



Pacific
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Pacific handbook for gender equity and social inclusion in coastal fisheries and aquaculture



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MODULE 2

Gender and social inclusion analysis



Pacific handbook for
**gender equity and
social inclusion**
in coastal fisheries and aquaculture

Module 2:
Gender and social inclusion analysis

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Key points

- A gender and social inclusion (GSI) analysis provides information that can be used to inform legislation and policies and the design of programmes and services to ensure coastal fisheries resources and aquaculture activities provide equitable benefits for every member of the community.
- To ensure fisheries policies and services are socially inclusive, data for GSI analyses must be disaggregated by sex, age, ethnic group, and other relevant social categories. Some of this data will be generated outside of fisheries agencies, for example, by national household income and expenditure surveys and censuses. Some data will be collected by fisheries extension officers when they go out into the community and by fisheries policy officers when they are developing policies and work plans.
- GSI analysis helps to identify the knowledge and expertise of different groups in communities, which can be built on to promote sustainable development of marine resources.

When should we do a GSI analysis?

GSI analysis should be done at the very start of a project or programme as part of planning. It will help in working out what people need from the project/programme and the possible social impacts – both positive and negative.

GSI analysis is similar to monitoring, evaluation and learning (MEL), which is covered in Module 3 of this handbook.

MEL REQUIRES:

- knowing what the social objectives of a project/programme are (e.g. improved livelihood opportunities for people experiencing hardship in coastal communities)
- collecting information to monitor whether those objectives (e.g. improved livelihoods) are being achieved

THERE IS SOME OVERLAP BETWEEN GSI AND MEL. FOR EXAMPLE:

- GSI analysis can help in deciding the most useful social objectives for the project or programme. Some of the information collected for the analysis might also be used for monitoring in MEL
- after doing a GSI analysis at the start of a project/programme, you might do more analysis during implementation and at the end as part of the MEL process. The results will help assess whether the project/programme is achieving, or has achieved its social objectives

Why do we need to do a GSI analysis?

The fisheries and aquaculture sector supports livelihoods and economic development. To encourage sustainable development of fisheries and aquaculture, fisheries agencies need to know who is doing what in the sector (at community, provincial and national levels), and how people use resources and relevant knowledge.

GSI ANALYSIS HELPS TO IDENTIFY:

- the roles of women and men of all diversities in coastal fisheries and aquaculture, the different ways they use marine resources, and the impacts of their activities on marine ecosystems
- how different people benefit from fishing and aquaculture, through income, food or cultural benefits

GSI ANALYSIS ALSO EXAMINES:

- how environmental, social and economic changes affect those benefits
- how social interactions, including relations between women and men, and social rules and hierarchies affect people's roles in coastal fisheries and aquaculture, and the opportunities and benefits they gain from the sector

Communities include all sorts of people and situations. Some people may have more opportunities than others based on their gender, life circumstances, economic background, social standing or education. When projects or programmes seek to address people's needs, such as for better livelihoods, GSI analysis helps ensure the different needs of women and men of all diversities are recognised and considered.

The issues people face vary from one community to another depending on how their community is organised, the governance systems that control access to natural resources, local tenure arrangements, levels of education and wealth, and cultural practices and traditions.

Using the findings of GSI analyses in policy-making and programme and project design enables all segments of the population to gain development benefits from fisheries and aquaculture.

