Mangroves for the Future

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INVESTING IN COASTAL ECOSYSTEMS

Gender Analysis Guide / Toolkit for Coastal Resource Dependent Communities

Young girl from Mogan village, Surin Island, Thailand © Ana Grillo, 2016

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PREAMBLE

MFF, SEAFDEC and SEI are all Sida funded programmes with shared interest for improving gender integration and mainstreaming in their respective programmes, and have agreed to collaborate through a regional study. It will provide a significant opportunity to pull together much needed information about the roles of men and women and gender inequalities in coastal resource management, local employment opportunities, and about women's engagement in environmental decision making in particular. The three partners will use the results of the study to meet their common objectives and commitments in relation to integrating gender in environment and sustainable development both at the local and policy level.

This MFF/SEAFDEC regional study proposes to explore gender patterns in coastal and marine resources management to improve understanding about the state of women and men in environmental decision making and structural challenges preventing equitable opportunities for men and women in relation to the coastal and marine, and fisheries sectors. The study will cover 12 countries (South East Asian group – Cambodia, Myanmar, Vietnam, Thailand, Indonesia, Malaysia, Philippines; South Asia group – India, Pakistan, Bangladesh, Maldives, Sri Lanka) i.e. four MFF/SEAFDEC shared countries, two SEAFDEC countries and six MFF countries, exploring the national policy conditions that support gender equality in environment and natural resource management, as well as explore local realities and norms influencing men's and women's engagement in on-ground decision making regarding environment and natural resource management.

As such, the toolkit will guide and facilitate data collection in MFF and SEAFDEC countries. The toolkit provides information on three sections:
1. Introduction and purpose of the toolkit
2. Introduction to gender analysis and the key domains of gender analysis under investigation
3. Application of the toolkit

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

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

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

SECTION 1: Introduction and purpose of the toolkit

1.1 What is the Gender Analysis Guide/ Toolkit
The [MFF] Gender Analysis Guide/ Toolkit is a practical guide for coastal and fisheries management practitioners seeking to understand how gender can impact coastal ecosystems resource use and management (Coastal Resilience). The guide is designed to develop baseline knowledge, to examine gender dimensions related to coastal and natural resources use, livelihoods development and ecosystems management in order to understand gender gaps and to promote and advance gender integrated/ gender responsive planning for improved resilience of coastal ecosystems and the communities that depend on them.

1.2 Who will use the Gender Analysis Guide/ Toolkit?
The toolkit is intended for program officers, managers, and technical staff that develop program objectives, design activities, formulate and monitor indicators, and support implementation. Although a staff member or consultant with gender expertise may conduct the gender analysis, the engagement of other project actors in development of the scope of work and review of findings from primary and secondary sources will improve the likelihood of addressing gender equality and determinants of wellbeing in project design, implementation, and Monitoring, Learning and Evaluation (MLE). The better a gender analysis is aligned with the objectives of the project and the local context, the more useful the findings and recommendations.

Gender analysis is (i) a systematic methodology for examining the differences in roles and norms for women and men, girls and boys; the differences within social groups of men and women based on caste, class, age, race etc.; the different levels of power they hold; their differing needs, constraints, and opportunities; and the impact of these differences in their lives. Gender analysis (ii) also attempts to explain the mechanisms by which gender inequality is maintained (e.g. cultural norms, institutional structures), (iii) as well as the ways with which social groups of men and women act to **transform** their own existing roles, relationships and processes in their own interest.

1.3 What is the purpose of the Gender Analysis Guide/ Toolkit
The purpose of the Gender Analysis Guide / Toolkit is to provide a set of illustrative research questions to guide data collection when performing a gender analysis in coastal ecosystem dependent communities. The questions are designed to explore information about gender roles and relations under four domains; 1) Access and control to assets for livelihoods; 2) Gender roles, responsibilities, time [and lived experiences] ; 3) Participation and decision making; 4) Cultural norms, beliefs and perceptions; 5) Laws, Regulations, and Institutional Practices/ Mechanisms, with power as a sixth cross cutting theme that cuts across the five domains.

SECTION 2: Introduction on gender analysis and they key domain of gender analysis under investigation

2.1 Descriptions of the key domains

2.1.1 Domain 1
Access to and Control of Assets for Livelihoods
Information on gender as it intersects with social relations that affect access to the resources necessary for a person to be productive, such as: as land, water, capital, and tools, and intangible assets such as knowledge, education, and information and social networks. Access rights, which are basically use rights, are different from control rights; control rights enable those who hold them to make key decisions on resources and their productive or non-productive uses. Within households and communities, these rights are often unequal. It will be useful to understand how and why these rights are unequal, and how social groups of women and men experience and wield them.

2.1.2 Domain 2
Gender Roles, Responsibilities, Time and Lived Experiences
Information on the norms that influence men and women's behavior, and also structures the type of activities they engage in, their social status, the importance assigned to their work, roles and responsibilities. This dimension captures information on men and women's different roles, the timing and place where their activities occur, their capacity to participate in different types of economic, political, and social activities, and their decision-making. (Time, space and mobility, Household and community division of labor, Participation rates in different activities, Roles). This domain also explores their lived experiences and emotional dimensions of their livelihoods and their reproductive lives. Working with environmental resources requires relating with people, nature and institutions, the challenges this poses, which are sometimes uneasy, uncertain, and fraught with stress and anxiety. This is to collect information about the emotional experiences of different social groups of women and men (e.g. loss, nostalgia, insecurity, defiant in the face of threat, protective, stress, worry, shame, shock, etc.) when they recall or refer to the use of resources and the power relations around this.

