

# **Diagnosis for Mainstreaming Gender in Aquaculture Production and Access to Quality Fish for the Sustainable Development of the Sector in Cambodia**



## **A Gender Analysis of the Aquaculture Sector in Kratie, Stung Treng, Ratanakiri and Mondulakiri Provinces**





**November 2011**

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### **A Gender Analysis of the Aquaculture Sector in Four Target Provinces**

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#### **Photo credits**

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Equality between women and men is a matter of human rights and a condition for social justice and is also a necessary and fundamental prerequisite for equality, development and peace. A transformed partnership based on equality between women and men is a condition for people-centred sustainable development.

*The Fourth World Conference on Women, 1995*

## 1. Introduction

Culture, social, economic and agro-ecological divisions as well as political structure affect to the allocation of labor and responsibilities between Cambodian men and women in the household. In aquaculture activities, women play an important role in terms of labor but, until now, there have not been clear measures and effective initiatives either about the implementation of gender mainstreaming policy on the promotion of women through their visibility as essential development agents, even when its policy exists, as happens in Cambodia<sup>1</sup>. Traditionally, fishing has long been considered a male occupation, and women were thought to be only involved in post-harvest activities. In recent years, however, there is a growing recognition of women's contribution in all activity spheres of capture fisheries<sup>2</sup>. Therefore, the success behind the fisheries and aquaculture development in Cambodia is a partly due to the direct and indirect contributions of women to fisheries and fisheries-related areas.

In many Cambodian communities, women make and repair nets and have the primary responsibility for fish marketing, having a high potential in processing and fish marketing

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<sup>1</sup> *The Gender Mainstreaming Policy and Strategy in the Fisheries Sector*, developed by The Fisheries Administration (FiA) of Cambodia in 2006.

<sup>2</sup> In China, rural labour force statistics for 1991 showed that women accounted for 26.3 per cent of rural labor force in fisheries (UNDP/FAO, n.d.quoted in FAO/website 1).



products in the aquaculture sector. It can be also expected that hundreds of thousands of women work in these enterprises or small business. Moreover, at professional level, women show their talents as fishery researchers, lecturers and extension officials. However, woman's activities in the family and in the industry support many aspects of fisheries, and are usually unpaid and often unrecognized. These activities become especially crucial in times of crisis when women are the key people to keeping communities and families together. This is why it must take into account the role of women in studies and management decisions concerning the fishing industry.

Within this socio-economic context AIDA, an international NGO present in Cambodia since 2007, in collaboration with Fisheries Administration (through the Department of Aquaculture Development, launches its projects aimed to improve living conditions and poverty alleviation in the countries where it operates, promoting the development of specific sectors: agriculture, fisheries, aquaculture, environmental conservation and sustainable tourism. In the present, this organization is implementing the fourth phase of an annual program funded by AECID for the promotion and sustainable development of aquaculture to reduce poverty in four Cambodian provinces: Kratie, Stung Treng, Ratanakiri and Mondulakiri. In order to improve the quality and effectiveness of their actions lines in the country, FiA/DAD-AIDA present project also faces a concrete, transversal and priority challenge: to contribute with their programs and projects to the reduction of gender gap in Cambodia, through economic empowerment of women involved in the proposals that the organization is developing in the North-East area.

In fisheries sector, specifically, AIDA finds a good framework from which it is possible to articulate the effectiveness of their above mentioned intentions: ***The Gender Mainstreaming Policy and Strategy in the Fisheries Sector***, developed by The Fisheries Administration (FiA). The Ministry of Agriculture, Forestry and Fisheries (MAFF) has developed and endorsed the Policy and Strategy on Gender Mainstreaming in MAFF in order to commit and enhance gender equality in the agriculture sector within its area of jurisdiction in 2006 for all MAFF departments and other agencies address gender issues in their work areas. For the implementation of MAFF Gender Mainstreaming Policy and Strategy, the Fisheries Administration (FiA) has to set up its own policy guidance, strategy and action plan for gender mainstreaming in the fisheries sector.



The objectives included in the document to address poverty reduction and gender equality before 2012, are the following ones,

1. To increase the gender awareness of FiA staff at every level of the fisheries sector.
2. Integration of gender analysis, sex disaggregated targets and data in reports and plans as well as in all projects and programs in the fisheries sector.
3. To increase the number of women who have sufficient qualification for management position and advance their careers in FiA.
4. To increase the ability of rural women to access and manage natural fisheries resources and services.
5. To improve the communication linkage between relevant ministries, departments and other donor agencies (in relation to gender).

The five previous objectives are aligned with AIDA's objectives related to mainstream gender in all actions and activities that the organization is developing in Cambodia, in order to support the empowerment of women and the gender sensitivity in the communities located in Kratie, Stung Treng, Ratanakiri and Mondulakiri. Therefore, it is assumed that such actions in the fisheries sector have to improve the understanding of gender relations and the questioning of gender stereotypes that exist in the country, as well as the identification of possible causes and consequences of gender inequalities that nourish and sustain the discrimination suffered by women in this labor sector.





As a point of departure to achieve its goals and design an effective strategy to mainstream gender at all levels, AIDA express the need of designing and preparing a study that articulates a gender analysis in the aforementioned target provinces, in order to collect data and information for better understanding of gender relations in target populations and for improving the quality of their actions regarding to gender equality. This present paper pretends to describe an overview of current gender status toward aquaculture management in four Cambodian provinces, showing a general map of roles, responsibilities and activities that women and men develop in aquaculture management, household and community life, and also the relation between these spheres.



## 2. Methodology

- Next it will be detailed all the methodological tools used in the fieldwork to compile the necessary and relevant material for the execution of the current study. The methods employed are not exclusive but complementary: each one has a different function to obtain specific information. Therefore, the fieldwork was not exclusively limited to a **questionnaire, an activity profile and a daily routine box**. Other kinds of secondary information were needed to establish the most complete analysis possible and to carry out a prior “exploration”. With a view to define better the context and the research issue, it was necessary to visit several institutions and organizations for consulting statistics documents allocations, databanks, archives, etc.
- Analyses are key instruments for the planning design process of any type of action. A good analysis is needed for identifying the needs and the strengths of the social reality we want to make an impact upon. The aim of this current analysis is to look deeply into the identified area: *promote women empowerment and gender equality through gender mainstreaming in fishing and aquaculture sector* in four Cambodian provinces: Kratie, Stung Treng, Mondulkiri and Ratanakiri. In order to do so, we design a research project to data collection and analysis. The methodology chosen for this purpose combined qualitative and quantitative tools and techniques, and it tried to follow, as far as possible, a participatory approach. The gender perspective has been a crosscutting area of this analysis, from the design of the methodology to the report writing process.
- The study of the results obtained after analyzing the data collected through the selected tools will help us to reach the following objectives:



- To understand better the complexity of gender relations in the aquaculture sector of the four target provinces
- To assess the barriers and constraints to women participating and benefiting equally than men from the project.
- To assess the potential of the project to empowering women and transforming gender relations.
- To develop gender-sensitive indicators to monitor participation, benefits, effectiveness of gender equality strategies, and changes in gender relations of farmer families.

## 2.1. The Study Design

### 2.1.1. Where to look from: The gender transforming perspective

- Gender mainstreaming is a strategy which aims to bring about gender equality and advance women's rights by infusing gender analysis, gender-sensitive research, women's perspectives and gender equality goals into mainstream policies, projects and institutions. Instead of having segregated activities for women, or in addition to targeted interventions to promote women's empowerment, it brings the focus on women's issues and gender equality into all policy development, research, advocacy, legislation, resource allocation, planning, implementation and monitoring of programs and projects. Gender mainstreaming is intended to be transformative, changing the very definition and discourse of development to include gender equality as a means and an end. With gender fully integrated, therefore, "the stream" itself will change direction.

This analysis works with this approach. Methodologies WITHOUT gender perspective are not only based on the mistaken belief of considering social phenomena as being neutral but also their use has an extremely negative impact as a result, since they do not consider the differences in position between women and men, and instead of improving inequalities they



may even make them worse. Mainstream gender analysis into research leads to gendered innovations. Gendered innovations employ gender analysis as a *resource* to create new knowledge. While many methods of gender analysis exist, there is a need of developing a specific methodological strategy according to the requirements of our study or research

- **Gender analysis** is a *resource* to stimulate gender-responsible research, and by doing so enhance the lives of both men and women around the world. It is important to note that the terms 'sex' and 'gender' apply to both men and women. Gender analysis is the process of studying the relationships between men and women in society. It studies women in relation to men and their economic and social conditions. The end goal of gender analysis is for women and men to benefit equally from development. Gender analysis involves asking questions to pinpoint gender issues and problems that affect the relationship of men and women, and the development of society in general.
- **Gender issues** refer to all aspects of women's and men's lives: their different opportunities, access to and control over resources, and needs. In analyzing gender issues, it is important to make a distinction between the concepts of sex and gender. Sex refers to biological differences between men and women. Gender refers to the differences between men and women that are socially constructed; and therefore it can change.

Social perceptions of gender differences give rise to certain beliefs and practices related to gender discrimination and stereotyping. These put certain limits to the participation and opportunities of women and men in development. When access to such opportunities are not equal, gender issues then arise. When looking for the following gender issues, we must ask the following important questions:

- Are there gender gaps?
- Where are the gaps?
- What is the trend?



- Where are the women? Where are the men?
- What is the existing gender situation that needs to be addressed?
- What situations are causing the gender gap?

■ The questions that are asked above provide us with clues to a range of possible gender issues that need to be addressed to develop programs and projects that contribute to build a more egalitarian citizenship, which is a priority for working on socio-economical development in a realistic, conscious and effective way. In order to design a gender analysis according to FiA/DAD-AIDA's project needs, we had to select a set of tools that allowed us to collect relevant and detailed information about the context of families involved. The information collected should be sex disaggregated and referred to all these questions of interest:

- Personal data from farmers.
- Gender division of labor and patterns of decision-making.
- Access to and control over resources, assets and benefits, including program/project benefits.
- Different needs, priorities and strengths of women and men.

## 2.2. Chosen Method for Gender Analysis: Gender Assessment Study (GAS)

■ Gender analytic tools can be very useful. But to be so, they need to be fitted into an overall planning framework. Otherwise the results of the analysis will be isolated: they will not be used in further decision making. In other words, the gender approach is not simply one activity, undertaken at one point in the plan making. It starts from a clear policy statement which defines the goals of gender planning, and thereafter it needs to be incorporated in many different stages of the planning process. Appropriate gender analytic tools need to be selected to use at key stages in the planning procedure, and appropriate data gathering methods used to provide the data for analysis. Ideally, the various steps should dovetail into one another.



■ The **Gender Assessment Study (GAS)** method was developed by the Directorate General for Development Cooperation of the Netherlands, and is intended for application to larger projects for which there is considerable preparation expected. It is intended for use primarily in the formulation appraisal phase before finalization of project design. It focuses on the gender relations in the area, and on the institutions that are to be involved. It assesses the strengths of the proposed project in this regard and allows for improvements to be made to the project design.

■ The GAS has three interrelated components:

1. **Analysis of the target group (gendered analysis)**
2. **Analysis of the implementing institutions from a gender perspective**
3. **Analysis of the project idea in the light of these other analyses**

Out of this come recommendations both on the desirability of the project itself and on possible adjustments that could be made to improve the project. The *gendered analysis of the target group* generally follows the lines proposed by the Harvard method and looks at gender division of labor, access and control over resources, at socio-political dimensions of women's position and at factor that influence all these. It explicitly involves consultation with both men and women as regards their views and expectations of the project.

### 2.3. Tools for Data Collection

After studying several possibilities and taking into account our schedule and the means at our disposal to carry out the fieldwork, finally we opted for three tools for data collection; all of them appropriate to obtain information about the division of labor based on gender and responsibilities within and outside home.



1. Questionnaire
2. Activity Profile
3. Daily Routine Box
4. Field Notes
5. Documentary Resources

These different but complementary tools make possible to conduct a proper survey of the context while involving beneficiaries in understanding their own reality.

### 2.3.1. The Questionnaire

- The questionnaire specifically elaborated for this study was a key instrument to collect sex-disaggregated data. This questionnaire, available in Annex 1, is a closed-ended question one, which means that the respondents could pick one or more answers from a given number of options. On the other hand, the questionnaire administration was face-to-face, with an interviewer presenting the items orally and writing the answers directly in the questionnaire.
- The questionnaire, created from gender perspective, consists of 81 questions and it is divided into several sections.

#### ➤ **Socio-demographic Data: Personal and Familiar data**

This first part includes questions relating to personal data of respondents and subjects relating to relatives who are sharing the same house. The most important questions of this section were those concerning sexual division of housework and decision making.



➤ **Aquaculture Sector**

This section collects information about the way that participants conduct aquaculture activities and decision making process in this area.

➤ **Gender Equality**

The third section includes other subsections and attempts to explore respondents' points of view on equality and gender sensitivity. This was the widest part of the questionnaire and included questions about *public life participation, gender rules, the Cambodian code for women -called Chbap Srey-, household responsibilities, income generation responsibilities, health, education and gender based violence.*

### 2.3.2. The Activity Profile

This other data collecting instrument allowed to compile concrete information about the division of labor based on gender within and outside home, as well as knowing about who had access to and who controlled the resources and benefits within the family and the community.

Therefore, it was divided in two parts:

- Distribution of household tasks and aquaculture activities between marriage members: through information collected we could know who carried out these activities and how often they did.
- Access to and control of resources and benefits: through the responses obtained we could know who can access to a group of resources and family benefits, and which of them had the control, identifying differences in decisions making process, responsibilities assumption, visibility and social recognition.





### 2.3.3. The Daily Routine

- The third tool identified the full day activities of men and women farmers, from the moment they wake up until bedtime. It was an appropriate instrument to collect sex-disaggregated information about the division of household tasks and responsibilities and also about the time needed to perform each activity. This tool was very useful to contrast and complete information provided by the questionnaire and the activity profile.
- The analysis of this information helped to identify sexual division of work and some several relevant factors such as the moments of higher demand of efforts or potential inequities that could exist in the distribution of daily tasks within the family.

### 2.3.4. Field notes

- The field notes were a very useful and important tool for the subsequent evaluation of the whole analytical process. It is also a useful tool for the researchers since it allows for the continuous correction and therefore an increase in the accuracy of the work. The notes helped to evaluate the elements affecting the analysis itself, elements that act independently of the perceptions of the person using them. Therefore it provided a more accurate perspective on the degree of objectivity or the obtained results, explaining the factors influencing them. Sometimes, these factors are themselves indicators of certain aspects of the contexts and the situation.



### 2.3.5. Secondary and documentary sources

- In the prior stage, the secondary and documentary sources helped to guide the design of this analysis both for the theoretical and the methodological framework. In the following stage they helped obtain the specific details on some points included in the analytical matrix. Furthermore, our intention was to take advantage of the work already carried out in this field, both statistical and analytical work, and not to duplicate efforts. It should also be noted that we have tried to adopt a critical approach concerning the secondary sources used.

## 2.4. Systematization of Data Collection

### 2.4.1. Representative sample

- According to agenda and staff availability to carry out the fieldwork, the sample size chosen was 25% of the families of farmers involved in the aquaculture project: a sufficient sample of the population under study to conduct an analysis of data. Therefore, we conducted our study over **a total of 104 people, 55 women and 49 men**, divided by province in this way:

- ✓ Kratie: 25 people
- ✓ Mondulkiri: 30 people
- ✓ Ratanakiri: 29 people
- ✓ Stung Treng: 20 people

- On the other hand, only one member of each family was subjected to study, to obtain a sample more diverse. As far as possible, people were interviewed individually, trying to avoid influence of spouses, neighbours or relatives and in order to obtain more personal and sincere answers.



## 2.4.2. Timetable

As mentioned above, the study was conducted on a total of 104 people and data collection was performed between May 31<sup>st</sup> and June 9<sup>th</sup>. Specifically,

- ✓ Kratie: between May 31 and June 1, 2011.
- ✓ Mondulkiri: between 2 and June 3, 2011.
- ✓ Ratanakiri: between 6 and June 7, 2011.
- ✓ Stung Treng: June 9, 2011.

## 2.4.3. Teams Organization

■ The team responsible of data collection process consisted of:

- ✓ **Two Technical Experts on Gender and Research:** *Covadonga Álvarez Díaz* and *Patricia García Arias* were responsible of designing the full process, building tools, monitoring data collection, training local teams, analyzing results and preparing this report.
- ✓ **AIDA's Coordinator:** *Amagoia-Olatz Labarga Hermenegildo*, AIDA's project manager, participated in data collection and followed up all the study process.
- ✓ **AIDA's Administrative:** *Ly Sangha* collaborated in data collection for the study and served as interpreter and translator English-Khmer during fieldwork
- ✓ **Two AIDA's Volunteers:** *Olivia Molina Espinosa* and *José Luis Cámara Pineda* collaborated in data collection and performed a photo report during fieldwork.
- ✓ **Twenty members of DAD and FiAC's Staff:** they selected the families to carry out the study, accompanied the team during data collection. They were the interviewers / English-Khmer intermediaries in each province under study.



- A preliminary meeting and training session was conducted with the members of DAD and FiAC's staff in each province of intervention. In all these sessions was discussed the content of all data collection tools and how to carry out fieldwork in an efficient manner.
  
- Regarding to farm families selected for this study, all of them are part of the project developed by FiA/DAD-AIDA. The DAD and FiAC's staff was in charge of choosing and contacting respondents within the families. Each working day the team was divided in groups for carrying out fieldwork, led by DAD and FiAC's staff members to the family homes under study. Due to the language gap, the data had to be collected directly by members of DAD and FiAC's staff, but they were supervised constantly by AIDA's staff and the two technical experts on gender.



## 2.5. Weaknesses

- One of the main weaknesses which we had to face was the ignorance of the **Khmer language**. The need of an interpreter to mediate between us and the respondents became more difficult the understanding of some questions of data collection instruments.
- On the other hand, the time available for carrying out the fieldwork did not allow us to count on large representative sample, which reduced the reliability of quantitative results. In addition, it took time to pass data collection tools in an appropriate manner. It is important to spend more time with polled families, watching their behaviour, which sometimes do not correspond to what they say in the questionnaires.
- Despite the fact that the tools chosen for data collection are very useful for gathering relevant information and for carrying out a subsequent gender analysis, it would have been very interesting and enriching to use **other tools** such as individual interviews and focus groups. These instruments, from qualitative methodology, would shed more light to the study, so it would be very interesting to evaluate its use in future research.

## 2.6. Systematization: THE GENDER ANALYTICAL MATRIX

A gender analytical matrix especially adapted for the small-scale fisheries and aquaculture sector helps to provide structure, cohesion and clarity to the significant dimensions of gender that needs to be understood in addressing research questions and interventions within the sector. The analytical matrix needs to be related to the overall questions that will be asked and issues to be resolved in fisheries or aquaculture research projects and thus can differ accordingly.



The analytical matrix designed by World Fish Center incorporates what we would consider the strengths of previous frameworks while adapting these to the kind of gender analysis that needs to be done within small-scale fisheries and aquaculture, where reduction of poverty and hunger are the ultimate goals. It is based on the premise that the intention of all development interventions and the research underpinning that is the well-being of human beings. This matrix is thus based on a well-being approach (McGregor 2007) and builds on Kabeer's (1996, 2001, 2003) social relations approach to gender analysis.

➤ **A well-being approach to gender analysis focuses on livelihood strategies pursued by human actors**

- Well-being can be categorized into three main dimensions: material, social and cognitive.
- Livelihood strategies are based on needs, assets/resources, capabilities, motivations, aspirations, identities, social relations, rights and obligations, which can differ among men and women.
- These differences in turn often lead to livelihood strategies and well-being outcomes that differ among women and men. Key to understanding gender disparities and the potential for women's empowerment is resources (assets), agency (ability to make decisions) and achievements (outcomes).
- These differences are grounded in unequal political, economic, social, cultural and ecological (biological) structures/institutions.
- They are shaped by the interaction between structures and actors within systems.
- Governance is a way of mediating and negotiating these differences so that well-being outcomes in development are gender equitable.