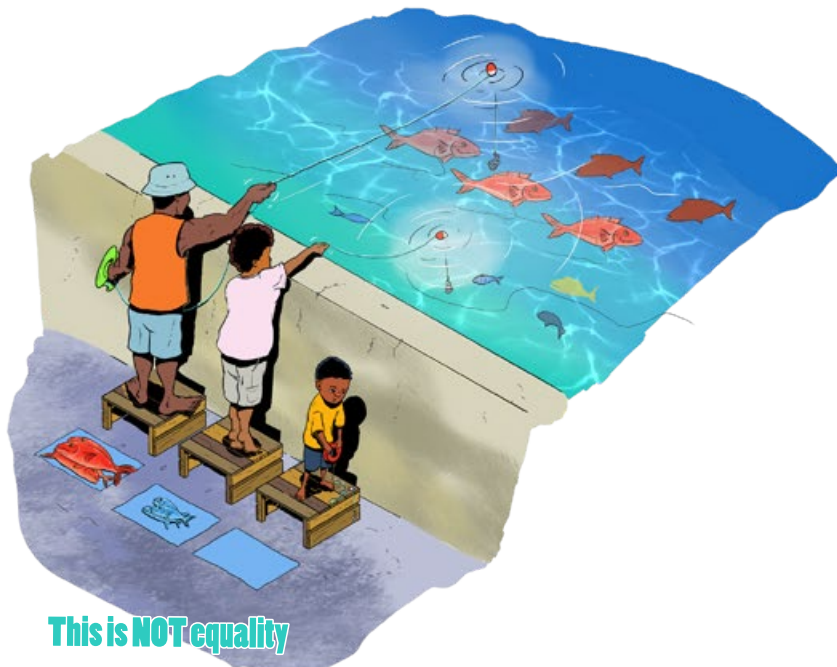
This section introduces simple principles of GSI analysis that can be used to identify:

- roles and use patterns
- access to and control over resources
- benefits from coastal fisheries and aquaculture.



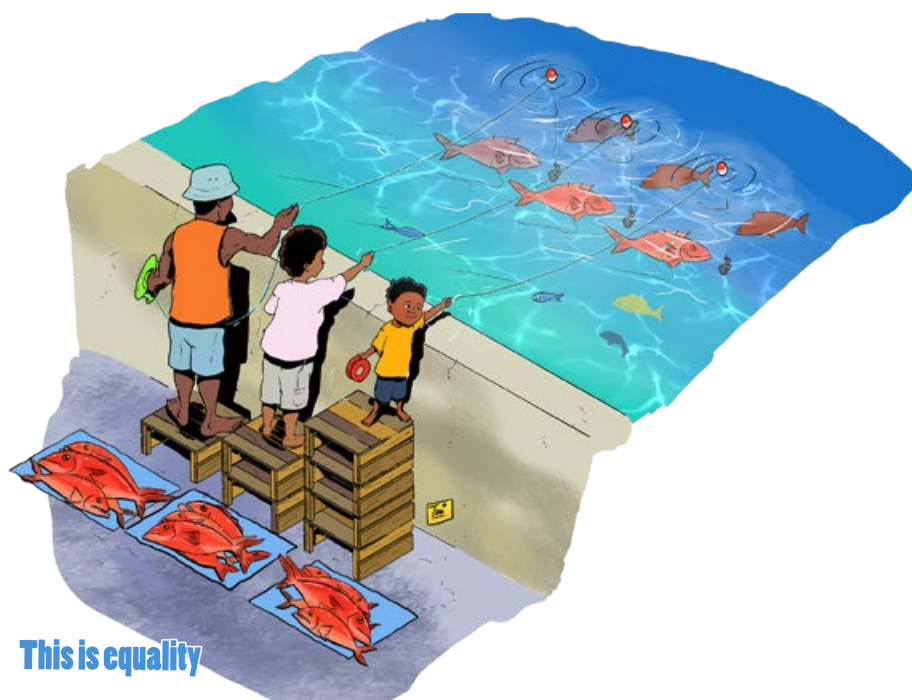
TIP: People are not the same

Because they have different capacities and life situations, equality of inputs does not necessarily lead to equitable outcomes. GSI analysis can reveal people's strategic needs, enabling the design of equitable interventions to provide equal outcomes for all.



This is NOT equality

Equal inputs = unequal outcomes



This is equality

Equity in inputs = equality in outcomes

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Recognising discrimination

A basic principle of GSI analysis is that people are often not conscious of all the ways that discrimination works in their community. The analysis must therefore go beyond surface ideas and probe into the social relations around fisheries and aquaculture.

