



# **A SOURCEBOOK ON MAINSTREAMING GENDER INTO COASTAL RESOURCES MANAGEMENT IN THE PHILIPPINES**

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## ACRONYMS AND ABBREVIATIONS

|         |                                                                   |
|---------|-------------------------------------------------------------------|
| CCEF    | Coastal Conservation and Education Foundation, Inc.               |
| CLEANSE | Communities Learning to Stop Abuse and Nurture Social Empowerment |
| CLE     | coastal law enforcement                                           |
| CRM     | coastal resource management                                       |
| DSWD    | Department of Social Welfare and Development                      |
| EO      | Executive Order                                                   |
| EU      | European Union                                                    |
| FARMC   | Fisheries and Aquatic Resource Management Council                 |
| FWG     | family watch group                                                |
| FGD     | focused group discussion                                          |
| GAD     | gender and development                                            |
| ICM     | Integrated Coastal Management                                     |
| IEC     | information, education and communications                         |
| KII     | key informant interview                                           |
| LGU     | local government unit                                             |
| MAO     | Municipal Agriculturist Office                                    |
| MHO     | Municipal Health Office                                           |
| MLGOO   | Municipal Local Government Operations Officer                     |
| MPA     | marine protected area                                             |
| MPDO    | Municipal Planning and Development Office                         |
| NGO     | non-government organization                                       |
| PCRA    | participatory coastal resource assessment                         |
| PO      | people's organization                                             |
| RA      | Republic Act                                                      |
| SACMI   | Share-a-Child Foundation, Inc.                                    |
| SAMA    | Stop Abuse of Minors Association                                  |
| SB      | Sangguniang Bayan                                                 |
| TWG     | technical working group                                           |
| VAWC    | Violence Against Women and their Children                         |

## PREFACE

With their many years of experience in implementing coastal resource management projects, the Coastal Conservation and Education Foundation, Inc. (CCEF) embarked on a new challenge together with three other non-government organizations - The Share A Child Movement, Inc. (SACMI), Stop Abuse of Minors Association (SAMA), and Kaabag sa Sugbo. It answered the call to propose an Action entitled: "Communities Learning to Stop Abuse and Nurture Social Empowerment" (or CLEANSE project) with the EU - Delegation to the Philippines that aims to contribute to domestic implementation, including monitoring of international commitments, in the field of prevention of violence, particularly: torture, violence against women and grave abuses against their children.

The challenge presented to CCEF was to integrate its advocacy on marine conservation with gender issues. This attempt at integration was nothing new to CCEF since it has implemented the Integrated Population and Coastal Resource Management (I-POPCORM) project in the islands of Olango, Cebu, Further, it also implemented the Private Sector Mobilization (PRISM) program, specifically for "Building Responsible Families Towards Enhanced Productivity in the Workplace: Institutionalizing a Family Welfare Program in the Mactan Economic Zone."

Now, after two years of implementing the CLEANSE project, many lessons have been learned. With the challenge of sustaining the initiatives implemented on the ground, it is with great hope that this module on gender and anti-VAWC mainstreaming in coastal resource management can help local governments find the opportunities to integrate gender concerns into their existing coastal management programs.

The module was written with the intention of providing guidance to local government implementers and assisting NGOs and POs in addressing the gaps in the CRM process that allow gender biases to remain. Not wanting to let these issues to fall into the cracks of our system of local governance for coastal management, the authors have written down various strategies to address this prevailing issue on gender representation and equality especially in key policy-making processes inherent in CRM. It is our dream that this module will be extremely useful to other project implementers and will help us all break the barriers that curtail participation of civil society, including women and children, in the coastal management process.



## CHAPTER 1 – INTRODUCTION: Why is there a need for this sourcebook?

The Coastal Conservation and Education Foundation (CCEF), Inc., in its continuing effort to promote sustainable coastal management with full participation of the communities that are largely marine resource-dependent, acknowledges that equitable resource use, access, and rights are key to achieving sustainable development and social empowerment. To fully address the intractable challenge of ensuring participation especially of the less recognized segments of Philippine society, CCEF identified the need to mainstream gender awareness in local governance and coastal resource management (CRM).

Through its Communities Learning to Stop Abuse and Nurture Social Empowerment (CLEANSE) Project – a consortium initiative implemented in collaboration with the Share-A-Child Movement, Inc., Stop Abuse of Minors Association, and Kaabag sa Sugbo, with support from the European Union Delegation of the European Commission to the Philippines – one strategy that addresses this need is the design and development of a sourcebook that enables gender and Violence Against Women and Their Children (VAWC) concerns to be mainstreamed at all stages of the CRM process adopted by local government units in the Philippines.

This sourcebook is useful for local government personnel, resource managers, and project implementers in a variety of ways. By setting the CRM process as an underlying framework for integrating gender equity concerns into local plans, programs, and policies, it is hoped that this can serve as a practical and realistic guide to combine aspects of gender and VAWC concerns into local governance for CRM.

Overall, the goal is to address systemic gender issues for a more integrated and holistic CRM approach in managing coastal ecosystems. Specific objectives have been identified as well. These include:

1. To present a step-by-step process of implementing a local coastal management program using accepted CRM tools combined with a gender and VAWC approach;
2. To guide local government personnel, coastal managers, and project implementers on how to design and initiate activities that can integrate both gender/VAWC and CRM approaches;
3. To provide key performance indicators that will facilitate monitoring and evaluation of gender-sensitive CRM activities;
4. To incorporate tools, experiences, and lessons learned from past demonstration projects and activities integrating gender and CRM; and
5. To help identify recommendations that may guide future policy directions on integrating gender with CRM at various levels of local governance.

This sourcebook is a product of practical experiences and lessons learned by CCEF field officers and practitioners. Through field-tested experiences, a wealth of information is often available that helps guide future norms in undertaking work like this. The sourcebook adapts work that has already been done while integrating new ideas and concepts that will enhance existing practices in implementing local coastal resource management programs. This sourcebook is written with the end of communicating these new ideas clearly to the target audience. Indeed, may this be relevant and useful to all who might come across this sourcebook.

The various phases of the CRM planning process adapted by the local government unit are shown in Figure 1. In this process, city/municipal LGUs take the lead role in implementing their CRM programs through an iterative process of issue identification, plan preparation and adoption, action planning and project implementation, monitoring and evaluation, and information, education and communication. Local legislation, coastal law enforcement, regulation, as well as revenues and local budgets underlie the main aspects of the CRM process. Each step should not to be undertaken by the LGU alone. Rather, participation from all LGU partners from the local communities, national government agencies, non-government organization, academe and other assisting stakeholders in their respective jurisdiction is expected for better results.

**Figure 1. The CRM Process adopted by Philippine LGUs**



The extensive negative changes in the health of coral reefs and associated habitats found all over the country have prompted the need for LGUs to manage these resources. Therefore, it is important that there is active participation of all sectors of society, especially women, in the CRM process undertaken by LGUs.

Despite the fact that the local CRM process is highly participatory by nature, often there is neither involvement nor well-documented involvement of women in key decision-making processes for coastal management. Considering the need for equality in gender representation, it is important to recognize that CRM-related activities mostly involve men. The contributions of women and youth sectors are less appreciated and are not accounted for.

For instance, a women often attend meetings in place of her husband and joins him in guarding the sanctuary at night-time. Women play these roles even if they are not members of the association, and as non-members, they have no vote in the sanctuary's management.

In the Philippines, resource utilization activities, such as fishing, are culturally perceived as male-dominated activities. This is demonstrated by gender-disaggregated statistics that indicate fishing activities in the country which have recorded 92% as male fishers and the remaining 8%, female (National Statistics Office, 2011) .

### **“Invisible fishing”**

Even though many women may spend several hours a day gleaning at low tide, this is often not considered as a “fishing” activity. Hence, when fisherfolk organizations (FOs) are established, many do not include female gleaners in the membership. Technical assistance programs then direct their attention to the male-dominated FOs, systematically denying women participation in decision making about coastal resources (Siason, 2001). Their participation continues to be undervalued and discounted, labelling them “the invisible fisherfolk” (Ram, 1993).

This is further exacerbated by the culturally-influenced notion that fishing is intrinsically a male activity. This is demonstrated by complementary data by the Bureau of Fisheries and Aquatic Resources (BFAR) that shows the men to women ratio of registered fishers and in fisherfolk organizations to be overwhelmingly male-dominated.

But there are exceptions. For instance, in Barangay Saavedra, Moalboal, Cebu, the Saavedra Fisherfolk Association shows an equal number of men and women in their roster of members. Notably, this FO shows outstanding performance in their coastal management activities, such as coastal law enforcement and enterprise development, due to the balanced interests and participation of its male and female members.

There are many newly discovered reasons why including women in CRM is beneficial. There are two barangays on Siquijor where the local fishermen were not interested in establishing or managing a sanctuary, however, local women successfully took the task upon themselves. In Maite, San Juan, Siquijor, 28 women and six men established an association that continues to attract new members because of the benefits they are receiving. In Bino-ongan, Enrique Villanueva, 11 women volunteered to manage a sanctuary in collaboration with the barangay council, even though the local male-dominated fisherfolk organization has, even until the present, refused to participate.

**Figure 2. Fishers of the Barangay Saavedra Fisherfolk Association meet regularly to manage their sanctuaries. (M.V. Gamale)**



The benefits of increasing the engagement of women in CRM activities far outweigh the cost of engaging women to join coastal-related activities. It is a given fact that women also have information on the market trend of prices for harvested marine resources. Oftentimes it has been noted that women dictate the cost of fish, especially since they are heavily involved in post-harvest activities. They can even dominate decisions for the schedule of post-harvest selling and marketing of fishery products.

