Integrated coastal zone management project, Nam Dinh pilot study, Second report for the Ministry of Science, Technology & Environment

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VNICZM, NAM DINH: INTEGRATED SOCIAL ACTION PLAN

Report of the Sociologist/gender specialist's second mission

29 November- 17 December 2002

Dr. Loes Schenk-Sandbergen
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1. Objectives of the ICZM pilot project: integration between the social and technical aspects.

In the inception report of the pilot project Nam Dinh it was the intention to integrate the technical aspects with the social ones. There should not be only a concern with the repair of the dyke, but also with the people living behind the dyke and in particular with poor and vulnerable women and children. To consider the whole coast of Nam Dinh as a pilot area for the action plan that had to be drawn up in October 2001 was of course not possible. In view of the serious situation of the dyke between communes Hai Ly and Hai Thrieu the members of the inception mission focussed in their field visits on the technical, economic, social and gender problems and aspects in this area.

During the second visit of the sociologist/gender specialist it is her opinion that the intention of the inception report did not get proper attention. The main focus of the activities in the Nam Dinh project was on the technical aspects as water flows and ocean dynamics. The social component was hardly taken up (see paragraph 2 for more details). The reasons for the neglect of the social and gender components are many. One of the salient reasons is of course that the expertise of the counterpart and expatriate ICZM staff, and consequently their interest and orientation is mainly technical.

The general objectives of the VNICZM project are to improve the living conditions of the population in the coastal zone by pursuing a sustainable development process. To raise awareness of this process at the level of the authorities and users is a pre-condition to achieve a sustainable development process. If we take these objectives serious, much more input in awareness raising, staff and budget to strengthen the social component in the project should be made. As the current Phase of the project will end in April this year, it will not be possible to increase the social expertise in a considerable way. Therefore, the following paragraphs are written from a perspective to make the best out of the available social skills and capacity of persons at current involved in the Nam Dinh project.

2. Progress of the social action plan

On the basis of the problems and findings as identified during the inception mission in October 2001, a social action plan was proposed in full consultation and agreement with the local consultant and staff and director of DOSTE.

Till the arrival of the Permanent Resident Adviser (PRA) in April 2002 nothing has been done to implement the programme. The monthly time-path of activities as stipulated in detail in the inception report was not implemented at all, and was unfortunately drawn up in vain. The sociologist/gender specialist tried to understand the reasons why no action was taken by the Vietnamese counterparts in DOSTE. They were: 'lack of guidance', 'no donor funds available', 'do not know what to do'. It seems that the ICZM head-office in Hanoi has no routine or procedure to follow-up the action plans of the inception reports in the pilot areas. It looks if they follow mainly their own 'issue' agenda. Anyhow, no efforts were made to encourage or to motivate the Nam Dinh counterpart staff to start the implementation of the social action plan as was spelled out from November 2001 till April 2002. Only when the PRA settled in Nam Dinh in April 2002 action was taken for
the training component as proposed in the inception report. This shows that a permanent resident adviser is very necessary to guide and strengthen the local counterparts.

The first action taken by the PRA was to appoint an additional staff member (Mrs Phuong). Her assignment is to support the social component. She is the topic specialist and dynamic organiser/initiator of the community participation and gender component. By contracting, as advised, Ms Dr. Chi Truong (University of Hanoi) and Ms Hanh To Phung as two national experts (NE’s), components 3 (PRA training) and 4 (gender training) were taken up from August 2002, and are in progress. The design and content of the proposed PRA and gender training were drawn up by the two national experts.

The first PRA training for provincial and district staff, has been conducted successfully (see next paragraph).

The components 1 (credit Hai Ly), 2 (credit Hai Thrieu), 5 (resettlement Hai Ly) and 6 (sea-resource study) of the social action plan in the inception report were revived during the mission of the sociologist/gender specialist, after a quick investigation if their relevance is still urgent.

- Social Data Collection
The consultant found that more than one year after the drawing up of the inception report there is still only a two page overview with some rough socio-economic statistical data (Area, population, Population density, no. of households, agricultural area in km², value of agricultural products, fishery area in km² and incomplete data on the main character of the communes) of the coastal communes in the three coastal districts.