➤ **How does a well-being approach to gender analysis add value?**

- An understanding of the different needs, resources/assets, capabilities, motivations, aspirations, identities, social relations, rights and obligations upon which livelihood strategies of women and men in fisheries/aquaculture are based
- An analysis of the embedding of these differences within structures/systems larger than the fisheries and aquaculture sector
- Opportunity to assess how fisheries governance could be used to negotiate the rights and obligations of women and men in order to achieve gender equitable well-being outcomes

➤ **Matrix for gender analysis in fisheries and aquaculture research**

The analytical matrix below outlines the different dimensions of gender relations that need to be looked at and the components of each of the dimensions. The dimensions are explained by posing a set of questions, and the components provide details of the substance that needs to be investigated. While the focus of the analysis is on the social dimensions of gender relations as gender is a social construct, human interaction within eco-systems underpins the matrix.

<b>WORLD FISH Center GENDER ANALYTICAL MATRIX FOR FISHERIES AND AQUACULTURE SYSTEMS</b>	
<b>Dimensions of analysis</b>	<b>Components</b>
<b><i>1. Livelihood activities, roles and relations</i></b> What activities do men and women engage in? Where (location/patterns of	<i>Productive roles</i> (paid work, self-employment, and subsistence production, including gleaning, hunting and gathering; specify species of fish and livestock, types of crops) <i>Reproductive roles</i> (domestic work,



mobility)  When (daily patterns)?	gathering of water and firewood, child care and care of the sick and elderly) <i>Community participation/self-help</i> (voluntary work for the benefit of the community or groups) <i>Community politics</i> (representation on behalf of the community or a group)
<b>2. Assets, capabilities</b>  What livelihood assets/capabilities/ opportunities do men and women have?  What are shocks/risks that may affect women and men differently?  What are the differential vulnerabilities and coping strategies of women and men?	<i>Human assets</i> (e.g. health services, education, skills, local knowledge) <i>Natural assets</i> (e.g. land, water) <i>Social assets</i> (e.g. social networks, organizations) <i>Physical assets</i> (e.g. fishing gear, vessels, agricultural tools, machinery, houses, connectivity) <i>Financial assets</i> (e.g. income, savings, jewellery, credit, insurance)
<b>3. Power and decision-making</b>  What decision-making do men and/or women participate in?  What decision-making do men and/or women usually control?  What constraints do they face?	<i>Household level</i> (e.g. decisions over household management, allocation of labor and resources) <i>Community level</i> (e.g. decisions on the management of community aquatic resources) <i>Regional and national level</i> (e.g. contribution/access to administration/ institutions dealing with aquatic agricultural resources)
<b>4. Needs, priorities and aspirations</b>  What are women's and men's needs and priorities?  What perspectives do they have on appropriate and sustainable ways of addressing their needs?	<i>Needs and priorities</i> <i>"Practical" gender needs</i> (i.e. in the context of the existing gender roles and resources e.g. improved processing technology to save women time, energy and drudgery) <i>"Strategic" gender needs</i> (i.e. requiring changes to existing gender roles and resources to create greater equality of opportunity and benefit e.g. increasing women's access to leadership in farming/fishing/trading/processing associations)



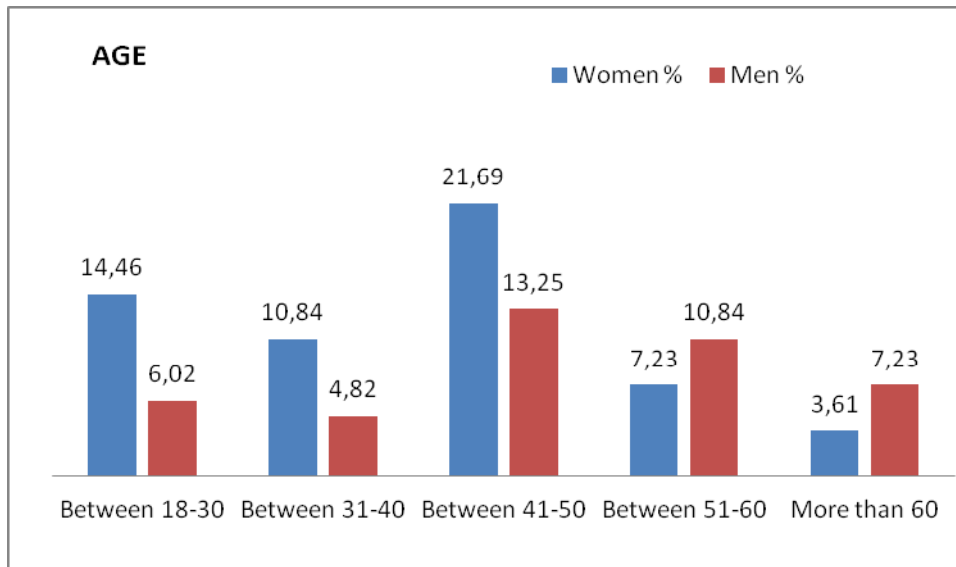


	<p><i>Aspirations</i></p> <p><i>Access to and quality of current services</i></p> <p><i>Criteria and indicators of poverty and well-being</i></p> <p><i>Future aspirations for individuals and household members</i></p> <p><i>Future aspirations for community/region/nation</i></p>
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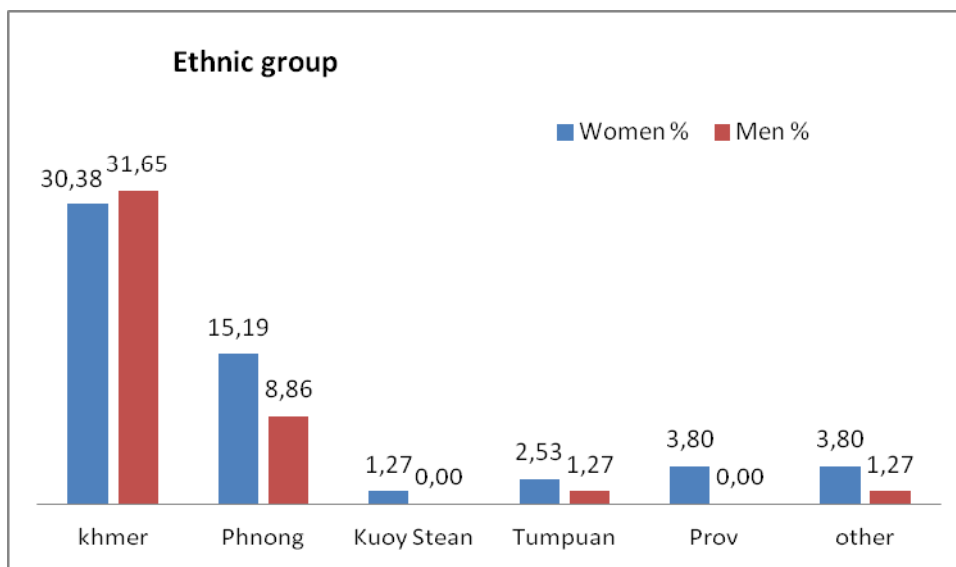
## 3. Results of Data Collection

### 3.1. Socio-demographic Data

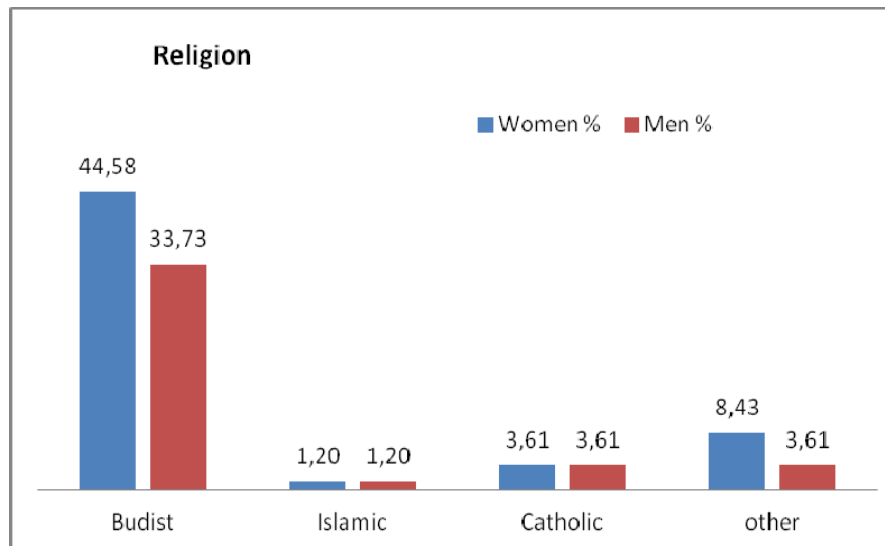
- **AGE:** Most of women and men respondents are in an age group ranging from 41 to 50 years as shown in the chart below:



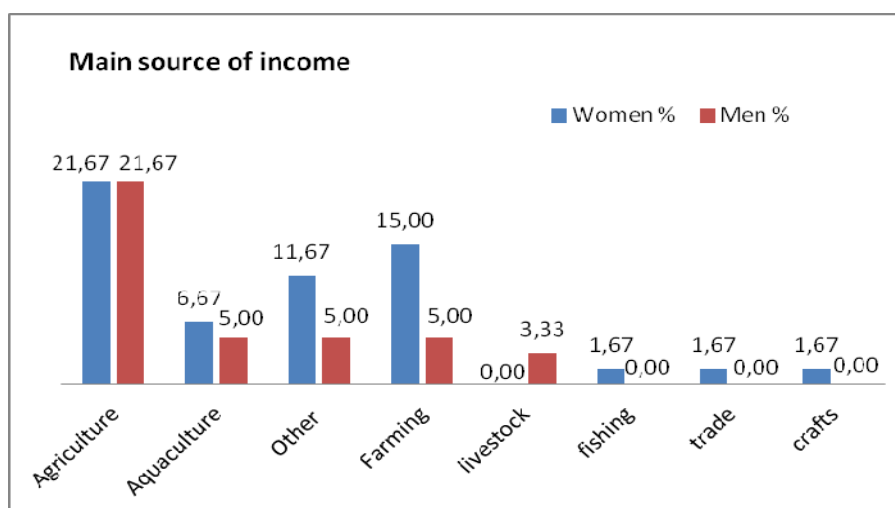
- **ETHNICITY:** The ethnic group to which the majority of respondents belong is the Khmer; the next most mentioned between polled was Phnong.



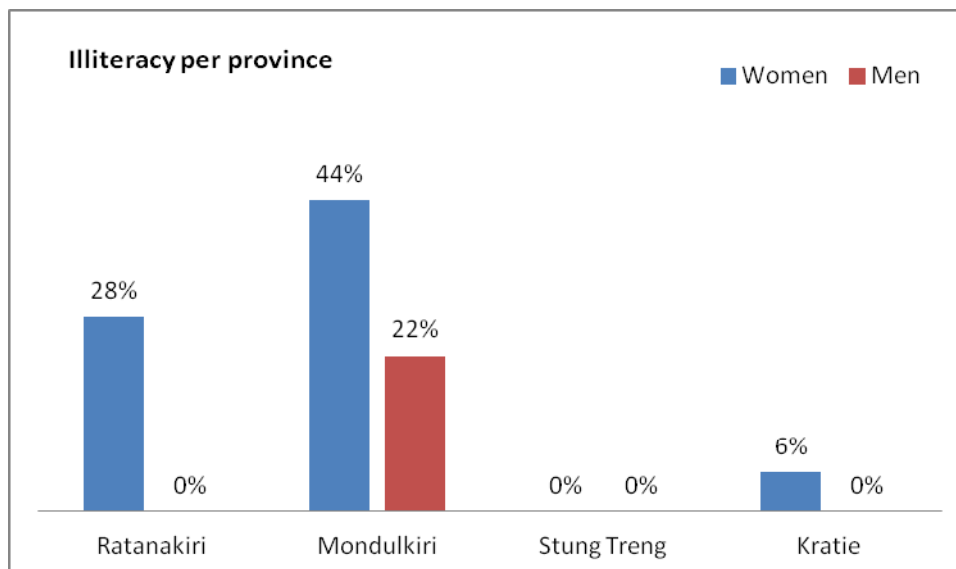
- **RELIGION:** The vast majority of respondents, both men and women profess the Buddhist religion.



- Due to sample size and low representation of other ethnic groups besides the Khmer, or other religions, no differences were found between patterns of response worthy of consideration.
- **HOUSEHOLD INCOME:** Most respondents stated that the main source of household income came from agriculture and farming.



- **HOUSEHOLD TASKS:** Regarding the tasks related to **household care**, in most cases only women within the family are responsible for this. So it happens, for example, with the children care (Women, 81.80%), with food preparation (women, 93.18%), housekeeping (women, 89.77%) and with house cleaning (women, 83.72 %). However, respect to collecting water and firewood for the house, these activities are often carried out by both men and women of the family.
- **ILLITERACY:** After analyzing data collected in the four provinces under study, we found that 22% of respondents said they could not read or write. Within this percentage, 78% were women and 22% men. The province which has recorded a higher number of **illiteracy** has been Mondulkiri, which collects 76% of the cases (44% of women and 22% of men), while the province with fewer cases of illiterate people is Stung Treng (0% of polled).



- Data obtained by questionnaire connect with other data collected from official reports and surveys. According to them, while laws and policies to combat illiteracy are in place, much of the female population still suffers this situation and effective measures to allow girls to attend classes are not in place. The CEDAW Committee noted in 2006 that this disparity manifests itself through high



illiteracy rates among women in Cambodia<sup>3</sup>. This problem has yet to be addressed; today, the female illiteracy rate is 40%, compared just 18% for males.

- The low percentage of people completing primary school in the past poses a significant challenge to development, with 67% of women and 46% of men above the age of 25, not having completed primary school (CIPS<sup>4</sup> 2004).
- Access to adult literacy classes is minimal, both in coverage and quality<sup>5</sup>. In 2000, only 2% of the total illiterate adult population was enrolled in either government literacy programs (30,500 students) or NGO-supported literacy programs (20,000 students)<sup>6</sup>. By 2008, things had improved with 58,967 illiterate adults (37,337 of them female) enrolled in the literacy classes (MoEYS 2009:30).
- During the last four years, MoEYS has also seen positive results after supporting literacy materials development, teacher training, literacy classes, and community learning centres. The official overall literacy rate for people aged 15 and over is 76.3%, with a noticeable gender disparity of 85.8% for males versus 67.7% for females (UNESCO 2009 b:2). This disparity, as noted previously, appears to arise from Cambodian families' judgment that it is more useful and appropriate to educate boys than girls.

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<sup>3</sup>Concluding comments of the Committee on the Elimination of Discrimination against Women: Cambodia 16 January-3 February 2006

<sup>4</sup>Cambodia Inter Censal Population Survey

<sup>5</sup>Rosenbloom 2004:3

<sup>6</sup> Rosenbloom 2004:3



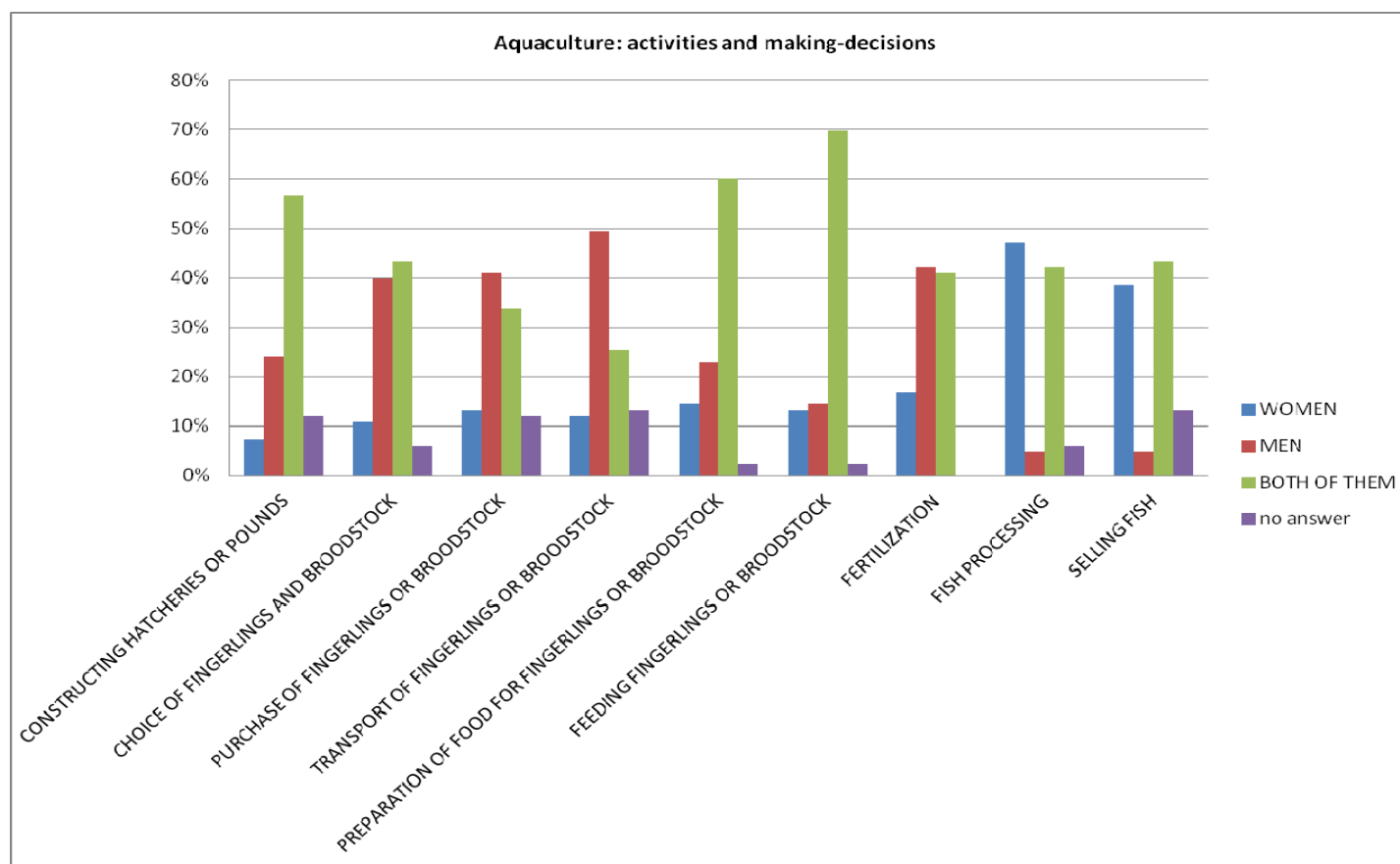
## 3.2. Aquaculture

### 3.2.1. Activities and Decision-Making

- According to questionnaire responses, most of the tasks and decision-making process related to aquaculture are carried out by man and woman, **both members** of the marriage. Such activities are:
  - The construction of hatcheries or ponds (57% of the total)
  - The preparation of feed for fingerlings or brood stock (60%)
  - The feeding of fingerlings or brood stock (70%).
- Note that when the interviewed respond “both” do not seem to take into account the time that each one spends on such activities and the different responsibilities they have. This trend was also identified in other questions related other subjects. Observations made during fieldwork, however, and all notes taken about interviewed explanations showed that, for example, both men and women thought that the construction of pounds was a men's job that women could not do alone, as well other tasks that required more physical strength. This information is important because it contrasts with the real work of women in the sector, engaged in these activities, including the construction of the pound by themselves. There is a notable lack of awareness about what it is done in daily life and it was difficult for many of them to identify specifically what they did or their couple did. They did not use to thinking about their routines and explaining themselves.
- On the other hand, the **purchase of fingerlings or brood stock** (41%) and the **transport** of them (50%) are done by **men** of the family more often. These are the activities in which women are less involved (about 12%).
- Regarding to the **choice of fingerlings, brood stock** and all related to **fertilization**, are men responsibilities in most of the surveyed families or both partners. The results remain very close between these two alternatives: between 40% and 45% of the total.