There are also instances where women are directly involved in management activities like marine sanctuary guarding, seaborne activities, and the collection of user fees.

**Figure 3. Selling fish is an important economic contribution of women in fisheries. The picture on the left shows vendors selling basically fresh fish while the woman on the right picture is selling fish processed by smoking. Processing adds value to the fish thereby creating higher income for the vendor. (M.V. Gamale)**



In Maite, Siquijor, women are directly involved in all management activities of the sanctuary. This includes coastal clean-ups, guarding the MPA at night-time, collecting Crown-of-Thorns sea stars, and participating in biophysical monitoring.



*Figure 4. Women are active participants in community-wide events. These pictures were taken during an International Coastal Cleanup in Mactan, Cebu and shows women representing the nearby barangays (top), and from the business sector (bottom). (D. Dacal)*



It is timely to recognize the need to account for and recognize the different roles of women in fisheries and fishing communities. Needless to say, they are now leading pre-fishing operation activities such as mending nets and gleaning. Further, they are heavily involved in post-harvest fishing activities, such as selling fishes in the market and determining market prices. When considering pre- and post-harvesting activities, women account for 47% of the global fisheries workforce (World Bank, 2010).

In response to the call to action instigated by international and local legal instruments – that women should be fully integrated in development activities – national and local governments should increase participation of women in and who can equally benefit from coastal resource management activities.

**Table 1. Titles of Laws Involving Women in Development**

R.A. 9710: Magna Carta of Women  
RA 7192: Women in Development and Nation Building Act  
RA 6949: Women's Day  
Republic Act 10121: Strengthening Philippine Disaster Risk Reduction and Management System  
Republic Act No. 9729: Mainstreaming Climate Change into Government Policy Formulations  
Republic Act 9995: Anti-Photo and Video Voyeurism Act Of 2009  
Republic Act 9775: Anti-Child Pornography Act of 2009  
Republic Act 9208: The Anti-Trafficking in Persons Act of 2003  
Republic Act No. 9262: The Anti-Violence Against Women and their Children Act of 2004  
Republic Act No. 8353: The Anti-Rape Law of 1997  
Republic Act No. 7877: Anti-Sexual Harassment Act of 1995  
Republic Act No. 6955: Anti-Mail-Order Bride Law of 1990

The importance of integrating gender was recognized by the Philippine national government when the harmonized Gender and Development (GAD) guidelines were outlined by the National Economic and Development Authority (NEDA) and National Commission on the Role of the Filipino Women (NCRFW) in 2004 under the support of the Asian Development Bank (ADB). These guidelines aim to promote the twin goals of gender equality and women's empowerment with two major objectives:

1. Provide NEDA, official development assistance (ODA) donors, Philippine government agencies, and development practitioners with a common set of analytical concepts and tools to integrate gender concerns into development programs and projects; and
2. Help achieve gender equality in and empower women through projects and programs. (NEDA & NCRFW, 2004) Inclusion of women in natural resource management is specifically correlated with increased collaboration, solidarity, and conflict resolution (Westermann, 2005). In the light of climate change and disaster risk management, the management of natural resources can best be approached with gender integration and maximizing women's roles. It is important to gain a better understanding of how men and women contribute to resiliency measures that could significantly bring about more effective outcomes (Shakya, et. al. (2010)).

A few of the government staff on Siquijor have already acknowledged the value of including local women in CRM. The benefits they have seen are:

- Better task delegation;
- Trustworthy and accurate accounting of project funds;
- More organized records;
- Increased group unity;
- Better outcomes for government funded projects; and
- More effective management of aquaculture projects.

It must be noted that gender mainstreaming into CRM is not entirely concentrated on women alone, but on the importance that men will play in mainstreaming. It cannot be discounted that men are faced with their own challenges in society that negatively affects them, such as gambling addictions and alcoholism for instance. However, the focus of this manual is narrowed down to the inclusion of women in CRM, which is a traditionally male-dominated field.

## CHAPTER 3 - MAINSTREAMING GENDER INTO COASTAL RESOURCES MANAGEMENT: BASIC CONSIDERATIONS

Increasing the bargaining power of women by giving them greater access to and control of resources are considered fundamental strategies in mainstreaming gender. It is geared towards improving women's welfare and strategically changing women's subordinate hierarchical position in coastal resource management processes and decision-making power, at the local government level in particular. This traditional social disparity has led to inequality between men and women as far as access and control of resources is concerned. This might not be prevalent at the national structure, but at the local scenario, gender equality is still not widely accepted.

When asked what the benefits of including women might be to MPA management, the fishermen managing one sanctuary (Maite Marine Sanctuary, Siquijor) said that women could cook for them and they could also clean the guardhouse. They could think of no other benefits.

The need to eradicate the parochial view of male dominance in resource access and use cannot be overemphasized. Women's roles and contributions to the fisheries industry are significant, however, these are often invisible, un-acknowledged, and under-valued. With the traditional role of women in the home to take care of family and household concerns, with limited mobility, integrating women into the CRM world needs to greatly consider their current roles and how women can break away from these roles without too much disruption to family life. Thus, gender integration in CRM is imperative.

There are essential pre-requisites for gender mainstreaming into CRM. These include:

- 1. Adoption of the CRM process at the local level.** At the minimum, a functional CRM program should be in place at the municipal or city level. CRM is guided by the principle of popular participation. It provides direct involvement of the community based on the philosophy of *resource-users as managers*. The approach is in contrast with the historical top-down approach to coastal management before the advent of the decentralization and/or devolution of powers to the LGUs. It includes community organizing, participatory resource assessment, coastal law enforcement, fisheries and habitat management, IEC, policy and institutional arrangement, and ecotourism, as some of the working strategies.
- 2. Skills and capacity of local implementer.** Efforts toward institution-wide changes for gender integration must focus on putting in place a gender point-person or unit with a technically-trained gender champion whose task is to ensure that organization's services and programs are gender-sensitive. He or she should be able to a) strategize for advancing gender mainstreaming to other organizations in the municipality, b) provide guidance on gender integration into different programs, and c) work harmoniously with different sectors in the municipality to ensure that program activities are gender-sensitive, among others.



3. **Understanding of the value of integrating gender in CRM.** As CRM is traditionally male-dominated, stakeholders may initially see little value of including women, and women themselves may not think they are capable of the tasks involved. Recognizing and appreciating the importance of women's contribution in fisheries is a condition precedent for integrating gender in CRM. It underpins greater women's participation and diminishes gender discrimination especially in local governance processes - planning, implementing, monitoring and evaluation - and particularly on matters affecting their productive and non-productive functions.
4. **Establishing legal and policy framework for women.** Local policies and laws that protect women's rights against violence and discrimination is a pre-requisite to mainstreaming gender in CRM. These policies should also address constraints on women's mobility, the multiple burdens of productive and reproductive work, and gender stereotyping.

## CHAPTER 4 - STRATEGIES TO INTEGRATE GENDER INTO THE COASTAL RESOURCE MANAGEMENT CYCLE

Based on experience and application, there are various strategies identified to help achieve mainstreaming of gender into coastal resource management. These will be discussed in 4.1 to 4.5 hereafter.

### 4.1 Issue Identification and Baseline Assessment

#### **Participatory Coastal Resource Assessment** (See Annex for forms)

Participatory Coastal Resource Management Assessment (PCRA) is a research technique developed as an alternative to conventional survey research. PCRA informs development projects by including community members in the investigation, analysis, and evaluation of the state of coastal resources. The approach gives emphasis to understanding the “people’s own point of view”.

The need for inclusion of women in the PCRA process cannot be underestimated. Women have already proven their natural ability to gather valuable information for PCRA by performing interviews with male and female fisherfolk (Clabots observation in Baybay, Leyte). For social and economic assessment, women are excellent sources of knowledge since they usually play roles as fish buyers and vendors. Women also glean among and other shore-based harvesting practices. Often they are reliable sources of information regarding the economic feasibility of various fishing methods and market conditions for various coastal resources and products, among other aspects of the local economy. In some instances, there should be separate sessions conducted to gather information (focused group discussions or FGDs, for example), separating men and women, in order to encourage more participation and insights from the women in the participatory coastal resource assessment process.

When conducting interviews or focused group discussions (FGDs) relating to coastal law enforcement, it is sometimes needed to get the opinion of women through leading questions. Women usually are silent when asked about their participation in law enforcement. It is not that they were never involved but the nature of this task has a connotation of a “male only” activity and women's participation is not within the realm of law enforcement. These undervalued contributions of women in coastal law enforcement are what influences women to refrain from providing opinions or even to speak about it. With carefully framed questions, interviewers can determine the exact kinds of contributions women have to support law enforcement activities.

Hence, preparing framed questions that will lead them to understand that there are certain roles that can appropriately be assigned to women in coastal law enforcement is helpful. The common roles that women take on in coastal law enforcement are the following:

**Prevention-** women's participation in the preventive aspect of law enforcement is quite visible. They usually lead in information dissemination, public consultation, and awareness raising activities. They assist in conceptualizing information, education and communications (IEC) materials and are often involved in the monitoring and evaluation of the impacts of these types of activities.

**Apprehension-** women are good informants in the apprehension aspect of law enforcement. They usually knew the "ins and outs" in every corner of the community and the local gossip. Thus, they are key participants in the community intelligence networks that inform apprehenders about who, what, and when an illegal fishing activity may take place.