2.1.3 Domain 3
Participation and Decision Making
Information on the different types/ forms/ levels of participation (including decision making) by men and women of different social groups. Factors affecting participation and decision making of men and women of different social groups (e.g. education, information access, skills etc.). Information on how existing patterns of participation and decision making affect opportunities to recognize and respond to men and women's interests and needs.

2.1.4 Domain 4
Cultural Norms, Beliefs and Perceptions

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

2.1.5 Domain 5
Laws, Regulations, and Institutional Practices – Laws and customs
Information about men and women's different formal and informal rights and how they are differentially affected by policies and rules governing institutions. Application of national laws in local context – including customary rules/ norms. Analysis of project-based opportunities and constraints to gender equity based on prevailing laws, regulations, and institutional arrangements.

2.1.6 Domain 6
Patterns of power and decision-making
Information on who has, or can acquire, the authority to acquire, make decisions on and expend assets. Who is able to take advantage of opportunities, exercise rights, move about and associate with others, enter into legal contracts, and run for and hold office? Power also determines the way men and women are treated by different types of institutions, policies, and laws. The way in which people are treated forms an important part of what it means to be socially marginalized and disempowered.

Gender analysis recognises that:

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

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2.2 How will the results of the gender analysis be used?
The results of the research provide a broad gender perspective of a select project area that should be used to inform the design and implementation of gender responsive projects and initiatives. At the same time the Guide/ Toolkit provides a common framework for data collection and analysis across sites in MFF countries paving the way for a regional comparative study, an important component of the MFF

Regional Gender Study, and key output for MFF Phase 3 that has been designed to in response to a request from Sida.

2.3 When to conduct a gender analysis

Ideally, a gender analysis is conducted as part of the situational analysis at the start of a project and will inform the design of a project. The findings of the gender analysis provide the basis for developing gender-responsive or gender integrated projects and monitoring indicators, which can be used to follow reductions or increases in gender disparities in different social groups of women and men's decision-making, resource control, and leadership, along with sex-disaggregated indicators to monitor any difference in natural resource management outputs and outcomes for men and women.

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

If it is not possible to conduct the gender analysis at the beginning of a project, it can be useful to do one as a special study. For example MFF is interested to conduct Gender Analyses in priority geographic areas of all MFF countries in order to provide a comparative analysis for the MFF Regional Gender Study, a key output in MFF Phase 3. Many of the MFF country programmes were unable to complete a full gender analysis in the priority project sites as part of the Resilience Analysis process. The grant facility for Special Studies to enhance gender integration in the MFF country programmes provides the opportunity to undertake gender analysis in each of the MFF field sites. The gender analyses conducted in the MFF sites will contribute to the MFF Regional Gender Study.

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

2.4 How do we do gender analysis?

At a minimum, projects should collect secondary information on the gender context of the site to do a basic gender analysis. Secondary information can provide a general picture on the status and rights of women and to understand how the program's objectives may be affected by and can also influence gender difference and inequalities e.g.

- Differences in women and men's access to and control of assets, resources, and services according to class, age, ethnicity.
- Differences and inequities in women and men's use of time between paid, unpaid, and volunteer labor and care-taking responsibilities in the household and community.
- Differences and inequalities in leadership roles, decision-making on livelihood options and resources, and legal status (e.g. citizenship status) according to class, age, ethnicity

- Knowledge of specific skills in resource use and management by social groups of women and men
- Lived experiences and emotional dimensions of being fishers and farmers in the context of existing challenges on coastal and marine resources

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

Gender analysis uses standard social science quantitative and qualitative data collection and analysis methods to respond to research questions about how gender differences and inequalities will affect project outcomes and how the project will differentially affect men's and women's opportunities and status. As gender analysis is comparative and relational, the main difference between a gender analysis and other types of operational and formative social research is that gender analysis requires that different social groups of men, boys, women, and girls participate equally in the research by answering surveys, and participating in focus groups, interviews, and other qualitative data collection exercises. Participatory Rural Appraisal (PRA) research methodologies are useful for engaging men and women directly in assessing, questioning, and identifying solutions to gender-related resource management challenges. Examples of PRA tools that can be applied include; Key Informant Interviews (KIIs), Focus Group Discussions (FGDs), Resource Mapping, Seasonality calendars, Decision Trees, Ranking, 24-hour activity clock, and other action research tools that can be used to directly involve local men and women in the research process as participants and partners. Depending upon the context male only and female only group discussions can be helpful to capture specific understanding men and women's needs and aspirations from the coastal areas.

2.4.1 Two Parts in a Gender Analysis

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

2.4.2 Development of Data Collection Plan and Instrument

This Toolkit provides a guide for developing research questions and selecting research methods. The illustrative questions by domain indicate the type of information that needs to be collected, although a

project objectives and focus will determine which of the illustrative questions are most relevant. Some of the questions are more appropriate to investigate through quantitative methods and others through qualitative methods. The option is also open to include specific questions based on the requirements / focus of a specific project or that capture aspects unique to the community of a specific site.

