Food and Agriculture
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United Nations

A methodological guide for mapping women´s small-scale fishery organizations to assess their capacities and needs

A handbook

in support of the implementation of the Voluntary Guidelines
for Securing Sustainable Small-Scale Fisheries
in the Context of Food Security and Poverty Eradication

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Introduction

Purpose

The purpose of this methodological guide is to outline how to conduct an empirical assessment of the current landscape of women's small-scale fishery (SSF) organizations. Applying this methodology will enhance understanding of where women are organized in SSFs (both geographically and within the value chain); what their present organizational characteristics and capacities are; and their primary needs. Gathering this information through this methodology can help design interventions to enhance women's organizational capacities and to work towards greater gender equality in fish value chains.

Overview and objectives of the mapping assessment study

Applying this methodology entails collecting primary data using structured surveys with a sample of women's SSF organizations, to assess how women are currently organized in both inland and marine SSFs at the national level[1]. The objectives of implementing this assessment (henceforth referred to as the "mapping assessment") are to:

- assess or "map" where women work and how they are currently organized in SSFs, both in terms of geography (for example, in which districts, regions, or water bodies are women organized) and value chains (for example, what species women work with, and at what steps in the value chain, such as pre-harvest, harvesting, post-harvest processing and trade); and
- assess or "map" their organizational capacities.

Insights gained from this assessment can be used to identify entry points to strengthen collective action and the capacities of women's fishing organizations in a targeted way that is tailored to meet their needs (thus, not applying a one-size-fits-all approach), supporting the broader goal of enhancing the participation of women in fisheries governance and gender equality in the sector.

The intended audience of this guide

This methodological guide is a tool designed to support different actors (such as countries, civil society and FAO country offices) working towards the goal of gender equality in the sector, particularly in relation to strengthening women fishers' and fishworkers' rights to organize, enhancing their existing organizational capacities, and increasing their ability to participate in fisheries governance. This methodological guide is a tool that can be used in efforts to implement *The Voluntary Guidelines for Securing Sustainable Small-Scale Fisheries in the Context of Food Security and Poverty Eradication* (SSF Guidelines), particularly in relation to Chapter 8 ("Gender Equality").

This guide provides the project leader (hereafter referred to as the national project coordinator) with the steps and materials needed to plan such an assessment, train data collection team members and facilitate data collection, and with recommendations for managing data and analysing results.

1 Throughout this guide, the assessment method is described in the context of a national study relying on districts as the administrative units at which sampling and data collection occur. However, the methods could be adapted to assess how women are organized in fisheries at different jurisdictional levels (e.g. within a region or district) or with sampling occurring at different units (e.g. regions and landing sites).

Motivation for assessing women's SSF organizations

Organizations are groups of individuals bound by a common purpose to achieve shared objectives (North, 1990). The right to organize is a fundamental human right recognized by the Universal Declaration of Human Rights. Participating in fisherfolk organizations (FFOs) allows individuals to exercise this right and act collectively to achieve their goals in the SSF sector, which may include improving their livelihoods and having a voice in social, economic, and political processes that affect them. Organizations can range from informal groups to formally registered organizations that take a variety of forms (cooperatives, associations, savings groups, etc.). However, existing assessments of SSF organizations often overlook the specific needs and context of women's organizations, and in fisheries governance, little is known about the relationship between gender, collective action and organizations. While women comprise nearly half of all SSF workers globally (World Bank, 2012), they often perform different types of work than men and may work at different steps along the value chain (for example, in pre-harvest preparation or post-harvest processing), work with different species, and use different technologies and techniques. Simultaneously, women are subject to different sets of societal expectations, norms and practices that affect men and women differently in the fishing sector. Gender equity and equality is recognized as an integral part of the human-rights based approach to fisheries governance and is a fundamental principle of the SSF Guidelines, highlighted in its own standalone chapter (Chapter 8) and as a cross-cutting theme found throughout the text (Kleiber *et al*., 2017). To make needed progress towards the goal of gender equality in fisheries, understanding how women are currently organized is critical to designing effective interventions to strengthen their capacities to organize, to function effectively as groups, and to gain recognition and access to participation in fisheries governance processes.

Overview of the methodological guide

The guide is divided into the following parts:

Part A – Overview of the mapping assessment steps

A complete overview is provided of the steps needed to successfully plan and conduct a mapping assessment study of women's SSF organizations.

Part B – Training data collectors

All the information needed to train enumerators to plan fieldwork and collect and enter data is given.

Part C – Materials needed to complete this assessment

Project materials, including example PowerPoint slides for training enumerators and the survey instruments, can be found here.

A. Steps to apply this methodology and conduct a mapping assessment

Overview

The mapping assessment methodology uses structured surveys with members of women's SSF groups to gather information on their group characteristics and needs. This is typically done using one enumerator to facilitate the survey and record results, and between three and five members from the same SSF organization present to provide responses and complete one survey. The main steps needed to plan and implement this assessment are detailed below (Figure 1), and include developing a work plan, conducting a background assessment to determine the number of women's SSF groups present in the target area or district, updating and finalizing the work plan, training enumerators, collecting data in the field, checking data quality and analysing data, and seeking feedback on the survey findings and any recommendations generated. In the following sections, each of these steps is described in detail. Part B provides an overview of training data collectors and Part C contains the survey itself. The steps below provide guidelines for conducting this assessment and can be adapted to suit different contexts.

Figure 1. Overview of the main steps needed to implement a mapping assessment study of women's SSF organizations

The steps

Step 1. Develop a draft national work plan

The first step towards implementing a mapping assessment of women's SSF organizations is to discuss and develop an initial work plan with all project partners.

Use the steps below to construct the elements of a draft work plan, knowing that the process is iterative as answers to one question may affect others.

Elements of a draft national work plan:

- **Aims and desired outputs.** Discuss what the aims are of conducting a mapping assessment of women's SSF organizations in your context and with project partners. Connect the aims to desired outputs, identifying how the results of the mapping assessment are intended to be used (to implement the SSF Guidelines, as part of a wider development project, etc.).
- **Identify administrative units for data collection.** Based on the context of each country and the availability of existing information on the presence

Example outputs could include creating a database of women's organizations, connecting existing organizations through a newly formed national platform for women's groups, or tailoring interventions to strengthen the capacity of existing women's SSF groups.

of women's SSF organizations, identify which districts (or other appropriate administrative units) will be selected for data collection in the study. This selection process should be guided by the intended outputs of the study (for example, interventions already planned in certain districts to strengthen women's organizations) while aiming to be geographically representative. Where freshwater and marine fisheries are present, it is recommended that districts representing both are included (unless the aims of the study are intentionally restricted to only inland or marine fisheries).

- **Review or revise inclusion criteria.** Reviewing these criteria from the outset is useful, as these criteria will be used to identify the *population of organizations* to sample from for data collection. Update these criteria as needed, based on the study context and needs. Suggested criteria are the following:
  - the groups must identify as an organization (whether formally registered or informal);
  - group membership is composed of a majority of women (that is, more than half).
  - women are an active part of the organization's leadership; or
  - the majority of group members are engaged in fishing-related activities, which could include pre-harvest, harvest, or post-harvest value addition and trade activities.
- **Budget.** Discuss the availability of resources for the study and estimated costs of the study, based on the number of districts selected, transportation requirements and personnel needed to cover each area.
- **Timeline.** Outline a timeline for the study including time for planning, training enumerators, data collection, data analysis, validation of results and feedback.
- **Personnel and roles**
- **National project coordinator** – if not already determined, clarify who will be responsible for overseeing the overall implementation of the mapping assessment and the completion of each step in the protocol.
- **Enumerators** – identify enumerators with knowledge of survey methods, good language skills, and ability to travel. You may choose to recruit one team of enumerators to collect data in all regions, or enumeration teams in each district or region. In deciding where and how to recruit enumerators, take into consideration the ease of travelling between regions, the presence of multiple languages, and local customs. If using the electronic data collection format (KoBoCollect), only one enumerator is needed to conduct a survey with a group. If using pen-and-paper surveys, it is recommended that data collection entail one enumerator and one data recorder (that is, working in pairs) to collect surveys. The data format chosen will then impact the total number of enumerators needed in addition to these other factors (geography, number of women's groups, budget).
- **District team leaders** – within each district (or appropriate administrative unit), identify who among the enumerators will be the responsible party overseeing data collection on the ground and ensuring all surveys are submitted.
- **Local contacts** – identify local contexts (both nationally and within districts) who are knowledgeable about the context or women's fishing groups. These may be district fisheries officers, community development officers, or non-governmental organizations (NGOs). These local contacts will help to collect needed background data on the types and number of groups present and make contact with those groups to make the necessary arrangements for surveys.
- **Data collection format.** Determine whether digital data collection or paper surveys will be used. This assessment can be administered digitally using tablets or Android smartphones with the free

KoBoCollect application while devices are in offline mode (that is, without relying on Internet connectivity while in the field). The digital data collection format requires access to devices (whether purchased or loaned devices, or enumerators' personal devices), the ability to charge devices in the field, and a limited data budget to give each enumerator a small amount of data (such as 1 GB) to upload their completed surveys. Data can also be collected using a paper survey, whereby the KoBo formatted survey can be printed and completed by hand. This format requires an additional step to enter data after returning from the field using the Enketo web forms version of the survey (instead of entering data into a standard excel database, the paper survey responses are copied to a digital web form version of the survey using any laptop or computer and a browser).

› **Post-survey data feedback and validation plan.** Based on the national context and intended outputs, identify options to validate results and disseminate knowledge from the survey to women's organizations and other actors in the SSF sector.

The KoBoCollect app can be used to ***collect data digitally and save it in the field using mobile phones or tablets while in offline mode****; data can be uploaded later when enumerators are in Wi-Fi range or at a location with good mobile phone network service. If phones and tablets are available, it is recommended that the digital data collection format be used.*

Step 2. District-level background data collection

To conduct the assessment, it is first necessary to know the estimated population of women's SSF organizations in each district that will be surveyed for this assessment. If this information is already available (for example, if a registry or list of women's fishing organizations exists), this information can be used without collecting any additional background data. Where this information is not available or complete, a district-level questionnaire should first be implemented to collect background information on the number and types of women's SSF organizations present, and on women's representation and participation in formal fisheries governance bodies. This questionnaire should be implemented in each district selected for inclusion in the mapping assessment (from Step 1, Developing a draft national work plan).