**Prosecution-** women can help in the preparation of affidavits from witnesses especially assisting those who cannot articulate and answer probing questions from investigators. Women often best articulate the details needed in these affidavits to help in prosecuting illegal fishers. One clear example of women's roles in prosecution is in Maite, Siquijor. There are two female *bantay dagat* members in Maite, including the president of the association managing the sanctuary. The president of the association has reported multiple violations to the police and also aided apprehensions. Due to her organizational skills she is also able to effectively manage the *bantay dagat* team's patrolling and enforcement activities.

**Figure 5.** *Women are often active in participating in focused group discussions (below) and interviews (p.18). (R. Amolo)*





### Resource and Habitat surveys: corals, seagrass, and mangroves

Women's involvement in resource and habitat surveys has been overlooked during many PCRA's. Women's roles have been previously limited to preparing meals, as their full involvement has not been considered necessary or within their physical abilities. However, some women have willingly participated in manta tow and dive surveys, suggesting that women are capable and interested. They must not only be formally invited to fully participate, but vocally encouraged. Strong female role models help other women to overcome the initial hesitation and discomfort in challenging gender stereotypes.

***Figure 6. In Siquijor, women regularly participate in timed swims, manta tow, and dive surveys to monitor the state of coral reef health in their marine sanctuaries. (D. Apistar)***



Snorkelling is primarily used in habitat survey and resource mapping, unless trained local scuba divers are available. The snorkelling method is done by laying a 50-meter transect rope over the reef area with the observer (snorkeler) reading coral classifications every .25 meters. Some required conditions should be considered. The depth of the area surveyed should not be beyond 5 meters to maintain accuracy in the data collected. Sea condition and water visibility are also relevant in obtaining reliable data. Rough conditions or strong currents will affect the performance of the observer. Inexperienced swimmers may have difficulty in completing multiple 50-meter transects. Regardless of weather conditions, a paddle boat should always be readily available and located as near as possible to assist snorkelers at all times of the survey. However, when confronted with strong currents during the survey, it is best to swim along with the current. These survey methods can be easily be done by women.

**Community mapping:** including VAWC issues, women “center” for informal meetings.

Community mapping is one of the most important tools in CRM. Without maps, it would be difficult to understand the many variables essential in the whole CRM process, especially in planning. Women’s participation in community mapping is often very apparent but to the point of excluding the men in some cases, which should be avoided. There should be a balanced perception of issues and other variables in the community mapping exercise. Once data is provided (such as assessing the conditions of the habitat, identifying zones for various uses, identifying infrastructure, determining spatial pattern of settlements, determining income levels and other social variables) the fishers will typically draw the coastline and add other features such as the reefs, mangroves, seagrass, roads, and settlements. The use of colors to distinguish certain variables from the others is applied to avoid confusion.

It is also recommended to include existing gender and VAWC issues in community mapping, if possible. This should include the number of VAWC cases, community systems for reporting incidents and for case referrals, etc. Informal women’s centers for meeting and discussion, as well as locations of women’s groups in the community, are significant in determining gender awareness activities in the community. This should be presented in the same format as the other variables.

As mentioned earlier, women serve as a useful source of information in profiling the socio-economic aspects of the community. Their customary role in marketing fish caught, gleaning, and even gathering the community to disseminate public information (*pulong-pulong*) among other socio-cultural activities, have made them a repository of various information mostly derived from their personal perceptions and knowledge passed down from others. In generating information relative to marketing, it is proper to start from what time and where the fish came from to how it is sold. This will illustrate the marketing flow of fishery products and the different events/difficulties experienced by the vendor. It is important for interviewers to remember that women tend to shy away from the interviewer or facilitator. To obtain vital information from women, the interviewer should always assure confidentiality of information which includes non-disclosure of the names of the respondents.



Community interviews can be effective in generating information on market flow, price trend, and household consumption. However, FGDs among women and men are highly recommended. It provides a real-time validation of information as agreed by the participants. Further, by using FGDs the facilitator can create a comfortable venue where women can participate. Among other women, they can experience validation in their responses and more confidently agree or disagree with responses of others as part of a larger group. Some recommended tips in conducting FGDs are:

1. Identify the kind of information you want to obtain. It might best to consider the age, period of residency and civil status among participants;
2. Develop open-ended questions that will stimulate discussion and encourage the sharing of knowledge and experience on the subject. Avoid simple “yes or no” and “why” questions that may possibly make people defensive. “What and How” questions are more useful in facilitating discussions;
3. Generally, avoid questions that will influence participant’s response, such as phrasing or “leading” questions. However, on more difficult/sensitive topics, such as coastal law enforcement, leading questions, if framed appropriately, will assist the facilitator in eliciting the needed responses for some questions;
4. It is useful to debrief after every FGD especially on what went well and what could be improved upon. If it is apparent that any portion of the FGD is not eliciting the right information, it can be modified or removed completely. It may be helpful to ask participants how they felt about the whole process and how they think their responses could contribute to the overall objectives of the activity;
5. Avoid openly comparing women’s perceptions with that of men’s. This is applicable in FGDs where there are a mixture of men and women.
6. Treat each participant as a valuable source of local information.
7. Call on all participants to express their opinion, especially if you notice only a few people dominate the conversation. However, be careful not to put people on the spot to answer questions.

#### **Disaggregate demographic profile (women, men, children)**

When gathering socio-demographic data during PCRA, it is essential to disaggregate demographic profile into men, women, and children. This provides a better understanding of the socio-cultural issues as well as aiding in the identification of potential gender-related concerns that can be used for future CRM plans and projects.

#### **When subdividing groups in a PCRA, be conscious about gender distribution (groups: seagrass, corals, FGD, mangrove)**

Gender distribution among PCRA participant groups means proper male and female representation in each activity and habitat assessment. This will assist in avoiding gender bias on information and data gathering and do away with sex dominance or preference in any particular CRM activity. The mind-set of co-equality among males and females in terms of performance should always be observed even when subdividing groups in a PCRA workshop.

Identify who will be involved (barangay officials, municipal agricultural officer (MAO), people's organizations (POs), Department of Social Welfare and Development (DSWD))

Once the desired outcome and the kind of information needed are identified, the group composition for discussions, monitoring, and data collection for PCRA activities can be designed. It is important at this stage to know who will be involved in the PCRA. For the biophysical monitoring, heterogeneity of the composition is recommended to avoid gender bias. However, during group discussions, the group may either be homogenous or heterogeneous depending on how the facilitator wants the participants to interact in order to reach the desired outcome. It is important to note that in each group of participants, there has to be one member with expertise or prior knowledge about the kind of activity to be performed and its objectives/outcomes. For example, in biophysical monitoring, the municipal agricultural officer (MAO) may be more comfortable in performing the technical survey rather than facilitating the interview or group discussion. On the other hand, the Department of Social Welfare and Development (DSWD) officer may be more inclined to facilitate FGDs and community interviews.

#### **4.2 CRM Plan Preparation and Adoption**

The CRM process is essentially a cyclical process where there is constant reflection and re-evaluation of the actions aimed at improving the state of coastal and marine resources. Starting with the identification of issues, the local governments, together with participating agencies, NGOs, and POs, proceed with prioritizing the management concerns through their CRM plans and harnessing their resources to implement priority actions within their territorial jurisdictions. After a series of management activities, the LGU-led consortium of local partners will then assess the effectiveness and efficiency of their actions through a knowledge-based monitoring and evaluation process. This is a critical juncture of the CRM process where review of the plans is undertaken to monitor impacts and evaluate emerging issues on the ground. This is usually evaluated on an annual basis in order to follow annual investment planning and budgeting of local programs for the following year.

##### **The CRM planning process and the annual review of the CRM plan as a venue to incorporate gender and development (GAD) activities.**

Due to decades of technical assistance from various international groups and NGOs, many LGUs around the country have formulated and adopted their CRM plans via municipal legislation. This provides a clear policy framework and formalizes the implementation of key coastal management strategies by LGUs. In line with the legislative adoption of the CRM plan, an annual allocation of local budget for CRM implementation is expected.

As a continuous management process, the LGUs conduct their review of the CRM plan on an annual basis in order to evaluate the outcomes of the strategies as well as to plan annual activities for the upcoming year. This annual review process is a particularly important milestone for the LGUs as they seek to harness and improve the delivery of CRM programs as part of their menu of basic services. This process can also be viewed as an opportunity for gender concerns to be integrated into the progress and improvement of CRM by LGUs. The LGU can then discuss important gender and development issues and target integrated CRM



and gender activities with specific allocations of budget into their municipal CRM programs. National policies have already mandated and specifically directed LGUs to allocate budgets for gender and development in all their programs (RA 7192, EO 273). Furthermore, RA 8522 and LB Memorandum 28, dated 15 June 1997, directs LGUs to set aside a minimum of 5% of their total appropriation to be used for gender and development activities.