2.4.3 Data Analysis

Gender-focused data can be analyzed using standard quantitative and qualitative analytical methods. What distinguishes the analysis is the focus on the key domains. The analysis should be designed to compare information about different social groups of men and women (e.g., by ethnicity, sexual orientation, age, class, caste, residence, and race). These comparisons should reveal where there are gaps and inequalities that are likely to affect women's or men's participation rates, leadership and decision making, access to services, or that subject men or women to differential risks and vulnerabilities. The analysis should also provide understanding of why these gaps and disparities exist, are sustained and reproduced, and how they affect men's and women's opportunities and aspirations. The analysis should also include how social groups of women and men are taking steps to transform their lives and the conditions under which they live.

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

2.4.4 Gender Constraints Analysis

Although the domains; 1) Access and control to assets for livelihoods; 2) Gender roles, responsibilities, time and lived experiences ; 3) Participation and decision making; 4) Cultural norms, beliefs and perceptions; 5) Laws, Regulations, and Institutional Practices/ Mechanisms, do not encompass all facets of human life, they provide a conceptual frame of reference, especially when considered along with the unequal use of power, for being able to identify the information necessary to address three key questions:

1. What are the different gender-based constraints and opportunities faced by different social groups of women and men, and girls and boys that affect their ability to contribute to building resilience of local coastal ecosystems and the associated community?

2. How will the anticipated results of improved coastal ecosystems management policies and projects affect women and men, and boys and girls, differently? And what impact will they have on women and men's relative status?

3. How will the anticipated results of improved coastal ecosystems management projects affect women and men, and boys and girls, differently? And what impact will they have on women and men's relative status?

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

The constraints analysis begins with a process to uncover gender-based constraints. The first step is to identify the condition of inequality. For example women have little influence in community decision making processes regarding coastal and fisheries resources management and livelihoods development compared to men.

The second step is to identify the gender-based factors that contribute to the condition of inequality. To articulate the constraint by linking the constraining factors to the outcome, for example:

Women are restricted in their ability to influence community decision making processes regarding coastal and fisheries resources management and livelihoods development because fisheries is considered a male domain, women's labor is largely unpaid work and therefore not recognized in the value chain and women have limited time to attend community meetings as their primary role is taking care of the household needs.

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

Applying the Results of the Gender Constraints Analysis in the Design and Monitoring of projects/ programmes

ILLUSTRATIVE TABLE TO BE COMPLETED FOR GENDER CONSTRAINTS ANALYSIS

List the most important gender based constraints for a Coastal Resources Management Programme (*these are only examples*)	What actions might address the constraints to achieve more equitable outcomes?	Gender sensitive indicators to measure success
Lack of discretionary time for women to attend community meetings and training opportunities		
Restricted mobility affecting		

women's ability to participate in education opportunities, decision making processes, livelihoods development / income generating opportunities		
Restricted access to education opportunities leading poor levels of knowledge and self confidence		
Fisheries management is perceived as a male domain *Women's work in fisheries is generally unpaid work and doesn't 'count' in value chains*		

SECTION 3: Application of the toolkit

The toolkit serves as a point of reference to collect relevant data to understand gender issues in coastal resource management. The toolkit consists of two documents: (i) the topic guide that provides a set of illustrative topics that requires in-depth discussions and (ii) a set of illustrative questions that could be used to guide the data collection.

Both of these documents serve as a 'menu' that offers a range of topics and key questions to better understand gender issues in coastal resource management. Program countries are expected to discuss the topic guide and key questions to adapt, add and refine these questions to suit their program and country contexts. The data collectors are encouraged to use a variety of participatory methods and tools, as appropriate to their context.

3.1 Topic guide

Overview of the local area and its connection to coastal resources
- Overview of local area in the present situation (prompts: social groups, key livelihood options, , access to basic services (education, health care, mobility), presence of NGOs and community organizations; key dominant groups, situation of male and female across social groups in the local area)
- Overview of how the local area has changed over the past decade or so (prompt: key social and economic patterns; drastic climate change, stocking of fish, migration of fish species, migration of populations (which social, age and gender group?)
- Overview of coastal resources and how community view coastal resources (prompts: purpose (identity, values and benefits), characteristics (scale, species) roles of household and community members (prompts: awareness, roles and responsibilities of men and women across different social groups) in coastal resource management)

- Changes in coastal resources (and its management) within last 10 years (prompts: Effects of economic development, urbanization, climate change, flooding, migration and other issues raised by participants)
- The effect of these changes in their coastal communities' lives, individually and socially (prompts: livelihood, migration, power relations, workload and any other issues raised by participants)
- Key opportunities and issues/challenges due to the changes in coastal resources management perceived as critical by the participants

Socio-economic (and gender) dynamics of coastal resource management

- Overview of key activities done in coastal resource management, segregated by gender and social groups (prompt: what activities are done, who does that activity? See Activity profile matrix)
- Reasons on why those activities are done in that (existing) ways? (Prompts: who decides on the roles and why? Can the roles be changed and how? Are there examples/experiences of changed roles, explain? Whether changing of roles are frequent or rare?)
- Overview of who benefits and losses from these activities? (prompt: benefits as identity, livelihood, money, training/knowledge, network or any other benefits perceived by community) see Access and control matrix)
- Overview of what happens because of the role and resource division? Are there winners and losers? Do these winners and losers come out of specific social groups? What happens because of winners and losers? How does the community perceive it? Were there any efforts made to change the situation?)

