and are a key determinant of the distribution of responsibilities and resources between women and men. Also, it refers to what females and males are expected to do in the household, community, or workplace in a given society. Communities and societies create social norms of behavior, values, and attitudes that are deemed appropriate for women and men, and the relations between them. These roles are assigned by social criteria rather than biological. Women and men play multiple roles in society such as productive, reproductive, and community roles. Men tend to focus on productive (remunerative) and community roles, typically fulfilling their multiple roles in a sequence. Women, in contrast, often undertake reproductive, productive, and community roles simultaneously, balancing the competing claims on their time.

### **Productive roles**

Refer to the activities carried out by women and men in order to produce goods and services either for sale, exchange, or to meet the subsistence needs of the family.

### **Reproductive roles**

Encompass childbearing/rearing responsibilities and domestic tasks. It includes not only biological reproduction, but also the care and maintenance of children and elderly.

## **Gender-sensitive indicators**

The indicators used in measuring gender-related changes over time. They can refer to quantitative indicators based on sex disaggregated data – which provides separate measures for women and men (on literacy, for example). These indicators can also capture qualitative changes (for example, increases in women's empowerment).

## **Gender sensitivity**

The ability to acknowledge and highlight existing gender differences, issues, and inequalities; and consider them in the design and implementation of strategies and actions.

## **1 INTRODUCTION**

This Practical Guide for Gender Analysis in Small-scale Fisheries and Aquaculture in Southeast Asia (henceforth the “Practical Guide”) is developed to support the implementation of the SEAFDEC Gender Strategy (SEAFDEC, 2019) adopted by the SEAFDEC Council at its Fifty-first Meeting in 2019. Through the promotion of the SEAFDEC Gender Strategy, SEAFDEC strives to mainstream and integrate gender perspectives into the SEAFDEC organization, and in its programs, projects, and activities to ensure that women and men access equitable benefits in the sustainable development and management of fisheries and aquaculture. Moreover, this Practical Guide also aims to apply the principles and recommendations of the SSF Guidelines, wherein its basic concepts in applying human rights-based and gender-equitable approaches in the whole value chain of the small-scale fisheries and aquaculture in Southeast Asia were reviewed and deliberated by the SEAFDEC Council during its Meeting in April 2017 (SEAFDEC, 2018).

With a view of obtaining successful gender mainstreaming in programs and projects concerning small-scale fisheries and aquaculture in the Southeast Asian region, this Practical Guide would facilitate the conduct of gender analysis. It is intended to be used by program/project managers, researchers, and fishery officers of the ASEAN Member States (AMSs) and fisheries-related organizations including SEAFDEC. It could also be used to assist the countries that do not still have a framework on gender in place, in conducting gender analysis to support in the development, implementation, and monitoring and evaluation of programs/projects that are gender-sensitive and gender-responsive, as appropriate.

## 2 RATIONALE

Gender analysis is the critical starting point for gender mainstreaming in the cycle of programs/projects. However, gender-disaggregated data, which are needed for in-depth gender analysis, are largely lacking in most Southeast Asian countries. The insufficiency of gender-disaggregated data in official statistics is one of the main barriers to the proper recognition and appraisal of gender roles and contributions in small-scale fisheries and aquaculture, making it essential to improve the collection of such data for robust gender analysis. Gender analysis could render any differences between women and men by investigating the causes and consequences of these differences in order to appropriately address them through programs/projects interventions. Also, gender analysis could influence policy changes to ensure that either women or men are not left out of mainstream development, and are accorded the basic rights, which all humans are entitled (FAO, 2011, 2015, 2017, & 2018; *Siason et al.*, 2002).

For coastal and marine fisheries resources management, the results of the gender study conducted in Cambodia, Myanmar, and Thailand revealed the gender patterns and roles in environmental decision-making as well as the structural challenges that prevent the equitable opportunities for women and men. In Cambodia, both women and men are involved in various activities related to fisheries, but venturing the sea for fishing is a male domain. Women support men in their fishing endeavors at sea in onshore activities, such as cleaning the nets and vessels, cleaning and segregating the catch, processing and marketing the catch, among others. In Myanmar, the gender differentiated roles are based on the characteristics of fishing, and there is a strong stereotype of gender division of labor. For instance, processing the catch such as cleaning, cutting, and sun drying fish is the job of women, and these tasks are regarded as low status and of less economic value. While men are involved in activities that require intensive physical labor and produce high economic returns, women are also keen to learn new skills and also willing to venture in fishing along with their male counterparts. In Thailand, women participate in the fishing activities that take place along the coastline which is not far from their homes, because they want to stay close to their house. When not fishing, the women dominate in activities that support fishing, such as preparing food for their families especially for their husbands to take with them as they go fishing, mending and repairing the fishing gears, and sorting fish landed by their husbands. Moreover, women also participate in economic activities like fish processing and marketing (*Sornkliang et al.*, 2018). For another study in the Philippines, the intertidal zone was utilized more by the women, since shallow-water gleaning was conducted only casually by men during the limited lean fishing months, thus, women have become more adept at identifying the resources found in the shallower areas than men. However, the women perceived their roles in fisheries as extension of their responsibilities as wives and mothers as they mostly assumed traditional roles as gleaners, fish vendors, and as assistants of their husbands in conducting pre- and post-harvest activities. They were constrained in shallower areas of the sea, usually in close proximity to their homes (*Suyo & Altamirano*, 2018).

For inland capture fisheries in Lao PDR, women work at home all day and men go for fishing at night. Because of lack of coordination between husband and wife, women knew little about fishing and men do not help in household work, and there were cases of domestic violence. Moreover, many girls did not study or dropped out from school because they were obliged to take care of their younger siblings and help with household work. However, when trainings on gender awareness and fish processing was organized in the village, the villagers were able to understand gender, their living condition has improved, and division of labor has become better. The women had more time to work on fish processing and they sometimes help men fishing in the early evening. Some women have become trainers on gender and fish processing and more girls are now able to study and stay in school. Also, men are now helping women in household work, child care, and fish processing (*Sibounthong & Phommakone*, 2015).

For aquaculture, women and men in Cambodia have practically equal roles in actual fish hatchery operations, because women take care of the materials to be used for breeding as well as in taking care

of the fish fry (e.g., feeding, checking water quality, health monitoring, and marketing of the fish seeds), while men are mostly involved in fish breeding especially in draining water and collecting the fish seeds for sale. In fish culture operations, more men are involved than women because even if women are involved in every step of pond operations, their services are generally not valued and recognized. For example, women take care of the maintenance of the culture ponds, *i.e.* monitoring the fish stocks in terms of health aspects and water parameters of the ponds, feeding the fish, as well as in harvesting and marketing the produce. Aside from on-farm activities, women are also engaged in off-farm duties to augment the family's income as well as taking care of the daily household chores (Chin *et al.*, 2018). In the case of the Philippines, women have become actively involved in the management, production, and general administration of aquaculture. Since their husbands are engaged with other sources of income, all activities in the tilapia farms are being managed by women, *i.e.* from pond preparation to harvesting up to marketing. Even without receiving any formal training about tilapia farming and modest educational attainment, the housewives learned the trade from their neighbors who are also into the business. The women practice fish farming so that they could help their husbands to augment their family incomes for their everyday expenses in their households and to sustain the studies of their children (Rayos *et al.*, 2018).

Because of the lower status associated to women in the Southeast Asian societies in general, their roles particularly in small-scale fisheries and aquaculture is undervalued and unrecognized by government agencies and usually overlooked or under-represented in official statistics. The informal nature of work of women makes data collection and documentation a challenge and creates a miserable cycle of inaccurate or lack of gender-disaggregated data generating gender-blind policies. In this circumstance, the SSF Guidelines recommend that efforts should be made to produce gender-disaggregated data in official statistics in order that all stakeholders acknowledge the significance of information, which are necessary for effective decision-making. Improved statistics would greatly enhance the understanding of the importance of roles and contributions of women and men in small-scale fisheries and aquaculture. By collecting the fundamental information on the differences in the lives of women and men, girls and boys, young and old, poor and rich, and illiterate and literate, gender analysis can achieve its ultimate goal: more equitable, effective, and targeted policy formulation and decision-making.

### **3 GENDER ANALYSIS FRAMEWORK**

The gender analysis framework provides a conceptual structure for organization and analysis of information about gender roles, relations, and differences. Since this Practical Guide was developed to support the implementation of the SSF Guidelines through programs/projects focusing on small-scale fisheries and aquaculture in the Southeast Asian region, the framework of this Practical Guide is structured in accordance with the thematic areas of the SSF Guidelines, namely: Thematic area 1. Responsible governance of tenure; Thematic area 2. Sustainable resource management; Thematic area 3. Social development, employment, and decent work; Thematic area 4. Value chains, post-harvest, and trade; and Thematic area 5. Disaster risk and climate change.

#### **3.1 Thematic area 1. Responsible governance of tenure**

The SSF Guidelines emphasize that secure, equitable, socially, and culturally appropriate tenure rights to fishery resources and to land in the coastal area are crucial for ensuring and facilitating access to the fishery, related activities including processing and marketing, housing, and other livelihood support activities of communities who depend on small-scale fisheries and aquaculture. Also, the SSF Guidelines appeal to all parties to guarantee proper procedures in the identification, recognition, protection, allocation, and management of tenure issues in fisheries, with special recognition paid to vulnerable and marginalized groups including women, indigenous peoples, and ethnic minorities, who should be recognized, respected, and protected in ways that are consistent with international human rights law.

#### **3.2 Thematic area 2. Sustainable resource management**

The SSF Guidelines highlight that rights and responsibilities of different actors come together in terms of responsible management of aquatic ecosystems and associated biodiversity as a fundamental basis for livelihoods and for the sector's capacity to contribute to overall well-being. The SSF Guidelines provide guidance on issues such as sustainable fishing practices and fisheries management, monitoring, control, and surveillance, and capacity development for improved management. In the design, planning and, as appropriate, implementation of management measures, including protected areas, affecting their livelihood options, the SSF Guidelines recommend that small-scale fishing communities – with special attention to equitable participation of women and vulnerable and marginalized groups – should be involved. The role and involvement of both women and men, in the context of co-management and in the promotion of responsible fisheries, contributing their particular knowledge, perspectives, and needs should be encouraged and supported.

#### **3.3 Thematic area 3. Social development, employment, and decent work**

The SSF Guidelines go beyond strictly fisheries-related issues, thus provide guidance to address the socio-economic concerns endured by small-scale fishing communities. Socio-economic development programs/projects should ensure that small-scale fishing communities are empowered and can enjoy their human rights. Preferential treatment of women, indigenous peoples, and vulnerable and marginalized groups should be accepted and promoted where it is required to ensure equitable benefits in providing services and giving effect to non-discrimination and other human rights. Besides, the SSF Guidelines call for increased attention and action on issues related to employment and decent work, in particular for more vulnerable groups of post-harvest fish workers and women in small-scale fisheries.

### **3.4 Thematic area 4. Value chains, post-harvest, and trade**

The SSF Guidelines recognize that the vital components for sustainable small-scale fisheries are activities involving post-harvest and other value chains, and acknowledge the need to also engage post-harvest actors in relevant decision-making processes. The key role that women often play in the post-harvest sub-sector and support improvements to facilitate women's participation in such work should be recognized. The amenities and services appropriate for women should be available as required in order to enable women to retain and enhance their livelihoods in the post-harvest subsector. In terms of trade, the SSF Guidelines recommend the facilitation of market access on timely and accurate market and trade information for small-scale fisheries at all levels to help them adjust to changing market conditions. Capacity development is also necessary so that all small-scale fisheries stakeholders and especially women and vulnerable and marginalized groups can adapt to, and benefit equitably from, opportunities of global market trends and local situations while minimizing any potential negative impacts.

### **3.5 Thematic area 5. Disaster risk and climate change**

The SSF Guidelines recognize the vulnerability of the whole value chain of small-scale fisheries to the impacts of disasters and climate change. Therefore, the SSF Guidelines strongly recommend supporting affected small-scale fisheries communities and developing specific policies, strategies, and plans for emergency response and disaster preparedness and climate change adaptation and mitigation. The policies, strategies, and plans to address disasters and climate change in fisheries should be developed in full and effective consultation with small-scale fishing communities including indigenous peoples, women and men, paying particular attention to vulnerable and marginalized groups.

## 4 GENDER ANALYSIS PROCESS

The gender analysis process includes planning, data collection, synthesis, application, and dissemination. The scope of the gender analysis should be tailored to the specific situation and program/project needs. For a long-term program/project, the gender analysis could be more detailed and comprehensive. For a short-term program/project, the gender analysis could have a narrower focus.

<b>GENDER ANALYSIS PROCESS</b>	
<b>PLANNING</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Adopt the gender analysis framework</li> <li><input type="checkbox"/> Decide when to conduct gender analysis</li> <li><input type="checkbox"/> Establish what to find out by examining the condition of program/project stakeholders</li> <li><input type="checkbox"/> Designate and prepare the program/project team who should conduct gender analysis</li> <li><input type="checkbox"/> Determine appropriate methods and tools to collect data as well as data analysis</li> </ul>
<b>DATA COLLECTION</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Gather existing sex-disaggregated information</li> <li><input type="checkbox"/> Collect gender-disaggregated data from program/project stakeholders using appropriate methods/tools and guiding questions</li> </ul>
<b>ANALYSIS</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Analyze the collected data to come up with gender-sensitive indicators</li> <li><input type="checkbox"/> Interpret the gender-sensitive indicators to generate gender perspectives</li> <li><input type="checkbox"/> Validate the information with program/project stakeholders</li> <li><input type="checkbox"/> Confirm the information with other methods/tools, if necessary</li> </ul>
<b>APPLICATION</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Carry out the most effective program/project interventions based on gender perspectives</li> <li><input type="checkbox"/> Adjust, if necessary, the activities for effective program/project implementation and monitoring and evaluation based on gender perspectives</li> </ul>
<b>DISSEMINATION</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identify the recipients of the results of gender analysis</li> <li><input type="checkbox"/> Circulate the results of gender analysis using the appropriate format(s) to target recipients</li> </ul>



## **5 WHEN TO CONDUCT GENDER ANALYSIS?**

The program/project cycle is broken down into three stages: development, implementation, and monitoring and evaluation. The ideal time to start a gender analysis is during the early stage of the program/project. However, considering the time availability, budget, and existing human resources, gender analysis could be undertaken at any or at every stage of the program/project cycle. The results of the gender analysis could be used during various stages of the program/project cycle.

### **5.1 Program/project development**

Gender analysis is primarily a planning tool at this stage. This is the most important stage when it comes to integrating gender dimension into the program/project. It helps to look at the current situation and use this information to make decisions about the design of program/project (*i.e.*, objectives, target beneficiaries, and activities). During this stage, these are some questions that gender analysis seeks to answer:

- What is the present situation of women and men in the community of the planned program/project?
- Will the proposed program/project contribute positive impacts to existing inequalities in the situation of women and men?
- Will the proposed program/project change the perceptions or stereotypes about women and men, and their relations and roles, in any way?
- Will the proposed a program/project empower women?
- Was an existing women's group(s) at the appropriate level (international, national, or local) consulted?
- Are the program/project resources (budget, schedule, personnel, etc.) adequate for providing services and promoting equal opportunities for women and men?

### **5.2 Program/project implementation**

During the implementation of program/project, gender analysis can be used to assess the progress of the program/project from a gender perspective and to find out how the activities are affecting gender relations. The following are some questions to ask:

- Is progress on track towards any specific objectives related to women or men?
- Are both women and men involved in the program/project activities? How and in what capacity?
- How is the participation of women affecting the roles and relationships of women and men?
- Were there any emerging gender issues not identified at the development stage? How can they be addressed?
- Are there any restrictions arisen during program/project implementation and monitoring that have hindered the equal participation of women and men?
- Are there any entry points or opportunities identified for empowering groups of women and/or men through the program/project?
- Are there new relevant data observed that should be collected to track the gender-related impacts?
- Are the presumptions and information regarding the characteristics, needs, and interests of women and men still valid?
- Are the program/project resources (budget, schedule, gender analysis methods and tools, personnel, etc.) adequate for providing services and promoting equal opportunities for women and men?
- Is the counterpart agency meeting its commitments to incorporate the gender-based approach into the program/project?

### **5.3 Program/project monitoring and evaluation**

Using gender analysis at this stage will assess whether the objectives were met if gender analysis was a part of the program/project development stage. On the other hand, if gender analysis was not considered during the program/project development stage, introducing it at program/project monitoring and evaluation stage can still serve as an essential learning tool to see how well the program/project addressed the needs of both women and men, which gauge the program/project impacts on gender dynamics. This information can then serve as guide to the development of future programs/projects. Some questions to consider at this stage include:

- Are there gender-oriented monitoring mechanisms in place (gender-disaggregated information, gender analysis tools, gender-sensitive indicators, gender experts)?
- If gender equality objectives were stated during the development stage, have these objectives been met?
- Were objectives and activities mapped out to ensure that gender-related issues were effectively integrated into the program/project?
- Have the perceptions, norms, stereotypes, or values of women and men been changed during the implementation of this program/project?
- Has the program/project led to more equal opportunities for women and men?
- Has the position of women improved as a result of the project? Were practical or strategic needs addressed to enable women to make more decisions?
- Are men accepting the change of roles? Will the changes be sustainable?
- Did the program/project change the situation of men or women? If yes, for better or worse?
- Were there any hurdles when integrating women into the project? Were they identified during the program/project development and implementation and monitoring stages?
- Were there any unexpected or unintentional gendered impacts of the program/project?
- Are the program/project resources (budget, schedule, participation strategies, gender experts, etc.) suitable and sufficient for helping to factor gender into the program/project?
- Were the needs of women and men identified, in relation to this program/project, which are substantially different? If yes, is it necessary to create a separate component focusing on women (or a sub-group of women) or men (or a sub-group of men)?
- Does the evaluation include recommendations on how to strengthen the participation of women in the small-scale fisheries and aquaculture?
- Has the counterpart organization/agency strengthened its capacity to carry out gender-based programs/projects? Explain how.

## 6 WHO SHOULD CONDUCT GENDER ANALYSIS?

Various individuals or groups can perform gender analysis depending on the needs of program/project. In deciding who should carry out gender analysis, the following are the recommended capabilities that should be considered.