**RA 7192, EO273, RA 8522 are national laws directing LGUs to allocate GAD in all LGU programs.**

**RA 7192**

*Sec. 2. Declaration of Policy. — The State recognizes the role of women in nation building and shall ensure the fundamental equality before the law of women and men. The State shall provide women rights and opportunities equal to that of men.*

*To attain the foregoing policy:*

*(1) A substantial portion of official development assistance funds received from foreign governments and multilateral agencies and organizations shall be set aside and utilized by the agencies concerned to support programs and activities for women;*

*(2) All government departments shall ensure that women benefit equally and participate directly in the development programs and projects of said department, specifically those funded under official foreign development assistance, to ensure the full participation and involvement of women in the development process; and*

*(3) All government departments and agencies shall review and revise all their regulations, circulars, issuances and procedures to remove gender bias therein.*

**EO 273**

*1. All government agencies, departments, bureau, offices, and instrumentalities, including government-owned and -controlled corporations. at the national, subnational and local levels, are directed:*

*1.1 To take appropriate steps to ensure the full implementation of the policies/strategies and programs/projects outlined in the Plan;*

*1.2 To institutionalize Gender and Development (GAD) efforts in government by incorporating GAD concerns, as spelled out in the Plan, in their planning, programming and budgeting processes...*

**RA 8522**

**1.1. General**

*To provide guidance for the mobilization of resources for gender mainstreaming in government agencies at any stage of the budgeting process*

**1.2. Specific**

*a. To provide the implementing guidelines to operationalize Section 28 of the General Provisions of Republic Act 8522 or CY 1998, General Appropriations Act (GAA) on Gender-Responsive Projects*

*b. To provide guidelines for the preparation of Agency GAD Plans and Budget Proposals pursuant to the 1999 Budget Call*

## Involving women's sectors in the consultation and preparation process

As a critical aspect of local governance for CRM, participation of all stakeholders, including women, is vital in the development of plans, legislation, and monitoring and evaluation of CRM activities. To ensure participation, the Philippine Fisheries Code (RA 8550) mandates that all coastal LGUs with territorial jurisdiction over their municipal waters must organize a Municipal/City Fisheries and Aquatic Resource Management Council (FARMC). The main purpose of the M/CFARMC is to advance policy recommendations to the *Sanggunian* (local legislative council) especially on matters pertaining to fisheries.

Thus, it is essential to seriously consider increased participation of women in the M/CFARMCs not only to merely comply with the legal requirement of RA 8550. The law requires that there should be representation from women and youth sectors in the membership that should balance interests in the formulation of locally-applicable fisheries policies.

### **RA 8550/FAO requires women and youth to be members of the MFARMC.**

*SEC. 19. Composition of the IFARMCs. – The regular members of the IFARMCs shall be composed of the following:*

- a. The chairperson of the Committee on Agriculture/Fisheries of the concerned sangguniang bayan/ panlungsod.*
  - 1. In areas covering two or more provinces, each province shall nominate a representative to the IFARMC. Such representative shall be nominated among the chairpersons of the Committee on Agriculture/Fisheries of the province.*
- b. The Municipal/City Fisheries Officers of the concerned municipalities/cities.*
  - 1. In the absence of a Fisheries Officer, the Municipal or City Agricultural Officer.*
  - 2. In areas covering two or more provinces, each province shall nominate a representative to the IFARMC. Such representative shall be nominated from among the Fisheries Officers/MAOs or City Agricultural Officers of the province.*
- c. Municipal/City Development Officers of the concerned municipalities/cities.*
  - 1. In areas covering two or more provinces, each province shall nominate a representative to the IFARMC. Such representative shall be nominated from among the Municipal/City Development Officers of the province.*
- d. One (1) representative from NGO.*
  - 1. The representative from NGO must be a member of the M/CFARMC.*
  - 2. In areas covering two or more provinces, each province shall send one NGO representative. From among them, the fisherfolk members of the IFARMC shall elect the NGO representative to the IFARMC.*
- e. One (1) representative from the private sector.*
  - 1. The private sector representative must be a member of the M/CFARMC.*
  - 2. In areas covering two or more provinces, each province shall send one private sector representative. From among them, the fisherfolk members of the IFARMC shall elect the private sector representative to the IFARMC.*
- f. At least nine (9) representatives from the fisherfolk sector which include representatives from the youth and women sector.*
  - 1. At least one fisherfolk representative shall come from every municipality covered by the IFARMC, preferably the Chairperson of the M/CFARMC or his duly designated representative.*
  - 2. Youth and Women sector representatives should come from duly accredited youth/women's organizations and are members of the M/CFARMC.*
  - 3. The number of youth and women sector representatives and the manner of their inclusion to IFARMC shall be determined by the regular fisherfolk members of the IFARMC.*

### Who will be involved in CRM plan preparation and adoption?

In the preparation of the CRM plan, the local government unit basically organizes a technical working group (TWG). This TWG should be used to integrate gender concerns into the CRM plan, amongst other roles, which means it is necessary to include women and youth sector representatives in the TWG.

For the adoption of the CRM plan, the local government personnel who are primarily involved in this step are the members of the *Sanggunian* and the M/CFARMC. If women's participation is ensured at the consultation process at the FARMC level, then gender concerns can confidently be mainstreamed into the local policy-making processes. However, considering that many women may not readily raise gender concerns in male-dominated activities such as these, it is vital for meeting/workshop facilitators at this level to encourage them to speak up and ensure an open environment for discussion.

### 4.3 Action Plan and Project Implementation

As a strategic management process, CRM requires strategy planning and implementation. For all intents and purposes, action plans are developed at this stage for immediate CRM plan implementation. For gender-CRM integration, the opportunities at this stage are limitless.

There are three (3) essential requirements that need to be considered:

- i. Identify who will be involved in action planning. The CRM Technical Working Group set-up in the previous step (Step 2. CRM Planning and Adoption) shall ensure that the representatives from the different local government offices and community-based organizations are in place. These representatives coming from the *sangguniang bayan*, Municipal Fisheries and Aquatic Resources Management Council, Municipal Agricultural Office, Municipal Social Welfare and Development Office, Municipal Planning and Development Coordinator, Philippine National Police, people's organizations) will be involved in the action planning.
- ii. Designate who will be in-charge of implementation of the action plan. For practical purposes, this stage requires the active coordination between two primary offices – mainly the Municipal Agriculture Office and Municipal Social Welfare and Development Office.
- iii. Ensure that local government support mechanisms are in place. This refers to legislation, law enforcement, annual budget allocations, and staffing requirements.

At this stage of the CRM process, the expected CRM benchmarks (activities and outputs) encompass actual field interventions such as habitat and fisheries management, coastal law enforcement, revenue generation through permits and licenses, and enterprises that encourage CRM.

To integrate gender in these CRM interventions, several gender objectives should be utilized to ensure that mainstreaming goals are met. Typical gender objectives consider the following: [Adapted from URI Gender Mainstreaming Guidebook]

1. Ensure that forums are appropriate for both men and women.
2. Organize meetings and events at times when both men and women can participate.
3. Understand which women are involved – and which ones are not involved.
4. Ensure that methods are inclusive and enable gender analysis of issues.
5. Find methods that are appropriate and complement each other.
6. Ensure that issues identified and analyzed are relevant and of interest to both men and women.
7. Motivate, support and encourage women to engage in the process.
8. Understand the practical barriers for women's participation.
9. Learn to recognize and handle conflict.
10. Use methods to describe, analyze and change gender-differentiated needs.
11. Establish gender-focused and disaggregated monitoring.

Ultimately, these objectives lead to the all-encompassing goals of integrating gender into CRM leading to:

- A. Having equitable access to society's resources, including socially valued goods, rewards, and opportunities.
- B. Equal participation in influencing what is valued, shaping development directions, and distributing opportunities (UNDP, 2000)

**A. Capacity-building** - Gender mainstreamed into ICM project activities and gender information incorporated and utilized in ICM planning and implementation

Capacity to implement CRM is the main focus of this gender objective. The local implementers are expected to have adequate training on gender equity, awareness on gender issues, abilities to incorporate gender into all aspects of project design and implementation, and have knowledge of and access to existing tools.

**B. Participation** - equal opportunities to participate in CRM planning and management initiatives and incorporation of gender perspectives into CRM initiatives.

This focuses on providing equal opportunities to both men and women to participate in training, planning, and implementation in all CRM programs, projects, and activities. The active involvement of men and women is expected. At the same time, it is necessary for all women, men, and youth community leaders to incorporate gender issues into CRM planning in order to ensure equitable participation.

**C. Leadership and Decision-Making** - equal opportunities to work in CRM-related institutions and engage in CRM programs

It is noteworthy to provide coastal community leaders - men and women - with the required leadership and organizational skills so that they are fully equipped to assume leadership and decision-making roles in CRM programs. Men and women should equally participate in

community, technical, and resource management committees that are formed to undertake management actions.

#### **D. Access to Resources** - equitable access to natural resources

Central to this objective is the granting of equitable access to natural resources to both men and women.

#### **E. Benefits** - Equitable benefits from coastal resource use and management

This limits the concern to the involvement of women in coastal resource livelihood activities.

#### **F. Financial resources** - Equitable distribution and management of financial resources for CRM activities

This emphasizes the need to capacitate women in financial management to empower them to undertake related responsibilities and obtain funds for CRM activities.

There are a variety of ways to incorporate gender considerations into CRM activities at this stage of the CRM process. The succeeding sections will provide examples of selected CRM activities that have been mainstreamed with gender and VAWC considerations:

#### **A. Enhancing Capacity for MPA Management Using Gender Equity and Information**

The establishment and management of marine protected areas (MPAs) is one of the most demonstrated CRM strategies aimed at near-shore habitat management that has been implemented by local government units all over the Philippines.

