



The Oceans and Fisheries Partnership (USAID Oceans)

# GENDER ANALYSIS IN THE FISHERIES SECTOR: GENERAL SANTOS AREA, PHILIPPINES

Submission Date: August 15, 2017

Submitted by: NATIONAL NETWORK ON WOMEN IN FISHERIES IN THE PHILIPPINES, INC. (WINFISH)

USAID Contract Number AID-486-C-15-00001

Subcontract Reference Number: Tetra Tech -WIF -1084-001

Contract Period: December 19, 2016 to June 30, 2017

COR Name: Cristina Vélez Srinivasan

This document was produced for review and approval by the United States Agency for International Development/Regional Development Mission for Asia (USAID/RDMA).

# TABLE OF CONTENTS

|   |           |
|---|-----------|
| <b>List of Figures</b>  | <b>4</b>  |
| <b>List of Tables</b>   | <b>5</b>  |
| <b>List of Annexes</b>  | <b>6</b>  |
| <b>Acronyms and Abbreviations</b>   | <b>7</b>  |
| <b>Local Terms Cited in the Report</b>                                      | <b>8</b>  |
| <b>Executive Summary</b>  | <b>9</b>  |
| <b>I Introduction</b>   | <b>15</b> |
| 1.1 Background and Context  | 15        |
| 1.2 Objectives  | 16        |
| 1.3 Organization of the Report  | 16        |
| <b>2 Methodology</b>  | <b>18</b> |
| 2.1 Study Sites   | 18        |
| 2.2 Research Design   | 20        |
| 2.2.1 Secondary Data Collection   | 20        |
| 2.2.2 Scoping and Pocket Meeting with Stakeholders                          | 20        |
| 2.2.3 Inception Meeting and Value Chain Mapping Workshop                    | 21        |
| 2.2.4 Survey  | 22        |
| 2.2.5 Focus Group Discussion  | 25        |
| 2.2.6 Key Informant Interview   | 26        |
| 2.2.7 Gender Resource Mapping   | 27        |
| 2.2.8 Validation Workshop   | 27        |
| 2.3 Analytical Method   | 28        |
| 2.4 Limitations and Challenges  | 30        |
| <b>3 The Tuna Industry in the Philippines</b>                               | <b>31</b> |
| 3.1 The Fisheries Sector  | 31        |
| 3.1.1 Fisheries Production in the Philippines                               | 31        |
| 3.1.2 Fisheries Exports   | 32        |
| 3.2 Philippine Tuna Industry  | 33        |
| 3.2.1 Tuna Resources in the Country   | 33        |
| 3.2.2 Tuna Production in the Philippines                                    | 34        |
| 3.2.3 Tuna Fishing Methods  | 35        |
| 3.2.4 Tuna Fishing Outside Philippine EEZ                                   | 36        |
| 3.2.5 Tuna Production in General Santos City                                | 37        |
| 3.2.6 Tuna Post-harvest and Related Industries                              | 38        |
| 3.2.7 Supply Chain of Tuna Production in the Philippines                    | 39        |
| 3.3 Gender in the Philippine Tuna Industry                                  | 40        |
| <b>4 Results</b>  | <b>42</b> |
| 4.1 The Gendered Tuna Value Chain of General Santos City and Sarangani Bay  | 42        |
| 4.1.1 Municipal Fishers   | 42        |
| 4.1.2 Handline Fishers  | 44        |
| 4.1.3 Purse Seine Fishers   | 46        |
| 4.2 Actors in the Tuna Value Chain of General Santos City and Sarangani Bay | 48        |
| 4.2.1 The Municipal Fishers   | 48        |
| 4.2.1.1 Socio-demographic profile of fishers                                | 48        |
| 4.2.1.2 Six Domains of Gender Analysis                                      | 50        |

|          |  |            |
|----------|--|------------|
| 4.2.2    | Processors   | 63         |
| 4.2.2.1  | Socio-demographic profile of Processors                            | 63         |
| 4.2.2.2  | Six Domains of Gender Analysis                                     | 65         |
| 4.2.3    | Traders  | 72         |
| 4.2.3.1  | Socio-demographic profile of Traders                               | 72         |
| 4.2.3.2  | Six Domains of Gender Analysis                                     | 74         |
| 4.3      | Opportunities, Constraints and Gender Needs Along the Value Chain  | 83         |
| 4.3.1    | Opportunities and Constraints                                      | 83         |
| 4.3.1.1  | Municipal Fishers  | 83         |
| 4.3.1.2  | Handline Fishers   | 84         |
| 4.3.1.3  | Purse seine Fishers  | 85         |
| 4.3.2    | Practical and Strategic Gender Needs                               | 87         |
| 4.4      | Enabling Environment   | 88         |
| 4.5      | Potential Gender Champions   | 91         |
| 4.5.1    | Government   | 92         |
| 4.5.2    | Civil Society and Academe  | 93         |
| <b>5</b> | <b>Gender-related Issues in the Tuna Value Chain</b>               | <b>94</b>  |
| 5.1      | Issues on Gender Equity and Empowerment                            | 94         |
| 5.2      | Issues on Sustainable Fisheries Management                         | 96         |
| 5.3      | Issues on Catch Documentation and Traceability                     | 97         |
| 5.4      | Issues on Human Welfare  | 99         |
| 5.5      | Other Industry Issues affecting Women                              | 100        |
| <b>6</b> | <b>Key Considerations for the Oceans and Fisheries Partnership</b> | <b>101</b> |
| <b>7</b> | <b>Recommendations</b>   | <b>103</b> |
| 7.1      | USAID Oceans and Fisheries Partnership                             | 103        |
| 7.2      | Local Government Units   | 105        |
| 7.3      | National Government  | 106        |
| 7.4      | Private Sector and Industry  | 107        |
| 7.5      | Educational and Training Institutions                              | 108        |
| 7.6      | Research Institutions  | 108        |
| 7.7      | NGOs, Civil Society Organizations, Fishers/Women's Groups          | 109        |
| 7.8      | Development Assistance Agencies                                    | 110        |
| <b>8</b> | <b>Key Conclusions</b>   | <b>111</b> |
|          | References   | 112        |
|          | Annexes  | 117        |

# LIST OF FIGURES

| No. | Title  | Page |
|-----|--|------|
| 1   | Map of the Philippines. Encircled area is location of General Santos City and Sarangani Province (Left). Closer view of General Santos City and Sarangani Province (Right)                         | 18   |
| 2   | Map of General Santos City showing the twenty-six barangays. Household surveys, Focus Group Discussions and Key Informant Interviews were mainly conducted in barangays indicated with red circles | 19   |
| 3   | Map of Sarangani Province divided into seven municipalities. Red circles indicate location of Kiamba and Glan municipalities   | 19   |
| 4   | Framework for the Gendered Tuna Value Chain Analysis   | 29   |
| 5   | Philippine fisheries production by sector, 1983-2014   | 31   |
| 6   | Philippine capture fisheries production by region in 2014 (Left)<br>Quantity and value of fish landed (Right)  | 32   |
| 7   | Philippine capture fisheries production, by sector and region in 2014  | 32   |
| 8   | Quantity (left) and value (right) of Philippine tuna exports, 1993-2014  | 33   |
| 9   | Production of dominant, large tuna species (yellowfin, bigeye and skipjack) in the Philippines   | 34   |
| 10  | Production of skipjack (left) and yellowfin tuna (right) in the Philippines by sector. Yellowfin landings data from 2001-04 may include bigeye tuna  | 35   |
| 11  | Map showing the region covered by the Western and Central Pacific Ocean (WCPO)   | 36   |
| 12  | Annual tuna production in General Santos City (Left). Annual production by species (Right)   | 37   |
| 13  | Supply chain of yellowfin and skipjack landed at General Santos City   | 39   |
| 14  | Simplified supply chain of yellowfin and skipjack landed at General Santos City  | 40   |
| 15  | Value Chain Map for Municipal Tuna Fisheries   |      |
| 16  | Gender-responsive Value Chain Map for Municipal Tuna Fisheries   | 43   |
| 17  | Value Chain Map for Commercial Tuna Handline Fisheries   | 44   |
| 18  | Gender-responsive Value Chain Map for Commercial Tuna Handline Fisheries   | 46   |
| 19  | Value Chain Map for Purse Seine Tuna Fisheries   | 47   |
| 20  | Gender-responsive Value Chain Map for Purse Seine Tuna Fisheries   | 48   |
| 21  | Map of the General Santos Fish Port Complex  | 72   |
| 22  | Opportunities and Constraints in Municipal Fisheries   | 84   |
| 23  | Opportunities and Constraints in Commercial Handline   | 85   |
| 24  | Opportunities and Constraints in Purse Seine Fisheries   | 86   |

## LIST OF TABLES

| No. | Title  | Page |
|-----|--|------|
| 1   | Distribution of Survey Respondents   | 23   |
| 2   | Distribution of Focus Group Discussions Conducted, General Santos Area   | 25   |
| 3   | Sets of Questionnaire Utilized for the Key Informant Interview   | 26   |
| 4   | Distribution of Key Informants   | 27   |
| 5   | Distribution of Participants to the Gender Analysis Validation Meeting   | 28   |
| 6   | USAID's Gender Analysis Framework  | 29   |
| 7   | Major fishery exports in terms of value, 2014  | 32   |
| 8   | Reconciliation of 2015 tuna catch estimates by gear and species with the 2015 BAS total tuna catch estimates (in MT) | 35   |
| 9   | Type and number of Philippine registered vessels operating in the WCPO   | 36   |
| 10  | Catch by Philippine-flag purse seine vessels in western and central Pacific Ocean (in MT)                            | 37   |
| 11  | Catch by distant-water, Philippine-flag longline vessels fishing in WCPFC Convention Area (in MT)                    | 37   |
| 12  | Major fish ports in the Philippines managed by the Philippine Fisheries Development Authority                        | 38   |
| 13  | Tuna canning companies owned by Filipino Companies   | 39   |
| 14  | Frequency distribution of respondents  | 49   |
| 15  | Percentage who acquired assets, by mode of acquisition, sex and respondent type                                      | 50   |
| 16  | Percentage who gave dominant response to belief statements   | 52   |
| 17  | Percentage who gave correct response to the statement  | 54   |
| 18  | Percentage of extent of involvement in activities in fisheries related projects                                      | 57   |
| 19  | Gender activities related to Sustainable Fisheries Management (SFM)  | 58   |
| 20  | Gender differentials in community and governance-related activities  | 58   |
| 21  | Average number of hours per day that is spent on activities, by gender and fishing scale type                        | 59   |
| 22  | Percentage who are aware of fisheries related laws/ policies.  | 60   |
| 23  | Percentage of respondents who identify which parent makes the household decisions <sup>2</sup>                       | 61   |
| 24  | Decision-maker based on majority response, by decision area and by gender  | 62   |
| 25  | Distribution of respondents, by sex and type of processor  | 63   |
| 26  | Number and Percentage (in parentheses) of household's primary source of income                                       | 64   |
| 27  | Top 5 activities of men and women, by type of processor  | 67   |
| 28  | Twenty-four hour activity recall of males and females processors   | 69   |
| 29  | Major Activities Performed by Male and Female Traders  | 78   |
| 30  | Number of Hours per Day Spent by Traders on Various Activities   | 80   |
| 31  | Twenty-four (24) Hour Activity Recall of Male and Female Vendors <sup>2</sup>  | 80   |
| 32  | Practical Gender Needs and Strategic Gender Needs along the Tuna Value Chain   | 88   |
| 33  | Issues on Gender Equality and Women's Empowerment  | 94   |
| 34  | Gender Issues related to SFM   | 96   |
| 35  | Gender Issues related to CDT   | 98   |
| 36  | Gender Issues related to Human Welfare   | 99   |

## ANNEXES

| No.         | Title   | Page |
|-------------|---|------|
| <b>I</b>    | <b>Research Findings (Tables)</b>   |      |
| <b>I-1</b>  | Number and percentage (in parenthesis) of respondents, by fishing scale type, gender and position in operation  | 117  |
| <b>I-2</b>  | Demographic characteristics of respondents, by scale of tuna fishing  | 117  |
| <b>I-3</b>  | <a href="#">Percentage of respondents who say tasks are done by either men or women</a>   | 118  |
| <b>I-4</b>  | Number and Percentage (in parentheses) who reported that a fish observer join the fishing operation at sea  | 119  |
| <b>I-5</b>  | Number and Percentage (in parentheses) who reported that BFAR enumerators boarded fishing boats to document catch   | 119  |
| <b>I-6</b>  | Number and Percentage (in parentheses) reporting attendance at any of the stated fisheries-related activities   | 119  |
| <b>I-7</b>  | Percentage reporting existence of fisheries-related projects in their community   | 120  |
| <b>I-8</b>  | Percentage of actors who makes decisions on fishing-related matters, by gender of respondent  | 120  |
| <b>I-9</b>  | Demographic characteristics of respondents, by type of processor  | 121  |
| <b>I-10</b> | <a href="#">Approximate Number and Percentage (in parentheses) of monthly income from fish processing</a>   | 122  |
| <b>I-11</b> | Number and Percentage (in parentheses) of Processors' Level of Knowledge on tuna and fishery regulations  | 123  |
| <b>I-12</b> | Number of Hours per Day Spent by Male and Female Processors on Various Activities   | 124  |
| <b>I-13</b> | Demographic characteristics of trader-respondents   | 124  |
| <b>I-14</b> | <a href="#">Sex-Disaggregated Data on GSFPC Personnel, as of February 2017</a>  | 125  |
| <b>I-15</b> | <a href="#">Monthly Income from Fish Trading (in Philippine Peso)</a>   | 125  |
| <b>I-16</b> | Family Labor in Fish Trading  | 125  |
| <b>I-17</b> | Employment Status of Hired Labor by Traders   | 126  |
| <b>I-18</b> | Buyers of Traders Buyers of Traders   | 126  |
| <b>I-19</b> | Gender of Suppliers of Fresh Tuna   | 126  |
| <b>I-20</b> | Number and Percentage (in parentheses) of Traders' Level of Knowledge on Tuna and Fishery Regulations   | 127  |
| <b>I-21</b> | Number and Percentage (in parentheses) of Traders' Beliefs  | 128  |
| <b>I-22</b> | Number and Percentage (in parentheses) of Traders' Perception about Purchase Behavior of Buyers of Fresh Tuna   | 128  |
| <b>I-23</b> | Activities Performed by Male and Female Traders   | 129  |
| <b>I-24</b> | Institutions, Practices and Services Providing an Enabling Environment in the Attainment of Gender Equity and Women's Empowerment in the Tuna Value Chain | 130  |
| <b>2</b>    | Survey Instrument   | 135  |
| <b>3</b>    | FGD and KII Guides  | 175  |
| <b>4</b>    | Excerpts from the Magna Carta of Women  | 193  |
| <b>5</b>    | List of Collaborating Institutions during the Study   | 197  |
| <b>6</b>    | Recommendations for Policy, Research and Action, by identified gender issue   | 198  |

# ACRONYMS AND ABBREVIATIONS

|            |   |
|------------|---|
| AFS        | Asian Fisheries Society   |
| BAS        | Bureau of Agricultural Statistics   |
| BFAR       | Bureau of Fisheries and Aquatic Resources                                   |
| CAPI       | computer-aided personal interview   |
| CDT        | Catch Documentation and Traceability  |
| CHED       | Commission on Higher Education  |
| CSO        | civil society organization  |
| DOLE       | Department of Labor and Employment  |
| DTI        | Department of Trade and Industry  |
| EAFM       | Ecosystem Approach to Fisheries Management                                  |
| EEZ        | Exclusive Economic Zone   |
| FGD        | Focus Group Discussion  |
| GAD        | Gender and Development  |
| GAF        | Gender in Aquaculture and Fisheries   |
| GKK        | Gagmay Kristohanong Katilingban   |
| GMP-SSOP   | Good Manufacturing Practice – Sanitation Standard Operating Procedures      |
| GRVCA      | gender-responsive value chain analysis                                      |
| GSFPC      | General Santos Fish Port Complex  |
| HACCP      | Hazard Analysis and Critical Control Point                                  |
| HSP-ISMA   | High Seas Pocket Number 1 Special Management Area                           |
| IUU        | Illegal, Unreported and Unregulated (fishing)                               |
| KII        | Key Informant Interview   |
| LGU        | Local Government Unit   |
| MSY        | Maximum Sustainable Yield   |
| MT         | Metric tons   |
| NGA        | National Government Agencies  |
| NGO        | Non-governmental Organization   |
| NICCEP     | National Industry Cluster Capacity Enhancement Project                      |
| NIPAS      | National Integrated Protected Areas System                                  |
| OCAG       | Office of the City Agriculturist  |
| ODK        | Open Data Kit   |
| OPAG       | Office of the Provincial Agriculturist                                      |
| PFDA       | Philippine Fisheries Development Authority                                  |
| PGN        | Practical Gender Needs  |
| PTCB       | permit to conduct business  |
| RAPSCU     | Regional Administrative Support Product Certification Unit                  |
| SEAFDEC    | Southeast Asian Fisheries Development Center                                |
| SFFAI      | SOCKSARGEN Federation of Fishing and Allied Industries, Inc.                |
| SFMP       | Sustainable Fisheries Management Plans                                      |
| SGN        | Strategic Gender Needs  |
| SOCKSARGEN | South Cotabato, Cotabato, Sultan Kudarat, Sarangani and General Santos City |
| TVAP       | Tuna value added products   |
| VAWC       | Violence Against Women and Children   |
| VC         | Value Chain   |
| WCPFC      | Western and Central Pacific Fisheries Commission                            |
| WCPO       | Western and Central Pacific Ocean   |
| WINFISH    | The National Network on Women in Fisheries in the Philippines, Inc.         |

# LIST OF LOCAL TERMS CITED IN THE REPORT

| <b>Local Term<br/>(Bisaya)</b> | <b>Nearest English Translation/Description</b>  |
|--------------------------------|---|
| <i>Bantay Dagat</i>            | Sea guardians; sea patrol   |
| <i>Barangay</i>                | Village; smallest political unit composed of several households and headed by a captain   |
| <i>Bisaya</i>                  | Language spoken by people from Cebu and many Mindanao provinces; also used to refer to the group of people who speak the language |
| <i>Bodegero</i>                | Warehouseman  |
| <i>Chicharon</i>               | Native delicacy made of crisply fried pork or fish skin   |
| <i>Chorizo</i>                 | Native sausage made from tuna   |
| <i>Dayak</i>                   | Value added processed food from tuna by-products  |
| <i>Extradors</i>               | Relievers/substitutes; hired on per-need basis  |
| <i>Jambolero</i>               | Middleman   |
| <i>Kababaihan</i>              | Women   |
| <i>Linis dagat</i>             | Coastal clean up  |
| <i>Litson</i>                  | Also “lechon,” refers to roasted pig  |
| <i>Sari-sari</i>               | Small variety store   |
| <i>Suki</i>                    | Regular buyer   |
| <i>Talipapa</i>                | Small wet market (usually in the neighborhood)  |



This document was produced by  
The National Network on Women in Fisheries in the Philippines, Inc. (WINFISH)  
for the USAID Oceans and Fisheries Partnership, a United States Agency for  
International Development/Regional Development Mission for Asia  
(USAID/RDMA) funded Activity.



# EXECUTIVE SUMMARY

---

## Background

The USAID/Regional Development Mission for Asia's (RDMA) Oceans and Fisheries Partnership (USAID Oceans) works to strengthen regional cooperation to combat illegal, unreported and unregulated (IUU) fishing and promote sustainable fisheries, in order to conserve marine biodiversity in the Asia-Pacific region. The objectives of USAID Oceans program are to: (i) develop a financially sustainable regional catch documentation and traceability system (CDTS) to combat IUU fishing and seafood fraud in areas where sustainable fisheries management plans (SFMP) are being applied; (ii) expand use of the CDTS to priority biodiversity areas in the Asia Pacific region; (iii) strengthen human and institutional capacity of regional organizations to conserve marine biodiversity through SFMPs, including actions to combat IUU fishing and seafood fraud; and (iv) enhance public-private partnerships (PPPs) to conserve biodiversity, promote sustainable fisheries management, and combat IUU fishing and seafood fraud.

## Gender Analysis in General Santos, Philippines

USAID Oceans subcontracted The National Network on Women in Fisheries in the Philippines, Inc. (WINFISH) to conduct a gender analysis of fisheries for the USAID Oceans' learning site of General Santos City, Philippines. WINFISH conducted the research from December 2016 through June 2017, with the aim to provide inputs to USAID Oceans by integrating attention to gender in its activities. That is, gender differentials in roles and interactions, as well as gender issues and needs along the value chain are identified. With the empirical evidence generated from the study, USAID Oceans can address these gender differentials and its ensuing concerns (particularly along SFM/EAFM and CDT) in order to promote women's economic empowerment and gender equality. Through this study, strategic interventions to empower and build the capacity of women along the tuna fisheries value chains, and to strengthen women's involvement to promote SFM in General Santos City and the selected sites in Kiamba and Glan of the Sarangani Bay area were identified.

A gender-responsive value chain analysis (GRVCA) was used as the framework along the USAID's six gender dimensions namely access to assets, beliefs (including knowledge and perceptions), practices and participation, time and space, legal rights and status, and power and decision making. The GRVCA was limited to identifying the gender differentials in roles, tasks, opportunities, and constraints and did not make any economic/financial analysis to get into costs, value added, and monetary benefits to the value chain (VC) players. Gender analysis tools such as Harvard and Moser were used to determine the gender differentials in activity profiles, and to generate the strategic and practical gender needs, respectively,

Producers, processors and traders, as the value chain players, were included in the study together with value chain enablers which included the government units, its agencies, and other development organizations which make possible the efficient functioning of the tuna fisheries value chain. A survey among 225 respondents (111 males and 114 females) representing the producers, processors and traders, was conducted. The producers consisted of municipal fishers, commercial handline crew/boat operators/owners, and the purse seiners. The processors included the workers in canneries, in frozen production and assembly lines as well as the small-scale entrepreneurs who process fresh/raw tuna into various value-added items. The traders included the *talipapa* (wet markets), the peddlers and vendors, and the support actors to traders such as the brokers, and *jamboleros*.

Sixteen key informant interviews (4 males and 12 females), and 8 Focus Group Discussions (2 all-male, 3 all-female, and 3 mixed male-female FGDs) were likewise conducted. The key informants consisted of individuals who were able to give inputs to the study by virtue of the position/rank they occupied, and/or their active engagement in the tuna fisheries value chain (VC), regardless of the VC node that they belong. There were representatives from both VC players and VC enablers. On the other hand, the Focus Group Discussions involved small sets of VC players representing the different VC nodes such as the municipal fishers, those in

the assembly line of canneries, the traders at the GSFP, among others. Additional sources of data came from the results of the value chain mapping workshop that was conducted before in-field research commenced, and which was attended by value chain (VC) players and enablers, the enumerators, and program partners. A comprehensive literature desk review, and secondary data coming from various offices were likewise used.

The research instruments were pre-tested and were translated to the local dialect, then back-translated to ensure that nothing was lost in the translation process. The survey was paperless. Mobile data collection tools (Android-enabled smart phones and tablets) and free and open source software (Open Data Kit) were used.

The study started in late December 2015 and field work for data collection happened from the middle of January 2016 to early March 2016. The process was facilitated with the assistance of BFAR, the LGUs and its various offices, the Mindanao State University – Iligan Institute of Technology, the fishers' associations/ organizations, and similar groups engaged in tuna fisheries.

## Main Findings

### ***Differentials in Gender Roles***

Tuna industry value chain studies have been conducted in the past, however, there is a dearth of information regarding gender along the value chain. The current research findings show that gender differentials exist in roles along the tuna value chain for both small- and large-scale fisheries. Results confirm that men generally perform jobs that are more physically-demanding in nature, such as production (i.e., fishing) and hauling, loading and unloading. It is the women who generally perform jobs that are more detailed or transactional in nature, such as making preparations for the fishing trips, processing the caught fish, and selling the products. These jobs typically allow women to stay closer to home and on land, hence, complete their familial responsibilities such as caring for children, maintaining a home, and performing nurturance activities in the family.

There are overlapping roles of men and women along the value chain, both at home and at work. This overlapping of roles is more evident in municipal fisheries where a number of tuna-related activities are carried out as family labor. Shared work are generally light such as processing tuna by-products, washing/drying fishing paraphernalia, and preparing the gears. Performing these tasks likewise serve as bonding time for the family or the couple. The multiplicity of women's burdens at home and in peripheral (often irregular) fishing-related work make women more vulnerable to the impacts of low fish catch and low market prices of fish products.

In commercial handline fisheries, women's tasks are fewer than in municipal fisheries. Their participation is limited to final inspection/quality control, documentation, recording/reporting, and packaging and labeling in the processing node of the VC. Her participation is further limited by beliefs and practices of a traditionally-male dominated industry. Overlapping roles similar to those in municipal fisheries are observed and these are mostly light tasks which women do as an extension of their housework such as disbursements, purchasing/marketing on top of processing. Men are involved in pre-processing, butchering, receiving the fish at the plant site, freezing the fish and cold storage, unloading of fresh/chilled/frozen fish from vessels/trucks, cooling, misting, pre-cooking, and cutting into fillet/steak or grinding the meat.

In purse seine, women are in processing plants and they are mostly preferred for their being detail-oriented and their perseverance in standing for long hours in assembly lines. They are also preferred in marketing tasks since they are believed to be patient in the negotiating table. Women are discouraged from working in cold storage since they are perceived to be physically weak. Moreover, it is observed that women are found in intermediary tasks in post-catch landing tasks such as *jambolero*, tray holders, and checkers. Men, on the other hand, do the production.

Among the different types of fishers, the male municipal fishers had the lowest educational attainment (having some grade level of formal schooling), while those with highest educational attainment were male handline

owners, having graduated from a college degree. It is unsurprising then for males to generally earn higher incomes than the females. The biggest differential is among fishers in commercial handline fishing.

#### *Domains of Gender Analysis along the Value Chain*

Access to Assets --- For the municipal fishers, self-financing is the main source of funds and women have to look for loans (many times, from private informal financiers) when cash is short. The large-scale fishing are financed by the companies and/or big and established financiers.

For the information on market prices and new fishing technologies, municipal fishers rely on one's experiences and from other fishers' practices. There is no access to real-time databases. Among processors, those in canneries and assembly lines (canned and frozen products) get information on market prices from company administration while the small-scale processors get similar information from their suppliers of fish. Other common sources of information were the trade fairs, and the tuna industry associations. Access to reliable information about the buyers was less diverse compared to sources of information on processing technologies.

For traders, the women have higher educational level but regardless of education, they have less access to profitable markets. They sell primarily to consumers within the same barangay where they reside because they needed to immediately return home to attend to household chores and do child care. Male traders, on the other hand had greater mobility; hence, greater access to bigger markets. This has resulted to income differentials between male from female traders. Moreover, female traders are more brave, bold, and risk takers compared to their male counterparts in accessing capital from informal money lenders; have more diverse sources of price, technology and market information than men; and have access to storage facilities but husbands have final say on its use, maintenance, and operations.

Knowledge, Beliefs and Perception --- Cultural beliefs about certain female conditions (e.g. being pregnant) that bring bad luck to fishing still prevail, hence, discourage women from boarding fishing boats. FGDs and KIs revealed that fishing families and external agencies discourage the same for reasons such as conflicts with women's household roles, beliefs that women have not developed skills and stamina compatible with fishing, and the concern for the physical security of women. On the other hand, women are perceived to be more shrewd than men when it comes to fish trading. There were no statistically significant differences in the perception of males and females for each type of fisher respondents, nor in the knowledge level with regards to fishing regulations/policies, and to tuna species.

For the processors, the women involved in frozen processing had the highest levels of knowledge on tuna and fishery regulations, while the tuna value added products (TVAP) processors had the lowest levels. The top two most popular fish processing-related policies among the three types of processors were the Good Manufacturing Practices (GMP) and the HACCP. They, however, need to know more about the Philippine National Standard on Tuna Products. With regards to their gender-related perceptions, processors in the frozen sector indicated that women were more efficient in processing tuna.

Among the traders, female and male traders had only 47 percent and 49 percent knowledge levels, respectively, and these are considered low and highlights a critical knowledge gap. Despite the limited knowledge about tuna and fishery regulations, there are favorable beliefs that can pave the way for increased entry of women into the trading business. Examples are the perceptions that "women are more skillful in trading than men", that "women are easier to deal with than men in trading business, and that "women are more efficient in trading than men." Female checkers and *jambleros* as support actors are perceived to be meticulous and trustworthy.

Practices and Participation ---- The data confirms literature findings that wives of municipal fishers are more involved and have more tasks in pre- and post-fishing activities than the wives of those in handline and purse seine fishing. They worked closely with their husbands along the value chain, while the post-capture tasks in commercial fisheries are usually done by hired male personnel, rather than wives of crew.

There are also differentials in the participation of women depending on the VC node where they are most visible. The wives of municipal fishers in Sarangani Province are more involved in pre- and post-fishing activities compared to their counterparts in General Santos City who are more involved in fish processing. Fishers' wives in Glan and Kiamba, for example, are adept in the construction of their husbands' fishing gears. In contrast, fishers' wives in General Santos City were more skilled, hence, involved in value addition. They were observed to have less participation in the pre- or post-fishing activities with their husbands and generally stayed at home to attend to household matters. Moreover, the research found no instances of any women joining commercial fishing trips that usually last for several days and weeks (for those operating in nearby waters such as Davao, Sulu or Zamboanga) to months or a year (for those operating in international waters).

Along the value chain, women were more involved in community affairs than their male counterparts, just as they were more aware of fisheries-related projects. The extent of involvement of men and women varied as to the type of fishing scale which reflect the nature of work-home schedules, and the tasks open to men/women. Generally, males are the majority that reported having attended trainings/seminars. Females reported to be involved in CRM, socials and meetings. For both men and women, there is a low rate of involvement in committee memberships, public hearings, and the *Bantay Dagat*.

Time and Space ---- Wives spend around four hours more of reproductive activities than their husbands, though there are observations that men are taking more household-related tasks. Men in municipal fisheries spend up to 12 hours in productive activities, and more hours for those in commercial fishing. The highest average were reported by handline boat captains followed by male handline crew and municipal fishers. Handline owners had the lowest at 6.6 hours. Wives of handline owners and handline boat captains worked productively for an average of 7.2 and 4.1 hours, respectively, while those in the other fishing sectors reported 1.5 to 3.2 hours. Both men and women spent the least time daily on community activities.

Across all types of processors, there were no statistical difference in terms of time spent on productive activities. For those working in processing plants, long hours are spent at work, hence, housework is mostly shared by the working couple. In TVAP and frozen processing, spent more reproductive time than their male counterparts. The reverse is true in canneries. Almost no time was spent for community work.

On the average, traders had the longest work hours at around 12 hours per day with the females spending an hour longer in fish trading and other secondary sources of income. Most reproductive work were shared tasks. Simultaneous and competing demands for productive (market) and reproductive (household) labor time have negatively impacted on women's leisure and sleep/rest. Moreover, family-work responsibilities and tasks reduce women's availability for participation in community life.

Legal Rights and Status ---- Both male and female municipal fishers, handline owners, and handline boat captains as well as the males in the handline crew and purse seine groups demonstrated awareness of fisheries laws and policies. The lowest percentage claiming cognizance of laws were the female respondents among handline crew and purse seine fishers since they are not directly involved in fishing activities.

In terms of working conditions, among the groups only purse seine fishers report better conditions in terms of social security coverage, insurance and protective gear at work. Municipal fishers are least able to avail of legalized labor benefits because they can ill-afford these as well as for the reason that they are mostly operating in an informal labor market. Similar with those in trading, specifically the support actors (i.e. *jamboleros*, checkers, tray holders) where of social security and accident insurance are absent. Inequitable compensation, absence/lack of gender-friendly facilities, and family-work-life imbalance adversely affected quality of life of workers.

Those in canneries and processing plants, both men and women received the same salary and benefits from the company, were provided with protective clothing, eyewear and gloves to do their work. Those in TVAP,

not all workers enjoy the minimum wage and benefits. Moreover, there was a higher percentage of regular female workers all throughout the year (i.e., whether it was peak or off season). TVAP had higher percent of male regular workers in any season. Both male and female respondents in canned and frozen product processing described their working areas as well ventilated, well-lighted, have adequate toilet and nursing facilities, but which TVAP workers could not claim the same.

Power and Decision making ---- In all VC nodes and fishing scales, mothers generally decide on food, budget, leisure activities, health matters, domestic concerns, and community involvement. TVAP women generally also decided on matters related to business, and this may be due to their higher level of education and position in the business enterprise. Moreover, female traders who own the trading outfits decide on matters pertaining to trading operations but consult spouse out of respect to the position of man as head of the household.

With the exception of small-scale fish marketing, husbands decide on major fishing-related concerns and seldom mentioned the role of wives. The increased role of male co-workers and the low participation of wives is evident in the commercial fisheries groups. Although fathers are not a majority choice as being the decision maker in any area, their roles are particularly notable among the municipal fishers and handline crew.

Both males and females decide on matters related to children, school, work, family planning, education, discipline of the children, and membership in organizations.

### ***Differentials in Gender Issues and Needs***

On top of practical and strategic gender needs that were identified in the study, there exists gender issues that are categorized in this Report into: issues on gender equity and women's empowerment, issues related to sustainable fisheries management, issues related to CDT, issues on human welfare, and other gender-related issues in the industry.

Women's practical gender needs (PGNs) revolve around concerns that will keep her healthy, and the provision of gender-sensitive facilities and amenities in the workplace, especially for mothers who combine worktime with reproductive roles of watching kids and nursing babies. Her strategic gender needs (SGNs) pertains to her status as appendage to men's work and/or her workspace being limited by beliefs, perceptions, practices, and social and traditional norms in the male-dominated tuna fishing sector. In municipal fisheries where family labor is common, women's work are extensions of husband's tasks, just as her pay is embedded in her husband's. In commercial handline fisheries, there are no women crew members. In purse seine fisheries, women's work spaces are limited to extensions of homework such as cutting and cleaning (kitchen work), purchasing and disbursements, and marketing. Meanwhile, men's PGNs center on their health needs which are oftentimes ignored because society dictates that men are strong and fit for fishing. His SGNs are likewise seem muted since society has prepared him through socialization processes to take up the dominant roles. The gender issues that ensue from the gender analysis of the tuna value chain are summarized below.

Issues on gender equity and women's empowerment --- Inequitable compensation and family-work-personal life imbalance; family-work responsibilities and tasks reduce women's availability for participation in community life; simultaneous and competing demands for productive (market) and reproductive (household) labor time have negatively impacted on women's leisure and sleep/rest; female traders have higher educational level but, regardless of education, they have less access to profitable markets; men decide on work matters while women consult spouse and decide on home matters; stereotypes about work still prevail; beliefs and practices that hinder women's participation in non-traditional roles.

Issues related to sustainable fisheries management --- low level of knowledge on tuna and fishery regulations; limited participation of women in EAFM; limited reach of the EAFM program among implementers; limited involvement and engagement of men and women in fishery organizations; limited participation of women in EAFM; stereotype that men are for *bantay-dagat*, women are for coastal clean-up activities; low catch due to overfishing, climate change, coast pirating, illegal fishing nets, missing CRM projects specific for tuna.

Issues related to CDT --- low level of awareness on CDT; lack of orientation and capacity building on CDT for both implementers and partners; absence of fisheries component in the GAD Code; perceived additional cost in adopting a new CDT system; absence of localized institutional CDT mechanism; weak information flow along the tuna value chain.

Issues on human welfare --- vulnerability of women to sexual harassment in male-dominated workplace; absence of gender-responsive facilities; inadequate social security and insurance; poor working conditions.

Other gender-related issues in the industry that impact on women's roles --- low production and productivity and low incomes from fishing; 100% losses (for self-financed VC players) when business and employment are adversely affected by climate and man-made disasters; poor fish handling and poor compliance to CDT as evidenced by the lack of documentation ultimately affect product pricing; and the long and tedious process in securing fishing permits, and the difficulty in getting Halal accreditation. The first three issues adds to the woman's burden of making both ends meet when there are cash shortages for home and work-related expenses. The last one adversely affects the woman's home and work time, hence, taking away gains from reproductive and productive initiatives,

Moreover, municipal fishers are generally unorganized and there are no women's groups which can influence policy making and program planning/development for the tuna industry.

## Recommendations for Research Policy and Action

For consideration by USAID Oceans and Fisheries Partnership Program are the following strategic areas to be addressed and are for intervention where gender integration and mainstreaming are crucial: the concept of CDT is quite new to most of the fishers in General Santos City and Sarangani Province; belief among VC players that catch recording is an added burden; awareness of fishers, both men and women, on laws and policies governing CDT is low; and that involvement and participation of fishers in community activities and/or policy formulation are similarly low.

There are opportunities along the value chain as well as an enabling environment to facilitate gender mainstreaming in EAFM/CDT. At present, there are the VC enablers represented by government agencies such as BFAR, the academe, the LGUs and its units such as the Office of the City/Provincial Agriculturist, the civil society groups and fishers organizations, as well as development assistance partners which have programs on livelihood and financing, technical and capability building assistance, infrastructure and other facilities enhancement programs, marketing assistance, legal and policy frameworks/mechanisms, information dissemination activities, and opportunities for participation in CDT/EAFM and other community activities. The presence of local gender champions are likewise noted and are identified in this report.

## Conclusion

Strengthening women's involvement in SFM/CDT/EAFM through research, policy and action are recommended for USAID Oceans, LGUs, national government, private sector and industry, the educational, research and training institutions, NGOs/civil society, and the development partners. The formulation and adoption of a Gender-responsive Tuna Development Plan/Roadmap, and an aggressive CDT/EAFM information dissemination dovetailed for both VC players and enablers are two topmost short-run interventions to pursue.

The WINFISH research team, in the process of conducting the Gender Analysis project, has witnessed the willingness, interest, and appreciation of the tuna VC stakeholders to know more about CDT/EAFM, to strengthen collaboration, and to learn more about gender roles and relationships in the industry. The prospect of higher incomes, safer food supply, wider work spaces, and greater involvement of men and women in the affairs of the industry are all drivers for the VC stakeholders to get interested in related interventions by VC enablers led by USAID Oceans.

# CHAPTER I

## INTRODUCTION

---

The importance of the fisheries sector, its benefits to humans, as well as the sector's many challenges are well documented in literature, including corresponding strategies to address sector issues. Sector benefits may be economic, e.g., the computed value of the fishery product that goes to the market, or the nutritional value from fish consumption, or other direct benefits derived from the harvested fish. The intangibles are likewise worth noting. This includes the satisfaction from a fishing experience, the existence value of the fisheries sector, and the benefits from preserving threatened species and habitats. Among all, the economic benefits dominate in the context of marginal communities which rely on fishing and related activities as their main sources of incomes.

The fisheries sector provides livelihood to more than 1.6 million Filipinos, and contributes to the macroeconomy. Its contribution to total Gross Domestic Product (GDP) in 2014 was 1.6% and 1.8% at current and constant 2000 prices, respectively (Philippines Bureau of Fisheries and Aquatic Resources (BFAR), 2014). In the same year, the Philippines enjoyed a net surplus of US\$ 954 million in foreign fish trade. Fish exports totaled 316,863 million tons (MT) with a value of US\$ 1,274,000. Philippine fishery exports identified tuna as having the highest value at 19.6 billion pesos which amounted to 117,909 MT. This reveals the significance of the tuna fisheries sector to the lives of households and the macro-economy of the country.

Contrary to perceptions that fishing is male-dominated sector, women are evidenced to also play a critical role in fisheries. This perception began to lose ground starting in the 1990s, when studies revealed that although men perform the capture-related tasks in fisheries, women also play critical roles in pre- and post- production and in near-shore fishing activities (Israel 1993, Legaspi 1995, Rodriguez 1996, Sotto et al 2001, Siason 2013). It has also been recognized that including a gender component in the analysis of fisheries value chains leads to effective fisheries management and development (Krushelnyska, 2015: 2). While men and women both work along the value chain, this does not always mean that their varying needs are considered equally or that they have equal access to an equitable workplace. As such, USAID Oceans, via subcontractor WINFISH, has conducted a gender analysis of tuna fisheries in General Santos City and its surrounding areas to identify the needs, priorities, opportunities and challenges face by both men and women along the value chain.

### 1.1 Background and Context

In 2016, USAID Oceans identified General Santos City and the Sarangani Bay area as a program learning site, in which to pilot an electronic Catch Documentation and Traceability (CDT) system and implement activities to support sustainable fisheries management planning through an Ecosystem Approach to Fisheries Management (EAFM). The learning site CDT system is designed to combat illegal, unreported and undocumented (IUU) fishing and seafood fraud particularly in areas where EAFM is applied. USAID Oceans recognizes the premise that a successful CDT system must account for and incorporate the diverse needs and perspectives of both players and enablers in the fisheries value chain. That is, both public and private stakeholders, including the civil society that support and enhance the value chain, need to be involved in the EAFM and CDT initiatives.

Integrating and mainstreaming gender in fisheries can have many positive impacts, and as related to USAID Oceans, can greatly improve catch documentation and traceability and sustainable fisheries management planning initiatives. The use of a gender lens in analyzing the fisheries value chain, from the point of catch to the consumer, supports USAID Oceans in ensuring that key interventions in fisheries management integrate gender aspects by systematically identifying key issues relevant to gender inequalities and gender inequities.

As such, USAID Oceans subcontracted The National Network on Women in Fisheries in the Philippines, Inc. (WINFISH) to conduct a gender analysis, in accordance with the USAID gender dimensions framework, along the tuna fisheries value chain of General Santos City, Philippines. WINFISH is a non-stock non-profit organization, whose members include the University of the Philippines Visayas, Bureau of Fisheries and Aquatic Resources (BFAR) and other government agencies and local government units. WINFISH's organizational objective is to promote a gender-fair society and a gender-responsive fisheries sector. WINFISH is engaged in various activities to support this objective, such as the conduct of gender sensitivity trainings and women's empowerment initiatives, gender studies/research, and forums/extension work, where women in the fisheries sector are heard and their voices are counted in influencing policies and programs that include women either as beneficiaries/clients or as partners in decision making.

WINFISH conducted the Gender Analysis from December 19, 2016 to June 30, 2017, which focused on tuna fisheries—a well-established industry that greatly benefits the South Cotabato, Cotabato, Sultan Kudarat, Sarangani and General Santos City (SOCCSKSARGEN) region. In order to capture the gender differentials along the tuna value chain and across different types of fishing, the project included both municipal fisheries (small-scale), and the hand line and purse seine (large-scale tuna). Research areas included the USAID Oceans learning site of General Santos City and the municipalities of Glan and Kiamba in Sarangani province, as suggested by the Bureau of Fisheries and Aquatic Resources (BFAR) since these are the communities with most number of small scale tuna fishers .

## **1.2 Objectives**

As indicated in the Scope of Work (SOW), the results of the Gender Analysis aim to provide inputs to USAID Oceans by integrating attention to gender throughout its activities. It aims to provide the empirical evidence by which gender differentials and its ensuing concerns (particularly along concerns on the EAFM/SFMP and CDT) can be addressed towards enhanced gender equality, equity, and women's economic empowerment. Specifically, the analysis aims to identify the:

- Differential roles and interactions among male and female actors in the tuna fisheries value chain;
- Gender issues and needs, hence, address gender equality, equity, and women empowerment within the scope of USAID Oceans;
- Strategic areas of intervention to empower and build capacity of women along the fisheries value chains;
- Incentives for strengthened involvement of women to promote sustainable fisheries management; and
- Recommendations for gender sensitive policy, research and actions for promoting gender equality and equity and women empowerment in the tuna fisheries sector.

## **1.3 Organization of the Report**

This Report is divided into eight main sections. Chapter 1 provides a background and rationale of the study on gender analysis in the tuna fisheries of General Santos City, including two municipalities in Sarangani Province. It describes the objectives of the study which is to generate the empirical evidence on gender differentials in the tuna industry that will be used as basis for planning for interventions towards greater gender equality and women's empowerment. Reference to EAFM/CDT is made.

Chapter 2 is the Methodology part. It identifies the study sites and describes the research design which includes secondary data collection, scoping and pocket meetings with partners, inception meeting and value chain mapping with stakeholders, a survey, Focus Group Discussions, Key Informant Interviews, and a gender resource mapping.



A description of the analytical method used follows, This is where the USAID's gender analysis framework is discussed together with other gender tools that were used in the study. These are the lenses applied in all nodes of the tuna value chain in order to determine the gender differentials in the industry. The Gender-Responsive Value Chain Analysis (GRVCA) framework was used as the best tool that will generate the answers to the research objectives. The chapter is capped with a note on the limitations and challenges encountered by the Research Team in the implementation of the study.

Chapter 3 provides the scenario of the tuna industry in the Philippines, as a prelude and so as to give the context of the present study. Data on fisheries production, on fishing scales, on exports, tuna fishing outside the Philippine EEZ, and the tuna supply chain are included in the discussion. These are intended to connect the bigger picture to the local realities of General Santos City and the Sarangani provincial seascape. Tuna post-harvest activities and related industries are presented to further build the scenario. This is followed by literatures citing the use of a gender lens in enhancing the analysis of the tuna industry and how the reference to gender differentials can help address issues of gender equity in the industry.

The meat of the study is in Chapter 4 which presents the Research Results. Key findings are found in a box at the end of each section. Three gendered value chain maps are discussed. These are for the three fishing scales, namely, the municipal fisheries, commercial handline, and purse seine. Details of the gender differentials in roles, activities, and functions of male and female value chain players are compared in each of the value chain nodes. The analysis, however, does not include the economic aspects of the tuna value chain. Hence, incomes, value additions, costs and similar statistical/economic measures are excluded in this paper.

The next subsection in Chapter 4 is the bulk of the gender analysis. Each fishing scale is discussed starting with the demographic and economic profile of the value chain actors, then the gender differentials that exist in each of the six domains of gender analysis (USAID): (1) access to assets, (2) knowledge, beliefs and perceptions, (3) practices and participation, (4) time and space, (5) legal rights and status, and (6) power and decision making.

Gender differentials in opportunities and constraints per fishing scale are likewise discussed. This paves the way for the identification of practical and strategic needs, which in turn help in the generation of gender-related issues that are described in Chapter 5. The gender issues are categorized into issues on gender equality and women's empowerment, issues on sustainable fisheries management, CDT issues, and issues on human welfare and industry concerns affecting women. A discussion on the enabling environment and the presence of local gender champions provide additional inputs for the succeeding chapters.

Chapter 6 presents more issues that have specific reference for the Oceans and Fisheries Partnership concern on CDT/EAFM using the gender lens. Chapter 7 are recommendations generated from the research findings. These are categorized as to policy measures, research initiatives, and action interventions that can be taken by each of the following value chain enablers: USAID Oceans and Fisheries Partnership Program, LGUs, national government agencies, private sector and industry partners, educational and training institutions, research institutions, and development assistance agencies.

Chapter 8 provides the Conclusion which is followed by the list of References.

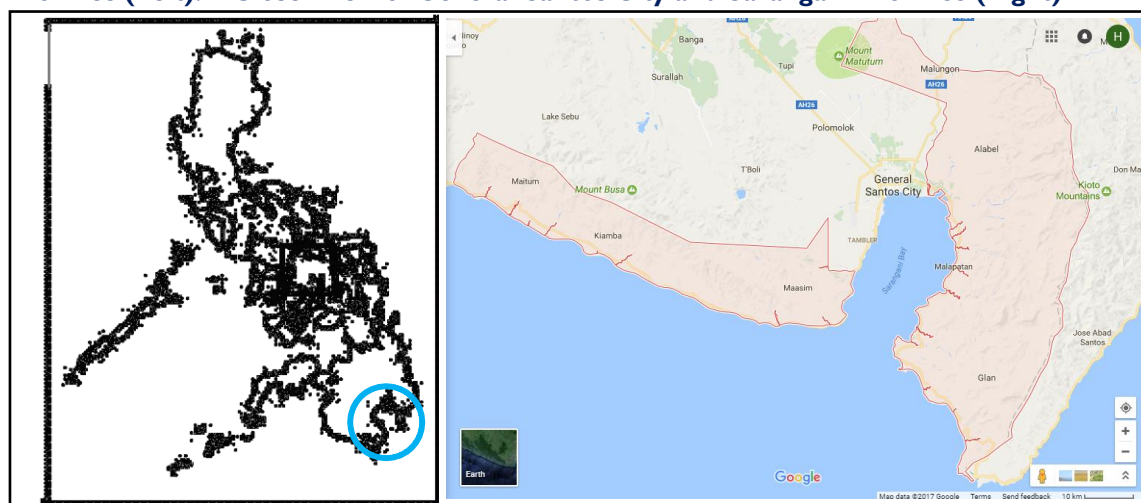
There are annexes: (Annex 1) Tables showing the research results and which have been cited in-text, (Annex 2) the survey instruments, (Annex 3) the FGD and interview guides, (Annex 4) excerpts from the Magna Carta of Women, (Annex 5) summary Table of the recommendations, by gender issue, (Annex 6) list of collaborating institutions during the study, and (Annex 7) some activity pictures taken during the field gathering.

## CHAPTER 2 METHODOLOGY

### 2.1 Study Sites

The Gender Analysis was conducted for the SOCCSKSARGEN region in the Philippines, specifically in General Santos City and the Province of Sarangani (Figure 1). General Santos, located in Mindanao, lies at the southern part of the Philippines. It is geographically located within the province of South Cotabato although the city is administered independently. General Santos City is the regional center for commerce and industry of Region 12. The city and the Province of Sarangani lie along the Sarangani Bay Protected Seascape, which is a protected marine area under the National Integrated Protected Areas System (NIPAS) Law (RA7586 1992, Proclamation No. 756 1996).

**Figure 1. Map of the Philippines. Encircled area is location of General Santos City and Sarangani Province (Left). Closer view of General Santos City and Sarangani Province (Right)**

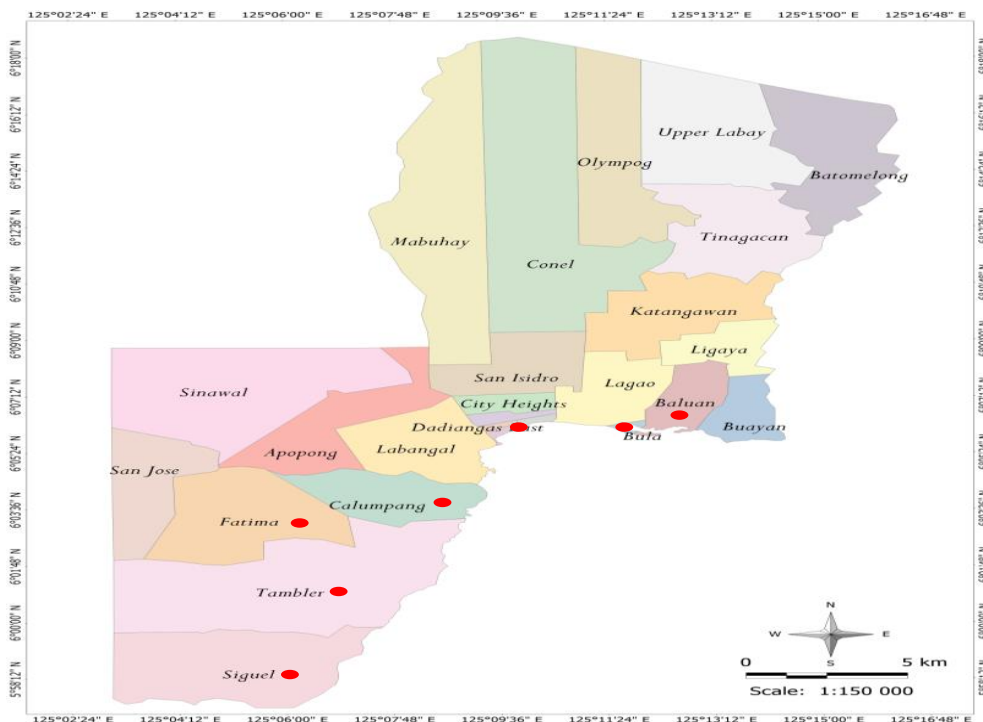


General Santos City is endowed with various coastal and marine ecosystems. It has 284 hectares (has) of coral reefs, 105 hectares of seagrass beds, 37 hectares of mangroves and 68 hectares of estuary. Its sandy beach has a total of 470 hectares and rocky shoreline of 51 hectares. General Santos has 26 barangays, nine of which are coastal with a shoreline that stretches up to 30 square kilometers (sq. km). The coastal barangays are Buayan, Baluan, Bula, Dadiangas South, Dadiangas West, Labangal, Calumpang, Tambler and Siguel. The city has a total population of 77,814 (Office of City Agriculturist 2016).

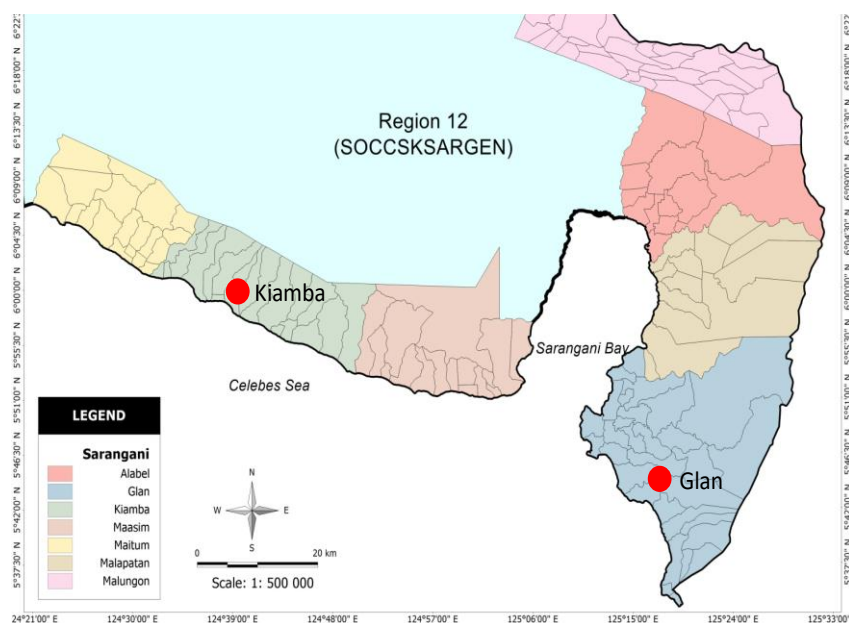
The Province of Sarangani has seven municipalities namely: Alabel, Malapatan, Glan, Malungon, Maasin, Kiamba and Maitum, with 141 barangays. The province used to be part of South Cotabato until it was made an independent province in 1992. In 2015, the population of Sarangani was 544,261 people.

Respondents of the household survey, Focus Group Discussions and Key Informant Interviews came from the barangays of General Santos (e.g., Bula, Calumpang, Dadiangas South, Fatima, Tambler, Baluan, Siguel) (Figure 2) and Sarangani Province (Brgy. Pangyan, Municipality of Glan and Brgy. Poblacion, Municipality of Kiamba) (Figure 3). The barangays were chosen with the help of BFAR, and the Office of the City Agriculturist (OCAG) according to their being representatives of the various sectors of the tuna value chains.

**Figure 2. Map of General Santos City showing the twenty-six barangays. Household surveys, Focus Group Discussions and Key Informant Interviews were mainly conducted in barangays indicated with red circles**



**Figure 3. Map of Sarangani Province divided into seven municipalities. Red circles indicate location of Kiamba and Glan municipalities**



## 2.2 Research Design

The Gender Analysis relied on quantitative data provided by the field survey and on participatory qualitative approaches provided by key informant interviews (KII), focus group discussions (FGD), and a gender-sensitive value chain mapping workshop. These were complemented by secondary data gathering, site visits and familiarization, and pocket meetings with stakeholders. An equal distribution of male and female participants ensured data collection activities were gender-balanced and equally represented women and men Value Chain (VC) actors. Moreover, representation from various levels of VC governance was considered for both small-scale/municipal fisheries, and large scale (purse seine, commercial handline) fisheries. That is, the individual, households and communities (micro), the institutions and delivery systems (meso), and the national policy level and decision making agencies(macro) at all VC nodes were represented in the data collection and in the validation of findings.

### 2.2.1 Secondary Data Collection

Secondary data came from published sources like Bureau of Fisheries and Aquatic Resources (BFAR), Bureau of Agricultural Statistics (BAS), Western and Central Pacific Fisheries Commission (WCPFC) publications or obtained from national government agencies (NGAs) and local government units (LGUs) based in General Santos. Data on the number and addresses of registered fishers and fishing vessels were collected from BFAR 12 and the Office of the City Agriculturist (OCAG). BFAR 12 also provided data on tuna canneries and processors. The Department of Trade and Industry (DTI) provided information on the number and addresses of registered companies engaged in Tuna Value Added Product (TVAP) processing. Other information were collected from websites of agencies and organizations. For example, information on the nature of Philippine Fisheries Development Authority-managed ports were taken from the Philippine Fisheries Development Authority (PFDA) website while data on Philippine-owned vessels operating in High Seas Pocket 1 (HSP-1) were obtained from the WCPFC website. Secondary data gathering was started in December 2016 when the Project commenced. Constant data gathering was conducted throughout the duration that the Project Team was finalizing its methodology and expanding its literature review.

The secondary data provided the inputs to a desk review on the tuna fisheries industry in the Philippines as well as insights on gender in fisheries in other countries as a benchmark and additional guide in finalizing the research instruments and tools. It also served as the sampling framework in the random selection of survey respondents, and the participants to the various FGDs and KIIs that were conducted. The desk research continued until early March 2017 when field work was already in full swing.

### 2.2.2 Scoping and Pocket Meeting with Stakeholders

In January and February 2017, the WINFISH Project Team conducted site visits at the General Santos Fish Port Complex (GSFPC) particularly in Market 1 and Market 2. The actual landing of the tuna catch was observed as well as the ensuing activities until the tuna was either brought to waiting trucks/vans or have been sold to traders. The visit was done from 6:30am to 9:30am in order to witness the catch landing and the various activities that followed. Roles of men and women were observed and photo documentation was made. The Project team's visits were graciously hosted by the PFDA staff who entertained questions, and were facilitated by the Alternate Site Coordinator of USAID Oceans who comes from BFAR 12. The Project Team observed



*Dr Rowena Paz Gelvezon of WINFISH conducts site visit and familiarization trip to Markets 1 and 2 of the General Santos City Fish Port Complex*

gender differentials on site, but mostly limited to the VC node involving catch landing to transport to processing plants and/or traders. The observations and learnings became inputs in the construction of survey instruments and the KII and FGD Guides.

One on one meetings were conducted with potential partners in the first month of project implementation to prepare for in-field research and solicit support for the project. Meetings were conducted with the following groups/individuals: the Vice Chancellor for Academic Affairs and the Research Coordinator of the College of Fisheries of Mindanao State University (MSU), the Regional Director of the Department of Trade and Industry of Region 12, the Assistant City Agriculturist and Gender and Development (GAD) officer of the General Santos City Agriculturist's Office, the head of the Regional Fish Inspection Unit of BFAR 12, the Vice Mayor's representative of General Santos City LGU, and the BFAR 12 Senior Aquaculturist who usually represented the regional director for Oceans-related activities, among others.



Individual and institutional commitments were solicited such as referrals for enumerators and translators, venues for meetings, sharing of secondary data needed by the project, and participation in research activities. These pocket meetings also served as informal key informant interviews that helped put a better context of the tuna fisheries in General Santos City, as well as contribute in the enhancement of the survey/FGD/KII instruments that were developed by the WINFISH project team.

### 2.2.3 Inception Meeting and Value Chain Mapping Workshop

WINFISH conducted an Inception Meeting and Value Chain Mapping Workshop on January 9-10, 2017, in General Santos City with 31 participants in attendance. Twelve agencies/institutions such as BFAR from both provincial and municipal levels, OCAG, and the local government units of subject areas attended, too.



*9 January 2017 — WINFISH conducts Inception meeting with stakeholders in the tuna industry*

The Inception Meeting provided participants with an overview of the USAID Oceans and Fisheries Partnership, its human welfare work stream and gender integration strategy, and introduced the WINFISH team. Presentations and discussions covered topics such as the challenges and future directions of the tuna industry in General Santos City, the profile of General Santos City tuna value chain, and gender in Philippine fisheries. At the end of the day, WINFISH presented the methodologies to be used for the upcoming field studies.





*10 January 2017 – WINFISH conducts a gendered Tuna Value Chain mapping workshop*

The Gender-responsive Value Chain Mapping Workshop, held the second day was attended with the same participants as in the second day with the addition of the field enumerators. It served to quickly map the known roles and activities performed by men and women in the local tuna industry. The outputs of the day's workshop provided a starting point for discussions and input for the construction of research instruments. It also reinforced with the stakeholders, partners, and the survey enumerators the basic concepts of gender and the value chain in the tuna industry.

At its close, the workshop defined a gendered value chain map for both small- and large-scale tuna fisheries; identified opportunities and constraints of men and women towards gender empowerment in the tuna VC; determined gender needs, issues and concerns of men and women per VC node; and identified measures/recommendations for the attainment of gender equity and women empowerment in each VC node.

## 2.2.4 Survey

Field survey was conducted in late January to March 2017 among the different actors across the tuna fisheries value chain. Three groups of actors were included in the survey: 1) producers (municipal and commercial fishers), 2) processors and 3) traders. A total of 225 respondents were interviewed using the computer-aided personal interview (CAPI) method of data collection. Instead of using printed questionnaires on paper for collecting data, interviewers used android-based tablets. Hence, directly entering the data directly to the tablets, making the conventional pencil and paper surveys unnecessary.

Respondents came from the selected barangays of General Santos namely: Bula, Calumpang, Dadiangas South, Fatima, Tambler, Baluan and Siguel. In addition, municipal fishers from Barangay Pangyan (municipality of Glan) and Barangay Poblacion (municipality of Kiamba) in Sarangani Province were also surveyed. There were 111 males and 114 females who served as survey respondents (Table 1).

**Survey Instrument.** Three sets of structured questionnaires were developed to facilitate data gathering amongst each of the survey respondent groups (Annex 2). The Harvard, Moser and the Social Relations approaches as well as USAID's six domains of gender analysis were used to guide the development of the survey questionnaires. The survey instruments were designed to capture the following key constructs: productive, reproductive and community roles (i.e., community managing activities and community politics) of the participants at each node of the tuna value chain as well as their relationships and interactions, while ensuring coverage of USAID's six domains, namely access, knowledge, beliefs and perceptions, practices and participation, time and space, legal rights and status, power and decision making. To facilitate the conduct of the survey, pre-identified multiple choice responses were developed for each, with an added option of 'Others, please specify' to capture answers which were not generally anticipated in the instrument development phase.

The instruments were translated to the local dialect and then back-translated to English to confirm that nothing was lost in the process of translation. The survey instruments were pre-tested among individuals with similar characteristics as the target respondents to ensure the appropriateness of the survey instruments.

**Table 1. Distribution of Survey Respondents**

| Respondents | SMALL SCALE/ MUNICIPAL*            |               |                    | LARGE SCALE/COMMERCIAL     |                       |  |                      | TOTAL               |
|-------------|------------------------------------|---------------|--------------------|----------------------------|-----------------------|--|----------------------|---------------------|
|             | Fishers/<br>Operators<br>Municipal | Processors    | Traders            | Fishers-<br>Purse<br>Seine | Fishers-<br>Hand line | Fresh<br>Chilled<br>Frozen<br>Processors | Canned<br>Processors |                     |
| Producers   | 23<br>12M<br>11F                   | 30<br>13M 17F | 45<br>22M +<br>23F | 10<br>6M<br>4F             | 72<br>36M<br>36F      | 25<br>12M 13                             | 20<br>10M 10F        |                     |
| TOTAL       | 23<br>12M<br>11F                   | 30<br>13M 17F | 45<br>22M<br>23F   | 10<br>6M<br>4F             | 72<br>36M<br>36F      | 23<br>12M 13F                            | 20<br>10M 10F        | 225<br>111M<br>114F |

\*includes 20 small scale fishers from Kiamba and Glan both of Sarangani Province

The survey was paperless. Mobile data collection tools (Android-enabled smart phones and tablets) and free and open source software (Open Data Kit) were used. The paper-less, electronic survey tool has many benefits, including streamlined supplies, saved paper use, time efficiencies as data did not have to later be manually entered, and additional benefits of data security.

**Procedure.** In order to capture local contexts and nuances, experienced local enumerators were hired to do the survey, and were primarily comprised of students and alumni referred by Mindanao State University.



A trainer shows enumerators how to use the tablet and the ODK for the conduct of a paperless survey.



Enumerators conduct a mock survey to familiarize themselves with the survey instrument and tools.

Six enumerators and one team leader were hired and attended the three-day Inception Workshop and Training noted in Section 2.2.3, in General Santos City to inculcate in them gender sensitivity and perspective, to train them in the electronic, tablet-based survey tool and interview procedures, and to familiarize them with the content of the survey instrument. The training was witnessed by USAID Oceans, Southeast Asian Fisheries Development Center (SEAFDEC) and BFAR Central Office representatives who provided inputs along the process. Mock and actual field interviews were conducted during the enumerator training and helped to ensure that enumerators were knowledgeable about gender roles and could relate with the questions in the survey instruments. Insights of the exercise served as guides in finalizing the survey questionnaire.

**Sampling.** A random sample of 230 possible respondents was electronically generated from the various lists made available by government agencies. Among producers, five groups were included in the survey: 1) municipal fishers, 2) commercial handline boat captains of, 3) commercial handline crew members, 4) commercial handline owners of, and 5) purse seine owners.

Commercial handline fishers were obtained from BFAR Region 12's FishR list (list of registered fishers) while municipal fishers surveyed in Sarangani Province were randomly selected from a list provided by the Municipal Agriculturist Office of the municipalities of Glan and Kiamba. The categorization of fishers being municipal

fishers or commercial handline fishers was based primarily on the boat tonnage and the number of days spent at sea.

For the processors, the list of establishments producing tuna value-added products was provided by the National Industry Cluster Capacity Enhancement Project (NICCEP).

As much as the circumstances allowed, WINFISH surveyed an equal number of men and women respondents for each group of actors. 225 respondents were successfully surveyed and their responses to the survey instrument became part of the dataset.

For the production node, in municipal fisheries, 23 fishers and their wives (12 males and 11 females) were surveyed. In commercial fisheries, ten purse seine respondents were surveyed (six males and four females) and 72 from handline operations (36 males and 36 females).

For the processing node, enumerators surveyed owners and the employees of relevant businesses. There were a total of 25 respondents (12 males and 13 females) from the chilled/frozen sector and 20 respondents (10 males and 10 females) for the canned sector. In this node, more females (17) were surveyed than male respondents (12), owing to the nature of the small-scale food processing sector which is dominated by women.

Finally, for the marking/trading node of the VC, 45 respondents (22 males and 23 female) were randomly selected from the *talipapa* (neighborhood wet markets), and those who peddled tuna-like fishes from house-to-house. No large scale traders or exporters were surveyed because their main offices are based in Metro Manila, however, section heads from their local offices in General Santos City participated in WINFISH-held Focus Group Discussions.

## 2.2.5 Focus Group Discussion

To complement the results of the survey, Focus Group Discussions (FGD) were conducted. A FGD is a moderator-facilitated discussion held with a relatively small group of people on selected set of topics. FGDs were undertaken in order to surface issues and concerns that required depth and probing and which a survey, with its time and number limitations, could not address. Likewise, unclear answers in the interview were discussed more lengthily during the FGDs. Various sets of semi-structured open-ended guide questions were formulated for discussions with participant across each of the various value chain nodes (Annex 3) and translated into the local dialect (i.e. *Bisaya*). Discussion guides were aligned with USAID's six domains of Gender Analysis and took stock of survey findings which needed to be probed and explored in depth. FGD Participants came from the same areas where the survey was conducted.

The FGDs were directed at homogeneous groups of actors (e.g. municipal fishers; wives of crew members; processors), and were conducted separately according to the VC node. It allowed the participants to discuss issues that were limited within the survey structure. These included questions on the constraining and facilitating factors as they perform their roles in the value chain, particularly focusing on gender relations/interactions; how men-women negotiate their roles within the household, work sphere and community; probe reasons for their gender-related practices and choices.



*Dr. Harold M. Monteclaro of WINFISH facilitates the conduct of all-women FGD of General Santos City*

Eight FGDs were conducted—six in General Santos City, one in Kiamba and another one in Glan, both of Sarangani province (Table 2). Of the eight FGD groups, two consisted of all males, three were all females and three were mixed male-female participants. The all-male grouping was necessary since fishers and fishing crew



members in the three types of fishing are dominantly males. In order to get the view/insights of females, a corresponding all-female grouping composed of wives of fishers and fishing crew members, was deemed an important part of the data gathering. The third all-female group represented the vendors, a sector which is almost all composed of women. For the other value chain nodes, mixed male-female FGDs were conducted, to reflect the real gender composition of said nodes.

**Table 2. Distribution of Focus Group Discussions Conducted, General Santos Area\***

| FGD Composition    | General Santos City                           |             |                      |                      |                           |        |         | Sarangani |       |
|--------------------|---|-------------|----------------------|----------------------|---------------------------|--------|---------|-----------|-------|
|                    | Municipal fishers                             | Purse Seine | Commercial Hand line | Fresh Chilled Frozen | Support Actors in Trading | Canned | Vendors | Kiamba    | Glan  |
| All Male           | FGD 1 – small scale fishers and crew          |             |                      | FGD 3                |                           |        |         |           |       |
| All Female         | FGD 2 – wives of small scale fishers and crew |             |                      |                      |                           | FGD 5  | FGD 6** |           |       |
| Mixed: male-female |   |             |                      |                      | FGD 4                     |        |         | FGD 7     | FGD 8 |

\*Includes small-scale fishers of Kiamba and Glan both of Sarangani Province

\*\* Pocket meetings in the wet markets of Calumpang and Poblacion, both of General Santos City

Two all-male FGDs were held, one for producers and one for processors. The producers group consisted of municipal fishers and crew members of a commercial fishing fleet; the processors group was comprised of men working for companies producing fresh/chilled/frozen tuna products. They were technical and skilled male workers such as those assigned in the cold storage facility. The duties include loading and unloading products, maintenance and trouble-shooting of equipment, and record keeping.

The three all-female FGDs were held and consisted of: 1) wives of municipal fishers and of commercial handline and purse seine fishers, 2) women in the assembly line of canneries, and 3) vendors. These three represented the production, processing, and marketing/distribution nodes of the VC.

The three mixed male-female FGDs consisted of: 1) support actors such as the *jamboleros*, tray holders and checkers 2) municipal fishers and wives and processors in Kiamba, and 3) a similar group in Glan. *Jamboleros* are traders who actively searches, transacts, closes a deal with buyers, and facilitates the transport of goods. They work under the supervision and guidance of brokers.

Focus Group participants were selected by the Office of the City Agriculturist (OCAG), BFAR-National Stock Assessment personnel, and PFDA staff. Participants were chosen largely based on the sector they represented and on their willingness and availability to engage in the FGD. The Sangguniang Panlungsod of General Santos, OCAG, PFDA, and the LGUs of Barangay Poblacion in Kiamba, and in Brgy Pangyan in Glan provided space for the discussions.



Prof. Alice Prieto-Carolinoof WINFISH, facilitates the conduct of all-men FGD of General Santos City

The FGDs allowed the participants to express their own thoughts on their needs, aspirations, motivations and recommendations for self-development, which may not necessarily coincide with an outsider's recommendations. The FGDs further

provided better context to the survey's quantitative results. The FGD analysis, being largely qualitative, involved text/content-analysis, theme identification and cross-checking.

## 2.2.6 Key Informant Interviews

Individual key informant interviews (KIs) were conducted with selected actors across the tuna fisheries value chain in order to complement and shed further light on the results of the survey and Focus Group Discussions. The key informants were primarily the value chain enablers at both meso (e.g. associations and fishers groups) and macro (e.g. government units and agencies) levels, as well as other players who could not be part of either the survey or the FGDs due to the nature of their work and schedules. The latter group included the managers, and supervisors of frozen/chilled and canned products, representatives of academic institutions offering fisheries courses, officers of federation of fishing and allied industries, non-government organizations and women's organizations involved in the fishing industry (Table 3).

**Table 3. Sets of Questionnaire Utilized for the Key Informant Interview**

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

WINFISH developed an interview guide, with questions formulated in alignment with USAID's six domains of Gender Analysis (Annex 3). From this guide, the three sets of KI questions were later customized to suit each of the three interviewee categories. There was no need to translate the questions in the local dialect (i.e., Bisaya) since almost all of the respondents could very well understand the English language. Moreover, both interviewer and interviewee were comfortable switching to Ilonggo and/or Tagalog, as most of the interviewers had Ilonggo roots.

The project team chose sixteen key informants from the three levels of respondents, of which four were males and twelve were females (Table 4). There were more females than males who occupied the key positions relevant to the tuna value chains. Hence, females outnumbered the male informants/interviewees.

The KIs were conducted on March 13-17, 2017, following the completion of the survey so that KI interviewers could probe for any data and information gaps from the survey. The KIs were conducted in the following stages: (a) self-introduction and statement of purpose, (2) the interviewee's (non) acceptance to the Informed Consent and (3) the actual responses to the guide questions. KI



*Dr. Rosario H. Asong of WINFISH interviews Ms. Jovy Garrido of the Philippine Fisheries Development Authority*

questions were divided into 4 parts: (1) Personal Information Data, (2) Work-related Information, (3) EAFM subject matter, and (4) Gender and Development-related Information.

**Table 4. Distribution of Key Informants**

| Key Informants   | No. of KIs, by sex |           |
|--|--------------------|-----------|
|  | Male               | Female    |
| Government agencies (Regional Administrative Support Product Certification Unit (RASPCU) of BFAR 12; BFAR 12; Supervisor of the Marketing Operations Division of the PFDA of General Santos; OIC Provincial Director of DTI; Chief Administrative Officer/Field Office Head of DOLE) | 1                  | 4         |
| LGUs (Assistant City Agriculturist of General Santos City; Provincial Fisheries Coordinator and Provincial Rural-based Organization Coordinator of Sarangani Province; Provincial Fisheries Officer of South Cotabato)   | 0                  | 4         |
| Fishing industry associations  | 0                  | 2         |
| Academe (Vice President for Academic Affairs of Mindanao State University)   | 0                  | 1         |
| Women's Associations   | 0                  | 1         |
| NGO (assisting fishers)  | 1                  | 0         |
| Processor/Cannery  | 2                  | 0         |
| <b>TOTAL</b>   | <b>4</b>           | <b>12</b> |

## 2.2.7 Gender Resource Mapping



*General Santos Fish Port Complex -- Market 1 and Market 2*

Gender Mapping determines the location of women's and men's spaces in the value chain. A gender resource map was developed for the General Santos City Fish Port Complex (GSFPC) to further enhance and deepen understanding of relations between men and women in the industry. The WINFISH research team used maps of the GSFPC and General Santos City to note observations while conducting port visits to and

key informant interviews. The GSFPC also provided the team with a sex-disaggregated data of personnel involved in the operation of the complex. Some fishport workers and personnel provided information on specific facilities and services in the complex. The spaces dominated by men and women were then indicated on the map and the results analyzed.

## 2.2.8 Validation Workshop

A Validation Workshop was conducted in July 2017 in General Santos City to vet research results and validate findings of the gendered analysis of the tuna value chain. The workshop sought to clarify the following issues: 1) the role of women and men in Catch Documentation Traceability (CDT) system; 2) gaps that may impede the implementation of the CDT system; 3) an incentive scheme to enhance women's participation in CDT and Ecosystem Approach to Fisheries Management (EAFM);

and 4) the support needed by the local government units (LGUs), academe, civil society organizations (CSOs), enablers, and the tuna value chain actors to ensure successful implementation of the CDT and EAFM in General Santos City. Thirty-three participants attended the validation meeting, including 18 tuna value chain players (i.e., municipal and commercial fishers, processors, traders); 14 enablers, and one representative from USAID Oceans (Table 5).



*Dr. Ida ML Siason of WINFISH presents the findings of the Gender Analysis (fishers survey) during the Validation Meeting, July 2017.*

**Table 5. Distribution of Participants to the Gender Analysis Validation Meeting**

| Nature of company/organization | Male | Female | Total |
|--------------------------------|------|--------|-------|
| Municipal fishery              | 7    | 3      | 10    |
| Commercial fishery             | 1    | 2      | 3     |
| Processing only                | 0    | 3      | 3     |
| Fishing-Processing-Trading     | 2    | 0      | 2     |
| Enablers                       | 4    | 10     | 14    |
| USAID Oceans                   |      | 1      | 1     |
| Total                          | 14   | 19     | 33    |

## 2.3 Analytical Method

A gender analysis of the value chain highlights men's and women's roles in tuna fisheries and the differential access to and control of productive activities and the differential opportunities for improvement within the chain. It also assesses the division of labor amongst genders and how gender power relations impact economic rents among the various actors in the different value chain nodes. Moreover, a gender analysis of the value chain recognizes the phenomenon that there are gendered differentials in the various value chain functions which, in turn, dictate the patterns of behavior of men and women.

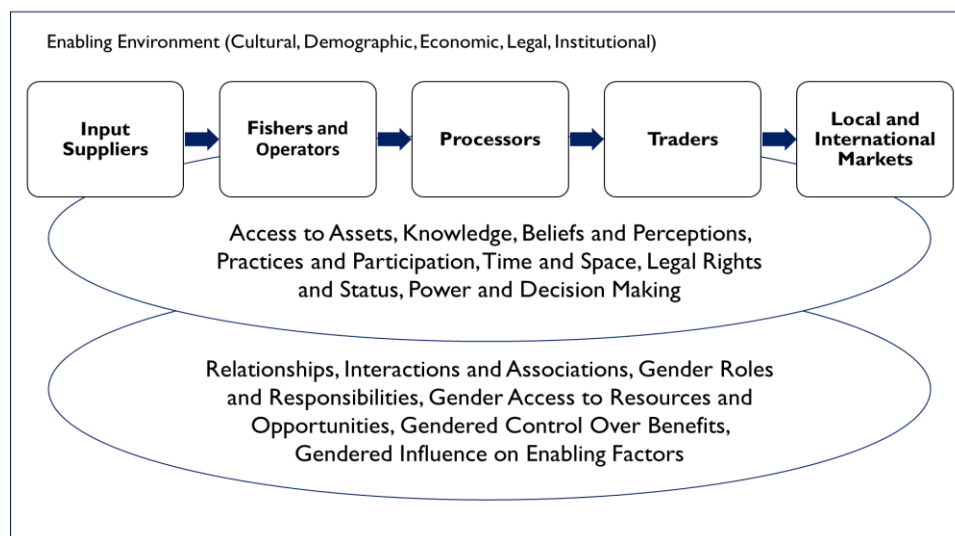
The Harvard analytical framework, also referred to as the Gender Roles Framework, was used to map the work, resources, and highlight the differences of women and men along the tuna value chain (March et al 1999). The Harvard framework analyzes productive and reproductive roles, with questions including: Who does what? Who has access to and control of economic resources? Who benefits? What influences the gender differentials, hence, shape gender relations? How are men and women affected differently by the same circumstances in the tuna industry? How should enablers respond differently to men and women in a given situation, knowing that there exists gender differentials in needs and concerns? Cognizant of the USAID's interest on CDT and EAFM, a particular reference to these areas was made in the process of data collection.

On top of Harvard's concept of productive and reproductive roles, the Moser framework was applied to assess community roles, which are further categorized into community managing activities and community politics (GIDP/UNDP 2001). Moser's framework of practical and strategic gender needs along the tuna value chain are likewise included in the analysis. These are needs which have consequences on women's and men's roles, tasks and responsibilities, hence, must be addressed towards enabling the women to challenge the existing inequalities along the value chain.

Identifying gender-based needs are a critical step in developing CDT/EAFM interventions that integrate and mainstream gender concerns, thus empowering and building the capacity of the women in the value chain and promoting gender equality and equity.

For the purpose of this study, the following conceptual framework was used in conducting the gendered tuna value chain analysis (Figure 4). The gender analysis focused on three nodes of the tuna value chain in General Santos City

**Figure 4. Framework for the Gendered Tuna Value Chain Analysis**



and the Sarangani Bay area: fishers and operators, processors, and traders. The analysis applied USAID's six gender dimensions to assess gender differentials in access to resources; beliefs, knowledge and perception; practices and participation; time and space; legal rights and status; and power and decision-making (Table 6).

**Table 6. USAID's Gender Analysis Framework**

| Domain   | Definition   |
|--|--|
| <b>Access to Assets</b>                              | A person's ability to use the necessary resources to be a fully active and productive participant (socially, economically, and politically) in society. It includes access to resources, income, services, employment, information, and benefits.  |
| <b>Beliefs (including Knowledge and Perceptions)</b> | The types of knowledge that men and women possess, the beliefs that shape gender identities and behavior, and the different perceptions that guide people's understanding of their lives, depending upon their gender identity.  |
| <b>Practices &amp; Participation</b>                 | Peoples' behaviors and actions in life—what they actually do—and how this varies by gender roles and responsibilities. The questions include not only current patterns of action, but also the ways in which men and women may engage differently in development activities. Some of these types of action include attendance at meetings and training courses, and accepting or seeking out services. Participation can be both active and passive.   |
| <b>Time &amp; Space</b>                              | The availability and allocation of time and the locations in which time is spent. It considers the division of both productive and reproductive labor; the identification of how time is spent during the day (week, month, or year, and in different seasons); and determines how men and women each contribute to the welfare of the family, community, and society. The objective of this domain is to determine how men and women spend their time and what implications their time commitments have on their availability for program activities. |
| <b>Legal Rights &amp; Status</b>                     | How people are regarded and treated by customary legal codes, formal legal codes, and judicial systems. The domain encompasses legal documentation such as identification cards, voter registration, and property titles. Additionally, the domain includes the right to inheritance, employment, atonement of wrongs, and legal representation.   |
| <b>Power &amp; Decision-Making</b>                   | The ability of people to decide, influence, control, and enforce personal and governmental power. It refers to one's capacity to make decisions freely, and to exercise power over one's body, within an individual's household, community, municipality, and state. This domain also details the capacity of adults to make household and individual economic decisions including the use of household and individual economic resources, income, and their choice of employment.   |

Source: USAID (2011), "Tips for Conducting a Gender Analysis at the Activity or Project Level"



Gendered influence on enabling factors were likewise investigated. The analysis focused on determining the degree of influence of men and women on policy making and legislations to promote their economic rights and to make the overall environment more conducive to gender equality.

The data collected in the field were encoded and presented in contingency tables. For testing the differences between proportions across different categories of the independent variable, chi-square tests were used to determine significance. However, a chi-square test is only valid if no more than 20 percent of the cells have expected frequencies less than five. In some situations, merging of categories was utilized to satisfy the assumption of the test. In cases, where a two by two contingency table did not satisfy the requirements of the test, the Fisher's exact test was used instead of a chi-square test. In this study, a five percent level of significance was used. Comparisons between men and women across the value chain were made according to the USAID Gender Analysis Framework.

The content of the FGDs and KIs were analyzed qualitatively through text analysis, theme identification and cross-checking of responses with data generated from the survey.

The team likewise discussed and integrated all data/findings from the inception workshop outputs, survey, FGDs, KIs, the value chain mapping workshop, and comments made by concerned agencies on previous presentations and reports of preliminary findings. Field notes and experiences from site visits and ocular inspection as well as findings from secondary data collected likewise enriched the analysis of the tuna value chain using the gender lens. Sex-disaggregation and gender balance at all phases of the research implementation was well-observed.

## **2.4 Limitations and Challenges**

The implementation of the Gender Analysis study was generally easy and smoothly conducted due to a strong collaboration with partners and stakeholders, among others. There were, however, a handful of challenges. First, is the absence of a registry for those in the secondary/informal market such as fish vendors. The research team was limited in the use of existing registries.

Second, is the difficulty in getting a common free time for FGD participants. This led to several re-scheduling of some meetings, hence, extending field work duration. Fishers were usually out at sea during day time or for several days, and vendors were in the wet markets from early morning to as late as 10:00 in the evening.

Finally, there was the difficulty in getting connected with big boat owners, some of whom are residing or have business addresses in Manila. Letters have to be sent promptly and several follow-up calls were needed.

## CHAPTER 3.0

# THE TUNA INDUSTRY IN THE PHILIPPINES

This chapter is generated from a desk review and analysis of secondary data and related literature. It describes the Philippine fisheries sector, the profile of the tuna fisheries industry in General Santos City and gender aspects of the Philippine tuna industry. It highlights major findings of a literature review regarding the industry, and includes topics on fisheries production, fisheries management, fisheries value chain and gender in fisheries.

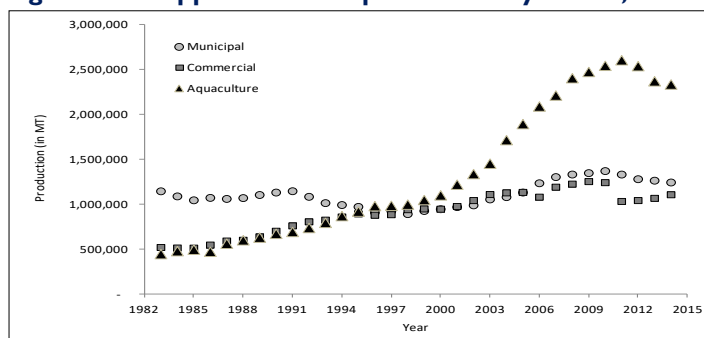
### 3.1 The Fisheries Sector

#### 3.1.1 Fisheries Production in the Philippines

The fisheries sector in the Philippines is comprised of capture fisheries (which is further divided into municipal fisheries and commercial fisheries), and aquaculture (Republic Act 8550 1998). Municipal fisheries are defined by using vessels that are 3 gross tons (GT) or lower while commercial fisheries use vessels more than 3 GT.

The Philippines is one of the top fish producing countries in the world. In 2013, the Philippines ranked 7<sup>th</sup> among countries worldwide with a total production of 4.7 million metric tons of fish, mollusks, crustaceans and aquatic plants including seaweeds (BFAR 2014). In 2014, the capture fisheries sector produced 2.35 million MT of fish—about half of total national production (BFAR 2014). Before 1995, the municipal fisheries sector used to contribute more fish landings compared to the capture fisheries sector. However, municipal fisheries landings have since declined while commercial fisheries sector landings have increased (Figure 5).

**Figure 4. Philippine fisheries production by sector, 1983-2014**

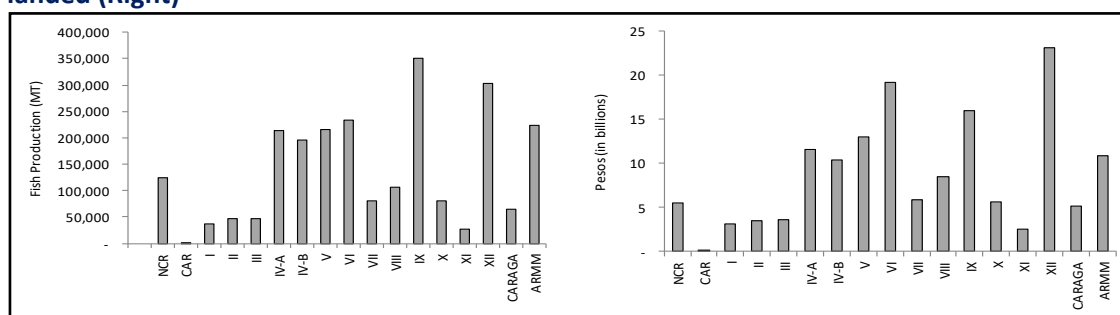


Source: BFAR 1983-2014

Among the different regions in the Philippines, Region 9 (Zamboanga Peninsula) registered the highest capture fisheries production in 2014 (Figure 6) due to the large sardine landings (BFAR 2014). Region 12 (SOCCSKSARGEN), home to General Santos City, followed with 302,442 MT fish production or about 12.9% of the national value.

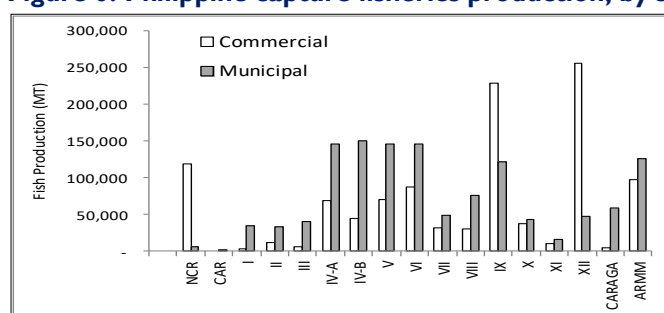
In terms of value, however, Region 12's capture fisheries production was highest with fish landings worth more than 23 billion pesos or about 15% of the value of the national capture fisheries production (Figure 6). Fish landings from the commercial fisheries sector were highest in Region 12 at 255,443 MT (Figure 7) (BFAR 2014).

**Figure 5. Philippine capture fisheries production by region in 2014 (Left) Quantity and value of fish landed (Right)**



Source: BFAR 2014

**Figure 6. Philippine capture fisheries production, by sector and region in 2014**



Source: BFAR 2014

### 3.1.2 Fisheries Exports

In 2014, fish exports totaled 316,863 MT with a value of 1.27 billion US dollars. Among Philippine fishery exports, tuna was the biggest export item in terms of volume and value (BFAR 2014). In 2014, tuna valued at 19.6 billion pesos were exported to major markets such as the United States, Japan and the United Kingdom. Most of the tuna exports were canned, although others were in fresh/chilled/frozen and smoked/dried forms. Other high-earning exported fishery products were seaweeds and shrimps valued at about 11.7 billion and 5.3 billion pesos, respectively (Table 7). Other exported products included crabs, cephalopods, groupers, live ornamental fishers, roundscads, and sea cucumber.

**Table 7. Major fishery exports in terms of value, 2014**

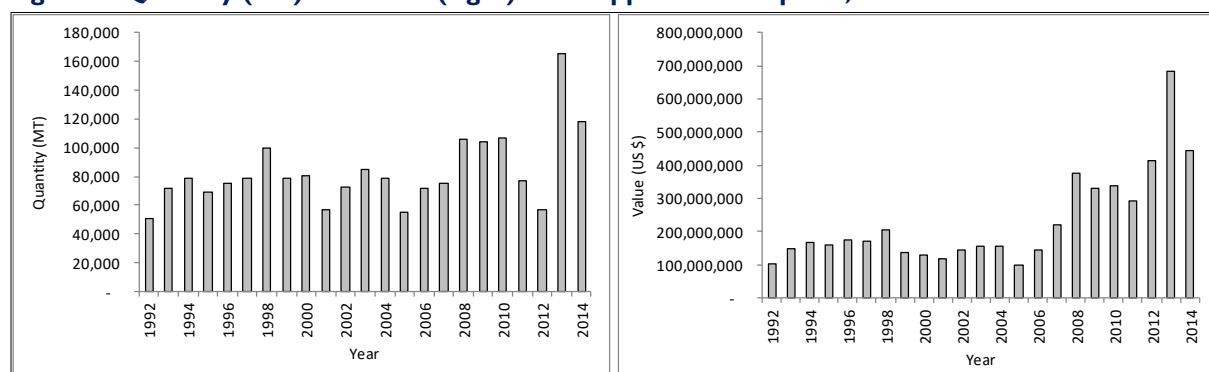
| Commodity            | Quantity (MT)  | Value (in '000 pesos) |
|----------------------|----------------|-----------------------|
| Tuna                 | 117,909        | 19,597,882            |
| Seaweeds             | 42,469         | 11,687,900            |
| Crabs                | 11,914         | 5,881,136             |
| Shrimps              | 8,917          | 5,313,847             |
| Grouper              | 13,441         | 2,051,377             |
| Octopus              | 4,132          | 1,124,110             |
| Squid and cuttlefish | 9,085          | 842,811               |
| Live ornamental fish | 5,988          | 266,928               |
| Sea cucumber         | 171            | 116,666               |
| Roundscad            | 191            | 13,205                |
| Other commodities    | 102,645        | 9,453,412             |
| <b>Total</b>         | <b>313,863</b> | <b>56,349,274</b>     |

Source: BFAR 2014



Tuna exports increased over the period of 1992 to 2014. In 2013, tuna exports amounted to 165,757 MT with a value of 681 million US dollars (Figure 8). In 2014, tuna exports amounted to 117,909 MT resulting in a decline by 29% and 35% in terms of volume and value, respectively.

