

Qualitative tools for the Women’s Empowerment in Fisheries and Aquaculture Index (WEFI)

Version 1, for pilot-testing, December 2021

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Summary

This document describes a set of tools that can be used for qualitative research on women's empowerment in fisheries and aquaculture and which complement the quantitative tools for the calculation of the 'Women's Empowerment in Fisheries and aquaculture Index (WEFI), developed by WorldFish as part of the CGIAR Research Programme in Fish agri-food systems (CRP FISH for short) in partnership with KIT Royal Tropical Institute. The WEFI is based on the 'Women's Empowerment in Agriculture Index' (WEAI), developed by IFPRI. This document outlines a number of options of tools that can be adapted and used. The qualitative tools come from different sources. These include qualitative tools of the pro-WEAI, which were developed in the second phase of the Gender, Agriculture, and Assets Project (GAAP2), led by the International Food Policy Research Institute (IFPRI). In addition, they include a variety of different tools emerging predominantly from the collaborative partnership between WorldFish and KIT and others on gender capacity strengthening in individual projects. This version of the document still needs to be pilot-tested and revised.

The following tools are included: Community-profile, Seasonality patterns, Local understanding of empowerment, Local understanding of empowerment / ladder of freedom (alternative), Life histories (optional), KIIs of project staff (optional), Retrospection, Decision-making and control, Group membership, and Participation in community-based fisheries management. The tools are described and instructions are provided on how to implement them.

Introduction

This document describes a set of tools that can be used for qualitative research on women's empowerment in fisheries and aquaculture and which complement the quantitative tools for the calculation of the 'Women's Empowerment in Fisheries and aquaculture Index (WEFI), developed by WorldFish as part of the CGIAR Research Programme in Fish agri-food systems (CRP FISH for short) in partnership with KIT Royal Tropical Institute. The WEFI is based on the 'Women's Empowerment in Agriculture Index' (WEAI), developed by IFPRI. This document outlines a number of options of tools that can be adapted and used. Some of the tools referred to are part of the qualitative tools of the pro-WEAI, which were developed in the second phase of the Gender, Agriculture, and Assets Project (referred to as GAAP2 hereafter), led by the International Food Policy Research Institute (IFPRI). This document can be found in the WEAI resource center on the website of IFPRI: <https://weai.ifpri.info/files/2018/04/GAAP2-Qualitative-Protocols-no-comments-.pdf>. In addition, this document has borrowed from other tools emerging predominantly from the collaborative partnership between WorldFish and KIT and others on gender capacity strengthening in individual projects. These include the following:

- Value chain analysis tools of the CGIAR research program on Livestock and Fish (CRP L&F for short): <https://cgspace.cgiar.org/handle/10568/105608>.
- Tools used for a value chain analysis of the aquaculture value chain in Northwestern Bangladesh (not available online, the tools are based on an analytical framework which is available here, and the analysis report is available here: <https://gender.cgiar.org/publications-data/gendered-aquaculture-value-chain-analysis-northwestern-bangladesh>).
- The tools developed for GENNOVATE, a community of practice within the CGIAR Collaborative Platform for Gender Research which conducts research on how gender norms and agency influence men, women, and youth to adopt innovation in agriculture and natural resource management. See: <https://gennovate.org/gender-tools-for-scientists/>.
- Tools used in a WorldFish/KIT study on gender transformative approaches and women's empowerment in combination with the introduction of a gillnet for catching small nutritious fish (tools not available online, description of intervention available here: <https://www.worldfishcenter.org/pages/gill-net/>) and study here: <https://www.slideshare.net/CGIAR/testing-a-gender-transformative-approach-combined-with-a-fish-harvesting-technology-for-women-104531427>, paper forthcoming
- Tools developed for the International Livestock Research Institute/ KIT 'African Chicken Genetic Gains' project (tools not available online, gender strategy available here: <https://www.ilri.org/publications/gender-strategy-african-chicken-genetic-gains-program-inception-report>). Note that this complements ILRI's efforts around measuring women's empowerment through the Women's Empowerment in Livestock Index (WELI). <https://link.springer.com/article/10.1007/s11205-018-1934-z>
- Tools developed (by D. Kleiber) for a WorldFish study on the degree to which and for whom Community-based fisheries resources management institutions are inclusive, with particular attention to gender (tools not available online, more information on gender inclusive fisheries resources management available here: <https://gender.cgiar.org/publications-data/gender-inclusive-facilitation-community-based-marine-resource-management-addendum>).

- Monitoring tools for quality of participation in fisheries management bodies building on Kleiber's work adapted for the Rare/KIT 'Fish Forever' program Indonesia (tools not available online, a short description of the project can be found here: <https://www.kit.nl/project/sea-of-change/>).

The purpose of adding qualitative research to the calculation of the (quantitative) index serves the following purposes:

1. Contextualizing the WEFI survey questions
2. Gaining a more in-depth understanding of the local context of women's empowerment and the links with the project, particularly when understanding the impact of gender transformative approaches.
3. Qualitative evaluation of changes in empowerment (baseline/ endline comparison)
4. Enabling the interpretation of the findings of the quantitative WEFI, and vice versa, quantifying the qualitative findings.

While gender is the primary focus of the analysis, it is important to note that **intersectionality** is also of key importance. This refers to examining how other facets of identity, such as age, ethnicity, class, interact with gender to produce disadvantage and marginalization (for more guidance on this, see McDougall et al., 2021).

Figure 1 provides an overview of the domains of the WEFI, and illustrates the links to the qualitative tools. For more information on the quantitative index please refer to the WEFI powerpoint slide. Some tools are specifically linked to a (set of) indicator(s), while others provide a more general background that can support interpretation of the findings. The tools described here are in the piloting phase, which means they still need to be validated for use together with the WEFI quantitative tools. It is likely that after this pilot further adaptations need to be made.