##### **What are MPAs?**

**MPAs are commonly known as marine protected areas and/or fishery reserves and sanctuaries in the Philippines. These are formally designated as such either through a municipal ordinance, for locally-established MPAs, or through a national law for nationally-recognized marine parks and seascapes. At present, there are over 1,000 MPAs established in the Philippines (Arceo, et al 2010).**

Understandably, the management bodies or committees set up to manage these MPAs often fail to integrate trainings on gender equity in most of their capacity-building activities. In order to breach this gap and mainstream gender concerns into MPA capacity-building activities, it is essential to address the following checklist:

**Table 2. Checklist to mainstream Gender into MPA Capacity-Building Activities**

| Building Gender-Based Capacity                                                                                                                                         | If the answer is NO, identify FUTURE ACTIONS |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|
| ___ 1. Were local implementers able to attend training on gender equity?                                                                                               |                                              |
| ___ 2. Are local implementers able to demonstrate a level of self-awareness or consciousness on gender issues (i.e. they can explain basic gender concepts and tools)? |                                              |
| ___ 3. Do local implementers know how to incorporate gender into project implementation?                                                                               |                                              |
| ___ 4. Do local implementers actively incorporate gender into project design and implementation?                                                                       |                                              |
| ___ 5. Are existing ICM tools modified to include gender?                                                                                                              |                                              |
| ___ 6. Do local implementers have access to and knowledge of how to use tool kits and diverse methodologies for using a gender lens?                                   |                                              |
| ___ 7. Are gender projections included in management planning activities?                                                                                              |                                              |

## **B. Ensuring Equitable Participation in Coastal Law Enforcement**

Coastal law enforcement is one of the cornerstones of a functional CRM program at various levels of local governance. This requires that law enforcers are fully trained and operational protocols are in effect so that national and local laws are enforced.

Oftentimes, the organized coastal law enforcement units consisting of *bantay dagat* groups and/or municipal fish wardens are expected to conduct regular patrolling, surveillance, and apprehension of illegal fishers and violators within municipal waters. Thereafter, court convictions are obtained for illegal coastal activities.

To better integrate gender concerns into coastal law enforcement (CLE), it is best to refer to the following checklist:



**Table 3. Checklist to Mainstream Gender into CLE Activities**

| Ensuring Equity In Participation                                                                                                | If the answer is NO, identify FUTURE ACTIONS |
|---------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|
| _____ 1. Are equal opportunities to participate in CRM training, planning and implementation given to men and women?            |                                              |
| _____ 2. Are men and women actively involved in CRM programs?                                                                   |                                              |
| _____ 3. Are women, men and youth community leaders able to incorporate gender issues into CRM (i.e., CLE operations) planning? |                                              |

### C. Building Leadership and Decision-making for CRM Legislation and Regulation

For a functional CRM program at the local level, CRM-related legislation and regulation must underlie the management actions that are implemented by the LGUs. This means that ordinances are enacted to support CRM plans and their implementation. Legislation should also support the permits and licenses issued for municipal water uses consistent with the CRM plan.

In order to achieve CRM legislation and regulations that support gender objectives, local implementers should consider equitable participation in decision-making processes. This is demonstrated by highlighting the role of Fisheries and Aquatic Resources Management Councils (FARMCs) in drafting and endorsing fisheries policies.

#### What are FARMCs?

Pursuant to the enactment of RA 8550, the Fisheries and Aquatic Resources Management Council (FARMC) must be created at the municipal level as an advisory body of the local government unit in the enactment of municipal policies, management planning, program implementation, and enforcement of fisheries laws. Article II of the Code elaborates the function and composition of the FARMC at the barangay, municipal, bay, and the national levels. Section 75 specifically includes the participation of women and youth in the composition of Council. This was also stipulated through in the Fisheries Administrative Order 196 series of 2000. Ultimately, it is the LGU's role to ensure that the women's sector is heard, especially in fisheries management.

The Philippine Fisheries Code requires consultations with and endorsement by the M/CFARMCs before the enactment of local CRM ordinances. At this stage, the integration of gender is addressed if M/CFARMC membership ensures that the women and youth sectors are fully represented in their deliberations as required by law.

To further enhance the leadership and decision-making that consider gender sensitivity, see the following checklist:

**Table 4. Checklist to mainstream Gender Sensitivity in CRM Leadership and Decision-Making**

| Building Gender Sensitivity in Leadership And Decision-Making for CRM                                          | If the answer is NO, identify FUTURE ACTIONS |
|----------------------------------------------------------------------------------------------------------------|----------------------------------------------|
| _____ 1. Do men and women in coastal communities have leadership and organizational skills?                    |                                              |
| _____ 2. Do women have equitable opportunities to assume leadership and decision-making roles in CRM programs? |                                              |
| _____ 3. Do men and women participate in community, technical, and resource mgt. committees?                   |                                              |

#### **D. Enabling Equitable Access to Resources**

Equitable resource use and allocation are considered as over-arching objectives of a functional CRM program. Access to resources should be distributed equally to men, women, youth, and other stakeholders in CRM. This access should come in the form of the issuance of resource use permits and licenses, benefits from tourism revenues, and employment opportunities, among others.

In the allocation of income from user fees, it is noteworthy to highlight that it may be used for gender-related trainings and educational activities that benefit all end-users of coastal and marine resources.

To enable equitable access to resources, consider the following question in the checklist below:

**Table 5. Checklist to Enable Equitable Access to Resources**

| Enabling Equitable Access To Resources                                                      | If the answer is NO, identify FUTURE ACTIONS |
|---------------------------------------------------------------------------------------------|----------------------------------------------|
| _____ 1. Are both men and women granted access to the natural resources they need and want? |                                              |

### **E. Promoting Equitable Benefits from Coastal Resource Use and Management**

Effective implementation of CRM can result in a number of benefits. The benefits may include a functional marine sanctuary, an established environment-friendly enterprise, and rehabilitated and managed mangrove areas under a Community Based-Forest Management Agreement (CBFMA), among others. It is essential, therefore, to highlight the opportunity to integrate gender by promoting equal opportunities to all sectors of the community, especially women, in these benefits from CRM.

Use the checklist below to determine whether equitable benefits from coastal resource use and management are distributed to men, women, youth, and other stakeholders in the community.

**Table 6. Checklist to Enable Equitable Benefits from Coastal Resource Use and Management**

| <b>Equitable Benefits from Coastal Resource Use and Management</b>     | <b>If the answer is NO, identify FUTURE ACTIONS</b> |
|------------------------------------------------------------------------|-----------------------------------------------------|
| _____ 1. Are women involved in coastal resource livelihood activities? |                                                     |

### **F. Providing Equitable Distribution and Management of Financial Resources for CRM Activities**

Gender-based organizations, e.g., family watch groups (FWGs), like any other groups organized for CRM activities, should be able to access training opportunities in financial management, assume financial management responsibilities, and obtain funds for their CRM-related activities.

The following questions in the checklist below can guide local implementers in providing equitable distribution and management of financial resources:

**Table 7. Checklist to Provide Equitable Distribution and Management of Financial Resources**

| <b>Equitable Distribution and Management of Financial Resources for CRM Activities</b> | <b>Yes</b> | <b>No</b> | <b>Remarks/Future Actions</b> |
|----------------------------------------------------------------------------------------|------------|-----------|-------------------------------|
| 1. Are women provided with training on financial management?                           |            |           |                               |
| 2. Do women assume financial management responsibilities?                              |            |           |                               |
| 3. Are women groups able to obtain funds for CRM activities?                           |            |           |                               |

#### 4.4 Monitoring and Evaluation (M & E)

This section introduces mechanisms for monitoring and evaluating the implementation of mainstreaming gender in CRM. Without such a mechanism, it will become difficult to accurately gauge the level of progress in implementation. This M & E tool is focused on the following three key areas:

1. Process of implementation of mainstreaming gender in CRM;
2. Mechanisms for capacity building to facilitate the implementation of integrating gender in CRM;
3. Guidelines for policy direction on mainstreaming gender in CRM.

The Monitoring and Evaluation Tool. There are three sections in this tool. The first section introduces some indicators for monitoring and evaluating the implementation of selected areas of mainstreaming gender. Section 2 proposes monitoring mechanisms including worksheets as guidelines for the production of the monitoring reports. In Section 3, guidelines for evaluation, including some questions and procedures for the preparation of evaluation reports, are presented.

**Objectives of the M & E Plan.** The M & E process is centered on the following key areas:

- The institutional gender policy for mainstreaming in the CRM plan with emphasis on its scope, contents, and process of implementation;
- Institutional mechanisms put in place to facilitate the implementation of the gender mainstreaming policy;
- Mechanisms for capacity building in order to facilitate the implementation of the gender mainstreaming policy, focusing on:
  - o Financial and human resources allocated for its implementation; and
  - o Structure and quality of trainings established to provide the requisite for gender planning.

**Important Terminologies to Remember.** Before presenting the indicators to be used in monitoring and evaluation, it is important to provide a brief definition of the three key terms used in M & E as outlined by the World Bank Group:

1. Monitoring is the continuous assessment of project implementation, aimed at identifying the actual or potential successes and/or problems, so as to facilitate timely adjustments to program design and implementation.
2. Evaluation on the other hand, is the periodic assessment of a project's relevance, performance, and impact (both expected and unexpected), in relation to the identified objectives. Though distinct from each other, monitoring and evaluation are mutually supportive.

Monitoring can provide quantitative and qualitative information that can serve as input to evaluation exercises, while evaluation can serve as a source of lessons that can be applied in the improvement of theoretical innovations in future monitoring. Monitoring and evaluation are essential aspects for effective program management.

3. An indicator is a pointer. It is a number, a fact or a perception that measures changes in a specific condition over time. Indicators are the key in monitoring and evaluation.

**Section 1. Indicators for Monitoring and Evaluating the Implementation of Gender Policy.** A checklist is provided for assessing the implementation of gender policy at the sectoral and municipal levels. This helps assess if the pre-requisites for gender mainstreaming have been met.