**Figure 7. Quantity (left) and value (right) of Philippine tuna exports, 1993-2014**



Source: BFAR 2014

## 3.2 Philippine Tuna Industry

General Santos City is the major producing site of tuna in the Philippines (Yamashita 2008). Historically, tuna fishing dates back to the 1900s and was confined to nearshore areas for subsistence purposes. The reputation of General Santos City as the tuna capital of the Philippines started in the 1970s when investors financed tuna fishing ventures as encouraged by a surge in demand for sashimi-grade material in Japanese markets (Vera and Hipolito 2006). A significantly large portion of General Santos City's harvest goes to canning factories. Tuna and skipjack are used as materials for canning while yellow fin tuna is used for sashimi and is exported predominantly to Japan, Indonesia and Taiwan.

### 3.2.1 Tuna Resources in the Country

Twenty-one species of tuna and tuna-like fishes are caught in Philippine waters (Dickson and Natividad 2000, Barut 2002). Four species are regarded as large tunas – the yellowfin tuna (*Thunnus albacares*), bigeye tuna (*Thunnus obesus*), albacore (*Thunnus alalunga*) and skipjack (*Katsuwano pelamis*). Other species are classified as small tunas – the frigate tuna (*Auxis thazard*), bullet tuna (*Auxis rochei*), eastern little tuna (*Euthynnus affinis*), and longtail tuna (*Thunnus tonggol*). In recent years, the Pacific bluefin tuna (*Thunnus orientalis*) has been officially reported as occurring in northern Philippine waters (Sarmiento et al 2016).

Some of the tuna species are neritic species or those that inhabit nearshore waters such as the eastern little tuna, frigate tuna, bullet tuna, and longtail tuna. Others are oceanic species or those that predominantly reside in deep waters beyond the continental shelf. These include the skipjack, yellowfin tuna, bigeye tuna, albacore and Pacific bluefin tuna (Barut 2002, Servidad-Bacordo et al 2012, Sarmiento et al 2016).

Several of these oceanic species such as the skipjack, yellowfin and bigeye tuna spawn extensively in Philippine waters (Wade 1951, Servidad-Bacordo et al 2012). Large densities of tuna eggs and larvae have been recorded in the Batanes-Polillo Island, Siargao-Davao and Mindanao-Celebes Sea areas (Servidad-Bacordo et al 2012).

Oceanic tuna stocks are highly migratory. Movements of tagged yellowfins, skipjacks and bigeyes through different seas in the Philippines, Indonesia, Papua New Guinea, and other western Pacific islands suggest that “tuna highways” seem to exist in these areas (WVVF 2003, Alcala et al 2008). Because of their migratory nature, tuna stocks in the western and central Pacific Ocean region have been regarded as a common stock. Recent reports using genetic analyses suggest that some stocks within the region may be similar (Santos et al 2010, Nomura et al 2014) while other tuna stocks may have differences (Aguila et al 2015).

Since the Philippines is a major tuna spawning ground, juvenile tuna make up a high percentage of tuna standing biomass in Philippine waters. The large occurrence of juvenile tuna belonging to different taxonomic groups has contributed to misidentification of tuna in the country. These juveniles are difficult to differentiate because their morphological characteristics are very similar. Oftentimes, the use of mitochondrial DNA in identifying juveniles becomes necessary (Miyabe et al 1996, Santos et al 2010, Pedrosa-Gerasmio et al 2012).

It is unfortunate that no recent assessment of tuna stocks inside Philippine waters has been reported. In the absence thereof, data on the status of stocks in the Western and Central Pacific Ocean (of which the Philippines is part of) may offer some information. The Western and Central Pacific Fisheries Commission (WCPFC) adopts the spawning biomass or the biomass of individuals that are capable of spawning as the limit reference point. Its report states that the yellowfin stock is not in an overfished state. While yellowfin catch is below the Maximum Sustainable Yield (MSY), heavy fishing effort is present in the tropical region. Skipjack stock is not overfished and exploitation is below MSY (ISSF 2016).

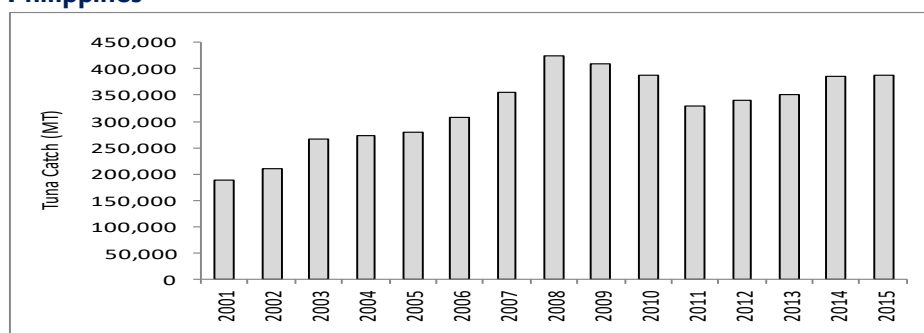
### 3.2.2 Tuna Production in the Philippines

In the western and central Pacific Ocean region, the Philippines is considered as a major tuna producer (WCPFC, 2016). Tuna fishing occurs in all fishing grounds of the country, but the highest catch are from Moro Gulf, Sulu-Celebes Sea, Western Philippines Sea and southern Luzon. Tuna landings are caught inside the Philippines' Exclusive Economic Zone (EEZ) and outside Philippine waters (e.g., Papua New Guinea, Indonesia and high seas). However, the agreement between the Philippines and Indonesia to allow Filipino tuna fleet to access Indonesian waters expired in 2006 (Barut and Garvilles 2007). No foreign flag vessel is allowed to fish in the Philippine EEZ, although a considerable amount of illegal, unreported and unregulated (IUU) fishing, much of which involve tuna vessels, occurs (Barut and Garvilles 2016). In the country, landings and transshipments by foreign longline vessels are permitted only in Davao (Toril). In 2010 to 2015, about 2,200 to 4,000 MT of mostly tuna, which are assumed to be taken outside Philippine waters, were landed per year in Davao (Barut and Garvilles 2016). These are caught in foreign waters since no foreign vessels are allowed to fish in Philippine EEZ.

Of the twenty-one species of tuna and tuna-like fish caught in the Philippines, only six species are exploited in commercial quantity (Barut 2002). These are yellowfin tuna (*Thunnus albacares*), bigeye tuna (*Thunnus obesus*), skipjack (*Katsuwano pelamis*), eastern little tuna (*Euthynnus affinis*), frigate tuna (*Auxis thazard*) and bullet tuna (*Auxis rochei*).

Skipjack production was highest among the dominant large tuna species. In 2001, skipjack production was more than 105,000 MT, with more than 76% coming from the commercial fisheries sector. Skipjack production steadily increased until 2009 when it reached its peak at 251,524 MT (Figure 9). It declined in 2010 but again increased in 2012. In 2015, more than 240,000 MT skipjack was landed, about 83% of which were from the commercial fisheries sector.

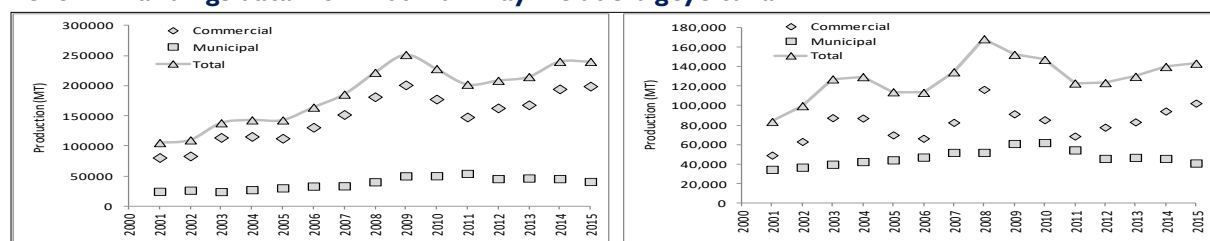
**Figure 8. Production of dominant, large tuna species (yellowfin, bigeye and skipjack) in the Philippines**



Sources: BAS 2001-11, WCPFC 2012-15

Yellowfin tuna production was 83,560 MT in 2001, of which more than 58% came from the commercial fisheries sector. Yellowfin landings increased until 2004 (Figure 10) when it declined until 2006 and again increased in 2008 when it reached highest production at 168,410 MT. Production declined again until 2011 after which it steadily increased. In 2015, yellowfin production was 143,387 MT with more than 71% coming from the commercial fisheries sector (BAS 2001-2011; Barut and Garvilles 2007; WCPFC 2016).

**Figure 9. Production of skipjack (left) and yellowfin tuna (right) in the Philippines by sector. Yellowfin landings data from 2001-04 may include bigeye tuna**



Sources: BAS 2001-11, WCPFC 2012-15

It should be noted that there were unreported past statistical reports (before 2003) especially among the commercial fishers (Barut and Garvilles 2007). Many authors have also proposed revision of tuna statistical records because of misreporting, misidentification (especially between yellowfin and bigeye tuna), miscommunication with respondents and other errors (Lewis 2004; Babaran 2007; Itano and Williams 2009; Palomares and Pauly 2014). These reports assert the need to clarify catch data because these will have impact on the estimation on the status of stock exploitation.

### 3.2.3 Tuna Fishing Methods

Tuna fishing is a traditional activity among Filipino fishers that dates back to early 1990s (Vera and Hipolito 2006). Commercialized tuna fishing slowly started during the Japanese occupation (1942-44). At present, Filipino fishers catch tuna using a variety of fishing gears such as purse seines, ring nets, bag nets, handline, longline, and set nets. The use of purse seines, ringnets and handlines usually account for more than 75% of the annual tuna catch (BFAR and WCPFC 2012).

### Small Scale Tuna Fisheries

Tuna capture by small-scale fishers is usually through the use of fishing gears such as handline, longline, multiple handline, troll line, gillnets, fish corral, and beach seines. There are two types of handline fishers: the *palaran*, those confined in the municipal waters; and the *pamariles* fishers who venture beyond the country's EEZ (Vera and Hipolito 2006). In 2015, handline production was responsible for more than 45% of the national tuna catch (Table 8), and more than 75% of the yellowfin catch in the country.

**Table 8. Reconciliation of 2015 tuna catch estimates by gear and species with the 2015 BAS total tuna catch estimates (in MT)**

| Gear/Species | Skipjack | Yellowfin | Bigeye | Total   |
|--------------|----------|-----------|--------|---------|
| Purse seine  | 42,594   | 13,332    | 1,034  | 56,959  |
| Ringnet      | 37,471   | 7,955     | 373    | 45,799  |
| Handline     | 23,774   | 72,646    | 2,000  | 98,420  |
| Others       | 11,797   | 2,266     | 220    | 14,283  |
| Total        | 115,636  | 96,199    | 3,627  | 215,461 |

Source: Barut and Garvilles 2016

## Commercial Scale Tuna Fisheries

Purse seines and ring nets contributed a combined catch of more than 47% of the national tuna production in 2015 (Table 8). The purse seine fleets are also the primary suppliers of tuna to canneries in General Santos City. Many of the tuna fishing gears such as purse seines and ring nets employ fish aggregating devices (FADs or locally known as *payao*) during operation. Pelagic fishes including tuna are often associated with FADs although this association is not clearly understood. It is theorized that fish are associated to *payaos* through foraging, shelter, or attraction (Marsac et al 2000, Babaran et al 2008, Hallier and Gaertner 2008, Babaran et al 2009). Once there is a considerable size of fish aggregation, the fish school is surrounded by purse seine or ring net to catch fish. The use of *payao* was one of the most important developments in pelagic fishing that significantly led to increased tuna production and expansion of purse seine and other fishing gears. The introduction of *payao* in tuna fishing in 1975 prompted the rapid development of the tuna fishery (Dickson and Natividad 2000).

The use of *payaos* have been reported to be an environmental threat because a large number of fish associated with *payaos* are juveniles (Dempster 2004, Monteclaro 2005, Mitsunaga et al 2012) which could perpetuate overfishing.

### 3.2.4 Tuna Fishing Outside Philippine EEZ

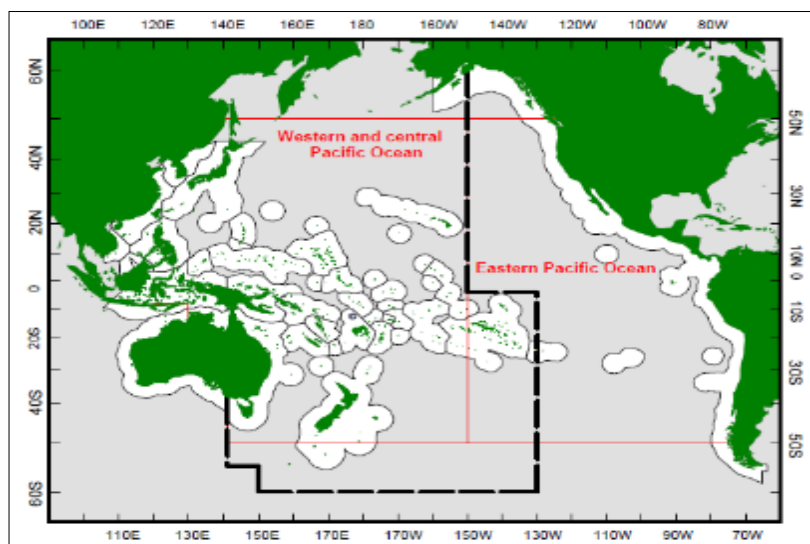
In addition to tuna caught within the Philippine's EEZ, Filipino fishers also conduct tuna fishing in international waters. Table 9 shows the number of Philippine-registered vessels operating in the Western and Central Pacific Ocean (WCPO, Figure 11).

**Table 9. Type and number of Philippine registered vessels operating in the WCPO**

| Type of vessel          | Number registered |
|-------------------------|-------------------|
| Tuna purse seine/ Purse | 83                |
| Support vessel          | 163               |
| Fish carrier            | 122               |
| <b>Total</b>            | <b>368</b>        |

Source: WCPFC 2016, website data as of 23 Dec 2016

**Figure 10. Map showing the region covered by the Western and Central Pacific Ocean (WCPO)**



Source: WCPFC 2016

Table 10 shows the production of Filipino-owned purse seine fleet operating in western Pacific Ocean. More than half of the purse seine catch in these waters is skipjack. Skipjack production had been increasing since 2010, except in 2013 when there was a decline, although it showed recovery in 2014. Yellowfin production increased from 2010 to 2015, while bigeye production began declining in 2010 (although there was a significant increase in 2014).

**Table 10. Catch by Philippine-flag purse seine vessels in western and central Pacific Ocean (in MT)**

| Year | No. of vessels | Catch (in MT) |           |        |         |
|------|----------------|---------------|-----------|--------|---------|
|      |                | Skipjack      | Yellowfin | Bigeye | Total   |
| 2010 | 22             | 43,870        | 27,594    | 1,966  | 73,430  |
| 2011 | 25             | 50,047        | 29,166    | 1,599  | 80,812  |
| 2012 | 25             | 56,501        | 30,452    | 700    | 87,653  |
| 2013 | 27             | 49,014        | 35,226    | 597    | 84,837  |
| 2014 | 29             | 64,191        | 39,945    | 2,843  | 106,979 |

Source: WCPFC 2016, website data as of 23 Dec 2016

Table 11 shows the tuna production of Filipino handline fishers operating in international waters. From 2011, tuna landings had been declining followed by a small increase in 2014. Among distant-water handliners, bigeye tuna production was highest.

**Table 11. Catch by distant-water, Philippine-flag longline vessels fishing in WCPFC Convention Area (in MT)**

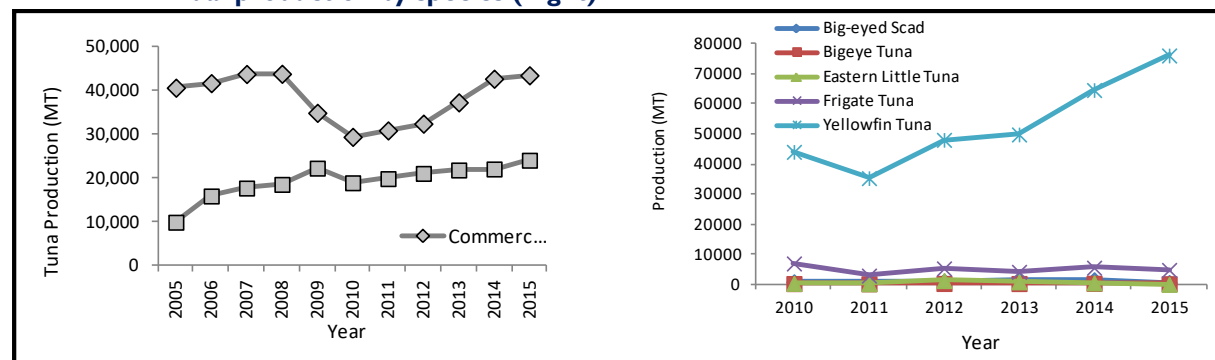
| Species   | 2011   | 2012   | 2013   | 2014  |
|-----------|--------|--------|--------|-------|
| Yellowfin | 145.77 | 60.63  | 27.16  | 2.78  |
| Bigeye    | 777.06 | 247.83 | 166.56 | 52.9  |
| Albacore  | 36.39  | 23.96  | 30.47  | 1.16  |
| Others*   | 174.96 | 62.66  | 10.69  | 38.67 |

Source: WCPFC 2016, website data as of 23 Dec 2011

### 3.2.5 Tuna Production in General Santos City

Figure 12 shows the annual tuna and tuna-like production in General Santos City from 2005 to 2015. In 2015, the commercial fisheries sector produced almost twice the fish landings than the municipal fisheries sector. Landed catch from the commercial fleet declined in 2009-2010 although it has slowly increased thereafter. The municipal fisheries catch has been increasing since 2005.

**Figure 11. Annual tuna production in General Santos City (Left).  
Annual production by species (Right)**



Source: BFAR XII 2016

## 3.2.6 Tuna-Post-Harvest and Related Industries

### Infrastructures

Ports in the Philippines are classified as fish ports (primarily serve the fishing industry), feeder ports (provide linkages among neighboring small islands and urban centers using small passenger and fishing vessels) or commercial ports (cater to general public with vessels more than 30 gross tons) (Israel and Roque 2000).

The Philippine Fisheries Development Authority (PFDA) manages the eight government fish ports in the country. The largest is the Navotas Fishing Port Complex which also has the highest production among the major ports (Table 12). Aside from these PFDA-managed ports, there are hundreds of public and private fish ports all over the country. The public fish ports are usually managed by the local government units (LGUs). Cruz (1997) reported that there were 64 major and 293 minor fish landing centers in the Philippines. Israel and Roque (2000) reported that as of year 1997 there were 447 fishing ports (7 regional and 440 municipal) in the country. For municipal fishers, however, tuna is landed in more than 8,000 landing sites all over the Philippines (BFAR 2012).

**Table 12. Major fish ports in the Philippines managed by the Philippine Fisheries Development Authority**

| Fishing port complex                                   | Area (ha)* | Landings (tons)** |
|--|------------|-------------------|
| Navotas Fishing Port Complex (Metro Manila)            | 47.5       | 185,835           |
| Iloilo Fishing Port Complex (Iloilo City)              | 21.0       | 28,038            |
| Zamboanga Fishing Port Complex (Zamboanga City)        | 12.5       | 20,095            |
| Camaligan Fishing Port Complex (Camarines Sur)         | 1.6        | 237               |
| Lucena Fishing Port Complex (Lucena City)              | 8.7        | 16,202            |
| Sual Fishing Port Complex (Pangasinan)                 | 3.2        | 676               |
| Davao Fishing Port Complex (Davao City)                | 4.5        | 6,157             |
| General Santos Fishing Port Complex (Gen. Santos City) | 32.0       | 61,516            |

\* From Israel and Roque 2000

\*\* From FAO 2005

While the Navotas port is the biggest in size and fish landings, the General Santos Fish Port Complex (GSFPC) is the country's largest tuna unloading port, with 217,630 MT total unloaded in 2015 (Barut and Garvilles 2016). At the GSFPC, catch of handline fishers are landed at Market 1 while purse seine catch are landed at Market 3. There are also designated areas for big fishing companies where tuna trading is undertaken. The complex houses ice plants, cold-storage facilities, market halls, pier landings and loading areas that greatly contribute to the local tuna industry's global competitiveness. A weighbridge station and a fish sorter/conveyor are also present. Market 4 houses the meter harbor basin, concrete roadway and apron, loading area, freshwater pump house and drainage sewerage system. All these are important to ensure the export quality of tuna meat (Vera and Hipolito 2006). The GSFPC port facilities have complied the international standards for Hazard Analysis and Critical Control Point (HACCP) and Good Manufacturing Practice – Sanitation Standard Operating Procedures (GMP-SSOP). It is accredited by the European Union, Japan and United States (Barut and Garvilles 2016).

### Tuna Post-Harvest Industries

General Santos City is regarded as the premier fish producer in the country because of the large volume of fish landed in its fishing port complex. More than 90% of fish landed in General Santos City are tuna and tuna-like species. Tuna is sold either as fresh/chilled/frozen or in processed form. Processed tuna products are canned tuna, smoked tuna, dried tuna, or prepared tuna (BFAR 2016). Hand line fishing is the predominant method for fresh and frozen sashimi grade that goes to export processors and the domestic market. Most of General Santos City's tuna products are exported to the US, Japan and European countries (Barut and Garvilles 2016).

At present, there are nine tuna canneries in the Philippines, six of which are based in General Santos City (Table 13). Two other companies are based in Zamboanga City while one is based in Luzon. Two Philippine-owned and operated canneries are based in Papua New Guinea (Barut and Garvilles 2016, RD Tuna Canners Ltd. website). Another Philippine company, the Citra Mina Canning Corp., is also poised to open a tuna cannery. There are more than 17 frozen tuna processors in the country, and about 70% of these are located in General Santos City. In addition, ancillary industries in line of tuna production are also present. These post-harvest industries provide about 3,000 to 8,000 jobs to Filipino workers (Vera and Hipolito 2006, Barut and Garvilles 2016).

**Table 13. Tuna canning companies owned by Filipino Companies**

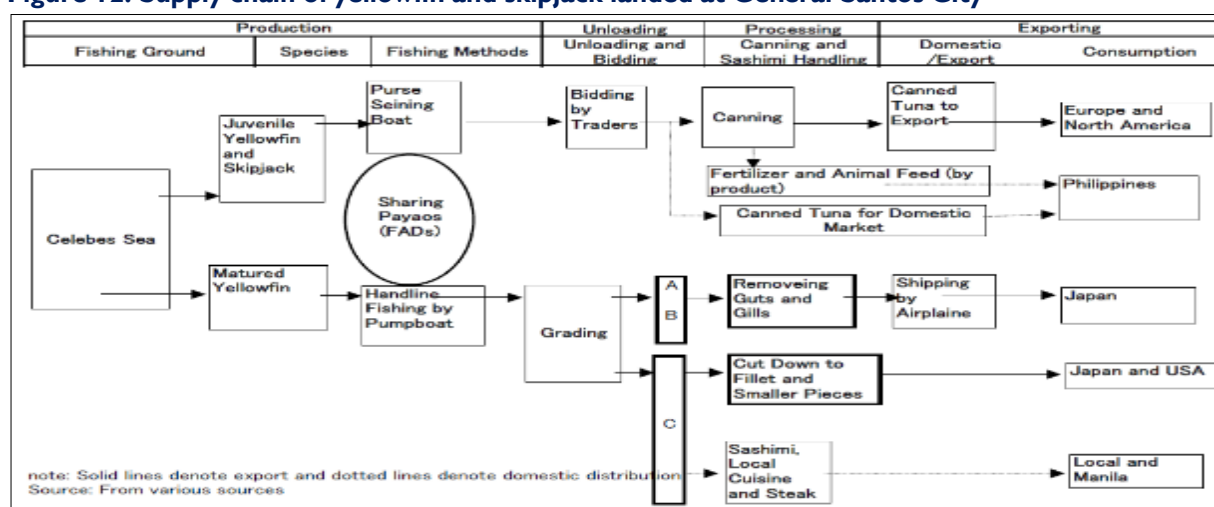
| Name of company  | Location                 |
|--|--------------------------|
| Alliance Select Foods  | General Santos City      |
| Celebes Canning Corporation                                  |                          |
| GenTuna Corporation  |                          |
| Ocean Canning Corporation                                    |                          |
| Philbest Canning Corporation                                 |                          |
| Seatrade Canning Corporation                                 |                          |
| Permex Export Producer Corporation                           | Zamboanga City           |
| Bigfish Food Corporation                                     |                          |
| CDO Foodsphere, Inc.   | Malvar, Batangas         |
| RD Tuna Canners Ltd.   | Madang, Papua New Guinea |
| Frabelle Fishing Corporation and Century Canning Corporation | Lae, Papua New Guinea    |

Sources: Barut and Garvilles 2016, RD Tuna website, CDO Foodsphere website, TCAP 2015

### 3.2.7 Supply Chain of Tuna Productions in the Philippines

Yamashita and Belleza (2008) reported the internal value chain of the canned tuna industry with focus on the first stage of production until the shipment to domestic and/or export markets. The authors presented a picture of supply chain of skipjack and yellowfin tuna that landed in General Santos City and utilized for both sashimi and canned tuna production (Figure 13). A simplified supply chain of tuna products in the Philippines is also presented by van Duijn et al (2012) as shown in Figure 14.

**Figure 12. Supply chain of yellowfin and skipjack landed at General Santos City**



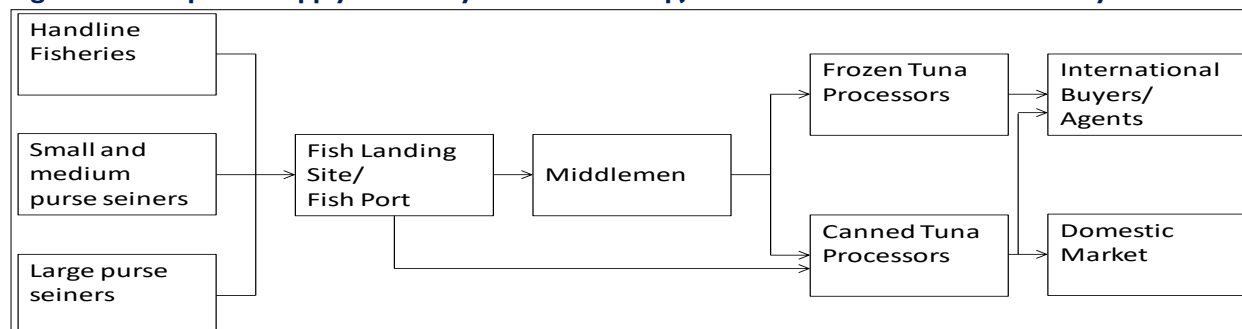
Source: Yamashita and Belleza 2008

Tuna product marketing and sales have been reported to be unique. Most companies do not conduct intensive advertising and instead rely on long-term relationships with clients, participation at international trade fairs, joint ventures with marketing company abroad and spot buying. For example, most canned tuna products are sold abroad, with little competition in the domestic market. The products are sold abroad as “Made in



Philippines” without company or brand names. All canneries meet the entire international requirements such as Hazard Analysis and Critical Control Point, Good Manufacturing Practice – Sanitation Standard Operating Procedures, Dolphin safe, Halal certification and Kosher certification (Yamashita and Belleza 2008; Briones and Israel 2014).

**Figure 13. Simplified supply chain of yellowfin and skipjack landed at General Santos City**



Source: van Duijn et al 2012

Existing reports identify value chain issues to be cost efficiency amid high import tariffs, decreasing supply of tuna/products, market expansion and market segmentation, as well as competitiveness as indicated by food safety and compliance with international standards.

Based from these available reports on the Philippine tuna value chain, more than simply identifying the actors and their roles/activities there is a need to look into the enabling mechanisms/environment of individual commodity value chains.

### 3.3 Gender in the Philippine Tuna Industry

The few studies specific to the Philippines’ tuna value chain have scant reference to gender issues (Vera & Hipolito, 2006; Zaragoza, Pagdilao & Moreno, 2004). The work of Vera and Hipolito (2006) provides a glimpse of women’s involvement in the value chain, which is predominantly in preparations and processing. Wives of low income fishers are noted as assuming the task of seeking loans to ensure the daily needs of the family while the husband is away for several days on deep-sea fishing trips. Fishing operating expenses (including food) are already covered by the financier who is usually the boat owner, however, when the catch is not enough to cover the loaned amount, the women are the ones who are left indebted to the financier-buyers (Vera, 2002). Women are also employed for processing activities, particularly by canneries.

The tuna canning industry in General Santos City employs almost 8,000 workers and is one of the city’s biggest private sector employers (Vera & Hipolito, 2006). Most of the cannery workers are aged 26-30 years old, are high school graduates and are either from the southern Philippines or migrants from the Visayas region. Most of them were hired through cooperatives. They are contractual employees who are regularly renewed based on individual performance and the needs of the company. The workers consider the canning industry as one of the best employers based on salary, job tenure and other benefits. They receive health insurance through Philhealth and Social Security System premiums and some who can work longer hours earn more than the minimum wage. Despite these benefits, there is high turnover especially of employees in the production department. Here, employees who are mostly women need to stand for twelve hours in order to clean and prepare the tuna for canning. Most of those who resign were young single women who have other job options as compared to married and older women workers who preferred to stay due to limited options.



Women are prominently placed in the processing stage of the value chain. with commercial canneries employing mostly women (FFA, 2006).

Women are also employed in the trading and marketing portion of the value chain (Lambeth et al, 2014: 27). Women perform marketing-related tasks and other administrative work in the tuna industry and other industries closely linked to the tuna value chain. These services include business servicing the industry, government and non-government agencies which are interested in promoting sustainable fisheries management.

A look at literature from other countries can provide a comparison for women involvement in large-scale and commercial fisheries. Data shows that women in the Pacific are rarely involved in the harvesting sector of the tuna industry. Weeratunge (2012: 12) notes that the few women who have roles are most likely to be the boat owners rather than the crew or captain. In the Fiji tuna industry, the women are employed in the offices and workshops while the men are skippers, engineers, crew on top of being boat owners, office workers and in workshops. Women are largely low-paid rather than in managerial or supervisory positions. In the Solomon Islands, no women are employed as crew on industrial tuna fishing vessels though there are cases of women working as government observers on vessels (Krushelnytska, 2015: 6). The men are found in the capture and commercial marketing areas (FFA, 2006). Women's participation is limited by her social and domestic reproductive obligations as well as the traditional beliefs that fishing is a man's world. In terms of processing, 30% to 80% percent of cannery workers and other tuna processing establishments in Fiji are women processors, while in Solomon islands, 26% of the workers are women fish processors (Arama, 2000 and Nelson and Tuara, 2000 respectively, as cited in Lambeth 2014: 25).

Due to the dearth of information about gender roles within the Philippine tuna industry, the research undertaken for this study aims to provide better knowledge about the involvement of men and women in the tuna value chain.

## CHAPTER 4

# RESULTS

---

This chapter presents the results of in-field research, including the conducted surveys, key informant interviews, and focus group discussions—together with desk-based research and literature reviews. Research findings aim to identify the gender differentials along the value chain, including the opportunities, constraints and needs, and the enabling environment which affect and impact men and women differently.

### 4.1 The Gendered Tuna Value Chain of General Santos City and Sarangani Bay

There are many steps between the time that tuna is caught until it is processed and distributed for consumption, both locally and abroad. At each step along the tuna value chain, there are activities, players and resources that produce an output. Enablers, comprised of local government units and agencies, institutions and development organizations, provide the support and environment needed by the enterprises along the value chain.

From the research and validation workshops conducted, WINFISH developed three value chain maps that identify gender differentials in access, roles and opportunities/constraints of men and women in the various value chain nodes. These maps are for the municipal fisheries (small-scale), the commercial handline fisheries, and the purse seine (large-scale).

These maps answer questions like: (1) Where are the men in the tuna industry and in efforts to manage tuna resources? Where are the women? (2) Who does what? When, where and how? (3) Who gets what? Who has access to resources? (4) Who decides/controls what? Why? (5) Who benefits? How much? (6) What are the opportunities/constraints for women? For men? (7) How can men and women participate in EAFM and CDT programs?

Studying the tuna value chain with a gender lens can:

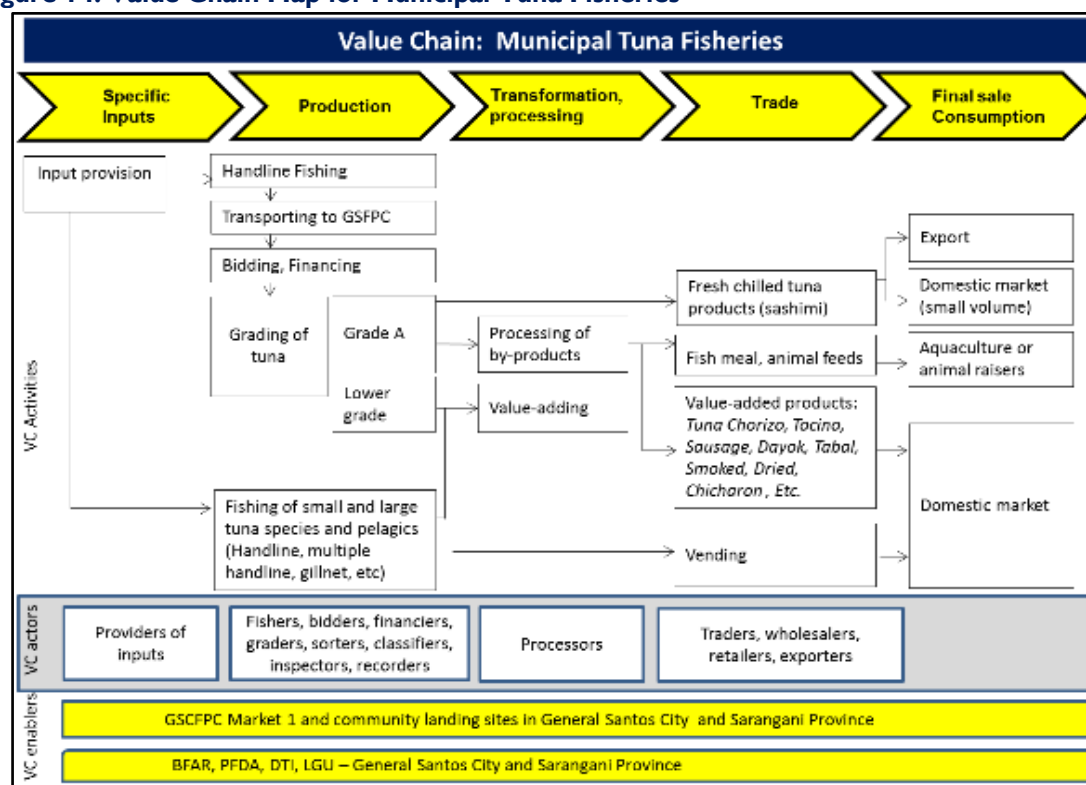
- help determine the role of women in CDT and EAFM initiatives;
- enhance chain productivity through greater allocation of economic resources to women;
- improve women's economic empowerment through opportunities to make economic decisions; recognize and address women's needs, thus, contribute to her work efficiency; and
- recognize the value of women's work and her economic contribution to the tuna fisheries value chain.

Gender-responsive value chain analysis also strives to identify additional work opportunities for women, promote women's engagement in knowledge transfer and implementation of interventions, promote gender equity in the work place, promote more leadership positions for women entrepreneurs, and create a space for women's voices as partners for inclusive development.

#### 4.1.1 Municipal Fishers

Most of the fishers in Kiamba and Glan are municipal fishers. They fish for tuna-like species, and sell their products to small-scale processors such as those who process tuna chorizo, tuna sausage, smoked tuna, dried tuna, and tuna chicharon for the domestic market (Figure 15).

**Figure 14. Value Chain Map for Municipal Tuna Fisheries**



Source: WINFISH, GRVCA Workshop, January 2017

Fishers who use multiple hook and line may sort their produce into Grade A and lower grade tuna. Grade A tuna is predominantly sold directly to wholesalers and retailers of fresh/chilled tuna products for sashimi for export, and a relatively small volume sold to domestic markets. Grade A tuna by-products such as tuna head, *panga*, skin, innards, gills are processed into tuna *chorizo*, *tabal*, or *dayok* for domestic sale, or are traded as fish meal/animal feeds, or as frozen products to domestic aquaculture or animal raisers.

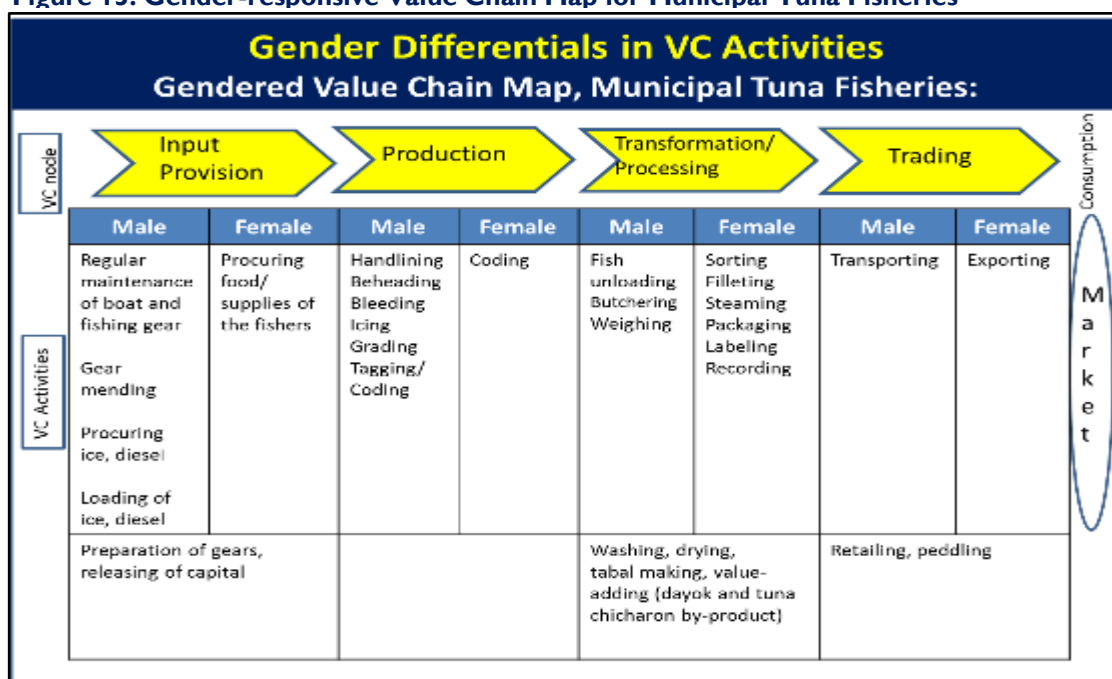
Figure 16 illustrates the roles of men and women and the corresponding activities and relationships that exist in the municipal tuna fisheries value chain

Men do the physically-demanding work from input provision to production, processing and trading. For small-scale fisheries, men procure and load the ice/diesel to the boat, and do the regular machine maintenance. After catching the fish, men behead, ice, grade, bleed and tag/code the fish. Men unload, butcher, weigh and transport the tuna product.

Women, on the other hand, are predominantly focused in the procurement of food provisions and other supplies/paraphernalia to be used by fishers. Women do the coding, filleting, sorting, recording of sales, steaming, packaging, labeling and do paper processing for the tuna products' exportation.

There are shared work and these are observed to be light tasks such as the preparation of gears, releasing of loan money for capitalization, washing, drying, and value-adding which includes the processing of tuna by-products into *tabal*, *dayok*, and *chicharon*, among others. These tasks likewise serve as bonding time for couples.

**Figure 15. Gender-responsive Value Chain Map for Municipal Tuna Fisheries**



Source: WINFISH, GRVCA Workshop, January 2017

### Key Findings

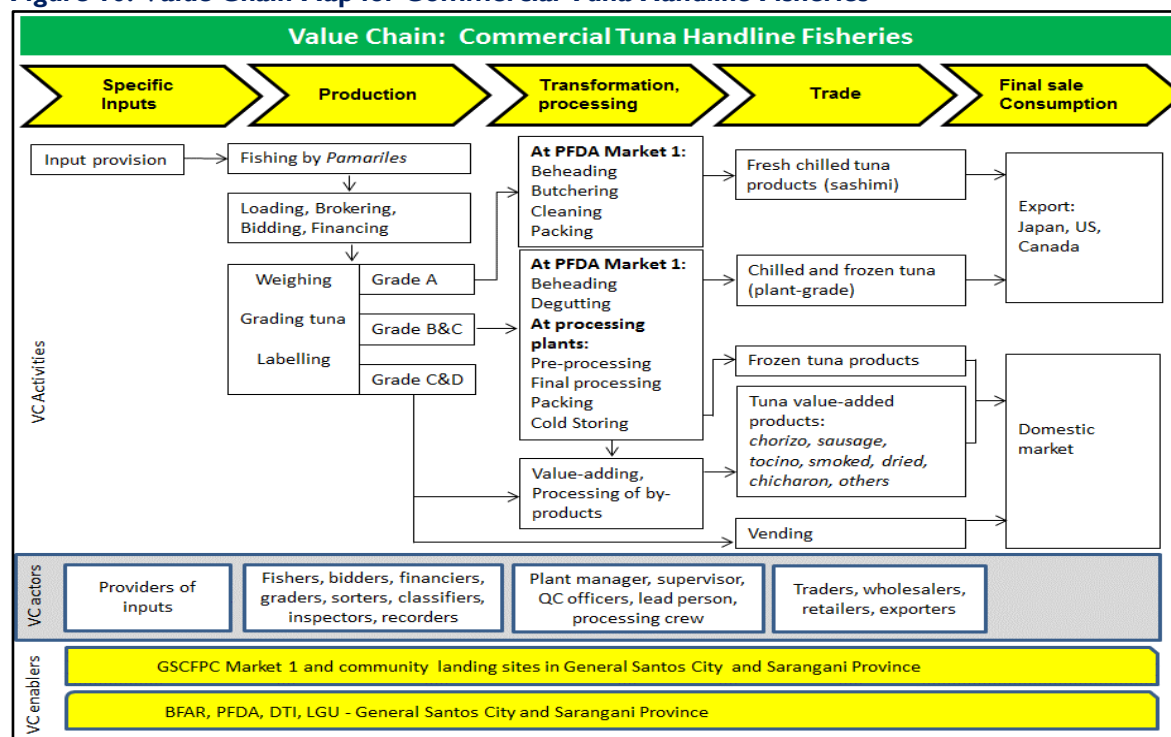
- In municipal fisheries, men are involved in catching and fish production while women are in post-harvest, but with significant overlapping roles along the value chain.
- Overlapping roles are more pronounced in municipal fisheries where many activities are carried out as family labor.
- The multiplicity of women's burdens at home and in peripheral (often irregular), fishing-related work further make women vulnerable to the impacts of low fish catch and low market prices of fish products.

### 4.1.2 Handline Fishers

For the commercial handline tuna fisheries, production involves the actual fishing, loading/unloading the catch at the GSFFPC, bidding, financing, which are followed by weighing, grading and labelling. Grade A tuna goes to Market I, where the tuna is beheaded, butchered and cleaned. Then the fresh or chilled (sashimi) product is traded for export to Japan, the US and Canada (Figure 17).

Grades B and C tuna go to processing plants for beheading, butchering, cleaning and cold storage. The product are traded chilled or frozen (plant-grade) likewise to Japan, US and Canada. The by-products are processed into *chorizo*, sausage, smoked, dried, *chicharon*, or retort pouch products. Vendors sell these in the domestic market.

**Figure 16. Value Chain Map for Commercial Tuna Handline Fisheries**



Source: WINFISH, GRVCA Workshop, January 2017

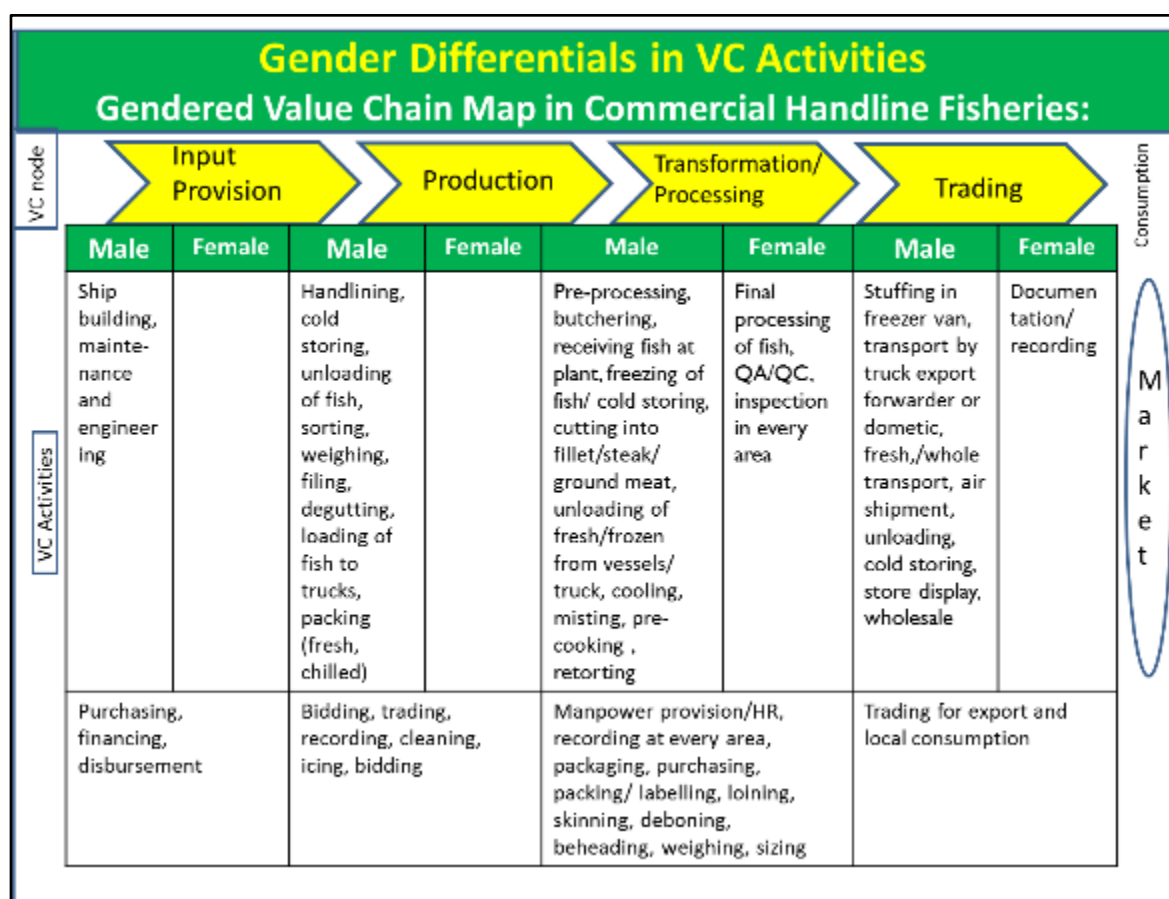
Grades C and D tuna are sold as is, in its fresh form, direct to the domestic market, and its by-products are processed the way Grades B and C are.

Analyzing for the gender differentials along the value chain, it is observed that the differentials in activities between men and women are more pronounced in commercial handline fisheries than in the municipal fisheries. Men have many more roles than women in this value chain. In input provision, men build boats/ships, take charge of welding tasks, and do the actual fishing. Once the fish are caught, men unload the catch, weigh, degut, pack (fresh or chilled), and load the tuna into the trucks (Figure 18).

In the succeeding VC node, men are involved in pre-processing, butchering, receiving the fish at the plant site, freezing the fish and cold storage, unloading of fresh/chilled/frozen fish from vessels/trucks, cooling, misting, pre-cooking, and cutting into fillet/steak or grinding the meat. Men also do the stuffing of fish inside the freezer vans, loading/unloading for export (air shipment, and forwarders), cold storage, and store display. Women's work are limited to sorting, inspection, quality control, documentation and recording for exports/sale.

There are shared work which include recording, packaging, purchasing, among others. These take place mostly in the processing/transformation VC node.

**Figure 17. Gender-responsive Value Chain Map for Commercial Tuna Handline Fisheries**



Source: WINFISH, GRVCA Workshop, January 2017

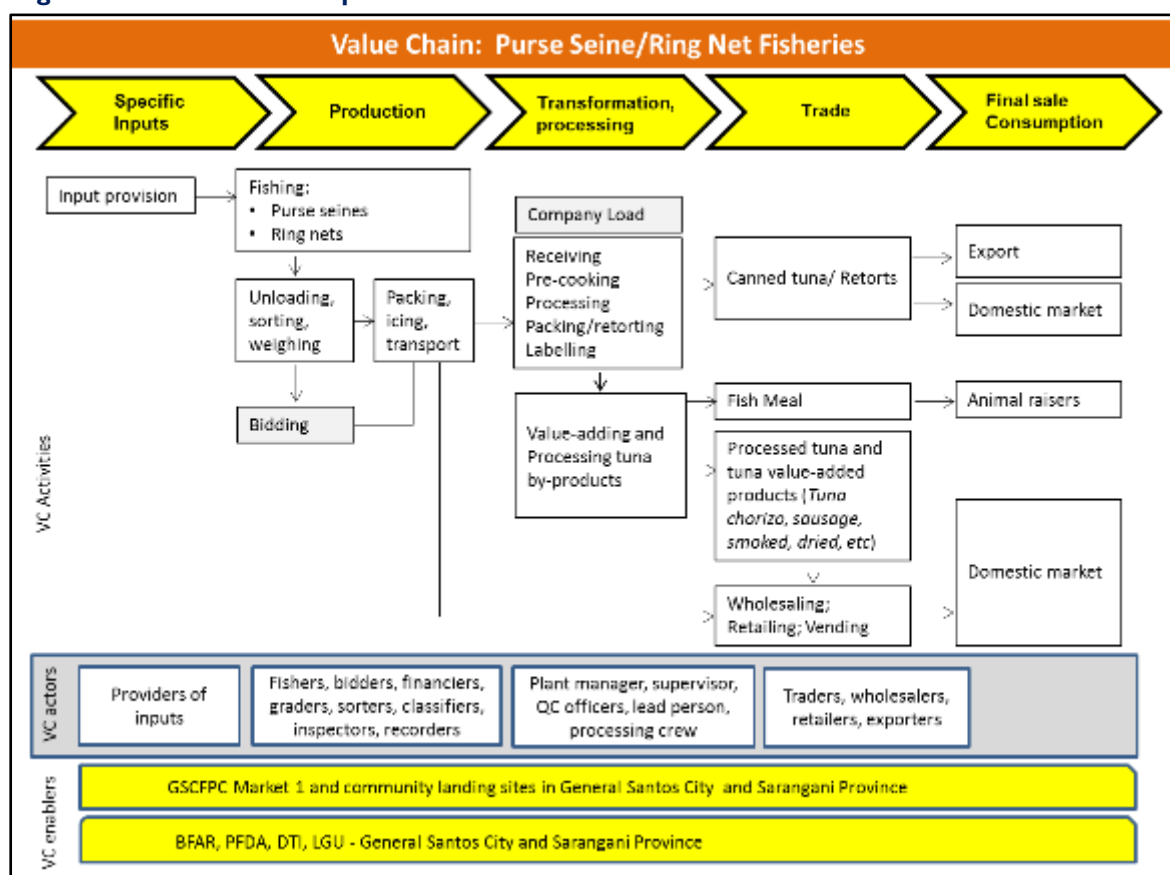
### Key Findings

- In commercial handline fisheries, women's participation is limited to final inspection for quality control, documentation, and reporting/recording.
- There are no women fishing crew members. Participation is limited by beliefs and practices of a traditionally male-dominated fishing sector.
- There are overlapping roles, but these are mostly light tasks which women do as an extension of their housework such as disbursements, purchasing/marketing.

### 4.1.3 Purse Seine Fishers

For the purse seine/ring net tuna fisheries, after the catch is unloaded, sorted and weighed, the product is packed, iced and transported to the company/processor which receives, pre-cooks, processes, packs/retorts and labels the processed tuna product for shipment as canned tuna/ retort for export (mostly) and the domestic market, in small volume (Figure 19).

**Figure 18. Value Chain Map for Purse Seine Tuna Fisheries**



Source: WINFISH, GRVCA Workshop, January 2017

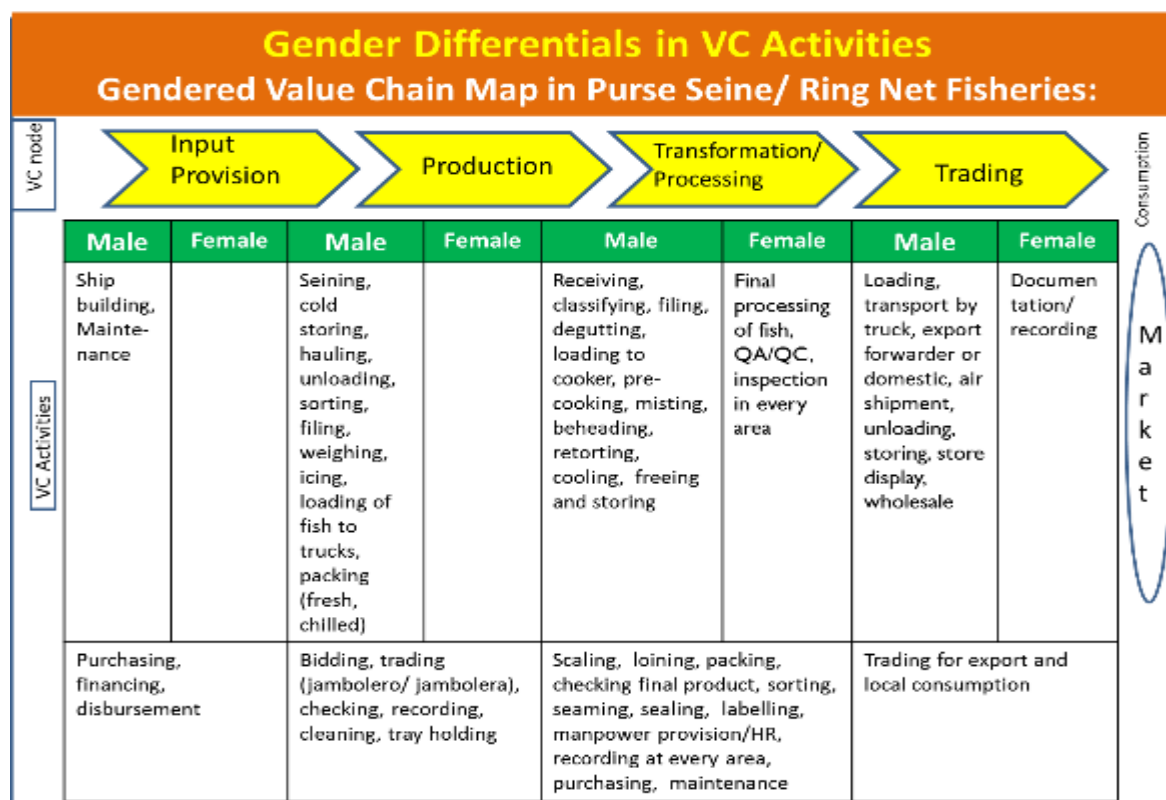
The catch can likewise be subject to bidding before it is packed and goes the path for company load. The tuna by-products from the companies/canneries are processed for added values such as chorizo/sausage/smoked/fried, or as fish meal. The former are sold wholesale, retail, or are peddled and sold in the domestic market. The by-products are processed into fish meal, too, and are sold wholesale/retail to farmers or livestock owners.

Similar to the commercial handline fisheries, women's participation in purse seine fisheries is limited to the VC nodes of processing/transformation and in marketing/trading (Figure 20). Women are preferred in processing plants for their being detail-oriented, and perseverance in standing for long hours in assembly lines. They are also preferred in marketing tasks since they are believed to be patient in the negotiating table. Women are discouraged from working in cold storage since they are perceived to be physically weak. Moreover, it is observed that women are found in intermediary tasks in post-catch landing tasks such as *jambolero*, tray holders, and checkers.

The men perform the more physically demanding tasks as well as almost all of the input provision and production activities. Shared roles are in the work sphere, and these are tasks that are reflective of shared tasks at home such as cleaning, recording, and purchasing.



**Figure 19. Gender-responsive Value Chain Map for Purse Seine Tuna Fisheries**



Source: WINFISH, GRVCA Workshop, January 2017

#### Key Findings

- In purse seine fisheries, men dominate in production, but women dominate the processing, trading, and post-catch activities.
- There are shared roles at work and these mirror the overlapping home tasks between men and women.

## 4.2 Actors in the Tuna Value Chain of General Santos City and Sarangani

### 4.2.1 The Municipal Fishers

#### 4.2.1.1 Socio-demographic Profile of Fishers

Male and female respondents were drawn from municipal and commercial fishers, with the latter composed of handline and purse seine fishers. Respondents for handline fishers consisted of vessel owners, boat captains and crew. Table 14 shows the sample distribution of 105 survey respondents drawn from each scale of fishing operation.

**Table 14. Frequency distribution of respondents**

| Gender/<br>Scale of fishing         | Female |      | Male |      | Total |     |
|-------------------------------------|--------|------|------|------|-------|-----|
|                                     | No.    | %    | No.  | %    | No.   | %   |
| Municipal fisheries                 | 11     | 47.8 | 12   | 52.2 | 23    | 100 |
|                                     |        |      |      |      |       |     |
| Commercial fisheries                | 36     | 50.0 | 36   | 50.0 | 72    | 100 |
| 1. Commercial Handline Owner        | 6      | 40.0 | 9    | 60.0 | 15    | 100 |
| 2. Commercial Handline boat captain | 9      | 42.9 | 12   | 57.1 | 21    | 100 |
| 3. Commercial Handline crew         | 21     | 58.3 | 15   | 41.7 | 36    | 100 |
|                                     |        |      |      |      |       |     |
| Purse Seine                         | 4      | 40   | 6    | 60   | 10    | 100 |
| Total                               | 51     | 48.6 | 54   | 51.4 | 105   | 100 |

The respondents from municipal fisheries and handline crew consisted of a sample of male fishers and an independently-drawn sample of fishers' wives. There were no women in the sampling frame who actually engaged in fishing; thus the study selected fishers' wives to provide perspectives of women on the lives of fishing households, from which gender differentials may be detected. Wives responded to questions related to fishing income and operations based on their knowledge of their fisher-husbands' situation; however, other questions on participation, beliefs, knowledge and use of time are based on their own personal experience.

The 23 municipal fisher-respondents included boat owners (10), boat owner-operators (5), boat captain-operators (6), and crew (2), where 47.8 percent were females and 52.2 percent were males (Annex 1-1). For the commercial fisher-respondents, boat captains were mostly males (12 out of 21), just as there were more boat owners who were males (9 out of 15). Moreover, boat-captain-operator was the designation of six out of 10 purse seine respondents, more than half of which were males. The respondents' demographic and economic characteristics are described as to age, educational attainment, residence and ethnicity, and income (Annex 1-2)

#### Age and Civil Status

The mean age range of respondents was 39.8 to 45.8 years old, with wife respondents slightly older than the male fishers except for the handline boat captain group where the males were about 5 years older than the females. Except for few male municipal fishers and handline owners, all the other fishers were married.

#### Educational Attainment

Among the respondents, the male municipal fishers had the lowest median educational attainment of 'some grade school' followed by the handline crew with 'grade school graduate.' Wives of these two aforementioned groups reached higher levels at 'some high school.' The male handline owners had the highest level at 'college graduate' When asked about the education of their spouses, the pattern of response generally appears consistent with the aforementioned self-reports of respondents' education. For example, male purse seiners had spouse median education at 'college graduate', which is only slightly lower than the median education reported by wives in purse seine group.

#### Residence and ethnicity

The male respondents have resided longer (28 to 30 years) in General Santos City, compared to the wives (11 to 29 years). For both males and females in all groups, the largest ethnic affiliation is for the Cebuano-Bisaya group.

#### Income from fishing

The median income reported by female respondents was lower than male reports, except for the reverse among handline owner and purse seine respondents. In municipal fisheries, males earned P5,000 per month from fishing compared to P4,063 earnings of their female counterparts. A similar pattern is observed among commercial handline where boat captains earned P15,000 and wives earned P11,875; and handline crewmen earned P6072 which was almost twice as high as wives' earnings at P3,688.

On the other hand, among purse seiners, males earned P15,000 compared to their female counterparts who reported P20,000 monthly incomes. Female commercial handline owners earned higher (P40,000) than the males (P33,333) from fishing activities.

#### **Key Findings**

- Among the different types of fishers, the male municipal fishers had the lowest educational attainment (having some grade level of formal schooling). On the other hand, those with highest educational attainment were male handline owners, having graduated from a college degree.
- Ethnic affiliation is largely Cebuano-Bisaya.
- Males generally earn higher incomes than the females with the biggest differential among commercial handline fishing.

### **4.2.1.2 Six Domains of Gender Analysis**

#### Access to Assets

When asked how their boats were obtained, 42 percent of male municipal fishers cited 'self-finance' while only 27 percent of the corresponding females said so, with more of the wives (55%) crediting 'loans' as source of boats (Table 15). On the other hand, female handline owners acknowledged more 'self-finance' than loans compared to their male counterpart. The majority in the three other categories cited 'self-finance' as the mode of acquisition.

**Table 155. Percentage who acquired assets, by mode of acquisition, sex and respondent type**

| Respondent / Boat purchase | Municipal fisher |      | Commercial Handline Owner |      | Commercial Handline Boat Captain |      | Commercial Handline Crew |      | Purse Seine |      |
|----------------------------|------------------|------|---------------------------|------|----------------------------------|------|--------------------------|------|-------------|------|
|                            | Female           | Male | Female                    | Male | Female                           | Male | Female                   | Male | Female      | Male |
| Self-Finance               | 27               | 42   | 50                        | 33   | 89                               | 92   | 52                       | 80   | 50          | 67   |
| Borrowing, loans           | 55               | 33   | 33                        | 44   | 0                                | 8    | 5                        | 7    | 0           | 0    |
| <b>Gear</b>                |                  |      |                           |      |                                  |      |                          |      |             |      |
| Self-Finance               | 36               | 58   | 83                        | 67   | 67                               | 83   | 57                       | 67   | 75          | 50   |
| Loan                       | 55               | 8    | 0                         | 11   | 0                                | 0    | 0                        | 0    | 0           | 0    |
| <b>Operations</b>          |                  |      |                           |      |                                  |      |                          |      |             |      |
| Self-Finance               | 55               | 75   | 67                        | 78   | 78                               | 100  | 48                       | 73   | 75          | 50   |
| Loan                       | 27               | 8    | 0                         | 11   | 11                               | 0    | 10                       | 7    | 0           | 0    |

In the acquisition of fishing gears, the majority, regardless of gender, reported 'self-financing'. Only female municipal respondents reported 'Loans' as the majority means of acquisition, especially when there are cash shortages for fishing operations. Three male respondents reported 'assistance of government' and two females cited 'buyer-financed' acquisition of fishing gears.

For the cash needed to finance fishing operations, 'self-finance' was the dominant response for all respondents, although 27 percent of municipal fisher wives credited 'loans' as the source of the cash. Among crew respondents, 43 percent of females answered 'don't know'.

For the majority, hiring of workers was done through personal contact, as opposed to advertising. Except among purse seine respondents, almost all male and female respondents reported that owners are able to hire workers when they are needed 'within a day,' indicating that labor is readily available in their area. Purse seine respondents said it took at least a week or longer, possibly because more experienced workers are sought.

'Experience' and 'other fishers' are a common source of information about new fishing practices for both males and female respondents. Three respondents mentioned LGUs while single choices went to television and to radio. The most prominent choice of respondents for source of information on market prices is firstly buyer, followed by either fishport or financier.

The major buyers are wholesalers and, to a lesser extent, the financier. When asked what percentage of buyers are females, the median percentage reported by female respondents is 20 percent while the men gave a higher percentage of 35 percent. Both genders concur that males generally bring the tuna to the buyer although it is not uncommon for buyers to get the fish from the landing site. About 70 percent of all respondents, regardless of gender, do not allow credit for their fish because they need the cash for their fishing operation. Of those who said they were willing to allow credit, the most generous were the female municipal respondents who had an average 62 percent of women as their debtors.

### Key Findings

- Both female and male municipal fishers reported 'self-financing' as the main source of funds used to purchase boats, gears as well as maintain the fishing operations. When there are cash shortages, women resort to loans.
- Sources of information for new fishing practices were reported to be from one's own experience and from other fishers' practices. Very few cited government entities or the television/radio as sources of information. This points to the dearth of available and accessible information that may influence the adoption of improved fishing technologies.
- Source of information for market prices were reported to be the buyer, fishport and financier. There was no report of the use of real time databases.
- Major buyers are reportedly wholesalers, followed by financiers.

### Knowledge, Beliefs and Perception

To assess the gender-related perceptions of the respondents, participants were asked to agree or disagree to various statements. Table 16 shows the dominant response for each subgroup of respondents: whether they agree, are neutral (neither agree nor disagree), disagree. Almost all respondents unanimously agreed that 1) men buyers 'pay more promptly than women buyers' (except purse seiners who mostly were neutral) and 2)

that women buyers are: 'easier to deal with than male buyers' (except female handline boat captains and female purse seiners); 'more particular about fish quality' (except handline owners who disagreed); and 'easier to collect payment from than male buyers.' There was less consensus on the statement 'men buyers offer better prices than women buyers.' Municipal fishers agreed with this statement, the handline crew disagreed, and the rest had dissimilar answers. There were no statistically significant differences in the perception of males and females for each type of fisher respondents.

**Table 166. Percentage who gave dominant response to belief statements**

| RESPONDENT  | Municipal fisher |             | Commercial Handline Owner |              | Commercial Handline Boat Captain |             | Commercial Handline crew |             | Purse Seine           |             |
|---|------------------|-------------|---------------------------|--------------|----------------------------------|-------------|--------------------------|-------------|-----------------------|-------------|
|   | Female           | Male        | Female                    | Male         | Female                           | Male        | Female                   | Male        | Female                | Male        |
| Men buyers offer better prices than women.                              | 46<br>(A)        | 33<br>(A)   | 50<br>(A)                 | 33/33<br>A/D | 44/44<br>A/D                     | 41.6<br>(D) | 42.9<br>(D)              | 66.7<br>(D) | 50/50<br>N/D          | 50<br>(A)   |
| Women buyers are easier to deal with than men buyers.                   | 81.9<br>(A)      | 66.7<br>(A) | 50<br>(A)                 | 66.7<br>(A)  | 55.6<br>(N)                      | 58.4<br>(A) | 76.2<br>(A)              | 100<br>(A)  | 50/50<br>A/D          | 100<br>(A)  |
| Women buyers are more particular about quality of fish than men buyers. | 81.8<br>(A)      | 75<br>(A)   | 66.7<br>(D)               | 66.7<br>(D)  | 66.6<br>(A)                      | 58.3<br>(A) | 52.4<br>(A)              | 73.4<br>(A) | 50<br>(A)             | 66.7<br>(A) |
| Men buyers pay more promptly than women buyers.                         | 45.5<br>(A)      | 60.6<br>(A) | 75<br>(A)                 | 44.4<br>(A)  | 100<br>(A)                       | 75<br>(A)   | 57.1<br>(A)              | 46.6<br>(A) | 50<br>(N)             | 50<br>(N)   |
| It is easier to collect payment from women buyers than men buyers.      | 54.6<br>(A)      | 66.7<br>(A) | 50<br>(A)                 | 66.6<br>(A)  | Equal all categories             | 75<br>(A)   | 47.6<br>(A)              | 80<br>(A)   | 50/50<br>equal<br>A/N | 50<br>(A)   |
| Women are encouraged to join fishing trip.                              | 64<br>(D)        | 92<br>(D)   | 83<br>(D)                 | 89<br>(D)    | 100<br>(D)                       | 100<br>(D)  | 86<br>(D)                | 93<br>(D)   | 75<br>(D)             | 100<br>(D)  |
| Pregnant women on board bring bad luck.                                 | 81.8<br>(D)      | 75<br>(D)   | 100<br>(D)                | 88.8<br>(D)  | 66.6<br>(D)                      | 75<br>(D)   | 85.7<br>(D)              | 73.3<br>(D) | 100<br>(D)            | 83.3<br>(D) |
| Women who have their monthly period bring good luck to fishing trip.    | 90.9<br>(D)      | 83.3<br>(D) | 100<br>(D)                | 77.7<br>(D)  | 88.9<br>(D)                      | 61.6<br>(D) | 85.7<br>(D)              | 60<br>(D)   | 75<br>(D)             | 66.6<br>(D) |

<sup>1</sup> A notable percentage gave neutral response. (Legend: A- agree; D- disagree; N- neutral)

in general, attitudes towards women were found to be positive: that women buyers are easier to deal with than male buyers, are generally more particular about fish quality, and are easier to collect payments from than male buyers. On the other hand, respondents perceived that men buyers offer better prices than women buyers and that they pay more promptly than women buyers. This combination of characteristics seem to show that women might be more shrewd than men when it comes to fish trading.

A large majority (64-100%) disagreed with the statement that 'women are encouraged to join fishing trips.' Men tended to disagree more, with 89-100 percent of respondents believing that women are not encouraged to join fishing trips. The lowest percentage of disagreement (64%) were by female municipal respondents, which may indicate that there may be some environmental sources of encouragement. FGDs revealed that women do not go fishing because of the following reasons: (1) women think they are not capable of fishing, (2) they are afraid to go out to sea, (3) they have some reservations (e.g., they get dizzy, they cannot swim, they are afraid of sharks). Similarly, women are discouraged by their family members to go fishing and are expected to remain at home to attend to household matters. Also, women themselves feel they are not capable of doing such jobs because of the physical demands, perils at sea, household duties, among other factors. One female participant

claimed that she had always wanted to be a boat captain of a commercial fishing boat, but didn't have the opportunity to be one. Her example demonstrates that notwithstanding the conditions at sea during fishing operations, some women still want to become fishers except that they are constrained by aforementioned beliefs and gender roles.

A large majority (64-100%) disagreed with the statement that 'women are encouraged to join fishing trips.' Men tended to disagree more, with 89-100 percent of respondents believing that women are not encouraged to join fishing trips. The lowest percentage of disagreement (64%) were by female municipal respondents, which may indicate that there may be some environmental sources of encouragement. FGDs revealed that women do not go fishing because of the following reasons: (1) women think they are not capable of fishing, (2) they are afraid to go out to sea, (3) they have some reservations (e.g., they get dizzy, they cannot swim, they are afraid of sharks). Similarly, women are discouraged by their family members to go fishing and are expected to remain at home to attend to household matters. Also, women themselves feel they are not capable of doing such jobs because of the physical demands, perils at sea, household duties, among other factors. One female participant claimed that she had always wanted to be a boat captain of a commercial fishing boat, but didn't have the opportunity to be one. Her example demonstrates that notwithstanding the conditions at sea during fishing operations, some women still want to become fishers except that they are constrained by aforementioned beliefs and gender roles.

Do enabling agencies encourage women, who so wish to go to sea? From the KIIs, enablers (BFAR, PFDA, Office of City Agriculturist, Office of Provincial Agriculturist) stated that their trainings for fishers are open to both men and women although the pertinent trainings they cited are on law enforcement, seaweed culture, post-harvest and value-adding. As a practice, they disseminate information to all, regardless of sex, but content is generic with no materials that necessarily target women. However, as almost all fishers are men, information material that pertain to the technical aspects of actual fishing may not reach women. One enabling agency respondent said she does not encourage women to fish because 1) they need to attend to their children, 2) culture norms in Muslim areas dictate that a 'woman is a housewife' and it is not acceptable for them to go fishing—even if they are physically able, and 3) security concerns at sea, where women will be working amid men, because "males think differently."

The last two statements in Table 16 refer to culturally-held beliefs about women who are pregnant or menstruating, where pregnant women are believed to bring good luck while menstruating women are thought to bode ill for fishing trips. Today, however, the former is not practiced (as indicated by the "Disagree" responses). These belief contribute to the exclusion of women boarding fishing boats.

With regards to knowledge, the awareness of male and female respondents on tuna species and fishing regulations was determined. The respondents answered either True or False to the knowledge statements. The Fisher's Exact test indicated that there is no statistical difference in the proportion of males and females who gave correct responses (Table 17). It is a statistical significance test used in the analysis of contingency tables to determine if there are nonrandom association between two categorical variables. It is employed when sample sizes are small.

Notable findings included the low level of awareness for the 'legal size of purse seine nets' (Item 3) and the requirements for the 'registration of purse seine required by the city' (Item 4).

**Table 1717. Percentage who gave correct response to the statement**

| RESPONDENT   | Municipal fisher |      | Commercial Handline Owner |      | Commercial Handline boat captains |      | Commercial Handline crew |      | Purse Seine |      |
|--|------------------|------|---------------------------|------|-----------------------------------|------|--------------------------|------|-------------|------|
|  | Female           | Male | Female                    | Male | Female                            | Male | Female                   | Male | Female      | Male |
| 1. Tuna is a migratory fish. (True)  | 90.9             | 100  | 0                         | 0    | 77.8                              | 100  | 90.5                     | 93.3 | 100         | 100  |
| 2. Commercial fishers are not allowed to fish within 15km municipal water. (True)  | 90.9             | 75   | 83.3                      | 100  | 100                               | 100  | 76.2                     | 86.7 | 100         | 100  |
| 3. The legal size for purse seine nets to catch tuna is 3cm. (False)   | 36.4             | 25   | 66.7                      | 33.3 | 55.6                              | 58.3 | 57.1                     | 40   | 0           | 33.3 |
| 4. The city government requires the registration of purse seine. (False)   | 9.1              | 25   | 16.7                      | 11.1 | 55.6                              | 0    | 23.8                     | 40   | 25          | 0    |
| 5. Skipjack is a kind of tuna. (True)  | 63.6             | 58.3 | 66.7                      | 55.6 | 77.8                              | 33.3 | 81                       | 60   | 75          | 83.3 |
| 6. A Philippine-flagged fishing vessel is allowed to fish in High Sea Pockets 1, 2 and 3 in the Western and Central Pacific Ocean area. (True) | 63.6             | 66.7 | 50                        | 66.7 | 55.6                              | 66.7 | 52.4                     | 60   | 100         | 100  |
| 7. A tuna fishing vessel operator can export tuna to the European Union (EU) even without submission of catch logsheets. (False)               | 63.6             | 83.3 | 50                        | 77.8 | 44.4                              | 75   | 66.7                     | 66.7 | 75          | 83.3 |
| 8. To ensure traceability, tuna product labels should include the name of fishing vessels that caught the fish. (True)                         | 54.5             | 58.3 | 50                        | 66.7 | 88.9                              | 75   | 61.9                     | 80   | 75          | 83.3 |

### Key Findings

- There are no significant statistical differences in the beliefs of males and females for each type of fisher respondent.
- In general, attitudes towards women buyers are positive, showing that women are perceived to be shrewder than men when it comes to fish trading.
- A greater percentage of male than female respondents believe that women are not encouraged to join fishing trips. FGDs and KIs revealed that family and external agencies give no encouragement because of: women's household roles; beliefs that women have not developed skills and stamina compatible with fishing; and physical security of women.
- Cultural beliefs about certain female conditions that bring bad luck to fishing still prevail and discourage women from boarding fishing boats. Cultural beliefs that are unfavorable to women boarding fishing boats still prevail and discourage women from fishing.
- Despite unfounded folk belief, there are a few female respondents who expressed openness to going to sea themselves.

### Practices and Participation

Of the 29 tasks related to **municipal** fishing operations, men dominate as the usual doers of each task, as identified by the combined responses of male and female respondents (Annex 1-3). These tasks include:



planning the trip, preparing the nets and accessories, operating the boat engine, searching for fish or fish school, setting the net/gear, diving, hauling the net, unloading the catch, ice storage, and transporting to the buyer.

In commercial fisheries, males dominate the same types of tasks and some other work which include: weighing and grading the catch, and beheading the fish. Boat captains also prepare the food and water for the crew, and prepare the boat and equipment for the fishing trip. For those in purse seine, tasks for the males are similar. They may also do the inspection, and the procurement of diesel.

On the other hand, women were identified as the main actors by at least 50 percent of all respondents in the following tasks in municipal fisheries: record-keeping of finances , payment of salaries and bills , and recording of catch . Other tasks where women are notable although cited by a minority (30% to 44%) of respondents, are in:

|                            |     |                       |     |
|----------------------------|-----|-----------------------|-----|
| Receiving payment          | 44  | Sorting catch         | 35% |
| Processing legal documents | 39% | Negotiate with buyers | 30% |
| Preparing food             | 44% | Inspection            | 30% |

A similar pattern was found among the fishing scale, although in slightly varying percentages. Some unusual responses were that women involved to 'prepare nets' (36%) reported by handline crew; and 'procure diesel' (27%) among handline owners.

The data confirms literature findings that wives of municipal fishers are more involved in pre- and post-fishing activities. Compared to wives of fishers in the commercial sector, more women worked closely with their husbands in municipal fisheries. They performed tasks before a fishing trip (e.g., preparing boat and gear, preparing food and water provisions). When their husbands return from a fishing operation, the wives of municipal fishers assist their husbands by doing tasks such as sorting the catch, unloading catch and placing fish in ice, and weighing catch. On the other hand, in the commercial fisheries, the post-capture tasks are usually done by hired male personnel, rather than wives of crew . The tasks assigned to women in the handline and purse seine groups are fewer compared to those in municipal fisheries.

There are also differentials in the participation of women depending on the VC node where they are most visible. The wives of municipal fishers in Sarangani Province are more involved in pre- and post-fishing activities compared to their counterparts in General Santos City who are more involved in fish processing. Fishers' wives in Glan and Kiamba, for example, are adept in the construction of their husbands' fishing gears. In contrast, fishers' wives in General Santos City were more skilled, hence, involved in value addition. They were observed to have less participation in the pre- or post-fishing activities with their husbands and generally stayed at home to attend to household matters. This may be because fishers in Sarangani municipalities reside near the coast giving their wives easier access to the pre-fishing/ post-fishing area. In contrast, fishers in General Santos City often reside in areas quite far from the landing sites. Thus wives do not have easy access to the work station of their husbands. Furthermore women in the city may have more opportunities/activities (economic, social, leisure, etc) than their counterparts in Sarangani who, due to limited opportunities, have more time and motivation in helping out in their fisher-husband's enterprise.

The research found no instances of any women joining commercial fishing trips that usually last for several days and weeks (for those operating in nearby waters such as Davao, Sulu or Zamboanga) to months or a year (for those operating in international waters). Based on FGDs and KIIs, women did not join these fishing trips because they have no access to resources, technology, and trainings related to commercial fishing operations (refer to earlier section in perceptions regarding women as fishers).

Only in four tasks are there significant statistical differences in the percentages of men and women who are cited as usually performing the task:

1. 'Preparation of food' among municipal fishers: Significantly more females than male say that women usually prepare food and water for the crew.
2. 'Procure diesel' among handline owners: Significantly more males than females say men procure diesel for fishing trip.
3. 'Receive payment' among municipal fishers: Significantly more males than females say that men 'receive payments'.
4. 'Financial record keeping' among Handline-Crew: Significantly more males than females say women do financial record-keeping.

When asked about whether observers (CDT-related) joined their fishing operations, only 13 out of the total 105 survey respondents reported of fish observers boarding fishing boats to document catch (Annex I-4). There were no reports for both municipal fisheries and commercial handline fisheries (boat owners category). The highest number (5 or 83%) was reported by male purse seiners.

On the question of whether BFAR enumerators board fishing boats at landing site to document catch, findings reveal that in most fishing groups, the majority did not experience having BFAR enumerators boarding their vessels (Annex I-5). The marked exception is the considerable assent of male handline boat captains and purse seine boat captain-operator, who are the likely officers to know about the BFAR presence. For commercial vessels the appropriate landing certification of BFAR is needed to enable the fishing enterprise to export their catch; otherwise they sell locally. The experience reported by municipal fishers of BFAR enumerators boarding their boats may reflect the monitoring and recording activities under the National Stock Assessment Program.

In terms of the fishers' participation in activities and/or projects related to fishing, across all groups, more females than males reported having attended fisheries-related activities such as meetings, public hearings, trainings, socials, and committee memberships (Annex I-6). They, too, have reported about existing fishing-related projects such as the community-based Coastal Resource Management (CRM), and the *Bantay Dagat* (Annex I). The latter is (translated as 'sea guardian' or 'sea patrol') refers to community-based civilian volunteers organized under the Fisheries and Aquatic Resources Management Councils (FARMCs). Volunteers work with local and national government officials to patrol and keep watch over municipal waters which is within 15 kilometers from shore, and to assist in enforcing pertinent fishery laws.

Higher percentages of female handline-owners and male handline-crew acknowledged the existence of these projects (Annex I-7). The lowest presence of these projects was reported among male municipal fishers (25%), female handline crew respondents (38%), and female purse seine group respondents (none). The researchers observed that reporting the presence of such projects would depend on whether respondents reside in a fishing barangay, which may not be the case for commercial fishing respondents.

The extent of participation and involvement varies between gender (Table I8). 'Sometimes' and 'never' were the most chosen categories among the four options available: never, sometimes, often, and always. Higher percentages of male municipal fishers reported being sometimes involved in meetings and coastal resources management (CRM) while the females in this group reported to be involved in CRM, socials and meetings. The largest percentages for 'never' being involved in projects/activities among both male and female municipal fishers were in training, committee membership, public hearings and *Bantay Dagat* (sea guardians).

The involvement of handline crew may be compared to the municipal fishers, as their economic conditions are similar. Fewer male and female handline crew reported being 'sometimes' involved in meetings with a high

percentage of 'never' for almost all activities. On the other hand, male handline owners and boat captains were reportedly sometimes involved in meetings and training. Females generally had lower involvement, if any.

For purse seine respondents, both males and females 'sometimes' involved themselves in CRM while the males noted attendance in trainings, meetings and socials.

The differentials between genders are due to the work-home time schedules, and the nature of work that is open to men or women vis-à-vis the type of fishing scale.

These survey results are corroborated by the FGDs findings. The FGD with municipal fishers revealed the low level of knowledge and participation in fisheries-related policies and management activities. When asked what types of activities are related to fisheries management, participants identified the following:

1. Coastal clean-up/ Waste management
2. Community work
3. Bantay Dagat participation
4. Prohibition of destructive fishing practices (dynamite, toxic substances, capture of undersized fish, etc.)
5. Mangrove replanting

**Table 18. Percentage of extent of involvement in activities in fisheries related projects**

| Respondent           |   | Municipal Fisher |                 | Commercial Handline Owner |                 | Commercial Handline Boat Captain |      | Commercial Handline crew |      | Purse Seine |      |
|----------------------|---|------------------|-----------------|---------------------------|-----------------|----------------------------------|------|--------------------------|------|-------------|------|
|                      |   | Female           | Male            | Female                    | Male            | Female                           | Male | Female                   | Male | Female      | Male |
| Meetings             | S | 55               | 58              | 33                        | 78              | 67                               | 67   | 43                       | 33   | 25          | 50   |
|                      | N | 9                | 33              | 67                        | 0               | 22                               | 17   | 33                       | 53   | 75          | 17   |
| Public Hearing       | S | 27               | 8               | 17                        | 11              | 11                               | 8    | 10                       | 13   | 25          | 17   |
|                      | N | 55               | 67              | 83                        | 67              | 78                               | 92   | 76                       | 67   | 75          | 67   |
| Training             | S | 9                | 17              | 0                         | 56              | 22                               | 42   | 33                       | 0    | 25          | 67   |
|                      | N | 73               | 58              | 83                        | 33              | 67                               | 58   | 52                       | 73   | 75          | 17   |
| Socials              | S | 64               | 25              | 17                        | 22              | 44                               | 25   | 33                       | 33   | 25          | 50   |
|                      | N | 27               | 42              | 33                        | 33              | 44                               | 50   | 43                       | 53   | 75          | 33   |
| Committee membership | S | 0                | 17              | 0                         | 11              | 0                                | 83   | 19                       | 0    | 0           | 17   |
|                      | N | 73               | 58              | 0                         | 33              | 78                               | 92   | 62                       | 53   | 100         | 67   |
| Bantay Dagat         | S | 0                | 0               | 0                         | 11 <sup>1</sup> | 0                                | 8    | 10 <sup>1</sup>          | 13   | 0           | 17   |
|                      | N | 91               | 83              | 50                        | 44              | 100                              | 92   | 76                       | 67   | 100         | 83   |
| CRM                  | S | 72 <sup>1</sup>  | 66 <sup>1</sup> | 0                         | 11              | 11                               | 8    | 5                        | 0    | 75          | 100  |
|                      | N | 18               | 17              | 17                        | 44              | 78                               | 67   | 62                       | 67   | 25          | 0    |

<sup>1</sup>includes those who answered in 'often' and 'always'. (Legend: S- sometimes; N- never)

On the matter of the level of their involvement in these activities, most participants admitted very low participation, which confirms the general pattern of involvement from the survey results. FGD results further show the tasks expected to be played by men or women in as far as sustainable fisheries management (SFM) related activities are concerned (Table 19). Both men and women believed that *Bantay Dagat* members should

be men. Except for mangrove replanting the activities were gender segregated. Respondents reported that both women and men could do mangrove replanting activities, although the men claimed that they work faster (i.e., they can plant more mangrove seedlings) compared to their female counterparts.

**Table 1918. Gender activities related to Sustainable Fisheries Management (SFM)**

| SFM-related activities                       | Who should participate |        |
|--|------------------------|--------|
|  | Male                   | Female |
| Bantay-Dagat participation                   | x                      |        |
| Coastal clean-up/ Waste management           |                        | x      |
| Community work                               |                        | x      |
| Mangrove replanting                          | x                      | x      |
| Prohibition of destructive fishing practices | x                      |        |
| MPA management                               | x                      |        |

\*Source: FGD , municipal fisheries sector

Moreover, the FGD results showed that participation of municipal fishers in community and social activities such as church matters, barangay health, attendance to Parent-Teachers Association (PTA) meetings in schools, and community volunteer works were identified as mostly to be performed by women (Table 20). The males were expected to be (and are actually) involved in governance , in political affairs or legal representation. However, both men and women were not involved in fisheries policy formulation, either at the barangay, municipal or higher levels. Participation in fisheries management is very low; thus, they are generally not actively involved in protecting their legal rights from commercial fishing encroachment in municipal waters.

**Table 20. Gender differentials in community and governance-related activities**

| Activities                              | Male | Female |
|---|------|--------|
| Social and community affairs            |      |        |
| Church activities                       |      | x      |
| Barangay health concerns                |      | x      |
| Parent Teacher Associations             |      | x      |
| Peoples Organizations                   | x    |        |
| Barangay/Community volunteer work       |      | X      |
| Political affairs/ Legal representation | x    |        |
| Fisheries policy formulation            | x    |        |
| Boat registration                       | x    |        |

Source: FGD, municipal fisheries sector

### Key Findings

- Among municipal fishers, men dominate almost all tasks, except for record keeping of finances, making payments, recording catch.
- In commercial fisheries, the tasks assigned to women are fewer compared to municipal fisheries.
- Only a third of respondents have experienced BFAR enumerators boarding their boats to document catch. Even more nominal are those who said CDT-related observers joined their fishing operations.
- There is low rate of involvement for both men and women in committee memberships, public hearings and *Bantay Dagat*.
- The extent of involvement of men and women vary as to the type of fishing scale which reflect the nature of work-home schedules, and the tasks open to men/women. Generally, males are the majority that reported having attended trainings/seminars. Females reported to be involved in CRM, socials and meetings.
- Female respondents in the municipal fishers group were more aware of fisheries-related projects than their male counterpart, reflecting the relatively closer involvement of women in community affairs.

### Time and Space

In all groups, the wives spent an average of 7.0 to 8.5 hours on reproductive activities (e.g., house chores, food preparation, child care) compared to their husbands who put in 2.8 to 5.2 hours on the same activity type (Table 21). Men, on the other hand, spend 6.6 to 12.7 hours on productive (fisheries-related) activities with the highest average reported by handline boat captains followed by male handline crew and municipal fishers. Handline owners had the lowest at 6.6 hours. Wives of handline owners and handline boat captains worked productively for an average of 7.2 and 4.1 hours, respectively, while the rest reported 1.5 to 3.2 hours. Both men and women spent the least time daily on 'Community activities.'

**Table 21. Average number of hours per day that is spent on activities, by gender and fishing scale type**

| Respondent   | Municipal Fisher |        | Commercial Handline Owner |        | Commercial Handline Boat Captain |        | Commercial Handline Crew |        | Purse Seine |        |
|--------------|------------------|--------|---------------------------|--------|----------------------------------|--------|--------------------------|--------|-------------|--------|
|              | Male             | Female | Male                      | Female | Male                             | Female | Male                     | Female | Male        | Female |
| Productive   | 9.9              | 3.2    | 6.6                       | 7.2    | 12.7                             | 4.1    | 10.9                     | 2.1    | 9.3         | 1.5    |
| Reproductive | 5.2              | 7.0    | 4.7                       | 7.0    | 2.8                              | 7.4    | 4.1                      | 8.3    | 4.7         | 8.5    |
| Sleep/rest   | 7.7              | 11.0   | 10.0                      | 9.0    | 7.5                              | 11.1   | 7.5                      | 10.9   | 9.7         | 12.0   |
| Community    | 0                | 0      | 0.8                       | 0      | 0                                | 0      | 0.5                      | 2.6    | 0           | 0      |
| Leisure      | 1.2              | 0.9    | 2.0                       | 1.0    | 1.0                              | 1.4    | 1.0                      | 2.6    | 0.3         | 2.0    |

### Key Findings

- Men appeared to be taking on more reproductive activities, compared to findings in other studies. Wives spend an average of 7-8 hours per day on reproductive activities, compared to the 2.8-5.2 hours put in by the male spouse in all the fisheries groups.
- Men spend 6.6-12.7 hours on productive activities while the women respondents report much fewer hours ranging from 1.5 to 7.2 hours per day, with the higher value being reported by wives of handline owners.
- Community involvement took up the least number of hours daily.