In-house	Out-sourced	In-house + out-sourced
<ul style="list-style-type: none"> <li>• A team composed of gender expert in the organization/agency and program/project staff</li> </ul>	<ul style="list-style-type: none"> <li>• Individual researcher</li> <li>• Social development specialist</li> <li>• Academic center</li> <li>• A think tank</li> <li>• Commercial research firm</li> <li>• Other independent group</li> </ul>	<ul style="list-style-type: none"> <li>• A team of researchers</li> </ul>
<p><b>Recommended capabilities</b></p> <ul style="list-style-type: none"> <li>• Possess the necessary resources (schedule, budget, necessary information, and others) to effectively perform gender analysis</li> <li>• Substantive expertise concerning the small-scale fisheries and aquaculture</li> <li>• Sufficient comprehension of gender theories in relation to its importance in the small-scale fisheries and aquaculture</li> <li>• Gender expertise (with professional and/or academic training pertaining to fisheries policies)</li> <li>• Technical expertise in developing and facilitating gender analysis methods and tools, analyzing data, and presenting results</li> <li>• Credibility in the eyes of all stakeholders, wherein the position in the government or a funding institution might compromise neutrality, thus, independent assessment is sometimes preferred</li> </ul>		

Before going to the field, it is important for all designated members of the program/project team to get together for a preparatory workshop. The preparatory workshop should include:

- Familiarizing the program/project team with this Practical Guide
- Explaining the roles of each member of the program/project team and encouraging them to perform as a team
- Training the program/project team about the methodologies for data collection
- Developing the action plan including the tentative time table of activities
- Making logistical arrangements

After fieldwork, it is also important to assess the performance of the program/project team in carrying out gender analysis by considering the following:

- Response of the participants
- Rapport with the target stakeholders
- Attitude (respectfulness, patience, and interest)
- Orderliness of data collection
- Flexibility to meet new needs
- Time utilization
- Strengths and weaknesses
- Opportunities and challenges

## **7 HOW TO CONDUCT GENDER ANALYSIS?**

### **7.1 Focus group discussions**

The SSF Guidelines recommends using gender-sensitive data, approaches, indicators, as well as participatory assessment methodologies in conducting gender analysis. This Practical Guide recommends focus group discussions (FGDs), which are a cost-effective method that can provide greater in-depth analysis and results by discussing with the focus group of program/project target stakeholders. Even if it is just a sample, the focus group can answer the gender questions based on their knowledge and the actual needs of women and men will be articulated. However, the sample is not representative and may not effectively include the perspective of the general population, therefore it is important to involve a sufficient number of participants to reflect the considerable variety of socio-economic situations and identities that exist within a community. The following types of groups of participants should be involved, as appropriate:

- Community – the entire community, including women and men, girls and boys, young and old, poor and rich, literate and illiterate
- Gender focus groups – separate groups of women and men (including a mix of age, educations, socio-economic, ethnic minorities, and caste groups)
- Age focus groups – separate groups of young and old (including both women and men)
- Education focus groups - separate groups of literate and illiterate (including both women and men)
- Socio-economic focus groups – separate groups of people from different socio-economic categories including women and men (e.g. by wealth, ethnicity, caste, education, or other differences as defined by the participants)
- Ethnic focus groups – separate groups of ethnic minorities (including both women and men)
- Caste focus groups – separate groups of castes (including both women and men)
- Households – all household members, women and men, girls and boys, young and old (at least two households from each socio-economic category)

In conducting FGDs, this Practical Guide presents the participatory rapid appraisal (PRA) tools which emphasize on empowering the local people to assume an active role in analyzing their own living conditions, problems, and potentials in order to alleviate their situation. PRA facilitates making full use of traditional knowledge and experiences where the local people are given the opportunity to describe how they do things, what they know, and what they need. The PRA tools were designed to be simple and rely mostly on oral and visual techniques such as mapping and diagramming to obtain a great deal of information on gender issues in small-scale fisheries and aquaculture communities in a relatively short period of time. The tools can reach a variety of different groups, including children and the most disadvantaged, even in communities where literacy rates are low so as to ensure that everyone can contribute to the process.

#### **Ethical considerations for conducting participatory rapid appraisals**

- Set up meetings with community at times and in places, which are convenient for respondents (e.g. after working hours)
- Find out ahead of time the protocol for introductions. Ask a well-respected local authority to introduce the program/project staff to the community. Be prepared to join in songs or prayers as part of the introductions, or to contribute some of your own.
- Prepare a clear and simple introduction about why you are there and an overview of the goals and methods of the program/project. Be careful not to raise expectations about benefits, either in the form of development activities or otherwise, that may not materialize.
- Give a clear and simple explanation about the importance of participation of both women and men, representing young and old, rich and poor, literate and illiterate of different ethnic groups, caste, or others, as appropriate. Ask the community members presently gathered whether all the different socio-economic groups in the community are represented, or if efforts need to be made to find and include them.
- Allow time for the community members to ask questions. Answer them as clearly as possible.
- Most community members are not accustomed to being asked by strangers about their expertise and opinions. A good way to start the process is with a non-sensitive visual method in which nearly everyone can participate, such as mapping the village using local materials.

The PRA tools presented in this Practical Guide were modified from FAO's Socio-economic and Gender Analysis (SEAGA) (FAO, 2001) to complement the gender analysis framework. In conducting focus group discussions, several tools could be utilized for each thematic area. In addition, this Practical Guide also provides the guiding questions in Section 8 to support the tools in coming up with the gender-sensitive indicators that would be needed by the program/project to generate gender perspectives and identify appropriate interventions to implement. In order to respond to emerging needs and interests, the tools can be used independently or in an order that differs from those presented in this Practical Guide. Some tools need not be used at all, while some needs to be used more than once. Therefore, users of this Practical Guide are encouraged to be flexible and resourceful in modifying or refining the tools considering the program/project resources (time, budget, personnel, and so on) as well as the size of the community, complexity of the social structure, and the overall purpose of the gender analysis.

<b>Thematic areas</b>	<b>Participatory rapid appraisal tools</b>
Thematic area 1. Responsible governance of tenure	<ul style="list-style-type: none"> <li>• Tool 1 Resource Map</li> <li>• Tool 2. Transect Diagram</li> <li>• Tool 3 Social Map</li> </ul>
Thematic area 2. Sustainable resource management	<ul style="list-style-type: none"> <li>• Tool 1 Resource Map</li> <li>• Tool 2. Transect Diagram</li> <li>• Tool 4 Trend Lines</li> <li>• Tool 11 Resource Picture Cards</li> </ul>
Thematic area 3. Social development, employment, and decent work	<ul style="list-style-type: none"> <li>• Tool 3 Social Map</li> <li>• Tool 4 Trend Lines</li> <li>• Tool 9 Daily Activity Clocks</li> <li>• Tool 5 Venn Diagram</li> <li>• Tool 6 Institutional Profiles</li> <li>• Tool 12 Income and Expenditure Matrix</li> <li>• Tool 15 Problem Analysis Chart</li> <li>• Tool 16 Preliminary Community Action Plan</li> <li>• Tool 17 Venn Diagram of Stakeholders</li> <li>• Tool 18 Stakeholders Partnership and Conflict Matrix</li> <li>• Tool 19 Best Bets Action Plan</li> </ul>
Thematic area 4. Value chains, post-harvest, and trade	<ul style="list-style-type: none"> <li>• Tool 7 Fishing/aquaculture Systems Diagram</li> <li>• Tool 8 Benefits Analysis Flow Chart</li> <li>• Tool 10 Seasonal Calendar</li> <li>• Tool 13 Pairwise Ranking</li> <li>• Tool 14 Flow Diagram</li> </ul>
Thematic area 5. Disaster risk and climate change	<ul style="list-style-type: none"> <li>• Tool 3 Social Map</li> <li>• Tool 5 Venn Diagram</li> <li>• Tool 6 Institutional Profiles</li> <li>• Tool 15 Problem Analysis Chart</li> <li>• Tool 16 Preliminary Community Action Plan</li> <li>• Tool 17 Venn Diagram of Stakeholders</li> <li>• Tool 18 Stakeholders Partnership and Conflict Matrix</li> <li>• Tool 19 Best Bets Action Plan</li> </ul>

In spite of the fact that these PRA tools have already been field-tested in many countries and with many different communities and organizations, the tools must be combined with the ideas and needs of each small-scale fisheries community to produce meaningful results. For every tool and for every group of participants, at least two program/project team members must work together, one as the facilitator and one as the recorder.

<b>Facilitator</b>	<b>Recorder</b>
<ul style="list-style-type: none"> <li>• Introduce and explain the purpose of the gender analysis</li> <li>• Organize/divide groups of participants</li> <li>• Ensure active participation by all groups</li> <li>• Listen and ask questions, and know when to intervene during discussions and when to stay quiet</li> <li>• Focus on mobilizing the knowledge of the participants</li> <li>• Provide guidance when the tasks are unclear or when the discussions start to lose focus</li> </ul>	<ul style="list-style-type: none"> <li>• Record/make a copy of the maps, graphs, calendars, etc. for future reference</li> <li>• Take detailed notes on the issues presented and discussed by the participants</li> <li>• Make notes about group dynamics (including who is participating and who is not), and the comments people make while participating or observing</li> </ul>
<p><b>How to encourage participation in FGDs</b></p> <ul style="list-style-type: none"> <li>• Make sure that FGDs are scheduled during a time that is convenient for women and men as well as all other socio-economic groups</li> <li>• Choose a place that is accessible to everybody. For women who suffer mobility constraints, it may be best if the FGDs take place fairly close to their homes</li> <li>• Focus groups should have about three to ten people. If a group is too large, divide it into two groups. Make sure that both women and men of every socio-economic group in a community have the opportunity to participate in FGDs</li> <li>• In situations where it is not culturally appropriate to work with women and men in the same groups, separate groups must be formed</li> <li>• Ensure that every group has a chance to present their own views by involving and encouraging the quiet participants</li> <li>• Ask specific questions to a particularly dominant participant about the community. Her/his influence over the process can be lessened by engaging this person in conversation away from the group</li> <li>• Upon completing the activities, have them present their findings to one another for comparison and discussion</li> </ul>	

### **7.1.1 Tool 1 Resource Map**

The Resource Map helps us to learn about a community and its resource-base. Cartographic precision is not the primary concern, but with getting useful information about local perceptions of fishery resources. Participants should determine the contents of the map focusing on what is important to them. The map may include mangroves, seagrasses, seaweeds, coral reefs, rivers, brackishwater area, aquaculture facilities, agricultural lands (crop varieties and location), infrastructure (fish port, roads, markets, community hall, health clinics, schools, hospitals, banks, religious centers, police station, houses, etc.), tourism area, special use places (bus stops, etc.), and others. This is a good tool to begin with because it is an easy and fun exercise that initiates dialogue among the community members and PRA team.

Materials: large sheet of papers, markers, and any other locally available materials

Procedure:

1. Plan and organize a meeting for the entire community and make sure that women and men, young and old, and all socio-economic groups have been invited.
2. Gather the participants in a large space where they could draw the map. Be sure that the map includes direction indicators (North, South, East, and West) and an outline of the borders. Generate a corresponding legend by using symbols and colors to represent various sets of information.
3. Participants should not be interrupted unless they stop drawing, in which case questions can be asked such as whether there is anything else of importance that should be added.
4. When the map is completed, discuss the features represented. Ask questions about anything that is unclear. Ask also the prescribed guide questions for relevant Thematic Area(s) to deepen the discussion.
5. Finally, ask the participants to indicate some things they would like to see in their community that are not currently on the map. They could draw a picture of what they would like the future to look like. This allows for some preliminary planning ideas and encourages them to begin contributing their thoughts at an early stage in the decision-making process.



### 7.1.2 Tool 2. Transect Diagram

The Transect Diagram organizes and refines spatial information and summarizes local conditions in the community. A transect is a sort of one-dimensional map of a line cut through a community that depicts a cross-section of an area focusing on the different zones or micro-environments of the community which a number of issues are recorded. The information is gathered from direct observation while walking a straight line through the community and further complements the output of the Resource Map exercise.

Materials: notebooks, pens, large sheet of papers, markers, and any other locally available materials

#### Procedure:

1. Organize two or four groups with a mix of participants such as women and men and young and old. Each group can have responsibility for a different zone while they all walk together. For example, one group may focus on residential area, one group on beach area, and a one group on intertidal/tidal area. Afterwards the groups share the information from their walks to construct the transect diagram together.
2. Using the Resource Map and the advice of the participants, choose a more or less straight line through the area. The line chosen should take in as many of the different zones and sections of the community as possible. It is often a good idea to start from the highest point in the area. Then ask each group to draw a matrix (see example below), with the number of columns that should correspond with points of significant variation in the landscape and the rows are divided horizontally into categories that deal with noteworthy features. Depending on the size of the area to be covered and the nature of the terrain, the transect can be done on foot or motor vehicle. But the slower modes are preferable because they allow for greater observation.
3. During the transect walk, take time for brief and informal interviews with participants along the way. Everything noted is written down as the transect proceeds. During these interviews, discuss the critical issues already identified by the PRA team and ask whether there are other issues as well. One of the advantages of doing a transect walk is that often people are more willing to discuss sensitive issues when they are away from the community. Ask also the prescribed guide questions for relevant Thematic Area(s) to deepen the discussion.
4. Afterwards, the groups share the information from their transect walk to construct the transect diagram together.

Features	<i>Drawing of a specific coastal area transect corresponding to different zones below</i>							
	<i>Agricultural/ vegetation</i>	<i>Residential</i>	<i>Beach</i>	<i>Mangroves</i>	<i>Intertidal</i>	<i>Seaweeds/ seagrasses</i>	<i>Coral reef</i>	<i>Sea</i>
Infrastructure								
Major activities (women)								
Major activities (men)								
Minor activities (women)								
Minor activities (men)								
Economic opportunities								
Problems								
Interventions								
Others								

### **7.1.3 Tool 3 Social Map**

The Social Map helps us to learn about the social structure of a fishing community and how differences among households are defined. This type of map shows all the household types (by wealth, ethnicity, religion, gender head of households, etc.) and their locations in a community as well as the social institutions and the different views local people might have regarding those institutions. It helps to ensure that people from all the different socio-economic groups are reached during the PRAs and serves as a common platform for discussion on inequities, social problems, coping strategies, and solutions.

Materials: large sheet of papers, markers, and any other locally available materials

Procedure:

1. Organize a focus group of participants who are most likely to know all of the households in the community. Make sure that both women and men participate, or organize separate focus groups if necessary.
2. Gather the participants in a large space where they could draw the map. Ask them to draw the location of all households. Be sure that the map includes direction indicators (North, South, East, and West) and an outline of the borders. Generate a corresponding legend by using symbols and colors to represent different types of households based on wealth, ethnicity, religion, gender head, and others.
3. For wealth ranking, ask the participants to rank the households as poor, average, or rich based on their own criteria (income, house type, properties, access to education and health care, etc.). For gender-headed households, make sure that everybody has the same understanding of the characteristics of a male-headed or female-headed household. Also, ask the participants to also show institutions, buildings, and places that offer social service or which are popular spots to meet and discuss (e.g. school, church, temple, health center, traditional healers, community hall, markets, local shop, etc.)
4. The participants should not be interrupted unless they stop drawing, in which case questions can be asked such as whether there is anything else of importance that should be added.
5. When the map is completed, each group presents the map and discusses the features represented. Ask questions about anything that is unclear as well as the guide questions for relevant Thematic Area(s) to deepen the discussion.
6. Finally, ask participants to indicate some things they would like to see in their community that are not currently on the map. They could draw a picture of what they would like the future to look like. This allows for some preliminary planning ideas and encourages them to begin contributing their thoughts at an early stage in the decision-making process.

#### **7.1.4 Tool 4 Trend Lines**

The Trend Lines help us to learn about community perceptions on trends of fishery resources, socio-economic patterns, marketing trends, population trends, and other trends which are important to the community. It is a tool for looking at what is getting better or worse, by generating a simple graph depicting the changes over a period of time.

Materials: large sheet of papers, markers, and any other locally available resources

Procedure:

1. Organize the participants into two groups, one group with older women and men, and one group with younger women and men. This grouping could help understand the perceptions based on age groups.
2. Ask the participants about important changes in the community (*e.g.* quantity of fish catch per harvest, number of fishing boats in the community, number of female/male fishers, and others) and produce a trend line for each issue. The trend lines of the past decades (20-30 years trend) will be developed by the older group, while the trend lines for a shorter period of time (5-10 years trend) will be developed by the younger group. The left side of the horizontal axis in the graph represents the past and the far right horizontal axis represents the present. The estimates of increase and decrease are to be shown on the vertical axis.
3. Ask the participants to explain the factors that contributed to the trends of each issue. Also, ask the prescribed guide questions for relevant Thematic Area(s) to deepen the discussion.

### **7.1.5 Tool 5 Venn Diagram**

The Venn Diagram helps us to learn about the importance of local groups and institutions and their linkages with outside organizations and agencies as perceived. This can be useful for clarifying decision-making roles and identifying potential conflicts among gender and different socio-economic groups. It is also helpful for identifying linkages between local institutions and those at the intermediate- and macro-levels.

Materials: large sheet of papers, colored cards, scissors, markers, adhesive tapes, and any other locally available resources

Procedure:

1. Organize separate focus groups of women and men, including a mix of socio-economic groups. Be sure that the poorest and most disadvantaged (by ethnicity, caste, etc.) are included, or have their own groups, as appropriate.
2. Ask each group to list down all the local organizations, as well as outside institutions, which are important to them. For easy identification, for example, fisheries related organizations should be written on blue cards, government institutions on red cards, NGOs on green cards, other institutions on yellow cards. Let each group decide whether each organization deserves a small, medium, or large circle cards to represent its relative importance. The larger the circle, the more important the organization.
3. Ask each group to stick the circle cards on the large sheet of paper or board drawn with a big circle showing the degree of contact/cooperation between themselves and those institutions by distance between the circles. Overlapping cards mean close cooperation, touching cards mean some cooperation and information passes between institutions, cards do not touch but close to each other mean only loose contacts exist, and largely distanced cards mean little or no contact/cooperation. There may be a lot of debate and repositioning of the circles until consensus is reached.
4. The cards identifying community individuals and organizations should be placed inside the big circle, which represents the community. The cards representing outside organizations are placed outside the big circle and arrows can be drawn to show how outside organizations interact with community organizations. During the discussion, ask the prescribed guide questions for relevant Thematic Area(s) to deepen the discussion.

### 7.1.6 Tool 6 Institutional Profiles

Institutional Profiles help us to learn more about the nature of the institutions identified in the Venn Diagrams. An analytical chart is created for each local organization or institution in the community to examine what they have accomplished and what they need to foster development work. If local communities are to implement development activities which they can sustain, explicit attention must be paid to their capacities.