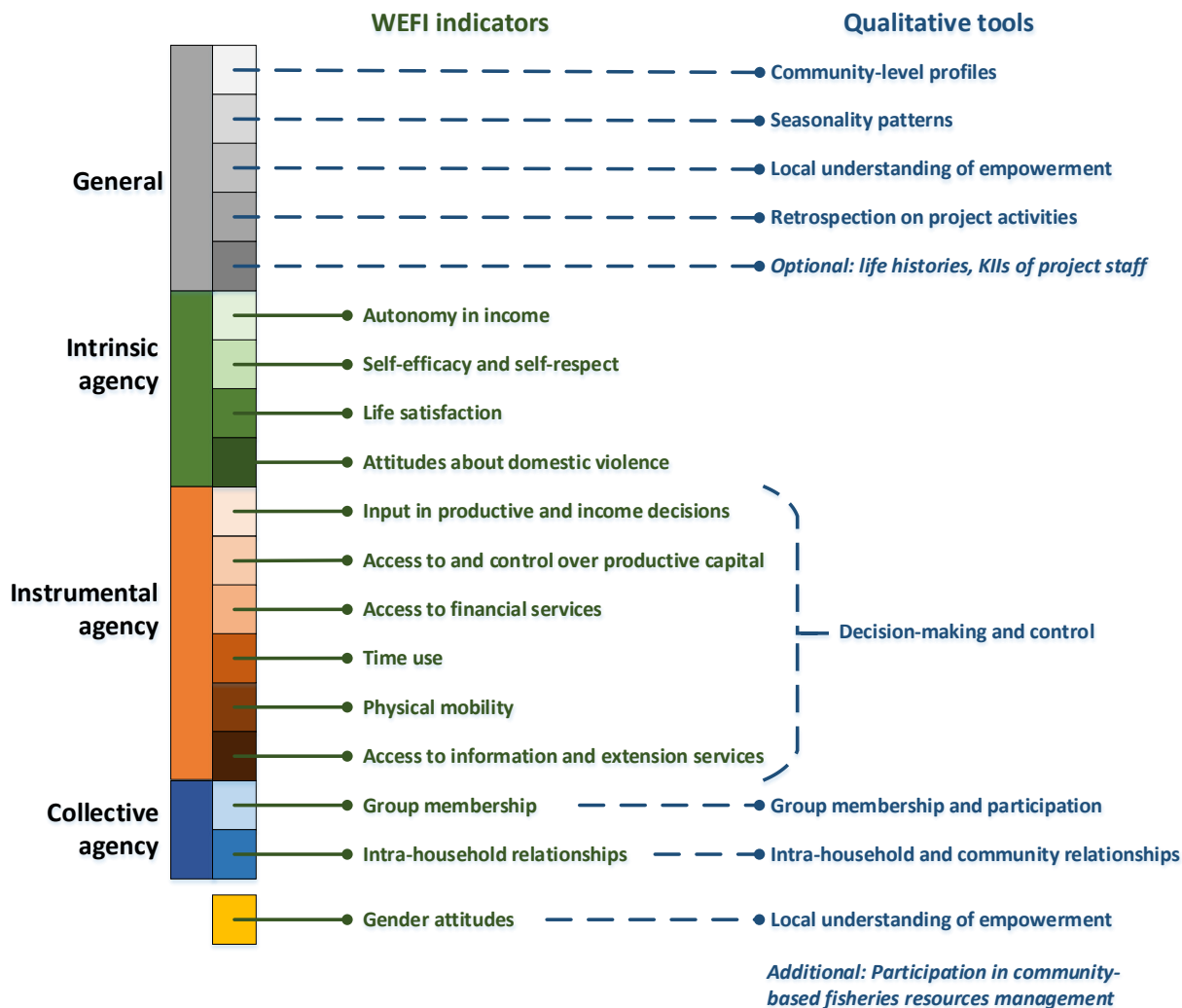


Figure 1. Qualitative WEFI tools, by indicator

How to use this guide

We recommend to use this document together with the GAAP2 protocol, as this document is based on that protocol and refers to it throughout. The GAAP2 protocol also provides more practical information on how to implement the fieldwork (including consent forms) and is therefore a useful reference when preparing the fieldwork. The tools presented in this document, as well as those from the GAAP2 protocol, should all be tailored to the local context. We encourage project teams to cover as much of the material as possible, but this can also be adapted to fit the needs and budget of a particular project. Not all tools are intended for each of the different purposes listed above. This is an ideal moment to engage support of Gender Scientist in making these decisions.

Table 1 provides an overview of the tools, and provides the following information about them:

- **Tool:** This is the name of the tool, these names can also be found in the titles of the sections of this guide or the GAAP2 guide.

- **Purpose:** This provides a very brief description of the purpose of the tool, a more detailed description is given in the respective section of this document, or in the GAAP2 guide.
- **Method of data collection:** Indicates whether data is collected through focus group discussion (FGD) or key informant interviews (KII).
- **Timing** of the data collection: most tools should be implemented before undertaking the survey-based data collection for the quantitative part of the WEFI. There is one specific tool that is meant for retrospection on the project activities and their effect on women's empowerment.
- Whether or not this should be **repeated** for a baseline-endline comparison: Some (parts of some) tools can also be used to complement a quantitative WEFI endline assessment, to provide a deeper understanding of the nature of the changes.
- **Linkage to WEFI indicator(s):** indicates which of the WEFI indicators the tool is linked to. This either refers to 'general', which indicates it is meant for a more general contextualization and interpretation of findings, or lists one or several indicators of the WEFI (see also Figure 1).
- **Source:** this refers either to a specific tool of GAAP2 qualitative protocol, or to this document, which means the tools are described in the subsequent sections of this document. Note that for the GAAP2 tools this document also provides some further guidance on adaptations.

