

Focus Group Schedules – Women and Men

Instructions for interviewee

SAMPLING FOR FOCUS GROUP: There should be a minimum of 40 Focus Groups completed in each site. The format should be as follows: 10 with men; 10 with women; 10 with boys; and 10 with girls, across the three villages. Within these subgroups we could hold discussions with different livelihood groups, or in the case of boys/girls, with younger children and teenagers. We would also like to include some extra focus groups with additional stakeholders of interest (for example farmers living upstream who use aquatic resources indirectly; market traders who buy or sell aquatic produce). These additional focus groups will be used to compliment household interviews and the gender/age focus groups, to fill in gaps and to better understand the needs of all stakeholders.

CONDUCTING THE INTERVIEW:

- Divide roles within the group. One team member should take notes and one should concentrate on asking the questions and interacting. If a third team member is present, then they may observe social interactions within the group (e.g. who is dominating, who is coming/going, what is the mood of participants, who is not participating).
- These questions should only be a rough guide, and the interviewers should be flexible, according to the direction of the discussion. Some questions may have already been answered.
- The same essential questions will be asked for both women and men, but there should be flexibility to add new questions if interesting issues arise in the process of fieldwork.

Materials required

- 3 large sheets of paper
- 5 large pens (different colours)
- 30 beans
- 15 blank cards

1) Livelihood strategy and intra-household relations

1.1) What is your main income source?

[PRA Tool 1] Livelihood activity ranking:

1. Ask participants to brainstorm all of the livelihood activities they participate in. Write as 'spider' diagram with box for each activity
2. Rank these livelihood activities in order of importance
3. Give out 30 beans, or any other small objects (e.g. Pebbles)
4. Ask respondent to distribute them in the boxes to indicate the level importance of each activity.

1.2) Look at the livelihood activities from the ranking which were ranked as most important.

...For these activities, who controls how the income or product is used?

... Are there any livelihood activities where you control the income?

1.3) Out of the most important livelihood activities discussed above, what is the income or product used for?

1.4) What were your main livelihood activities 10 years ago?

...How have your livelihoods changed?

...Are there any new livelihood activities which were not present 10 years ago?

1.5) *[For China and Vietnam]* How did your income and food security situation change since the decollectivisation of agriculture? Is it more or less secure?

1.6) *[PRA Tool 2]: Livelihood problems and benefits.*

1. Openly ask group to list what they feel are the major problems they have faced over the last 10 years with earning money and producing food.
2. Write each problem on a card and assign them a picture or symbol. Put each card in one of three piles, listed 'big problems', 'small problems' and 'minor difficulties'.
3. Create a chart and ask respondents to list benefits and problems of each strategy. For example:

Problems	Benefits

1.7) How has your ability to produce food and earn money improved in the last 10 years? Why?

2) *Fishing questions and environmental change*

2.1) What species do you collect from the river / lake?

... Where do you collect these from?

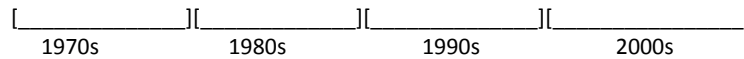
... What technologies do you use?

... How long have you been involved in these activities?

... How did you learn how to do them?*[if not already answered above]*

2.2 [PRA tool 3: Historical Timeline]

1. On a large sheet of paper draw a line for the last 30 years, for example:



2. Along the timeline, ask participants to note down major events which had affected their income generating and food producing activities (e.g. natural disasters, building of a dam, agricultural decollectivisation)
3. Ask participants how they were affected by these events and how they coped.
4. Ask participants whether any events are increasing or decreasing in frequency? (especially natural disasters)
5. Ask participants to indicate which years the harvest of river and lake resources were good and which were poor.

2.3) Ask participants what they feel the major problems are with river lake resources today.

... What are the solutions?

2.4) How has the importance of fishing changed compared to 10 years ago? Is it regarded as a good way to improve one's economic security?

... What are the barriers for people who want to improve their income from fishing or fish raising?

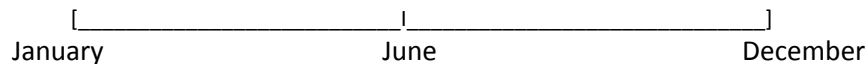
... How has the price for fish changed over time? Has it been different for different species?

... Is it easier to reach the market now when compared to 10 years ago?

2.5) Do you know how the river / lake has changed since your grandparents time?

2.6) [PRA tool 4: Seasonal calendar]

1. On a large sheet of paper, draw a timeline for the year, for example:



2. Ask participants to look at the map and indicate the time of year for the following processes:
 - Fishing: When is most fishing carried out? When are stocks highest? When is the price highest? Are different forms of fishing gear used at different times?
 - Fish raising: When are ponds stocked? When are fish released and sold?
 - Agriculture: When are different crops planted and harvested?
 - Labour: When is particular outside employment carried out?
 - Environmental problems: Any droughts, storms or floods?

Draw symbols next to each process if necessary.