Materials: large sheet of papers with blank charts of Institutional Profiles and markers

Procedure:

1. Work with the same groups of participants who produced the Venn Diagram.
2. For each local organization or institution identified in the Venn Diagrams, discuss at least four kinds of information: founding and goals, management, achievements, and needs.
3. Prepare a chart on large sheet of paper for each local organization or institution (see example below). Be sure to ask about leadership, membership, activities, decision-making processes, and interactions or conflicts with other groups or institutions. Ask the prescribed guide questions for relevant Thematic Area(s) to deepen the discussion.

<b>Group</b>	<b>Foundation and goals</b>	<b>Management</b>	<b>Achievements</b>	<b>Needs</b>
<i>Elders' organization (name)</i>	- <i>Date of foundation</i> - <i>Goals</i>	- <i>System of selection of officers</i> - <i>Membership criteria</i>	- <i>Achievement 1</i> - <i>Achievement 2</i> - <i>Achievement 3</i>	- <i>Need 1</i> - <i>Need 2</i> - <i>Need 3</i>
<i>Fisherfolk organization (name)</i>				
<i>Women's organization (name)</i>				
<i>Youth organization (name)</i>				
<i>Others (name)</i>				

### **7.1.7 Tool 7 Fishing/aquaculture Systems Diagram**

The Fishing/aquaculture Systems Diagram helps us to understand how household livelihoods are assembled. It is a diagram designed to highlight the fishing/aquaculture system including fishing, fish production, fish processing, marketing, and so on. The diagram also shows the flow of fishery resources to and from the household and who is involved by gender as well as illustrate that women and men have specialized knowledge about particular fishery resource – knowledge that can be built upon for development. Having household members make a diagram of their fishing/aquaculture system helps to capture the full range of household activities showing the complexity of the livelihood system. They also often show how their livelihoods may depend on many different types of common property resources such as rivers, streams, beach, sea, and others.

Materials: paper and colored pencils/pens

Procedure:

1. Select at least two households from each of the socio-economic groups identified in the Social Map. Visit each household individually.
2. After courteous introductions tell the family that you want to learn about their fishing/aquaculture activities (no need to mention mapping at this point). Ask the women and men in the household to walk with you through their fishing area/fish farm. This helps people feel at ease as it allows household members to show their knowledge. Do not forget to cover the housing area and common property areas. As you walk along ask questions about the activities and resources you see. Do not forget to ask about what happens in other seasons and in places too far to visit.
3. After about 30-40 minutes walking, gather together as many household members as possible - women, men, and children - for discussions about what you have seen and talked about. Then stop and suggest to the family that the information they are providing is too much to keep in your head and is better recorded by drawing the information on a piece of paper. Continue the discussion but ask those present to help you make the drawing. As soon as you can let the family take over the drawing. Soon you will just be asking questions and listening. Ask the prescribed guide questions for relevant Thematic Area(s) to deepen the discussion.

### 7.1.8 Tool 8 Benefits Analysis Flow Chart

The Benefits Analysis Flow Chart helps us to understand the “fruits” of the people’s livelihood activities and who enjoys them. It is a tool that builds upon the information learned in the Fishing/aquaculture Systems Diagram. Livelihood activities and resources generally result in products and by-products -- what we call benefits. This tool shows who uses each of these products, who decides and who does a particular activity, how it is being used, and who controls the money if it is sold.

Materials: blank Benefits Analysis Flow Charts drawn in notepaper, color pencils, markers, and the Farming Systems Map produced by each family

Procedure:

1. Make a return visit to each of the families who produced the Fishing/Aquaculture Systems Diagram. The visit should be scheduled at a convenient time discussed at the end of your first visit.
2. Together with the household members, fill up the benefits analysis flow chart (see example below).

Resources	Products/ by-products	How it is used	Who decides	Who does	If sold, how cash is used	Who decides on cash use
Fish	Fresh fish	Home consumption			Savings	
		Sold in the market			Basic needs	
		Supplied to trader			Buying assets	
		Export			Invest in business	
		Others			Others	
	Dried fish	Home consumption			Savings	
		Sold in the market			Basic needs	
		Supplied to trader			Buying assets	
		Export			Invest in business	
		Others			Others	
Crabs	Live crabs	Home consumption			Savings	
		Sold in the market			Basic needs	
		Supplied to trader			Buying assets	
		Export			Invest in business	
		Others			Others	
Shellfish						
Seaweeds						
Sea shells						
Others						

### **7.1.9 Tool 9 Daily Activity Clocks**

The Daily Activity Clocks illustrate all of the different kinds of activities carried out in one day. They are particularly useful for looking at relative work-loads between different groups in the community as well as what different people do during one day and how heavy their workloads are. Comparisons between clocks show who works the longest hours, who concentrates on a few activities and who does a number of tasks in a day, and who has the most leisure time and sleep. They can also illustrate seasonal variations.

Materials: large sheet of papers, markers, and rulers

Procedure:

1. Organize the participants into two groups, one group with men and one group with women. If time is sufficient, more groups could be added, one group with boys, one group with girls, and one group of elders. This grouping could help understand the perceptions based on gender and age groups.
2. Explain that you would like to learn about what they do in a typical day. Ask each group to produce their own clocks focusing on the activities of a typical day, building up a picture of all the activities carried out at different times of the day and the duration. It is easy to start the clocks by asking them what time they usually get up. Ask them to plot each activity on a pie chart that looks like a clock. Activities that were carried out simultaneously, such as child care and cooking could be indicated within the same spaces.
3. Note the present season, *e.g.* summer, and then ask the same participants to produce new clocks to represent a typical day in the other season, *e.g.* rainy.
4. When the clocks are done, let each group explain and ask the prescribed guide questions for relevant Thematic Area(s) to deepen the discussion.



### 7.1.10 Tool 10 Seasonal Calendar

The Seasonal Calendar is a tool used to explore seasonal changes over the period of a year. This tool can show what happens in different seasons such as seasonality of fishery resources, employment opportunities, alternative livelihood opportunities, income and expenditure, and so on.

Materials: large sheet of papers and markers

Procedure:

1. Work with the same focus groups of women and men who produced the Daily Activity Clocks. Explain that this time you want to learn about what people do in a year.
2. Gather the participants in a large space where they can make the calendar. Ask them to draw a matrix, indicating each month along horizontal axis (see example below). Generate a corresponding legend by using symbols and colors to represent various sets of information.
3. The easiest way to start the calendar is by asking about seasonal climate patterns. Ask the participants to make symbols for summer and rainy seasons and draw it under each month of the calendar to represent relative temperature (*e.g.* small sun is hot and big sun is hotter) and amounts of rainfall (*e.g.* few droplets mean light rainfall and more droplets mean heavy rainfall).
4. Move to the next topic and ask the participants to specify the average quantity of their fish catch/harvest in each month. On the next row below, ask them to indicate the fishery resources that are most abundant every month.
5. The other topics include employment opportunities, alternative livelihoods opportunities, and income and expenditure. Additional issues may be added according to the needs and interests of the participants. Ask the prescribed guide questions for relevant Thematic Area(s) to deepen the discussion.

	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
<b>Season</b>												
<i>Ave. fish catch/harvest (men)</i>												
<i>Ave. fish catch/harvest (women)</i>												
<i>Most abundant fishery resource (men)</i>												
<i>Most abundant fishery resource (women)</i>												
<i>Employment opportunities (men)</i>												
<i>Employment opportunities (women)</i>												
<i>Alternative livelihood opportunities (men)</i>												
<i>Alternative livelihood opportunities (women)</i>												
<i>Income and expenditure (men)</i>	I   E	I   E	I   E	I   E	I   E	I   E	I   E	I   E	I   E	I   E	I   E	I   E
<i>Income and expenditure (women)</i>	I   E	I   E	I   E	I   E	I   E	I   E	I   E	I   E	I   E	I   E	I   E	I   E
<i>Others (men)</i>												
<i>Others (women)</i>												

Note: I = income, E = expenditure

### **7.1.11 Tool 11 Resource Picture Cards**

The Resources Picture Cards help us to learn about the gender-based use and control of fishery resources within the household or among the different socio-economic groups. This tool is particularly useful for facilitating open discussions about a sensitive issue in a fun and non-threatening way.

Materials: cards and markers

Procedure:

1. Work with the same focus groups of women and men that produced the Daily Activity Clocks and Seasonal Calendars. Explain that this time you want to learn about resource use and control.
2. Place three large drawings, one of a woman, one of a man, and one of both, in a row with adequate space in between them on the wall.
3. Ask the participants to draw on the cards the symbol of the resources they named while doing the Resource Map and any others they have, use and/or think that are important.
4. Ask the participants to place the picture cards under the symbol of the woman, man, or both, depending on who uses the resource. Explain that only the resources used half by men and half by women should be placed under the “both” column. They should place the symbols or pictures under either the woman or man to indicate who uses them most. Ask them to explain why they made the choices they did.
5. Make another row of the three large drawings, one of a woman, one of a man, and one of both underneath the other picture.
6. Repeat the exercise, but this time focus on who has control, ownership, or decision-making power over each resource. Explain that only the resources controlled half by women and half by men should be placed under the “both” column. They should place the symbols or pictures under either the woman or man to indicate who controls them most. Ask the participants to compare the way they have arranged the cards in both set of drawings.

### **7.1.12 Tool 12 Income and Expenditure Matrix**

The Income and Expenditure Matrix is a tool that helps us to identify and quantify the relative importance of different sources of income and expenditures as well learn about sources of income (cash and kind) and how income is proportionality spent by gender and wealth groups (poor, middle, and rich). This tool also helps us to understand the priorities and limitations of groups of people and how secure/vulnerable their incomes are. In the expenditures matrix, we can see if all, most, or only some of people's total income is spent to meet basic needs (food, water, clothing, transportation, shelter, health care, and education). We can also ask whether people have any left over money to save or to invest in important items that could help them in their livelihood. However, discussing incomes and expenditures can be highly sensitive because people are hesitant to talk about these issues in public. The participants should be reassured that you do not want to know about amounts, but will be only talking about relative proportions.

Materials: large sheet of papers, colored circle cards, markers, small shells/stones, and any other locally available resources

Procedure:

1. Organize the participants into three groups, first group with women, second group with men, and third group mixture of first and second groups.
2. Draw the income matrix (see example below) on a large sheet of paper and ask the participants to list their sources of income including both cash sources and payments in kind or by barter in the vertical axis.
3. Collect 60 small shells or stones (ask the children for help). Explain that these shells/stones represent the total income for the whole community for the year.
4. Give the 60 shells/stones to the first group (women) and ask them to distribute the shells/stones in the matrix to indicate their sources of income – putting a lot of shells/stones under major sources of income, few shells/stones under minor sources of income, and no shell/stone if they make no money from that particular source.
5. Repeat the same Procedure above the second group (men).
6. For the third group, ask the them to select a representative for each of the three wealth groups (poor, middle, and rich) and give these representatives the portion of the shells/stones they should have (poor=10, middle=20, and rich=30). Each representative distributes the shells/stones in the matrix to indicate their sources of income.
7. For the expenditure matrix, repeat the whole Procedure.

This final draft of Practical Guide is for field testing by SEAFDEC Secretariat and Departments, ASEAN Member States, and SEAFDEC partner organizations before the final version is published and disseminated. After field testing, please send comments and suggestions to [jariya@seafdec.org](mailto:jariya@seafdec.org).

Sources of income	Women	Men	By socio-economic status (both gender)		
			Poor	Middle	Rich
<i>Fishing</i>					
<i>Sales of fresh fish</i>					
<i>Sales of dried fish</i>					
<i>Others</i>					
<b>Total</b>	<b>60</b>	<b>60</b>	<b>10</b>	<b>20</b>	<b>30</b>

Expenditures	Women	Men	By socio-economic status (both gender)		
			Poor	Middle	Rich
<i>Food</i>					
<i>Water</i>					
<i>Electricity</i>					
<i>Health</i>					
<i>Education</i>					
<i>Clothing</i>					
<i>Jewelry</i>					
<i>Vices (alcohol, tobacco, gambling, etc.)</i>					
<i>Savings</i>					
<i>Others</i>					
<b>Total</b>	<b>60</b>	<b>60</b>	<b>10</b>	<b>20</b>	<b>30</b>

### **7.1.13 Tool 13 Pairwise Ranking**

The Pairwise Ranking helps us to learn about the most important problems of different community members. It also allows for easy comparison of different people's priorities. Many people's priority problems are those related to the day-to-day struggle to meet basic needs, while others stem from hopes for the future. Some problems are related specifically to gender issues, such as women's lack of control over key resources or the gender-based division of labor. Pairwise Ranking highlights how the priority problems of women and men differ, and where they overlap. Likewise, the priority needs of members of different socio-economic groups are revealed.

Discussing problems can encourage people to identify a wish list of needs, rather than issues that are appropriate for development activities. It is important to refer to the learnings from the Development Context and Livelihood Analysis tools.

Materials: prepared blank Pairwise Ranking Matrix on large sheet of paper, wall, masking tape, markers, and cards

Procedure:

1. Organize two separate focus groups, one with women and one with men. Make sure that a mix of socio-economic groups (as identified in the Social Map) is included in each group.
2. Ask the participants to think about their problems, making reference to the key issues learned from the previous tools. In discussion among themselves, ask them to list their top 8-10 problems (in any order).
3. Write the list of 10 problems on both the vertical and horizontal axis of the prepared blank Pairwise Ranking Matrix (see example below). Also write each of the 10 problems in separate cards. Present a pair of cards (showing two different problems) to the group. Ask them to choose the more important one and record their choice on the prepared matrix. Ask them also to explain the reasons for their choice.
4. Repeat until all combinations of cards have been presented and decided upon. Looking at the completed Pairwise Ranking Matrix, count up the number of times each problem was selected and rank them. The three problems selected the highest number of times are the priority problems of the group.
5. Organize a second set of focus groups, this time according to socio-economic group. Make sure that both women and men are in each group. Repeat the exercise. Compare the learning's from the two sets of focus groups.

This final draft of Practical Guide is for field testing by SEAFDEC Secretariat and Departments, ASEAN Member States, and SEAFDEC partner organizations before the final version is published and disseminated. After field testing, please send comments and suggestions to [jariya@seafdec.org](mailto:jariya@seafdec.org).

<b>Problems</b>	<i>Low catch of fish</i>	<i>Gender discrimination</i>	<i>Climate and seasonal changes</i>	<i>Social taboos/beliefs</i>	<i>Lack of sustainable livelihood</i>	<i>Pollution</i>	<i>Lack of financial support to invest in new business</i>	<i>Lack of infrastructure facilities</i>
<i>Low catch of fish</i>		<i>Low catch of fish</i>	<i>Low catch of fish</i>	<i>Low catch of fish</i>	<i>Low catch of fish</i>	<i>Low catch of fish</i>	<i>Lack of financial support to invest in new business</i>	<i>Low catch of fish</i>
<i>Gender discrimination</i>			<i>Climate and seasonal changes</i>	<i>Gender discrimination</i>	<i>Lack of sustainable livelihood</i>	<i>Pollution</i>	<i>Lack of financial support to invest in new business</i>	<i>Lack of infrastructure facilities</i>
<i>Climate and seasonal changes</i>				<i>Climate and seasonal changes</i>	<i>Climate and seasonal changes</i>	<i>Pollution</i>	<i>Lack of financial support to invest in new business</i>	<i>Lack of infrastructure facilities</i>
<i>Social taboos/beliefs</i>					<i>Social taboos/beliefs</i>	<i>Social taboos/beliefs</i>	<i>Lack of financial support to invest in new business</i>	<i>Social taboos/beliefs</i>
<i>Lack of sustainable livelihood</i>						<i>Lack of sustainable livelihood</i>	<i>Lack of financial support to invest in new business</i>	<i>Lack of infrastructure facilities</i>
<i>Pollution</i>							<i>Lack of financial support to invest in new business</i>	<i>Lack of infrastructure facilities</i>
<i>Lack of financial support to invest in new business</i>								<i>Lack of financial support to invest in new business</i>
<i>Lack of infrastructure facilities</i>								

<b>Problems</b>	<b>No. of times preferred</b>	<b>Ranking</b>
<b><i>Low catch of fish</i></b>	<b>6</b>	<b>2</b>
<i>Gender discrimination</i>	1	6
<i>Climate and seasonal changes</i>	3	4
<i>Social taboos/beliefs</i>	3	4
<i>Lack of sustainable livelihood</i>	3	4
<i>Pollution</i>	2	5
<b><i>Lack of financial support to invest in new business</i></b>	<b>7</b>	<b>1</b>
<b><i>Lack of infrastructure facilities</i></b>	<b>4</b>	<b>3</b>

### **7.1.14 Tool 14 Flow Diagram**

The Flow Diagram builds upon the learning from the Pairwise Ranking Matrix. It helps us to learn about people's understanding of the causes of their problems as well as the effects resulting from their problems. It can also be used to identify possible solutions. This tool deepens the analysis of the main problems in the community by revealing how problems, cause, effect, and solutions are linked. It can also show which problems have solutions that can be implemented by the community, which problems require external assistance to resolve, and which seem to have no solution at all, such as natural disasters. It is important to make sure that everyone understands the difference between causes, effects, and solutions. For this reason it is important to discuss them only one at a time.

Materials: large sheet of paper, wall, masking tape, markers, and cards (three colors)

Procedure:

1. Work with the same focus groups that participated for the Pairwise Ranking Matrix. Take only one priority problem (as identified in the Pairwise Ranking Matrix) at a time.
2. Put the name of the problem at the center of the large sheet of paper and draw a circle around it.
3. First, ask the participants about the causes of the problem. Write each cause on a card. Discuss and probe until there are no more causes identified. Ask the participants which causes are related to one another. Ask assistance from participants in placing the causes cards on the large sheet of paper in correct relationship to the problem. When everyone agrees on their placement draw arrows from the causes to the problem.
4. Second, ask about the effects that result from the problem. Write each effect on a card. Discuss and probe until there are no more effects identified. Ask assistance from participants in placing the effects cards on the large sheet of paper in the correct places. When everyone agrees on their placement draw arrows from the problem to the effects.
5. Third, ask about solutions. Write each solution on a card. Discuss and probe until there are no more solutions identified. Ask assistance from participants in placing the solutions cards on the large sheet of paper in the correct places. When everyone agrees on their placement draw double lines between the solutions and the problem.
6. Repeat for each priority problem for each group.

### 7.1.15 Tool 15 Problem Analysis Chart

The purpose of the Problem Analysis Chart is to bring everyone together to further analyze the identified priority problems of all the different groups in a community. All the different problems are presented and discussed with the community as a whole, showing where different people’s priorities overlap and where they differ. This tool also looks at opportunities for development, thus it is important to invite technical experts from outside agencies and organizations, such as extension officers and NGO workers, to participate as well. While local people may have very good ideas about what they need, they may lack information about the options that the program/project can offer. It is very important at this stage in the analysis that the local people get appropriate information so that they can make informed decisions about their development.