Table 1. Overview of WEFI qualitative tools

Tool	Purpose	Method	Timing	Repeat	Linkage to WEFI	Source
Community-profile	To provide social, economic, agricultural, aquaculture/ fisheries and background information about the community	KII	Before survey	no	General	GAAP2 – tool B
Seasonality patterns	Create a production calendar which shows how responsibilities are distributed by gender, and how seasonal variations affect time use for women and men; provides context for time use indicator of the WEFI (peak or slack).	FGD	Before survey	no	General, G4-Time use	GAAP2 – tool C
Local understanding of empowerment	Elicit local understanding of empowerment, and to validate/ contextualize the WEFI quant survey	FGD	Before survey, before project interventions	no	General	GAAP2 – tool D
Local understanding of empowerment / ladder of freedom (alternative)	Elicit local understanding of empowerment, and to validate/ contextualize the WEFI quant survey	FGD	Before survey, before project interventions	yes	General, G10-Gender attitudes	This document
<i>Life histories (optional)</i>	<i>Understand perceptions and experiences of women’s empowerment within the context of aquaculture/ fisheries intervention projects, validate elements within the WEFI survey tool.</i>	<i>KII</i>	<i>Before survey, before project interventions</i>	<i>no</i>	<i>General</i>	<i>GAAP2 – tool E</i>
<i>KIIs of project staff (optional)</i>	<i>Basic contextual information about the project and communities, gain insights about the relation between</i>	<i>KII</i>	<i>Before survey, before project interventions</i>	<i>no</i>	<i>General</i>	<i>GAAP2 – tool G</i>

Tool	Purpose	Method	Timing	Repeat	Linkage to WEFI	Source
	<i>the project's interventions and women's empowerment.</i>					
Retrospection on project activities	Retrospection on the effect of project interventions on women's empowerment	KII	After project interventions	No	General	This document
Decision-making processes	To learn how decisions relevant to aquaculture/ fisheries are made within the household, and understand the underlying reason for any gendered patterns in decision-making.	FGD	Before survey, before project interventions	Yes	G2-Input in productive and income decisions; G3(A)- Access to productive capital; G3(B)-Access to financial services; G6-Physical mobility; G11-Access to information & extension.	This document
Group membership and participation	Input in survey for relevant groups in the community, learn how decisions relevant to aquaculture/ fisheries are made in groups, and to understand the underlying reason for any gendered patterns in decision-making.	FGD	Before survey	No	G5-Group membership	This document
Intra-household and community relationships	Input for the list of actors to include in the WEFI survey, and generate understanding of how they enable or block success in fisheries/ aquaculture.	FGD	Before survey, before project interventions	Yes	G7-Intra-household and community relationships	This document
Participation in CBFM	Participation in fisheries management, only applicable for projects on fisheries management.	FGD	Before project interventions.	Yes	Not in WEFI yet but quantitative assessments of different steps of participation are available on request.	This document

Data collection and analysis

Specific guidance on how to implement each of the tools is provided in the individual tools description. Ensure that a social scientist is involved in the entire process to enable good quality data collection and analysis. For further guidance on gender integration in projects we refer to gender and intersectionality in food systems research for development: a guidance note developed by the CRP FISH (McDougall et al., 2021). This complements a more detailed gender integration guidelines document (internal resource available from Gender team on request). Below we summarize some general guidance from the GAAP2 protocol on facilitating focus group discussions.

Facilitation technique: the role of the facilitator is to create a safe environment for respondents to speak up, and to bring out a range of perspectives, and to probe into the motivation behind the answers, and explore how broadly certain views are held. The goal is to explore and document differences, even as consensus is sought.

Participant selection: Focus group participants do not need to have expert knowledge; rather they have experiences, beliefs, and perceptions which help to clarify why people are acting or reacting as they are. Groups of 8 to 12 are optimal size, with separate groups for women and men in each community. If the project is interested in impact on particular groups, or when aspects of intersectionality are important determinants for empowerment, it may be appropriate to have further separation of other types of groups, for example younger and older women, rich and poor, or people from different ethnicities. Separate groups for project participants and non-participants may also be useful or groups that are separated based on other characteristics, such as homestead versus commercial fish farmers. Individuals in a focus group interact with other participants in a way that creates new ideas and sometimes influences previously held opinions. The respondents are, in the process of their discussion, actively shaping the research results. Because focus groups can shape opinions, focus group participants should be different from those selected for in-depth interviews. If anyone from the in-depth interviews is to be included in focus groups, the focus groups should be held after rather than before in-depth interviews to avoid this “contamination” effect.

Field staff roles during the FGD: Focus Group Discussions require at least two people: one facilitator and one note taker. Experience in qualitative research, excellent listening and facilitation skills, and the ability to connect with and manage a group are essential qualities for the focus group facilitator. It is usually easier for a facilitator to establish rapport if they are of the same gender as the focus group participants.

Good note taking by the note taker is also essential. Take notes verbatim (using the exact words of the participants) as much as possible, noting down participant characteristics when possible. A participant roster that has key characteristics of the participants, can be used in the notes to refer to the speakers' number on the roster. Key words used in a local language should be recorded in that language and translated/explained in English in parentheses. Significant non-verbal reactions (e.g. body language, laughter) and tone of statements should also be recorded. In addition, we recommend recording of

interviews where possible. The respondents' informed consent for the recording must be given before making any recording. This can support the notes of the qualitative enumerators and can be used to get exact quotes from respondents. However, we recognize that transcribing and translating all of the interviews is beyond the qualitative budgetary allocations of most of the projects, so full transcripts are not expected.

It is also useful to have a "gatekeeper" who tries to keep others from intruding on or disrupting the privacy of the meeting, and handle logistics that may arise. This person does not require qualitative research training (e.g. another staff member or local resource person may be able to play this role).

Field logistics: To save on transport costs, field teams may wish to conduct the key informant interviews during the same visit as the focus groups. However, FGDs must be scheduled when the respondents have time. It is strongly preferred to hold the focus group discussion in a site where the group will not be disturbed or listened to by others. It may be necessary for women to bring small children with them (having something to entertain the children while keeping any volume to a minimum is very helpful). If photographs are taken, this also needs to be included in the informed consent.