To the surprise of the consultant, she was informed during a visit to the Red Cross office in Nam Dinh that a detailed participatory analysis and needs assessment of vulnerable poor households in 10 coastal and riverside communes in Hai Hau District in Nam Dinh Province has been conducted in July 2001 (before the inception mission came) by the Viet Nam Red Cross organisation. The study was conducted within the context of the Disaster Preparedness Programme funded by the Danish Red Cross. The study has been published in English and in Vietnamese and the English version was, thanks to the good care of Mrs Phuong, found in a drawer of the Nam Dinh office. As there is no ‘public’ library in the Nam Dinh office till now, it happens that crucial documents remain hidden. It is self-evident that the findings of the analysis and needs assessment of the Red Cross study are crucial as background information for our planned project activities. In particular to identify and to determine the aims and content of the proposed Participatory Coastal Appraisal training, gender training, and the planned sea-resource study.

Moreover, the consultant found that Mrs Phuong had collected the half-yearly progress reports and development plan of the two pilot communes Hai Ly and Hai Thrieu (documents of the People’s Committee’s: Independence- Freedom- Happiness: Report on situation of the first 6 month’s plan implementation and plan for the coming 6 months).

The conclusions of the document have been translated in English and yield also interesting data on the socio-economic situation in the communes and the plan for development as formulated by the leaders of the people’s committees.
The NE's (teachers of the PRA and gender training) will get a copy of the documents which might be useful as a background for the PRA training (although the field practice will be in Hai Tinh commune).

3. PRA training

- PRA in the Vietnamese historical/socialist context.

In view of the planned PRA training the consultant tried to get an answer on the question, "how far community participation can be seen as a 'new' phenomena in Vietnam" and " what is the difference with the so-called 'mass-line' in the socialist ideology, which claims a bottom-up/top-down approach". It is known that in the traditional culture, and of course in the socialist ideology, the community, the collective, is a crucial social unit for all kinds of social organisations, institutions and economic and religious activities.

The trainer of the PRA session, Dr Chi, writes in her preliminary report of activities that it is,

"Her understanding that most of provincial experts – as in any provinces in Vietnam -- have acquired experience working with local people using conventional (CP) techniques of “three together” (3 cung) and “mobilize the people” (dan van). These techniques are based on the philosophy that in order to persuade and mobilize the masses, cadres should stay and work together with local people and understand what they think. Whereas these conventional approaches share some common features with PRA, the fundamental philosophies are different in that the latter not only learn from the people but also give voice to or create venues for them to participate in the development planning process".

- Considerations during preparation of PRA from the trainer

Mrs Chi writes in her preliminary report on the first PRA training that:

"On a preparation trip (Thursday, Nov 14) to Nam Dinh, from a conversation with the organizers (Phuong and Hung) and two prospect participants (from DOSTE), the PRA trainer (Chi) learned that some of the participants have already had previous training experience on similar topics and that the majority of participants would call themselves 'experts', i.e. are strongly self-confident about their own job".

May be they have been participants in the Danish Red Cross training. A visit to the local office of the Red Cross in Nam Dinh showed that PRA training on a wide scale has been conducted on the topic of Disaster Prevention from Provincial to District to Commune level. Besides leaders of organisations, staff from the Agricultural Department and schoolteachers will be trained. The training has been given in 26 coastal and river Communes. After the training two commune plans have already been received (one from our pilot commune Commune Hai Thieu) with a disaster prevention plan drawn up by the people in the Commune with the help of the PRA methodology. The plan is submitted at the district level. A standard manual is used with 10 topics like, disaster evaluation, solutions to reduce disasters, improve community awareness, planning to avoid disasters, support in emergencies (etc). Intensive Training-of-Trainers workshops
have been organised. There is one teacher/trainer at the Commune level who is supposed to train the commune members. The duration of each training was 5 days and at the commune level 3 days.

Another point Dr. Chi noted from this preparation trip was,

"That different participants (who represent different stakeholding institutions at provincial and district level) may have various understanding of the ownership of the ICZM project. Most of them thought ICZM belongs to and only to DOSTE, other institutions were just invited to participate (pls. note: the very word ‘participate’ in Vietnamese also has negative meaning, i.e. sitting docile). Chi recognised the strong need to raise awareness among DOSTE and other institutions’ officials about the importance of networking, information sharing, and holistic approach among stakeholders”.

This understanding of participants convinced Chi to take the following approach in training as she describes in her preliminary report:

1. Adjust lectures and hand-on-training session to the “expert” level, i.e. to draw examples from provincial and district levels familiar to participants, given priority to coastal areas (egg Philippine and Tam giang cases) and natural resource management (ADB project of watershed forest conservation, Central Highlands).
2. Use local (in this case Nam Dinh and provincial) language to communicate with participants. Make use of the participatory learning approach to enhance mutual understanding and learning between trainers and trainees. Avoid creating oppositions – Western vs. Vietnamese; Western is better – very common in almost every foreign funded and guided training course.
3. Give priority to awareness raising (see below). Specific skills are among the objectives, but of lower priority than awareness raising.