**Materials:** a copy of results of all previous tools, walls or fences to hang up the maps, diagrams, and charts, adhesive tape or tacks, markers, and a prepared Problem Analysis Chart

**Procedure:**

1. Plan and organize a meeting for the entire community. Make sure that it is scheduled for a time when both women and men can attend, including a mix of socio-economic groups.
2. At least two or three technical experts from outside agencies and organizations must be invited also ahead of time. They should be experts in topics directly relevant to the problems identified by the community members.
3. The meeting should begin with a presentation of the summary of the results of previous tools and conclude with the priority problems (and their causes and effects) of women and men, and different socio-economic groups. This provides the entire community with a complete overview (as many will have participated in only some of the PRA activities). It also provides an excellent opportunity for the outside experts to learn about the local situation. The presentation should be accompanied by the various maps, diagrams, and charts produced by the participants. It is best if these are posted around so that participants can circulate and look at each one. It is also appropriate to ask different members of the community who were involved in the particular exercise to stay by the posted graphics to answer people’s questions. Allow at least a couple of hours depending on the size of the community.
4. Prepare the Problem Analysis Chart (see example below) listing down at the first column the three priority problems identified by each of the different groups in the Pairwise Ranking Matrix. Where a problem has been identified by more than one group, list the problem only once. In the second column, list the causes of the problems as identified in the Flow Diagram.
5. Present the Problem Analysis Chart to the entire meeting. Explain which groups identified which problems and point out where priorities overlap. For each problem, present also the causes identified and ask if anyone, including the outside experts, has anything to add. Then ask people to explain what they currently do to cope with their problems. List the coping strategies in the third column.
6. Finally, with specific reference to each problem, discuss opportunities for development asking both the local community members and outside experts to contribute their ideas. Build upon the solutions identified in the Flow Diagrams. List the solutions in the fourth column.

<b>Problems</b>	<b>Causes</b>	<b>Coping strategies</b>	<b>Needs</b>
1. <i>Lack of financial support to invest in new business</i>	•	•	•
2. <i>Low catch of fish</i>	•	•	•
3. <i>Lack of infrastructure facilities</i>	•	•	•
4. ...	•	•	•
5. ...	•	•	•



### **7.1.16 Tool 16 Preliminary Community Action Plan**

The Preliminary Community Action Plan is a tool that directly builds upon the Problem Analysis Chart. This tool starts with the opportunities for development identified in the last column of the Problem Analysis Chart and helps us to think about the resources required for implementation, the groups (both local and external) that would be involved, and when implementation could start. Producing the Preliminary Community Action Plan helps people to take realistic and concrete steps toward participatory development planning. By bringing everyone together to think about resources and group involvement, this tool increases awareness about the skills and resources already available in the community. Nevertheless, make sure that everyone understands that the Preliminary Community Action Plan is not the final plan for development activities. It is a preliminary plan. Decisions about what is actually feasible to implement will be made using the tools that follow.

Materials: large sheet of papers, markers, masking tape, prepared Preliminary Community Action Plan, and copies of the Venn Diagram, Institutional Analysis, Seasonal Calendars, and Problem Analysis Chart

Procedure:

1. Again organize a meeting for the entire community preferably on the same day as the meeting held to produce the Problem Analysis Chart (perhaps after a long lunch shared by all participants). Make sure both women and men can attend, including a mix of socio-economic groups. Also invite the technical experts from outside agencies and organizations to attend this meeting.
2. On a large sheet of paper, prepare an outline of the Preliminary Community Action Plan ahead of time (see example below). For each priority problem, fill in the first column, Activities, based on each of the opportunities for development revealed in the Problem Analysis Chart.
3. In discussion with the community members and technical experts, ask about the resources required for implementation of each activity. Be sure that all of the resources needed are listed in the second column. Ask which resources are already available in the community and which must come from outside.
4. In the third column, list the groups that would be involved in implementation of each activity. Here it is important to look back at the Venn Diagram and Institutional Profiles produced. What are the local organizations that can assist? What are the external organizations and agencies that can assist? Where external agencies are identified try also to identify an external local group, it is an opportunity to form partnerships.
5. For the last column, ask the participants to roughly estimate when the work for each specific development activity could start. Make sure that seasonal patterns of climate are taken into consideration (see Seasonal Calendars).

*This final draft of Practical Guide is for field testing by SEAFDEC Secretariat and Departments, ASEAN Member States, and SEAFDEC partner organizations before the final version is published and disseminated. After field testing, please send comments and suggestions to [jariya@seafdec.org](mailto:jariya@seafdec.org).*

**Priority Problem 1: Lack of financial support to invest in new business**

Activities	Resources	Groups Involved	Time
•	•	•	•
•	•	•	•
•	•	•	•
•	•	•	•
•	•	•	•

**Priority Problem 2: Low catch of fish**

Activities	Resources	Groups Involved	Time
•	•	•	•
•	•	•	•
•	•	•	•
•	•	•	•
•	•	•	•

**Priority Problem 3: Lack of infrastructure facilities**

Activities	Resources	Groups Involved	Time
•	•	•	•
•	•	•	•
•	•	•	•
•	•	•	•
•	•	•	•

### **7.1.17 Tool 17 Venn Diagram of Stakeholders**

The Venn Diagram of Stakeholders helps us to understand who will be affected by program/project activities. Stakeholders from within as well as outside the community have resources to invest in activities. They will seek to invest those resources to minimize risk and maximize benefits. Therefore, it is important to know who they are and where they stand.

Materials: blank Benefits Analysis Flow Charts drawn in a large sheet of paper, color pencils, and markers

Procedure:

1. Again, plan and organize a meeting for the entire community. Make sure that it is scheduled for a time when both women and men can attend, including a mix of socioeconomic groups. Also invite two or three technical experts from relevant outside agencies and organizations (preferably the same persons who participated in producing the Problem Analysis Chart and the Preliminary Community Action Plan). Review the activities (first column of the Preliminary Community Action Plan) that were discussed earlier by the community members and outside experts.
2. Take one problem and its related set of proposed development activities at a time. Write these at the top of a large sheet of paper. Then draw a large circle in the centre of the paper. Explain that the circle represents the community.
3. Ask the participants to name all the different stakeholders for those particular activities. To help identify all the different stakeholders it is useful to look at the groups involved as identified in the Preliminary Community Action Plan but also to look at the resources needed, discussing who would gain or lose by increased use of those particular resources.
4. Then ask the participants to decide the size of the stake of each, in other words how much they stand to gain or lose. In discussion, they must select whether each stakeholder should have a big, medium, or small circle of sticky paper (the larger their stake, the larger the circle.) Be sure that one color of sticky paper is used to represent those who will gain and another color of sticky paper to represent those who will lose.
6. Place the sticky paper representing local stakeholders inside the circle in the centre of the large sheet of paper. The sticky paper representing outside stakeholders belong outside the circle. If interests are shared among stakeholders the circles should overlap. Ask the prescribed guide questions for relevant Thematic Area(s) to deepen the discussion.
7. Produce a different Venn Diagram of Stakeholders for each of the problems in the Preliminary Community Action Plan.

### 7.1.18 Tool 18 Stakeholders Partnership and Conflict Matrix

The Stakeholders Conflict and Partnership Matrix help us to understand the conflict and partnership among different stakeholders, and whether the extent of conflict or partnership is small or large in nature. Conflicts of interest arise due to competition for use or control of resources or because of differences in goals.

Materials: copy of the Preliminary Community Action Plan and Venn Diagram of Stakeholders, large sheet of paper, wall, masking tape, markers, cards and sticky paper (in 2 colors)

Procedure:

1. Continue to work with the community members and technical experts who produced the Venn Diagram of Stakeholders. Make sure that it is scheduled for a time when both women and men can attend, including a mix of socio-economic groups. Focusing on one priority problem at a time (as identified in the Preliminary Community Action Plan), list all the stakeholders identified in the Venn Diagram of Stakeholders for that specific set of program/project activities on both the vertical and horizontal axis of the prepared Stakeholders Conflict and Partnership Matrix (see example below). Also write the names (or symbols) of the stakeholder groups on two sets of cards.
2. Prepare small, medium, and large circles of sticky paper in one color, and small, medium and large squares of sticky paper in another color. Present one pair of cards at a time, showing two different stakeholder groups, and ask whether there is conflict, partnership, or neither between them.
3. If the participants say conflict, for example, show the circle sticky paper and ask whether the conflict is small, medium, or large. If they say partnership, show the square sticky paper and ask them to choose small, medium, or large. (If they say neither, proceed to the next set of cards.) Probe to discover the reasons for their selection. Then put the selected size circle or square in the appropriate box on the matrix.
4. Repeat until all combinations of cards have been presented and decided upon.
5. Looking at the completed Stakeholders Conflict and Partnership Matrix ask the participants to explain reasons for conflict and histories of partnership. Ask the prescribed guide questions for relevant Thematic Area(s) to deepen the discussion.
6. Repeat for each program/project activity.

<i>Local people</i>						
<i>Fisheries-related agencies</i>						
<i>Traders/middlemen</i>						
<i>Research institute</i>						
<i>NGOs</i>						
<i>Bank</i>						
	<i>Local people</i>	<i>Fisheries-related agencies</i>	<i>Traders/middlemen</i>	<i>Research institute</i>	<i>NGOs</i>	<i>Bank</i>

Partnership: small = ●, medium = ●, large = ●

Conflict: small = ■, medium = ■, large = ■

### 7.1.19 Tool 19 Best Bets Action Plan

The Best Bets Action Plan helps us to make concrete and realistic plans for the implementation of priority program/project activities. It is the final tool in the participatory planning process presented here in this Practical Guide, building directly upon the learning from the Preliminary Community Action Plan, but focusing on the program/project activities most likely to succeed, due to consensus, and availability of resources as identified through the Venn Diagram of Stakeholders and Stakeholders Conflict and Partnership Matrix. Partnerships among stakeholders who share common interests are encouraged to produce the Best Bets Action Plans. However, if interests are not shared, each group has the opportunity to produce their own plans. It is crucial to encourage the participants to be as realistic, concrete, and detailed as possible for this tool. The more realistic the action plans are the more likely they are to be implemented. Also, you must be very clear about the probabilities of outside assistance for implementation.

Materials: copy of the Preliminary Community Action Plan, large sheet of paper, wall, masking tape, and markers

Procedure:

1. Organize all community participants into focus groups based on shared priorities. For example, where women and men share a priority problem, e.g. low catch of fish, they will produce a Best Bets Action Plan together to address that problem. If they have different priorities, they will each produce their own plans. The same applies for the different socio-economic groups.
2. Explain that the purpose of the Best Bets Action Plan is to refine and finalize their ideas from the Preliminary Community Action Plan, incorporating the learnings from the stakeholder analysis. The idea is to produce plans that are as realistic and detailed as possible.
3. For each group, prepare a blank Best Bets chart. In the first column is the group's priority problem. For the second column, Solutions, ask the group to review the solutions previously identified and to add to the list, as necessary. For the third column, Activities, ask the participants to review the activities identified in the Preliminary Community Action Plan. Ask them if they have additions or details to add. Also, ask them if there are activities that must be changed or eliminated because of problems revealed in the Venn Diagram of Stakeholders or the Stakeholders Conflict and Partnership Matrix.
4. For the fourth column, Who will do it?, ask the participants to review the "groups involved" column of the Preliminary Community Action Plan. Given the learnings from the Venn Diagram of Stakeholders and the Stakeholders Conflict and Partnership Matrix, are there groups that should be added here? opportunities for partnership? previously identified groups that cannot realistically be expected to participate?
5. For the fifth column, Costs, ask the participants first, to identify local contributions, and second, to identify where external resources may be required.
6. For the final column, Duration, ask the participants about the best time to start and estimate the time required.

<b>Problems</b>	<b>Solutions</b>	<b>Activities</b>	<b>Who will do it?</b>	<b>Cost</b>	<b>Duration</b>
<i>Problem 1</i>					
<i>Problem 2</i>					
<i>Problem 3</i>					

## **7.2 Additional methods for gender analysis**

### **7.2.1 Routine desk study**

This method is the least intensive level of gender analysis. The program/project manager or staff can perform gender analysis as a review that can be performed at desk applying “gender questions” to existing gender-disaggregated information. If quantitative information is readily available and the program/project manager or staff has a good understanding of basic gender theories, they may be able to do sufficient gender analysis on their own. This method is cost effective and does not require large time investment. On the other hand, gender-disaggregated information is not always available and the responsible program/project manager or staff may have little gender expertise, thus the conclusions that will be made are at best “reasonable guesses” which are not entirely reliable. Their understanding of gender theories may not be sufficient to comprehensively tackle the research questions; therefore, this method cannot effectively respond to gender issues.

### **7.2.2 Direct observations**

Direct observations might seem obvious, but is nevertheless very important. The PRA team must be attentive and observe the program/project site and surroundings, by looking carefully at the people, resources, facilities, and infrastructure such as markets, shops, schools, and housing. This method could help to support and cross-check the findings provided from other PRA methods and tools and other participants, and can reveal details and raise new questions. Moreover, it could also reveal details and raise new questions. For every observation made, remember to write down two things: what was observed, and the interpretation of what it means.

### **7.2.3 Key informant interviews**

Key informant interviews are a useful way to bring up sensitive issues which may be hard to address in a group scenario. Key informants are individuals with considerable knowledge about the use of fishery resources in the community. Make sure that the informants represent different interests with regards to the fishery resources. Interviewing different individuals with different interests and perspectives would increase reliability of the data by comparing and interpreting their answers. The selection of key informants is a critical step in securing useful and high-quality data. Depending on the particular program/project objectives and the context in respective countries, the key informants may include:

- National and/or local fisheries officer
- Extension worker of an NGO who has been working with the community
- Representative of a fish processing plant
- Leader of a fishers’/women’s organization
- Old person who knows about the history of resource use in the community
- Young person who engaged in fishing activities at an early age
- Poor local person who depends on small-scale fishing or aquaculture
- Rich local person who have investments in small-scale fishing or aquaculture
- Woman/man who participates in the livelihood project
- Woman/man with different educational background

#### **Pointers for effective key informant interviews**

- The information obtained from direct observations is crucial to the interviewer in order to understand the perspective of the local people and be able to identify with them. The interview should be as relaxed and friendly as possible. A good working relationship with the local people is easier to establish when an interviewer is well prepared and shows respect.
- Be sensitive to the constraints facing women when undertaking interviews. Women in fishing communities are often busy, and are sometimes shy with strangers, regardless of whether the stranger is a man or a woman. Preferably, a woman should interview the women to respect the female space.
- The questions should be asked in a manner that the conversation will be more natural and free-flowing. Give interviewees a chance to ask questions. This would likely put the informant(s) more at ease, as it shows that the interview is not totally one-sided, and provide an opportunity for the informant(s) to mention any points they wish to clarify or bring up new issues.
- Use maps or aerial photographs to stimulate discussion about use of fishery resources. Looking at maps or aerial photos is a natural moment to discuss aspects of use and access to the fishery resources and surroundings, administrative boundaries, and so on.

#### **7.2.4 Semi-structured interviews**

This method is a useful way to explore key questions as well as follow up on topics raised by other PRA methods and tools, which can be done with individuals or with groups. Unlike KIIs, which composed of prepared questions, the semi-structured interview begins with a checklist of issues the researcher wants to learn about. Some researchers prefer to have detailed checklists so that they do not forget what they want to ask, while others feel comfortable with only a rough outline. In either case, the interview should be as relaxed and friendly as possible because how the questions are asked depends on what the participants have to say to make the conversation more natural and free-flowing. It also gives the respondents the opportunity to bring up new issues not expected by the researcher.

#### **7.2.5 Informal Group Discussions**

An informal group discussion is a good method for responding to unexpected learning opportunities that often arise during PRAs. It requires only some flexibility and a fervent interest in listening to people. There is no need for a prepared list of questions or issues during informal group discussions to make it spontaneous. For example, a chance meeting with a group of women drying fish while on a transect walk can become an opportunity to learn about problems and opportunities in value-adding fish products.

#### **7.2.6 Brainstorming**

Brainstorming is a method for generating ideas in a non-judgmental way that can be used at anytime, both for dealing with problems encountered by the PRA team, and as a problem-solving method to share with all participants. The first step to brainstorming is to identify the problem; the second is to invite everyone, one after the other with no reference to status or roles, to contribute their ideas about possible solutions. It is very important that everyone understand the rules of brainstorming: all ideas are welcome, criticism of ideas is not allowed, and the more ideas the better. When the participants have completely run out of ideas, they concentrate on combining ideas, eliminating duplications and improving upon those already put forward, until they feel that a reasonable list of solutions has been reached.

## 8 GENDER-SENSITIVE INDICATORS

Gender-sensitive indicators could be generated by utilizing the suggested guiding questions in carrying out the gender analysis methods and tools described in Section 7. For each thematic area and particular gender issue, the guiding questions could be modified based on the program/project context.