› Identify **who will lead this step of the mapping assessment** and initiate the district-level questionnaire (the "survey lead" who may be the same person as the national project coordinator or a different member of the project team).

› **The survey lead familiarizes themselves with the district-level questionnaire** (see Appendix I), including the types of questions, how to record the data, and how to enter the data collected using Google Forms (if desired).

  – **Edit Google Forms district-level questionnaire**: before implementing data collection, a unique copy of the master form should be made (rename as Country name_District-level background questionnaire), so that results will be available in a designated Excel spreadsheet upon completion (results can be downloaded as a .csv file from Google Forms). After copying and renaming the survey, review question wording and response options and make any necessary adjustments to the text based on the specific context of the country.

› **The survey lead can collect the data remotely (via telephone/Skype) using relevant contacts in each district to gather the information needed to answer the questions in the district-level questionnaire** on women's participation and representation in organizations. The relevant district-level contacts will depend on the country and district, but could include local government officials, NGOs, the staff of FAO country offices (especially gender specialists), fisheries sector representatives (civil society organizations) or other gender specialists.

- **Enter data for each district** using the questions in Appendix I. Create your own database or method of recording data, or use the Google Forms link (to generate, open the Google Form>Send>Send via link) to record the responses for each district separately (thus, for four districts, you will enter four Google Forms).
- **Review results** with the national coordinator and other relevant stakeholders involved in the planning of the study. From the results, you should obtain the total number of women's SSF groups in each district from which to sample (see next section for sample size calculations).

*Where possible, **more than one knowledgeable person in each district should be contacted to answer the background questions** (but only one form submitted per district) to estimate the number and types of women's SSF groups present. If there is disagreement as to the response to a question in a district, combine responses or decide which is the most accurate. There is space in the form to indicate how the question was answered.*

Step 3. Update and finalize the work plan for the mapping assessment

Based on the results of the district-level questionnaire, review the draft work plan, and update and finalize the work plan. In addition to the steps and information in the draft work plan, the final work plan should also include the following.

- **Sample size calculations to determine the target number of surveys to be collected in each district (and the total for the country).** Take the population of women's SSF organizations in each district (for example, the results from the district-level questionnaires or any existing list) and apply the guidelines below to determine how and if to sample organizations from the estimated population (for instance, the total number of groups).

The suggested sampling protocol is (adapt as needed): if seven[2] or fewer organizations are present in a district, survey all organizations (that is, no sampling is required). For districts with eight or more organizations present (always rounding up):

Number of groups present	Sample size calculation	Anticipated number of surveys to be collected
1–7	100% (i.e. no sampling)	1–7
8–10	60%	5–6
11–14	50%	6–7
15–20	40%	6–8
20 or more	30% where possible, 20% as needed	6 or more

2 This cutoff number where sampling begins (seven) can be adjusted upwards as needed. This number was determined based on experience with the feasibility of data collection. Where possible, collecting more surveys with a higher sampling intensity is preferred; however, these guidelines are provided as a framework to ensure sufficient coverage is achieved.

- **Applying a sampling protocol.** Where a complete list of organizations is available, randomly sample to select organizations for interviews. However, the location of groups will likely need to be taken into account, where, for instance, groups are spread out over a number of landing sites, and certain landing sites may be chosen for logistical reasons, due to their accessibility and proximity. Where the total number of organizations in a district are estimates (and no complete list exists), work with local district contacts to purposely sample for diversity, trying to cover a range of group types (such as cooperatives and community-based organizations). The aim of sampling is to ensure that good coverage is achieved. However, the realities of fieldwork and data collection mean that principles of pure random sampling and perfect sample size may need to be adapted based on the realities in each location.
- **Timeline.** Determine the timeline for the following steps needed to complete the mapping assessment.
  - **Training.** Plan for a one-day in-person training for the data collection team (for instance, all enumerators). Everyone who will participate in data collection (as a data collector) **must be trained** (do not add team members on the ground without first training them on the study goal and scope, administration of the survey instrument, and operation of any online data entry platform used).
  - **Data collection.** Estimate the number of days needed per district for data collection and travel, based on the target number of surveys to be collected, the target number of enumerators, and the terrain or travel time needed. It is suggested to plan for no more than two or three surveys per enumerator per day.
  - **Data entry.** This step is only needed if pen-and-paper surveys are used instead of the digital data collection format.
  - **Post-survey follow-up plan.** Feedback and validation workshops to report survey results and recommendations back to women's organizations and SSF sector actors, in order to validate results and ensure that recommendations are relevant.
- **Budget.** Update the budget based on the revised work plan (this step is always iterative, both shaping the work plan and determined by the finalized work plan) and reflect the cost of training, the number of enumerators, time in the field, and data feedback plans.
- Review and update project details reflected in project documents.
  - **Develop a concept note to be distributed to** project partners or relevant government agencies as needed, to brief others on the project scope and methods and to obtain any permissions for travel and research required.
  - **Review and update introductory script.** Review the example introductory script (Annex 3), which introduces participants to the purpose of the study, what the survey will cover, and includes informed consent (that is, informing participants about their rights and asking for their consent to continue). While keeping these elements is important, the language should be adapted to the study context as needed. If changes are made to the script, changes should either be made to the electronic survey, or a separate copy of the script should be carried in hand and read when that question occurs at the outset of the survey (the introductory script is one of the first "questions" on the survey, where the enumerator marks that they have read the script).
  - **Review and update the training materials.** In addition to the training guide found in Part B of this document, Annex 4 contains an example PowerPoint presentation that can be used as model for developing training materials.

Step 4. Training for data collection

A one-day in-person training with all enumerators should be led by the national project coordinator. Additional trainings should be planned if not all enumerators can be present for one collective training.

First, this entails "training the trainer". In preparation for leading the training, the national project coordinator (or whomever the lead trainer will be) should:

- read this methodology guide in full, review all training materials in detail and study the survey instrument reading each question and response option; and
- if planning to use the digital data collection format, the lead trainer should familiarize themselves with the KoBoCollect app and practice entering a test survey.
  - This requires first making a free KoBoToolbox Humanitarian Account (it is recommended to use the format "country name_ssf mapping" as the username) and sharing the chosen username and password with the FAO administrator responsible for the survey, so that they can grant the new account access to the survey.
  - After the FAO administrator grants the new country account access to the KoBoToolbox "Women's SSF Mapping" survey, download the free KoBoCollect app to an Android smartphone or tablet to load the form to the account for the first time and test the survey. This requires first setting up the server to access the survey (which only needs to be done once), which is called a "form" in Kobo. Follow the steps detailed here to "Setup Server URL on KoBoCollect" and "Getting Blank Forms in KoBoCollect".

After reading the methodology guide, reviewing the survey instrument in detail, creating a KoBoToolbox account, and obtaining access to the survey in the KoBoCollect app, the lead trainer will be prepared to facilitate a one-day training to teach enumerators about the aims of the study, the study methodology, the survey instrument, and how to use the KoBoCollect app for digital data collection.

Second, the lead trainer organizes a one-day in-person training for all enumerators. This training should include, where possible, all personnel who will collect data for the mapping assessment. Training will cover the following elements (a complete guide with detailed sub-steps can be found in Part B).

- **Survey background, scope, and preparation for data collection**
  - **Survey scope –** communicate the objectives of the study.
  - **Inclusion criteria –** cover which types of organizations are eligible to be included in the study.
  - **Logistics –** this includes the target number of surveys to be collected in each district, the number of travel and data collection days, and who is the district team leader responsible for overseeing data collection.
  - **How to contact organizations and schedule surveys –** determine and communicate who will be responsible for contacting groups to schedule surveys in each district and the steps involved, including working with local contacts (such as district fisheries officers), if they will be involved in arranging for the in-person interviews, and how to identify the leaders or contacts from each of the women's organizations, so that they can successfully arrange for their members to attend the interview.

- **Mapping assessment survey instrument (Annex 2)**
  - **Introducing the survey** – cover the background information to be shared with each organization at the outset of each survey (for example, read the introductory script provided in Annex 3).
  - **Survey questions** – review each question in detail to ensure everyone understands the meaning of each question, the response options and the different question styles ("check all that apply", multiple choice/single answer, open-ended answer). After reviewing the entire survey as a group, it is recommended that participants practice entering a survey. This can be done during the training by breaking into teams to practice asking questions (enumerating) and recording responses. Otherwise, recently trained enumerators can be assigned homework: to enter one test survey (ensuring that they label the group's name as "TEST", so that these dummy surveys can be removed later) *before* data collection begins. If this is assigned as homework, ensure that someone is responsible for checking and removing these test surveys afterwards so they are not confused with real data collected.
  - **Focus group management during the survey** – review of techniques to facilitate discussion with balanced participation among group members during interviews (for example, not allowing one member to dominate responses, especially for more open-ended question styles).
- **Data collection using the KoBoCollect app**
  - Introduction to the KoBoCollect app and its interface, including how to open a new survey, correctly navigate through the survey and record results, and how to save and submit a completed survey. Lastly, demonstration of how to check saved surveys and upload all completed surveys to the server after data collection is complete.

Step 5. Data collection in selected districts

For each district, complete the following steps to collect primary data using the mapping assessment survey.