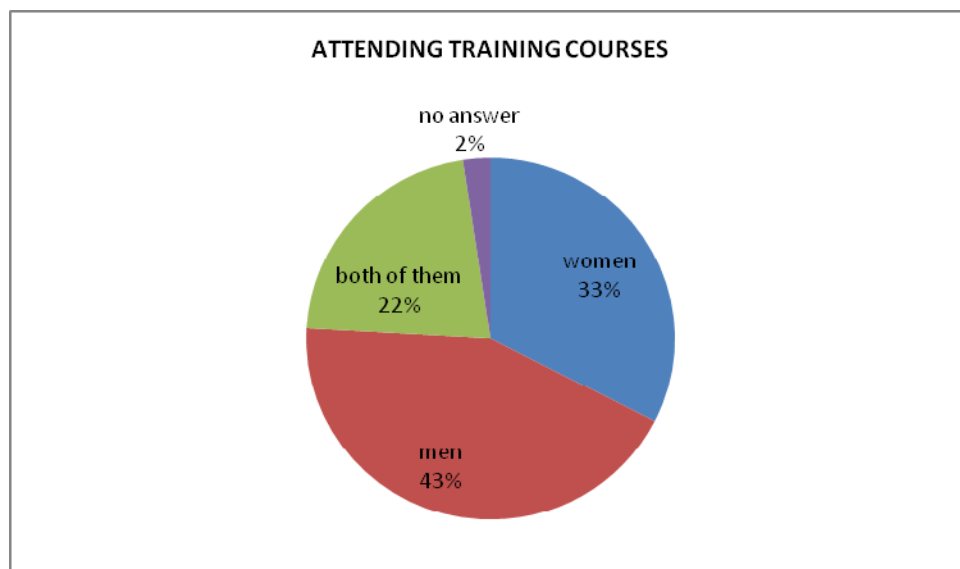


- The only activity that highlights the preponderance of women within the family is related to **processing of fish produced** (47% of the total). Although according to respondents in many other cases this work is done by both members of the family (42%).
- And finally, **the sale of fish produced** is also distributed: in 39% of the cases concerned women and in 43%, both partners.



### 3.2.2. Aquaculture: Attending Training Courses on Aquaculture and Contact with AIDA, DAD or FiAC's Staff

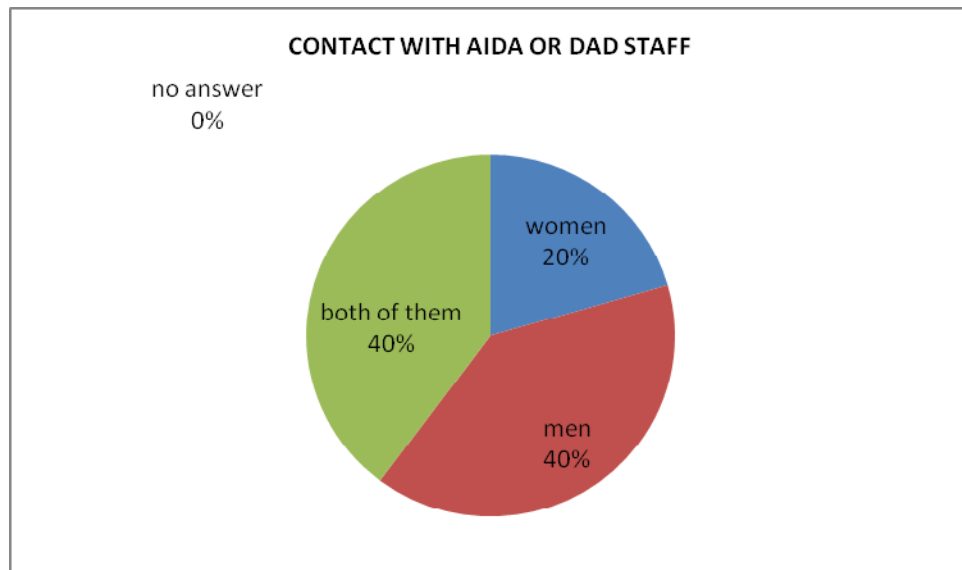
- Regarding attendance at trainings on Aquaculture, respondents have argued that men have received training more often. These are the results:
  - In 43%, of cases only the male family members have received training in aquaculture.
  - 33% women have received such training.
  - In 22% of cases, both members of the family have attended the trainings.
  - 2% of respondents say they have never attended such training.



- Respect to the contact established between the families under study and AIDA, DAD or FiAC's staff:
  - Respondents said that, in 40% of the cases, man is the person in charge of talking with AIDA, DAD or FiAC's staff. 40% answered that both members of the family.



- On the other hand, only in 20% of cases women were in charge exclusively of the maintenance of this contact.



- The important involvement of women in natural resource-based livelihoods and resource management in the developing world has long been acknowledged, but rarely been valued equally with the contribution of men. In fisheries and aquaculture activities, women have traditionally been occupied in pre- and post-harvest processing of seafood products and marketing the catch.
- Women normally have to integrate their aquaculture activity with household chores. Thus, they will attend to fish raising later than their husbands. Even though the intensity of their input is the same, women and men might consider women as secondary workers because men do more physically demanding jobs, as many of the interviewed explained during the data collection. Men might be seen as the main workers (Kusakabe, 2003). However, the technologies in agriculture, including aquaculture, are commonly transferred directly to men who are supposed to relay the knowledge to their women, especially in the case if the technologies are considered to be difficult to understand (Korsieporn, 2003). This may be a major point to be overcome in gender issues.



### 3.3. Social and Public Participation

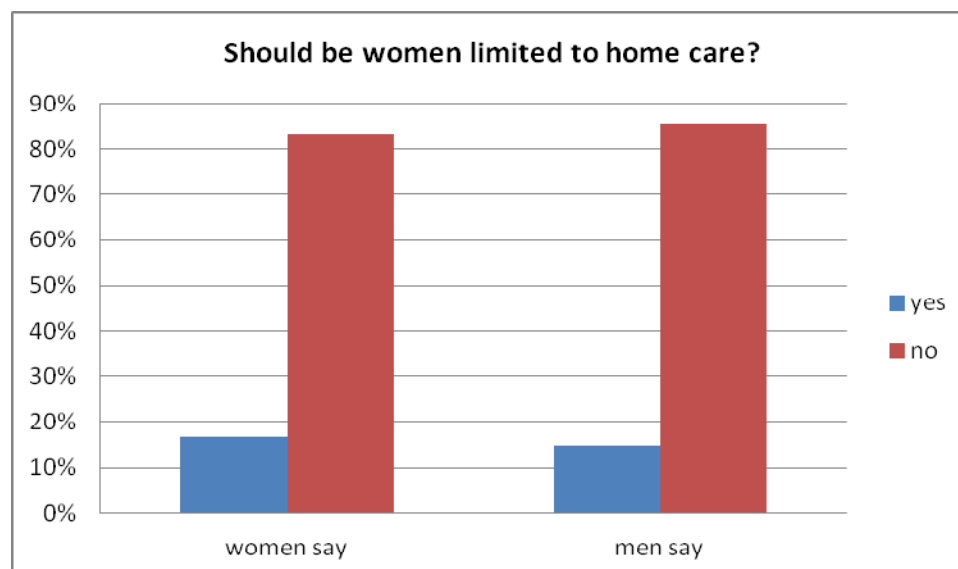
- In most cases, both family members attend community assemblies (67% of men and women surveyed said this) 22% answered that women attend these meetings, and only 11% said men take care of this subject.
- On the other hand, 90% of respondents said that women could be leaders in their community. Only 6% said they could not be while 4% did not answer this question.
- Most respondents said that men are better than women participating in public life (71% of women and 66% of men). This collected information about women and men capacities on leadership and public participation at community level connects, in part, with data provided by NGOs, institutions and official reports. While the government is supporting NGOs that try to promote women's rights and build the capacities of women to participate in public life, insufficient confidence of women to become politically and socially active is often coupled with lower capacities. Fewer women than men receive higher education, and their access to professional development opportunities is restricted by the design of training programs and women's other social responsibilities. Educational opportunities for girls and young women often do not ensure employment and sufficient incomes, which in turn also limits participation (WFP 2009).
- Cambodia's women already make up 49% of the economically active population, despite the fact that their overall work burden (i.e., the "care economy") is not even considered in official government statistics. Women's income, however, is much lower than that of their male counterparts, and many women cannot participate in political and social activities due to their poverty. Low salaries in the public sector may also keep economically disadvantaged women from being seeking political positions. Engagement in local politics is only an option for a few women, namely those with financial independence, limited household

burdens and/or strong support from their families and husbands (Thon/Ou 2009).

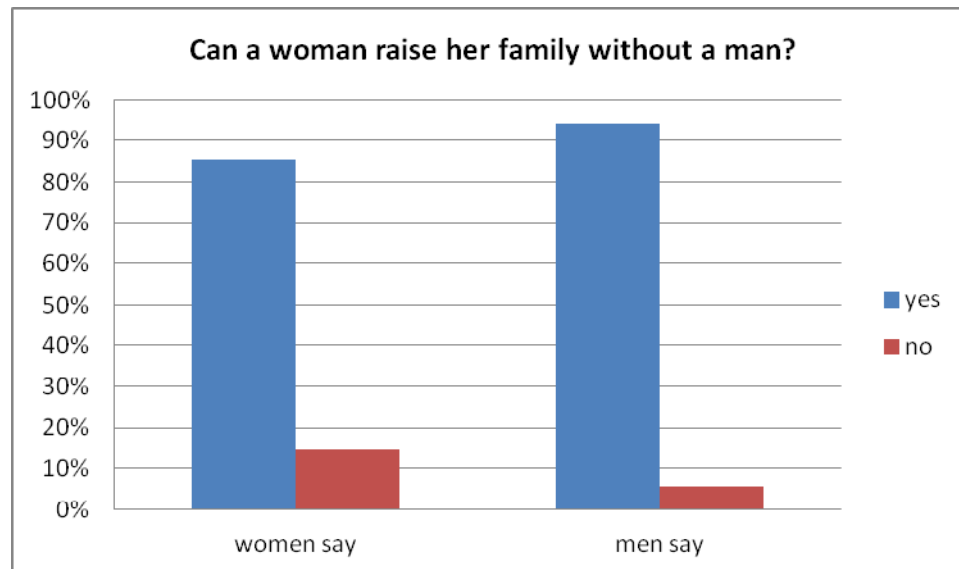
- Women's participation is limited by unequal power relations within the family, public and economic spheres. Insufficient protection, time constraints and financial hardship restrict women's opportunities to participate in public and political life. Costs to participate in public and political life are disproportionately higher for women than for men. This is exacerbated by a sharp rural-urban divide; the above-mentioned restrictions apply with much more intensity to rural women.
- Even if elected, women may often feel lost, unconfident, excluded from decisions and marginalized within their councils (Maffii/Hong 2008). Some male politicians report that they would appreciate increased participation of women, but that they cannot give more responsibility if women don't contribute and show more confidence in participating. Meanwhile, women usually report that they have to perform better than their male colleagues to be respected.

### 3.4. Sexual Division of Work

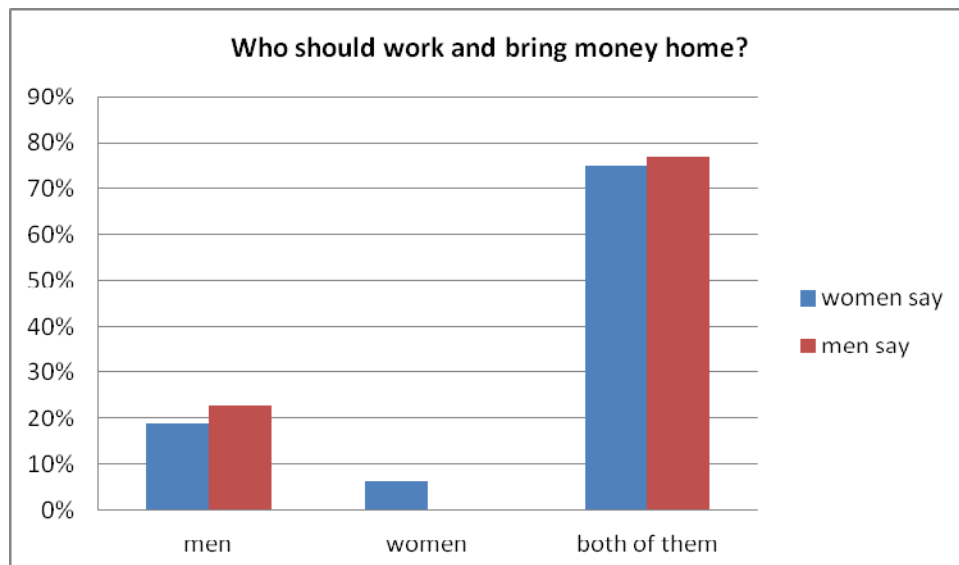
- The majority responded that women should not be limited to home caring. 85% of male respondents and 83% of women were of this opinion.



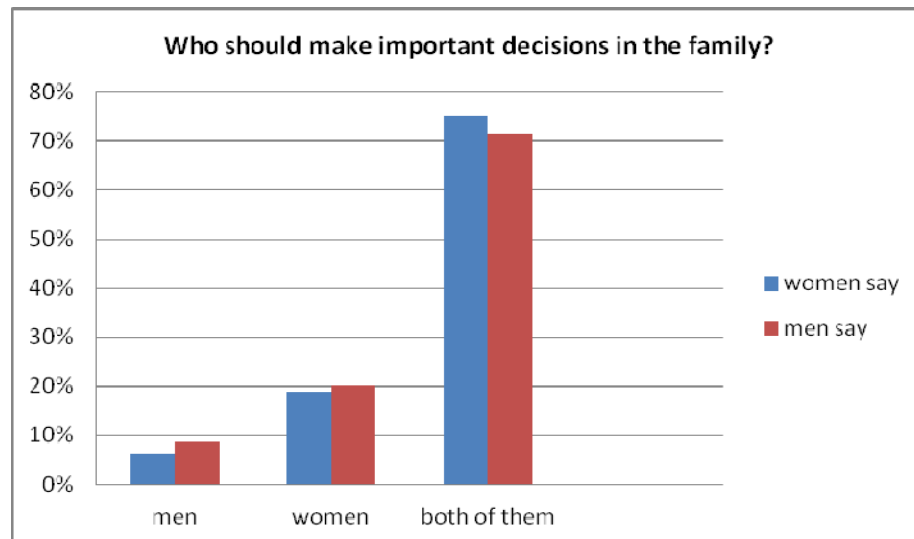
- On the other hand, 85% of women surveyed believe that a woman can bring up a family without the help of a man. 94% of male respondents share the same opinion.



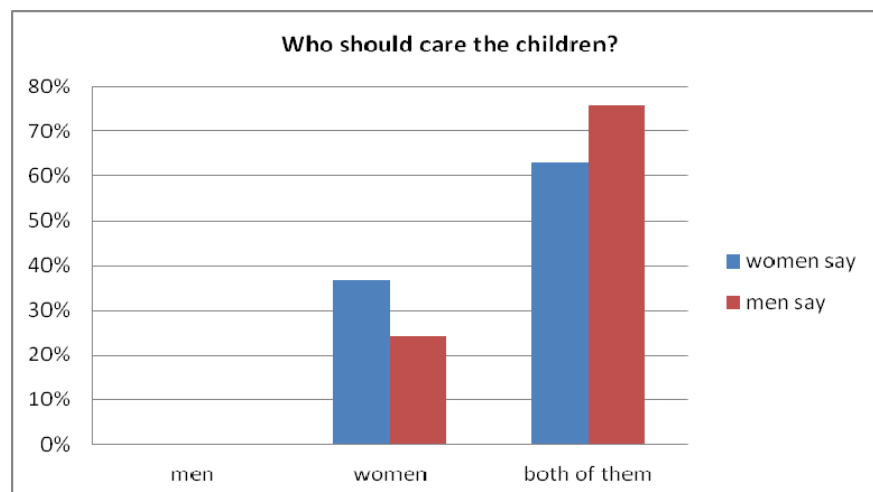
- Most respondents believe that both members of the family should work and contribute to household income (75% of women and 77% of men). While 23% of men and 19% of women believe that only men should work outside home.



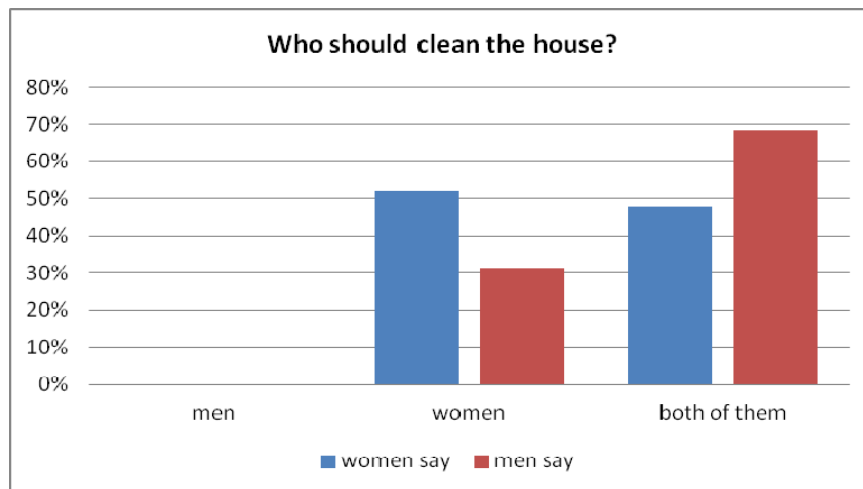
- The main household decisions, such as for example how to manage money, are taken mostly by the two partners (75% of women and 71% of men answered this). On the other hand, 20% of men and 19% of women think that these decisions should be made by women. Only 6% of women and 9% of men believe they should be made by men of the family.



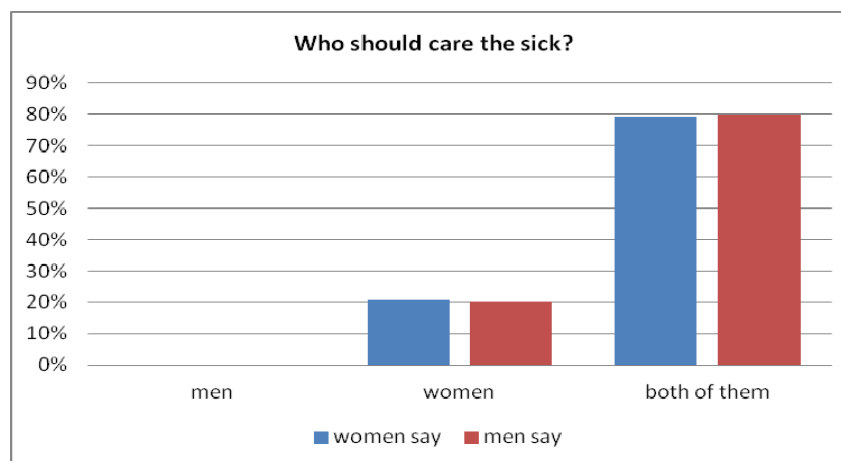
- 63% of women reported that both marriage partners are responsible for the children care while 37% said that only women should be responsible for this task. Most of men surveyed (76%) said that both men and women should take care of children while 24% believed that only women should perform this task.