Quantitative gender-sensitive indicators	Qualitative gender-sensitive indicators
Disaggregated by sex, age, ethnicity, caste, socio-economic status, educational level, and others, which can be presented in terms of numbers, percentages, or ratios	Derived from quantitative indicators to show the average outcome or the degree to which a goal or objective of the program/project has been attained (e.g., increase in women's empowerment)
<b>Purposes</b> <ul style="list-style-type: none"> <li>• Measuring gender-related changes in the condition of program/project target stakeholders</li> <li>• Adjusting the program/project activities to achieve gender equality and equity goals</li> <li>• Assessing the achievement of program/project objectives or results</li> <li>• Enabling gender-sensitive and gender-responsive policy-making</li> </ul>	

### 8.1 Thematic area 1. Responsible governance of tenure

Thematic area 1. Responsible governance of tenure		
Gender issues	Suggested guiding questions	Examples of gender-sensitive indicators
Access of publicly owned fishery resources	<ul style="list-style-type: none"> <li>• How many women/men, girls/boys, young/old, poor/rich have access to publicly owned fishery resources?</li> <li>• What are the activities of women/men, girls/boys, young/old, poor/rich in publicly owned fishery resources?</li> </ul>	<ul style="list-style-type: none"> <li>• Number of women/men, young/old, poor/rich having access to fishery resources</li> <li>• List of activities of women/men, girls/boys, young/old, poor/rich in publicly owned fishery resources</li> </ul>
Tenure ownership/inheritance/transferability	<ul style="list-style-type: none"> <li>• How many women/men who own/inherit/transfer tenures?</li> <li>• How many women/men who inherit/transfer tenures from/to their parents/siblings/spouses?</li> <li>• What tenures do women/men own?</li> <li>• What tenures women/men inherit/transfer?</li> </ul>	<ul style="list-style-type: none"> <li>• Number of women/men owning tenures</li> <li>• List of tenures women/men own</li> <li>• Number of women/men inherited/transferred tenures from their parents/siblings/spouses</li> <li>• List of tenures inherited/transferred by women/men</li> </ul>
Policy reforms to secure access to fishery resources	<ul style="list-style-type: none"> <li>• How many women/men were consulted/involved in legal/policy reforms to secure access to fishery resources?</li> <li>• What are the legal/policy reforms to secure access to fishery resources that are timely, effective, and appropriate for women/men?</li> </ul>	<ul style="list-style-type: none"> <li>• Number of women/men consulted/involved in legal/policy reforms to secure access to fishery resources</li> <li>• List of legal/policy reforms to secure access to fishery resources that are timely, effective, and appropriate for women/men</li> </ul>
Legal provisions for resolution of tenure disputes	<ul style="list-style-type: none"> <li>• How many women/men are engaged/participated/consulted in legal provisions for resolution of tenure disputes?</li> <li>• What are the legal provisions for resolution of tenure disputes that are timely, effective, and appropriate for women/men?</li> </ul>	<ul style="list-style-type: none"> <li>• Number of women/men engaged/participated/consulted in legal provisions for resolution of tenure disputes</li> <li>• List of legal provisions for resolution of tenure disputes that are timely, effective, and appropriate for women/men</li> </ul>



<b>Thematic area 1. Responsible governance of tenure</b>		
<b>Gender issues</b>	<b>Suggested guiding questions</b>	<b>Examples of gender-sensitive indicators</b>
Encroachment of industrial developments over publicly owned fishery resources	<ul style="list-style-type: none"> <li>• How many women/men, girls/boys, young/old people, poor/rich were affected by the encroachment of industrial/commercial developments over publicly owned fishery resources?</li> <li>• How many women/men received compensation for environmental damages, and loss of tenure rights and fisheries livelihoods due to industrial/commercial developments?</li> <li>• How much do women/men received as compensation for environmental damages, and loss of tenure rights and fisheries livelihoods due to industrial/commercial developments?</li> <li>• What are the effects of the encroachment of industrial developments over publicly owned fishery resources to women/men, girls/boys, young/old people, poor/rich?</li> </ul>	<ul style="list-style-type: none"> <li>• Number of women/men, girls/boys, young/old people, poor/rich affected by the encroachment of industrial/commercial developments over publicly owned fishery resources?</li> <li>• Number of women/men receiving compensation for environmental damages, and loss of tenure rights and fisheries livelihoods due to industrial/commercial developments</li> <li>• Amount received by women/men as compensation for environmental damages, and loss of tenure rights and fisheries livelihoods due to industrial/commercial developments</li> <li>• List of effects of encroachment of industrial/commercial developments over publicly owned fishery resources</li> </ul>
Tenure restitution for refugees and displaced persons affected by armed conflicts/disasters	<ul style="list-style-type: none"> <li>• How many displaced refugees and women/men affected by armed conflicts/disasters benefited from the tenure restitutions?</li> <li>• What are the tenures restituted for women/men affected by armed conflicts/disasters?</li> </ul>	<ul style="list-style-type: none"> <li>• Number of displaced refugees and women/men affected by armed conflicts/disasters benefited from the tenure restitutions</li> <li>• List of tenures restituted for women/men affected by armed conflicts/disasters</li> </ul>

## 8.2 Thematic area 2. Sustainable resource management

<b>Thematic area 2. Sustainable resource management</b>		
<b>Gender issues</b>	<b>Suggested guiding questions</b>	<b>Examples of gender-sensitive indicators</b>
Sustainable resource management systems	<ul style="list-style-type: none"> <li>• How many women/men, girls/boys, young/old, and poor/rich participate in activities of sustainable resource management systems?</li> <li>• What are the roles of women/men, girls/boys, young/old, poor/rich in activities of sustainable resource management systems?</li> </ul>	<ul style="list-style-type: none"> <li>• Number of women/men, girls/boys, young/old, and poor/rich participated in activities of sustainable resource management systems</li> <li>• List of roles of women/men, girls/boys, young/old, poor/rich in activities of sustainable resource management systems</li> </ul>
Illegal fishing practices	<ul style="list-style-type: none"> <li>• How many women/men, girls/boys, young/old, poor/rich are engaged in ... (form of illegal fishing practice)?</li> <li>• How many women/men, girls/boys, young/old, poor/rich are apprehended/prosecuted/penalized in ... (form of illegal fishing practice)</li> <li>• What are the forms of illegal fishing practices done by women/men, girls/boys, young/old, poor/rich?</li> <li>• What are the triggering factors for women/men, girls/boys, young/old, poor/rich to do illegal fishing practices?</li> <li>• What are the effects of illegal fishing practices to the environment and women/men, girls/boys, young/old, poor/rich?</li> </ul>	<ul style="list-style-type: none"> <li>• Number of women/men, girls/boys, young/old, poor/rich engaged in ... (illegal fishing practice)</li> <li>• Number of women/men, girls/boys, young/old, poor/rich apprehended/prosecuted/penalized in ... (illegal fishing practice)</li> <li>• List of illegal fishing practices done by women/men, girls/boys, young/old, poor/rich</li> <li>• List of triggering factors for women/men, girls/boys, young/old, poor/rich to do illegal fishing practices</li> <li>• List of effects of illegal fishing practices to the environment and women/men, girls/boys, young/old, poor/rich</li> </ul>
Transboundary disputes	<ul style="list-style-type: none"> <li>• How many women/men, girls/boys, young/old, poor/rich are involved in transboundary disputes?</li> <li>• What are the bilateral/multilateral agreements with neighboring countries to ensure peaceful and regulated sharing of transboundary fishery resources?</li> </ul>	<ul style="list-style-type: none"> <li>• Number of women/men, girls/boys, young/old, poor/rich involved in transboundary disputes</li> <li>• List of bilateral/multilateral agreements with neighboring countries to ensure peaceful and regulated sharing of transboundary fishery resources</li> </ul>
Collaboration between organizations/agencies and community organizations	<ul style="list-style-type: none"> <li>• How many organizations/agencies are actively involved in the community?</li> <li>• How many community organizations are headed by women/men?</li> <li>• What are the collaborative activities conducted by organizations/agencies and community organizations?</li> </ul>	<ul style="list-style-type: none"> <li>• Number of organizations/agencies actively involved in the community</li> <li>• Number of organizations headed by women/men</li> <li>• List of collaborative activities conducted by organizations/agencies and community organizations</li> </ul>

### 8.3 Thematic area 3. Social development, employment, and decent work

<b>Thematic area 3. Social development, employment, and decent work</b>		
<b>Gender issues</b>	<b>Suggested guiding questions</b>	<b>Examples of gender-sensitive indicators</b>
Population	<ul style="list-style-type: none"> <li>How many women/men girls/boys, young/old, poor/rich, literate/illiterate are there in the community?</li> <li>How many households are there in the community?</li> <li>What are the major/alternative livelihoods of women/men girls/boys, young/old, poor/rich, literate/illiterate in the community?</li> </ul>	<ul style="list-style-type: none"> <li>Number of women/men girls/boys, young/old, poor/rich, literate/illiterate in the community</li> <li>Number of households in the community</li> <li>List of major/alternative livelihoods of women/men girls/boys, young/old, poor/rich, literate/illiterate in the community</li> </ul>
Health	<ul style="list-style-type: none"> <li>How many health centers are there in the community?</li> <li>How many doctors/nurses/health workers are there in every health center?</li> <li>How many girls/boys are immunized/vaccinated?</li> <li>How many women/men girls/boys, young/old, poor/rich are aware of reproductive health?</li> <li>How many women/men, girls/boys, young/old, poor/rich are aware of/affected by infectious diseases (e.g. HIV, etc.)?</li> <li>How many women/men, girls/boys, young/old, poor/rich have health insurance?</li> <li>What are the common health problems/causes/treatment of women/men, girls/boys, young/old, poor/rich?</li> </ul>	<ul style="list-style-type: none"> <li>Number of health centers in the community</li> <li>Number of doctors/nurses/health workers in every health center</li> <li>Number of girls/boys immunized/vaccinated</li> <li>Number of women/men girls/boys, young/old, poor/rich aware of reproductive health</li> <li>Number of women/men, girls/boys, young/old, poor/rich aware of/affected by infectious diseases (e.g. HIV, etc.)</li> <li>Number of women/men, girls/boys, young/old, poor/rich having health insurance</li> <li>List of common health problems/causes/treatment of women/men, girls/boys, young/old, poor/rich</li> </ul>
Malnutrition	<ul style="list-style-type: none"> <li>How many girls/boys are malnourished?</li> <li>What are the causes and treatment of malnutrition?</li> </ul>	<ul style="list-style-type: none"> <li>Number of malnourished girls/boys</li> <li>List of causes and treatment of malnutrition</li> </ul>
Life expectancy	<ul style="list-style-type: none"> <li>What is the minimum/average/maximum age of women/men?</li> <li>What are the common causes of death of women/men?</li> </ul>	<ul style="list-style-type: none"> <li>Minimum/average/maximum age of women/men</li> <li>List of common causes of death of women/men</li> </ul>
Persons with physical/mental disabilities	<ul style="list-style-type: none"> <li>How many women/men, girls/boys, young/old, poor/rich are there with physical/mental disabilities?</li> <li>How many women/men, girls/boys, young/old, poor/rich with physical/mental disabilities have access to education?</li> <li>How many women/men, girls/boys, young/old, poor/rich with physical/mental disabilities have work?</li> <li>What are the physical/mental disabilities of women/men, girls/boys, young/old, poor/rich?</li> <li>What are the discrimination acts experienced by women/men, girls/boys, young/old, poor/rich with physical/mental disabilities?</li> <li>What are the support by women/men, girls/boys, young/old, poor/rich with physical/mental disabilities?</li> </ul>	<ul style="list-style-type: none"> <li>Number of women/men, girls/boys, young/old, poor/rich with physical/mental disabilities</li> <li>Number of women/men, girls/boys, young/old, poor/rich with physical/mental disabilities having access to education</li> <li>Number of women/men, girls/boys, young/old, poor/rich with physical/mental disabilities having work</li> <li>List of physical/mental disabilities of women/men, girls/boys, young/old, poor/rich</li> <li>List of discrimination acts experienced by women/men, girls/boys, young/old, poor/rich with physical/mental disabilities</li> <li>List of support received by women/men, girls/boys, young/old, poor/rich with physical/mental disabilities</li> </ul>

<b>Thematic area 3. Social development, employment, and decent work</b>		
<b>Gender issues</b>	<b>Suggested guiding questions</b>	<b>Examples of gender-sensitive indicators</b>
Education	<ul style="list-style-type: none"> <li>• How many elementary/high schools are there in the community?</li> <li>• How many women/men, girls/boys, young/old, poor/rich go to school?</li> <li>• How many women/men, girls/boys, young/old, poor/rich are able to read and write?</li> <li>• How many women/men, girls/boys, young/old, poor/rich avail of scholarships?</li> <li>• What are the reasons of women/men, girls/boys, young/old, poor/rich for not having access to education?</li> </ul>	<ul style="list-style-type: none"> <li>• Number of elementary/high schools in the community</li> <li>• Number of women/men, girls/boys, young/old, poor/rich going to school</li> <li>• Number of women/men, girls/boys, young/old, poor/rich able to read and write</li> <li>• Number of women/men, girls/boys, young/old, poor/rich availing of scholarships</li> <li>• List of reasons of women/men, girls/boys, young/old, poor/rich for not having access to education</li> </ul>
Child care services	<ul style="list-style-type: none"> <li>• How many child care centers are available in the community?</li> <li>• How many pre-school girls/boys are enrolled/not enrolled in child care centers?</li> <li>• What are the reasons of women/men for enrolling/not enrolling their pre-school children in child care centers?</li> </ul>	<ul style="list-style-type: none"> <li>• Number of child care centers available in the community</li> <li>• Number of pre-school girls/boys enrolled/not enrolled in child care centers</li> <li>• List of reasons of women/men for enrolling/not enrolling their pre-school children in child care centers</li> </ul>
Social security services	<ul style="list-style-type: none"> <li>• How many women/men avail of national social security services?</li> <li>• How many women/men avail of old age pensions?</li> <li>• How many single women, including widows and abandoned women avail of old age pensions?</li> <li>• What are the opportunities/benefits of social security services for women/men?</li> </ul>	<ul style="list-style-type: none"> <li>• Number of women/men availing of national social security services</li> <li>• Number of women/men availing of old age pensions</li> <li>• Number of single women, including widows and abandoned women availing of old age pensions</li> <li>• List of opportunities/benefits of social security services for women/men</li> </ul>
Informal group savings	<ul style="list-style-type: none"> <li>• How many women/men, girls/boys, young/old, poor/rich participate in informal group savings?</li> <li>• What are the savings schemes?</li> </ul>	<ul style="list-style-type: none"> <li>• Number of women/men, girls/boys, young/old, poor/rich participating in informal group savings</li> <li>• List of saving schemes</li> </ul>
Property insurance	<ul style="list-style-type: none"> <li>• How many women/men have insured their properties (fishing boats, fishing gears, land, fish ponds, etc.)?</li> <li>• What are the properties insured by women/men?</li> </ul>	<ul style="list-style-type: none"> <li>• Number of women/men insuring their properties</li> <li>• List of the properties insured by women/men</li> </ul>
Allowance/subsidy during closed fishing season	<ul style="list-style-type: none"> <li>• How many women/men avail of allowance/subsidy during closed fishing season?</li> <li>• How much is the allowance/subsidy received by women/men?</li> <li>• How do women/men spend the allowance/subsidy?</li> </ul>	<ul style="list-style-type: none"> <li>• Number of women/men availing of allowance/subsidy during closed fishing season</li> <li>• Amount of allowance/subsidy received by women/men</li> <li>• List of ways on how women/men spend the allowance/subsidy</li> </ul>
Safe, reliable, and affordable transport facilities	<ul style="list-style-type: none"> <li>• How many women/men, girls/boys, young/old, poor/rich have access to safe, reliable, and affordable transport facilities?</li> <li>• What are the safe, reliable, and affordable transport facilities are available in the community?</li> </ul>	<ul style="list-style-type: none"> <li>• Number of women/men, girls/boys, young/old, poor/rich having access to safe, reliable, and affordable transport facilities</li> <li>• List of safe, reliable, and affordable transport facilities available in the community</li> </ul>
Basic, safe, and hygienic sanitation	<ul style="list-style-type: none"> <li>• How many public toilets separate for women and men are available in the community?</li> <li>• How many child-friendly public toilets (e.g., with diaper changing area, small toilet, child seat, etc.) for women/men are available in the community?</li> <li>• What organizations/agencies are responsible for basic, safe, and hygienic sanitation?</li> <li>• What are the types of public toilets available in the community?</li> </ul>	<ul style="list-style-type: none"> <li>• Number of public toilets separate for women and men available in the community</li> <li>• Number of child-friendly public toilets (e.g., with diaper changing area, small toilet, child seat, etc.) for women/men available in the community</li> <li>• List of organizations/agencies responsible for basic, safe, and hygienic sanitation?</li> <li>• List of types of public toilets available in the community</li> </ul>

<b>Thematic area 3. Social development, employment, and decent work</b>		
<b>Gender issues</b>	<b>Suggested guiding questions</b>	<b>Examples of gender-sensitive indicators</b>
Proper solid waste management	<ul style="list-style-type: none"> <li>• How many women/men, girls/boys, young/old, poor/rich are aware of/practice proper solid waste management?</li> <li>• What are the practices of women/men, girls/boys, young/old, poor/rich in disposing of solid wastes?</li> <li>• What agencies/organizations conduct campaigns on proper solid waste management?</li> </ul>	<ul style="list-style-type: none"> <li>• Number of women/men, girls/boys, young/old, poor/rich aware of/practice proper solid waste management</li> <li>• List of practices of women/men, girls/boys, young/old, poor/rich in disposing of solid wastes</li> <li>• List of organizations/agencies that conduct campaigns on proper solid waste management?</li> </ul>
Public lactation facilities	<ul style="list-style-type: none"> <li>• How many public lactation facilities are available in the community?</li> <li>• How many women use the public lactation facilities?</li> <li>• What are the amenities in public lactation facilities?</li> <li>• What other support women received to encourage them to breastfeed their children at home/public places?</li> </ul>	<ul style="list-style-type: none"> <li>• Number of public lactation facilities available in the community</li> <li>• Number of women using public lactation facilities</li> <li>• List amenities in public lactation facilities</li> <li>• List of support women received to encourage them to breastfeed their children at home/public places</li> </ul>
Information and technology	<ul style="list-style-type: none"> <li>• How many women/men, girls/boys, young/old, poor/rich have electronic gadgets (e.g., smart phones, PCs, tablets, etc.)?</li> <li>• What information do women/men, girls/boys, young/old, poor/rich access?</li> <li>• What are the media consumption patterns (frequency, length of time) of women/men, girls/boys, young/old, poor/rich?</li> </ul>	<ul style="list-style-type: none"> <li>• Number of women/men, girls/boys, young/old, poor/rich having electronic gadgets</li> <li>• List of information that women/men, girls/boys, young/old, poor/rich access</li> <li>• Media consumption patterns (frequency, length of time) of women/men, girls/boys, young/old, poor/rich</li> </ul>
Social media	<ul style="list-style-type: none"> <li>• How many women/men, girls/boys, young/old, poor/rich have accounts in social media?</li> <li>• What are the purposes of women/men, girls/boys, young/old, poor/rich for accessing social media?</li> <li>• What are the advantages/disadvantages of social media to women/men girls/boys, young/old, poor/rich?</li> </ul>	<ul style="list-style-type: none"> <li>• Number of women/men, girls/boys, young/old, poor/rich having accounts in social media</li> <li>• List of purposes of women/men, girls/boys, young/old, poor/rich for accessing social media</li> <li>• List of advantages/disadvantages of social media to women/men girls/boys, young/old, poor/rich</li> </ul>
Religious groups/affiliations/beliefs	<ul style="list-style-type: none"> <li>• How many women/men, girls/boys, young/old people, poor/rich are affiliated to ... (religious group)?</li> <li>• How many women/men, girls/boys, young/old people, poor/rich practice ... (religious beliefs related to fisheries)?</li> <li>• What are the religious groups in the community?</li> <li>• What are the religious beliefs/roles of women/men, girls/boys, young/old people, poor/rich in ... (religious group) related to fisheries?</li> </ul>	<ul style="list-style-type: none"> <li>• Number of women/men, girls/boys, young/old people, poor/rich affiliated to ... (religious group)</li> <li>• Number of women/men, girls/boys, young/old people, poor/rich practicing ... (religious beliefs related to fisheries)</li> <li>• List of religious groups in the community</li> <li>• List of religious beliefs/roles of women/men, girls/boys, young/old people, poor/rich in ... (religious group) related to fisheries</li> </ul>
Ethnicity	<ul style="list-style-type: none"> <li>• How many women/men, girls/boys, young/old, poor/rich are affiliated to ... (ethnic group)?</li> <li>• What are the ethnic groups in the community?</li> <li>• What are the documents for identification for members of ... (ethnic group)?</li> </ul>	<ul style="list-style-type: none"> <li>• Number of women/men, girls/boys, young/old, poor/rich affiliated to ... (ethnic group)</li> <li>• List of ethnic groups in the community</li> <li>• List of documents for identification for members of ... (ethnic group)</li> </ul>
Cultural norms, beliefs, and perceptions related to fisheries	<ul style="list-style-type: none"> <li>• How many women/men, girls/boys, young/old people, poor/rich are practicing ... (cultural norms, beliefs, and perceptions related to fisheries)?</li> <li>• What are the roles of women/men, girls/boys, young/old, poor/rich in the household/community/outside the community considered as normal/abnormal?</li> </ul>	<ul style="list-style-type: none"> <li>• Number of women/men, girls/boys, young/old people, poor/rich practicing ... (cultural norms, beliefs, and perceptions related to fisheries)</li> <li>• List of roles women/men, girls/boys, young/old, poor/rich in the household/community/outside the community considered as normal/abnormal</li> </ul>