### Legal Rights and Status

Both male and female municipal fishers, handline owners, and handline boat captains as well as the males in the handline crew and purse seine groups demonstrated awareness of fisheries laws and policies. The lowest percentage claiming cognizance of laws were the female respondents among handline crew and purse seine fishers (Table 22). This finding seems logical since wives need not necessarily know the fishing regulations as they are not directly involved in the fishing operations.

Common regulations cited were prohibitions against: “fishing by commercial fishers within 15 kilometers” from the shore; use of dynamite and compressor; use of fine mesh net; catching undersized fish; and “going into waters of Indonesia.” They also cited checking-in with Coast Guard before sailing, using of correct gear, fisher and vessel registration, protection of endangered species (e.g., sharks, dolphins, turtles). Male respondents cited additional provisions such as the delineation of municipal vs. commercial waters and national EEZ boundaries (i.e., fishers cannot fish inside municipal waters and Filipino fishers are not allowed to fish inside Indonesian waters), proper waste management, and age requirement for fishing crew in commercial fishing vessels.

**Table 2219. Percentage who are aware of fisheries related laws/ policies.**

| Respondent | Municipal Fisher |      | Commercial Handline Owner |      | Commercial Handline Boat Captain |      | Commercial Handline Crew |      | Purse Seine |      |
|------------|------------------|------|---------------------------|------|----------------------------------|------|--------------------------|------|-------------|------|
|            | Female           | Male | Female                    | Male | Female                           | Male | Female                   | Male | Female      | Male |
| Yes        | 54               | 67   | 67                        | 56   | 56                               | 92   | 43                       | 73   | 25          | 83   |
| No         | 46               | 33   | 33                        | 44   | 44                               | 8    | 57                       | 27   | 75          | 17   |
| Total %    | 100              | 100  | 100                       | 100  | 100                              | 100  | 100                      | 100  | 100         | 100  |

Respondents were asked about the conditions under which they, as fishers, work and whether they receive the benefits which other workers are legally entitled to. There were no significant differences between male and female responses among municipal fishers. The dominant responses for both groups are:

- No social security coverage by the Social Security System
- Receive Philhealth membership
- No crew younger than 15 years of age
- No leave benefits (not applicable to this group)
- No accident insurance (although 15% answered yes)
- Not paid minimum wage (in the case of those being paid according to daily catch, earnings may exceed minimum wage)

- No protective clothing, eyewear, hand gloves
- No safe and separate sleeping quarters for women on board that will ensure private space for women

Handline crew, despite being employed as commercial fishers, did not report considerably better benefits or resources. Among the groups, only purse seine fishers reported better conditions in terms of social security coverage, insurance and protective gear.

### Key Findings

- More than half of most fishers groups demonstrated awareness of some fisheries laws and policies, except for females in handline crew and purse seiners.
- Among the groups only purse seine fishers report better conditions in terms of social security coverage, insurance and protective gear at work. Municipal fishers are least able to avail of legalized labor benefits because they can ill-afford these.

### Power and Decision Making

The pattern of who makes decisions is largely similar across the different groups. In education and discipline 'both mother and father' were reported as the most prominent decision-makers in their households, followed by 'mother'. Mothers usually decide on food, budget and on community involvement (Table 23). It may be noted that among municipal fishers, several cited that fathers also make the decisions. The data shows that in contrast, other groups had zero responses for 'father' as decision-maker, specifically in leisure and community involvement among the purse seine respondents and in education and food among handline boat captains. There is, however, no area in household decision-making where the husband was reported to lead in decision-making.

**Table 23. Percentage of respondents who identify which parent makes the household decisions**

| RESPONDENT            | Municipal Fisher |        |      | Commercial Handline Owner |        |      | Commercial Handline Boat Captain |        |      | Commercial Handline Crew |        |      | Purse Seine |        |      |
|-----------------------|------------------|--------|------|---------------------------|--------|------|----------------------------------|--------|------|--------------------------|--------|------|-------------|--------|------|
|                       | Father           | Mother | Both | Father                    | Mother | Both | Father                           | Mother | Both | Father                   | Mother | Both | Father      | Mother | Both |
| Education             | 9                | 35     | 52   | 15                        | 33     | 47   | 0                                | 57     | 43   | 17                       | 39     | 39   | 20          | 20     | 60   |
| Food                  | 22               | 44     | 30   | 7                         | 87     | 0    | 0                                | 95     | 5    | 6                        | 75     | 17   | 10          | 80     | 10   |
| Budgeting             | 17               | 61     | 13   | 0                         | 93     | 0    | 5                                | 90     | 5    | 11                       | 81     | 6    | 0           | 80     | 20   |
| Leisure               | 26               | 35     | 30   | 7                         | 40     | 40   | 19                               | 52     | 38   | 17                       | 50     | 31   | 0           | 50     | 50   |
| Health                | 30               | 30     | 30   | 7                         | 53     | 33   | 14                               | 62     | 24   | 47                       | 56     | 22   | 0           | 60     | 40   |
| Discipline            | 13               | 9      | 70   | 40                        | 33     | 27   | 14                               | 43     | 43   | 14                       | 42     | 44   | 0           | 30     | 70   |
| Community Involvement | 17               | 48     | 26   | 7                         | 40     | 47   | 5                                | 62     | 33   | 17                       | 67     | 11   | 0           | 80     | 20   |



In contrast, with regards to fishing operations, most (27% to 82%) female municipal respondents named their husband-fishers as the decision-maker in most areas (Annex I-8). The exception is in 'marketing of catch' wherein equal percentages (27%) of respondents identified wife (self) and husband. From the perspective of the male fishers, most (50% to 92%) attributed decision-making to themselves and hardly mentioned their wives as decision-maker, even in marketing which is known as the woman's sphere. In pricing, marketing, hiring, and financing of operations, some male respondents noted that they defer to 'male co-worker.'

Table 24 summarizes the above results, by identifying the popular (at least 50% of respondents) response for each decision point. The entry 'mixed' under female column means that there are about equal percentages of respondents who referred to the Self (wife), husband and male co-worker as the decision-maker. This is notable in decisions on financing, marketing, and pricing particularly for the female municipal fisher respondent.

**Table 24. Decision-maker based on majority response, by decision area and by gender**

| Respondent            | Municipal Fisher |      | Commercial Handline Owner |      | Commercial Handline Boat Captain |      | Commercial Handline Crew |      | Purse Seine |      |
|-----------------------|------------------|------|---------------------------|------|----------------------------------|------|--------------------------|------|-------------|------|
|                       | Female           | Male | Female                    | Male | Female                           | Male | Female                   | Male | Female      | Male |
| Purchase gear         | H                | S    | H                         | S    | H                                | S    | H                        | S    | M           | M    |
| Fishing area          | H                | S    | M                         | M    | H                                | S    | M                        | M    | M           | M    |
| Financing operation   | Mixed            | S/M  | Mixed                     | S    | M                                | S/M  | M                        | S/M  | M           | M    |
| Market fish           | Mixed            | S    | H                         | S    | M                                | S/M  | M                        | S/M  | M           | M    |
| Pricing               | Mixed            | S    | M                         | M    | M                                | M    | M                        | S/M  | M           | M    |
| Timing fish operation | H                | S    | H                         | M    | H/M                              | S    | M                        | M    | M           | M    |
| Hiring                | S/H              | S/M  | M                         | M    | S/M                              | S    | M                        | M    | M           | M    |
| Total %               | 100              | 100  | 100                       | 100  | 100                              | 100  | 100                      | 100  | 100         | 100  |

Legend: S – self; H – husband; M – male coworker; W – wife; S – self

### Key Findings

- For household decisions, mothers generally decide on food, budget, and community involvement; both parents decide on education and discipline. Although fathers are not a majority choice as being the decision maker in any area, their roles are particularly notable among the municipal fishers and handline crew.
- Most female respondents in the municipal fishers group recognize the husband as decision maker for fishing-operations except in marketing the catch, in which they recognize the wife's participation as well.
- Most male municipal fishers attributed fishing-related decisions to themselves and seldom mentioned the role of their wives.
- The increased role of male co-workers and the low participation of wives is evident in the commercial fisheries groups.

## 4.2.2 Processors

The fish processing sector in General Santos City may be divided into two: (1) the medium- to large-scale, and (2) the micro- and small-scale fish processing enterprises. The medium- to large-scale enterprises include the six tuna canneries located in General Santos City and several processing plants that produce sashimi-grade and other frozen tuna products. The micro- and small-scale fish processing plants are either home-based or small-facility industries that produce tuna value added products (TVAP) such as tuna chorizo, tuna sausage, smoke tuna, fermented tuna products and tuna *chicharon* among others. Large-scale processing plants also engage in value adding to maximize the utilization of tuna byproducts.

### 4.2.2.1 Socio-demographic Profile of Processors

Socio-demographic profiles were developed through in-field surveys and FGDs. A total of 75 respondents who represented the three types of processors were surveyed: 20 from the canned (10 females, 10 males); 25 from the frozen processors (13 females, 12 males); and 30 from the TVAP (17 females, 13 males). There were a total of 40 females and 35 males (Table 25). The two FGDs that informed this section consisted of one all-male (4) and one all-female (6) FGD participated in by regular employees of processing companies—most of which were supervisors.

**Table 25. Distribution of respondents, by sex and type of processor**

| Type of Processor | Female |    | Male   |    |
|-------------------|--------|----|--------|----|
|                   | Number | %  | Number | %  |
| Canned            | 10     | 50 | 10     | 50 |
| Frozen            | 13     | 52 | 12     | 48 |
| TVAP              | 17     | 57 | 13     | 43 |
| Total             | 40     |    | 35     |    |

These respondents are characterized below as to age, ethnicity, educational attainment, and income sources/levels, among others (Annex I-9).

#### Age

The average age of canned processing respondents was 36 years for females and 34 years for males; 32 years old for females and males 33 years old in frozen processing; and for TVAP processors 44 years old for females, while the males average age was only 28.

#### Residence and ethnicity

The female respondents from the three types of processors have lived in General Santos City much longer compared to their male counterparts. Females in TVAP have been living in General Santos City for 27 years on average compared to the males who came only in the last 13 years.

In terms of ethnic background, the majority (48 out of 75, comprising 64%) of the respondents were of Cebuano/Bisaya origin. There were also nine Ilonggos (12%) and three B'laans (4%). Other respondents were Ilocano, Maguindanaoan, M'ranao, Tausug, T'boli, and Tagalog. The majority of the spouses (39 comprising 52%) were also of Cebuano/Bisaya origin. The average household size of the male and female respondents was four to five.

#### Civil Status

The majority of the male and female respondents were married except for the males in TVAP many of whom were still single. Co-habitation also seemed to be a common arrangement, especially for males and females in TVAP.

### Educational Attainment

The majority of the males and females from the three types of processors were college graduates, except the males working in TVAP where the majority were high school graduates. The males and females in the frozen products processing had the most number of years of education.

Thirty two out of 75 processors (43%) were college graduates, with more proportion coming from female TVAP processors. Females had higher educational attainment than their male counterparts. In all types of processors, more males had lower than a complete high school education. That is, 10 males compared to 3 females, most of whom were in TVAP and canneries.

Among the spouses, the majority were college graduates, except for the spouses of the male TVAP respondents most of whom were only high school graduates. This seems logical since spouses find mates that are of relatively the same educational level.

### Income Sources and Levels

The primary source of income of the majority of the respondents' households (61 out of 75 or 81%) was fish processing (Table 26). A small number also reported household income from fishing (2 or 3%), fish trading (3 or 4%), driving a tricycle (1 or 3%), repairing shoes (1 or 3%), operating a sari-sari store (2 or 6%), or other professions such as being a village/barangay official (3 or 4%).

**Table 26. Number and Percentage (in parentheses) of household's primary source of income**

| Source               | Canned   |          | Frozen   |          | TVAP     |          |
|----------------------|----------|----------|----------|----------|----------|----------|
|                      | Female   | Male     | Female   | Male     | Female   | Male     |
| Fishing              |          |          | 1 (8)    |          |          | 2 (15)   |
| Fish processing      | 10 (100) | 8 (80)   | 11 (92)  | 11 (92)  | 13 (77)  | 8 (62)   |
| Fish trading/selling |          |          |          |          | 2 (12)   | 1 (8)    |
| Profession           |          | 2 (20)   |          |          | 1 (6)    | 1 (8)    |
| Tricycle operator    |          |          |          | 1 (8)    |          |          |
| Shoe repair          |          |          |          |          |          | 1 (8)    |
| Sari sari store      |          |          | 1 (8)    |          | 1 (6)    |          |
| Total                | 10 (100) | 10 (100) | 13 (100) | 12 (100) | 17 (100) | 13 (100) |

Fish processing was reported as a secondary source of income for quite a significant number of male and female respondents (18 out of 75). Females across the three types of processors have diverse secondary sources of income, but it was the females in frozen processing who have the most diverse secondary sources of income (e.g. farming, remittance, business, pedicab driving, laborer and messenger). Overall, there were still many respondents (30 out of 75) who did not have secondary sources of income.

As to income levels, half of the females from canned processing earned between P10,000.00 to P15,000.00 a month while their male counterparts earned as much as P25,000.00 a month. In frozen processing, the majority of both males and females have monthly incomes of P5,000.00 to P10,000.00. In TVAP, the majority of both males and females earned P2,000.00 to P5,000.00 a month but many of the females earned between P25,000.00 to P100,000.00 monthly. Considering all income sources, those with highest income that ranged between P30,000.00 to P100,000.00 and above were the females in TVAP. The majority of the males' income ranged between P2,000.00 to P15,000.00, fifty percent less than the lowest income of the females. In canneries, the

majority of both male and female respondents' total household income ranged between P10,000.00 to P15,000.00 while in frozen processing, the majority of the females earned P15,000.00 to P20,000.00 and males earned between P5,000.00 to P 10,000.00 only (Annex I-10).

#### 4.2.2.2 Six Domains of Gender Analysis

##### Access to Assets

There were no reliable sources of information available on the total actual number of men and women that work in both large-scale and small-scale fish processing plants. In canneries, companies hire both regular and contractual employees. The number of contractual employees depends on the processing schedule and demand. These contractual employees are often employed by a Cooperative and are therefore not considered as employees of canneries. Most of the contractual employees are assembly line workers and are primarily composed of women. Trainings availed of were on First Aid, leadership, fire drills, food safety, HACCP and problem solving. These were usually held at the processing plant.

Almost 80% of those who were working in the canning assembly line were women. Women have less access to physically demanding work which women believed only men could do such as loading and unloading heavy things and activities related to cold storage. Work traditionally assigned to men includes weighing, loading, butchering, beheading, cold storage, *bodegero* (warehouse man), and retort operator.

Respondents reported that they received reliable information on new processing technology and practices from various sources. In the canneries, the primary sources of information for women were reported to be local trade fairs/food show, while males reported government agencies and trainings. In frozen, the females' source of information were from the trainings attended while for the males, the tuna industry association. In TVAP, the males' own experiences were reported to be rich sources of information while the females usually joined local trade fairs and trainings to avail of information on updated processing technology. Women have limited access to commercial processing technology but they expressed interest to know more about these technologies (e.g. boiler).

With regards to source of information about buyers, the cannery females reported international trade fairs and the company administration, while the males cited the tuna industry association and the company administration. The males in frozen also identified international trade fairs and the company administration while majority of the females and males in TVAP said either they did not know or there was no source of information about buyers.

##### **Key Findings**

- Both men and women had equal access to trainings and capacity development offered by the company. Both have equal opportunities to occupy supervisory positions.
- Access to reliable information about the buyers was less diverse compared to sources of information on processing technology but common sources of information were the trade fairs, tuna industry associations and the company administration which are accessed by men and women.
- A reliable source of information on market prices for canned and frozen was the company administration, according to both male and female respondents. While for TVAP, it was the supplier of fish who provided information on market prices.
- Across all types of processors, a significant number of males (12) and females (13) did not know sources of information on market prices.

### Knowledge, Beliefs and Perceptions

Men and women were not aware of Catch Documentation and Traceability but opined that the supplier of tuna should have complete documentation. Both were aware of certain fishery laws that deal with different illegal fishing methods like dynamite fishing, use of fine mesh nets, and non-fishing in some parts of Sarangani Bay which was a protected seascape. Some of more specific fishery management activities were also mentioned: close season, registration of fishing crew, wastewater management, tree planting, coastal clean-up and information and educational campaign materials such as flyers and brochures.

In terms of awareness of fisheries processing-related policies/laws, 90 percent of both males and female respondents in canned processing were aware; 92 percent of the males and 46 percent of the females in frozen, and amongst TVAP workers only 65 percent of females and 54 percent of the male respondents. The top two most popular policies among the respondents from the three types of processors were the Good Manufacturing Practices (GMP) and the HACCP. The Philippine National Standard on Tuna Products has yet to be disseminated among the female and male laborers in the tuna industry.

Six questions were asked to canned, frozen and TVAP processors to measure their level of knowledge about tuna and fishery regulations (Annex I-11). The average percentage of respondents who got the correct answers was 80 percent for both females and males, with females scoring slightly higher than males in the frozen and TVAP sectors.

Survey respondents were also asked to respond 'true/false' to the following statements to determine their perceptions of the work of men and women in processing. Questions included: 1) Women are more skillful in processing than men; 2) Women are easier to deal with than men in the workplace; 3) Men are more particular about quality of processed tuna; 4) Women are more efficient in processing than men; and 5) In selling processed tuna it is easier to collect payment from women buyers than men. In canned respondents, there was no significant difference in the responses of males and females to the five statements. In frozen, there was a significant difference (Fisher's Exact test. 0.020) in male/female responses to statement number four, indicating the perception that women are more efficient in processing tuna. In TVAP there was also a significant difference (Fisher's Exact test. 0.028) in male/female responses to statement number five, indicating the perception that women buyers are easier to collect payment from than men. Both men and women across the three types of processors perceived women to be more trustworthy than men on money matters. Moreover, women were more likely to experience sexual harassment in the workplace, as reported during the FGDs.

#### **Key Findings**

- The females in frozen processing and in TVAP had the highest and the lowest levels of knowledge (respectively) on tuna and fishery regulations.
- Many in the canned, frozen and TVAP sectors did not know that hot-smoked tuna is carcinogenic.
- Almost all knew very well that processing plants need to be registered with the Food and Drug Administration and that the Philippine National Standard for processed tuna should be complied by all.
- With regards their gender-related perceptions, respondents in the frozen sector indicated that women were more efficient in processing tuna. In TVAP, respondents said that it was easier to collect payment from women buyers than men.

### Practices and Participation

Participants to the focus group discussions, shared their own observations on the practices and participation of males and females in the processing sector. In processing, women are assigned to classifying, loining, packing, skinning and labeling. Women have been found to be slow when slicing tuna, but their output was better in terms of quality compared to men who were fast but the thickness of the tuna varied. Men were reported as being hired as “extradors” and preferred for loining because they worked fast. Further they could multi-task, so they earned more compared to women. According to a male jambolero, men were easy to deal with while women could not decide at once. Women were more difficult to talk with regarding pricing of tuna and men could close deals faster. Table 27 shows the top five activities that were usually done by the men and women from the three types of processors. In one processing plant, women who were more than three months pregnant were not anymore allowed to work in the assembly line due to the risk posed by slippery and wet floors.

During the FGDs with processors in canneries, it was reported that when a woman was absent from work it was because of a sick child that needed to be cared for while if a man was absent then it was more likely that he was drunk the night before. If income was insufficient, the woman was tasked to borrow since she did the budgeting. Further, if she borrowed, 100 percent went to the household needs but if it was the man who accessed credit, some amount went to cigarette or liquor.

**Table27. Top 5 activities of men and women, by type of processor**

| Male   | Female                                      |
|--|---|
| <b>Canned</b>  |   |
| 1. Storage   | 1. Payment of salaries and bills            |
| 2. Maintenance of equipment, machines and infrastructure | 2. Receive payment                          |
| 3. Pack in carton  | 3. Record financial transactions            |
| 4. Prepare the equipment and facilities                  | 4. Record of sales                          |
| 5. Freezing; purchase of raw materials                   | 5. QA and quality control                   |
| <b>Frozen</b>  |   |
| 1. Storage   | 1. Payment of salaries and bills            |
| 2. Maintenance of equipment, machines and infrastructure | 2. Receive payment                          |
| 3. Operate equipment                                     | 3. Record sales                             |
| 4. Behead  | 4. Quality assurance                        |
| 5. Remove guts and gills                                 | 5. Labeling                                 |
| <b>TVAP</b>  |   |
| 1. Cutting/Slicing                                       | 1. Process Registration And Legal Documents |
| 2. Pack In Cartoon                                       | 2. Hiring Of Workers                        |
| 3. Storage   | 3. Plan Production Schedule                 |
| 4. Clean And Maintain Physical Facilities                | 4. Record Financial Transaction             |
| 5. Maintenance Of Equipment, Machines And Infrastructure | 5. Payment Of Salaries And Bills            |

The majority of the canned and frozen respondents said that their processing facility was registered with the Food and Drug Administration (FDA). In TVAP, the majority of respondents said their facility was not registered with the FDA. Further, according to the majority of respondents, all three types of processors were registered with either the Department of Trade and Industry, Securities and Exchange Commission and the Local Government Unit. These were registered in the name of the corporation for both canned and frozen which was usually headed by a male president, while the majority in TVAPs were registered in the name of the female owner. All respondents in frozen affirmed that their facility was HACCP compliant, and the majority of canned

respondents reported the same. In TVAP, however, the majority of female respondents said that their facility also HACCP-compliant, although there were a significant number that said otherwise.

In terms of primary buyers, respondents from the canned sector reported having more male exporters than female. Frozen and TVAP respondents sell to small-scale market vendors, the majority of whom are females. Percentage of female buyers was slightly higher compared to male buyers of all types of processors. Respondents from the frozen and TVAP sectors reported that they did not extend credit to their buyers for tuna purchases. Cannery respondents indicated that they do allow purchases on credit. Across the three sectors, men and women responded similarly, although women in the canned and frozen sectors were slightly more likely to extend credit.

Canned and frozen processing companies reported that they sourced workers through personal choice or referrals. TVAP primarily found its workers through personal choice. A high number of frozen and TVAP members reported having a family member that also worked in their company. In the canned, it was usually the spouse who on average was 31 years old, and was hired as a laborer. TVAP was found to employ spouses as well, with average age of 40, and were paid—though there were a few cases who were not paid. Amongst TVAP-employed family members, some also worked as supervisors. TVAPs also employed sons and daughters of respondents who also worked as laborers and as supervisors and were paid. Their average age ranged between 27 to 29 years old with the sons being older by two years. Other immediate family members who worked as part of unpaid family labor were the father, mother, niece and nephew.

TVAPs were found to have a greater number of women in leadership positions (owners or supervisors) than canned or frozen operations. The female owners of TVAP serve as president/vice president or department/division head of the business enterprise while their husbands may either have a separate work/employment or assist their wives in the operation of the enterprise. Husbands who are working elsewhere may also provide seed capital/investment for the enterprise and just allow their wives to manage the business.

In regard to cooperatives and organization membership, in canned only one male and no female was a member of a cooperative. In Frozen, among the females who were members of fishing related organizations, they were affiliated with fisherfolk association (2) and a women fisherfolk organization (2). The men on the other hand were members of the tuna industry association (1), processors industry association (1) and the employees union (1). In TVAP, one of the females was President /VP of General Santos City Aqua Marine Processors Association Inc. and three were members of different associations. Membership in non-fishing related organizations was also very low except for four frozen respondents and six TVAP females who were affiliated with *Gagmay Kristohanong Katilingban* (GKK).

Very few labor unions (e.g., Ten Point Manufacturing Corp Employees Union) exist in medium- and large-scale fish processing plants/ canneries, and the majority (67 of 75) of the males and females from all the types of processors said there was no labor union in their company. Six respondents (from frozen) indicated that they were part of a union. Understandably, there was no labor union in TVAP since these were usually family-owned and managed, home-based enterprises.

Few fishers' groups have been established by the fishers themselves. An exception is the SOCKSARGEN Federation of Fishing and Allied Industries, Inc. (SFFAI) which is an alliance of mostly medium- and large-scale fishing industries. This alliance is an umbrella organization of several tuna industry-related associations such as boat owners, tuna canneries, fish landing associations/cooperatives, purse seiners, and frozen seafood associations. Only one women's organizations was documented by the study: the *Saganang Buhay Nagkakaisang Kababaihan ng Minana*, composed of individuals engaged in fish processing. It receives technical support from BFAR.

With regards to the presence of fishery-related activities in their communities, only 12 of the respondents (five male, seven female) across the types of processors affirmed the presence of these activities in their



communities. One male respondent from canned reported participation, with involvement in coastal resource management (CRM). In frozen, there were 12 females who said they sometimes attended meetings, trainings, participated as committee or association member, as compared to only three males who attended meetings, trainings and socials. Both male and females in TVAP reported moderate participation.

### Key Findings

- Across the three types of processors, women were assigned to tasks which required patience and attention to details while the men were given work that required physical strength and speed.
- Purchasing behavior between men and women buyers differed but not statistically significant. Both are perceived to be strict with product quality, easy to negotiate with, knowledgeable about the product, compliant with agreed sales conditions (delivery schedule, packaging and labeling requirements and quality standards) and were firm in their decisions.
- Canned and frozen processing facilities were registered with the Food and Drug administration while TVAP was not.
- The SOCSKARGEN Federation of Fishing and Allied Industries, Inc. (SFFAI) is an alliance of mostly medium- and large-scale fishing industries but among small scale fishers, there were very few groups organized by fishers themselves such as community-based fishers' associations.

### Time and Space

Both men and women FGD participants reported long hours at work at the processing plants. For working couples, housework is shared, however women spend more of their home time performing household tasks (Table 28).

**Table 2820. Twenty-four hour activity recall of males and females processors**

| 24 Hour Activity Recall |                                  |   |
|-------------------------|----------------------------------|---|
| Time                    | Female                           | Male                                    |
| 4-5 AM                  | Wake children, prepare breakfast | Wake up                                 |
| 5-6 AM                  | Breakfast<br>Prepare for work    | Prepare food provision                  |
| 6-7 AM                  |                                  | Breakfast<br>Travel to processing plant |
| 7-8 AM                  | Work                             | Change clothes/attire                   |
| 8-9 AM                  |                                  | Work                                    |
| 9-10 AM                 |                                  |   |
| 10-11 AM                |                                  |   |
| 11-12 AM                | Prepare meals                    | Break time/lunch                        |
| 12-1 PM                 | Break time/Lunch                 |   |
| 1-2 PM                  | Work, bring child to day care    | Work                                    |
| 2-3 PM                  |                                  |   |
| 3-4 PM                  | Work                             |   |
| 4-5 PM                  |                                  |   |
| 5-6 PM                  |                                  |   |
| 6-7 PM                  |                                  |   |
| 7-8 PM                  | Dinner                           |   |
| 8-9 PM                  |                                  | Dinner                                  |
| 9-10 PM                 | Sleep                            | Sleep                                   |
| 10PM to 4AM             |                                  |   |

On average frozen and TVAP female workers spend an average of four and a half hours in reproductive work, slightly more than their male counterparts. Male frozen and TVAP workers spend more time on productive tasks, on average 10.9 hours. Canned workers exhibited a different trend, with males reporting more time spent in reproductive work than productive work as compared to the time spent by the females.

The results of the FGD corroborate the survey results (Annex I-12). There was really no significant difference in terms of the time spent by the men and women in doing productive work, reproductive work, sleep and leisure activities.

### **Key Findings**

- Both men and women spend long hours at work in the processing plants. For working couples, housework was shared. Women spend more time on the weekends performing household tasks.
- On average, females of TVAP and frozen processing plants spent 4.5 hours in reproductive work, a little bit higher than their male counterparts. The males in frozen and TVAP sectors spent on average 10.9 hours in productive work, again just a bit higher than the time spent by the females. It is in the canneries, males spend more time in reproductive work and less time in productive work as compared to the time spent by the females.
- Across all types of work and processors, there was no statistical difference in terms of time spent.
- Both men and women do not have time left to actively participate in community activities.

### Legal Rights and Status

Women and men employees in canned and frozen received SSS, Philhealth, maternity/paternity leave, 13th month pay, Pag-ibig, sick leave and accident insurance. However, leave benefits were enjoyed by only 95 percent and 92 percent of males and females in Canned and Frozen, respectively. In canned, only 80% of both male and female respondents said they were being paid the minimum wage while in frozen all claimed to be given the minimum wage. The women enjoy special benefits accorded by law, Maternity Leave (60 days leave with pay), Solo Parent Act, Magna Carta of Women and violence against women and children (VAWC). Survey results did not reveal any information on the prevalence of worker contracts.

All respondents from canned and frozen processors said their companies provided them with protective clothing to do their work and a majority of these respondents (80%) also used hand gloves in handling tuna, and were provided with protective eyewear. A few of these respondents also claimed that there were some employees who were younger than 18 years old at their companies.

For TVAP workers, 59 percent of the females and only 54 percent of the males said they were provided with SSS; 77 percent of the females and 54 percent of the males were provided with Philhealth; leave benefits were availed by very few of both male and female respondents and accident insurance was availed by four females and only one male. Minimum wage was paid to only 35 percent of the females and 38 percent of the males.

Very few were provided with protective clothing or eyewear, and more females reported using hand gloves in handling tuna than men. They were mostly those in the canneries and frozen processing plants.

As to the working environment, 92 percent of males agreed that the working area was well ventilated and well-lit but only 85 percent of the females said the same. Nursing facilities were very inadequate (sometimes unavailable), while toilet facilities were adequate according to 82 percent of the females and to 61 percent of

the males. Adequacy was based on the perception of male and female users in terms of quantity and accessibility (and not on the accessory available such as mirror, soap, and tissue).

#### **Key Findings**

- Both men and women received the same salary and benefits from the company, were provided with protective clothing, eyewear and gloves to do their work (canned and frozen sector), but not in TVAP, where not all workers enjoy the minimum wage and benefits.
- In canned and frozen sectors, there was a higher percentage of regular female workers all throughout the year (i.e., whether it was peak or off season). TVAP had higher percent of male regular workers in any season.
- Both male and female respondents in canned and frozen product processing described their working areas as well ventilated, well-lighted, have adequate toilet and nursing facilities, but which TVAP workers could not claim the same.

#### Power and Decision Making

Men usually work full time. If their wives wanted to seek employment, usually the men who decides on the matter. Women do the household budgeting and decide on recreation/leisure activities for the family. They usual attend PTA meetings, and in terms of community activities, women make their own decisions about joining church activities, volunteering as Barangay Health Workers (BHW) or Barangay Nutrition Scholars (BNS) or helping in the coastal clean-up or “*linis dagat*”. Both women and men usually decided on the education of children, health concerns and in disciplining the children. These trends were consistent among all three types of processors, although in TVAP women commonly had more decision making power.

For decision making in the work place, in canned operations, it is the owner who decides who will supply fresh tuna and non-fish raw materials, finance the processing and who will buy the processed tuna. Other major decisions such as the production schedule, volume of production, hiring of workers, pricing of products and training are decided by the female manager or supervisor. A few respondents reported that in their companies all decisions were shared by male and female managers. In frozen, companies are typically male-owned and thus males make the decisions to determine financing for the operation, the buyer of processed tuna and the pricing of products. The male manager primarily determines the supplier of fresh tuna and the hiring and training of workers, while female managers manage the volume and schedule of production and the supplier of non-fish raw materials. In TVAP, owners are generally female and manage all areas of decision making, sometimes shared with their spouse.

#### **Key Findings**

- Women from all types of processors usually decide on domestic and community activities. Both males and females decide on matters related to children, school, work, family planning and health and membership in organizations.
- TVAP women generally decided on matters related to family and business due to their higher level of education and position in the business enterprise.

### 4.2.3 Traders

Traders are individuals who buy fresh and processed tuna from fishers and processors and sell these to end-consumers, restaurants, retailers, supermarkets, market vendors, processors, wholesalers, and exporters. At the General Santos Fish Port complex, there are actors who are not directly part of the tuna value chain but their services support trading activities. These include the checkers, *jamboleros*, and tray holders.

The General Santos Fish Port Complex (GSFPC), the landing site of the tuna capital of the Philippines has three market areas (Figure 21). Market 1 is a male-dominated area where most of the laborers and intermediaries (traders, brokers, financiers, *jamboleros*, suppliers, dispatchers, scalers, recorders, etc.) do business and where the big tuna fish are traded in bulk or in kilos.

**Figure 20. Map of the General Santos Fish Port Complex**



Legend: Female ♀ Male ♂  
Note: the bigger symbol denotes the dominant sex

Market 2 is a more gender equal area where the office of most of the fishport employees is located, where brokers and traders are usually couples (husbands and wives) and smaller tuna and tuna-like species are traded.

Market 3 is where the office of the SOCCSKSARGEN or Federation of Fishing and Allied Industries, Inc. and offices of other fisheries associations are located. It also is an area where tons of tuna are prepared for hauling in big trucks for different destination areas. Aside from fish storage areas and containers, offices and canneries, the fishport provides facilities such as restaurants, convenience stores, banks, ice plant, cooperatives, clinic and toilets for men and women for the basic needs of men and women workers, personnel, fish buyers and visitors. Along the highway going to the fishport area, offices and factories of big fish canneries and fisheries-allied industries can be accessed in their respective compounds. Most of these companies are male-headed even if women comprise most of the workers in assembly line of tuna- processing.

#### 4.2.3.1 Socio-demographic Profile of Traders

There were 45 trader-respondents, 51 percent of which were females and the remaining 49 percent were males (Annex I-13).

##### Age and Civil Status

Mean age was 38 years old for female traders and 40 years old for the males. For both sexes, traders were as young as 19 years old and as old as 60 and 65 years old for males and females, respectively. The majority of the female (74%) and male (64%) traders were married; while 27 percent of the male traders and 17 percent of female traders reported that they were single. Around 4% reported being in a live-in situation (where partners share budgeting and home tasks without the benefit of any legal or church rites).

It is worth noting that one institution (i.e. the GSFPC) supporting tuna trading is male-dominated. With a total 1,211 personnel as of February 2017, there are 930 or 76.8 percent male and only 281 or 23.2 percent female serving clients on permit to conduct business or PTCB. (Annex I-14). A majority are laborers (43% males and 5% females), followed by the market traders that include brokers, *jamboleros*, financiers, suppliers, and dispatchers (24% males and 11% females).

### Educational Attainment

Female traders were relatively more educated than the men, with at least one female trader having a college degree and the other eight having some college education. Some of their spouses (17%) had some college education but the greater percentage (44%) were high school graduates. Most of the male traders either finished high school or had some high school education. The majority of their wives were either high school graduates or had some high school education.

### Residence and Ethnicity

More than 65 percent of male and female traders belonged to Cebuano-Bisaya ethnic group and had been living in General Santos for about 25 years. Roughly 75 percent of traders' spouses (73-77%) also came from Cebuano-Bisaya lineage. The other trader-respondents belonged to Ilonggo, Ilocano, Maguindanaoan, and Tausog descent. The average age of the female traders was 40 years old, while male traders' average age was 38 years old.

The majority of the female and male traders were married, with only 27 percent of the male traders and 17 percent of female traders reporting that they were single. Female traders were relatively more educated than the men, with at least one female trader having a college degree and the other eight reporting some college education. Some of their spouses (17%) had some college education but the greater percentage (44%) were high school graduates. Most of the male traders completed or had some high school education. The majority of their wives (33% to 53%) also either completed or attended high school level education.

### Income Sources and Levels

Both male and female traders operated outside the General Santos Fish Port Complex (GSFPC) and were classified as small-scale operators. Almost all of the male and female traders were doing business within the barangay or in the same area where they lived, except for one female-trader and one male-trader whose trading operations extended to other areas of the region. Only three of the 45 trader-respondents processed fresh tuna into value added forms like dried, chilled/frozen tuna, cubes, "embutido", and "chorizo" before selling the product. The greater majority (93%) were engaged in the buying and selling of fresh tuna.

Fish trading was the primary source of income for both male and female traders, accounting for about 93 percent of their total household income. Men earned on the average P9,375.00 per month from fish trading while women earned about P7,955.00 per month. They contended, however, that given the average household size of about four to five members, the monthly income was not sufficient to allow them to live comfortably. Based on FGDs with traders, the number of women entering the local fish market has been on the rise over the last years due to the lack of alternative economic activities for them, and due to the need to contribute to household income. Their high dependency on fish trading makes them vulnerable to fluctuations in fish landings/supply of fish traded, which is further aggravated by limited alternative secondary income sources.

Around 42 percent earned within the range of P5,001 to P10,000 a month (Annex 1-15). Only 2% earned more than P100,000 a month as reported by a male trader. The highest female earner was at P50,000 maximum per month. Another 20 percent earned below P5,000 but over P2,000 most of whom were females. Still another 18 percent earned from P10,001 to P15,000 with as many female traders as the males earning within the range.

### Key Findings

- Trader-respondents are small-scale operators who primarily rely on fish trading, specifically the buying and selling of fresh tuna. They are mostly middle-aged, married, with high school education, and of Cebuano-Bisaya lineage.
- Checkers, *Jamboleros*, and tray holders are not directly involved in the buying and selling of the tuna value chain but they render services in support of the trading activity.
- There are an increasing number of female checkers/recorders but male checkers/recorders were still preferred because they are thought to move and work faster compared to the women, and men can perform physically demanding tasks in addition to recording.

## 4.2.3.2 Six Domains of Gender Analysis

### Access to Assets

**Female traders have access to storage facilities but husbands have final say on its use, maintenance, and operations.** Access to good storage is necessary not only to preserve the quality of the fish but also to empower traders to postpone the sale when prices are higher or when better prices and terms are offered by buyers. About 49% of the 45 trader-respondents indicated that they do not have access to storage facilities and must immediately sell the tuna products at prices dictated by their buyers. Of the remaining half who reported having storage facilities, some claimed that they owned the storage facilities while others made use of them on rental basis. Female traders noted that while they had access to storage facilities, their husbands had the final say on the matters pertaining to use, maintenance, and operations of the storage facilities.

**Female traders are more brave, bold and risk takers compared to their male counterparts in accessing capital from informal sources, especially from “five-six” money lenders.** Both male and female traders rely on self-financing and loans from formal financing institutions to raise capital in putting up the trading business and for their working capital requirements. Respondents indicated that it is difficult to access formal capital because of numerous documentary and collateral requirements. In addition to sourcing funds from formal sources, they also rely on informal sources like their immediate family members, relatives and friends. However, when the need for working capital is urgent and when friends and relatives are not able to lend them any cash, traders reported resorting to “five-six” financing<sup>1</sup>. Even with exorbitant interest rates under the “five-six” financing scheme, borrowing from these moneylenders is tempting because of its favorable terms with no documentary requirements nor formal agreements. Female traders are perceived to be more brave, bold, and more risk takers compared to their male counterparts in accessing capital from informal sources, especially from “five-six” money lenders. All of the trader-respondents contended that their buyers did not provide them with any form of financing and that they did not have access to financing assistance/support from the government.

**The majority of the spouses and other family members participate in the trading business as part of the labor force and are not compensated for their labor.** According to the trader-respondents, they did not experience any problems with access to laborers/workers. They said that they can easily find laborers/workers within a day whenever they had a need for them in the trading operations. Sixty-five percent of the female traders and 59% of the male traders admitted that family members took part in the trading

---

<sup>1</sup> The term “five-six” comes from high interest, which is around 20 percent per day. Say, for every P5.00 borrowed in the morning, the borrower pays P6.00 to the 5-6 lender when he collects payment in the afternoon.

operations. These included mostly their spouses, sons, and daughters. The majority of the spouses and all other family members who were involved in the business worked as part of the labor force, except for four spouses who had supervisory positions. Thirteen trader-respondents claimed that spouses who participated in the trading business were paid for their labor while 11 maintained otherwise. Moreover, there were instances where minors (aged 12 to 18 years old) were asked to work with the trading enterprises without pay, being part of family labor (Annex I-16).

Hired labor is common among the traders of fresh and processed tuna. Both male and female trader-respondents maintained that they prefer to hire labor on a contractual basis as opposed to hiring workers for permanent positions in the enterprise. During peak season, female traders hired 73% contractual workers and male traders hired 86% contractual workers, with proportionally more female hires than males. The pattern is true during off-season where 80% and 86% female and male traders, respectively, hired contractual workers.

They also indicated that there are less than a quarter of the personnel on permanent status, of which there are more males than females. (Annex I- 7). Conversely, there are more female contractual workers than their male counterparts.

***Women have more diverse sources of price, technology and market information than men.*** Price, technology and market information are important resources in trading of fresh and processed tuna products. Respondents tried to gain information related to new technology, market trends and pricing from multiple sources. The male traders, for example, accessed information about new trading practices and methods from other traders, TV programs, and their friends. Women-traders also accessed information from the same sources but at the same time they tapped other information sources such as government agencies, internet, local government units, local trade fairs/food shows. The women had more diverse information sources compared to their male counterparts.

***Female traders have limited access to big and more profitable markets located in areas far from their homes due to family and household responsibilities.*** Both male and female trader-respondents indicated that their primary market consisted of households. The male traders, however, mentioned accessing more varied markets such as local restaurants, institutional buyers, retailers/supermarkets, processors, and small-scale vendors (Annex I-18). The female traders claimed that family and household responsibilities prevent them from accessing bigger and profitable markets which are located from where they resided. Men traders had greater mobility because they were not tied down with household responsibilities and were given more freedom to travel on their own.

***Male and female traders source a bigger percentage of fresh tuna from male than female suppliers.*** The female traders sourced their supply of fresh tuna from other traders of fresh tuna or direct from small-scale municipal fishers and from small, medium and large-scale commercial fishing operators. Their male counterparts also sourced their fresh tuna supply from the municipal and commercial fishing operators. Generally, the suppliers of tuna preferred on the spot cash payment from the traders but there were exceptions in cases where the traders had been their “suki” or regular buyers for several years. According to female traders, 58 percent of their suppliers were men and 42 percent were women. The male traders also indicated that majority of their suppliers were men (65%) and the rest were women (Annex I-19). While the percentages vary, there is no statistical difference given the p-value of 0.346.



### Key Findings

- Female traders have higher educational level but regardless of education, they have less access to profitable markets. Female sold primarily to consumers within the same barangays where they resided because they needed to immediately return home to attend to household chores and child care. Male traders, on the other hand had greater mobility; hence, greater access to bigger markets. This has resulted to income differentials between male from female traders.
- Majority of the spouses and other family members participate in the trading business as part of the labor force and but are not compensated for their labor (i.e., family labor).
- Female traders are more brave, bold, and risk takers compared to their male counterparts in accessing capital from informal sources, especially from “five-six” money lenders; have more diverse sources of price, technology and market information than men; and have access to storage facilities but husbands have final say on its use, maintenance, and operations

### Knowledge, Beliefs and Perception

**No gender differentials with regard to critical knowledge gap about tuna and fishery regulations.** A series of questions were asked of trader-respondents to measure their level of knowledge about tuna and fishery regulations. Eleven statements were shown to them (Annex I-20).

More than half of male (64%) and female (61%) traders were in agreement to the statement that the “legal size for purse seine to catch tuna is 3cm”. They were wrong because the Fisheries Administrative Order No 226, Series of 2008 mandated that the minimum mesh size for tuna purse seine nets should not be less 3.5 inches (8.89 cm) at the bunt or bag portion for catching tuna (Department of Agriculture, 2008).

Moreover, majority of the trader-respondents wrongly believed that the city government required the registration of purse seine fishing. Two other statements with most incorrect answers were: (1) A Philippine-flagged fishing vessel is allowed to fish in High Sea Pockets 1, 2 and 3 in the Western and Central Pacific Ocean area, (2) Smoked tuna is carcinogenic.

Overall, the average percentages of female and male traders who answered the statements correctly were 47.91 percent and 49.27 percent, respectively. These percentages were considered rather low and highlighted a critical knowledge gap that need to be addressed. There should be increased dissemination of information about tuna and fishery regulations at appropriate touch points to ensure that the right information reaches the right audience at the right time. Increasing the level of knowledge among the traders is very critical for the following reasons: to promote traders’ personal safety and interests, to ensure the sustainability of their trading operations, and promote sustainable fisheries management with the end objective of strengthening the competitiveness of the tuna value chain.

**Positive beliefs about women traders could pave the way for more entry of women in the trading business and better appreciation of women’s role in tuna value chain.** Both male and female traders believed that “women are more skillful in trading than men”, that “women are easier to deal with than men in trading business, and that “women are more efficient in trading than men”. Moreover, they both believed that “men and women are paid equally for the same kind of work”. These beliefs put female-traders in positive light and could pave the way for more entry of women in trading business and better appreciation of role of women in the tuna value chain.

A greater percentage of female traders (61%) than men traders (45%) were of the belief that “men are more particular about quality of tuna than women”. About 41 percent of male traders did not share this particular belief and they maintained that while they viewed the women as more skillful and efficient, they still maintained

that men make better judgement when it comes to the fish quality issues (Annex 1-21). There were no significant statistical differences in the beliefs of the trader-respondents as indicated in the last column where p-values are greater than 0.05.

**No gender differentials in traders' perception about buyers' purchase behavior, except in decision making.** According to the male traders about 62 percent of the buyers they dealt with were females; while the females reported that 57 percent of their buyers were women. Both female and male trader-respondents perceived women buyers to be stricter with regard to product quality but easier to negotiate with compared to male buyers. There were no statistically significant gender differentials in the purchase behavior of the buyers, except in the area of decision making (Annex 1-22). Male traders perceived men buyers to be more firm in their decisions than women buyers. This view was not shared by the women traders.

Specific to the support actors, are perceptions on male and female checkers and *jamboleros*.

**Male checkers work faster and perform physically demanding jobs in addition to recording but women checkers are more meticulous and trustworthy.** There were more female checkers at Market 2 than at Market 1 at the GSFPC. Most buyers and brokers reportedly prefer male checkers not only because they move and work faster compared to women but also because they can perform physically demanding tasks in addition to recording. There were those, however, who preferred women because they considered them to be more meticulous and trustworthy. The salaries/allowances were not same for men and women checkers because of the additional tasks performed by men like loading and unloading of catch.

**Women checkers are vulnerable to sexual harassment.** An in-depth interview with a female checker who had been working at GSFPC since she was 18 years revealed the existence of sexual harassment incidents in the workplace. According to her she had personally experienced sexual harassment about six times. The sexual harassment came in the form of touching her in an unwelcome manner. She contended that other female checkers had also experienced similar sexual harassments in the workplace. In the absence of clear policies and processes to handle complaints, she reported that females often resolve the harassment themselves by publicly shaming, humiliating or physically reprimanding the offender. These tactic were reported to be effective but do not help to document or regulate the offenses.

**Male jamboleros perceive their women counterparts as slow and difficult to deal with.** If given a choice, the male *jamboleros* preferred to cooperate with other male *jamboleros* instead of partnering with female *jamboleros* because they viewed their female counterparts as slow, especially in submitting price quotations. Women were also perceived difficult to deal with. Men, on the other hand, were perceived to be fast and straight forward when pricing decisions had to be made. The *jamboleros* reported that pricing decisions are usually based on the highest bid, except in some instances when the buyers adopted the same pricing scheme. While still in the minority, the women *jamboleros* had survived in a male dominated sector because of their good performance.

### Key Findings

- Both male and female traders have limited knowledge about tuna and fishery regulations. Increasing the level of knowledge among the traders is necessary to ensure the sustainability of their trading operations, and promote the sustainable fisheries management with the end objective of strengthening the competitiveness of the tuna value chain.
- Positive beliefs about women traders could pave the way for more entry of women in the trading business and better appreciation of the women's role in tuna value chain.
- There are an increasing number of female checkers/recorders but male checkers/recorders were still preferred because they are thought to move and work faster compared to the women and can perform physically demanding tasks in addition to recording.
- Female checkers and *jamboleros* are perceived to be meticulous and trustworthy in their work which are practically extensions of homework (i.e. washing, cleaning and piling).
- Absence of gender-friendly facilities as well as policies, rules and procedures against sexual harassment in the workplace pose as added burden to women as they perform productive work.

### Practices and Participation

**The male traders performed physically demanding jobs while the female traders take care of administrative work.** Female trader-respondents maintained that their male counterparts performed physically demanding work such as loading and unloading of products; removing guts and gills of tuna; and cleaning and maintenance of the physical facilities. These view was shared by the male trader-respondents. Both of them also agreed that aside from physical work, male traders were responsible for marketing activities like identifying suppliers and buyers of fresh tuna. Moreover, both male and female traders viewed administrative and clerical jobs as part of women work territory. As such, administrative works like receiving payment from buyers, recording of production, stocks/inventory, sales and financial transactions, processing of registration and legal documents as well as payment of salaries and bills were done mostly by female traders (Table 29 and Annex I-23).

**Table 29. Major Activities Performed by Male and Female Traders**

| Major activities performed according to female-trader respondents |   | Major activities performed according to male-trader respondents |   |
|---|---|---|---|
| Male  | Female                                      | Male  | Female                                    |
| 1. Load & unload products   | 1. Receive payment                          | 1. Load & unload products                                       | 1. Receive payment                        |
| 2. Identify suppliers of processed tuna                           | 2. Payment of salaries and bills            | 2. Look for suppliers of tuna                                   | 2. Process registration & legal documents |
| 3. Look for supplier of tuna                                      | 3. Weigh, sort, & classify                  | 3. Clean & maintain physical facilities                         | 3. Record sales                           |
| 4. Transport tuna to buyer  | 4. Process registration and legal documents | 4. Remove guts & gills  | 4. Record financial transactions          |
| 5. Identify suppliers of fresh tuna                               | 5. Negotiate with buyer                     | 5. Weigh, sort & classify                                       | 5. Record production                      |
| 6. Remove guts and gills  | 6. Record sales                             | 6. Identify suppliers of fresh tuna                             | 6. Inventory of stocks                    |
| 7. Storage  | 7. Record financial transactions            | 7. Identify buyers of fresh tuna                                | 7. Payment of salaries & bills            |
| 8. Clean & maintain physical facilities                           | 8. Quality control                          | 8. Negotiate with buyers  | 8. Identify buyers if processed tuna      |
|   | 9. Clean & maintain physical facilities     |   |   |

**Limited awareness and participation in fishery-related projects/activities.** When asked if they were aware of fisheries related projects/activities in their community, 91 percent of the female traders and 77 percent of the male traders answered in the negative. Those who answered in the affirmative were then asked if they took active participation in the fisheries related projects/activities. Most of the male traders admitted that they had never participated in any community or associational meetings, nor took part of the “*Bantay Dagat*”, nor any coastal resource management programs. Their female counterparts likewise admitted that they had not taken an active role in “*Bantay Dagat*” nor participated in any coastal conservation activities. Both male and female traders likewise admitted that their participation in skills training programs was not very frequent. However, they were always present whenever there were social activities in their community.

**Participation in fishing-related organization is very limited.** A high percentage of male (82%) and female (78%) traders were not part of any fishing-related organization. Four male traders (18%), however, claimed to have membership with the tuna industry association and a cooperative. On the other hand, five female traders (22%) maintained that they participated in fishing-related organizations, two of them occupied leadership positions (i.e., head of a cooperative, a secretary, and/or treasurer of the fisher folks’ associations); and the remaining 3 female traders had membership positions.

#### Key Findings

- Stereotypes about work still prevail. Most of the physically demanding jobs are performed by male traders. Women’s responsibilities revolved around administrative works like recording sales and financial transactions, processing registration and legal documents; and paying salaries and bills.
- The limited awareness and low-level participation by both male and female traders in fishery-related programs/activities and fishing-related organizations limit the opportunity to contribute to tuna value chain upgrading.

#### Time and Space

Table 30 summarizes the variability between gender in the availability and allocation of time and locations in which time was spent in a typical day. Male and female traders spent more than 8 hours per day performing productive work. Male traders spent on the average about 11.91 hours per day while female traders spent about 12.73 hours per day. The long hours of productive work covered fish trading as well as other economic activities to make ends meet.

Of the total hours spent on production, men and women traders spent on the average 9 hours per day on fish trading. The remaining hours were spent on other productive activities to augment family income. Thirty five percent of the female traders raised pigs and/or attended to their “*sari-sari*” stores and internet cafés, and/or sold grilled fish and “*litson*”. On the other hand, 14 percent of the male traders engaged in furniture making and helped their wives in attending to their “*sari-sari*” stores.

Female and male traders spent on the average 3.7 to 3.8 hours in performing reproductive work. Both helped each other in doing household chores, cooking of food, rearing the children and bringing the children to school. There were household chores, however, that only the women performed such as washing the clothes and dishes, preparing the children for school and helping them with school assignments.

**Table30. Number of Hours per Day Spent by Traders on Various Activities**

| Statistics | Number of Hours Per Day |        |              |        |            |        |           |        |         |        |
|------------|-------------------------|--------|--------------|--------|------------|--------|-----------|--------|---------|--------|
|            | Productive              |        | Reproductive |        | Sleep/Rest |        | Community |        | Leisure |        |
|            | Male                    | Female | Male         | Female | Male       | Female | Male      | Female | Male    | Female |
| Mean       | 11.9                    | 12.7   | 3.8          | 3.7    | 7.5        | 7.2    | 0         | 0      | 0.8     | 0.4    |
| Std Dev    | 2.3                     | 2.2    | 1.7          | 1.6    | 1.9        | 1.5    | 0         | 0      | 1.3     | 0.6    |
| Minimum    | 6                       | 8      | 2            | 1      | 4          | 4      | 0         | 0      | 0       | 0      |
| Maximum    | 16                      | 16     | 10           | 7      | 12         | 9      | 0         | 0      | 5       | 2      |

In Philippine culture, women are expected to take care of children and household chores but it would seem that women traders did not allow this cultural expectation to limit the time/labor they had committed to their businesses. The average time those female traders spent for productive work was relatively higher than those of their male counterparts. However, the productive and reproductive activities that added up to female traders' time negatively impacted on the other areas of their lives and this was seen in the relatively shorter time available for leisure and sleep/rest. The female traders slept/rested on the average 7.2 hours and spent 0.4 hours for leisure while the male traders had longer time for sleep/rest (average= 7.5 hours) and leisure (average = 0.8 hours). A typical day of a trader is shown below (Table 31)

**Table31. Twenty-four (24) Hour Activity Recall of Male and Female Vendors**

| 24 Hour Activity Recall |  |  |
|-------------------------|--|--|
| Time                    | Female   | Male   |
| 4-5 AM                  | Cook, clean house, do laundry, prepare breakfast, wash dishes, prepare children for school | Wake up, drink coffee, prepare for work, help cook food            |
| 5-6 AM                  | Eat breakfast, prepare for work. Go to fish port   | Eat breakfast, prepare stall for trading, buy fish, go to fishport |
| 6-7 AM                  | Trading  | Trading  |
| 7-8 AM                  |  |  |
| 8-9 AM                  |  |  |
| 9-10 AM                 |  |  |
| 10-11 AM                |  |  |
| 11-12 AM                |  |  |
| 12-1 PM                 | Lunch, Rest/Nap/ others continue trading while having lunch                                | Lunch, Rest/Nap/ others continue trading while having lunch        |
| 1-2 PM                  | Trading  | Trading  |
| 2-3 PM                  |  |  |
| 3-4 PM                  |  |  |
| 4-5 PM                  |  |  |
| 5-6 PM                  |  |  |
| 6-7 PM                  | Go Home, prepare dinner / some still do trading / others still do other productive work    | Trading at the same time have dinner                               |
| 7-8 PM                  | Dinner, house chores / others still attend to their stores                                 | Close stall, go home, have dinner                                  |
| 8-9 PM                  | Help children with school homework and other household chores / others go home from work   | Watch TV, Rest, Facebook   |
| 9-10 PM                 | Rest, watch TV/ other still do household chores and attend to needs of children            | Leisure/ Watch TV, have drink with friends, rest,                  |
| 10-11 PM                | Watch TV / others Sleep  | Watch TV / others Sleep  |
| 11 PM – 4AM             | Sleep  | Sleep  |

Overwhelming majorities of male and female traders were not aware of any fisheries related projects/activities in their community; and of the few who were aware, they claimed that they had never participated in any of the projects. The only time they involved themselves with the community was during social events. Productive

responsibilities had already captured most of their waking time so there was not enough time to spare for active involvement in community programs. More so with the female traders who had to deal with responsibilities at the home on top with the productive works.

Support actors (i.e., checkers, *jamboleros*, and tray holders) in the trading Value Chain node have specific tasks and home-work schedules.

In a typical market day, the checkers of the buyer, the fish brokers, and the Philippine Fisheries Development Authority (PFDA) congregate to observe the conduct of a bidding for a fish catch unloaded at the General Santos Fish Port Complex (GSFPC) and record important data such as name of the fishing vessel and owner, volume of catch per type/species of fish, price, and name of the buyer. The services of the checkers are under contract and paid for by the buyer, fish broker (who represents the fishing company/producer) and the PFDA. Each party brings in their own checkers to ensure correct reading of the weight of the fish and to counter check and validate the recorded data. The checkers usually report for work at the GSFPC from 5:30AM to 12:00 noon.

*Jamboleros* engage the services of a checker during the bidding of unloaded tuna catch to record the necessary data such as name of the fishing vessel and owner, volume of catch per type/species of fish, price, and name of the buyer. This information is required by PFDA for the issuance of a gate pass to the buyer. *Jamboleros* act as middleman between the buyer and the fishing company/producer.

Tray holders, on the other hand, are support actors to traders. They ensure that all trays used at the fishing port are properly cleaned and accounted for. The job is physically demanding as it requires the tray holder to move around a lot to track the whereabouts of the trays, clean and stack them well at the end of the day. The busiest hours for tray holders are between 7:00AM to 10:00AM, and between 1:00PM and 5:00PM when canning and re-icing are performed. They may stay until late in the midnight to ensure that all trays have been retrieved, cleaned, neatly piled, and are ready for use in the next day's transactions.

### Key Messages

- Simultaneous and competing demands for productive (market) and reproductive (household) labor time have negatively impacted on women's leisure and sleep/rest.
- Family-work responsibilities and tasks reduce women's availability for participation in community life.
- Support actors to traders (i.e. checkers, *jamboleros*, and tray holders) facilitate the trading transactions between fish producers and buyers.

### Legal Rights and Status

**Non-coverage to security and insurance benefits.** Both men and women traders contended that they were not covered by SSS and accident insurance; nor were they entitled to any forms of leave benefits. The women traders, in particular, indicated that there were no appropriate facilities where mothers may leave their small children, change their clothing, or feed them. From the interviews, it was gathered that the trading companies did not have any programs that address sexual harassment issues nor any policies, rules, and procedures that guided workers in case unwanted sexual harassment incidents happened. However, they admitted that they were covered by SSS; that there were separate toilet facilities for men and women; and that the work areas were well ventilated and well lighted.

**Payment terms are unstandardized.** According to a checker who was employed by a fish broker, there are no standard salary scales for checkers, but there are two salary schemes, namely: 1) a fixed amount paid on

monthly basis, or 2) a variable amount paid on daily basis. Based on her experience, she received about P10,000.00 per month excluding tips given by officers/crew of the fishing vessel. Other brokers prefer to pay the checkers on a daily basis at varying amounts depending on the volume and price of the catch. If the revenue was substantial, brokers paid checkers about P1,000.00 per day but if the income was small, then checkers were given P150.00 for transportation expenses.

*Jamboleros* are either paid commission on gross sales (5 to 7%) as a representative of the fishing company/producer or receive a straight commission per truck. They have the freedom to negotiate with buyers but typically give preference to their “*suki*” (regular buyers) to avoid the risk of not being paid for the delivered goods.

For tray holders, the majority who are males, earn approximately P273.00 per day and are not entitled to overtime pay. Tray holders are responsible for lost trays and are required to pay P300.00 per lost tray.

***Inequitable compensation, absence of gender-friendly facilities, family-work-personal life imbalance.*** In extreme cases, work for the tray holders commenced at 5:00AM and ended late in the evening. Respondents claimed that they were allowed to take very short rest of only five minutes in between jobs. Limited alternative income sources force them to stay on in spite of low take home pay.

#### Key Findings

- There is an uncertain future for both male and female traders (including checkers, *jamboleros* and tray holders) given the absence of social security and accident insurance.
- Inequitable compensation, absence of gender-friendly facilities, and family-work-life imbalance adversely affected quality of life of workers.

#### Power and Decision Making

Fifteen of the 23 female traders were owners of the trading enterprises, two were non-owners but were hired as part of the management team, and the remaining six were hired as workers. The owners occupied top management positions or became officers of the organization. In the case of the male traders (n=22), 12 of them owned the trading outfits and the rest were hired as workers. Just like their female counterparts, the male owner-traders occupied management positions. The female traders who owned the trading entities claimed that they were the primary decision makers for their businesses, being responsible for deciding at what price to sell, where to source the fresh and processed tuna, to whom to sell, where to get financing, and other issues concerning the business. However, they claimed that they sometimes consulted their spouses out of respect to the position of man as the head of the household as prescribed by Filipino customs. The male trader-owners on the other hand, maintained that they were not obliged to consult their spouses on matters pertaining to the operations of the trading businesses but found no harm in informing them of the status of the operations considering that the earnings from the businesses were usually turned over to the wives who were responsible for managing the household budget.

As far as household decision issues were concerned, both male and female traders agreed that the lady of the house/wife made decisions with regard to food purchase and preparation, budgeting of household income, leisure activities and health matters. Discipline in the family, however, was jointly imposed by both father and mother. As regards matters pertaining to education and community involvement, there were instances that the mother made the decision but in other instances the father had the final say.



### Key Findings

- Male traders decide on work matters but usually turn over earnings from business to wives who manage household budget
- Female traders who own the trading outfits decide on matters pertaining to trading operations but consult spouse out of respect to the position of man as head of the household
- Wives/mothers make decisions regarding food purchase and preparation, budgeting of household income, leisure activities and health matters. Discipline in the family is jointly imposed by both father and mother.

## 4.3 Opportunities, Constraints and Gender Needs along the Value Chain

### 4.3.1 Opportunities and Constraints

#### 4.3.1.1 Municipal Fishers

Opportunities of a large local market keeps municipal fishers focused on their livelihood. Moreover, for those who are fully financed from personal savings, the promise of a 100% profit is enticing. For others, the presence of informal financiers lessens the fishers' problem of sourcing the small capitalization needed for fishing.

The Bureau of Fisheries and Aquatic Resources (BFAR) provides fishing materials/paraphernalia to fishers, just as it also provides capacity building activities such as trainings in processing fishery products and value addition. Opportunities seem to be open to both men and women except for the BFAR assistance (boat, gears, accessories) which only the men can avail of. In terms of training and capability building activities, of financing, and trading options, both men and women have access to the programs (Figure 22).

In terms of the constraints, there are those which are specific to women. An example is the absence of a women's group that will represent the interests of the women workers and entrepreneurs in small-scale tuna fisheries. Women likewise believe that there are constraints that they face, but which men also face. In the VC node for input provision, these include: lack of social benefits, risks of non-payment to coops, 100% loss incurred by self-financed fishers to damages caused by disasters, and the non-registration of boats with the LGU.

In the production VC node, both men and women are negatively affected by low catch, overfishing, climate change, coast pirating, illegal fishing nets, missing CRM projects specific for tuna. The men identify another constraint that specifically affect them, which include: incidence of machine trouble, poor health conditions, damaged nets, lack of fishing paraphernalia. For the fishers themselves who are involved in production, they recognize undocumented catch as a concern in the industry.

In the processing VC node, common constraints for men and women are identified as: unorganized fishers, and the lack of an enabling environment (e.g. lack of proper training on processing and proper handling, lack of alternative livelihood, lack of appropriate packaging technology, lack of capitalization, lack of processing amenities, lack of awareness on sanitation, lack of connectivity to information technology, lack of fishing innovations, and lack of consistency in processed products produced for sale.

Finally, for the trading VC node, a fluctuating market demand is a main concern, together with the non-accreditation with DTI, BFAR and the Food and Drug Administration (FDA).

**Figure 21. Opportunities and Constraints in Municipal Fisheries**

Gender Differentials in Opportunities/Constraints: MUNICIPAL FISHERIES

| OPPORTUNITIES   |                |  | CONSTRAINTS   |                  |
|---|----------------|--|---|------------------|
| Male  | Female         |  | Male  | Female           |
| Trade fairs/exhibits (DTI), large local market  |                | Trade<br>Transformation<br>Production<br>Specific inputs | pole vaulting of fishers, fluctuating market demand, unaccredited by DTI, FDA, BFAR   |                  |
| Access to capability building/ trainings in processing diverse tuna value added products, grant and funding support, BFAR assistance (e.g. weighing scales) |                |  |   | No women's group |
|   | Pakaras making |  | not organized fisherfolk; <b>LACK OF:</b> 1) proper training on processing, handling , 2) alternative livelihood, 3) appropriate packaging technologies, 4)capital, 5) processing amenities, 6) awareness on sanitation, 7) connectivity to IT, 8)product innovation, 9) consistency in product quality |                  |
| higher employment opportunity, financial gains, cooperatives (assured profit), training (capture, regulatory)   |                |  | undocumented catch, incidence of machine trouble, poor health conditions, damaged nets, lack of fishing paraphernalia   |                  |
| BFAR assistance (boat, gears, accessories)  |                |  | low catch, overfishing, climate change effects, coast pirating, illegal fishing nets, enhanced CRM projects is missing for tuna,  |                  |
| 100% profit for self-financed fisherfolk, availability of fishing materials, access to local informal financiers, registered boat                           |                |  | lack of social benefits (SSS, PhilHealth), inflation (suppliers of fishing para), risks of non-payment to coop, 100% loss incurred by self-financed fisherfolk; not registered boat in LGU  |                  |

### 4.3.1.2 Handline Fishers

For commercial handline tuna fishers, their market is well-defined and that there is a high demand for tuna products. Both men and women recognize the industry's potential for growth and for employment generation. The men are preferred by employers because of their physical strength and the endurance (particularly to low temperatures in cold storage). This provide men with opportunities to jobs in production and processing (Figure 23). Meanwhile, the women are hired in processing and trading/marketing for their tendencies toward being detail-oriented, patient, meticulous and approachable.

For the other VC nodes, the opportunities faced by both men and women seem to be not any different. They identified opportunities as the following: proximity of fish landing site to farm and market road, presence of financing agencies, presence of government form for traceability, presence of technologies and capacity building programs. Processing plants are available and these provide job opportunities.

In case of constraints, those that are specific to men and women respectively revolve around their physical make-up. Butchering is risky for women and heavy finished goods are heavy for women to carry. Moreover, there is a lack of breastfeeding and day care nooks for women in the workplace. Women are not hired for overnight work because they are expected to take care of the children, nor are they hired as drivers because women are perceived to be bad drivers.

Men are less meticulous and have less orientation on the details, hence, they are less preferred for filleting, slicing and cutting. They are fast workers (volume-wise) but their slices/fillets are not fine nor uniform in thickness.

The other constraints identified along the value chain are similar for both men and women. These include: IUU, seasonality of tuna, high cost of electricity/fuel, poor fish handling, no compliance to CDT (VC node on input provision); absence of cranes or similar equipment for fish unloading (VC Node on production); contractualization and the absence of medical clinics in some plants (VC node on processing); among others.

**Figure 22. Opportunities and Constraints in Commercial Handline**

| Gender Differentials in Opportunities/Constraints:<br>COMMERCIAL HANDLINE FISHERIES  |  |  |   |   |  |   |
|--|--|--|---|---|--|---|
| OPPORTUNITIES  |  |  | CONSTRAINTS   |   |  |   |
| Male   |  | Female                                       | Trade<br>Transformation<br>Production<br>Specific inputs  | Male  |  | Female  |
|  |  | patient, meticulous, approachable as traders |   |   |  | Perception that women are bad drivers, lack of facilities for women at workplace (breastfeeding room), overnight transport of goods (can't take care of children) |
| high demand for tuna, strong gov't support (DTI), potential for job generation, presence of airport/seaport, defined market        |  |  |   | Less detail- oriented                                       |  | Heavy finished goods (women can't carry)  |
| Preferred by employers as they can endure low temperature activities   | Preferred by employers for being detail-oriented |  |   | Contractualization, Some plants do not have medical clinics |  |   |
| In-house work orientation/training, new technology, presence of processing plants, training and seminar initiated by DTI           |  |  |   | Less meticulous   |  | Butchering is risky, heavy knife for women  |
| Availability of: (1) fish port, (2) financing agencies, (3)government form for traceability, (4) tuna fish processing/ technology, |  |  | Lack of facilities e.g. no crane during fish unloading  |   |  |   |
| Physically built to do hard and heavy work   |  |  | seasonality of tuna, IUU, high cost of electricity, and fuel, poor fish handling on transport, no compliance to CDT (lack of documentation), heavy work/ engineering work |   |  |   |
| Migratory path of tuna, increase in tuna catch, proximity of fish landing site to farm and market road                             |  |  |   |   |  |   |

#### 4.3.1.3 Purse Seine Fishers

The canneries and the assembly lines provide work spaces for women. They are preferred over men because they produce quality outputs of tuna slices/fillet/steaks. Women are also hired for office work because they are good record keepers, and marketing agents. These are tasks which are generally extensions of homework. That is, preparing food in the kitchen, recording and marketing. On the other hand, men are hired for their physical strength that loading/unloading, and cold storage require (Figure 24).

Other opportunities are derived from large potential for employment due to a large and well-defined market for tuna. Processing plants, boat owners, and large exporters are available in the industry, and these provide regular incomes for men and women employed in the industry.

On the other hand, the constraints and concerns in the industry seem to be affecting women more than men. Women's participation in the industry is limited by her physique and the perceptions that the industry will require the physical strength of the men. In the production VC node, there is the lack of women-friendly

equipment and work areas which will enable women to expand their work spaces during catch landing, and in transferring goods from one area to another.

In some processing plants, there are no medical clinics that can address immediate health needs of employees. There is the lack of similar facilities such as breastfeeding rooms for working mothers. The women's burden is heavier for those whose work (e.g. tray holders and checkers) extend up to late night, hence, reduced home time for the children.

**Figure 23. Opportunities and Constraints in Purse Seine Fisheries**

| Differentials in Opportunities/Constraints: PURSE SEINE FISHERIES   |  |   |             |  |  |  |  |
|---|--|---|-------------|--|--|--|--|
| OPPORTUNITIES   |  |   | CONSTRAINTS |  |  |  |  |
| Male  |  | Female  |             | Male   |  | Female   |  |
| More organized  |  | Office work: recording, documenting                 |             |  |  | lack of facilities for women at workplace (breastfeeding room), overnight transport of goods (can't take care of children) |  |
| Large international market for tuna, potential for job generation, defined market   |  |   |             |  |  |  |  |
| Good in tasks related to freezing/cold storage  |  | Produces quality output: fillet, steak, cuts/slices |             | Less, detail- oriented   |  |  |  |
| new technology, Job generation, presence of processing plants, capacity development activities by government                |  |   |             | Lack of women-friendly work spaces; Long working hours                 |  |  |  |
| presence of financing agencies, presence of government form for traceability, presence of tuna fish processing/ technology, |  |   |             |  |  |  |  |
| More jobs available for men can withstand risks and loneliness at sea   |  |   |             | Less meticulous  |  | Limited work spaces  |  |
| available capitalization  |  |   |             | IUU, poor fish handling, low compliance to CDT (lack of documentation) |  |  |  |
|   |  |   |             |  |  |  |  |

### Key Findings

- Municipal fishers are generally unorganized; there are no women's groups.
- In commercial handline fisheries, there are no women crew members. Her work participation is limited by beliefs, perceptions and practices that have long enveloped a traditionally-male dominated fishing sector.
- In purse seine fisheries, women's work spaces are limited to extensions of homework such as cutting and cleaning (kitchen work), purchasing and disbursements, and marketing.
- In some cases, there is an increasing of women who are getting greater access to resources and industry opportunities, but control and decision making still remain with the men.

### 4.3.2 Practical and Strategic Gender Needs

Gender issues arise when certain gender needs remain unaddressed and the welfare of women is compromised and/or jeopardized. The study looked into the practical and strategic gender needs in the tuna fisheries sector. Meeting the practical gender needs (PGNs) can improve the quality of life for women, but traditional roles at home and at work are not necessarily altered. The woman may still have multiple burdens, and her work unrecognized and muted. Examples include the need for more sources of income, health care and protection/security, and working conditions. These inadequacies in the system can easily be addressed in the short run. That is, the provision of alternative livelihoods, and additional capitalization for higher incomes; the provision of health benefits and insurance for health needs; and the provision of breastfeeding nooks as an example of better working conditions for the women. In this case, the woman is a beneficiary or client.

Strategic gender needs (SGNs), on the other hand, require a long term solution. Meeting the SGNs necessarily alters the woman's position in society and the tuna value chain. The woman challenges her subordinate status or unequal position at home or at work in the relevant VC nodes. Examples are as follows; the woman is always hired as an assistant to man's work even if she is capable of the task, unpaid woman's productive work, or the woman is not allowed to own properties. These are needs which will necessarily require the woman as a partner to development, not as a beneficiary or client to programs. This means institutional and systemic changes that will make women's voices heard, her decisions consulted, and her relationship with the opposite sex is respected as an equal.

#### Key Findings

- Women's practical gender needs can be addressed with the provision of services that will keep her healthy, and the provision of gender-sensitive facilities and amenities in the workplace, especially for mothers who combine worktime with reproductive roles of watching kids and nursing babies.
- Women's strategic gender needs revolve around her status as appendage to men's work and/or her workspace being limited by social and traditional norms and practices in the male-dominated tuna fishing sector.
- Men's PGNs center on their health needs which are oftentimes ignored because society dictates that men are strong and fit for fishing.
- Men's SGNs seem muted since society has prepared him through socialization processes to take up the dominant roles.

Below is a summary matrix of men's and women's PGNs and SGNs that were identified in the tuna value chain (Table 32).

**Table 322I. Practical Gender Needs and Strategic Gender Needs along the Tuna Value Chain**

| Gender Needs   | Municipal Fisher |        | Handline Fisher |        | Purse Seine |        | TVAP Processors |        | Commercial Processors |        | Traders |        |
|--|------------------|--------|-----------------|--------|-------------|--------|-----------------|--------|-----------------------|--------|---------|--------|
|  | Male             | Female | Male            | Female | Male        | Female | Male            | Female | Male                  | Female | Male    | Female |
| <b>PRACTICAL GENDER NEEDS</b>  |                  |        |                 |        |             |        |                 |        |                       |        |         |        |
| No hazard pay for risky jobs   |                  |        | X               | x      | x           | x      |                 |        | x                     | x      |         |        |
| Absence of social security: SSS and PhilHealth   | X                | x      |                 |        |             |        | x               | x      |                       |        | x       | x      |
| Long hours of standing in processing centers/assembly lines  |                  |        |                 |        |             |        |                 |        |                       | x      |         |        |
| Finished goods are heavy to carry  |                  | x      |                 |        |             |        |                 | x      |                       |        |         | x      |
| Work schedule (transporting of goods) takes place at night   |                  | x      |                 | x      |             | x      |                 |        |                       |        |         | x      |
| Lack of protective clothing for cold storage work  |                  |        |                 |        |             |        |                 |        | x                     |        |         |        |
| Absence of nursing area in the work place  |                  |        |                 |        |             |        |                 | x      |                       | x      |         | x      |
| Absence of clinics/infirmary at work place   |                  |        |                 |        |             |        |                 | x      |                       | x      |         | x      |
| Poor ventilation in canneries  |                  |        |                 |        |             |        |                 |        | x                     | x      |         |        |
| Heavy knives used in butchering  |                  | x      |                 |        |             |        |                 | x      |                       | x      |         |        |
| Lack of alternative livelihood   |                  | x      |                 | x      |             | x      |                 | x      |                       | x      |         | x      |
| Poor access to IT  | x                | x      | X               |        | x           |        |                 |        |                       |        | x       | x      |
| <b>STRATEGIC GENDER NEEDS</b>  |                  |        |                 |        |             |        |                 |        |                       |        |         |        |
| Lack of women-friendly machineries/ equipment that may allow women to do fish hauling  |                  | x      |                 |        |             |        | x               |        |                       |        |         | x      |
| Less access to skills enhancement for women to be able to drive forklifts, cranes, and heavy equipment                       |                  | x      |                 |        |             |        |                 |        |                       | x      |         | x      |
| Absence of women-friendly boat facilities so they can also fish  |                  | x      |                 | x      |             | x      |                 |        |                       |        |         |        |
| Lack of women-specific programs/projects   |                  | x      |                 | x      |             | x      |                 | x      |                       | x      |         | x      |
| Perception that women are bad drivers  |                  | x      |                 |        |             |        |                 | x      |                       | x      |         | x      |
| Lack of awareness on the potential roles of women in tuna resource conservation, policy formulation, and implementation      | x                | x      | X               | x      | x           | x      | x               | x      | x                     | x      | x       | x      |
| Poor women participation in activities related to anti-IUU fishing   |                  | x      |                 | x      |             | x      |                 |        |                       |        |         |        |
| Absence of women's organizations   |                  | x      |                 |        |             |        |                 |        |                       | x      |         | x      |
| Lack of women's participation in policy making   |                  | x      |                 | x      |             | x      |                 | x      |                       | x      |         | x      |
| Lack of women's representation in bodies that are in charge of program design, implementation and monitoring (project cycle) |                  | x      |                 | x      |             | x      |                 | x      |                       | x      |         | x      |
| Lack of capacity building initiatives for women  |                  | x      |                 | x      |             | x      |                 | x      |                       | x      |         | x      |

## 4.4 Enabling Environment

Series of interview with key informants revealed that men and women in the industry though beset with major constraints in widening their participation, increasing their income and improving their lives have the potentials

for an environment characterized by gender equality and economically empowerment. These agencies and organizations provide the physical and structural environment that enable the fishers, the processors and traders an environment that can enhance not only their working and living conditions but their sense of justice and empowerment (Annex 1-24 and Annex 5). Eight areas where value chain enablers (i.e. government agencies, private/business sector, development agencies, local/national government units, other partners and non-government/people's organizations) play their roles have been identified in the study. These are on: financing and livelihood assistance, capability-building and training, infrastructure and other facilities, marketing assistance, participation in cdt and other community activities, compliance with legal matters and policies, information dissemination, and technical assistance/technology transfer

#### Financing and Livelihood Assistance

BFAR and some local government units (LGUs) such as the Provincial Fisheries Office of South Cotabato provides fingerlings, nets, bancas, life jackets and gears. The Department of Trade and Industry (DTI) has livelihood assistance for women's groups such that they are able to earn from secondary sources of income. Moreover, there are canneries that offer salary loans without interest for its regular workers who wish to try start-up businesses. NGOs help organize self-help groups. Specific to the wives of fishers who were detained for fishing inside other countries' territories, NGOs provided rice assistance.

BFAR 12, after coming up with the fishers registration, had been doing organizing work (191 groups in Sarangani and 35 in General Santos either as mixed groups or purely women's group), providing them with fishing, livelihood and environmental management projects as well as materials, equipment, technical knowledge and technology.

#### Capability-building and Training

The local government units through the Office of the Provincial Agriculturist (OPAG), the Office of City Agriculturist (OCAG) and the Provincial Fisheries Office (PFO) are also working with fishers groups and like BFAR they provide capability building and training as well as facilities to improve their skills. They also facilitate training on law enforcement and encourage women to join *bantay dagat* (sea guardians). Even the academe (Mindanao State University with a College of Fisheries and doing extension work) and a non-government organization (Apostleship of the Sea which assists overseas seafarers and detained fishers and their families) also extend assistance by training fishers on fish processing, enterprise development, food processing, and environmental preservation. The latter also assisted them in putting up self-help groups as well as teaching them facilitation skills, giving lectures on VAWC, the Magna Carta of Women (Annex 4), sustainable agriculture, and sustainable fishery (marginal fishing).

The Philippine Fisheries Development Authority (PFDA) in the General Santos Fishport Complex (GSFPC) provides training for livelihood, value adding, Hazard Analysis Critical Control Point (HCCP), Good Manufacturing Practices (GMP), Sanitation Standard Operating Procedure (SSOP) and Gender and Development. The private sector through the Federation of Fishing and Allied Fisheries Industries (SFFAI), an organization composed of eight alliances with more than 100 members, and the local chamber of commerce of General Santos City facilitate training for its members not only in the processing sector but also in the trading sector by inviting resource persons from TESDA. They also conduct conferences and fora which discuss the issues of the fishers and the fishing industry for lobbying and ordinance creation. Canneries also enhance skills of their workers by providing skills training on GMP, HCCP, sanitation, food safety, leadership as well as making studies on the status of women workers in the industry.

#### Infrastructure and other Facilities

BFAR 12 provides some small processors with starter kits, chopping board, and other necessary tools. The GSFPC provides the working facilities for men and women who are into the various stages of tuna processing and trading as well as the intermediaries and the financiers. Various structures and facilities had been provided



such as clinic, separate toilets for men and women, restaurants, coops, convenience stores, banks, boots, etc. to answer the practical needs of the men and women workers and personnel. In this complex women are involved not only in traditional women's work but they are now into tagging and delivery of fish, given opportunity to be collectors and checkers, buyers and even in hauling; practices which before were only for men. This is also where the men and women of the Regional Administrative Support Product Certification Unit (RASPCU) apply their function of ensuring that the catch is legally caught and safe for human consumption as this is a landing site for tuna from most fishing grounds.

One company has a female security guard who does the inspection for women and a male security guard for men. Another company has a breastfeeding room and has separate toilets for men and women. It also has a clinic, comfort rooms and restaurants to cater to the needs of female and male customers and workers.

#### Marketing Assistance

Government agencies like BFAR, DTI and DOLE assist women in joining international and local trade fairs as well as sell their products in malls. When products are good, DOLE and DTI converge to provide support or assistance in packaging and marketing. BFAR provides weighing scales, stainless fish stalls, stand-alone stall and other paraphernalia for vendors. The academe sends faculty members as resource persons on marketing.

#### Participation in CDT/EAFFM and other Community Activities

BFAR 12 encourages women to become members and officers of organizations. Such organizations are to be registered with BFAR so they can avail of projects. Men can be assigned as president and women can be vice-president or occupy other positions,. The BFAR-Regional Administrative Support Product Certification Unit (RASPCU) make women participate in inspection when fishing boats land in fish landing areas. DOLE assists one organization in Brgy. Fatima with wives of fishers as members who availed of a livelihood project. DTI is supporting General Santos Aqua-Marine Producers Association (GAMPA), a 15 small producers organization and Group of Wives of Fishermen (a women's organization formed by a big company to give women income-generating activities to do away with the *bale* (cash advance) system while their husbands at sea.

Moreover they produce materials utilized by fishers in fishing e.g dye bags for fishnets. For some assisted groups, women are into cooking activities, working in the laboratory work for food safety and accomplishing BFAD registration. In the Fish Port Complex, women are now in hauling areas; they do tagging and delivery of fish, are given opportunity to be collectors and checker, a practice which before were only for men. However, men still do the scaling and women deliver to buyers.

There is also the presence of many cooperatives in the complex and though these are led by both men and women, most officers are women. OCAF does not make distinction between men and women for membership and leadership position in community organizations. The PFO organized 5 women associations and 2 mixed associations. OPAG is responsible for the presence of organizations of mixed membership with usually men occupying top positions except in fish processing where women lead. At the provincial level men are usually in positions of influence while more women officers are found in *municipios* and barangays. The women's organization manage their alternative livelihood of mudcrab and mangrove plantation projects.

#### Compliance with Legal Matters and Policies.

Some agencies such as BFAR sees to it that the Fisheries Code, the Magna Carta of Women and Philhealth insurance are complied with in the communities while OCAF monitors compliance of Fisheries Code, Magna Carta of Women and the General Santos City Fisheries Code. DOLE, DTI, GSFP see to it that beneficiaries of their livelihood projects enjoy GSIS coverage for one year and if project is continued, SSS and PhilHealth follow, DOLE withheld implementation of D.O. 156 on mandatory minimum wage and social protection benefits because of the unclear employer-employee relationship in the fishing industry. PFPD/GSFP see to it that

fisheries companies provide benefits for their men and women workers, (e.g. SSS and PhilHealth), apply relevant provisions of the labor code and profess awareness of the Magna Carta of Women (Annex 4).

The above-mentioned government agencies are seriously involved in gender mainstreaming, an approach of introducing a gender perspective in agency programs, projects and activities (PPAs) and establishing mechanisms and structures to support its operation as mandated. One company grants maternity leave to its workers, provides one month salary loan without interest and payable within 6 months. DOLE, DTI, GSFPD see to it that beneficiaries of their livelihood projects enjoy GSIS coverage for one year and if project is continued, Philhealth insurance follows, PFPDA/GSFPD see to it that fisheries companies provide benefits for their men and women workers, (e.g. SSS and Philhealth), apply relevant provisions of the labor code and profess awareness of the Magna Carta of Women. Provisions from the Magna Carta of Women specific to Fisheries and from the Fisheries Code are partially complied with in their work with fishers, processors and traders sectors.

Among these are on women's rights to livelihood, credit, capital and technology, food security and productive resources, social protection and participation and women's right to management and utilization of forest resources, management of protected areas, community-based eco-tourism projects, fisheries and aquatic resources.

A non-government organization, Apostleship of the Sea which has legal network in other parts of the world, had been assisting fishers who had been detained in Indonesia. DOLE

#### Information Dissemination.

BFAR provides information on latest policies, laws, ordinances, benefits, etc, through IEC materials, lectures, during gender sensitivity training; PFPDA through flyers, memos, information frames in malls; DTI holds Tuna Congress, puts up booths, encourage women to join annual trade fairs where they distribute brochures and take in orders, and the Go Negosyo project campaign; OCAG assigns personnel to different coastal barangays or use of regular radio and TV programs for information dissemination; while the private sector Federation of fisheries and allied industries and companies use posters, echo seminars and workshops for their staff and on-the- job trainees (OJT) as information venue.

#### Technical Assistance/Technology Transfer.

BFAR provides technical support through monitoring and evaluating projects of women's organizations; the PFDA through fish preservation techniques; DTI provides laboratory capacity for fish analysis for export products and collaborates with other agencies in upgrading products, branding, labelling as well as being consultant for best-selling, first-selling product buying. DOLE also provides necessary technical assistance while OCAG also provides technical assistance and techno demo.

These gender-focused activities, gender-sensitive officials and leaders, gender-specific laws and ordinances in some ways promote an environment for the attainment of a gender-responsive industry and society; where both men and women participate in and benefit from natural, human and institutional resources.

The abovementioned enabling mechanisms range from policies to human resource development, to financing, marketing and linking. A closer has to be made to examine the extent by which these mechanisms are delivered to all value chain node players. That is, the producers, the processors, and the traders. Vertical and horizontal governance need to be understood towards upgrading and enhancement of the tuna fisheries value chain.

## 4.5 Potential Gender Champions

In the course of the study, the Research Team identified key persons who have the influence, the reach, the time and interest to promote women's empowerment and equity in the tuna fisheries value chain. These key persons come from government, the civil society sector, and the academe.

### 4.5.1 Government

**Ms. Leila Emperua, the Planning Officer of BFAR XII.** Her role is critical in terms of integrating and mainstreaming gender in all programs and projects of BFAR. She has been working with fisherfolks for more than a decade and her knowledge of the roles and relationships of men and women in the sector provides a fertile ground for promoting gender equity and women empowerment. At her level she can make sure that the 5% GAD budget really goes to GAD projects that aims to help the small fishers across all the nodes especially the disadvantaged among them.

**Ms. Mercy Tomo, GAD Focal person of BFAR XII.** There is a mention of GAD plans and budget but there seems to be much room for improvement yet especially in the implementation, monitoring and evaluation of projects for women at the barangay level. There is a need to revisit the plan and determine whether this needs updating and enhancement so that it can really target the marginalized women fishers in the sector. Parameters have also to be in place so that there is some way to measure whether there is a significant change in the lives of women who receive assistance from BFAR.

**Ms. Faith Batatin, the Provincial Fisheries Coordinator of Sarangani Province holds a lot of promise as a gender advocate.** She has her own unique experiences especially in aquaculture from which she can draw a lot of insights from. The fact that she is young makes her a potential gender advocate in the long term. She also acknowledged their need for a gender sensitivity training that signifies her personal interest to know more about gender and women empowerment.

**Ms. Jovy Barrido, the PFDA personnel who is also involved in training.** She is aware of GAD and her trainees in various trainings are both men and women. She is in a critical position to influence various players in the processing sector to promote gender sensitivity to women employees in particular who experience sexual harassment in the workplace. Having worked in the PFDA for 18 years, she knows the nature of the work of men and women in the fishport and she can draw rich insights from her experiences in order to better integrate gender in PFDA's GAD plan if there is one.

**Ms. Fritzie Leviste and Hilda Diaz of the PFDA** can provide technical support in the conduct of gender trainings to workers in the fishport.

**Ms. Fatima Quorayce Bataga, chief administrative officer and field office head of the Department of Labor and Employment.** The DOLE can provide policy recommendations that will promote the rights and welfare of employees, especially of female employees in the tuna industry.

**Ms. Elsie Villanueva, Assistant City Agriculturist of the Office of the City Agriculture,** can initiate gender sensitivity trainings to fishers who avail of projects of the office.

**Ms. Judith Janiola, Acting Department Head, of the City Population and Management office.** As the GAD focal person of the city, Ms. Janiola can propose policies, programs and activities that will promote gender sensitivity in all sectors in the city. She can ensure that these are included in the budget and annual investment plan of the city.

**Ms. Shandee Llido-Pestano, City Councilor who heads the Committee on Gender Equality, Women, Family and Children's Welfare.** She can propose ordinances that will promote the rights and welfare of women in the tuna industry.

#### 4.5.2 Civil Society and Academe

**Dr. Mimi Abiera, Dean of the College of Fisheries of MSU-General Santos.** As an academic institution and a state university that has the function of providing public service to the larger community, the Fisheries faculty and extension specialists are in the best position to advocate for gender equality and women empowerment in their work within the University and with their partner communities.

**Ms. Minda Faelnar, President of the Bula Seaweed Farmers Association.** The membership of this organization is composed of males and females. This organization can provide the starting point for gender sensitivity training at the barangay level.

**Mr. Jaime Quinones, representative of the Pangyan Fisherfolk Association, Brgy. Pangyan, Glan, Sarangani.** He can encourage other fishers in the barangay to participate in gender sensitivity trainings that may be organized by the LGU or BFAR in their municipality.

**Ms. Rosanna Bernadette B. Contreras, Executive Director of the SFFAI, and President, General Santos City Small and Medium Enterprise Development Council Inc.** She is in the best position to propose the integration of gender and development programs or policy that will be adopted by the various players in the tuna industry.

**Mr. Edward Lacanilao, Human Resource Manager of Rell and Renn Fishing.** He can institutionalize a gender program that will promote women empowerment and gender equity in their own company.

**Prof. Ronald Sombero, Dean, College of Fisheries of the MSU-General Santos.** As an academic leader in the fisheries, Prof. Sombero can initiate the integration of gender in the curriculum of the undergraduate and graduate courses in fisheries.