- Ensure that there is one data collection device (tablet or Android smartphone) for each enumerator; that all devices have the KoBoCollect app installed using the country's KoBoToolbox credentials (username and password); and that the Women's SSF Mapping Assessment survey form is loaded onto the country KoBoCollect account in advance (see above, Step 4, or this article for detailed steps). If using pen-and-paper data collection, ensure that a sufficient number of printed surveys are available in each location. Even when using the digital data collection option, it is recommended that all enumerators have some printed surveys to carry with them as a backup option in case of technological problems.
- Communicate with local government and relevant district contacts to arrange interviews with each organization at a set time and location, with the targeted groups (based on the work plan) in each district and site. Initially plan for two hours per survey (and adjust accordingly).
- Data collectors introduce the survey to the interviewees (the individuals present who are representing their organization) using the prepared script, and allow for brief introductions.
- Enumerators facilitate one survey with each organization and record all answers. At the end of the survey, the enumerator saves the survey using the KoBoCollect app (if applicable) or stores the paper survey in a safe place until data entry.
- The district team leader visually reviews all completed survey forms after data collection is complete (ideally, at the end of each day or as soon as possible), to ensure information has been

recorded completely and accurately. In KoBoCollect, this means that the leader should review the completed surveys on each enumerator's phone, ideally in their presence to ensure that all answers have been recorded accurately. Once all responses have been checked, the form can be marked as "finalized" and uploaded to the server.

Step 6. Uploading data, entering data, and data management

- **Uploading data (using KoBoCollect).** Once all surveys have been collected, visually checked for completeness and marked as finalized, they can be uploaded to the server once in range of Wi-Fi or good mobile phone network service (this must be done for each device used to collect surveys). This is the final step. Once completed surveys are uploaded, they can no longer be viewed or edited by the enumerator and will become visible in the KoBoToolbox "Data" tab on the project. Refer to Part B for details on how to save and upload completed surveys and a full list of steps.
- **Data entry.** If using pen-and-paper surveys, data entry must take place using the Enketo web forms version of the survey. Refer to the steps in Part B on "Entering data using Enketo web forms".
- **Data management.** Log into your country KoboToolbox online account and click on the Women's SSF Mapping Assessment project. Download the results from the KoBoToolbox project (Data tab>Downloads) as either an Excel spreadsheet or in the KoBo Excel analyser form. If you are unable to access the data, contact the FAO administrator to ensure that your country KoboToolbox account was given the correct sharing permissions (Add submissions, Edit submissions, Validate submissions, View form, View submissions).
  - **Data cleaning.** Visually inspect the Excel spreadsheet to check for missing data and conduct any data cleaning necessary (for example, in Excel).
  - **Analyse data using the desired software** (such as Excel, SPSS, R) and create summary statistics for the questions, organized by each section of the survey: organizational design, history and objectives, rules, membership, communication, meetings, collective activities and assets, processing procedures, finances, benefits, strengths and capacities, internal and external barriers, external linkages, training and needs, gender relations.
  - **Write a report** presenting summary statistics, visualizations and interpretations of results describing how women are organized in the SSF sector and what their capacities and needs are. Use the subsections of the survey to structure the report.

Step 7. Conduct follow-up engagement to validate or feed back the results of the mapping assessment with women's organizations and relevant SSF stakeholders

After conducting this study and analysing the results, it is important to follow through on returning these findings to the communities they represent and relevant stakeholders. This ensures that participants who gave their time to participate in the study are informed of its results, provided with a chance to share their opinions about the findings, and help validate the efficacy of the conclusions. Including relevant stakeholders (either in the same validation exercise or a separate one) can also inspire stakeholders to utilize this information and help identify and address needs. Carry out feedback and validation activities in accordance with the work plan, project aims and country context. If appropriate, collect feedback on the results and integrate them into the final report and any recommendations made.

B. Training data collectors

Training planning

Training for primary data collectors will cover:

- the background to the survey
  - overview of the study (purpose, methods, and goals)
  - survey scope
  - survey format
- the logistics for data collection
  - review the work plan covering the locations and target number of surveys
  - how to arrange for surveys
- the survey instrument
  - meaning of the questions
  - response options
  - question styles
- how to save and upload completed surveys.

Training format – the training can either take place either (1) remotely, with all enumerators present on Zoom; or (2) in person with all enumerators.

The training format will be determined by the logistics and travel constraints in force in the country.

Whichever format is used, training should take place in one day, following the training guide outlined in this Part as an agenda. This initial in-person training for the mapping assessment study should be conducted with as many personnel participating in data collection as possible, and should occur close to the onset of data collection (ideally, immediately before).

The training agenda

Use the sections below as a preliminary training agenda, adapting the order and content as needed. Annex 4 includes a PowerPoint presentation template that can be edited and adapted to the study context and used for training.

Background to the survey

Overview of the study (purpose, methods, and goals)

- **Purpose** *(adapt to study context)* – to support SSFs in country X with a special focus on empowering women.
- **Methods** – primary data collection using a survey of **existing women's SSFs organizations** to understand *why* groups formed, *how* they are functioning, and *what* their current strengths, barriers, and needs are.

- **Goals** *(adapt to study context)* – raise awareness about the importance of SSFs for food security, nutrition and poverty eradication. Work to help individuals and small businesses, professional organizations and cooperatives build and improve skills and capacity in their work.

Survey scope

Describe the survey scope by ensuring that enumerators know the inclusion criteria for the study (that is, so they know which types of groups are eligible and should be surveyed).

Inclusion criteria. To be included in the survey, groups or organizations must meet the following criteria:

- identify as an organization, whether formally registered or informal;
- the membership consist of a majority (more than half) of women;
- women are an active part of the organization's leadership; and
- the majority of group members are engaged in capture fishing and related activities, including pre-harvest, processing and trade.

Survey format

Data can be collected using a pen-and-paper survey or digitally, using the KoBoCollect app (which is free to download) on any Android smartphone or tablet. Digital data collection using KoBoCollect eliminates the need for separate data entry. No Internet connectivity is needed to collect surveys (the surveys are stored offline), and only minimal connectivity is needed to upload surveys after data collection in an area is complete (recommended 2 GB per enumerator). If using the digital data collection format, one session in this training will cover how to use the app. **All enumerators should have access to a smartphone or tablet during training** to practice using the app interface.

If using the digital data collection format, it is recommended that at this step during the training, everyone has a device with the KoBoCollect app and a paper copy of the survey. Instruct the enumerators to open the KoBoCollect app on their devices and navigate to "Get Blank Form" for the Mapping assessment of women's SSF organizations project. This will open a blank form of the survey and is a step that enumerators will need to complete each time they begin a new survey in the field. A video demonstration of how to load a survey to a device is available at (from minutes 2:15 to 4:30): https://www.youtube.com/watch?v=57H9rXdfvrM.

Note: When opening a "blank form" of the survey in the app, ***this is a live survey***. During training, enumerators can navigate through the survey and practice recording responses. However, they should not "Save and submit" at the end of the survey unless they make clear that this is a test survey (for example, by naming the organization TEST), and the lead trainer or survey administrator plans to later remove these test surveys from the data set on the back end of KoboToolbox.

Logistics for data collection

Review the work plan

- Target number of groups to be surveyed in each location. Introduce the enumerators to the data collection work plan, including the number of districts, the target locations for data collection within each district (such as landing sites), the estimated number of women's groups in each district, and the target number of surveys to be collected in each district. Describe how the groups were selected (for example, background data collection that went into estimating the total number and the sampling protocol). Use Table 1 below as a template to be updated and adapted to reflect the work plan.

Table 1. Example work plan for data collection

District or region	Total landing sites	**Landing sites to be surveyed**	Types of groups present	Total estimated number of groups present	**Number of groups to be surveyed**
Region 1	22	2	Community-based organizations (CBOs), savings groups	35	**11**
Region 2	40	5	CBOs	36	**11**
Region 3	15	2	Association, CBOs	18	**8**
Region 4	9	2	Association, cooperatives	41	**13**
Total	87	***11***		130	***43***

- <u>Timeline</u> (to be completed for each district and finalized at the training). Share the details of the timeline from the work plan using Tables 2 and 3 below as templates. Plan for an average of three surveys a day per pair of data collectors (two, if significant travel between sites is required).

Table 2. Timeline 1

Dates	Activity	Number of days	Personnel	Responsible person
DD/MM/YY	In-person training for data collectors (if needed, for instance if some data collectors are not present for virtual training)	1	National project coordinator, district leads, enumerators	National project coordinator
DD/MM/YY	Data collection in districts	TBD	National project coordinator, district leads, enumerators	All
DD/MM/YY	Data entry (if not using KoBoToolbox)	1	TBD	TBD

Table 3. Timeline 2

Summary time for data collection											
	[Month] 2021						[Month] 2021				
	26	27	28	29	30	31	1	2	3	4	5
District 1											
District 2											
District 3											
District 4											

How to arrange for surveys

To successfully arrange for and conduct surveys with each women's SSF group, complete the following steps.

- **Contact organizations and schedule surveys.** Designate one person as responsible (such as the district fisheries officer) for making direct contact with women's organizations by phone or in person to arrange for the interviews.
  - **Set a date, time and location for an interview.** Arrange a day, time and location for each planned survey before travelling to the district. It is best to contact groups directly to arrange for interviews. Each interview can take up to two hours. Schedule interviews allowing for at least two hours between them (or more time, if driving between locations is necessary).
  - **Arrange for interviewees.** Ask for two or three members of an organization (all individuals coming from the *same* organization) to be present for each scheduled interview. The group members remain together and complete the survey as a group (thus, only one survey is completed per group). Interviewees should come from a mix of leaders and regular group members (for example, the president, treasurer and one regular member), and should include members with longstanding knowledge of the group (for instance, the survey contains questions on the group's formation; therefore, ideally, at least one member present for the interview should be an original or founding member).
- **Facilitating the survey.** Below are the steps that need to be taken to successfully complete a survey and accurately record data.
  - **Introduction to the survey.** At the start of each survey, data collectors should introduce themselves, ask the interviewees to introduce themselves, and read the introductory script (Annex 3) describing the purpose of the study. Review the introductory script as a group during training and adapt as needed.
  - **Complete survey questions and record answers.** Go through the questionnaire with the group, being careful not to skip any questions and allowing time for accurate recording of their responses.
  - **Thank participants for their time.**
  - **If using the KoboCollect app, select "Save form and exit" at the end of the survey** but **uncheck** the box that says "Mark form as finalized". This will let you save the completed form and send it to the "Edit Saved Form" folder on the main menu. This allows you to later check the completed form for accuracy before finalizing and sending it to the server.
- **Checking data quality and completing data entry**
  - **Check each survey for completeness and data quality.** At the end of each day of data collection, all surveys should be checked for completeness (for example, there should be no blank responses, and responses should look complete and be understandable). In KoboCollect, on the home menu, **open the "Edit Saved Form" folder to open and review completed forms.** Make any corrections or follow-up as needed. See the section "How to save and upload completed data" below for steps to finalize checked forms.
  - **Data entry (only relevant if using pen and paper surveys).** Discuss who will be responsible for data entry and how completed surveys will be delivered to the person responsible for data entry. See the section entitled "How to enter pen and paper surveys online" below; this only need to be covered in the training if using pen-and-paper surveys, and should only be reviewed for those who will be responsible for entering data.