Misconception 1:

'Women are not fishers or aquaculturists; men are the ones'

For most people, fishing is thought of as something done offshore, mainly by men in boats. 'Gleaning' (hand collecting fish, shellfish, crustaceans, octopus, seaweeds, etc. in shallow water and along the shore) is done mainly by women and children. Even though gleaning is an important source of household nutrition and cash income, it is often not thought of as fishing. When conducting interviews and focus group discussions, it is important to go beyond how people perceive themselves and their roles, and ask questions about activities in gathering, processing and using coastal marine resources.

Time use survey

A useful tool for identifying women's roles in this area is the daily time use survey (attached to this module). Women and men are asked to describe each activity they perform from the moment they get up in the morning until they go to sleep. When this tool was used in Fiji fish farms, it revealed that women spent one to two hours a day feeding fish. Therefore, they could properly be described as aquaculturists. Before the time use survey, the women and men in the community said men were the fish farmers and women were 'just helpers'. When asked about aquaculture, women said it was men's work, thinking of the 'big' activities such as digging fish ponds and harvesting. Men are more involved in these activities, but they are done only occasionally. Surprisingly, women thought of their activities as 'soft' when in fact daily feeding is crucial to the success of aquaculture.

Misconception 2: 'Women we talk to in the community never identify gender inequality as an issue, so it is not important for them'

Inequality is built into societies and into the way people live and interact with each other. It is therefore difficult for people experiencing inequality to identify it. For example, in many cases, women who experience domestic violence believe it is 'normal' and that it is women's responsibility to 'behave' themselves to avoid angering their partners. The same applies to other population groups who are socially disadvantaged or discriminated against, such as groups who have limited rights to access natural resources in the area in which they live. Because inequality is normalised, people often overlook their rights or do not know how to claim them, and they do not seek support from institutions and services that could help them. It is therefore important for a GSI analysis to go beyond what people say about inequality to look at its effects on the lives of community members of different genders, ages, ethnicity, etc.

Misconception 3: 'We work for the families and/or the communities. People all face the same issues so we do not need to make a difference between women and men – they work together'

Many projects are based on the assumption that the whole community will benefit. However, often benefits do not flow equally to all communities and all families. For example, a nearshore fish aggregating device (FAD) may greatly improve the availability of fish, but FADs can only be used by people with access to boats (usually men). Sometimes only local resource-owning groups will be allowed to use the FADs. Therefore, the benefits may not be equitably shared. Men may share cash income with their families but some may also buy beer, which may lead to increased family violence. A careful GSI analysis can help projects and programmes avoid producing inequalities and negative social impacts and ensure that every section of the community gains benefits.

To properly understand GSI in fisheries and aquaculture, the analysis must look at social inequality in the broader society.

A good GSI analysis explores existing social issues, and possible violations of basic human rights, such as:

- unequal division of labour and benefits (some people do more of the work but get less of the benefits, or vice versa);
- unequal access to natural resources and capital by women, youth and people of low social status;
- little or no participation of women, youth, and other marginalised groups such as migrants, in making decisions on the use of natural resources;
- conflicts within communities, including gender-based violence and child abuse, that restrict women's mobility and access to opportunities;

These social factors have a direct impact on the ability of different groups in communities to gain benefits from marine resources in an equitable and sustainable way.

Case study: Gender analysis in the sea cucumber (beche-de-mer) fishery in Fiji¹

When a value-chain analysis or other socio-economic survey is undertaken in the fishery sector, it is critical to include gender analysis in the investigations. Gender analysis goes beyond collecting sex-disaggregated data. For example, a recent study of the sea cucumber fishery in Fiji asked:

Why do women prefer to sell raw sea cucumbers in the market rather than cooked ones?

Why do men collect much greater numbers of sea cucumbers than women do?

Do men and women receive the same price for the same product?

The study also looked at how methods of processing sea cucumber in communities have evolved and who holds the knowledge.

¹ Mangubhai S., Lalavanua W. and Purcell S. (eds) 2017. Fiji's sea cucumber fishery: Advances in science for improved management. Report No. 01/17. Suva, Fiji: Wildlife Conservation Society. 72 pp.

Case study: Gender analysis of tilapia pond aquaculture in Fiji²

The gender analysis considered gender roles, decision-making patterns, access to and control over resources, and access to training opportunities for aquaculture farmers in Viti Levu.