Instructions for running the FGD:

- As participants gather, create a roster of participants recording their name, age, and other relevant characteristics (e.g. project beneficiary, local leader, etc.)
- Seat the group members so that they can all see and hear each other and the facilitator (e.g. in a loose circle).
- Have the focus group facilitators introduce themselves. Have group members introduce themselves.
- Explain the purpose of the project.
- Explain the purpose and schedule of the focus group session.
- Explain that the session will be tape recorded (if it will be) and/or that a note-taker will capture the discussion. In addition, notes will be captured on flipcharts or chalkboards. The tape recorder cannot be used if participants object so detailed note-taking is essential.
- Read the informed consent statement and obtain a verbal agreement from each participant. If they do not consent, do not put any pressure on them, but they cannot be included in the group.
- Establish expectations for group behavior (ground rules), e.g.:
 - Maintain confidentiality: It is important to stress that topics raised within the group should be treated confidentially by all participants, so that people can feel comfortable expressing themselves without concern that there will be any punishment or penalties for any individual.
 - Participate as much as possible.
 - There are no right or wrong answers; the intention is just to understand people's different experiences and opinions.
 - Do not interrupt one another
 - Respect other peoples' right to their opinions.
 - Turn off cell phones

Data entry and management: All notes should be labeled by location, type of group, number and gender of people participating, date, and topic of the discussion. Names of facilitators and recorders should all be included. As soon as possible, enter all notes taken during the FGD and captured on charts or notebooks into a computer. Take photos of flipchart notes when possible. If a recording was taken, upload the recording to a computer as soon as possible. Fully transcribing the discussions is highly recommended whenever resources allow for it. Facilitators and recorders can read the notes together to address any questions, omissions, or confusion about what was said, especially around translations and meanings of key terms.

Analysis: How to analyze the data will depend on the purposes set out at the start of the project. Some guidance is provided with each of the tools. Again, it is important that a social scientist is involved in this process. Qualitative data can be coded using qualitative analysis software (e.g. N-Vivo, Atlas).

Description of the tools

Community-level profiles (GAAP2 tool B)

The community profile is useful to provide community contextual background data about the community **prior** to implementing the WEFI. Please refer to the GAAP2 document for the description of this tool. We recommend tailoring this tool to the specific project it is being applied to. At the minimum we recommend that you use the following components of this tool, but adapt them to focus on aquaculture / fisheries:

- Education
- Physical environment
- Extension workers
- Legal rights

This information will help you to contextualize the survey, and interpret the findings (for example, if extension workers are not available, it will not be surprising to find low access to extension for both women and men). From an intersectional perspective, it may be important to map out the different clusters of identities that are most relevant in the project context. For example, this could include mapping water body use patterns based on uses by different social groups. This involves understanding who are the most marginalized and understanding how this is influenced by distributions of power and authority.

Seasonality patterns (GAAP2 tool C)

The seasonal calendar is important to understand how workload of women and men varies throughout the year and helps to understand the findings of the time use module of the WEFI survey. Ideally it should take place before the WEFI. Note that the GAAP2 tools have a strong focus on agricultural crops. While including agricultural activity is necessary, as this also defines the available time for aquaculture / fisheries activities, there is no need to collect this information in detail. The table can be adjusted to include the main groups of activities (example provided below). Depending on the context, there may also be need to add further sub-divisions for adult men and women (e.g. hired labour versus household labour) with probing to understand who the hired labour are. Often these tend to be individuals from different religions, caste, wealth status, marital status.

Seasonal calendar (adapted table to use)

Community:			Date:		Enumerator:				Group type				
Local month													
Western equivalent	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Notes
Rainfall													
Agricultural crops													
Men													
Women													
Girls													
Boys													
Aquaculture													
Men													
Women													
Girls													
Boys													
Fisheries activity (incl. fishing ban)													
Men													
Women													
Girls													
Boys													
Gleaning													
Men													
Women													
Girls													
Boys													
Livestock													
Men													
Women													

Girls													
Boys													
Other livelihoods													
Men													
Women													
Girls													
Boys													
Migration													
Men													
Women													
Girls													
Boys													
Fetching water													
Men													
Women													
Girls													
Boys													
Gathering firewood													
Men													
Women													
Girls													
Boys													
Major expenses: -School fees -(other specific expenses)													
Festivals													
Hungry season													
Fishing ban													
Other													

Local understanding of empowerment (GAAP2 tool D)

The GAAP2 protocol includes a tool that supports gaining an understanding of a local interpretation of empowerment, which can be used. Below, we propose an alternative version that is longer, but includes a deeper understanding of people's aspirations and how aquaculture / fisheries fits into this. It also helps to start identifying specific gender norms and attitudes that limit women and men from fulfilling certain roles, accessing resources, making decisions, and exercising control. We therefore recommend using the alternative option provided.

Local understanding of empowerment, aspirations, norms (alternative option)

Source: based on Gennovate ladder of power and freedom (https://gennovate.org/wp-content/uploads/2018/10/Ladder_of_Power_and_Freedom_Gennovate_Tool.pdf), adapted from Bangladesh VCA study, ILRI/KIT African Chicken Genetic Gains Project.

Purpose: To elicit the local understanding of domains of empowerment, and different people's motivations and aspirations to engage in aquaculture/ fisheries; Identify factors that positively or negatively influence the engagement of people in aquaculture/ fisheries; To understand (gender) norms around people's participation in aquaculture/ fisheries; To understand the perceptions of the status of working in fisheries/ aquaculture.

Link to WEFI survey: General information on perceptions of empowerment, input into G10-Gender attitudes.

How to facilitate

Method: Focus Group Discussion (separate discussion with 8 -10 a) young (aged 15-29) women and b) young men). Note if probing for further intersectional differences, the group composition may change and could be repeated for different types of young women and young men according to marital, status, religion, wealth, caste depending on the focus of the project. The community profile should have given insights on which social markers are of most relevance in your context.

Materials: flip charts, ladder of power and freedom has to be drawn beforehand or can be printed and brought with you.

Time: 1 hour

Output: Discussion notes, photograph of ladder

Process: This is a guided discussion around this topic. Use the guiding questions below. The note-taker should record the discussion on the recording sheet provided. Ensure that your participants answer the questions specific to the gender of the FGD unless asked to reflect on opposite gender.