The following questions are meant to help in clearly identifying what could be possible assets or what could be problems when starting gender mainstreaming. Consider the following aspects as necessary pre-requisites and facilitating conditions:

1. Is there political will?
  - To what degree has the goal of gender mainstreaming in CRM already been accepted and defined as one of the important goals for the institution to obtain?
  - Do they state the intention to mainstream gender perspective into all policies and programs?
  - Has the institution set clear criteria for mainstreaming gender?
  - To what degree is there awareness in the institution about gender issues?
  - To what extent have existing commitments been put into practice?
  - Is there support for mainstreaming gender in the administration?
  - What are its human and budgetary tools and resources?
2. What statistics are available?
  - Are regular statistics desegregated by sex? By other background variables?
  - How complete is the range of statistics available now, compared to what is needed for mainstreaming gender?
3. How does the administration work?
  - How is the decision-making process organized?
  - What actors are normally involved in policy-making?
  - Which steps are taken to involve them in mainstreaming gender?
  - Who is normally responsible?
4. Where are funds and human resources to be found?
  - What financial and human resources will be needed for mainstreaming gender?
  - What budget is available for specific gender policy?
  - What decisions are needed to reallocate regular financial and human resources for mainstreaming gender in CRM?

It is important to draw a precise picture of the degree to which these facilitating conditions are available. Some of the prerequisites mentioned might not yet be met, but could be easily achieved in the near future.

**Indicators for Monitoring Mechanisms for Gender Mainstreaming.** The table below shows the various indicators for monitoring mainstreaming gender into CRM.

**Table 8. Indicators for Monitoring Mechanisms for Mainstreaming Gender.**

| Objectives                                                                             | Indicators                                                                                                                                   | Measures                                                                                                                                                                                                                                               | Monitoring Responsibility |
|----------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|
| <b>CAPACITY BUILDING</b> Fill in the blank or circle one choice to indicate answer     |                                                                                                                                              |                                                                                                                                                                                                                                                        |                           |
| <b>Gender mainstreamed into integrated coastal management (ICM) project activities</b> | 1. Office staffs have attended training on gender equity                                                                                     | 1a. Percent of office staff who attended training on gender ____%                                                                                                                                                                                      |                           |
|                                                                                        | 2. Staff can demonstrate a level of self-awareness or consciousness on gender issues (i.e. they can explain basic gender concepts and tools) | 2a. Percent of staff who can explain why gender is important in ICM ____ %                                                                                                                                                                             |                           |
|                                                                                        | 3. Staff knows how to incorporate gender into project implementation.                                                                        | 3a. Percent of staff who can explain how gender can be incorporated into specific project activities ____ %                                                                                                                                            |                           |
|                                                                                        | 4. Staff actively incorporate gender into project design and implementation.                                                                 | 4a. Operational work plan and budget include gender and population activities (no, yes)<br>4b. ICM program indicators incorporate gender elements (none, some, many)<br>4c. ICM program indicators incorporate demographic elements (none, some, many) |                           |
| <b>Gender information incorporated and utilized in ICM planning and implementation</b> | 1. Existing ICM tools modified to include gender                                                                                             | 1a. Number of ICM tools that incorporate gender issues (none, some, many)                                                                                                                                                                              |                           |
|                                                                                        | 2. Field officers have access to and knowledge of how to use tool kits and diverse methodologies for using a gender lens.                    | 2a. Field staff trained in use of modified tools (none, some most)                                                                                                                                                                                     |                           |
|                                                                                        | 3. Management planning activities include gender projections                                                                                 | 3a. Number of plans that address gender equity (none, some, most)                                                                                                                                                                                      |                           |

| Objectives                                                                                                                                          | Indicators                                                                                                | Measures                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Monitoring Responsibility |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|
| <b>PARTICIPATION</b>                                                                                                                                |                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                           |
| <b>Men and women in local communities have equal opportunities to participate in CRM planning and management initiatives</b>                        | 1. Opportunities for training in natural resources management are offered equitably to both men and women | 1a. Number of women invited to training in natural resources management<br>1b. Number of women who completed training in natural resources management (none, some, many)                                                                                                                                                                                                                                                                                                                                           |                           |
|                                                                                                                                                     | 2. Men and women are actively involved in CRM programs                                                    | 2a. Number of women in local institutions and communities involved in CRM program activities (none, some, many)                                                                                                                                                                                                                                                                                                                                                                                                    |                           |
| <b>Men, women and youth leaders who are part of local institutions and coastal communities incorporate gender perspectives into CRM initiatives</b> | 1. Women, men and youth community leaders incorporate gender issues into ICM planning                     | 1a. Number of ICM issues addressed by the community that have incorporated gender perspectives (none, some, many)                                                                                                                                                                                                                                                                                                                                                                                                  |                           |
| <b>LEADERSHIP &amp; DECISIONMAKING</b>                                                                                                              |                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                           |
| <b>Women and youth assume leadership and organizing roles in ICM planning</b>                                                                       | 1. Men and women in coastal communities have leadership and organizational skills                         | 1a. Number women trained in leadership and organizational skills (none, some, many)                                                                                                                                                                                                                                                                                                                                                                                                                                |                           |
|                                                                                                                                                     | 2. Women have equitable opportunities to assume leadership and decisionmaking roles in CRM programs.      | 2a. Percent of women/youth engaged as community facilitators or other leadership roles (none, some, many)                                                                                                                                                                                                                                                                                                                                                                                                          |                           |
| <b>Men and women have equal opportunities to work in ICM-related institutions and engage in ICM programs</b>                                        | 1. Men and women participate in community, technical and resource management committees                   | 1a. Committee rules allow for equitable participation of men and women (none, some, many)<br>1b. Number women working in ICM related institutions, government, NGOs, universities, or NRM related cooperatives (none, some, many)<br>1c. Percent of women on CRM planning committees (none, some, many)<br>1d. Percent of women on technical committees (none, some, many).<br>1e. Percent of women on management committees (none, some, many)<br>1f. Percent of women on community committees (none, some, many) |                           |



| Objectives                                                                                     | Indicators                                                                                             | Measures                                                                                                                                                                                                                                                                         | Monitoring Responsibility |
|------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|
| <b>ACCESS TO RESOURCES</b>                                                                     |                                                                                                        |                                                                                                                                                                                                                                                                                  |                           |
| <b>All users have equitable access to natural resources</b>                                    | 1. Both men and women are granted access to the natural resources they need and want to have access to | 1a. Number women who have access to natural resources (none, some, many)                                                                                                                                                                                                         |                           |
| <b>BENEFITS</b>                                                                                |                                                                                                        |                                                                                                                                                                                                                                                                                  |                           |
| <b>Both men and women receive equitable benefits from coastal resources use and management</b> | 1. Women are involved in coastal resource livelihood activities                                        | 1a. Number of women involved in coastal resources use related livelihood activities at the micro-level (e.g. shell-collecting)<br>1b. Number of women involved in coastal resources use related livelihood activities at the macro level (e.g. owning a fleet of fishing boats). |                           |
| <b>FINANCIAL RESOURCES</b>                                                                     |                                                                                                        |                                                                                                                                                                                                                                                                                  |                           |
| <b>Equitable distribution and management of financial resources for CRM activities</b>         | 1. Women are provided with training on financial management.                                           | 1a. Number of women trained in financial management skills (none, some, all)                                                                                                                                                                                                     |                           |
|                                                                                                | 2. Women assume financial management responsibilities                                                  | 2a. Number of women holding financial management positions within CRM programs and resource management-related institutions (none, some, many)                                                                                                                                   |                           |
|                                                                                                | 3. Women groups obtain funds for CRM activities                                                        | 3a. Number of women based organizations receiving funds for CRM related activities (none, some, many)                                                                                                                                                                            |                           |

**Section 2. The Monitoring Mechanisms.** A monitoring design can be the basis for adaption and learning. It provides the information needed to document milestones, detect potential implementation problems, examine levels of consciousness on gender issues, and identify changes in coastal conditions. Assessing the quality of the design of a monitoring tool usually involves:

- Identifying what information about the program landmark, activities, or gender issues in CRM is needed;
- Determining whom in the agency will generate monitoring information and how the information will be utilized;
- Assessing the effectiveness of the process for collecting, storing, retrieving, and analysing the monitoring data.

**Importance of Monitoring Implementation of Mainstreaming Gender in CRM.** Policy initiatives require follow-up and evaluation in order to gather necessary information on their effectiveness and efficiency. Ultimately this is the monitoring process. Monitoring consists of continuous scrutinizing, evaluation, and following-up of policies.

The most important steps of monitoring are:

- Identification of who will be responsible for monitoring (e.g. representatives from Department of Social Welfare and Development, Municipal Agricultural Office, Municipal Planning and Development Office, Municipal Health Office, Municipal Local Government Operations Office, people's organization) with emphasis on equal distribution of men and women in the composition;
- Identification of what to be monitored, the activities, results of gender relations, and the frequency of monitoring and reporting requirements of gender mainstreaming processes to CRM;
- Choosing techniques and tools for monitoring as well as developing indicators;
- Organization of the follow-up.

The requirements for effective monitoring are the presence of baseline data, indicators of performance and results, and procedures for systematic reporting. If monitoring is done properly, it can generate quantitative and qualitative data using the indicators outlined in Section 2, wherein data can serve as inputs to the evaluation exercise.

**Work Plans.** The annual work plan should describe in detail the delivery of inputs, the activities to be conducted, and the expected results. They should clearly indicate schedules and the persons and/or sectors responsible for providing inputs and producing results. The work plans form the bases for the monitoring progress of program implementation.

**Monitoring Worksheets.** In this section, worksheets are provided to monitor and assess the implementation of gender mainstreaming in CRM. For each of the areas to be monitored there is a rating system provided.