Based on the interviews, it was clear that aquaculture, in particular tilapia farming, has a very gendered division of labour. Women's roles include fish feeding, which is done twice a day. This is hard work if the pond is far from the house. Often women also help men with pond cleaning and fish harvesting. Men do heavier work, such as digging a pond, which is a one-off task that can take several days, depending on the ground and the equipment at hand.

In all interviews, except on farms led by a single female farmer, men were considered the head of the farm. This meant they were the official contact for any technical assistance provided by the Government of Fiji or SPC, and they attended the training offered. The women, who were responsible for much of the day-to-day farm operations, did not receive any training.

It is clear from the interview responses that gender relations and power dynamics between men and women farmers affect their roles and responsibilities, their visibility in farming operations and, ultimately, farm control. Even on farms managed by a women's committee (there are two such farms in Namosi), many decisions on farm operations were made by a male member of the community. The same was true for overall farm administration.

In this case, giving the decision-making to men was based on habits of thinking that positions of authority belong to men, even though they did not have good knowledge of the operation of the farms.

However, a number of respondents from farms led by women's committees, or by husband and wife teams, said that the tilapia projects increased the women's confidence and empowerment. For example, in the case of the two Namosi farms led by women's committees, the women emphasised that they had been requested by village leaders to attend village meetings to respond to queries from other families interested in tilapia farming, who wanted their assistance and advice on fish breeding. In the Namosi province, in particular, this was seen as an achievement for the women as the official *mataqali* and *tikina* meetings are often the domain of men.

TIP:

If you are in a position to approve staff training or allocate funding for capacity building, you could consider sending staff for training in GSI analysis. You could also make it a requirement that a staff member in each division (e.g. inshore, aquaculture and corporate services) is trained to undertake GSI analysis of the division's work plans and strategies. It is important to note that one-off training will not make someone a gender specialist. Continuous investment in staff training and capacity building in GSI is required alongside working in partnership with the national agency for women's affairs and other gender specialists.

2 Pacific Community, Women in Fisheries Network - Fiji, and Ministry of Fisheries, Fiji. 2018. Gender analysis of the aquaculture sector in Fiji: Community-based tilapia farms in Viti Levu. Noumea, New Caledonia: Pacific Community. 36 pp.

How to do a GSI analysis

There is no one-size-fits-all model for GSI analysis.

If you are at the start of a project, or planning a programme, or need to undertake GSI analysis for that project/programme, this section provides examples of the types of information you should include in your analysis.

Please note that the suggestions made in this section are basic. If you want more detail, there are many good resources on gender analysis and research for fisheries and aquaculture in developing countries. You can search the WorldFish and FAO websites. Here are two particularly useful guides:

- **Gender research in fisheries and aquaculture: A training handbook.** USAID Oceans and Fisheries Partnership, and Gender in Aquaculture and Fisheries Section of the Asian Fisheries Society. 2018. Bangkok. https://www.seafdec-oceanspartnership.org/wp-content/uploads/USAID-Oceans_Gender-In-Fisheries_Training-Guide_October-18.pdf
- **Towards gender-equitable small-scale fisheries governance and development: A handbook.** 2017. Biswas N., and International Collective in Support of Fishworkers. Rome: Food and Agriculture Organization (FAO) of the United Nations. <http://www.fao.org/3/a-i7419e.pdf>

When planning a gender analysis, it is often helpful (and easier) to speak to a gender specialist or get in touch with your national agency for women's affairs to get an idea about the scope and work required. A gender analysis checklist for coastal fisheries and aquaculture is provided in the attachment to this module.

Much of the information that goes into a GSI analysis can be obtained by a 'desk review' of existing reports and research for the Pacific. You can then supplement the findings of the desk review with a specific GSI analysis in the province/community/village identified in your project.

Remember that GSI analysis is not done only at the start of a fisheries or aquaculture project. The analysis should be mainstreamed into the project's routine data collection and analysis activities. The resulting information will help you monitor, evaluate and report on the project's activities to assess how well they are contributing to development for all groups in the community and to inform future work.