<b>Thematic area 3. Social development, employment, and decent work</b>		
<b>Gender issues</b>	<b>Suggested guiding questions</b>	<b>Examples of gender-sensitive indicators</b>
Traditional fishing practices	<ul style="list-style-type: none"> <li>• How many women/men, girls/boys, young/old, rich/poor are practicing ... (traditional fishing practice)?</li> <li>• What are the traditional fishing practices?</li> <li>• What are the roles/treatment of women/men, girls/boys, young/old, rich/poor in ... (traditional fishing practice)?</li> </ul>	<ul style="list-style-type: none"> <li>• List of traditional fishing practices</li> <li>• Number of women/men, girls/boys, young/old, rich/poor practicing ... (traditional fishing practice)</li> <li>• List of roles/treatment of women/men, girls/boys, young/old, rich/poor in ... (traditional fishing practice)</li> </ul>
Household heads	<ul style="list-style-type: none"> <li>• How many households are headed by women/men?</li> <li>• What are reasons of women/men for heading their households?</li> </ul>	<ul style="list-style-type: none"> <li>• Number of households headed by women/men</li> <li>• List of reasons of women/men for heading their households</li> </ul>
Households	<ul style="list-style-type: none"> <li>• How many women/men, girls/boys, young/old are there in every household?</li> <li>• What is the minimum/maximum/average size of every house?</li> <li>• What are the roles of women/men, girls/boys, young/old in every household?</li> <li>• Where are the houses located?</li> <li>• What are the houses made of?</li> <li>• What type of toilet does every household have?</li> </ul>	<ul style="list-style-type: none"> <li>• Number of women/men, girls/boys, young/old in every household</li> <li>• Minimum/maximum/average size of every house</li> <li>• List of roles of women/men, girls/boys, young/old in every household</li> <li>• Locations of houses</li> <li>• List of common materials used for building houses</li> <li>• List of type of toilet for every household</li> </ul>
Safe drinking water	<ul style="list-style-type: none"> <li>• How many households have access to safe drinking water?</li> <li>• How many women/men, girls/boys, young/old, poor/rich are responsible for collection of drinking water?</li> <li>• What are the sources of safe drinking water?</li> </ul>	<ul style="list-style-type: none"> <li>• Number of households having access to safe drinking water</li> <li>• Number of women/men, girls/boys, young/old, poor/rich responsible for collection of drinking water</li> <li>• List of the sources of safe drinking water</li> </ul>
Reliable and affordable energy	<ul style="list-style-type: none"> <li>• How many households have access to reliable and affordable?</li> <li>• What are the sources of energy for households?</li> </ul>	<ul style="list-style-type: none"> <li>• Number of households having access to reliable and affordable</li> <li>• List of sources of energy for households</li> </ul>
Household appliances	<ul style="list-style-type: none"> <li>• How many women/men, girls/boys, young/old using safe cooking appliances (e.g. non-smoke) in the households?</li> <li>• What appliances are owned households?</li> <li>• What are the appliances that are important for women/men, girls/boys, young/old, poor/rich?</li> </ul>	<ul style="list-style-type: none"> <li>• Number of women/men, girls/boys, young/old using safe cooking appliances (e.g. non-smoke) in the households</li> <li>• List of appliances owned by households</li> <li>• List of appliances that are important for women/men, girls/boys, young/old, poor/rich</li> </ul>
Monthly income	<ul style="list-style-type: none"> <li>• How much is the monthly income of women/men, girls/boys, young/old in every household?</li> <li>• What are the major/alternative sources of income of women/men, girls/boys, young/old in every household?</li> </ul>	<ul style="list-style-type: none"> <li>• Amount of monthly income of women/men, girls/boys, young/old in every household</li> <li>• List of major/alternative sources of income of women/men, girls/boys, young/old in every household</li> </ul>
Monthly expenditure	<ul style="list-style-type: none"> <li>• How much is the monthly expenditure of women/men, girls/boys, young/old in every household?</li> <li>• How much is left for monthly savings for every household?</li> <li>• What are the monthly expenditures of women/men, girls/boys, young/old in every household?</li> </ul>	<ul style="list-style-type: none"> <li>• Amount of monthly expenditure of women/men, girls/boys, young/old in every household</li> <li>• List of monthly expenditures of women/men, girls/boys, young/old in every household</li> <li>• Amount of money left for savings for every household</li> </ul>
Bank savings, life/health insurance, and credit/loans	<ul style="list-style-type: none"> <li>• How many women/men, girls/boys, young/old, poor/rich have bank savings, life/health insurance, and credit/loans?</li> <li>• How many women/men are responsible for managing finances in the household?</li> <li>• How many women/men whose name is in savings bank accounts?</li> <li>• How many creditors do women/men borrow from at the same time?</li> <li>• What are the purposes of bank savings and life/health insurance?</li> <li>• What are the purposes/payment schemes of credit/loan?</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Number of women/men, girls/boys, young/old, poor/rich having bank savings, life/health insurance, and credit/loans</li> <li>• Number of women/men responsible for managing finances in the household</li> <li>• Number of women/men whose name is in savings bank accounts</li> <li>• Number of creditors women/men borrow from at the same time</li> <li>• List of purposes of bank savings and life/health insurance</li> <li>• List of purposes/payment schemes of credit/loan</li> </ul>

<b>Thematic area 3. Social development, employment, and decent work</b>		
<b>Gender issues</b>	<b>Suggested guiding questions</b>	<b>Examples of gender-sensitive indicators</b>
Remittance from relatives	<ul style="list-style-type: none"> <li>• How many women/men send remittance to their families?</li> <li>• How many families receive remittance from their relatives?</li> <li>• How often do families receive remittances?</li> <li>• What are the sources/purposes of remittance?</li> </ul>	<ul style="list-style-type: none"> <li>• Number of women/men sending remittance to their families</li> <li>• Number of families receiving remittance from their relatives</li> <li>• Frequency of receiving remittances by families</li> <li>• List of source/purposes of remittance</li> </ul>
Daily activities on a typical day in a particular season (summer or rainy)	<ul style="list-style-type: none"> <li>• How much time is spent by women/men, girls/boys, young/old, poor/rich for ... (activity) in a typical day during ... (season)?</li> <li>• What are the activities done by women/men, girls/boys, young/old, poor/rich in a typical day during ... (season)?</li> </ul>	<ul style="list-style-type: none"> <li>• List activities done by women/men, girls/boys, young/old, poor/rich in a typical day during ... (season)</li> <li>• Amount of time spent by women/men, girls/boys, young/old, poor/rich for ... (activity) in a typical day during ... (season)</li> </ul>
Productive and reproductive roles	<ul style="list-style-type: none"> <li>• How many women/men, girls/boys, young/old, poor/rich perform productive/reproductive roles?</li> <li>• What are the productive/reproductive roles of women/men, girls/boys, young/old, poor/rich?</li> <li>• When/why do women/men, girls/boys, young/old, poor/rich perform productive/reproductive roles?</li> </ul>	<ul style="list-style-type: none"> <li>• Number of women/men, girls/boys, young/old, poor/rich performing productive/reproductive roles</li> <li>• List of productive/reproductive roles of women/men, girls/boys, young/old, poor/rich</li> <li>• Amount of time spent by women/men, girls/boys, young/old, poor/rich for productive/reproductive roles</li> <li>• List of reasons for women/men, girls/boys, young/old, poor/rich for performing productive/reproductive roles</li> </ul>
Fishers'/women's organizations	<ul style="list-style-type: none"> <li>• How many women/men, girls/boys, young/old, poor/rich are there in fishers'/women's organizations?</li> <li>• What are the goals/objectives/activities/achievements/needs of the fishers'/women's organization?</li> </ul>	<ul style="list-style-type: none"> <li>• Number of women/men, girls/boys, young/old, poor/rich in fishers'/women's organizations</li> <li>• List of goals/objectives/activities/achievements/needs of the fishers'/women's organization</li> </ul>
Non-government organizations (NGOs)	<ul style="list-style-type: none"> <li>• How many women/men, girls/boys, young/old, poor/rich participate in the activities of NGOs involved in the community?</li> <li>• What are the NGOs involved in the community?</li> <li>• What are the objectives/activities/achievements/challenges of NGOs involved in the community?</li> <li>• What are the impacts of NGOs to the community?</li> </ul>	<ul style="list-style-type: none"> <li>• List of NGOs are involved in the community</li> <li>• List of objectives/activities/achievements/challenges of NGOs involved in the community</li> <li>• List of impacts of NGOs to the community</li> </ul>
Recognition of women as fishers for their work	<ul style="list-style-type: none"> <li>• How many women are recognized as fishers?</li> <li>• How many women/men, girls/boys, young/old, poor/rich recognize women as fishers?</li> <li>• What are the reasons of women/men, girls/boys, young/old, poor/rich in recognizing women as fishers?</li> </ul>	<ul style="list-style-type: none"> <li>• Number of women recognized as fishers</li> <li>• Number of women/men, girls/boys, young/old, poor/rich recognize women as fishers</li> <li>• List of reasons of women/men, girls/boys, young/old, poor/rich in recognizing women as fishers</li> </ul>

<b>Thematic area 3. Social development, employment, and decent work</b>		
<b>Gender issues</b>	<b>Suggested guiding questions</b>	<b>Examples of gender-sensitive indicators</b>
Social- and gender-based violence against women/children within families/communities/public places	<ul style="list-style-type: none"> <li>• How many women/men, girls/boys, young/old, rich/poor are affected by violence within families/communities/public places?</li> <li>• How many women/men, girls/boys, young/old, rich/poor are apprehended/prosecuted/penalized?</li> <li>• How many female/male police officers are there in the community?</li> <li>• How many protective shelters are there in the community?</li> <li>• How many women/men, girls/boys, young/old, rich/poor are aware of preventing/ending violence?</li> <li>• What is the major/minor social- and gender-based violence against women/children within families/communities/public places?</li> <li>• What are the root causes for women/men, girls/boys, young/old, rich/poor in committing violence?</li> <li>• What are the interventions (e.g., policies, legislations, adequate and safe public transport, etc.) for preventing/ending violence?</li> </ul>	<ul style="list-style-type: none"> <li>• Number of women/men, girls/boys, young/old, rich/poor affected by violence within families/communities/public places</li> <li>• Number of women/men, girls/boys, young/old, rich/poor apprehended/prosecuted/penalized</li> <li>• Number of female/male police officers in the community</li> <li>• Number of protective shelters in the community</li> <li>• Number of women/men, girls/boys, young/old, rich/poor aware of preventing/ending violence</li> <li>• List of major/minor social- and gender-based violence against women/children within families/communities/public places</li> <li>• List of root causes for women/men, girls/boys, young/old, rich/poor in committing violence</li> <li>• List of interventions (e.g., policies, legislations, adequate and safe public transport, etc.) for preventing/ending violence</li> </ul>
Alternative/diverse livelihoods	<ul style="list-style-type: none"> <li>• How many women/men are engaged in alternative/diverse livelihoods?</li> <li>• How many women/men are occupying supervisory and skilled positions?</li> <li>• How much is the salary of women/men occupying supervisory and skilled positions?</li> <li>• How many women/men are confined to informally contracted, low-technology, low skill jobs?</li> <li>• How much is the salary of women/men confined to informally contracted, low-technology, low skill jobs?</li> <li>• What are the alternative/diverse livelihoods of women/men?</li> </ul>	<ul style="list-style-type: none"> <li>• List of alternative/diverse livelihoods of women/men</li> <li>• Number of women/men engaged in alternative/diverse livelihoods</li> <li>• Number of women/men occupying supervisory and skilled positions</li> <li>• Amount of salary of women/men occupying supervisory and skilled positions</li> <li>• Number of women/men confined to informally contracted, low-technology, low skill jobs</li> <li>• Amount of salary of women/men confined to informally contracted, low-technology, low skill jobs</li> </ul>
Decent work opportunities for women	<ul style="list-style-type: none"> <li>• How many women are working in ... (workplace)?</li> <li>• What is the distance between the homes and workplaces of women?</li> <li>• How much time spent by women for working in ... (workplace)?</li> <li>• What are the types of job that women do in ... (workplace)?</li> <li>• What are the reasons of women for resorting to work in ... (workplace)?</li> <li>• What benefits (e.g. lactation/child care facilities workplace, maternity leave, etc.) do women availed of to balance their domestic responsibilities and work?</li> <li>• What are the similarities/ differences between domestic labor laws and international standards for decent work?</li> </ul>	<ul style="list-style-type: none"> <li>• Number of women working in ... (workplace)</li> <li>• Distance between the homes and workplaces of women</li> <li>• Amount of time spent by women for working in ... (workplace)</li> <li>• List of types of job that women do in ... (workplace)</li> <li>• List of reasons of women for resorting to work in ... (workplace)</li> <li>• List of benefits (e.g. lactation/child care facilities workplace, maternity leave, etc.) women availed of to balance their domestic responsibilities and work</li> <li>• List of similarities/differences between domestic labor laws and international standards for decent work</li> </ul>



<b>Thematic area 3. Social development, employment, and decent work</b>		
<b>Gender issues</b>	<b>Suggested guiding questions</b>	<b>Examples of gender-sensitive indicators</b>
Employment in commercial fishing (generally men)	<ul style="list-style-type: none"> <li>• How many men are working in commercial fishing?</li> <li>• What is the distance between the homes and workplaces of men?</li> <li>• How much time spent by men for working in commercial fishing?</li> <li>• What are the types of job that men do in commercial fishing?</li> <li>• What are the reasons of men for resorting to work in commercial fishing?</li> <li>• What benefits (paternity leave, etc.) do men availed of to balance their domestic responsibilities and work?</li> <li>• What are the similarities/ differences between domestic labor laws and international standards for decent work?</li> </ul>	<ul style="list-style-type: none"> <li>• Number of men working in commercial fishing</li> <li>• Distance between the homes and workplaces of men</li> <li>• Amount of time spent by men for working in commercial fishing</li> <li>• List of types of job that men do in commercial fishing</li> <li>• List of reasons of men for resorting to work in commercial fishing</li> <li>• List of benefits (e.g. paternity leave, etc.) men availed of to balance their domestic responsibilities and work</li> <li>• List of similarities/differences between domestic labor laws and international standards for decent work</li> </ul>
Migrant work beyond national boundaries	<ul style="list-style-type: none"> <li>• How many women/men migrate/immigrate for fisheries-related work per month/per year?</li> <li>• How many local/elderly women/men are displaced by migrant workers?</li> <li>• How many local/elderly women/men displaced by migrant workers are provided with social security protection?</li> <li>• What are the types of job are done by migrant/immigrant female/male workers?</li> <li>• What are the reasons of women/men for migrating/ immigrating?</li> <li>• What social security system/support/protection are provided to migrant/ immigrant female/male workers in distress?</li> <li>• What social security protection is provided for the local/elderly women/men displaced from traditional occupations?</li> <li>• What are the similarities/ differences between domestic labor laws and international standards for decent work?</li> </ul>	<ul style="list-style-type: none"> <li>• Number of women/men migrate/immigrate for fisheries-related work per month/per year</li> <li>• Number of local/elderly women/men displaced by migrant workers</li> <li>• Number of local/elderly women/men displaced by migrant workers provided with social security protection</li> <li>• List of types of job done by migrant/immigrant female/male workers</li> <li>• List of reasons of women/men for migrating/ immigrating</li> <li>• List of security system/support/protection are provided to migrant/ immigrant female/male workers in distress</li> <li>• List of security protection provided for the local/elderly women/men displaced from traditional occupations</li> <li>• List of similarities/ differences between domestic labor laws and international standards for decent work</li> </ul>
Skills and capacity development	<ul style="list-style-type: none"> <li>• How many women/men avail of skills and capacity development in the workplace?</li> <li>• What are the skills and capacity development programs availed of by women/men in the workplace?</li> </ul>	<ul style="list-style-type: none"> <li>• Number of women/men availed of skills and capacity development in the workplace</li> <li>• List of skills and capacity development programs availed of by women/men in the workplace</li> </ul>
Workers' organization	<ul style="list-style-type: none"> <li>• How many women/men are involved in workers' organizations?</li> <li>• What are the objectives/activities/constraints/opportunities of the workers' organization?</li> </ul>	<ul style="list-style-type: none"> <li>• Number of women/men involved in workers' organizations</li> <li>• List of the objectives/activities/constraints/opportunities of the workers' organization</li> </ul>
Tripartite bodies (employers, government, and workers' organizations)	<ul style="list-style-type: none"> <li>• How many women/men are involved in tripartite bodies?</li> <li>• What are the objectives/activities/constraints/opportunities of the tripartite bodies?</li> </ul>	<ul style="list-style-type: none"> <li>• Number of women/men involved in tripartite bodies</li> <li>• List of objectives/activities/constraints/opportunities of the tripartite bodies</li> </ul>