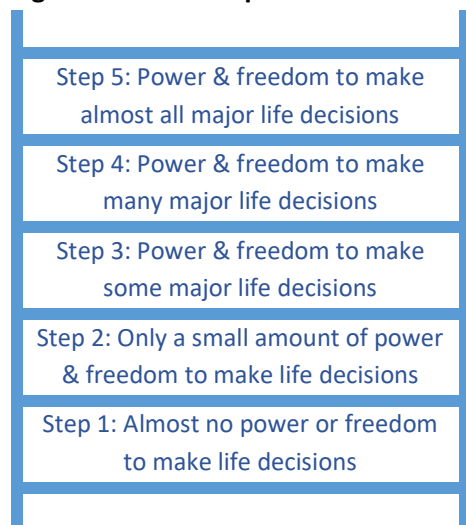
Part 1: Ladder of power and freedom (20 minutes)

Please imagine a five-step ladder [show figure of ladder], where at the **bottom** (step 1), stand the people of this community with little capacity to make their own decisions about important affairs in their lives. These people have little to say about if or where they will work, and what they will do. On the

highest step (step 5), stand those who have great capacity to make important decisions for themselves, including about their working life.

Facilitator explain each step one by one.

Figure 1: Ladder of power and freedom



Source: Gennovate

Question	Probes
1. Imagine a man from your community on the top step (5) of this ladder. What are his characteristics?	<p><i>Probes around intersectionality:</i></p> <ul style="list-style-type: none"> • wealth/income level and sources; • ethnicity/religion/ caste • Age • Marital status • types of production (e.g. cage or pond, or homestead vs commercial) • assets and resources • composition of household • leadership • any other?
2. Imagine a man from your community on the bottom step (1) of this ladder. What are his characteristics?	
3. Imagine a woman from your community on the top step (5) of this ladder. What are her characteristics?	
4. Imagine a woman from your community on the bottom step (1) of this ladder. What are her characteristics?	
5. On which step of this ladder would you position the majority of the people in the village today? Why?	
6. Where would you position men engaged in aquaculture/ fisheries and why? Is this the same for women? Why or why not? Are there differences depending on the <i>type</i> of woman?	Probe for differences between women and men overall, and then probe if there are differences depending on the 'type' of woman (e.g. intersectional probes' from above). Note that it is the intersections of identity that might matter

	most. For example a married woman versus single younger woman may have different decision making power.
7. What are the obstacles to women's empowerment?	<p>Probe</p> <ul style="list-style-type: none"> • What are some problems women may have if they wish to earn income in this community? (are these issues related to gender norms, the gender division of labour (available time); decision making power etc). • What are some problems women may have if they want to make important decisions about the household?
8. What can help a woman to be more empowered within the household or community?	<p><i>Probe: ownership of assets, salary, recognition from the community and within the household . can use the characteristics from q3 to probe.</i></p> <p>Optional: How can [<i>specific technologies promoted by the project</i>] help women be more empowered?</p>

Part 2: Aspirations (20 minutes)

Question	Probe
9. Imagine yourself in 5 or 10 years. If everything goes well, what will you be doing?	If aquaculture/ fisheries has not come up probe why that is the case.
10. What are your dreams as a [fish farmer/ fisher/ processor/ trader] in 5-10 years?	How would you describe the ideal situation you wish to achieve in 5-10 years as a result of improved fisheries/ aquaculture? (adapted based on your audience: you may need to probe for each of these roles)
11. What would a successful female fish producer/ fisher/ processor/ trader look like?	Describe her situation (what does she have, how would she feel?: probe individually and in relation to other household members) . <i>Alternative word for successful: 'happy'</i>
12. What would a successful male fish producer/ fisher/ processor/ trader look like?	<i>Describe his situation (what does he have, how would he feel?: probe individually and in relation to other household members)</i>
13. What are the major roadblocks to get there that you anticipate?	<p>Check:</p> <ul style="list-style-type: none"> • access to and control over resources (including education, capital, social networks etc.), • decision making • gender and social norms • rules and regulations

Part 3: Norms and attitudes

Question	Probe
<p>14. Do you think women in the village have the same opportunities as men to engage in new fisheries/ aquaculture practices? Why/why not? Is this the same for all women and men? Why? Is it the same for 'all women' or are there differences? Is it the same for 'all men' or are there differences? Why?</p>	<p>First step is to probe for differences between women and men overall. Second step to probe for intersectionality (e.g. are there differences by age, marital status, ethnicity, religion etc.)</p>
<p>15. Are there any social rules around what women and men can and cannot do in fisheries/ aquaculture? Are young people following them? Why/why not? Are there differences between young men versus young women? why?</p>	
<p>16. What type of fishing / aquaculture practices / businesses would you like to be involved in?</p>	
<p>17. What is hindering you from engaging or what would encourage you to engage in those activities? Is this the same for all? (probe for differences between women versus men, and then by other intersecting differences)</p>	<p>Probe around resources, decision making, institutional actors. Probe for intersectionality.</p>

Retrospection on project activities

This tool was originally developed for a specific study of the impacts on women’s empowerment of introducing a “women-targeted” technology (a gillnet to harvest a small nutritious fish species- mola which did not involve women entering the pond, a in Bangladesh), combined with gender transformative training and facilitation tools (Choudhury et al, 2017). They were intended to probe around specific areas of empowerment, and in particular surprising results that were found when comparing baseline and endline data for the quantitative WEFI. We have generalized those tools for this guide. These tools should be further adapted to ask questions about the specific interventions of the project that this is applied to. They are useful as a follow up after the WEFI.

Source: WorldFish/KIT gillnet tools

Purpose: Retrospection on the effect of project interventions on women’s empowerment and to explain surprising results.

Link to WEFI survey: no specific links, but will touch on several of the domains.

How to facilitate

Method: KII with project participants. Ask the questions listed below. The subsequent table contains useful prompts to use.

Materials: Notebook / recorder

Time: 30 min

Output: Detailed notes

Process: This is a guided discussion looking back at the project interventions. Use the guiding questions below. The note-taker should take detailed notes of the discussion.