Examples of routine analyses done by fisheries/aquaculture staff	How to do these analyses in a gender and socially inclusive way
Aquaculture development needs assessments	<ul style="list-style-type: none">• What are the needs of each group in the community (disaggregated by sex, age, other social categories)?• What are the perspectives of different groups on proposed aquaculture activities?• Who will be doing what kinds of work in the activities?• What are the costs and benefits of the activities for different groups in the community?
Fisheries stock assessments	<ul style="list-style-type: none">• Make sure that stock assessments include species that women, children and old people fish for.• Include women's and men's different knowledge of local ecology.
Market surveys	<ul style="list-style-type: none">• Count how many women and men are selling seafood in the market.• Are they selling on behalf of someone (another trader) or for their family?• Is their father/spouse/family member the fisher or are they the fisher?• How is the income from seafood sales distributed in families?• Who makes decisions about the sale of seafood, who uses the income generated, and what do they buy?

Data and methods

Information required for a GSI analysis may be available through existing surveys, including the census, household income and expenditure surveys, time use surveys (attached to this module), and in some contexts, agriculture surveys. Academic research may also provide information.

In the Pacific Islands region, SPC, WorldFish, the Wildlife Conservation Society (WCS), the University of the South Pacific, the World Bank and consultants working for Pacific Island governments have produced information on women's roles in fisheries and some gender analyses. However, the production of sex-disaggregated numerical data and other social data related to the fisheries and agriculture sector is not routinely done or is incomplete. Therefore, qualitative methods such as interviews and focus group discussions may be useful to complement the information that is already available.

Topic areas for GSI analyses

Basic content: An overview of the social structure of the community, including gender, age, and other areas where social exclusion may occur, and identification of any socially excluded groups

1. What is the role of women and men of different segments of society (youth, socio-economic status, ethnic group, migration status, caste) in relation to coastal fisheries activities and aquaculture for cash and for food? What traditional knowledge and practices do they use? Who has what kinds of use rights, ownership and decision-making power over natural resources? Whose knowledge is valued? Who has limited access to valuable knowledge?
2. Do inequalities exist in accessing resources for coastal fisheries activities and aquaculture (land, fishing grounds, equipment, information, training, etc.)? Are there inequalities in the distribution of benefits from fisheries and aquaculture?
3. How will environmental and economic changes in natural resources, coastal fisheries activities and aquaculture potentially affect women and men from different segments of society? Will the likely impacts be different for women and men?
4. To achieve equitable development of coastal fisheries and aquaculture, what are the needs of women and men from different segments of the community, including in accessing services and programmes?
5. Are there opportunities to promote equitable benefits from coastal fisheries activities and aquaculture?



GSI analysis of coastal fisheries/aquaculture livelihoods and use of resources and technology

6. Describe the composition of the population involved in coastal fisheries and aquaculture activities by sex, age, social status, ethnicity, income level, geographical location and origin.
7. Which activities are performed in relation to coastal fisheries and aquaculture and by whom (with information disaggregated by sex, age, caste, ethnic group, and other relevant social categories)?
8. What level of access and control do women and men from different segments of the population have over the resources and technologies³ required to effectively harvest coastal marine resources and carry out aquaculture?
9. What local knowledge and skills do men and women from different segments of the population have about coastal fisheries and aquaculture?
10. Do men and women have access to education and training about fisheries/aquaculture? Does this access vary for men and women from different segments of the community?
11. How do women and men from different segments of the population perceive their roles in coastal fisheries or aquaculture?
12. What are the benefits of coastal fisheries activities and aquaculture, as perceived by women and men from different segments of the community?
 - Food security: (How many times do they eat the fish they collect per day/week/etc.)? What proportion of protein intake does this fish represent (e.g. half the protein intake per week)?
 - Incomes: What is the investment in terms of time and money? What percentage of total household incomes comes from these activities? How is the income distributed within the family? What do people do with the income (buy food, save, pay school fees, etc.)?
 - Are there other benefits (e.g. cultural)?