Laws, regulations and institutional mechanisms of coastal resource management

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

Participation and decision-making in coastal resource management

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

3.2 Illustrative Questions for Designing a Data Collection Plan

A. Overview/ Situational Analysis

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

1. Describe the socio-economic profile of the community-
   a. Livelihood opportunities (See note)
   b. Social groups/ organizations (See hint box)

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

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

2. Access to basic services – preconditions / enabling factors for sustainable development
   Do men and women have equal access to the services listed below? If not, please explain:
   - c. Health care? Do women have access to maternal/ reproductive health services?
   - d. Literacy
   - e. Education – Primary education, Secondary education, Higher education (college, university)
   - f. Digital inclusion and technical skills
   - g. Adequate housing
   - h. Basic, safe and hygienic sanitation
   - i. Affordable and reliable transport facilities
   - j. Nutritious food
   - k. Safe drinking water
   - l. Reliable and affordable energy (from sustainable/ renewable energy source?)
   - m. Social security along entire value chain
   - n. Accesses to services like credit, savings and insurance
   - o. Access to child care services

3. Community environmental awareness. Please choose which best describes your community / the community in which you work:

   - a. Community has strong environmental awareness / ethic in place
   - b. Community has some elements of a conservation awareness / ethic in place
   - c. There is little to no environmental awareness/ ethic evident in the community
   - d. Other

5. Describe any opportunities or activities where you could engage women in coastal / fishery resources management, climate change adaptation and livelihood development work. (for Government and NGO respondents only)

6. Describe any constraints that could prevent or obstruct engagement of different groups of women in coastal and fisheries management and climate change related programmes/ projects.

7. Do you include Gender Assessment (GA) as an element of your situational analysis you conducted in the area / communities where you work? If yes please describe how this is achieved. If not is this something you can consider?

8. Is gender considered a 'stand-alone'/ separate component of the work of your programme or is it considered an integrated/ cross cutting part of the work of your programme?

9. Do you collect gender specific data or data aggregated by gender? If yes, please describe. (for Government and NGO respondents only)

10. Do you have specific programmes/ activities/ initiatives targeting women or with a gender focus? If yes, please describe how you currently involve women in your programme/ work.

11. Does your organization/department have a gender unit/ gender focal person/ gender capacity? (for Government and NGO respondents only)

Domain 1

Access and control of assets for livelihood

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

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

Dependent	Households
100 % dependent	☐
Partially dependent	☐
Little or no dependency	☐

Note: The purpose of this question is to determine the level of dependency of the local community on coastal resources for food security and livelihood/ income

2. If you answered 'Partially dependent' or 'Little or no dependency', what are the other major sources of livelihood/ income? What are the other minor sources of livelihood/income?

3. What are the ecosystem goods and services that community members would consider as basic necessities for household use and livelihoods? (e.g. fisheries, agricultural land, clean water, forest goods and services, other) (Resource mapping, Seasonality calendar, Problem tree).

4. What changes have you noticed in your local ecosystems in the last 20 years?
   What are the underlying causes of these changes?
   What are the climate change-associated impacts you have noticed in the last 20 or 30 years? What impact has this had on livelihoods and wellbeing of local people? (See Annex 2.)

5. What are the main issues facing the long term sustainability coastal ecosystems and fisheries? What impacts are these issues having on the livelihoods and well-being of local communities? How are men and women differentially affected by these changes/ impacts?

6. Do men and women have equal access to, ownership of, and control over resources upon which they depend for their livelihoods and well-being? (See note)

Resources	Access (can use)			Ownership (can own formally or legally)			Control (can independently make decisions over (e.g., have rights to share/sell/alienate, sell, consume, improve)			Notes /comments
	Men	Women	Equal	Men	Women	Equal	Men	Women	Equal	
Land Water (for HH use) Water supply/Water rights Water Points Water for irrigation Forest products NTFP, TP wetland (biodiversity) fisheries, amphibians, invertebrates, plants										
Borrowing Capital Credit & loans (e.g. microcredit, community fund) banking services social welfare (health & life insurance)										
Labor (e.g. family relations), informal labor, hired labor)										

Fisheries inputs: fishing gear boats boat engines storage facilities										
Fishing license										
Agricultural production materials: seed machinery poultry water buffalo storage										
Livestock production requirements										
Raw materials for artisan and craft production										
Transportation (boats, trucks, other vehicles)										
Education/training Skill development, etc.										

Note: Depending on the number and nature of major social groups that exist in each context / site, this table may need to be replicated a few times to understand the magnitude of diversity and you can identify the severe losers more precisely. For instance, if there are 3 major ethnic groups, then this table would have to be filled out 3 times.

7. Are there money lending services available to community members? Describe the options and conditions for accessing credit (loans). Do men and women have equal access to credit/ loans? Who can make loans? Who manages loan repayment? Explain.

8. Who decides if and when large assets will be bought or sold, or whether improvements can be made (e.g. Fencing, medical services of animals, upgrades for equipment, etc) ? Examples of large assets include; land, boats, boat engines, large livestock e.g. cows or water buffalo, agricultural equipment, vehicles (separate each) – Men, Women, Both? Who generally has the final say men or women?