# CHAPTER 5

## GENDER-RELATED ISSUES IN THE TUNA VALUE CHAIN

---

This chapter summarizes the gender-related issues that were generated from the results of the Gender Analysis. The issues are categorized into five groups: issues on gender equity and women's empowerment, issues related to sustainable fisheries management, issues related to CDT, issues on human welfare, and other gender-related issues in the industry

### 5.1 Issues on Gender Equity and Empowerment

There are challenges towards greater gender equity and empowerment along the various nodes of the tuna value chain (Table 33).

**Inequitable compensation and family-work-personal life imbalance.** Tray holders disclosed during the FGDs that they worked from 5.00 in the morning to 11.00 in the evening, with five-minute rest in between jobs. The compensation for an 18-hour work ranged only from 273 PHP to 300 PHP. The workers were not only underpaid, but the extended work-hours kept them from attending to their family and household responsibilities and from enjoying rest and recreation, which are necessary for a healthy, productive and meaningful life. Women were the most adversely affected in this dimension because they are expected to take care of the household chores and attend to the needs of their family in addition to long hours of productive work.

**Family-work responsibilities and tasks reduce women's availability for participation in community life.** The overwhelming majority of male and female traders were not aware of any fisheries related projects/activities in their community; and of the few who were aware, they claimed that they had never participated in any of the projects. The only time they involved themselves with the community was during social events. Productive responsibilities had already captured most of their waking time so there was not enough time to spare for active involvement in community programs, especially for female traders who have responsibilities at home on top of productive work hours.

**Simultaneous and competing demands for productive (market) and reproductive (household) labor time have negatively impacted on women's leisure and sleep/rest.** While women are expected to take care of children and household chores in Philippine cultural context, women traders did not allow this cultural expectation to limit the time/labor committed to their businesses. In fact, the average time that female traders spent for productive and reproductive works were relatively higher than those of their male counterparts. Unfortunately, the amount of time spent on productive and reproductive activities negatively impacted other areas of their lives, such as leisure and sleep/rest.

**Female traders have higher educational level but, regardless of education, they have less access to profitable markets.** Females sell primarily to consumers within the same barangays where they reside because they needed to immediately return home to attend to household chores and child care. Hence, women have limited access to wholesale and assembly markets located far from their hometowns. This was not the case for male traders who have greater mobility because they are not tied down with household responsibilities. This has resulted in income differentials between male and female traders. Men earned on the average 9,375PHP per month from fish trading while women earned about 7,955PHP per month.

**Table 3322. Issues on Gender Equality and Women's Empowerment**

| GENDER ISSUES  | Municipal fisher |        | Handline Fisher |        | Purse Seine |        | Processors |        | Traders |        |
|--|------------------|--------|-----------------|--------|-------------|--------|------------|--------|---------|--------|
|  | Male             | Female | Male            | Female | Male        | Female | Male       | Female | Male    | Female |
| Inequitable compensation; underpayment; unpaid work (family labor)   |                  | x      |                 | x      |             | x      |            | x      |         | x      |
| Family-work-personal life imbalance: <ul style="list-style-type: none"> <li>Simultaneous and competing demands for productive (market) and reproductive (household) labor time;</li> <li>Family-work responsibilities and tasks reduce women's availability for participation in community life</li> </ul> | x                | x      | x               | x      | x           | x      | x          | x      | x       | x      |
| Women have less access to profitable markets despite higher educational attainment than men  |                  |        |                 | x      |             | x      |            | x      |         | x      |
| Lack of both men and women participation in policy making, program design and project cycle  | x                | x      | x               | x      | x           | x      | x          | x      | x       | x      |
| Absence of women's groups/organizations; lack of gender champions at the community level   | x                | x      | x               | x      | x           | x      | x          | x      | x       | x      |
| Prevalence of beliefs, stereotypes, and practices that hinder women's participation; Stereotypes about women's work and social roles still prevail   | x                | x      | x               | x      | x           | x      | x          | x      | x       | x      |
| Gender discrimination at workplace: : no women crew members; male checkers are preferred; decision and control still remain with men   |                  |        |                 | x      |             | x      |            | x      |         | x      |
| Limited work spaces for women; recording sales and financial transactions, processing registration and legal documents; and paying salaries and bills  |                  |        |                 | x      |             | x      |            | x      |         | x      |
| Men decide on work matters while women consult spouse and decide on home matters   | x                | x      | x               | x      | x           | x      | x          | x      | x       | x      |
| Lack of gender-friendly equipment, tools and machineries , and other fishing paraphernalia to enable women to work   |                  | x      |                 |        |             |        |            | x      |         | x      |

**Men decide on work matters while women consult spouse and decide on home matters.** Male traders maintained that they were not obliged to consult their spouses on matters pertaining to the operations of the trading businesses but found no harm in informing them of the status of the operations considering that the earnings from the businesses were usually turned over to the wives who were responsible for managing the household budget. The female traders who owned the trading entities claimed that they were the primary decision makers for their businesses. However, they claimed that they consult with their spouses out of respect to the position of man as the head of the household. As far as household decision issues are concerned, the

wife/mother makes decisions with regard to food purchase and preparation, budgeting of household income, leisure activities and health matters. Discipline in the family is jointly imposed by both father and mother.

**Stereotypes about work still prevail.** Most of the physically demanding jobs are still performed by the male traders; however, women claimed to have tasks like weighing, sorting and classifying included in their job description, which are ordinarily undertaken by men. Typically, women's major responsibilities revolve around administrative works like recording and handling sales, salaries and bills. There are an increasing number of female checkers/recorders but male checkers/recorders are still preferred as they are believed to move and work faster than women and can also perform physically demanding tasks.

**Beliefs and practices that hinder women's participation in non-traditional roles.** Culture and the long history of fishing have contributed to the seemingly perpetual subordination of women in fishing. As long as pregnant or menstruating women are considered bad luck, husbands provide final approval to wives getting paid work, and women are relegated as assistants and appendage to men's work, then women's work spaces will be very limited, hence, it will negatively impact her as a person and as a partner in inclusive development.

## 5.2 Issues on Sustainable Fisheries Management

The issues related to the attainment of sustainable fisheries management include the following (Table 34):

**Low level of knowledge on tuna and fishery regulations.** In the knowledge test, only about 65.72% of the female traders and 64.82% of the male traders provided the correct answers. These percentages are considered rather low and highlights a critical knowledge gap that needs to be addressed. Increasing the level of knowledge among the traders is critical to promote traders' personal safety and interests, to ensure the sustainability of their trading operations, and to promote sustainable fisheries management with the end objective of strengthening the competitiveness of the tuna value chain.

**Limited participation of women in EAFM.** Women claim that they know BFAR policies/programs like mangrove reforestation, no to dynamite fishing, protection of coral reefs, and the importance of waste segregation. However, their participation in the project cycle (i.e. from program identification, design, implementation and monitoring) spans from none to very limited. Moreover, their representation in bodies related to EAFM is limited. If there are policies towards this end, women lament that these are not implemented. Such is the case in environment councils at various levels of governance.

**Limited reach of the EAFM program among implementers.** Study respondents believe that most agencies have little awareness of the EAFM program. Even within the agency involved in the program, only those who attend meetings have knowledge of the program.

**Limited involvement and engagement of men and women in fishery organizations.** Only four out of 40 respondents were members of fishing-related organizations.

**Stereotype that men are for bantay-dagat, women are for coastal clean-up activities.** The existing community construct about preferred-male-only roles like bantay-dagat is continuously erodes the opportunities for women to engage more actively in EAFM.

**Low catch due to overfishing, climate change, coast pirating, illegal fishing nets, missing CRM projects specific for tuna.** Low catch means low income for the family and this leaves the woman to take charge of making both ends meet. When there are cash shortages from incomes from the sea, the woman is expected to find ways to put food on the table.



**Table 34. Gender Issues related to SFM**

| GENDER ISSUES  | Municipal fisher |        | Handline Fisher |        | Purse Seine |        | Processors |        | Traders |        | Enablers |
|--|------------------|--------|-----------------|--------|-------------|--------|------------|--------|---------|--------|----------|
|  | Male             | Female | Male            | Female | Male        | Female | Male       | Female | Male    | Female |          |
| Low level of knowledge on tuna and fishery regulations   |                  |        |                 |        |             |        |            |        |         |        |          |
| Poor adoption/ buy-in of actors and enablers on gender mainstreaming, CDT and EAFM   | X                | x      | x               | x      | x           | x      | x          | x      | x       | x      | x        |
| Limited participation of women on EAFM   |                  | x      |                 | x      |             | x      |            | x      |         | x      |          |
| Limited reach of the EAFM program among implementers   | X                | x      | x               | x      | x           | x      | x          | x      | x       | x      | x        |
| Limited involvement and engagement of men and women in fishery organizations   | X                | x      | x               | x      | x           | x      | x          | x      | x       | x      |          |
| Stereotype that men are for <i>bantay-dagat</i> , women are for coastal clean-up activities                                | X                | x      | x               | x      | x           | x      | x          | x      | x       | x      | x        |
| Low catch due to overfishing, climate change, coast pirating, illegal fishing nets, missing CRM projects specific for tuna | x                | x      | x               | x      | x           | x      | x          | x      | x       |        |          |

### 5.3 Issues on Catch Documentation and Traceability

Issues related to CDT revolve around the purview of low CDT awareness and appreciation, on one hand, and the lack of its dissemination, on the other hand (Table 35).

**Low level of awareness on CDT.** Fishers in General Santos City and Sarangani Province appeared to have low levels of awareness on the concept of Catch Documentation and Traceability (CDT). As reported during the FGDs with municipal fishers. Some processors and traders have heard about CDT but are not really conversant about its nature. Enablers also revealed having low appreciation and knowledge about CDT. However, with the OCEANS project on CDT initiatives, the tuna value chain stakeholders have started to understand its nature and appreciate its significance.

Among the different sectors, the large-scale commercial fisheries sector has the highest awareness on the issue of CDT. It is also apparent from household survey, key informant interviews, and FGDs that several commercial fishers often mistake CDT with the fish landing monitoring program of BFAR through the National Stock Assessment Program (NSAP). These commercial fishers had experience with NSAP enumerators who boarded their vessels in landing sites to record catch data.

**Lack of orientation and capacity building on CDT for both implementers and partners.** As gathered from interviews, the majority of respondents believed that CDT processes were the responsibility of various other members of the value chain. Intermediaries (brokers, *jambolero*) believe that the PFDA is in charge of documentation because all sales/transactions are recorded and documented in the form of a 'Gate Pass' as fish are transported out of the GSFP. Processors, they believe that documentation is a responsibility of both DTI and BFAR. Companies that export tuna products, however, often have CDT protocols in place. For example, staff of Citra Mina that was interviewed claimed that women are usually assigned in documentation. Export-oriented companies often have and employ a Catch Documentation Officer. KIIs also revealed that LGU offices, such as the Office of the City Agriculturist (OCAG) and Provincial Fisheries Office could benefit from additional CDT orientations.

**Absence of fisheries component in the GAD Code.** General Santos City has its GAD Code, but which does not include a fisheries component, particularly on CDT/EAFM of the tuna industry. Ironically, tuna is the city's industry icon considering that it generates much employment and incomes for its constituents.

**Perceived additional cost in adopting a new CDT system.** It may be the lack of information and knowledge regarding CDT that some concerned sectors are apprehensive and hesitant to wholeheartedly adopt a new CDT system.

**Absence of localized institutional CDT mechanism.** This mechanism has to be in place and must be user-friendly for more efficient administration and implementation. This issue is interlinked with the issue on IUU fishing for tuna.

**Weak information flow along the tuna value chain.** Together with poor access to IT, the weak information flow along the tuna value chain is contributory to the poor appreciation of value chain players on the CDT. This necessarily is a gender issue particularly when a certain sector of men and/or women do not have sufficient access to the information.

**Table 23. Gender Issues related to CDT**

| GENDER ISSUES  | Municipal fisher |        | Handline Fisher |        | Purse Seine |        | Processors |        | Traders |        | Enablers |
|--|------------------|--------|-----------------|--------|-------------|--------|------------|--------|---------|--------|----------|
|  | Male             | Female | Male            | Female | Male        | Female | Male       | Female | Male    | Female |          |
| Low level of awareness on CDT; Concept of CDT/EAFM is new to VC players                                | x                | x      | x               | x      | x           | x      | x          | x      | x       | x      | x        |
| Lack of knowledge and skills on CDT system and/or other fishery regulations                            | x                | x      | x               | x      | x           | x      | x          | x      | x       | x      |          |
| Lack of orientation and capacity building on CDT for both implementers and partners                    | x                | x      | x               | x      | x           | x      | x          | x      | x       | x      | x        |
| No idea or poor appreciation on the role of men and women in CDT/EAFM                                  | x                | x      | x               | x      | x           | x      | x          | x      | x       | x      |          |
| Absence of fisheries (in particular, CDT/EAFM) component in the GAD Code of General Santos             | x                | x      | x               | x      | x           | x      | x          | x      | x       | x      |          |
| Perceived additional cost in adopting a new CDT system   | x                | x      | x               | x      | x           | x      |            |        |         |        |          |
| Absence of localized Institutional CDT/EAFM mechanisms   |                  |        | x               | x      | x           | x      | x          | x      | x       | x      | x        |
| Weak information flow along the tuna VC (i.e., market information, new technology, supply information) | x                | x      | x               | x      | x           | x      | x          | x      | x       | x      |          |
| Undocumented catch, IUU, poor compliance with CDT  |                  |        | x               | x      | x           | x      | x          | x      | x       | x      |          |
| Poor access to IT  | x                | x      | x               | x      | x           | x      | x          | x      | x       |        |          |

## 5.4 Issues on Human Welfare

The nature of the tuna industry has impacts on human welfare, in general, and on gender concerns, in particular (Table 36)

**Vulnerability of women to sexual harassment in male-dominated workplace.** During one FGD, a female checker/recorder reported an incidence of sexual harassment in the workplace. This includes men “accidentally” brushing their arms on the woman’s breasts while walking by, catcalling, and making her the subject of green jokes.

The reporter further contended that other female checkers had also experienced similar harassments, but are just not interested or are hesitant to report. Moreover, in the absence of clear policies and processes to handle complaints, she opted not to file a formal complaint against her offenders but resorted to cursing, slapping, shaming/humiliating and kicking the offender in public. She maintained that her tactics proved to be effective because the offenders never tried to repeat the improper behavior.

**Absence of gender-responsive facilities.** Nursing areas at the wet market for women fish vendors, as well as at the GSFP for the traders are absent. Moreover, places for rest and naps in-between peak periods during the day has adverse effects on health, hence, productivity.

**Inadequate social security and insurance.** The workers in the informal segment of the tuna value chain are not covered by labor laws, hence, do not have benefits from social security and protection mechanisms such as accident insurance.

**Poor working conditions.** This includes long hours of standing, night shifts for women, lack of protective gears/clothing, and poor ventilation in processing areas. At sea, men are subject to hazards of the sea, the purates, and the climate. For those in commercial fisheries, not being able to come home to the family for prolonged period makes for absentee fathers, hence, leaving the mothers/wives to take care of the children and the household needs.

**Table 3624. Gender Issues related to Human Welfare**

| GENDER ISSUES  | Municipal fisher |        | Handline Fisher |        | Purse Seine |        | Processors |        | Traders |        | Enablers |
|--|------------------|--------|-----------------|--------|-------------|--------|------------|--------|---------|--------|----------|
|  | Male             | Female | Male            | Female | Male        | Female | Male       | Female | Male    | Female |          |
| Vulnerability of women to sexual harassment in male-dominated workplace; absence of clear policies and processes to handle sexual harassment incidents |                  | x      |                 |        |             |        |            | x      |         | x      |          |
| Absence of gender-responsive facilities at the General Santos Fish Port Complex and other work areas (e.g. nursing areas, infirmary/clinics)           |                  | x      |                 | x      |             | x      |            | x      |         | x      |          |
| Inadequate social security and insurance, protective working gears for fishers, seasonal workers, contractual  | x                | x      | x               | x      | x           | x      | x          | x      | x       | x      | x        |
| Poor working conditions: long hours of standing, night shifts for women, lack of protective gears/clothing, poor ventilation                           |                  |        |                 |        |             |        | x          | x      | x       | x      |          |

## 5.5 Other Industry Issues affecting Women

The value chain maps generated in the study identified industry issues affecting women in as far as low incomes brought home from fishing activities will give her the additional burden of making both ends meet and putting food on the table when there are cash shortages from the sea. The lack of product innovation, lack of processing equipment, unregistered of boats, and the non-accreditation with DTI, FDA and BFAR all contribute to low production and productivity, hence low incomes.

For the small-scale fisheries, one topmost issue is incurring 100% losses when business and employment are adversely affected by climate and man-made disasters. This is evident among self-financed fishers, and when this happens, it is the woman who have to look for credit to defray expenses for both family and the continuance of fishing activities.

For those in the large-scale fisheries, poor fish handling, and poor compliance to CDT as evidenced by the lack of documentation will ultimately affect pricing of the product. If prices are low, then take home pay will be adversely affected. The woman will take charge of filling the family coffers in whatever way she can creatively imagine. Moreover, the long and tedious process in securing fishing permits, and the difficulty in getting Halal accreditation, takes much of the woman's time away from house work and work in the market. The hours spent falling in line in securing permits and licenses mean opportunity costs for the woman.

### Key Findings

- There exists gender issues on areas related to the CDT/EAFM, human welfare, gender equity and women empowerment, and other industry concerns. These arise due to a comingling of socio-economic factors which have perpetuated gender stereotypes and fishing practices/beliefs that limits women's productive and community roles in favor of reproductive roles.
- Both men and women have low understanding and level of knowledge on CDT/EAFM.
- Both men and women value chain players, as well as the value chain enablers, need deeper gender sensitization vis-à-vis EAFM/CDT.

## CHAPTER 6

# KEY CONSIDERATIONS FOR THE OCEANS AND FISHERIES PARTNERSHIP

---

The primary mission of the Oceans and Fisheries Partnership (USAID Oceans) is to combat illegal, unreported, and unregulated (IUU) fishing and seafood fraud, promote sustainable fisheries, and conserve marine biodiversity. The program aims to improve marine biodiversity conservation and increase the sustainability of Asia-Pacific's international seafood trade through:

- a) Catch documentation and traceability;
- b) Ecosystem approach to fisheries management;
- c) Human welfare: labor rights and gender equality; and
- d) Public-private partnerships.

USAID Oceans may be guided by the results of the study on interventions that will address the priority issues listed below and those listed in Section 5.3.

**The concept of CDT is quite new to most of the fishers in General Santos City and Sarangani Province.** Research revealed that CDT understanding and awareness is lowest among municipal fishers, small-scale commercial fishers, micro- and small-scale fish processors, and municipal fish vendors. The low awareness and understanding of CDT is apparent in both male and female fishers, processors and vendors. Awareness of CDT is relatively higher among commercial fishers that operate handline and purse seines probably because fishing fleets that operate in international waters are required to observe catch documentation protocols (e.g., presence of fish observers, recording of type and volume of catch, fishing ground, fishing effort). Key informant interviews also revealed that some enablers, such as fishery officers in the local government units (e.g., OCAG, Municipal Agriculture Office, Provincial Fisheries Office) and staff of NGAs are not quite confident of their understanding of CDT. There is a need to further educate fishers on CDT concepts, benefits and the importance of such a system in managing fishery resources.

**Belief among VC players that catch recording is an added burden.** Respondents in the capture fisheries sector have varied reactions to CDT. In the municipal fisheries sector, fishers expressed apprehension around voluntary catch recording for several reasons, one which was their belief that catch recording would be an added burden after spending several hours or a night at sea. During FGDs in Sarangani Province, many fishers offered to give the task to their wives. Women participants also expressed positive responses to such arrangement.

**Awareness of fishers, both men and women, on laws and policies governing CDT is low.** Respondents were more aware of EAFM/SFM-related laws such as: prohibition of the use of dynamite and compressor, prohibition against “fishing within 15 kilometers” (by commercial fishing boats), and prohibition in the use of fine mesh nets and catching juvenile fish. Women in municipal fisheries were more aware of these EAFM/SFM policies than their male counterparts; but the inverse was seen in commercial handline fisheries.

Some government workers in the fisheries industry who were interviewed also had little knowledge on EAFM. This requires massive education campaigns and capacity building initiatives regarding fishery and aquatic resources management.

**Involvement and participation of fishers in community activities and/or policy formulation are similarly low.** Participation of municipal fishers, municipal fish vendors, small-scale fish processors, and fishing industry crew members and laborers in policy formulation is very low. Both men and women members of the fishing sector do not participate in decision-making. For wives, their reproductive-productive duties leaves them no time for community activities. The male fishers, on the other hand, have less and less time for community functions the more that they spend more days and months at sea.

The poor awareness and participation of municipal and small-scale industry players to EAFM, CDT, policy-making, and other fishery-related activities and programs is probably reflective of their level of organization. While large industry players are organized through the SFFAI, the municipal fishers and small-scale vendors and processors are not as well organized. Women fishers are often organized primarily for livelihood purposes, that is, they group themselves to access capital offered by NGAs to establish micro- and small-scale fish processing facilities. Another observation is the absence of non-government organizations (NGOs) that assist in empowering local communities.

It is in this scenario where local gender champions and leaders could be used to further progress (Section 4.5). One area for intervention is capacitating the local value chain players and designating academe (i.e., MSU – General Santos City) as a local partner for engendering the tuna fisheries value chain.

In contrast, the medium- and large-scale industry players are perceived to be active in policy formulation. The alliance of industry members (i.e., SFFAI), owners of large fishing fleets, fish processing plants, traders and exporters have devised a mechanism to make recommendations about the tuna industry. For example, SFFAI organizes the annual National Tuna Congress in General Santos City. At the end of the gathering the industry members pass resolutions which are submitted to national lawmakers for action.

Section 7 further enumerates other possible interventions that USAID Oceans can take.

# CHAPTER 7

## RECOMMENDATIONS

---

The following strategic areas for intervention to empower and build the capacity of women along the tuna fisheries value chain have been identified as a result of the conducted in-field research. These recommendations are categorized into policy, research, and action measures to address the various gender issues reported in this study. Similarly, incentives for gender sensitive involvement of women to promote CDT and EAFM/SFM, and for gender-responsive policies, research and action steps for promoting gender equality, equity and empowerment are presented. The recommendations cited below are presented according to the roles of various partners and VC enablers. A summary matrix, available in Annex 6 , details these recommendations according to the gender issues identified in Section 5.

### 7.1 USAID Oceans and Fisheries Partnership

Technical assistance related to capacity building and governance of the tuna value chain are recommended as the two major entry points for USAID Oceans, particularly in areas where local government units and line agencies are not able to provide.

#### Policy measures:

- Address the issue on the absence of localized institutional CDT/EAFM mechanisms through:
  - Formulation and institutionalization of the Gendered Tuna Development Plan/ Roadmap (i.e. inclusion in the Annual Investment Plan and in the Comprehensive Development Plan)
  - Lobby for the mandatory use of the Harmonized Gender and Development Guidelines (HGDG) in assessing all plans, policies, and programs of agencies/units before these are implemented and/or get funded.
  - Collaborate and/or forge Memorandum of Agreement with the Commission on Higher Education and the Department of Education to include in the curriculum the concerns on CDT/EAFM and gender mainstreaming in fisheries and combatting IUU
  - Engender the Key Data Elements (KDE) of CDT systems
  - Data sharing among VC enablers, particularly on those related to IUU and sea fraud
- Provide support in lobbying for:
  - Gender-responsive policies and regulations at all governance levels in order to protect the rights and welfare particularly women workers in the tuna industry, and to address practical and strategic gender needs at all VC nodes
  - Inclusion of CDT/EAFM in the GAD code of General Santos City
  - Establishment of Gender Desks at the GSFPC and other work areas e.g. canneries
  - Full implementation of ASH Act
  - Approval of tax credits and similar incentives for organizations that provide gender-responsive facilities in the work areas

#### Research initiatives:

- Engage the State Universities and Colleges and research institutions to:
  - Conduct research in order to widen perspectives on gender and fisheries, and to aid planning and policy making. Possible topics: good practices to combat IUU, and women's role in EAFM,



standards and guidelines on Key Data Elements, roles and relationships of men and women in CDT/EAFM.

- Develop localized and engendered CDT/EAFM Manual for VC players' and enablers' use
  - Translation of research results into publications, policy advisories, products, and program designs that will enhance a gendered CDT/EAFM implementation
  - Formulate CDT/EAFM training modules for fishers, particularly the women
  - Benchmark on CDT systems and adopt one which is cost-effective and which will not add more burden to the fishers
- Collaborate with the Philippine Commission on Women to draft customized gender-responsive assessment tools that are dove-tailed to the nuances of the tuna fisheries sector, that is, to include EAFM and CDT concerns.

### **Action Interventions:**

- Development of manuals and modules on gender-responsive approaches/methodologies in
  - Fisheries project design, implementation and M&E
  - Evaluation of fisheries project proposals, plans, and policies
  - Conduct of research in fisheries
  - Management of extension and community work
- Collaboration with local VC enablers on capacity building and gender sensitization activities:
  - Conduct of Training of Trainers on Gender-responsive Value Chain Analysis and on CDT/EAFM in order to create a critical local mass of experts
  - Mentorship and technology transfer particularly of CDT/ EAFM to local women's groups
  - Conduct of sensitization workshops on the importance of CDTs and EAFM, targeting both VC players and enablers/implementers
  - Use of Gender and Development fund for gender mainstreaming in EAFM and CDT, to include activities to combat IUU
- Create a critical mass of gender-sensitized VC players and enablers
  - Organize women's groups which will champion and advocate gender-responsive interventions along the VC
  - Documentation of success stories
  - Identify, recruit and train local gender champions on CDT/EAFM
- Develop and maintain a sex-disaggregated database at all levels of governance by fishery product/sector, that will serve as inputs for policy making and program development
- Sustainability measures will include strengthening partnership with the private sector through:
  - Aggressively campaign for the full compliance with the provisions of the Fisheries Code as amended by Republic Act (RA) 10654 that seeks to "prevent, deter and eliminate illegal, unreported and unregulated" or IUU fishing in the country
  - Forge PPPs in combatting IUU and seafood fraud
  - Oceans Program Exit Plan must be clear to all VC players, and a corresponding Action Plan by LGUs must be in place
  - Inclusion of women's representation in bodies involved in policymaking and program development in the tuna industry

It is noted that in empowering municipal and small-scale processors and vendors, more efforts are needed to disseminate information about CDT, EAFM, and their benefits to the stakeholders. Education campaigns should include other enablers such as LGUs and NGAs. Likewise, large industry players (e.g., commercial fishing fleet,

canneries, processing plants, traders and exporters) may also need more orientation to improve their understanding of the CDT and EAFM initiatives.

## 7.2 Local Government Units

The local governments at the barangay, municipal and provincial level will play an important role in the development of a gendered tuna value chain vis-à-vis CDT and EAFM concerns. LGUs will be the overall enabler to steer the industry towards gender equality, equity and women's empowerment, and can support USAID Oceans in implementing the measures defined in Section 7.1. In addition, its other roles are:

### Policy Measures:

- Formulate, adopt, and institutionalize (i.e., included in the AIP and CDP) a gendered tuna development plan or roadmap.
- Adoption of flexi-worktime in all enterprises/ employers
- Resolutions that will address the practical and strategic gender needs (PGNs and SGNs) identified in this report.
- Include in the application requirements for renewal of licenses and permits, the attendance of heads of organizations in basic gender sensitivity trainings and on CDT/EAFM

### Research Initiatives:

- Conduct of impact studies on CDT/EAFM related topics, as basis for planning and intervention.

### Action Interventions:

- Inclusion of women in policy making and program development bodies/ units
- Capacity building action steps:
  - CDT/EAFM Information campaigns for implementers
  - Orientation of commercial fishers on the CDT system and its importance
  - The fisheries technician in the LGU-MAO should also be equipped in terms of skills in organizing so that the person can continue and build on the gains of the NGO partner.
- Give recognition or incentives to women's groups/individuals who advocate greater participation of women in CDT and EAFM, for employers who initiate measures that promote the work-life balance of employees, for those who hire workers based on skills and ability and not based on gender, as well as for VC players who advocate a gender-responsive tuna industry.
- Strengthen collaborations:
  - Convergence with the other major stakeholders within and outside the industry. The Department of Social Welfare and Development and its programs are very critical points for convergence. For example, if fishers (laborers in TVAP) are beneficiaries of the Pantawid Pangkabuhayan para sa Pamilyang Pilipino, the LGU can lobby that fishers become members of fisherfolk organizations as part of the retention criteria of the 4Ps beneficiaries. The LGU can then provide assistance to the organized group of women and men fishers.
  - Conduct of skills training among small fishers should be enhanced so that they can engage in other income generating activities outside of fishing. It will take many decades to bring back fisheries at its sustainable level, the poor in coastal communities need to have other sources of income other than fishing. Accordingly, work out with DSWD in its Sustainable Livelihood Program to include small fishers/laborers in the processing industry.

- Seek the assistance of NGOs in terms of organizing fisherfolks including fish workers in the processing industry. All the issues faced by the small players in the industry provide a very fertile ground for organizing so that fishers will not simply be seen as problems by the LGU but they will be partners of the LGU in promoting their own welfare and empowerment.
- Designate an item (permanent) for the GAD focal person in the LGU.

Above all, it is the primordial duty of all LGU levels to align its plans and programs on a gendered tuna industry if it has to maximize outcomes from limited budget and resources, while at the same time combat IUU and sea fraud.

## 7.3 National Government

The National government is an enabler that may provide the mechanism for gender mainstreaming in the tuna industry. Cited below are specific recommendations which the Bureau of Fisheries and Aquatic Resources may take. As BFAR will be the lead government agency in the promotion and implementation of the CDT/EAFM with a gender lens, gender sensitization of implementers is crucial.

### Policy Measures:

- The mandatory use of HGDG tools in the review and enhancement of existing policies and programs related to fisheries in order to address concerns on their relevance and gender-responsiveness.
- Inclusion of women/gender in fisheries (e.g., CDT/EAFM) in the national R&D agenda.
- The Philippine Commission of Women to review, adopt, disseminate and fund an agenda for women in fisheries in inclusive nation-building.
- Incentive schemes to encourage active participation of small scale participants in tuna related organizations.

### Research Initiatives:

- Support to research translation and technology transfer activities.
- Engage SUCs to conduct study on how to use new information technology to strengthen flow of information along the tuna value chain

### Action Interventions:

- Strengthen collaboration with similar and counterpart institutions in the international scene, particularly on the role of women in EAFM and CDT.
- Capacity building activities:
  - Gender sensitization of employers
  - Conduct consultation/summit on Women in Fisheries Development
  - Organize fishers' and women's groups at all VC nodes
  - Identify, recognize and engage gender champions
  - Enhance participation of small scale VC players in industry- or chain-wide fora
  - Use of information technology to facilitate communication and collaboration
  - Handhold women workers in the tuna industry to become women entrepreneurs through mentoring activities.

- Technology transfer to VC actors
- Promotion of women-friendly gears and technologies
- Monitoring compliance to fishery laws and regulations.

## 7.4 Private Sector and Industry

As employers, the private sector needs to strengthen its role as a provider of a safe, rewarding and gender-responsive work space for both men and women in the industry.

### Policy Measures:

- Local resolutions that will open traditionally male-dominated work spaces to women who are capable of the work. Details will include provision of women-friendly tools and equipment, among others.

### Research Initiatives:

- Benchmark CDT/EAFM strategies and mechanisms in other areas in order to be able to design a gendered framework and mechanisms in the implementation of CDT/EAFM at the local level.

### Action Interventions:

- Capacity building:
  - IEC campaigns to promote awareness and consciousness on CDT/EAFM on the importance of work-life balance in the workplace, on fishery standards, rules and regulations in the local and international markets, as well as gender policies and issues.
  - Gender Sensitivity Trainings for employers and other VC players.
- Provision of better working conditions for women that address their PGNs and SGNs, hence, improve productivity and welfare of the worker.
- Improved flow of information among the various stakeholders/players along the tuna value chain. Vital information includes fisheries rules and regulations, new technology as well as marketing information like prices, suppliers and buyers.
- Full implementation and compliance to laws:
  - RA 7877 (The Anti-Sexual Harassment Act of 1995). Under the this Act, the private sector-employer has the following responsibilities: 1) prevent or deter the commission of acts of sexual harassment, 2) provide the procedures for resolution, settlement, or prosecution of acts of sexual harassment, and 3) create a Committee on Decorum and Investigation (CODI) who shall conduct the investigation of alleged cases constituting sexual harassment. There must a sustained information campaign within the organization and across different stakeholders in the tuna value chain concerning this matter. Likewise, appropriate structure and processes must be in place, especially in the handling of complaints.
  - Fisheries Code was amended by Republic Act (RA) 10654 that seeks to “prevent, deter and eliminate illegal, unreported and unregulated” or IUU fishing in the country. As a starting point, it should re-examine its current practices and processes so that it can realign them with sustainable fisheries management practices.

## 7.5 Educational and Training Institutions

The academe is known to be a hub that can sustain programs and projects amid changes in political and economic landscape. As a venue for learning, knowledge generation and knowledge transfer, the academe is proven to be an apolitical and stable partner for development programs such as sustainable fisheries management.

### Policy Measures:

- Inclusion of gender and CDT/EAFM in school curricula --- whether as a separate course, or as integrated in the teaching of other courses as indicated in course syllabi.
- Inclusion of women in fisheries and aquaculture in the R&D agenda.

### Research Initiatives:

- Design and develop women-friendly equipment, tools, machineries, and technologies.
- Production of IEC materials based on a needs assessment survey/research such that the IEC are dovetailed to the psyche of the VC players and enablers.
- Conduct off Knowledge, Attitude, Practices, and Skills Survey in aid of planning.

### Action Interventions:

- Capacity building activities:
  - Conduct of Gender Sensitivity Trainings for players and enablers of the tuna VC.
  - Write and popularize success stories of women in non-traditional roles.
  - Technology transfer to the private sector.
  - Spearhead training for trainers programs on GAD and gender sensitivity. Despite more than three decades of Women and Gender advocacy in development work, the issue of gender is still not mainstreamed and continues to need stronger advocacy.
  - Formulate training modules for fisherfolk, particularly the women in order to capacitate them and better deal with household and fishing finances, improve their record keeping and documentation, tasks which women have assumed using their natural 'smarts'. Even training for catch sorting and classification can go a long way in increasing skills of women. The women can be tapped by BFAR to do the catch data collection and documentation in fish landings. Other jobs may be created as well for women in fishing communities with such upgraded skills.
- Recognition/Rewards for women role models
- Collaborate with other agencies:
  - Commission on Higher Education regarding minimum standards for degree offerings such that gender integration and mainstreaming is ensured.
  - Department of Education for instructional materials to include gender-sensitive modules. More importantly, the use of examples from the tuna fisheries experience on various aspects such as EAFM and CDT will be ingrained in young minds.
  -

## 7.6 Research Institutions

Academe and Research and Development institutions need to allocate bigger budget for both basic and applied researches on gender in fisheries and aquaculture. The importance becomes more pronounced in the context

of declining fish catch, on one hand, and the call for women's empowerment and gender equity, on the other hand.

#### **Policy Measures:**

- Lobby for the inclusion of gender in fisheries and aquaculture as a separate and major research area under the Philippine Harmonized National R&D Agenda that is spearheaded by the Department of Science and Technology.

#### **Research Initiatives:**

- Conduct of research on the following topics:
  - A gendered data base by fishery product/sector that will serve as inputs for policy making and project/program development.
  - An in-depth study that looks at gender relations within the household and in the work sphere. This should surface behavioral and conflict issues that retard women empowerment and contribution to fisheries development. This OCEANS study reveals a tendency for male fishers to downplay the role of their wives, even as wives report more participation than their husbands credit them for.

#### **Action Interventions:**

- Enhanced translation of research results into publications, policies, products, and program designs/project cycles.
- Provide the expertise and the technical assistance to LGUs, national agencies and private sector for capacity building activities.

## **7.7 NGOs, Civil Society Organizations, Fishers/Women's Group**

The study found low and almost insignificant roles played by non-government organizations, civil society groups, and of women's associations in the tuna industry. Nevertheless, these are units which have proven to have influence in communities, and have led in so many a change both at household and institutional levels. There is a felt and immediate need to organize fishers/women's group and to identify/engage gender champions for CDT/EAFM.

#### **Policy Measures:**

- Lobby for gender-responsive policies and regulations at all governance levels in order to protect the rights and welfare particularly women workers in the tuna industry.
- Financial assistance for work-related gender-responsive projects that address EAFM and CDT concerns.
- Lobby for measures regarding mandatory provision of protective working gears for workers.

#### **Research Initiatives:**

- Design women-friendly programs that are dove-tailed to address the multiple and inter-sectional situations of women in the tuna VC.
- Develop a social insurance scheme for seasonal, contractual, and/or self-employed workers/fishers.

**Action Interventions:**

- Organize more women's groups in the barangays for them to be empowered and own their successes in the industry.
- Get representation for the women in all avenues related to policy making, project identification/design, implementation and monitoring.
- Capacity building activities:
  - Conduct skills training, to include off-sea livelihoods in order to provide a wider option to women.
  - Gender sensitivity trainings
  - Handhold women workers in the tuna industry to become women entrepreneurs through mentoring activities.
- Stronger collaboration with other VC enablers for purposes of alignment and harmonization of activities, all intended for gender equity and women's empowerment.
- Monitor employers' compliance to labor laws and regulations.

## 7.8 Development Assistance Agencies

Development Assistance Agencies generally have a life span that coincides with its projects. Hence, programs must be biased towards those which are sustainable given local resources.

**Policy Measures:**

- A program/project exit plan must be known and clear to the tuna fisheries VC players

**Research Initiatives:**

- Documentation of success stories for possible replication.

**Action Interventions:**

- Coordination with local players with respect to the type of projects/programs to be implemented vis-a-vis local (gender) needs.
- Capacity building:
  - Fund inter-country researches to widen perspectives on women and fisheries.
  - Introduction of women-friendly gears and technologies from other countries
  - Facilitate/introduce international collaborative gender-related projects, and encourage data sharing.

The abovementioned recommendations are not stand-alone actions but are necessarily collaborative efforts of the various VC players in the tuna industry. Overlaps and duplication have to be minimized, hence, there is a need for a coordinating body/unit to address this risk. It is suggested that the stakeholders and decision makers will have to come up with a consensus on the structure and mechanism for CDT/EAFM and gendered tuna VC implementation and sustainability that will live a life longer than the Oceans project.



# CHAPTER 8

## KEY CONCLUSIONS

---

The concept of CDT/EAFM is relatively new to both VC players and enablers, with differences in degrees of understanding and appreciation of the subject matter. Commercial male fishers have a higher level of knowledge than all others in the value chain. Between gender, it is the female municipal fishers who are more aware of fishery resource management. Enablers have an understanding of it but implementing CDT is not one that they are most confident of.

At the other part of the spectrum are the socio-economic and political characteristics which define the male-dominated tuna fishing sector. It is, therefore, unsurprising to find from the field work that women have limited work spaces especially in commercial fisheries, are not participants in decision making on matters that affect their lives and livelihood, and are unorganized as an interest group that will safeguard human welfare and address gender issues towards attaining gender equity and women's empowerment.

This scenario provides a potent entry point for Oceans' intervention. These interventions are in the provision of technical assistance for capacity building and research, as well as for championing in moving forward the goal of engendering the tuna value chain through policy advocacies on gender and CDT/EAFM.

Collaboration with other stakeholders and the community of men and women in the tuna VC is crucial, primarily for complementation of efforts and to plan for sustainability after the Oceans project exits from General Santos City and the Sarangani Bay areas. A participatory approach is expected, with the VC players at each VC node and per type of fishing being involved at all stages of planning/conceptualization, implementation, and monitoring and evaluation of projects, and to continue with re-planning for the next level. The importance of fishers' and women's groups cannot be undermined, especially for those whose voices have been marginal in the past.

The identification and engagement of local gender champions is one strategy to address sustainability concerns. The VC players have to have that sense of ownership of what they do, and must have the passion to get engaged as they feel ownership of their undertakings.

The formulation and adoption of a Gender-responsive Tuna Development Plan/Roadmap is another important step to pursue. With women included in the development framework, it is expected that more PGNs and SGNs will be addressed. Hence, improving women's status, and enhancing roles and relationships between genders.

There exists gender differentials based on the six USAID gender domains, and the degrees vary across fishing types. The differentials get more pronounced with the size of the fishing enterprise. These findings/data will serve as jump-off points for baselining and for monitoring (at a later date) on how far and how vast has gender mainstreaming and integration happened along the tuna VC. Together with the growth of the tuna industry, should be the promotion of gender equity. Gains from industry growth has to be shared across VC players and between male and female actors.

These goals cannot be far behind. The WINFISH research team, in the process of conducting the Gender Analysis project, has witnessed the willingness, interest, and appreciation of the tuna VC stakeholders to know more about CDT/EAFM, to strengthen collaboration, and to learn more about gender roles and relationships in the industry. The prospect of higher incomes, safer food supply, wider work spaces, and greater involvement of men and women in the affairs of the industry are all drivers for the VC stakeholders to get interested in related interventions by VC enablers led by USAID Oceans.

# REFERENCES

---

- Ap Aguila RD, SKL Perez, BJN Catacutan, GV Lopez, NC Barut and MD Santos. 2015. Distinct yellowfin tuna (*Thunnus albacares*) stocks detected in Western and Central Pacific Ocean (WCPO) using DNA microsatellites. PLoS one: e0138292.
- Alcala AC, JA Ingles and AA Bucol. 2008. Review of the biodiversity of southern Philippine Seas. Philippine Scientist 45: 1-61.
- Babaran RP. 2007. Recalculation of the Philippine tuna production from the WCPO. Western and Central Pacific Fisheries Commission Scientific Committee Third Regular Session, 13-24 August 2007, Honolulu, US. WCPFC-SC3-FT SWG/IP-10.
- Babaran RP, K Anraku, M Ishizaki, K Watanabe, T Matsuoka and H Shirai. 2008. Sound generated by a *payao* and comparison with auditory sensitivity of jack mackerel. Fisheries Science 74:1207-1214.
- Babaran RP, CM Selorio, K Anraku and T Matsuoka. 2009. Comparison of the food intake and prey composition of *payao*-associated and free-swimming bigtooth pomfret *Brama orcini*. Fisheries Research 95(1):132-137.
- Barut N. 2002. National tuna fishery report – Philippines. Presented by at the 15th Meeting of the Standing Committee on Tuna and Billfish. Honolulu, Hawaii, 22-27 July 2002.
- Barut NC and EG Garvilles. 2007. Philippine fishery profile update. Western and Central Pacific Fisheries Commission Scientific Committee Third Regular Session, 13-24 August 2007, Honolulu, US. WCPFC-SC3-AR Part 1/WP-24.
- Barut NC and EG Garvilles. 2016. Philippine annual fishery report 2016. Western and Central Pacific Fisheries Commission Scientific Committee Twelfth Regular Session, 3-11 Aug 2016, Bali, Indonesia. WCPFC-SC12-AR/CCM-20.
- BAS. 2001-2015. Philippine fisheries statistics. Bureau of Agricultural Statistics.
- BFAR. 1992-2014. Philippine Fisheries Profile 1992-2014. Department of Agriculture – Bureau of Fisheries and Aquatic Resources. Diliman, Quezon City. Accessed at [www.bfar.da.gov.ph/publication](http://www.bfar.da.gov.ph/publication).
- BFAR. 2012. National tuna management plan of the Philippines. Department of Agriculture - Bureau of Fisheries and Aquatic Resources, Philippines.
- BFAR. 2016. Fisheries Administrative Orders. Bureau of Fisheries and Aquatic Resources website <http://www.bfar.da.gov.ph/LAW> accessed on 23 Dec 2016.
- BFAR and WCPFC. 2012. Philippine Tuna Fisheries Profile. West Pacific East Asia Oceanic Fisheries Management Project. Western and Central Pacific Fisheries Commission.
- Briones RM and DC Israel. 2014. Enhancing supply chain connectivity and competitiveness of ASEAN agricultural products: identifying chokepoints and opportunities for improvements. Philippine Institute for Development Studies Discussion Paper Series No. 2014-07.

- Cruz PS. 1997. Aquaculture feed and fertilizer resource atlas of the Philippines. FAO Fisheries Technical Paper 366, Rome. Accessed at <http://www.fao.org/docrep/003/W6928E/w6928e1x.htm>.
- Dempster T. 2004. Biology of fish associated with moored fish aggregation device (FADs): implications for the development of a FAD fishery in New South Wales, Australia. *Fisheries Research* 68:189-201.
- Dickson J and AC Natividad. 2000. Tuna fishing and a review of *payaos* in the Philippines. In *Pêche thonière et dispositifs de concentration de poissons, Caribbean-Martinique*, 15-19 Oct 1999 15-19 Octobre 1999.
- FAO. 2005. Accessed at <http://www.fao.org/fi/oldsite/FCP/en/phl/profile.htm> on 23 Dec 2016.
- FAO. 2016. The state of world fisheries and aquaculture 2016: contributing to food security and nutrition for all. Food and Agricultural Organization, Rome, 200 p.
- Hallier JP and D Gaertner. 2008. Drifting fish aggregation devices could act as an ecological trap for tropical tuna species. *Marine Ecology Progress Series* 353:255-264.
- Israel DC and RMGR Roque. 2000. Analysis of fishing ports in the Philippines. Discussion Paper Series No. 2004-04, Philippine Institute for Development Studies.
- ISSF. 2016. ISSF Tuna Stock Status Update, 2016: Status of the world fisheries for tuna. ISSF Technical Report 2016-05B. International Seafood Sustainability Foundation, Washington, D.C., USA.
- Itano DG and PG Williams. 2009. Review of bigeye and yellowfin tuna catches landed in Palawan, Philippines. A report for the Western and Central Pacific Fisheries Commission.
- Krushelnyska, O. 2015. Toward Gender- Equitable Fisheries Management in Solomon Islands. A synthesis report from a study by Barclay, Payne and Mauli, 2015.
- Lewis AD. 2004. Review of tuna fisheries and the tuna fishery statistical system in the Philippines. Western and Central Pacific Fisheries Commission Scientific Committee First Meeting of the Scientific Committee, 8-19 August 2005, Noumea, New Caledonia.
- Marsac F, A Fonteneau and F Ménard. 2000. Drifting FADs used in tuna fisheries: an ecological trap?. In *Pêche thonière et dispositifs de concentration de poissons, Caribbean-Martinique*, 15-19 Oct 1999.
- Mendoza L. 1996. Strategic plan for fish post harvest, marketing and infrastructure. In *National Fisheries Workshop on Policy Planning and Industry Development*. 6-9 Feb 1996, Ternate, Cavite, Philippines.
- Mitsunaga Y, C Endo, K Anraku, CM Selorio Jr. and RP Babaran. 2012. Association of early juvenile yellowfin tuna *Thunnus albacares* with a network of *payaos* in the Philippines. *Fisheries Science* 78:15-22.
- Miyabe N, N Barut and S Chow. 1996. Species identification of small juvenile tunas caught in surface fisheries in the Philippines. FAO Fisheries Technical Paper: 556-565.
- Monteclaro HM. 2005. Challenges in the management of Philippine tuna fisheries. *Memoirs of the Faculty of Agriculture of Kinki University* 38: 16-25.
- Nomura S, T Kobayashi, Y Agawa, D Margulies, V Scholey, Y Sawada and N Yagishita. 2014. Genetic population structure of the Pacific bluefin tuna *Thunnus orientalis* and the yellowfin tuna *Thunnus albacares* in the North Pacific Ocean. *Fisheries Science* 80(6):1193-1204.
- Palomares MLD and D Pauly. 2014. Philippine marine fisheries catches: a bottom-up reconstruction, 1950 to 2010. *Fisheries Centre Research Reports* Vol. 22 No. 1, 171 p.

- Pedrosa-Gerasmio IR, RP Babaran and MD Santos. 2012. Discrimination of juvenile yellowfin (*Thunnus albacares*) and bigeye (*T. obesus*) tunas using mitochondrial DNA control region and liver morphology. *PloS one* 7(4): e35604.
- Proclamation No. 756. 1996. Establishing Sarangani Bay and a Portion of the Municipal Waters of Maitum, Kiamba, and Maasim Sarangani Province as Protected Seascape for the Purpose of Protecting and Maintaining its Coastal and Marine Resources for the Benefit and Enjoyment of the People of the Philippines. Republic of the Philippines.
- RA7586. 1992. Republic Act No. 7586: An Act Providing for the Establishment and Management of National Integrated Protected Areas System, Defining Its Scope and Coverage, and for Other Purposes. Republic of the Philippines.
- RA8550. 1998. Republic Act No. 8550: An Act Providing for the Development, Management and Conservation of the Fisheries and Aquatic Resources, Integrating All Laws Pertinent Thereto, and for Other Purposes. Republic of the Philippines.
- RD Tuna Canners Ltd website <http://www.rdtunacanners.rdgroupph.com.ph/about.asp>. Accessed on 23 Dec 2016.
- Rodriguez L. 1996. The fishes of Talangban: Women's roles and gender issues in community-based coastal resources management." In Ferrer, E.M., de la Cruz, L. & Domingo, M.S. (Eds.) *Seeds of Hope*. UP: CSWCD.
- Santos MD, GV Lopez and NC Barut. 2010. A pilot study on the genetic variation of eastern little tuna (*Euthynnus affinis*) in Southeast Asia. *Philippine Journal of Science* 139(1):43-50.
- Sarmiento KP, MFH Ventolero, RV Ramiscal, WS dela Cruz and MD Santos. 2016. First DNA evidence on the occurrence of Pacific bluefin tuna, *Thunnus orientalis* in northern Philippine waters. *Marine Biodiversity Records* 9:25.
- Servidad-Bacordo R, A Dickson, L Nepomuceno and R Ramiscal. 2012. Composition, distribution and abundance of fish eggs and larvae in the Philippine Pacific Seaboard and Celebes Sea with focus on tuna larvae (Family: Scombridae). WCPFC-SC8-2012/ SA-IP-03. Eighth Regular Session, Western and Central Pacific Fisheries Commission, 7-15 August 2012, Busan, Korea.
- Siason I. 2013. Women and gender and development in coastal resources management. pp. 203-236. In I. Siason (ed) *Coastal Resource Management: Perspectives from the Social Sciences*. Manila: DA-BAR.
- Sotto FB, C Laron and T Heager. 2001. Women's participation in sapyaw. In MJ Williams, MC Nandeesha, VP Corral, E Tech, & P Choo (eds). *International Symposium on Women in Asian Fisheries*. 5th Asian Fisheries Forum. ICLARM. ISBN 9832346029.
- TCAP. 2015. The canned tuna industry in the Philippines. Tuna Canners Association of the Philippines (TCAP) presented at the VII World Tuna Conference. Accessed at <http://www.anfaco.es/conveniones/sites/default/files/ponencias2015/Martes8/Ponencia%20-%20FRANCISCO%20BUENCAMINO.pdf> on 23 Dec 2016.
- Van Duijn AP, R Beukers and W van der Pijl. 2012. The Philippine seafood sector: a value chain analysis. CBI/LEI, part of Wageningen UR.
- Vera CA and Z Hipolito. 2006. The Philippines tuna industry: a profile. SAMUDRA Monograph, International Collective in Support of Fishworkers.

- Wade CB. 1951. Larvae of tuna and tuna-like fishes from Philippine waters. Fishery Bulletin 57 of the Fish and Wildlife Service Vol. 51: 445-485.
- WCPFC. 2016. WCPFC Record of Fishing Vessels. Western & Central Pacific Fisheries Commission website <https://www.wcpfc.int/> accessed on 23 Dec 2016.
- WWF. 2003. A biophysical assessment of the Philippine territory of the Sulu-Sulawesi Marine Ecoregion. World Wildlife Fund – Philippines.
- Yamashita, H. and E. Belleza. 2008. The Value Chain for Philippine Tuna Commodity: Recent Development and Future Directions. IIFET 2008 Vietnam Proceedings.
- Zaragoza, E.C., C.R. Pagdilao and E.P. Moreno. 2004. Fisheries for tuna and other large pelagic fishes, p.38-41. In DA-BFAR. In *Turbulent Seas: The Status of Philippine Marine Fisheries*. Coastal Resource Management Project, Cebu City, Philippines. 378 p.



# ANNEX I. SUMMARY TABLES OF SELECTED RESEARCH FINDINGS

**Annex I-1. Number and percentage (in parenthesis) of respondents, by fishing scale type, gender and position in operation**

| RESPONDENT             | Municipal Fisher |             | Commercial Handline Owner |            | Commercial Handline Boat Captain |              | Commercial Handline Crew |             | Purse Seine |             |
|------------------------|------------------|-------------|---------------------------|------------|----------------------------------|--------------|--------------------------|-------------|-------------|-------------|
|                        | Female           | Male        | Female                    | Male       | Female                           | Male         | Female                   | Male        | Female      | Male        |
| Owner                  | 5<br>(45.5)      | 5<br>(41.7) | 6<br>(100)                | 9<br>(100) | 0                                | 0            | 0                        | 0           | 0           | 1<br>(16.7) |
| Boat Captain /Operator | 1<br>(9.1)       | 4<br>(33.3) | 0                         | 0          | 8<br>(88.9)                      | 11<br>(91.7) | 0                        | 0           | 1<br>(25)   | 5<br>(83.3) |
| Owner/ Operator        | 4<br>(36.4)      | 2<br>(16.7) | 0                         | 0          | 1<br>(11.1)                      | 1<br>(8.3)   | 0                        | 0           | 0           | 0           |
| Crew                   | 1<br>(9.1)       | 1<br>(8.3)  | 0                         | 0          | 0                                | 0            | 21<br>(100)              | 15<br>(100) | 3<br>(75)   | 0           |
| Total                  | 11<br>(100)      | 12<br>(100) | 6<br>(100)                | 9<br>(100) | 9<br>(100)                       | 12<br>(100)  | 21<br>(100)              | 15<br>(100) | 4<br>(100)  | 6<br>(100)  |

**Annex I-2. Demographic characteristics of respondents, by scale of tuna fishing**

| Characteristic of Respondent                | Municipal Fisher |                   | Commercial Handline Owner |                  | Commercial Handline Boat Captain |                  | Commercial Handline Crew |                       | Purse Seine  |                      |
|---|------------------|-------------------|---------------------------|------------------|----------------------------------|------------------|--------------------------|-----------------------|--------------|----------------------|
|   | Female           | Male              | Female                    | Male             | Female                           | Male             | Female                   | Male                  | Female       | Male                 |
| Mean age                                    | 44.2             | 42.4              | 45.0                      | 42.7             | 40                               | 44.8             | 41.6                     | 40.7                  | 45.8         | 39.8                 |
| Civil Status % married                      | 100 %            | 80%               | 100%                      | 71.4             | 100%                             | 100%             | 100%                     | 100%                  | 100%         | 100%                 |
| Years lived in General Santos City (Median) | 29               | 30                | 11                        | 30               | 20                               | 29               | 17                       | 23                    | 18           | 28                   |
| Education (Median)                          | Some High school | Some grade school | High school graduate      | College graduate | Some High school                 | Some High school | Some High school         | Grade school graduate | Some College | High school graduate |
| Ethnic group: % Cebuano-Bisaya              | 73%              | 67%               | 67%                       | 56.6%            | 78%                              | 83%              | 86%                      | 80%                   | 25%          | 67%                  |
| Number living in Household                  | 4.9              | 4.3               | 4.5                       | 6.4              | 5.6                              | 3.7              | 3.6                      | 4.9                   | 6.8          | 4.8                  |
| Median Income from fishing (in PhP)         | 4063             | 5000              | 40000                     | 33333            | 11875                            | 15000            | 3688                     | 6072                  | 20000        | 15000                |



**Annex I-3. Percentage of respondents who say tasks are done by either men or women**

| RESPONDENT                                  | Municipal fisher |        | Commercial Handline Owner |        | Commercial Handline Boat Captain |        | Commercial Handline crew |        | Purse Seine |        |
|---|------------------|--------|---------------------------|--------|----------------------------------|--------|--------------------------|--------|-------------|--------|
|   | Male             | Female | Male                      | Female | Male                             | Female | Male                     | Female | Male        | Female |
| a) Process registration and legal documents | 35               | 39     | 53                        | 47     | 52                               | 48     | 64                       | 22     | 50          | 50     |
| b) Hiring of crew                           | 26               | 9      | 100                       | 0      | 90                               | 0      | 89                       | 6      | 30          | 60     |
| c) Plan the trip                            | 100              | 0      | 47                        | 0      | 100                              | 0      | 0                        | 0      | 90          | 10     |
| d) Prepare the boat and equipment           | 96               | 4      | 93                        | 7      | 100                              | 0      | 100                      | 0      | 100         | 0      |
| e) Procure diesel                           | 78               | 17     | 67                        | 27     | 100                              | 0      | 97                       | 3      | 80          | 20     |
| f) Buy the baits                            | 65               | 9      | 47                        | 13     | 76                               | 0      | 3                        | 0      | 50          | 0      |
| g) Prepare food and water for the crew      | 56               | 44     | 60                        | 33     | 90                               | 10     | 92                       | 8      | 100         | 0      |
| h) Prepare the nets and accessories         | 83               | 13     | 47                        | 7      | 57                               | 0      | 64                       | 36     | 80          | 0      |
| i) Operate the boat engine                  | 100              | 0      | 93                        | 0      | 100                              | 0      | 97                       | 0      | 100         | 0      |
| j) Search for fish or fish school           | 100              | 0      | 93                        | 0      | 100                              | 0      | 94                       | 0      | 100         | 0      |
| k) Set the net or gear                      | 96               | 0      | 60                        | 0      | 67                               | 0      | 61                       | 0      | 80          | 0      |
| l) Dive                                     | 70               | 0      | 33                        | 0      | 52                               | 0      | 44                       | 0      | 70          | 0      |
| m) Haul the net                             | 74               | 0      | 33                        | 0      | 38                               | 0      | 36                       | 0      | 80          | 0      |
| n) Bleeding the tuna                        | 9                | 4      | 0                         | 7      | 38                               | 0      | 28                       | 0      | 50          | 0      |
| o) Beheading the fish                       | 4                | 0      | 87                        | 0      | 24                               | 0      | 19                       | 0      | 40          | 0      |
| p) Sort the catch                           | 52               | 35     | 40                        | 67     | 57                               | 14     | 58                       | 3      | 80          | 0      |
| q) Storage in ice                           | 91               | 4      | 93                        | 0      | 95                               | 0      | 94                       | 0      | 90          | 0      |
| r) Unload the catch                         | 96               | 4      | 93                        | 0      | 100                              | 0      | 94                       | 0      | 100         | 0      |
| s) Weigh the catch                          | 74               | 22     | 87                        | 0      | 95                               | 5      | 94                       | 0      | 90          | 10     |
| t) Grade the catch                          | 26               | 22     | 87                        | 0      | 86                               | 5      | 86                       | 6      | 80          | 20     |
| u) Inspecting                               | 30               | 30     | 67                        | 13     | 71                               | 10     | 78                       | 3      | 70          | 20     |
| v) Labelling                                | 13               | 13     | 13                        | 0      | 29                               | 0      | 50                       | 3      | 50          | 10     |
| w) Negotiate with the buyer                 | 70               | 30     | 87                        | 13     | 90                               | 10     | 86                       | 8      | 60          | 30     |
| x) Transport to the buyer                   | 78               | 0      | 67                        | 0      | 81                               | 5      | 89                       | 0      | 80          | 0      |
| y) Receive payment                          | 52               | 44     | 73                        | 27     | 52                               | 48     | 72                       | 25     | 30          | 60     |
| z) Recording of catch                       | 26               | 52     | 60                        | 27     | 43                               | 57     | 53                       | 44     | 50          | 50     |
| aa) Record keeping of finances              | 26               | 52     | 33                        | 53     | 38                               | 62     | 42                       | 56     | 20          | 80     |
| bb) Payment of salaries and bills           | 17               | 52     | 33                        | 53     | 48                               | 48     | 61                       | 31     | 10          | 90     |
| cc) Mend the net or gear                    | 65               | 13     | 67                        | 0      | 52                               | 5      | 61                       | 0      | 20          | 10     |

**Annex I-4. Number and Percentage (in parentheses) who reported that a fish observer join the fishing operation at sea.**

| Respondent | Municipal Fisher |      | Commercial Handline Owner |      | Commercial Handline Boat Captain |      | Commercial Handline Crew |      | Purse Seine |      |
|------------|------------------|------|---------------------------|------|----------------------------------|------|--------------------------|------|-------------|------|
|            | Female           | Male | Female                    | Male | Female                           | Male | Female                   | Male | Female      | Male |
| Yes        | 0                | 0    | 0                         | 0    | 1                                | 3    | 2                        | 0    | 2           | 5    |
| No         | 11               | 12   | 6                         | 9    | 8                                | 9    | 19                       | 15   | 2           | 1    |
| Total      | 11               | 12   | 6                         | 9    | 9                                | 12   | 21                       | 1    | 4           | 6    |

**Annex I-5. Number and Percentage (in parentheses) who reported that BFAR enumerators boarded fishing boats to document catch**

| Respondent | Municipal Fisher |             | Commercial Handline Owner |            | Commercial Handline Boat Captain |             | Commercial Handline Crew |             | Purse Seine |            |
|------------|------------------|-------------|---------------------------|------------|----------------------------------|-------------|--------------------------|-------------|-------------|------------|
|            | Female           | Male        | Female                    | Male       | Female                           | Male        | Female                   | Male        | Female      | Male       |
| Yes        | 4<br>(36)        | 3<br>(25)   | 0                         | 3<br>(33)  | 2<br>(22)                        | 9<br>(75)   | 4<br>(19)                | 3<br>(20)   | 2<br>(50)   | 4<br>(67)  |
| No         | 7<br>(64)        | 9<br>(75)   | 6<br>(100)                | 6<br>(67)  | 7<br>(78)                        | 3<br>(25)   | 17<br>(81)               | 12<br>(80)  | 2<br>(50)   | 2<br>(33)  |
| Total      | 11<br>(100)      | 12<br>(100) | 6<br>(100)                | 9<br>(100) | 9<br>(100)                       | 12<br>(100) | 21<br>(100)              | 15<br>(100) | 4<br>(100)  | 6<br>(100) |

**Annex I-6. Number and Percentage (in parentheses) reporting attendance at any of the stated fisheries-related activities**

| RESPONDENT | Municipal Fisher |             | Commercial Handline Owner |             | Commercial Handline Boat Captain |              | Commercial Handline Crew |             | Purse Seine |            |
|------------|------------------|-------------|---------------------------|-------------|----------------------------------|--------------|--------------------------|-------------|-------------|------------|
|            | Female           | Male        | Female                    | Male        | Female                           | Male         | Female                   | Male        | Female      | Male       |
| Yes        | 5<br>(45.6)      | 6<br>(50)   | 6<br>(100)                | 5<br>(55.6) | 6<br>(66.7)                      | 11<br>(91.7) | 7<br>(33.3)              | 8<br>(53.3) | 0           | 6<br>(100) |
| No         | 6<br>(54.5)      | 6<br>(50)   | 0                         | 4<br>(44.4) | 3<br>(33.3)                      | 1<br>(8.3)   | 14<br>(66.7)             | 7<br>(46.7) | 4<br>(100)  | 0          |
| Total      | 11<br>(100)      | 12<br>(100) | 6<br>(100)                | 9<br>(100)  | 9<br>(100)                       | 12<br>(100)  | 21<br>(100)              | 15<br>(100) | 4<br>(100)  | 6<br>(100) |

**Annex I-7. Percentage reporting existence of fisheries-related projects in their community**

| Respondent | Municipal Fisher |      | Commercial Handline Owner |      | Commercial Handline Boat Captain |      | Commercial Handline Crew |      | Purse Seine |      |
|------------|------------------|------|---------------------------|------|----------------------------------|------|--------------------------|------|-------------|------|
|            | Female           | Male | Female                    | Male | Female                           | Male | Female                   | Male | Female      | Male |
| Yes        | 46               | 25   | 83                        | 44   | 44                               | 50   | 38                       | 53   | 0           | 17   |
| No         | 55               | 75   | 17                        | 56   | 56                               | 50   | 62                       | 47   | 100         | 83   |
| Total %    | 100              | 100  | 100                       | 100  | 100                              | 100  | 100                      | 100  | 100         | 100  |

**Annex I-8. Percentage of actors who makes decisions on fishing-related matters, by gender of respondent**

| Respondent                | Municipal Fisher |    |    |      |    |    | Commercial Handline Owner |    |    |      |    |    | Commercial Handline Boat Captain |    |    |      |    |    | Commercial Handline Crew |    |    |      |    |    | Purse Seine |    |    |      |    |    |    |
|---------------------------|------------------|----|----|------|----|----|---------------------------|----|----|------|----|----|----------------------------------|----|----|------|----|----|--------------------------|----|----|------|----|----|-------------|----|----|------|----|----|----|
|                           | Female           |    |    | Male |    |    | Female                    |    |    | Male |    |    | Female                           |    |    | Male |    |    | Female                   |    |    | Male |    |    | Female      |    |    | Male |    |    |    |
|                           | S                | H  | M  | W    | S  | M  | S                         | H  | M  | W    | S  | M  | S                                | H  | M  | W    | S  | M  | S                        | H  | M  | W    | S  | M  | S           | H  | M  | W    | S  | M  |    |
| Purchase of fishing gears | 27               | 54 | 0  | 0    | 75 | 25 | 0                         | 83 | 17 | 11   | 67 | 11 | 0                                | 56 | 22 | 0    | 67 | 17 | 10                       | 62 | 14 | 0    | 67 | 13 | 0           | 0  | 75 | 0    | 0  | 50 |    |
| Fishing area              | 18               | 82 | 0  | 0    | 92 | 8  | 0                         | 33 | 50 | 0    | 11 | 78 | 11                               | 67 | 0  | 0    | 83 | 17 | 0                        | 19 | 62 | 14   | 0  | 7  | 80          | 0  | 25 | 75   | 0  | 33 | 50 |
| Financing operations      | 18               | 36 | 19 | 0    | 8  | 33 | 17                        | 17 | 0  | 67   | 11 | 11 | 0                                | 11 | 56 | 0    | 25 | 42 | 0                        | 0  | 43 | 0    | 7  | 33 | 0           | 0  | 75 | 0    | 17 | 83 |    |
| Marketing catch           | 27               | 27 | 18 | 8    | 67 | 17 | 0                         | 50 | 33 | 0    | 67 | 11 | 0                                | 0  | 56 | 0    | 17 | 33 | 0                        | 0  | 43 | 0    | 7  | 33 | 0           | 0  | 75 | 0    | 0  | 67 |    |
| Pricing                   | 18               | 27 | 18 | 8    | 50 | 17 | 0                         | 0  | 67 | 0    | 11 | 67 | 0                                | 0  | 56 | 0    | 8  | 50 | 0                        | 0  | 43 | 0    | 7  | 40 | 0           | 0  | 75 | 0    | 0  | 50 |    |
| Timing fish operations    | 18               | 64 | 0  | 0    | 92 | 8  | 0                         | 50 | 17 | 0    | 22 | 67 | 11                               | 44 | 22 | 0    | 92 | 8  | 0                        | 0  | 86 | 0    | 7  | 67 | 0           | 0  | 50 | 0    | 33 | 50 |    |
| Hiring workers            | 18               | 27 | 0  | 0    | 25 | 25 | 0                         | 17 | 67 | 0    | 33 | 56 | 11                               | 0  | 33 | 0    | 58 | 17 | 0                        | 0  | 67 | 0    | 7  | 53 | 0           | 67 | 0  | 0    | 67 |    |    |

Legend: S – self; H – husband; M – male coworker; W – wife; S – self; M – male coworker

**Annex I-9. Demographic characteristics of respondents, by type of processor**

| Characteristic of Respondent         | Canned   |          | Frozen   |          | TVAP     |          |
|--------------------------------------|----------|----------|----------|----------|----------|----------|
|                                      | Female   | Male     | Female   | Male     | Female   | Male     |
| Mean Age (years)                     | 36       | 34       | 32       | 33       | 44       | 28       |
| Civil Status (number and %)          |          |          |          |          |          |          |
| Single                               | 1 (10)   | 3 (30)   | 3 (23)   | 5 (42)   | 1 (6)    | 6 (46)   |
| Married                              | 7 (70)   | 6 (60)   | 9 (69)   | 7 (58)   | 13 (77)  | 4 (31)   |
| Widow                                |          |          |          |          | 1 (6)    |          |
| Live-in                              | 2 (20)   | 1 (10)   | 1 (8)    |          | 2 (12)   | 3 (23)   |
| Total                                | 10 (100) | 10 (100) | 13 (100) | 12 (100) | 17 (100) | 13 (100) |
| Educational attainment of respondent |          |          |          |          |          |          |
| Some grade school                    | 1 (10)   | 1 (10)   |          |          |          | 2 (15)   |
| Grade school grad                    |          | 1 (10)   |          |          | 2 (12)   | 1 (8)    |
| Some high school                     |          | 2 (20)   |          |          |          | 3 (23)   |
| High school graduate                 | 2 (20)   | 2        | 2 (15)   | 4 (33)   | 4 (24)   | 6 (46)   |
| Vocational schooling                 |          | 2 (20)   |          | 2 (17)   |          |          |
| Some College                         | 2 (20)   | 1 (10)   | 2 (15)   | 1 (8)    | 2 (12)   | 1 (8)    |
| College graduate                     | 5 (50)   | 4 (40)   | 9 (70)   | 5 (42)   | 9 (53)   |          |
| Total                                | 10 (100) | 10 (100) | 13 (100) | 12 (100) | 17 (100) | 13 (100) |
| Educational attainment of spouse     |          |          |          |          |          |          |
| Some grade school                    |          |          |          |          | 2 (25)   |          |
| Grade school grad                    |          | 1 (11)   |          | 2 (20)   | 1 (12)   | 2 (14)   |
| Some high school                     |          | 1 (11)   |          |          | 1 (12)   | 1 (7)    |
| High school graduate                 | 3 (43)   | 2 (22)   | 1 (14)   |          | 3 (38)   | 3 (21)   |
| Vocational schooling                 |          |          |          | 2 (20)   |          | 2 (14)   |
| Some College                         | 1 (14)   | 2 (22)   | 2 (29)   | 2 (20)   | 1 (12)   | 1 (7)    |
| College graduate                     | 3 (43)   | 3 (33)   | 4 (57)   | 4 (40)   |          | 5 (36)   |
| Total                                | 7 (100)  | 9 (100)  | 7 (100)  | 10 (100) | 8 (100)  | 14 (100) |
| Ethnic group                         |          |          |          |          |          |          |
| B'laan                               |          |          |          |          |          | 3 (23)   |
| Cebuano-Bisaya                       | 7 (70)   | 4 (40)   | 12 (92)  | 7 (58)   | 13 (76)  | 5 (38)   |
| Ilocano                              | 1 (10)   |          |          | 1 (8)    |          |          |
| Ilonggo                              | 1 (10)   | 1 (10)   | 1 (8)    | 1 (8)    | 3 (18)   | 2 (15)   |
| Maguindanaoan                        |          | 1 (10)   |          |          |          |          |
| Maranao                              |          |          |          | 1 (8)    |          |          |
| Tagalog                              |          |          |          | 1 (8)    |          |          |
| Tausug                               |          |          |          |          |          | 1 (8)    |
| Tboli                                | 1 (10)   | 1 (10)   |          |          |          |          |
| Others                               |          | 3 (30)   |          | 1 (8)    | 1 (6)    | 2 (15)   |
| Total                                | 10 (100) | 10 (100) | 13 (100) | 12 (100) | 17 (100) | 13 (100) |

**Annex I-10. Approximate Number and Percentage (in parentheses) of monthly income from fish processing**

| Income<br>(in Pesos) | Canned   |          | Frozen   |          | TVAP     |          |
|----------------------|----------|----------|----------|----------|----------|----------|
|                      | Female   | Male     | Female   | Male     | Female   | Male     |
| 0 -2000              |          |          |          |          |          |          |
| 2001 - 5000          | 2 (20)   | 1 (10)   | 2 (15)   |          | 4 (23)   | 6 (46)   |
| 5001 - 10000         | 2 (20)   | 2 (20)   | 7 (54)   | 10 (83)  | 1 (6)    | 4 (31)   |
| 10001 - 15000        | 5 (50)   | 2 (20)   | 4 (31)   |          | 2 (12)   | 3 (23)   |
| 15001 - 20000        | 1 (10)   | 3 (30)   |          | 2 (17)   | 3 (18)   |          |
| 20001 - 25000        |          | 1 (10)   |          |          |          |          |
| 25001 - 30000        |          |          |          |          | 2 (12)   |          |
| 30001 - 50000        |          | 1 (10)   |          |          | 3 (18)   |          |
| 50001 - 100000       |          |          |          |          | 1 (6)    |          |
| above 100000         |          |          |          |          | 1 (6)    |          |
| Total                | 10 (100) | 10 (100) | 13 (100) | 12 (100) | 17 (100) | 13 (100) |

**Annex I-11. Number and Percentage (in parentheses) of Processors' Level of Knowledge on tuna and fishery regulations**

| Statements   | Female   |         | Male     |         |
|--|----------|---------|----------|---------|
|  | True     | False   | True     | False   |
| CANNED   |          |         |          |         |
| Hot-Smoked tuna is carcinogenic  | 5 (50)   | 5 (50)  | 4 (40)   | 6 (60)  |
| The Food Drug Administration requires processing plant to be registered  | 10 (100) |         | 10(100)  |         |
| Application of Philippine National Standard for processed tuna is mandatory  | 10 (100) |         | 10(100)  |         |
| A Philippine-flagged fishing vessel is allowed to fish in High Sea Pockets 1, 2 and 3 in the Western and Central Pacific Ocean area. | 8 (80)   | 2 (20)  | 8 (80)   | 2 (20)  |
| A tuna fishing vessel operator can export tuna to the European Union (EU) even without submission of catch logsheets.                | 4 (40)   | 6 (60)  | 2 (20)   | 8 (80)  |
| To ensure traceability, tuna product labels should include the name of fishing vessels that caught the fish                          | 9 (90)   | 1 (10)  | 8 (80)   | 2 (20)  |
| Average Percentage of Respondents Who Got the Correct Answers  | 80%      |         | 80%      |         |
| FROZEN   |          |         |          |         |
| Hot-Smoked tuna is carcinogenic  | 7 (54)   | 6 (46)  | 2 (17)   | 10 (83) |
| The Food Drug Administration requires processing plant to be registered  | 13 (100) |         | 12 (100) |         |
| Application of Philippine National Standard for processed tuna is mandatory  | 13 (100) |         | 12 (100) |         |
| A Philippine-flagged fishing vessel is allowed to fish in High Sea Pockets 1, 2 and 3 in the Western and Central Pacific Ocean area. | 10 (77)  | 3 (23)  | 10 (83)  | 2 (17)  |
| A tuna fishing vessel operator can export tuna to the European Union (EU) even without submission of catch logsheets.                | 1(8)     | 12 (92) | 1 (8)    | 11 (92) |
| To ensure traceability, tuna product labels should include the name of fishing vessels that caught the fish                          | 12 (92)  | 1 (8)   | 9 (75)   | 3 (25)  |
| Average Percentage of Respondents Who Got the Correct Answers  | 85. 83%  |         | 77.83%   |         |
| TVAP   |          |         |          |         |
| Hot-Smoked tuna is carcinogenic  | 11 (65)  | 6 (35)  | 4 (31)   | 9 (69)  |
| The Food Drug Administration requires processing plant to be registered  | 17 (100) |         | 13 (100) |         |
| Application of Philippine National Standard for processed tuna is mandatory  | 15 (88)  | 2 (12)  | 13 (100) |         |
| A Philippine-flagged fishing vessel is allowed to fish in High Sea Pockets 1, 2 and 3 in the Western and Central Pacific Ocean area. | 10 (59)  | 7 (41)  | 11 (85)  | 2 (15)  |
| A tuna fishing vessel operator can export tuna to the European Union (EU) even without submission of catch logsheets.                | 5 (29)   | 12 (71) | 6 (46)   | 7 (54)  |
| To ensure traceability, tuna product labels should include the name of fishing vessels that caught the fish                          | 8 (47)   | 9 (53)  | 12 (92)  | 1 (8)   |
| Average Percentage of Respondents Who Got the Correct Answers  | 71.66 %  |         | 77%      |         |

**Annex I-12. Number of Hours per Day Spent by Male and Female Processors on Various Activities**

| Type of Product    | Statistics | Number of Hours per Day |        |              |        |            |        |           |        |         |        |
|--------------------|------------|-------------------------|--------|--------------|--------|------------|--------|-----------|--------|---------|--------|
|                    |            | Productive              |        | Reproductive |        | Sleep/Rest |        | Community |        | Leisure |        |
|                    |            | Male                    | Female | Male         | Female | Male       | Female | Male      | Female | Male    | Female |
| Canned             | Mean       | 11.2                    | 11.4   | 4.1          | 3.8    | 7.5        | 8.2    | 0         | 0      | 1.2     | 0.6    |
|                    | Std Dev    | 1.3                     | 1.5    | 1.6          | 1.3    | 1.4        | 1.0    | 0         | 0      | 1.3     | 0.8    |
|                    | Minimum    | 9                       | 9      | 2            | 3      | 4          | 6      | 0         | 0      | 0       | 0      |
|                    | Maximum    | 13                      | 13     | 8            | 7      | 9          | 10     | 0         | 0      | 3       | 2      |
| Frozen/<br>Chilled | Mean       | 11.4                    | 10.4   | 3.0          | 4.2    | 8.8        | 8.6    | 0         | 0      | 0.8     | 0.8    |
|                    | Std Dev    | 1.6                     | 1.7    | 1.0          | 1.8    | 1.2        | 1.6    | 0         | 0      | 0.9     | 0.8    |
|                    | Minimum    | 8                       | 9      | 2            | 2      | 7          | 7      | 0         | 0      | 0       | 0      |
|                    | Maximum    | 13                      | 15     | 5            | 7      | 11         | 11     | 0         | 0      | 3       | 2      |
| TVAP               | Mean       | 10.4                    | 10.0   | 4.4          | 4.9    | 8.6        | 8.3    | 0         | 0      | 0.6     | 0.8    |
|                    | Std Dev    | 2.8                     | 2.4    | 1.4          | 1.7    | 1.1        | 1.4    | 0         |        | 0.8     | 0.8    |
|                    | Minimum    | 7                       | 4      | 1            | 2      | 6          | 6      | 0         | 0      | 0       | 0      |
|                    | Maximum    | 17                      | 13     | 6            | 8      | 10         | 11     | 0         | 0      | 2       | 2      |

**Annex I-13. Demographic characteristics of trader-respondents**

|                                  |                       | Male |    | Female |      | Total |      |
|----------------------------------|-----------------------|------|----|--------|------|-------|------|
|                                  |                       | F    | %  | F      | %    | F     | %    |
| Age                              | Mean                  | 38   |    | 40     |      |       |      |
|                                  | Median                | 34.5 |    | 41.5   |      |       |      |
|                                  | Std dev               | 11.4 |    | 13.7   |      |       |      |
|                                  | Min                   | 19   |    | 19     |      |       |      |
|                                  | Max                   | 60   |    | 65     | 49   | 45    | 100  |
| Civil Status                     | Single                | 6    | 27 | 4      | 17   | 10    | 22   |
|                                  | Married               | 14   | 64 | 17     | 74   | 31    | 69   |
|                                  | Separated             | 1    | 5  | 0      | 0    | 1     | 0    |
|                                  | Widow                 | 0    | 0  | 1      | 4    | 1     | 2    |
|                                  | Live-in               | 1    | 5  | 1      | 4    | 2     | 4    |
| Educational Attainment           | Some grade school     | 0    | 0  | 2      | 9    | 2     | 4    |
|                                  | Grade school graduate | 4    | 18 | 1      | 4    | 5     | 11   |
|                                  | Some high school      | 7    | 32 | 3      | 13   | 10    | 22   |
|                                  | High school graduate  | 5    | 23 | 6      | 26   | 11    | 24   |
|                                  | Vocational schooling  | 2    | 9  | 2      | 9    | 4     | 9    |
|                                  | Some college          | 4    | 18 | 8      | 35   | 12    | 27   |
|                                  | College graduate      | 0    | 0  | 1      | 4    | 1     | 2    |
| Ethnic Group                     | B'laan                | 1    | 5  | 0      | 0    | 1     | 2    |
|                                  | Cebuano-bisaya        | 15   | 68 | 18     | 70   | 33    | 73   |
|                                  | Ilocano               | 1    | 5  | 0      | 0    | 1     | 2    |
|                                  | Ilonggo               | 3    | 14 | 0      | 0    | 3     | 7    |
|                                  | Maguindanaoan         | 1    | 5  | 1      | 4    | 2     | 4    |
|                                  | Maranao               | 0    | 0  | 1      | 4    | 1     | 2    |
|                                  | Tausug                | 1    | 5  | 0      | 0    | 1     | 2    |
|                                  | Others                | 0    | 0  | 3      | 13   | 3     | 7    |
| Length of stay in General Santos | Mean                  | 22.9 |    |        | 27   |       | 25   |
|                                  | Std dev               | 14.4 |    |        | 17.3 |       | 15.9 |
|                                  | Min                   | 1    |    |        | 1    |       | 1    |
|                                  | Max                   | 50   |    |        | 58   |       | 58   |

**Annex I-14. Sex-Disaggregated Data on GSFPC Personnel, as of February 2017**

| Clients Served   | Accredited | Permit To Conduct Business (PTCB) |             |         | Others (Lost ID, Replacement ID only) |   |
|--|------------|-----------------------------------|-------------|---------|---------------------------------------|---|
|  |            | M                                 | F           | Company | M                                     | F |
| Cold Store   |            |                                   |             | 1       |                                       |   |
| Commercial   |            |                                   |             | 1       |                                       |   |
| Company Classifier   |            | 1                                 |             |         |                                       |   |
| Employee   |            | 65                                | 33          |         | 2                                     |   |
| Fisher   |            | 3                                 |             |         |                                       |   |
| Food Seller  |            |                                   | 1           |         |                                       |   |
| Helper   |            | 1                                 | 4           |         |                                       |   |
| Janitor  |            | 1                                 |             |         |                                       |   |
| Laborer  |            | 523                               | 65          |         | 8                                     |   |
| Market Traders (broker, trader, Financier, jamboler, supplier, dispatcher) | 6          | 292                               | 138         | 17      | 10                                    | 1 |
| Owner  |            | 1                                 |             |         | 6                                     |   |
| Production Worker  |            | 36                                | 36          |         |                                       |   |
| Representative   |            | 6                                 | 4           |         |                                       | 1 |
| Trucking Services  |            | 1                                 |             |         |                                       |   |
| Grand Total  | 6          | 930 (76.8%)                       | 281 (23.2%) | 19      | 26                                    | 2 |
|  |            | 1211                              |             | 19      | 28                                    |   |

**Annex I-15. Monthly Income from Fish Trading (in Philippine Peso)**

| Monthly earning (in Pesos) | Female |     | Male   |     | Total  |     |
|----------------------------|--------|-----|--------|-----|--------|-----|
|                            | Number | %   | Number | %   | Number | %   |
| 0 -2000                    | 0      | 0   | 0      | 0   | 0      | 0   |
| 2001 – 5000                | 5      | 22  | 4      | 18  | 9      | 20  |
| 5001 – 10000               | 11     | 49  | 8      | 35  | 19     | 42  |
| 10001 – 15000              | 4      | 17  | 4      | 18  | 8      | 18  |
| 15001 – 20000              | 1      | 4   | 3      | 14  | 4      | 9   |
| 20001 – 25000              | 0      | 0   | 1      | 5   | 1      | 2   |
| 25001 – 30000              | 1      | 4   | 0      | 0   | 1      | 2   |
| 30001 – 50000              | 1      | 4   | 1      | 5   | 2      | 4   |
| 50001 – 100000             | 0      | 0   | 0      | 0   | 0      | 0   |
| above 100000               | 0      | 0   | 1      | 5   | 1      | 2   |
| Total                      | 23     | 100 | 22     | 100 | 45     | 100 |

**Annex I-16. Family Labor in Fish Trading**

| Family Member   | Number | Age           | Is Labor Paid? |    | Type of work? |       |
|-----------------|--------|---------------|----------------|----|---------------|-------|
|                 |        |               | Yes            | No | Supervisory   | Labor |
| Spouse          | 24     | 17 -77 (40.7) | 13             | 11 | 4             | 20    |
| Son             | 11     | 10-46 (23.9)  | 7              | 4  | 0             | 11    |
| Daughter        | 3      | 15-27(21.3)   | 2              | 1  | 0             | 3     |
| Father          | 0      | 0             | 0              | 0  | 0             | 0     |
| Mother          | 0      | 0             | 0              | 0  | 0             | 0     |
| Niece           | 0      | 0             | 0              | 0  | 0             | 0     |
| Nephew          | 1      | 12            | 0              | 1  | 0             | 1     |
| Grandfather     | 0      | 0             | 0              | 0  | 0             | 0     |
| Grandmother     | 0      | 0             | 0              | 0  | 0             | 0     |
| Daughter In-law | 1      | 36            | 1              | 0  | 0             | 1     |
| Son-in-law      | 0      | 0             | 0              | 0  | 0             | 0     |



**Annex I-17. Employment Status of Hired Labor by Traders**

| Type of respondent | Employment status | Peak Season (figures in %) |        |         | Off Season (figures in %) |        |         |
|--------------------|-------------------|----------------------------|--------|---------|---------------------------|--------|---------|
|                    |                   | Male                       | Female | Average | Male                      | Female | Average |
| Female             | Regular           | 32                         | 22     | 27      | 27                        | 23     | 25      |
|                    | Contractual       | 68                         | 78     | 73      | 83                        | 77     | 80      |
| Male               | Regular           | 18                         | 10     | 14      | 17                        | 10     | 13      |
|                    | Contractual       | 82                         | 90     | 86      | 83                        | 90     | 86      |

**Annex I-18. Buyers of Traders**

| Type of buyer                    | Female |        | Male |        |
|----------------------------------|--------|--------|------|--------|
|                                  | Sex    |        | Sex  |        |
|                                  | Male   | Female | Male | Female |
| Local Restaurants                | 1      | 0      | 3    | 2      |
| Other Local institutional buyers | 1      | 0      | 1    | 0      |
| Exporters                        |        |        | 1    | 1      |
| Buying offices of exporters      |        |        |      |        |
| Other wholesalers                |        |        | 1    | 0      |
| Other wholesalers-retailers      |        |        |      |        |
| Retailers/Supermarkets           |        |        | 2    | 1      |
| Small-scale market vendors       | 1      | 1      | 3    | 4      |
| Processors                       | 1      | 1      | 2    | 1      |
| Households                       | 22     | 22     | 19   | 19     |
| Tourists                         | 2      | 0      | 1    | 0      |

**Annex I-19. Gender of Suppliers of Fresh Tuna**

| Type of respondent                 | Type of supplier | Mean | Median | Std Dev | Min | Max |
|------------------------------------|------------------|------|--------|---------|-----|-----|
| Female                             | Men              | 58   | 60     | 22      | 0   | 85  |
|                                    | Women            | 42   | 40     | 22      | 15  | 100 |
| Male                               | Men              | 65   | 70     | 23      | 0   | 100 |
|                                    | Women            | 35   | 30     | 23      | 0   | 100 |
| t-value = -0.952   p-value = 0.346 |                  |      |        |         |     |     |

**Annex I-20. Number and Percentage (in parentheses) of Traders' Level of Knowledge on Tuna and Fishery Regulations**

| Statement  | Correct Answer | Female  |         | Male    |         | Chi square value | p-value |
|--|----------------|---------|---------|---------|---------|------------------|---------|
|  |                | True    | False   | True    | False   |                  |         |
| Smoked tuna is carcinogenic  | True           | 14 (61) | 9 (39)  | 10 (46) | 12 (54) | 1.07             | 0.300   |
| The Food Drug Administration requires processing plant to be registered  | True           | 22 (96) | 1 (4)   | 21 (96) | 1 (4)   | 0.001            | 0.974   |
| Application of Philippine National Standard for processed tuna is mandatory  | True           | 20 (87) | 3 (13)  | 19 (86) | 3 (14)  | 0.003            | 0.953   |
| Tuna is a migratory fish   | True           | 18 (78) | 5 (22)  | 16 (73) | 6 (27)  | 0.186            | 0.666   |
| Commercial fishers are not allowed to fish within 15km municipal water   | True           | 17 (74) | 6 (26)  | 20 (91) | 2 (9)   | 2.22             | 0.136   |
| The legal size for purse seine to catch tuna is 3cm  | False          | 14 (61) | 9 (39)  | 14 (64) | 8 (36)  | 0.037            | 0.848   |
| The city government requires the registration of purse seine   | False          | 20 (87) | 3 (13)  | 21 (96) | 1 (4)   | 1.003            | 0.317   |
| Skipjack is a kind of tuna   | True           | 14 (61) | 9 (39)  | 14 (64) | 8 (36)  | 0.037            | 0.848   |
| A Philippine-flagged fishing vessel is allowed to fish in High Sea Pockets 1, 2 and 3 in the Western and Central Pacific Ocean area. | False          | 17 (74) | 6 (26)  | 15 (68) | 7 (32)  | 0.180            | 0.672   |
| A tuna fishing vessel operator can export tuna to the European Union (EU) even without submission of catch log sheets.               | False          | 7 (3)   | 16 (70) | 8 (36)  | 14 (64) | 0.178            | 0.673   |
| To ensure traceability, tuna product labels should include the name of fishing vessels that caught the fish                          | True           | 16 (70) | 7 (30)  | 19 (86) | 3 (14)  | 1.836            | 0.175   |
| Average Percentage of Respondents Who Got the Correct Answers  |                | 47.91%  |         | 49.27%  |         |                  |         |

**Annex I-21. Number and Percentage (in parentheses) of Traders' Beliefs**

| Statements   | Female  |          |                            | Male    |          |                            | Chi square value | p-value |
|--|---------|----------|----------------------------|---------|----------|----------------------------|------------------|---------|
|  | Agree   | Disagree | Neither Agree nor Disagree | Agree   | Disagree | Neither Agree nor Disagree |                  |         |
| Women are more skillful in trading than men                      | 18 (78) | 1 (4)    | 4 (17)                     | 13 (59) | 5 (23)   | 4 (18)                     | 3.45             | 0.178   |
| Women are easier to deal with than men in the trading business.  | 20 (87) | 2 (9)    | 1 (4)                      | 13 (59) | 6 (27)   | 3 (14)                     | 4.46             | 0.107   |
| Men are more particular about quality of tuna traded than women. | 14 (61) | 5 (22)   | 4 (17)                     | 10 (45) | 9 (41)   | 3 (14)                     | 1.93             | 0.381   |
| Women are more efficient in trading than men.                    | 17 (74) | 4 (17)   | 2 (9)                      | 13 (59) | 7 (32)   | 2 (9)                      | 1.33             | 0.514   |