Decision-making for coastal fisheries/aquaculture

13. What organisations are involved in managing natural resources used for coastal fisheries and aquaculture (e.g. local government, provincial fisheries agencies, community leadership and authorities)?
 - What is the social composition of these governing bodies (by gender, age, caste, landowning status, ethnic group, etc.)?
14. What are the decision-making processes of these bodies?
 - Are women and other socially excluded groups able to participate effectively, or do older men's perspectives dominate?
15. At the household level, how are financial decisions made in relation to fishing/aquaculture (e.g. buying equipment; paying for help with harvesting; selling products; using the income generated by aquaculture production, etc.)?
 - Are women, young people, and other socially excluded groups happy with the decision-making process? Do they think some things should be done differently?

3 Technology can include farm equipment, mobile phones, or computers used for fishing or aquaculture operations.

Impacts of proposed changes

16. How would changes proposed by legislation, by policy or by a fisheries/aquaculture project impact on different segments of the population? (Refer to activities performed, time dedicated to those activities, workload, use patterns, productivity, financial benefits, nutritional benefits, access to and control over productive resources, etc.)
 - Break the impact assessment down by gender, age, ethnic group, and any other relevant social category.
17. How will changes proposed by the project affect gender and other social relationships?
 - Could they worsen the social exclusion experienced by women or other groups?
 - Do they have the potential to positively transform situations of inequality by reducing exclusion and leading to equality in development outcomes across communities?

This module contributes to the following outcomes of *A new song for coastal fisheries*⁴ and the *Small-scale fisheries guidelines*⁵

- *A new song* Outcome 2 – Adequate and relevant information to inform management and policy
- *Small-scale fisheries guidelines* Part 3 – Ensuring an enabling environment and supporting implementation; Section 11 – Information, research and communication

⁴ SPC. 2015. *A new song for coastal fisheries – Pathways to change: The Noumea strategy*. Noumea: SPC.

⁵ FAO. 2015. *Voluntary guidelines for securing sustainable small-scale fisheries in the context of food security and poverty eradication*. Rome: FAO.



Gender analysis checklist for coastal fisheries and aquaculture in a programme or project cycle

Ensuring that gender considerations are accounted for throughout the programme or project cycle requires consideration of key issues and questions at each stage. Reflecting on the results of this checklist will indicate if and where the programme or project cycle's proposals (for objectives, activities and mechanisms for engagement and analysis) should be modified and improved to maximise the participation of men and women and thus the effectiveness of the programme or project.⁷

This checklist is adapted from the 'Pacific gender and climate change toolkit – Tools for practitioners'⁶

Phase 1: Preparatory

Institutions and governance

- Describe the current bodies or committees that deal with fisheries or aquaculture. How gender sensitive are the people/groups represented here? Have participants received any kind of gender training?
- Describe the mechanisms that exist to ensure balanced representation of different groups (men, women, youth, elders, people with disabilities) within these structures.
- Describe the mechanisms that will be used to raise awareness and share information about the project/programme/policy. How will these mechanisms ensure that all groups have access to information that targets their specific information needs?
- Identify the type of scientific information and socio-economic analysis needed to inform the programme or project. What expert support may be needed to ensure that gender considerations are addressed adequately?
- Identify how social structures (such as traditions, governance, religion, rights and status of groups) promote or reduce the ability of men and women to access resources and information critical to fisheries/aquaculture.

Phase 2: Situation analysis, and Phase 3: Problem analysis

Policies, plans, strategies

- Are gender issues in relation to fisheries/aquaculture clearly identified and addressed in current policies, programmes and institutional arrangements? How?
- What fisheries/aquaculture development plans and policies already exist? To what extent do these reflect gender equality commitments? Do these policies and plans contribute to addressing gender issues in relation to access to, and control of critical resources for fisheries/aquaculture?

Conduct an initial stocktake of roles and responsibilities – who is doing what in the following areas?

- Identify who (women or men) is responsible for fishing/aquaculture.
- Identify who (women or men) is responsible for post-harvest activities (e.g. marketing, drying, smoking, etc).
- Identify relevant employment and income-generating activities. Who (women or men) does what?