9. Who makes decisions about household spending – men, women, both? Examples of household spending include; food and cooking requirements, cleaning materials, house hold equipment, family clothes, school books, school uniforms, school transportation costs, community social fund etc.

Domain 2

Gender roles, Responsibilities, Time [and Lived experiences]

Information on the norms that influence men's and women's behavior, and also structures the type of activities they engage in and their roles and responsibilities. This dimension captures information on men and women's different roles, the timing and place where their activities occur, their capacity to participate in different types of economic, political, and social activities, and their decision-making. (Time, space and mobility, Household and community division of labor, Participation rates in different activities, Roles).

Lived experiences provide information about the emotional experiences of different social groups of women and men when they recall or refer to the use of resources (e.g. loss, nostalgia, defiant in the face of threat, protective, stress, shock, etc.). The use of resources – their scarcity, slow decline, or abundance – are 'meaning-making' events and processes, usually expressed through emotions and everyday experiences. These reveal the nature of people's relations with resources, as well as their own (gender/power) relations. Earlier gender analysis tools have often sidestepped this dimension, and focused mainly on the 'productive' dimensions of social life and environments.

1. Who is responsible for the '**reproductive roles'** within the household i.e. child care, cooking, cleaning, water collection, fuel collection, food collection, care for the elderly, care for children, care for the sick, tutoring children, maintaining connections with kin networks. See Annex 3a. for a more complete list of examples of Reproductive roles
   Men? Women? Boys? Girls? Please specify.

2. Who is responsible for the '**productive roles**' (livelihood activities). See Annex 3b for a more complete list of possible productive roles. (See note)

   a. Describe the detailed roles of men, women, boys and girls in the **fishing to market** process e.g. gear preparation, fishing activities, post-harvest activities: catch sorting/ cleaning/ processing/ preparation for market, marketing (selling fisheries products) etc.
      Note – this will vary with each fishery (species), each gear type/ method of fishing etc.
      Specify information for as many as possible.
      (Seasonality calendar)

   b. Describe the roles of men, women, boys and girls in each of the activities involved in **agricultural crop production** e.g. land preparation, seed banking, planting, maintaining, harvesting, post-harvest activities etc. Note - this will vary for each agricultural product/ cash crop.
      Specify for information for as many as possible.
      (Seasonality calendar)

c. Identify and describe the roles of men, women, boys and girls in other **important local livelihood activities** e.g. retail businesses, livestock rearing, transportation services, local paid employment opportunities etc. Describe as many as possible.

Note: These roles may differ for different classes and ethnic groups in a single community. Researchers may have to hold interviews and FGDs with each type of group.

3. Is there a pattern of outward migration (emigration) of men and women looking for jobs/ work nationally and abroad? Which groups of men out-migrate? Which groups of women out-migrate?
   a. Where are their usual destinations?
   b. What reasons do they have for out-migrating?
   c. Do they move permanently, circularly or seasonally? In case of circularity or seasons, when do they leave and when do they return?
   d. What livelihoods are done by those left behind?

4. Where/in which types of work are men and women most concentrated and how are they treated differentially, with regards to:
   a. Formal / informal work?
   b. Full time and part time work?
   c. Skilled and unskilled work?

Note: Informal work is s the part of an economy that is neither taxed, nor monitored by any form of government. Formal work is part of a sector which encompasses all jobs with set hours and regular wages, and is recognized as income sources on which income taxes must be paid.

5. Who has relatively more leisure hours or time in a day – men or women? When all productive and reproductive work is finished what time is left for men for women to choose their activities e.g. recreation, relaxation, alternative livelihood? (24-Hour Activity Clock)

Note: Please also consider the seasonal dimension of discretionary /free time – time availability may differ according to high or low season amongst men and women. This should be explained.

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

7. Please explain the **differences in participation** of men and women in community organizations, committees, associations, cooperatives (and any other local governance arrangements). (See note).

Note: The question refers to 'participation' in terms of numbers, contribution, levels of involvement, voice.

8. Do women's groups/ organizations exist in the area? What types of activities are women's groups engaged in? e.g. Income generating activities and livelihood development, dispute resolution, Community events, Health, Education, Youth group activities, Environment, Fishing, Farming, Forest harvesting, Other. What about men's groups?

9. Are there any groups leading community based conservation/ environmental protection/ fisheries management? How does the group work? How do men and women participate and make decisions in that group? To what degree do women's groups take part in/ influence decisions relating to management of coastal / fisheries resources / agricultural resources/ forest resources etc.

10. Describe how women and men feel about the following, as they describe their experiences on all or some of the following challenging conditions (See note):

    a. Crop failures and/or weak fish catch
    b. The increasing frequency of natural disasters
    c. The need to move to look for alternative livelihoods as the present one is insufficient to meet their needs
    d. The challenges of juggling multiple tasks of domestic care, livelihood activities, and community duties, and the aspirations to start life elsewhere
    e. The challenges of impoverishment and insufficient means for survival

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

Domain 3

Participation and Decision Making

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

1. What types of meetings are held to discuss community interests (e.g. social welfare, healthcare, education, community funds etc.)? How do men and women participate in each? How do community decision making processes work?

2. Do equal numbers of men and women generally join community meetings? What is the pattern? Do women and men tend to voice their opinions equally during community/village meetings? If not why not? What barriers / considerations are there for men or women to attend community meetings, trainings, community group discussions? How can they be overcome? Are there cultural, social, religious or other constraints on women's participation in community meetings/ community decision making? (See note) For example;

   a. Lack of interest by women and/ or men to join meetings
   b. Lack of awareness, familiarity of subject to want to join the meetings
   c. Restrictions on attendance or speaking at community discussions (e.g. women may not be able to voice their opinion in the presence of male members of the household or community)
   d. Time availability (e.g. women may have less time due to domestic duties)
   e. Mobility (e.g. women may need to stay close to the home where the children are or feel unsafe / vulnerable in moving far from home)
   f. Ability to contribute organizational resources (e.g. provide labour or money for the project)

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

   What topics particularly interest men to participate in community meetings? What topics particularly interest women to participate in community meetings?

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

3. What in your opinion are the characteristics of a good leader in the context of coastal resource management?

4. Who generally holds positions of leadership? Men, women, people from particular social groups etc. Are women and men equally represented in positions of **leadership?** What kinds of leadership positions do men and women occupy? Do women and men have equal capacity and skills to be leaders?

5. Are there community groups/ organizations active in the area?

6. What groups and associations do men and women participate in?

7. Are there groups that bar women from membership (i.e. men only groups)? Are there groups that bar men from membership (i.e. women only groups)?

8. Do women's organizations or women's groups exist in the area? What types of activities are women's groups engaged in? E.g. income generating activities, livelihood development etc.

9. Do women's groups take part in/ influence decisions relating to management of coastal / fisheries resources/ agricultural resources/ other communal resources e.g. healthcare facilities?

10. Do men and women have equal access to training and education/ skills development opportunities?

11. Do men and women tend to share information they have gained from trainings and community meetings within the house hold?

12. Are men and women, boys and girls able to access information equally? What are the priority / preferred information sources for men, women, girls, boys? What are considered to be the most important forms / sources of information / information sharing within the community for; women, men, boys, girls?

Sources/forms	Important forms/sources of information				
	Men	Women	Boys	Girls	Equal
Village information center					
Village leaders					

Local government officials					
Village volunteers (e.g. the village volunteers who collect weather/climate impact information)					
Local and National TV					
Radio					
Newspapers					
Magazines					
School					
Family members					
Friends					
Community Loud speaker system					
Mobile phones					
Print Media					
Internet					
NGO, Development organization					
Other _____					

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

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

Domain 4
Cultural Norms, Beliefs and Perceptions
Information on the cultural belief system or norms about what it means to be a man or woman in this specific society. Cultural beliefs affect men and women's behavior, participation and decision-making capacity. They also facilitate or limit men and women's access to education, services, and economic opportunities. Cultural norms, beliefs and perceptions influence; access to opportunities, mobility and decisions, expectations about appropriate behavior.
Questions in Domain 3 also explore aspects of cultural norms, beliefs and perceptions.

1. What kinds of jobs are considered men's jobs or men's work at the household level? What is considered men's jobs or men's work at the local community level? What is considered men's jobs or men's work outside the local community (national jobs/ jobs abroad)?

2. What is definitely not considered men's work/ a man's job in the house, community, outside the community?

3. What kinds of behaviors, responsibilities and obligations of men are considered 'normal' at the household level, local community level and outside the local community? (See note)

4. What kinds of behaviors, responsibilities and obligations of men are definitely not considered 'normal' at the household level, local community level and outside the local community?

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

5. What kinds of jobs are considered women's jobs or women's work at the household level? What kinds of jobs are considered women's jobs or women's work at the local community level? What kinds of jobs are considered women's jobs or women's work outside the local community (national jobs/ jobs abroad)?

6. What is definitely not considered women's work/ a woman's job in the house, community, outside the community?

7. What kinds of behaviors, responsibilities and obligations of women are considered 'normal' at the household level, local community level and outside the local community?

8. What kinds of behaviors, responsibilities and obligations of women are definitely not considered 'normal' at the household level, local community level and outside the local community?

9. Do you think women's position in society has changed over the last ten or 20 years? How? Why? (See note).

Note: Position refers to the aspects of power, influence and responsibility for social groups of women.

Domain 5
Laws, Regulations and Institutional Practices - Legal rights and customs
Information about men and women's different formal and informal rights and how they are differentially affected by policies and rules governing institutions. Application of national laws in local context – including customary rules/ norms. Analysis of project-based opportunities and constraints to gender equity based on prevailing laws, regulations, and institutional arrangements.

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

Note: Please make the distinction between local and national processes where relevant.

2. What laws, policies and institutional arrangements are in place to protect the rights of fishing communities to actively participate in/ manage coastal resources?

3. What are the opportunities and barriers for institutions responsible for coastal and fisheries management and institutions responsible for social empowerment/ social welfare to work together?

4. Are there laws and institutional arrangements that support inclusive leadership of men and women? What types of laws and institutional arrangements are implemented to promote inclusive leadership? What are the impacts/results?

5. What laws and policies are in place that allows women to take positions in local government and what are the challenges in achieving them?

6. How is the access to natural resources defined? How are the rights to natural resources defined? What rights are held by individuals? What rights are collectively held tenure rights? Does the community use these rights?