Question	Prompts
<p>What were the main positive and negative changes you observed overall from being involved in the project (<i>insert year and activities</i>)? Please tell me about the positive (benefits) and the negative changes. (<i>Allow for an open discussion</i>).</p>	<p>Probe for individual and household level changes. Some examples:</p> <ul style="list-style-type: none"> • Individual level: my confidence has improved because I have more knowledge on how to manage ponds, this encourages me to interact more with other value chain actors. I have a better relationship with my husband and we can discuss household expenses more openly • Household level: my children are better fed now as we have more fish in the household, there is more harmony in the household because we have more income from fishing. I have a better relationship with my husband and we can discuss household expenses more openly. (<i>Probe for changes within the household with other family</i>)

	<p><i>members, particularly husbands, and mother in laws.)</i></p> <ul style="list-style-type: none"> • Community level: I notice that I am more respected by other women, other community members because I am known to be successful at harvesting fish. I no longer face resistance, (abuse) for participating in the market.
<p>What are YOU doing differently now in your family/ household with: husband, mother in law, father in law, children. Please tell me about the positive and negative changes in how your husband / other family members treat you?</p> <p><i>What changes have you observed in:</i></p> <ul style="list-style-type: none"> • your ability to make decisions (with and without your husband)? • your ability to speak up/ talk about issues affecting women and aquaculture/ fisheries related activities in the household? • in their attitudes towards activities that women and men can and cannot do around fishing / aquaculture? • in their attitudes towards activities that women and men can and cannot do outside of fishing / aquaculture (e.g. other paid work, reproductive tasks)? 	<p>See examples for probing in Table 1. Probe for positive changes and backlash.</p> <p>Probe: who became more accepting/ less accepting towards women’s engagement in fishing/ aquaculture/ use of technology.</p> <p><i>Note you may have to probe in more detail depending on which family member is mentioned</i></p>
<p>What are YOU doing differently NOW in the community (with market actors (input suppliers, fingerling traders, etc.), extension providers, influential community members, elders & leaders, other women). Please tell me about the positive and negative changes in how these people treat you.</p> <p><i>What changes have you observed in:</i></p> <ul style="list-style-type: none"> • your ability to speak up/ talk about issues affecting women and aquaculture/ fisheries related activities in the community? 	<p>See examples for probing in Table 1. Probe for positive changes and backlash.</p> <p>Probe: who became more accepting/ less accepting towards women’s engagement in fishing/ aquaculture/ use of technology.</p>

<ul style="list-style-type: none"> • in their attitudes towards activities that women and men can and cannot do around fishing / aquaculture? • in their attitudes towards activities that women and men can and cannot do outside of fishing / aquaculture (e.g. other paid work, reproductive tasks)? 	
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Prompts around empowerment domains and norms

Area	Prompts / examples
Decision making	<p>Probe around following decision areas with examples:</p> <ul style="list-style-type: none"> • use of your earnings from fish • how total income is spend • investing in fishing gear/ fish farming equipment • what species of fish to stock/ catch • where to fish • how much of fish produced/ caught to sell, and how much to keep for consumption, • when to harvest fish, and when to sell <p>Examples:</p> <ul style="list-style-type: none"> • Husband and wife should decide together on how to spend money • The husband should be the one who decides about buying major household items • A man should have the final word about decisions in his home • A good woman never questions her husband opinion if she is not sure if she agrees with them. • Women and men should have equal right to express their opinions in public/forums/meetings • It is acceptable for a married woman to have her own savings that she can spend as she wishes
Voice	<p>Probe around following decision areas with examples:</p> <ul style="list-style-type: none"> • helping to identify issues women/men face in your community • aquaculture learning • speaking in public to protest against misbehaviour of local elites/leaders in community • working with other women in the community, and if so on what type of issues)
Gender norms around women and men's engagement	<p>Examples:</p> <ul style="list-style-type: none"> • Women should not use fishing nets & other means to fish • Men should primarily be the ones who trade and market fish, not women • Men should primarily be the ones who control the earnings obtained from sale of fish; • Men are the only ones who can control earnings of fish

<p>in fisheries/ aquaculture</p>	<ul style="list-style-type: none"> • Women can only catch/ harvest fish if she does it from her household pond / using specific fishing gear • Only men should make the decisions about buying inputs, selecting feeds and how the fish pond is managed • Only men have valuable knowledge and experience needed for managing aquaculture/ fisheries resources • Men should primarily be the ones who sell fish • Women should leave fishing/fish farming to the men especially if there is an able man in household to do it. • A man is considered less of a man if his wife catches fish • Either a man or a woman could successfully manage and operate a fish pond • It brings benefit to the family to have women participate in training activities such as aquaculture trainings or training on specific aquaculture technologies.
<p>Gender norms around roles</p>	<p>Examples:</p> <ul style="list-style-type: none"> • A woman is capable of doing any necessary work when needed even work that men usually do • Men can take care of children just as well as woman can • Men who help with domestic work are good role models for boys and girls • A woman’s primary role is taking care of her home and family • Giving a bath, and feeding kids is the mothers responsibility, not the fathers • Men and women should share household chores • It is not acceptable for a married woman to work outside the home if her husband is earning enough money for the family • Women have the same right as men to work outside the homestead if she is educated • A woman is capable of being a community leader
<p>Gender norms around mobility</p>	<p>Examples:</p> <ul style="list-style-type: none"> • A woman cannot leave home without permission of her husband • It is acceptable for women to go to the market to buy inputs or sell products • The market is not a safe place for women to be • A woman should not be interacting with men other than their husbands or family members

Life histories (optional, GAAP2 tool E)

The GAAP2 protocol includes a tool that supports the researcher to identify and document patterns of individuals and groups, by exploring a person's individual experiences and how this affects an individual's current attitudes and behaviors. In the context of the WEFI, the purpose of the life-history method is to understand perceptions and experiences of women's empowerment within the context of aquaculture / fisheries intervention projects and to validate elements within the pro-WEFI survey tool. The tool in the GAAP2 protocol contains many elements of other tools we provide in this document such as norms, decision-making, relationships, and understanding of empowerment, where this information is collected from focus groups. For this reason we suggest this as an optional tool, as individual interviews are likely to obtain more depth on individual experiences. Whether or not you choose to use this tool may depend on the resources you have available.

KIs of project staff (optional, GAAP2 tool G)

The GAAP2 protocol also includes a tool to interview project staff. This tool is intended to fill out basic contextual information about the projects and communities in which interventions take place, and gain expert insights about the factors affecting the way the project does (or does not) have impact on women's empowerment. Assuming that gender researchers are already part of the project that is being examined, this tool may not be necessary as they already have an understanding of the project and context. If this is not the case, and gender is an add-on (which we do NOT recommend) then this tool can be used.