⁶ www.pacificclimatechange.net/sites/default/files/documents/Pacific_gender_toolkit_full_version.pdf

⁷ PACC. 2014. Mainstreaming climate change adaptation in the Pacific: A practical guide. Apia: SPREP/UNDP.

Knowledge and skills – who knows what and who can do what?

- Identify what resources men and women use, e.g. land for aquaculture, fishing grounds. Who (men or women) has particular knowledge of these resources, e.g. where they are located, their seasons? Identify who has control over these resources.
- Describe what knowledge and skills are used by men and by women to manage fisheries resources or develop aquaculture.
- What fishing or aquaculture techniques are used? Who (women or men) uses what?

Access to (use rights) and control of (decision-making rights) resources – who controls what?

- What are the different levels of access to each of the following, for women and for men? Who has access to: aquaculture and fisheries inputs (fishing vessels, outboard motors, bait, nets, freezers); aquaculture or fisheries extension officers; local NGOs or other community members; traditional knowledge of fisheries practices; land; coastal fisheries; transport?
- Who has control over: land; traditional fishing grounds; oceanic fisheries; transport; and finance for accessing credit to purchase inputs, advisory services, access to markets?

Knowledge gaps

- Are sex-disaggregated data or indicators available for fisheries/aquaculture? If so, what information do they provide?
- What information needed to complete a gender analysis is missing? How will these gaps be filled during the planning phase?

Phase 4: Solution analysis, and Phase 5: Design

Needs – who needs what and for what?

- Describe how project objectives and activities adequately address the fisheries/aquaculture needs and priorities of men and women? What mechanisms are used to identify these needs and priorities? How do these mechanisms ensure that men and women contribute equally? (Note: this is especially relevant if one group is perceived as having the main role in the activity.)
- What resources do men and women need to gain benefits from fisheries/aquaculture? How might current differences in the ability of men and women to access these resources affect programmes/projects?
- What are the expected benefits and opportunities that the project will generate? Indicate ones that may be more accessible for women than men and vice versa (e.g. aquaculture and fisheries training; juggling carer responsibilities with income opportunities, etc.)

Knowledge and skills – who needs to know what?

- What capacity building needs in relation to fisheries/aquaculture were identified? For each one, indicate whether it was identified by men, women or both groups.
- Will the project provide training, awareness and education to enhance the current skills and knowledge of men and women? What mechanisms will be used to ensure that men and women contribute and benefit equally?

(Note: this is especially relevant if one group is perceived as having the main role in a particular aspect of fishing/aquaculture.)

Inputs from social scientists

- How and to what extent have social scientists, including gender specialists, been involved in the design process?
- Has a gender analysis of proposed policies and interventions been undertaken? If not, when is it planned to carry out such an analysis?
- What resources are allocated to ensure that gender considerations are acted on?

Phase 6: Implementation, monitoring and evaluation

Implementation

- Do the implementing partners already have commitments to achieving gender equity?
- Do they have the skills and capacity to implement programmes using gender-sensitive approaches? If not, include capacity building for partners at the outset.
- Describe the mechanisms that are being used to ensure the full and active participation of men and women at all stages of the implementation process.
- Have any specific measures to address gender issues been identified during the planning phases? If so, describe how they will be resourced and their implementation tracked.

Monitoring and evaluation

Through the use of sex-disaggregated indicators and specific tools, the monitoring and evaluation framework should allow us to track the following issues:

- How the programme or project has addressed women's and men's fishing/aquaculture needs.
- How the programme or project has affected women's and men's workloads.
- What additional resources have been made available for women and for men for fisheries/aquaculture development, e.g. aquaculture supplies, training, improved access to extension services, improved access to credit? Has this included any shifts in knowledge and skills?
- Capacities and knowledge developed by women and men relating to fisheries/aquaculture and how they are using these to strengthen development outcomes for all groups within communities.
- Reduction in gender inequalities, for example in terms of access to benefits from, or control over aquaculture activities/fisheries resources.