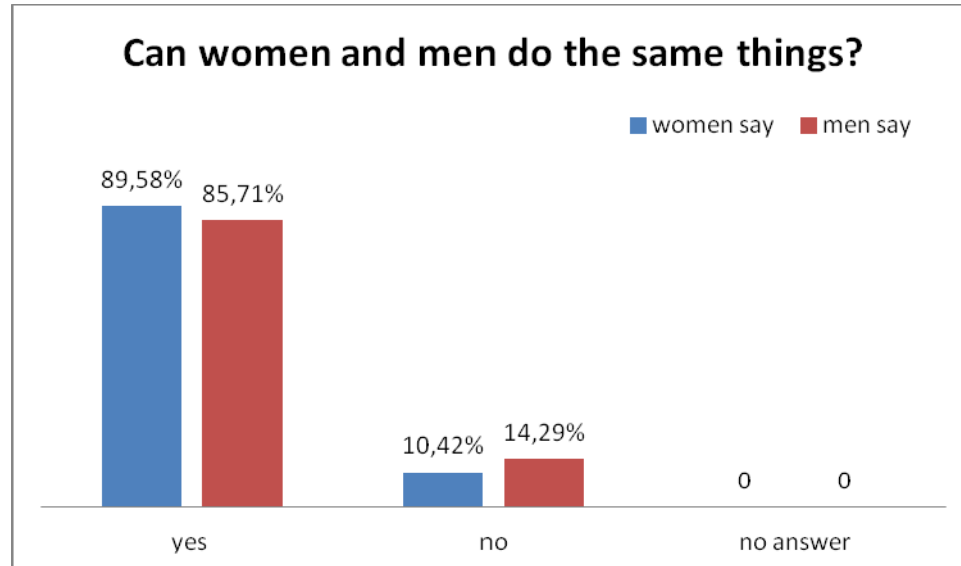
- As for cleaning the house, most of the women surveyed (52%) stated that they should be in charge of this task. 48% said it would include both members of the family. 69% of male respondents believe that this work should be shared between the family members, while 31% said that this work belonged solely to women.



- Caring for sick family members must carry out by both men and women (80% of men and 79% of women). The remaining 21% of women and 20% of men thought that this task must be performed for women. However, no one responded that only men had to do these activities.



- The vast majority of respondents, 86% of men and 90% of women, believe that men and women can do the same things. However, also the majority think that there are different social rules for both (67% of women and 63% of men).



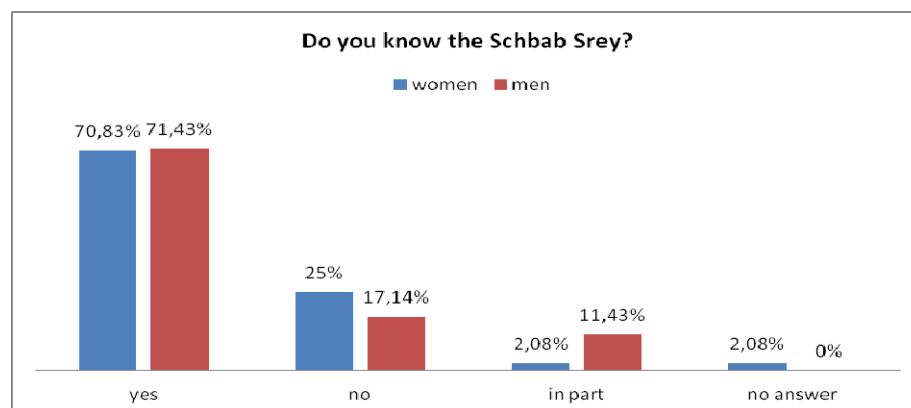
- It is relevant to note the difference between the patterns of responses in this thematic group of questions with answers about who were the responsible ones of performing care and household tasks, in which men and women appeared segregated according to them. The overwhelming response in this group of questions about who should or could do these specific tasks, *both*, contrasts to the responses provided by themselves over who really do them.
- Putting in relation these data with other data provided by several NGOS and institutions, we found that up to 81% of Cambodian women between 15 and 64 years old participate in economic activities – one of the highest rates in Southeast Asia. However, participation of Cambodian women in the formal economic sector is still limited. Only approximately 17% of Cambodian women are employed and receive remuneration, while 83% of Cambodian women participate in the informal economic sector, which includes self-employment (mainly small-scale farming and household business operations) or family work without remuneration. The literacy rate of employed women is only 69%,

compared to 84% for men. This gap strongly influences employment opportunities for women. In addition to the education gap, other factors contribute to depress the economic status of women. These include the lack of experience and enterprise skills, lack of awareness about marketing, their mindset, social discrimination, lack of resources such as credit and lack of production means. Customary roles also influence women's participation in the economic sector in that they are expected to spend most of their time carrying out traditional roles.

- On the other hand, women's domestic roles are undervalued. Over 90% of the time spent on household and family care is provided by women. Women between 18 and 60 years old dedicate three more hours to household work per day than men (3.3 hours compared to 0.3 hours). As a result, women have no free time for personal activities or to attend classes that improve their job skills. The responsibilities of being caretakers for their relatives and to do all the housework prevents women from engaging in productive work, community decision-making and planning processes.

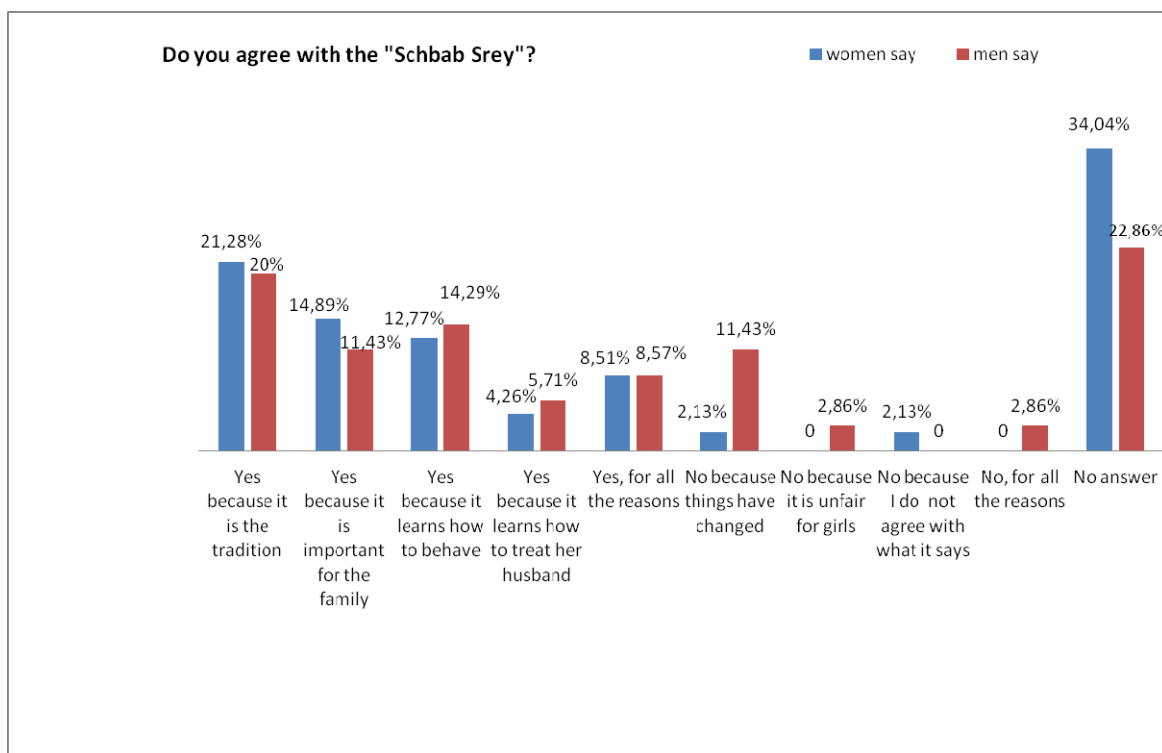
### 3.5. Chbap Srey: The Code of Cambodian Women

- Almost all respondents know the "Schbab Srey" (71% of women and 71% of men). While a small percentage said just partly know it (2% of women and 11% of men).





- Most respondents agreed with the “Schbab Srey” (62% of women and 60% of men) and the reason most answered was "because it is tradition" (21% of women and 20% of men). A 15% of women think it is important to the family and 14% of the men believe that it is good because it teaches women how to behave.
- 17% of men have answered not agree with the “Schbab Srey” compared to 4% of women. The reason most given by men (11%) is that things have changed while 3% of women said that it is unfair for girls.



- It is not possible to speak of an effective reduction of gender gap in the country without first understanding of the moral infrastructure that regulates the specific ways of being of men and women and the characteristics of the relationships established between them. In this sense, the presence to date of behavioural and attitudinal codes, as the Chbab Srey (code of women) and the Chbab Pros (code of men), affect in a tentacular way to all specific sectors where gender gaps are notables. The contents of such codes eliminate the possibility of



equality between men and women in a real way, from the point of view of freedom and responsibility. Their contents are based on the idea of harmony and the absence of conflict, sustained on women's submission. The Chbap Srey, for example, offers women a range of behavioural and attitudinal recommendations to prevent the conflict appearance through their subordination at all levels, including tolerance of domestic violence.

### 3.6. Education

- There is unanimity among all respondents: they consider important to send their children to school and university. And a vast majority (96% of women and 97% of men) believes that it is equally useful for boys and girls to go to school and college.
- Although in their answers the respondents said that it is equally important that girls and boys attend to school and college, several people indicated in the explanations of their responses that it was dangerous for girls leave home to continue their studies in high school and college. 33 people interviewed 19 men and 11 women, stated that they could become pregnant or suffer a rape, so their lives would be destroyed. 27 respondents, 20 men and 7 women, also indicated that it was more important for girls to get married and have children than continue their studies. At least 18 people, 12 men and 6 women, said that in the case that the family needed their help, it was more important and useful that young girls stayed at home, caring of their brothers and sisters and generating a small income for the family, compared to boys, which were exempts of certain responsibilities.
- In the observations during fieldwork, researches noticed more presence of girls at home performing tasks of caring –reproductive role– and helping in the maintenance of the domestic economy at all levels.

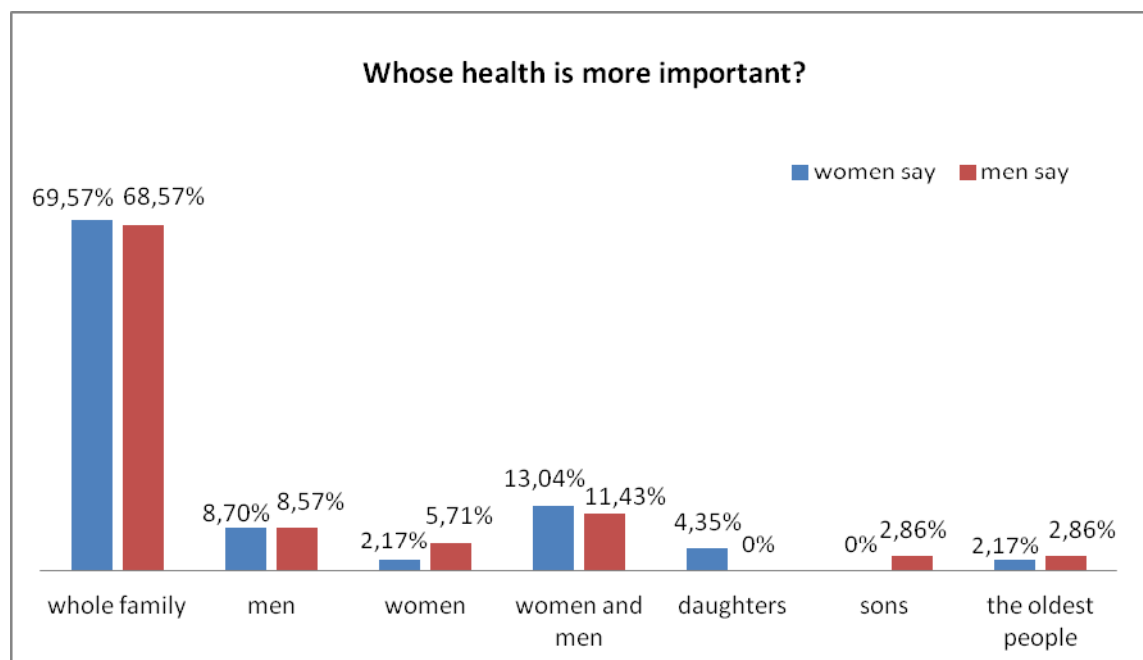


- About 10% of children in Cambodia do not access to formal education. Most of these children come from poor families, are homeless, and/or are involved in child labour both in the formal and informal sector. According to MoEYS statistics for the academic year 2007-2008, the continuation rate of students from Grades 1 to 6 was only 59.5% and from Grades 1 to 9 only 33.2%. Although enrolment rates have improved, dropout rates in target provinces are still high.
- There is a need to provide long-term ongoing support to schools and communities to identify the reasons for drop-outs and to subsequently address those issues. The learning achievement of students is showing appalling outcomes, especially for children in Grades 1-3 in languages and mathematics, where only about 45% can reach the education quality standard set by MoEYS (MoEYS 2009). Teachers do not have the skills to provide engaging teaching to high standards. Ongoing support is needed to assist teachers to achieve the teaching standards and to ensure that pupils achieve curriculum standards.
- Save the Children Norway surveyed primary schools in seven provinces in Cambodia, including Phnom Penh, and found that enrolment rates for girls is still less than that for boys, with a disparity of 47% to 48% (SCN 2009). In lower secondary school, the gender disparity jumps to 44% to 47%. Schools, districts and provinces find it very difficult to put Ministry policies into practice in a way which is beneficial to all children. There is a need for supplementary training long-term day-to-day support.
- **School Drop-out Rates:** Girls' dropout rates tend to respond to school inputs in the same direction as boys, but girls are more sensitive to them than boys (World Bank 2005:2). In addition, the trade-off between school participation and productive work increases rapidly as children get older. This is especially true for girls aged 15-17 whose schooling is more likely to be displaced by productive work than that of boys of the same age (World Bank 2005:3).

- Therefore, it is advisable to develop a strategy to facilitate access of girls and women to education and social awareness through the dissemination of their right to education (understanding the enjoyment of it from the point of view of development social) and institutional commitment in the implementation of policies that incorporate gender on education, understood holistically, beyond the schools.

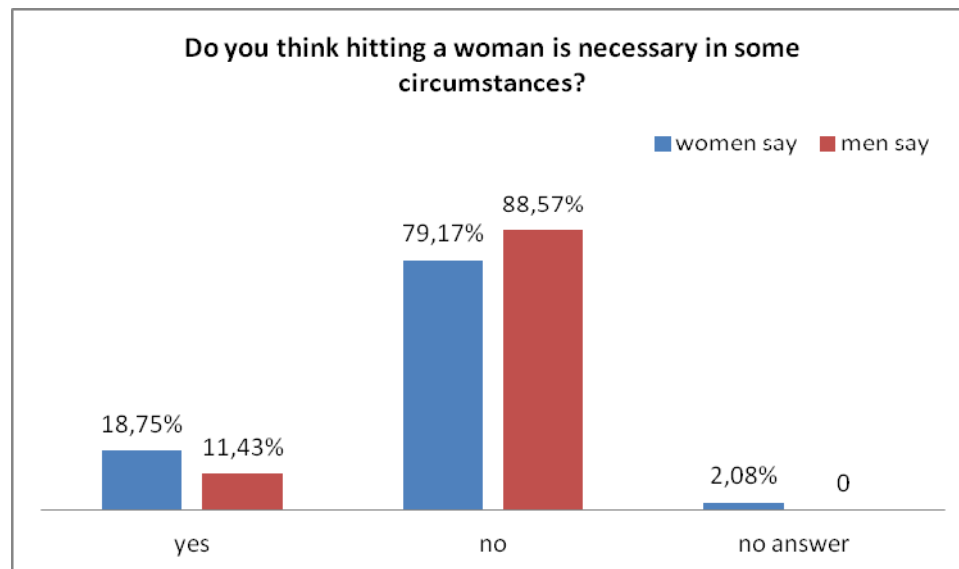
### 3.7. Health

- Most of the respondents (70% of women and 69% of men) say that the health of all family members is equally important. Health of the two members of marriage is the next most considered by polled (13% of women and 11% of men)



### 3.8. Gender Based Violence

- Most respondents believe that there are no circumstances which justify hitting a woman (79% of women and 89% of men).



- On the other hand, almost all polled believe that the authorities should intervene in cases of violence in the home (87% of women and 89% of men).
- Most studies in Cambodia over the past decade reflect that roughly one in five women has experienced some form of domestic violence (including sexual violence). Yet it is also believed that domestic violence is underreported. A 2005 study by CDHS (Cambodian Demographic and Health Survey) revealed that 22% of women had experienced physical abuse, sexual or emotional abuse from their husbands. One in 10 women had experienced actual physical abuse from their partners during the twelve months that the study covered
- Research into the causes of domestic violence in Cambodia has suggested that many men feel a need to establish control over their wives, regulating their attitudes, behaviours and actions. Some 85% of women who reported being victimized said their husbands were “very controlling”. Exposure to domestic



violence as a child may also play a role: In a study by MoWA, 25% of men and 20% of women said that they had witnessed their fathers abusing their mothers.

- Speaking about violence against women, although the perception is that its prevalence is high and diverse, we don't know its specific characteristics due to the lack of good research and accurate official data. In the vast majority of cases, women don't know they can fight or reject the violence suffered, and they accept this suffering in loneliness, naturalizing its presence in their lives. The lack of effective intervention protocols and the lack of ministerial coordination in the fight against gender domestic violence are not favoring the creation of effective mechanisms to protect victims and their alternatives. "Reconciliation" prevails in case of intervention, accompanied by a lack of qualified professionals in the area (local authorities, police, lawyers, psychologists and social workers), and a lack of appropriate ground work regarding social awareness on gender violence and victims empowerment.

### 3.9. Access to Resources and Benefits

In most of the families surveyed, both men and women have access to resources and benefits. Thus, in most homes, both have access to hatcheries or ponds (52%), to farming (60%), to housework (60%), to fish for household use (76%), to fish for processing (55%), to income for other realized works (64%), to food for housework (72%) and access to water for housework (75%).