Chi realised that this session of PRA at provincial level should not limit to conventional PRA approach taught in training manual. The objectives of the training, therefore, were finalised as following:

1. To raise awareness among participants about:  
   - holistic approach to social development (not just to environment, economy, etc.)  
   - networking and knowledge sharing among stakeholding institutions  
   - mandate importance of the participation of the local community
2. To introduce alternative skills such as participant observation, informal interview, community mapping, participatory ranking, etc.

- The PRA (RACE) training session 1, innovation in content

The first PRA Training Workshop on Participatory approaches in coastal appraisal and development planning was conducted from 18-21 November 2002. It is not easy to conduct PRA training for community development in the framework of ICZM. PRA is a way of learning from, and with, community members to investigate, analyse and evaluate constraints and opportunities, and make informed and timely decisions regarding development projects. PRA has been practised all over the world in many places and many manuals have been written, but they mostly relate to rural development, health, social forestry, etc. These PRA techniques and procedures have
limited applicability to coastal zone planning because of the specific land-sea interface. Therefore, the NE’s have to modify and to invent techniques relevant for and specific to the coastal zone to make the approach useful for the ICZM planning process. We can say that an effort was made to develop a Rapid Appraisal for Coastal Environment (so-called RACE) in the framework of the social action plan in Nam Dinh (see Annex for the programme of the PRA training workshop 1).

Around 20 provincial and district experts attended the training. Different participatory techniques were explained during the first 2 days of classroom training. The learned techniques were practised on the third day in the coastal Nam Dien commune (Nghia Hung District).

The following skills are trained:
1. Informal/(un or) semi-structured interview
2. Group discussion
3. Priority Ranking
4. Wealth Ranking
5. Venn Diagram
6. Participatory Mapping (including mobility)
7. Livelihood analysis
8. Identify (potential) conflict and discuss possible solution(s)

Other skills are mentioned in brief: collecting secondary data, participant observation, cross-checking, plan follow-up activities report writing and presentation. See for exercises and games conducted during the training Annex 5.

Planning for the field trip.
Four (4) groups discussed their mission, made agenda and divided tasks among group members. Missions of four groups are:
Group 1: Conduct interviews and group discussion with Commune officials. Collect secondary data about the overall socio-economic and natural resource use of the Commune
Group 2 and 3: Conduct interviews of households
Group 4: Participatory Mapping

By the end of the planning meeting, each group had prepared checklist, assigned a group leader, and divided tasks among themselves.

Preliminary comments on field trip according to the teacher (Dr Chi):
"All participants (except for just one or two cases) took active part in the field study. In the field, they made good effort of practice what they just learned in the classroom. Group leaders were excellent in managing group activities, yet maintaining group dynamics and flexibility."

Minus points: the major drawback — according to Chi — was that participants tended to focus on information (and numbers) more than interaction and reflection. She writes, "This is very common among officials who have been practising under the pressure of producing number-packed reports. Plus, some participants found it hard to depart from their conventional practice of teaching the locals instead of learning from and giving voice to them. Change does not come over night."

Major outcomes of the PRA according to the teacher (Dr Chi):
1. Participants learned what PRA is, and what it is good for. They learned that there are alternative ways of doing their jobs that could bring more benefits to the people they serve, and make their job more effective, their life more joyful and meaningful, too,
2. Some (but not all) participants start thinking participatory and from below. Some remain sceptical. None remain conservative.
3. Participants learned some basic PRA techniques and realised that those could be of good use for their own jobs.
4. Participants start building a network among them – now they came to know each other (many of them never met) and that they are indeed representatives of stakeholding institutes in this ICZM project. This network serves as starting point for making things integrated.

- The second PRA training will be conducted from 17 to 20 December for District and Commune staff. The consultant brought teaching video's to support the training and other teaching material. This has been discussed with Mrs Phuong, PRA and other staff of ICZM, and the NE's (See for Programme PRA 2, Annex 2).

4. Gender training

Regarding Commune level Gender training it is intended that the participants of the Gender training will not mainly consist of women representatives of the Vietnamese Women's Union. We noticed that e.g. in commune Hai Ly there are 2000 women in the commune but only 800 are member of the Vietnamese Women's Union. The majority of the women is Catholic in the commune and no member of the VWU. Therefore, representatives of Catholic women have to be invited as well. The gender training aims to raise the awareness that women from all social classes and different religious
background should be involved in the decision making process of coastal development and management. Women's studies show that in particular poor women have their own system of resource management, which is not known, ignored, or hampered by the officials of the formal system. The management of women of poor households is often invisible and uncounted in official statistics. However, mostly these informal resource management systems are very sustainable and based on indigenous knowledge and traditional skills. They are mostly part of centuries-old survival strategies. Common land and so-called 'un-used land' is often a rich resource for them to supplement their food consumption or to acquire some small income. The training aims among others to get more insight and understanding of the role of women in coastal resource management.

**IMPORTANT ROLE OF WOMEN IN COASTAL COMMUNITIES**

Women in coastal communities depend on available natural resources for augmenting their families' diets and income.

Women are responsible for local fish processing and distribution. In addition, women prepare baits, mend nets, and tend equipment. Women also forage in water, rivers, swamps and lagoons for shells, seaweed, shrimps, crabs, and shellfish for food or for sale in local markets.

Their labour, however, is often less visible than that of men.

Women seldom own the equipment or machinery used to harvest natural resources.

Women rarely own or control access to the resources they harvest, the more important natural resources, in fact, are seldom subject to private ownership.

Thus, subsistence and market-driven harvesting activities of women often escape the attention of researchers who are more attentive to the environmental and biological issues involved in baseline resource assessments.


**LESSONS LEARNED OF ROLE OF WOMEN IN COASTAL CONSERVATION MANAGEMENT FROM OTHER STUDIES.**

Conservation efforts are now becoming institutionalised among local, regional, and national governments. If our program will promote sustainable development it must do more than conserve resources; it must reflect the wisdom and experience, and address the needs and interests, of the women who pluck their livelihood from the waters of lagoons and estuaries, who carry these harvests to the market, and upon whose labour depends the future of their families and their communities.

Unless resource management programs are truly open to the women they serve, these programs might succeed in promoting conservation, but they can not succeed in promoting sustainable development.
Coastal resource management programs are demonstrating that this lesson can be learned and reflected in program improvements, and that women can be full partners in resource conservation and sustainable development.

The gender training at the commune level will be conducted from 7-11 January. Design and content have been discussed (see Annex 3). Participants will be leaders in the Communes of the Vietnamese Women’s Union but also the women leaders from other religious groups are invited.

A small manual (in Vietnamese) for the gender training with general basic concepts, composed by the consultant, has been given to Mrs Fungi. To make the gender training useful and relevant full attention will be given to the specific problems of women and men living in coastal areas: division of labour in foraging sea-resources, division of labour in salt-pan households, widows loosing husband in storms in the sea, impact of catholic religion on gender relations and family size, the use, access and control profile of men and women to the ‘common’ (waste) land and the changes in time (last ten years).

5. Follow-up of training

The following recommendations are made for the follow-up of the training in the remaining 5 five month of Phase 1 of the Project.

1. **Hamlet/Village level Gender training.** After the first Gender Training, the trained commune level leaders are supposed to reproduce the training to so-called gender teachers at the hamlet/village level in the pilot communes Hai Ly and Hai Thrieu. In one of the hamlets the exercises can be practised during the training.
After this training, the Hamlet level gender trainers should take time to conduct the exercises in their own location. With this three-tier set-up it is hoped to reach the real grass-root women and to know their interests, needs and customary rights regarding resource use.

The Hamlet/village gender training (e.g. Dream Map drawing, action plan, etc.) should be conducted with the support of the local (Government/DOSTE) staff (Mrs Phuong, as community/gender specialist, Mrs Nga, Mrs Hong, Miss Teng, and other participants in the next Gender Training). Backstopping of NE's will be necessary during the training session for the hamlet/village level. The gender trained women at the hamlet level should carry out the exercises with the women in their area, with the assistance of the Commune level gender trainer, local staff of ICZM and backstopped by the NE's.

A final consolidating **hamlet/village gender workshop** (1 or 2 days) should be organised with the trained gender participants from the commune/hamlet/village and may be grass-root level to discuss the experience and the findings. Mrs Phuong should write the draft report with full overview of outcomes and findings of the exercises, and recommendations for development plans. The NE's are responsible for the final report.

An assessment should be made if the model as described in the above of the follow-up of gender training is suitable to apply in a possible phase 2 of the project in the other coastal communes.

### Overview Follow-up Gender Training 2003

<table>
<thead>
<tr>
<th>Level of gender training</th>
<th>Participants</th>
<th>Approx. date</th>
<th>Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 18 coastal Communes</td>
<td>18-25 Leaders (M/F) VWU and from other religious groups (over-representation from Commune HL and HT)</td>
<td>14-19 January 2003</td>
<td>NE’s, Local Expert, and other staff from ICZM</td>
</tr>
<tr>
<td>2. Hamlet/village level of two communes (Hai Ly, Hai Trieu)</td>
<td>30-35 Leaders (M/F) VWU and other religious groups from all hamlets in the 2 communes’</td>
<td>Last week of January 2003</td>
<td>NE’s, Local Expert, Trained Commune leaders, other staff ICZM. NE (Dr Chi) prepares manual.</td>
</tr>
<tr>
<td>3. Practice of exercises in all hamlets/villages of two communes, teaching from manual</td>
<td>Women’s groups in the hamlets and villages</td>
<td>February/March 2003</td>
<td>Gender trained hamlet leaders, commune leader, local expert</td>
</tr>
<tr>
<td>4. Gender Training Workshop</td>
<td>2-4 commune leader and 30-35 hamlet leaders and other involved women (volunteers)</td>
<td>End of March 2003</td>
<td>NE’s, local expert (assignment writing draft report), other staff ICZM</td>
</tr>
</tbody>
</table>
2. A **training manual** should be composed, discussed, and finalised by Dr. Chi, working together with local staff (mentioned above). Training materials (cartoons, cards, pictures etc.) should be designed and duplicated. Training pack should be ready as soon as possible in 2003 so that local Gender Trainers can use the manual at the hamlet/village level.

3. A **PRA Workshop** should be organised in April 2003 with the participants of the PRA training sessions 1 and 2. Each PRA group (from *both* sessions) should have time (and apparently allowance? – if not, there’s **no** motivation for them to sit together) to work on a finalised group report, under NE guidance. In order to do this, effective communication between NE and PRA-trainees should be facilitated. In the one-day workshop, participants will present their findings *in groups*.

4. The idea of Dr Chi to set-up a so-called **PRA-trainee alumni platform** is wholeheartedly endorsed by the consultant. It will be hopefully an instrument to break the walls between the various Government Departments and non-Government organisations and Institutions. The planned cross-provincial network should involve those officials and development free-lance workers who had been once (or more) trained in PRA and the like by any NGO, GO, project etc. This network would facilitate conversations, debate, pro-active interactions and, most important, information sharing among officials. Meetings might be organised once in three months by DOSTE as a kingpin in the network.

6. **Credit**

Credit programme Hai Ly

The staff of the ICZM project has not been able to ‘reallocate’ an amount of $17,500 for the in the inception report proposed credit group for poor women living in the risky area of Hai Ly. This activity is perceived in the head-office in Hanoi as something for the next, second phase. However, according to the consultant is could have been a spark activity in this first phase of the project (on a total budget of ?? Euro Millions to be spend for the ICZM project the amount of $ 17,500 is of course a peanut) which could have increased the fire of good-will and interest of the authorities at Provincial, District and Commune level in a considerable way. More important it could have shown the members of poor households in the commune that the ICZM project is really concerned about them, and wants to involve them in a process of Community Participation and Community Organisation.

No other lobby for finding funding through the Royal Netherlands Embassy in Hanoi or any other donor was undertaken. The consultant investigated if the credit plan is still a valid recommendation as an activity of the social plan to be carried out in the remaining months of the project. The finding is that to provide credit for the poorest women in the commune is still very necessary (see field notes in Annex 3).

To re-vive the dormant credit plan the consultant brought forms of the RABO bank for application of credit. The RABO bank finances many women's credit groups in Vietnam.
and supports additional training. (for information e-mail n.p.munk@RN. Rabobank.nl, or Rabobank Foundation, P.O. Box 17100, 3500 HG Utrecht, The Netherlands).

Also applications will be drawn up and send to AUSaid to acquire funds for the women's groups. As long as no funding donor has been found it will be unethical to conduct the planned small study in the village as proposed in the inception report.

**Credit programme Hai Trieu**  
The same revival of action counts for Hai Trieu

**7. Resettlement Hai Ly**

A visit to the office of the Red Cross in Nam Dinh revealed the following amazing information regarding the total lack of information sharing, networking, communication and co-ordination between Government Departments and the Red Cross Organisation, located a few streets from each other in the same city.