Fish at the Labasa market © Sangeeta Mangubhai

Tool 1: Division of labour and activity matrix

Objective: To identify the roles of women and men in contributing to livelihoods and household well-being through fisheries or aquaculture.

Gender considerations: A division of labour matrix can provide information on the respective roles of men and women in livelihood strategies. It should provide information about the level of involvement of women and men in:

- food production – agriculture (cash crops, livestock production, subsistence crops), fisheries (coastal and offshore), other activities related to food security (collection of wild nuts)
- household work – cooking, cleaning, collection of water or fuel, maintenance of water tanks, taking care of children, elders or persons with disabilities, etc.
- employment and income generating activities – handicraft production, services, and small-scale businesses
- community work – involvement in customary institutions, church groups, traditional celebrations, NGOs, collective work, etc.

Why do it?

This information can be used to examine the extent to which a programme/project will affect each of these activities and therefore any differences in the way in which impacts will be felt by women and men. Understanding who does what, and who uses and controls which resources, is vital to being able to design programmes/projects that bring equitable benefits to communities. Similarly, resource management directed toward changes in the way resources are currently managed must be based on understanding who uses the resources. Attempts to improve resource management may otherwise fail.

When to do it?

This is an important part of an initial situation and problem analysis, to ensure that proposed solutions are correctly targeted. It can be integrated into the planning phase of a project or policy.

Steps

The following steps illustrate this process with respect to community-based fisheries management.

Step 1:

Identify activities that men and women perform in relation to fishing.
How are these activities affected by resource depletion?

Step 2:

How do the activities performed by women and men themselves affect underlying resource management? Do these activities put pressure on fisheries resources? Do any of these activities contribute to conservation of fisheries resources?

Step 3:

Combine these activities with information about how fishing pressure will affect resources.

Step 4:

Using the information generated in steps 1-3, identify and discuss how men and women may be differently affected by fisheries management measures. In particular, do some activities deplete fisheries resources more than others, and if so, will they be more affected by management measures?

Tool 2: Time use survey

Objective: To identify the daily tasks carried out by men and women and identify the differences or similarities in activities, workload and roles.

Why do it?

This tool facilitates the capturing of daily activities by men and women. Information obtained from this tool may be useful for identifying target groups for specific project activities and also for planning project activities to ensure that they do not add too much extra burden to men's and women's workloads. It is also a useful method of making everyone more aware of the different workloads borne by men and women.

When to do it?

This tool provides useful insights into the following questions: Who does what (roles)? When are different activities carried out? How much time is consumed by activities (household, community, individual)? It should be used as part of the situation and problem analysis to inform solution and design options.

Steps

Step 1:

Together with relevant stakeholders, distribute the time matrix to each participant or group.

Step 2:

Ask participants to think of a typical family they are familiar with, or think of their own families.

Step 3:

Ask them to think about the typical activities that men and women in the family would do in a typical day. Using the time matrix, indicate activities that each would carry out for each of the hours of a 24-hour day (such as getting children ready for school, washing, leisure time, sleeping etc.).

Step 4:

Following this, ask participants to compare the two timetables and discuss the following questions:

- Are there commonalities and differences between the two timetables?
- Are activities the same or different?
- Is the same amount of time spent on activities that are common to both?
- Is there a distinct division of labour between men and women? Why do you think so?
- Are the activities of the man and the woman interchangeable?
- How can men and women assist each other with their respective workloads?

Time use survey results

Different methods can be used to show the results of a time use survey, e.g. you can use a table to list activities, or you can draw them.

(Complete the survey table for a whole day (24 hours))

Time	Elder women (60 years old +)	Women (26-59 years old)	Daughters (15-25 years old)	Elder men (60 years old +)	Men (26-59 years old)	Sons (15-25 years old)
5.00 am	Prepare break- fast	Wake up and prepare children's school lunches and breakfast				
6.00 am		Wake children up and get them dressed for school	Help younger children to get dressed			
7.00 am		Family breakfast			Family breakfast	
8.00 am			Go to school		Leave for work in the nearby town	Go to school
				Go to the market		

Alternatively, you can illustrate activities done during the time use survey period, as in the following diagram:

