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Gender Research in Fisheries and Aquaculture: A Training Handbook



Developed by the *USAID Oceans and Fisheries Partnership* and the *Gender in Aquaculture and Fisheries Section of the Asian Fisheries Society*

ACKNOWLEDGEMENTS

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USAID Oceans is pleased to provide this first edition of the Gender Research in Fisheries and Aquaculture Training Guide to program partners and practitioners, and thanks the contributors for supporting the development of this guide.

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Cover Photos: Partners of the USAID Oceans and Fisheries Partnership in Sangihe, Indonesia and General Santos City, Philippines. Credit: USAID Oceans/Melinda Donnelly

TABLE OF CONTENTS

Foreword	4
Preface	5
How to Use this Guide	6
About the Developers	6
Chapter 1. Theorizing Gender in Aquaculture and Fisheries Research	7
Course Overview	7
Part I – Basic Concepts and Theoretical Approaches to Understanding Gender in Fisheries and Aquaculture - Using Gender in Fisheries Research.....	8
Part II – How Do We Theorize Gender in Fisheries and Aquaculture Research?.....	11
Part III – Small Group Work.....	11
Part IV – Other Information Sources	11
Chapter 2. Using Intersectionality in Research on Gender and Fisheries.....	13
Course Overview	13
Part I – What is Intersectionality?	14
Part II – Intersectional Feminist Frameworks: A Primer	15
Part III – Case Study: Crenshaw	16
Part IV – Using Intersectionality in Research	17
Part V – Group Exercise, Reporting, and Discussion.....	17
Chapter 3. Case Studies.....	18
Chapter 4. Gender in Rapid Appraisal of Fisheries Management Systems.....	21
Overview.....	21
1. Introduction.....	21
2. Gender and Fisheries.....	23
3. Integrating Gender in Rapid Appraisals for Fisheries Management.....	24
4. Tools and Techniques; Enhancing the RAFMS with Gender Integration	26
5. Analyzing the Results.....	35
Annex 1. Matrix template for activity analysis of profile	41
Annex 2. Matrix template for participatory gender resource mapping in the fisheries value chain (WinFish 2017)	42
Annex 3. Matrix template for gender responsive value chain analysis.....	42
Annex 4. Matrix template for gender responsive value chain analysis to identify opportunities and constraints of women and men at each node of the fisheries value chain (WinFish 2017).....	43
Annex 5. Sample Questionnaire used for face to face survey with fishers and operators with questions according to the domains of the Gender Dimensions Framework (WinFish 2017).....	43
Annex 6. Recommended Networks and Resources.....	62

LIST OF TABLES AND FIGURES

Table 1. Examples of key informants as seen through USAID Oceans' Philippines Gender Analysis (WinFish 2017)	29
Figure 1. A holistic, integrated framework of material feminism	9
Figure 2. Example of intersecting relations	10
Figure 3. Example of participatory gender resource map	31

ACRONYMS AND ABBREVIATIONS

AFS	Asian Fisheries Society
AIT	Asian Institute of Technology
ASEAN	Association of Southeast Asian Nations
BFAR	Bureau of Fisheries and Aquatic Resources
CDTS	Catch Documentation and Traceability System
CEDAW	Convention on the Elimination of all forms of Discrimination Against Women
CGIAR	Consultative Group on International Agricultural Research
CRIAW	Canadian Research Institute for the Advancement of Women
CSO	Civil Society Organization
CTC	Coral Triangle Center
CTI-CFF	Coral Triangle Initiative for Coral Reefs, Fisheries and Food Security
CWFS	Commission on World Food Security
EAFM	Ecosystem Approach to Fisheries Management
FAO	Food and Agriculture Organization of the United Nations
FGD	Focus Group Discussion
FMA	Fisheries Management Area
FMS	Fisheries Management System
FMU	Fisheries Management Unit
GAD	Gender and Development
GAFS	Gender in Aquaculture and Fisheries Section
GDF	Gender Dimensions Framework
GDP	Gross Domestic Product
GRVCA	Gender-Responsive Value Chain Analysis
GSC	General Santos City
IGWG	Interagency Gender Working Group
IIFET	International Institute of Fisheries Economics and Trade
IUU	Illegal, Unreported, and Unregulated
KII	Key Informant Interview
LGBTQ	Lesbians, Gay, Bisexual, Transgender, Queer
LGU	Local Government Units
MMAF	Ministry of Marine Affairs and Fisheries
NACA	Network of Aquaculture Centers in Asia-Pacific
ODK	Open Data Kit
PFDA	Philippine Fisheries Development Authority
PGRM	Participatory gender resource mapping
PO	People's Organization
PPP	Public-Private Partnership
PRA	Participatory Rapid Appraisal
RAFMS	Rapid Appraisal of Fisheries Management Systems
RDMA	Regional Development Mission for Asia
SDG	Sustainable Development Goals
SFM	Sustainable Fisheries Management
SFMP	Sustainable Fisheries Management Plan
SEAFDEC	Southeast Asian Fisheries Development Center
TTC	Tuna-Tonggol-Cakalang
UNSRAT	Sam Ratulangi University
USAID	United States Agency for International Development
VC	Value Chain
WID	Women in Development
WINFISH	National Network on Women in Fisheries in the Philippines, Inc.
WLF	Women Leaders' Forum

FOREWORD

Gender equity has become a topic of increasing importance and interest to those working in fisheries and aquaculture development, spurred on by growing awareness of women's large but under-recognized contributions and national and international visions for equality. However, many researchers, fisheries administrators, and students who can support this movement lack expert knowledge on gender theory and practice. Thus, equipping those that play a role in or can influence the fisheries sector with short, targeted training workshops on gender has been identified as a priority by regional organizations. Consequently, the Gender in Aquaculture and Fisheries Section (GAFS) of the Asian Fisheries Society (AFS), and the USAID Oceans and Fisheries Partnership (USAID Oceans) have collaborated to develop and compile training tools that can be widely disseminated to assist in building the capacity of practitioners.

Together, we are pleased to present this compendium of training materials from different but complementary origins, developed by partners working across academia and development. These materials have been developed and compiled to help experts and students working in fisheries and aquaculture to gain a better understanding of gender theory and practice. The first three chapters include course materials and case studies from the first and second *Gender in Aquaculture and Fisheries 101* training workshops that were held by GAFS at its 2016 and 2018 *Gender in Aquaculture and Fisheries Conferences*. Chapter Four focuses on gender integration and includes excerpts from USAID Oceans' forthcoming *Manual for Rapid Appraisal of Fisheries Management Systems: Integration of Ecosystem Approach to Fisheries Management (EAFM)*, *Catch Documentation and Traceability (CDT)*, and *Gender*.

We trust you will find this material of great value in your own journey towards helping achieve greater gender equity in fisheries and aquaculture.

Dr. Meryl Williams, Co-Chair, Organizing Committee, GAF7

Professor Kyoko Kusakabe, Co-Chair, Organizing Committee GAF7

PREFACE

The USAID Oceans and Fisheries Partnership (USAID Oceans) works collaboratively with regional partners to combat illegal, unreported, and unregulated fishing and conserve marine biodiversity in Southeast Asia. Integral to its mission, USAID Oceans is committed to advancing the integration of gender considerations in regional fisheries discourse and decision making. USAID Oceans believes that by supporting its regional and local partners to promote gender equity and women's empowerment in sustainable fisheries management will enable its inclusion into regional, national and local policies, plans, and development approaches, as well as promote the development of gender-specific policies and strategies.

USAID Oceans was launched in 2015 and has been working over the last three years with partners across Southeast Asia, including the Southeast Asian Fisheries Development Center (SEAFDEC), the Coral Triangle Initiative for Coral Reefs, Fisheries, and Food Security (CTI-CFF), and national fisheries agencies to increase understanding of the ways that gender impacts those that play a role in the fisheries sector. Since 2015, USAID Oceans has witnessed growing international and regional discourse on the social aspects of fisheries, with increased interest from partners in building capacity for gender awareness.

USAID Oceans is pleased to support the growing momentum for gender-inclusive sector reform and thanks each of the co-authors of this training manual for their contributions. It is hoped that this contribution spurs regional, national and organizational partners to work together for gender equity and women's empowerment in fisheries, eventually contributing to the achievement of Sustainable Development Goal Number Five on Gender Equality, hand-in-hand with all other development goals mandated for the fisheries sector. A gender-sensitive approach to research, education, governance, and all other aspects of development (economic, human, political, social, and technological) is necessary to ensure all efforts are socially inclusive and that no one is left behind.

The USAID Oceans and Fisheries Partnership

HOW TO USE THIS GUIDE

This Training Guide has been developed through a collaborative effort by the Gender in Aquaculture and Fisheries Section of the Asian Fisheries Society and the USAID Oceans and Fisheries Partnership (USAID Oceans). The guide draws from training materials that have been used across Southeast Asia, and beyond, to provide a manual that is reflective of diverse experiences from the field, including those of women and men in the fisheries sector.

This guide provides tools for fisheries research that integrates social science and gender perspectives. The first three chapters are products of workshops conducted during the 6th and 7th Global Symposia on Gender in Aquaculture and Fisheries (GAF6 and GAF7), and field research in Asia. The fourth chapter provides practical guidance on how fisheries work, such as conducting appraisals of fisheries management systems, can be inclusive of gender aspects in the fisheries and acknowledge the diverse experiences and needs of stakeholders. Finally, a collection of resources for further information and study are provided.

We welcome your comments and feedback on this guide, including suggestions for additional content that could be useful to your work in understanding and promoting gender integration in aquaculture and fisheries. Comments may be sent to info@oceans-partnership.org.

ABOUT THE DEVELOPERS

The Gender in Aquaculture and Fisheries Section, Asian Fisheries Society

The Gender in Aquaculture and Fisheries Section (GAFS) of the Asian Fisheries Society was founded in January 2017, based on nearly 20 years of activities led by a previous, informal network called *Women in Fisheries*, and later *Gender in Aquaculture and Fisheries*. GAFS promotes the importance of gender dimension in fisheries and aquaculture, and with the formation of GAFS, the Asian Fisheries Society became the first fisheries and aquaculture professional society to establish a section devoted to gender issues in fisheries and aquaculture. To learn more about the GAFS, please visit www.genderaquafish.org.



The USAID Oceans and Fisheries Partnership (USAID Oceans)

USAID Oceans is a five-year activity that works to strengthen regional cooperation to

combat illegal, unreported, and unregulated fishing and conserve marine biodiversity in the Asia-Pacific region. USAID Oceans is a partnership between the U.S. Agency for International Development (USAID), the Southeast Asian Fisheries Development Center (SEAFDEC) and the Coral Triangle Initiative for Coral Reefs, Fisheries and Food Security (CTI-CFF). The program works across Southeast Asia with a Regional Technical Working Group of fisheries agency representatives and experts to develop and implement electronic catch documentation and traceability systems, improve sustainable fisheries management using an Ecosystem Approach to Fisheries Management, address human welfare and gender equity concerns, and develop public-private partnerships in support of these efforts. USAID Oceans seeks to advance the integration of gender considerations into regional, national and local laws, plans, development approaches, as well as promote the development of gender specific policies. To learn more about USAID Oceans, please visit www.seafdec-oceanspartnership.org.



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CHAPTER I. THEORIZING GENDER IN AQUACULTURE AND FISHERIES RESEARCH

By Marilyn Porter¹, Holly Hapke², Susana Siar³, Kyoko Kusakabe⁴, Amonrat Sermwatanakul⁵, Malasri Khumsri⁶

Course Overview

Introduction:

Gender work is vital to fisheries and aquaculture, but there is often a gap in understanding of what gender and gender research are. This workshop explores the basic concepts of gender theory with the goal of introducing gender concepts to a broad audience. Participants will also learn about current issues in gender research and discuss how to increase capacity for a greater depth of gender research in the field of fisheries and aquaculture.

The objectives of the workshop curriculum are to:

- Provide participants with the essential tools to understand the role of gender in fisheries and aquaculture research;
- Help participants gain a deeper understanding of what we mean by gender research in fisheries and aquaculture, going beyond simply describing gender divisions of labor;
- Provide a brief introduction to approaches for doing research on gender within the fisheries sector; and
- Provide background on the current situation for gender researchers in the region.

Number of participants: 5 (minimum) to 30 (maximum)

Duration: 4-6 hours

Program:

- Part I – Basic Concepts and Theoretical Approaches to Understanding Gender in Fisheries and Aquaculture; Using Gender in Fisheries Research
- Part II – How Do We Theorize Gender in Fisheries and Aquaculture Research? Small Group Work – Case Studies and Developing a Research Project on Gender in Fisheries and Aquaculture
- Part III – Small Group Work
- Part IV – Other Information Sources

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Part I – Basic Concepts and Theoretical Approaches to Understanding Gender in Fisheries and Aquaculture - Using Gender in Fisheries Research

What is theory and why do we need it?

Theory does not have to be difficult or intimidating; in fact, we all do it in our everyday lives. Theory allows us to understand connections between events and processes or private troubles and public issues. Theory also helps us to provide frameworks of understanding, as well as to get behind the obvious. In addition, theory helps us to build alliances and develop political action. *Above all, theory encourages us to ask the question, why?*

What are the “why” questions?