Note: Please elaborate for each type of natural resource (where relevant) – land, coastal resources, forest resources etc.

7. Are there customary rights/ traditional user rights practiced by the communities currently? Before?

8. Are there community based coastal resources management initiatives/ activities in your area addressing the interests of protecting coastal resources and small scale fisheries? Do these initiatives/ activities engage women's and men's needs, interests and concerns?

9. How are conflicts in resource use resolved? What are the informal and formal conflict management / dispute resolution processes/ mechanisms?

10. Who normally owns land titles and property – men or women? Is land inheritable by men and women alike? How does this differ according to wealth (class), ethnicity, ages, household leadership (whether female-headed or male-headed), caste, religion etc.

11. Who can enter into legal agreements and contracts related to property/ assets? (See definition)

Definition of Tenure

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

FAO, 2012

Annex 1. Example Cover Sheet

A. for Key Informant Interviews

B. for Community Discussions/ PRA Activities

A. COVER SHEET FOR KEY INFORMANT INTERVIEWS

Questionnaire ID: _____

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

Interviewer's name |_____|	Organization |_____|	Phone number |_____|
Verification (Check the form) Check on date (DD/MM/YYY): _____/_____/_____ Checked by Name: |_____|		

Community Information

[1] Village name |_____|	[2] Sub-district/ Commune |_____|	[3] District |_____|
[4] Province |_____|	[5] Country |_____|	

SECTION A: RESPONDENT PROFILE FOR INDIVIDUAL KEY INFORMANT INTERVIEWS

QUESTION	ANSWER
A1. Name of respondent (First name, Last name)	|_____|
Organization/ position: **Occupation:**	
A2. Respondent phone number *(optional)*	|_____|
A3. Sex of respondent	1. Male 2. Female
A4. How old are you?	|_____| years old
A5. What religion/ethnic group do you belong to?	
A8. What is your education level?	1. No school 2. Primary school 3. Secondary school 4. High school 5. Technical or vocational 6. College/university or above

	7. Other, specify_____
A9. Area/ location where you work:	
A11. What are your family's <u>primary</u> source of income /means of living? **(This question is not for local Gov/NGO staff)**	1. Crop production 2. Culture fisheries (farmed fish, prawns, crabs, or shellfish) 3. Capture fisheries (fish, shellfish, other) 4. Animal husbandry/livestock production 5. Business (SME, shop, trading) 6. Forest user (e.g. gathering non-timber forest products) 7. Regular employment (including government) 8. Casual labor 9. No job/means of living 10. Remittance from relatives 11. Other, specify_____

--------------------------------end of cover sheet A --

B. COVER SHEET FOR COMMUNITY DISCUSSIONS/PRA ACTIVITY

Questionnaire ID: _____

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

Interviewer's name |_____|	Organization |_____|	Phone number |_____|
Verification (Check the form) Check on date (DD/MM/YYY):_____/_____/_____Checked by Name: |_____|		

Community Information

[1] Village name |_____|	[2] Sub-district/ Commune |_____|	[3] District |_____|
[4] Province |_____|	[5] Country |_____|	

SECTION A: PARTICIPANT LIST AND SHORT PROFILES

A1. Names of participants, gender, occupation/ source of income (see list below), village, position in village (if relevant), particular ethnic/ social group	1. Crop production 2. Culture fisheries (farmed fish, prawns, crabs, or shellfish) 3. Capture fisheries (fish, shellfish, other) 4. Animal husbandry/livestock production 5. Business (SME, shop, trading) 6. Forest user (e.g. gathering non-timber forest products) 7. Regular employment (including government) 8. Casual labor 9. No job/means of living 10. Remittance from relatives Other, specify_____

Annex 2. Climate change impacts on coastal ecosystems and small-scale fisheries

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

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

Cochrane et al., 2009

Annex 3a. Reproductive Roles – Examples

Reproductive roles	Men	Women	Both	Boys	Girls	Both	Comments
Child care							*Note: Please report on the percentage distribution between men, women, boys and girls if respondent selects 'both'.*
Care for elderly and sick family members							
Cooking							
Cleaning							
Water collection							

Fuel collection or energy production							
Food security & nutrition (e.g. home gardening, livestock, gleaning)							
Grazing for animals/livestock							
Community activities							
Building a house							
Planting/gardening							
Traditional rice milling							
Other							

Annex 3b. Productive Roles - Examples

Livelihood activities	Men	Women	Both	Boys	Girls	Both	Comments
Farming (subsistence)							*Note: Provide example – types of farming. Please report on the percentage distribution between men, women, boys and girls if respondent selects 'both'.*
Farming (commercial crops/crop production)							*Note: Provide example – types of crops. Please report on the percentage distribution between men, women, boys and girls if respondent selects 'both'.*
Fishing (subsistence/HH level) - Capture fisheries (caught fish, prawns, crabs, or shellfish)							*Note: Provide example – types of fishing, species, gear. Please report on the percentage distribution between men, women, boys and girls if respondent selects 'both'.*
Fishing (commercial/local or external market) - Capture fisheries (caught fish, prawns, crabs, or shellfish)							
Gleaning/hand-collection from wetland areas (e.g. snails, frogs, crabs, etc)							
Water collection (consumption, water management, irrigation management etc.)							
Aquaculture							
Preparing fishing gear							
Fish processing / post harvest production							
Marketing/Selling (fish, vegetables, rice, forest products, other)							
Livestock rearing (goat, cow, water buffalo chicken, other) or Animal husbandry/livestock production							
Timber Collection							
Collecting Non Timber Forest Products (this can also include aquatic plants) or Forest user (e.g. gathering non-timber forest products)							
Peat collection							