<b>Thematic area 3. Social development, employment, and decent work</b>		
<b>Gender issues</b>	<b>Suggested guiding questions</b>	<b>Examples of gender-sensitive indicators</b>
Occupational health and safety issues	<ul style="list-style-type: none"> <li>• How many women/men are engaged in high-risk jobs?</li> <li>• How many women/men suffered from work-related ailments?</li> <li>• How many women/men availed of free regular health check-ups and treatments provided by their employer?</li> <li>• How many women/men avail of safe transport at all hours to take them to/from their residence/workplace?</li> <li>• What are the poor/dangerous working conditions for women/men in the workplace?</li> <li>• What are the work-related ailments of women/men?</li> <li>• What are the benefits availed of by women/men having occupational health and safety issues provided by their employers?</li> </ul>	<ul style="list-style-type: none"> <li>• Number of women/men engaged in high-risk jobs</li> <li>• Number of women/men suffered from work-related ailments</li> <li>• Number of women/men availed of free regular health check-ups and treatments provided by their employer</li> <li>• Number of women/men avail of safe transport at all hours to take them to/from their residence/workplace</li> <li>• List of poor/dangerous working conditions for women/men in the workplace</li> <li>• List of work-related ailments of women/men</li> <li>• List of benefits availed of by women/men having occupational health and safety issues provided by their employers</li> </ul>
Harassment/violence in the workplace	<ul style="list-style-type: none"> <li>• How many women/men are harassed/violated in the workplace by supervisors/co-workers?</li> <li>• How many women/men are forced to work beyond working hours/contract period/without pay?</li> <li>• What forms of harassment/violence on women/men are prevalent in the workplace?</li> <li>• What are the laws that safeguard the rights of women/men threatened by harassment/violence in the workplace?</li> </ul>	<ul style="list-style-type: none"> <li>• Number of women/men harassed/violated in the workplace by supervisors/co-workers</li> <li>• Number of women/men forced to work beyond working hours/contract period/without pay</li> <li>• List of forms of harassment/violence on women/men prevalent in the workplace</li> <li>• List of laws that safeguard the rights of women/men threatened by harassment/violence in the workplace</li> </ul>
Child labor	<ul style="list-style-type: none"> <li>• What is the legal age for women/men to be allowed to work?</li> <li>• What is the minimum/maximum/average age of working girls/boys?</li> <li>• How many girls/boys are working full time?</li> <li>• How many girls/boys are working and studying?</li> <li>• How many girls/boys are rescued from abusive work/trafficking/reunited with their families and communities?</li> <li>• What kind of work do girls/boys perform?</li> <li>• What are the reasons of girls/boys for working?</li> <li>• What are the short/long-term supports for girls/boys after being rescued from abusive work/trafficking/reunited with their families and communities?</li> <li>• What are the actions of government/NGOs to prevent/end child labor?</li> <li>• What are the similarities/ differences between domestic child labor laws in fisheries and international instruments?</li> </ul>	<ul style="list-style-type: none"> <li>• Legal age for women/men to be allowed to work</li> <li>• Minimum/maximum/average age of working girls/boys</li> <li>• Number of girls/boys working full time</li> <li>• Number of girls/boys working and studying</li> <li>• Number of girls/boys rescued from abusive work/trafficking/reunited with their families and communities</li> <li>• List of kinds of work girls/boys perform</li> <li>• List of reasons of girls/boys for working</li> <li>• List of short/long-term supports for girls/boys after being rescued from abusive work/trafficking/reunited with their families and communities</li> <li>• List of actions of government/NGOs to prevent/end child labor</li> <li>• List of similarities/ differences between domestic child labor laws in fisheries and international instruments</li> </ul>

## 8.4 Thematic area 4. Value chains, post-harvest, and trade

<b>Thematic area 4. Value chains, post-harvest, and trade</b>		
<b>Gender issues</b>	<b>Suggested guiding questions</b>	<b>Examples of gender-sensitive indicators</b>
Fishing boats and gears	<ul style="list-style-type: none"> <li>• How many women/men owning fishing boats and gears?</li> <li>• What are the types of boats and gears owned by women/men?</li> </ul>	<ul style="list-style-type: none"> <li>• Number of women/men owning fishing boats and gears</li> <li>• List of types of boats and gears owned by women/men</li> </ul>
Safety at sea	<ul style="list-style-type: none"> <li>• How many women/men are aware of/attended trainings on safety at sea?</li> <li>• What safety equipment (e.g. life jackets, flashlight, emergency kits, etc.) are in fishing boats to make it seaworthy?</li> <li>• What agency/organization are conducting trainings on safety at sea?</li> <li>• What agency/organization is responsible for forecasts on weather/sea conditions/rescue operations?</li> </ul>	<ul style="list-style-type: none"> <li>• Number of women/men aware of/attended trainings on safety at sea</li> <li>• List of safety equipment in fishing boats to make it seaworthy</li> <li>• List of agencies/organizations conducting trainings on safety at sea</li> <li>• List of agencies/organizations responsible for forecasts on weather/sea conditions/rescue operations</li> </ul>
Fishing operations	<ul style="list-style-type: none"> <li>• How many women/men have fishing license?</li> <li>• How many women/men are engaged in ... (fishing operation)?</li> <li>• How many years are women/men engaged in ... (fishing operation)?</li> <li>• How much high/low value fish caught by women/men from ... (fishing operation)?</li> <li>• What are the fishing operations performed by women/men?</li> <li>• What are the roles of women/men in ... (fishing operation)?</li> <li>• What type of fishing boat/gears are used by women/men in ... (fishing operation)?</li> <li>• What are the high/low value fish caught by women/men from ... (fishing operation)?</li> <li>• What are the uses of high/low value fish that women/men decided/done?</li> </ul>	<ul style="list-style-type: none"> <li>• List of fishing operations performed by women/men</li> <li>• Number of women/men with fishing license</li> <li>• Number of women/men engaged in ... (fishing operation)</li> <li>• Number of years women/men engaged in ... (fishing operation)</li> <li>• List of fishing boat/gears used by women/men in ... (fishing operation)</li> <li>• List of roles of women/men in ... (fishing operation)</li> <li>• List and quantity of high/low value fish caught by women/men from ... (fishing operation)</li> <li>• List of uses of high/low value fish that women/men decided/done</li> </ul>
Aquaculture systems	<ul style="list-style-type: none"> <li>• How many women/men are engaged in ... (aquaculture system)?</li> <li>• How many years are women/men engaged in ... (aquaculture system)?</li> <li>• What are the aquaculture systems performed by women/men?</li> <li>• What are the roles of women/men in ... (aquaculture system)?</li> <li>• What facilities and equipment are used by women/men in ... (aquaculture system)?</li> <li>• What species are cultured by women/men in ... (aquaculture system)?</li> <li>• What are the uses of cultured species that women/men decided/done?</li> </ul>	<ul style="list-style-type: none"> <li>• List of aquaculture systems performed by women/men</li> <li>• Number of women/men engaged in ... (aquaculture system)</li> <li>• Number of years women/men engaged in ... (aquaculture system)</li> <li>• List of roles of women/men in ... (aquaculture system)</li> <li>• List of facilities and equipment used by women/men in ... (aquaculture system)</li> <li>• List of species cultured by women/men in ... (aquaculture system)</li> <li>• List of uses of cultured species that women/men decided/done</li> </ul>
Post-harvest efficiency and profitability	<ul style="list-style-type: none"> <li>• How many women/men are engaged in ... (fisheries post-harvest activity)?</li> <li>• How many years are women/men engaged in ... (fisheries post-harvest activity)?</li> <li>• What are the fisheries post-harvest activities performed by women/men?</li> <li>• What are the roles of women/men in ... (fisheries post-harvest activity)?</li> <li>• What facilities and equipment are used by women/men in ... (fisheries post-harvest activity)?</li> <li>• What are the policies that address issues on post-harvest loss, including prevention and recovery, paying special attention to the specific needs of women?</li> </ul>	<ul style="list-style-type: none"> <li>• List of fisheries post-harvest activities performed by women/men</li> <li>• Number of women/men engaged in ... (fisheries post-harvest activity)</li> <li>• Number of years women/men engaged in ... (fisheries post-harvest activity)</li> <li>• List of the roles of women/men in ... (fisheries post-harvest activities)</li> <li>• List of policies that address issues on post-harvest loss, including prevention and recovery, paying special attention to the specific needs of women</li> </ul>

*This final draft of Practical Guide is for field testing by SEAFDEC Secretariat and Departments, ASEAN Member States, and SEAFDEC partner organizations before the final version is published and disseminated. After field testing, please send comments and suggestions to [jariya@seafdec.org](mailto:jariya@seafdec.org).*

<b>Thematic area 4. Value chains, post-harvest, and trade</b>		
<b>Gender issues</b>	<b>Suggested guiding questions</b>	<b>Examples of gender-sensitive indicators</b>
Fish markets	<ul style="list-style-type: none"> <li>• How many women/men, have access to secure, hygienic, and regulated fish markets?</li> <li>• What are the roles of women/men in fish markets?</li> <li>• What support are provided for/received by women/men in the participation and leadership in managing market premises?</li> </ul>	<ul style="list-style-type: none"> <li>• Number of women/men, having access to secure, hygienic, and regulated fish markets</li> <li>• List of the roles of women/men in fish markets</li> <li>• List of support provided for/received by women/men in the participation and leadership in managing market premises</li> </ul>
National/cross-border/ international fish trade	<ul style="list-style-type: none"> <li>• How many women/men are involved in national/cross-border/ international r fish trade?</li> <li>• What support are provided for/received by women/men to better understand national/ cross-border/international and the impact of particular trade policies and measures?</li> </ul>	<ul style="list-style-type: none"> <li>• Number of women/men involved in national/international fish trade</li> <li>• List of support provided for/received by women/men to better understand national/international trade and the impact of particular trade policies and measures</li> </ul>

## 8.5 Thematic area 5. Disaster risk and climate change

<b>Thematic area 5. Disaster risk and climate change</b>		
<b>Gender issues</b>	<b>Suggested guiding questions</b>	<b>Examples of gender-sensitive indicators</b>
Gender-sensitive disaster preparedness and risk reduction	<ul style="list-style-type: none"> <li>• How many women/men, girls/boys, young/old, poor/rich have access to information on early warnings/disaster preparations and risk reduction?</li> <li>• How many women/men, girls/boys, young/old, poor/rich participated in disaster drills/trainings on basic first aid and rescue operations?</li> <li>• How many households keep emergency kits?</li> <li>• What agency/organization conducting disaster drills/trainings on basic first aid and rescue operations?</li> <li>• What are the early warning systems/mechanisms for disaster mitigation that are effective and in place, with special attention paid to the needs of women and other vulnerable groups?</li> <li>• How do women/men, girls/boys, young/old, poor/rich access the information on early warnings/disaster preparations and risk reduction?</li> <li>• What are included in the emergency kits kept in households?</li> </ul>	<ul style="list-style-type: none"> <li>• Number of women/men, girls/boys, young/old, poor/rich having access to information on early warnings/disaster preparations and risk reduction</li> <li>• Number of women/men, girls/boys, young/old, poor/rich participated in disaster drills/trainings on basic first aid and rescue operations</li> <li>• Number of households keeping emergency kits</li> <li>• List of things included in the emergency kits kept in households</li> <li>• List of agencies/organizations conducting disaster drills/trainings on basic first aid and rescue operations</li> <li>• List of early warning systems/mechanisms for disaster mitigation that are effective and in place, with special attention paid to the needs of women and other vulnerable groups?</li> <li>• List of ways on how women/men, girls/boys, young/old, poor/rich access the information on early warnings/disaster preparations and risk reduction</li> </ul>
Extreme weather events and natural/human-induced disasters	<ul style="list-style-type: none"> <li>• How many women/men, girls/boys, young/old, poor/rich are affected by ... (extreme weather event/natural/human-induced disaster)?</li> <li>• What are the forms of extreme weather events or natural/human-induced disasters that occurred in the community?</li> <li>• What are the effects of extreme weather events/natural/human-induced disasters to women/men, girls/boys, young/old, poor/rich?</li> <li>• What are the effects of extreme weather events/natural/human-induced disasters to fisheries activities of women/men, infrastructure (landing sites, post-harvest facilities, transport routes) and food security (availability/stability/access to and utilization of aquatic food products)?</li> <li>• What support received by women/men, girls/boys, young/old, poor/rich affected by extreme weather events/natural/human-induced disasters?</li> </ul>	<ul style="list-style-type: none"> <li>• Number of women/men, girls/boys, young/old, poor/rich are affected by ... (extreme weather events/natural/human-induced disasters)</li> <li>• List of forms of extreme weather events/natural/human-induced disasters that occurred in the community</li> <li>• List of effects of extreme weather events/natural/human-induced disasters to women/men, girls/boys, young/old, poor/rich</li> <li>• List of effects of extreme weather events/natural/human-induced disasters to fisheries activities of women/men, infrastructure (landing sites, post-harvest facilities, transport routes) and food security (availability/stability/access to and utilization of aquatic food products)</li> <li>• List of support received by women/men, girls/boys, young/old, poor/rich affected by extreme weather events/natural/human-induced disasters</li> </ul>

<b>Thematic area 5. Disaster risk and climate change</b>		
<b>Gender issues</b>	<b>Suggested guiding questions</b>	<b>Examples of gender-sensitive indicators</b>
Managing disaster rehabilitation	<ul style="list-style-type: none"> <li>• How many rehabilitation/evacuation centers are available in the community?</li> <li>• How many women/men, girls/boys, young/old, poor/rich families are there in rehabilitation/evacuation centers and received medical/psychological support?</li> <li>• How much do women/men received for compensation for deaths/damages to properties?</li> <li>• How many women/men were able to recover their livelihood/resorted to alternative livelihood?</li> <li>• How many families benefited from relocation/resettlement project?</li> <li>• How many women are fully included in rehabilitation/evacuation measures and their leadership developed?</li> <li>• What are the basic needs available in rehabilitation/evacuation centers?</li> <li>• What are the rehabilitation, reconstruction, and recovery activities aimed at building back better livelihoods, housing, and other needs, paying special attention to the needs of women and other vulnerable groups?</li> </ul>	<ul style="list-style-type: none"> <li>• Number of rehabilitation/evacuation centers available in the community</li> <li>• Number of women/men, girls/boys, young/old, poor/rich families in rehabilitation/evacuation centers and received medical/psychological support</li> <li>• Amount of money received by women/men as compensation for deaths/damages to properties</li> <li>• Number of women/men able to recover their livelihood/resorted to alternative livelihood</li> <li>• Number of families benefited from relocation/resettlement project</li> <li>• Number of women fully included in rehabilitation/evacuation measures and their leadership developed</li> <li>• List of basic needs available in rehabilitation/evacuation centers</li> <li>• List of rehabilitation, reconstruction, and recovery activities aimed at building back better livelihoods, housing, and other needs, paying special attention to the needs of women and other vulnerable groups</li> </ul>
Climate change	<ul style="list-style-type: none"> <li>• How many women/men, girls/boys, young/old, poor/rich are aware of impacts of climate change and adaptation plans?</li> <li>• How many women/men, girls/boys, young/old, poor/rich are affected by climate changes?</li> <li>• What are the national policies that identify potential climate impacts and vulnerable communities?</li> <li>• What are the impacts of climate change to the environment and fisheries activities?</li> <li>• What are the adaptation plans that include adequate funds for communities, with special attention to the needs of women, children, and the elderly?</li> </ul>	<ul style="list-style-type: none"> <li>• Number of women/men, girls/boys, young/old, poor/rich aware of impacts of climate change and adaptation plans</li> <li>• Number of women/men, girls/boys, young/old, poor/rich affected by climate changes</li> <li>• List of national policies that identify potential climate impacts and vulnerable communities</li> <li>• List of impacts of climate change to the environment and fisheries activities</li> <li>• List of adaptation plans that include adequate funds for communities, with special attention to the needs of women, children, and the elderly</li> </ul>

## 9 HOW TO ANALYZE THE COLLECTED DATA?

Analysis is the procedure of making sense of the collected data. On-the-spot analysis for every after FGD of every tool could be done to fill the gaps and check inconsistencies because information is immediately available. The information can be reviewed, analyzed, and added continually throughout the analysis process.

For in-depth analysis, the initial step is to gather all gender-disaggregated information that has been collected, and organize the information by thematic area. Under each thematic area, take note of major issues for: a) women; b) men; c) each socio-economic group, and d) other relevant groups. As shown in the examples below, the organized gender-disaggregated data would be analyzed to come up with gender-sensitive indicators and gender perspectives that would be used by the program/project to identify appropriate interventions.

### 9.1 Gender-disaggregated data

Gender-disaggregated data include information that clearly distinguishes between data applicable to women and data applicable to men. For example, the following table compares the data that are not gender-disaggregated with the data that are gender-disaggregated.

Data that are not disaggregated by gender	Gender-disaggregated data
<ul style="list-style-type: none"> <li>A total of 318 adults live in the coastal community</li> <li>There were 63 fishers who participated in the training on Ecosystem Approach to Fisheries Management (EAFM)</li> </ul>	<ul style="list-style-type: none"> <li>A total of 318 adults live in the coastal community where there is an approximately equal ratio between women and men</li> <li>There were 63 fishers (8 women and 55 men) who participated in the training on EAFM</li> </ul>

### 9.2 Gender-sensitive indicators

The following are the gender-sensitive indicators from the analysis of the collected gender-disaggregated data from the example above:

Gender-sensitive indicators
<ul style="list-style-type: none"> <li>Approximately one in five community members participated in the training on EAFM, which is viewed as reasonably good participation</li> <li>Among the participants, more than five times as many men attended as did women</li> </ul>

### 9.3 Gender perspective

While the above analysis of gender-disaggregated data notes the difference between women and men, it does not analyze the causes or consequences of this difference. The generation of gender perspective means that the interpretation of the data will occur according to established sociological or other theories about relations between women and men. Providing gender perspective is crucial so that the analyzed gender-disaggregated data could be used for better decision-making and policy formulation. The following example considers the difference between two possible interpretations of the collected gender-disaggregated data:

<b>Analysis of gender differences that does not consider established theories about gender relations</b>	<b>Analysis that includes a gender perspective based on established gender theories</b>
<p>Women are in low attendance at the EAFM training because:</p> <ul style="list-style-type: none"> <li>• women are not interested in EAFM</li> <li>• women have no knowledge about EAFM</li> <li>• men are better decision makers and leaders than women on the issues regarding EAFM</li> </ul> <p>Women’s low participation in meetings will not create any negative consequences, since they will benefit from the fisheries management anyway.</p>	<p>The low attendance of women must be due to:</p> <ul style="list-style-type: none"> <li>• the training on EAFM is scheduled at a time when women could not attend</li> <li>• women were not well-informed about the training</li> <li>• women are systemically shut out of community decision-making processes</li> </ul> <p>Because women are also major stakeholders of the fishery resources, their low participation at any training is likely to result in less effective and unsustainable fisheries management.</p>

## 9.4 Validation of information

Validation is a process to ensure that both the target stakeholders and the program/project team have fully understood each other. The benefits of validation include: 1) larger groups of participants have the opportunity to contribute to the analysis, 2) the results are validated by more people and will be more reliable, and 3) the analysis process of collected data is understood by more people.