The survey instrument

In this section of the training, open the survey and review it as a group, going question by question. If conducting training in person, project the survey onto a screen that everyone can see; encourage participants to open the survey in the app and follow along. **For each question on the survey, review the following.**

- **The meaning of each question.** Go through the survey question by question, reading each one aloud and wait to see if respondents have any queries. Discuss any differences in interpretation until everyone understands the question fully.
- **Response options.** After reading through each question, read the different response options together, ensuring that all enumerators understand the difference between the different responses. Give examples and discuss different ways that groups might answer a given question.
- **Question styles.** Discuss the difference between multiple choice/select one, check-all/select many, and open-ended/fill in the blank response options.

How to save and upload completed surveys

At the end of each day of data collection, **select "Edit Saved Form"** on the KoBoCollect main screen and visually **check each saved survey for completeness.** Especially for fill-in-the-blank style responses, reread responses and ensure that they are detailed enough to be understandable to someone who was not present for the survey.

- Make any corrections or follow-up as needed to ensure each survey is complete and accurate.
- After checking each survey, the form can be **"Marked as Finalized".**
- **Uploading completed surveys to the server.** When you are in a location with good Internet connectivity and are ready to send the completed forms to the server (that is, after marking all saved forms as finalized), select **"Send Finalized Form"** and either choose "**Select all"** at the bottom-left hand corner of the screen or manually check the forms you are ready to send individually, then tap **"Send Selected".** This will send the completed surveys to the KoBo server. **Your data is now saved.** See this article to review these steps with screenshots from the KoboCollect app.

How to enter pen-and-paper surveys online using Enketo web forms

Pen-and-paper surveys can be entered using a web browser version of the survey found here. The data entrant will open a new web browser each time and enter one survey and save and submit when finished, repeating for each survey. See the full description provided by KoBoToolBox here.

C. Materials needed to complete this assessment

In addition to the information provided in Parts A and B of this guide, the supporting materials needed can be found in this section. An overview of each type of supporting material is provided as a summary, followed by annexes with the related materials.

- **Annex 1 –** District-level background questionnaire, including a link to a Google Forms version and the full list of questions
- **Annex 2 –** Women's SSF Mapping Assessment Survey, including the link to the Enketo web forms version and a PDF version of the full survey
- **Annex 3 –** Introductory script with informed consent
- **Annex 4 –** PowerPoint slides for training

References

Kleiber, D., Frangoudes, K., Snyder, H.T., Choudhury, A., Cole, S.M., Soejima, K., Pita, C., Santos, A., Mcdougall, C., & Petrics, H. 2017. Promoting gender equity and equality through the Small-Scale Fisheries Guidelines: Experiences from multiple case studies. *In* S. Jentoft, R. Chuenpagdee, M.J. Barragán-Paladines, N. Franz, *The Small-Scale Fisheries Guidelines*, pp. 737-759. MARE Publication Series, vol 14. Cham, Switzerland, Springer.

North, D.C. 1990. *Institutions, institutional change and economic performance.* Cambridge, UK, Cambridge University Press.

World Bank. 2012. *Hidden harvest: The global contribution of capture fisheries*. Washington, D.C., World Bank Group.

Annex 1. District-level background questionnaire – women's small-scale fisheries mapping assessment

Google Form link: https://forms.gle/9eCW3kXzrGNQcTfc9

1. Country name: ______________________________

2. District name: ______________________________

3. What types of women's fisheries organizations are present in your district?
Check all that apply.

- o Union
- o Association
- o Community-based organization
- o Cooperative
- o Savings, credit, loan groups (who have a MAJORITY of members that are women working in the fisheries sector)
- o Subcommittee of the village fisheries governance body
- o Other: ______________________________

4. How many of each type of group (of those selected above) are present in the district?
Please write the type, name and number (e.g. Cooperatives: 4, Community-based organization: 2).

____

5. How many TOTAL women's fisheries organizations are present in the district?
This number should include all types of groups described above.

____

6. How do you know the number of women's fisheries organizations?
Describe how you were able to answer the above question (from where or whom did you get the information) and how confident you are of its accuracy.

____

7. What percentage of women who work in the fisheries sector (harvest and post-harvest) are members of an organized group in your district?

____

8. How do you know what percentage of women working in the fisheries sector are members of an organized group?
Describe how you were able to answer the above question (from where or whom did you get the information) and how confident you are of its accuracy.

____

Annex 2. Mapping assessment of women's small-scale fisheries organizations

See web form version (https://ee.humanitarianresponse.info/x/eXNem1ea) or below for the full survey.

S1: Survey information

Name of data recorder

Survey date

(DD/MM/YYYY)

(DD/MM/YYYY)

yyyy-mm-dd

Country

Region

Or equivalent highest administrative unit below the national-level

---

District

Or equivalent 2nd highest administrative unit below the national-level

---

Community

Welcome and thank them for coming. Introduce yourself and ask for group members to give brief introductions

◯ OK

Describe the survey purpose: "We are conducting a study to assess the status of women's organizations in small-scale fishers in select countries as part of a United Nations Food and Agriculture Organization project focused on empowering women in small-scale fisheries to improve feed security. The purpose of this research is to understand how women are currently organized in the fishing sector and what the capacities and needs of their organizations are. This study recognizes that women play diverse roles in fisheries along the value chain, especially in postharvest processing activities including value addition and trade of fish products. We are meeting with members of organizations like yours, to ask them questions about the structure and history of their group, how their works, and what their collective capacities and needs are. We are here to listen to your answers and experiences without judgment, so please feel free to answer the questions honestly. This survey will take around 1-1.5 hours. Your participation is voluntary. After this study is completed, the results will be made available as a report. The results of this research will inform project activities to empower women in the fishing sector through FAO project activities. Are there any questions for us before we begin the survey? With your consent, we will begin the survey."

◯ This group gives consent to proceed with survey

◯ Decline to be interviewed

Positions of group members present

- [ ] Chair person
- [ ] Vice chair
- [ ] Secretary
- [ ] Treasurer
- [ ] Other executive committee members
- [ ] Regular group member

S2: Organization type and status

Organization name

Type of water body where fishery-related activities occur.

- [ ] Freshwater lake
- [ ] River
- [ ] Coastal lagoon or estuary
- [ ] Marine coastal zone
- [ ] Other

Specify what other type of water body

Name of water body(s)

What is the scale of your organization (i.e., where are your members coming from)?

- ○ Village
- ○ Sub-county or traditional authority
- ○ District
- ○ Region
- ○ National
- ○ Other

Specify other for scale of the organization.

What type of organization best describes your group?

- ◯ Union
- ◯ Cooperative
- ◯ Community Based Organization
- ◯ Association
- ◯ Advocacy group
- ◯ Savings, credit and loan group (microfinance)
- ◯ Sub-committee of the village fisheries governance body (e.g. BVC, BMU)
- ◯ Other

Specify what other type of organization the group is.

Is your group formally registered?

- ◯ Yes
- ◯ No

Where is your group registered (i.e., what office)?

- ☐ Registrar general
- ☐ Ministry or Department of Cooperatives
- ☐ Ministry or Department of Fisheries
- ☐ Local Commerce Department
- ☐ Community Development Office
- ☐ Ministry of Trade
- ☐ Ministry of Justice
- ☐ Ministry of Social Welfare and Gender
- ☐ District local council
- ☐ Other

Specify what other office the group is registered with

Does your group have any of the following:	Yes	No	Don't know
Constitution or by-laws	◯	◯	◯
Bank account	◯	◯	◯
Executive committee	◯	◯	◯

Updated membership list ◯ ◯ ◯

Meeting records or minutes ◯ ◯ ◯

S3: History and objectives

What year did your group initially form?
Enter the year only

____

What year did your group formally become registered?
Enter the year or "0" if they are not registered

____

Who initially formed the group?

- ☐ Self-started by an individual
- ☐ Self-started by a group of community members
- ☐ Separated from another fisheries group
- ☐ Village fisheries governance body (e.g. BMU or BVC)
- ☐ Local council or chairperson
- ☐ District government
- ☐ Central government
- ☐ Academic institution
- ☐ NGO
- ☐ Development project
- ☐ National association for women in fisheries
- ☐ Other

Specify "other" for who formed the group.

____

» S3.2: Objectives

What is your group's main purpose or objective(s)?
Open ended space to record and summarize their response

____

What is your group's main purpose or objective(s)?

Categories to recode or assign their open-ended response to (can be done after data collection).

- [ ] Improve household welfare or livelihoods
- [ ] Social welfare or solidarity
- [ ] Better access or rights to natural resources (e.g. fish)
- [ ] Participate in formal fisheries management or decision-making
- [ ] Self-governance (i.e. controlling your own organization)
- [ ] Gender equality (e.g., in response to hardships women face)
- [ ] Access to outside financial support (e.g. external grants or loans)
- [ ] Saving money as a group and pool capital (i.e. greater purchasing power)
- [ ] Learning new skills and techniques for harvesting or processing
- [ ] Access to workspace or equipment (e.g. boats or processing tools)
- [ ] Environmental issues (e.g. resource scarcity or degradation)
- [ ] Expand trade and market access
- [ ] Greater visibility and support from the government
- [ ] Other

Specify "other" for objectives.

____

Has your group been successful at meeting its objectives?

The ones selected above.