Fact: We know that by and large men fish and women process. *Why?*

Fact: We know that more men commit violence against women than women commit against men. *Why?*

Fact: We know that certain groups or families in communities hold more power than others. *Why?*

Consider the following: Aquaculture and fisheries scientists do theory too.

Social science:

- deals with people, communities, groups, social structures, political economy, and the like;
- deals with ideas people have and the ways they behave, and how that connects with social structures; and
- Recognizes and respects people’s subjectivity, their understanding of their situations.

Natural science:

- deals more with things that can not talk back; and
- loves to count and measure.

Natural and Social Sciences both use theory.

Social science theory:

- deals with how and why people/human beings experience their realities;
- understands the limitations they face;
- attempts to describe the complexity of their relationships; and
- helps to develop actions to respond to their situations.

But, currently there is a remarkable lack of feminist theory in aquaculture and fisheries, which can be improved by initiatives to integrate gender in aquaculture and fisheries activities.

The Limits of Theoretical Concepts

One must understand the limitations of theoretical concepts in social science contexts. The kinds of models and frameworks that social science produces are not universally applicable, and as practitioners we need to understand those limitations. People and communities are exceedingly complex, diverse and in constant flux. However, a good concept can help us to understand part of something, some of the time in some situations. It also must be recognized that while theory can be

helpful, it will not give us all the answers; just some tentative ones, some of the time, in some circumstances, for a limited time.

Feminist Theory

There are many feminist theories and theoretical frameworks, but many effective ones share the same characteristics. A good feminist theory is not about women as a 'them' or as objects of research, but as women a part of the research.

Gender

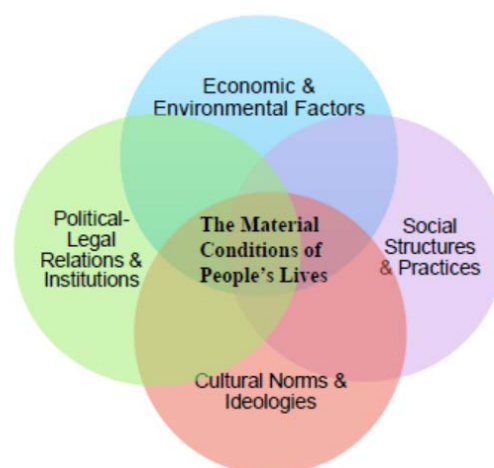
Gender is socially constructed. It is assigned a sex, then correlated with appropriate behavior. For example, in fishing, there is sexual division of labor, including restrictions on (especially) women's behavior. However, there are opportunities and challenges for change.

A Materialist Feminist Framework for Gender Research

"Materialist feminism" is an analytical approach rooted in political economy that considers culture, cultural constructions of gender, and power relations. The starting point is "Gender Relations," which are the hierarchical relations of power between women and men that, in some cases, disadvantage women. A focus on gender relations (versus gender roles) emphasizes the connectedness of women's and men's lives and the interactions of gender with other systems of social relations, for example class, caste, ethnicity, and race. The ultimate objective of this research is to create more equal and equitable relations between women and men, resulting in the empowerment of everyone in society.

Figure 1 presents how various factors shape the material conditions of people's lives. Unequal entitlement to economic resources is exacerbated by unequal power relations in social, cultural and political spheres. That is, different aspects of social life reinforce one another. For example, women may be denied access to economic resources, such as land ownership or employment, which is reinforced by political and legal institutions (property and inheritance laws) and validated by cultural norms such as "women shouldn't own land." This results in unequal social structures, thus social practices and cultural norms have material impacts that may disadvantage women economically, politically, and legally.

Figure 1. A holistic, integrated framework of material feminism



To consider how various factors may impact individuals, consider the following aspects of political economy (including economic, environmental, political, and legal factors and institutions):

- Resource base
- Livelihood strategies
- Organization of economy
- Division of labor
- Property regimes, resource access rights, other legal institutions
- Power relations that structure and derive from divisions of labor and access to rights and resources

Consider: How does the global impact the local? How does the local mediate the global? Geographic scales of analysis include:

- Individual
- Household
- Local Community/Economy
- Regional Economy
- The State & National Economy
- Global Economy

Consider: What is a Social Structure? Try to think beyond the individual to what social structures and cultural institutions they may be part of. Examples of social structures include:

- Class
- Education
- Democracy
- Military-industrial complex
- Fishery
- Church
- Family

Figure 2. Example of intersecting relations



Intersectionality

All social and cultural and political and economic structures are integrated.

Figure 2 shows how an individual's position in society is a result of various factors, which are not determined only by one relationship. For example, a woman's position in society is not only dependent on her relationship with her husband; similarly, a woman's relationship with her husband might be influenced by how much independent income she has or what property she owns. It might also be shaped by whether she is living in her native village or whether she moved to her husband's house. How much she is able to move (such as being able to work as a long-distance trader) influences her relationship not only with her husband but also with what resources she can command. Community gender norms may also restrict ability to work as a long-distance trader.

To understand gender relations and an individual's position in society, it is important that various aspects of the individual's life, various identities held, and the relationships that are experienced are all analyzed together, since power relations are created by a multitude of different interactions that one has with others.

Source: Holly Hapke and Marilyn Porter

Collective Action

It is very difficult to change as individuals. The importance of collective discussion and education should be recognized. This leads to collective action at the local level. It is also important to press for change in policy and regulation at regional and national levels.

Consider using international instruments, for example, FAO's Voluntary Guidelines for Small Scale Fisheries, and the Convention on the Elimination of all forms of Discrimination Against Women (CEDAW) as guides.

Part II – How Do We Theorize Gender in Fisheries and Aquaculture Research?

Small Group Work – Case Studies and Developing a Research Project on Gender in Fisheries and Aquaculture

Case Study: Gleaning of shells, seaweed and invertebrates is an important economic activity for women in Country X, but their earnings remain low, and opportunities for occupational mobility are limited. The government provides little support for the fisheries sector, and a recently established Marine Protected Area now restricts the areas women can glean. Poverty among women in these areas is widespread.

- What “WHY” questions would you ask?
- What types of information would you need to answer these questions?
- What strategies would you suggest to improve the situation?
- What is the theoretical basis of your suggestions?

Part III – Small Group Work

Report Back – Share results of your small group discussions.

1. Share with the group one sentence about your major interest in aquaculture and fisheries.
2. Identify a short situation or case.
3. Spend two minutes for quiet reflection on “why” questions that come to mind.
4. Share your “why” questions. What is important about each one?
5. Choose one “why” question to formulate a theoretical research question.
6. Choose a rapporteur to report back the selected situation/case and the theoretical research question you identified.

Part IV – Other Information Sources

These resources can be referenced for additional information relevant to this training.

- Aquatic Commons – <http://aquaticcommons.org>
- OceanDocs – <http://www.oceandocs.org>
- WorldFish Center – <http://www.worldfishcenter.org>
- Eldis – <http://www.eldis.org>
- International Initiative for Impact Evaluation – <http://www.3ieimpact.org>
- International Collective in Support of Fishworkers – <http://www.icsf.net> and <http://wif.icsf.net>
- FAO’s E-Learning Centre – <http://www.fao.org/elearning/#!/elc/en/home>
- Gender in Aquaculture and Fisheries – <https://genderaquafish.org>
- Network of Aquaculture Centers in Asia-Pacific – <http://enaca.org>
- Aquaculture Department, Southeast Asian Fisheries Development Center – <http://www.seafdec.org.ph>
- Asian Institute of Technology – <http://www.ser.d.ait.ac.th/wpserd/annual-research-reports>

- Food and Agriculture Organization of the United Nations (FAO) publications – <http://www.fao.org/publications/en/>
- CGIAR Research on Gender and Agriculture – <https://gender.cgiar.org>

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CHAPTER 2. USING INTERSECTIONALITY IN RESEARCH ON GENDER AND FISHERIES

By Marilyn Porter¹, Christine Knott² and Holly Hapke³

Course Overview

Introduction:

Theories and methods of intersectionality have become increasingly utilized within gender studies to analyze the complex and multifaceted experience of discrimination and oppression faced by different groups within society. Intersectionality is an [analytic framework](#) that attempts to identify how interlocking systems of power impact those who are most marginalized in society (Cooper 2016). The objective of this course is to unpack intersectionality as a concept and make it useful for analysis in fisheries and aquaculture research.

Number of participants: 5 (minimum) to 35 (maximum)

Duration: 2.5-3 hours

Program:

- Part I – What is Intersectionality?
- Part II – Intersectional Feminist Frameworks: A Primer (CRIAOW)
- Part III – Case Study: Crenshaw
- Part IV – Using Intersectionality in Research
- Part V – Group Exercise, Reporting and Discussion

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Part I – What is Intersectionality?

What is Intersectionality?

Intersectionality refers to the interconnected nature of social categories, or identities, such as race, class, and gender as they create overlapping and interdependent systems of experience, discrimination, or disadvantage. Rather than isolate one identity category, privilege, or other points of marginalization, intersectional theory sheds light on the ways various vectors of identity—such as race and gender—impact one another to form unique subjectivities and experiences.

For example, no-one is just poor, or just female, or just a fish gleaner, or just a mother. Rather, individuals embody multiple identities that intersect one another in different ways and in different contexts.

Exercise: What are my identities? How do they intersect each other?

Aspects of Identity:

- Age
- Gender
- Religion/Caste
- Ethnic Origin
- Physical/Mental (Dis)ability
- Sexual Orientation
- Socio-economic Status
- Educational Background
- Employment Status
- Family/Relationship Appearance
- Citizenship
- Language Proficiency
- Political Views
- Other?

Briefly summarize your identities per the above categories:

The part of my identity that I am most aware of on a daily basis is _____.

The part of my identity that I feel others most often identify with me is _____.

The part of my identity that I feel gives me the most privilege is _____.

The part of my identity that I feel empowers me the most is _____.

The part of my identity that makes me feel uncomfortable at times is _____.

The part of my identity that I feel I am least aware of is _____.

Thinking about privilege and empowerment, how do different aspects of your identity intersect one another to give advantage? Disadvantage?

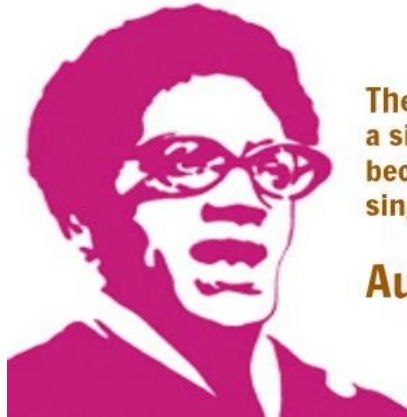
Which aspects seem to contradict each other? In what context?

Why does intersectionality matter?

Power. Who has it, how can it be shared, who benefits from current arrangements, how can it be changed? Our understanding of these issues is deepened by utilizing intersectionality. As researchers, our task is to see how and where power fits and where it *intersects* with the problems we consider.

Is Intersectionality a new concept?

Intersectionality is not a new concept, and roots of intersectionality can be found in feminist theory, which examined multiple oppressions and emphasized that identities are never singular. The Canadian Research Institute for the Advancement of Women (CRIAOW) was using Intersectional Feminist Frameworks (IFFs) in research in 2007. Oxfam and other development agencies have also long understood that people have intersecting identities and thus problems, which need complex and intersecting solutions.



There is no such thing as a single-issue struggle because we do not live single-issue lives.

Audre Lorde

Part II – Intersectional Feminist Frameworks: A Primer

The Canadian Research Institute for the Advancement of Women (CRIAOW)

Intersectional Feminist Frameworks (IFFs) aim to foster understanding of the many circumstances that combine with discriminatory social practices to produce and sustain inequality and exclusion. IFFs look at how systems of discrimination, such as colonialism and globalization, can impact the combination of a person's:

- Social or economic status;
- Race or Ethnicity;
- Class;
- Gender; or
- Sexuality.

“IFFs attempt to understand how multiple forces work together and interact to reinforce conditions of inequality and social exclusion. IFFs examine how factors including socio-economic status, race, class, gender, sexualities, ability, geographic location, refugee and immigrant status combine with broader historical and current systems of discrimination such as colonialism and globalization to simultaneously determine inequalities among individuals and groups.” – CRIAOW-ICREWF (2006)

IFFs can make us aware of how all individuals exist amongst and are impacted by systems of power and privilege. IFFs integrate world views and knowledge that have historically been marginalized. They generate understanding that women's varying histories have created many social identities, which place them in different positions of hierarchical power. They make efforts to challenge binary thinking that sustains inequalities, such as able/disabled, gay/straight, white/black, man/woman, West/East, and North/South; and reveal that binary thinking is a result of unequal power relations.

Feminist frameworks are: fluid, specific, diverse *and are* interconnected both locally and globally.

Beginnings of theory based on ideas of intersectionality:

- Social inequality
- Power
- Relationality
- Complexity

Intersectionality is as critical as inquiry. Because the intersectional experience is greater than the sum of racism and sexism, any analysis that does not take intersectionality into account cannot sufficiently address the particular manner in which individuals may be subordinated.