For the on-spot validation, which take place at the end of every discussion of every tool with every group, the program/project team should summarize the key points raised by the participants and ask them for confirmation and if there are anything to add. For validation of information that has undergone in-depth analysis, the program/project team should present the partially analyzed results, which are the gender-sensitive indicators and gender perspectives, to a larger group of participants.

Furthermore, triangulation of methods and tools should be done to cross-check accuracy of the information by looking at any problem from at least three perspectives. It is achieved by using different methods and tools (*e.g.*, brainstorming, maps, transects, and trend lines to examine environmental changes) to gather information on the same issue; and by listening to different people (*e.g.* women and men, girls and boys, young and old, poor and rich, literate and illiterate) with different points of view about the same topic. When there is a huge difference on the information about the same issues, using other methods or tools is needed for further exploration.



## **10 HOW TO DISSEMINATE THE RESULTS OF GENDER ANALYSIS?**

Gender analysis is not complete until the results are disseminated among the program/project target stakeholders and intended recipients, and decisions are made. It is important that both the program/project team and target stakeholders obtain the significant information. The valid and reliable results of gender analysis should be utilized for efficient use of program/project resources and making important decisions.

### **10.1 Recipients**

The SSF Guidelines acknowledge the small-scale fishing communities as holders, providers, and receivers of knowledge. Other users of the results of gender analysis may include:

- Community participants - individuals or groups in the community who have directly participated
- Local institutions - the local women's group, fishers' organization, cooperatives, and other local institutions that may find findings relevant to their tasks and priorities
- Other community members - community members who have not directly participated or who may not directly benefit from the program/project activities, but who may be very interested in knowing how things are going
- Other communities - communities nearby the place of the program/project study site, and others within the country, can benefit from the lessons and experiences
- Government services staff - staff responsible for the delivery of certain services, such as fisheries extension or health care, will be interested in knowing, collectively or individually, about how the services are doing in a particular area
- Development program/project staff and donors - planners, policy makers, field staff, administrators, and directors from government agencies, non-government organizations (NGOs), and development and donor agencies will be interested in learning about the needs and priorities of the participating community, and the impacts of the program/project they support
- Research institutions/organizations - researchers within or outside the country will be interested in results that would help to focus their attention on relevant research
- Private sector - private individuals (entrepreneurs, landowners, fish farmers, etc.), private companies (local, national, and transnational), commercial banks, cooperatives, private foundations, and other private organizations, institutions, or federations, that are now starting to promote social change to further the goals of women and girls' empowerment and gender equality

### **10.2 Presentation formats**

The SSF Guidelines recommend developing specific set of materials on gender to effectively disseminate the information on gender in small-scale fisheries and aquaculture. The results of gender analysis could be presented in written and/or multimedia formats.

#### **10.2.1 Written**

Results of gender analysis may be written up in various forms which should be brief and easily readable, depending on the needs of the users. Quotes from the stakeholders and illustrations could help make the written documents interesting and realistically depict the situation. The following are only some of the options.

- Written report - produced when a document is required by national or international organizations/agencies. Each organization/agency usually has a standardized format that must be followed.
- Case study - tells a story with a particular focus if one issue arose as the most urgent and important in the community, such as climate change, then the case study should be written to give the details and implications relevant to the impacts of climate change to small-scale fisheries and aquaculture.

A case study does not provide solutions or answers but it is used to provide the facts necessary for discussions about solutions by both stakeholders and government.

- Community profile - a brief description of many different aspects of community life (*i.e.*, physical features, fishing methods and gears, aquaculture systems, socio-economic structures, gender patterns, and women's and men's needs and priorities). Its purpose is to help outsiders who have never visited the community to understand the constraints and opportunities present there. The reader should be able to picture in her/his mind what the community is like, as well as the specific problems and issues that need to be addressed.

### **10.2.2 Multimedia**

Audio-visual presentations (AVPs) can be used to present many results clearly and concisely. In a community with low literacy, AVPs may be the most appropriate method of information because it could present the total picture of the community in brief, understandable, and appealing manners. AVPs can be used also to other communities, other interested groups, or a wider audience including the Internet, social media, among others. Several examples of AVPs are videos, photographs, songs, story-telling, drama, puppet theater, maps, charts, graphs, diagrams, and so on.

## REFERENCES

- Chin, L., Viseth, H., Somony, T., Chin, D., Samnang, P., & Bunly, C. (2018). Aiming for improved gender equity in Cambodian aquaculture. In *Fish for the People* 16(2). Southeast Asian Fisheries Development Center, Bangkok, Thailand. Retrieved from <http://hdl.handle.net/20.500.12066/1381>
- FAO. (2001). Socio-economic and Gender Analysis (SEAGA) Field Level Handbook. Food and Agriculture Organization of the United Nations. Rome, Italy. Retrieved from <http://www.fao.org/3/ak214e/ak214e00.pdf>
- FAO. (2011). Mainstreaming gender into project cycle management in the fisheries sector: Field manual. RAP Publication 2011/15. Regional Office for Asia and the Pacific. Food and Agriculture Organization of the United Nations. Bangkok, Thailand. Retrieved from <http://www.fao.org/docrep/014/ba0004e/ba0004e00.pdf>
- FAO. (2015). Voluntary Guidelines for Securing Sustainable Small-Scale Fisheries in the Context of Food Security and Poverty Eradication. Food and Agriculture Organization of the United Nations. Rome, Italy. Retrieved from <http://www.fao.org/3/a-i4356en.pdf>
- FAO. (2017). Towards gender-equitable small-scale fisheries governance and development - a handbook in support of the implementation of the Voluntary Guidelines for Securing Sustainable Small-Scale Fisheries in the Context of Food Security and Poverty Eradication. Food and Agriculture Organization of the United Nations. Rome, Italy. Retrieved from <http://www.fao.org/3/a-i7419e.pdf>
- FAO. (2018). The State of World Fisheries and Aquaculture 2018 Meeting the sustainable development goals. Rome, Italy. Retrieved from <http://www.fao.org/3/I9540EN/i9540en.pdf>
- Rayos, J.C., Gaffud-De Vera, A.A., & Dela Cruz C. (2018). Breaking gender borders in Philippine aAquaculture: a case study in Negros Occidental, Philippines. In *Fish for the People* 16(2). Southeast Asian Fisheries Development Center, Bangkok, Thailand. Retrieved from <http://hdl.handle.net/20.500.12066/1381>
- SEAFDEC. (2018). Policy Brief: Applying human rights-based and gender equality approaches to small-scale fisheries in Southeast Asia. Retrieved from <http://hdl.handle.net/20.500.12066/4204>
- SEAFDEC. (2019). SEAFDEC Gender Strategy - Mainstreaming gender in SEAFDEC and its programs. Retrieved from <http://repository.seafdec.org/handle/20.500.12066/4861>
- Siason, I., Tech, E., Matics, K., Choo, P., Shariff, M., Heruwati, E., Susilowati, T., Miki, N., Shelly, A., Rajabharshi, K., Ranjit, R., Siriwardena, P., Nandeesh, M., & Sunderarajan, M. (2002). Women in fisheries in Asia. In Williams, M., Chao, N., Choo, K., Matics, M., Nandeesh, M., Shariff, M., Siason, I., Tech, E., & Wong, J. (Eds.) Global Symposium on Women in Fisheries. Sixth Asian Fisheries Forum, 29 November 2001, Kaohsiung, Taiwan.
- Sibounthong, D. & Phommakone S. (2015). Gender training transforms lives of both men and women in Lao fishing village. In *Catch and Culture* 21(1). Mekong River Commission Secretariat, Phnom Penh, Cambodia. Retrieved from <http://www.mrcmekong.org/assets/Publications/Catch-and-Culture/CatchCultureVol-21.1.pdf>
- Sornkliang, J., Tiaye, R., Yenpoeng, T., Kaewtankam, V., & Pholcharoen, J. (2018). Recognizing gender roles in the fisheries value chain: local fishing communities of Thailand in focus. In *Fish for the People* 16(2). Southeast Asian Fisheries Development Center, Bangkok, Thailand. Retrieved from <http://hdl.handle.net/20.500.12066/1381>
- Suyo, J.G. & Altamirano, J. (2018). Mapping gendered spaces for sandfish resource management in Guimaras, Philippines. In *Fish for the People* 16(2). Southeast Asian Fisheries Development Center, Bangkok, Thailand. Retrieved from <http://hdl.handle.net/20.500.12066/1381>
- UNDP. (2007). Gender Mainstreaming in Practice: A Toolkit. Regional Programme of the United Nations Development Programme's Regional Bureau for Europe and the CIS (UNDP RBEC). Bratislava, Slovak Republic.

## **OTHER USEFUL GUIDES FOR GENDER ANALYSIS**

- FAO. (2001). Socio-economic and Gender Analysis (SEAGA) Field Level Handbook. Food and Agriculture Organization of the United Nations. Rome, Italy. Retrieved from <http://www.fao.org/3/ak214e/ak214e00.pdf>
- FAO. (2011). Mainstreaming gender into project cycle management in the fisheries sector: Field manual. RAP Publication 2011/15. Regional Office for Asia and the Pacific. Food and Agriculture Organization of the United Nations. Bangkok, Thailand. Retrieved from <http://www.fao.org/docrep/014/ba0004e/ba0004e00.pdf>
- MFF, SEI, & SEAFDEC. (2018). Gender Analysis Toolkit for Coastal Management Practitioners. Mangroves for the Future, Stockholm Environment Institute, & Southeast Asian Fisheries Development Center. Bangkok, Thailand. Retrieved from <http://repository.seafdec.org/handle/20.500.12066/4565>
- Satapornvanit, A., Prieto-Carolino, A., Tumbol, R., & Sumagaysay, M. 2019. Chapter 4: Gender in Rapid Appraisal of Fisheries Management Systems. In USAID Oceans. Assessing Fisheries in a New Era: Extended Guidance for Rapid Appraisal of Fisheries Management Systems. USAID Oceans and Fisheries Partnership (USAID Oceans). Bangkok, Thailand. Retrieved from <https://www.seafdec-oceanspartnership.org/resource/assessing-fisheries-in-a-new-era-extended-guidance-for-rapid-appraisals-of-fisheries-management-systems/>
- Torell, E., Owusu, A., & Okyere Nyako, A. (2015). USAID/Ghana Sustainable Fisheries Management Project (SFMP), Ghana fisheries gender analysis. Coastal Resources Center, Graduate School of Oceanography, University of Rhode Island, USA. Retrieved from [https://www.crc.uri.edu/download/GH2014\\_GEN001\\_CRC1.pdf](https://www.crc.uri.edu/download/GH2014_GEN001_CRC1.pdf)
- UNDP. (2016). How to conduct a gender analysis – a guidance note for UNDP staff. Bureau of Policy and Programme Support, United Nations Development Programme. Retrieved from [https://info.undp.org/sites/bpps/SES\\_Toolkit/SES%20Document%20Library/Uploaded%20October%202016/UNDP%20Guidance%20Note%20how%20to%20conduct%20a%20gender%20analysis.pdf](https://info.undp.org/sites/bpps/SES_Toolkit/SES%20Document%20Library/Uploaded%20October%202016/UNDP%20Guidance%20Note%20how%20to%20conduct%20a%20gender%20analysis.pdf)
- Veliu, A., Gessese, N., Ragasa, C., & Okali, C. (2009). Gender analysis of aquaculture value chain in Northeast Vietnam and Nigeria. Agriculture and Rural Development Discussion Paper 44. The World Bank. Washington, USA. Retrieved from <http://documents.worldbank.org/curated/en/954161468155727109/Gender-analysis-of-aquaculture-value-chain-in-Northeast-Vietnam-and-Nigeria>

## **GENDER-RELATED ORGANIZATIONS**

### **International**

- United Nations Women (UN Women) <http://www.unwomen.org>
- International Collective in Support of Fishworkers (ICSF) <https://www.icsf.net/>
- Women Organizing for Change in Agriculture and Natural Resource Management (WOCAN) <http://www.wocan.org/>

### **Brunei Darussalam**

- International Women's Club (IWC) <http://www.iwcbrunei.com/>

### **Cambodia**

- Ministry of Women's Affairs (MoWA) <https://www.mowa.gov.kh/>

### **Indonesia**

- Indonesian Women's Organization <https://www.mamacash.org/en/seruni-serikat-perempuan-indonesia-indonesian-women-s-organization>

### **Lao PDR**

- Lao Women's Union (LWU) <http://www.laowomenunion.org.la/>

### **Malaysia**

- National Council of Women's Organizations, Malaysia (NCWO) [https://newomalaysia.org/newo\\_wp/](https://newomalaysia.org/newo_wp/)

### **Myanmar**

- Women's Organizations Network of Myanmar (WON) <https://www.peaceinsight.org/conflicts/myanmar/peacebuilding-organisations/won/>

### **Philippines**

- Philippine Commission on Women (PCW) <https://www.pcw.gov.ph/>
- National Network on Women in Fisheries in the Philippines, Inc. (WinFish) <http://www.womeninfisheriesph.org>

### **Singapore**

- Association of Women for Action and Research (AWARE) <https://www.aware.org.sg/>
- Singapore Council of Women's Organization (SCWO) <https://www.scwo.org.sg/>
- Singapore Women's Association (SWA) <https://www.singaporewomenassociation.org/>

### **Thailand**

- Rights and Liberties Protection Department (RLPD) <http://www.rlpd.go.th>
- Association for the Promotion of the Status of Women (APSW) <https://www.apsw-thailand.org>
- The Foundation for Women (FFW) <https://womenthai.org>
- Pavena Foundation for Children and Women <https://pavenafoundation.or.th>

### **Viet Nam**

- Vietnam Women's Union (VWU) <http://hoilhpn.org.vn/>

### Annex 1. Recommended documentation format for focus group discussions

<b>Title of program/project</b>	
<b>Target thematic area(s)</b>	<p><i>Check one or more, as appropriate</i></p> <input type="checkbox"/> Thematic Area 1. Responsible governance of tenure <input type="checkbox"/> Thematic Area 2. Sustainable resource management <input type="checkbox"/> Thematic Area 3. Social development, employment, and decent work <input type="checkbox"/> Thematic Area 4. Value chains, post-harvest, and trade <input type="checkbox"/> Thematic Area 5. Disaster risk and climate change
<b>Gender analysis method</b>	Focus group discussion (FGD)
<b>Small-scale fishing system and environment</b>	Capture: <input type="checkbox"/> Marine <input type="checkbox"/> Intertidal <input type="checkbox"/> Inland Aquaculture: <input type="checkbox"/> Marine <input type="checkbox"/> Freshwater <input type="checkbox"/> Brackishwater
<b>FGD tool</b>	<i>See Section 7.1</i>
<b>Triangulation tools</b>	<i>See Section 9.4</i>
<b>Place</b>	<i>Village, City/Town, Sub-district, District, Province, Country</i>
<b>Date and time</b>	
<b>Name of facilitator</b>	
<b>Name of recorder</b>	
<b>Name of translator</b>	<i>If needed</i>
<b>Number of participants</b>	<p><i>Indicate the number of participants, as appropriate</i></p> Women: _____ Men: _____ Girls: _____ Boys: _____ Illiterate: _____ Literate: _____ Young ( <i>indicate age range</i> ): _____ Middle-age ( <i>indicate age range</i> ): _____ Old ( <i>indicate age range</i> ): _____ Low class ( <i>indicate average monthly income range</i> ): _____ Middle class ( <i>indicate average monthly income range</i> ): _____ High class ( <i>indicate average monthly income range</i> ): _____
<b>Ethnic group/caste</b>	<i>If applicable</i>
<b>Results</b>	<i>Maps, diagrams, charts, etc. produced</i>
<b>Questions and answers</b>	<i>See Section 8 for appropriate questions during each FGD in order to obtain the gender-sensitive indicators needed by the program/project</i>
<b>Gender-sensitive indicators</b>	<i>List of gender-sensitive indicators obtained</i>
<b>Remarks</b>	<i>Other relevant observations</i>

## Annex 2. Recommended questionnaire form for key informant interviews

<b>Title of program/project</b>	
<b>Target thematic area(s)</b>	<i>Check one or more, as appropriate</i> <input type="checkbox"/> Thematic Area 1. Responsible governance of tenure <input type="checkbox"/> Thematic Area 2. Sustainable resource management <input type="checkbox"/> Thematic Area 3. Social development, employment, and decent work <input type="checkbox"/> Thematic Area 4. Value chains, post-harvest, and trade <input type="checkbox"/> Thematic Area 5. Disaster risk and climate change
<b>Gender analysis method</b>	Key informant interview (KII)
<b>Place</b>	<i>Village, City/Town, Sub-district, District, Province, Country</i>
<b>Date and time</b>	
<b>Name of interviewer</b>	
<b>Name of translator</b>	<i>If needed</i>
<b>Name of respondent</b>	
<b>Sex</b>	<input type="checkbox"/> Female <input type="checkbox"/> Male
<b>Age</b>	
<b>Civil status</b>	<input type="checkbox"/> Single <input type="checkbox"/> Married <input type="checkbox"/> Widow/widower <input type="checkbox"/> Divorced
<b>Education</b>	<input type="checkbox"/> Elementary <input type="checkbox"/> High school <input type="checkbox"/> College/university <input type="checkbox"/> Other ( _____ )
<b>Ethnic group/caste</b>	<i>If applicable</i>
<b>Religion</b>	
<b>Household members and age</b>	
<b>Average monthly income</b>	
<b>Alternative livelihood(s)</b>	
<b>Capture environment</b>	<input type="checkbox"/> Marine <input type="checkbox"/> Intertidal <input type="checkbox"/> Inland
<b>Fishing boat (type and size)</b>	
<b>Fishing gear (type and number)</b>	
<b>Catch composition (species)</b>	
<b>Average daily catch (kg)</b>	
<b>Aquaculture environment</b>	<input type="checkbox"/> Marine <input type="checkbox"/> Freshwater <input type="checkbox"/> Brackishwater
<b>Aquaculture system</b>	<input type="checkbox"/> Net cage <input type="checkbox"/> Pond <input type="checkbox"/> Hatchery <input type="checkbox"/> Other ( _____ )
<b>Cultured species</b>	
<b>Questions and answers</b>	<i>See Section 8 for appropriate questions for each respondent in order to obtain the gender-sensitive indicators needed by the program/project</i>
<b>Gender-sensitive indicators</b>	<i>List of gender-sensitive indicators obtained</i>
<b>Remarks</b>	<i>Other relevant observations</i>