- ○ Yes, we have met or made significant progress towards our original objectives
- ○ To some extent, we have made some progress towards our original objectives
- ○ No, we have not made progress towards our original objectives
- ○ Other

Specify what "other" means for objectives met.

____

Groups change over time as they develop and evolve to focus on different activities. What stage of collective action is your group primarily focused on?

I.e. What is your group focusing its energy on?

- ○ Initial formation or formalization as a group
- ○ Acting as a group to meet our initial, primary objectives
- ○ Acting as a group to meet new or secondary objectives
- ○ None of the above, the group exists but is inactive

S4: Rules

Does your group have any of the following rules? *Includes both formal written ruels and informal rules in use.*	Yes (working rule in-use)	Rule exists but isn't working or in-use	No
Rules for new members to join	◯	◯	◯
Rules for choosing leaders	◯	◯	◯
Rules for when leadership changes	◯	◯	◯
Rules to remove a member	◯	◯	◯

Who generally participates in the creation of the organization's internal rules?

- ☐ Executive members and general members
- ☐ Executive members only
- ☐ President or chairperson only
- ☐ the government
- ☐ Other

Specify who participates in rule creation.

____

How often do members pay their regular contributions to the group (i.e. follow the rules for membership fees)?

- ◯ Always
- ◯ Most of the time
- ◯ Half of the time
- ◯ Rarely
- ◯ Never
- ◯ NA (we do not require any membership fees)

How often does leadership change?

- ◯ Every 6 months
- ◯ Yearly
- ◯ Every 2 years
- ◯ Every 3 years
- ◯ Every 4 years
- ◯ Every 5 years or more
- ◯ NA (no rule)

S5: Membership

How many members did your group have when it first formed?
Enter the number only, estimate if needed.

____

How many TOTAL members does your group have currently?
Enter the number only.

____

How many of your group's current members are WOMEN?

____

How many of your group's current members are MEN?

____

How many current members are under the AGE of 35?
Estimate if needed.

____

What percentage of the group's members are actively engaged in the organization (conducting work, attending meetings)?
Help the group estimate (from 0-100%) what proportion of members are active.

0 | | | | | | | | | | 100

Is your group interested in growing in size and gaining new members?

- ◯ Yes
- ◯ No

Are you able to grow in size?

- ◯ Yes, we are actively adding new members and growing
- ◯ We want to grow, but can not find new members to join

Why is your group NOT interested in growing in size?

Is there a gendered division of labor within your group?

- ◯ Yes
- ◯ No

Describe the gendered division of labor within the group.
The different types of work done or roles played by men and women within the group.

S6: Communication

Do members share relevant information with the rest of the group? For instance, if one member attends a training, meeting, or workshop on behalf of the group, is this information typically shared?

- ◯ Always
- ◯ Most of the time
- ◯ Half the time
- ◯ Rarely
- ◯ Never

How is information one member gains on behalf of the group shared with the other members?

- ☐ Shared at regularly scheduled meetings
- ☐ A special meeting is called
- ☐ Face-to-face informally shared (outside of regular meetings)
- ☐ Written letters
- ☐ Text messages
- ☐ Phone calls
- ☐ Other

Describe the other way information is shared

Is information that is shared within the group communicated in a way that is accessible to all members?

- ◯ Accessible to ALL members
- ◯ Accessible to MOST members
- ◯ Accessible to HALF of members
- ◯ Accessible to LESS THAN HALF of members
- ◯ Information is NOT shared or made accessible to members

Why is the accessibility of information or information sharing an issue within the group?

- [ ] Lack of consistent administrative procedures governing information sharing
- [ ] Lack of accountability or enforcement of administrative procedures for information sharing
- [ ] Levels of literacy
- [ ] Access to technology (cell phones or network)
- [ ] Lack of trust
- [ ] Other

What other issue affects information sharing?

____

S7: Meetings

Does your group meet regularly to WORK together?
E.g. meeting to do processing and value addition activities, to harvest fish, or to maintain equipment.

- ( ) Yes
- ( ) No

How many days per month does your group normally meet to work together (i.e. for harvesting or processing)?
Enter a number only. E.g., if they meet every week, enter "4" or if they meet biweekly, enter "2".

____

Does your group meet for REGULAR planned meetings?
E.g. to address group business such as dividing money, discussing market changes, or weather.

- ( ) Yes
- ( ) No

How many times a year does your group meet for REGULAR planned meetings?
Enter a number only. E.g., if they meet every 6 months, enter "2".

____

Does your group hold GENERAL meetings?
E.g. to elect officials, review annual activities or reports, discuss long-term plans.

- ( ) Yes
- ( ) No

How many times a year does your group hold GENERAL meetings?
Enter a number only. E.g., If they meet every 6 months, enter "2".

____

S8: Collective assets and activities

» S8.1: Access to assets

Does your group (either the entire group or individual members) have access to land to use for your fishery activities?

- ◯ Yes
- ◯ No

How is land accessed for fishery activities?

- ☐ Collectively owned
- ☐ Collectively rented
- ☐ Individuals negotiate access to land separately
- ☐ Other

Does your group (either the entire group or individual members) have secure tenure rights to access fish resources?

- ◯ Yes
- ◯ No

How are tenure rights to fish resources accessed?

- ☐ Collectively owned rights
- ☐ Collectively rent access to tenure rights (e.g. permits)
- ☐ Individuals negotiate tenure access to resources separately (e.g. permits)
- ☐ Other

Does your group (either the entire group or individual members) have access to an office for its business activities?

- ◯ Yes
- ◯ No

How is office space accessed?

- ☐ Collectively owned
- ☐ Collectively rented
- ☐ Individuals negotiate access to office space separately
- ☐ Other

Does your group (either the entire group or individual members) have access to a secure workspace (e.g. for drying, processing, packaging, storing equipment)?

- ◯ Yes
- ◯ No

How is secure workspace accessed for fishery-related activities?

- [ ] Collectively own workspace
- [ ] Collectively rent workspace
- [ ] Individuals negotiate workspace access separately
- [ ] Other

Does your group (either the entire group or individual members) have access to dry storage space for keeping value-added fish products (e.g. sun-dried, fried, or smoked and packaged fish)?

- ○ Yes
- ○ No

How is dry storage space accessed for keeping value-added fish products?

- [ ] Collectively own dry storage space
- [ ] Collectively rent dry storage space
- [ ] Individuals negotiate access to dry storage space separately
- [ ] Other

Does your group (either the entire group or individual members) have access to cold storage space (e.g. coolers with ice or electricity) for keeping fresh fish?

- ○ Yes
- ○ No

How is cold storage space accessed to keep fresh fish?

- [ ] Collectively own cold storage
- [ ] Collectively rent cold storage
- [ ] Individuals negotiate access to cold storage space separately
- [ ] Other

Does your group (either the entire group or individual members) have access to a market stall or shop for selling fish products?

- ○ Yes
- ○ No

How is a market stall or shop accessed?

- [ ] Collectively owned stall or shop
- [ ] Collectively rented stall or shop
- [ ] Individuals negotiate access to market stalls or shops
- [ ] Other

Does your group (either the entire group or individual members) have access to raised drying racks for drying fish?

- ◯ Yes
- ◯ No

How are raised drying racks accessed?

- ☐ Collectively owned
- ☐ Collectively rented
- ☐ Individuals negotiate access separately
- ☐ Other

Does your group (either the entire group or individual members) have access to a smoking kiln to smoke fish?

- ◯ Yes
- ◯ No

How are smoking kilns accessed?

- ☐ Collectively owned
- ☐ Collectively rented
- ☐ Individuals negotiate access separately
- ☐ Other

Does your group (either the entire group or individual members) have access to any other post-harvest processing equipment used to make value-added fish products (e.g. cooking pots, wash basins, packaging equipment, processing machinery)?

Applies to equipment not already mentioned above (NOT raised drying racks or smoking kiln)

- ◯ Yes
- ◯ No

How is other post-harvest processing equipment accessed?

- ☐ Collectively owned
- ☐ Collectively rented
- ☐ Individuals negotiate access separately
- ☐ Other

Does your group (either the entire group or individual members) have access to a vehicle (e.g. car or truck) for transporting fish or fish products?

- ◯ Yes
- ◯ No

How is a vehicle for transporting fish/fish products accessed?

- [ ] Collectively owned
- [ ] Collectively rented/hired
- [ ] Individuals negotiate access separately
- [ ] Other

Does your group (either the entire group or individual members) have access to a motorbike for transporting fish or fish products?

- ○ Yes
- ○ No

How is a motorbike(s) accessed for transporting fish/fish products?

- [ ] Collectively owned
- [ ] Collectively rented/hired
- [ ] Individuals negotiate access separately
- [ ] Other

Does your group (either the entire group or individuals) have access to a bicycle, push-trike/push-cart for transporting fish or fish products?

- ○ Yes
- ○ No

How is a bicycle or push-trike accessed for transporting fish/fish products?

- [ ] Collectively owned
- [ ] Collectively hired
- [ ] Individuals negotiate access separately
- [ ] Other

Does your group (either the entire group or individual members) have access to fishing equipment?

- ○ Yes
- ○ No

How is fishing equipment accessed?

- [ ] Collectively owned
- [ ] Collectively rented
- [ ] Individuals negotiate access separately
- [ ] Other

Does your group (either the entire group or individual members) have access to a fishing boat?

- ◯ Yes
- ◯ No

How is a fishing boat accessed?

- ☐ Collectively owned
- ☐ Collectively rented
- ☐ Individuals negotiate access separately
- ☐ Other

Does your group (either the entire group or individual members) have access to a boat engine (e.g. outboard motor)?

- ◯ Yes
- ◯ No

How is a boat engine accessed?

- ☐ Collectively owned
- ☐ Collectively rented
- ☐ Individuals negotiate access separately
- ☐ Other

» S8.2: Division of labor and activities along the value chain

What steps in the fisheries value chain does your group represent (i.e. are the majority of the members engaged in)?

- ☐ Pre-harvest (e.g. mending gear or equipment, cleaning boats, preparing meals for fishermen)
- ☐ Harvesting (fishing, gleaning, or aquaculture)
- ☐ Processing
- ☐ Trading

How does your group conduct their pre-harvest work?