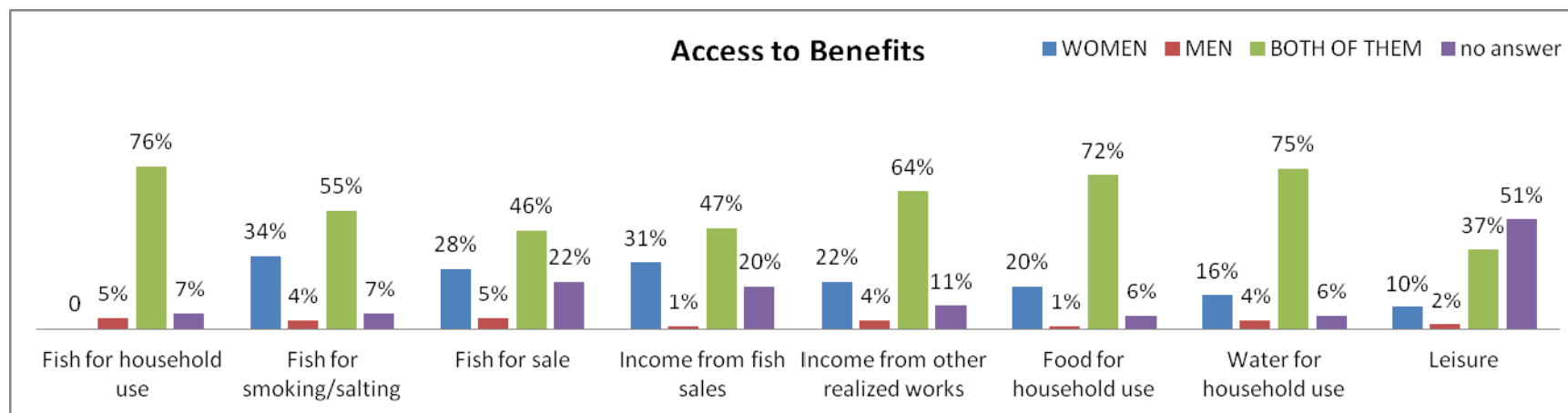
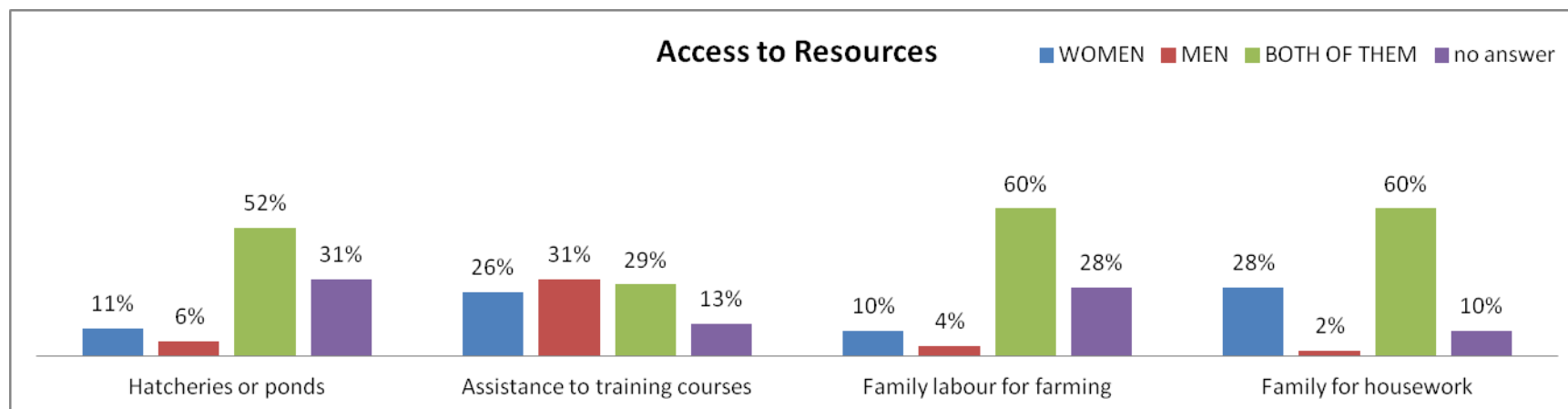
Regarding to resources and benefits associated with household chores, women have greater access than men:

- Access to housework (28% of women compared to 2% of men)
- Access to fish for housework (12% of women compared to 5% of men)
- Access to fish for processing (34% of women compared to 4% of men)
- Access to food for household (20% of women compared to 1% of men)
- Access to water for housework (16% of women compared to 4%)



Otherwise, respondents said that women have greater access than men to household income:

- Access to income from fish sales (31 % of women compared to 1% of men)
- Access to income from other realized works (22% of women compared to 4%)





### 3.10. Control of Resources and Benefits

- Regarding to control of these resources and benefits, women decide on almost all of them, according to questionnaire results.

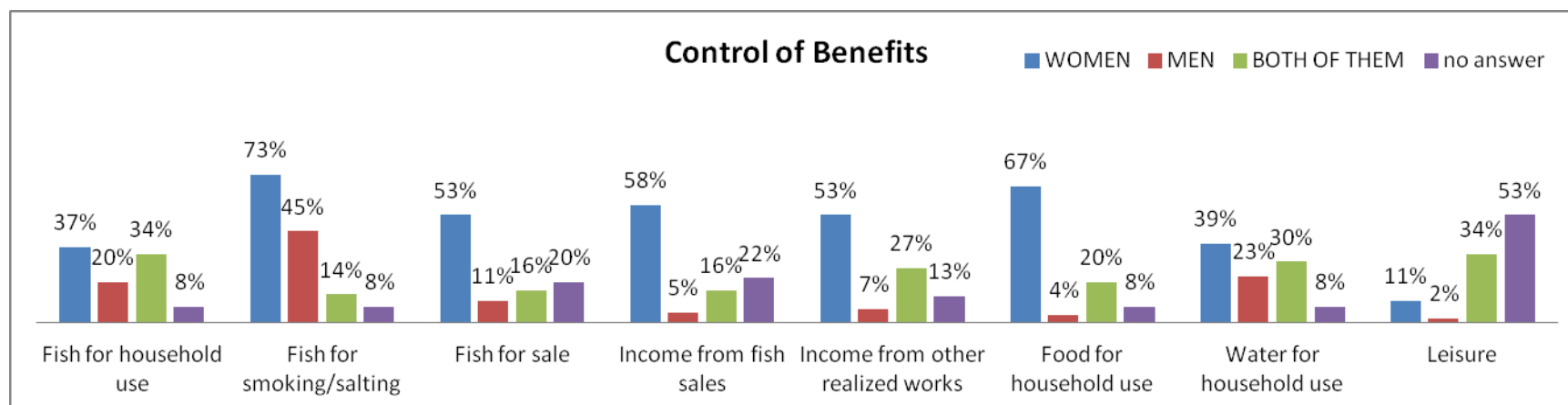
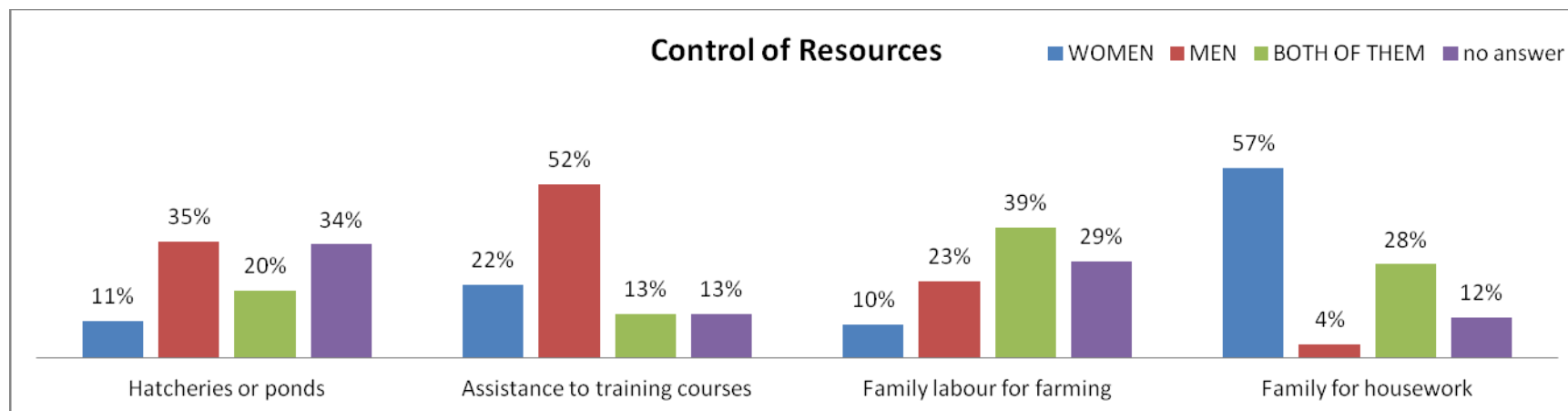
Thereby, women take control of all aspects related to household chores:

- Control of the housework (57% compared to 4% of men)
- Control of fish processing (73% compared to 4% of men)
- Control of food for household use (67% compared to 4% of men)
- Control of water for household use (39% compared to 23% of men)

It seems that women also control household incomes:

- Control of income from fish sales (58% compared to 5% of men)
  - Control of income from other realized works (53% compared to 7% of men)
- Women also make decisions regarding the fish to be sold: 53% compared to 11% of men). Moreover, it seems that men have control only of attending training courses on Aquaculture (52% compared to 22% of women). On the other hand the majority of respondents said they have no time for leisure (about 50%), but in the case of families who have time for it, the two members may have access (37%) and control (34%) this free time.







- Due to women have less time available to adjust to take advantage of the growing opportunities, women's time is less flexible because of their reproductive responsibilities.
- Women's access to resources and decision making is less. It is a well established fact that women are not represented in community fishing management committees as well as other issues within the community. Women's time constraints and their decision making power in the household indicates that a household decision-making is not equally shared. For example, improved technology can increase the catch and benefit the household income. However, it is not clear whether the increased catch would result only in increasing the workloads of women, or would increase women's independent income (Kusakae, 2003).

When respondents answered to *Access to Resources and Benefits and Control of Resources and Benefits*, researchers found again that when they said “ **both** ” did not establish differences about who is more responsible, or who had more access and more control. There is a generalizing to this answer when they viewed themselves in relation to the specific resource or benefit, if both are involved in any way, so it is not possible to identify who have more access or control. Moreover, language barriers did not allow researchers to identify and clarify the spatial distribution and actions of respondents. The observations and informal comments during interviews indicated, however, that the replies “**both**” were hiding a sexual segregation and distribution of roles within the same task and about the same resource, based on gender conceptions.



### 3.11. The Daily Routine Box

According to the results obtained after analysis of the daily routine's box

- Time of getting up is usually 5 in the morning. At that time, women begin to develop different activities related to housekeeping and family caring: such as house cleaning, children caring and cooking, collect water.
- On the other hand, men have breakfast and collect water for household consumption (11 men)
- Between 6 and 7 in the morning, after having breakfast, they go to work: agriculture, farming and aquaculture tasks. In the case of working in the field, both men and women prepare the tools for this job.
- Lunch time ranges from 10 to 1 pm. After lunch they return to work: agriculture and aquaculture tasks.
- They usually return home between 4 and 5 in the afternoon. Once at home, women retake domestic activities such as cooking, cleaning, doing laundry, feeding children... Usually, after arriving home, men have a rest; a minority said they also do dinner with their wives.
- The dinner is between 4 and 6 pm. After having dinner, around 6 to 8 pm, is the moment of meeting with neighbors and relatives and spending some time together.
- They usually go to bed between 7 and 10 pm.



## 4. CONCLUSIONS

### 4.1. Country Context on Gender Issues

When a society knowingly starts a journey of changes aimed at improving the understanding of a series of rights and duties, that will change the coexistence and regulate interpersonal relations in terms of equity and equality, individual and collective changing trends find a framework that is embodied in the state's willingness to guide the potential for change responsibly towards a more just and egalitarian society. Within that society under construction, all individuals are actively involved in the internalization and externalization of series of values to build their lives and their relationships with the environment, in terms of respect for difference, equal rights, reshaping mindsets and sensitivities, which were used to define socially valid or invalid behaviors.

Following the logic of social transformation, it can be understood that since the ratification of CEDAW in 1992, Cambodia assumed, like other states parties that signed the contents of this Convention, a process of conscious and organized changes to put in place policies, legal measures and social strategies designed to combat discrimination against Cambodian women in all spheres of private and public life, and combat situations of gender violence, propose new models of masculinity and femininity from dismantling roles and work towards the construction of new gender relations. However, the Cambodian proverb "*Men are gold, women are white linen*", which is very much alive nowadays in the ideology of the country, entails the survival of an entire system of beliefs about the roles of men and women, legitimizing the idea that men are valuable and strong while women are beautiful, vulnerable and susceptible to fall from grace: if the linen is dirty, they will never be as immaculately pure as before so it is better to keep them at home.

Hence the slogan of the Ministry of Women's Affairs, headed by KhantaPhavy Ing, gives a twist to this popular phrase searching female empowerment: "Men are gold, women are gemstones." The ministry has launched also a Five-year strategy to include a gender perspective



in all government bodies, and the main objective of the government along this line, is to reduce the feminization of poverty in the country (as Cambodian women have four times as less resources as men). To achieve this target, it is necessary to work on several fronts: facilitating access to education to women, so they are more likely to succeed and break the cycle of poverty, build schools and promote the work of mediators to convince families that female education, besides being a right, will revert in a medium to long term benefit for the family, community and the Cambodian society in general, as well as an immediate and continuous benefit for girls.

In light of the above and following the analysis carried out for the preparation of this report, we conclude that, however, one must be cautious and realistic when assessing both the measures put in place and their scope in terms of real changes in society, in the lives of people in general and in Cambodian women in particular. The enormous gap between *the de jure* and *de facto* situation is very obvious when we deal with areas such as citizenship education, for which there is not a budget based on the needs of people at different levels, a budget that can put up an education system that guarantees free and accessible education to all families, in which teachers receive fair wages that allow them to do their work fully motivated, as well as acquire an academic background that enables them to perform their duties with the maximum quality, while preparing themselves to be aware of any discriminatory situations from the point of view the students' gender, being able to articulate teaching and classroom work strategies to reduce the discrimination and contribute to building new models of masculinity and femininity to promote more equitable and fair relations.

The access to labor market and resources still discriminates women. They have no training to break the cycle of poverty; their lives are absorbed by all kinds of family burdens. Their daily work is faded away, without leaving traces and evidence of their presence and resulting, therefore, socially irrelevant.

Thus, the persistence of traditional roles of inequality between men and women, the absence of coordinated strategies to work towards the change of attitudes and towards the



construction of a new social sensitivity on the basis that we are talking about a post-conflict society morally wounded and sustained over two million deaths and countless survivors suffering from psychological consequences, as well as an intellectual gap (direct consequence of the brutal genocide), the lack of investment and the lack of meaningful measures (in many cases, due to ignorance of local reality ) and the weakness of the measures put in place and the qualifications of those responsible for putting them into practice, are some of the reasons for the emptiness we find in the dissemination and implementation of the CEDAW in Cambodia. This emptiness clearly shows that having a political and legal infrastructure does not guarantee social permeability of the contents of these policies and laws, neither their effective enjoyment by citizens.

## 4.2. Key Issues about Gender and Aquaculture in Cambodia

In northeast Cambodia are located four of the country's poorest provinces: Ratanakiri, Mondulhiri, Kratie and Stung Treng. Agricultural production, characterized by subsistence, and fishing are an integral part of the diet and the main source of income. Related to gender,

- There has been a lack of recognition of women's role in the rural area and little attention has been made to uplift women's condition and opportunities at various levels especially at education level.
- The lack of consideration and integration of women at all levels in general and limited visibility in the aquaculture sector in particular, will lead to reducing their ability to contribute to the development of the aquaculture sector.

- In terms of gender, Cambodia has one of the highest rates of discrimination, this being assisted by Khmer culture and traditions that tend to position women at a lower status than men. For example, the contents of the “Chbap Srey” code impacts the lives of Cambodian women, contributing to high rates of illiteracy, controlled movements, and limits the opportunities to learn and take action. The code is strongly rooted in Cambodian society.
- Since 1992, Cambodia has launched concrete policy measures for achieving legal, political and social rights that improve both the conditions and position of women in Cambodian society. However, despite some progress, there is still a long way to go for change; the disparity between men and women is still patently obvious in examining certain indicators such as health, literacy, political participation and access to economic resources. Gender equality

- **DECISION-MAKING**

- Farmer women make familiar decisions regarding to many issues. Generally women tend to manage the family money and decide on the benefits from aquaculture and other work in the family. They also tend to manage the amount of water or firewood for household use and they decide everything related to domestic activities.
- Women also make decisions, together with their husbands, with respect to family health, education and marriage of their children and leisure time management.
- With regard to aquaculture, both women and men make decisions concerning the construction, the feeding of fingerlings or brood stock, fertilizing, processing and selling of fish. Women play important roles in contributing to the development of aquaculture.



## ▪ **ROLES OF FARMER WOMEN**

- Men and women can do the same things but the rules are not the same for both.
- Many women work outside the home, like their husbands. Often working together in the field, also in aquaculture activity and other times women tend to sell fish at the market or some agricultural products. Despite this, they carry the burden of household activities that they take as their own.
- Thus, they undertake the care of the house together with their daughters and other women of the family. Sometimes the sons also collaborate. In the other hand, men usually help in these occupations but never are a main occupation for them.
- On the other hand, women are present in almost all activities related to aquaculture. In most cases men and women are engaged in this work, but in other cases only women work in aquaculture within the family, so they are involved in all the process, from construction of ponds or hatcheries, to decisions concerning fertilization or fish sale.
- We should note that women, in addition to this job, also tend to deal with the housework, so it's no wonder that they cannot be involved in all aquaculture process in the same way as men.
- For example, the fish processing is the activity related to aquaculture in which women are more involved. This is because it takes place indoors and is compatible with other domestic activities they have to undertake.
- Besides this, women cannot attend the FiA/DAD-AIDA trainings on Aquaculture in the same way as their husbands do, even although woman was the person involved in aquaculture in the family. Because of the work that women must do within the house there is an exclusion of opportunities to strengthen their skills and improve their productive roles.
- Women tend to set less personal contact with AIDA, DAD or FiAC's staff than their husbands. Usually, women take control of communication when their husbands are not at home.





- The fact that women have no high studies involves that they do not feel self confident when talking with DAD and FiAC's staff about aquaculture, even in cases where women are the ones who do this work in the family.

## ■ PUBLIC PARTICIPATION

- In most cases, both men and women participate in the public life of their community, both of them attending community meetings where women can take active part although they don't participate equitably.
- Besides this, rarely women can be community leaders. The fact of receiving less education than men added to their household obligations, so political and social activity is not an option for most of them.

## ■ CHBAP SREY

- The Cambodian code of female conduct called *Chbap Srey* continues in force in most Cambodian families. Men and women know the content, maybe not entirely but in part. In a greater or lesser degree almost everyone has heard of it and most agree with its contents. Both men and women think Chab Srey code it's good because it is part of their tradition and they also believe that it is good that the girls know and follow their principles: how to behave, how to treat their husbands to avoid problems with them.
- Only a minority consider that it has unfair rules for girls, but usually it is widely accepted and incorporated in their way of thinking.

## ■ EDUCATION

- In theory, all the families wish their children attend school and also to college, but the reality is that due to familiar socioeconomic situation, most girls do not receive the same level of education as boys. Many of girls stay at home helping their mothers with the household tasks and they start working from an early age. His brothers also work from an early age, but in the event that the family has to



choose between their children respect to education, they prefer that sons receive studies, in some cases because they think they are more intelligent although they also think they can earn more money in the future.

- Women continue receiving less education than men and there is a higher rate of illiteracy among women. This lack of education prevents women from participating in political life, as they lack confidence to work in the public sphere. Women deprived of educational opportunities are also less likely to reach key positions in the private sector.

## ■ HEALTH

- There are important differences between rural and urban areas in relation to access to health resources. In the rural area when someone sick within the family they usually call a doctor to visit person the sick at home and after this the patient is cared within the house by all the family, although women tend to deal more with this task.

## ■ GENDER BASED VIOLENCE

- Some opinions relating to the issue of domestic violence against women present several contradictions. Most people are reluctant to accept that this type of violence can occur within their community.
- Although the theory is that there is no justification for committing this type of aggression against women, both men and women put forward a series of behaviors that can lead to, such as the failure to obey her husband or not perform the tasks of the home.
- Also it is contradictory the fact to think that the authorities should intervene in such cases, that otherwise they seem to justify.



### 4.3. Gender gaps on aquaculture sector

Based on the gender analytical matrix, researchers have identified some gender gaps in Cambodian aquaculture sector likely to be recognized and taken into account in future development strategies:

- Women often reinvest their resources into the fisheries sector, not only because they consider it a family heritage, but also in hopes of being the first recipients of the catch. Nevertheless, experience has shown that women often find themselves in a no-win situation because of their lack of control and decision-making power.
- The researchers acknowledged that the ability to influence how those resources are managed is a problem. Women rarely have access to the process of management, although their downstream activities also depend on these resources. Indeed, it was acknowledged that women were rarely represented in the formal institutions of fisheries management or in the local village councils, which manage fisheries resources. What this made clear was that access to the resource and access to financial capital are secondary in importance to access to power structures and information. The latter can ultimately be a very powerful tool for those engaged in market and commerce-based activities.
- Women make significant contribution to fishery-related activities other than fishing. They play the major role in processing fish and fishery products, as well as in marketing. Although these roles are often very different to those of men, they are integral parts of the industry.
- The different works done by women generate different kinds of knowledge. Only with knowledge of both women and men opinions and expertise can we understand the fishery sector entirely and manage its development properly.