**Annex I-22. Number and Percentage (in parentheses) of Traders' Perception about Purchase Behavior of Buyers of Fresh Tuna**

| Behaviors   | Female  |        | Male    |         | chi square | p-value |
|---|---------|--------|---------|---------|------------|---------|
|   | Female  | Male   | Female  | Male    |            |         |
| Who is stricter with product quality  | 12 (71) | 5 (29) | 11 (73) | 4 (27)  | 0.030      | 0.863   |
| Who is easier to negotiate with   | 10 (59) | 7 (41) | 8 (53)  | 7 (47)  | 0.098      | 0.755   |
| Who is more serious in complying with agreed sales conditions ((e.g. delivery schedule, packaging and labeling requirements, quality standards, etc.) | 9 (53)  | 8 (47) | 7 (47)  | 8 (53)  | 0.125      | 0.723   |
| Who is more firm with their decisions   | 9 (53)  | 8 (47) | 2 (13)  | 13 (87) | 5.542      | 0.019   |

**Annex I-23. Activities Performed by Male and Female Traders**

| Activity                                 | Female  |         | Male     |        | chi square | p-value       |
|--|---------|---------|----------|--------|------------|---------------|
|  | Men     | Women   | Men      | Women  |            |               |
| <b>Administrative work</b>               |         |         |          |        |            |               |
| Process registration and legal documents | 3 (13)  | 17 (74) | 12 (55)  | 6 (27) | 10.5900    | <b>0.0010</b> |
| Hiring of workers                        | 5 (22)  | 8 (35)  | 8 (36)   | 3 (14) | 2.8200     | 0.0980        |
| Receive payment                          | 0 (0)   | 21 (91) | 13 (59)  | 9 (41) | 17.7900    | -             |
| Record of sales                          | 1 (4)   | 15 (65) | 10 (46)  | 8 (36) | 9.4100     | <b>0.0020</b> |
| Record of financial transactions         | 1 (4)   | 14 (61) | 10 (46)  | 8 (36) | 8.8000     | <b>0.0030</b> |
| Record production                        | 2 (9)   | 12 (52) | 8 (36)   | 5 (23) | 6.4500     | <b>0.0110</b> |
| Inventory of stocks                      | 0(0)    | 13 (57) | 11 (50)  | 5 (23) | 14.4000    | -             |
| Payment of salaries and bills            | 0(0)    | 19 (83) | 12 (55)  | 5 (23) | 20.1200    | -             |
| <b>Marketing</b>                         |         |         |          |        |            |               |
| Identify suppliers of fresh tuna         | 10 (43) | 13 (57) | 17 (77)  | 4 (18) | 6.5000     | <b>0.0110</b> |
| Identify suppliers of processed tuna     | 11 (48) | 6 (26)  | 10 (45)  | 3 (14) | 0.5200     | 0.4690        |
| Identify buyers of fresh tuna            | 8 (35)  | 12 (52) | 17 (77)  | 4 (18) | 7.2200     | <b>0.0070</b> |
| Identify buyers of processed tuna        | 7 (30)  | 7 (30)  | 8 (36)   | 5 (23) | 0.3600     | 0.5470        |
| Negotiate with the buyer                 | 5 (22)  | 16 (70) | 17 (77)  | 4 (18) | 13.7500    | -             |
| Look for supplier of tuna                | 11 (48) | 11 (48) | 19 (86)  | 3 (14) | 6.7100     | <b>0.0100</b> |
| Transport to the buyer                   | 10 (44) | 1 (4)   | 12 (54)  | 1 (5)  | 0.0200     | 0.9020        |
| Load and Unload products                 | 20 (87) | 2 (9)   | 22 (100) |        | 2.1000     | 0.1480        |
| Weigh, sort and classify products        | 4 (17)  | 18 (78) | 19 (86)  | 3 (14) | 20.5000    | -             |
| Pack                                     | 2 (9)   | 12 (52) | 7 (32)   | 3 (14) | 7.7300     | 0.0050        |
| Label                                    | 1 (4)   | 4 (17)  | 6 (27)   | 4 (18) | 2.1400     | 0.1430        |
| <b>Production</b>                        |         |         |          |        |            |               |
| Remove the guts and gills                | 9 (39)  | 12 (51) | 19 (86)  | 1 (5)  | 12.8600    | -             |
| Operate equipment                        | 5 (22)  | 5 (22)  | 10 (46)  | 2 (9)  | 2.7900     | 0.1000        |
| Ensure quality control                   | 3 (13)  | 14 (61) | 13 (59)  | 5 (23) | 10.4900    | 0.0010        |
| Cook                                     | 1 (4)   | 5 (22)  | 1 (5)    | 4 (18) | 0.0200     | 0.8870        |
| Blast freezing                           | 7 (30)  | 1 (5)   | 6 (24)   |        | 0.8100     | 0.3690        |
| Storage                                  | 9 (39)  | 3 (13)  | 13 (59)  |        | 3.6900     | 0.0600        |
| Clean and maintain physical facilities   | 6 (26)  | 14 (61) | 19 (86)  | 2 (9)  | 15.7400    | -             |

**Annex I-24. Institutions, Practices and Services Providing an Enabling Environment in the Attainment of Gender Equity and Women's Empowerment in the Tuna Value Chain**

| ENABLERS   | NODES     |   |            |   |         |   |
|--|-----------|---|------------|---|---------|---|
|  | Producers |   | Processors |   | Traders |   |
|  | M         | F | M          | F | M       | F |
| <b>I. Financing/Livelihood Assistance</b>  |           |   |            |   |         |   |
| <b>A. Government Agencies</b>  |           |   |            |   |         |   |
| 1. Bureau of Fisheries and Aquaculture Resources (BFAR) I2   |           |   |            |   |         |   |
| Provides fishing needs: fingerlings, nets, bancas, life jacket, gears  |           | x |            |   |         |   |
| 2. Department of Trade and Industry (DTI)  |           |   |            |   |         |   |
| Livelihood Assistance: for women's groups as well as mixed groups. e.g. A group of women who are wives or daughters of fishers are assisted in their livelihood activity making dye bags and gloves to avoid "bale bale" (cash advance) and Muslim-Christians associations are given sewing machines and trained on pricing and costing, entrepreneurship, packaging.  |           |   |            |   | x       | x |
| 3. Department of Labor and Employment (DOLE)   |           |   |            |   |         |   |
| Gives livelihood assistance grants, starter kits, nego karts,  |           |   |            |   |         | x |
| Links up their beneficiaries with other agencies (e.g TESDA, DTI) depending on needs   |           |   |            |   | x       | x |
| <b>B. Local Government Unit (LGU)</b>  |           |   |            |   |         |   |
| 1. Provincial Fisheries Office (PFO) of South Cotabato does not provide cash but based on needs analysis, target is the family, for aquaculture they provide for fisherfolks, fingerlings, nets, bancas with life jacket, fishing gears. The basis for assistance is whatever is needed in the area  | x         | x |            |   |         |   |
| <b>C. Others/Private Sector</b>  |           |   |            |   |         |   |
| 1. Canneries   |           |   | x          | x |         |   |
| One company provides salary loan for regular workers equivalent to one month payable in 6 months without interest  |           |   |            |   |         |   |
| 2. Non-Government Organization (NGO)   |           |   |            |   |         |   |
| Encourages groups to have saving scheme, organized self-help groups  |           |   |            | x |         |   |
| Provides rice assistance to wives of detained fishers  |           |   |            | x |         |   |
| <b>II. Capability-building/Training</b>  |           |   |            |   |         |   |
| <b>A. Government Agencies</b>  |           |   |            |   |         |   |
| 1. BFAR I2   |           |   |            |   |         |   |
| Aquaculture training, regulatory training  | x         | x |            |   |         |   |
| GAD is integrated in projects and programs and activities  |           |   |            | x |         |   |
| 2. DTI   |           |   |            |   |         |   |
| Training for packaging, labelling and accessing credits  |           |   | x          | x |         |   |
| For Big Exports – (1) updates on General System Products (GSP) on taxation of export products, tariff for Europe, accreditation for food safety 2) Micro and small industry – tuna processing such as cutting of tuna, chorizo (60/40 more women), food safety (more men), spearhead training for MSME, sensory analysis of fish (mixed groups), assistance for BFAD registration in Koronadal (50/50%), training on tuna processing (choice cut, crazy cut) cutting on the side |           |   | x          | x | x       | x |
| 4. General Santos Fish Port Complex (GSFPC)  |           |   |            |   |         |   |
| Provides training for livelihood such as Hazard Analysis Critical Control Point (HACCP), Good Manufacturing Practices/Housekeeping (GMP), Sanitation Standard Operating Procedure (SSOP)   |           |   | x          | x |         |   |
| Tuna value added training with Gender and Development (GAD) integration  |           |   |            | x |         |   |
| <b>B. LGU</b>  |           |   |            |   |         |   |
| 1. Office of City Agriculturist (OCAG)   |           |   |            |   |         |   |

|   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|
| Provides Value-added training: food processing e.g., <i>Chorizo</i> and <i>Embutido</i> and other processed products that are tuna or fish- based; , custom-make other modules according to need  |   |   | x | x |   |   |
| Together with BFAR gives orientation on pros and cons of dynamite fishing and other forms of illegal fishing as well as on law enforcement  | x | x |   |   |   |   |
| 2. PFO  |   |   |   |   |   |   |
| Provides training on feeding, feeding formula, correct stocking, commercial fishing;  | x | x |   |   |   |   |
| Post-harvest: smoking, smoking, drying, de-boning, value adding, seaweeds, pickles, soap-making   |   | x |   |   |   |   |
| Coordinates with the region on law enforcement: organizing <i>bantay dagat</i> (guardians of the sea), with marine coast guards   | x | x |   |   |   |   |
| 3. OPAG   |   |   |   |   |   |   |
| Conducts capacity-building but relies on BFAR for material support; training on law-enforcement, GAD training for batches, and also integrates this during RIC training.  |   | x |   |   |   |   |
| Provides training for wives of fishers on processing and value-adding   |   | x |   |   |   |   |
| <b>C. Private Sector/Others</b>   |   |   |   |   |   |   |
| 1. SOCKSARGEN Federation of Fishing and Allied Fisheries Industries, Incorporated (SFFAI)   |   |   |   |   |   |   |
| Facilitates training through TESDA  |   |   |   |   | x | x |
| Facilitates training on entrepreneurship  |   |   |   |   | x | x |
| 2. Canneries  |   |   |   |   |   |   |
| Factory workers are provided orientation on “loining” section   |   |   |   | x |   |   |
| Provided training on Good Manufacturing Practices (GMP) sanitation, better process controls, and Hazard Training (HACCP), Food Safety, Leadership, Occupational Health and Safety, GMP/SSOP Orientation   |   |   | x | x |   |   |
| 3. Academe  |   |   |   |   |   |   |
| Training on fish processing, enterprise development, food processing, environmental preservation  |   | x |   |   |   |   |
| 4. NGO  |   |   |   |   |   |   |
| Provides training on facilitation skills, Violence Against Women (VAWC), sustainable agriculture, sustainable fishery (marginal fishing)  | x | x |   |   |   |   |
| 5. Women’s Organization   |   |   |   |   |   |   |
| Financial management: part of member wives’ earning is used for capital for another fishing trip  |   | x |   |   |   |   |
| <b>III. Infrastructure/Facilities</b>   |   |   |   |   |   |   |
| <b>A. Government Agencies</b>   |   |   |   |   |   |   |
| 1. BFAR   |   |   |   |   |   |   |
| Facilities/infrastructure provided smokehouse, portable smoke house, - processing starter kit, chest freezer.   |   | x |   | x |   |   |
| 2. DTI  |   |   |   |   |   |   |
| Provides equipment such as silent cutter, vacuum packer, grinder, as well bring in services of other agencies and machines such as sewing machine   |   |   | x | x |   |   |
| 3. GSFP   |   |   |   |   |   |   |
| Provides infrastructure and support services, space for various stages of processing utilized by men and women, separate comfort rooms for men and women, clinic, restaurants, cooperatives, banks, ice plants, boots for everyone - to answer needs of workers and customers |   |   | x | x |   |   |
| <b>B. LGU</b>   |   |   |   |   |   |   |
| 1. PFO: Facilitated facilities provided by BFAR such as smoke houses, freezer, vacuum packer,   |   |   | x | x |   |   |
| 2. OPAG   |   |   |   |   |   |   |
| Existence of a budget for fish landing centers  | x |   |   |   |   |   |
| Provides assistance to men operating fish cages   | x |   |   |   |   |   |
| <b>C. Private Sector/Others</b>   |   |   |   |   |   |   |

|   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|
| 1. Canneries: The facility is gender-sensitive. Presence of female security guard for inspecting women workers and male security for men; Provides breastfeeding room for mothers, separate toilets for men and women, provide necessary tools and materials regardless of sex                  |   |   | x | x |   |   |
| 2. Academe: Use of College of Fisheries building  |   |   | x | x |   |   |
| <b>IV. Marketing Assistance</b>   |   |   |   |   |   |   |
| <b>A. Government Agencies</b>   |   |   |   |   |   |   |
| 1. BFAR 12: Encourages women to join local and international trade fair, mall exhibits and provide them with starter kits for small processors, , chopping board, gloves, <i>palanggana</i> (basin), weighing scales, stainless fish stall, and stand-alone stall, cladding on top of the table |   |   |   | x |   | x |
| <b>B. LGU</b>   |   |   |   |   |   |   |
| 1. OCAG: Makes referrals to fish processors in response to queries from public. They are made to attend trade fairs   |   |   | x | x |   |   |
| 2. PFO: Puts up a booth to display women's products in a trade fair   |   |   |   |   |   | x |
| <b>C. Others</b>  |   |   |   |   |   |   |
| 1. Academe: Some faculty members serve as resource persons on marketing; Women's organizations collaborate with college of Business Administration  |   |   |   | x |   | x |
| 2. Women's Organization: Encourage their women members to get orders for dried fish from offices and compradors   |   |   |   | x |   | x |
| <b>V. Participation in the workforce, community organization, CDT/EAFM activities</b>   |   |   |   |   |   |   |
| <b>A. Government Agencies</b>   |   |   |   |   |   |   |
| 1. BFAR 12  |   |   |   |   |   |   |
| Women encouraged to become members and officers of organizations. And such organizations to be registered with BFAR so they may avail of projects. Men can be assigned as president and women can be vice-president or occupy other positions,  | x |   |   |   |   |   |
| 2. BFAR-Regional Administrative Support Product Certification Unit (RASPCU)   |   |   |   |   |   |   |
| Women participate in inspection when fishing boats land in fish landing areas   | x | x |   |   |   |   |
| 3. DOLE   |   |   |   |   |   |   |
| Assists one organization in Brgy. Fatima with wives of fishers as members and who availed of a livelihood project   |   |   |   | x |   |   |
| 4. GSFP   |   |   |   |   |   |   |
| Women are now in hauling areas, they do tagging and delivery of fish, given opportunity to be collectors and checker, a practice which before were only for men, In production, men do the scaling and women deliver to buyers.   | x | x | x | x | x | x |
| Presence of many cooperatives in the complex led by both men and women while most officers are women  |   |   | x | x | x | x |
| <b>B. LGU</b>   |   |   |   |   |   |   |
| 1. OCAG: No distinction between men and women for membership and leadership position  | x | x | x | x |   |   |
| 2. PFO: existence of 5 women associations, 2 mixed associations   | x | x | x | x |   |   |
| 3. OPAG: Presence of organizations of mixed membership with usually men usually occupying top positions except in fish processing where women lead. At the provincial level men are usually in positions of influence while more women officers are found in <i>municipio</i> and barangays     | x | x | x | x |   |   |
| <b>C. Others/Private Sector</b>   |   |   |   |   |   |   |
| Women's organization: existence of 1 women's association  |   |   |   | x |   |   |
| <b>VI. Compliance of Legal Matters and Policies</b>   |   |   |   |   |   |   |
| <b>A. Government agencies</b>   |   |   |   |   |   |   |
| 1. PFDA/GSFP: Legal and social protection: The fishing companies provide benefits for both men and women, e.g. SSS, PhilHealth, apply the Labor Code and aware of the Magna Carta of Women. GAD indicators are incorporated in all programs, policies and plans                                 |   |   | x | x |   |   |

|   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|
| 2. DOLE: Beneficiaries of livelihood programs have GSIS coverage for one year. Thereafter if project is continued, Philhealth and SSS are provided  |   |   | x | x | x | x |
| 3. BFAR 12: In the office: SSS, Philhealth membership, in the communities, compliance of fisheries code, Magna Carta of women, fisherfolk registration; Philhealth handled by DSWD  |   |   |   |   |   |   |
| 4. DTI: Labor code discussed during GAD seminars, Go Negosyo, rights of employees, SSS, Philhealth membership, less taxation from BIR   |   |   |   |   |   |   |
| <b>B. LGU</b>   |   |   |   |   |   |   |
| 1. OCAG: Compliance of Pag-ibig, Philhealth Membership (includes even job order employees who are encouraged to apply to SSS for social protection. Compliance with fisheries code and Magna Carta of Women and the City Fisheries Code.  | x | x | x | x | x | x |
| 2. PFO: SSS, GSIS, Philhealth membership, compliance of labor code, provision of group health insurance like Maxicare   | x | x | x | x | x | x |
| 3. OPAG: SSS, GSIS, Philhealth membership, compliance with labor code, provision of group health insurance like Maxicare  | x | x | x | x | x | x |
| <b>C. Others/Private Sector</b>   |   |   |   |   |   |   |
| 1. Academe: GSIS, SSS, Philhealth membership, compliance of labor code, GAD activities had been scheduled for the year, health issues and value added incorporated in lectures  |   |   |   |   |   |   |
| 2. Canneries: 1) SSS, Philhealth, Pag-ibig membership, annual physical examination, health insurance, follows BFAR regulations since it is a fishing industry, re Magna Carta of Women, the company has equal treatment of men and women. 2) both : SSS, Philhealth, HMO, Paternity Leave, other provisions of labor code, Magna Carta of Women |   |   | x | x |   |   |
| 3. Association of Industry Players: 1) SSS, Philhealth membership, compliance of labor code, no conscious effort on following provisions of the MCW; 41% who attended the Tuna Congress were women  |   |   | x | x | x | x |
| 4. NGO: SSS/PhilHealth membership/compliance of other provisions of the labor code  | x | x | x | x |   |   |
| 5. Women's Organization: SSS for self-employed, PhilHealth membership, Frame (a mortuary package), Magna Carta of Women: existence of Barangay. Women's and Children's Protection Desk, existence of Brgy. Committee on Women, fisheries code: not yet  |   | x |   | x |   | x |
| <b>VIII. Information Dissemination</b>  |   |   |   |   |   |   |
| <b>A. Government Agencies</b>   |   |   |   |   |   |   |
| 1. BFAR: for all though; however since most fishers are men, it is they who get more informed; Information on latest policies, laws, ordinances, benefits, etc. through IEC materials, lecture, during Gender Sensitivity Training  | x | x | x | x | x | x |
| 2. PFDA/GSPFPC: Directed towards general population through flyers, memos and frames in malls   |   |   |   |   |   |   |
| 3. DTI: Hold tuna congress (mostly women attend), put up booths, join annual trade fairs (mostly women join) and where they distribute brochures and take in orders, Go Negosyo project campaign,   | x | x | x | x | x | x |
| <b>B. LGUs</b>  |   |   |   |   |   |   |
| 1. OCAG: personnel assigned to different coastal barangays to coordinate with barangay council; through media such as regular radio and TV program  | x | x | x | x | x |   |
| <b>C. Others/Private Sector</b>   |   |   |   |   |   |   |
| 1. SFFAI: disseminate information through government organizations they work with, use of posters and other paraphernalia   | x | x | x | x | x | x |
| 2. Canneries: Re-echo training, seminars and workshops to staff and workers, information included in OJT of trainees  |   |   | x | x | x | x |
| 3. Academe: Collaborate with other agencies in some projects (e.g. fish farm), to staff and their families  | x | x | x | x | x |   |



| <b>VIII. Technical Assistance/Technology Transfer</b>  |   |   |   |   |   |   |
|--|---|---|---|---|---|---|
| <b>A. Government Agencies</b>  |   |   |   |   |   |   |
| 1. BFAR 12: Technical support through monitoring and evaluating women's organization projects  |   | x |   |   |   | x |
| 2. PFDA/GSPFPC: Technical support for both men and women; e.g. Fish preservation (condition of the fish, preservation, time and temperature  |   |   | x | x |   |   |
| 3. DTI: technical support in the form of assisting laboratory (private companies) capacity for fish analysis for export products where usually women are laboratory technicians; for technology transfer, collaborates with other agencies in upgrading products , branding, labelling,, consultant for best-selling, first selling product-buying |   |   | x | x | x | x |
| <b>B. LGUs</b>   |   |   |   |   |   |   |
| 1. OCAG: Technical assistance and techno demo are interlinked (e.g after BFAR gives inputs fingerlings, hook and line fishing paraphernalia to beneficiaries, technical assistance is coupled with technology or how to do it  | x | x |   |   |   |   |
| <b>C. Others/Private Sector</b>  |   |   |   |   |   |   |
| 1. Canneries: Engineers attend annual conventions on updating in engineering technology and advancement and re-echo knowledge and skills to staff and workers  |   |   | x | x |   |   |
| 2. NGO: Training for women on marginal fishing, rice propagation and water system  | x |   |   |   |   |   |

# ANNEX 2

## SURVEY QUESTIONNAIRES

### Fishers and Operators

#### SURVEY QUESTIONNAIRE Set A: FISHERS AND OPERATORS

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

|  |   |
|--|---|
|  | <p> <input type="checkbox"/> Cebuano-Bisaya<br/> <input type="checkbox"/> Ilocano<br/> <input type="checkbox"/> Ilonggo<br/> <input type="checkbox"/> Tagalog<br/> <input type="checkbox"/> Waray<br/> <input type="checkbox"/> Badjao<br/> <input type="checkbox"/> B'laan<br/> <input type="checkbox"/> Maguindanaoan<br/> <input type="checkbox"/> Maranao<br/> <input type="checkbox"/> Tausug<br/> <input type="checkbox"/> T'boli<br/> <input type="checkbox"/> Others, specify _____         </p> <p><b>About spouse/partner of respondent, if applicable:</b></p> <p>Sex: <input type="checkbox"/> Male<br/> <input type="checkbox"/> Female</p> <p>Highest educational attainment :</p> <p> <input type="checkbox"/> No formal schooling<br/> <input type="checkbox"/> Some grade school<br/> <input type="checkbox"/> Grade school graduate<br/> <input type="checkbox"/> Some high school<br/> <input type="checkbox"/> High school graduate<br/> <input type="checkbox"/> Some college<br/> <input type="checkbox"/> Vocational schooling<br/> <input type="checkbox"/> College graduate<br/> <input type="checkbox"/> Post Graduate         </p> <p>Civil Status:</p> <p> <input type="checkbox"/> Single<br/> <input type="checkbox"/> Married<br/> <input type="checkbox"/> Separated<br/> <input type="checkbox"/> Widow/Widower<br/> <input type="checkbox"/> Live-in         </p> <p>Ethnic group:</p> <p> <input type="checkbox"/> Bicolano<br/> <input type="checkbox"/> Cebuano-Bisaya<br/> <input type="checkbox"/> Ilocano<br/> <input type="checkbox"/> Ilonggo<br/> <input type="checkbox"/> Tagalog<br/> <input type="checkbox"/> Waray<br/> <input type="checkbox"/> Badjao<br/> <input type="checkbox"/> B'laan<br/> <input type="checkbox"/> Maguindanaoan<br/> <input type="checkbox"/> Maranao<br/> <input type="checkbox"/> Tausug<br/> <input type="checkbox"/> T'boli<br/> <input type="checkbox"/> Others, specify _____         </p> <p>How many years has your spouse lived in General Santos City? ____ years</p> <p><b>For respondent only</b></p> <p>I. How many persons live in your household? ____</p> |
|--|---|

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

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

3. What is your household's most important/primary source of income? (One answer only)
- ☐ Fishing  
☐ Fish processing  
☐ Fish trading/selling  
☐ Farming  
☐ Profession  
☐ Remittance  
☐ Others, specify \_\_\_\_\_
4. What is your household's second most important source of income? (One answer only)
- ☐ Fishing  
☐ Fish processing  
☐ Fish trading/selling  
☐ Farming  
☐ Profession  
☐ Remittance  
☐ Others, specify \_\_\_\_\_  
☐ None
5. Approximately how much do you earn per month from fishing? (One answer only)
- ☐ 0 to 2,000  
☐ 2,001 to 5,000  
☐ 5,001 to 10,000  
☐ 10,001 to 15,000  
☐ 15,001 to 20,000  
☐ 20,001 to 25,000  
☐ 25,001 to 30,000  
☐ 30,001 to 50,000  
☐ 50,001 to 100,000  
☐ above 100,000
6. Approximately how much is your total household income per month from all sources? (one answer only)
- ☐ 0 to 2,000  
☐ 2,001 to 5,000  
☐ 5,001 to 10,000  
☐ 10,001 to 15,000  
☐ 15,001 to 20,000

|                                     | <p> <input type="checkbox"/> 20,001 to 25,000<br/> <input type="checkbox"/> 25,001 to 30,000<br/> <input type="checkbox"/> 30,001 to 50,000<br/> <input type="checkbox"/> 50,001 to 100,000<br/> <input type="checkbox"/> above 100,000 </p> <p>7. Are you a member of any fishing-related organization?</p> <p> <input type="checkbox"/> Yes<br/> <input type="checkbox"/> No </p> <p>If no, proceed to Question No. 9</p> <p>8. If yes, what fishing-related organization(s) are you a member of and what is your position? (Multiple response allowed)</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th rowspan="2">Organization</th> <th colspan="5">Positions</th> </tr> <tr> <th>President/<br/>Vice<br/>President</th> <th>Secretary/<br/>Treasurer</th> <th>Other<br/>Officer<br/>Position</th> <th>Member</th> <th>None</th> </tr> </thead> <tbody> <tr> <td>a) tuna industry associations</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>b) processors industry associations</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>c) fisherfolk association</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>d) women fisherfolks organization</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>e) Others, please specify:</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>9. What other groups in your community are you a member of (non-fishing)? Please specify:</p> <p>_____</p> | Organization            | Positions                    |        |      |  |  | President/<br>Vice<br>President | Secretary/<br>Treasurer | Other<br>Officer<br>Position | Member | None | a) tuna industry associations |  |  |  |  |  | b) processors industry associations |  |  |  |  |  | c) fisherfolk association |  |  |  |  |  | d) women fisherfolks organization |  |  |  |  |  | e) Others, please specify: |  |  |  |  |  |
|-------------------------------------|--|-------------------------|------------------------------|--------|------|--|--|---------------------------------|-------------------------|------------------------------|--------|------|-------------------------------|--|--|--|--|--|-------------------------------------|--|--|--|--|--|---------------------------|--|--|--|--|--|-----------------------------------|--|--|--|--|--|----------------------------|--|--|--|--|--|
| Organization                        | Positions  |                         |                              |        |      |  |  |                                 |                         |                              |        |      |                               |  |  |  |  |  |                                     |  |  |  |  |  |                           |  |  |  |  |  |                                   |  |  |  |  |  |                            |  |  |  |  |  |
|                                     | President/<br>Vice<br>President  | Secretary/<br>Treasurer | Other<br>Officer<br>Position | Member | None |  |  |                                 |                         |                              |        |      |                               |  |  |  |  |  |                                     |  |  |  |  |  |                           |  |  |  |  |  |                                   |  |  |  |  |  |                            |  |  |  |  |  |
| a) tuna industry associations       |  |                         |                              |        |      |  |  |                                 |                         |                              |        |      |                               |  |  |  |  |  |                                     |  |  |  |  |  |                           |  |  |  |  |  |                                   |  |  |  |  |  |                            |  |  |  |  |  |
| b) processors industry associations |  |                         |                              |        |      |  |  |                                 |                         |                              |        |      |                               |  |  |  |  |  |                                     |  |  |  |  |  |                           |  |  |  |  |  |                                   |  |  |  |  |  |                            |  |  |  |  |  |
| c) fisherfolk association           |  |                         |                              |        |      |  |  |                                 |                         |                              |        |      |                               |  |  |  |  |  |                                     |  |  |  |  |  |                           |  |  |  |  |  |                                   |  |  |  |  |  |                            |  |  |  |  |  |
| d) women fisherfolks organization   |  |                         |                              |        |      |  |  |                                 |                         |                              |        |      |                               |  |  |  |  |  |                                     |  |  |  |  |  |                           |  |  |  |  |  |                                   |  |  |  |  |  |                            |  |  |  |  |  |
| e) Others, please specify:          |  |                         |                              |        |      |  |  |                                 |                         |                              |        |      |                               |  |  |  |  |  |                                     |  |  |  |  |  |                           |  |  |  |  |  |                                   |  |  |  |  |  |                            |  |  |  |  |  |
|                                     | <p>10. What is your position in the fishing operations?</p> <p> <input type="checkbox"/> Owner<br/> <input type="checkbox"/> Boat Captain /Operator of the fishing vessel<br/> <input type="checkbox"/> Owner-Operator<br/> <input type="checkbox"/> Officer<br/> <input type="checkbox"/> Crew/Worker/Pasahero </p> <p>11. What is the size of your fishing vessel (main fishing vessel)?</p> <p> <input type="checkbox"/> &lt;3 GT<br/> <input type="checkbox"/> 3-20 GT<br/> <input type="checkbox"/> 21-150 GT<br/> <input type="checkbox"/> &gt;150 GT </p> <p>12. How many days does the fishing boat spend at sea?</p> <p> <input type="checkbox"/> 1 day or less<br/> <input type="checkbox"/> 2-3 days<br/> <input type="checkbox"/> 4-7 days<br/> <input type="checkbox"/> 2-3 weeks<br/> <input type="checkbox"/> 1-2 months<br/> <input type="checkbox"/> &gt; 3 months </p> <p>13. Is fishing boat/vessel registered with LGU/BFAR?</p> <p> <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't know </p> <p>If yes, in whose name is it registered?</p>  |                         |                              |        |      |  |  |                                 |                         |                              |        |      |                               |  |  |  |  |  |                                     |  |  |  |  |  |                           |  |  |  |  |  |                                   |  |  |  |  |  |                            |  |  |  |  |  |

|   | <p style="text-align: center;">___ Male ___ Female ___ Corporation</p> <p style="text-align: center;">If Corporation, is the president of corporation male or female?<br/>___ Male ___ Female</p>  |                                |     |  |      |        |                    |  |  |           |  |  |                     |  |  |             |  |  |                                  |  |  |
|---|--|--------------------------------|-----|--|------|--------|--------------------|--|--|-----------|--|--|---------------------|--|--|-------------|--|--|----------------------------------|--|--|
|   | <p>14. How was the fishing boat obtained? (Multiple answers allowed)</p> <p>___ Self-financed</p> <p>___ Borrowed money from relatives/family/friends</p> <p>___ Loan(specify lender e.g. bank, private individual) _____</p> <p>___ Buyer</p> <p>___ By inheritance</p> <p>___ Government Assistance</p> <p>___ Non-government agencies</p> <p>___ Others, please specify _____</p>   |                                |     |  |      |        |                    |  |  |           |  |  |                     |  |  |             |  |  |                                  |  |  |
|   | <p>15. How did you/fishing operator obtain your fishing gears? (Multiple answers allowed)</p> <p>___ Self-financed</p> <p>___ Borrowed money from relatives/family/friends</p> <p>___ Loan (specify lender e.g. bank, private individual) _____</p> <p>___ Buyer</p> <p>___ By inheritance</p> <p>___ Government Assistance</p> <p>___ Non-government agencies</p> <p>___ Others, please specify _____</p>   |                                |     |  |      |        |                    |  |  |           |  |  |                     |  |  |             |  |  |                                  |  |  |
|   | <p>16. How does the owner raise cash when needed for the fishing operations?</p> <p>___ Self-financing, proceed to Question No. 18</p> <p>___ Borrow money from relatives/family/friends</p> <p>___ Loan (specify lender, e.g. bank, private individual) _____</p> <p>___ Buyer</p> <p>___ Others, please specify _____</p> <p>___ Don't know</p>  |                                |     |  |      |        |                    |  |  |           |  |  |                     |  |  |             |  |  |                                  |  |  |
|   | <p>17. When the owner borrows money to support the fishing business operations, who does the borrowing? What is the sex of the borrower?</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th rowspan="2">Position of responsible person</th><th colspan="2">Sex</th></tr> <tr> <th>Male</th><th>Female</th></tr> </thead> <tbody> <tr> <td>a) Fisher/Operator</td><td></td><td></td></tr> <tr> <td>b) Spouse</td><td></td><td></td></tr> <tr> <td>c) Business Partner</td><td></td><td></td></tr> <tr> <td>d) Relative</td><td></td><td></td></tr> <tr> <td>e) Others, please specify: _____</td><td></td><td></td></tr> </tbody> </table> | Position of responsible person | Sex |  | Male | Female | a) Fisher/Operator |  |  | b) Spouse |  |  | c) Business Partner |  |  | d) Relative |  |  | e) Others, please specify: _____ |  |  |
|   | Position of responsible person   |                                | Sex |  |      |        |                    |  |  |           |  |  |                     |  |  |             |  |  |                                  |  |  |
| Male  |  | Female                         |     |  |      |        |                    |  |  |           |  |  |                     |  |  |             |  |  |                                  |  |  |
| a) Fisher/Operator  |  |                                |     |  |      |        |                    |  |  |           |  |  |                     |  |  |             |  |  |                                  |  |  |
| b) Spouse   |  |                                |     |  |      |        |                    |  |  |           |  |  |                     |  |  |             |  |  |                                  |  |  |
| c) Business Partner   |  |                                |     |  |      |        |                    |  |  |           |  |  |                     |  |  |             |  |  |                                  |  |  |
| d) Relative   |  |                                |     |  |      |        |                    |  |  |           |  |  |                     |  |  |             |  |  |                                  |  |  |
| e) Others, please specify: _____  |  |                                |     |  |      |        |                    |  |  |           |  |  |                     |  |  |             |  |  |                                  |  |  |
| <p>18. How does the owner recruit workers for the fishing business? (Multiple answers allowed)</p> <p>___ Personal Choice</p> <p>___ Referrals</p> <p>___ Advertisement</p> <p>___ Internet</p> <p>___ Others, please specify _____</p> |  |                                |     |  |      |        |                    |  |  |           |  |  |                     |  |  |             |  |  |                                  |  |  |

|  | <p>19. How fast can the owner recruit workers? (one answer only)</p> <p> <input type="checkbox"/> Within a day<br/> <input type="checkbox"/> Within a week<br/> <input type="checkbox"/> Within a month<br/> <input type="checkbox"/> More than a month         </p>  |                 |                               |          |  |  |                 |                               |  |  |  |         |          |     |                |  |  |  |           |                        |  |  |  |       |                |  |  |  |             |                        |  |  |  |      |               |  |  |  |       |               |  |  |  |  |  |  |  |  |
|--|---|-----------------|-------------------------------|----------|--|--|-----------------|-------------------------------|--|--|--|---------|----------|-----|----------------|--|--|--|-----------|------------------------|--|--|--|-------|----------------|--|--|--|-------------|------------------------|--|--|--|------|---------------|--|--|--|-------|---------------|--|--|--|--|--|--|--|--|
|  | <p>20. How many workers do you have in one fishing operation (indicate number)? What is their employment status?</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th colspan="2"></th> <th rowspan="2">Indicate Number</th> <th colspan="2">Employment Status (check box)</th> </tr> <tr> <th></th> <th></th> <th>Regular</th> <th>Seasonal</th> </tr> </thead> <tbody> <tr> <td>Men</td> <td>18 yrs &amp; above</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Young Men</td> <td>15 yrs to below 18 yrs</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Women</td> <td>18 yrs &amp; above</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Young Women</td> <td>15 yrs to below 18 yrs</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Boys</td> <td>below 15 yrs.</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Girls</td> <td>below 15 yrs.</td> <td></td> <td></td> <td></td> </tr> <tr> <td colspan="2">Total number of workers in one fishing operation</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> |                 |                               |          |  |  | Indicate Number | Employment Status (check box) |  |  |  | Regular | Seasonal | Men | 18 yrs & above |  |  |  | Young Men | 15 yrs to below 18 yrs |  |  |  | Women | 18 yrs & above |  |  |  | Young Women | 15 yrs to below 18 yrs |  |  |  | Boys | below 15 yrs. |  |  |  | Girls | below 15 yrs. |  |  |  | Total number of workers in one fishing operation |  |  |  |  |
|  |   | Indicate Number | Employment Status (check box) |          |  |  |                 |                               |  |  |  |         |          |     |                |  |  |  |           |                        |  |  |  |       |                |  |  |  |             |                        |  |  |  |      |               |  |  |  |       |               |  |  |  |  |  |  |  |  |
|  |   |                 | Regular                       | Seasonal |  |  |                 |                               |  |  |  |         |          |     |                |  |  |  |           |                        |  |  |  |       |                |  |  |  |             |                        |  |  |  |      |               |  |  |  |       |               |  |  |  |  |  |  |  |  |
| Men  | 18 yrs & above  |                 |                               |          |  |  |                 |                               |  |  |  |         |          |     |                |  |  |  |           |                        |  |  |  |       |                |  |  |  |             |                        |  |  |  |      |               |  |  |  |       |               |  |  |  |  |  |  |  |  |
| Young Men  | 15 yrs to below 18 yrs  |                 |                               |          |  |  |                 |                               |  |  |  |         |          |     |                |  |  |  |           |                        |  |  |  |       |                |  |  |  |             |                        |  |  |  |      |               |  |  |  |       |               |  |  |  |  |  |  |  |  |
| Women  | 18 yrs & above  |                 |                               |          |  |  |                 |                               |  |  |  |         |          |     |                |  |  |  |           |                        |  |  |  |       |                |  |  |  |             |                        |  |  |  |      |               |  |  |  |       |               |  |  |  |  |  |  |  |  |
| Young Women                                      | 15 yrs to below 18 yrs  |                 |                               |          |  |  |                 |                               |  |  |  |         |          |     |                |  |  |  |           |                        |  |  |  |       |                |  |  |  |             |                        |  |  |  |      |               |  |  |  |       |               |  |  |  |  |  |  |  |  |
| Boys   | below 15 yrs.   |                 |                               |          |  |  |                 |                               |  |  |  |         |          |     |                |  |  |  |           |                        |  |  |  |       |                |  |  |  |             |                        |  |  |  |      |               |  |  |  |       |               |  |  |  |  |  |  |  |  |
| Girls  | below 15 yrs.   |                 |                               |          |  |  |                 |                               |  |  |  |         |          |     |                |  |  |  |           |                        |  |  |  |       |                |  |  |  |             |                        |  |  |  |      |               |  |  |  |       |               |  |  |  |  |  |  |  |  |
| Total number of workers in one fishing operation |   |                 |                               |          |  |  |                 |                               |  |  |  |         |          |     |                |  |  |  |           |                        |  |  |  |       |                |  |  |  |             |                        |  |  |  |      |               |  |  |  |       |               |  |  |  |  |  |  |  |  |
|  | <p>21. From whom do you get reliable information on new fishing practices? (Multiple answers allowed)</p> <p> <input type="checkbox"/> Government agencies<br/> <input type="checkbox"/> Local Government Unit<br/> <input type="checkbox"/> Other fishers<br/> <input type="checkbox"/> Tuna industry association<br/> <input type="checkbox"/> Radio<br/> <input type="checkbox"/> TV<br/> <input type="checkbox"/> Internet<br/> <input type="checkbox"/> Others, please specify. _____         </p>   |                 |                               |          |  |  |                 |                               |  |  |  |         |          |     |                |  |  |  |           |                        |  |  |  |       |                |  |  |  |             |                        |  |  |  |      |               |  |  |  |       |               |  |  |  |  |  |  |  |  |
|  | <p>22. From whom do you get reliable information on market prices? (Multiple answers allowed)</p> <p> <input type="checkbox"/> Government agencies<br/> <input type="checkbox"/> Local Government Unit<br/> <input type="checkbox"/> Other fishers<br/> <input type="checkbox"/> Tuna industry association<br/> <input type="checkbox"/> Radio<br/> <input type="checkbox"/> TV<br/> <input type="checkbox"/> Internet<br/> <input type="checkbox"/> Others, please specify. _____         </p>   |                 |                               |          |  |  |                 |                               |  |  |  |         |          |     |                |  |  |  |           |                        |  |  |  |       |                |  |  |  |             |                        |  |  |  |      |               |  |  |  |       |               |  |  |  |  |  |  |  |  |

|                                      | <p>23. Who is your primary/major buyer? Please say if they are male or female. (Choose one only)</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <th rowspan="2">Type of buyer</th><th colspan="2">Sex</th></tr> <tr> <th>Male</th><th>Female</th></tr> <tr><td>a) Wholesaler</td><td></td><td></td></tr> <tr><td>b) Retailer</td><td></td><td></td></tr> <tr><td>c) Wholesaler-Retailer</td><td></td><td></td></tr> <tr><td>d) Processor</td><td></td><td></td></tr> <tr><td>e) Consumer</td><td></td><td></td></tr> <tr><td>f) Financier</td><td></td><td></td></tr> <tr><td>g) Others, please specify _____</td><td></td><td></td></tr> </table> | Type of buyer | Sex       |             | Male      | Female         | a) Wholesaler |           |                        | b) Retailer |       |                | c) Wholesaler-Retailer |             |                        | d) Processor |      |               | e) Consumer |       |               | f) Financier |  |  | g) Others, please specify _____ |  |  |
|--------------------------------------|---|---------------|-----------|-------------|-----------|----------------|---------------|-----------|------------------------|-------------|-------|----------------|------------------------|-------------|------------------------|--------------|------|---------------|-------------|-------|---------------|--------------|--|--|---------------------------------|--|--|
| Type of buyer                        | Sex   |               |           |             |           |                |               |           |                        |             |       |                |                        |             |                        |              |      |               |             |       |               |              |  |  |                                 |  |  |
|                                      | Male  | Female        |           |             |           |                |               |           |                        |             |       |                |                        |             |                        |              |      |               |             |       |               |              |  |  |                                 |  |  |
| a) Wholesaler                        |   |               |           |             |           |                |               |           |                        |             |       |                |                        |             |                        |              |      |               |             |       |               |              |  |  |                                 |  |  |
| b) Retailer                          |   |               |           |             |           |                |               |           |                        |             |       |                |                        |             |                        |              |      |               |             |       |               |              |  |  |                                 |  |  |
| c) Wholesaler-Retailer               |   |               |           |             |           |                |               |           |                        |             |       |                |                        |             |                        |              |      |               |             |       |               |              |  |  |                                 |  |  |
| d) Processor                         |   |               |           |             |           |                |               |           |                        |             |       |                |                        |             |                        |              |      |               |             |       |               |              |  |  |                                 |  |  |
| e) Consumer                          |   |               |           |             |           |                |               |           |                        |             |       |                |                        |             |                        |              |      |               |             |       |               |              |  |  |                                 |  |  |
| f) Financier                         |   |               |           |             |           |                |               |           |                        |             |       |                |                        |             |                        |              |      |               |             |       |               |              |  |  |                                 |  |  |
| g) Others, please specify _____      |   |               |           |             |           |                |               |           |                        |             |       |                |                        |             |                        |              |      |               |             |       |               |              |  |  |                                 |  |  |
|                                      | <p>24. What percentage of the buyers you deal with are women? (indicate percentage)<br/>_____ %</p>   |               |           |             |           |                |               |           |                        |             |       |                |                        |             |                        |              |      |               |             |       |               |              |  |  |                                 |  |  |
|                                      | <p>25. Who usually bring your tuna catch to the buyer? (multiple answers allowed)</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <th></th><th></th><th>Check box</th></tr> <tr><td>Men</td><td>18 yrs &amp; above</td><td></td></tr> <tr><td>Young Men</td><td>15 yrs to below 18 yrs</td><td></td></tr> <tr><td>Women</td><td>18 yrs &amp; above</td><td></td></tr> <tr><td>Young Women</td><td>15 yrs to below 18 yrs</td><td></td></tr> <tr><td>Boys</td><td>below 15 yrs.</td><td></td></tr> <tr><td>Girls</td><td>below 15 yrs.</td><td></td></tr> </table>   |               |           | Check box   | Men       | 18 yrs & above |               | Young Men | 15 yrs to below 18 yrs |             | Women | 18 yrs & above |                        | Young Women | 15 yrs to below 18 yrs |              | Boys | below 15 yrs. |             | Girls | below 15 yrs. |              |  |  |                                 |  |  |
|                                      |   | Check box     |           |             |           |                |               |           |                        |             |       |                |                        |             |                        |              |      |               |             |       |               |              |  |  |                                 |  |  |
| Men                                  | 18 yrs & above  |               |           |             |           |                |               |           |                        |             |       |                |                        |             |                        |              |      |               |             |       |               |              |  |  |                                 |  |  |
| Young Men                            | 15 yrs to below 18 yrs  |               |           |             |           |                |               |           |                        |             |       |                |                        |             |                        |              |      |               |             |       |               |              |  |  |                                 |  |  |
| Women                                | 18 yrs & above  |               |           |             |           |                |               |           |                        |             |       |                |                        |             |                        |              |      |               |             |       |               |              |  |  |                                 |  |  |
| Young Women                          | 15 yrs to below 18 yrs  |               |           |             |           |                |               |           |                        |             |       |                |                        |             |                        |              |      |               |             |       |               |              |  |  |                                 |  |  |
| Boys                                 | below 15 yrs.   |               |           |             |           |                |               |           |                        |             |       |                |                        |             |                        |              |      |               |             |       |               |              |  |  |                                 |  |  |
| Girls                                | below 15 yrs.   |               |           |             |           |                |               |           |                        |             |       |                |                        |             |                        |              |      |               |             |       |               |              |  |  |                                 |  |  |
|                                      | <p>26. How do you get your product to your buyer? (multiple answers allowed)</p> <p>___ Transport to retail market</p> <p>___ Transport to wholesale market (fishing port)</p> <p>___ Buyers get the fish at landing site</p> <p>___ Others, please specify _____</p>   |               |           |             |           |                |               |           |                        |             |       |                |                        |             |                        |              |      |               |             |       |               |              |  |  |                                 |  |  |
|                                      | <p>27. Do you allow your buyers to get your fish on credit?</p> <p>___ Yes ___ No</p> <p>If no, why not?</p> <p>___ I need the cash for fishing operations</p> <p>___ I need the cash for everyday expenses</p> <p>___ Avoid risks of non-payment</p> <p>___ Difficulty of collecting debts</p> <p>___ Others, please specify _____</p> <p>If yes, what percentage of those you allow credit to, are women?<br/>_____ %</p>   |               |           |             |           |                |               |           |                        |             |       |                |                        |             |                        |              |      |               |             |       |               |              |  |  |                                 |  |  |
| <b>PRACTICES &amp; PARTICIPATION</b> | <p>28. In your fishing operation, who usually performs the following?</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <th>Activities</th><th>Men</th><th>Women</th><th>Young Men</th><th>Young Women</th><th>Boys</th><th>Girls</th><th>N/A</th></tr> <tr><td> </td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table>   | Activities    | Men       | Women       | Young Men | Young Women    | Boys          | Girls     | N/A                    |             |       |                |                        |             |                        |              |      |               |             |       |               |              |  |  |                                 |  |  |
| Activities                           | Men   | Women         | Young Men | Young Women | Boys      | Girls          | N/A           |           |                        |             |       |                |                        |             |                        |              |      |               |             |       |               |              |  |  |                                 |  |  |
|                                      |   |               |           |             |           |                |               |           |                        |             |       |                |                        |             |                        |              |      |               |             |       |               |              |  |  |                                 |  |  |



|   |  |  |  |  |  |  |  |  |
|---|--|--|--|--|--|--|--|--|
| a) Process registration and legal documents |  |  |  |  |  |  |  |  |
| b) Hiring of crew                           |  |  |  |  |  |  |  |  |
| c) Plan the trip                            |  |  |  |  |  |  |  |  |
| d) Prepare the boat and equipment           |  |  |  |  |  |  |  |  |
| e) Procure diesel                           |  |  |  |  |  |  |  |  |
| f) Buy the baits                            |  |  |  |  |  |  |  |  |
| g) Prepare food and water for the crew      |  |  |  |  |  |  |  |  |
| h) Prepare the nets and accessories         |  |  |  |  |  |  |  |  |
| i) Operate the boat engine                  |  |  |  |  |  |  |  |  |
| j) Search for fish or fish school           |  |  |  |  |  |  |  |  |
| k) Set the net or gear                      |  |  |  |  |  |  |  |  |
| l) Dive                                     |  |  |  |  |  |  |  |  |
| m) Haul the net                             |  |  |  |  |  |  |  |  |
| n) Bleeding the tuna                        |  |  |  |  |  |  |  |  |
| o) Beheading the fish                       |  |  |  |  |  |  |  |  |
| p) Sort the catch                           |  |  |  |  |  |  |  |  |
| q) Storage in ice                           |  |  |  |  |  |  |  |  |
| r) Unload the catch                         |  |  |  |  |  |  |  |  |
| s) Weigh the catch                          |  |  |  |  |  |  |  |  |
| t) Grade the catch                          |  |  |  |  |  |  |  |  |
| u) Inspecting                               |  |  |  |  |  |  |  |  |
| v) Labelling                                |  |  |  |  |  |  |  |  |
| w) Negotiate with the buyer                 |  |  |  |  |  |  |  |  |
| x) Transport to the buyer                   |  |  |  |  |  |  |  |  |
| y) Receive payment                          |  |  |  |  |  |  |  |  |
| z) Recording of catch                       |  |  |  |  |  |  |  |  |
| aa) Recordkeeping of finances               |  |  |  |  |  |  |  |  |
| bb) Payment of salaries and bills           |  |  |  |  |  |  |  |  |
| cc) Mend the net or gear                    |  |  |  |  |  |  |  |  |

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

\_\_\_ Yes

\_\_\_ No

If no, proceed to Question No. 32.

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

|       |        |
|-------|--------|
|       | Number |
| Men   |        |
| Women |        |

31. Who pays the fish observers?

\_\_\_ My company

\_\_\_ Others, please specify \_\_\_\_\_

\_\_\_ I don't know

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

\_\_\_ Yes

\_\_\_ No

|   | <p>If no, proceed to Question No. 34.</p> <p>33. If yes, how many enumerators board your boat (in landing sites)?</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <tr> <td style="width: 50%;"></td><td style="width: 50%;">Number</td></tr> <tr> <td>Men</td><td></td></tr> <tr> <td>Women</td><td></td></tr> </table>   |                            | Number    | Men                        |           | Women   |      |       |  |   |  |  |  |   |  |  |  |  |  |  |  |  |                       |  |  |   |  |  |  |   |  |  |  |  |  |  |  |
|---|--|----------------------------|-----------|----------------------------|-----------|---|------|-------|--|---|--|--|--|---|--|--|--|--|--|--|--|--|-----------------------|--|--|---|--|--|--|---|--|--|--|--|--|--|--|
|   | Number   |                            |           |                            |           |   |      |       |  |   |  |  |  |   |  |  |  |  |  |  |  |  |                       |  |  |   |  |  |  |   |  |  |  |  |  |  |  |
| Men   |  |                            |           |                            |           |   |      |       |  |   |  |  |  |   |  |  |  |  |  |  |  |  |                       |  |  |   |  |  |  |   |  |  |  |  |  |  |  |
| Women   |  |                            |           |                            |           |   |      |       |  |   |  |  |  |   |  |  |  |  |  |  |  |  |                       |  |  |   |  |  |  |   |  |  |  |  |  |  |  |
|   | <p>34. Do you attend the following activities?<br/>         ____ Yes ____ No</p> <p>If no, proceed to Question No. 35.</p> <p>If yes, who usually attend the following activities?</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr> <th style="width: 40%;">Activities</th><th style="width: 10%;">Men</th><th style="width: 10%;">Women</th><th style="width: 10%;">Young Men</th><th style="width: 10%;">Young Women</th><th style="width: 10%;">Boys</th><th style="width: 10%;">Girls</th></tr> </thead> <tbody> <tr> <td>a) Meeting (People's Organization, LGUs, NGAs)</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr> <td>b) Seminars/ Training related to fishing</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr> <td>c) Community meetings</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr> <td>d) Public hearings related to fishing</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table>  | Activities                 | Men       | Women                      | Young Men | Young Women                                   | Boys | Girls | a) Meeting (People's Organization, LGUs, NGAs) |   |  |  |  |   |  | b) Seminars/ Training related to fishing |  |  |  |  |  |  | c) Community meetings |  |  |   |  |  |  | d) Public hearings related to fishing     |  |  |  |  |  |  |  |
| Activities  | Men  | Women                      | Young Men | Young Women                | Boys      | Girls   |      |       |  |   |  |  |  |   |  |  |  |  |  |  |  |  |                       |  |  |   |  |  |  |   |  |  |  |  |  |  |  |
| a) Meeting (People's Organization, LGUs, NGAs)                            |  |                            |           |                            |           |   |      |       |  |   |  |  |  |   |  |  |  |  |  |  |  |  |                       |  |  |   |  |  |  |   |  |  |  |  |  |  |  |
| b) Seminars/ Training related to fishing                                  |  |                            |           |                            |           |   |      |       |  |   |  |  |  |   |  |  |  |  |  |  |  |  |                       |  |  |   |  |  |  |   |  |  |  |  |  |  |  |
| c) Community meetings   |  |                            |           |                            |           |   |      |       |  |   |  |  |  |   |  |  |  |  |  |  |  |  |                       |  |  |   |  |  |  |   |  |  |  |  |  |  |  |
| d) Public hearings related to fishing                                     |  |                            |           |                            |           |   |      |       |  |   |  |  |  |   |  |  |  |  |  |  |  |  |                       |  |  |   |  |  |  |   |  |  |  |  |  |  |  |
| <p><b>KNOWLEDGE, BELIEFS &amp; PERCEPTIONS</b></p>                        | <p>35. Based on your experiences, to what extent do you agree or disagree to the following statements?<br/>         (NOTE: enumerator has to read each sentence and ask respondents whether they agree or disagree, or they have no position on the matter.)</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr> <th style="width: 65%;">Statement</th><th style="width: 10%;">Agree</th><th style="width: 15%;">Neither Agree nor Disagree</th><th style="width: 10%;">Disagree</th></tr> </thead> <tbody> <tr> <td>a) Men buyers offer better prices than women.</td><td></td><td></td><td></td></tr> <tr> <td>b) Women buyers are easier to deal with than men buyers</td><td></td><td></td><td></td></tr> <tr> <td>c) Women buyers are more particular about quality of fish than men buyers</td><td></td><td></td><td></td></tr> <tr> <td>d) Men buyers pay more promptly than women buyers.</td><td></td><td></td><td></td></tr> <tr> <td>e) It is easier to collect payment from women buyers than men buyers</td><td></td><td></td><td></td></tr> <tr> <td>f) Women are encouraged to join fishing trip.</td><td></td><td></td><td></td></tr> <tr> <td>g) Pregnant women on board bring bad luck</td><td></td><td></td><td></td></tr> <tr> <td>h) Women who have their monthly period bring good luck to fishing trip</td><td></td><td></td><td></td></tr> </tbody> </table> | Statement                  | Agree     | Neither Agree nor Disagree | Disagree  | a) Men buyers offer better prices than women. |      |       |  | b) Women buyers are easier to deal with than men buyers |  |  |  | c) Women buyers are more particular about quality of fish than men buyers |  |  |  | d) Men buyers pay more promptly than women buyers. |  |  |  | e) It is easier to collect payment from women buyers than men buyers |                       |  |  | f) Women are encouraged to join fishing trip. |  |  |  | g) Pregnant women on board bring bad luck |  |  |  | h) Women who have their monthly period bring good luck to fishing trip |  |  |  |
| Statement   | Agree  | Neither Agree nor Disagree | Disagree  |                            |           |   |      |       |  |   |  |  |  |   |  |  |  |  |  |  |  |  |                       |  |  |   |  |  |  |   |  |  |  |  |  |  |  |
| a) Men buyers offer better prices than women.                             |  |                            |           |                            |           |   |      |       |  |   |  |  |  |   |  |  |  |  |  |  |  |  |                       |  |  |   |  |  |  |   |  |  |  |  |  |  |  |
| b) Women buyers are easier to deal with than men buyers                   |  |                            |           |                            |           |   |      |       |  |   |  |  |  |   |  |  |  |  |  |  |  |  |                       |  |  |   |  |  |  |   |  |  |  |  |  |  |  |
| c) Women buyers are more particular about quality of fish than men buyers |  |                            |           |                            |           |   |      |       |  |   |  |  |  |   |  |  |  |  |  |  |  |  |                       |  |  |   |  |  |  |   |  |  |  |  |  |  |  |
| d) Men buyers pay more promptly than women buyers.                        |  |                            |           |                            |           |   |      |       |  |   |  |  |  |   |  |  |  |  |  |  |  |  |                       |  |  |   |  |  |  |   |  |  |  |  |  |  |  |
| e) It is easier to collect payment from women buyers than men buyers      |  |                            |           |                            |           |   |      |       |  |   |  |  |  |   |  |  |  |  |  |  |  |  |                       |  |  |   |  |  |  |   |  |  |  |  |  |  |  |
| f) Women are encouraged to join fishing trip.                             |  |                            |           |                            |           |   |      |       |  |   |  |  |  |   |  |  |  |  |  |  |  |  |                       |  |  |   |  |  |  |   |  |  |  |  |  |  |  |
| g) Pregnant women on board bring bad luck                                 |  |                            |           |                            |           |   |      |       |  |   |  |  |  |   |  |  |  |  |  |  |  |  |                       |  |  |   |  |  |  |   |  |  |  |  |  |  |  |
| h) Women who have their monthly period bring good luck to fishing trip    |  |                            |           |                            |           |   |      |       |  |   |  |  |  |   |  |  |  |  |  |  |  |  |                       |  |  |   |  |  |  |   |  |  |  |  |  |  |  |

|  | <p>36. I will read out statements and for each please say whether they are true or false:<br/>(NOTE: enumerator to read each sentence and ask respondents if they believe each statement is TRUE or FALSE)</p> <table border="1"> <thead> <tr> <th></th><th>True</th><th>False</th></tr> </thead> <tbody> <tr> <td>Tuna is a migratory fish</td><td></td><td></td></tr> <tr> <td>Commercial fishers are not allowed to fish within 15km municipal water</td><td></td><td></td></tr> <tr> <td>The legal size for purse seine nets to catch tuna is 3cm.</td><td></td><td></td></tr> <tr> <td>The city government requires the registration of purse seine</td><td></td><td></td></tr> <tr> <td>Skipjack is a kind of tuna</td><td></td><td></td></tr> <tr> <td>A Philippine-flagged fishing vessel is allowed to fish in High Sea Pockets 1, 2 and 3 in the Western and Central Pacific Ocean area.</td><td></td><td></td></tr> <tr> <td>A tuna fishing vessel operator can export tuna to the European Union (EU) even without submission of catch logsheets.</td><td></td><td></td></tr> <tr> <td>To ensure traceability, tuna product labels should include the name of fishing vessels that caught the fish.</td><td></td><td></td></tr> </tbody> </table> |       | True                                 | False                                    | Tuna is a migratory fish |                                   |  | Commercial fishers are not allowed to fish within 15km municipal water |  |                                  | The legal size for purse seine nets to catch tuna is 3cm. |   |  | The city government requires the registration of purse seine |  |  | Skipjack is a kind of tuna |  |  | A Philippine-flagged fishing vessel is allowed to fish in High Sea Pockets 1, 2 and 3 in the Western and Central Pacific Ocean area. |  |  | A tuna fishing vessel operator can export tuna to the European Union (EU) even without submission of catch logsheets. |  |  | To ensure traceability, tuna product labels should include the name of fishing vessels that caught the fish. |  |  |
|--|---|-------|--------------------------------------|--|--------------------------|-----------------------------------|--|--|--|----------------------------------|---|---|--|--|--|--|----------------------------|--|--|--|--|--|---|--|--|--|--|--|
|  | True  | False |                                      |  |                          |                                   |  |  |  |                                  |   |   |  |  |  |  |                            |  |  |  |  |  |   |  |  |  |  |  |
| Tuna is a migratory fish   |   |       |                                      |  |                          |                                   |  |  |  |                                  |   |   |  |  |  |  |                            |  |  |  |  |  |   |  |  |  |  |  |
| Commercial fishers are not allowed to fish within 15km municipal water   |   |       |                                      |  |                          |                                   |  |  |  |                                  |   |   |  |  |  |  |                            |  |  |  |  |  |   |  |  |  |  |  |
| The legal size for purse seine nets to catch tuna is 3cm.  |   |       |                                      |  |                          |                                   |  |  |  |                                  |   |   |  |  |  |  |                            |  |  |  |  |  |   |  |  |  |  |  |
| The city government requires the registration of purse seine   |   |       |                                      |  |                          |                                   |  |  |  |                                  |   |   |  |  |  |  |                            |  |  |  |  |  |   |  |  |  |  |  |
| Skipjack is a kind of tuna   |   |       |                                      |  |                          |                                   |  |  |  |                                  |   |   |  |  |  |  |                            |  |  |  |  |  |   |  |  |  |  |  |
| A Philippine-flagged fishing vessel is allowed to fish in High Sea Pockets 1, 2 and 3 in the Western and Central Pacific Ocean area. |   |       |                                      |  |                          |                                   |  |  |  |                                  |   |   |  |  |  |  |                            |  |  |  |  |  |   |  |  |  |  |  |
| A tuna fishing vessel operator can export tuna to the European Union (EU) even without submission of catch logsheets.                |   |       |                                      |  |                          |                                   |  |  |  |                                  |   |   |  |  |  |  |                            |  |  |  |  |  |   |  |  |  |  |  |
| To ensure traceability, tuna product labels should include the name of fishing vessels that caught the fish.                         |   |       |                                      |  |                          |                                   |  |  |  |                                  |   |   |  |  |  |  |                            |  |  |  |  |  |   |  |  |  |  |  |
| <p><b>LEGAL RIGHTS &amp; STATUS</b></p>  | <p>37. Are you aware of fisheries-related policies/laws?<br/>(NOTE: Interviewer must have working knowledge of each of the listed laws.)<br/>___ Yes ___ No</p> <p>If yes, what are these laws/policies that you are aware of? (NOTE: Respondent has to spontaneously provide response and interviewer merely ticks off the law mentioned).</p> <p>If no, proceed to Question No. 38.</p> <table border="1"> <thead> <tr> <th></th><th>Check if respondent mentions the law</th></tr> </thead> <tbody> <tr> <td>a) The Philippine Fisheries Code of 1998</td><td></td></tr> <tr> <td>b) Revised Fisheries Code of 2014</td><td></td></tr> <tr> <td>c) The Handline Fishing Law of 2007</td><td></td></tr> <tr> <td>d) Local Government Code of 1991</td><td></td></tr> <tr> <td>e) Convention on the Conservation and Management of Highly Migratory Fish Stocks in the Western and Central Pacific Ocean</td><td></td></tr> <tr> <td>f) Other answers</td><td></td></tr> </tbody> </table>   |       | Check if respondent mentions the law | a) The Philippine Fisheries Code of 1998 |                          | b) Revised Fisheries Code of 2014 |  | c) The Handline Fishing Law of 2007                                    |  | d) Local Government Code of 1991 |   | e) Convention on the Conservation and Management of Highly Migratory Fish Stocks in the Western and Central Pacific Ocean |  | f) Other answers   |  |  |                            |  |  |  |  |  |   |  |  |  |  |  |
|  | Check if respondent mentions the law  |       |                                      |  |                          |                                   |  |  |  |                                  |   |   |  |  |  |  |                            |  |  |  |  |  |   |  |  |  |  |  |
| a) The Philippine Fisheries Code of 1998   |   |       |                                      |  |                          |                                   |  |  |  |                                  |   |   |  |  |  |  |                            |  |  |  |  |  |   |  |  |  |  |  |
| b) Revised Fisheries Code of 2014  |   |       |                                      |  |                          |                                   |  |  |  |                                  |   |   |  |  |  |  |                            |  |  |  |  |  |   |  |  |  |  |  |
| c) The Handline Fishing Law of 2007  |   |       |                                      |  |                          |                                   |  |  |  |                                  |   |   |  |  |  |  |                            |  |  |  |  |  |   |  |  |  |  |  |
| d) Local Government Code of 1991   |   |       |                                      |  |                          |                                   |  |  |  |                                  |   |   |  |  |  |  |                            |  |  |  |  |  |   |  |  |  |  |  |
| e) Convention on the Conservation and Management of Highly Migratory Fish Stocks in the Western and Central Pacific Ocean            |   |       |                                      |  |                          |                                   |  |  |  |                                  |   |   |  |  |  |  |                            |  |  |  |  |  |   |  |  |  |  |  |
| f) Other answers   |   |       |                                      |  |                          |                                   |  |  |  |                                  |   |   |  |  |  |  |                            |  |  |  |  |  |   |  |  |  |  |  |

38. Please answer YES or NO in response to the following about the company you work in

|  | Yes | No | N/A |
|--|-----|----|-----|
| a) Are you currently covered by SSS?                                       |     |    |     |
| b) Are you covered by Philhealth   |     |    |     |
| c) Are there employees younger than 15 years old in the company?           |     |    |     |
| d) Do you have leave benefits?   |     |    |     |
| e) Are you entitled to paternity/maternity leave?                          |     |    |     |
| f) Are you covered by accident insurance?                                  |     |    |     |
| g) Are you required to wear company ID?                                    |     |    |     |
| h) Are you paid the minimum wage?  |     |    |     |
| i) Does your company provide you with protective clothing to do your work? |     |    |     |
| j) Does your company provide you protective eyewear                        |     |    |     |
| k) Do you use hand gloves in handling tuna                                 |     |    |     |
| l) Is your working area well ventilated?                                   |     |    |     |
| m) Is your work area well lighted?   |     |    |     |
| n) Does your fishing boat have safe sleeping quarters for women?           |     |    |     |
| o) Does your fishing boat have separate comfort room for women?            |     |    |     |

39. For the same kind of work, how does your pay compare to that of your male/female counterpart? Please choose one among the three statements that I will read to you, as the one that best represents your belief.

| Choices                          | Answer |
|----------------------------------|--------|
| Men are paid more than women     |        |
| Men and Women are paid the same  |        |
| Men are paid less than the women |        |

**POWER &  
DECISION-  
MAKING**

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

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

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

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

42. Are there any fisheries related-projects/activities in your community?

\_\_\_ Yes \_\_\_ No

|                                | <p>43. If yes, to what extent are you involved in these fisheries related-projects/activities in your community?</p> <table border="1"> <thead> <tr> <th>Community Activities</th><th>Never</th><th>Some-times</th><th>Often</th><th>Always</th><th>N/A</th></tr> </thead> <tbody> <tr><td>Meetings</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Training</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Public hearing</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Socials</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Researches</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Committee membership</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Association membership</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Bantay dagat</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Coastal resource management</td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table>  | Community Activities                   | Never      | Some-times                             | Often            | Always | N/A | Meetings         |  |  |                  |  |  | Training         |  |  |                  |  |  | Public hearing    |  |  |                    |  |  | Socials            |  |  |                   |  |  | Researches       |  |  |                  |  |  | Committee membership |  |  |                  |  |  | Association membership |  |  |                  |  |  | Bantay dagat     |  |  |                  |  |  | Coastal resource management |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                  |  |  |
|--------------------------------|---|--|------------|--|------------------|--------|-----|------------------|--|--|------------------|--|--|------------------|--|--|------------------|--|--|-------------------|--|--|--------------------|--|--|--------------------|--|--|-------------------|--|--|------------------|--|--|------------------|--|--|----------------------|--|--|------------------|--|--|------------------------|--|--|------------------|--|--|------------------|--|--|------------------|--|--|-----------------------------|--|--|--------------------|--|--|--------------------|--|--|-------------------|--|--|------------------|--|--|------------------|--|--|------------------|--|--|
| Community Activities           | Never   | Some-times                             | Often      | Always                                 | N/A              |        |     |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                   |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                      |  |  |                  |  |  |                        |  |  |                  |  |  |                  |  |  |                  |  |  |                             |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                  |  |  |
| Meetings                       |   |  |            |  |                  |        |     |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                   |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                      |  |  |                  |  |  |                        |  |  |                  |  |  |                  |  |  |                  |  |  |                             |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                  |  |  |
| Training                       |   |  |            |  |                  |        |     |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                   |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                      |  |  |                  |  |  |                        |  |  |                  |  |  |                  |  |  |                  |  |  |                             |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                  |  |  |
| Public hearing                 |   |  |            |  |                  |        |     |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                   |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                      |  |  |                  |  |  |                        |  |  |                  |  |  |                  |  |  |                  |  |  |                             |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                  |  |  |
| Socials                        |   |  |            |  |                  |        |     |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                   |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                      |  |  |                  |  |  |                        |  |  |                  |  |  |                  |  |  |                  |  |  |                             |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                  |  |  |
| Researches                     |   |  |            |  |                  |        |     |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                   |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                      |  |  |                  |  |  |                        |  |  |                  |  |  |                  |  |  |                  |  |  |                             |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                  |  |  |
| Committee membership           |   |  |            |  |                  |        |     |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                   |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                      |  |  |                  |  |  |                        |  |  |                  |  |  |                  |  |  |                  |  |  |                             |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                  |  |  |
| Association membership         |   |  |            |  |                  |        |     |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                   |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                      |  |  |                  |  |  |                        |  |  |                  |  |  |                  |  |  |                  |  |  |                             |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                  |  |  |
| Bantay dagat                   |   |  |            |  |                  |        |     |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                   |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                      |  |  |                  |  |  |                        |  |  |                  |  |  |                  |  |  |                  |  |  |                             |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                  |  |  |
| Coastal resource management    |   |  |            |  |                  |        |     |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                   |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                      |  |  |                  |  |  |                        |  |  |                  |  |  |                  |  |  |                  |  |  |                             |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                  |  |  |
| <p><b>TIME &amp; SPACE</b></p> | <p>For Time:<br/>What is a typical day for you starting from rising in the morning until retiring for sleep, as you engage in both work and household activities? (Ask who does reproductive roles that are not mentioned).</p> <p>For Space:<br/>Where do you perform the economic tasks (e.g., processing, selling, trading) you mentioned?<br/>For example: (Is it safe to assume that reproductive tasks are home based)</p> <table border="1"> <thead> <tr> <th>Time</th><th>Activities</th><th>Where done: home, work area, community</th></tr> </thead> <tbody> <tr><td>4:00AM to 5:00AM</td><td></td><td></td></tr> <tr><td>5:00AM to 6:00AM</td><td></td><td></td></tr> <tr><td>6:00AM to 7:00AM</td><td></td><td></td></tr> <tr><td>7:00AM to 8:00AM</td><td></td><td></td></tr> <tr><td>8:00AM to 9:00AM</td><td></td><td></td></tr> <tr><td>9:00AM to 10:00AM</td><td></td><td></td></tr> <tr><td>10:00AM to 11:00AM</td><td></td><td></td></tr> <tr><td>11:00AM to 12:00NN</td><td></td><td></td></tr> <tr><td>12:00NN to 1:00PM</td><td></td><td></td></tr> <tr><td>1:00PM to 2:00PM</td><td></td><td></td></tr> <tr><td>2:00PM to 3:00PM</td><td></td><td></td></tr> <tr><td>3:00PM to 4:00PM</td><td></td><td></td></tr> <tr><td>4:00PM to 5:00PM</td><td></td><td></td></tr> <tr><td>5:00PM to 6:00PM</td><td></td><td></td></tr> <tr><td>6:00PM to 7:00PM</td><td></td><td></td></tr> <tr><td>7:00PM to 8:00PM</td><td></td><td></td></tr> <tr><td>8:00PM to 9:00PM</td><td></td><td></td></tr> <tr><td>9:00PM to 10:00PM</td><td></td><td></td></tr> <tr><td>10:00PM to 11:00PM</td><td></td><td></td></tr> <tr><td>11:00PM to 12:00MN</td><td></td><td></td></tr> <tr><td>12:00MN to 1:00AM</td><td></td><td></td></tr> <tr><td>1:00AM to 2:00AM</td><td></td><td></td></tr> <tr><td>2:00AM to 3:00AM</td><td></td><td></td></tr> <tr><td>3:00AM to 4:00AM</td><td></td><td></td></tr> </tbody> </table> <p>Aside from the tasks mentioned above, what other tasks do you perform? May be not on a daily basis but are being performed once/twice/thrice in a week?</p> | Time                                   | Activities | Where done: home, work area, community | 4:00AM to 5:00AM |        |     | 5:00AM to 6:00AM |  |  | 6:00AM to 7:00AM |  |  | 7:00AM to 8:00AM |  |  | 8:00AM to 9:00AM |  |  | 9:00AM to 10:00AM |  |  | 10:00AM to 11:00AM |  |  | 11:00AM to 12:00NN |  |  | 12:00NN to 1:00PM |  |  | 1:00PM to 2:00PM |  |  | 2:00PM to 3:00PM |  |  | 3:00PM to 4:00PM     |  |  | 4:00PM to 5:00PM |  |  | 5:00PM to 6:00PM       |  |  | 6:00PM to 7:00PM |  |  | 7:00PM to 8:00PM |  |  | 8:00PM to 9:00PM |  |  | 9:00PM to 10:00PM           |  |  | 10:00PM to 11:00PM |  |  | 11:00PM to 12:00MN |  |  | 12:00MN to 1:00AM |  |  | 1:00AM to 2:00AM |  |  | 2:00AM to 3:00AM |  |  | 3:00AM to 4:00AM |  |  |
| Time                           | Activities  | Where done: home, work area, community |            |  |                  |        |     |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                   |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                      |  |  |                  |  |  |                        |  |  |                  |  |  |                  |  |  |                  |  |  |                             |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                  |  |  |
| 4:00AM to 5:00AM               |   |  |            |  |                  |        |     |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                   |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                      |  |  |                  |  |  |                        |  |  |                  |  |  |                  |  |  |                  |  |  |                             |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                  |  |  |
| 5:00AM to 6:00AM               |   |  |            |  |                  |        |     |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                   |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                      |  |  |                  |  |  |                        |  |  |                  |  |  |                  |  |  |                  |  |  |                             |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                  |  |  |
| 6:00AM to 7:00AM               |   |  |            |  |                  |        |     |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                   |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                      |  |  |                  |  |  |                        |  |  |                  |  |  |                  |  |  |                  |  |  |                             |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                  |  |  |
| 7:00AM to 8:00AM               |   |  |            |  |                  |        |     |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                   |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                      |  |  |                  |  |  |                        |  |  |                  |  |  |                  |  |  |                  |  |  |                             |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                  |  |  |
| 8:00AM to 9:00AM               |   |  |            |  |                  |        |     |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                   |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                      |  |  |                  |  |  |                        |  |  |                  |  |  |                  |  |  |                  |  |  |                             |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                  |  |  |
| 9:00AM to 10:00AM              |   |  |            |  |                  |        |     |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                   |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                      |  |  |                  |  |  |                        |  |  |                  |  |  |                  |  |  |                  |  |  |                             |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                  |  |  |
| 10:00AM to 11:00AM             |   |  |            |  |                  |        |     |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                   |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                      |  |  |                  |  |  |                        |  |  |                  |  |  |                  |  |  |                  |  |  |                             |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                  |  |  |
| 11:00AM to 12:00NN             |   |  |            |  |                  |        |     |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                   |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                      |  |  |                  |  |  |                        |  |  |                  |  |  |                  |  |  |                  |  |  |                             |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                  |  |  |
| 12:00NN to 1:00PM              |   |  |            |  |                  |        |     |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                   |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                      |  |  |                  |  |  |                        |  |  |                  |  |  |                  |  |  |                  |  |  |                             |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                  |  |  |
| 1:00PM to 2:00PM               |   |  |            |  |                  |        |     |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                   |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                      |  |  |                  |  |  |                        |  |  |                  |  |  |                  |  |  |                  |  |  |                             |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                  |  |  |
| 2:00PM to 3:00PM               |   |  |            |  |                  |        |     |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                   |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                      |  |  |                  |  |  |                        |  |  |                  |  |  |                  |  |  |                  |  |  |                             |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                  |  |  |
| 3:00PM to 4:00PM               |   |  |            |  |                  |        |     |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                   |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                      |  |  |                  |  |  |                        |  |  |                  |  |  |                  |  |  |                  |  |  |                             |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                  |  |  |
| 4:00PM to 5:00PM               |   |  |            |  |                  |        |     |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                   |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                      |  |  |                  |  |  |                        |  |  |                  |  |  |                  |  |  |                  |  |  |                             |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                  |  |  |
| 5:00PM to 6:00PM               |   |  |            |  |                  |        |     |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                   |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                      |  |  |                  |  |  |                        |  |  |                  |  |  |                  |  |  |                  |  |  |                             |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                  |  |  |
| 6:00PM to 7:00PM               |   |  |            |  |                  |        |     |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                   |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                      |  |  |                  |  |  |                        |  |  |                  |  |  |                  |  |  |                  |  |  |                             |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                  |  |  |
| 7:00PM to 8:00PM               |   |  |            |  |                  |        |     |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                   |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                      |  |  |                  |  |  |                        |  |  |                  |  |  |                  |  |  |                  |  |  |                             |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                  |  |  |
| 8:00PM to 9:00PM               |   |  |            |  |                  |        |     |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                   |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                      |  |  |                  |  |  |                        |  |  |                  |  |  |                  |  |  |                  |  |  |                             |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                  |  |  |
| 9:00PM to 10:00PM              |   |  |            |  |                  |        |     |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                   |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                      |  |  |                  |  |  |                        |  |  |                  |  |  |                  |  |  |                  |  |  |                             |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                  |  |  |
| 10:00PM to 11:00PM             |   |  |            |  |                  |        |     |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                   |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                      |  |  |                  |  |  |                        |  |  |                  |  |  |                  |  |  |                  |  |  |                             |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                  |  |  |
| 11:00PM to 12:00MN             |   |  |            |  |                  |        |     |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                   |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                      |  |  |                  |  |  |                        |  |  |                  |  |  |                  |  |  |                  |  |  |                             |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                  |  |  |
| 12:00MN to 1:00AM              |   |  |            |  |                  |        |     |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                   |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                      |  |  |                  |  |  |                        |  |  |                  |  |  |                  |  |  |                  |  |  |                             |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                  |  |  |
| 1:00AM to 2:00AM               |   |  |            |  |                  |        |     |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                   |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                      |  |  |                  |  |  |                        |  |  |                  |  |  |                  |  |  |                  |  |  |                             |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                  |  |  |
| 2:00AM to 3:00AM               |   |  |            |  |                  |        |     |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                   |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                      |  |  |                  |  |  |                        |  |  |                  |  |  |                  |  |  |                  |  |  |                             |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                  |  |  |
| 3:00AM to 4:00AM               |   |  |            |  |                  |        |     |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                   |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                      |  |  |                  |  |  |                        |  |  |                  |  |  |                  |  |  |                  |  |  |                             |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                  |  |  |

**SURVEY QUESTIONNAIRE**  
**Set B: PROCESSORS**

|                           |   |
|---------------------------|---|
| <b>Screening Question</b> | <p>1) Does the enterprise/company you are connected with process tuna?<br/> <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If answer is YES, proceed to Question No. 2<br/>         If answer is NO, terminate interview and replace respondent</p> <p>2) How would you rate your level of knowledge about the processing operations of your enterprise/company?</p> <p>A - Excellent<br/>         B - Very Good<br/>         C - Good<br/>         D - Fair<br/>         E - Poor</p> <p>If answer is A, B, C proceed with the interview<br/>         If answer is E, Terminate interview and replace respondent</p>  |
| <b>Socio-demographics</b> | <p><b>For respondent</b><br/>         What is your name:<br/>         Address (in General Santos City):<br/>         Address (outside General Santos City):<br/>         How many years have you lived in General Santos City? ____ years</p> <p>Sex: <input type="checkbox"/> Male<br/> <input type="checkbox"/> Female</p> <p>Highest educational attainment :<br/> <input type="checkbox"/> No formal schooling<br/> <input type="checkbox"/> Some grade school<br/> <input type="checkbox"/> Grade school graduate<br/> <input type="checkbox"/> Some high school<br/> <input type="checkbox"/> High school graduate<br/> <input type="checkbox"/> Some college<br/> <input type="checkbox"/> Vocational schooling<br/> <input type="checkbox"/> College graduate<br/> <input type="checkbox"/> Post Graduate</p> <p>Civil Status:<br/> <input type="checkbox"/> Single<br/> <input type="checkbox"/> Married<br/> <input type="checkbox"/> Separated<br/> <input type="checkbox"/> Widow/Widower<br/> <input type="checkbox"/> Live-in</p> <p>Ethnic group:<br/> <input type="checkbox"/> Bicolano</p> |

|  |   |
|--|---|
|  | <p> <input type="checkbox"/> Cebuano-Bisaya<br/> <input type="checkbox"/> Ilocano<br/> <input type="checkbox"/> Ilonggo<br/> <input type="checkbox"/> Tagalog<br/> <input type="checkbox"/> Waray<br/> <input type="checkbox"/> Badjao<br/> <input type="checkbox"/> B'laan<br/> <input type="checkbox"/> Maguindanaoan<br/> <input type="checkbox"/> Maranao<br/> <input type="checkbox"/> Tausug<br/> <input type="checkbox"/> T'boli<br/> <input type="checkbox"/> Others, specify _____         </p> <p><b>About spouse/partner of respondent, if applicable:</b></p> <p>Sex: <input type="checkbox"/> Male<br/> <input type="checkbox"/> Female</p> <p>Highest educational attainment :</p> <p> <input type="checkbox"/> No formal schooling<br/> <input type="checkbox"/> Some grade school<br/> <input type="checkbox"/> Grade school graduate<br/> <input type="checkbox"/> Some high school<br/> <input type="checkbox"/> High school graduate<br/> <input type="checkbox"/> Some college<br/> <input type="checkbox"/> Vocational schooling<br/> <input type="checkbox"/> College graduate<br/> <input type="checkbox"/> Post Graduate         </p> <p>Civil Status:</p> <p> <input type="checkbox"/> Single<br/> <input type="checkbox"/> Married<br/> <input type="checkbox"/> Separated<br/> <input type="checkbox"/> Widow/Widower<br/> <input type="checkbox"/> Live-in         </p> <p>Ethnic group:</p> <p> <input type="checkbox"/> Bicolano<br/> <input type="checkbox"/> Cebuano-Bisaya<br/> <input type="checkbox"/> Ilocano<br/> <input type="checkbox"/> Ilonggo<br/> <input type="checkbox"/> Tagalog<br/> <input type="checkbox"/> Waray<br/> <input type="checkbox"/> Badjao<br/> <input type="checkbox"/> B'laan<br/> <input type="checkbox"/> Maguindanaoan<br/> <input type="checkbox"/> Maranao<br/> <input type="checkbox"/> Tausug<br/> <input type="checkbox"/> T'boli<br/> <input type="checkbox"/> Others, specify _____         </p> <p>How many years has your spouse lived in General Santos City? ____ years</p> <p><b>For respondent only</b></p> <p>I. How many persons live in your household? ____</p> |
|--|---|



2. Who among members of your household work with you in tuna processing facility? Identify member no. 2, in relation to respondent (no. 1). (e.g. spouse, son, grandmother, etc.), age, check column for sex.