- ◯ Individially
- ◯ Collectively
- ◯ Both

How do group members harvest fish resources?	Individually	Collectively	Both	NA
Fishing or gleaning on foot	◯	◯	◯	◯
Fishing from a boat	◯	◯	◯	◯
Aquaculture	◯	◯	◯	◯

How do group members conduct fish processing activities?	Individually	Collectively	Both	NA
Drying fish	◯	◯	◯	◯
Smoking fish	◯	◯	◯	◯
Packaging	◯	◯	◯	◯

How do group members conduct fish trading activities?	Individually	Collectively	Both	NA
Transporting products	◯	◯	◯	◯
Trade	◯	◯	◯	◯

» S8.3: All fish and aquatic species

What types of fish does your group work with (including harvest, process or trade)?

- ☐ Small pelagics
- ☐ Medium or large pelagics
- ☐ Demersal fish (e.g. tilapia or Nile perch)
- ☐ Reef fish
- ☐ Invertebrates
- ☐ Other

What other type of aquatic resource does your group work with?

____

Which value chain activities does your group do with small pelagics?

- ☐ Fishing
- ☐ Aquaculture
- ☐ Processing
- ☐ Trade

Which value chain activities does your group do with medium or large pelagics?

- ☐ Fishing
- ☐ Aqauculture
- ☐ Processing
- ☐ Trade

What value chain activities does your group do with demersal fish?

- [ ] Fishing
- [ ] Aquaculture
- [ ] Processing
- [ ] Trade

Which value chain activities does your group do with reef fish?

- [ ] Fishing
- [ ] Aquaculture
- [ ] Processing
- [ ] Trade

Which value chain activities does your group do with invertebrates?

- [ ] Fishing
- [ ] Aquaculture
- [ ] Processing
- [ ] Trade

Which value chain activities does your group do with "other" aquatic resource types?

- [ ] Fishing
- [ ] Aquaculture
- [ ] Processing
- [ ] Trade

» S8.4: Primary species ranked by importance to group income

PRIMARY fishery activity: What type of fishery resource is the most important for the group's (or group member's) income?
Includes all productive activities (e.g. harvesting and/or post-harvesting activities)

- ○ Small pelagics
- ○ Medium or large pelagics
- ○ Demersal fish (e.g. tilapia or Nile perch)
- ○ Reef fish
- ○ Invertebrates
- ○ Other

Describe what type of fishery resource for "other"

____

PRIMARY fishery activity: List the SPECIES (vernacular name) and what value added PRODUCTS are sold for the resource type selected above.

E.g., Tilapia smoked, Tilapia sun-dried

PRIMARY: How is this resource accessed by the group/group members?

- ☐ Harvested ourselves (individually or as a group)
- ☐ Harvested by a crew we hire
- ☐ Bought from fishermen
- ☐ Bought from middle-men or traders
- ☐ Bought from wholesalers
- ☐ Other

PRIMARY: Describe other access

PRIMARY: Where does your group/group members primarily sell these products (described above)?

- ☐ Local market in the area
- ☐ Local market that is far-away (more than 2 hours travel)
- ☐ Medium or large market (in the country)
- ☐ Regional market (outside the country)
- ☐ Middlemen
- ☐ Tourists or hotels
- ☐ Local food vendors
- ☐ National processing or export company
- ☐ Foreign processing or export company
- ☐ Other

Specify "other" outlet for selling primary fishery products

» S8.5: Secondary species ranked by importance to group income

SECONDARY fishery activity: What type of fishery resource is the second most important for the group's (or group member's) income?

Includes all productive activities (e.g. harvesting and/or post-harvesting activities)

- ◯ Small pelagics
- ◯ Medium or large pelagics
- ◯ Demersal fish (e.g. Tilapia, Nile perch, grouper)
- ◯ Reef fish
- ◯ Invertebrates
- ◯ Other
- ◯ NA (none)

SECONDARY fishery activity: List the SPECIES (vernacular name) and what value added PRODUCTS are sold for the resource type selected above.

E.g., Tilapia smoked, Tilapia sun-dried

SECONDARY: How is this resource accessed by the group/group members?

- ☐ Harvested ourselves (individually or as a group)
- ☐ Harvested by a crew we hire
- ☐ Bought from fishermen
- ☐ Bought from middle-men or traders
- ☐ Bought from wholesalers
- ☐ Other

SECONDARY: Describe other access

SECONDARY: Where does your group/group members primarily sell these products?

- ☐ Local market in the area
- ☐ Local market that is far-away (more than 2 hours travel)
- ☐ Medium or large market (in the country)
- ☐ Regional market (outside the country)
- ☐ Middle men
- ☐ Tourists or hotels
- ☐ Local food vendors
- ☐ Foreign processing or export company
- ☐ National processing or export company
- ☐ Other

Specify "other" outlet for sale for secondary products

» S8.6: Tertiary species ranked by importance to group income

What type of resource is the THIRD most important for the group's (or group member's) income?

- ◯ Small pelagics
- ◯ Medium or large pelagics
- ◯ Demersal fish (e.g. Tilapia, Nile perch, grouper)
- ◯ Reef fish
- ◯ Invertebrates
- ◯ Other
- ◯ NA (none)

Describe third most important resource type for "other"

THIRD most important fishery activity: List the SPECIES (vernacular name) and what valueadded PRODUCTS are sold for the resource type selected above.

THIRD most important: How is this fishery resource accessed by the group/group members?

- ☐ Harvested ourselves (individually or as a group)
- ☐ Harvested by a crew we hire
- ☐ Bought from fishermen
- ☐ Bought from middle-men or trader
- ☐ Bought from wholesalers
- ☐ Other

Describe "other" access for tertiary fishery products

THIRD most important: Where does your group/group members primarily sell these products?

- [ ] Local market in the area
- [ ] Local market that is far-away (more than 2 hours travel)
- [ ] Medium or large market (in the country)
- [ ] Regional market (outside the country)
- [ ] Middle men
- [ ] Tourists or hotels
- [ ] Local food vendors
- [ ] Foreign processor or export company
- [ ] National processor or export company
- [ ] Other

Specify "other" outlet for selling tertiary fishery products.

» S8.7: Non-fishery productive group activities

NON-FISHERY group activities: List any other group productive activities (e.g. income-earning) that are not fishery-related that your organization is engaged in. (This refers only to group-level activities, NOT individual livelihood activities, UNLESS the group is a VLSA/rotating savings and credit group, in which case they can include productive activities that the MAJORITY of the members are engaged in to increase savings).

E.g. weaving mats, making brooms, making soap. Enter "NA" for none.

» S9: Processing procedures

In post-harvest processing, how are fish sun-dried?

- [ ] Directly on the sand or ground
- [ ] On the ground on tarps or cloth
- [ ] On rocks
- [ ] Raised open racks
- [ ] Raised covered racks
- [ ] NA (nothing is dried)

What are the main problems your group experiences in relation to sun-drying fish?

- [ ] Post-harvest loss due to rain
- [ ] Post-harvest loss due to animals or pests
- [ ] Theft
- [ ] Cold storage space (for fresh fish before drying)
- [ ] Dry storage space (for storing value-added products)
- [ ] Lack of access to improved drying racks
- [ ] Other
- [ ] None (no problems)

Describe the "other" problem experienced in sun-drying.

How does your group smoke fish?

- [ ] Traditional kiln
- [ ] Improved technology
- [ ] NA (no smoking is done)

What are the main problems your group members experience in relation to smoking fish?

- [ ] Access to fuel-wood or price of fuel
- [ ] Lack of access to improved oven technology
- [ ] Consistency of product quality
- [ ] Negative health effects from smoke (e.g. eyes or lungs)
- [ ] Cold storage (for fresh fish before smoking)
- [ ] Dry storage (for storing value-added products)
- [ ] Competition for access to fresh fish for smoking
- [ ] Other
- [ ] None (no problems)

Describe the "other" issue related to smoking fish.

S10: Finances

How are profits allocated?

- ◯ All profits go to the group account first (distributed to individuals at a later time)
- ◯ Individual members keep profits and REGULARLY contribute to the group account
- ◯ Individual members keep profits and only contribute to group account AS NEEDED
- ◯ Other

Describe the "other" model for allocating profits

What are your group's sources of income (i.e. how are group expenses covered)?

- ☐ Regular member contributions (dues or percentage of individual's sales)
- ☐ Members contributing as needed to cover group expenses
- ☐ Sale of fishery products by the organization
- ☐ Another non-fishery related commercial activity
- ☐ External grants and loans
- ☐ Other

Describe the "other" source of income.

Has your group received any GRANTS in the last 5 years?

- ◯ Yes
- ◯ No

Who provided the grant?

- ☐ Fisheries department
- ☐ Government (non-fisheries)
- ☐ NGO
- ☐ Academia
- ☐ Commercial bank
- ☐ Microfinance institution
- ☐ Village savings and loan association
- ☐ Other

Decscribe the other source of the grant.

Has your group received any SOFT LOANS in the last 5 years?

- ○ Yes
- ○ No

Who provided the soft loan?

- ☐ Fisheries department
- ☐ Government (non-fisheries)
- ☐ NGO
- ☐ Academia
- ☐ Commercial bank
- ☐ Microfinance institution
- ☐ Village savings and loan association
- ☐ Other

Decribe the other source of the soft loan.

Has your group received any REGULAR LOANS (e.g. collateral backed) in the last 5 years?

- ○ Yes
- ○ No

Who provided the regular loan?

- ☐ Fisheries department
- ☐ Government (non-fisheries)
- ☐ NGO
- ☐ Academia
- ☐ Commercial bank
- ☐ Microfinance institution
- ☐ Other

Describe the other source of the regular loan.

Has your group received any SUBSIDIES or COST-SHARING assistance in the last 5 years?

- ○ Yes
- ○ No

Who provided the subsidized assistance?

- [ ] Fisheries department
- [ ] Government (non-fisheries)
- [ ] NGO
- [ ] Academia
- [ ] Commercial bank
- [ ] Microfinance institution
- [ ] Other

Describe other for the source of subsidies or cost-sharing assistance.