- The under representation of women in decision making takes away a large portion of the available pool of expertise -from both the government and the community.
- One of the main obstacles for Cambodian women is the recognition of their important role in the economic system. Since the Cambodian population is overwhelmingly rural and the purchasing power of households is low, many girls do not have access to education and are only educated in female-specific tasks. This results in high rates of illiteracy, low skill levels and reduces opportunities for paid work. As a result, many Cambodian women choose the “traditional” woman’s role.
- Having inadequate access to information related to aquaculture training: launching a business leads to women’s exclusion from some productive activities, as women are not considered responsible agents.
- Receiving less social recognition for the same job as men: the wage gap between men and women persists and legitimizes an underestimation of the capacities of female workers.
- The separation of masculine and feminine work still exists: the fortress of gender roles in Cambodia and the persistence of stereotypes about gender-based capabilities limit women’s access to many types of work and social recognition of their actions. Women are perceived as being inadequate or unable to perform certain jobs, as building pounds. This in turn perpetuates stereotypes and limits possibilities for future action and development.
- Rural areas constrain the development of professional development, as jobs and training programs are limited. Women often do not own resources – or are not



allowed to access them – which makes it difficult to start a business without relying on others, usually men.

- The lack of women who participate and express opinions regarding economics and policymaking. The lack of women in key decision-making positions undermines the labour rights and economic needs of the female population. There has been virtually no action to improve the position of women in the Cambodian labour market. There are also very few associations or networks that represent the voice of women in this area. The possibilities for action are limited.

#### **4.4. Recommendations: Gender-Sensitive Measures in the Aquaculture Sector**

##### **4.4.1. Gender Sensitive Research**

The lack of documentation on women's role in fisheries and aquaculture in Cambodia can be explained by a number of factors,

- First, production goals continue to dominate national policy agendas. Thus, research attention continues to be focused on the catching sector (male dominated) rather than the processing and marketing sector (female dominated). Second, research is often 'gender-blind' and fails to see the broader livelihoods picture. This is compounded by researchers who are often unable to include women in interviews and discussions for cultural reasons, or because they are persuaded that male family members are best placed to speak for them. Third, at the national level, fisheries data is often aggregated with the agriculture sector and there is no sex-disaggregated data, making it doubly difficult to extract information pertinent to the fisheries sector in general, and to gender in particular.



- Much of the research activity in the fisheries sector focused on developing technologies for enhancing the productivity of capture fisheries and aquaculture -rural livelihoods and social structure, receive little attention from researches.
- Social researches working in the field regarded the household as a single unit and their research is usually focused on fishing households rather than on the role of individuals within these families.
- Persistence of the stereotype perception that women are physically weak and therefore incapable of grasping new technologies.

■ For all these previous reasons is important to develop research studies in order to clarify the nature of gender relations in the sector. It is important to identify the gender gaps that prevent real equality between men and women and also the conditions and situations that support them (structural causes, moral codes, legal and political weakness for example). The goal is that the gender awareness provided by research can in-light action lines which must incorporate gender perspective methodology, to develop the sector and to improve the living conditions of families not only economically, but experiential, through the construction of a more egalitarian, conscious and responsible citizenship.

■ Based on the approach to the sector knowledge in terms of gender which includes this report, we recommend further studies to feed this gender analysis conducted in the four provinces by using a qualitative methodology based on interviews and discussion groups, that allows AIDA to analyze in depth some of the identified gender gaps to improve the quality and effectiveness of its interventions.



#### 4.4.2. Capacity building and change of attitudes and mentalities

1. Gender social awareness by producing educational and training materials and development of specific technical training, designed from *Gender Perspective*.

2. Visibility of specific social problems identified in the sector, resulting from the social construction of male and female roles, such as discrimination and gender violence.

3. Challenging gender stereotypes through the visibility of women's contribution to the sector, familiar and community life. Questioning of established social constructs about sex: to develop a double strategy of social awareness on gender issues and women empowerment from the visibility of personal-social realities, away from the construction of heroic discourses of excellence. It is important to use AIDA's experiences to allocate women in the communities who question everyday and gender stereotypes in a natural way. Real stories, easily identifiable by their neighbors, those are not visible within a gender stereotype. These stories can be used in technical trainings as examples and also in training materials, to sensitize on gender and to empower women in the sector.

4. Dissemination of the principles contained within the human rights approach with a gender perspective to build a free and responsible citizenship through training for entities with which FiA/DAD-AIDA collaborates: strengthening technical, theoretical and experiential gender knowledge: to create working teams between FiA/DAD-AIDA and local partners to develop training on gender issues in a process of permanent



and bidirectional training on gender, based on Cambodian social context. It is fundamental to create a real framework to develop actions and activities within the GAD approach. Both FiA/DAD-AIDA and counterparts must work together to reach the objectives of this approach.

5. Contribute to the identification of international and local actors to establish working relationships in a collaborative way to build networks that allow the effective implementation of gender measures or action lines -trainings, media campaigns, training material's production- and future sustainability.

6. Technical support to local initiatives such as neighborhood movements claim of rights, building relationships of trust with the civil society to facilitate learning and mutual cultural enrichment and exchange of information and experiences.





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## Annexes



## ANNEX 1: Questionnaire

"Mainstreaming gender issues in aquaculture production and access to quality fish for the sustainable development sector in Cambodia"

CODE:

10-PR1-0409

### PERSONAL DATA ទិន្នន័យផ្ទាល់ខ្លួន

1. SEX ភេទ	male ប្រុស      female ស្រី	
2. AGE អាយុ	under 18 ក្រោម ១៨ ឆ្នាំ	
	between 18- 30 ចន្លោះ ១៨ ដល់ ៣០ ឆ្នាំ	
	between 31-40 ចន្លោះពី ៣១ ដល់ ៤០	
	between 41-50 ចន្លោះពី ៤១ ដល់ ៥០	
	between 51- 60 ចន្លោះពី ៥១ ដល់ ៦០	
	more than 60 លើស ៦០ ឆ្នាំ	
3. RELIGION សាសនា	budist ព្រះពុទ្ធ	islamic អ៊ីស្លាម
	catholic កាតូលិក	none គ្មាន
	other ផ្សេងទៀត	
4. ETHNIC GROUP ក្រុមជាតិពន្ធុ	Tumpuan ទំពួន	Jarai ចារ៉ាយ
	Prov ព្រៅ	Kavet កាវ៉ែត



Ka Chok កាចក	Fri ថ្ងៃសុក្រ
Mr Thich Khong លោក ធីច ខុង	Krol ក្រោល
Kuoy Stean គួយស្មៅង	Thmorn ថ្មន
Sat Ouc សាអ៊ូក	Kreung គ្រឹង
Mil មីល	Phnong ភ្លង
Other ផ្សេងទៀត	

#### 5. LANGUAGE ភាសា

#### 6. PROVINCE ខេត្ត

Kratie ក្រចេះ	Ratanakiri រតនគិរី
Mondulkiri មណ្ឌលគិរី	
Stung Treng ស្ទឹងត្រែង	

#### 7. DISTRICT ស្រុក

#### 8. COMMUNE ឃុំ

#### 9. VILLAGE ភូមិ

#### 10. LITERACY អក្ខរកម្ម

Can you read? តើអ្នកចេះអានឬទេ?
Can you write? តើអ្នកចេះសរសេរឬទេ?
Can you read and write? តើអ្នកចេះអាន និងចេះសរសេរ ឬទេ?



<b>11. EDUCATIONAL LEVEL</b> <b>កម្រិតការអប់រំ</b>	1 ១	2 ២
	3 ៣	4 ៤
	5 ៥	6 ៦
	7 ៧	8 ៨
	9 ៨	10 ១០
	11 ១១	12 ១២
	university មហាវិទ្យាល័យ	
<b>12. MARITAL STATUS</b> <b>ស្ថានភាពគ្រួសារ</b>	widower មេម៉ាយ/ពោះម៉ាយ	married រៀបការ
	separated បែកបាក់គ្នា	single នៅលីវ
	divorced លែងលះ	
<b>13. PROFESSION អាជីព</b>	aquaculture ចិញ្ចឹមត្រី	fishing នេសាទ
	livestock ចិញ្ចឹមសត្វស្លាប	crafts សិប្បកម្ម
	farming ធ្វើស្រែ	trade ជំនួញ
	agriculture កសិកម្ម	other ផ្សេងទៀត



## NUCLEAR FAMILY សមាជិកគ្រួសារ

### 1. How many people live under the same roof?

តើមានមនុស្សប៉ុន្មាននាក់ រស់នៅក្នុងផ្ទះជាមួយគ្នា?

HUSBAND ប្តី	
WIFE ប្រពន្ធ	
SONS កូនប្រុស	number ចំនួន :
DAUGHTERS កូនស្រី	number ចំនួន :
BROTHERS បងប្អូនប្រុស	number ចំនួន :
SISTERS បងប្អូនស្រី	number ចំនួន :
GRANDMOTHERS ជីដូន	number ចំនួន :
GRANDFATHERS ជីតា	number ចំនួន :
COUSINS បងប្អូនជីដូនមួយ	number ចំនួន :
NEPHEWS ក្មួយប្រុស	number ចំនួន :
NIECES ក្មួយស្រី	number ចំនួន :
BROTHERS IN LAW បងប្អូនថ្លៃប្រុស	number ចំនួន :
SISTERS IN LAW បងប្អូនថ្លៃស្រី	number ចំនួន :
others ផ្សេងទៀត :	number ចំនួន :
others ផ្សេងទៀត :	number ចំនួន :
others ផ្សេងទៀត :	number ចំនួន :
others ផ្សេងទៀត :	number ចំនួន :
others ផ្សេងទៀត :	number ចំនួន :





## 2. How many people work? Which kind of work?

តើមនុស្សប៉ុន្មាននាក់ដែលធ្វើការ? ការងារប្រភេទណា?

Choose one or more options ជ្រើសយកជម្រើសមួយ ឬច្រើន

### HUSBAND ប្តី

aquaculture ចិញ្ចឹមត្រី	fishing នេសាទ	agriculture កសិកម្ម
livestock ចិញ្ចឹមសត្វស្លាប	crafts សិប្បកម្ម	trade ជំនួញ
farming ធ្វើស្រែ	other ផ្សេងទៀត :	

### WIFE ប្រពន្ធ

aquaculture ចិញ្ចឹមត្រី	fishing នេសាទ	agriculture កសិកម្ម
livestock ចិញ្ចឹមសត្វស្លាប	crafts សិប្បកម្ម	trade ជំនួញ
farming ធ្វើស្រែ	other ផ្សេងទៀត :	

### SONS កូនប្រុស

aquaculture ចិញ្ចឹមត្រី	fishing នេសាទ	agriculture កសិកម្ម
livestock ចិញ្ចឹមសត្វស្លាប	crafts សិប្បកម្ម	trade ជំនួញ
farming ធ្វើស្រែ	other ផ្សេងទៀត :	

### DAUGHTERS កូនស្រី

aquaculture ចិញ្ចឹមត្រី	fishing នេសាទ	agriculture កសិកម្ម
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livestock ចិញ្ចឹមសត្វស្លាប	crafts សិប្បកម្ម	trade ជំនួញ
farming ធ្វើស្រែ	other ផ្សេងទៀត :	

### BROTHERS បងប្អូនប្រុស

aquaculture ចិញ្ចឹមត្រី	fishing នេសាទ	agriculture កសិកម្ម
livestock ចិញ្ចឹមសត្វស្លាប	crafts សិប្បកម្ម	trade ជំនួញ
farming ធ្វើស្រែ	other ផ្សេងទៀត :	

### SISTERS បងប្អូនស្រី

aquaculture ចិញ្ចឹមត្រី	fishing នេសាទ	agriculture កសិកម្ម
livestock ចិញ្ចឹមសត្វស្លាប	crafts សិប្បកម្ម	trade ជំនួញ
farming ធ្វើស្រែ	other ផ្សេងទៀត :	

### GRANDMOTHERS ជីដូន

aquaculture ចិញ្ចឹមត្រី	fishing នេសាទ	agriculture កសិកម្ម
livestock ចិញ្ចឹមសត្វស្លាប	crafts សិប្បកម្ម	trade ជំនួញ
farming ធ្វើស្រែ	other ផ្សេងទៀត :	

### GRANDFATHERS ជីតា

aquaculture ចិញ្ចឹមត្រី	fishing នេសាទ	agriculture កសិកម្ម
livestock ចិញ្ចឹមសត្វស្លាប	crafts សិប្បកម្ម	trade ជំនួញ



farming ធ្វើស្រែ	other ផ្សេងទៀត :
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### COUSINS បងប្អូនជីដូនមួយ

aquaculture ចិញ្ចឹមត្រី	fishing នេសាទ	agriculture កសិកម្ម
livestock ចិញ្ចឹមសត្វស្លាប	crafts សិប្បកម្ម	trade ជំនួញ
farming ធ្វើស្រែ	other ផ្សេងទៀត :	

### NIECES ក្មួយស្រី

aquaculture ចិញ្ចឹមត្រី	fishing នេសាទ	agriculture កសិកម្ម
livestock ចិញ្ចឹមសត្វស្លាប	crafts សិប្បកម្ម	trade ជំនួញ
farming ធ្វើស្រែ	other ផ្សេងទៀត :	

### NEPHEWS ក្មួយប្រុស

aquaculture ចិញ្ចឹមត្រី	fishing នេសាទ	agriculture កសិកម្ម
livestock ចិញ្ចឹមសត្វស្លាប	crafts សិប្បកម្ម	trade ជំនួញ
farming ធ្វើស្រែ	other ផ្សេងទៀត :	

### BROTHERS IN LAW បងប្អូនថ្លៃប្រុស

aquaculture ចិញ្ចឹមត្រី	fishing នេសាទ	agriculture កសិកម្ម
livestock ចិញ្ចឹមសត្វស្លាប	crafts សិប្បកម្ម	trade ជំនួញ
farming ធ្វើស្រែ	other ផ្សេងទៀត :	



## SISTERS IN LAW បងប្អូនថ្លៃស្រី

aquaculture ចិញ្ចឹមត្រី	fishing នេសាទ	agriculture កសិកម្ម
livestock ចិញ្ចឹមសត្វស្លាប	crafts សិប្បកម្ម	trade ជំនួញ
farming ធ្វើស្រែ	other ផ្សេងទៀត :	

### others ផ្សេងទៀត:

aquaculture ចិញ្ចឹមត្រី	fishing នេសាទ	agriculture កសិកម្ម
livestock ចិញ្ចឹមសត្វស្លាប	crafts សិប្បកម្ម	trade ជំនួញ
farming ធ្វើស្រែ	other ផ្សេងទៀត :	

### 3. What jobs are paid? តើការងារមួយណាដែលទទួលបានប្រាក់ចំណូល?

aquaculture ចិញ្ចឹមត្រី	fishing នេសាទ	agriculture កសិកម្ម
livestock ចិញ្ចឹមសត្វស្លាប	crafts សិប្បកម្ម	trade ជំនួញ
farming ធ្វើស្រែ	other ផ្សេងទៀត :	

### 4. Who does the paid work?

តើនរណាជាអ្នកធ្វើការងារដែលមានប្រាក់ចំណូល?

HUSBAND ប្តី
WIFE ប្រពន្ធ
SONS កូនប្រុស



DAUGHTERS កូនស្រី
BROTHERS បងប្អូនប្រុស
SISTERS បងប្អូនស្រី
GRANDMOTHERS ជីដូន
GRANDFATHERS ជីតា
COUSINS បងប្អូនជីដូនមួយ
NEPHEWS ក្មួយប្រុស
NIECES ក្មួយស្រី
BROTHERS IN LAW បងប្អូនថ្លៃប្រុស
SISTERS IN LAW បងប្អូនថ្លៃស្រី
others ផ្សេងទៀត :

#### 5. What work is the main source of income? តើការងារមួយណាដែលជាប្រភពចំណូលសំខាន់?

aquaculture ចិញ្ចឹមត្រី	fishing នេសាទ	agriculture កសិកម្ម
livestock ចិញ្ចឹមសត្វស្លាប	crafts សិប្បកម្ម	trade ជំនួញ
farming ធ្វើស្រែ	other ផ្សេងទៀត :	

#### 6. Who cares for children? តើនរណាជាអ្នកមើលកូន?

HUSBAND ប្តី
WIFE ប្រពន្ធ



SONS កូនប្រុស
DAUGHTERS កូនស្រី
BROTHERS បងប្អូនប្រុស
SISTERS បងប្អូនស្រី
GRANDMOTHERS ជីដូន
GRANDFATHERS ជីតា
COUSINS បងប្អូនជីដូនមួយ
NEPHEWS ក្មួយប្រុស
NIECES ក្មួយស្រី
BROTHERS IN LAW បងប្អូនថ្លៃប្រុស
SISTERS IN LAW បងប្អូនថ្លៃស្រី
others ផ្សេងទៀត :

7. Who cooks? តើនរណាជាអ្នកធ្វើម្ហូប?	8. Who cleans the house? តើនរណាជាអ្នកសំអាតផ្ទះ?
HUSBAND ប្តី	HUSBAND ប្តី
WIFE ប្រពន្ធ	WIFE ប្រពន្ធ
SONS កូនប្រុស	SONS កូនប្រុស
DAUGHTERS កូនស្រី	DAUGHTERS កូនស្រី
BROTHERS បងប្អូនប្រុស	BROTHERS បងប្អូនប្រុស
SISTERS បងប្អូនស្រី	SISTERS បងប្អូនស្រី
GRANDMOTHERS ជីដូន	GRANDMOTHERS ជីដូន



GRANDFATHERS ជីតា	GRANDFATHERS ជីតា
COUSINS បងប្អូនជីដូនមួយ	COUSINS បងប្អូនជីដូនមួយ
NEPHEWS ក្មួយប្រុស	NEPHEWS ក្មួយប្រុស
NIECES ក្មួយស្រី	NIECES ក្មួយស្រី
BROTHERS IN LAW បងប្អូនថ្លៃប្រុស	BROTHERS IN LAW បងប្អូនថ្លៃប្រុស
SISTERS IN LAW បងប្អូនថ្លៃស្រី	SISTERS IN LAW បងប្អូនថ្លៃស្រី
others ផ្សេងទៀត :	others ផ្សេងទៀត :

9. Who cares for the sick? តើនរណាជាអ្នកមើលថែអ្នកជំងឺ?	10. Who does the laundry? តើនរណាជាអ្នកគក់ខោអាវ?
HUSBAND ប្តី	HUSBAND ប្តី
WIFE ប្រពន្ធ	WIFE ប្រពន្ធ
SONS កូនប្រុស	SONS កូនប្រុស
DAUGHTERS កូនស្រី	DAUGHTERS កូនស្រី
BROTHERS បងប្អូនប្រុស	BROTHERS បងប្អូនប្រុស
SISTERS បងប្អូនស្រី	SISTERS បងប្អូនស្រី
GRANDMOTHERS ជីដូន	GRANDMOTHERS ជីដូន
GRANDFATHERS ជីតា	GRANDFATHERS ជីតា
COUSINS បងប្អូនជីដូនមួយ	COUSINS បងប្អូនជីដូនមួយ
NEPHEWS ក្មួយប្រុស	NEPHEWS ក្មួយប្រុស
NIECES ក្មួយស្រី	NIECES ក្មួយស្រី
BROTHERS IN LAW បងប្អូនថ្លៃប្រុស	BROTHERS IN LAW បងប្អូនថ្លៃប្រុស



SISTERS IN LAW បងប្អូនថ្លៃស្រី	SISTERS IN LAW បងប្អូនថ្លៃស្រី
others ផ្សេងទៀត :	others ផ្សេងទៀត :

11. Who collects the water? តើនរណាជាអ្នកដងទឹក?	12. Who collects the firewood? តើនរណាជាអ្នករកអុស?
HUSBAND ប្តី	HUSBAND ប្តី
WIFE ប្រពន្ធ	WIFE ប្រពន្ធ
SONS កូនប្រុស	SONS កូនប្រុស
DAUGHTERS កូនស្រី	DAUGHTERS កូនស្រី
BROTHERS បងប្អូនប្រុស	BROTHERS បងប្អូនប្រុស
SISTERS បងប្អូនស្រី	SISTERS បងប្អូនស្រី
GRANDMOTHERS ជីដូន	GRANDMOTHERS ជីដូន
GRANDFATHERS ជីតា	GRANDFATHERS ជីតា
COUSINS បងប្អូនជីដូនមួយ	COUSINS បងប្អូនជីដូនមួយ
NEPHEWS ក្មួយប្រុស	NEPHEWS ក្មួយប្រុស
NIECES ក្មួយស្រី	NIECES ក្មួយស្រី
BROTHERS IN LAW បងប្អូនថ្លៃប្រុស	BROTHERS IN LAW បងប្អូនថ្លៃប្រុស
SISTERS IN LAW បងប្អូនថ្លៃស្រី	SISTERS IN LAW បងប្អូនថ្លៃស្រី
others ផ្សេងទៀត :	others ផ្សេងទៀត :





### 13. Who decides the marriage of their children?

តើនរណាជាអ្នកសម្រេចចិត្តអំពីរឿងអាពាហ៍ពិពាហ៍របស់កូន?