Decision-making processes

Source: Bangladesh VCA, GTA tools CRP L&F

Purpose

1. To learn how decisions relevant to aquaculture/ fisheries are made within the household (processes of decision making).
2. To understand how women’s participation in aquaculture fisheries (value chains) is affected by their anticipation of certain positive or negative effects on gender relations.
3. To understand the underlying reason for any gendered patterns in decision-making.

Link to WEFI survey: G2-Input in productive and income decisions; G3(A)-Access to productive capital; G3(B)-Access to financial services; G6-Physical mobility; G11-Access to information and extension.

How to facilitate

Method: FGD with separate gender group of 8-10 men and women fish farmers/ fishers. The community profile will reveal if any other intersectional groupings may be needed.

Materials: Flipchart

Time: 1 hour

Output: Detailed discussion notes + flip chart of groups , photos of flip charts

Process: This is a guided discussion around the topic of decision-making, covering different decision-making areas. Use the guiding questions below. The note-taker should record the discussion in detailed notes. Ensure that your participants answer the questions specific to each decision-making area. The table provides the key decision making areas that can be covered. Ideally all the areas are covered. If time does not permit, use all decision making areas from group A and at least 1 from each of the other groups. This means you will cover a minimum of 5 to a maximum of 10 decision-making areas.

Ask the below questions for each decision-making area separately. Make sure that you facilitate a discussion about how decisions are made and not just who makes them. Focus on how decision making matters for the [gender FGD]. This focus will help you dig beneath normative responses (for example, that men make decisions) to understand negotiation processes, and who is involved and in what ways.

Question	Probe
How do you make decisions about [decision making area]?	How does your family typically make decisions about this issue? (process) Who is involved in the decision making process? How are they involved – informed, consulted, have a final say? (probe about whether children, other relatives such as uncles, aunts and parents-in-law, religious or community leaders, etc. have a say)?
What types of issues usually influence the decision? (i.e. what issues matter around making the decision)?	Probe around: - economic need (of whom in the family and for what, benefiting whom) - expectation of whether benefit will reach them

	<ul style="list-style-type: none"> - profitability - time available - reputation/what is acceptable/what others say - risks of violence, risks of losing income - <i>Other</i> <p>For example, poverty means a woman <u>has</u> to work; social norms make women working outside of the home impossible; low income means any income must first go to food).</p>
What barriers make it hard for [gender FGD] to do so?	
What helps [gender FGD] to overcome these barriers?	

Decision-making areas

Group	Decisions	Use
A	<ol style="list-style-type: none"> 1. FISH: How much of the fish is produced / caught for household consumption and how much fish is for sale (or barter, use as wages for people helping you (food for work), or give as gifts). 2. MOBILITY: Where women work (e.g. whether women go to the market to sell production or sell fish)? 	Use all
B	<ol style="list-style-type: none"> 3. PRODUCTIVE ASSETS: The use of capital assets (equipment such as fishing gear, boats, pumps, tools, mobile phones) suitable for use for fish production/ marketing? 4. NATURAL ASSETS: The use of natural resources (ponds, water, land) suitable for use for fish production/ fishing? 5. HUMAN ASSETS: When and how to obtain skills and knowledge needed for fish production/ fishing? 	Choose at least 1
C	<ol style="list-style-type: none"> 6. INCOME: How to spend any income earned from women's work (direct or supportive roles) in aquaculture/ fisheries? 7. CREDIT: When, for what purpose and where to obtain a loan, or buy inputs on credit? 	Choose at least 1
D	<ol style="list-style-type: none"> 8. PRODUCTIVE TIME USE: How you use your time for different paid or 'productive' activities (e.g. your fisheries/ aquaculture activities, your agriculture activities, your job or other paid work, including in the informal economy). 9. REPRODUCTIVE TIME USE: How you use your time for different unpaid or 'reproductive' activities (e.g. your unpaid household work, such as cooking, cleaning, washing clothes, or collecting water or cooking fuel, your unpaid caregiving, such as caring for and helping children or elderly household members). 	Choose at least 1

	10.SOCIAL/ LEISURE TIME USE: How you use your time for different social or leisure activities (e.g. visiting a friend or family member, shopping, such as going to a market, attending a social gathering within the community, such as a festival, attending a community meeting, leisure activities, such as listening to the radio or watching television, sleeping or resting).	
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Group membership and participation

Source: Bangladesh VCA, GTA tools CRP L&F

Purpose

This tool will provide insights into group dynamics which could be mobilized for collective action.

1. Listing of relevant groups in the community
2. To learn how decisions relevant to aquaculture/ fisheries are made in groups (processes of decision making).
3. To understand the underlying reason for any gendered patterns in decision-making.

Link to WEFI survey: G5-Group membership

How to facilitate

Method: FGD with separate gender group of 8-10 men and women fish farmers/ fishers.

Materials: flipchart for listing of groups

Time: 30 min

Output: Flipchart + detailed discussion notes

Process: This is a guided discussion around group membership, covering all different formal and informal groups in the area. Use the guiding questions below. The note-taker should record the discussion in detailed notes.

Question	Probe / comment
Are there any ways in which people collaborate with each other in the village?	Probe for formal or informal and customary groups. Community can be your village but also other groups that you share a common interest, education, religion, or social issues, that may go beyond your village. List the groups on a flipchart.
What is the decision making process like in each of these groups?	<p><i>Note that these questions will need to be asked separately for each group. When probing for each of these questions, probe first around differences between men and women in the group, and then for what type of women and men by intersectional markers.</i></p> <ul style="list-style-type: none"> • Who is able to be a member and why? • Who is able to attend meetings and why? • Who usually speak during meetings and why? • Whose opinions are taken into account and why? • Who make the final decisions in the groups and why?

Intra-household and community relationships

Source: GTA tools CRP L&F, VCA tools BD

Purpose: 1) Ensure an appropriate list of actors is included in the WEFI survey. 2) Understand relationships and how they enable or block success in fisheries/ aquaculture.

Link to WEFI survey: G7-Intra-household and community relationships.

How to facilitate

Method: FGD with separate gender group of 8-10 men and women farmers. Other intersectional groups could be added depending on the project. The community profile may highlight which groups are relevant.