Has your group received any IN-KIND or in-gratis support (e.g. donations of goods or services) in the last 5 years?

- ○ Yes
- ○ No

Who provided the in-kind support?

- [ ] Fisheries department
- [ ] Government (non-fisheries)
- [ ] NGO
- [ ] Academia
- [ ] Commercial bank
- [ ] Microfinance institution
- [ ] Other

Describe the other institution that provided the in-kind support.

Is the group financially self-sufficient?

Select the description that best describes the group's degree of financial dependence on outside sources such as the government or NGOs.

- ○ Completely dependent on outside financial support
- ○ Somewhat dependent on outside financial support
- ○ Fully financially independent and self-sufficient
- ○ Other

Describe "other" for degree of financial sufficiency.

Are the group's financial records and accounts made accessible to regular members for review?

- ◯ Yes
- ◯ No
- ◯ Other

Describe "other" for members access to financial accounts.

S11: Benefits

Do members receive any of the following benefits through their group membership?	Yes	No
Technical training or knowledge	◯	◯
Access to individual loans/credit from the group	◯	◯
Social support (e.g. help covering expense of funerals or illness)	◯	◯
Facilities or workspace	◯	◯
Equipment	◯	◯
More empowerment or respect	◯	◯
A voice to engage in decision-making	◯	◯
Market access	◯	◯
Better access to fish	◯	◯
Better access to inputs (packaging, spices, fuel)	◯	◯
Other benefits	◯	◯

Describe "other" benefits (if selected above).
Leave blank if NA

S12: Capacity

What is your group's main strength? (A quality or characteristic of the group).
List only the most important one.

What is your group's main achievement? (A concrete activity or example of an accomplishment).
List only the most important one.

S13: Barriers

For each of the following issues, describe whether or not this is currently an INTERNAL barrier or challenge for your group. *By 'internal' we mean factors that are determined by the organization and its members.*	Big challenge	Smaller challenge	Not a challenge
Shared objectives	◯	◯	◯
Commitment of members	◯	◯	◯
Internal communication	◯	◯	◯
Leadership skills	◯	◯	◯
Conflict resolution	◯	◯	◯
Equipment	◯	◯	◯
Storage space	◯	◯	◯
Market linkages	◯	◯	◯

For each of the following issues, describe whether or not this is currently an EXTERNAL barrier for your group. *By 'external' we mean factors in the local environment and political context in which the group operates which may affect the group's ability to function.*	Big challenge	Smaller challenge	Not a challenge
Formal registration	◯	◯	◯
Quality of natural resources/availability of fish	◯	◯	◯
Illegal fishing	◯	◯	◯
Government support	◯	◯	◯
Enabling political environment in the village	◯	◯	◯
Access to outside credit or loans	◯	◯	◯
Access to formal market spaces	◯	◯	◯
Landing site infrastructure	◯	◯	◯
Attitudes of discrimination towards women or harassment	◯	◯	◯

S14: External linkages

Is your group a member of a regional or national umbrella organization or wider platform?

- ◯ Yes
- ◯ No

What regional or national organization(s) is your group a member of? List the name of the group and level the group operates at (e.g., national, regional).

____

Has your group benefited from this connection to a wider organization (e.g. national platform or umbrella group)?

- ◯ Yes
- ◯ No

Describe how your group has benefited from being a member of a wider organization.

____

Describe why your group has NOT benefited from being a member of a wider organization.

____

Do you think it would it be beneficial for your group to join a wider organization (e.g. a national platform or umbrella group)?

- ◯ Yes
- ◯ No

Has your group or group members participated in a learning exchange with another women's organization or fisherfolk group(s)?

- ◯ Yes
- ◯ No

Is your group in regular contact with other women's organizations or fisherfolk group(s)?
Through meetings or informal discussions with other groups about fishing, business, regulations, etc.

- ◯ Yes
- ◯ No

Has your group participated in any of the following fisheries management or governance activities?

- ☐ Formal fisheries governance consultation or decision-making process
- ☐ Monitoring or surveillance of fishing areas or regulations
- ☐ Study of fish stocks (e.g. recording length/weight measurements)
- ☐ Study of alternative fishing methods or technologies
- ☐ Study of alternative processing methods or technologies
- ☐ Other activity
- ☐ None (this group has NOT participated in any governance activities)

Describe the "other" management activity.

____

Are technical government officers (CDOs or DFOs) in contact to provide technical outreach services or support to your group? I.e., do they contact your group to listen and provide support?	Regularly (once a season or more)	Less regularly (1-2 times a year)	No contact
Phone contact with your group	○	○	○
Field visits to your group	○	○	○
Invite your group to attend meetings or trainings	○	○	○

How would you want government officers to contact your group and provide technical support and extension services? Through:

- ☐ Phone calls
- ☐ Field visits
- ☐ Invite us to their meetings or for trainings
- ☐ Other

Describe the "other" way your group would like to receive government contact and technical support.

____

Does your group provide any regular or annual reports on group activities to government departments or ministries?

- ○ Yes
- ○ No
- ○ Other

Describe the "other" requirements for reporting to technical government officers.

____

S15: Training

Has your group received ANY kind of formal technical trainings?

- ○ Yes
- ○ No

Has your group received financial management training?

Book keeping, accounting, business planning, transparency

- ○ Yes
- ○ No

Who provided financial management training?

- [ ] Fisheries Department
- [ ] Government (any other department)
- [ ] NGO
- [ ] Academia
- [ ] Other

Has your group been able to use the knowledge from the financial management training and put it into practice?
i.e. has the information from the training been useful and applied to improve your group?

- ○ Successfully put this training into practice
- ○ Tried to apply training but were unsuccessful
- ○ Did not try apply the training

Has your group received administrative training?
Record keeping, how to run meetings, leadership.

- ○ Yes
- ○ No

Who provided administrative training?

- [ ] Fisheries Department
- [ ] Government (any other department)
- [ ] NGO
- [ ] Academia
- [ ] Other

Has your group been able to use the knowledge from the administrative training and put it into practice?
i.e. has the information from the training been useful and applied to improve your group?

- ○ Successfully put this training into practice
- ○ Tried to apply the training but were unsuccessful
- ○ Did not try apply the training

Has your group received any harvest-related technical training?
On harvest techniques, gear, regulations.

- ○ Yes
- ○ No

Who provided the harvest-related training?

- ☐ Fisheries Department
- ☐ Government (any other department)
- ☐ NGO
- ☐ Academia
- ☐ Other

Has your group been able to use the knowledge from the harvest-related training and put it into practice?
i.e. has the information from the training been useful and applied to improve your group?

- ◯ Successfully put the training into practice
- ◯ Tried to apply the training but unsuccessful
- ◯ Did not try to apply the training

Has your group received any processing-related technical training?
Value addition techniques, safety and food handling, packaging

- ◯ Yes
- ◯ No

Who provided the processing-related technical training?

- ☐ Fisheries Department
- ☐ Government (any other department)
- ☐ NGO
- ☐ Academia
- ☐ Other

Has your group been able to use the knowledge from the processing-related training and put it into practice?
i.e. has the information from the training been useful and applied to improve your group?

- ◯ Successfully put the training into practice
- ◯ Tried to apply the training but were unsuccessful
- ◯ Did not try to apply the training

Has your group received any marketing training?
How to access markets, how to promote products, price information.

- ◯ Yes
- ◯ No

Who provided the marketing training?

- [ ] Fisheries Department
- [ ] Government (any other department)
- [ ] NGO
- [ ] Academia
- [ ] Other

Has your group been able to use the knowledge from the marketing training and put it into practice?
i.e. has the information from the training been useful and applied to improve your group?

- ◯ Successfully put the training into practice
- ◯ Tried to apply the training but were unsuccessful
- ◯ Did not try to apply the training

Has your group received any environmental awareness or resource conservation training?
Related to preserving resources, protected areas, climate change , or natural disasters.

- ◯ Yes
- ◯ No

Who provided the environmental awareness or resource conservation training?

- [ ] Fisheries Department
- [ ] Government (any other department)
- [ ] NGO
- [ ] Academia
- [ ] Other

Has your group been able to use the knowledge from the environmental training and put it into practice?
i.e. has the information from the training been useful and applied to improve your group?

- ◯ Successfully put the training into practice
- ◯ Tried to apply what we learned in the training but were unsuccessful
- ◯ Did not try to apply the training

Has your group received any gender-related training?
Empowerment, sensitization, anti-discrimination.

- ◯ Yes
- ◯ No

Who provided the gender-related training?

- ☐ Fisheries Department
- ☐ Government (any other department)
- ☐ NGO
- ☐ Academia
- ☐ Other

Has your group been able to use the knowledge from the gender training and put it into practice?
i.e. has the information from the training been useful and applied to improve your group?

- ○ Successfully put the training into practice
- ○ Tried to apply what we learned in the training but were unsuccessful
- ○ Did not try to apply the training

If the group was unsuccessful at applying or did not attempt to apply knowledge from ANY of the above trainings they received, describe WHY.
Enter NA if group experienced no issues.

____

What is the highest priority need to strengthen your organization's capacity to do its work?
List only one and include descriptive detail.

____

S16: Contact information (to follow-up with groups if needed)

Primary contact person's name, position, and phone number

____

Secondary contact person's name, position and phone number

____

Email contact for group

____

Space to record any additional or final comments from the group.

____

Space for enumerator or data recorder to note any of their own comments about the group, the interview, or the surrounding context.

____

Record your current location

latitude (x.y °)

longitude (x.y °)

altitude (m)

accuracy (m)

Annex 3. Introductory script

The script should be updated and adapted by the national project coordinator to suit the national context and intended application of the results of the mapping assessment. Below are the steps to introduce the survey and a sample script.