HUSBAND ប្តី
WIFE ប្រពន្ធ
SONS កូនប្រុស
DAUGHTERS កូនស្រី
BROTHERS បងប្អូនប្រុស
SISTERS បងប្អូនស្រី
GRANDMOTHERS ជីដូន
GRANDFATHERS ជីតា
others ផ្សេងទៀត :

### 14. Who manages the money?

តើនរណាជាអ្នកចាត់ចែងលុយកាក់?

HUSBAND ប្តី
WIFE ប្រពន្ធ
SONS កូនប្រុស
DAUGHTERS កូនស្រី
BROTHERS បងប្អូនប្រុស
SISTERS បងប្អូនស្រី
GRANDMOTHERS ជីដូន
GRANDFATHERS ជីតា



others ផ្សេងទៀត :

#### 15. What is the money spent on?

តើលុយត្រូវបានចំណាយទៅលើអ្វី?

food អាហារ
paying for housing, bills... បង់ថ្លៃផ្ទះ បំណុល...
family education ការអប់រំគ្រួសារ
purchase of vehicles ទិញយានជំនិះ
maintenance vehicles ជួសជុលយានជំនិះ
health សុខភាព
marriages អាពាហ៍ពិពាហ៍
entertainment: alcohol, karaoke ការកំសាន្ត៖ ស្រា ខាត់អូខែ
others ផ្សេងទៀត :

#### 16. How do you decide how to spend the money?

តើអ្នកសម្រេចចិត្តអំពីការចាយវាយប្រាក់ដោយរបៀបណា?

Discussed in family ពិភាក្សានៅក្នុងគ្រួសារ
Men decide បុរសជាអ្នកសម្រេច
Women decide ស្ត្រីជាអ្នកសម្រេច
The oldest person decides មនុស្សចាស់ជាអ្នកសម្រេច
other ផ្សេងទៀត :



## AQUACULTURE ចិញ្ចឹមត្រី

### 1. What is the purpose of fish produced?

តើផលិតកម្មត្រីមានគោលបំណងសម្រាប់ធ្វើអ្វី?

Household consumption ការបរិភោគក្នុងផ្ទះ

For sale សម្រាប់លក់

Both ទាំងពីរនាក់

### 2. If sold, how do you sell it?

ប្រសិនបើសម្រាប់លក់ តើអ្នកលក់ត្រីនោះដោយរបៀបណា?

Through intermediaries តាមឈ្មួញកណ្តាល

Direct sale លក់ដោយផ្ទាល់

### 3. Type of cultivation ប្រភេទនៃការចិញ្ចឹម

Monoculture ចិញ្ចឹមសត្វតែមួយមុខ

Polyculture ចិញ្ចឹមសត្វច្រើនមុខ

### 4. Who decides... នរណាជាអ្នកសម្រេចចិត្ត...

Fingerling species to buy

ទិញកូនត្រីពូជ

Men បុរស

Women ស្ត្រី

Both of them ទាំងពីរនាក់



**When to fertilize?**  
**ពេលណាដែលត្រូវដាក់ជី?**

Men ប្រុស
Women ស្រី
Both of them ទាំងពីរនាក់

**How much fertilize?**  
**ដាក់ជីប៉ុន្មាន?**

Men ប្រុស
Women ស្រី
Both of them ទាំងពីរនាក់

**How much food to put in the hatcheries?**  
**តើដាក់អាហារប៉ុន្មានចូលទៅក្នុងកន្លែងភ្ជួរភ្ជួរសត្វ?**

Men ប្រុស
Women ស្រី
Both of them ទាំងពីរនាក់

**When to put food in the hatcheries?**  
**ពេលណាដែលត្រូវដាក់អាហារចូលទៅក្នុងកន្លែងភ្ជួរភ្ជួរសត្វ?**

Men ប្រុស
Women ស្រី
Both of them ទាំងពីរនាក់

**What products to sell?**  
**តើផលិតផលអ្វីដែលត្រូវលក់?**

Men ប្រុស
Women ស្រី
Both of them ទាំងពីរនាក់

**The price of fish to sale**  
**តម្លៃត្រីដែលត្រូវលក់?**

Men ប្រុស
Women ស្រី
Both of them ទាំងពីរនាក់



**How to spend money from the sale**

**តើអ្នកចំណាយប្រាក់ដែលបានមកពីការលក់ត្រីនោះដោយរបៀបណា?**

Men ប្រុស

Women ស្រី

Both of them ទាំងពីរនាក់

**5. Who has attended training courses in aquaculture?**

**តើនរណាបានចូលរៀនវគ្គបណ្តុះបណ្តាលអំពីការចិញ្ចឹមត្រី?**

Men ប្រុស

Women ស្រី

Both of them ទាំងពីរនាក់

**6. Who speaks with the staff from DAD or AIDA?**

**តើនរណាដែលបាននិយាយជាមួយបុគ្គលិកមកពីអង្គការ DAD ឬ AIDA?**

Men ប្រុស

Women ស្រី

Both of them ទាំងពីរនាក់

### **Equality សមភាព**

**1. Can men and women do the same things?**

**តើបុរស និងស្រីអាចធ្វើការងារដូចគ្នាបាន ឬទេ?**

yes បាទ/ចាស

no ទេ

**2. Who makes the decisions at the meetings of the community?**

**តើនរណាជាអ្នកសម្រេចចិត្តនៅក្នុងកិច្ចប្រជុំរបស់សហគមន៍?**

Women ស្រី



Men ប្រុស
Both of them ទាំងពីរនាក់

**3. Can a woman be a leader in your community?**

តើស្រ្តីអាចក្លាយជាអ្នកដឹកនាំម្នាក់ក្នុងសហគមន៍របស់អ្នកបាន ឬទេ?

yes បាទ/ចាស
no ទេ

**4. Do women participate in public life in your community?**

តើស្រ្តីមានការចូលរួមនៅក្នុងជីវិតសាធារណៈរបស់សហគមន៍អ្នក ឬទេ?

yes បាទ/ចាស
no ទេ

**5. Do you think men are better than women participating in public life?**

តើអ្នកគិតថាបុរសពូកែជាងស្រ្តីនៅក្នុងការចូលរួមក្នុងជីវិតសាធារណៈ មែនទេ?

yes បាទ/ចាស
no ទេ

**6. Do you think that women should be limited to home care?**

តើអ្នកគិតថាស្រ្តីគួរតែនៅមើលថែផ្ទះតែមួយមុខបានហើយ មែនទេ?

yes បាទ/ចាស
no ទេ



7. What do you think if you see a woman on the street at night?

តើអ្នកគិតដូចម្តេច ប្រសិនបើអ្នកឃើញស្រីម្នាក់នៅតាមផ្លូវ នៅពេលយប់?

it can be dangerous វាអាចនឹងមានគ្រោះថ្នាក់

that she is not a decent woman ដោយសារនាងអាចជាស្រ្តីមិនល្អ

There's nothing wrong with that គ្មានអ្វីជាបញ្ហានោះទេ

8. Do you think that there are different rules for men and women?

តើអ្នកគិតថា មានច្បាប់ផ្សេងគ្នា សម្រាប់មនុស្សប្រុស និងមនុស្សស្រី មែនឬទេ?

yes បាទ/ចាស

no ទេ

9. Who do you think that decides that rules?

តើអ្នកគិតថានរណាជាអ្នកសម្រេចទៅលើច្បាប់ទាំងនោះ?

Society សង្គម

Family គ្រួសារ

Government រដ្ឋាភិបាល

Religion សាសនា

I don't know ខ្ញុំមិនដឹងទេ

10. Do you agree that there are different rules for women and men?

តើអ្នកយល់ស្របថា មានច្បាប់ផ្សេងគ្នាសម្រាប់មនុស្សប្រុស និងមនុស្សស្រី មែនទេ?

yes បាទ/ចាស

no ទេ



11. Do you know the "Schbab Srey"?

តើអ្នកស្គាល់ “ច្បាប់ស្រី” ឬទេ?

yes បាទ/ចាស

no ទេ

\_\_\_\_\_ If the answer is yes ប្រសិនបើឆ្លើយ បាទ/ចាស

12. Do you agree with what "Schbab Srey" says?

តើអ្នកយល់ស្របជាមួយអ្វីដែល “ច្បាប់ស្រី” និយាយ ឬទេ?

yes បាទ/ចាស

no ទេ

13. Is it okay for girls to follow the "Shbab Srey"?

តើមនុស្សក្មេងស្រីអាចគោរពតាម “ច្បាប់ស្រី” ឬទេ?

yes បាទ/ចាស

no ទេ

\_\_\_\_\_ If the answer is yes ប្រសិនបើឆ្លើយ បាទ/ចាស

Why? ហេតុអ្វី?

To learn how to behave ដើម្បីរៀនអំពីអាកប្បកិរិយាដែលត្រូវប្រព្រឹត្ត

Because it is the tradition ព្រោះថា នេះជាប្រពៃណី

Because it is important for the family ព្រោះថា នេះជារឿងសំខាន់សម្រាប់គ្រួសារ

To learn how to treat her husband and avoid having problems with him

ដើម្បីរៀនអំពីរបៀបប្រព្រឹត្តិទៅកាន់ប្តីរបស់នាងនិងដើម្បីជៀសវាងកុំឲ្យមានបញ្ហា





\_\_\_\_\_ If the answer is no ប្រសិនបើឆ្លើយទេ

Why? ហេតុអ្វី?

Because it is unfair for girls ព្រោះថាវាមិនយុត្តិធម៌សម្រាប់មនុស្សស្រី
Because things have changed ព្រោះថា អ្វីៗបានផ្លាស់ប្តូរហើយ
Because I do not agree with what it says
ព្រោះថាខ្ញុំមិនយល់ស្របជាមួយអ្វីដែលច្បាប់នេះនិយាយ
ព្រោះថាខ្ញុំមិនយល់ស្របជាមួយអ្វីដែលច្បាប់នេះនិយាយ

**14. Who should do these tasks? តើនរណាគួរធ្វើការងារទាំងអស់នេះ?**

**House cleaning ការសំអាតផ្ទះ**

**Women ស្ត្រី**

Because it is their duty ព្រោះនេះជាកាតព្វកិច្ចរបស់ពួកគេ
Men should not do it បុរសមិនគួរធ្វើការងារនេះទេ
Men do not know how to do it មនុស្សប្រុសមិនចេះធ្វើការងារនេះទេ
It is easier for women to do it ស្ត្រីអាចធ្វើការងារនេះបានងាយស្រួលជាង
Women are used to do it ស្ត្រីស្នាំជាមួយការធ្វើការងារនេះ

**Men បុរស**

Because it is their duty ព្រោះនេះជាកាតព្វកិច្ចរបស់ពួកគេ
Women should not do it ស្ត្រីមិនគួរធ្វើការងារនេះទេ



Women do not know how to do it ស្ត្រីមិនចេះធ្វើការងារនេះទេ
It is easier for men to do it បុរសអាចធ្វើការងារនេះបានងាយស្រួលជាង
Men are used to do it បុរសស្គាល់ជាមួយការធ្វើការងារនេះ

**Both of them ទាំងពីរភាគី**

## Feeding the family ចិញ្ចឹមគ្រួសារ

### Women ស្ត្រី

Because it is their duty ព្រោះនេះជាកាតព្វកិច្ចរបស់ពួកគេ
Men should not do it បុរសមិនគួរធ្វើការងារនេះទេ
Men do not know how to do it មនុស្សប្រុសមិនចេះធ្វើការងារនេះទេ
It is easier for women to do it ស្ត្រីអាចធ្វើការងារនេះបានងាយស្រួលជាង
Women are used to do it ស្ត្រីស្គាល់ជាមួយការធ្វើការងារនេះ

### Men បុរស

Because it is their duty ព្រោះនេះជាកាតព្វកិច្ចរបស់ពួកគេ
Women should not do it ស្ត្រីមិនគួរធ្វើការងារនេះទេ
Women do not know how to do it ស្ត្រីមិនចេះធ្វើការងារនេះទេ
It is easier for men to do it បុរសអាចធ្វើការងារនេះបានងាយស្រួលជាង
Men are used to do it បុរសស្គាល់ជាមួយការធ្វើការងារនេះ



Both of them ទាំងពីរនាក់

Child care ការថែទាំកុមារ

Women ស្ត្រី

Because it is their duty ព្រោះនេះជាកាតព្វកិច្ចរបស់ពួកគេ
Men should not do it បុរសមិនគួរធ្វើការងារនេះទេ
Men do not know how to do it មនុស្សប្រុសមិនចេះធ្វើការងារនេះទេ
It is easier for women to do it ស្ត្រីអាចធ្វើការងារនេះបានងាយស្រួលជាង
Women are used to do it ស្ត្រីស្ម័គ្រចិត្តធ្វើការងារនេះ

Men បុរស

Because it is their duty ព្រោះនេះជាកាតព្វកិច្ចរបស់ពួកគេ
Women should not do it ស្ត្រីមិនគួរធ្វើការងារនេះទេ
Women do not know how to do it ស្ត្រីមិនចេះធ្វើការងារនេះទេ
It is easier for men to do it បុរសអាចធ្វើការងារនេះបានងាយស្រួលជាង
Men are used to do it បុរសស្ម័គ្រចិត្តធ្វើការងារនេះ

Both of them ទាំងពីរនាក់



## Sick care ការថែទាំអ្នកជំងឺ

### Women ស្ត្រី

Because it is their duty ព្រោះនេះជាកាតព្វកិច្ចរបស់ពួកគេ
Men should not do it បុរសមិនគួរធ្វើការងារនេះទេ
Men do not know how to do it មនុស្សប្រុសមិនចេះធ្វើការងារនេះទេ
It is easier for women to do it ស្ត្រីអាចធ្វើការងារនេះបានងាយស្រួលជាង
Women are used to do it ស្ត្រីស្ម័គ្រចិត្តធ្វើការងារនេះ

### Men បុរស

Because it is their duty ព្រោះនេះជាកាតព្វកិច្ចរបស់ពួកគេ
Women should not do it ស្ត្រីមិនគួរធ្វើការងារនេះទេ
Women do not know how to do it ស្ត្រីមិនចេះធ្វើការងារនេះទេ
It is easier for men to do it បុរសអាចធ្វើការងារនេះបានងាយស្រួលជាង
Men are used to do it បុរសស្ម័គ្រចិត្តធ្វើការងារនេះ

### Both of them ទាំងពីរនាក់

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15. Do you think that the tasks above are considered a job?

តើអ្នកគិតថាការងារទាំងអស់ខាងលើនេះ អាចចាត់ទុកជាមុខរបរមួយឬទេ?

\_\_\_\_\_ - If the answer is no ប្រសិនបើឆ្លើយទេ

Why? ហេតុអ្វី?



Because there it is not paid ព្រោះថាវាមិនបានទទួលប្រាក់កម្រៃ
Because it is not a profession ព្រោះថាវាមិនមែនជាអាជីពមួយទេ
Because it doesn't require an effort ព្រោះវាមិនតម្រូវឲ្យមានការខិតខំ
Because it is done very often ព្រោះថានេះជាការងារដែលត្រូវធ្វើជាប្រចាំ

#### 16. Do you think that women should work and bring money home?

តើអ្នកគិតថា ស្ត្រីគួរតែធ្វើការ និងរកលុយចូលផ្ទះ ឬទេ?

yes បាទ/ចាស
no ទេ

#### 17. Who should work and bring money home?

តើនរណាគួរជាអ្នកចេញទៅធ្វើការ និងរកលុយចូលផ្ទះ?

Women ស្ត្រី
Men ប្រុស
Both of them ទាំងពីរនាក់

#### 18. Why? ហេតុអ្វី?

Because they are more prepared physically ព្រោះថាគេមានលក្ខណៈសម្បត្តិផ្នែករាងកាយសមស្របជាង
Because they have been trained professionally ព្រោះគេបានទទួលការបណ្តុះបណ្តាលឲ្យមានវិជ្ជាជីវៈ
Because it is the most common ព្រោះនេះជារឿងដ៏សាមញ្ញបំផុត
Because it is easier for them ព្រោះថាវាមានភាពងាយស្រួលសម្រាប់ពួកគេ
Because it is their duty ព្រោះថា នេះជាការងាររបស់ពួកគេ



**19. Can a woman raise her family without the help of a man?**

**តើស្ត្រីអាចចិញ្ចឹមគ្រួសារបានដោយមិនចាំបាច់មានមនុស្សប្រុសជួយ ឬទេ?**

yes បាទ/ចាស

no ទេ

**20. Who should make the important decisions in the family? (such as managing money)**

**តើនរណាគួរធ្វើការសម្រេចចិត្តលើរឿងសំខាន់ៗនៅក្នុងផ្ទះ?**

**(ដូចជាការគ្រប់គ្រងលុយកាក់ជាដើម)**

Women ស្ត្រី

Men បុរស

Both of them ទាំងពីរនាក់

**21. Why? ហេតុអ្វី?**

Because it is the most common ព្រោះនេះជារឿងដ៏សាមញ្ញបំផុត

Because they are more intelligent ព្រោះពួកគេឆ្លាតជាងនេះ

Because they will earn more money in the future

ព្រោះទៅអនាគតពួកគេនឹងរកលុយបានច្រើន

Because they are more important for the future of the community

ព្រោះពួកគេមានសារៈសំខាន់សម្រាប់អនាគតរបស់សហគមន៍

Because it is less dangerous ព្រោះមិនសូវមានគ្រោះថ្នាក់



## Health សុខភាព

**1. If a family member becomes ill, who decides what to do?**

ប្រសិនបើសមាជិកគ្រួសារណាម្នាក់ឈឺ តើនរណាជាអ្នកសម្រេចថានរណាត្រូវធ្វើអ្វី?

Men បុរស
Women ស្រី
All together/consensus ទាំងអស់គ្នា/មតិឯកភ័យ
Other ផ្សេងទៀត

**2. If a man is ill, what does his family do?**

ប្រសិនបើបុរសម្នាក់ឈឺ តើគ្រួសាររបស់គាត់ធ្វើដូចម្តេចចំពោះគាត់?

They take care of him at home គេមើលថែគាត់នៅផ្ទះ
They call a doctor គេហៅពេទ្យឲ្យមកមើលគាត់
They take him to the hospital គេនាំគាត់ទៅមន្ទីរពេទ្យ
Other ផ្សេងទៀត

**3. If a woman is ill, what does her family do?**

ប្រសិនបើស្រ្តីម្នាក់ឈឺ តើគ្រួសារគាត់ធ្វើដូចម្តេចចំពោះគាត់?