Part III – Case Study: Crenshaw

The term “intersectionality” is attributed to Kimberlee Crenshaw, an American attorney, civil rights advocate, and leading scholar of critical race theory who introduced the term in response to a problem on how anti-discrimination laws consider gender and race separately. In the context of the United States, African-American women and other women of color have experienced overlapping forms of discrimination. Yet the tendency of anti-discrimination laws to view discrimination in singular terms often makes it difficult to prove the unique form of discrimination women of color face, and thereby leaves these women with no justice.

Crenshaw is credited with facilitating dialogue on and confronting issues in the areas of social inequalities, power, relationality, and complexity.

Crenshaw’s key example:

In the United States in 1976, the case of *DeGraffenreid v. General Motors Assembly Division* was argued where five African American women brought suit against automobile company, General Motors. The women alleged that the employer's seniority system perpetuated the effects of past discrimination against African American women. Evidence offered at trial revealed that General Motors simply did not hire African American women prior to 1964 and that all of the African American women hired after 1970 lost their jobs in a seniority-based layoff during a subsequent recession. The district court granted summary judgment for the defendant, rejecting the plaintiffs' attempt to bring a suit not on behalf of African Americans or women, but specifically on behalf of African American women. The court stated:

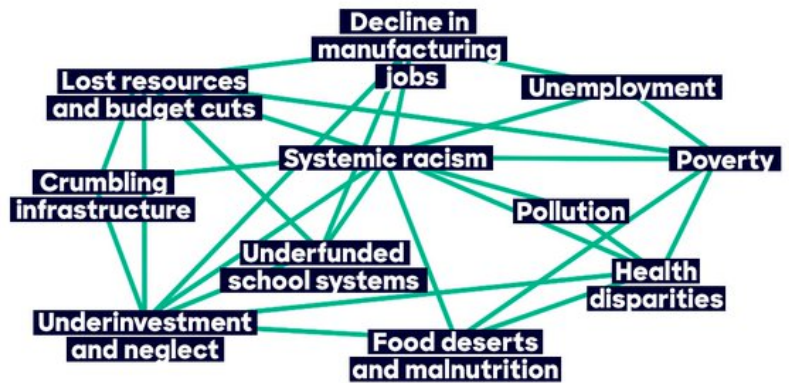
[P]laintiffs have failed' to cite any decisions which have stated that Black women are a special class to be protected from discrimination. The Court's own research has failed to disclose such a decision. The plaintiffs are clearly entitled to a remedy if they have been discriminated against. However, they should not be allowed to combine statutory remedies to create a new 'super-remedy' which would give them relief beyond what the drafters of the relevant statutes intended. Thus, this lawsuit must be examined to see if it states a cause of action for race discrimination, sex discrimination, or alternatively either, but not a combination of both.'

In her work, Crenshaw often refers to this case. Although Crenshaw was first person to use the term “intersectionality” in the context of feminism, the notion that one's life experiences are mediated by the interplay of race, class, and gender (among other factors) was widely discussed among African American women before Crenshaw coined the term. Black feminist thinkers, such as Patricia Hill Collins and Bell Hooks, were deeply critical of the conspicuous absence of the experiences of African American women within both feminist and anti-racism theory, which they

attributed to the tendency to view race or gender as independent axes of analysis rather than drawing from a framework that could account for both (and other) axes of oppression.

Part IV – Using Intersectionality in Research

Intersectionality requires researchers to respect people of other cultures, race, and religions—even if it is different than their own. For example, being an intersectional feminist is not just about abstract ideals. It also requires us to reflect upon how intersectionality manifests in our own lives, both when we're oppressed and when we're privileged.



Consequences of taking intersectionality seriously:

- Using tools for analysis that consider the complexities of women's lives;
- Making sure policy analysis is centered on the lives of those most marginalized;
- Attempting to think about women's lives in holistic ways when making policies; and
- Valuing self-reflection in our social justice beliefs so that we include ourselves in the analysis.

Part V – Group Exercise, Reporting, and Discussion

Group Exercise: Develop a chart of the intersectional nature of the gender and fisheries issues in your community or research area.

- What are the key variables in the intersectional discussion you are looking at – e.g. race, class, ethnicity, location, occupation?
- Who has the power and how is it exercised?
- What steps can we take in research and in action to distribute power more equally?

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CHAPTER 3. CASE STUDIES

By *Kyoko Kusakabe*¹

Overview

The following case studies illustrate the critical role of intersectionality in gender analysis. Power relationships that surround individuals, particularly women, are shaped not only by an individual's identity as a woman or a man, but also by other factors such as age, ethnicity, and occupation, among others. In performing a gender analysis, it is important to analyze the multitude of experiences that men and women face in order to understand the roots of disadvantages, discriminations, and deprivations. Gender differences are not the only factors that create can result in individuals being placed in subordinate roles.

Each of the following case studies have been chosen to showcase how a certain context can be experienced differently by different women. This section is designed to be used for self-study or as group discussion material to supplement the intersectionality course outlined in Chapter Two. Each case is followed by a discussion question and a brief explanation that can be used either as a facilitator's guide or a reference for self-study.

Case 1 – Women in fish border trade in Cambodia

During the 1980s to early 1990s, the Cambodia-Thai border still remained a war zone. Cambodia's Tonle Sap Lake produced a large amount of fish, but the trade route to Thailand was non-existent, because of the conflict. Especially men's mobility was restricted, since men were conscripted to either the government army or to the Khmer Rouge army. Women, on the other hand had more freedom to move, since they were not targeted by the military and were even able to negotiate with the army to hitch a ride to the border. Therefore, many women were engaged in fish trade in the black market, transporting fish from the Tonle Sap to Thailand, and were able to fetch very high prices. This was a lucrative business for women.

In the mid-1990s, the civil war came to an end, and border trade was officially reopened. Then, large enterprises (often owned by men) started to join the border trade and were able to extend credit to collectors and fishers who were able to collect fish, while most of the small women traders were not able to do so and were marginalized in the trade.

However, there were some women traders who were able to utilize the profit that they accumulated during their business during the civil war and utilized the capital to participate in export. On the other hand, there were women who were running businesses during the civil war but stopped their business in order to attend to child and elderly care. These women lost their profit and clients and had to start from zero when they rejoined the trade. These women traders remained as small traders and experienced more and more difficulty in buying fish with the severe competition from large traders.

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Discussion: What are the impacts that women face as a whole? What are the various impacts that different women face, and why?

Note the advantage and marginalization that women traders experienced, but also the differences among women. One of the dividing lines between women resulted from whether they had support to attend to their family and care responsibilities. Although women as a whole were impacted, other factors such as class, social network, and financial resources resulted in women experiencing different impacts from the same external event.

Case 2 – Women traders and processors in Mumbai

In Mumbai, women working in fisheries processing and trading have been impacted by a new redevelopment plan. The Kolis in Mumbai are fishers. Kolis women are engaged largely in post-harvest activities including processing and trading, but coastal development has threatened the livelihood of the Kolis. Women vendors have lost access to fish when a new jetty was built and boats were forced to dock in another place. As a result of the redevelopment plan, male vendors from North Indian states have also come to do business in these areas, squeezing women traders out of their business.

The new coastal development has also brought challenges of pollution to women fish processors. With a new shortage of land, women were faced with less access to space to dry their fish and have lost access to clean water.

In Mumbai's fish markets, which have long been dominated by women traders, licensed women fish market vendors welcomed the private sector redevelopment plan, as they believe it will result in better deals for the women. However, concern has been raised that the market vendors are not in direct negotiation with the developers, but are being represented by others including women's cooperative leaders. There is a fear that these leaders have brokered a deal with the developers and are taking part of the compensation money.

Discussion: Compare these different women and how they may be impacted differently from the development plan.

Different women are impacted differently, but they share the same disadvantage: lack of political power. However, the immediate issues that the various women face are different, so it would be difficult for these women to come together. An intersectionality analysis is important to bring out the reasons for these differences and also the commonalities that the women share.

Case 3 – Small-scale fishers under restriction in response to trade rules on illegal, unreported, and unregulated fishing

In response to European Union trade rules on illegal, unreported, and unregulated fishing, the Government of Thailand has implemented a strict regulation on fishing gears and equipment. This

has impacted small-scale fishers, who did not have enough capital to upgrade their equipment to meet the new standards.

In one of Thailand's small-scale fishing villages, the male fishers identify strongly with being fishermen and do not want to change their occupation. As all of their skills and equipment are with fishing, they believe that working other jobs would not provide them with the dignity that they experience with fishing. Despite the challenges they face from the new regulations, they continue fishing.

The husbands' decision to continue fishing in spite of the ban has created difficulty for the fishers' wives. While the men go out fishing, the women need to be on the look-out throughout the night for government patrol officers and inform their husbands immediately of any patrolling officers. If their husbands are arrested, women are responsible for gathering the money required to bail them out.

As the new regulations have resulted in a large drop to small-scale fishers' household income, some women plan to go out to work to earn income to support the family. However, some husbands are not happy that their wives go out of the village to work and object to this plan. Such refusal makes women's lives difficult since they are now left to manage the household with very little income. Some husbands are more flexible, and not only do they allow women to take up other work, they themselves start to work as drivers at urban areas, while waiting for the regulations to be eased. These households have been able to weather the fishing ban better.

Discussion Question: Compare different decisions made by different women and men.

The point of learning from this case is men's sense of identity being grounded in their occupation as fishers. For these men, their sense of masculinity is closely related to fishing and their insistence of upholding their identity as fishers has been supported by women. Community gender norms reinforce that women are responsible for the household economy, while men are able to maintain their social status as fishers. This creates strain for women. However, there are differences between households. In some households, the gender norms are practiced relatively flexibly, easing women's burden.

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CHAPTER 4. GENDER IN RAPID APPRAISAL OF FISHERIES MANAGEMENT SYSTEMS

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Overview

This chapter provides a guidance for conducting a Rapid Appraisal of Fisheries Management Systems (RAFMS) that is inclusive of gender and human welfare considerations. Sections One through Three highlight the less explored dimensions of gender and fisheries, particularly women's roles and their contributions in the sector that are undervalued and less recognized. Section Four (Tools and Techniques: Enhancing the RAFMS with Gender Integration) covers several elements including a generic framework for gender analysis within the seven-step process of the RAFMS. Research design and sampling forms, survey instruments, checklists, guide key questions and illustrative visual outputs; attributes/indicators and their measures and an indicative report outline to guide the writing of documentary outputs are also provided. Section Five (Gender Analysis in Fisheries) explores underlying methodological foundations of the gender analysis process.

1. Introduction

Gender equality is a basic human right, including empowerment of women and men, particularly in sustainable development (USAID 2012). In fact, the United Nations (UN) has placed the human person as the central subject and beneficiary of their human development agenda, and it recognizes that gender inequality remains as one of the challenges (UN 2015). In as much as we desire to achieve better environmental conditions and sustainably manage our fisheries, for food security and safety, we need to incorporate the efforts and needs of the women and men who are both the drivers and beneficiaries of the efforts for sustainable fisheries (Kleiber et al. 2015). However, in most cases, the human dimension, including and especially gender sensitivity is either neglected or overlooked. For example, women's role and contribution in fisheries are often undervalued and less recognized than those of men and corporations. Thus, they are often not included or targeted in various programs such as capacity building, providing access to opportunities and information upgrading fisheries infrastructure, and related sectoral and development interventions. Gender equality is also now recognized as an important aspect of sustainable development and is one of the 17 Sustainable Development Goals (SDGs), more specifically SDG Number Five. While SDG Five is linked with the majority of the 17 SDGs (CWFS 2015, UN 2015 and 2017), few efforts have been made to specify the linkages between SDG Number 14 (conserve and sustainably use the oceans, seas and marine resources for sustainable development) and SDG Number Five.

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Capture fishing is predominantly male-dominated but women are found in different phases of fisheries production, from pre-production (net preparation, boat maintenance, bait and fuel purchase) to post-production (post-harvest processing and trading). Processing and small-scale trading are still predominantly done by women but there is a growing number of women who are engaged in capture fisheries in some parts of the world. For example, in Vietnam, workers in small-scale capture fisheries and fish farming are predominantly female, while in Bangladesh, women catch fish in estuaries. More Thai and Cambodian women are recently working in aquaculture due to developments in brackish and freshwater aquaculture (Siason et al. 2002; Satapornvanit et al. 2016). Gleaning is a form of fishing, particularly important for food security, engaged in by many women (and men) in coastal and riverine communities, but which is not recorded in official statistics (Kleiber et al. 2014; Kleiber 2015).

For most of the fisheries sector, gender-differentiated roles and responsibilities are pronounced. For example, nearly all activities that involve working on boats and bringing in the catch are almost exclusively a male domain. After landing the fish, men often are the major actors making decisions on grading the fish and have better access to higher-paid occupations in processing and distribution. Women tend to dominate processing of catch, a lower-paid occupation in fisheries. They are also often the buyers and sellers of catch in and for local markets, as well as for their own households, which has implications for food and nutrition security.

In many developing countries, although fishing has been traditionally a male activity, more and more women are actively participating in fisheries-related industries, with a growing recognition of their significant roles and contributions to their fishing households and the larger community. In the Solomon Islands, for example, Hilly et al. (2012) reported that women are often undervalued despite having an important role in families and communities that depend on fisheries for their livelihoods. As more men share in the domestic responsibilities of maintaining the home and taking care of children, women are also given wider opportunities to go out of their homes and make the most of their abilities to help provide for the family's needs, particularly those concerns that are relevant to

USAID Oceans works to strengthen regional cooperation to combat illegal, unreported and unregulated (IUU) fishing and promote sustainable fisheries, in order to conserve marine biodiversity in the Asia-Pacific region. As part of USAID Oceans' strategy, it has committed to applying a gender lens across each of its approaches to better serve the men and women in the various nodes of the fisheries value chain, including regional institutions.

food security. But much is left to be desired, especially among poor fishing households where women are constrained by a lack of access to education and other capability-building activities, limited economic opportunities, and restricted mobility due to their own beliefs compounded by cultural expectations that the home takes primacy over other family responsibilities. Thus, it is imperative to consciously work for the recognition and acknowledgement of women's contribution within and outside the home.

USAID Oceans conducted gender analyses at each of its two learning sites in General Santos City, Philippines and Bitung, Indonesia to determine gender differentials in the fisheries value chains, to inform program planning and interventions. The gender analyses were structured along the Rapid Appraisal of Fisheries Management Systems (RAFMS) (Pido et al. 1996, 1997) research framework, overlaid by the USAID Gender Dimensions Framework (GDF) with its six domains (Andraos 2015), and the Gender-Responsive Value Chain Analysis (GRVCA). This chapter provides a framework for integrating gender aspects into the RAFMS framework and documents the process taken for the program's gender analyses. This chapter also provides a gender checklist to assess how gender is being integrated in any fisheries activity. This applied research instrument thereby provides a rapid

gender analysis methodology that can guide decisions to better address inequalities in the fisheries workplace.

2. Gender and Fisheries

The fisheries industries in Indonesia and the Philippines are among the largest in the world. In Indonesia, the economic potential of marine fishery resources, being the world's largest archipelagic nation, is estimated at USD 82 billion per year; about USD 15.1 billion per year is from capture fisheries (MMAF Fisheries 2014). With such large resources, the fisheries sector is recognized for its economic potential. Bitung City is one of the major fishing centers in eastern Indonesia, particularly for tuna which is the main export commodity of the country's fisheries sector (BCAS 2016).

In the Philippines, the fisheries sector provides livelihood to more than 1.6 million Filipinos and contributes to the macro-economy. Its contribution to total Gross Domestic Product in 2014 was 1.6% and 1.8% at current and constant 2000 prices, respectively (BFAR 2014). In the same year, the Philippines enjoyed a net surplus of USD 954 million in foreign fish trade. Fish exports totaled 316,863 million tons with a value of USD 1,274,000. Philippine fishery exports identified tuna as having the highest value at 19.6 billion pesos which amounted to 117,909 MT. This reveals the significance of the tuna fisheries sector to the lives of households and the macro-economy of the country. General Santos City is the major producing site of tuna in the Philippines, earning the title of the Tuna Capitol of the Philippines, and where six out of the seven major tuna canneries are situated (Yamashita and Belleza 2008). General Santos City's tuna production posted an increasing trend from < 50,000 metric tons in 2010 to > 70,000 metric tons in 2015 (BFAR XII 2016). The daily landings at the General Santos City Fish Port Complex are the second highest in the nation (after Navotas in Metro Manila). A preliminary study indicated that women occupied only a few marginal positions in the market (Pavo and Digal 2017).

The contribution of the fisheries is essential to the economic well-being of people in many developing countries, especially in Southeast Asia where millions of households depend on fisheries for their livelihood and food security. Although fisheries are commonly associated with men with focus on capture fisheries, women also have a significant contribution in post-harvest, processing and marketing (Williams 2008; Weeratunge et al. 2010). Women play important, multidimensional roles in fishing communities which include livelihood, reproductive, household, and other community activities (Hilly et al. 2012; Kleiber et al. 2014).

Around twenty years ago, the heightened discourse on gender in fisheries entered into fisheries literature and knowledge sharing activities, such as those which transpired in various international fisheries symposia such as the Gender in Aquaculture and Fisheries (GAF) of the Asian Fisheries Society (AFS) (Gopal et al. 2016), and the International Institute of Fisheries Economics and Trade (IIFET). The perception of fisheries being a male-dominated sector gradually started losing ground in the 1990s when studies revealed that, although men lead in capture fisheries, women play critical roles in pre- and post-fish production and in nearshore fishing activities, including aquaculture (Israel 1993, Legaspi 1995, Rodriguez 1996, Satapornvanit et al. 2016, Siason 2013, Sotto et al. 2001).

3. Integrating Gender in Rapid Appraisals for Fisheries Management

In analyzing fisheries value chains, recognition of the sectoral gender components promotes effective fisheries management and development (Krushelnytska 2015). Contrary to perceptions that fishing is male-dominated, recent literature indicates that women play a critical role in fisheries; hence, including women in the statistics/registry and in various discourses will aid policy makers to make informed decisions towards upgrading fisheries value chains that engage and empower women (Williams 2016).

In 1996, the *Handbook of Rapid Appraisal of Fisheries Management Systems (Version 1)* was released, however, it lacked explicit gender integration in most parts, since gender disaggregated data could not be generated from its methodological tools. Women were largely 'invisible' in the sets of tools and techniques, and the original RAFMS guidance only assumed that women were included as "stakeholders" and did not account for women's contribution in fisheries management. Although a number of fisheries studies have applied a gender approach, most of them were descriptive of women's participation such as those practiced in small-scale fisheries and lacked quantitative data. More quantitative data on gender in fisheries is needed and can be achieved if gender research methods are applied within fisheries research (Kleiber et al. 2015). For example, in agricultural research for development initiatives of the Consultative Group on International Agricultural Research (CGIAR), it was suggested that social and gender inequality factors should be taken into consideration and included in the design and implementation of initiatives (Kantor et al. 2015). Furthermore, they found that in understanding the influence of gender relations in technology adoption, interventions integrating social and technical aspects are needed for sustainable adoption of the technology introduced.

As such, USAID Oceans has developed a second version of the RAFMS guidelines that integrates gender considerations in order to highlight the specific contributions and concerns of both women, men, girls, and boys (the youth), and to better understand gender relations in fisheries management. The gendered division of labor in fisheries management will also reveal the unique contributions of men and women and thereby identify more specific actions or interventions that need to be done in order to address gender inequity in the fisheries management system. Integrating gender will also call for the establishment of gender sensitive indicators to measure the extent to which gender equality objectives are met by fisheries management systems and to promote gender equity and women's empowerment in the fisheries sector.

A Quick Guide to Gender Terminology:

- Sex and Gender – Sex is biologically determined, more constant across time and cultures; gender is socially ascribed, and changes across time and culture.
- Gender analysis – a process of gathering and analyzing sex-disaggregated information in order to understand gender differences and to identify major issues that contribute to gender inequalities. It is also a type of socio-economic analysis that uncovers how gender relations affect a development problem, and examines the differences in women's and men's lives, including those which lead to social and economic inequity for women. The analysis also provides an understanding of the underlying causes of these inequalities, which could be applied to policy development and service delivery. The ultimate aim is to achieve positive change, particularly for women who are mostly at a disadvantage.
- Gender equality – a state in which the allocation of resources, programs, opportunities, and decision making is equally given to women and men so they have the same i.e. each would receive 50% of what is allocated including access to the same opportunities; this could also refer to the state or condition in which women and men have equal enjoyment of their human rights, socially valued goods, opportunities, and resources.
- Gender equity – is the fair allocation of resources, programs, opportunities, and decision-making to both males and females without discrimination on the basis of sex, as well as addressing any imbalances or inequities in the benefits available to both sexes. To ensure fairness, compensation must be considered to cover economic, social, and political disadvantages that prevent women and men, boys and girls from operating on a level playing field. Differences in women's and men's lives are taken into consideration, especially recognizing that different approaches are oftentimes necessary to achieve equitable outcomes.
- Gender sensitive - awareness of the ways people think about gender, so that individuals rely less on assumptions about traditional and outdated views on the roles of men and women. Differences in women's and men's lives are taken into consideration, recognizing that different approaches are needed so neither is excluded in the outcomes, resulting in equitable treatment.
- Gender mainstreaming - a strategy which makes women's as well as men's concerns and experiences an vital aspect of the design, implementation, monitoring and evaluation of policies and programs at all levels and spheres i.e. political, economic and societal, in order that women and men can benefit equally, and inequality is not continued or promoted. It is also the process of incorporating a gender perspective into organizational policies, strategies, and administrative functions, as well as into the institutional culture of an organization.
- Gender integration – Taking gender aspects into account in program design, implementation, monitoring and evaluation, to compensate for gender-based inequalities.
- Gender responsive – Recognizing and addressing the particular needs, priorities, and realities of men and women so that both men and women can equally benefit, with gender-sensitive indicators to track progress in closing the gender gap.
- Gender transformative - examines challenges and ultimately transforms structures, norms and behaviors that reinforce gender inequality, and strengthens those that support gender equality. It works to change the social order, or the underlying sectoral and social factors that give rise to disparities among men and women.
- Gender-Sensitive Indicators - indicators disaggregated by sex, age and socio-economic background, which are designed to determine changes in relations between women and men over a period of time. The indicators can be used to evaluate the outcomes of gender-focused and mainstream interventions and policies, assess challenges to success, and adjust programs and activities to better achieve gender equality goals and reduce adverse impacts on women and men.

Sources: Arenas & Lentisco 2011; IGWG 2016; March et al. 1999; UNDP 2007

4. Tools and Techniques; Enhancing the RAFMS with Gender Integration

By integrating gender aspects into the RAFMS methodology, fisheries management planning will be more inclusive, will have more highly targeted results, and will be effective in ensuring gender equity and women's empowerment can be achieved within fisheries management systems, as mandated in several international fisheries instruments or treaties that include the FAO Voluntary Guidelines for Sustainable Small-Scale Fisheries (FAO 2017), Convention on the Elimination of All Forms of Discrimination against Women (1979), UN Sustainable Development Goals (UN 2015), USAID Gender Equality and Female Empowerment (USAID 2012), and Committee on World Food Security (CWFS 2015).

This section provides an overview of gender analysis methodologies that can be used as a reference to guide for implementation. In enhancing the RAFMS methodology, guidelines have been developed for Ecosystem Approach to Fisheries Management (EAFM) and Catch Documentation and Traceability (CDT) planning that are more gender-sensitive and are inclusive of data collection tools that generate sex- and gender-disaggregated data and support gender-specific framework analysis. The most common tools are the various gender dimensions frameworks (USAID 2012, March et al. 1999, Moser 1993, Rao et al. 1991) and gender-responsive value chain analysis framework (Mayoux and Mackie, 2008). Gender analysis tools can be used to support RAFMS to integrate gender dimensions into fisheries management. The RAFMS data collection tools should be screened to identify the variables and indicators which can be applied with a gender lens (see Steps One and Two below).

Step 1: Review of existing information, scoping, and other preparatory work (RAFMS Steps 1 and 2)

An extensive review of existing literature (both published and gray literature) is necessary in order to establish a baseline about the subject matter. This could also require a visit to the site to scope out the area, to determine potential respondents and key informants, and to meet with stakeholders. Of particular importance, since USAID Oceans is a partnership project, is that all groups of partners are considered as stakeholders as they will be included in the subsequent data gathering activities and so should equally be aware of the need for gender integration.

Second, a research team must be formed, comprised of a gender specialist (preferably with fisheries knowledge), social scientist, statistician, information technology specialist, fisheries expert, and a communications expert. Local data gatherers or enumerators are preferable, so that they may speak the local language and have the context/perspective of the local setting.

Meetings with various potential partners in the conduct of the research must be made and include the following, with consideration in observing gender balance in the selection of meeting participants:

- Academe - can provide the local survey enumerators, documenters, or field guides;
- Government agencies (i.e., environment, agriculture, and fisheries departments) - can provide secondary data as well as updated lists of value chain (VC) players for development of survey samples and Focus Group Discussion/Key Informant Interview rosters;
- Local government units - can provide the endorsements, permits, and assist in research implementation; and
- Civil society organizations (CSOs) (may include people's organizations, women's groups, non-government organizations, and other local associations) - can provide technical

assistance, as well as the perspective of many value chain players, particularly in small-scale fisheries.

A two- to three-day inception workshop should be held for the research team and direct partners to introduce the project and gender concepts, and to bring all partners up to the requisite level of knowledge. Particularly important is the presence of survey enumerators who will need one more day of training on research and data gathering methods, including new techniques and tools such as employing a paperless survey (Open Data Kit or ODK) using tablets. A mock survey, followed trainer critique is also recommended to evaluate the readiness of the survey enumerators to conduct actual field work.

The duration of the inception workshop will largely depend on the level of gender awareness and appreciation of the participants, as well as on the level of knowledge regarding Gender-Responsive Value Chain Analysis (GRVCA).

Before the RAFMS begins, the following preparatory steps should be completed:

- literature review to select the most relevant information as basis for determining the scope and limitations of the research project;
- inception workshop held to review gender concepts and the GRVCA, share knowledge and understanding of the research objectives;
- generation of the research questions and survey instruments;
- determined research timelines (Gantt chart);
- formation of research team and roles;
- identified research project risks and obstacles and appropriate management measures; and
- drafted outline of the Final Report.