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

3. What is your household's most important/primary source of income? (One answer only)

☐ Fishing  
☐ Fish processing  
☐ Fish trading/selling  
☐ Farming  
☐ Profession  
☐ Remittance  
☐ Others, specify \_\_\_\_\_

4. What is your household's second most important source of income? (One answer only)

☐ Fishing  
☐ Fish processing  
☐ Fish trading/selling  
☐ Farming  
☐ Profession  
☐ Remittance  
☐ Others, specify \_\_\_\_\_  
☐ None

5. Approximately how much do you earn per month from tuna processing? (One answer only)

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

6. Approximately how much is your total household income per month from all sources? (one answer only)

☐ 0 to 2,000  
☐ 2,001 to 5,000

|                                     | <p> <input type="checkbox"/> 5,001 to 10,000<br/> <input type="checkbox"/> 10,001 to 15,000<br/> <input type="checkbox"/> 15,001 to 20,000<br/> <input type="checkbox"/> 20,001 to 25,000<br/> <input type="checkbox"/> 25,001 to 30,000<br/> <input type="checkbox"/> 30,001 to 50,000<br/> <input type="checkbox"/> 50,001 to 100,000<br/> <input type="checkbox"/> above 100,000         </p> <p>7. Are you a member of any fishing-related organization?</p> <p> <input type="checkbox"/> Yes<br/> <input type="checkbox"/> No         </p> <p>If no, proceed to Question No. 9</p> <p>8. If yes, what fishing-related organization(s) are you a member of and what is your position? (Multiple response allowed)</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th rowspan="2">Organization</th> <th colspan="5">Positions</th> </tr> <tr> <th>President /Vice President</th> <th>Secretary/ Treasurer</th> <th>Other Officer Position</th> <th>Member</th> <th>None</th> </tr> </thead> <tbody> <tr> <td>a) tuna industry associations</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>a) processors industry associations</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>b) fisherfolk association</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>c) women fisherfolks organization</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>d) Others, please specify:</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>9. What other groups in your community are you a member of? Please specify:</p> <p>_____</p> | Organization         | Positions              |        |      |  |  | President /Vice President | Secretary/ Treasurer | Other Officer Position | Member | None | a) tuna industry associations |  |  |  |  |  | a) processors industry associations |  |  |  |  |  | b) fisherfolk association |  |  |  |  |  | c) women fisherfolks organization |  |  |  |  |  | d) Others, please specify: |  |  |  |  |  |
|-------------------------------------|--|----------------------|------------------------|--------|------|--|--|---------------------------|----------------------|------------------------|--------|------|-------------------------------|--|--|--|--|--|-------------------------------------|--|--|--|--|--|---------------------------|--|--|--|--|--|-----------------------------------|--|--|--|--|--|----------------------------|--|--|--|--|--|
| Organization                        | Positions  |                      |                        |        |      |  |  |                           |                      |                        |        |      |                               |  |  |  |  |  |                                     |  |  |  |  |  |                           |  |  |  |  |  |                                   |  |  |  |  |  |                            |  |  |  |  |  |
|                                     | President /Vice President  | Secretary/ Treasurer | Other Officer Position | Member | None |  |  |                           |                      |                        |        |      |                               |  |  |  |  |  |                                     |  |  |  |  |  |                           |  |  |  |  |  |                                   |  |  |  |  |  |                            |  |  |  |  |  |
| a) tuna industry associations       |  |                      |                        |        |      |  |  |                           |                      |                        |        |      |                               |  |  |  |  |  |                                     |  |  |  |  |  |                           |  |  |  |  |  |                                   |  |  |  |  |  |                            |  |  |  |  |  |
| a) processors industry associations |  |                      |                        |        |      |  |  |                           |                      |                        |        |      |                               |  |  |  |  |  |                                     |  |  |  |  |  |                           |  |  |  |  |  |                                   |  |  |  |  |  |                            |  |  |  |  |  |
| b) fisherfolk association           |  |                      |                        |        |      |  |  |                           |                      |                        |        |      |                               |  |  |  |  |  |                                     |  |  |  |  |  |                           |  |  |  |  |  |                                   |  |  |  |  |  |                            |  |  |  |  |  |
| c) women fisherfolks organization   |  |                      |                        |        |      |  |  |                           |                      |                        |        |      |                               |  |  |  |  |  |                                     |  |  |  |  |  |                           |  |  |  |  |  |                                   |  |  |  |  |  |                            |  |  |  |  |  |
| d) Others, please specify:          |  |                      |                        |        |      |  |  |                           |                      |                        |        |      |                               |  |  |  |  |  |                                     |  |  |  |  |  |                           |  |  |  |  |  |                                   |  |  |  |  |  |                            |  |  |  |  |  |
|                                     | <p>10. What is your position in the processing facility?</p> <p> <input type="checkbox"/> Owner of the processing facility.<br/> <input type="checkbox"/> Part of the management team<br/> <input type="checkbox"/> Worker         </p> <p>If answer is owner or part of management team, what is your position in the organization(s)?</p> <p> <input type="checkbox"/> President/Vice-President<br/> <input type="checkbox"/> Secretary/Treasurer<br/> <input type="checkbox"/> Board Member<br/> <input type="checkbox"/> Department/Division Head<br/> <input type="checkbox"/> others, please specify         </p> <p>If answer is worker, what are your specific tasks? (please specify)</p> <p>_____</p> <p>11. Is there a labor union in your company?</p> <p> <input type="checkbox"/> Yes <input type="checkbox"/> No         </p> <p>If yes, how many are men and women officers? (indicate number)</p>   |                      |                        |        |      |  |  |                           |                      |                        |        |      |                               |  |  |  |  |  |                                     |  |  |  |  |  |                           |  |  |  |  |  |                                   |  |  |  |  |  |                            |  |  |  |  |  |

|  |  |
|--|--|
|  | <p> <input type="checkbox"/> women officer<br/> <input type="checkbox"/> men officers </p> <p>12. What is the scale of operations of your processing facility?</p> <p> <input type="checkbox"/> House/kitchen type<br/> <input type="checkbox"/> Small-scale (within General Santos Fish Port complex)<br/> <input type="checkbox"/> Small-scale (outside General Santos Fish Port complex)<br/> <input type="checkbox"/> Large-scale (within General Santos Fish Port complex)<br/> <input type="checkbox"/> Large-scale (outside General Santos Fish Port complex)<br/> <input type="checkbox"/> Others, please specify _____ </p> <p>13. What is the floor area of the processing facility? _____</p> <p>14. Product forms processed (Multiple answers)</p> <p> <input type="checkbox"/> Canned/bottled/pouched<br/> <input type="checkbox"/> Chilled<br/> <input type="checkbox"/> Frozen<br/> <input type="checkbox"/> Dried<br/> <input type="checkbox"/> Smoked<br/> <input type="checkbox"/> Fillet<br/> <input type="checkbox"/> Sashimi/sushi<br/> <input type="checkbox"/> Cooked Ready-to-eat<br/> <input type="checkbox"/> Others, please specify _____ </p> <p>15. Is your processing facility HACCP compliant?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't know</p> <p>16. Is your processing facility registered with Food and Drug Administration (FDA)?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't Know</p> <p>17. Is your processing enterprise registered with DTI/ SEC and LGU?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't know</p> <p>If yes, in whose name is it registered?</p> <p><input type="checkbox"/> Male <input type="checkbox"/> Female <input type="checkbox"/> Corporation</p> <p>If Corporation, is the president of Corporation male or female?</p> <p><input type="checkbox"/> Male <input type="checkbox"/> Female</p> |
|  | <p>18. How did the owner raise the capital to establish the processing facility?</p> <p> <input type="checkbox"/> Self-financed<br/> <input type="checkbox"/> Borrowed from relatives/family/friends<br/> <input type="checkbox"/> Loan(specify lender e.g. bank, private individual) _____<br/> <input type="checkbox"/> Buyer<br/> <input type="checkbox"/> Financial support from the government<br/> <input type="checkbox"/> Others, please specify _____<br/> <input type="checkbox"/> Don't Know </p> <p>19. How does the company raise cash when needed for the operations of the processing plant?</p> <p> <input type="checkbox"/> Self-financing, proceed to Q21<br/> <input type="checkbox"/> Borrow money from relatives/family/friends<br/> <input type="checkbox"/> Loan (specify lender, e.g. bank, private individual) _____ </p>   |

|  | <p> <input type="checkbox"/> Secure loan , Specify from whom _____<br/> <input type="checkbox"/> Buyer<br/> <input type="checkbox"/> Others, please specify _____         </p>  |                                |        |             |       |        |               |               |     |            |             |       |                                 |  |  |                        |  |  |          |                              |  |                                  |  |  |  |  |                                   |  |  |  |  |  |  |                                 |  |  |  |  |  |  |                                 |  |  |  |  |  |  |                                |  |  |  |  |  |  |                                 |  |  |  |  |  |  |                                      |  |  |  |  |  |  |                                      |  |  |  |  |  |  |  |  |  |  |  |  |  |                                     |  |  |  |  |  |  |
|--|---|--------------------------------|--------|-------------|-------|--------|---------------|---------------|-----|------------|-------------|-------|---------------------------------|--|--|------------------------|--|--|----------|------------------------------|--|----------------------------------|--|--|--|--|-----------------------------------|--|--|--|--|--|--|---------------------------------|--|--|--|--|--|--|---------------------------------|--|--|--|--|--|--|--------------------------------|--|--|--|--|--|--|---------------------------------|--|--|--|--|--|--|--------------------------------------|--|--|--|--|--|--|--------------------------------------|--|--|--|--|--|--|--|--|--|--|--|--|--|-------------------------------------|--|--|--|--|--|--|
|  | <p>20. When the company borrows money to support the processing operation, who does the borrowing?</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <tr> <th rowspan="2">Position of responsible person</th><th colspan="2">Sex</th></tr> <tr> <th>Male</th><th>Female</th></tr> <tr><td>Owner</td><td></td><td></td></tr> <tr><td>Executives</td><td></td><td></td></tr> <tr><td>Spouse of owner</td><td></td><td></td></tr> <tr><td>Finance/Budget Officer</td><td></td><td></td></tr> <tr><td>Marketer</td><td></td><td></td></tr> <tr><td>Others, please specify:<br/>_____</td><td></td><td></td></tr> </table>  | Position of responsible person | Sex    |             | Male  | Female | Owner         |               |     | Executives |             |       | Spouse of owner                 |  |  | Finance/Budget Officer |  |  | Marketer |                              |  | Others, please specify:<br>_____ |  |  |  |  |                                   |  |  |  |  |  |  |                                 |  |  |  |  |  |  |                                 |  |  |  |  |  |  |                                |  |  |  |  |  |  |                                 |  |  |  |  |  |  |                                      |  |  |  |  |  |  |                                      |  |  |  |  |  |  |  |  |  |  |  |  |  |                                     |  |  |  |  |  |  |
| Position of responsible person           | Sex   |                                |        |             |       |        |               |               |     |            |             |       |                                 |  |  |                        |  |  |          |                              |  |                                  |  |  |  |  |                                   |  |  |  |  |  |  |                                 |  |  |  |  |  |  |                                 |  |  |  |  |  |  |                                |  |  |  |  |  |  |                                 |  |  |  |  |  |  |                                      |  |  |  |  |  |  |                                      |  |  |  |  |  |  |  |  |  |  |  |  |  |                                     |  |  |  |  |  |  |
|  | Male  | Female                         |        |             |       |        |               |               |     |            |             |       |                                 |  |  |                        |  |  |          |                              |  |                                  |  |  |  |  |                                   |  |  |  |  |  |  |                                 |  |  |  |  |  |  |                                 |  |  |  |  |  |  |                                |  |  |  |  |  |  |                                 |  |  |  |  |  |  |                                      |  |  |  |  |  |  |                                      |  |  |  |  |  |  |  |  |  |  |  |  |  |                                     |  |  |  |  |  |  |
| Owner                                    |   |                                |        |             |       |        |               |               |     |            |             |       |                                 |  |  |                        |  |  |          |                              |  |                                  |  |  |  |  |                                   |  |  |  |  |  |  |                                 |  |  |  |  |  |  |                                 |  |  |  |  |  |  |                                |  |  |  |  |  |  |                                 |  |  |  |  |  |  |                                      |  |  |  |  |  |  |                                      |  |  |  |  |  |  |  |  |  |  |  |  |  |                                     |  |  |  |  |  |  |
| Executives                               |   |                                |        |             |       |        |               |               |     |            |             |       |                                 |  |  |                        |  |  |          |                              |  |                                  |  |  |  |  |                                   |  |  |  |  |  |  |                                 |  |  |  |  |  |  |                                 |  |  |  |  |  |  |                                |  |  |  |  |  |  |                                 |  |  |  |  |  |  |                                      |  |  |  |  |  |  |                                      |  |  |  |  |  |  |  |  |  |  |  |  |  |                                     |  |  |  |  |  |  |
| Spouse of owner                          |   |                                |        |             |       |        |               |               |     |            |             |       |                                 |  |  |                        |  |  |          |                              |  |                                  |  |  |  |  |                                   |  |  |  |  |  |  |                                 |  |  |  |  |  |  |                                 |  |  |  |  |  |  |                                |  |  |  |  |  |  |                                 |  |  |  |  |  |  |                                      |  |  |  |  |  |  |                                      |  |  |  |  |  |  |  |  |  |  |  |  |  |                                     |  |  |  |  |  |  |
| Finance/Budget Officer                   |   |                                |        |             |       |        |               |               |     |            |             |       |                                 |  |  |                        |  |  |          |                              |  |                                  |  |  |  |  |                                   |  |  |  |  |  |  |                                 |  |  |  |  |  |  |                                 |  |  |  |  |  |  |                                |  |  |  |  |  |  |                                 |  |  |  |  |  |  |                                      |  |  |  |  |  |  |                                      |  |  |  |  |  |  |  |  |  |  |  |  |  |                                     |  |  |  |  |  |  |
| Marketer                                 |   |                                |        |             |       |        |               |               |     |            |             |       |                                 |  |  |                        |  |  |          |                              |  |                                  |  |  |  |  |                                   |  |  |  |  |  |  |                                 |  |  |  |  |  |  |                                 |  |  |  |  |  |  |                                |  |  |  |  |  |  |                                 |  |  |  |  |  |  |                                      |  |  |  |  |  |  |                                      |  |  |  |  |  |  |  |  |  |  |  |  |  |                                     |  |  |  |  |  |  |
| Others, please specify:<br>_____         |   |                                |        |             |       |        |               |               |     |            |             |       |                                 |  |  |                        |  |  |          |                              |  |                                  |  |  |  |  |                                   |  |  |  |  |  |  |                                 |  |  |  |  |  |  |                                 |  |  |  |  |  |  |                                |  |  |  |  |  |  |                                 |  |  |  |  |  |  |                                      |  |  |  |  |  |  |                                      |  |  |  |  |  |  |  |  |  |  |  |  |  |                                     |  |  |  |  |  |  |
|  | <p>21. How does the company find workers for the processing operation?</p> <p> <input type="checkbox"/> Personal Choice<br/> <input type="checkbox"/> Referrals<br/> <input type="checkbox"/> Advertisement<br/> <input type="checkbox"/> Job fair<br/> <input type="checkbox"/> Online application (e.g. LinkedIn, Jobstreet)         </p>   |                                |        |             |       |        |               |               |     |            |             |       |                                 |  |  |                        |  |  |          |                              |  |                                  |  |  |  |  |                                   |  |  |  |  |  |  |                                 |  |  |  |  |  |  |                                 |  |  |  |  |  |  |                                |  |  |  |  |  |  |                                 |  |  |  |  |  |  |                                      |  |  |  |  |  |  |                                      |  |  |  |  |  |  |  |  |  |  |  |  |  |                                     |  |  |  |  |  |  |
|  | <p>22. Do family members take part in your processing operations?<br/> <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If yes, who are they? How many? Are they paid? What type of work?</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <tr> <th rowspan="2">Family Member</th><th rowspan="2">Number</th><th rowspan="2">Age</th><th colspan="2">Paid?</th><th colspan="2">Type of work?</th></tr> <tr> <th>Yes</th><th>No</th><th>Supervisory</th><th>Labor</th></tr> <tr><td><input type="checkbox"/> Spouse</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td><input type="checkbox"/> Son</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td><input type="checkbox"/> Daughter</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td><input type="checkbox"/> Father</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td><input type="checkbox"/> Mother</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td><input type="checkbox"/> Niece</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td><input type="checkbox"/> Nephew</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td><input type="checkbox"/> Grandfather</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td><input type="checkbox"/> Grandmother</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td><input type="checkbox"/> daughter In-law</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td><input type="checkbox"/> son-in-law</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table> | Family Member                  | Number | Age         | Paid? |        | Type of work? |               | Yes | No         | Supervisory | Labor | <input type="checkbox"/> Spouse |  |  |                        |  |  |          | <input type="checkbox"/> Son |  |                                  |  |  |  |  | <input type="checkbox"/> Daughter |  |  |  |  |  |  | <input type="checkbox"/> Father |  |  |  |  |  |  | <input type="checkbox"/> Mother |  |  |  |  |  |  | <input type="checkbox"/> Niece |  |  |  |  |  |  | <input type="checkbox"/> Nephew |  |  |  |  |  |  | <input type="checkbox"/> Grandfather |  |  |  |  |  |  | <input type="checkbox"/> Grandmother |  |  |  |  |  |  | <input type="checkbox"/> daughter In-law |  |  |  |  |  |  | <input type="checkbox"/> son-in-law |  |  |  |  |  |  |
| Family Member                            | Number  |                                |        |             | Age   | Paid?  |               | Type of work? |     |            |             |       |                                 |  |  |                        |  |  |          |                              |  |                                  |  |  |  |  |                                   |  |  |  |  |  |  |                                 |  |  |  |  |  |  |                                 |  |  |  |  |  |  |                                |  |  |  |  |  |  |                                 |  |  |  |  |  |  |                                      |  |  |  |  |  |  |                                      |  |  |  |  |  |  |  |  |  |  |  |  |  |                                     |  |  |  |  |  |  |
|  |   | Yes                            | No     | Supervisory |       | Labor  |               |               |     |            |             |       |                                 |  |  |                        |  |  |          |                              |  |                                  |  |  |  |  |                                   |  |  |  |  |  |  |                                 |  |  |  |  |  |  |                                 |  |  |  |  |  |  |                                |  |  |  |  |  |  |                                 |  |  |  |  |  |  |                                      |  |  |  |  |  |  |                                      |  |  |  |  |  |  |  |  |  |  |  |  |  |                                     |  |  |  |  |  |  |
| <input type="checkbox"/> Spouse          |   |                                |        |             |       |        |               |               |     |            |             |       |                                 |  |  |                        |  |  |          |                              |  |                                  |  |  |  |  |                                   |  |  |  |  |  |  |                                 |  |  |  |  |  |  |                                 |  |  |  |  |  |  |                                |  |  |  |  |  |  |                                 |  |  |  |  |  |  |                                      |  |  |  |  |  |  |                                      |  |  |  |  |  |  |  |  |  |  |  |  |  |                                     |  |  |  |  |  |  |
| <input type="checkbox"/> Son             |   |                                |        |             |       |        |               |               |     |            |             |       |                                 |  |  |                        |  |  |          |                              |  |                                  |  |  |  |  |                                   |  |  |  |  |  |  |                                 |  |  |  |  |  |  |                                 |  |  |  |  |  |  |                                |  |  |  |  |  |  |                                 |  |  |  |  |  |  |                                      |  |  |  |  |  |  |                                      |  |  |  |  |  |  |  |  |  |  |  |  |  |                                     |  |  |  |  |  |  |
| <input type="checkbox"/> Daughter        |   |                                |        |             |       |        |               |               |     |            |             |       |                                 |  |  |                        |  |  |          |                              |  |                                  |  |  |  |  |                                   |  |  |  |  |  |  |                                 |  |  |  |  |  |  |                                 |  |  |  |  |  |  |                                |  |  |  |  |  |  |                                 |  |  |  |  |  |  |                                      |  |  |  |  |  |  |                                      |  |  |  |  |  |  |  |  |  |  |  |  |  |                                     |  |  |  |  |  |  |
| <input type="checkbox"/> Father          |   |                                |        |             |       |        |               |               |     |            |             |       |                                 |  |  |                        |  |  |          |                              |  |                                  |  |  |  |  |                                   |  |  |  |  |  |  |                                 |  |  |  |  |  |  |                                 |  |  |  |  |  |  |                                |  |  |  |  |  |  |                                 |  |  |  |  |  |  |                                      |  |  |  |  |  |  |                                      |  |  |  |  |  |  |  |  |  |  |  |  |  |                                     |  |  |  |  |  |  |
| <input type="checkbox"/> Mother          |   |                                |        |             |       |        |               |               |     |            |             |       |                                 |  |  |                        |  |  |          |                              |  |                                  |  |  |  |  |                                   |  |  |  |  |  |  |                                 |  |  |  |  |  |  |                                 |  |  |  |  |  |  |                                |  |  |  |  |  |  |                                 |  |  |  |  |  |  |                                      |  |  |  |  |  |  |                                      |  |  |  |  |  |  |  |  |  |  |  |  |  |                                     |  |  |  |  |  |  |
| <input type="checkbox"/> Niece           |   |                                |        |             |       |        |               |               |     |            |             |       |                                 |  |  |                        |  |  |          |                              |  |                                  |  |  |  |  |                                   |  |  |  |  |  |  |                                 |  |  |  |  |  |  |                                 |  |  |  |  |  |  |                                |  |  |  |  |  |  |                                 |  |  |  |  |  |  |                                      |  |  |  |  |  |  |                                      |  |  |  |  |  |  |  |  |  |  |  |  |  |                                     |  |  |  |  |  |  |
| <input type="checkbox"/> Nephew          |   |                                |        |             |       |        |               |               |     |            |             |       |                                 |  |  |                        |  |  |          |                              |  |                                  |  |  |  |  |                                   |  |  |  |  |  |  |                                 |  |  |  |  |  |  |                                 |  |  |  |  |  |  |                                |  |  |  |  |  |  |                                 |  |  |  |  |  |  |                                      |  |  |  |  |  |  |                                      |  |  |  |  |  |  |  |  |  |  |  |  |  |                                     |  |  |  |  |  |  |
| <input type="checkbox"/> Grandfather     |   |                                |        |             |       |        |               |               |     |            |             |       |                                 |  |  |                        |  |  |          |                              |  |                                  |  |  |  |  |                                   |  |  |  |  |  |  |                                 |  |  |  |  |  |  |                                 |  |  |  |  |  |  |                                |  |  |  |  |  |  |                                 |  |  |  |  |  |  |                                      |  |  |  |  |  |  |                                      |  |  |  |  |  |  |  |  |  |  |  |  |  |                                     |  |  |  |  |  |  |
| <input type="checkbox"/> Grandmother     |   |                                |        |             |       |        |               |               |     |            |             |       |                                 |  |  |                        |  |  |          |                              |  |                                  |  |  |  |  |                                   |  |  |  |  |  |  |                                 |  |  |  |  |  |  |                                 |  |  |  |  |  |  |                                |  |  |  |  |  |  |                                 |  |  |  |  |  |  |                                      |  |  |  |  |  |  |                                      |  |  |  |  |  |  |  |  |  |  |  |  |  |                                     |  |  |  |  |  |  |
| <input type="checkbox"/> daughter In-law |   |                                |        |             |       |        |               |               |     |            |             |       |                                 |  |  |                        |  |  |          |                              |  |                                  |  |  |  |  |                                   |  |  |  |  |  |  |                                 |  |  |  |  |  |  |                                 |  |  |  |  |  |  |                                |  |  |  |  |  |  |                                 |  |  |  |  |  |  |                                      |  |  |  |  |  |  |                                      |  |  |  |  |  |  |  |  |  |  |  |  |  |                                     |  |  |  |  |  |  |
| <input type="checkbox"/> son-in-law      |   |                                |        |             |       |        |               |               |     |            |             |       |                                 |  |  |                        |  |  |          |                              |  |                                  |  |  |  |  |                                   |  |  |  |  |  |  |                                 |  |  |  |  |  |  |                                 |  |  |  |  |  |  |                                |  |  |  |  |  |  |                                 |  |  |  |  |  |  |                                      |  |  |  |  |  |  |                                      |  |  |  |  |  |  |  |  |  |  |  |  |  |                                     |  |  |  |  |  |  |
|  | <p>23. How fast could the company find workers?</p> <p> <input type="checkbox"/> Within a day<br/> <input type="checkbox"/> Within a week<br/> <input type="checkbox"/> Within a month<br/> <input type="checkbox"/> More than a month         </p>   |                                |        |             |       |        |               |               |     |            |             |       |                                 |  |  |                        |  |  |          |                              |  |                                  |  |  |  |  |                                   |  |  |  |  |  |  |                                 |  |  |  |  |  |  |                                 |  |  |  |  |  |  |                                |  |  |  |  |  |  |                                 |  |  |  |  |  |  |                                      |  |  |  |  |  |  |                                      |  |  |  |  |  |  |  |  |  |  |  |  |  |                                     |  |  |  |  |  |  |

24. How many employees/workers does the company have (indicate number)?

Men \_\_\_\_ 15 & above      Women \_\_\_\_ 15 & above  
Boys \_\_\_\_ below 15      Girls \_\_\_\_ below 15

|       | Regular     |        | Seasonal    |        | N/A |
|-------|-------------|--------|-------------|--------|-----|
|       | Supervisory | Worker | Supervisory | Worker |     |
| Men   |             |        |             |        |     |
| Boys  |             |        |             |        |     |
| Women |             |        |             |        |     |
| Girls |             |        |             |        |     |

25. From whom does the company get reliable information on new processing technology/practices?

- \_\_\_ Government agencies
- \_\_\_ Local Government Unit
- \_\_\_ Other processors
- \_\_\_ Tuna industry association
- \_\_\_ Local trade fairs/ food shows
- \_\_\_ International trade fairs/food shows
- \_\_\_ Radio
- \_\_\_ TV
- \_\_\_ Internet
- \_\_\_ Others, please specify \_\_\_\_\_

26. From whom does the company get reliable information about buyers?

- \_\_\_ Government agencies
- \_\_\_ Local Government Unit
- \_\_\_ Other traders
- \_\_\_ Tuna industry association
- \_\_\_ Local trade fairs/ food shows
- \_\_\_ International trade fairs/food shows
- \_\_\_ Radio
- \_\_\_ TV
- \_\_\_ Internet
- \_\_\_ Others, please specify: \_\_\_\_\_

27. From whom does the company get reliable information on market prices?

- \_\_\_ Government agencies
- \_\_\_ Local Government Unit
- \_\_\_ Other processors
- \_\_\_ Tuna industry association
- \_\_\_ Radio
- \_\_\_ TV
- \_\_\_ Internet
- \_\_\_ Others, please specify: \_\_\_\_\_

|   | <p>28. Who is your <b>primary</b> buyer? Please indicate if they are male or female. Do they provide the financing? (Choose one only)</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <th rowspan="2">Type of buyer</th> <th colspan="2">Sex</th> <th colspan="2">Buyers provide financing?</th> </tr> <tr> <th>Male</th> <th>Female</th> <th>Yes</th> <th>No</th> </tr> <tr><td>Local Restaurants</td><td></td><td></td><td></td><td></td></tr> <tr><td>Other Local institutional buyers</td><td></td><td></td><td></td><td></td></tr> <tr><td>Exporters</td><td></td><td></td><td></td><td></td></tr> <tr><td>Buying offices of exporters</td><td></td><td></td><td></td><td></td></tr> <tr><td>Retailers/Supermarkets</td><td></td><td></td><td></td><td></td></tr> <tr><td>Small-scale market vendors</td><td></td><td></td><td></td><td></td></tr> <tr><td>Processors</td><td></td><td></td><td></td><td></td></tr> <tr><td>Households</td><td></td><td></td><td></td><td></td></tr> <tr><td>Pasalubong centers</td><td></td><td></td><td></td><td></td></tr> <tr><td>Others, specify _____</td><td></td><td></td><td></td><td></td></tr> </table> | Type of buyer | Sex                       |     | Buyers provide financing? |   | Male | Female | Yes | No                              | Local Restaurants |  |  |   |  | Other Local institutional buyers |  |   |  |  | Exporters |                                       |  |  |  | Buying offices of exporters |  |  |  |  | Retailers/Supermarkets |  |  |  |  | Small-scale market vendors |  |  |  |  | Processors |  |  |  |  | Households |  |  |  |  | Pasalubong centers |  |  |  |  | Others, specify _____ |  |  |  |  |
|---|---|---------------|---------------------------|-----|---------------------------|---|------|--------|-----|---------------------------------|-------------------|--|--|---|--|----------------------------------|--|---|--|--|-----------|---------------------------------------|--|--|--|-----------------------------|--|--|--|--|------------------------|--|--|--|--|----------------------------|--|--|--|--|------------|--|--|--|--|------------|--|--|--|--|--------------------|--|--|--|--|-----------------------|--|--|--|--|
| Type of buyer   | Sex   |               | Buyers provide financing? |     |                           |   |      |        |     |                                 |                   |  |  |   |  |                                  |  |   |  |  |           |                                       |  |  |  |                             |  |  |  |  |                        |  |  |  |  |                            |  |  |  |  |            |  |  |  |  |            |  |  |  |  |                    |  |  |  |  |                       |  |  |  |  |
|   | Male  | Female        | Yes                       | No  |                           |   |      |        |     |                                 |                   |  |  |   |  |                                  |  |   |  |  |           |                                       |  |  |  |                             |  |  |  |  |                        |  |  |  |  |                            |  |  |  |  |            |  |  |  |  |            |  |  |  |  |                    |  |  |  |  |                       |  |  |  |  |
| Local Restaurants   |   |               |                           |     |                           |   |      |        |     |                                 |                   |  |  |   |  |                                  |  |   |  |  |           |                                       |  |  |  |                             |  |  |  |  |                        |  |  |  |  |                            |  |  |  |  |            |  |  |  |  |            |  |  |  |  |                    |  |  |  |  |                       |  |  |  |  |
| Other Local institutional buyers  |   |               |                           |     |                           |   |      |        |     |                                 |                   |  |  |   |  |                                  |  |   |  |  |           |                                       |  |  |  |                             |  |  |  |  |                        |  |  |  |  |                            |  |  |  |  |            |  |  |  |  |            |  |  |  |  |                    |  |  |  |  |                       |  |  |  |  |
| Exporters   |   |               |                           |     |                           |   |      |        |     |                                 |                   |  |  |   |  |                                  |  |   |  |  |           |                                       |  |  |  |                             |  |  |  |  |                        |  |  |  |  |                            |  |  |  |  |            |  |  |  |  |            |  |  |  |  |                    |  |  |  |  |                       |  |  |  |  |
| Buying offices of exporters   |   |               |                           |     |                           |   |      |        |     |                                 |                   |  |  |   |  |                                  |  |   |  |  |           |                                       |  |  |  |                             |  |  |  |  |                        |  |  |  |  |                            |  |  |  |  |            |  |  |  |  |            |  |  |  |  |                    |  |  |  |  |                       |  |  |  |  |
| Retailers/Supermarkets  |   |               |                           |     |                           |   |      |        |     |                                 |                   |  |  |   |  |                                  |  |   |  |  |           |                                       |  |  |  |                             |  |  |  |  |                        |  |  |  |  |                            |  |  |  |  |            |  |  |  |  |            |  |  |  |  |                    |  |  |  |  |                       |  |  |  |  |
| Small-scale market vendors  |   |               |                           |     |                           |   |      |        |     |                                 |                   |  |  |   |  |                                  |  |   |  |  |           |                                       |  |  |  |                             |  |  |  |  |                        |  |  |  |  |                            |  |  |  |  |            |  |  |  |  |            |  |  |  |  |                    |  |  |  |  |                       |  |  |  |  |
| Processors  |   |               |                           |     |                           |   |      |        |     |                                 |                   |  |  |   |  |                                  |  |   |  |  |           |                                       |  |  |  |                             |  |  |  |  |                        |  |  |  |  |                            |  |  |  |  |            |  |  |  |  |            |  |  |  |  |                    |  |  |  |  |                       |  |  |  |  |
| Households  |   |               |                           |     |                           |   |      |        |     |                                 |                   |  |  |   |  |                                  |  |   |  |  |           |                                       |  |  |  |                             |  |  |  |  |                        |  |  |  |  |                            |  |  |  |  |            |  |  |  |  |            |  |  |  |  |                    |  |  |  |  |                       |  |  |  |  |
| Pasalubong centers  |   |               |                           |     |                           |   |      |        |     |                                 |                   |  |  |   |  |                                  |  |   |  |  |           |                                       |  |  |  |                             |  |  |  |  |                        |  |  |  |  |                            |  |  |  |  |            |  |  |  |  |            |  |  |  |  |                    |  |  |  |  |                       |  |  |  |  |
| Others, specify _____   |   |               |                           |     |                           |   |      |        |     |                                 |                   |  |  |   |  |                                  |  |   |  |  |           |                                       |  |  |  |                             |  |  |  |  |                        |  |  |  |  |                            |  |  |  |  |            |  |  |  |  |            |  |  |  |  |                    |  |  |  |  |                       |  |  |  |  |
|   | <p>29. What percentage of the buyers you deal with are women? (indicate percentage)</p> <p style="margin-left: 40px;">_____ %</p>   |               |                           |     |                           |   |      |        |     |                                 |                   |  |  |   |  |                                  |  |   |  |  |           |                                       |  |  |  |                             |  |  |  |  |                        |  |  |  |  |                            |  |  |  |  |            |  |  |  |  |            |  |  |  |  |                    |  |  |  |  |                       |  |  |  |  |
|   | <p>30. Who usually delivers processed tuna to the buyer? (Choose only one)</p> <p style="margin-left: 40px;"> <input type="checkbox"/> Men <input type="checkbox"/> Women<br/> <input type="checkbox"/> Boys <input type="checkbox"/> Girls         </p>  |               |                           |     |                           |   |      |        |     |                                 |                   |  |  |   |  |                                  |  |   |  |  |           |                                       |  |  |  |                             |  |  |  |  |                        |  |  |  |  |                            |  |  |  |  |            |  |  |  |  |            |  |  |  |  |                    |  |  |  |  |                       |  |  |  |  |
|   | <p>31. Do you allow your buyers to get your processed products on credit?</p> <p style="margin-left: 40px;"><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p style="margin-left: 40px;">If No, why not?</p> <p style="margin-left: 80px;"> <input type="checkbox"/> I/owner needs cash for processing operations<br/> <input type="checkbox"/> I/owner needs cash for everyday expenses<br/> <input type="checkbox"/> Avoid risks of non-payment<br/> <input type="checkbox"/> Difficulty of collecting debts<br/> <input type="checkbox"/> Others, please specify _____         </p> <p style="margin-left: 40px;">If Yes, what percentage of those that you allow credit to, are women?</p> <p style="margin-left: 80px;">_____ %</p>  |               |                           |     |                           |   |      |        |     |                                 |                   |  |  |   |  |                                  |  |   |  |  |           |                                       |  |  |  |                             |  |  |  |  |                        |  |  |  |  |                            |  |  |  |  |            |  |  |  |  |            |  |  |  |  |                    |  |  |  |  |                       |  |  |  |  |
|   | <p>32. Are there differences in the purchase behavior between men and women buyers?</p> <p style="margin-left: 40px;"><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p style="margin-left: 40px;">If Yes, please indicate for each behavior stated below refers to women, men or the same.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <th>Behaviors</th> <th>Women</th> <th>Men</th> <th>The same</th> </tr> <tr><td>Who is more strict with product quality</td><td></td><td></td><td></td></tr> <tr><td>Who is easier to negotiate with</td><td></td><td></td><td></td></tr> <tr><td>Who is more knowledgeable about product</td><td></td><td></td><td></td></tr> <tr><td>Who is more serious in complying with agreed sales conditions ((e.g. delivery schedule, packaging and labeling requirements, quality standards, etc.)</td><td></td><td></td><td></td></tr> <tr><td>Who is more firm with their decisions</td><td></td><td></td><td></td></tr> </table>  | Behaviors     | Women                     | Men | The same                  | Who is more strict with product quality |      |        |     | Who is easier to negotiate with |                   |  |  | Who is more knowledgeable about product |  |                                  |  | Who is more serious in complying with agreed sales conditions ((e.g. delivery schedule, packaging and labeling requirements, quality standards, etc.) |  |  |           | Who is more firm with their decisions |  |  |  |                             |  |  |  |  |                        |  |  |  |  |                            |  |  |  |  |            |  |  |  |  |            |  |  |  |  |                    |  |  |  |  |                       |  |  |  |  |
| Behaviors   | Women   | Men           | The same                  |     |                           |   |      |        |     |                                 |                   |  |  |   |  |                                  |  |   |  |  |           |                                       |  |  |  |                             |  |  |  |  |                        |  |  |  |  |                            |  |  |  |  |            |  |  |  |  |            |  |  |  |  |                    |  |  |  |  |                       |  |  |  |  |
| Who is more strict with product quality   |   |               |                           |     |                           |   |      |        |     |                                 |                   |  |  |   |  |                                  |  |   |  |  |           |                                       |  |  |  |                             |  |  |  |  |                        |  |  |  |  |                            |  |  |  |  |            |  |  |  |  |            |  |  |  |  |                    |  |  |  |  |                       |  |  |  |  |
| Who is easier to negotiate with   |   |               |                           |     |                           |   |      |        |     |                                 |                   |  |  |   |  |                                  |  |   |  |  |           |                                       |  |  |  |                             |  |  |  |  |                        |  |  |  |  |                            |  |  |  |  |            |  |  |  |  |            |  |  |  |  |                    |  |  |  |  |                       |  |  |  |  |
| Who is more knowledgeable about product   |   |               |                           |     |                           |   |      |        |     |                                 |                   |  |  |   |  |                                  |  |   |  |  |           |                                       |  |  |  |                             |  |  |  |  |                        |  |  |  |  |                            |  |  |  |  |            |  |  |  |  |            |  |  |  |  |                    |  |  |  |  |                       |  |  |  |  |
| Who is more serious in complying with agreed sales conditions ((e.g. delivery schedule, packaging and labeling requirements, quality standards, etc.) |   |               |                           |     |                           |   |      |        |     |                                 |                   |  |  |   |  |                                  |  |   |  |  |           |                                       |  |  |  |                             |  |  |  |  |                        |  |  |  |  |                            |  |  |  |  |            |  |  |  |  |            |  |  |  |  |                    |  |  |  |  |                       |  |  |  |  |
| Who is more firm with their decisions   |   |               |                           |     |                           |   |      |        |     |                                 |                   |  |  |   |  |                                  |  |   |  |  |           |                                       |  |  |  |                             |  |  |  |  |                        |  |  |  |  |                            |  |  |  |  |            |  |  |  |  |            |  |  |  |  |                    |  |  |  |  |                       |  |  |  |  |

|   |   |     |       |      |       |     |
|---|---|-----|-------|------|-------|-----|
|   |   |     |       |      |       |     |
| <b>PRACTICES &amp; PARTICIPATION</b>        | 33. In your processing operation, who usually performs the following?   |     |       |      |       |     |
|   | Activity  | Men | Women | Boys | Girls | N/A |
|   | Process registration and legal documents  |     |       |      |       |     |
|   | Hiring of workers   |     |       |      |       |     |
|   | Plan the production schedule  |     |       |      |       |     |
|   | Prepare the equipment and facilities  |     |       |      |       |     |
|   | Purchase raw materials  |     |       |      |       |     |
|   | Purchase packaging materials  |     |       |      |       |     |
|   | Cleaning of raw materials   |     |       |      |       |     |
|   | Remove the guts and gills   |     |       |      |       |     |
|   | Beheading   |     |       |      |       |     |
|   | Bleeding  |     |       |      |       |     |
|   | Operate equipment   |     |       |      |       |     |
|   | Quality assurance   |     |       |      |       |     |
|   | Quality Control   |     |       |      |       |     |
|   | Occupational safety   |     |       |      |       |     |
|   | Cutting/slicing   |     |       |      |       |     |
|   | Cooking   |     |       |      |       |     |
|   | Freezing  |     |       |      |       |     |
|   | Bottling  |     |       |      |       |     |
|   | Canning   |     |       |      |       |     |
|   | Pouching  |     |       |      |       |     |
|   | Labeling  |     |       |      |       |     |
|   | Pack in cartoon   |     |       |      |       |     |
|   | Label   |     |       |      |       |     |
|   | Storage   |     |       |      |       |     |
|   | Clean and maintain of the physical facilities   |     |       |      |       |     |
|   | Maintenance of equipment, machines, infrastructure  |     |       |      |       |     |
|   | Negotiate with the buyer  |     |       |      |       |     |
|   | Transport to the buyer  |     |       |      |       |     |
|   | Receive payment   |     |       |      |       |     |
|   | Record of sales   |     |       |      |       |     |
|   | Record of financial transactions  |     |       |      |       |     |
|   | Record production   |     |       |      |       |     |
| Inventory of stocks                         |   |     |       |      |       |     |
| Payment of salaries and bills               |   |     |       |      |       |     |
| <b>KNOWLEDGE, BELIEFS &amp; PERCEPTIONS</b> | 34. In your processing operations, who usually attend the following?  |     |       |      |       |     |
|   |   | Men | Women | Boys | Girls |     |
|   | Meeting (People's Organization, LGUs, NGAs)   |     |       |      |       |     |
|   | Seminars/ Training related to processing  |     |       |      |       |     |
|   | Industry meetings   |     |       |      |       |     |
|   | Public hearings   |     |       |      |       |     |
|   | 35. Based on your experience, please say to what extent you agree/disagree with the following statements related to fish processing. (NOTE: enumerator has to read each |     |       |      |       |     |

|  | <p>sentence and ask respondents whether they agree or disagree. In case respondent really cannot decide whether agree/disagree, enumerator can check 'have no position on the matter'.)</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <th style="width: 65%;">Statements</th><th style="width: 15%;">Agree</th><th style="width: 15%;">Neither Agree nor Disagree</th><th style="width: 5%;">Disagree</th></tr> <tr> <td>Women are more skillful in processing than men</td><td></td><td></td><td></td></tr> <tr> <td>Women are easier to deal with than men in the workplace.</td><td></td><td></td><td></td></tr> <tr> <td>Men are more particular about quality of processed tuna than women.</td><td></td><td></td><td></td></tr> <tr> <td>Women are more efficient in processing than men.</td><td></td><td></td><td></td></tr> <tr> <td>In selling processed tuna, it is easier to collect payment from women buyers than men</td><td></td><td></td><td></td></tr> </table>   | Statements                 | Agree                                | Neither Agree nor Disagree | Disagree                        | Women are more skillful in processing than men |  |   |  | Women are easier to deal with than men in the workplace. |   |  |  | Men are more particular about quality of processed tuna than women.  |  |  |   | Women are more efficient in processing than men. |  |   |  | In selling processed tuna, it is easier to collect payment from women buyers than men |  |  |  |
|--|---|----------------------------|--------------------------------------|----------------------------|---------------------------------|--|--|---|--|--|---|--|--|--|--|--|---|--|--|---|--|---|--|--|--|
| Statements   | Agree   | Neither Agree nor Disagree | Disagree                             |                            |                                 |  |  |   |  |  |   |  |  |  |  |  |   |  |  |   |  |   |  |  |  |
| Women are more skillful in processing than men   |   |                            |                                      |                            |                                 |  |  |   |  |  |   |  |  |  |  |  |   |  |  |   |  |   |  |  |  |
| Women are easier to deal with than men in the workplace.   |   |                            |                                      |                            |                                 |  |  |   |  |  |   |  |  |  |  |  |   |  |  |   |  |   |  |  |  |
| Men are more particular about quality of processed tuna than women.  |   |                            |                                      |                            |                                 |  |  |   |  |  |   |  |  |  |  |  |   |  |  |   |  |   |  |  |  |
| Women are more efficient in processing than men.   |   |                            |                                      |                            |                                 |  |  |   |  |  |   |  |  |  |  |  |   |  |  |   |  |   |  |  |  |
| In selling processed tuna, it is easier to collect payment from women buyers than men  |   |                            |                                      |                            |                                 |  |  |   |  |  |   |  |  |  |  |  |   |  |  |   |  |   |  |  |  |
|  | <p>36. I will read out statements and for each please say whether they are true or false:</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <th style="width: 80%;"></th><th style="width: 10%;">True</th><th style="width: 10%;">False</th></tr> <tr> <td>Hot-Smoked tuna is carcinogenic</td><td></td><td></td></tr> <tr> <td>The Food Drug Administration requires processing plant to be registered</td><td></td><td></td></tr> <tr> <td>Application of Philippine National Standard for processed tuna is mandatory</td><td></td><td></td></tr> <tr> <td>A Philippine-flagged fishing vessel is allowed to fish in High Sea Pockets 1, 2 and 3 in the Western and Central Pacific Ocean area.</td><td></td><td></td></tr> <tr> <td>A tuna fishing vessel operator can export tuna to the European Union (EU) even without submission of catch logsheets.</td><td></td><td></td></tr> <tr> <td>To ensure traceability, tuna product labels should include the name of fishing vessels that caught the fish</td><td></td><td></td></tr> </table> |                            | True                                 | False                      | Hot-Smoked tuna is carcinogenic |  |  | The Food Drug Administration requires processing plant to be registered |  |  | Application of Philippine National Standard for processed tuna is mandatory |  |  | A Philippine-flagged fishing vessel is allowed to fish in High Sea Pockets 1, 2 and 3 in the Western and Central Pacific Ocean area. |  |  | A tuna fishing vessel operator can export tuna to the European Union (EU) even without submission of catch logsheets. |  |  | To ensure traceability, tuna product labels should include the name of fishing vessels that caught the fish |  |   |  |  |  |
|  | True  | False                      |                                      |                            |                                 |  |  |   |  |  |   |  |  |  |  |  |   |  |  |   |  |   |  |  |  |
| Hot-Smoked tuna is carcinogenic  |   |                            |                                      |                            |                                 |  |  |   |  |  |   |  |  |  |  |  |   |  |  |   |  |   |  |  |  |
| The Food Drug Administration requires processing plant to be registered  |   |                            |                                      |                            |                                 |  |  |   |  |  |   |  |  |  |  |  |   |  |  |   |  |   |  |  |  |
| Application of Philippine National Standard for processed tuna is mandatory  |   |                            |                                      |                            |                                 |  |  |   |  |  |   |  |  |  |  |  |   |  |  |   |  |   |  |  |  |
| A Philippine-flagged fishing vessel is allowed to fish in High Sea Pockets 1, 2 and 3 in the Western and Central Pacific Ocean area. |   |                            |                                      |                            |                                 |  |  |   |  |  |   |  |  |  |  |  |   |  |  |   |  |   |  |  |  |
| A tuna fishing vessel operator can export tuna to the European Union (EU) even without submission of catch logsheets.                |   |                            |                                      |                            |                                 |  |  |   |  |  |   |  |  |  |  |  |   |  |  |   |  |   |  |  |  |
| To ensure traceability, tuna product labels should include the name of fishing vessels that caught the fish                          |   |                            |                                      |                            |                                 |  |  |   |  |  |   |  |  |  |  |  |   |  |  |   |  |   |  |  |  |
| <p><b>LEGAL RIGHTS &amp; STATUS</b></p>  | <p>37. Are you aware of any fisheries processing-related policies/laws?<br/>(NOTE: Interviewer must have working knowledge of each of the listed laws.)<br/>___ Yes ___ No</p> <p>If yes, what are these laws that you are aware of? NOTE: Extract answer from respondents and classify answer under laws listed. Do not show list of laws to respondent.<br/>___ Yes ___ No</p> <p>If yes, what are these standards/laws that you are aware of? (NOTE: Interviewer checks the law only when mentioned by respondent)</p> <p>If no, proceed to Question No. 38</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <th style="width: 70%;"></th><th style="width: 30%;">Check if respondent mentions the law</th></tr> <tr> <td>HACCP</td><td></td></tr> <tr> <td>Philippine National Standard on Tuna Products</td><td></td></tr> <tr> <td>Good Manufacturing Practices (GMP)</td><td></td></tr> <tr> <td>Labeling requirements</td><td></td></tr> <tr> <td></td><td></td></tr> </table>   |                            | Check if respondent mentions the law | HACCP                      |                                 | Philippine National Standard on Tuna Products  |  | Good Manufacturing Practices (GMP)                                      |  | Labeling requirements                                    |   |  |  |  |  |  |   |  |  |   |  |   |  |  |  |
|  | Check if respondent mentions the law  |                            |                                      |                            |                                 |  |  |   |  |  |   |  |  |  |  |  |   |  |  |   |  |   |  |  |  |
| HACCP  |   |                            |                                      |                            |                                 |  |  |   |  |  |   |  |  |  |  |  |   |  |  |   |  |   |  |  |  |
| Philippine National Standard on Tuna Products  |   |                            |                                      |                            |                                 |  |  |   |  |  |   |  |  |  |  |  |   |  |  |   |  |   |  |  |  |
| Good Manufacturing Practices (GMP)   |   |                            |                                      |                            |                                 |  |  |   |  |  |   |  |  |  |  |  |   |  |  |   |  |   |  |  |  |
| Labeling requirements  |   |                            |                                      |                            |                                 |  |  |   |  |  |   |  |  |  |  |  |   |  |  |   |  |   |  |  |  |
|  |   |                            |                                      |                            |                                 |  |  |   |  |  |   |  |  |  |  |  |   |  |  |   |  |   |  |  |  |



|   | <p>38. How many hours per day do you work in the plant during peak season?<br/>_____ hours</p>   |                         |                             |                              |                               |                                 |                             |                                  |              |      |   |         |  |                                     |  |                                |  |  |  |  |  |  |                                      |  |  |                                |  |  |   |  |  |  |  |  |   |  |  |                                       |  |  |                                 |  |  |                            |  |  |                             |  |  |
|---|--|-------------------------|-----------------------------|------------------------------|-------------------------------|---------------------------------|-----------------------------|----------------------------------|--------------|------|---|---------|--|-------------------------------------|--|--------------------------------|--|--|--|--|--|--|--------------------------------------|--|--|--------------------------------|--|--|---|--|--|--|--|--|---|--|--|---------------------------------------|--|--|---------------------------------|--|--|----------------------------|--|--|-----------------------------|--|--|
|   | <p>39. How many hours per day do you work in the plant during non-peak season?<br/>_____ hours</p>   |                         |                             |                              |                               |                                 |                             |                                  |              |      |   |         |  |                                     |  |                                |  |  |  |  |  |  |                                      |  |  |                                |  |  |   |  |  |  |  |  |   |  |  |                                       |  |  |                                 |  |  |                            |  |  |                             |  |  |
|   | <p>40. How many % of the male and female workers in your plant are contractual/ regular?</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <th></th><th colspan="2">Peak Season</th><th colspan="2">Off Season</th></tr> <tr> <th>Employment status/ Sex</th><th>Male</th><th>Female</th><th>Male</th><th>Female</th></tr> <tr> <td>Regular</td><td></td><td></td><td></td><td></td></tr> <tr> <td>Contractual</td><td></td><td></td><td></td><td></td></tr> </table>  |                         | Peak Season                 |                              | Off Season                    |                                 | Employment status/ Sex      | Male                             | Female       | Male | Female  | Regular |  |                                     |  |                                | Contractual                                    |  |  |  |  |  |                                      |  |  |                                |  |  |   |  |  |  |  |  |   |  |  |                                       |  |  |                                 |  |  |                            |  |  |                             |  |  |
|   | Peak Season  |                         | Off Season                  |                              |                               |                                 |                             |                                  |              |      |   |         |  |                                     |  |                                |  |  |  |  |  |  |                                      |  |  |                                |  |  |   |  |  |  |  |  |   |  |  |                                       |  |  |                                 |  |  |                            |  |  |                             |  |  |
| Employment status/ Sex  | Male   | Female                  | Male                        | Female                       |                               |                                 |                             |                                  |              |      |   |         |  |                                     |  |                                |  |  |  |  |  |  |                                      |  |  |                                |  |  |   |  |  |  |  |  |   |  |  |                                       |  |  |                                 |  |  |                            |  |  |                             |  |  |
| Regular   |  |                         |                             |                              |                               |                                 |                             |                                  |              |      |   |         |  |                                     |  |                                |  |  |  |  |  |  |                                      |  |  |                                |  |  |   |  |  |  |  |  |   |  |  |                                       |  |  |                                 |  |  |                            |  |  |                             |  |  |
| Contractual   |  |                         |                             |                              |                               |                                 |                             |                                  |              |      |   |         |  |                                     |  |                                |  |  |  |  |  |  |                                      |  |  |                                |  |  |   |  |  |  |  |  |   |  |  |                                       |  |  |                                 |  |  |                            |  |  |                             |  |  |
|   | <p>41. The following questions ask about the processing plant you work in:</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <th></th><th>Yes</th><th>No</th></tr> <tr><td>Does it provide SSS coverage?</td><td></td><td></td></tr> <tr><td>Does it provide Philhealth</td><td></td><td></td></tr> <tr><td>Are there employees younger than 18 years old in the plant?</td><td></td><td></td></tr> <tr><td>Are you entitled to leave benefits?</td><td></td><td></td></tr> <tr><td>Are you entitled to paternity/maternity leave?</td><td></td><td></td></tr> <tr><td>Does the company provide accident insurance?</td><td></td><td></td></tr> <tr><td>Are you required to wear company ID?</td><td></td><td></td></tr> <tr><td>Are you paid the minimum wage?</td><td></td><td></td></tr> <tr><td>Does your company provide you with protective clothing to do your work?</td><td></td><td></td></tr> <tr><td>Does your company provide you protective eyewear</td><td></td><td></td></tr> <tr><td>Do you use hand gloves in handling tuna</td><td></td><td></td></tr> <tr><td>Is your working area well ventilated?</td><td></td><td></td></tr> <tr><td>Is your work area well lighted?</td><td></td><td></td></tr> <tr><td>adequate toilet facilities</td><td></td><td></td></tr> <tr><td>adequate nursing facilities</td><td></td><td></td></tr> </table> |                         | Yes                         | No                           | Does it provide SSS coverage? |                                 |                             | Does it provide Philhealth       |              |      | Are there employees younger than 18 years old in the plant? |         |  | Are you entitled to leave benefits? |  |                                | Are you entitled to paternity/maternity leave? |  |  | Does the company provide accident insurance? |  |  | Are you required to wear company ID? |  |  | Are you paid the minimum wage? |  |  | Does your company provide you with protective clothing to do your work? |  |  | Does your company provide you protective eyewear |  |  | Do you use hand gloves in handling tuna |  |  | Is your working area well ventilated? |  |  | Is your work area well lighted? |  |  | adequate toilet facilities |  |  | adequate nursing facilities |  |  |
|   | Yes  | No                      |                             |                              |                               |                                 |                             |                                  |              |      |   |         |  |                                     |  |                                |  |  |  |  |  |  |                                      |  |  |                                |  |  |   |  |  |  |  |  |   |  |  |                                       |  |  |                                 |  |  |                            |  |  |                             |  |  |
| Does it provide SSS coverage?   |  |                         |                             |                              |                               |                                 |                             |                                  |              |      |   |         |  |                                     |  |                                |  |  |  |  |  |  |                                      |  |  |                                |  |  |   |  |  |  |  |  |   |  |  |                                       |  |  |                                 |  |  |                            |  |  |                             |  |  |
| Does it provide Philhealth  |  |                         |                             |                              |                               |                                 |                             |                                  |              |      |   |         |  |                                     |  |                                |  |  |  |  |  |  |                                      |  |  |                                |  |  |   |  |  |  |  |  |   |  |  |                                       |  |  |                                 |  |  |                            |  |  |                             |  |  |
| Are there employees younger than 18 years old in the plant?             |  |                         |                             |                              |                               |                                 |                             |                                  |              |      |   |         |  |                                     |  |                                |  |  |  |  |  |  |                                      |  |  |                                |  |  |   |  |  |  |  |  |   |  |  |                                       |  |  |                                 |  |  |                            |  |  |                             |  |  |
| Are you entitled to leave benefits?                                     |  |                         |                             |                              |                               |                                 |                             |                                  |              |      |   |         |  |                                     |  |                                |  |  |  |  |  |  |                                      |  |  |                                |  |  |   |  |  |  |  |  |   |  |  |                                       |  |  |                                 |  |  |                            |  |  |                             |  |  |
| Are you entitled to paternity/maternity leave?                          |  |                         |                             |                              |                               |                                 |                             |                                  |              |      |   |         |  |                                     |  |                                |  |  |  |  |  |  |                                      |  |  |                                |  |  |   |  |  |  |  |  |   |  |  |                                       |  |  |                                 |  |  |                            |  |  |                             |  |  |
| Does the company provide accident insurance?                            |  |                         |                             |                              |                               |                                 |                             |                                  |              |      |   |         |  |                                     |  |                                |  |  |  |  |  |  |                                      |  |  |                                |  |  |   |  |  |  |  |  |   |  |  |                                       |  |  |                                 |  |  |                            |  |  |                             |  |  |
| Are you required to wear company ID?                                    |  |                         |                             |                              |                               |                                 |                             |                                  |              |      |   |         |  |                                     |  |                                |  |  |  |  |  |  |                                      |  |  |                                |  |  |   |  |  |  |  |  |   |  |  |                                       |  |  |                                 |  |  |                            |  |  |                             |  |  |
| Are you paid the minimum wage?  |  |                         |                             |                              |                               |                                 |                             |                                  |              |      |   |         |  |                                     |  |                                |  |  |  |  |  |  |                                      |  |  |                                |  |  |   |  |  |  |  |  |   |  |  |                                       |  |  |                                 |  |  |                            |  |  |                             |  |  |
| Does your company provide you with protective clothing to do your work? |  |                         |                             |                              |                               |                                 |                             |                                  |              |      |   |         |  |                                     |  |                                |  |  |  |  |  |  |                                      |  |  |                                |  |  |   |  |  |  |  |  |   |  |  |                                       |  |  |                                 |  |  |                            |  |  |                             |  |  |
| Does your company provide you protective eyewear                        |  |                         |                             |                              |                               |                                 |                             |                                  |              |      |   |         |  |                                     |  |                                |  |  |  |  |  |  |                                      |  |  |                                |  |  |   |  |  |  |  |  |   |  |  |                                       |  |  |                                 |  |  |                            |  |  |                             |  |  |
| Do you use hand gloves in handling tuna                                 |  |                         |                             |                              |                               |                                 |                             |                                  |              |      |   |         |  |                                     |  |                                |  |  |  |  |  |  |                                      |  |  |                                |  |  |   |  |  |  |  |  |   |  |  |                                       |  |  |                                 |  |  |                            |  |  |                             |  |  |
| Is your working area well ventilated?                                   |  |                         |                             |                              |                               |                                 |                             |                                  |              |      |   |         |  |                                     |  |                                |  |  |  |  |  |  |                                      |  |  |                                |  |  |   |  |  |  |  |  |   |  |  |                                       |  |  |                                 |  |  |                            |  |  |                             |  |  |
| Is your work area well lighted?   |  |                         |                             |                              |                               |                                 |                             |                                  |              |      |   |         |  |                                     |  |                                |  |  |  |  |  |  |                                      |  |  |                                |  |  |   |  |  |  |  |  |   |  |  |                                       |  |  |                                 |  |  |                            |  |  |                             |  |  |
| adequate toilet facilities  |  |                         |                             |                              |                               |                                 |                             |                                  |              |      |   |         |  |                                     |  |                                |  |  |  |  |  |  |                                      |  |  |                                |  |  |   |  |  |  |  |  |   |  |  |                                       |  |  |                                 |  |  |                            |  |  |                             |  |  |
| adequate nursing facilities   |  |                         |                             |                              |                               |                                 |                             |                                  |              |      |   |         |  |                                     |  |                                |  |  |  |  |  |  |                                      |  |  |                                |  |  |   |  |  |  |  |  |   |  |  |                                       |  |  |                                 |  |  |                            |  |  |                             |  |  |
|   | <p>42. For the same kind of work, how does your pay compare to your male/female counterpart? Please choose one among the three statements that I will read to you, as the one that best represents your belief.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <th>Choices</th><th>Answer<br/>(one answer only)</th></tr> <tr> <td>Men are paid more than women</td><td></td></tr> <tr> <td>Men and Women are paid the same</td><td></td></tr> <tr> <td>Men are paid less than the women</td><td></td></tr> </table>  | Choices                 | Answer<br>(one answer only) | Men are paid more than women |                               | Men and Women are paid the same |                             | Men are paid less than the women |              |      |   |         |  |                                     |  |                                |  |  |  |  |  |  |                                      |  |  |                                |  |  |   |  |  |  |  |  |   |  |  |                                       |  |  |                                 |  |  |                            |  |  |                             |  |  |
| Choices   | Answer<br>(one answer only)  |                         |                             |                              |                               |                                 |                             |                                  |              |      |   |         |  |                                     |  |                                |  |  |  |  |  |  |                                      |  |  |                                |  |  |   |  |  |  |  |  |   |  |  |                                       |  |  |                                 |  |  |                            |  |  |                             |  |  |
| Men are paid more than women  |  |                         |                             |                              |                               |                                 |                             |                                  |              |      |   |         |  |                                     |  |                                |  |  |  |  |  |  |                                      |  |  |                                |  |  |   |  |  |  |  |  |   |  |  |                                       |  |  |                                 |  |  |                            |  |  |                             |  |  |
| Men and Women are paid the same   |  |                         |                             |                              |                               |                                 |                             |                                  |              |      |   |         |  |                                     |  |                                |  |  |  |  |  |  |                                      |  |  |                                |  |  |   |  |  |  |  |  |   |  |  |                                       |  |  |                                 |  |  |                            |  |  |                             |  |  |
| Men are paid less than the women  |  |                         |                             |                              |                               |                                 |                             |                                  |              |      |   |         |  |                                     |  |                                |  |  |  |  |  |  |                                      |  |  |                                |  |  |   |  |  |  |  |  |   |  |  |                                       |  |  |                                 |  |  |                            |  |  |                             |  |  |
| <b>POWER &amp; DECISION-MAKING</b>                                      | <p>43. Who makes the decisions within your household about the following?(NOTE: enumerator to read each decision area and asks respondent to choose the person who has the final say on the issue. However, if respondent insists that it is a joint decision between two persons, then check both decision makers)</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <th>Area of Decision Making</th><th>Father</th><th>Mother</th><th>Daughter</th><th>Son</th><th>Other Male Household member</th><th>Other Female Household Member</th></tr> <tr> <td>a) Education</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr> <td>b) Food preparation/ purchases</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table>  | Area of Decision Making | Father                      | Mother                       | Daughter                      | Son                             | Other Male Household member | Other Female Household Member    | a) Education |      |   |         |  |                                     |  | b) Food preparation/ purchases |  |  |  |  |  |  |                                      |  |  |                                |  |  |   |  |  |  |  |  |   |  |  |                                       |  |  |                                 |  |  |                            |  |  |                             |  |  |
| Area of Decision Making   | Father   | Mother                  | Daughter                    | Son                          | Other Male Household member   | Other Female Household Member   |                             |                                  |              |      |   |         |  |                                     |  |                                |  |  |  |  |  |  |                                      |  |  |                                |  |  |   |  |  |  |  |  |   |  |  |                                       |  |  |                                 |  |  |                            |  |  |                             |  |  |
| a) Education  |  |                         |                             |                              |                               |                                 |                             |                                  |              |      |   |         |  |                                     |  |                                |  |  |  |  |  |  |                                      |  |  |                                |  |  |   |  |  |  |  |  |   |  |  |                                       |  |  |                                 |  |  |                            |  |  |                             |  |  |
| b) Food preparation/ purchases  |  |                         |                             |                              |                               |                                 |                             |                                  |              |      |   |         |  |                                     |  |                                |  |  |  |  |  |  |                                      |  |  |                                |  |  |   |  |  |  |  |  |   |  |  |                                       |  |  |                                 |  |  |                            |  |  |                             |  |  |

|                                     | <table border="1"> <tr><td>c) Budgeting</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>d) Leisure activities</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>e) Health</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>f) Discipline</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>g) Community involvement</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table>   | c) Budgeting         |                         |                           |                         |                           |            |              | d) Leisure activities  |  |  |  |  |          |  | e) Health                          |  |  |  |                |  |  | f) Discipline                       |  |  |         |  |  |  | g) Community involvement |  |            |  |  |  |  |                     |                      |  |  |  |  |  |                        |  |  |  |  |  |              |                   |  |  |  |  |                             |  |                     |  |  |  |                        |  |  |          |  |  |  |  |  |  |  |  |  |  |  |  |  |
|-------------------------------------|---|----------------------|-------------------------|---------------------------|-------------------------|---------------------------|------------|--------------|------------------------|--|--|--|--|----------|--|------------------------------------|--|--|--|----------------|--|--|-------------------------------------|--|--|---------|--|--|--|--------------------------|--|------------|--|--|--|--|---------------------|----------------------|--|--|--|--|--|------------------------|--|--|--|--|--|--------------|-------------------|--|--|--|--|-----------------------------|--|---------------------|--|--|--|------------------------|--|--|----------|--|--|--|--|--|--|--|--|--|--|--|--|--|
| c) Budgeting                        |   |                      |                         |                           |                         |                           |            |              |                        |  |  |  |  |          |  |                                    |  |  |  |                |  |  |                                     |  |  |         |  |  |  |                          |  |            |  |  |  |  |                     |                      |  |  |  |  |  |                        |  |  |  |  |  |              |                   |  |  |  |  |                             |  |                     |  |  |  |                        |  |  |          |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d) Leisure activities               |   |                      |                         |                           |                         |                           |            |              |                        |  |  |  |  |          |  |                                    |  |  |  |                |  |  |                                     |  |  |         |  |  |  |                          |  |            |  |  |  |  |                     |                      |  |  |  |  |  |                        |  |  |  |  |  |              |                   |  |  |  |  |                             |  |                     |  |  |  |                        |  |  |          |  |  |  |  |  |  |  |  |  |  |  |  |  |
| e) Health                           |   |                      |                         |                           |                         |                           |            |              |                        |  |  |  |  |          |  |                                    |  |  |  |                |  |  |                                     |  |  |         |  |  |  |                          |  |            |  |  |  |  |                     |                      |  |  |  |  |  |                        |  |  |  |  |  |              |                   |  |  |  |  |                             |  |                     |  |  |  |                        |  |  |          |  |  |  |  |  |  |  |  |  |  |  |  |  |
| f) Discipline                       |   |                      |                         |                           |                         |                           |            |              |                        |  |  |  |  |          |  |                                    |  |  |  |                |  |  |                                     |  |  |         |  |  |  |                          |  |            |  |  |  |  |                     |                      |  |  |  |  |  |                        |  |  |  |  |  |              |                   |  |  |  |  |                             |  |                     |  |  |  |                        |  |  |          |  |  |  |  |  |  |  |  |  |  |  |  |  |
| g) Community involvement            |   |                      |                         |                           |                         |                           |            |              |                        |  |  |  |  |          |  |                                    |  |  |  |                |  |  |                                     |  |  |         |  |  |  |                          |  |            |  |  |  |  |                     |                      |  |  |  |  |  |                        |  |  |  |  |  |              |                   |  |  |  |  |                             |  |                     |  |  |  |                        |  |  |          |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                                     | <p>44. Who makes the decisions with regard to processing operations? (NOTE: enumerator to read each decision area and asks respondent to choose the person who has the final say on the issue. However, if respondent insists that it is a joint decision between two persons, then check both decision makers)</p> <table border="1"> <thead> <tr> <th>Area of Decision</th><th>Owner</th><th>Spouse of Owner</th><th>Male Manager/supervisor</th><th>Female Manager/supervisor</th><th>Male staff</th><th>Female staff</th></tr> </thead> <tbody> <tr><td>Supplier of fresh tuna</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Supplier of non-fish raw materials</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Financing the processing operations</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Buyer of processed tuna</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Production schedule</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Production volume</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Hiring of workers</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Pricing of products</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Training</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table> | Area of Decision     | Owner                   | Spouse of Owner           | Male Manager/supervisor | Female Manager/supervisor | Male staff | Female staff | Supplier of fresh tuna |  |  |  |  |          |  | Supplier of non-fish raw materials |  |  |  |                |  |  | Financing the processing operations |  |  |         |  |  |  | Buyer of processed tuna  |  |            |  |  |  |  | Production schedule |                      |  |  |  |  |  | Production volume      |  |  |  |  |  |              | Hiring of workers |  |  |  |  |                             |  | Pricing of products |  |  |  |                        |  |  | Training |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Area of Decision                    | Owner   | Spouse of Owner      | Male Manager/supervisor | Female Manager/supervisor | Male staff              | Female staff              |            |              |                        |  |  |  |  |          |  |                                    |  |  |  |                |  |  |                                     |  |  |         |  |  |  |                          |  |            |  |  |  |  |                     |                      |  |  |  |  |  |                        |  |  |  |  |  |              |                   |  |  |  |  |                             |  |                     |  |  |  |                        |  |  |          |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Supplier of fresh tuna              |   |                      |                         |                           |                         |                           |            |              |                        |  |  |  |  |          |  |                                    |  |  |  |                |  |  |                                     |  |  |         |  |  |  |                          |  |            |  |  |  |  |                     |                      |  |  |  |  |  |                        |  |  |  |  |  |              |                   |  |  |  |  |                             |  |                     |  |  |  |                        |  |  |          |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Supplier of non-fish raw materials  |   |                      |                         |                           |                         |                           |            |              |                        |  |  |  |  |          |  |                                    |  |  |  |                |  |  |                                     |  |  |         |  |  |  |                          |  |            |  |  |  |  |                     |                      |  |  |  |  |  |                        |  |  |  |  |  |              |                   |  |  |  |  |                             |  |                     |  |  |  |                        |  |  |          |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Financing the processing operations |   |                      |                         |                           |                         |                           |            |              |                        |  |  |  |  |          |  |                                    |  |  |  |                |  |  |                                     |  |  |         |  |  |  |                          |  |            |  |  |  |  |                     |                      |  |  |  |  |  |                        |  |  |  |  |  |              |                   |  |  |  |  |                             |  |                     |  |  |  |                        |  |  |          |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Buyer of processed tuna             |   |                      |                         |                           |                         |                           |            |              |                        |  |  |  |  |          |  |                                    |  |  |  |                |  |  |                                     |  |  |         |  |  |  |                          |  |            |  |  |  |  |                     |                      |  |  |  |  |  |                        |  |  |  |  |  |              |                   |  |  |  |  |                             |  |                     |  |  |  |                        |  |  |          |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Production schedule                 |   |                      |                         |                           |                         |                           |            |              |                        |  |  |  |  |          |  |                                    |  |  |  |                |  |  |                                     |  |  |         |  |  |  |                          |  |            |  |  |  |  |                     |                      |  |  |  |  |  |                        |  |  |  |  |  |              |                   |  |  |  |  |                             |  |                     |  |  |  |                        |  |  |          |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Production volume                   |   |                      |                         |                           |                         |                           |            |              |                        |  |  |  |  |          |  |                                    |  |  |  |                |  |  |                                     |  |  |         |  |  |  |                          |  |            |  |  |  |  |                     |                      |  |  |  |  |  |                        |  |  |  |  |  |              |                   |  |  |  |  |                             |  |                     |  |  |  |                        |  |  |          |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Hiring of workers                   |   |                      |                         |                           |                         |                           |            |              |                        |  |  |  |  |          |  |                                    |  |  |  |                |  |  |                                     |  |  |         |  |  |  |                          |  |            |  |  |  |  |                     |                      |  |  |  |  |  |                        |  |  |  |  |  |              |                   |  |  |  |  |                             |  |                     |  |  |  |                        |  |  |          |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Pricing of products                 |   |                      |                         |                           |                         |                           |            |              |                        |  |  |  |  |          |  |                                    |  |  |  |                |  |  |                                     |  |  |         |  |  |  |                          |  |            |  |  |  |  |                     |                      |  |  |  |  |  |                        |  |  |  |  |  |              |                   |  |  |  |  |                             |  |                     |  |  |  |                        |  |  |          |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Training                            |   |                      |                         |                           |                         |                           |            |              |                        |  |  |  |  |          |  |                                    |  |  |  |                |  |  |                                     |  |  |         |  |  |  |                          |  |            |  |  |  |  |                     |                      |  |  |  |  |  |                        |  |  |  |  |  |              |                   |  |  |  |  |                             |  |                     |  |  |  |                        |  |  |          |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                                     |   |                      |                         |                           |                         |                           |            |              |                        |  |  |  |  |          |  |                                    |  |  |  |                |  |  |                                     |  |  |         |  |  |  |                          |  |            |  |  |  |  |                     |                      |  |  |  |  |  |                        |  |  |  |  |  |              |                   |  |  |  |  |                             |  |                     |  |  |  |                        |  |  |          |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                                     | <p>45. Are there any fisheries related-projects/activities in your community?</p> <p>___ Yes ___ No</p> <p>If Yes, proceed to Question 45</p> <p>If No, proceed to Time &amp;Space questions</p>  |                      |                         |                           |                         |                           |            |              |                        |  |  |  |  |          |  |                                    |  |  |  |                |  |  |                                     |  |  |         |  |  |  |                          |  |            |  |  |  |  |                     |                      |  |  |  |  |  |                        |  |  |  |  |  |              |                   |  |  |  |  |                             |  |                     |  |  |  |                        |  |  |          |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                                     | <p>46. If yes, to what extent are you involved in these fisheries related-projects/activities?</p> <table border="1"> <thead> <tr> <th>Community Activities</th><th>Never</th><th>Sometimes</th><th>Often</th><th>Always</th><th>N/A</th></tr> </thead> <tbody> <tr><td>Meetings</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Training</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Public hearing</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Socials</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Researches</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Committee membership</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Association membership</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Bantay dagat</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Coastal resource management</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Others, please specify</td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table>   | Community Activities | Never                   | Sometimes                 | Often                   | Always                    | N/A        | Meetings     |                        |  |  |  |  | Training |  |                                    |  |  |  | Public hearing |  |  |                                     |  |  | Socials |  |  |  |                          |  | Researches |  |  |  |  |                     | Committee membership |  |  |  |  |  | Association membership |  |  |  |  |  | Bantay dagat |                   |  |  |  |  | Coastal resource management |  |                     |  |  |  | Others, please specify |  |  |          |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Community Activities                | Never   | Sometimes            | Often                   | Always                    | N/A                     |                           |            |              |                        |  |  |  |  |          |  |                                    |  |  |  |                |  |  |                                     |  |  |         |  |  |  |                          |  |            |  |  |  |  |                     |                      |  |  |  |  |  |                        |  |  |  |  |  |              |                   |  |  |  |  |                             |  |                     |  |  |  |                        |  |  |          |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Meetings                            |   |                      |                         |                           |                         |                           |            |              |                        |  |  |  |  |          |  |                                    |  |  |  |                |  |  |                                     |  |  |         |  |  |  |                          |  |            |  |  |  |  |                     |                      |  |  |  |  |  |                        |  |  |  |  |  |              |                   |  |  |  |  |                             |  |                     |  |  |  |                        |  |  |          |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Training                            |   |                      |                         |                           |                         |                           |            |              |                        |  |  |  |  |          |  |                                    |  |  |  |                |  |  |                                     |  |  |         |  |  |  |                          |  |            |  |  |  |  |                     |                      |  |  |  |  |  |                        |  |  |  |  |  |              |                   |  |  |  |  |                             |  |                     |  |  |  |                        |  |  |          |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Public hearing                      |   |                      |                         |                           |                         |                           |            |              |                        |  |  |  |  |          |  |                                    |  |  |  |                |  |  |                                     |  |  |         |  |  |  |                          |  |            |  |  |  |  |                     |                      |  |  |  |  |  |                        |  |  |  |  |  |              |                   |  |  |  |  |                             |  |                     |  |  |  |                        |  |  |          |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Socials                             |   |                      |                         |                           |                         |                           |            |              |                        |  |  |  |  |          |  |                                    |  |  |  |                |  |  |                                     |  |  |         |  |  |  |                          |  |            |  |  |  |  |                     |                      |  |  |  |  |  |                        |  |  |  |  |  |              |                   |  |  |  |  |                             |  |                     |  |  |  |                        |  |  |          |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Researches                          |   |                      |                         |                           |                         |                           |            |              |                        |  |  |  |  |          |  |                                    |  |  |  |                |  |  |                                     |  |  |         |  |  |  |                          |  |            |  |  |  |  |                     |                      |  |  |  |  |  |                        |  |  |  |  |  |              |                   |  |  |  |  |                             |  |                     |  |  |  |                        |  |  |          |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Committee membership                |   |                      |                         |                           |                         |                           |            |              |                        |  |  |  |  |          |  |                                    |  |  |  |                |  |  |                                     |  |  |         |  |  |  |                          |  |            |  |  |  |  |                     |                      |  |  |  |  |  |                        |  |  |  |  |  |              |                   |  |  |  |  |                             |  |                     |  |  |  |                        |  |  |          |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Association membership              |   |                      |                         |                           |                         |                           |            |              |                        |  |  |  |  |          |  |                                    |  |  |  |                |  |  |                                     |  |  |         |  |  |  |                          |  |            |  |  |  |  |                     |                      |  |  |  |  |  |                        |  |  |  |  |  |              |                   |  |  |  |  |                             |  |                     |  |  |  |                        |  |  |          |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Bantay dagat                        |   |                      |                         |                           |                         |                           |            |              |                        |  |  |  |  |          |  |                                    |  |  |  |                |  |  |                                     |  |  |         |  |  |  |                          |  |            |  |  |  |  |                     |                      |  |  |  |  |  |                        |  |  |  |  |  |              |                   |  |  |  |  |                             |  |                     |  |  |  |                        |  |  |          |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Coastal resource management         |   |                      |                         |                           |                         |                           |            |              |                        |  |  |  |  |          |  |                                    |  |  |  |                |  |  |                                     |  |  |         |  |  |  |                          |  |            |  |  |  |  |                     |                      |  |  |  |  |  |                        |  |  |  |  |  |              |                   |  |  |  |  |                             |  |                     |  |  |  |                        |  |  |          |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Others, please specify              |   |                      |                         |                           |                         |                           |            |              |                        |  |  |  |  |          |  |                                    |  |  |  |                |  |  |                                     |  |  |         |  |  |  |                          |  |            |  |  |  |  |                     |                      |  |  |  |  |  |                        |  |  |  |  |  |              |                   |  |  |  |  |                             |  |                     |  |  |  |                        |  |  |          |  |  |  |  |  |  |  |  |  |  |  |  |  |

| <p><b>TIME &amp; SPACE</b><br/>(how men and women spend their time and what implications their time commitments have on their availability for program activities)</p> | <p>For Time:<br/>What is a typical day for you starting from rising in the morning until retiring for sleep, as you engage in both work and household activities. (Ask who does reproductive roles that are not mentioned).</p> <p>For Space:<br/>Where do you perform the economic tasks (e.g., processing, selling, trading) you mentioned? For example: (Is it safe to assume that reproductive tasks are home based)</p> <table border="1" data-bbox="555 501 1445 1572"> <thead> <tr> <th>Time</th> <th>Activities</th> <th>Where done: home, work area, community</th> </tr> </thead> <tbody> <tr><td>4:00AM to 5:00AM</td><td></td><td></td></tr> <tr><td>5:00AM to 6:00AM</td><td></td><td></td></tr> <tr><td>6:00AMto 7:00AM</td><td></td><td></td></tr> <tr><td>7:00AM to 8:00AM</td><td></td><td></td></tr> <tr><td>8:00AM to 9:00AM</td><td></td><td></td></tr> <tr><td>9:00AM to 10:00AM</td><td></td><td></td></tr> <tr><td>10:00AM to 11:00AM</td><td></td><td></td></tr> <tr><td>11:00AM to 12:00NN</td><td></td><td></td></tr> <tr><td>12:00NN to 1:00PM</td><td></td><td></td></tr> <tr><td>1:00PM to 2:00PM</td><td></td><td></td></tr> <tr><td>2:00PM to 3:00PM</td><td></td><td></td></tr> <tr><td>3:00PM to 4:00PM</td><td></td><td></td></tr> <tr><td>4:00PM to 5:00PM</td><td></td><td></td></tr> <tr><td>5:00PM to 6:00PM</td><td></td><td></td></tr> <tr><td>6:00PM to 7:00PM</td><td></td><td></td></tr> <tr><td>7:00PM to 8:00PM</td><td></td><td></td></tr> <tr><td>8:00PM to 9:00PM</td><td></td><td></td></tr> <tr><td>9:00PM to 10:00PM</td><td></td><td></td></tr> <tr><td>10:00PM to 11:00PM</td><td></td><td></td></tr> <tr><td>11:00PM to 12:00MN</td><td></td><td></td></tr> <tr><td>12:00MN to 1:00AM</td><td></td><td></td></tr> <tr><td>1:00AM to 2:00AM</td><td></td><td></td></tr> <tr><td>2:00AM to 3:00AM</td><td></td><td></td></tr> <tr><td>3:00AM to 4:00AM</td><td></td><td></td></tr> </tbody> </table> | Time                                   | Activities | Where done: home, work area, community | 4:00AM to 5:00AM |  |  | 5:00AM to 6:00AM |  |  | 6:00AMto 7:00AM |  |  | 7:00AM to 8:00AM |  |  | 8:00AM to 9:00AM |  |  | 9:00AM to 10:00AM |  |  | 10:00AM to 11:00AM |  |  | 11:00AM to 12:00NN |  |  | 12:00NN to 1:00PM |  |  | 1:00PM to 2:00PM |  |  | 2:00PM to 3:00PM |  |  | 3:00PM to 4:00PM |  |  | 4:00PM to 5:00PM |  |  | 5:00PM to 6:00PM |  |  | 6:00PM to 7:00PM |  |  | 7:00PM to 8:00PM |  |  | 8:00PM to 9:00PM |  |  | 9:00PM to 10:00PM |  |  | 10:00PM to 11:00PM |  |  | 11:00PM to 12:00MN |  |  | 12:00MN to 1:00AM |  |  | 1:00AM to 2:00AM |  |  | 2:00AM to 3:00AM |  |  | 3:00AM to 4:00AM |  |  |
|--|--|--|------------|--|------------------|--|--|------------------|--|--|-----------------|--|--|------------------|--|--|------------------|--|--|-------------------|--|--|--------------------|--|--|--------------------|--|--|-------------------|--|--|------------------|--|--|------------------|--|--|------------------|--|--|------------------|--|--|------------------|--|--|------------------|--|--|------------------|--|--|------------------|--|--|-------------------|--|--|--------------------|--|--|--------------------|--|--|-------------------|--|--|------------------|--|--|------------------|--|--|------------------|--|--|
| Time   | Activities   | Where done: home, work area, community |            |  |                  |  |  |                  |  |  |                 |  |  |                  |  |  |                  |  |  |                   |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                   |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                  |  |  |
| 4:00AM to 5:00AM   |  |  |            |  |                  |  |  |                  |  |  |                 |  |  |                  |  |  |                  |  |  |                   |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                   |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                  |  |  |
| 5:00AM to 6:00AM   |  |  |            |  |                  |  |  |                  |  |  |                 |  |  |                  |  |  |                  |  |  |                   |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                   |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                  |  |  |
| 6:00AMto 7:00AM  |  |  |            |  |                  |  |  |                  |  |  |                 |  |  |                  |  |  |                  |  |  |                   |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                   |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                  |  |  |
| 7:00AM to 8:00AM   |  |  |            |  |                  |  |  |                  |  |  |                 |  |  |                  |  |  |                  |  |  |                   |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                   |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                  |  |  |
| 8:00AM to 9:00AM   |  |  |            |  |                  |  |  |                  |  |  |                 |  |  |                  |  |  |                  |  |  |                   |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                   |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                  |  |  |
| 9:00AM to 10:00AM  |  |  |            |  |                  |  |  |                  |  |  |                 |  |  |                  |  |  |                  |  |  |                   |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                   |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                  |  |  |
| 10:00AM to 11:00AM   |  |  |            |  |                  |  |  |                  |  |  |                 |  |  |                  |  |  |                  |  |  |                   |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                   |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                  |  |  |
| 11:00AM to 12:00NN   |  |  |            |  |                  |  |  |                  |  |  |                 |  |  |                  |  |  |                  |  |  |                   |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                   |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                  |  |  |
| 12:00NN to 1:00PM  |  |  |            |  |                  |  |  |                  |  |  |                 |  |  |                  |  |  |                  |  |  |                   |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                   |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                  |  |  |
| 1:00PM to 2:00PM   |  |  |            |  |                  |  |  |                  |  |  |                 |  |  |                  |  |  |                  |  |  |                   |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                   |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                  |  |  |
| 2:00PM to 3:00PM   |  |  |            |  |                  |  |  |                  |  |  |                 |  |  |                  |  |  |                  |  |  |                   |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                   |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                  |  |  |
| 3:00PM to 4:00PM   |  |  |            |  |                  |  |  |                  |  |  |                 |  |  |                  |  |  |                  |  |  |                   |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                   |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                  |  |  |
| 4:00PM to 5:00PM   |  |  |            |  |                  |  |  |                  |  |  |                 |  |  |                  |  |  |                  |  |  |                   |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                   |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                  |  |  |
| 5:00PM to 6:00PM   |  |  |            |  |                  |  |  |                  |  |  |                 |  |  |                  |  |  |                  |  |  |                   |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                   |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                  |  |  |
| 6:00PM to 7:00PM   |  |  |            |  |                  |  |  |                  |  |  |                 |  |  |                  |  |  |                  |  |  |                   |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                   |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                  |  |  |
| 7:00PM to 8:00PM   |  |  |            |  |                  |  |  |                  |  |  |                 |  |  |                  |  |  |                  |  |  |                   |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                   |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                  |  |  |
| 8:00PM to 9:00PM   |  |  |            |  |                  |  |  |                  |  |  |                 |  |  |                  |  |  |                  |  |  |                   |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                   |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                  |  |  |
| 9:00PM to 10:00PM  |  |  |            |  |                  |  |  |                  |  |  |                 |  |  |                  |  |  |                  |  |  |                   |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                   |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                  |  |  |
| 10:00PM to 11:00PM   |  |  |            |  |                  |  |  |                  |  |  |                 |  |  |                  |  |  |                  |  |  |                   |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                   |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                  |  |  |
| 11:00PM to 12:00MN   |  |  |            |  |                  |  |  |                  |  |  |                 |  |  |                  |  |  |                  |  |  |                   |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                   |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                  |  |  |
| 12:00MN to 1:00AM  |  |  |            |  |                  |  |  |                  |  |  |                 |  |  |                  |  |  |                  |  |  |                   |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                   |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                  |  |  |
| 1:00AM to 2:00AM   |  |  |            |  |                  |  |  |                  |  |  |                 |  |  |                  |  |  |                  |  |  |                   |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                   |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                  |  |  |
| 2:00AM to 3:00AM   |  |  |            |  |                  |  |  |                  |  |  |                 |  |  |                  |  |  |                  |  |  |                   |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                   |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                  |  |  |
| 3:00AM to 4:00AM   |  |  |            |  |                  |  |  |                  |  |  |                 |  |  |                  |  |  |                  |  |  |                   |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                   |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                  |  |  |
|  | <p>Aside from the tasks mentioned above, what other tasks do you perform? May be not on a daily basis but are being performed once/twice/thrice in a week?</p>   |  |            |  |                  |  |  |                  |  |  |                 |  |  |                  |  |  |                  |  |  |                   |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                   |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                  |  |  |

## Traders and Exporters

### SURVEY QUESTIONNAIRE Set C: TRADERS AND EXPORTERS

|                           |   |
|---------------------------|---|
| <b>Screening Question</b> | <p>1) Is your enterprise/company involved in buying and selling (trading) tuna either in the local or export markets?<br/> <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If answer is YES, proceed to Question 2<br/>         If answer is NO, terminate interview and replace respondent</p> <p>2) How would you rate your level of knowledge about the trading operations of your enterprise/company?</p> <p>A - Excellent<br/>         B - Very Good<br/>         C - Good<br/>         D -Fair<br/>         E -Poor</p> <p>If answer is A, B, C proceed with the interview<br/>         If answer is E, Terminate interview and replace respondent</p>  |
| <b>Socio-demographics</b> | <p><b>For respondent</b><br/>         What is your name:<br/>         Address (in General Santos City):<br/>         Address (outside General Santos City):<br/>         How many years have you lived in General Santos City? ____ years</p> <p>Sex: <input type="checkbox"/> Male<br/> <input type="checkbox"/> Female</p> <p>Highest educational attainment :</p> <p><input type="checkbox"/> No formal schooling<br/> <input type="checkbox"/> Some grade school<br/> <input type="checkbox"/> Grade school graduate<br/> <input type="checkbox"/> Some high school<br/> <input type="checkbox"/> High school graduate<br/> <input type="checkbox"/> Somecollege<br/> <input type="checkbox"/> Vocational schooling<br/> <input type="checkbox"/> College graduate<br/> <input type="checkbox"/> Post Graduate</p> <p>Civil Status:<br/> <input type="checkbox"/> Single<br/> <input type="checkbox"/> Married<br/> <input type="checkbox"/> Separated<br/> <input type="checkbox"/> Widow/Widower<br/> <input type="checkbox"/> Live-in</p> <p>Ethnic group:<br/> <input type="checkbox"/> Bicolano<br/> <input type="checkbox"/> Cebuano-Bisaya<br/> <input type="checkbox"/> Ilocano</p> |

|  |   |
|--|---|
|  | <p> <input type="checkbox"/> Ilonggo<br/> <input type="checkbox"/> Tagalog<br/> <input type="checkbox"/> Waray<br/> <input type="checkbox"/> Badjao<br/> <input type="checkbox"/> B'laan<br/> <input type="checkbox"/> Maguindanaoan<br/> <input type="checkbox"/> Maranao<br/> <input type="checkbox"/> Tausug<br/> <input type="checkbox"/> T'boli<br/> <input type="checkbox"/> Others, specify _____         </p> <p><b>About spouse/partner of respondent, if applicable:</b></p> <p>Sex: <input type="checkbox"/> Male<br/> <input type="checkbox"/> Female</p> <p>Highest educational attainment :</p> <p> <input type="checkbox"/> No formal schooling<br/> <input type="checkbox"/> Some grade school<br/> <input type="checkbox"/> Grade school graduate<br/> <input type="checkbox"/> Some high school<br/> <input type="checkbox"/> High school graduate<br/> <input type="checkbox"/> Some college<br/> <input type="checkbox"/> Vocational schooling<br/> <input type="checkbox"/> College graduate<br/> <input type="checkbox"/> Post Graduate         </p> <p>Civil Status:</p> <p> <input type="checkbox"/> Single<br/> <input type="checkbox"/> Married<br/> <input type="checkbox"/> Separated<br/> <input type="checkbox"/> Widow/Widower<br/> <input type="checkbox"/> Live-in         </p> <p>Ethnic group:</p> <p> <input type="checkbox"/> Bicolano<br/> <input type="checkbox"/> Cebuano-Bisaya<br/> <input type="checkbox"/> Ilocano<br/> <input type="checkbox"/> Ilonggo<br/> <input type="checkbox"/> Tagalog<br/> <input type="checkbox"/> Waray<br/> <input type="checkbox"/> Badjao<br/> <input type="checkbox"/> B'laan<br/> <input type="checkbox"/> Maguindanaoan<br/> <input type="checkbox"/> Maranao<br/> <input type="checkbox"/> Tausug<br/> <input type="checkbox"/> T'boli<br/> <input type="checkbox"/> Others, specify _____         </p> <p>How many years has your spouse lived in General Santos City? ____ years</p> <p><b>For respondent only</b></p> <p>1. How many persons live in your household? ____</p> <p>2. Who among members of your family work with you in fish trading? Identify member no. 2, in relation to respondent (no. 1). (e.g. spouse, son, grandmother, etc), age, check column for sex.</p> |
|--|---|

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

3. What is your household's most important/primary source of income? (One answer only)

☐ Fishing  
☐ Fish processing  
☐ Fish trading/selling  
☐ Farming  
☐ Profession  
☐ Remittance  
☐ Others, specify \_\_\_\_\_

4. What is your household's second most important source of income? (One answer only)

☐ Fishing  
☐ Fish processing  
☐ Fish trading/selling  
☐ Farming  
☐ Profession  
☐ Remittance  
☐ Others, specify \_\_\_\_\_  
☐ None