They take care of her at home គេមើលថែគាត់នៅផ្ទះ
They take her to the hospital គេនាំគាត់ទៅមន្ទីរពេទ្យ
They call a doctor គេហៅពេទ្យឲ្យមកមើលគាត់
Other ផ្សេងទៀត



**4. If a boy is ill, what does his family do?**

**ប្រសិនបើក្មេងប្រុសម្នាក់ឈឺ តើគ្រួសារគាត់ធ្វើដូចម្តេចចំពោះគាត់?**

They take care of him at home គេមើលថែគាត់នៅផ្ទះ
They call a doctor គេហៅពេទ្យឲ្យមកមើលគាត់
They take him to the hospital គេនាំគាត់ទៅមន្ទីរពេទ្យ
Other ផ្សេងទៀត

**5. If a girl is ill, what does her family do?**

**ប្រសិនបើក្មេងស្រីម្នាក់ឈឺ តើគ្រួសារគាត់ធ្វើដូចម្តេចចំពោះគាត់?**

They take care of her at home គេមើលថែគាត់នៅផ្ទះ
They take her to the hospital គេនាំគាត់ទៅមន្ទីរពេទ្យ
They call a doctor គេហៅពេទ្យឲ្យមកមើលគាត់
Other ផ្សេងទៀត

**6. Whose health is more important?**

**តើសុខភាពរបស់នរណាដែលសំខាន់ជាង?**

Women ស្ត្រី
Men បុរស
Sons កូនប្រុស
Daughters កូនស្រី
The oldest woman ស្ត្រីចំណាស់ជាងគេ
The oldest men បុរសចំណាស់ជាងគេ





## 7. Who gets sick more often?

តើនរណាឈឺញឹកញាប់ជាង?

Women ស្រី
Men បុរស
Sons កូនប្រុស
Daughters កូនស្រី
The oldest woman ស្រីចំណាស់ជាងគេ
The oldest men បុរសចំណាស់ជាងគេ

## 8. Why? ហេតុអ្វី?

Because they feed themselves worse ព្រោះពួកគេមិនសូវចេះចិញ្ចឹមខ្លួនឯង
Because they are weaker ព្រោះពួកគេខ្សោយជាង
Because they receive less care ព្រោះពួកគេទទួលបានការថែទាំតិចជាង
Because they don't receive medical treatment ព្រោះពួកគេមិនទទួលបានការព្យាបាល

## Education ការអប់រំ

### 1. Who decides who goes to school?

តើនរណាជាអ្នកសម្រេចចិត្តថាឲ្យនរណាទៅរៀន ឬមិនទៅរៀន?

Women ស្រី
Men បុរស
Both of them ទាំងពីរនាក់



**2. Is it important that children go to school?**

**តើកុមារទៅសាលារៀនជារឿងសំខាន់ ឬទេ?**

yes បាទ/ចាស

no ទេ

**3. What do you think is more useful?**

**តើអ្នកគិតថា អ្វីដែលមានប្រយោជន៍ជាងនេះ?**

Boys going to school

Girls going to school

Both boys and girls going to school

**4. If you have children, would you like them to go to the university?**

**ប្រសិនបើអ្នកមានកូន តើអ្នកចង់ឲ្យគេទៅរៀននៅមហាវិទ្យាល័យ ឬទេ?**

yes បាទ/ចាស

no ទេ

**5. What do you think is more useful?**

**តើអ្នកគិតថា អ្វីដែលមានប្រយោជន៍ជាងនេះ?**

Boys going to the university កូនប្រុសទៅរៀននៅមហាវិទ្យាល័យ

Girls going to the university កូនស្រីទៅរៀននៅមហាវិទ្យាល័យ

Both boys and girls going to the university

ទាំងកូនប្រុស និងកូនស្រីទៅរៀនមហាវិទ្យាល័យ



## Why? ហេតុអ្វី?

Because they are more intelligent ព្រោះពួកគេឆ្លាតជាងនេះ

Because they will earn more money in the future

ព្រោះទៅអនាគតពួកគេនឹងរកលុយបានច្រើន

Because they are more important for the future of the community

ព្រោះពួកគេមានសារៈសំខាន់សម្រាប់អនាគតរបស់សហគមន៍

Because it is less dangerous ព្រោះមិនសូវមានគ្រោះថ្នាក់

Because it is the most common ព្រោះនេះជារឿងដ៏សាមញ្ញបំផុត

## Gender violence

1. Is it usual to solve family problems through violence?

តើការដោះស្រាយបញ្ហាគ្រួសារតាមរយៈអំពើហិង្សាជារឿងធម្មតា ឬទេ?

yes បាទ/ចាស

no ទេ

2. Are there family problems that can only be solved this way?

តើមានបញ្ហាគ្រួសារដែលត្រូវតែដោះស្រាយតាមវិធីនេះ ឬទេ?

yes បាទ/ចាស

no ទេ



**3. Do you think hitting women is necessary in some circumstances?**

**តើអ្នកគិតថា ការវាយមនុស្សស្រីក្នុងកាលៈទេសៈមួយចំនួន គឺជារឿងចាំបាច់ ឬទេ?**

yes បាទ/ចាស
no ទេ

**4. When do you think hitting women is justified?**

**តើនៅពេលណា ដែលអ្នកគិតថាមានហេតុផលត្រឹមត្រូវដើម្បីវាយមនុស្សស្រី?**

**Choose one or more options ជ្រើសយកជម្រើសមួយ ឬច្រើន**

Never មិនមានទាល់តែសោះ
If she does not obey her husband ពេលដែលស្រ្តីនោះមិនស្តាប់តាមប្តីរបស់នាង
If she does not obey other family members ពេលដែលស្រ្តីនោះមិនស្តាប់តាមសមាជិកផ្សេងទៀតនៅក្នុងគ្រួសារ
If she does not do the housework ពេលដែលស្រ្តីនោះមិនធ្វើការងារផ្ទះ
If she wants to work outside home ពេលដែលស្រ្តីនោះចង់ចេញទៅធ្វើការងារនៅខាងក្រៅផ្ទះ
If she wants to separate from her husband ពេលដែលស្រ្តីនោះចង់បែកបាក់ជាមួយប្តី
If children misbehave at home ពេលដែលកូនមានអាកប្បកិរិយាមិនល្អនៅផ្ទះ
If she spends much time away from home ពេលដែលស្រ្តីនោះចំណាយពេលនៅក្រៅផ្ទះច្រើនពេក
If she talks a lot ពេលដែលស្រ្តីនោះនិយាយច្រើនពេក
If she dresses in a scandalous way ពេលដែលស្រ្តីនោះស្លៀកពាក់ក្នុងលក្ខណៈគួរឲ្យអាស្រូវ



others ផ្សេងទៀត :

**5. Do you think the cases above are very common?**

**តើអ្នកគិតថា ករណី ខាងលើកើតឡើងញឹកញាប់ ឬទេ?**

yes បាទ/ចាស

no ទេ

**6. Do you think that the authorities must intervene in these cases?**

**តើអ្នកគិតថា អាជ្ញាធរត្រូវធ្វើអន្តរាគមន៍ក្នុងករណីទាំងនេះ ឬទេ?**

yes បាទ/ចាស

no ទេ

**7. Do you think that the family must deal with the problem?**

**តើអ្នកគិតថា គ្រួសារនោះត្រូវតែដោះស្រាយបញ្ហានោះ ឬទេ?**

yes បាទ/ចាស

no ទេ

**8. Do you think it's a problem that affects the whole community?**

**តើអ្នកគិតថា នេះជាបញ្ហាដែលប៉ះពាល់ដល់សហគមន៍ទាំងមូល ឬទេ?**

yes បាទ/ចាស

no ទេ



**9. Should someone try to reconcile the couple?**

**តើគួរតែមាននរណាម្នាក់ព្យាយាមផ្សះផ្សាគូរស្វាមី ភរិយានេះ ឬទេ?**

yes បាទ/ចាស

no ទេ

**10. Do you know other forms of violence women may suffer?**

**តើអ្នកស្គាល់អំពើហិង្សាទម្រង់ដទៃទៀត ដែលស្ត្រីអាចរងគ្រោះ ឬទេ?**

yes បាទ/ចាស

no ទេ

**11. Which ones? តើមួយណា?**

**Choose one or more options ជ្រើសយកជម្រើសមួយ ឬច្រើន**

Rape ការរំលោភសេពសន្ថវៈ

Sexual harassment at work ការរំលោភបំពានផ្លូវភេទនៅកន្លែងធ្វើការងារ

Labor exploitation ការកេងប្រវ័ញ្ចន៍កម្លាំងពលកម្ម

Sexual exploitation ការកេងប្រវ័ញ្ចន៍ផ្លូវភេទ

Abuse at work ការរំលោភបំពាននៅកន្លែងធ្វើការងារ

**12. Do you think the cases above are very common?**

**តើអ្នកគិតថាករណីទាំងឡាយខាងលើនេះ កើតឡើងញឹកញាប់ ឬទេ?**

yes បាទ/ចាស

no ទេ



## ANNEX 2: Activity Profile

**"Mainstreaming gender issues in aquaculture production and access to quality fish for the sustainable development sector in Cambodia"**

ការបញ្ជ្រាបការយល់ដឹងអំពីយេនឌ័រទៅក្នុងផលិតកម្មចិញ្ចឹមត្រី និងលទ្ធភាពដើម្បីទទួលបានត្រីប្រកបដោយគុណភាព  
សម្រាប់ការអភិវឌ្ឍប្រកបដោយនិរន្តរភាពនៅក្នុងប្រទេសកម្ពុជា

CODE: 10-PR1-0409



## ACTIVITY PROFILE បញ្ជីសកម្មភាព

HOUSEHOLD TASKS ការងារផ្ទះ  
សកម្មភាព

WOMEN → Frequency of activity  
ស្ត្រី → ភាពញឹកញាប់នៃសកម្មភាព

MEN → Frequency of activity  
បុរស → ភាពញឹកញាប់នៃ

Collecting water ដងទឹក	Daily រៀងរាល់ថ្ងៃ / Occasionally ម្តងម្កាល	Daily រៀងរាល់ថ្ងៃ / Occasionally ម្តងម្កាល
Collecting firewood រកអុសដុត	As required តាមការចាំបាច់ / Occasionally ម្តងម្កាល	As required តាមការចាំបាច់ / Occasionally ម្តងម្កាល
Feeding family ចិញ្ចឹមគ្រួសារ	Daily រៀងរាល់ថ្ងៃ / Occasionally ម្តងម្កាល	Daily រៀងរាល់ថ្ងៃ / Occasionally ម្តងម្កាល
Child care មើលកូន	Daily រៀងរាល់ថ្ងៃ / Occasionally ម្តងម្កាល	Daily រៀងរាល់ថ្ងៃ / Occasionally ម្តងម្កាល





<b>Washing clothes</b> គក់ខោអាវ	Daily រៀងរាល់ថ្ងៃ / Occasionally ម្តងម្កាល	Daily រៀងរាល់ថ្ងៃ / Occasionally ម្តងម្កាល
<b>Health care for family</b> ថែទាំសុខភាពគ្រួសារ	Daily រៀងរាល់ថ្ងៃ / Occasionally ម្តងម្កាល	Daily រៀងរាល់ថ្ងៃ / Occasionally ម្តងម្កាល
<b>Cleaning house</b> សំអាតផ្ទះ	Daily រៀងរាល់ថ្ងៃ / Occasionally ម្តងម្កាល	Daily រៀងរាល់ថ្ងៃ / Occasionally ម្តងម្កាល
<b>Constructing house</b> សង់ផ្ទះ	As required តាមការចាំបាច់ / Occasionally ម្តងម្កាល	As required តាមការចាំបាច់ / Occasionally ម្តងម្កាល



**AQUACULTURE and other activities**

**WOMEN** —→ Frequency of activity

**MEN** —→ Frequency of activity

ចិញ្ចឹមត្រី និងសកម្មភាពដទៃទៀត  
សកម្មភាព

ស្ត្រី —→ ភាពញឹកញាប់នៃសកម្មភាព

បុរស —→ ភាពញឹកញាប់នៃ

Constructing hatcheries and/or ponds សង់កន្លែងភ្ជួរត្រី និង/ឬស្រះ	Occasionally ម្តងម្កាល / Mainly ជាចំបង	Occasionally ម្តងម្កាល / Mainly ជាចំបង
Choice of fingerlings ការជ្រើសរើស កូនត្រី	Occasionally ម្តងម្កាល / Mainly ជាចំបង	Occasionally ម្តងម្កាល / Mainly ជាចំបង
Purchase of fingerlings and brood stock ទិញកូនត្រី និងមេត្រីពូជ	Occasionally ម្តងម្កាល / Mainly ជាចំបង	Occasionally ម្តងម្កាល / Mainly ជាចំបង
Transport of fingerlings and brood stock ដឹកជញ្ជូនកូនត្រីនិងមេត្រីពូជ	Occasionally ម្តងម្កាល / Mainly ជាចំបង	Occasionally ម្តងម្កាល / Mainly ជាចំបង
Application of natural fertilizers ដាក់ជីធម្មជាតិ	Occasionally ម្តងម្កាល / Mainly ជាចំបង	Occasionally ម្តងម្កាល / Mainly ជាចំបង
Preparation of food for the fingerlings	Occasionally ម្តងម្កាល / Mainly ជាចំបង	Occasionally ម្តងម្កាល / Mainly ជាចំបង



ត្រៀមអាហារសម្រាប់កូនត្រី		
Feeding fingerlings ឲ្យចំណីកូនត្រី	Occasionally ម្តងម្កាល / Mainly ជាចំបង	Occasionally ម្តងម្កាល / Mainly ជាចំបង
Fish processing: smoking/salting ការកែច្នៃត្រី៖ ឆ្អើរ/ប្រឡាក់	Occasionally ម្តងម្កាល / Mainly ជាចំបង	Occasionally ម្តងម្កាល / Mainly ជាចំបង
Selling fish លក់ត្រី	Occasionally ម្តងម្កាល / Mainly ជាចំបង	Occasionally ម្តងម្កាល / Mainly ជាចំបង
Caring the rice fields ថែទាំស្រែស្រូវ	Occasionally ម្តងម្កាល / Mainly ជាចំបង	Occasionally ម្តងម្កាល / Mainly ជាចំបង
Livestock care ថែទាំម៉ាត់ទា	Occasionally ម្តងម្កាល / Mainly ជាចំបង	Occasionally ម្តងម្កាល / Mainly ជាចំបង
Farming ធ្វើស្រែ	Occasionally ម្តងម្កាល / Mainly ជាចំបង	Occasionally ម្តងម្កាល / Mainly ជាចំបង
Tailoring កាត់ដេរ	Occasionally ម្តងម្កាល / Mainly ជាចំបង	Occasionally ម្តងម្កាល / Mainly ជាចំបង



<b>Fishing នេសាទ</b>	Occasionally ម្តងម្កាល / Mainly ជាចំបង	Occasionally ម្តងម្កាល / Mainly ជាចំបង
<b>Community assemblies ការជួបជុំសហគមន៍</b>	Occasionally ម្តងម្កាល / Mainly ជាចំបង	Occasionally ម្តងម្កាល / Mainly ជាចំបង



## RESOURCES

### WHO HAS ACCESS?

### WHO HAS THE CONTROL?

ធាន

តើនរណាដែលមានលទ្ធភាពទទួលបាន?

តើនរណាជាអ្នកគ្រប់គ្រង?

MEN បុរស

WOMEN ស្ត្រី

MEN បុរស

WOMEN

ស្ត្រី

Hatcheries កន្លែងភ្ជួរសត្វត្រី				
Hired labour ពលកម្មដែលជួលមក				
Assistance to training and courses ជំនួយដើម្បីទទួលបានការបណ្តុះបណ្តាលនិងវគ្គសិក្សាផ្សេងៗ				
Family labour for others business ពលកម្មក្នុងគ្រួសារសម្រាប់មុខរបរផ្សេង ទៀត				
Family labour for farming ពលកម្មក្នុងគ្រួសារសម្រាប់ធ្វើកសិកម្ម				
Family labour for housework ពលកម្មក្នុងគ្រួសារសម្រាប់ធ្វើការងារផ្ទះ				



**BENEFITS**  
**អត្ថប្រយោជន៍**

**WHO HAS ACCESS?**  
**តើនរណាដែលមានលទ្ធភាពទទួលបាន?**

**WHO HAS CONTROL?**  
**តើនរណាជាអ្នកគ្រប់គ្រង?**

**MEN បុរស**

**WOMEN ស្ត្រី**

**MEN បុរស**

**WOMEN ស្ត្រី**

Fish for household use ត្រីសម្រាប់ហូបក្នុងគ្រួសារ				
Fish for smoking /salting ត្រីសម្រាប់ផ្អែម/ប្រឡាក់				
Fish for sale ត្រីសម្រាប់លក់				
Income from fish sales ចំណូលបានពីការលក់ត្រី				
Income from other realized works ចំណូលដែលបានពីការងារដទៃទៀត				
Food for household use អាហារសម្រាប់ហូបក្នុងគ្រួសារ				
Water for household use ទឹកសម្រាប់ប្រើប្រាស់ក្នុងគ្រួសារ				
Leisure ពេលទំនេរ				



## ANNEX 3: Daily Routine

**"Mainstreaming gender issues in aquaculture production and access to quality fish for the sustainable development sector in Cambodia" CODE: 10-PR1-0409**

ការបញ្ជ្រាបការយល់ដឹងអំពីយេនឌ័រទៅក្នុងផលិតកម្មចិញ្ចឹមត្រី និងលទ្ធភាព  
ដើម្បីទទួលបានត្រីប្រកបដោយគុណភាពសម្រាប់ការអភិវឌ្ឍប្រកបដោយ  
និរន្តរភាពនៅក្នុងប្រទេសកម្ពុជា



<b>TIMETABLE</b> កាលវិភាគពេល វេលា	<b>women</b>  ស្ត្រី	<b>men</b>  បុរស
5:00 - 6:00 am ម៉ោង ០៥.០០- ០៦.០០		
6:00 - 7:00 am ម៉ោង ០៦.០០- ០៧.០០		
7:00 - 8:00 am ម៉ោង ០៧.០០- ០៨.០០		
8:00 - 9:00 am ម៉ោង ០៨.០០- ០៩.០០		





9:00 - 10:00 am ម៉ោង ០៩.០០- ១០.០០		
10:00 - 11:00 am ម៉ោង ១០.០០- ១១.០០		
11:00 - 12:00 am ម៉ោង ១១.០០- ១២.០០		
12:00 - 13:00 pm ម៉ោង ១២.០០- ១៣.០០		
13:00 - 14:00 pm ម៉ោង ១៣.០០- ១៤.០០		
14:00 - 15:00 pm ម៉ោង ១៤.០០-		



១៥.០០		
15:00 - 16:00 pm ម៉ោង ១៥.០០- ១៦.០០		
16:00 - 17:00 pm ម៉ោង ១៦.០០- ១៧.០០		
17:00 - 18:00 pm ម៉ោង ១៧.០០- ១៨.០០		
18:00 - 19:00 pm ម៉ោង ១៨.០០- ១៩.០០		
19:00 - 20:00 pm ម៉ោង ១៩.០០- ២០.០០		



20:00 - 21:00 pm ម៉ោង ២០.០០- ២១.០០		
21:00 - 22:00 pm ម៉ោង ២១.០០- ២២.០០		
22:00 - 23:00pm ម៉ោង ២២.០០- ២៣.០០		
23:00 - 00:00 pm ម៉ោង ២៣.០០- ០០.០០		
00:00 - 01:00 am ម៉ោង ០០.០០- ០១.០០		
01:00 - 02:00 am ម៉ោង ០១.០០-		



0២.00		
02:00 - 03:00 am ម៉ោង 0២.00- 0៣.00		
03:00 - 04:00 am ម៉ោង 0៣.00- 0៤.00		
04:00 - 05:00 am ម៉ោង 0៤.00- 0៤.00		