Hunting							
Salaried / waged employment							
Eco-tourism; e.g. tour guide, boat operator, cooking, homestay working in a guesthouse etc.							
Informal employment (unpaid work e.g. shopkeeper, food preparation, handicraft production, casual work)							
Business (SME, shop, trading)							
Casual labor							
No job/means of living							
Remittance from relatives							
Illegal activities (hunting, smuggling, poaching)							
Other							

Annex 4. Typology of Participation

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

Typology of Participation: Bina Agarwal (2001)

Annex 5. Terms of Reference for gender consultant – standard template

Consultancy Terms of Reference

NAME:	Title Name Last Name
ASSIGNMENT:	Study on the gender dynamics in coastal resource use and management in (name of location under study) to identify avenues for improving Mangroves for the Future programme planning and implementation.
IUCN REPORTING MANAGER:	MFF National Coordinator
LOCATION:	Name of location under study
DURATION:	XXX months (between D/M/Y and D/M/Y)

Background/ Context of Assignment

Overview on geography of location under study.

Overview on socio-economic profile of area under study.

Why is the area important/ relevant? Why is there an interest to conduct a gender analysis?

Objective

The objectives of this study are as follows:

1. To improve understanding about the state of women and men in environmental decision making and the structural challenges preventing equitable opportunities for men and women in relation to the participation in coastal and marine, and fisheries sector related activities and decision making.

2. To generate information on current gender related differences in relation to coastal and fisheries resource management, examining the gender dimensions of resource use and natural resource management in (name of location under study), providing information on;
   - how men and women living in coastal communities access, use and benefit from resources
   - the gender dynamics of power and decision making
   - who is impacted by, or benefiting from, development opportunities

-   gender integration in the national commitments to the MEAs, SDGS and Aichi targets are identified and addressed

Output

The output will be a detailed report with gender disaggregated information on the roles of men and women in livelihoods, gender gaps, and potential opportunities for mainstreaming the role of women in natural resource management planning.

Terms of Reference

The specific ToR of the study is as follows:

i.   Use recent statistics and gender disaggregated data (for men, women, girls and boys) to assess the socio-economic situation of coastal communities in (name of location). This analysis should consider, amongst other things; livelihood status, community health, and nutritional status, access to education, housing, land tenure and access to potable water. It should also report on differences in access to social services resulting from differences in social group, such as gender or other socio-cultural category.

ii. Analyze men's and women's participation in the access to and control over management and natural resources including women's participation in decision-making processes.

iii. Examine women's and men's roles in household and livelihood activities with particular emphasis on the fisheries sector.

iv. Study the profile and dynamics of the labour force in the fisheries/aquaculture/agriculture sector in (name of location) segregated by age structure, gender, skill and formal qualifications and casual/contract/ permanent conditions of employment.

v.   Identify and examine government policies on gender issues pertaining to the (name of location) area.

vi. Examine community, government and other stakeholders' attitudes and perceptions toward gender issues and gender mainstreaming in project planning and decision making.

vii. Identify key barriers to achieving gender equality (including social norms, legislative, institutional capacity, political will etc.) to women's participation and suggest measures to address gender concerns and to mainstream gender in planning processes and identify opportunities to enhance women's empowerment.

Methods

The consultant is expected to use multiple approaches for data collection as indicated below:

a.   Consultation with relevant stakeholders: Local fisherfolk, CBOs /NGOs working on women issues, companies, and fisheries department officials in (name of location). For

this purpose, consultant will hold meetings and focus group discussions with relevant individuals e.g. Key informant interviews with civil society member/teacher, community leaders, women leaders.

b. Collect any primary data on productive and non-productive roles of women in the household and other relevant aspects using structured or semi-structured questionnaire and PRA tools (Homogenous groups and mixed groups for each of the target sites).

c. Desk review of relevant literature and content analysis, published materials/reports pertaining to gender integration and mainstreaming in fisheries/aquaculture/agriculture sector in the area or elsewhere.

d. Triangulation: Comparing responses from different stakeholder groups (i.e. men and women, project manager and project beneficiary, employer and employee, leader and subject etc.)

Timeline

Following timeline is recommended to be maintained for different steps of the study:

__Please edit accordingly:__

Step	M1	M2	M3	M4
1. Stocktaking of major development sector projects in last 5 years in the target site				
2. Review of literature and questionnaire/checklist preparation				
3. In depth interview, Key Informant Interview and Observations				
4. Participatory Rural Appraisals				
5. Report writing				

The following deadlines for the agreed deliverables are to be maintained:

__Please edit accordingly:__

No.	Deliverable	Days req.	Deadline
Deliverable 1	Detailed Work plan		
Deliverable 2	Field report 1		
Deliverable 3	Field report 2		
Deliverable 4	ToC of the study report		

Deliverable 5	First Draft Report		
Deliverable 6	Final Report		