**Table 9. Worksheet A on Assessing Pre-requisites for Mainstreaming Gender.**

| Existence of Political Will                                                                      |  | YES                      | NO                       |
|--------------------------------------------------------------------------------------------------|--|--------------------------|--------------------------|
| 1. Has the goal of mainstreaming gender been accepted and defined as one of the important goals? |  | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Has the institution/association set clear criteria for mainstreaming gender in CRM?           |  | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Is the mechanism adequately staffed and financed?                                             |  | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Do they state the intention to mainstream gender perspective into all policies and programs?  |  | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. To what degree is there awareness in the institution of gender issues?                        |  | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. To what extent have existing commitments been put into practice?                              |  | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Is there support of mainstreaming gender in the administration?                               |  |                          |                          |
| 8. What are its human and budgetary tools and resources?                                         |  | <input type="checkbox"/> | <input type="checkbox"/> |
| Scoring:                                                                                         |  |                          |                          |
| Scoring 1 for each Yes answer and 0 for each No answer                                           |  |                          |                          |
| Total the scores and rate the policy by each section as follows:                                 |  |                          |                          |
| 0-2 Unsatisfactory                                                                               |  |                          |                          |
| 3-5 Satisfactory                                                                                 |  |                          |                          |
| 6-8 Highly satisfactory                                                                          |  |                          |                          |

**Table 10. Worksheet B on Monitoring the Implementation of Mainstreaming Gender.**

| Indicator                                                                         | At start of M&E | Rating | By end of 2012 | Rating | At end of 2013 | Rating |
|-----------------------------------------------------------------------------------|-----------------|--------|----------------|--------|----------------|--------|
| Percentage of sectors with policies, plans and program aligned with gender policy |                 |        |                |        |                |        |
| Percentage of staff trained in collection of gender disaggregated data            |                 |        |                |        |                |        |
| Percentage of budget allocated to gender mainstreaming                            |                 |        |                |        |                |        |
| No. of M & E activities undertaken                                                |                 |        |                |        |                |        |
| No. of M & E reports produced                                                     |                 |        |                |        |                |        |

**Section 3. Guidelines for Evaluation.** This chapter provides guidelines for the preparation of evaluation reports. Evaluation is a time-bound exercise that aims to determine the relevance, efficiency, effectiveness, impact, and sustainability of a project.

In evaluating, it is important to involve the stakeholders - those people who have stake in the implementation of mainstreaming gender in CRM plans. Consider ways of engaging stakeholders' participation at every level, thus creating a more collaborative relationship.

#### **4.5 Information, Education and Communication**

The information, education, communication (IEC) component is a support mechanism that should cut across the entire process of the CRM cycle. A team composed of representatives from the FARMC, people's organization, family watch group, academe, and church that focuses on providing support for implementing IEC activities should be created. Following this, an IEC plan should be formulated to guide all the IEC activities.

**Figure 7. Women have played a key role in information, education and communications activities to their communities. These roles range from being facilitators and resource speakers during workshops and community meetings. (M. Gamale)**



**Table 11. Sample matrix of an information, education, and communications (IEC) plan**

| IEC Objective | Target Audience | IEC activity | Materials/Collaterals Needed | Lead Implementer | Schedule |
|---------------|-----------------|--------------|------------------------------|------------------|----------|
|               |                 |              |                              |                  |          |
|               |                 |              |                              |                  |          |

**Issue identification and baseline assessment.** Since this phase is very crucial in determining the issues and concerns surrounding gender and coastal resource management, appropriate IEC support is necessary. The following activities may be useful for this stage:

- 1. Community orientation.** This can be done in a meeting or forum where all stakeholders are present. Goals, objectives, and the process of the integrated gender to CRM initiative should be discussed and roles of the different sectors should be explained. An orientation in the introduction to basic ecology, gender rights, and VAWC will also be appropriate during this time.

*Collaterals needed: handouts, flyers, VAWC flipchart, VAWC comics*

2. **Community launching.** This can be a festive activity for the community where the project/initiative is introduced to all local residents. It can also be a good venue for generating support from people by inviting prominent personalities and icons.

*Collaterals needed: project facts on tarp for exhibit*

**CRM plan preparation and adoption.** The planning stage plays a vital role in laying out the blueprint of the integrated gender-CRM initiative. A good plan utilizes the information derived from the community during the issue identification and baseline assessment phase. This is also the stage where the following activity is highly effective:

1. **Community forums.** This is a series of activities to be conducted in strategic areas with various sectors to support the plan for adoption.

*Collaterals needed: copies of gender-based CRM plan*

### **Action planning and project implementation**

1. **Tri-media support.** This should be done continuously to maintain the momentum of support from the community and external networks. All media outfits (print, TV, radio) should be tapped for this purpose.

2. **Community assembly (*pulong-pulong*).** This is a *sitio*-based IEC mass activity to discuss salient topics surrounding the project/initiative. Usually, this lasts for not more than 2 hours.

*Collaterals needed: flipcharts, multi-media presentation, posters, comics*

### **Monitoring and Evaluation**

1. **Community forum.** This activity is designed to get feedback from the community stakeholders about the benefits and challenges of the project.

## CHAPTER 5 - MOVING FORWARD

### Implementing this tool

The question now is: *Who will implement this tool at the local level?* Primarily, the local duty bearer of this kind of initiative is the Municipal Agriculturist Office (MAO) as it is the local implementing unit for CRM, and thus, must lead the implementation of the mainstreaming gender into CRM activities. In some municipalities, this task may fall under the Municipal Environment and Natural Resources Office (MENRO) if they have formed such a department to undertake municipal environmental concerns. To closely coordinate with the MAO will be the Municipal Social Work Department (MSWD) who is tasked to address the needs of women, youth, elderly, and the disadvantaged, among others.

Other municipal offices that should be tapped are the local Philippine National Police (PNP) for law enforcement purposes, the Municipal Health Office (MHO) for health programs, and the barangay officials for on-the-ground implementation of the mainstreamed gender-CRM programs, projects, and activities.

### Addressing Continuing Challenges

Admittedly, the road ahead is replete with challenges to mainstreaming gender. However, there are certain ways forward that are clearly identifiable. Some of these are:

Increasing women's representation in CRM management bodies. This includes efforts toward increasing women's membership in fisherfolk organizations through an open membership policy, increasing the number of women leaders, and creating gender committees that will be responsible for information dissemination in all gender-related issues. These committees will also work with the LGUs to ensure projects and programs are gender sensitive and are pro-active in promoting gender equality.

Transforming local government and communities into gender-sensitive institutions. Transforming gender relations takes a long time and will require putting norms, rules and policies into place to reduce traditional socially-accepted gender biases and abuses of women's rights. Increasing women's abilities to unbridle their exercise of rights is primarily about transforming power relations between and among community members. The local implementer needs to develop a capacity to enable women to claim their rights and strengthen them to take an active role in governance.

Finding a local champion. It is essential to identify a person who is willing to champion and push the agenda forward despite encountering challenges and barriers. The locals are also oftentimes more willing to listen to someone who comes from their own ranks as the latter is deemed to have a first-hand perspective of the local situation and is also able to communicate the message using culturally and socially appropriate messages.

Documenting success stories and lessons learned. In all successes to implementing gender integration into CRM, there are stories to tell and lessons to learn. The need to record these for use in future efforts should be emphasized. This will also help guide succeeding initiatives and policies that will be adopted in the same way in many other communities.



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## ANNEX: Socio-Demographic Profile Questionnaire

Name of Barangay: \_\_\_\_\_

Name of Respondent: \_\_\_\_\_

### I. Household Members:

Tell me about the people who are now living in your household. (Include respondent)

| Name | Position in the family | Sex | Age | Civil Status | Educational level | Occupation | Estimated monthly income contributed to the family |
|------|------------------------|-----|-----|--------------|-------------------|------------|----------------------------------------------------|
|      |                        |     |     |              |                   |            |                                                    |
|      |                        |     |     |              |                   |            |                                                    |
|      |                        |     |     |              |                   |            |                                                    |
|      |                        |     |     |              |                   |            |                                                    |
|      |                        |     |     |              |                   |            |                                                    |
|      |                        |     |     |              |                   |            |                                                    |
|      |                        |     |     |              |                   |            |                                                    |

Tell me about your family members who live outside the household but still consider your house their home.

| Name | Position in the family | Sex | Age | Civil Status | Educational level | Occupation | Estimated monthly income contributed to the family |
|------|------------------------|-----|-----|--------------|-------------------|------------|----------------------------------------------------|
|      |                        |     |     |              |                   |            |                                                    |
|      |                        |     |     |              |                   |            |                                                    |
|      |                        |     |     |              |                   |            |                                                    |
|      |                        |     |     |              |                   |            |                                                    |
|      |                        |     |     |              |                   |            |                                                    |
|      |                        |     |     |              |                   |            |                                                    |
|      |                        |     |     |              |                   |            |                                                    |

- a. What are the household characteristics (composition, who is the head of the household, etc.)?
- b. Who makes decisions in the household?
  - Livelihood: \_\_\_\_\_
  - Family affairs: \_\_\_\_\_
  - CRM activities : \_\_\_\_\_
  - Community/religious activities: \_\_\_\_\_

- a. What is the general economic condition (income level and income distribution)? \_\_\_\_\_
- b. Which community norms and beliefs could influence women's participation in the project's activities?
- c. Does education level determine the level of participation in decision making?
- d. Are there laws or regulations that could affect women's participation in resources management or their access to its benefits?