Step 2: Research design and sampling

To be able to generate sex-disaggregated data, the research planning and design stages should ensure responses from both women and men. This means that the sampling frame should provide the opportunity to select representatives from both sexes and from different groups determined to be relevant to the assessment, e.g., by occupation, ethnicity, age, etc. In addition, the scope or boundary of the assessment should be determined, based on the fisheries management area (FMA) or fisheries management unit (FMU), i.e., from small-scale to medium-scale to large-scale fisheries and enterprises/industries, based on species or fishing gear or product forms. This will also determine who the respondents will be.

The USAID Gender Dimensions Framework –

Survey instruments may be designed following the domains of the USAID gender dimensions framework, namely: access to assets; knowledge, beliefs and perceptions; practices and participation; time and space; legal rights and status; and power and decision making (Andraos 2015; WWF 2017). These six domains are used to formulate questions in each of the value chain nodes, including ancillaries and intermediaries, and for each type of fisheries sector or scale.

Careful consideration should be made to include elements of gender analysis in the survey instruments. Expected responses must be able to surface gender differentials, including: (1) roles and relationships between women and men, (2) access to and control of resources, in the opportunities and constraints faced, in needs/issues/concerns, and (3) impact of interventions/programs/projects for gender equality and women empowerment.

All instruments must be translated into the respondent's native language, and back-translated to ensure nothing is lost in translation. Moreover, these instruments must be pre-tested and reviewed before being used for field work.

Forms, survey instruments, checklists, guides:

Sex should be included as a variable in all data collection instruments for human subjects. As names in some cultures could be used for both sexes, it is therefore necessary to explicitly identify whether the respondent is a female or a male. Further information obtained from the respondent will be linked to the identified sex, which could provide datasets disaggregated by sex and other important characteristics for gender analysis. The analysis and reports generated will then result in a clearer profile of the people, their gendered perceptions, and the fisheries being analyzed.

Annex 5 provides a sample questionnaire with questions based on the six domains of the Gender Dimensions Framework.

Step 3: Data Collection

(RAFMS Step 3)

The system boundary chosen will determine who the respondents will be as primary data sources. They can include the individual women and men from various scales of fisheries and nodes of the value chain for face to face and key informant interviews. These may also involve groups of women and men with various roles for the focus group discussions.

For example, in the Gender Analysis conducted in General Santos in the Philippines (WinFish 2017), respondents included producers/fishers, processors and traders. Among producers, five groups were included in the face-to-face surveys: (1) municipal fishers (11 females, 12 males), (2) commercial handline boat captains (9 females, 12 males), (3) commercial handline crew members (21 females, 15 males), (4) commercial handline owners (6 females, 9 males), and (5) purse seine owners (4 females, 6 males). As much as the circumstances allowed, an equal number of women and men were surveyed for each group of actors. The respondents from municipal fisheries and handline crew consisted of a sample of male fishers and an independently-drawn sample of fishers' wives. There were no women in the sampling frame who actually engaged in fishing; thus, the study selected fishers' wives to provide perspectives of women on the lives of fishing households, from which gender differentials may be detected.

For the processing node, a total of 45 respondents (23 females, 22 males) were interviewed. These included owners and employees of relevant businesses, i.e., 25 respondents (13 females, 12 males) from the chilled/frozen sector and 20 respondents (10 females and 10 males) from the canned sector. In this node, more females (17) were surveyed than male respondents (12), owing to the nature of the small-scale food processing sector which is dominated by women. For the marketing/trading node of the value chain, 45 respondents (23 females, 22 males) were randomly selected from the neighborhood wet markets, and those who peddled tuna-like fish from house-to-house.

Focus Group Discussions may be directed at homogeneous groups of actors (e.g. municipal fishers; wives of fishers/crew members; processors). In USAID Oceans' Gender Analysis study, eight focus groups were conducted, three of which were all females, two were all males, and three were mixed female-male respondents. The all-male grouping was necessary since fishers and fishing crew members in the three types of fishing (small-scale, handline and purse seine) were all males. To get the view/insights of females, a corresponding all-female grouping composed of wives of fishers and fishing crew members was deemed an important part of the data gathering. The third all-female group represented the vendors, a sector which was almost all composed of women. For the other value chain nodes, mixed male-female FGDs were conducted, to reflect the real gender composition of the said nodes.

In the same study, Key informant interviews were primarily held with value chain enablers at both micro (e.g. associations and fishers' groups) and macro (e.g. government units and agencies) levels, as well as other players who could not be part of either the survey or focus groups due to the nature of their work and schedules.

Table 1. Examples of key informants as seen through USAID Oceans' Philippines Gender Analysis (WinFish 2017)

Set	Value Chain Members
Set A (Macro)	Representatives from National Government Agencies such as Bureau of Fisheries and Aquatic Resources (BFAR), Department of Trade and Industry (DTI), Philippine Fisheries Development Authority (PFDA), Department of Labor and Employment (DOLE)
Set B (Macro)	Representatives from Local Government Units (LGUs): Office of the City Agriculturist (OCAG) - General Santos City, Office of the Provincial Agriculturist (OPAG) - Sarangani Province
Set C (Micro)	Representatives from Private Associations involved in the Fishing Industry, Academic Institutions with Fisheries Courses, Non-government Organizations involved with fisherfolks, Women Fisherfolk Organization, Canneries, Traders

To generate sex-disaggregated outputs, participatory tools and techniques should be designed and conducted for specific female and male respondents belonging to specific groups. In addition, gender-appropriate interview methods must be used. Some tools include:

- Activity Analysis or Profile:** Obtain responses of women and men to show the productive, reproductive, community work and leisure/rest that they do, when they do these activities, and how much time they use on each activity. Generating a gender-specific Activity Profile can provide information on who contributes most to these types of work in terms of time. Research in agriculture showed that comparisons in time use, e.g. across sites or over time, are difficult to make if different time-use collection methods are used (Seymour et al. 2017). Further queries and analysis can be done on the same topic according to the domains in the gender dimensions framework (see Annex 1).
- Mapping Exercises:** Gender sensitive maps can be generated for sex-specific separate groups, such as: only men, only women, and mixed women and men. Differences in perceptions are influenced by exposure and experience. Therefore, a male fisher who goes from his house to the shore and returns everyday would only map what he sees and experiences along the way. A woman fisher who goes from her house to the shore to receive the fish catch to process it, then goes to the school to accompany her kids, then on to the

Examples of Gender-Blind Questions for Resource Mapping –

1. What resources are available? Which are abundant? Which are scarce?
2. What resources are important?
3. Does everyone have equal **access** to the resources?
4. Where do people go to collect water, gather firewood, graze livestock, and do livelihood activities?
5. Which resource do people have the most problem with? Why?
6. What are the opportunities for the households?

market to buy food, then back to her house, might include all these places in the map.

- **Participatory Gender Resource Mapping (PGRM):** A resource map is a Participatory Rapid Appraisal tool that helps us to learn about a community and its resource base. The primary concern is not to develop an accurate geographical map but to get useful information about local perceptions of the community regarding its resources and its importance to the people. A gender resource map is intended to determine the location of women's and men's spaces in a particular fisheries management area (FMA). Hence, gender resource mapping could be conducted to achieve this purpose. This will further enhance and deepen the understanding of relations between men and women in the FMA. Depending on availability, a base map of the area could be obtained from the responsible government agency or the village itself. Further observations could be noted down while conducting several ocular visits to and interviewing key informants in the area. The spaces dominated by men and women could then be indicated by international female and male symbols and the results analyzed.

“In addition to just sex, there is also a need to differentiate who these women and men are, and their characteristics. This will allow for any intersectionality to be used to give nuance to resource usage and access, i.e. not just “the women” and “the men” but which particular women and men – the Mayor’s wife and daughter will do or perceive different things to the widow and the single mother or spouse of a fish worker.” – Dr. Meryl J. Williams, Gender in Fisheries Champion & Advocate

As a Participatory Rapid

Appraisal tool, it places emphasis on empowering local people to assume an active role in analyzing their own living conditions, problems and potentials in order to seek for a change of their situation. The exercise allows women and men to share, discuss, enhance and analyze their local knowledge of life and conditions, to plan and act and to monitor and evaluate. Thus, the map will give details about the kind of resources that women and men in a community have access to, and which enable them to perform their daily activities. It will be a sketch of the physical layout of the village/community with common property and resources marked (river, lakes, land) from the perspective of men and women. In effect, participatory gender resource mapping tools are not primarily designed to gather data on women alone, but to gather local data for a particular purpose, disaggregated by sex. It ensures that the female and male perspectives are collected separately or at least freely and independently, not influenced by each other's views.

Examples of Gender-Sensitive Questions –

1. What resources do women/men/both use?
2. What resources are important to men? To women?
3. What resources do women have access to? Men? Both?
4. What resources do women own? Men?
5. Who controls and makes decisions about how resources are used, men? Women?
6. How are resources used by men and women? Are they used for reproductive, productive, or community uses?
7. Which resource do men/women have the most problem with?
8. What are the opportunities for men? Women?

weaknesses in the allocation of resources among the gender-disaggregated players throughout the value chain (supply, production, marketing).

This can be done rapidly provided that all the actors are present. The objectives of a GRVCA are to:

- Determine the roles of women and men;
- Enhance value chain productivity through allocation of economic resources to disadvantaged or marginalized groups;
- Improve women's economic empowerment through wider opportunities to make economic decisions;
- Recognize and address women's and men's needs, thus, contributing to their work efficiency;
- Recognize the value of women's and men's work and their economic contribution;
- Expand work spaces for women and ensure their needs are taken into account during value chain changes, (e.g., building or redesigning fish markets);
- Creation of more leadership and decision-making opportunities for women workers and entrepreneurs;
- Easier knowledge transfer and implementation of interventions;
- Promotion of gender equity in the work place; and
- Count women and men's voices for them to be heard.

Examples of Questions for a GRVCA –

1. Where are the men in the tuna industry in their efforts to manage tuna resources? Where are the women?
2. Who are the women and men at each node of the value chain?
3. Who does what? When, where, and how?
4. Who gets what? Who has access to resources?
5. Who decides/controls what? Why?
6. Who gains? Who benefits? How much?
7. What are the opportunities/constraints for women and men (of a certain node, group or background)?

A GRVCA mapping workshop may be conducted prior to detailed field surveys. The following steps are suggested (See Annexes 3 and 4 for suggested matrix templates to be used):

1. Define value chain activities in small-scale and large-scale fisheries.
2. Undertake an inventory of female and male players and enablers in all value chain functions.
3. Identify the value chain players' roles, by sex, and the enablers with their corresponding roles.
4. Determine the relationships between and among the value chain players.
5. Identify opportunities and constraints to gender empowerment in the fisheries value chain.

Participants in the GRVCA workshop should include a variety of stakeholder groups from the fisheries value chain. Representation is required from both women and men in each node of the value chain, including ancillaries and intermediaries, and even some from less formal occupations.

To integrate gender aspects for sex-disaggregated data from fishers and community stakeholders, revisions can be made to common appraisal questions (Pido et al. 1996, Table 14, p. 43) as shown below. In addition to these, it is also important to include other gender related characteristics that have major impacts on roles, such as age, ethnicity, religion, income level, position in society, and education level.

Demographics:

1. Who are the oldest resident of the village? When did he/she arrive here?
2. Are the locals original inhabitants of the place or not?
3. If migrants, where did they come from? When did they arrive?
4. Are majority of these migrants males or females?
5. Do the children and youth go to school?
6. What are the proportions of boys and girls?
7. What is the prevailing religion? What are the other sects?
8. What is the average family size?

Tenurial status:

1. Do people own real properties? How about their home lots?
2. Do women and men have equal rights to own real properties?
3. Are there property rights in fishing areas?
4. Do local fishers establish boundaries in their fishing areas?

To analyze institutional arrangements (local, external), there is also a need to obtain female and male responses, perceptions, and conduct institutional mapping. There is a need to identify associations based on whether they are exclusively for women, for men, or mixed, and for which women and men if distinct differences exist, e.g., by ethnicity, income/status group. Are opportunities to participate as members and officers in the associations equal for women and men?

For local institutional arrangements, questions providing sex-disaggregated responses should be asked, such as: Do the institutions have an explicit or implied gender policy? What are their strategies to promote (or resist) gender equality?

In addition, revisions are suggested to the previous RAFMS Guidelines (Figure 10, p. 50, Pido et al. 1996) to make it more inclusive of women and men, to show that work on conflict resolution is not solely for men.

Step 4: Data Analysis/Processing (RAFMS Step 4)

Incorporating a gender analysis framework into data analysis is an important part of a transformative approach, and is useful for considering how existing gender relations and inequality may interact with programming interventions as well as identifying ways to advance gender transformation through the work (USAID 2012).

Gender analysis frameworks are essential instruments for understanding gender inequalities (March et al. 1999). They can also be a key tool to visualize the main areas where gender inequality exists in target fishing communities and fishing management areas. The assessment is based on rapid methods that match the scope of the gender analysis activities, and the gender analysis is based on both primary and secondary data.