5. Approximately how much do you earn per month from fish trading/selling (One answer only)

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

6. Approximately how much is your total household income per month from all sources? (one answer only)

☐ 0 to 2,000  
☐ 2,001 to 5,000  
☐ 5,001 to 10,000  
☐ 10,001 to 15,000  
☐ 15,001 to 20,000  
☐ 20,001 to 25,000

|                                     | <p> <input type="checkbox"/> 25,001 to 30,000<br/> <input type="checkbox"/> 30,001 to 50,000<br/> <input type="checkbox"/> 50,001 to 100,000<br/> <input type="checkbox"/> above 100,000         </p> <p>7. Are you a member of any fishing-related organization?<br/> <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If no, proceed to Question No. 9</p> <p>8. If yes, what fishing-related organization(s) are you a member of and what is your position? (Multiple response allowed)</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 55%;">Organization</th> <th colspan="5">Positions</th> </tr> <tr> <th></th> <th style="width: 15%;">President/<br/>Vice<br/>President</th> <th style="width: 15%;">Secretary/<br/>Treasurer</th> <th style="width: 15%;">Other<br/>Officer<br/>Position</th> <th style="width: 10%;">Member</th> <th style="width: 10%;">None</th> </tr> </thead> <tbody> <tr> <td>a) tuna industry associations</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>b) processors industry associations</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>c) fisherfolk association</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>d) women fisherfolks organization</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>e) Others, please specify:</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>9. What other groups in your community are you a member of (not fishing-related)?<br/> Please specify:<br/> _____</p> <p>10. Type of trading facility you are employed in (Multiple response)</p> <p style="margin-left: 40px;"> <input type="checkbox"/> wholesaler<br/> <input type="checkbox"/> retailer<br/> <input type="checkbox"/> wholesaler-retailer<br/> <input type="checkbox"/> broker/agent<br/> <input type="checkbox"/> buying office of exporters         </p> <p>11. Area of coverage</p> <p style="margin-left: 40px;"> <input type="checkbox"/> within the barangay<br/> <input type="checkbox"/> within the province<br/> <input type="checkbox"/> within the region<br/> <input type="checkbox"/> nationwide<br/> <input type="checkbox"/> global/international         </p> | Organization            | Positions                    |        |      |  |  |  | President/<br>Vice<br>President | Secretary/<br>Treasurer | Other<br>Officer<br>Position | Member | None | a) tuna industry associations |  |  |  |  |  | b) processors industry associations |  |  |  |  |  | c) fisherfolk association |  |  |  |  |  | d) women fisherfolks organization |  |  |  |  |  | e) Others, please specify: |  |  |  |  |  |
|-------------------------------------|---|-------------------------|------------------------------|--------|------|--|--|--|---------------------------------|-------------------------|------------------------------|--------|------|-------------------------------|--|--|--|--|--|-------------------------------------|--|--|--|--|--|---------------------------|--|--|--|--|--|-----------------------------------|--|--|--|--|--|----------------------------|--|--|--|--|--|
| Organization                        | Positions   |                         |                              |        |      |  |  |  |                                 |                         |                              |        |      |                               |  |  |  |  |  |                                     |  |  |  |  |  |                           |  |  |  |  |  |                                   |  |  |  |  |  |                            |  |  |  |  |  |
|                                     | President/<br>Vice<br>President   | Secretary/<br>Treasurer | Other<br>Officer<br>Position | Member | None |  |  |  |                                 |                         |                              |        |      |                               |  |  |  |  |  |                                     |  |  |  |  |  |                           |  |  |  |  |  |                                   |  |  |  |  |  |                            |  |  |  |  |  |
| a) tuna industry associations       |   |                         |                              |        |      |  |  |  |                                 |                         |                              |        |      |                               |  |  |  |  |  |                                     |  |  |  |  |  |                           |  |  |  |  |  |                                   |  |  |  |  |  |                            |  |  |  |  |  |
| b) processors industry associations |   |                         |                              |        |      |  |  |  |                                 |                         |                              |        |      |                               |  |  |  |  |  |                                     |  |  |  |  |  |                           |  |  |  |  |  |                                   |  |  |  |  |  |                            |  |  |  |  |  |
| c) fisherfolk association           |   |                         |                              |        |      |  |  |  |                                 |                         |                              |        |      |                               |  |  |  |  |  |                                     |  |  |  |  |  |                           |  |  |  |  |  |                                   |  |  |  |  |  |                            |  |  |  |  |  |
| d) women fisherfolks organization   |   |                         |                              |        |      |  |  |  |                                 |                         |                              |        |      |                               |  |  |  |  |  |                                     |  |  |  |  |  |                           |  |  |  |  |  |                                   |  |  |  |  |  |                            |  |  |  |  |  |
| e) Others, please specify:          |   |                         |                              |        |      |  |  |  |                                 |                         |                              |        |      |                               |  |  |  |  |  |                                     |  |  |  |  |  |                           |  |  |  |  |  |                                   |  |  |  |  |  |                            |  |  |  |  |  |
|                                     | <p>12. Type of operation</p> <p style="margin-left: 40px;"> <input type="checkbox"/> trading only<br/> <input type="checkbox"/> trading and minor processing<br/> <input type="checkbox"/> trading and major processing         </p> <p>13. Forms of tuna products traded (Multiple answers)</p> <p style="margin-left: 40px;"> <input type="checkbox"/> fresh tuna<br/> <input type="checkbox"/> Canned<br/> <input type="checkbox"/> Chilled<br/> <input type="checkbox"/> Frozen<br/> <input type="checkbox"/> Dried<br/> <input type="checkbox"/> Smoked<br/> <input type="checkbox"/> Fillet<br/> <input type="checkbox"/> Sashimi         </p>  |                         |                              |        |      |  |  |  |                                 |                         |                              |        |      |                               |  |  |  |  |  |                                     |  |  |  |  |  |                           |  |  |  |  |  |                                   |  |  |  |  |  |                            |  |  |  |  |  |

|        |   |
|--------|---|
|        | <p> <input type="checkbox"/> Cooked ready-to-eat<br/> <input type="checkbox"/> Others, please specify _____         </p> <p>14. What is your position in the trading enterprise/company?</p> <p> <input type="checkbox"/> Owner of the processing facility.<br/> <input type="checkbox"/> Part of the management team<br/> <input type="checkbox"/> Worker         </p> <p>If answer is owner or part of management team, what is your position in the organization(s)?</p> <p> <input type="checkbox"/> President/Vice-President<br/> <input type="checkbox"/> Secretary/Treasurer<br/> <input type="checkbox"/> Board Member<br/> <input type="checkbox"/> Department/Division Head<br/> <input type="checkbox"/> Others, please specify _____         </p> <p>If answer is worker, what are your specific tasks? (please specify)</p> <p>_____</p> <p>15. Is there a labor union in your company?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If yes, how many are men and women officers? (indicate number)</p> <p> <input type="text"/> women officer<br/> <input type="text"/> men officers         </p>   |
| ACCESS | <p>16. What is the scale of operations of your trading facility?</p> <p> <input type="checkbox"/> Small-scale (within General Santos Fish Port complex)<br/> <input type="checkbox"/> Small-scale (outside General Santos Fish Port complex)<br/> <input type="checkbox"/> Large-scale (within General Santos Fish Port complex)<br/> <input type="checkbox"/> Large-scale (outside General Santos Fish Port complex)<br/> <input type="checkbox"/> Others, please specify _____         </p> <p>17. Do you have a storage facility?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If yes, what is the ownership of the storage facility?</p> <p> <input type="checkbox"/> trader owns the facility<br/> <input type="checkbox"/> trader rents the storage facility<br/> <input type="checkbox"/> Others, please specify _____         </p> <p>18. How did you (the owner) raise the capital to establish the trading facility?</p> <p> <input type="checkbox"/> Self-financed<br/> <input type="checkbox"/> Borrowed from relatives/family/friends<br/> <input type="checkbox"/> Loan(specify lender e.g. bank, private individual) _____<br/> <input type="checkbox"/> Buyer<br/> <input type="checkbox"/> Financial support from the government<br/> <input type="checkbox"/> Others, please specify _____         </p> |



|  | <p>19. How does the company raise cash when needed for working capital of trading operations?</p> <p> <input type="checkbox"/> Self-financing, proceed to Q21<br/> <input type="checkbox"/> Borrow from relatives/family/friends<br/> <input type="checkbox"/> Secure loan , Specify if bank or private individual _____<br/> <input type="checkbox"/> Buyer<br/> <input type="checkbox"/> Others, please specify _____         </p>   |                                |        |             |       |        |               |               |     |            |             |       |                                 |  |  |                        |  |  |          |                              |  |                               |  |  |  |  |                                   |  |  |  |  |  |  |                                 |  |  |  |  |  |  |                                 |  |  |  |  |  |  |                                |  |  |  |  |  |  |                                 |  |  |  |  |  |  |                                      |  |  |  |  |  |  |                                      |  |  |  |  |  |  |  |  |  |  |  |  |  |                                     |  |  |  |  |  |  |
|--|--|--------------------------------|--------|-------------|-------|--------|---------------|---------------|-----|------------|-------------|-------|---------------------------------|--|--|------------------------|--|--|----------|------------------------------|--|-------------------------------|--|--|--|--|-----------------------------------|--|--|--|--|--|--|---------------------------------|--|--|--|--|--|--|---------------------------------|--|--|--|--|--|--|--------------------------------|--|--|--|--|--|--|---------------------------------|--|--|--|--|--|--|--------------------------------------|--|--|--|--|--|--|--------------------------------------|--|--|--|--|--|--|--|--|--|--|--|--|--|-------------------------------------|--|--|--|--|--|--|
|  | <p>20. When the company borrows money to support the trading operation, who does the borrowing, and is borrower male or female?</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <th rowspan="2">Position of responsible person</th><th colspan="2">Sex</th></tr> <tr> <th>Male</th><th>Female</th></tr> <tr><td>Owner</td><td></td><td></td></tr> <tr><td>Executives</td><td></td><td></td></tr> <tr><td>Spouse of owner</td><td></td><td></td></tr> <tr><td>Finance/Budget Officer</td><td></td><td></td></tr> <tr><td>Marketer</td><td></td><td></td></tr> <tr><td>Others, please specify: _____</td><td></td><td></td></tr> </table>  | Position of responsible person | Sex    |             | Male  | Female | Owner         |               |     | Executives |             |       | Spouse of owner                 |  |  | Finance/Budget Officer |  |  | Marketer |                              |  | Others, please specify: _____ |  |  |  |  |                                   |  |  |  |  |  |  |                                 |  |  |  |  |  |  |                                 |  |  |  |  |  |  |                                |  |  |  |  |  |  |                                 |  |  |  |  |  |  |                                      |  |  |  |  |  |  |                                      |  |  |  |  |  |  |  |  |  |  |  |  |  |                                     |  |  |  |  |  |  |
| Position of responsible person           | Sex  |                                |        |             |       |        |               |               |     |            |             |       |                                 |  |  |                        |  |  |          |                              |  |                               |  |  |  |  |                                   |  |  |  |  |  |  |                                 |  |  |  |  |  |  |                                 |  |  |  |  |  |  |                                |  |  |  |  |  |  |                                 |  |  |  |  |  |  |                                      |  |  |  |  |  |  |                                      |  |  |  |  |  |  |  |  |  |  |  |  |  |                                     |  |  |  |  |  |  |
|  | Male   | Female                         |        |             |       |        |               |               |     |            |             |       |                                 |  |  |                        |  |  |          |                              |  |                               |  |  |  |  |                                   |  |  |  |  |  |  |                                 |  |  |  |  |  |  |                                 |  |  |  |  |  |  |                                |  |  |  |  |  |  |                                 |  |  |  |  |  |  |                                      |  |  |  |  |  |  |                                      |  |  |  |  |  |  |  |  |  |  |  |  |  |                                     |  |  |  |  |  |  |
| Owner                                    |  |                                |        |             |       |        |               |               |     |            |             |       |                                 |  |  |                        |  |  |          |                              |  |                               |  |  |  |  |                                   |  |  |  |  |  |  |                                 |  |  |  |  |  |  |                                 |  |  |  |  |  |  |                                |  |  |  |  |  |  |                                 |  |  |  |  |  |  |                                      |  |  |  |  |  |  |                                      |  |  |  |  |  |  |  |  |  |  |  |  |  |                                     |  |  |  |  |  |  |
| Executives                               |  |                                |        |             |       |        |               |               |     |            |             |       |                                 |  |  |                        |  |  |          |                              |  |                               |  |  |  |  |                                   |  |  |  |  |  |  |                                 |  |  |  |  |  |  |                                 |  |  |  |  |  |  |                                |  |  |  |  |  |  |                                 |  |  |  |  |  |  |                                      |  |  |  |  |  |  |                                      |  |  |  |  |  |  |  |  |  |  |  |  |  |                                     |  |  |  |  |  |  |
| Spouse of owner                          |  |                                |        |             |       |        |               |               |     |            |             |       |                                 |  |  |                        |  |  |          |                              |  |                               |  |  |  |  |                                   |  |  |  |  |  |  |                                 |  |  |  |  |  |  |                                 |  |  |  |  |  |  |                                |  |  |  |  |  |  |                                 |  |  |  |  |  |  |                                      |  |  |  |  |  |  |                                      |  |  |  |  |  |  |  |  |  |  |  |  |  |                                     |  |  |  |  |  |  |
| Finance/Budget Officer                   |  |                                |        |             |       |        |               |               |     |            |             |       |                                 |  |  |                        |  |  |          |                              |  |                               |  |  |  |  |                                   |  |  |  |  |  |  |                                 |  |  |  |  |  |  |                                 |  |  |  |  |  |  |                                |  |  |  |  |  |  |                                 |  |  |  |  |  |  |                                      |  |  |  |  |  |  |                                      |  |  |  |  |  |  |  |  |  |  |  |  |  |                                     |  |  |  |  |  |  |
| Marketer                                 |  |                                |        |             |       |        |               |               |     |            |             |       |                                 |  |  |                        |  |  |          |                              |  |                               |  |  |  |  |                                   |  |  |  |  |  |  |                                 |  |  |  |  |  |  |                                 |  |  |  |  |  |  |                                |  |  |  |  |  |  |                                 |  |  |  |  |  |  |                                      |  |  |  |  |  |  |                                      |  |  |  |  |  |  |  |  |  |  |  |  |  |                                     |  |  |  |  |  |  |
| Others, please specify: _____            |  |                                |        |             |       |        |               |               |     |            |             |       |                                 |  |  |                        |  |  |          |                              |  |                               |  |  |  |  |                                   |  |  |  |  |  |  |                                 |  |  |  |  |  |  |                                 |  |  |  |  |  |  |                                |  |  |  |  |  |  |                                 |  |  |  |  |  |  |                                      |  |  |  |  |  |  |                                      |  |  |  |  |  |  |  |  |  |  |  |  |  |                                     |  |  |  |  |  |  |
|  | <p>21. How does the company find workers for the trading operations?</p> <p> <input type="checkbox"/> Personal Choice<br/> <input type="checkbox"/> Referrals<br/> <input type="checkbox"/> Advertisement<br/> <input type="checkbox"/> Job fair<br/> <input type="checkbox"/> On line application (e.g. LinkedIn, Jobstreet)<br/> <input type="checkbox"/> Others, please specify _____         </p>  |                                |        |             |       |        |               |               |     |            |             |       |                                 |  |  |                        |  |  |          |                              |  |                               |  |  |  |  |                                   |  |  |  |  |  |  |                                 |  |  |  |  |  |  |                                 |  |  |  |  |  |  |                                |  |  |  |  |  |  |                                 |  |  |  |  |  |  |                                      |  |  |  |  |  |  |                                      |  |  |  |  |  |  |  |  |  |  |  |  |  |                                     |  |  |  |  |  |  |
|  | <p>22. Do family members take part in your trading operations?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If yes, who are they? How many? Are they paid? What type of work?</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <th rowspan="2">Family Member</th><th rowspan="2">Number</th><th rowspan="2">Age</th><th colspan="2">Paid?</th><th colspan="2">Type of work?</th></tr> <tr> <th>Yes</th><th>No</th><th>Supervisory</th><th>Labor</th></tr> <tr><td><input type="checkbox"/> Spouse</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td><input type="checkbox"/> Son</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td><input type="checkbox"/> Daughter</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td><input type="checkbox"/> Father</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td><input type="checkbox"/> Mother</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td><input type="checkbox"/> Niece</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td><input type="checkbox"/> Nephew</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td><input type="checkbox"/> Grandfather</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td><input type="checkbox"/> Grandmother</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td><input type="checkbox"/> daughter In-law</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td><input type="checkbox"/> son-in-law</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table> | Family Member                  | Number | Age         | Paid? |        | Type of work? |               | Yes | No         | Supervisory | Labor | <input type="checkbox"/> Spouse |  |  |                        |  |  |          | <input type="checkbox"/> Son |  |                               |  |  |  |  | <input type="checkbox"/> Daughter |  |  |  |  |  |  | <input type="checkbox"/> Father |  |  |  |  |  |  | <input type="checkbox"/> Mother |  |  |  |  |  |  | <input type="checkbox"/> Niece |  |  |  |  |  |  | <input type="checkbox"/> Nephew |  |  |  |  |  |  | <input type="checkbox"/> Grandfather |  |  |  |  |  |  | <input type="checkbox"/> Grandmother |  |  |  |  |  |  | <input type="checkbox"/> daughter In-law |  |  |  |  |  |  | <input type="checkbox"/> son-in-law |  |  |  |  |  |  |
| Family Member                            | Number   |                                |        |             | Age   | Paid?  |               | Type of work? |     |            |             |       |                                 |  |  |                        |  |  |          |                              |  |                               |  |  |  |  |                                   |  |  |  |  |  |  |                                 |  |  |  |  |  |  |                                 |  |  |  |  |  |  |                                |  |  |  |  |  |  |                                 |  |  |  |  |  |  |                                      |  |  |  |  |  |  |                                      |  |  |  |  |  |  |  |  |  |  |  |  |  |                                     |  |  |  |  |  |  |
|  |  | Yes                            | No     | Supervisory |       | Labor  |               |               |     |            |             |       |                                 |  |  |                        |  |  |          |                              |  |                               |  |  |  |  |                                   |  |  |  |  |  |  |                                 |  |  |  |  |  |  |                                 |  |  |  |  |  |  |                                |  |  |  |  |  |  |                                 |  |  |  |  |  |  |                                      |  |  |  |  |  |  |                                      |  |  |  |  |  |  |  |  |  |  |  |  |  |                                     |  |  |  |  |  |  |
| <input type="checkbox"/> Spouse          |  |                                |        |             |       |        |               |               |     |            |             |       |                                 |  |  |                        |  |  |          |                              |  |                               |  |  |  |  |                                   |  |  |  |  |  |  |                                 |  |  |  |  |  |  |                                 |  |  |  |  |  |  |                                |  |  |  |  |  |  |                                 |  |  |  |  |  |  |                                      |  |  |  |  |  |  |                                      |  |  |  |  |  |  |  |  |  |  |  |  |  |                                     |  |  |  |  |  |  |
| <input type="checkbox"/> Son             |  |                                |        |             |       |        |               |               |     |            |             |       |                                 |  |  |                        |  |  |          |                              |  |                               |  |  |  |  |                                   |  |  |  |  |  |  |                                 |  |  |  |  |  |  |                                 |  |  |  |  |  |  |                                |  |  |  |  |  |  |                                 |  |  |  |  |  |  |                                      |  |  |  |  |  |  |                                      |  |  |  |  |  |  |  |  |  |  |  |  |  |                                     |  |  |  |  |  |  |
| <input type="checkbox"/> Daughter        |  |                                |        |             |       |        |               |               |     |            |             |       |                                 |  |  |                        |  |  |          |                              |  |                               |  |  |  |  |                                   |  |  |  |  |  |  |                                 |  |  |  |  |  |  |                                 |  |  |  |  |  |  |                                |  |  |  |  |  |  |                                 |  |  |  |  |  |  |                                      |  |  |  |  |  |  |                                      |  |  |  |  |  |  |  |  |  |  |  |  |  |                                     |  |  |  |  |  |  |
| <input type="checkbox"/> Father          |  |                                |        |             |       |        |               |               |     |            |             |       |                                 |  |  |                        |  |  |          |                              |  |                               |  |  |  |  |                                   |  |  |  |  |  |  |                                 |  |  |  |  |  |  |                                 |  |  |  |  |  |  |                                |  |  |  |  |  |  |                                 |  |  |  |  |  |  |                                      |  |  |  |  |  |  |                                      |  |  |  |  |  |  |  |  |  |  |  |  |  |                                     |  |  |  |  |  |  |
| <input type="checkbox"/> Mother          |  |                                |        |             |       |        |               |               |     |            |             |       |                                 |  |  |                        |  |  |          |                              |  |                               |  |  |  |  |                                   |  |  |  |  |  |  |                                 |  |  |  |  |  |  |                                 |  |  |  |  |  |  |                                |  |  |  |  |  |  |                                 |  |  |  |  |  |  |                                      |  |  |  |  |  |  |                                      |  |  |  |  |  |  |  |  |  |  |  |  |  |                                     |  |  |  |  |  |  |
| <input type="checkbox"/> Niece           |  |                                |        |             |       |        |               |               |     |            |             |       |                                 |  |  |                        |  |  |          |                              |  |                               |  |  |  |  |                                   |  |  |  |  |  |  |                                 |  |  |  |  |  |  |                                 |  |  |  |  |  |  |                                |  |  |  |  |  |  |                                 |  |  |  |  |  |  |                                      |  |  |  |  |  |  |                                      |  |  |  |  |  |  |  |  |  |  |  |  |  |                                     |  |  |  |  |  |  |
| <input type="checkbox"/> Nephew          |  |                                |        |             |       |        |               |               |     |            |             |       |                                 |  |  |                        |  |  |          |                              |  |                               |  |  |  |  |                                   |  |  |  |  |  |  |                                 |  |  |  |  |  |  |                                 |  |  |  |  |  |  |                                |  |  |  |  |  |  |                                 |  |  |  |  |  |  |                                      |  |  |  |  |  |  |                                      |  |  |  |  |  |  |  |  |  |  |  |  |  |                                     |  |  |  |  |  |  |
| <input type="checkbox"/> Grandfather     |  |                                |        |             |       |        |               |               |     |            |             |       |                                 |  |  |                        |  |  |          |                              |  |                               |  |  |  |  |                                   |  |  |  |  |  |  |                                 |  |  |  |  |  |  |                                 |  |  |  |  |  |  |                                |  |  |  |  |  |  |                                 |  |  |  |  |  |  |                                      |  |  |  |  |  |  |                                      |  |  |  |  |  |  |  |  |  |  |  |  |  |                                     |  |  |  |  |  |  |
| <input type="checkbox"/> Grandmother     |  |                                |        |             |       |        |               |               |     |            |             |       |                                 |  |  |                        |  |  |          |                              |  |                               |  |  |  |  |                                   |  |  |  |  |  |  |                                 |  |  |  |  |  |  |                                 |  |  |  |  |  |  |                                |  |  |  |  |  |  |                                 |  |  |  |  |  |  |                                      |  |  |  |  |  |  |                                      |  |  |  |  |  |  |  |  |  |  |  |  |  |                                     |  |  |  |  |  |  |
| <input type="checkbox"/> daughter In-law |  |                                |        |             |       |        |               |               |     |            |             |       |                                 |  |  |                        |  |  |          |                              |  |                               |  |  |  |  |                                   |  |  |  |  |  |  |                                 |  |  |  |  |  |  |                                 |  |  |  |  |  |  |                                |  |  |  |  |  |  |                                 |  |  |  |  |  |  |                                      |  |  |  |  |  |  |                                      |  |  |  |  |  |  |  |  |  |  |  |  |  |                                     |  |  |  |  |  |  |
| <input type="checkbox"/> son-in-law      |  |                                |        |             |       |        |               |               |     |            |             |       |                                 |  |  |                        |  |  |          |                              |  |                               |  |  |  |  |                                   |  |  |  |  |  |  |                                 |  |  |  |  |  |  |                                 |  |  |  |  |  |  |                                |  |  |  |  |  |  |                                 |  |  |  |  |  |  |                                      |  |  |  |  |  |  |                                      |  |  |  |  |  |  |  |  |  |  |  |  |  |                                     |  |  |  |  |  |  |
|  | <p>23. How fast could the company find workers?</p> <p> <input type="checkbox"/> Within a day<br/> <input type="checkbox"/> Within a week<br/> <input type="checkbox"/> Within a month<br/> <input type="checkbox"/> More than a month         </p>  |                                |        |             |       |        |               |               |     |            |             |       |                                 |  |  |                        |  |  |          |                              |  |                               |  |  |  |  |                                   |  |  |  |  |  |  |                                 |  |  |  |  |  |  |                                 |  |  |  |  |  |  |                                |  |  |  |  |  |  |                                 |  |  |  |  |  |  |                                      |  |  |  |  |  |  |                                      |  |  |  |  |  |  |  |  |  |  |  |  |  |                                     |  |  |  |  |  |  |

|       | <p>24. How many employees/workers does the company have and what is their employment status? (indicate number)?</p> <p> <input type="text"/> Men 15 &amp; above<br/> <input type="text"/> Women 15 &amp; above<br/> <input type="text"/> Boys, below 15<br/> <input type="text"/> Girls below 15         </p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <th></th> <th colspan="2">Regular</th> <th colspan="2">Seasonal</th> <th rowspan="2">N/A</th> </tr> <tr> <th></th> <th>Supervisory</th> <th>Worker</th> <th>Supervisory</th> <th>Worker</th> </tr> <tr> <td>Men</td> <td><input type="text"/></td> <td><input type="text"/></td> <td><input type="text"/></td> <td><input type="text"/></td> <td><input type="text"/></td> </tr> <tr> <td>Boys</td> <td><input type="text"/></td> <td><input type="text"/></td> <td><input type="text"/></td> <td><input type="text"/></td> <td><input type="text"/></td> </tr> <tr> <td>Women</td> <td><input type="text"/></td> <td><input type="text"/></td> <td><input type="text"/></td> <td><input type="text"/></td> <td><input type="text"/></td> </tr> <tr> <td>Girls</td> <td><input type="text"/></td> <td><input type="text"/></td> <td><input type="text"/></td> <td><input type="text"/></td> <td><input type="text"/></td> </tr> </table> |                      |                      |                      |                      |  |  | Regular |  | Seasonal |  | N/A |  | Supervisory | Worker | Supervisory | Worker | Men | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | Boys | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | Women | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | Girls | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
|-------|--|----------------------|----------------------|----------------------|----------------------|--|--|---------|--|----------|--|-----|--|-------------|--------|-------------|--------|-----|----------------------|----------------------|----------------------|----------------------|----------------------|------|----------------------|----------------------|----------------------|----------------------|----------------------|-------|----------------------|----------------------|----------------------|----------------------|----------------------|-------|----------------------|----------------------|----------------------|----------------------|----------------------|
|       | Regular  |                      | Seasonal             |                      | N/A                  |  |  |         |  |          |  |     |  |             |        |             |        |     |                      |                      |                      |                      |                      |      |                      |                      |                      |                      |                      |       |                      |                      |                      |                      |                      |       |                      |                      |                      |                      |                      |
|       | Supervisory  | Worker               | Supervisory          | Worker               |                      |  |  |         |  |          |  |     |  |             |        |             |        |     |                      |                      |                      |                      |                      |      |                      |                      |                      |                      |                      |       |                      |                      |                      |                      |                      |       |                      |                      |                      |                      |                      |
| Men   | <input type="text"/>   | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |  |  |         |  |          |  |     |  |             |        |             |        |     |                      |                      |                      |                      |                      |      |                      |                      |                      |                      |                      |       |                      |                      |                      |                      |                      |       |                      |                      |                      |                      |                      |
| Boys  | <input type="text"/>   | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |  |  |         |  |          |  |     |  |             |        |             |        |     |                      |                      |                      |                      |                      |      |                      |                      |                      |                      |                      |       |                      |                      |                      |                      |                      |       |                      |                      |                      |                      |                      |
| Women | <input type="text"/>   | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |  |  |         |  |          |  |     |  |             |        |             |        |     |                      |                      |                      |                      |                      |      |                      |                      |                      |                      |                      |       |                      |                      |                      |                      |                      |       |                      |                      |                      |                      |                      |
| Girls | <input type="text"/>   | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |  |  |         |  |          |  |     |  |             |        |             |        |     |                      |                      |                      |                      |                      |      |                      |                      |                      |                      |                      |       |                      |                      |                      |                      |                      |       |                      |                      |                      |                      |                      |
|       | <p>25. From whom/where does the company get reliable information on new trading technology/ practices? (multiple response allowed)</p> <p> <input type="checkbox"/> Government agencies<br/> <input type="checkbox"/> Local Government Unit<br/> <input type="checkbox"/> Other processors<br/> <input type="checkbox"/> Tuna industry association<br/> <input type="checkbox"/> Local trade fairs/ food shows<br/> <input type="checkbox"/> International trade fairs/food shows<br/> <input type="checkbox"/> Radio<br/> <input type="checkbox"/> TV<br/> <input type="checkbox"/> Internet<br/> <input type="checkbox"/> Others, please specify _____         </p>  |                      |                      |                      |                      |  |  |         |  |          |  |     |  |             |        |             |        |     |                      |                      |                      |                      |                      |      |                      |                      |                      |                      |                      |       |                      |                      |                      |                      |                      |       |                      |                      |                      |                      |                      |
|       | <p>26. From whom does the company get reliable information about buyers?(multiple response allowed)</p> <p> <input type="checkbox"/> Government agencies<br/> <input type="checkbox"/> Local Government Unit<br/> <input type="checkbox"/> Other processors<br/> <input type="checkbox"/> Tuna industry association<br/> <input type="checkbox"/> Local trade fairs/ food shows<br/> <input type="checkbox"/> International trade fairs/food shows<br/> <input type="checkbox"/> Radio<br/> <input type="checkbox"/> TV<br/> <input type="checkbox"/> Internet<br/> <input type="checkbox"/> Others, please specify _____         </p>   |                      |                      |                      |                      |  |  |         |  |          |  |     |  |             |        |             |        |     |                      |                      |                      |                      |                      |      |                      |                      |                      |                      |                      |       |                      |                      |                      |                      |                      |       |                      |                      |                      |                      |                      |
|       | <p>27. From whom does the company get reliable information on market prices? (multiple response allowed)</p> <p> <input type="checkbox"/> Government agencies<br/> <input type="checkbox"/> Local Government Unit<br/> <input type="checkbox"/> Other processors<br/> <input type="checkbox"/> Tuna industry association<br/> <input type="checkbox"/> Local trade fairs/ food shows<br/> <input type="checkbox"/> International trade fairs/food shows<br/> <input type="checkbox"/> Radio<br/> <input type="checkbox"/> TV<br/> <input type="checkbox"/> Internet<br/> <input type="checkbox"/> Others, please specify _____         </p>  |                      |                      |                      |                      |  |  |         |  |          |  |     |  |             |        |             |        |     |                      |                      |                      |                      |                      |      |                      |                      |                      |                      |                      |       |                      |                      |                      |                      |                      |       |                      |                      |                      |                      |                      |

28. Who is your **primary** buyer? Please indicate if they are male or female and whether the buyer provides financing? (Choose one only)

| Type of buyer                    | Sex  |        | Buyers provide financing? |    |
|----------------------------------|------|--------|---------------------------|----|
|                                  | Male | Female | Yes                       | No |
| Local Restaurants                |      |        |                           |    |
| Other Local institutional buyers |      |        |                           |    |
| Exporters                        |      |        |                           |    |
| Buying offices of exporters      |      |        |                           |    |
| Other wholesalers                |      |        |                           |    |
| Other wholesalers-retailers      |      |        |                           |    |
| Retailers/Supermarkets           |      |        |                           |    |
| Small-scale market vendors       |      |        |                           |    |
| Processors                       |      |        |                           |    |
| Others, specify _____            |      |        |                           |    |

29. What percentage, of the buyers you deal with, are women? (indicate percentage)  
\_\_\_\_\_ %

30. Who usually delivers processed tuna to the buyer? (Choose only one)  
 \_\_\_ Men \_\_\_ Women  
 \_\_\_ Boys \_\_\_ Girls

31. Do you allow your buyers to get your processed products on credit?  
 \_\_\_ Yes \_\_\_ No

If No, why not?

\_\_\_ cash is needed for trading operations

\_\_\_ cash is needed for everyday expenses

\_\_\_ Avoid risks of non-payment

\_\_\_ Difficulty of collecting debts

\_\_\_ Others, please specify \_\_\_\_\_

If Yes, what percentage that you allow credit to are women?  
 \_\_\_\_\_ %

32. Are there differences in the purchase behavior between men and women buyers?  
 \_\_\_ Yes \_\_\_ No If no proceed to Question 33.

If Yes, in what way are women and men different?

| Behaviors   | Women | Men | Same |
|---|-------|-----|------|
| Who is more strict with product quality   |       |     |      |
| Who is easier to negotiate with   |       |     |      |
| Who is more knowledgeable about product   |       |     |      |
| Who is more serious in complying with agreed sales conditions ((e.g. delivery schedule, packaging and labeling requirements, quality standards, etc.) |       |     |      |
| Who is more firm with their decisions   |       |     |      |

33. Who is your **primary supplier of fresh tuna**? Please indicate if they are male or female. Do they allow you to get the fresh tuna on credit? (Choose one only)

|   | <table border="1"> <tr> <th rowspan="2">Type of supplier</th> <th colspan="2">Sex</th> <th colspan="2">Buyers provide financing?</th> </tr> <tr> <th>M</th> <th>F</th> <th>Yes</th> <th>No</th> </tr> <tr> <td>Small-scale municipal fishers</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>small scale commercial</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Medium scale commercial</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Large scale commercial fishing operators</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Other traders of fresh tuna</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Others, specify _____</td> <td></td> <td></td> <td></td> <td></td> </tr> </table>                      |        |                           |                           | Type of supplier | Sex |  | Buyers provide financing? |  | M    | F      | Yes | No | Small-scale municipal fishers    |  |  |  |  | small scale commercial |  |  |  |  | Medium scale commercial         |  |  |  |  | Large scale commercial fishing operators |  |  |  |  | Other traders of fresh tuna |  |  |  |  | Others, specify _____ |  |  |  |  |
|---|---|--------|---------------------------|---------------------------|------------------|-----|--|---------------------------|--|------|--------|-----|----|----------------------------------|--|--|--|--|------------------------|--|--|--|--|---------------------------------|--|--|--|--|--|--|--|--|--|-----------------------------|--|--|--|--|-----------------------|--|--|--|--|
|   | Type of supplier  | Sex    |                           | Buyers provide financing? |                  |     |  |                           |  |      |        |     |    |                                  |  |  |  |  |                        |  |  |  |  |                                 |  |  |  |  |  |  |  |  |  |                             |  |  |  |  |                       |  |  |  |  |
|   |   | M      | F                         | Yes                       | No               |     |  |                           |  |      |        |     |    |                                  |  |  |  |  |                        |  |  |  |  |                                 |  |  |  |  |  |  |  |  |  |                             |  |  |  |  |                       |  |  |  |  |
|   | Small-scale municipal fishers   |        |                           |                           |                  |     |  |                           |  |      |        |     |    |                                  |  |  |  |  |                        |  |  |  |  |                                 |  |  |  |  |  |  |  |  |  |                             |  |  |  |  |                       |  |  |  |  |
|   | small scale commercial  |        |                           |                           |                  |     |  |                           |  |      |        |     |    |                                  |  |  |  |  |                        |  |  |  |  |                                 |  |  |  |  |  |  |  |  |  |                             |  |  |  |  |                       |  |  |  |  |
|   | Medium scale commercial   |        |                           |                           |                  |     |  |                           |  |      |        |     |    |                                  |  |  |  |  |                        |  |  |  |  |                                 |  |  |  |  |  |  |  |  |  |                             |  |  |  |  |                       |  |  |  |  |
|   | Large scale commercial fishing operators  |        |                           |                           |                  |     |  |                           |  |      |        |     |    |                                  |  |  |  |  |                        |  |  |  |  |                                 |  |  |  |  |  |  |  |  |  |                             |  |  |  |  |                       |  |  |  |  |
|   | Other traders of fresh tuna   |        |                           |                           |                  |     |  |                           |  |      |        |     |    |                                  |  |  |  |  |                        |  |  |  |  |                                 |  |  |  |  |  |  |  |  |  |                             |  |  |  |  |                       |  |  |  |  |
|   | Others, specify _____   |        |                           |                           |                  |     |  |                           |  |      |        |     |    |                                  |  |  |  |  |                        |  |  |  |  |                                 |  |  |  |  |  |  |  |  |  |                             |  |  |  |  |                       |  |  |  |  |
|   | <p>34. Who is your <b>primary supplier of processed tuna</b>? Please indicate if they are male or female. Do they allow you to get the processed tuna on credit? Financing? (Choose one only)</p> <table border="1"> <tr> <th rowspan="2">Type of buyer</th> <th colspan="2">Sex</th> <th colspan="2">Buyers provide financing?</th> </tr> <tr> <th>Male</th> <th>Female</th> <th>Yes</th> <th>No</th> </tr> <tr> <td>Small-scale municipal processors</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Large scale processors</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Other traders of processed tuna</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Others, specify _____</td> <td></td> <td></td> <td></td> <td></td> </tr> </table> |        |                           |                           | Type of buyer    | Sex |  | Buyers provide financing? |  | Male | Female | Yes | No | Small-scale municipal processors |  |  |  |  | Large scale processors |  |  |  |  | Other traders of processed tuna |  |  |  |  | Others, specify _____                    |  |  |  |  |                             |  |  |  |  |                       |  |  |  |  |
| Type of buyer   | Sex   |        | Buyers provide financing? |                           |                  |     |  |                           |  |      |        |     |    |                                  |  |  |  |  |                        |  |  |  |  |                                 |  |  |  |  |  |  |  |  |  |                             |  |  |  |  |                       |  |  |  |  |
|   | Male  | Female | Yes                       | No                        |                  |     |  |                           |  |      |        |     |    |                                  |  |  |  |  |                        |  |  |  |  |                                 |  |  |  |  |  |  |  |  |  |                             |  |  |  |  |                       |  |  |  |  |
| Small-scale municipal processors  |   |        |                           |                           |                  |     |  |                           |  |      |        |     |    |                                  |  |  |  |  |                        |  |  |  |  |                                 |  |  |  |  |  |  |  |  |  |                             |  |  |  |  |                       |  |  |  |  |
| Large scale processors  |   |        |                           |                           |                  |     |  |                           |  |      |        |     |    |                                  |  |  |  |  |                        |  |  |  |  |                                 |  |  |  |  |  |  |  |  |  |                             |  |  |  |  |                       |  |  |  |  |
| Other traders of processed tuna   |   |        |                           |                           |                  |     |  |                           |  |      |        |     |    |                                  |  |  |  |  |                        |  |  |  |  |                                 |  |  |  |  |  |  |  |  |  |                             |  |  |  |  |                       |  |  |  |  |
| Others, specify _____   |   |        |                           |                           |                  |     |  |                           |  |      |        |     |    |                                  |  |  |  |  |                        |  |  |  |  |                                 |  |  |  |  |  |  |  |  |  |                             |  |  |  |  |                       |  |  |  |  |
| <p>35. What percentage of your fresh-tuna suppliers are men/women<br/> Men _____<br/> Women _____<br/> Total 100%</p> |   |        |                           |                           |                  |     |  |                           |  |      |        |     |    |                                  |  |  |  |  |                        |  |  |  |  |                                 |  |  |  |  |  |  |  |  |  |                             |  |  |  |  |                       |  |  |  |  |

|   |   |  |       |       |       |       |  |
|---|---|--|-------|-------|-------|-------|--|
| <b>PRACTICES &amp; PARTICIPATION</b>        | 36. In your trading operation, who usually performs the following?  |  |       |       |       |       |  |
|   |   | Men  | Women | Boys  | Girls | N/A   |  |
|   | Process registration and legal documents  |  |       |       |       |       |  |
|   | Hiring of workers   |  |       |       |       |       |  |
|   | Identify suppliers of fresh tuna  |  |       |       |       |       |  |
|   | Identify suppliers of processed tuna  |  |       |       |       |       |  |
|   | Identify buyers of fresh tuna   |  |       |       |       |       |  |
|   | Identify buyers of processed tuna   |  |       |       |       |       |  |
|   | Load and Unload products  |  |       |       |       |       |  |
|   | Weigh, sort and classify products   |  |       |       |       |       |  |
|   | Remove the guts and gills   |  |       |       |       |       |  |
|   | Operate equipment   |  |       |       |       |       |  |
|   | Ensure quality control  |  |       |       |       |       |  |
|   | Cook  |  |       |       |       |       |  |
|   | Blast freezing  |  |       |       |       |       |  |
|   | Pack  |  |       |       |       |       |  |
|   | Label   |  |       |       |       |       |  |
|   | Storage   |  |       |       |       |       |  |
|   | Clean and maintain of the physical facilities   |  |       |       |       |       |  |
|   | Look for supplier of tuna   |  |       |       |       |       |  |
|   | Negotiate with the buyer  |  |       |       |       |       |  |
|   | Transport to the buyer  |  |       |       |       |       |  |
|   | Receive payment   |  |       |       |       |       |  |
|   | Record of sales   |  |       |       |       |       |  |
|   | Record of financial transactions  |  |       |       |       |       |  |
|   | Record production   |  |       |       |       |       |  |
|   | Inventory of stocks   |  |       |       |       |       |  |
|   | Payment of salaries and bills   |  |       |       |       |       |  |
|   |   |  |       |       |       |       |  |
|   |   |  |       |       |       |       |  |
|   |   | 37. In your trading organization, who usually attend the following activities? |       |       |       |       |  |
|   |   |  | Men   | women | Boys  | Girls |  |
|   |   | Meeting (People's Organization, LGUs, NGAs)                                    |       |       |       |       |  |
|   |   | Seminars/ Training   |       |       |       |       |  |
|   |   | Industry meetings  |       |       |       |       |  |
|   |   | Public hearings  |       |       |       |       |  |
|   |   |  |       |       |       |       |  |
| <b>KNOWLEDGE, BELIEFS &amp; PERCEPTIONS</b> | 38. Based on your experience, please say to what extent you agree/disagree with the following statements related to fish processing. <i>(NOTE: enumerator has to read each sentence and ask respondents whether they agree or disagree. In case respondent really cannot decide whether agree/disagree, enumerator can check 'have no position on the matter'.)</i> |  |       |       |       |       |  |

|  | Statements  | Agree | Neither Agree nor Disagree | Disagree |
|--|---|-------|----------------------------|----------|
|  | Women are more skillful in trading than men   |       |                            |          |
|  | Women are easier to deal with than men in the trading business.                       |       |                            |          |
|  | Men are more particular about quality of tuna traded than women.                      |       |                            |          |
|  | Women are more efficient in trading than men.   |       |                            |          |
|  | In selling processed tuna, it is easier to collect payment from women buyers than men |       |                            |          |

39. I will read out statements and for each please say whether they are true or false:

|  | True | False |
|--|------|-------|
| Smoked tuna is carcinogenic  |      |       |
| The Food Drug Administration requires processing plant to be registered  |      |       |
| Application of Philippine National Standard for processed tuna is mandatory  |      |       |
| Tuna is a migratory fish   |      |       |
| Commercial fishers are not allowed to fish within 15km municipal water   |      |       |
| The legal size for purse seine to catch tuna is 3cm  |      |       |
| The city government requires the registration of purse seine   |      |       |
| Skipjack is a kind of tuna   |      |       |
| A Philippine-flagged fishing vessel is allowed to fish in High Sea Pockets 1, 2 and 3 in the Western and Central Pacific Ocean area. |      |       |
| A tuna fishing vessel operator can export tuna to the European Union (EU) even without submission of catch logsheets.                |      |       |
| To ensure traceability, tuna product labels should include the name of fishing vessels that caught the fish                          |      |       |

**LEGAL RIGHTS & STATUS**

40. Are you aware of fisheries related policies/laws that affect trading operations?  
 \_\_\_\_ Yes \_\_\_\_ No  
 If no, proceed to Question No. 41

If yes, what are these laws that you are aware of? (NOTE: Extract answer from respondents and classify answer under laws listed; enumerator is provided a list of pertinent laws/policies so they can classify answers. Do not show list of laws to respondent.)

|   | Check if respondent mentions the law |
|---|--------------------------------------|
| HACCP   |                                      |
| Philippine National Standard on Tuna Products |                                      |
| Good Manufacturing Practices (GMP)            |                                      |
| Labeling requirements                         |                                      |

41. How many hours per day do you work in your trading operation during peak season?  
 \_\_\_\_ hours

|  | <p>42. How many hours per day do you work in the trading operation during non-peak season?<br/>         ____ hours</p>   |         |                             |                              |                         |                                 |                        |                                  |        |      |  |         |  |                                     |  |  |  |  |  |  |  |  |                                      |  |  |                                |  |  |   |  |  |  |  |  |  |  |  |                                       |  |  |                                 |  |  |
|--|--|---------|-----------------------------|------------------------------|-------------------------|---------------------------------|------------------------|----------------------------------|--------|------|--|---------|--|-------------------------------------|--|--|--|--|--|--|--|--|--------------------------------------|--|--|--------------------------------|--|--|---|--|--|--|--|--|--|--|--|---------------------------------------|--|--|---------------------------------|--|--|
|  | <p>43. How many % of the male and female workers in the trading facility plant are contractual/regular?</p> <table border="1"> <thead> <tr> <th></th><th colspan="2">Peak Season</th><th colspan="2">Off Season</th></tr> <tr> <th>Employment status/ Sex</th><th>Male</th><th>Female</th><th>Male</th><th>Female</th></tr> </thead> <tbody> <tr> <td>Regular</td><td></td><td></td><td></td><td></td></tr> <tr> <td>Contractual</td><td></td><td></td><td></td><td></td></tr> </tbody> </table>   |         | Peak Season                 |                              | Off Season              |                                 | Employment status/ Sex | Male                             | Female | Male | Female   | Regular |  |                                     |  |  | Contractual                                    |  |  |  |  |  |                                      |  |  |                                |  |  |   |  |  |  |  |  |  |  |  |                                       |  |  |                                 |  |  |
|  | Peak Season  |         | Off Season                  |                              |                         |                                 |                        |                                  |        |      |  |         |  |                                     |  |  |  |  |  |  |  |  |                                      |  |  |                                |  |  |   |  |  |  |  |  |  |  |  |                                       |  |  |                                 |  |  |
| Employment status/ Sex   | Male   | Female  | Male                        | Female                       |                         |                                 |                        |                                  |        |      |  |         |  |                                     |  |  |  |  |  |  |  |  |                                      |  |  |                                |  |  |   |  |  |  |  |  |  |  |  |                                       |  |  |                                 |  |  |
| Regular  |  |         |                             |                              |                         |                                 |                        |                                  |        |      |  |         |  |                                     |  |  |  |  |  |  |  |  |                                      |  |  |                                |  |  |   |  |  |  |  |  |  |  |  |                                       |  |  |                                 |  |  |
| Contractual  |  |         |                             |                              |                         |                                 |                        |                                  |        |      |  |         |  |                                     |  |  |  |  |  |  |  |  |                                      |  |  |                                |  |  |   |  |  |  |  |  |  |  |  |                                       |  |  |                                 |  |  |
|  | <p>44. The following pertain to conditions under which you work as tuna trader:</p> <table border="1"> <thead> <tr> <th></th><th>Yes</th><th>No</th></tr> </thead> <tbody> <tr><td>Are you covered by SSS?</td><td></td><td></td></tr> <tr><td>Are you covered by Philhealth?</td><td></td><td></td></tr> <tr><td>Are there employees younger than 15 years old who is employed in trading work?</td><td></td><td></td></tr> <tr><td>Are you entitled to leave benefits?</td><td></td><td></td></tr> <tr><td>Are you entitled to paternity/maternity leave?</td><td></td><td></td></tr> <tr><td>Does the company provide accident insurance?</td><td></td><td></td></tr> <tr><td>Are you required to wear company ID?</td><td></td><td></td></tr> <tr><td>Are you paid the minimum wage?</td><td></td><td></td></tr> <tr><td>Does your company provide you with protective clothing to do your work?</td><td></td><td></td></tr> <tr><td>Does your company provide you protective eyewear</td><td></td><td></td></tr> <tr><td>Do you used hand gloves in handling tuna</td><td></td><td></td></tr> <tr><td>Is your working area well ventilated?</td><td></td><td></td></tr> <tr><td>Is your work area well lighted?</td><td></td><td></td></tr> </tbody> </table> |         | Yes                         | No                           | Are you covered by SSS? |                                 |                        | Are you covered by Philhealth?   |        |      | Are there employees younger than 15 years old who is employed in trading work? |         |  | Are you entitled to leave benefits? |  |  | Are you entitled to paternity/maternity leave? |  |  | Does the company provide accident insurance? |  |  | Are you required to wear company ID? |  |  | Are you paid the minimum wage? |  |  | Does your company provide you with protective clothing to do your work? |  |  | Does your company provide you protective eyewear |  |  | Do you used hand gloves in handling tuna |  |  | Is your working area well ventilated? |  |  | Is your work area well lighted? |  |  |
|  | Yes  | No      |                             |                              |                         |                                 |                        |                                  |        |      |  |         |  |                                     |  |  |  |  |  |  |  |  |                                      |  |  |                                |  |  |   |  |  |  |  |  |  |  |  |                                       |  |  |                                 |  |  |
| Are you covered by SSS?  |  |         |                             |                              |                         |                                 |                        |                                  |        |      |  |         |  |                                     |  |  |  |  |  |  |  |  |                                      |  |  |                                |  |  |   |  |  |  |  |  |  |  |  |                                       |  |  |                                 |  |  |
| Are you covered by Philhealth?   |  |         |                             |                              |                         |                                 |                        |                                  |        |      |  |         |  |                                     |  |  |  |  |  |  |  |  |                                      |  |  |                                |  |  |   |  |  |  |  |  |  |  |  |                                       |  |  |                                 |  |  |
| Are there employees younger than 15 years old who is employed in trading work? |  |         |                             |                              |                         |                                 |                        |                                  |        |      |  |         |  |                                     |  |  |  |  |  |  |  |  |                                      |  |  |                                |  |  |   |  |  |  |  |  |  |  |  |                                       |  |  |                                 |  |  |
| Are you entitled to leave benefits?  |  |         |                             |                              |                         |                                 |                        |                                  |        |      |  |         |  |                                     |  |  |  |  |  |  |  |  |                                      |  |  |                                |  |  |   |  |  |  |  |  |  |  |  |                                       |  |  |                                 |  |  |
| Are you entitled to paternity/maternity leave?                                 |  |         |                             |                              |                         |                                 |                        |                                  |        |      |  |         |  |                                     |  |  |  |  |  |  |  |  |                                      |  |  |                                |  |  |   |  |  |  |  |  |  |  |  |                                       |  |  |                                 |  |  |
| Does the company provide accident insurance?                                   |  |         |                             |                              |                         |                                 |                        |                                  |        |      |  |         |  |                                     |  |  |  |  |  |  |  |  |                                      |  |  |                                |  |  |   |  |  |  |  |  |  |  |  |                                       |  |  |                                 |  |  |
| Are you required to wear company ID?   |  |         |                             |                              |                         |                                 |                        |                                  |        |      |  |         |  |                                     |  |  |  |  |  |  |  |  |                                      |  |  |                                |  |  |   |  |  |  |  |  |  |  |  |                                       |  |  |                                 |  |  |
| Are you paid the minimum wage?   |  |         |                             |                              |                         |                                 |                        |                                  |        |      |  |         |  |                                     |  |  |  |  |  |  |  |  |                                      |  |  |                                |  |  |   |  |  |  |  |  |  |  |  |                                       |  |  |                                 |  |  |
| Does your company provide you with protective clothing to do your work?        |  |         |                             |                              |                         |                                 |                        |                                  |        |      |  |         |  |                                     |  |  |  |  |  |  |  |  |                                      |  |  |                                |  |  |   |  |  |  |  |  |  |  |  |                                       |  |  |                                 |  |  |
| Does your company provide you protective eyewear                               |  |         |                             |                              |                         |                                 |                        |                                  |        |      |  |         |  |                                     |  |  |  |  |  |  |  |  |                                      |  |  |                                |  |  |   |  |  |  |  |  |  |  |  |                                       |  |  |                                 |  |  |
| Do you used hand gloves in handling tuna                                       |  |         |                             |                              |                         |                                 |                        |                                  |        |      |  |         |  |                                     |  |  |  |  |  |  |  |  |                                      |  |  |                                |  |  |   |  |  |  |  |  |  |  |  |                                       |  |  |                                 |  |  |
| Is your working area well ventilated?  |  |         |                             |                              |                         |                                 |                        |                                  |        |      |  |         |  |                                     |  |  |  |  |  |  |  |  |                                      |  |  |                                |  |  |   |  |  |  |  |  |  |  |  |                                       |  |  |                                 |  |  |
| Is your work area well lighted?  |  |         |                             |                              |                         |                                 |                        |                                  |        |      |  |         |  |                                     |  |  |  |  |  |  |  |  |                                      |  |  |                                |  |  |   |  |  |  |  |  |  |  |  |                                       |  |  |                                 |  |  |
|  | <p>45. For the same kind of work, how does your pay compare to your male/female counterpart? <i>(NOTE: enumerator to read all three sentences and asks respondent to choose one sentence that best represents his/her belief.</i></p> <table border="1"> <thead> <tr> <th>Choices</th><th>Answer<br/>(one answer only)</th></tr> </thead> <tbody> <tr> <td>Men are paid more than women</td><td></td></tr> <tr> <td>Men and Women are paid the same</td><td></td></tr> <tr> <td>Men are paid less than the women</td><td></td></tr> </tbody> </table>  | Choices | Answer<br>(one answer only) | Men are paid more than women |                         | Men and Women are paid the same |                        | Men are paid less than the women |        |      |  |         |  |                                     |  |  |  |  |  |  |  |  |                                      |  |  |                                |  |  |   |  |  |  |  |  |  |  |  |                                       |  |  |                                 |  |  |
| Choices  | Answer<br>(one answer only)  |         |                             |                              |                         |                                 |                        |                                  |        |      |  |         |  |                                     |  |  |  |  |  |  |  |  |                                      |  |  |                                |  |  |   |  |  |  |  |  |  |  |  |                                       |  |  |                                 |  |  |
| Men are paid more than women   |  |         |                             |                              |                         |                                 |                        |                                  |        |      |  |         |  |                                     |  |  |  |  |  |  |  |  |                                      |  |  |                                |  |  |   |  |  |  |  |  |  |  |  |                                       |  |  |                                 |  |  |
| Men and Women are paid the same  |  |         |                             |                              |                         |                                 |                        |                                  |        |      |  |         |  |                                     |  |  |  |  |  |  |  |  |                                      |  |  |                                |  |  |   |  |  |  |  |  |  |  |  |                                       |  |  |                                 |  |  |
| Men are paid less than the women   |  |         |                             |                              |                         |                                 |                        |                                  |        |      |  |         |  |                                     |  |  |  |  |  |  |  |  |                                      |  |  |                                |  |  |   |  |  |  |  |  |  |  |  |                                       |  |  |                                 |  |  |

| <b>POWER &amp; DECISION-MAKING</b>  | <p>46. Who makes the decisions within your household about the following?(NOTE: enumerator to read each decision area and asks respondent to choose the person who has the final say on the issue.However, if respondent insists that it is a joint decision between two persons, then check both decision makers)</p> <table border="1"> <thead> <tr> <th>Area of Decision Making</th><th>Father</th><th>Mother</th><th>Daughter</th><th>Son</th><th>Other Male Household member</th><th>Other Female Household Member</th></tr> </thead> <tbody> <tr> <td>h) Education</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr> <td>i) Food preparation/ purchases</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr> <td>j) Budgeting</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr> <td>k) Leisure activities</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr> <td>l) Health</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr> <td>m) Discipline</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr> <td>n) Community involvement</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table>  | Area of Decision Making | Father                   | Mother                     | Daughter                    | Son                           | Other Male Household member | Other Female Household Member | h) Education           |  |  |  |  |          |  | i) Food preparation/ purchases     |  |  |  |                |  |  | j) Budgeting                        |  |  |  |  |  |  | k) Leisure activities   |  |  |  |  |  |  | l) Health           |  |  |  |  |  |  | m) Discipline     |  |  |  |  |  |  | n) Community involvement |  |  |  |  |  |  |                     |  |  |  |  |  |  |          |  |  |  |  |  |  |
|-------------------------------------|--|-------------------------|--------------------------|----------------------------|-----------------------------|-------------------------------|-----------------------------|-------------------------------|------------------------|--|--|--|--|----------|--|------------------------------------|--|--|--|----------------|--|--|-------------------------------------|--|--|--|--|--|--|-------------------------|--|--|--|--|--|--|---------------------|--|--|--|--|--|--|-------------------|--|--|--|--|--|--|--------------------------|--|--|--|--|--|--|---------------------|--|--|--|--|--|--|----------|--|--|--|--|--|--|
| Area of Decision Making             | Father   | Mother                  | Daughter                 | Son                        | Other Male Household member | Other Female Household Member |                             |                               |                        |  |  |  |  |          |  |                                    |  |  |  |                |  |  |                                     |  |  |  |  |  |  |                         |  |  |  |  |  |  |                     |  |  |  |  |  |  |                   |  |  |  |  |  |  |                          |  |  |  |  |  |  |                     |  |  |  |  |  |  |          |  |  |  |  |  |  |
| h) Education                        |  |                         |                          |                            |                             |                               |                             |                               |                        |  |  |  |  |          |  |                                    |  |  |  |                |  |  |                                     |  |  |  |  |  |  |                         |  |  |  |  |  |  |                     |  |  |  |  |  |  |                   |  |  |  |  |  |  |                          |  |  |  |  |  |  |                     |  |  |  |  |  |  |          |  |  |  |  |  |  |
| i) Food preparation/ purchases      |  |                         |                          |                            |                             |                               |                             |                               |                        |  |  |  |  |          |  |                                    |  |  |  |                |  |  |                                     |  |  |  |  |  |  |                         |  |  |  |  |  |  |                     |  |  |  |  |  |  |                   |  |  |  |  |  |  |                          |  |  |  |  |  |  |                     |  |  |  |  |  |  |          |  |  |  |  |  |  |
| j) Budgeting                        |  |                         |                          |                            |                             |                               |                             |                               |                        |  |  |  |  |          |  |                                    |  |  |  |                |  |  |                                     |  |  |  |  |  |  |                         |  |  |  |  |  |  |                     |  |  |  |  |  |  |                   |  |  |  |  |  |  |                          |  |  |  |  |  |  |                     |  |  |  |  |  |  |          |  |  |  |  |  |  |
| k) Leisure activities               |  |                         |                          |                            |                             |                               |                             |                               |                        |  |  |  |  |          |  |                                    |  |  |  |                |  |  |                                     |  |  |  |  |  |  |                         |  |  |  |  |  |  |                     |  |  |  |  |  |  |                   |  |  |  |  |  |  |                          |  |  |  |  |  |  |                     |  |  |  |  |  |  |          |  |  |  |  |  |  |
| l) Health                           |  |                         |                          |                            |                             |                               |                             |                               |                        |  |  |  |  |          |  |                                    |  |  |  |                |  |  |                                     |  |  |  |  |  |  |                         |  |  |  |  |  |  |                     |  |  |  |  |  |  |                   |  |  |  |  |  |  |                          |  |  |  |  |  |  |                     |  |  |  |  |  |  |          |  |  |  |  |  |  |
| m) Discipline                       |  |                         |                          |                            |                             |                               |                             |                               |                        |  |  |  |  |          |  |                                    |  |  |  |                |  |  |                                     |  |  |  |  |  |  |                         |  |  |  |  |  |  |                     |  |  |  |  |  |  |                   |  |  |  |  |  |  |                          |  |  |  |  |  |  |                     |  |  |  |  |  |  |          |  |  |  |  |  |  |
| n) Community involvement            |  |                         |                          |                            |                             |                               |                             |                               |                        |  |  |  |  |          |  |                                    |  |  |  |                |  |  |                                     |  |  |  |  |  |  |                         |  |  |  |  |  |  |                     |  |  |  |  |  |  |                   |  |  |  |  |  |  |                          |  |  |  |  |  |  |                     |  |  |  |  |  |  |          |  |  |  |  |  |  |
|                                     | <p>47. Who makes the decisions with regard to trading operations? (NOTE: enumerator to read each decision area and asks respondent to choose the person who has the final say on the issue. However, if respondent insists that it is a joint decision between two persons, then check both decision makers)</p> <table border="1"> <thead> <tr> <th>Area of Decision</th><th>Owner</th><th>Spouse of Owner</th><th>Male Manager/ supervisor</th><th>Female Manager/ supervisor</th><th>Male staff</th><th>Female staff</th></tr> </thead> <tbody> <tr> <td>Supplier of fresh tuna</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr> <td>Supplier of non-fish raw materials</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr> <td>Financing the processing operations</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr> <td>Buyer of processed tuna</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr> <td>Production schedule</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr> <td>Production volume</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr> <td>Hiring of workers</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr> <td>Pricing of products</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr> <td>Training</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table> | Area of Decision        | Owner                    | Spouse of Owner            | Male Manager/ supervisor    | Female Manager/ supervisor    | Male staff                  | Female staff                  | Supplier of fresh tuna |  |  |  |  |          |  | Supplier of non-fish raw materials |  |  |  |                |  |  | Financing the processing operations |  |  |  |  |  |  | Buyer of processed tuna |  |  |  |  |  |  | Production schedule |  |  |  |  |  |  | Production volume |  |  |  |  |  |  | Hiring of workers        |  |  |  |  |  |  | Pricing of products |  |  |  |  |  |  | Training |  |  |  |  |  |  |
| Area of Decision                    | Owner  | Spouse of Owner         | Male Manager/ supervisor | Female Manager/ supervisor | Male staff                  | Female staff                  |                             |                               |                        |  |  |  |  |          |  |                                    |  |  |  |                |  |  |                                     |  |  |  |  |  |  |                         |  |  |  |  |  |  |                     |  |  |  |  |  |  |                   |  |  |  |  |  |  |                          |  |  |  |  |  |  |                     |  |  |  |  |  |  |          |  |  |  |  |  |  |
| Supplier of fresh tuna              |  |                         |                          |                            |                             |                               |                             |                               |                        |  |  |  |  |          |  |                                    |  |  |  |                |  |  |                                     |  |  |  |  |  |  |                         |  |  |  |  |  |  |                     |  |  |  |  |  |  |                   |  |  |  |  |  |  |                          |  |  |  |  |  |  |                     |  |  |  |  |  |  |          |  |  |  |  |  |  |
| Supplier of non-fish raw materials  |  |                         |                          |                            |                             |                               |                             |                               |                        |  |  |  |  |          |  |                                    |  |  |  |                |  |  |                                     |  |  |  |  |  |  |                         |  |  |  |  |  |  |                     |  |  |  |  |  |  |                   |  |  |  |  |  |  |                          |  |  |  |  |  |  |                     |  |  |  |  |  |  |          |  |  |  |  |  |  |
| Financing the processing operations |  |                         |                          |                            |                             |                               |                             |                               |                        |  |  |  |  |          |  |                                    |  |  |  |                |  |  |                                     |  |  |  |  |  |  |                         |  |  |  |  |  |  |                     |  |  |  |  |  |  |                   |  |  |  |  |  |  |                          |  |  |  |  |  |  |                     |  |  |  |  |  |  |          |  |  |  |  |  |  |
| Buyer of processed tuna             |  |                         |                          |                            |                             |                               |                             |                               |                        |  |  |  |  |          |  |                                    |  |  |  |                |  |  |                                     |  |  |  |  |  |  |                         |  |  |  |  |  |  |                     |  |  |  |  |  |  |                   |  |  |  |  |  |  |                          |  |  |  |  |  |  |                     |  |  |  |  |  |  |          |  |  |  |  |  |  |
| Production schedule                 |  |                         |                          |                            |                             |                               |                             |                               |                        |  |  |  |  |          |  |                                    |  |  |  |                |  |  |                                     |  |  |  |  |  |  |                         |  |  |  |  |  |  |                     |  |  |  |  |  |  |                   |  |  |  |  |  |  |                          |  |  |  |  |  |  |                     |  |  |  |  |  |  |          |  |  |  |  |  |  |
| Production volume                   |  |                         |                          |                            |                             |                               |                             |                               |                        |  |  |  |  |          |  |                                    |  |  |  |                |  |  |                                     |  |  |  |  |  |  |                         |  |  |  |  |  |  |                     |  |  |  |  |  |  |                   |  |  |  |  |  |  |                          |  |  |  |  |  |  |                     |  |  |  |  |  |  |          |  |  |  |  |  |  |
| Hiring of workers                   |  |                         |                          |                            |                             |                               |                             |                               |                        |  |  |  |  |          |  |                                    |  |  |  |                |  |  |                                     |  |  |  |  |  |  |                         |  |  |  |  |  |  |                     |  |  |  |  |  |  |                   |  |  |  |  |  |  |                          |  |  |  |  |  |  |                     |  |  |  |  |  |  |          |  |  |  |  |  |  |
| Pricing of products                 |  |                         |                          |                            |                             |                               |                             |                               |                        |  |  |  |  |          |  |                                    |  |  |  |                |  |  |                                     |  |  |  |  |  |  |                         |  |  |  |  |  |  |                     |  |  |  |  |  |  |                   |  |  |  |  |  |  |                          |  |  |  |  |  |  |                     |  |  |  |  |  |  |          |  |  |  |  |  |  |
| Training                            |  |                         |                          |                            |                             |                               |                             |                               |                        |  |  |  |  |          |  |                                    |  |  |  |                |  |  |                                     |  |  |  |  |  |  |                         |  |  |  |  |  |  |                     |  |  |  |  |  |  |                   |  |  |  |  |  |  |                          |  |  |  |  |  |  |                     |  |  |  |  |  |  |          |  |  |  |  |  |  |
|                                     | <p>48. Are there any fisheries related-projects/activities in your community?</p> <p>___ Yes ___ No</p> <p>If Yes, proceed to Question No. 49<br/>If No, proceed to Time &amp;Space questions</p>  |                         |                          |                            |                             |                               |                             |                               |                        |  |  |  |  |          |  |                                    |  |  |  |                |  |  |                                     |  |  |  |  |  |  |                         |  |  |  |  |  |  |                     |  |  |  |  |  |  |                   |  |  |  |  |  |  |                          |  |  |  |  |  |  |                     |  |  |  |  |  |  |          |  |  |  |  |  |  |
|                                     | <p>49. If yes, to what extent are you involved in these fisheries related-projects/activities?</p> <table border="1"> <thead> <tr> <th>Community Activities</th><th>Never</th><th>Sometimes</th><th>Often</th><th>Always</th><th>N/A</th></tr> </thead> <tbody> <tr> <td>Meetings</td><td></td><td></td><td></td><td></td><td></td></tr> <tr> <td>Training</td><td></td><td></td><td></td><td></td><td></td></tr> <tr> <td>Public hearing</td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table>   | Community Activities    | Never                    | Sometimes                  | Often                       | Always                        | N/A                         | Meetings                      |                        |  |  |  |  | Training |  |                                    |  |  |  | Public hearing |  |  |                                     |  |  |  |  |  |  |                         |  |  |  |  |  |  |                     |  |  |  |  |  |  |                   |  |  |  |  |  |  |                          |  |  |  |  |  |  |                     |  |  |  |  |  |  |          |  |  |  |  |  |  |
| Community Activities                | Never  | Sometimes               | Often                    | Always                     | N/A                         |                               |                             |                               |                        |  |  |  |  |          |  |                                    |  |  |  |                |  |  |                                     |  |  |  |  |  |  |                         |  |  |  |  |  |  |                     |  |  |  |  |  |  |                   |  |  |  |  |  |  |                          |  |  |  |  |  |  |                     |  |  |  |  |  |  |          |  |  |  |  |  |  |
| Meetings                            |  |                         |                          |                            |                             |                               |                             |                               |                        |  |  |  |  |          |  |                                    |  |  |  |                |  |  |                                     |  |  |  |  |  |  |                         |  |  |  |  |  |  |                     |  |  |  |  |  |  |                   |  |  |  |  |  |  |                          |  |  |  |  |  |  |                     |  |  |  |  |  |  |          |  |  |  |  |  |  |
| Training                            |  |                         |                          |                            |                             |                               |                             |                               |                        |  |  |  |  |          |  |                                    |  |  |  |                |  |  |                                     |  |  |  |  |  |  |                         |  |  |  |  |  |  |                     |  |  |  |  |  |  |                   |  |  |  |  |  |  |                          |  |  |  |  |  |  |                     |  |  |  |  |  |  |          |  |  |  |  |  |  |
| Public hearing                      |  |                         |                          |                            |                             |                               |                             |                               |                        |  |  |  |  |          |  |                                    |  |  |  |                |  |  |                                     |  |  |  |  |  |  |                         |  |  |  |  |  |  |                     |  |  |  |  |  |  |                   |  |  |  |  |  |  |                          |  |  |  |  |  |  |                     |  |  |  |  |  |  |          |  |  |  |  |  |  |



|                             | <table border="1"> <tr><td>Socials</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Researches</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Committee membership</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Association membership</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Bantay dagat</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Coastal resource management</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Others, please specify</td><td></td><td></td><td></td><td></td><td></td></tr> </table>  | Socials                                |            |  |                  |  |  | Researches       |  |  |                  |  |  | Committee membership |  |  |                  |  |  | Association membership |  |  |                    |  |  | Bantay dagat       |  |  |                   |  |  | Coastal resource management |  |  |                  |  |  | Others, please specify |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                   |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                  |  |  |
|-----------------------------|--|--|------------|--|------------------|--|--|------------------|--|--|------------------|--|--|----------------------|--|--|------------------|--|--|------------------------|--|--|--------------------|--|--|--------------------|--|--|-------------------|--|--|-----------------------------|--|--|------------------|--|--|------------------------|--|--|------------------|--|--|------------------|--|--|------------------|--|--|------------------|--|--|------------------|--|--|-------------------|--|--|--------------------|--|--|--------------------|--|--|-------------------|--|--|------------------|--|--|------------------|--|--|------------------|--|--|
| Socials                     |  |  |            |  |                  |  |  |                  |  |  |                  |  |  |                      |  |  |                  |  |  |                        |  |  |                    |  |  |                    |  |  |                   |  |  |                             |  |  |                  |  |  |                        |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                   |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                  |  |  |
| Researches                  |  |  |            |  |                  |  |  |                  |  |  |                  |  |  |                      |  |  |                  |  |  |                        |  |  |                    |  |  |                    |  |  |                   |  |  |                             |  |  |                  |  |  |                        |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                   |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                  |  |  |
| Committee membership        |  |  |            |  |                  |  |  |                  |  |  |                  |  |  |                      |  |  |                  |  |  |                        |  |  |                    |  |  |                    |  |  |                   |  |  |                             |  |  |                  |  |  |                        |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                   |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                  |  |  |
| Association membership      |  |  |            |  |                  |  |  |                  |  |  |                  |  |  |                      |  |  |                  |  |  |                        |  |  |                    |  |  |                    |  |  |                   |  |  |                             |  |  |                  |  |  |                        |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                   |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                  |  |  |
| Bantay dagat                |  |  |            |  |                  |  |  |                  |  |  |                  |  |  |                      |  |  |                  |  |  |                        |  |  |                    |  |  |                    |  |  |                   |  |  |                             |  |  |                  |  |  |                        |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                   |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                  |  |  |
| Coastal resource management |  |  |            |  |                  |  |  |                  |  |  |                  |  |  |                      |  |  |                  |  |  |                        |  |  |                    |  |  |                    |  |  |                   |  |  |                             |  |  |                  |  |  |                        |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                   |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                  |  |  |
| Others, please specify      |  |  |            |  |                  |  |  |                  |  |  |                  |  |  |                      |  |  |                  |  |  |                        |  |  |                    |  |  |                    |  |  |                   |  |  |                             |  |  |                  |  |  |                        |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                   |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                  |  |  |
| <b>TIME &amp; SPACE</b>     | <p>For Time:<br/>What is a typical day for you starting from rising in the morning until retiring for sleep, as you engage in both work and household activities. (Ask who does reproductive roles that are not mentioned).</p> <p>For Space:<br/>Where do you perform the economic tasks (e.g., processing, selling, trading) you mentioned? For example: (Is it safe to assume that reproductive tasks are home based)</p> <table border="1"> <thead> <tr> <th>Time</th><th>Activities</th><th>Where done: home, work area, community</th></tr> </thead> <tbody> <tr><td>4:00AM to 5:00AM</td><td></td><td></td></tr> <tr><td>5:00AM to 6:00AM</td><td></td><td></td></tr> <tr><td>6:00AM to 7:00AM</td><td></td><td></td></tr> <tr><td>7:00AM to 8:00AM</td><td></td><td></td></tr> <tr><td>8:00AM to 9:00AM</td><td></td><td></td></tr> <tr><td>9:00AM to 10:00AM</td><td></td><td></td></tr> <tr><td>10:00AM to 11:00AM</td><td></td><td></td></tr> <tr><td>11:00AM to 12:00NN</td><td></td><td></td></tr> <tr><td>12:00NN to 1:00PM</td><td></td><td></td></tr> <tr><td>1:00PM to 2:00PM</td><td></td><td></td></tr> <tr><td>2:00PM to 3:00PM</td><td></td><td></td></tr> <tr><td>3:00PM to 4:00PM</td><td></td><td></td></tr> <tr><td>4:00PM to 5:00PM</td><td></td><td></td></tr> <tr><td>5:00PM to 6:00PM</td><td></td><td></td></tr> <tr><td>6:00PM to 7:00PM</td><td></td><td></td></tr> <tr><td>7:00PM to 8:00PM</td><td></td><td></td></tr> <tr><td>8:00PM to 9:00PM</td><td></td><td></td></tr> <tr><td>9:00PM to 10:00PM</td><td></td><td></td></tr> <tr><td>10:00PM to 11:00PM</td><td></td><td></td></tr> <tr><td>11:00PM to 12:00MN</td><td></td><td></td></tr> <tr><td>12:00MN to 1:00AM</td><td></td><td></td></tr> <tr><td>1:00AM to 2:00AM</td><td></td><td></td></tr> <tr><td>2:00AM to 3:00AM</td><td></td><td></td></tr> <tr><td>3:00AM to 4:00AM</td><td></td><td></td></tr> </tbody> </table> | Time                                   | Activities | Where done: home, work area, community | 4:00AM to 5:00AM |  |  | 5:00AM to 6:00AM |  |  | 6:00AM to 7:00AM |  |  | 7:00AM to 8:00AM     |  |  | 8:00AM to 9:00AM |  |  | 9:00AM to 10:00AM      |  |  | 10:00AM to 11:00AM |  |  | 11:00AM to 12:00NN |  |  | 12:00NN to 1:00PM |  |  | 1:00PM to 2:00PM            |  |  | 2:00PM to 3:00PM |  |  | 3:00PM to 4:00PM       |  |  | 4:00PM to 5:00PM |  |  | 5:00PM to 6:00PM |  |  | 6:00PM to 7:00PM |  |  | 7:00PM to 8:00PM |  |  | 8:00PM to 9:00PM |  |  | 9:00PM to 10:00PM |  |  | 10:00PM to 11:00PM |  |  | 11:00PM to 12:00MN |  |  | 12:00MN to 1:00AM |  |  | 1:00AM to 2:00AM |  |  | 2:00AM to 3:00AM |  |  | 3:00AM to 4:00AM |  |  |
| Time                        | Activities   | Where done: home, work area, community |            |  |                  |  |  |                  |  |  |                  |  |  |                      |  |  |                  |  |  |                        |  |  |                    |  |  |                    |  |  |                   |  |  |                             |  |  |                  |  |  |                        |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                   |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                  |  |  |
| 4:00AM to 5:00AM            |  |  |            |  |                  |  |  |                  |  |  |                  |  |  |                      |  |  |                  |  |  |                        |  |  |                    |  |  |                    |  |  |                   |  |  |                             |  |  |                  |  |  |                        |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                   |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                  |  |  |
| 5:00AM to 6:00AM            |  |  |            |  |                  |  |  |                  |  |  |                  |  |  |                      |  |  |                  |  |  |                        |  |  |                    |  |  |                    |  |  |                   |  |  |                             |  |  |                  |  |  |                        |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                   |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                  |  |  |
| 6:00AM to 7:00AM            |  |  |            |  |                  |  |  |                  |  |  |                  |  |  |                      |  |  |                  |  |  |                        |  |  |                    |  |  |                    |  |  |                   |  |  |                             |  |  |                  |  |  |                        |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                   |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                  |  |  |
| 7:00AM to 8:00AM            |  |  |            |  |                  |  |  |                  |  |  |                  |  |  |                      |  |  |                  |  |  |                        |  |  |                    |  |  |                    |  |  |                   |  |  |                             |  |  |                  |  |  |                        |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                   |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                  |  |  |
| 8:00AM to 9:00AM            |  |  |            |  |                  |  |  |                  |  |  |                  |  |  |                      |  |  |                  |  |  |                        |  |  |                    |  |  |                    |  |  |                   |  |  |                             |  |  |                  |  |  |                        |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                   |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                  |  |  |
| 9:00AM to 10:00AM           |  |  |            |  |                  |  |  |                  |  |  |                  |  |  |                      |  |  |                  |  |  |                        |  |  |                    |  |  |                    |  |  |                   |  |  |                             |  |  |                  |  |  |                        |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                   |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                  |  |  |
| 10:00AM to 11:00AM          |  |  |            |  |                  |  |  |                  |  |  |                  |  |  |                      |  |  |                  |  |  |                        |  |  |                    |  |  |                    |  |  |                   |  |  |                             |  |  |                  |  |  |                        |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                   |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                  |  |  |
| 11:00AM to 12:00NN          |  |  |            |  |                  |  |  |                  |  |  |                  |  |  |                      |  |  |                  |  |  |                        |  |  |                    |  |  |                    |  |  |                   |  |  |                             |  |  |                  |  |  |                        |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                   |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                  |  |  |
| 12:00NN to 1:00PM           |  |  |            |  |                  |  |  |                  |  |  |                  |  |  |                      |  |  |                  |  |  |                        |  |  |                    |  |  |                    |  |  |                   |  |  |                             |  |  |                  |  |  |                        |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                   |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                  |  |  |
| 1:00PM to 2:00PM            |  |  |            |  |                  |  |  |                  |  |  |                  |  |  |                      |  |  |                  |  |  |                        |  |  |                    |  |  |                    |  |  |                   |  |  |                             |  |  |                  |  |  |                        |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                   |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                  |  |  |
| 2:00PM to 3:00PM            |  |  |            |  |                  |  |  |                  |  |  |                  |  |  |                      |  |  |                  |  |  |                        |  |  |                    |  |  |                    |  |  |                   |  |  |                             |  |  |                  |  |  |                        |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                   |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                  |  |  |
| 3:00PM to 4:00PM            |  |  |            |  |                  |  |  |                  |  |  |                  |  |  |                      |  |  |                  |  |  |                        |  |  |                    |  |  |                    |  |  |                   |  |  |                             |  |  |                  |  |  |                        |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                   |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                  |  |  |
| 4:00PM to 5:00PM            |  |  |            |  |                  |  |  |                  |  |  |                  |  |  |                      |  |  |                  |  |  |                        |  |  |                    |  |  |                    |  |  |                   |  |  |                             |  |  |                  |  |  |                        |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                   |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                  |  |  |
| 5:00PM to 6:00PM            |  |  |            |  |                  |  |  |                  |  |  |                  |  |  |                      |  |  |                  |  |  |                        |  |  |                    |  |  |                    |  |  |                   |  |  |                             |  |  |                  |  |  |                        |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                   |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                  |  |  |
| 6:00PM to 7:00PM            |  |  |            |  |                  |  |  |                  |  |  |                  |  |  |                      |  |  |                  |  |  |                        |  |  |                    |  |  |                    |  |  |                   |  |  |                             |  |  |                  |  |  |                        |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                   |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                  |  |  |
| 7:00PM to 8:00PM            |  |  |            |  |                  |  |  |                  |  |  |                  |  |  |                      |  |  |                  |  |  |                        |  |  |                    |  |  |                    |  |  |                   |  |  |                             |  |  |                  |  |  |                        |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                   |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                  |  |  |
| 8:00PM to 9:00PM            |  |  |            |  |                  |  |  |                  |  |  |                  |  |  |                      |  |  |                  |  |  |                        |  |  |                    |  |  |                    |  |  |                   |  |  |                             |  |  |                  |  |  |                        |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                   |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                  |  |  |
| 9:00PM to 10:00PM           |  |  |            |  |                  |  |  |                  |  |  |                  |  |  |                      |  |  |                  |  |  |                        |  |  |                    |  |  |                    |  |  |                   |  |  |                             |  |  |                  |  |  |                        |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                   |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                  |  |  |
| 10:00PM to 11:00PM          |  |  |            |  |                  |  |  |                  |  |  |                  |  |  |                      |  |  |                  |  |  |                        |  |  |                    |  |  |                    |  |  |                   |  |  |                             |  |  |                  |  |  |                        |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                   |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                  |  |  |
| 11:00PM to 12:00MN          |  |  |            |  |                  |  |  |                  |  |  |                  |  |  |                      |  |  |                  |  |  |                        |  |  |                    |  |  |                    |  |  |                   |  |  |                             |  |  |                  |  |  |                        |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                   |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                  |  |  |
| 12:00MN to 1:00AM           |  |  |            |  |                  |  |  |                  |  |  |                  |  |  |                      |  |  |                  |  |  |                        |  |  |                    |  |  |                    |  |  |                   |  |  |                             |  |  |                  |  |  |                        |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                   |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                  |  |  |
| 1:00AM to 2:00AM            |  |  |            |  |                  |  |  |                  |  |  |                  |  |  |                      |  |  |                  |  |  |                        |  |  |                    |  |  |                    |  |  |                   |  |  |                             |  |  |                  |  |  |                        |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                   |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                  |  |  |
| 2:00AM to 3:00AM            |  |  |            |  |                  |  |  |                  |  |  |                  |  |  |                      |  |  |                  |  |  |                        |  |  |                    |  |  |                    |  |  |                   |  |  |                             |  |  |                  |  |  |                        |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                   |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                  |  |  |
| 3:00AM to 4:00AM            |  |  |            |  |                  |  |  |                  |  |  |                  |  |  |                      |  |  |                  |  |  |                        |  |  |                    |  |  |                    |  |  |                   |  |  |                             |  |  |                  |  |  |                        |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                   |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                  |  |  |
|                             | Aside from the tasks mentioned above, what other tasks do you perform? May be not on a daily basis but are being performed once/twice/thrice in a week?  |  |            |  |                  |  |  |                  |  |  |                  |  |  |                      |  |  |                  |  |  |                        |  |  |                    |  |  |                    |  |  |                   |  |  |                             |  |  |                  |  |  |                        |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                  |  |  |                   |  |  |                    |  |  |                    |  |  |                   |  |  |                  |  |  |                  |  |  |                  |  |  |

# ANNEX 3

## FGD AND INTERVIEW GUIDES

### A. Focus Group Discussion

#### Wives of Fishers

|  |  |                        |            |          |                                    |          |              |                          |           |                             |                |          |                     |                |              |
|--|--|------------------------|------------|----------|------------------------------------|----------|--------------|--------------------------|-----------|-----------------------------|----------------|----------|---------------------|----------------|--------------|
| <b>Preliminaries</b>   | <b>Prayer (optional)</b><br><br><b>Introduction of participants and facilitators</b><br><br><b>Objectives of FGD:</b><br><br>1) Probe on the roles and relations of men and women in the tuna value chain;<br><br>2) Determine the role of women in fisheries management; and<br><br>3) Identify strategies to enhance women’s participation in fisheries management.<br><br><b>Informed Consent: voluntary participation, rule of confidentiality, permission to take photos and record conversation, etc.</b>  |                        |            |          |                                    |          |              |                          |           |                             |                |          |                     |                |              |
| <b>Access to assets (Survey results can be used to probe questions: this may be in resources/services where survey shows the least participation from women e.g., access to credit and training-</b> | <table border="1"><tr><td>Resources and Services</td></tr><tr><td>1. Capital</td></tr><tr><td>2.Credit</td></tr><tr><td>3. Technology, fishing boat, gears</td></tr><tr><td>4. Labor</td></tr><tr><td>5. trainings</td></tr><tr><td>6. processing facilities</td></tr><tr><td>7. Market</td></tr><tr><td>8. Political representation</td></tr><tr><td>9. Information</td></tr><tr><td>10. land</td></tr><tr><td>11. social networks</td></tr><tr><td>12. employment</td></tr><tr><td>13. benefits</td></tr></table><br><br>1. Do you agree that women usually access credit for fishing enterprises? What happens if the men access credit?<br>2. If women wanted to participate in a training or workshop, whom can they approach? Why? (Probe/discuss).<br>3. If there was a training that women are invited to attend, where would you recommend that training or workshop be held? For how long (schedule that works for them)?<br>4. What is the reaction of your husbands when you (wives) are asked to participate in projects/activities/training especially related to fishing? If not favorable, how do you think this can change? | Resources and Services | 1. Capital | 2.Credit | 3. Technology, fishing boat, gears | 4. Labor | 5. trainings | 6. processing facilities | 7. Market | 8. Political representation | 9. Information | 10. land | 11. social networks | 12. employment | 13. benefits |
| Resources and Services   |  |                        |            |          |                                    |          |              |                          |           |                             |                |          |                     |                |              |
| 1. Capital   |  |                        |            |          |                                    |          |              |                          |           |                             |                |          |                     |                |              |
| 2.Credit   |  |                        |            |          |                                    |          |              |                          |           |                             |                |          |                     |                |              |
| 3. Technology, fishing boat, gears   |  |                        |            |          |                                    |          |              |                          |           |                             |                |          |                     |                |              |
| 4. Labor   |  |                        |            |          |                                    |          |              |                          |           |                             |                |          |                     |                |              |
| 5. trainings   |  |                        |            |          |                                    |          |              |                          |           |                             |                |          |                     |                |              |
| 6. processing facilities   |  |                        |            |          |                                    |          |              |                          |           |                             |                |          |                     |                |              |
| 7. Market  |  |                        |            |          |                                    |          |              |                          |           |                             |                |          |                     |                |              |
| 8. Political representation  |  |                        |            |          |                                    |          |              |                          |           |                             |                |          |                     |                |              |
| 9. Information   |  |                        |            |          |                                    |          |              |                          |           |                             |                |          |                     |                |              |
| 10. land   |  |                        |            |          |                                    |          |              |                          |           |                             |                |          |                     |                |              |
| 11. social networks  |  |                        |            |          |                                    |          |              |                          |           |                             |                |          |                     |                |              |
| 12. employment   |  |                        |            |          |                                    |          |              |                          |           |                             |                |          |                     |                |              |
| 13. benefits   |  |                        |            |          |                                    |          |              |                          |           |                             |                |          |                     |                |              |

|   |  |
|---|--|
|   | <ol style="list-style-type: none"> <li>5. When women are given an income-generating project in what way are your husbands involved in the project? (For example mangrove replanting done by women...)</li> <li>6. When women earn income from their activities, who holds or manages the money? Are there any disagreement that arises from use of income of the wife? Elaborate (probe).</li> <li>7. Similarly, who holds or manages the income earned by your husband from tuna fishing? Are there disagreements in the use of husband's income? (Elaborate/probe/why).</li> <li>8. In what ways/areas do you want to have the same access to resources as your husbands?</li> <li>9. What benefits does the family get when women participate/are more involved in the fishing value chain, such as vending/ processing?</li> </ol>   |
| <b>Knowledge, beliefs and perceptions</b> | <p>Knowledge</p> <ol style="list-style-type: none"> <li>1. Who are involved in the management of tuna fisheries?</li> <li>2. What are the agencies (GA, NGA) that have projects that aim to improve management of tuna fisheries?</li> </ol>   |
|   | <p>Beliefs</p>   |
|   | <p>Perception</p> <ol style="list-style-type: none"> <li>1. What benefits, if any, has the tuna industry brought to your lives and that of your community? (Probe)</li> <li>2. What problems, if any, has the tuna industry brought to your lives and that of your community? (Probe)</li> </ol>   |
| <b>Practices and Participation</b>        | <ol style="list-style-type: none"> <li>1. Do you have women's organizations in your community? Are you a member/ officer of this women's organization? Why?</li> <li>2. What kind of fisheries management projects do you know (e.g. close season, mangrove reforestation /rehab, restrictions of gear or species caught, IEC on CRM, AR deployment, etc)?</li> <li>3. What are the fisheries management activities that you are involved in? Why?</li> <li>4. What benefits do you get from your participation in fisheries management?</li> <li>5. What will make you get more involved in fisheries management?</li> <li>6. What incentives would encourage you to participate in fisheries management?</li> <li>7. What would interest you to adopt the CDT?</li> <li>8. What would interest you to participate in reporting scheme of IUU?</li> <li>9. (Then probe) What changes have you seen (e.g. in how you see yourself, in how you are treated in household, how others in community) due to your participation in fisheries management? (e.g. skills, income, exposure, awareness, confidence?)</li> <li>10. Have these changes translated into increased decision making?</li> <li>11. What are husbands' opinion of wives who actively participate in fisheries management? How has it changed? Why? What about the other women's perception?</li> <li>12. Did women's participation in fisheries related projects undermine or support women's empowerment? Why?</li> </ol> |

|                                       |  |       |     |       |                         |  |  |               |  |  |                    |  |  |                       |  |  |                         |  |  |                                |  |  |              |  |  |                                       |  |  |                              |  |  |                              |  |  |                   |  |  |                             |  |  |             |  |  |                          |  |  |               |  |  |            |  |  |
|---------------------------------------|--|-------|-----|-------|-------------------------|--|--|---------------|--|--|--------------------|--|--|-----------------------|--|--|-------------------------|--|--|--------------------------------|--|--|--------------|--|--|---------------------------------------|--|--|------------------------------|--|--|------------------------------|--|--|-------------------|--|--|-----------------------------|--|--|-------------|--|--|--------------------------|--|--|---------------|--|--|------------|--|--|
|                                       | <div>13. What are the barriers to meaningful participation of women in fisheries and in the community? (For male FGD, ask barriers for both men and women)</div> <div>14. How else can we enhance women’s participation in fisheries management?</div> <div>15. What do you think is the effect on your household if you (women) participate more actively in fisheries management activities?</div>   |       |     |       |                         |  |  |               |  |  |                    |  |  |                       |  |  |                         |  |  |                                |  |  |              |  |  |                                       |  |  |                              |  |  |                              |  |  |                   |  |  |                             |  |  |             |  |  |                          |  |  |               |  |  |            |  |  |
| Space and Time                        | <div>1. Appropriate Follow up: e.g. why do only men/women do XXXX activities?(depending on no. 1, probe e.g. why only women do the laundry. What inputs do men have in household work? Are women willing to go to sea? Why/why not?</div> <div>2. Are you satisfied with your responsibilities as wife? Or do you wish you had more or fewer responsibilities, or totally different responsibilities? (ask same with husbands)</div> <div>3. What kind of future do you want for your girls? (e.g. Marry someone like your husband? Etc.) For your boys?(time aspiration indicator)</div>  |       |     |       |                         |  |  |               |  |  |                    |  |  |                       |  |  |                         |  |  |                                |  |  |              |  |  |                                       |  |  |                              |  |  |                              |  |  |                   |  |  |                             |  |  |             |  |  |                          |  |  |               |  |  |            |  |  |
| Legal Rights and Status               | <div>1. Are there local legislations that promote women’s participation and empowerment in the fisheries management? What are these? (If none, probe why)</div> <div>2. Are there customary practices that encourage men and women’s participation in fisheries management? What are these?</div> <div>3. Do women and men have legal representation in special bodies such as the Local Development Council (barangay or Municipal)? (probe answer)</div> <div>4. How will women’s improved status affect the power relations inside the home? In the workplace?</div>  |       |     |       |                         |  |  |               |  |  |                    |  |  |                       |  |  |                         |  |  |                                |  |  |              |  |  |                                       |  |  |                              |  |  |                              |  |  |                   |  |  |                             |  |  |             |  |  |                          |  |  |               |  |  |            |  |  |
| Power                                 | <div>1. Decision-making(Review results from survey, to formulate more pointed discussion questions which do not repeat survey questions)</div> <table><tr><td></td><td>Men</td><td>Women</td></tr><tr><td colspan="3">A. Within The Household</td></tr><tr><td>1.. Budgeting</td><td></td><td></td></tr><tr><td>2. Family Planning</td><td></td><td></td></tr><tr><td>3. School Of Children</td><td></td><td></td></tr><tr><td>4. Choice Of Employment</td><td></td><td></td></tr><tr><td>5.Health Of Family Member, Etc</td><td></td><td></td></tr><tr><td colspan="3">B. Community</td></tr><tr><td>1. Participation In Church Activities</td><td></td><td></td></tr><tr><td>2. Volunteer Work As BHW/BNS</td><td></td><td></td></tr><tr><td>3. Bantay Dagat/ Fish Warden</td><td></td><td></td></tr><tr><td>4. Bantay Bakawan</td><td></td><td></td></tr><tr><td>5. MPA Management Committee</td><td></td><td></td></tr><tr><td>6. PTA,Etc.</td><td></td><td></td></tr><tr><td colspan="3">C. People’s Organization</td></tr><tr><td>1. Membership</td><td></td><td></td></tr><tr><td>2. Officer</td><td></td><td></td></tr></table> <div>2. Which areas do men have greater decision-making power, and which areas are women’s?</div> <div>3. What are the constraints in men’s and women’s participation in decision making?</div> <div>4. Could there be unintended negative consequences if women will have greater voice in decision-making?</div> |       | Men | Women | A. Within The Household |  |  | 1.. Budgeting |  |  | 2. Family Planning |  |  | 3. School Of Children |  |  | 4. Choice Of Employment |  |  | 5.Health Of Family Member, Etc |  |  | B. Community |  |  | 1. Participation In Church Activities |  |  | 2. Volunteer Work As BHW/BNS |  |  | 3. Bantay Dagat/ Fish Warden |  |  | 4. Bantay Bakawan |  |  | 5. MPA Management Committee |  |  | 6. PTA,Etc. |  |  | C. People’s Organization |  |  | 1. Membership |  |  | 2. Officer |  |  |
|                                       | Men  | Women |     |       |                         |  |  |               |  |  |                    |  |  |                       |  |  |                         |  |  |                                |  |  |              |  |  |                                       |  |  |                              |  |  |                              |  |  |                   |  |  |                             |  |  |             |  |  |                          |  |  |               |  |  |            |  |  |
| A. Within The Household               |  |       |     |       |                         |  |  |               |  |  |                    |  |  |                       |  |  |                         |  |  |                                |  |  |              |  |  |                                       |  |  |                              |  |  |                              |  |  |                   |  |  |                             |  |  |             |  |  |                          |  |  |               |  |  |            |  |  |
| 1.. Budgeting                         |  |       |     |       |                         |  |  |               |  |  |                    |  |  |                       |  |  |                         |  |  |                                |  |  |              |  |  |                                       |  |  |                              |  |  |                              |  |  |                   |  |  |                             |  |  |             |  |  |                          |  |  |               |  |  |            |  |  |
| 2. Family Planning                    |  |       |     |       |                         |  |  |               |  |  |                    |  |  |                       |  |  |                         |  |  |                                |  |  |              |  |  |                                       |  |  |                              |  |  |                              |  |  |                   |  |  |                             |  |  |             |  |  |                          |  |  |               |  |  |            |  |  |
| 3. School Of Children                 |  |       |     |       |                         |  |  |               |  |  |                    |  |  |                       |  |  |                         |  |  |                                |  |  |              |  |  |                                       |  |  |                              |  |  |                              |  |  |                   |  |  |                             |  |  |             |  |  |                          |  |  |               |  |  |            |  |  |
| 4. Choice Of Employment               |  |       |     |       |                         |  |  |               |  |  |                    |  |  |                       |  |  |                         |  |  |                                |  |  |              |  |  |                                       |  |  |                              |  |  |                              |  |  |                   |  |  |                             |  |  |             |  |  |                          |  |  |               |  |  |            |  |  |
| 5.Health Of Family Member, Etc        |  |       |     |       |                         |  |  |               |  |  |                    |  |  |                       |  |  |                         |  |  |                                |  |  |              |  |  |                                       |  |  |                              |  |  |                              |  |  |                   |  |  |                             |  |  |             |  |  |                          |  |  |               |  |  |            |  |  |
| B. Community                          |  |       |     |       |                         |  |  |               |  |  |                    |  |  |                       |  |  |                         |  |  |                                |  |  |              |  |  |                                       |  |  |                              |  |  |                              |  |  |                   |  |  |                             |  |  |             |  |  |                          |  |  |               |  |  |            |  |  |
| 1. Participation In Church Activities |  |       |     |       |                         |  |  |               |  |  |                    |  |  |                       |  |  |                         |  |  |                                |  |  |              |  |  |                                       |  |  |                              |  |  |                              |  |  |                   |  |  |                             |  |  |             |  |  |                          |  |  |               |  |  |            |  |  |
| 2. Volunteer Work As BHW/BNS          |  |       |     |       |                         |  |  |               |  |  |                    |  |  |                       |  |  |                         |  |  |                                |  |  |              |  |  |                                       |  |  |                              |  |  |                              |  |  |                   |  |  |                             |  |  |             |  |  |                          |  |  |               |  |  |            |  |  |
| 3. Bantay Dagat/ Fish Warden          |  |       |     |       |                         |  |  |               |  |  |                    |  |  |                       |  |  |                         |  |  |                                |  |  |              |  |  |                                       |  |  |                              |  |  |                              |  |  |                   |  |  |                             |  |  |             |  |  |                          |  |  |               |  |  |            |  |  |
| 4. Bantay Bakawan                     |  |       |     |       |                         |  |  |               |  |  |                    |  |  |                       |  |  |                         |  |  |                                |  |  |              |  |  |                                       |  |  |                              |  |  |                              |  |  |                   |  |  |                             |  |  |             |  |  |                          |  |  |               |  |  |            |  |  |
| 5. MPA Management Committee           |  |       |     |       |                         |  |  |               |  |  |                    |  |  |                       |  |  |                         |  |  |                                |  |  |              |  |  |                                       |  |  |                              |  |  |                              |  |  |                   |  |  |                             |  |  |             |  |  |                          |  |  |               |  |  |            |  |  |
| 6. PTA,Etc.                           |  |       |     |       |                         |  |  |               |  |  |                    |  |  |                       |  |  |                         |  |  |                                |  |  |              |  |  |                                       |  |  |                              |  |  |                              |  |  |                   |  |  |                             |  |  |             |  |  |                          |  |  |               |  |  |            |  |  |
| C. People’s Organization              |  |       |     |       |                         |  |  |               |  |  |                    |  |  |                       |  |  |                         |  |  |                                |  |  |              |  |  |                                       |  |  |                              |  |  |                              |  |  |                   |  |  |                             |  |  |             |  |  |                          |  |  |               |  |  |            |  |  |
| 1. Membership                         |  |       |     |       |                         |  |  |               |  |  |                    |  |  |                       |  |  |                         |  |  |                                |  |  |              |  |  |                                       |  |  |                              |  |  |                              |  |  |                   |  |  |                             |  |  |             |  |  |                          |  |  |               |  |  |            |  |  |
| 2. Officer                            |  |       |     |       |                         |  |  |               |  |  |                    |  |  |                       |  |  |                         |  |  |                                |  |  |              |  |  |                                       |  |  |                              |  |  |                              |  |  |                   |  |  |                             |  |  |             |  |  |                          |  |  |               |  |  |            |  |  |