3. Ask participants to indicate which times of the year it is most difficult to produce enough food and money.

2.7) What are the peak months and low months for fish catches?

... Do you know the reasons for these seasonal changes?

... How do you cope during the low season?

2.8: [PRA tool 5: Community mapping]

1. With participants, draw a map of the river or lake with major landmarks and village names marked.
2. Ask them to indicate where they go to catch certain species/products.
3. Are there any places near or on the river/lake of cultural or religious importance? Ask them to mark them on the map.
4. Are there any places where they go for recreational activities? Ask them to mark them on the lake.

2.9) What would you do if the lake/river was no longer there?

2.10) What other benefits do you gain from fishing aside from food for the household and income?

3) Rules and access

3.1) Are there any income generating activities which require special permission or a licence?

... For these activities, who grants permission or licence?

... What are the costs involved, both official and unofficial?

... Are there any income generating activities you would like to do, but can not because these costs are too high?

3.2) Are there any rules which determine where fish (and other aquatic produce) can be collected and the quantities?

... Is there a different rule making process for both the village and for the district government?

... Are there conflicts as a result of these differences?

... Who makes these rules?

... What influence do you have over the rule making process?

... If influence is limited, what prevents you from influencing the rule making process?

... How are rules policed? What are the penalties for breaking them?

... How have rules changed over the last 5 – 10 years? Do you know why these changes have taken place?

... Do you know how the rules have changed since your grandparents time?

3.3) Do rules and regulations mean that some social groups have permanent rights to use the river/lake resources while others are excluded?

3.4) Are there any difficulties when different users use water or catch fish from the same river/lake?

3.5) Have people from outside been using the river/lake resources of your community?

... If so, what effect have they had on the resource (abundance, distribution and ease of harvest)

3.6) Which of you in the group are members of community organizations? Please note in table.

Community organisation	Number of people

3.7) Out of all the community organizations, which are the most helpful in improving economic security?

... Why are these organisations helpful?

... And which are the least helpful?

... Why are these organisations not helpful?

... Are there people in the village who are disadvantaged by these organizations? Why?

4) Markets

4.1) Where do you sell your fish (or other aquatic products)?

4.2) How is the price set for fish?

4.3) When selling fish, how do you decide which trader to sell to?

4.4) If the price is poor, can you easily move to sell to a different trader?

4.5) Do you have a strong relationship with a particular trader?

4.6) Are you satisfied with the price you receive? If not, what prevents you from achieving a more favorable price?

4.7) How has access to credit changed over the last 10 years?

... Is it easier than before to get loans?

... Has access to credit improved your economic situation?

... Are there any constraints to accessing credit?

5) Status of women

5.1) How has the status of women changed in this village over the last 10 years?

... Are there more women headed households than before?

... Are there activities women do now that they did not perform before?

... Are there any livelihood activities women are not permitted to do?

... Are there any livelihood activities women only can do?

6) Knowledge

6.1) How did you learn to catch/raise fish?

6.2) When did you learn to catch/raise fish?

6.3) How did you learn the names of all the fish?

6.4) What is your main source of agricultural and fishing related knowledge? How did you learn?

6.5) Have you taken any training over the last 10 years in either agriculture or fishing/fish raising?

6.6) Do you discuss any of the following issues with neighbors and friends

... Agricultural and fishing techniques with neighbors and friends?

... Environmental issues such as the best fishing areas?

... The market situation, such as prices for produce

6.7) If you needed legal advice, would you know where to go?

7) Division of labour

7.1) Tell me about who does what in your household. What are the men’s tasks, what are the women’s tasks, what are the boys tasks and what are the girls tasks? See table below if necessary.

Activity		Who does what?			
		Men	Women	Boys	Girls
Fishing					
Repairing nets					
Sowing crops					
Transplanting rice					
Ploughing fields					
Weeding					
Harvesting					
Tending kitchen garden					
Travelling to market to <i>buy</i> produce					
Travelling to market to <i>sell</i> produce					
Cleaning					
Cooking					
Maintaining house					
Collecting firewood					
Looking after babies					
Cleaning house					
Washing clothes					
Other					

8) Wellbeing and non-use values

NOTE: Much of this will be gathered informally through participant observation, and will emerge throughout the discussion in interviews. However, there are some questions below which can maybe stimulate debate.

8.1) What does happiness [appropriate local term] mean to you?

8.2) What do you think is necessary to live a good life?

8.3) When do you feel really happy with your lives?

8.4) What else would you like to improve in your lives apart from improved economic security?

8.5) [PRA tool 5: Wellbeing]

1. Draw the following table:

Measure of wellbeing	Ranking
Economic security	
Protection of traditional culture and values	
Maintenance of good relations with family and friends	
Maintenance of good health	

2. Give respondents 30 beans. Ask them to place beans next to each measure to state how important they consider them.

9 Concluding questions

9.1) What are your dreams for the future?

9.2) How would you like to be in the next 5-10 years?

9.3) Do you have any other comments on the issues we have discussed above?

9.4) And finally, do you have any questions for us?