Analysis can guide researchers in exploring how women and men have differential status and access to resources within their domains and how elements in these domains shape gender roles and responsibilities. Gender-responsive analysis also enables researchers to identify gender-based constraints and systematically assess gender considerations. From this analysis, researchers are able to design project and program activities that take gender-based constraints into consideration or create activities to remove them.

Step 5: Organization of Results

(RAFMS Step 5)

Gender-sensitive reporting can be easily done if sex and gender disaggregated data are available and have been analyzed. The format of reporting is similar to the original RAFMS framework, but with specific reference as to whose perceptions, information, data, and voices they belong to. As such, readers are able to get a clearer picture of differentials within the fisheries management systems. It is important that tables, figures, charts, matrices and other graphics have separate data columns and points for women and men, and acknowledge other categories that may have gender differences.

General statements should be avoided in reporting, whereas in advocacy contexts gender neutral terminology is commonly used to avoid bias and discrimination. For example, instead of writing that “The Community Fisheries Management Council in Community A is composed of ten elected members who are active in fishing activities. The Council is headed by a President, supported by a Deputy, Secretary, Treasurer and Custodian,” this should be written as: “The Community Fisheries Management Council in Community A is composed of three women and seven men who are active in fishing activities. The President and Custodian are men, whereas the Deputy, Secretary and Treasurer are women.”

Step 6: Community Validation

(RAFMS Step 6)

During community validation, participants must include representatives from various sectors and both sexes. Focus Group Discussions should have female, male and mixed sex groups, especially for large groups (resources and time permitting). To further triangulate the results, larger stakeholder validation workshop can be conducted and integrated with other aspects such as EAFM and CDT. In this way, results from the gender studies can be confirmed, amended, or informed by other perspectives.

Step 7: Final Report Writing

(RAFMS Step 7)

To remain true to gender integration, the report should use gender inclusive language. Provided that the RAFMS guidelines have been followed, the research team will be able to generate sex-disaggregated data and information. The original RAFMS Guidelines suggested that an additional section be included under the Analysis and Diagnosis Chapter, “Gender Analysis of Fisheries Management Systems.” Having this section shall capture the more detailed gender results. In addition, the Recommendations section should also address specific recommendations for men and women within the three areas of policy, research, and development agendas.

5. Analyzing the Results

The gender analysis process begins with the rapid appraisal stage (RAFMS) and should extend beyond to follow-up on critical issues identified in the appraisal. Beyond RAFMS and building on the gendered results of the study, gender issues can be further pursued to enrich the appraisal results and analysis. Using the initial results as a baseline or reference, over a longer timeframe a more detailed investigation can be performed to generate deeper gender information, particularly on the issues identified and their potential solutions.

Incorporating a gender analysis framework into the RAFMS is an important part of a transformative approach. This kind of analysis is useful in providing guidance on how to analyze the gender data obtained from RAFMS.

The data from a detailed gender analysis enables researchers to see (Arenas and Lentisco 2011):

- the different needs, priorities, capacities, experiences, interests, and views of women and men;
- who has access to and/or control of resources, opportunities and power;
- who does what, why, and when;
- who is likely to benefit and/or lose from new initiatives;
- gender differences in social relations;
- the different patterns and levels of involvement that women and men have in economic, political, social, and legal structures;
- that women's and men's lives are not all the same and often vary depending on factors other than their sex, such as age, ethnicity, race and economic status; and
- assumptions based on our own realities, sex, and gender roles.

The analysis of this information allows researchers to:

- gauge the extent to which the needs and priorities of women and men are reflected in development-oriented action;
- organize information to pinpoint gaps relating to gender inequalities and to access gender disaggregated information;
- identify what additional changes and initiatives are required to enable women to participate in, and benefit from a project;
- determine the opportunities that exist to prevent or combat the gender imbalances arising from development-oriented action; and
- anticipate the potential impact of the action on the women and men involved.

In performing analysis, it is important to understand the methodology and analytical frameworks that have informed the gender appraisal process.

USAID Gender Dimensions Framework: The Six Domains (Andraos 2015; WWF 2016)

The Six Domains of the USAID Gender Dimensions Framework can be used to guide the analysis of gender-specific indicators. These domains are: (1) access to assets, (2) knowledge, beliefs and perceptions, (3) practices and participation, (4) space and time, (5) legal rights and status, and (6) power. As a tool, analysis provides researchers the opportunity to explore how women and men have differential status and access to resources within these domains and how elements in these domains shape gender roles and responsibilities. In addition, it enables the researchers to identify

gender-based constraints and systematically assess gender considerations in each of these areas. The data on gender-specific indicators is analyzed based on the six domains.

Triple Roles Framework (Moser 1993)

The Triple Roles Framework is a tool that involves mapping the gender division of labor by asking 'who does what?' The Framework questions assumptions that planning is a purely technical task that is distinct from traditional planning methods in several critical ways. Gender planning is both political and technical in nature, assumes conflict in the planning process, involves transformational processes, and characterizes planning as "debate." There are three concepts of the framework: Women's triple role; Practical and strategic gender needs; and Categories of Women in Development/Gender and Development (WID/GAD) policy approaches (policy matrix).

One of the three concepts of the framework is the triple role of women which consists of the following: (1) reproductive, (2) productive, and (3) community-managing activities. Differently, men primarily carry out productive and community politics activities. Reproductive work which always has been the responsibility of women and girls involves household care and maintenance, including bearing and caring for children, preparing food, collecting water and fuel, shopping, housekeeping, and family health-care. Productive work which involves both women and men includes the production of goods and services for consumption and trade both in employment and self-employment. Although productive work involves both sexes, their roles are different and women's productive work is often less visible and less valued than men's. Community work comprises the collective organization of social services, events, ceremonies and celebrations, participation in groups and organizations, local political activities and other community-related activities. The community work is divided into two different types of work: community-managing activities and community politics. Community-managing activities are usually carried out by women aside from their reproductive role. These unpaid activities are usually carried out during women's free time and they include health care and education. In contrast, men undertake community politics including participating in formal politics at all levels for which they get paid and get benefits of having their status improved.

We note, however, that this framework, although useful, needs to be updated. For example, more women are taking active roles in politics and more men are assisting in reproductive work. The types of work outlined for each of the triple roles of women and the roles of men should not be taken as prescriptive.

Social Relations Framework (Kabeer 1994)

The social relations framework emphasizes human well-being as the final goal of development and aims to analyze existing gender inequalities in the distribution of resources, responsibilities, power, the relationships between people, their relationship to resources and activities, and how they are reworked through institutions. Institutions are defined as distinct frameworks of rules for doing things, and organizations as the specific structural forms that institutions take. Institutions ensure the production, reinforcement and reproduction of social relations, and thereby, social differences and inequality. The unequal social relations including gender relations which result in unequal distribution of resources, claims and responsibilities is perceived as one of the root causes of poverty. Gender analysis therefore requires looking at how institutions (according to location: the state, the market, the community and family/kinship) create and reproduce inequalities.

Kabeer (1994) classified five dimensions of institutional social relationships that are especially relevant for gender analysis:

- *Rules*, or how things get done; do they enable or constrain? Rules may be written or unwritten, formal or informal.
- *Activities*, or who does what, who gets what, and who can claim what. Activities may be productive, regulative, or distributive.
- *Resources*, or what is used and what is produced, including human (labor, education), material (food, assets, capital), or intangible resources (goodwill, information, networks).
- *People*, or who is in, who is out and who does what. Institutions are selective in the way they include or exclude people, assign them resources and responsibilities, and position them in the hierarchy.
- *Power*, or who decides, and whose interests are served.

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ANNEX I. MATRIX TEMPLATE FOR ACTIVITY ANALYSIS OF PROFILE

Responses of women and men show their productive, reproductive, community work, and leisure/rest activities, when they are done, and how much time is used for each (WinFish 2017).

TIME & SPACE	<p>For Time: What is a typical day for you starting from rising in the morning until retiring for sleep, as you engage in both work and household activities? (Ask who does reproductive roles that are not mentioned).</p> <p>For Space: Where do you perform the economic tasks (e.g., processing, selling, trading) you mentioned? For example: (Is it safe to assume that reproductive tasks are home based)</p>	
	Time	Where done: home, work area, community
	4:00AM to 5:00AM	
	5:00AM to 6:00AM	
	6:00AM to 7:00AM	
	7:00AM to 8:00AM	
	8:00AM to 9:00AM	
	9:00AM to 10:00AM	
	10:00AM to 11:00AM	
	11:00AM to 12:00NN	
	12:00NN to 1:00PM	
	1:00PM to 2:00PM	
	2:00PM to 3:00PM	
	3:00PM to 4:00PM	
	4:00PM to 5:00PM	
	5:00PM to 6:00PM	
	6:00PM to 7:00PM	
	7:00PM to 8:00PM	
	8:00PM to 9:00PM	
	9:00PM to 10:00PM	
	10:00PM to 11:00PM	
	11:00PM to 12:00MN	
	12:00MN to 1:00AM	
	1:00AM to 2:00AM	
2:00AM to 3:00AM		
3:00AM to 4:00AM		
<p>Aside from the tasks mentioned above, what other tasks do you perform? May be not on a daily basis but are being performed once/twice/thrice in a week?</p>		

ANNEX 2. MATRIX TEMPLATE FOR PARTICIPATORY GENDER RESOURCE MAPPING IN THE FISHERIES VALUE CHAIN (WINFISH 2017)

PGRM in the fisheries VC: A Guide									
VC node	Input Provision		Production		Transformation/ Processing		Trading		Consumption
	Male	Female	Male	Female	Male	Female	Male	Female	Market
Resources Accessed/Used									
Resource Utilization									
Resources Owned									
Control over resources									

ANNEX 3. MATRIX TEMPLATE FOR GENDER RESPONSIVE VALUE CHAIN ANALYSIS

Identifying the various activities done by women and men at each node of the fisheries value chain (WinFish 2017).

Gender Differentials in VC Activities Gendered Value Chain Map									
VC node	Input Provision		Production		Transformation/ Processing		Trading		Consumption
	Male	Female	Male	Female	Male	Female	Male	Female	Market
VC Activities									

ANNEX 4. MATRIX TEMPLATE FOR GENDER RESPONSIVE VALUE CHAIN ANALYSIS TO IDENTIFY OPPORTUNITIES AND CONSTRAINTS OF WOMEN AND MEN AT EACH NODE OF THE FISHERIES VALUE CHAIN (WINFISH 2017)

Differentials in Opportunities/Constraints:					
OPPORTUNITIES			CONSTRAINTS		
Male	Female		Male	Female	
		Trade			
		Transformation			
		Production			
		Specific Inputs			

ANNEX 5. SAMPLE QUESTIONNAIRE USED FOR FACE TO FACE SURVEY WITH FISHERS AND OPERATORS WITH QUESTIONS ACCORDING TO THE DOMAINS OF THE GENDER DIMENSIONS FRAMEWORK (WINFISH 2017)

SURVEY QUESTIONNAIRE

Set A: FISHERS AND OPERATORS

Screening Questions	<p>1) May I know the nature of your work?</p> <p>A - Captain of a fishing boat/vessel</p> <p>B - Fisher</p> <p>C - Crew/labor/worker of a fishing operation</p> <p>If respondent answered A or B, proceed to Question No. 2</p> <p>If respondents answered C, terminate interview and replace respondent</p> <p>2) Do you fish for tuna?</p> <p>___ Yes ___ No</p> <p>If answer is YES, proceed with the interview</p>
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	If answer is NO, terminate interview and replace respondent
Socio-demographics	<p>For respondent</p> <p>What is your name:</p> <p>Address (in General Santos City):</p> <p>Address (outside General Santos City):</p> <p>How many years have you lived in General Santos City? ____ years</p> <p>Sex: <input type="checkbox"/> Male <input type="checkbox"/> Female</p> <p>Highest educational attainment:</p> <p><input type="checkbox"/> No formal schooling <input type="checkbox"/> Some grade school <input type="checkbox"/> Grade school graduate <input type="checkbox"/> Some high school <input type="checkbox"/> High school graduate <input type="checkbox"/> Some college <input type="checkbox"/> Vocational schooling <input type="checkbox"/> College graduate <input type="checkbox"/> Post Graduate</p> <p>Civil Status:</p> <p><input type="checkbox"/> Single <input type="checkbox"/> Married <input type="checkbox"/> Separated <input type="checkbox"/> Widow/Widower <input type="checkbox"/> Live-in</p> <p>Ethnic group:</p> <p><input type="checkbox"/> Bicolano <input type="checkbox"/> Cebuano-Bisaya <input type="checkbox"/> Ilocano <input type="checkbox"/> Ilonggo <input type="checkbox"/> Tagalog <input type="checkbox"/> Waray</p>

	<p> <input type="checkbox"/> Badjao <input type="checkbox"/> B'laan <input type="checkbox"/> Maguindanaoan <input type="checkbox"/> Maranao <input type="checkbox"/> Tausug <input type="checkbox"/> T'boli <input type="checkbox"/> Others, specify _____ </p> <p>About spouse/partner of respondent, if applicable:</p> <p>Sex: <input type="checkbox"/> Male <input type="checkbox"/> Female</p> <p>Highest educational attainment:</p> <p> <input type="checkbox"/> No formal schooling <input type="checkbox"/> Some grade school <input type="checkbox"/> Grade school graduate <input type="checkbox"/> Some high school <input type="checkbox"/> High school graduate <input type="checkbox"/> Some college <input type="checkbox"/> Vocational schooling <input type="checkbox"/> College graduate <input type="checkbox"/> Post Graduate </p> <p>Civil Status:</p> <p> <input type="checkbox"/> Single <input type="checkbox"/> Married <input type="checkbox"/> Separated <input type="checkbox"/> Widow/Widower <input type="checkbox"/> Live-in </p> <p>Ethnic group:</p> <p> <input type="checkbox"/> Bicolano <input type="checkbox"/> Cebuano-Bisaya <input type="checkbox"/> Ilocano </p>
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- ___ Ilonggo
- ___ Tagalog
- ___ Waray
- ___ Badjao
- ___ B'laan
- ___ Maguindanaoan
- ___ Maranao
- ___ Tausug
- ___ T'boli
- ___ Others, specify _____

How many years has your spouse lived in General Santos City? ___ years

For respondent only

1. How many persons live in your household? ___
2. Who among members of your household work with you in fishing operations? Identify member no. 2, in relation to respondent (no. 1). (e.g. spouse, son, grandmother, etc.), age, check column for sex.