## Male Fishers

|   |   |                               |            |          |                                   |          |              |                          |           |                             |                |          |                     |                |              |
|---|---|-------------------------------|------------|----------|-----------------------------------|----------|--------------|--------------------------|-----------|-----------------------------|----------------|----------|---------------------|----------------|--------------|
| <b>Preliminaries</b>  | <b>Prayer (optional)</b><br><br><b>Introduction of participants and facilitators</b><br><br><b>Objectives of FGD:</b><br><br>1) Probe on the roles and relations of men and women in the tuna value chain;<br><br>2) Determine the role of women in fisheries management; and<br><br>3) Identify strategies to enhance women’s participation in fisheries management.<br><br><b>Informed Consent: voluntary participation, rule of confidentiality, etc.</b>  |                               |            |          |                                   |          |              |                          |           |                             |                |          |                     |                |              |
| <b>Access to assets (Survey results can be used to probe questions: this may be in resources/services where survey shows the least participation from women e.g. access to credit and training-</b> | <table border="1"><tr><td><b>Resources and Services</b></td></tr><tr><td>1. Capital</td></tr><tr><td>2.Credit</td></tr><tr><td>3. Technology, fishing boat gears</td></tr><tr><td>4. Labor</td></tr><tr><td>5. trainings</td></tr><tr><td>6. processing facilities</td></tr><tr><td>7. Market</td></tr><tr><td>8. Political representation</td></tr><tr><td>9. Information</td></tr><tr><td>10. land</td></tr><tr><td>11. social networks</td></tr><tr><td>12. employment</td></tr><tr><td>13. benefits</td></tr></table><br><ol style="list-style-type: none"><li>1. Do you agree that women usually access credit for fishing enterprises? What happens if it is the men who access credit? (Do similar questions as #1 for other critical areas (e.g. information, technology, etc).</li><li>2. If women wanted to participate in a training or workshop, who can they approach? Why? (Probe/discuss).</li><li>3. If there was a training that women are invited to attend, where would you recommend that training or workshop be held? For how long (schedule that works for them)?</li><li>4. If women are invited to attend a training program, in what way are they able to find time to do so, in relation to their household and other tasks?</li><li>5. What is the reaction of your husbands when you (wives) are asked to participate in projects/activities/training especially related to fishing? If not favorable, how do you think this can change?</li><li>6. When the women are given an income-generating project in what ways are the men involved in the project? (For example mangrove replanting done by women...)</li><li>7. When women earn income from their activities, who holds or manages the money? Are there any disagreement that arises from use of income of the wife? Elaborate (probe).</li><li>8. Similarly, who holds or manages the income earned by your husband from tuna fishing? Are there disagreements in the use of husband’s income? (Elaborate/probe/why).</li></ol> | <b>Resources and Services</b> | 1. Capital | 2.Credit | 3. Technology, fishing boat gears | 4. Labor | 5. trainings | 6. processing facilities | 7. Market | 8. Political representation | 9. Information | 10. land | 11. social networks | 12. employment | 13. benefits |
| <b>Resources and Services</b>   |   |                               |            |          |                                   |          |              |                          |           |                             |                |          |                     |                |              |
| 1. Capital  |   |                               |            |          |                                   |          |              |                          |           |                             |                |          |                     |                |              |
| 2.Credit  |   |                               |            |          |                                   |          |              |                          |           |                             |                |          |                     |                |              |
| 3. Technology, fishing boat gears   |   |                               |            |          |                                   |          |              |                          |           |                             |                |          |                     |                |              |
| 4. Labor  |   |                               |            |          |                                   |          |              |                          |           |                             |                |          |                     |                |              |
| 5. trainings  |   |                               |            |          |                                   |          |              |                          |           |                             |                |          |                     |                |              |
| 6. processing facilities  |   |                               |            |          |                                   |          |              |                          |           |                             |                |          |                     |                |              |
| 7. Market   |   |                               |            |          |                                   |          |              |                          |           |                             |                |          |                     |                |              |
| 8. Political representation   |   |                               |            |          |                                   |          |              |                          |           |                             |                |          |                     |                |              |
| 9. Information  |   |                               |            |          |                                   |          |              |                          |           |                             |                |          |                     |                |              |
| 10. land  |   |                               |            |          |                                   |          |              |                          |           |                             |                |          |                     |                |              |
| 11. social networks   |   |                               |            |          |                                   |          |              |                          |           |                             |                |          |                     |                |              |
| 12. employment  |   |                               |            |          |                                   |          |              |                          |           |                             |                |          |                     |                |              |
| 13. benefits  |   |                               |            |          |                                   |          |              |                          |           |                             |                |          |                     |                |              |

|   |  |
|---|--|
|   | <p>9. In what ways/areas do you want to have the same access to resources as your husbands?</p> <p>10. In what ways/areas do you want to have the same control to resources as your husbands?</p> <p>11. In what ways/areas do you want your husbands to have the same access/control to resources as you (if there is any area where males have less access and control).</p> <p>12. What benefits does the family get when women participate/are more involved in the fishing value chain, such as vending/ processing?</p>  |
| <b>Knowledge, beliefs and perceptions</b> | <p>Knowledge</p> <ol style="list-style-type: none"> <li>1. Who are involved in the management of tuna fisheries?</li> <li>2. What are the agencies (GA, NGA) that have projects that aim to improve management of tuna fisheries?</li> </ol>   |
|   | <p>Beliefs</p>   |
|   | <p>Perception</p> <ol style="list-style-type: none"> <li>1. What benefits, if any, has the tuna industry brought to your lives and that of your community? (Probe)</li> <li>2. What problems, if any, has the tuna industry brought to your lives and that of your community? (Probe)</li> </ol>   |
| <b>Practices and Participation</b>        | <ol style="list-style-type: none"> <li>1. Do you have fisherfolks organizations in your community? Are you a member/ officer of this organization? Why?</li> <li>2. What kind of fisheries management projects do you know (e.g. close season, mangrove reforestation /rehab, restrictions of gear or species caught, IEC on CRM, AR deployment, etc)?</li> <li>3. What are the fisheries management activities that you are involved in? Why?</li> <li>4. What benefits do you get from your participation in fisheries management?</li> <li>5. What will make you get more involved in fisheries management?</li> <li>6. What incentives would encourage you to participate in fisheries management?</li> <li>7. What would interest you to adopt the CDT?</li> <li>8. What would interest you to participate in reporting scheme of IUU?</li> <li>9. (Then probe) What changes have you seen (e.g. in how you see yourself, in how you are treated in household, how others in community) due to your participation in fisheries management? (e.g. skills, income, exposure, awareness, confidence?)</li> <li>10. Have these changes translated into increased decision making?</li> <li>11. What are wives' opinion of husband who actively participate in tuna fisheries? How has it changed? Why? What about the other men's perception?</li> <li>12. How do men see other men who are active in tuna fisheries?</li> <li>13. Did women's participation in fisheries related projects undermine or support women's empowerment? Why?</li> <li>14. What are the barriers to meaningful participation of women in fisheries and in the community? (For male FGD, ask barriers for both men and women)</li> <li>15. How else can we enhance women's participation in fisheries management?</li> </ol> |

|                                       |  |       |     |       |                         |  |  |               |  |  |                    |  |  |                       |  |  |                         |  |  |                                |  |  |              |  |  |                                       |  |  |                              |  |  |                              |  |  |                   |  |  |                             |  |  |             |  |  |                          |  |  |               |  |  |            |  |  |
|---------------------------------------|--|-------|-----|-------|-------------------------|--|--|---------------|--|--|--------------------|--|--|-----------------------|--|--|-------------------------|--|--|--------------------------------|--|--|--------------|--|--|---------------------------------------|--|--|------------------------------|--|--|------------------------------|--|--|-------------------|--|--|-----------------------------|--|--|-------------|--|--|--------------------------|--|--|---------------|--|--|------------|--|--|
|                                       | 16. What do you think is the effect on your household if women participate more actively in fisheries management activities?   |       |     |       |                         |  |  |               |  |  |                    |  |  |                       |  |  |                         |  |  |                                |  |  |              |  |  |                                       |  |  |                              |  |  |                              |  |  |                   |  |  |                             |  |  |             |  |  |                          |  |  |               |  |  |            |  |  |
| Space and Time                        | <p>(Prepare matrix; composite answer of FGD pax)</p> <p>1. Appropriate Follow up: e.g. why do only men/women do XXXX activities? (depending on no. 1, probe e.g. why only women do the laundry. What inputs do men have in household work? Are women willing to go to sea? Why/why not?</p> <p>2. Are you satisfied with your responsibilities as husband? Or do you wish you had more or fewer responsibilities, or totally different responsibilities? (ask same with wife)</p> <p>3. What kind of future do you want for your girls? (e.g. Marry someone like your wife? Etc.) For your boys? (time aspiration indicator)</p>   |       |     |       |                         |  |  |               |  |  |                    |  |  |                       |  |  |                         |  |  |                                |  |  |              |  |  |                                       |  |  |                              |  |  |                              |  |  |                   |  |  |                             |  |  |             |  |  |                          |  |  |               |  |  |            |  |  |
| Legal Rights and Status               | <p>1. Are there local legislations that promote women’s participation and empowerment in the tuna fisheries value chain? What are these? (If none, probe why)</p> <p>2. Are there customary practices that encourage men and women’s participation in the tuna fisheries value chain? What are these?</p> <p>3. Do women and men have legal representation in special bodies such as the Local Development Council (barangay or Municipal)? (probe answer)</p> <p>4. How will women’s improved status affect the power relations inside the home? In the workplace?</p>  |       |     |       |                         |  |  |               |  |  |                    |  |  |                       |  |  |                         |  |  |                                |  |  |              |  |  |                                       |  |  |                              |  |  |                              |  |  |                   |  |  |                             |  |  |             |  |  |                          |  |  |               |  |  |            |  |  |
| Power                                 | <p>1. Decision-making(Review results from survey, to formulate more pointed discussion questions which do not repeat survey questions)</p> <table><tr><td></td><td>Men</td><td>Women</td></tr><tr><td colspan="3">A. Within The Household</td></tr><tr><td>1.. Budgeting</td><td></td><td></td></tr><tr><td>2. Family Planning</td><td></td><td></td></tr><tr><td>3. School Of Children</td><td></td><td></td></tr><tr><td>4. Choice Of Employment</td><td></td><td></td></tr><tr><td>5.Health Of Family Member, Etc</td><td></td><td></td></tr><tr><td colspan="3">B. Community</td></tr><tr><td>1. Participation In Church Activities</td><td></td><td></td></tr><tr><td>2. Volunteer Work As BHW/BNS</td><td></td><td></td></tr><tr><td>3. Bantay Dagat/ Fish Warden</td><td></td><td></td></tr><tr><td>4. Bantay Bakawan</td><td></td><td></td></tr><tr><td>5. MPA Management Committee</td><td></td><td></td></tr><tr><td>6. PTA,Etc.</td><td></td><td></td></tr><tr><td colspan="3">C. People’s Organization</td></tr><tr><td>1. Membership</td><td></td><td></td></tr><tr><td>2. Officer</td><td></td><td></td></tr></table> <p>2. Which areas do men have greater decision-making power, and which areas are women’s?</p> <p>3. What are the constraints in men’s and women’s participation in decision making?</p> <p>4. Could there be unintended negative consequences if women will have greater voice in decision-making?</p> |       | Men | Women | A. Within The Household |  |  | 1.. Budgeting |  |  | 2. Family Planning |  |  | 3. School Of Children |  |  | 4. Choice Of Employment |  |  | 5.Health Of Family Member, Etc |  |  | B. Community |  |  | 1. Participation In Church Activities |  |  | 2. Volunteer Work As BHW/BNS |  |  | 3. Bantay Dagat/ Fish Warden |  |  | 4. Bantay Bakawan |  |  | 5. MPA Management Committee |  |  | 6. PTA,Etc. |  |  | C. People’s Organization |  |  | 1. Membership |  |  | 2. Officer |  |  |
|                                       | Men  | Women |     |       |                         |  |  |               |  |  |                    |  |  |                       |  |  |                         |  |  |                                |  |  |              |  |  |                                       |  |  |                              |  |  |                              |  |  |                   |  |  |                             |  |  |             |  |  |                          |  |  |               |  |  |            |  |  |
| A. Within The Household               |  |       |     |       |                         |  |  |               |  |  |                    |  |  |                       |  |  |                         |  |  |                                |  |  |              |  |  |                                       |  |  |                              |  |  |                              |  |  |                   |  |  |                             |  |  |             |  |  |                          |  |  |               |  |  |            |  |  |
| 1.. Budgeting                         |  |       |     |       |                         |  |  |               |  |  |                    |  |  |                       |  |  |                         |  |  |                                |  |  |              |  |  |                                       |  |  |                              |  |  |                              |  |  |                   |  |  |                             |  |  |             |  |  |                          |  |  |               |  |  |            |  |  |
| 2. Family Planning                    |  |       |     |       |                         |  |  |               |  |  |                    |  |  |                       |  |  |                         |  |  |                                |  |  |              |  |  |                                       |  |  |                              |  |  |                              |  |  |                   |  |  |                             |  |  |             |  |  |                          |  |  |               |  |  |            |  |  |
| 3. School Of Children                 |  |       |     |       |                         |  |  |               |  |  |                    |  |  |                       |  |  |                         |  |  |                                |  |  |              |  |  |                                       |  |  |                              |  |  |                              |  |  |                   |  |  |                             |  |  |             |  |  |                          |  |  |               |  |  |            |  |  |
| 4. Choice Of Employment               |  |       |     |       |                         |  |  |               |  |  |                    |  |  |                       |  |  |                         |  |  |                                |  |  |              |  |  |                                       |  |  |                              |  |  |                              |  |  |                   |  |  |                             |  |  |             |  |  |                          |  |  |               |  |  |            |  |  |
| 5.Health Of Family Member, Etc        |  |       |     |       |                         |  |  |               |  |  |                    |  |  |                       |  |  |                         |  |  |                                |  |  |              |  |  |                                       |  |  |                              |  |  |                              |  |  |                   |  |  |                             |  |  |             |  |  |                          |  |  |               |  |  |            |  |  |
| B. Community                          |  |       |     |       |                         |  |  |               |  |  |                    |  |  |                       |  |  |                         |  |  |                                |  |  |              |  |  |                                       |  |  |                              |  |  |                              |  |  |                   |  |  |                             |  |  |             |  |  |                          |  |  |               |  |  |            |  |  |
| 1. Participation In Church Activities |  |       |     |       |                         |  |  |               |  |  |                    |  |  |                       |  |  |                         |  |  |                                |  |  |              |  |  |                                       |  |  |                              |  |  |                              |  |  |                   |  |  |                             |  |  |             |  |  |                          |  |  |               |  |  |            |  |  |
| 2. Volunteer Work As BHW/BNS          |  |       |     |       |                         |  |  |               |  |  |                    |  |  |                       |  |  |                         |  |  |                                |  |  |              |  |  |                                       |  |  |                              |  |  |                              |  |  |                   |  |  |                             |  |  |             |  |  |                          |  |  |               |  |  |            |  |  |
| 3. Bantay Dagat/ Fish Warden          |  |       |     |       |                         |  |  |               |  |  |                    |  |  |                       |  |  |                         |  |  |                                |  |  |              |  |  |                                       |  |  |                              |  |  |                              |  |  |                   |  |  |                             |  |  |             |  |  |                          |  |  |               |  |  |            |  |  |
| 4. Bantay Bakawan                     |  |       |     |       |                         |  |  |               |  |  |                    |  |  |                       |  |  |                         |  |  |                                |  |  |              |  |  |                                       |  |  |                              |  |  |                              |  |  |                   |  |  |                             |  |  |             |  |  |                          |  |  |               |  |  |            |  |  |
| 5. MPA Management Committee           |  |       |     |       |                         |  |  |               |  |  |                    |  |  |                       |  |  |                         |  |  |                                |  |  |              |  |  |                                       |  |  |                              |  |  |                              |  |  |                   |  |  |                             |  |  |             |  |  |                          |  |  |               |  |  |            |  |  |
| 6. PTA,Etc.                           |  |       |     |       |                         |  |  |               |  |  |                    |  |  |                       |  |  |                         |  |  |                                |  |  |              |  |  |                                       |  |  |                              |  |  |                              |  |  |                   |  |  |                             |  |  |             |  |  |                          |  |  |               |  |  |            |  |  |
| C. People’s Organization              |  |       |     |       |                         |  |  |               |  |  |                    |  |  |                       |  |  |                         |  |  |                                |  |  |              |  |  |                                       |  |  |                              |  |  |                              |  |  |                   |  |  |                             |  |  |             |  |  |                          |  |  |               |  |  |            |  |  |
| 1. Membership                         |  |       |     |       |                         |  |  |               |  |  |                    |  |  |                       |  |  |                         |  |  |                                |  |  |              |  |  |                                       |  |  |                              |  |  |                              |  |  |                   |  |  |                             |  |  |             |  |  |                          |  |  |               |  |  |            |  |  |
| 2. Officer                            |  |       |     |       |                         |  |  |               |  |  |                    |  |  |                       |  |  |                         |  |  |                                |  |  |              |  |  |                                       |  |  |                              |  |  |                              |  |  |                   |  |  |                             |  |  |             |  |  |                          |  |  |               |  |  |            |  |  |

## Processors

|   |   |                               |            |          |                                    |          |              |                          |           |                             |                |          |                     |                |              |
|---|---|-------------------------------|------------|----------|------------------------------------|----------|--------------|--------------------------|-----------|-----------------------------|----------------|----------|---------------------|----------------|--------------|
| <b>Preliminaries</b>  | <b>Prayer (optional)</b><br><br><b>Introduction of participants and facilitators</b><br><br><b>Objectives of FGD:</b><br><br>1) Probe on the roles and relations of men and women in the tuna value chain;<br><br>2) Determine the role of women in fisheries management; and<br><br>3) Identify strategies to enhance women’s participation in fisheries management.<br><br><b>Informed Consent: voluntary participation, rule of confidentiality, etc</b>   |                               |            |          |                                    |          |              |                          |           |                             |                |          |                     |                |              |
| <b>Access to assets (Survey results can be used to probe questions: this may be in resources/services where survey shows the least participation from women e.g. access to credit and training-</b> | <table border="1"><tr><td><b>Resources and Services</b></td></tr><tr><td>1. Capital</td></tr><tr><td>2.Credit</td></tr><tr><td>3. Technology, fishing boat, gears</td></tr><tr><td>4. Labor</td></tr><tr><td>5. trainings</td></tr><tr><td>6. processing facilities</td></tr><tr><td>7. Market</td></tr><tr><td>8. Political representation</td></tr><tr><td>9. Information</td></tr><tr><td>10. land</td></tr><tr><td>11. social networks</td></tr><tr><td>12. employment</td></tr><tr><td>13. benefits</td></tr></table><br><div>1. Is there a labor union in most of these processing facilities? What is the male-female proportion among the officers of the labor union? Why is this so? (Meaning either why there are few or why there are equal or more women?<br/>2. In general, how does the processing plant hire its workers like you? Probe/elaborate.<br/>3. Is there a preference for men or women in your line of work? Why?<br/>4. Aside from you, are there other family members who also work in fish processing? Why is this so?<br/>5. In the processing plants you work in, who is usually the person in charge? Is that person male or female? If male/female, why do you think that is so? Who do you think is more effective in overseeing the operation – male or female? Why?<br/>6. If you, as workers in the cannery/processing plant need to borrow for any purpose, who would you approach and how easy or difficult is it to borrow? Discuss reasons for their answers.<br/>7. Do you agree that women, rather than men, are the ones who usually access credit? Probe: which expenditures do women/wives usually borrow for vs. what men/husbands borrow for? Discuss responses related to differential roles of men and women in obtaining credit and why.<br/>8. Do men and women workers in your plant have equal access to information about new processing methods? Equipment? Training? (Do similar questions as this no. 6 for other areas relevant to their work as shown in survey data.)<br/>9. If women processors wanted to participate in a training related to their work, who can they approach in the organization/firm? Why?(Probe/discuss).<br/>(THE FOLLOWING MAY BE ASKED, IF APPLICABLE TO FGD PARTICIPANTS’ EXPERIENCE IN THE PLANT:</div> | <b>Resources and Services</b> | 1. Capital | 2.Credit | 3. Technology, fishing boat, gears | 4. Labor | 5. trainings | 6. processing facilities | 7. Market | 8. Political representation | 9. Information | 10. land | 11. social networks | 12. employment | 13. benefits |
| <b>Resources and Services</b>   |   |                               |            |          |                                    |          |              |                          |           |                             |                |          |                     |                |              |
| 1. Capital  |   |                               |            |          |                                    |          |              |                          |           |                             |                |          |                     |                |              |
| 2.Credit  |   |                               |            |          |                                    |          |              |                          |           |                             |                |          |                     |                |              |
| 3. Technology, fishing boat, gears  |   |                               |            |          |                                    |          |              |                          |           |                             |                |          |                     |                |              |
| 4. Labor  |   |                               |            |          |                                    |          |              |                          |           |                             |                |          |                     |                |              |
| 5. trainings  |   |                               |            |          |                                    |          |              |                          |           |                             |                |          |                     |                |              |
| 6. processing facilities  |   |                               |            |          |                                    |          |              |                          |           |                             |                |          |                     |                |              |
| 7. Market   |   |                               |            |          |                                    |          |              |                          |           |                             |                |          |                     |                |              |
| 8. Political representation   |   |                               |            |          |                                    |          |              |                          |           |                             |                |          |                     |                |              |
| 9. Information  |   |                               |            |          |                                    |          |              |                          |           |                             |                |          |                     |                |              |
| 10. land  |   |                               |            |          |                                    |          |              |                          |           |                             |                |          |                     |                |              |
| 11. social networks   |   |                               |            |          |                                    |          |              |                          |           |                             |                |          |                     |                |              |
| 12. employment  |   |                               |            |          |                                    |          |              |                          |           |                             |                |          |                     |                |              |
| 13. benefits  |   |                               |            |          |                                    |          |              |                          |           |                             |                |          |                     |                |              |



|   |  |
|---|--|
|   | <p>A. If there was a training that women are invited to attend, where would you recommend that training or workshop be held? For how long (schedule that works for them)?</p> <p>B. If women are invited to attend a training program, in what way are they able to find time to do so, in relation to their household and other tasks? )</p> <p>10. What is the reaction of your husbands that you work in canneries/ processing plants? Do they encourage it or does your working create issues in your household? If not favorable, how do you think this situation can change?</p> <p>11. Who holds or manages the money you earn as fish processors? (i.e. husband, wife, others)? Are there any disagreement that arises from use of your (wife) income? Elaborate (probe).</p> <p>12. Similarly, who holds or manages the income earned by your husband? Are there disagreements in the use of husband's income? (Elaborate/probe/why).</p> <p>13. In what ways/areas do you want to have the same access to resources as your husbands?</p> <p>14. In what ways/areas do you want to have the same control to resources as your husbands?</p> <p>15. In what ways/areas do you want your husbands to have the same access/ control to resources as you (if there is any area where males have less access and control).</p> <p>16. What benefits does the family get when women participate/are more involved in the fishing value chain, such as vending/ processing?</p> |
| <b>Knowledge, beliefs and perceptions</b> | <p>Knowledge</p> <ol style="list-style-type: none"> <li>1. Who are involved in the management of tuna fisheries?</li> <li>2. What are the agencies (GA, NGA) that have projects that aim to improve management of tuna fisheries?</li> </ol>   |
|   | <p>Beliefs</p>   |
|   | <p>Perception</p> <ol style="list-style-type: none"> <li>1. What benefits, if any, has the tuna industry brought to your lives and that of your community? (Probe)</li> <li>2. What problems, if any, has the tuna industry brought to your lives and that of your community? (Probe)</li> </ol>   |
| <b>Practices and Participation</b>        | <ol style="list-style-type: none"> <li>1. What benefits do you get from your work in fish processing plant? Note: e.g. economic, socialization.</li> <li>2. (Then probe) What changes have you seen (e.g. in how you see yourself, in how you are treated in household, how relatives and others in community treat you) due to your work as fish processor? (e.g. skills, income, exposure, awareness, confidence?)</li> <li>3. Further to 3.2, have these changes translated into increased decision making?</li> <li>4. What are husbands' opinion of wives who actively work in fish processing plants? How has opinion changed, if any? Why? (SIMILAR QUESTION ASKED IN NO. 8 UNDER ACCESS DOMAIN, but ask again as counter check and to lead to the next question 3.5)</li> <li>5. What about other women's perception</li> <li>6. Does women's participation in fisheries (like fish processing) undermine or support women's empowerment?</li> <li>7. What improvements in your work conditions (e.g. physical, compensation, relationship at work, etc.) would increase your welfare and satisfaction as workers in fish processing plant? Please be specific in your suggestions.</li> <li>8. What are the barriers to meaningful participation of women in fisheries and in the community?</li> </ol>   |

|                                       |  |       |     |       |                         |  |  |               |  |  |                    |  |  |                       |  |  |                         |  |  |                                |  |  |              |  |  |                                       |  |  |                              |  |  |                              |  |  |                   |  |  |                             |  |  |             |  |  |                          |  |  |               |  |  |            |  |  |
|---------------------------------------|--|-------|-----|-------|-------------------------|--|--|---------------|--|--|--------------------|--|--|-----------------------|--|--|-------------------------|--|--|--------------------------------|--|--|--------------|--|--|---------------------------------------|--|--|------------------------------|--|--|------------------------------|--|--|-------------------|--|--|-----------------------------|--|--|-------------|--|--|--------------------------|--|--|---------------|--|--|------------|--|--|
|                                       | <div>9. How else can we enhance women’s participation in (tuna) fisheries VC?</div> <div>10. How can we ensure that men and women equitably share in the benefits of working in fish processing industry?</div>  |       |     |       |                         |  |  |               |  |  |                    |  |  |                       |  |  |                         |  |  |                                |  |  |              |  |  |                                       |  |  |                              |  |  |                              |  |  |                   |  |  |                             |  |  |             |  |  |                          |  |  |               |  |  |            |  |  |
| Space and Time                        | <div>(We asked for the 24 hour activity profile in the survey. Results can be used to ask for probing questions.(Prepare matrix; composite answer of FGD pax)</div> <div><div>1. Appropriate Follow up: e.g. why do only men/women do XXXX activities?(depending on no. 1, probe e.g. why only women do the laundry. What inputs do men have in household work? Are women willing to go to sea? Why/why not?</div><div>2. Are you satisfied with your responsibilities as wife/husband? Or do you wish you had more or fewer responsibilities, or totally different responsibilities?</div><div>3. What kind of future do you want for your girls? (e.g. Marry someone like your wife? Etc.) For your boys? (time aspiration indicator)</div><div>4. Are you satisfied with your present work or do you have aspirations beyond what you are currently doing as fish processor? What are these work aspirations? What are the barriers to reaching your aspirations? Discuss.</div></div>  |       |     |       |                         |  |  |               |  |  |                    |  |  |                       |  |  |                         |  |  |                                |  |  |              |  |  |                                       |  |  |                              |  |  |                              |  |  |                   |  |  |                             |  |  |             |  |  |                          |  |  |               |  |  |            |  |  |
| Legal Rights and Status               | <div><div>1. Are there local legislations that promote women’s participation and empowerment in the tuna fisheries value chain? What are these? (If none, probe why)</div><div>2. Are there customary practices that encourage men and women’s participation in the tuna fisheries value chain? What are these?</div><div>3. Do women and men have legal representation in special bodies such as the Local Development Council (barangay or Municipal)? (probe answer)</div><div>4. How will women’s improved status affect the power relations inside the home?In the workplace?</div><div>5. What laws and policies do you recommend which can improve the conditions of women in the fish processing industry, such as the processing plants you work in?</div></div>  |       |     |       |                         |  |  |               |  |  |                    |  |  |                       |  |  |                         |  |  |                                |  |  |              |  |  |                                       |  |  |                              |  |  |                              |  |  |                   |  |  |                             |  |  |             |  |  |                          |  |  |               |  |  |            |  |  |
| Power                                 | <div><div>1. Decision-making(Review results from survey, to formulate more pointed discussion questions which do not repeat survey questions)</div><table><tr><td></td><td>Men</td><td>Women</td></tr><tr><td colspan="3">A. Within The Household</td></tr><tr><td>1.. Budgeting</td><td></td><td></td></tr><tr><td>2. Family Planning</td><td></td><td></td></tr><tr><td>3. School Of Children</td><td></td><td></td></tr><tr><td>4. Choice Of Employment</td><td></td><td></td></tr><tr><td>5.Health Of Family Member, Etc</td><td></td><td></td></tr><tr><td colspan="3">B. Community</td></tr><tr><td>1. Participation In Church Activities</td><td></td><td></td></tr><tr><td>2. Volunteer Work As BHW/BNS</td><td></td><td></td></tr><tr><td>3. Bantay Dagat/ Fish Warden</td><td></td><td></td></tr><tr><td>4. Bantay Bakawan</td><td></td><td></td></tr><tr><td>5. MPA Management Committee</td><td></td><td></td></tr><tr><td>6. PTA,Etc.</td><td></td><td></td></tr><tr><td colspan="3">C. People’s Organization</td></tr><tr><td>1. Membership</td><td></td><td></td></tr><tr><td>2. Officer</td><td></td><td></td></tr></table><div><div>2. Which areas do men have greater decision-making power, and which areas are women’s?</div><div>3. What are the constraints in men’s and women’s participation in decision making?</div><div>4. Could there be unintended negative consequences if women will have greater voice in decision-making?</div></div></div> |       | Men | Women | A. Within The Household |  |  | 1.. Budgeting |  |  | 2. Family Planning |  |  | 3. School Of Children |  |  | 4. Choice Of Employment |  |  | 5.Health Of Family Member, Etc |  |  | B. Community |  |  | 1. Participation In Church Activities |  |  | 2. Volunteer Work As BHW/BNS |  |  | 3. Bantay Dagat/ Fish Warden |  |  | 4. Bantay Bakawan |  |  | 5. MPA Management Committee |  |  | 6. PTA,Etc. |  |  | C. People’s Organization |  |  | 1. Membership |  |  | 2. Officer |  |  |
|                                       | Men  | Women |     |       |                         |  |  |               |  |  |                    |  |  |                       |  |  |                         |  |  |                                |  |  |              |  |  |                                       |  |  |                              |  |  |                              |  |  |                   |  |  |                             |  |  |             |  |  |                          |  |  |               |  |  |            |  |  |
| A. Within The Household               |  |       |     |       |                         |  |  |               |  |  |                    |  |  |                       |  |  |                         |  |  |                                |  |  |              |  |  |                                       |  |  |                              |  |  |                              |  |  |                   |  |  |                             |  |  |             |  |  |                          |  |  |               |  |  |            |  |  |
| 1.. Budgeting                         |  |       |     |       |                         |  |  |               |  |  |                    |  |  |                       |  |  |                         |  |  |                                |  |  |              |  |  |                                       |  |  |                              |  |  |                              |  |  |                   |  |  |                             |  |  |             |  |  |                          |  |  |               |  |  |            |  |  |
| 2. Family Planning                    |  |       |     |       |                         |  |  |               |  |  |                    |  |  |                       |  |  |                         |  |  |                                |  |  |              |  |  |                                       |  |  |                              |  |  |                              |  |  |                   |  |  |                             |  |  |             |  |  |                          |  |  |               |  |  |            |  |  |
| 3. School Of Children                 |  |       |     |       |                         |  |  |               |  |  |                    |  |  |                       |  |  |                         |  |  |                                |  |  |              |  |  |                                       |  |  |                              |  |  |                              |  |  |                   |  |  |                             |  |  |             |  |  |                          |  |  |               |  |  |            |  |  |
| 4. Choice Of Employment               |  |       |     |       |                         |  |  |               |  |  |                    |  |  |                       |  |  |                         |  |  |                                |  |  |              |  |  |                                       |  |  |                              |  |  |                              |  |  |                   |  |  |                             |  |  |             |  |  |                          |  |  |               |  |  |            |  |  |
| 5.Health Of Family Member, Etc        |  |       |     |       |                         |  |  |               |  |  |                    |  |  |                       |  |  |                         |  |  |                                |  |  |              |  |  |                                       |  |  |                              |  |  |                              |  |  |                   |  |  |                             |  |  |             |  |  |                          |  |  |               |  |  |            |  |  |
| B. Community                          |  |       |     |       |                         |  |  |               |  |  |                    |  |  |                       |  |  |                         |  |  |                                |  |  |              |  |  |                                       |  |  |                              |  |  |                              |  |  |                   |  |  |                             |  |  |             |  |  |                          |  |  |               |  |  |            |  |  |
| 1. Participation In Church Activities |  |       |     |       |                         |  |  |               |  |  |                    |  |  |                       |  |  |                         |  |  |                                |  |  |              |  |  |                                       |  |  |                              |  |  |                              |  |  |                   |  |  |                             |  |  |             |  |  |                          |  |  |               |  |  |            |  |  |
| 2. Volunteer Work As BHW/BNS          |  |       |     |       |                         |  |  |               |  |  |                    |  |  |                       |  |  |                         |  |  |                                |  |  |              |  |  |                                       |  |  |                              |  |  |                              |  |  |                   |  |  |                             |  |  |             |  |  |                          |  |  |               |  |  |            |  |  |
| 3. Bantay Dagat/ Fish Warden          |  |       |     |       |                         |  |  |               |  |  |                    |  |  |                       |  |  |                         |  |  |                                |  |  |              |  |  |                                       |  |  |                              |  |  |                              |  |  |                   |  |  |                             |  |  |             |  |  |                          |  |  |               |  |  |            |  |  |
| 4. Bantay Bakawan                     |  |       |     |       |                         |  |  |               |  |  |                    |  |  |                       |  |  |                         |  |  |                                |  |  |              |  |  |                                       |  |  |                              |  |  |                              |  |  |                   |  |  |                             |  |  |             |  |  |                          |  |  |               |  |  |            |  |  |
| 5. MPA Management Committee           |  |       |     |       |                         |  |  |               |  |  |                    |  |  |                       |  |  |                         |  |  |                                |  |  |              |  |  |                                       |  |  |                              |  |  |                              |  |  |                   |  |  |                             |  |  |             |  |  |                          |  |  |               |  |  |            |  |  |
| 6. PTA,Etc.                           |  |       |     |       |                         |  |  |               |  |  |                    |  |  |                       |  |  |                         |  |  |                                |  |  |              |  |  |                                       |  |  |                              |  |  |                              |  |  |                   |  |  |                             |  |  |             |  |  |                          |  |  |               |  |  |            |  |  |
| C. People’s Organization              |  |       |     |       |                         |  |  |               |  |  |                    |  |  |                       |  |  |                         |  |  |                                |  |  |              |  |  |                                       |  |  |                              |  |  |                              |  |  |                   |  |  |                             |  |  |             |  |  |                          |  |  |               |  |  |            |  |  |
| 1. Membership                         |  |       |     |       |                         |  |  |               |  |  |                    |  |  |                       |  |  |                         |  |  |                                |  |  |              |  |  |                                       |  |  |                              |  |  |                              |  |  |                   |  |  |                             |  |  |             |  |  |                          |  |  |               |  |  |            |  |  |
| 2. Officer                            |  |       |     |       |                         |  |  |               |  |  |                    |  |  |                       |  |  |                         |  |  |                                |  |  |              |  |  |                                       |  |  |                              |  |  |                              |  |  |                   |  |  |                             |  |  |             |  |  |                          |  |  |               |  |  |            |  |  |

## Intermediaries (Male and Female)

|   |  |                               |            |          |                                    |          |              |                          |           |                             |                |          |                     |                |              |
|---|--|-------------------------------|------------|----------|------------------------------------|----------|--------------|--------------------------|-----------|-----------------------------|----------------|----------|---------------------|----------------|--------------|
| <b>Preliminaries</b>  | <b>Prayer (optional)</b><br><br><b>Introduction of participants and facilitators</b><br><br><b>Objectives of FGD:</b><br><br>1) Probe on the roles and relations of men and women in the tuna value chain;<br><br>2) Determine the role of women in fisheries management; and<br><br>3) Identify strategies to enhance women’s participation in fisheries management.<br><br><b>Informed Consent: voluntary participation, rule of confidentiality, permission to take photos and record conversation, etc.</b>  |                               |            |          |                                    |          |              |                          |           |                             |                |          |                     |                |              |
| <b>Access to assets (Survey results can be used to probe questions: this may be in resources/services where survey shows the least participation from women e.g. access to credit and training-</b> | <table border="1"><tr><td><b>Resources and Services</b></td></tr><tr><td>1. Capital</td></tr><tr><td>2.Credit</td></tr><tr><td>3. Technology, fishing boat, gears</td></tr><tr><td>4. Labor</td></tr><tr><td>5. trainings</td></tr><tr><td>6. processing facilities</td></tr><tr><td>7. Market</td></tr><tr><td>8. Political representation</td></tr><tr><td>9. Information</td></tr><tr><td>10. land</td></tr><tr><td>11. social networks</td></tr><tr><td>12. employment</td></tr><tr><td>13. benefits</td></tr></table><br><ol style="list-style-type: none"><li>1. If you want to get credit/borrow for a livelihood project, who would you approach and how easy or difficult is it to borrow? Discuss reasons for their answers.</li><li>2. Do you agree that women usually access credit for fishing enterprises? What happens if it is the men who access credit?<br/>(Do similar questions as #1 for other critical areas (e.g. information, technology, etc) as shown in survey data.</li><li>3. If women wanted to participate in a training or workshop, who can they approach? Why? (Probe/discuss).</li><li>4. If there was a training that women are invited to attend, where would you recommend that training or workshop be held? For how long (schedule that works for them)?</li><li>5. If women are invited to attend a training program, in what way are they able to find time to do so, in relation to their household and other tasks?</li><li>6. What is the reaction of your husbands/wives when you are asked to participate in projects/activities/training especially related to fishing? If not favorable, how do you think this can change?</li><li>7. When women are given an income-generating project in what way are your husbands involved in the project?(For example mangrove replanting done by women...)</li><li>8. When women earn income from their activities, who holds or manages the money? Are there any disagreement that arises from use of income of the wife? Elaborate (probe).</li></ol> | <b>Resources and Services</b> | 1. Capital | 2.Credit | 3. Technology, fishing boat, gears | 4. Labor | 5. trainings | 6. processing facilities | 7. Market | 8. Political representation | 9. Information | 10. land | 11. social networks | 12. employment | 13. benefits |
| <b>Resources and Services</b>   |  |                               |            |          |                                    |          |              |                          |           |                             |                |          |                     |                |              |
| 1. Capital  |  |                               |            |          |                                    |          |              |                          |           |                             |                |          |                     |                |              |
| 2.Credit  |  |                               |            |          |                                    |          |              |                          |           |                             |                |          |                     |                |              |
| 3. Technology, fishing boat, gears  |  |                               |            |          |                                    |          |              |                          |           |                             |                |          |                     |                |              |
| 4. Labor  |  |                               |            |          |                                    |          |              |                          |           |                             |                |          |                     |                |              |
| 5. trainings  |  |                               |            |          |                                    |          |              |                          |           |                             |                |          |                     |                |              |
| 6. processing facilities  |  |                               |            |          |                                    |          |              |                          |           |                             |                |          |                     |                |              |
| 7. Market   |  |                               |            |          |                                    |          |              |                          |           |                             |                |          |                     |                |              |
| 8. Political representation   |  |                               |            |          |                                    |          |              |                          |           |                             |                |          |                     |                |              |
| 9. Information  |  |                               |            |          |                                    |          |              |                          |           |                             |                |          |                     |                |              |
| 10. land  |  |                               |            |          |                                    |          |              |                          |           |                             |                |          |                     |                |              |
| 11. social networks   |  |                               |            |          |                                    |          |              |                          |           |                             |                |          |                     |                |              |
| 12. employment  |  |                               |            |          |                                    |          |              |                          |           |                             |                |          |                     |                |              |
| 13. benefits  |  |                               |            |          |                                    |          |              |                          |           |                             |                |          |                     |                |              |

|   |  |
|---|--|
|   | <p>9. Similarly, who holds or manages the income earned by your husband from tuna fishing (as an intermediary) ?Are there disagreements in the use of husband's income? (Elaborate/probe/why).</p> <p>10. In what ways/areas do you want to have the same access to resources as your husbands?</p>  |
| <b>Knowledge, beliefs and perceptions</b> | <p>Knowledge</p> <ol style="list-style-type: none"> <li>Who are involved in the management of tuna fisheries?</li> <li>What are the agencies (GA, NGA) that have projects that aim to improve management of tuna fisheries?</li> </ol>   |
|   | <p>Beliefs</p>   |
|   | <p>Perception</p> <ol style="list-style-type: none"> <li>What benefits, if any, has the tuna industry brought to your lives and that of your community? (Probe)</li> <li>What problems, if any, has the tuna industry brought to your lives and that of your community? (Probe)</li> </ol>   |
| <b>Practices and Participation</b>        | <ol style="list-style-type: none"> <li>Do you have an organization of (intermediaries? Are you a member/officer of this organization? Why?</li> <li>What kind of fisheries management projects do you know? (e.g. close season, mangrove reforestation/rehab, restrictions of gear or species caught, IEC on CRM, AR deployment, etc)</li> <li>What are the fisheries management activities that you are involved in? Why?</li> <li>What benefits do you get from your participation in fisheries management?</li> <li>What will make you get more involved in fisheries management?</li> <li>What incentives would encourage you to participate?</li> <li>What would interest you to adopt the CDT?</li> <li>What would interest you to participate in reporting scheme of IUU? IF NO participation in fisheries management proceed to Question No.14</li> <li>(Then probe) What changes have you seen (e.g. in how you see yourself, in how you are treated in household, how others in community) due to your participation in tuna fisheries? (e.g. skills, income, exposure, awareness, confidence?)</li> <li>Have these changes translated into increased decision making?</li> <li>What are husbands' opinion of wives who actively participate in tuna fisheries? How has it changed? Why? What about the other women's perception?</li> <li>How do women perceive other women who are active in tuna fisheries?</li> <li>Did women's participation in fisheries related projects undermine or support women's empowerment?</li> <li>What are the barriers to meaningful participation of women in fisheries management and in the tuna VC?</li> <li>How else can we enhance women's participation in tuna fisheries VC?</li> <li>How can we ensure that men and women equitably share in the benefits of tuna fisheries VC? (disaggregate VC in fishing, processing and selling)</li> </ol> |
| <b>Space and Time</b>                     | <p>(We asked for the 24 hour activity profile in the survey. Results can be used to ask for probing questions.(Prepare matrix; composite answer of FGD pax)</p> <ol style="list-style-type: none"> <li>Appropriate Follow up: e.g. why do only men/women do XXXX activities?(depending on no. 1, probe e.g. why only women do the laundry.</li> </ol>  |

|                                       | <p>What inputs do men have in household work? Are women willing to go to sea? Why/why not?</p> <p>2. Are you satisfied with your responsibilities as wife/husband? Or do you wish you had more or fewer responsibilities, or totally different responsibilities?</p> <p>3. What kind of future do you want for your girls? (e.g. Marry someone like your wife? Etc.) For your boys? (time aspiration indicator)</p>  |       |     |       |                                |  |  |               |  |  |                    |  |  |                       |  |  |                         |  |  |                                 |  |  |                     |  |  |                                       |  |  |                              |  |  |                              |  |  |                   |  |  |                             |  |  |              |  |  |                                 |  |  |               |  |  |            |  |  |
|---------------------------------------|--|-------|-----|-------|--------------------------------|--|--|---------------|--|--|--------------------|--|--|-----------------------|--|--|-------------------------|--|--|---------------------------------|--|--|---------------------|--|--|---------------------------------------|--|--|------------------------------|--|--|------------------------------|--|--|-------------------|--|--|-----------------------------|--|--|--------------|--|--|---------------------------------|--|--|---------------|--|--|------------|--|--|
| <b>Legal Rights and Status</b>        | <p>1. Are there local legislations that promote women's participation and empowerment in the tuna fisheries value chain? What are these? (If none, probe why)</p> <p>2. Are there customary practices that encourage men and women's participation in the tuna fisheries value chain? What are these?</p> <p>3. Do women and men have legal representation in special bodies such as the Local Development Council (barangay or Municipal)? (probe answer)</p> <p>4. How will women's improved status affect the power relations inside the home? In the workplace?</p>  |       |     |       |                                |  |  |               |  |  |                    |  |  |                       |  |  |                         |  |  |                                 |  |  |                     |  |  |                                       |  |  |                              |  |  |                              |  |  |                   |  |  |                             |  |  |              |  |  |                                 |  |  |               |  |  |            |  |  |
| <b>Power</b>                          | <p>1. Decision-making (Review results from survey, to formulate more pointed discussion questions which do not repeat survey questions)</p> <table border="1"> <thead> <tr> <th></th><th>Men</th><th>Women</th></tr> </thead> <tbody> <tr> <td colspan="3"><b>A. Within The Household</b></td></tr> <tr> <td>1.. Budgeting</td><td></td><td></td></tr> <tr> <td>2. Family Planning</td><td></td><td></td></tr> <tr> <td>3. School Of Children</td><td></td><td></td></tr> <tr> <td>4. Choice Of Employment</td><td></td><td></td></tr> <tr> <td>5. Health Of Family Member, Etc</td><td></td><td></td></tr> <tr> <td colspan="3"><b>B. Community</b></td></tr> <tr> <td>1. Participation In Church Activities</td><td></td><td></td></tr> <tr> <td>2. Volunteer Work As BHW/BNS</td><td></td><td></td></tr> <tr> <td>3. Bantay Dagat/ Fish Warden</td><td></td><td></td></tr> <tr> <td>4. Bantay Bakawan</td><td></td><td></td></tr> <tr> <td>5. MPA Management Committee</td><td></td><td></td></tr> <tr> <td>6. PTA, Etc.</td><td></td><td></td></tr> <tr> <td colspan="3"><b>C. People's Organization</b></td></tr> <tr> <td>1. Membership</td><td></td><td></td></tr> <tr> <td>2. Officer</td><td></td><td></td></tr> </tbody> </table> <p>2. Which areas do men have greater decision-making power, and which areas are women's?</p> <p>3. What are the constraints in men's and women's participation in decision making?</p> <p>4. Could there be unintended negative consequences if women will have greater voice in decision-making?</p> |       | Men | Women | <b>A. Within The Household</b> |  |  | 1.. Budgeting |  |  | 2. Family Planning |  |  | 3. School Of Children |  |  | 4. Choice Of Employment |  |  | 5. Health Of Family Member, Etc |  |  | <b>B. Community</b> |  |  | 1. Participation In Church Activities |  |  | 2. Volunteer Work As BHW/BNS |  |  | 3. Bantay Dagat/ Fish Warden |  |  | 4. Bantay Bakawan |  |  | 5. MPA Management Committee |  |  | 6. PTA, Etc. |  |  | <b>C. People's Organization</b> |  |  | 1. Membership |  |  | 2. Officer |  |  |
|                                       | Men  | Women |     |       |                                |  |  |               |  |  |                    |  |  |                       |  |  |                         |  |  |                                 |  |  |                     |  |  |                                       |  |  |                              |  |  |                              |  |  |                   |  |  |                             |  |  |              |  |  |                                 |  |  |               |  |  |            |  |  |
| <b>A. Within The Household</b>        |  |       |     |       |                                |  |  |               |  |  |                    |  |  |                       |  |  |                         |  |  |                                 |  |  |                     |  |  |                                       |  |  |                              |  |  |                              |  |  |                   |  |  |                             |  |  |              |  |  |                                 |  |  |               |  |  |            |  |  |
| 1.. Budgeting                         |  |       |     |       |                                |  |  |               |  |  |                    |  |  |                       |  |  |                         |  |  |                                 |  |  |                     |  |  |                                       |  |  |                              |  |  |                              |  |  |                   |  |  |                             |  |  |              |  |  |                                 |  |  |               |  |  |            |  |  |
| 2. Family Planning                    |  |       |     |       |                                |  |  |               |  |  |                    |  |  |                       |  |  |                         |  |  |                                 |  |  |                     |  |  |                                       |  |  |                              |  |  |                              |  |  |                   |  |  |                             |  |  |              |  |  |                                 |  |  |               |  |  |            |  |  |
| 3. School Of Children                 |  |       |     |       |                                |  |  |               |  |  |                    |  |  |                       |  |  |                         |  |  |                                 |  |  |                     |  |  |                                       |  |  |                              |  |  |                              |  |  |                   |  |  |                             |  |  |              |  |  |                                 |  |  |               |  |  |            |  |  |
| 4. Choice Of Employment               |  |       |     |       |                                |  |  |               |  |  |                    |  |  |                       |  |  |                         |  |  |                                 |  |  |                     |  |  |                                       |  |  |                              |  |  |                              |  |  |                   |  |  |                             |  |  |              |  |  |                                 |  |  |               |  |  |            |  |  |
| 5. Health Of Family Member, Etc       |  |       |     |       |                                |  |  |               |  |  |                    |  |  |                       |  |  |                         |  |  |                                 |  |  |                     |  |  |                                       |  |  |                              |  |  |                              |  |  |                   |  |  |                             |  |  |              |  |  |                                 |  |  |               |  |  |            |  |  |
| <b>B. Community</b>                   |  |       |     |       |                                |  |  |               |  |  |                    |  |  |                       |  |  |                         |  |  |                                 |  |  |                     |  |  |                                       |  |  |                              |  |  |                              |  |  |                   |  |  |                             |  |  |              |  |  |                                 |  |  |               |  |  |            |  |  |
| 1. Participation In Church Activities |  |       |     |       |                                |  |  |               |  |  |                    |  |  |                       |  |  |                         |  |  |                                 |  |  |                     |  |  |                                       |  |  |                              |  |  |                              |  |  |                   |  |  |                             |  |  |              |  |  |                                 |  |  |               |  |  |            |  |  |
| 2. Volunteer Work As BHW/BNS          |  |       |     |       |                                |  |  |               |  |  |                    |  |  |                       |  |  |                         |  |  |                                 |  |  |                     |  |  |                                       |  |  |                              |  |  |                              |  |  |                   |  |  |                             |  |  |              |  |  |                                 |  |  |               |  |  |            |  |  |
| 3. Bantay Dagat/ Fish Warden          |  |       |     |       |                                |  |  |               |  |  |                    |  |  |                       |  |  |                         |  |  |                                 |  |  |                     |  |  |                                       |  |  |                              |  |  |                              |  |  |                   |  |  |                             |  |  |              |  |  |                                 |  |  |               |  |  |            |  |  |
| 4. Bantay Bakawan                     |  |       |     |       |                                |  |  |               |  |  |                    |  |  |                       |  |  |                         |  |  |                                 |  |  |                     |  |  |                                       |  |  |                              |  |  |                              |  |  |                   |  |  |                             |  |  |              |  |  |                                 |  |  |               |  |  |            |  |  |
| 5. MPA Management Committee           |  |       |     |       |                                |  |  |               |  |  |                    |  |  |                       |  |  |                         |  |  |                                 |  |  |                     |  |  |                                       |  |  |                              |  |  |                              |  |  |                   |  |  |                             |  |  |              |  |  |                                 |  |  |               |  |  |            |  |  |
| 6. PTA, Etc.                          |  |       |     |       |                                |  |  |               |  |  |                    |  |  |                       |  |  |                         |  |  |                                 |  |  |                     |  |  |                                       |  |  |                              |  |  |                              |  |  |                   |  |  |                             |  |  |              |  |  |                                 |  |  |               |  |  |            |  |  |
| <b>C. People's Organization</b>       |  |       |     |       |                                |  |  |               |  |  |                    |  |  |                       |  |  |                         |  |  |                                 |  |  |                     |  |  |                                       |  |  |                              |  |  |                              |  |  |                   |  |  |                             |  |  |              |  |  |                                 |  |  |               |  |  |            |  |  |
| 1. Membership                         |  |       |     |       |                                |  |  |               |  |  |                    |  |  |                       |  |  |                         |  |  |                                 |  |  |                     |  |  |                                       |  |  |                              |  |  |                              |  |  |                   |  |  |                             |  |  |              |  |  |                                 |  |  |               |  |  |            |  |  |
| 2. Officer                            |  |       |     |       |                                |  |  |               |  |  |                    |  |  |                       |  |  |                         |  |  |                                 |  |  |                     |  |  |                                       |  |  |                              |  |  |                              |  |  |                   |  |  |                             |  |  |              |  |  |                                 |  |  |               |  |  |            |  |  |

## B. Key Informant Interview

### Gender Analysis in the Fisheries Sector in General Santos Area, Philippines

#### **KII Guide (Set A)**

For VC Enablers: BFAR, DOST, DTI, PFDA, MARINA, ECPC (Macro)

I. Self-Introduction and statement of purpose

II. Reaction to Conformance

III. Guide Questions

#### **A. Personal Information Data**

| No. | Item                             | Answer |
|-----|----------------------------------|--------|
| 1   | Name                             |        |
| 2   | Affiliation/Agency               |        |
| 3   | Address of Agency                |        |
| 4   | Contact Number(s)                |        |
| 5   | Position                         |        |
| 6   | No. of years in the Agency       |        |
| 7   | Involvement in the tuna Industry |        |

#### **B. Work-related Information**

| No. | Main Question   | Probe   |
|-----|---|---|
| 1   | <u>Access to resources</u><br>How has your agency ensured that women have access to resources in the tuna industry? | a) Trainings for men? Women?<br><i>What trainings? (skills training, credit management, entrepreneurship) Who attends?</i><br>b) Financing assistance for men? Women?<br><i>Types? Terms? Who avails?</i><br>c) Technical support for men? Women?<br><i>Types? Who avails? Who adopts?</i><br>d) Technology transfer for women? Women?<br><i>Types? Who adopts?</i><br>e) Information dissemination for men? Women?<br><i>Types? Who mostly use the info?</i><br>f) Legal and social protection for women? For Men?<br><i>SSS/PhilHealth/other provisions of the labor code</i> |
| 2   | <u>Women's Participation</u><br>How has your agency ensured utmost women's participation in the tuna industry?      | a) In production<br><i>Introduction of women-friendly fishing gears? (Specify). How did it affect women's productivity? Her home time? Her relationship with husband and children?</i><br>b) In processing<br><i>Introduction of women-friendly post-harvest facilities? (specify) How did it affect women's productivity? Her home time? Her relationship with husband and children?</i><br>c) In marketing/trading<br><i>Opportunities provided to increase women's marketing and entrepreneurial engagement?(specify)</i>  |

|   |  |   |
|---|--|---|
| 3 | <u>Decision making</u><br>In what ways has your agency helped enhance the decision making space of women in the tuna industry?                                       | a) Organization of coops/groups (women's groups)<br><i>Types/names of organization? Functional? Why or why not? Who mostly participates? Positions occupied by men/women.</i><br>b) Membership in consultative councils/committees<br><i>Specify the committees. Who mostly participates? Positions occupied by men/women.</i><br>c) Others<br><i>Specify other ways of involving women in decision making.</i> |
| 4 | <u>EAFM and CDT</u><br>In what ways have women been involved and engaged in EAFM and CDT?  | a) What agency EAFM-related projects/programs have women been involved?<br><i>Specify project/program? Specify women's involvement. Have women been effective in their role?</i><br>b) What concerns/issues emerged from women's involvement (or non-involvement) in EAFM and CDT activities?<br>c) How can women strengthen EAFM and CDT initiatives?  |
| 5 | <u>Policy Recommendations</u><br>How can your agency help women become more visible and more effective partners in EAFM and CDT initiatives in the tuna industry?    | a) In project planning and formulation<br>b) In project implementation<br>c) In project monitoring and evaluation<br>d) Others: control, surveillance   |
| 6 | Further observations regarding gender differentials in the tuna industry particularly in EAFM and CDT. <i>Whom would you like to tap more for EAFM and CDT? Why?</i> |   |
|   |  |   |

### C. GAD Information

| No. | Item  | Answer   |
|-----|---|--|
| 1   | What proportion of the agency personnel have undergone basic gender sensitivity trainings?          | a) Among all staff<br>b) Among field staff<br>c) Among those directly involved in EAFM and CDT |
| 2   | Does the agency maintain sex-disaggregated data?  | <i>Cite examples, if any</i>   |
| 3   | How is GAD integrated in the agency functions that are related to EAFM and CDT?                     | a) In its programs/projects?<br>b) In its policies?<br>c) In its plans?                        |
| 4   | Any suggestion on how to strengthen GAD mainstreaming in agency PPAs (projects, plans, activities)? |  |

**Thank you for your time**

## Gender Analysis in the Fisheries Sector in General Santos Area, Philippines

### KII Guide (Set B)

For VC Enablers: LGU  
(Macro)

I. Self-Introduction and statement of purpose

II. Reaction to Conformance

III. Guide Questions

#### A. Personal Information Data

| No. | Item  | Answer |
|-----|---|--------|
| 1   | Name  |        |
| 2   | LGU (Municipality/Province)                   |        |
| 3   | Office/Unit                                   |        |
| 4   | Contact Number(s)                             |        |
| 5   | Position                                      |        |
| 6   | No. of years in the current position          |        |
| 7   | Office mandate (related to the tuna Industry) |        |

#### B. Work-related Information

| No. | Main Question   | Probe   |
|-----|---|---|
| 1   | <u>Access to resources</u><br>Are there LGU initiatives that aim to enhance women's access to resources in the tuna industry?     | a) Trainings for men? Women?<br><i>What trainings? (skills training, credit management, entrepreneurship) Who attends?</i><br>b) Financing assistance for men? Women?<br><i>Types? Terms? Who avails?</i><br>c) Technical support for men? Women?<br><i>Types? Who avails? Who adopts?</i><br>d) Technology transfer for women? Women?<br><i>Types? Who adopts?</i><br>e) Information dissemination for men? Women?<br><i>Types? Who mostly use the info?</i><br>f) Legal and social protection for women? For Men?<br><i>SSS/PhilHealth/other provisions of the labor code</i> |
| 2   | <u>Women's Participation</u><br>What are LGU initiatives aimed at promoting increased women's participation in the tuna industry? | a) In production<br><i>Introduction of women-friendly fishing gears? (Specify). How did it affect women's productivity? Her home time? Her relationship with husband and children?</i><br>b) In processing<br><i>Introduction of women-friendly post-harvest facilities? (specify) How did it affect women's productivity? Her home time? Her relationship with husband and children?</i><br>c) In marketing/trading<br><i>Opportunities provided to increase women's marketing and entrepreneurial engagement?(specify)</i>  |
| 3   | <u>Decision making</u><br>How has the LGU helped enhance the decision making  | a) Organization of coops/groups (women's groups)<br><i>Types/names of organization? Functional? Why or why not? Who mostly participates? Positions occupied by men/women.</i><br>b) Membership in consultative councils/committees  |



|   |   |  |
|---|---|--|
|   | space of women in the tuna industry?  | <i>Specify the committees. Who mostly participates? Positions occupied by men/women.</i><br>c) Others<br><i>Specify other ways of involving women in decision making.</i>  |
| 4 | <u>EAFM and CDT</u><br>In what ways have women been involved and engaged in EAFM and CDT?   | a) What EAFM-related projects/programs have women been involved in?<br><i>Specify project/program? Specify women's involvement. Have women been effective in their role?</i><br>b) What concerns/issues emerged from women's involvement (or non-involvement) in EAFM and CDT activities?<br>c) How can women strengthen EAFM and CDT initiatives? |
| 5 | <u>Policy Recommendations</u><br>How can the LGU help women become more visible and more effective partners in EAFM and CDT initiatives in the tuna industry?   | a) In project planning and formulation<br>b) In project implementation<br>c) In project monitoring and evaluation<br>d) Others: control, surveillance  |
| 6 | What resolutions can LGU pass towards empowering women in the tuna industry?<br><i>In small-scale fisheries?</i><br><i>In large-scale fisheries?</i><br><br>What gender issues will these local policies address? |  |
| 7 | Further observations regarding gender differentials in the tuna industry particularly in EAFM and CDT.<br><i>Whom would you like to tap more for EAFM and CDT? Men? Women? Why?</i>                               |  |

### C. GAD Information

| No. | Item   | Answer   |
|-----|--|--|
| 1   | What proportion of the LGU personnel have undergone basic gender sensitivity trainings?                | a) Among all staff<br>b) Among field staff<br>c) Among those directly involved in EAFM and CDT |
| 2   | Does the LGU maintain sex-disaggregated data?  | <i>Cite examples, if any</i>   |
| 3   | How is GAD integrated in the LGU functions that are related to EAFM and CDT?                           | a) In its programs/projects?<br>b) In its policies?<br>c) In its plans?                        |
| 4   | Any suggestion on how to strengthen GAD mainstreaming in the LGU's PPAs (projects, plans, activities)? |  |

## Gender Analysis in the Fisheries Sector in General Santos Area, Philippines

### KII Guide (Set C)

For VC Players: Large-scale fisheries  
(Canneries)

I. Self-Introduction and statement of purpose

II. Reaction to Conformer

III. Guide Questions

#### A. Personal Information Data

| No. | Item                                  | Answer |
|-----|---------------------------------------|--------|
| 1   | Name                                  |        |
| 2   | Company/Firm                          |        |
| 3   | Address of Company/Firm               |        |
| 4   | Contact Number(s)                     |        |
| 5   | Current Position                      |        |
| 6   | No. of years in the Company/Firm      |        |
| 7   | Involvement/role in the tuna Industry |        |

#### B. Work-related Information

| No. | Main Question  | Probe  |
|-----|--|--|
| 1   | <u>Access to resources</u><br>How has your company/ firm ensured that women have access to resources?                            | a) Trainings for men? Women?<br><i>What trainings?(skills training, credit management, entrepreneurship)</i><br><i>Who attends?</i><br>b) Financing assistance for men? Women?<br><i>Types? Terms? Who avails?</i><br>c) Technical support for men? Women?<br><i>Types? Who avails? Who adopts?</i><br>d) Technology transfer for women? Women?<br><i>Types? Who adopts?</i><br>e) Information dissemination for men? Women?<br><i>Types? Who mostly use the info?</i><br>f) Legal and social protection for women? for Men?<br><i>SSS/PhilHealth/other provisions of the labor code</i> |
| 2   | <u>Women's Participation</u><br>How has company/firm ensured utmost women's participation in the workplace?                      | a) In production<br><i>Introduction of women-friendly fishing gears? (Specify). How did it affect women's productivity? Her home time? Her relationship with husband and children?</i><br>b) In processing<br><i>Introduction of women-friendly post-harvest facilities? (specify) How did it affect women's productivity? Her home time? Her relationship with husband and children?</i><br>c) In marketing/trading<br><i>Opportunities provided to increase women's marketing and entrepreneurial engagement?(specify)</i>   |
| 3   | <u>Decision making</u><br>In what ways has your company/firm helped enhance the decision making space of women in the workplace? | a) Positions occupied by women? By men? (% distribution)<br><i>Highest position occupied by a woman:</i><br><i>Supervisory positions:</i><br><i>Rank and file:</i><br><i>Assembly line:</i>  |

|   |  |  |
|---|--|--|
|   |  | <p><i>Others:</i></p> <p>b) Membership in committees<br/><i>Specify the committees. Who mostly participates? Positions occupied by men/women.</i></p> <p>c) Others<br/><i>Specify other ways of involving women in decision making.</i></p>  |
| 4 | <p><b>EAFM and CDT</b></p> <p>In what ways have women been involved and engaged in EAFM and CDT?</p>   | <p>a) What company/firm EAFM-related projects/programs have women been involved?<br/><i>Specify project/program? Specify women's involvement. Have women been effective in their role?</i></p> <p>b) What concerns/issues emerged from women's involvement (or non-involvement) in EAFM and CDT activities?</p> <p>c) How can women strengthen EAFM and CDT initiatives?</p> |
| 5 | <p><b>Policy Recommendations</b></p> <p>How can your company/ firm help women become more visible and more effective partners in EAFM and CDT initiatives?</p>       | <p>a) In project planning and formulation</p> <p>b) In project implementation</p> <p>c) In project monitoring and evaluation</p> <p>d) Others: control, surveillance</p>   |
| 6 | <p>Further observations regarding gender differentials in the tuna industry particularly in EAFM and CDT. Whom would you like to tap more for EAFM and CDT? Why?</p> |  |

### C. GAD Information

| No. | Item  | Answer  |
|-----|---|---|
| 1   | What proportion of the company/firm personnel have undergone basic gender sensitivity trainings?          | <p>a) Among all staff</p> <p>b) Among field staff</p> <p>c) Among those directly involved in EAFM and CDT</p>                   |
| 2   | Does the company/firm maintain sex-disaggregated data?  | <i>Cite examples, if any</i>  |
| 3   | How is GAD integrated in the company/firm functions that are related to EAFM and CDT?                     | <p>a) In its programs/projects?</p> <p>b) In its policies?</p> <p>c) In its plans?</p>  |
| 4   | Any suggestion on how to strengthen GAD mainstreaming in company/firm PPAs (projects, plans, activities)? | <p>a) Recruitment</p> <p>b) Firing</p> <p>c) Benefits</p> <p>d) Opportunities</p> <p>e) Working conditions</p> <p>f) Others</p> |

# ANNEX 4

## EXCERPTS FROM THE MAGNA CARTA OF WOMEN

Excerpts from Provisions in the Magna Carta of Women (MCW) That Create an Enabling Environment

| Excerpts from Provisions in the Magna Carta of Women Relevant to The Tuna Value Chain   | Nodes     |   |            |   |         |   |
|---|-----------|---|------------|---|---------|---|
|   | Producers |   | Processors |   | Traders |   |
|   | M         | F | M          | F | M       | F |
| <b>Rule V. Rights and Empowerment of Marginalized Sectors</b><br><b>Sec. 23. Food Security and Productive Resources.</b>  |           |   |            |   |         |   |
| The State recognizes the contribution of women to food production and shall ensure its sustainability and sufficiency with the active participation of women...<br>The Department of Agriculture (DA), in coordination with other concerned departments, LGUs and stakeholders shall  |           |   |            |   |         |   |
| (b) recognize women as farmers and fisherfolk and give them equal and opportunities to participate in programs and projects;  |           | x |            | x |         | x |
| (c) ensure the active and direct participation of rural women's groups other than Rural Improvement Clubs, in policy formulation, planning and designing, implementation, monitoring and evaluation of DA programs at the local levels;...  |           | x |            |   |         |   |
| <b>B. Right to Resources for Food Production</b>  |           |   |            |   |         |   |
| Equal access to the use and management of fisheries and aquatic resources, and all the rights and benefits accruing to stakeholders in the fishing industry shall be guaranteed. Further:<br>6-b. LGUs shall maintain an updated database of women fisherfolk that may be accessed by BFAR, PCW and other interested institutions for program development and policymaking; and |           | x |            | x |         | x |
| 7. ...The LGUs and BFAR shall ensure the full participation of women in the planning, designing, implementation, monitoring and evaluation of coastal resource management programs; and designate coastal areas to be managed by women.   |           | x |            |   |         |   |
| 8. There shall be no discrimination against women in the deputization of fish wardens   |           | x |            |   |         |   |

|  |  |            |  |   |  |   |
|--|--|------------|--|---|--|---|
| 9-c. The BFAR and Philippine Fisheries Development Authority (PFDA) shall design and promote the use of women-friendly fishing gears and post-harvest facilities and equipment.  |  | x          |  | x |  |   |
| 9-g. DA and LGU shall ensure participation of rural women by tapping existing people's organizations, NGOs and rural women's groups in their training on food production with emphasis on sustainable agriculture and fisheries...   |  | x          |  |   |  |   |
| 12-a. DA, DTI and other concerned agencies shall provide support for marketing, credit, technologies and training for women, and   |  | x          |  | x |  | x |
| 12-b. Ensure membership of marginalized women in councils for sustainable development that are created pursuant to existing laws.  |  | x          |  | x |  |   |
| 13-a. Provide capability building program to promote greater bankability and worthiness of municipal and small scale women commercial fishers. Such programs shall include organizing activities, technology transfer and skills training related to commercial fishing as well as credit management. ..   |  | x          |  | x |  | x |
| 13-b. Conduct information campaign to promote the capability building and credit programs to women fisherfolks; and  |  | x          |  | x |  | x |
| 14-b. DA, DTI, TESDA, NCIP, DENR and SUCs/HEIs shall provide training on marketing of agricultural and forestry products to ensure delivery of produce, These include market opportunity awareness, technology transfer on processing, labelling and packaging   |  | x          |  | x |  | x |
| <b>Section 25. Right to Decent Work</b> – The state shall progressively realize and ensure decent work standards for women that involves the creation of jobs of acceptable quality in conditions of freedom, equity, security and human dignity.<br>The DOLE in the case of the private sector and the CSC in the case of the public sector shall:<br>Together with other concerned agencies ensure the provision of support services and gears to protect women' from occupational and health hazard taking into account women's maternal functions... |  | x<br><br>x |  | x |  | x |

|   |   |        |   |             |   |             |
|---|---|--------|---|-------------|---|-------------|
| <b>Sec. 26. Right to Livelihood, Credit, Capital and Technology.</b> - The State shall ensure that women are provided with the following:<br>Equal access to formal sources of credit and capital;<br>Equal share to the produce of farms and aquatic resources...  |   | x<br>x |   | x<br>x<br>x |   | x<br>x<br>x |
| <b>Section 27. Right to Education and Training</b><br>Gender sensitivity training and seminars. All government and private training and learning providers shall develop and implement gender sensitivity training...   | x | x      | x | x           | x | x           |
| <b>Sec. 28. Right to Representation and Participation.</b> – The State shall ensure women's participation in policy-making or decision-making bodies in the national, regional, and local levels. All national government agencies shall ensure that their existing participatory mechanisms shall include adequate representation of women.<br>A. Concerned agencies, in cooperation with women's organizations, shall implement capability-building and leadership formation programs as well as undertake affirmative action measures to enable grassroots women leaders to effectively participate in the decisions and policy-making bodies in their respective sectors, including but not limited to the following bodies |   |        |   |             |   |             |
| National Agricultural and Fishery Council (NAFC) and its local counterparts;  | x | x      | x | x           | x | x           |
| National Fisheries and Aquatic resources management Council (NFARMC) and its local counterparts   | x | x      | x | x           | x | x           |
| The State shall institute policies and programs that seek to reduce the poverty and vulnerability to risks and enhance the social status and rights of the marginalized women by promoting and protecting livelihood and employment, protecting against hazards and sudden loss of income, and improving people's capacity to manage risks  | x | x      | x | x           | x | x           |
| <ul style="list-style-type: none"> <li><b>Rule VI. Institutional Mechanisms</b></li> </ul>  |   |        |   |             |   |             |
| <b>Section 37.</b> ...all government agencies, offices, bureaus, instrumentalities, SUCs, GOCCs, and LGUs shall pursue the adoption of gender mainstreaming as a strategy to promote and fulfil women's human rights and eliminate gender discrimination in their systems, structures, policies, programs, processes and procedures such as the following:  |   |        |   |             |   |             |

|   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|
| Planning, Budgeting, Monitoring and Evaluation for GAD...   | x | x | x | x | x | x |
| I-c. At least five percent (5%) of the total agency or LGU budget appropriations shall correspond to activities supporting GAD plans and Programs   | x | x | x | x | x | x |
| Gender and Development (GAD) Code   | x | x | x | x | x | x |
| B-I. To ensure sustainable gender-responsive local governance, all LGUs shall develop and pass a GAD Code to support their efforts in recognizing, respecting, protecting, fulfilling and promoting women's human rights towards the attainment of women's empowerment and gender equality in their locality... | x | x | x | x | x | x |

## ANNEX 5

# LIST OF COLLABORATING INSTITUTIONS

---

| Partner Institutions  | Roles   |
|---|---|
| Local Government Unit- General Santos City/Office of the Vice Mayor | Secondary data: GAD Code; access to barangays and offices through endorsements and referrals; presence during inception meeting   |
| Bureau of Fisheries and Aquatic Resources Region 12                 | Secondary data; lists for sampling frame; assistance in the identification of barangay for mock interview and pilot testing of survey instruments; facilitation of ocular and site visits; presence during inception meeting and other coordination meeting; availability of the GAD Focal person and other staff |
| Philippine Fisheries Development Authority                          | Access to General Santos Fish Port Complex; secondary data; presence during inception meeting and other coordination meeting;   |
| Office of the City Agriculturist                                    | Secondary data; lists for sampling frame; use of office space for FGD venue; availability of the GAD focal person   |
| Mindanao State University- General Santos                           | Referrals of translators and enumerators  |
| Department of Trade and Industry Region 12                          | Secondary data; lists for sampling frame; use of office space for FGD venue   |
| Environmental Conservation and Protection Center                    | Active participation in the inception meeting   |
| Citra Mina  | Active participation in the inception meeting   |



## ANNEX 6

# RECOMMENDATIONS FOR POLICY/RESEARCH/ACTION BY IDENTIFIED GENDER ISSUES

| Lead Agency  | Collaborating Agencies/<br>Units | Specific Issues to be Addressed   | Intervention   | Research | Policy | Action |
|--|----------------------------------|---|--|----------|--------|--------|
| <b>Promoting Gender Equity and Women's Empowerment</b> |                                  |   |  |          |        |        |
| LGU  | BFAR, SFFAI, Women's group       | Family-work-personal life imbalance: <ul style="list-style-type: none"> <li>• Simultaneous and competing demands for productive (market) and reproductive (household) labor time;</li> <li>• Family-work responsibilities and tasks reduce women's availability for participation in community life</li> </ul>  | <ul style="list-style-type: none"> <li>• Incentives for employers which initiate measures that promote the work-life balance of employees.</li> <li>• Provision of better paying alternative jobs per unit of time, specially for women workers</li> <li>• Lobby for the adoption of flexi-worktime in all enterprises/ employers</li> </ul> |          | x      | x      |
| SUCs   | SFFAI, BFAR, LGU                 | Women have less access to profitable markets despite higher educational attainment than men   | <ul style="list-style-type: none"> <li>• Gender sensitization of employers</li> <li>• Provision of alternative jobs</li> </ul>   |          |        | x      |
| LGU  | NGAs, NGOs                       | <ul style="list-style-type: none"> <li>• Lack of women participation in policy making, program design and project cycle</li> </ul>  | <ul style="list-style-type: none"> <li>• Inclusion of women in policy making and program development bodies/ units</li> </ul>  |          | x      | x      |
| BFAR   | Oceans, LGU, SUCs                | <ul style="list-style-type: none"> <li>• Absence of women's groups/ organizations; lack of gender champions at community level</li> </ul>   | <ul style="list-style-type: none"> <li>• Organize women's groups</li> <li>• Identify, recognize and engage gender champions</li> </ul>   |          |        | x      |
| SUCs, SFFAI  | Oceans, BFAR, LGUs, SFFAI        | <ul style="list-style-type: none"> <li>• Prevalence of beliefs, stereotypes, and practices that hinder women's participation; Stereotypes about women's work and social roles prevail</li> <li>• Limited work spaces for women; recording sales and financial transactions, processing registration and legal documents; and paying salaries and bills</li> </ul> | <ul style="list-style-type: none"> <li>• Gender sensitization</li> <li>• Employers to provide women-friendly work spaces to traditionally male jobs</li> <li>• Write and popularize success stories of women in non-traditional roles</li> <li>• Recognition/Rewards for women role models</li> </ul>  | x        |        | x      |

|                            |                                  |  |   |   |   |   |
|----------------------------|----------------------------------|--|---|---|---|---|
| BFAR, LGUs                 | Women's Group, SFFAI             | <ul style="list-style-type: none"> <li>Gender discrimination at workplace: no women crew members; male checkers are preferred; decision and control still remain with men</li> </ul> | <ul style="list-style-type: none"> <li>Incentives for employers who hire workers based on skills and ability and not based on gender</li> </ul>   |   | x | x |
| SUCs                       | Oceans, Women's group            | <ul style="list-style-type: none"> <li>Men decide on work matters while women consult spouse and decide on home matters</li> </ul>   | <ul style="list-style-type: none"> <li>Conduct of gender sensitization trainings</li> </ul>   |   |   | x |
| SUCs                       | Oceans, DOST, SFFAI              | <ul style="list-style-type: none"> <li>Lack of women-friendly equipment, tools and machineries, and other fishing paraphernalia to enable women to work</li> </ul>                   | <ul style="list-style-type: none"> <li>Conduct research on design of women-friendly equipment, tools and machineries</li> <li>Technology transfer to private sector</li> </ul>  | x |   | x |
| SFFAI                      | BFAR, LGU                        | <ul style="list-style-type: none"> <li>Inequitable compensation; underpayment; unpaid work (family labor)</li> </ul>   | <ul style="list-style-type: none"> <li>Provision of alternative jobs</li> </ul>   |   |   | x |
| <b>Advocating SFM/EAFM</b> |                                  |  |   |   |   |   |
| SUCs                       | Oceans, LGU, BFAR                | <ul style="list-style-type: none"> <li>Low level of knowledge on tuna and fishery regulations</li> </ul>   | <ul style="list-style-type: none"> <li>Production of IEC materials</li> <li>Information campaigns</li> </ul>  | x |   | x |
| LGU                        | SFFAI, BFAR, SUCs, Women's group | <ul style="list-style-type: none"> <li>Poor adoption and buy-in of actors and enablers on gender mainstreaming, CDT and EAFM</li> </ul>  | <ul style="list-style-type: none"> <li>Include in the application requirements for renewal of licenses and permits, the attendance of heads of organizations in basic gender sensitivity trainings and on CDT/EAFM.</li> </ul>  |   | x | x |
| SUCs                       | Oceans, LGU, BFAR, SFFAI         | <ul style="list-style-type: none"> <li>Limited participation of women on EAFM</li> </ul>   | <ul style="list-style-type: none"> <li>Organize women's groups</li> <li>EAFM Information campaigns</li> <li>Knowledge, Attitude, Practices, and Skills Survey</li> </ul>  | x |   | x |
| LGU                        | SUCs, Oceans                     | <ul style="list-style-type: none"> <li>Limited reach of the EAFM program among implementers</li> </ul>   | <ul style="list-style-type: none"> <li>EAFM Information campaigns for implementers</li> </ul>   |   |   | x |
| NGOs                       | Oceans, SUCs, BFAR               | <ul style="list-style-type: none"> <li>Limited involvement and engagement of men and women in fishery organizations</li> </ul>   | <ul style="list-style-type: none"> <li>Organize fishers groups in the VC nodes</li> </ul>   |   |   | x |
| SUCs                       | Oceans, BFAR                     | <ul style="list-style-type: none"> <li>Stereotype that men are for bantay-dagat, women are for coastal clean-up activities.</li> </ul>   | <ul style="list-style-type: none"> <li>Conduct of gender sensitization trainings</li> </ul>   |   |   | x |
| <b>Implementing CDT</b>    |                                  |  |   |   |   |   |
| Oceans                     | BFAR, SUCs, LGU                  | <ul style="list-style-type: none"> <li>Low level of awareness on CDT; Concept of CDT/EAFM is new to VC players</li> </ul>  | <ul style="list-style-type: none"> <li>Development of manuals and modules on gender-responsive approaches/methodologies</li> <li>Fund researches to widen perspectives on gender and fisheries. Possible topics: good practices to combat IUU, and women's role in EAFM, standards</li> </ul> | x | x | x |

|            |                  |  |  |   |  |   |
|------------|------------------|--|--|---|--|---|
|            |                  |  | and guidelines on Key Data Elements <ul style="list-style-type: none"> <li>• Develop localized and engendered CDT/EAFM Manual for VC players' and enablers' use</li> <li>• Translation of research results into publications, policy advisories, products, and program designs that will enhance a gendered CDT/EAFM implementation</li> </ul>   |   |  |   |
| Oceans     | BFAR, LGU        | <ul style="list-style-type: none"> <li>• Lack of knowledge and skills on CDT system and/or other fishery regulations</li> </ul>  | <ul style="list-style-type: none"> <li>• Orientation of commercial fishers on the CDT system and its importance</li> </ul>   |   |  | x |
| Oceans SUC | BFAR, LGU        | <ul style="list-style-type: none"> <li>• No idea or poor appreciation on the role of men and women in CDT/EAFM</li> <li>• Lack of orientation and capacity building on CDT for both implementers and partners</li> </ul> | <ul style="list-style-type: none"> <li>• Encourage data sharing among VC enablers, particularly on those related to IUU and sea fraud</li> <li>• Develop and maintain a sex-disaggregated database at all levels of governance by fishery product/sector, that will serve as inputs for policy making and program development</li> <li>• Conduct research and benchmark on best practices on roles and relationships of men and women in CDT/EAFM as basis for planning and policy-making</li> </ul>   | x |  | x |
| Oceans SUC | BFAR, LGU, SFFAI | <ul style="list-style-type: none"> <li>• No idea or poor appreciation on the role of men and women in CDT/EAFM</li> <li>• Lack of orientation and capacity building on CDT for both implementers and partners</li> </ul> | <ul style="list-style-type: none"> <li>• Conduct of Training of Trainers on Gender-responsive Value Chain Analysis and on CDT/EAFM in order to create a critical local mass of experts</li> <li>• Define and strengthen women's roles/skills in CDT and EAFM implementation (e.g., documentation, recording, monitoring)</li> <li>• Formulate CDT/EAFM training modules for fishers, particularly the women</li> <li>• Mentorship and technology transfer particularly of CDT/EAFM to local women's groups</li> <li>• Organize women's groups which will champion and advocate gender-responsive interventions along the VC</li> </ul> | x |  | x |

|               |   |  |  |   |   |   |
|---------------|---|--|--|---|---|---|
| Oceans<br>SUC | BFAR,<br>LGU                                      | <ul style="list-style-type: none"> <li>• No idea or poor appreciation on the role of men and women in CDT/EAFM</li> <li>• Lack of orientation and capacity building on CDT for both implementers and partners</li> </ul> | <ul style="list-style-type: none"> <li>• Conduct of Training of Trainers on Gender-responsive Value Chain Analysis and on CDT/EAFM so as to create a critical local mass of experts</li> <li>• Documentation of success stories</li> <li>• Enhance human capacity of VC players through sensitization workshops on the importance of CDTs and EAFM</li> <li>• Engender and sensitize managers and administrators for buy-in of gender mainstreaming</li> <li>• Private sector to aggressively campaign for the full compliance with the provisions of the Fisheries Code as amended by Republic Act (RA) 10654 that seeks to “prevent, deter and eliminate illegal, unreported and unregulated” or IUU fishing in the country</li> </ul> | x | x | x |
| Oceans        | LGU,<br>Women’s group,<br>BFAR,<br>CHED,<br>DepEd | <ul style="list-style-type: none"> <li>• Absence of localized Institutional CDT/EAFM mechanisms</li> </ul>   | <ul style="list-style-type: none"> <li>• Formulation and institutionalization of the Gendered Tuna Development Plan/ Roadmap (i.e. inclusion in the Annual Investment Plan and in the Comprehensive Development Plan of the LGU)</li> <li>• Lobby for the mandatory use of the Harmonized Gender and Development Guidelines (HGDG) in assessing all plans, policies, and programs of agencies/units before these are implemented and/or get funded.</li> <li>• Collaborate and/or forge MOA with CHED and DepEd to include in the curriculum the concerns on CDT/EAFM and gender mainstreaming in fisheries and combatting IUU</li> <li>• Engender the Key Data Elements (KDE) of CDT systems</li> </ul>                                 | x | x | x |
| Oceans        | LGU,<br>Women’s group,<br>BFAR,<br>CHED,<br>DepEd | <ul style="list-style-type: none"> <li>• Absence of localized Institutional CDT/EAFM mechanisms</li> </ul>   | <ul style="list-style-type: none"> <li>• Ensure the representation of women at all phases of any CDT-related project cycle (i.e., program design, implementation and M&amp;E)</li> <li>• The Oceans Program Exit Plan must be clear to all VC players, and a corresponding Action Plan by LGUs must be in place</li> <li>• Strengthen academe-industry-LGU linkages for research and its translation to policy, program and technology transfers</li> </ul>  | x | x | x |

|                                |                          |  |  |   |   |   |
|--------------------------------|--------------------------|--|--|---|---|---|
|                                |                          |  | <ul style="list-style-type: none"> <li>• Give recognition or incentives to women's groups/individuals who advocate greater participation of women in CDT and EAFM</li> <li>• Forge PPPs as a sustainability measure in combatting IUU and seafood fraud</li> </ul>   |   |   |   |
| Oceans                         | BFAR, SUCs, LGU          | <ul style="list-style-type: none"> <li>• Absence of localized Institutional CDT/EAFM mechanisms</li> </ul>   | <ul style="list-style-type: none"> <li>• Identify, recruit and train local gender champions on CDT/EAFM</li> <li>• Lobby for gender-responsive policies and regulations at all governance levels in order to:</li> <li>• protect the rights and welfare particularly women workers in the tuna industry</li> <li>• address practical and strategic gender needs at all VC nodes</li> </ul> | x | x | x |
| Women's group                  | Oceans, SUC, LGU         | <ul style="list-style-type: none"> <li>• Absence of fisheries (CDT/EAFM) component in the GAD Code of General Santos</li> </ul>  | <ul style="list-style-type: none"> <li>• Lobby for the inclusion of CDT/EAFM in the GAD code of General Santos City</li> <li>• Encourage use of GAD fund for gender mainstreaming in EAFM and CDT, to include activities to combat IUU</li> </ul>  |   | x | x |
| Oceans                         | SUC, BFAR                | <ul style="list-style-type: none"> <li>• Perceived additional cost in adopting a new CDT system</li> </ul>   | <ul style="list-style-type: none"> <li>• Benchmark on CDT systems and adopt one which is cost-effective and which will not add more burden to the fishers</li> </ul>   | x |   | x |
| <b>Promoting Human Welfare</b> |                          |  |  |   |   |   |
| Women's Group                  | Oceans, BFAR, SFFAI, LGU | <ul style="list-style-type: none"> <li>• Vulnerability of women to sexual harassment in male-dominated workplace; absence of clear policies and processes to handle sexual harassment incidents</li> </ul> | <ul style="list-style-type: none"> <li>• Establishment of Gender Desks at the GSFPC and other work areas e.g. canneries</li> <li>• Full implementation of ASH Act</li> </ul>   | x | x | x |
| Women's Group                  | BFAR, SFFAI, LGU         | <ul style="list-style-type: none"> <li>• Absence of gender-responsive facilities at the General Santos Fish Port Complex and other work areas (e.g. nursing areas, infirmary/clinics)</li> </ul>           | <ul style="list-style-type: none"> <li>• Lobby for the approval of tax credits and similar incentives for organizations that provide gender-responsive facilities in the work area.</li> </ul>   |   | x | x |
| Women's group                  | Oceans, SUC, NGO, BFAR   | <ul style="list-style-type: none"> <li>• Absence of social security and insurance for seasonal workers, contractual</li> </ul>   | <ul style="list-style-type: none"> <li>• Develop a social insurance scheme for seasonal, contractual, and/or self-employed workers/fishers</li> <li>• Lobby for measures regarding mandatory provision of protective working gears for workers</li> </ul>  | x | x | x |
| Women's group                  | SUC, NGO, BFAR           | <ul style="list-style-type: none"> <li>• Poor working conditions: long hours of standing, night shifts for women, lack of protective gears/clothing, poor ventilation)</li> </ul>                          | <ul style="list-style-type: none"> <li>• Monitor employers' compliance to labor laws and regulations</li> </ul>  |   |   | x |

| Addressing Other Industry Issues |                             |  |   |   |   |   |
|----------------------------------|-----------------------------|--|---|---|---|---|
| SUC                              | Oceans, BFAR, SFFAI         | <ul style="list-style-type: none"> <li>Weak information flow along the tuna VC (i.e., market information, new technology, supply information)</li> </ul>                     | <ul style="list-style-type: none"> <li>Weak information flow along the tuna VC (i.e., market information, new technology, supply information)</li> <li>Conduct study on how to use new information technology to strengthen flow of information along the tuna value chain</li> </ul>                                   | x | x | x |
| BFAR                             | Workers' groups, SFFAI, LGU | <ul style="list-style-type: none"> <li>Weak horizontal and vertical linkages</li> </ul>  | <ul style="list-style-type: none"> <li>Organize VC players at each node (i.e., fishers group, processors group, traders group)</li> <li>Enhance participation of small scale VC players in industry- or chain-wide fora</li> <li>Use of information technology to facilitate communication and collaboration</li> </ul> |   |   | x |
| BFAR                             | LGU, SUC, SFFAI             | <ul style="list-style-type: none"> <li>Lack of gender mainstreaming and integration</li> </ul>   | <ul style="list-style-type: none"> <li>Promotion of women-friendly gears and technologies</li> <li>Handhold women workers in the tuna industry to become women entrepreneurs through mentoring activities.</li> </ul>   |   | x | x |
| BFAR                             | LGU, SUC, SFFAI             | <ul style="list-style-type: none"> <li>Undocumented catch, IUU, poor compliance with CDT</li> </ul>  | <ul style="list-style-type: none"> <li>Information campaign</li> <li>Production of IEC materials</li> </ul>   | x | x | x |
| BFAR                             | LGU, SUC, SFFAI             | <ul style="list-style-type: none"> <li>low catch due to overfishing, climate change, coast pirating, illegal fishing nets, missing CRM projects specific for tuna</li> </ul> | <ul style="list-style-type: none"> <li>Monitoring compliance to fishery laws and regulations</li> </ul>   |   | x | x |
| BFAR                             | LGU                         | <ul style="list-style-type: none"> <li>Poor access to IT</li> </ul>  | <ul style="list-style-type: none"> <li>Technology transfer to VC actors</li> </ul>  |   |   | x |
| BFAR                             | Oceans, SUC, LGU            | <ul style="list-style-type: none"> <li>Limited participation in organizations at each VC node particularly, municipal fisheries</li> </ul>                                   | <ul style="list-style-type: none"> <li>Develop incentive schemes to encourage active participation of small scale participants in tuna related organizations</li> </ul>   | x |   | x |