Materials: flipcharts, markers, post it notes for voting

Time: 1 hour

Output: discussion notes, photographs of the flipchart and voting

Process: This is a guided discussion around different types of relationships. Use the guiding questions below. The note-taker should record the discussion in detailed notes.

Part 1: Enablers: People and organizations that help to work well in fisheries/ aquaculture

Questions	Prompts
<p>Who are all of the people and organizations that are important to your success in fisheries/ aquaculture? <i>Make a list on a large piece of paper.</i></p>	<p>Prompt: think about both people/organizations who help you:</p> <ul style="list-style-type: none"> from inside the value chain (e.g. specific traders or input or credit providers) those people outside the chain, who make it possible for you to work in the value chain / fisheries/ aquaculture (e.g. those who provide child care or do household work, such as a crèche or school, a sister in law. (where necessary group them e.g. female family members / male family members etc.) <p>Now VOTE: Give each participant three post-its/ beans and ask them to vote for the three people or organizations who are most important to their success in fisheries/ aquaculture (one vote per person/organization). Make a list of <u>top 5 enablers</u> after counting votes and discuss those using the subsequent questions.</p>
<p><i>For each person/ organization:</i> Why and how are these people/organizations important to your success in fisheries/ aquaculture?</p>	<p>Depending on the 'group', probe for why these people/ organizations are:</p> <ul style="list-style-type: none"> important for women specifically important for men specifically
<p>How would it be opposite [gender FGD]?(intersectionality)?</p>	<p>Probe here for sub-groups that are important to the location / project e.g. homestead farmers versus commercial farmers' and for other social markers (e.g., individuals from specific minority group)</p>

Part 2: Blockers: Organizations and people that make it hard to work well in fisheries/ aquaculture

Questions	Prompts
<p>Who are all of the people and organizations that make it hard for you to be successful in fisheries/ aquaculture? <i>Make a list on a large piece of paper.</i></p>	<p><i>Emphasize that the same organization or individuals can appear on both lists.</i></p> <p>Prompt: think about both people/organizations who make it difficult for you:</p> <ul style="list-style-type: none"> • from inside the value chain (e.g. specific traders or input or credit providers) • people outside the chain (e.g. relatives, family members, different leaders). <p>Now VOTE: Give each participant three post-its/ beans and ask them to vote for the three people or organizations who are most hindering to their success in fisheries/ aquaculture (one vote per person/organization). Make a list of <u>top 5 disablers</u> after counting votes and discuss those using the subsequent questions.</p>
<p><i>For each person/ organization:</i> Why and how are these people/organizations a barrier to your success in fisheries/ aquaculture?</p>	<p>Depending on the 'group', probe for why these people/ organizations are</p> <ul style="list-style-type: none"> • important for women specifically • important for men specifically
<p>How would it be different for different types of [gender FGD]?(intersectionality)?</p>	<p>Probe here for sub-groups that are important to the location / project e.g. homestead farmers versus commercial farmers. and for other social markers (e.g., individuals from specific minority group)</p>

Participation in community-based fisheries resources management

Source: Kleiber et al., 2019 and KIT/Rare DPCL

Purpose: To assess quality of participation (different step) in community-based fisheries resources management (CBFRM. Useful for understanding 'who' is included/and excluded from CBFRM and can become the based to further monitor how changes in gender responsive facilitation can lead more inclusive participation.

Link to WEFI survey: none (yet)

How to facilitate

Method: FGD in separate gender groups. Can be further disaggregated by those who are members and non-members of community-based fisheries management groups. Further intersectional groups can be made based on context.

Time: 1 hour

Output: detailed notes

Process: This is a guided discussion around participation in CBFMR. Use the guiding questions below. The note-taker should record the discussion in detailed notes. The ladder of participation is based on 6 steps, shown in Figure 1. The questions are asked along those steps, and therefore each subsequent step indicates a deeper level of participation than the previous.

Figure 1: Steps/ ladder of participation



Source: WorldFish Kleiber et al (2019)

Steps	Questions
1. Attending	<ul style="list-style-type: none"> • How often have you attended CBFMR meetings In the past 12 months? • What are your reasons for attending? • What are your reasons for not attending? <i>Probe for formal and informal rules about who can attend community CBFMR meetings, and who these apply for and why. (intersectional probes beyond gender, to include, age, caste, religion, wealth etc.)</i>
2. Understanding	<ul style="list-style-type: none"> • Does everyone in your community have easy access to CBFMR information? If not who doesn't and why not? <i>Probing for which types of social groups (gender, and other intersectional markers)</i> • Does everyone understand all information provided in the CBFMR meetings? What are the reasons for not understanding • Does everyone feel comfortable speaking to the fisheries officer or NGO workers? If no, who and why not? <i>Probing for which types of social groups (gender, and other intersectional markers)</i>

	<ul style="list-style-type: none"> • What other channels outside of CBFRM meetings do you receive information on fisheries management?
3. Sharing	<ul style="list-style-type: none"> • Who speaks up during CBFRM meetings? Who doesn't? <i>Probing for which types of social groups (gender, and other intersectional markers)</i> • What are reasons for speaking up? • What are the reasons for not speaking up?
4. Being valued	<ul style="list-style-type: none"> • Is everyone's opinion and ideas about CBFRM given the same amount of respect? If no, who and why not? Probe for different types of men and women, young, old, elected leaders, more well-off people etc., and across other intersectional groups . • How can you tell that some people's opinions are more respected/listened to /heard? • How can you tell that some people's opinions are not valued and respected?
5. Decision making	<ul style="list-style-type: none"> • Do you feel that your ideas/ opinions/ concerns are included in the CBFRM meetings (key decisions/actions) • Do you feel that your ideas/ opinions/ concerns are included in the fisheries management plans? <p>For both areas:</p> <ul style="list-style-type: none"> • What are the reasons that make you feel your ideas/ concerns/ issues were included / considered? • What are the reasons/steps that make you feel your ideas/opinions were not included / considered?
6. Accountability	<ul style="list-style-type: none"> • Once fisheries management plans are made, are there ways in which these can be changed to include experiences, opinions, and priorities that have been left out? Whose opinions are taken into account? whose opinions aren't? Why?