Household Members	Age	Sex	
		Male	Female
1. Respondent			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			

	<p>3. What is your household's most important/primary source of income? (One answer only)</p> <p><input type="checkbox"/> Fishing</p> <p><input type="checkbox"/> Fish processing</p> <p><input type="checkbox"/> Fish trading/selling</p> <p><input type="checkbox"/> Farming</p> <p><input type="checkbox"/> Profession</p> <p><input type="checkbox"/> Remittance</p> <p><input type="checkbox"/> Others, specify _____</p> <p>4. What is your household's second most important source of income? (One answer only)</p> <p><input type="checkbox"/> Fishing</p> <p><input type="checkbox"/> Fish processing</p> <p><input type="checkbox"/> Fish trading/selling</p> <p><input type="checkbox"/> Farming</p> <p><input type="checkbox"/> Profession</p> <p><input type="checkbox"/> Remittance</p> <p><input type="checkbox"/> Others, specify _____</p> <p><input type="checkbox"/> None</p> <p>5. Approximately how much do you earn per month from fishing? (One answer only; Note: amount in Philippine Peso or PHP, which is about USD0.019 as of 13 May 2018)</p> <p><input type="checkbox"/> 0 to 2,000</p> <p><input type="checkbox"/> 2,001 to 5,000</p> <p><input type="checkbox"/> 5,001 to 10,000</p> <p><input type="checkbox"/> 10,001 to 15,000</p> <p><input type="checkbox"/> 15,001 to 20,000</p> <p><input type="checkbox"/> 20,001 to 25,000</p> <p><input type="checkbox"/> 25,001 to 30,000</p> <p><input type="checkbox"/> 30,001 to 50,000</p> <p><input type="checkbox"/> 50,001 to 100,000</p> <p><input type="checkbox"/> above 100,000</p>
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6. Approximately how much is your total household income per month from all sources? (one answer only; Note: amount in Philippine Peso or PHP, which is about USD0.019 as of 13 May 2018)

- 0 to 2,000
- 2,001 to 5,000
- 5,001 to 10,000
- 10,001 to 15,000
- 15,001 to 20,000
- 20,001 to 25,000
- 25,001 to 30,000
- 30,001 to 50,000
- 50,001 to 100,000
- above 100,000

7. Are you a member of any fishing-related organization?

- Yes
- No

If no, proceed to Question No. 9

8. If yes, what fishing-related organization(s) are you a member of and what is your position? (Multiple response allowed)

Organization	Positions				
	President /Vice President	Secretary/ Treasurer	Other Officer Position	Member	None
a) tuna industry associations					
b) processors industry associations					
c) fisherfolk association					
d) women fisherfolks organization					
e) Others, please specify:					

9. What other groups in your community are you a member of (non-fishing)? Please specify:

	<p>10. What is your position in the fishing operations?</p> <p><input type="checkbox"/> Owner</p> <p><input type="checkbox"/> Boat Captain /Operator of the fishing vessel</p> <p><input type="checkbox"/> Owner-Operator</p> <p><input type="checkbox"/> Officer</p> <p><input type="checkbox"/> Crew/Worker/Pasahero</p> <p>11. What is the size of your fishing vessel (main fishing vessel)?</p> <p><input type="checkbox"/> <3 GT</p> <p><input type="checkbox"/> 3-20 GT</p> <p><input type="checkbox"/> 21-150 GT</p> <p><input type="checkbox"/> >150 GT</p> <p>12. How many days does the fishing boat spend at sea?</p> <p><input type="checkbox"/> 1 day or less</p> <p><input type="checkbox"/> 2-3 days</p> <p><input type="checkbox"/> 4-7 days</p> <p><input type="checkbox"/> 2-3 weeks</p> <p><input type="checkbox"/> 1-2 months</p> <p><input type="checkbox"/> > 3 months</p> <p>13. Is fishing boat/vessel registered with LGU/BFAR?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't know</p> <p>If yes, in whose name is it registered?</p> <p><input type="checkbox"/> Male <input type="checkbox"/> Female <input type="checkbox"/> Corporation</p> <p>If a Corporation, is the president of corporation male or female?</p> <p><input type="checkbox"/> Male <input type="checkbox"/> Female</p>
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	<p>14. How was the fishing boat obtained? (Multiple answers allowed)</p> <p><input type="checkbox"/> Self-financed</p> <p><input type="checkbox"/> Borrowed money from relatives/family/friends</p> <p><input type="checkbox"/> Loan (specify lender e.g. bank, private individual) _____</p> <p><input type="checkbox"/> Buyer</p> <p><input type="checkbox"/> By inheritance</p> <p><input type="checkbox"/> Government Assistance</p> <p><input type="checkbox"/> Non-government agencies</p> <p><input type="checkbox"/> Others, please specify _____</p>
	<p>15. How did you/fishing operator obtain your fishing gears? (Multiple answers allowed)</p> <p><input type="checkbox"/> Self-financed</p> <p><input type="checkbox"/> Borrowed money from relatives/family/friends</p> <p><input type="checkbox"/> Loan (specify lender e.g. bank, private individual) _____</p> <p><input type="checkbox"/> Buyer</p> <p><input type="checkbox"/> By inheritance</p> <p><input type="checkbox"/> Government Assistance</p> <p><input type="checkbox"/> Non-government agencies</p> <p><input type="checkbox"/> Others, please specify _____</p>
	<p>16. How does the owner raise cash when needed for the fishing operations? (Multiple answers allowed)</p> <p><input type="checkbox"/> Self-financing, proceed to Question No. 18</p> <p><input type="checkbox"/> Borrow money from relatives/family/friends</p> <p><input type="checkbox"/> Loan (specify lender, e.g. bank, private individual) _____</p> <p><input type="checkbox"/> Buyer</p> <p><input type="checkbox"/> Others, please specify _____</p> <p><input type="checkbox"/> Don't know</p>

17. When the owner borrows money to support the fishing business operations, who does the borrowing? What is the sex of the borrower?

Position of responsible person	Sex	
	Male	Female
a) Fisher/Operator		
b) Spouse		
c) Business Partner		
d) Relative		
e) Others, please specify: _____		

18. How does the owner recruit workers for the fishing business? (Multiple answers allowed)

- Personal Choice
- Referrals
- Advertisement
- Internet
- Others, please specify _____

19. How fast can the owner recruit workers? (one answer only)

- Within a day
- Within a week
- Within a month
- More than a month

20. How many workers do you have in one fishing operation (indicate number)? What is their employment status?				
		Indicate Number	Employment Status (check box)	
			Regular	Seasonal
Men	18 yrs & above			
Young Men	15 yrs to below 18 yrs			
Women	18 yrs & above			
Young Women	15 yrs to below 18 yrs			
Boys	below 15 yrs.			
Girls	below 15 yrs.			
Total number of workers in one fishing operation				
21. From whom do you get reliable information on new fishing practices? (Multiple answers allowed)				
<input type="checkbox"/> National government agencies <input type="checkbox"/> Local Government Units <input type="checkbox"/> Other fishers <input type="checkbox"/> Tuna industry association <input type="checkbox"/> Radio <input type="checkbox"/> TV <input type="checkbox"/> Internet <input type="checkbox"/> Others, please specify. _____				
22. From whom do you get reliable information on market prices? (Multiple answers allowed)				
<input type="checkbox"/> National government agencies <input type="checkbox"/> Local Government Units <input type="checkbox"/> Other fishers <input type="checkbox"/> Tuna industry association <input type="checkbox"/> Radio <input type="checkbox"/> TV <input type="checkbox"/> Internet				

___ Others, please specify. _____

23. Who is your primary/major buyer? Please say if they are male or female.
(Choose one only)

Type of buyer	Sex	
	Male	Female
a) Wholesaler		
b) Retailer		
c) Wholesaler-Retailer		
d) Processor		
e) Consumer		
f) Financier		
g) Others, please specify _____		

24. What percentage of the buyers you deal with are women? (indicate percentage) _____ %

25. Who usually bring your tuna catch to the buyer? (multiple answers allowed)

		Check box
Men	18 yrs & above	
Young Men	15 yrs to below 18 yrs	
Women	18 yrs & above	
Young Women	15 yrs to below 18 yrs	
Boys	below 15 yrs.	
Girls	below 15 yrs.	

	<p>26. How do you get your product to your buyer? (multiple answers allowed)</p> <p><input type="checkbox"/> Transport to retail market</p> <p><input type="checkbox"/> Transport to wholesale market (fishing port)</p> <p><input type="checkbox"/> Buyers get the fish at landing site</p> <p><input type="checkbox"/> Others, please specify _____</p>																																																																																																								
	<p>27. Do you allow your buyers to get your fish on credit?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If no, why not?</p> <p><input type="checkbox"/> I need the cash for fishing operations</p> <p><input type="checkbox"/> I need the cash for everyday expenses</p> <p><input type="checkbox"/> Avoid risks of non-payment</p> <p><input type="checkbox"/> Difficulty of collecting debts</p> <p><input type="checkbox"/> Others, please specify _____</p> <p>If yes, what percentage of those you allow credit to, are women?</p> <p>____%</p>																																																																																																								
<p>PRACTICES & PARTICIPATION</p>	<p>28. In your fishing operation, who usually performs the following?</p> <table border="1"> <thead> <tr> <th data-bbox="472 1279 735 1361">Activities</th> <th data-bbox="735 1279 820 1361">Men</th> <th data-bbox="820 1279 940 1361">Women</th> <th data-bbox="940 1279 1046 1361">Young Men</th> <th data-bbox="1046 1279 1166 1361">Young Women</th> <th data-bbox="1166 1279 1251 1361">Boys</th> <th data-bbox="1251 1279 1335 1361">Girls</th> <th data-bbox="1335 1279 1422 1361">N/A</th> </tr> </thead> <tbody> <tr> <td data-bbox="472 1361 735 1458">a) Process registration and legal documents</td> <td data-bbox="735 1361 820 1458"></td> <td data-bbox="820 1361 940 1458"></td> <td data-bbox="940 1361 1046 1458"></td> <td data-bbox="1046 1361 1166 1458"></td> <td data-bbox="1166 1361 1251 1458"></td> <td data-bbox="1251 1361 1335 1458"></td> <td data-bbox="1335 1361 1422 1458"></td> </tr> <tr> <td data-bbox="472 1458 735 1496">b) Hiring of crew</td> <td data-bbox="735 1458 820 1496"></td> <td 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m) Haul the net								
n) Bleeding the tuna								
o) Beheading the fish								
p) Sort the catch								
q) Storage in ice								
r) Unload the catch								
s) Weigh the catch								
t) Grade the catch								
u) Inspecting								
v) Labelling								
w) Negotiate with the buyer								
x) Transport to the buyer								
y) Receive payment								
z) Recording of catch								
aa) Recordkeeping of finances								
bb) Payment of salaries and bills								
cc) Mend the net or gear								

29. Does a fish observer join the fishing operation (at sea)?

___ Yes

___ No

If no, proceed to Question No. 32.

30. If yes, how many observers join the operation?

	Number
Men	
Women	

31. Who pays the fish observers?

___ My company

___ Others, please specify _____

___ I don't know

32. Do BFAR enumerators/personnel board your boat and document catch (in landing sites)?

___ Yes

___ No

If no, proceed to Question No. 34.