## 2. Housing

- a. Ownership. Is your house \_\_\_ owned? \_\_\_ rented? \_\_\_\_\_ how much?  
 \_\_\_\_\_ Not owned? (specify) \_\_\_\_\_  
 If owned, how did you acquire it? \_\_\_\_\_ inherited \_\_\_\_\_ bought \_\_\_\_\_ build
- b. Type of dwelling: \_\_\_\_\_ nipa/cogon hut \_\_\_\_\_ wood/bamboo with GI roof  
 concrete (cement) others (specify) \_\_\_\_\_
- c. Furniture/appliance ownership: \_\_\_\_\_ radio \_\_\_\_\_ sala set \_\_\_\_\_ gas stove bed  
 sewing machine \_\_\_\_\_ T.V. \_\_\_\_\_ refrigerator \_\_\_\_\_ others (specify)
- d. Lighting facility: \_\_\_\_\_ kerosene lamp \_\_\_\_\_ petromax/gas-operated
- e. Toilet facility: \_\_\_\_\_ generator-operated \_\_\_\_\_ others (specify) \_\_\_\_\_  
 \_\_\_\_\_ Antipolo type \_\_\_\_\_ water sealed \_\_\_\_\_ flush type  
 \_\_\_\_\_ no toilet (specify where waste is disposed)

## 3. Economic Data.

- a. What is your main source of income?  
 \_\_\_\_\_ fishing  
 \_\_\_\_\_ farming  
 \_\_\_\_\_ business (specify \_\_\_\_\_)  
 \_\_\_\_\_ animal husbandry  
 \_\_\_\_\_ if no source of income, what is your source of living?  
 others, specify \_\_\_\_\_
- b. What are your other sources of income?
- c. Property ownership
  - i. Land  
 \_\_\_\_\_ owned, how big? \_\_\_\_\_  
 \_\_\_\_\_ not owned, but leased \_\_\_\_\_, how much a year \_\_\_\_\_  
 \_\_\_\_\_ tenant, what is the sharing system? \_\_\_\_\_
  - ii. Fishing gear  
 \_\_\_\_\_ motorized boat (specify number \_\_\_\_\_)  
 \_\_\_\_\_ banca (specify number \_\_\_\_\_)  
 \_\_\_\_\_ nets (specify types of nets \_\_\_\_\_)  
 \_\_\_\_\_ other fishing gears (specify \_\_\_\_\_)

- i. Animals owned  
 \_\_\_\_\_ carabao, how many \_\_\_\_\_  
 \_\_\_\_\_ cattle, how many \_\_\_\_\_  
 \_\_\_\_\_ chickens, how many \_\_\_\_\_  
 \_\_\_\_\_ horses, how many \_\_\_\_\_  
 \_\_\_\_\_ ducks, how many \_\_\_\_\_  
 \_\_\_\_\_ pigs, how many \_\_\_\_\_  
 \_\_\_\_\_ goats, how many \_\_\_\_\_
- b. Credit facility
- i. If you need to borrow money, where do you usually go?  
 \_\_\_\_\_ relatives  
 \_\_\_\_\_ suki  
 \_\_\_\_\_ neighbors/friends  
 \_\_\_\_\_ pawnshop  
 \_\_\_\_\_ credit coop  
 \_\_\_\_\_ loan sharks ("5/6")  
 \_\_\_\_\_ banks  
 \_\_\_\_\_ others (specify \_\_\_\_\_)
- c. How is repayment done?  
 \_\_\_\_\_ specified period of time, with interest rate (specify rate  
 \_\_\_\_\_ no specific period of time, without interest rate  
 \_\_\_\_\_ other arrangements (specify \_\_\_\_\_)
- d. Income-generating projects
- Is your family or a member of your family engaged in income-generating projects?  
 \_\_\_\_\_ Yes \_\_\_\_\_ no
- e. If yes, what projects? \_\_\_\_\_
- f. Who in your family is/are mostly engaged in this? \_\_\_\_\_
- g. What economic activities are primarily done by specific member(s) of your family?  
 Please check.

| Nature of Activities          | Mother/<br>Wife | Father/<br>Husband | Daughter(s) | Son(s) | How much<br>time spent |
|-------------------------------|-----------------|--------------------|-------------|--------|------------------------|
| Fishing                       |                 |                    |             |        |                        |
| • fish capture                |                 |                    |             |        |                        |
| • processing/drying of fish   |                 |                    |             |        |                        |
| • mending nets & other        |                 |                    |             |        |                        |
| • preparing gears for fishing |                 |                    |             |        |                        |
| • gleaning                    |                 |                    |             |        |                        |
| • mariculture                 |                 |                    |             |        |                        |
| • others, specify             |                 |                    |             |        |                        |
| Farming                       |                 |                    |             |        |                        |
| • feeding                     |                 |                    |             |        |                        |
| • marketing/selling           |                 |                    |             |        |                        |
| • others, specify             |                 |                    |             |        |                        |

| Nature of Activities               | Mother/<br>Wife | Father/<br>Husband | Daughter(s) | Son(s) | How much<br>time spent |
|------------------------------------|-----------------|--------------------|-------------|--------|------------------------|
| Other income-generating activities |                 |                    |             |        |                        |
| • small-scale business             |                 |                    |             |        |                        |
| • handicrafts                      |                 |                    |             |        |                        |
| • marine-based IGP                 |                 |                    |             |        |                        |
| • others, specify                  |                 |                    |             |        |                        |

a. Access to resource and benefits among gender

| Resources                                  | Access |     | Control |     |
|--------------------------------------------|--------|-----|---------|-----|
|                                            | Women  | Men | Women   | Men |
| Land                                       |        |     |         |     |
| - Beach line                               |        |     |         |     |
| - Agricultural                             |        |     |         |     |
| - Watershed                                |        |     |         |     |
| - Forestland                               |        |     |         |     |
| - Urban                                    |        |     |         |     |
| Coastal                                    |        |     |         |     |
| - Mangrove                                 |        |     |         |     |
| - Estuarine                                |        |     |         |     |
| - Seagrass                                 |        |     |         |     |
| - Coral reef                               |        |     |         |     |
| - Open ocean (municipal fishing ground)    |        |     |         |     |
| Equipment                                  |        |     |         |     |
| - Gear/fishing paraphernalia               |        |     |         |     |
| - Boats                                    |        |     |         |     |
| Labor                                      |        |     |         |     |
| Cash                                       |        |     |         |     |
| Education/training, etc.                   |        |     |         |     |
| Other                                      |        |     |         |     |
| Benefits                                   |        |     |         |     |
| Main Income                                |        |     |         |     |
| - Fishing                                  |        |     |         |     |
| - Tourism                                  |        |     |         |     |
| Outside/additional income                  |        |     |         |     |
| Asset ownership                            |        |     |         |     |
| Basic needs (food, clothing, shelter etc.) |        |     |         |     |
| Education                                  |        |     |         |     |
| Political power/prestige                   |        |     |         |     |
| Other                                      |        |     |         |     |

a. Gender needs

|                            | Productive<br>(economic activities;<br>directly related to living<br>conditions) | Reproductive<br>(domestic activities)   | Community<br>Management |
|----------------------------|----------------------------------------------------------------------------------|-----------------------------------------|-------------------------|
| Women's practical<br>needs | food                                                                             | MCH (maternal and<br>child health care) |                         |
| Women's strategic<br>needs |                                                                                  |                                         |                         |
| Men's practical needs      |                                                                                  |                                         |                         |
| Men's strategic needs      |                                                                                  |                                         |                         |

b. What percentage of your income is derived from fishing?

☐ 76% - 100%    ☐ 50% - 75%  
☐ 25% - 50%    ☐ less than 25%

I. Health data.

a. Source of drinking water

☐ piped water    ☐ dug open well    ☐ stream/spring  
☐ water pump    ☐ river

b. Existing health facilities used

☐ local hilot/albularyo    ☐ health clinic    ☐ private physician  
☐ hospital (specify whether private or government \_\_\_\_\_)

c. During the past year, what illnesses/diseases were experienced by the family?

Types of illnesses/diseases

Who in the family?

|       |       |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

I. Membership in Organization

| Household Member | Name of Organization | Position | Type of Organization |
|------------------|----------------------|----------|----------------------|
| Husband          | 1.                   |          |                      |
|                  | 2.                   |          |                      |
| Wife             | 1.                   |          |                      |
|                  | 2.                   |          |                      |
| Daughter(s)      |                      |          |                      |
| 1.               |                      |          |                      |
| 2.               |                      |          |                      |
| Son(s)           |                      |          |                      |
| 1.               |                      |          |                      |
| 2.               |                      |          |                      |

- a. Is there any organization/group, NGO or government agency in our barangay with environmental programs?

\_\_\_\_\_ Yes \_\_\_\_\_ no

- b. If yes, what is/are these? Please indicate environmental programs and services for each.

\_\_\_\_\_

I. Problems and Issues.

- a. What are the problems and issues faced by your family? How do you think these problems may be solved?

| Problems | Proposed solutions |
|----------|--------------------|
| _____    | _____              |
| _____    | _____              |
| _____    | _____              |
| _____    | _____              |

- b. What are the problems and issues faced by your community? How do you think these problems may be solved?

| Problems | Proposed Solutions |
|----------|--------------------|
| _____    | _____              |
| _____    | _____              |
| _____    | _____              |
| _____    | _____              |

2. How do you perceive the situation in your coastal community now?

\_\_\_\_\_  
\_\_\_\_\_

3. How do you envision your coastal community to be five years from now?

\_\_\_\_\_  
\_\_\_\_\_

Thank you very much!





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