- Welcome everyone and thank them for coming.
- Introduce each member of the research team and allow group members to introduce themselves.
- Describe the scope of the study, the types of questions that will be asked, what the results will be used for, and their rights as participants:

Introductory script: "We are conducting a study to assess the status of women's organizations in small-scale fishers in [Country X] as part of a project of the Food and Agriculture Organization of the United Nations (FAO) focused on empowerment women in small-scale fisheries. The purpose of this research is to understand how women are currently organized in the fishing sector and what the capacities and needs of their organizations are. This study recognizes that women play diverse roles in fisheries along the value chain, especially in postharvest processing activities including value addition and trade of fish products. We are meeting with members of organizations like yours, to ask them questions about the structure and history of their group, how the group conducts their collective activities, and what are the group's capacities and needs. We are here to listen to your answers and experiences without judgment, so please feel free to answer the questions honestly. This survey will take around 1 hour and a maximum of two hours and your participation is voluntary. You can ask to skip any question you do not wish to answer or stop the survey at any time if you no longer wish to participate. After this study is completed, the results will be made available as a report and through an in-person feedback meeting [*update with specifics if this is scheduled*]. The results of this research will [*update with intended project outputs/goals*]. Are there any questions for us before we begin the survey? (*Respond to any questions*). Would you like to participate in this survey? (*Record their response and proceed if 'yes'*)."

Annex 4. PowerPoint presentation for training

Food and Agriculture Organization of the United Nations

Women's Small-scale Fishery (SSF) Organizations MAPPING ASSESSMENT

DATA COLLECTION TRAINING

Food and Agriculture Organization of the United Nations

Objectives of this training

<u>This training is designed for primary data collectors and covers:</u>

a) Overview of the study (purpose, aims, and methods)

b) Survey scope

c) Review of the workplan for data collection

d) Step-by-step guidance for how to schedule and facilitate surveys

e) A detailed overview of the survey questions and response options

f) How to save and upload completed surveys

PROJECT OVERVIEW

"Empowering women in small-scale fisheries for sustainable food systems"

- Aim: To support small-scale fisheries with a special focus on empowering women.
- Funding:
- Goals:
  - Raise awareness about the importance of small-scale fisheries for food security, nutrition, and poverty eradication.
  - Work to help individuals and small businesses, professional organizations and cooperatives build and improve skills and capacity in their work.

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STUDY OVERVIEW: Methods

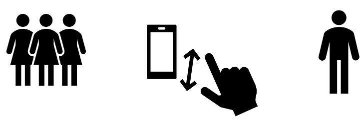
How can we ***enhance capacity*** *of women's businesses, professional organizations and cooperatives?*

- Ask questions and listen, use the feedback to design interventions.

Methods and Data Collection

- Primary data collection using a survey of **existing women's fishery organizations** to understand *why* groups formed, *how* they are functioning, and *what* their current strengths, barriers, and needs are.

Method:



2-3 interviewees/participants + smart phone or tablet + 1 enumerator

- To complete a survey, one member of the data collection team (the enumerator) meets with two to three representatives from one women's SSF group. The interviewees will be asked to answer questions about group-level characteristics (i.e., not characteristics of the individual women themselves but about **their group**) and the enumerator records their answers.

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DATA COLLECTION: Inclusion critera

Who is eligible to be included in the study?

This is a study of women's SSF groups or organizations. To be included, groups must:

- **Identify as an organization**, whether formally registered or informal.
- **Group membership is majority women** (i.e., greater than 50% women).
- **Women are an active part of the organization's leadership** (i.e., most leaders are women, and women who are leaders have real power).
- **Most (more than 50%) of group members are engaged in capture fishing and related fishing activities** including fish processing and trade. *This criterion is especially relevant to Village Savings and Loan Associations.*

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Work plan and sample size

Province	District	Total number of communities	Number of communities to survey	Total estimated number of women's SSF groups	Target number of women's groups to be surveyed	Sample size calculation used
Province 1	District 1	4	2	25	8	30%
	District 2	6	3	15	6	40%
Province 2	District 3	5	2	10	6	60%
	District 4	3	1	7	7	100%
	District 5	10	4	35	11	30%
	Total	**28**	***12***	**92**	***38***	41% average

To be completed based on country details and background questionnaire results (e.g., estimated number of women's SSF groups in each district)

DATA COLLECTION: Survey logistics and facilitation

To successfully arrange for and conduct surveys with each group, complete the following steps:

- Contact organizations for surveys: Designate oner person who is responsible for making direct contact with women's organizations by phone or in person to arrange for the correct number of interviews. **Ensure that the correct types of groups** (i.e., groups that meet the inclusion criteria presented earlier) are contacted, especially when relying on intermediary local contacts to arrange for surveys.
  - Set a date, time, and location for each survey: Arrange a day, time, and location for each planned survey. Each interview can take up to 1.5 hours. Schedule interviews allowing for at least 2 hours between interviews (or more time if travel between locations is necessary).
- Arrange for interviewees: Ask for **2-3 members from an organization** (e.g., 2-3 individuals from the *same* organization) to be present for each scheduled survey. Participants should come from a **mix of executive committee members** and **regular group members** and should include members who are **knowledgeable about the group's history**. The group members discuss and answer the questions.

2-3 representatives from the same group = **One survey**

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DATA COLLECTION: Facilitating the survey

Below are the steps that need to be taken to **successfully complete a survey** and accurately record data. We will review the steps for facilitating surveys first (listed below) and then review the survey questions.

- Introduction to the survey: At the start of each survey, data collectors should introduce themselves, ask the interviewees to introduce themselves
    - Read the introductory script which is included the first section of the survey.
  - Complete survey questions and record each answer: Go through the questionnaire with the group, allowing time for discussion among participants as needed and time to accurately record their responses.
  - At the end of the survey, thank participants for their time and excuse them while the numerator records their final notes and location of the survey (the questions in the final section "End of survey").
- Save completed form: In KoBoCollect, **select "Save Form and Exit"** but ensure that you ***uncheck*** **the box** that says, **"Mark as Finalized".** This will save the form but allows the enumerator to review and edit the form later before they finalize and upload it to the server (steps covered later).

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SURVEY QUESTIONS: Kobo forms

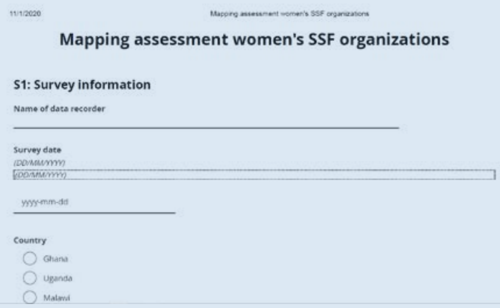
Now we will review all survey questions in detail, ensuring that everyone understands:

- The meaning of the question
- The meaning of the different response options
- The response styles (check-all, multiple choice, etc.)
- Principles of survey facilitation (e.g., probing)

Participants should have a phone or tablet with Kobo collect loaded to review in-hand or a paper copy.

Now, we will go through the survey, question by question as group. Please ask any questions you have as we go.

Sample view of survey


11/1/2020 Mapping assessment women's SSF organizations

Mapping assessment women's SSF organizations

S1: Survey information

Name of data recorder

Survey date
(DD/MM/YYYY)

yyyy-mm-dd

Country
- Ghana
- Uganda
- Malawi

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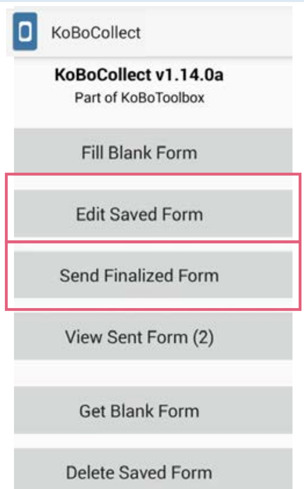
DATA COLLECTION: Checking data quality & entry

How to check data quality and finalize forms

- At the end of each day of data collection, **select "Edit Saved Form"** on the Kobocollect main screen and visually check each saved survey for completeness. Especially for 'fill in the blank' style responses, ensure that the responses are detailed enough and will be understandable to someone who was **not** present for the survey.
  - Make any corrections or follow-up as needed to ensure each survey is complete and accurate.
  - After checking each survey, the form can be **"Marked as Finalized".**
- Uploading completed surveys to the server: When you are in a location with good connectivity and are ready to send the completed forms to the server (i.e., after marking all saved forms as finalized), select **"Send Finalized Form"** and either choose "**Select all"** at the bottom left hand of the screen or manually check the forms you are ready to send individually, then tap **"Send Selected".**




Food and Agriculture Organization
of the United Nations
THANK YOU

Globally, women perform essential work throughout small-scale fisheries (SSF) food systems, yet much of this work is overlooked. Where women are not seen or acknowledged as important actors in fish value chains, they remain underrepresented in or excluded from formal governance processes and have limited say in decision-making. This lack of visibility hinders women's equal access to needed extension services and assets, such as credit and technology. Forming organizations (e.g., associations, cooperatives, savings, and credit groups) is one means of adapting to gender-specific challenges women face in the sector. Recent high-level commitments outline achieving women's full and effective participation in decision-making and leadership as global governance goals. For example, the dedicated chapter on gender in the Voluntary Guidelines for Securing Sustainable Small-scale Fisheries in the Context of Food Security and Poverty Eradication (SSF Guidelines) encourages women's participation in fisheries organizations and their inclusion in monitoring and implementation. In addition, Sustainable Development Goal (SDG) 5 on gender equality includes a target on ensuring women's full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic, and public life. But while enhanced access to organizations and decision-making spaces for women is critical for achieving global goals, current research on women's SSF organizations is lacking, leaving gaps in our understanding of existing barriers and opportunities to affect change.

This handbook gives an overview of a methodological approach for mapping and assessing the needs of women's SSF organizations, defined as formal and informal organizations engaged in fisheries activities (including pre-harvest, harvest, or post-harvest processing and trade) whose leaders and members are majority women. This handbook was developed as part of a broader initiative, "Empowering women in SSF for sustainable food systems," through funding provided by the Norwegian Agency for Development Cooperation (NORAD) to the Food and Agriculture Organization of the United Nations (FAO), initially implemented in Ghana, Malawi, Sierra Leone, Uganda and United Republic of Tanzania. More detailed applications of the methodology at country level are also available.

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