33. If yes, how many enumerators board your boat (in landing sites)?

	<table border="1" style="margin: auto;"> <tr> <td style="width: 50%;"></td> <td style="width: 50%;">Number</td> </tr> <tr> <td>Men</td> <td></td> </tr> <tr> <td>Women</td> <td></td> </tr> </table>		Number	Men		Women																														
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	<p>34. Do you attend the following activities? ___ Yes ___ No</p> <p>If no, proceed to Question No. 35.</p> <p>If yes, who usually attend the following activities?</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 45%;">Activities</th> <th style="width: 7%;">Men</th> <th style="width: 7%;">Women</th> <th style="width: 7%;">Young Men</th> <th style="width: 7%;">Young Women</th> <th style="width: 7%;">Boys</th> <th style="width: 7%;">Girls</th> </tr> </thead> <tbody> <tr> <td>a) Meeting (People's Organization, LGUs, NGAs)</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>b) Seminars/ Training related to fishing</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>c) Community meetings</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>d) Public hearings related to fishing</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Activities	Men	Women	Young Men	Young Women	Boys	Girls	a) Meeting (People's Organization, LGUs, NGAs)							b) Seminars/ Training related to fishing							c) Community meetings							d) Public hearings related to fishing						
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KNOWLEDGE, BELIEFS & PERCEPTIONS	<p>35. Based on your experiences, to what extent do you agree or disagree to the following statements? (NOTE: enumerator has to read each sentence and ask respondents whether they agree or disagree, or they have no position on the matter.)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 55%;">Statement</th> <th style="width: 15%;">Agree</th> <th style="width: 15%;">Neither Agree nor Disagree</th> <th style="width: 15%;">Disagree</th> </tr> </thead> <tbody> <tr> <td>a) Men buyers offer better prices than women</td> <td></td> <td></td> <td></td> </tr> <tr> <td>b) Women buyers are easier to deal with than men buyers</td> <td></td> <td></td> <td></td> </tr> <tr> <td>c) Women buyers are more particular about quality of fish than men buyers</td> <td></td> <td></td> <td></td> </tr> <tr> <td>d) Men buyers pay more promptly than women buyers</td> <td></td> <td></td> <td></td> </tr> <tr> <td>e) It is easier to collect payment from women buyers than men buyers</td> <td></td> <td></td> <td></td> </tr> <tr> <td>f) Women are encouraged to join fishing trip</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Statement	Agree	Neither Agree nor Disagree	Disagree	a) Men buyers offer better prices than women				b) Women buyers are easier to deal with than men buyers				c) Women buyers are more particular about quality of fish than men buyers				d) Men buyers pay more promptly than women buyers				e) It is easier to collect payment from women buyers than men buyers				f) Women are encouraged to join fishing trip										
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	g) Pregnant women on board bring bad luck															
	h) Women who have their monthly period bring good luck to fishing trip															
	<p>36. I will read out statements and for each please say whether they are true or false: <i>(NOTE: enumerator to read each sentence and ask respondents if they believe each statement is TRUE or FALSE)</i></p>															
		True	False													
	Tuna is a migratory fish															
	Commercial fishers are not allowed to fish within 15 km limits of municipal waters															
	The legal size for purse seine nets to catch tuna is 3 cm															
	The city government requires the registration of purse seine															
	Skipjack is a kind of tuna															
	A Philippine-flagged fishing vessel is allowed to fish in High Sea Pockets 1, 2 and 3 in the Western and Central Pacific Ocean area															
	A tuna fishing vessel operator can export tuna to the European Union (EU) even without submission of catch logsheets															
	To ensure traceability, tuna product labels should include the name of fishing vessels that caught the fish			<p>LEGAL RIGHTS & STATUS</p> <p>37. Are you aware of fisheries-related policies/laws? <i>(NOTE: Interviewer must have working knowledge of each of the listed laws.)</i></p> <p>___ Yes ___ No</p> <p>If yes, what are these laws/policies that you are aware of? <i>(NOTE: Respondent has to spontaneously provide response and interviewer merely ticks off the law mentioned).</i></p> <p>If no, proceed to Question No. 38.</p> <table border="1" data-bbox="494 1556 1396 2036"> <thead> <tr> <th data-bbox="494 1556 1021 1646"></th> <th data-bbox="1021 1556 1396 1646">Check if respondent mentions the law</th> </tr> </thead> <tbody> <tr> <td data-bbox="494 1646 1021 1713">a) The Philippine Fisheries Code of 1998</td> <td data-bbox="1021 1646 1396 1713"></td> </tr> <tr> <td data-bbox="494 1713 1021 1769">b) Revised Fisheries Code of 2015</td> <td data-bbox="1021 1713 1396 1769"></td> </tr> <tr> <td data-bbox="494 1769 1021 1825">c) The Handline Fishing Law of 2007</td> <td data-bbox="1021 1769 1396 1825"></td> </tr> <tr> <td data-bbox="494 1825 1021 1892">d) Local Government Code of 1991</td> <td data-bbox="1021 1825 1396 1892"></td> </tr> <tr> <td data-bbox="494 1892 1021 2036">e) Convention on the Conservation and Management of Highly Migratory Fish Stocks in the Western and Central Pacific Ocean</td> <td data-bbox="1021 1892 1396 2036"></td> </tr> </tbody> </table>		Check if respondent mentions the law	a) The Philippine Fisheries Code of 1998		b) Revised Fisheries Code of 2015		c) The Handline Fishing Law of 2007		d) Local Government Code of 1991		e) Convention on the Conservation and Management of Highly Migratory Fish Stocks in the Western and Central Pacific Ocean	
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	f) Other answers		
	Yes	No	N/A
a) Are you currently covered by SSS?			
b) Are you covered by PhilHealth			
c) Are there employees younger than 15 years old in the company?			
d) Do you have leave benefits?			
e) Are you entitled to paternity/maternity leave?			
f) Are you covered by accident insurance?			
g) Are you required to wear company ID?			
h) Are you paid the minimum wage?			
i) Does your company provide you with protective clothing to do your work?			
j) Does your company provide you protective eyewear			
k) Do you use hand gloves in handling tuna			
l) Is your working area well ventilated?			
m) Is your work area well lighted?			
n) Does your fishing boat have safe sleeping quarters for women?			
o) Does your fishing boat have separate comfort room for women?			
38. Please answer YES or NO in response to the following about the company you work in			
39. For the same kind of work, how does your pay compare to that of your male/female counterpart? Please choose one among the three statements that I will read to you, as the one that best represents your belief.			
	Choices	Answer	
	Men are paid more than women		
	Men and Women are paid the same		

	Men are paid less than the women	
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POWER & DECISION-MAKING

40. Who makes the decisions within your household about the following? (NOTE: enumerator to read each decision area and asks respondent to choose the person who has the final say on the issue. However, if respondent insists that it is a joint decision between two persons, then check both decision makers)

Area of Decision Making	Father	Mother	Daughter	Son	Other Male Household member	Other Female Household Member
a) Education						
b) Food preparation/purchases						
c) Budgeting						
d) Leisure activities						
e) Health						
f) Discipline						
g) Community involvement						

41. Who makes the decisions with regard to fishing operations? (NOTE: enumerator to read each decision area and asks respondent to choose the person who has the final say on the issue. However, if respondent insists that it is a joint decision between two persons, then check both decision makers)

Area of Decision	Respondent	Spouse	Male coworker	Female coworker	N/A
Purchase of fishing gears/paraphernalia					
Fishing area					
Financing the fishing operation					
Marketing of catch					
Pricing					
Timing of fishing operation					
Hiring of workers					

	<p>42. Are there any fisheries related-projects/activities in your community? ___ Yes ___ No</p>					
	<p>43. If yes, to what extent are you involved in these fisheries related-projects/activities in your community?</p>					
	Community Activities	Never	Some-times	Often	Always	N/A
	Meetings					
	Training					
	Public hearing					
	Socials					
	Researches					
	Committee membership					
	Association membership					
	Bantay Dagat					
	Coastal resource management					
<p>TIME & SPACE</p>	<p>For Time: What is a typical day for you starting from rising in the morning until retiring for sleep, as you engage in both work and household activities? (Ask who does reproductive roles that are not mentioned).</p> <p>For Space: Where do you perform the economic tasks (e.g., processing, selling, trading) you mentioned? For example: (Is it safe to assume that reproductive tasks are home based)</p>					
	Time	Activities	Where done: home, work area, community			
	4:00AM to 5:00AM					
	5:00AM to 6:00AM					
	6:00AMto 7:00AM					
	7:00AM to 8:00AM					
	8:00AM to 9:00AM					
	9:00AM to 10:00AM					
	10:00AM to 11:00AM					
	11:00AM to 12:00NN					
	12:00NN to 1:00PM					
	1:00PM to 2:00PM					

	2:00PM to 3:00PM		
	3:00PM to 4:00PM		
	4:00PM to 5:00PM		
	5:00PM to 6:00PM		
	6:00PM to 7:00PM		
	7:00PM to 8:00PM		
	8:00PM to 9:00PM		
	9:00PM to 10:00PM		
	10:00PM to 11:00PM		
	11:00PM to 12:00MN		
	12:00MN to 1:00AM		
	1:00AM to 2:00AM		
	2:00AM to 3:00AM		
	3:00AM to 4:00AM		
	Aside from the tasks mentioned above, what other tasks do you perform? May be not on a daily basis but are being performed once/twice/thrice in a week?		

ANNEX 6. RECOMMENDED NETWORKS AND RESOURCES

This section contains links to women/gender groups, societies, organizations, and other collectives devoted (formally or informally) to promoting or highlighting women/gender roles, relationships and issue in aquaculture, fisheries, post-harvest, and aquatic conservation. Visit www.genderaquafish.org/discover-gaf/gaf-networks-and-resources/ for links to select resources below.

Asian Fisheries Society –

- Gender in Aquaculture and Fisheries Section – www.genderaquafish.org/gaf-section/
- Gender/women, fisheries/aquaculture resources – www.genderaquafish.org/resources-3/asian-fisheries-society-genderwomen-and-fisheries-resources/

African Network of Women in the Fisheries Sector – www.comhafat.org/en/reseaux.php?id=3

Australia’s Women’s Industry Network Seafood Community – www.winsc.org.au/

European Union –

- Women in Fisheries in the EU – www.eptthinktank.eu/2013/10/14/women-and-fisheries-in-the-european-union/
- Relevance of gender in the policy arena – www.eige.europa.eu/gender-mainstreaming/sectoral-areas/maritime-affairs-and-fisheries
- European Network of Women’s Organizations in Fisheries and Aquaculture – www.akteaplatform.eu/?lang=es; www.twitter.com/AKTEAwif

FAO –

- Gender mainstreaming (Gender Programme) – www.fao.org/gender/gender-home/en/
- FAO Fisheries and Aquaculture Department (gender, fisheries and aquaculture) – www.fao.org/fishery/topic/16605/en
- FAO Regional Fisheries Livelihoods Programme for South and South East Asia – www.fao.org/fishery/rflp/en

Women in Fisheries Network Fiji – www.womeninfisheriesfiji.org/

International Collective in Support of Fishworkers – www.icsf.net/en/yemaya.html

Mundus Maris, Sciences and Arts for Sustainability – www.mundusmaris.org/

OECD Wikigender – www.wikigender.org/index.php/Gender_and_Fisheries

Red Española de Mujeres en el Sector Pesquero (Spanish Network of Women in the Fisheries Sector) – www.mapama.gob.es/en/pesca/temas/red-mujeres/

SEAFDEC –

- Experts Workshop on Regional Approach for the Implementation of FAO Voluntary Guidelines for Securing Sustainable Small-scale Fisheries: Human Right-Based Approach and Gender-Equitability – www.seafdec.org/download/report-of-the-expert-workshop-on-regional-approach-for-the-implementation-of-fao-voluntary-guidelines-for-securing-sustainable-small-scale-fisheries-human-right-based-approach-and-gender-equitability/
- Experts Workshop for Securing Sustainable Small-Scale Fisheries on Human Rights-Based Approach and Gender Equitability Issue – www.seafdec.org/experts-workshop-securing-sustainable-small-scale-fisheries-human-rights-based-approach-gender-equitability-issue-organized/

- Fish for the People Vol. 16 No. 2 (2018) – www.repository.seafdec.org/handle/20.500.12066/1374

Secretariat for the Pacific Community (Women in Fisheries Information Bulletins) – www.spc.int/coastfish/en/publications/bulletins/women-in-fisheries.html

The National Network for Women in Fisheries in the Philippines – www.womeninfisheriesph.org

University of Stirling (Gender Issues in Aquaculture) – www.dfid.stir.ac.uk/dfid/gender/gender.htm

USAID –

- ADS Chapter 205 Integrating Gender Equality and Female Empowerment in USAID's Program Cycle – www.usaid.gov/sites/default/files/documents/1870/205.pdf
- Gender at USAID (presentation) – https://www.usaid.gov/sites/default/files/documents/1865/Gender_USAID.pdf
- Gender Equality and Female Empowerment Policy – https://www.usaid.gov/sites/default/files/documents/1865/GenderEqualityPolicy_0.pdf

USAID Oceans and Fisheries Partnership – www.seafdec-oceanspartnership.org

World Bank, FAO and IFAD Gender in Agriculture Sourcebook (Fisheries and Aquaculture Module) – www.siteresources.worldbank.org/INTGENAGRLIVSOUBOOK/Resources/Module13.pdf

Women Leaders' Forum (Coral Triangle Initiative for Coral Reef, Fisheries and Food Security-CTI-CFF)/(Coral Triangle Center-CTC) – www.coraltriangleinitiative.org/wlf

WorldFish (Gender as a Cross-Cutting Theme) – www.worldfishcenter.org/content/gender

WSI (International Association for Women in the Seafood Industry) – www.wsi-asso.org

The USAID Oceans and Fisheries Partnership

www.seafdec-oceanspartnership.org