As mentioned in the previous a situation analysis and needs assessment of vulnerable poor households in 10 coastal and riverside communes in Hai Hau District was conducted by the Danish Red Cross last year (July 2001). The survey revealed that 81 households were in danger in Commune Hai Ly and had to be brought within the second dyke. A plan was made for resettlement one month later and a donor found (Danish Red Cross) willing to pay for the resettlement of 30 households. A total incidental visit of the consultant accompanied by Phuong, Hanh and Chi learned that almost all 30 houses are constructed already (see field notes) and the most endangered households moved in. There are no plans for the future for houses of the remaining 51 households. However, according to the information of the head of the Vietnamese Women's Union, the land
within the second dyke in the Commune is available and already earmarked. The Red Cross supports the coming year 210 (79 new houses and improvement of 193 old houses in 4 communes) households in other erosion-hit areas in other communes and also along the river.

The discovery of the activities of the Red Cross regarding the resettlement was a real surprise for the consultant. During the drawing up of the Inception Report in 2001 the consultant proposed, on the basis of intensive interviews with the endangered households and elaborate discussions with the National Expert (appointed as consultant in the project) of the Department of Resettlement, to work on a plan on the resettlement of 81 households in Hai Ly. The resettlement plan became Component 5 of the social action plan in the inception report.

During the incidental visit of the consultant, one year later, to Commune Hai Ly, she found, to her surprise, small new houses, and was told that many households living in risky areas for flooding have been resettled to these new houses. The Belgian Red Cross has donated the funds for the resettlement.

A visit to the office of the Red Cross in Nam Dinh, next day after the discovery in the field, revealed that the plans for the resettlement must be fully known in October 2001 by the authorities when the mission of the inception team was going on. But, obviously, the responsible local resettlement consultant in the project did not know, as he did not mention anything about it to the consultant. Obviously, there is also a communication gap between the Commune Leaders and the staff of the Resettlement Department.

The consultant discussed the point with the Director of DOSTE, Mr Cuy and his reply is that, as the Red Cross is no Government Department they don't know what they do.

It is in view of the above that it is proposed for the action plan 2003, to make a plan for funding of the resettlement of the 51 remaining families. All data for making the plan are available at the Red Cross office and must be also in the Commune. One house of 24m2 costs VD18 million. Government can only support each household with VD 2 million.

8. Sea resource study

Study: The meaning of Foraging Sea Resources as survival for poor households.

It was proposed in the inception report 2001 to conduct a three month study, to be carried out by a team of local researchers (approx. 6 person-months) of the Institute of Sociology and the University of Hanoi (department of Anthropology). The study was planned to collect data from a total of two Communes from district Hai Hau in the coastal zone area, representing a salt-pan commune and mixed agricultural, fishery, salt-pan conditions. Unfortunately, no proposal was drawn up by the Sociological Institute and no action have been taken by the ICZM Hanoi and Nam Dinh to contact and communicate with the director of the Institute, Prof Minh, to speed up the process of contracting.
The rationale for the study and purpose of the study is the following

In the ICZM project there are no data available related to the needs and interest of the people living in the coastal districts to develop their area in a sustainable way. Their experience and wisdom should reflect in the planning of activities to develop in the near future. As in particular women in coastal communities depend on available natural resources for augmenting their families’ diets and income, a study on the possible depletion of these foraging resources is envisaged. Specific gender issues related to distribution of workload, access and control over sea-resources obtained from foraging in a historical perspective, participation in decision making within and outside the household and the impact of land (resp. salt-pan) distribution policy on women, particularly female headed households will be studies. The study included here is designed to provide a more complete understanding of these issues as background material for the design of future poverty alleviation projects and at the same time to provide baseline data for the project. The study should formulate recommendations for consideration in future proposal making (Phase II).

The proposal for the conducting of the study is recently received and attached as Annex 9. It was planned that the sociologist/gender specialist will assist the Sociological Institute in the conducting and analysis of the study. Unfortunately, this is not possible any more as the allotted time for the consultant is over. As required, reference in the analysis will be made to the impact of current policy and legal frameworks. The preparation of the report will be concise and produced in Vietnamese and English on facing pages.

In view of the previous considerations the following action plan is proposed for the remaining months the project has to go.

Overview of proposed activities for the social action plan 2003 of Nam Dinh: seven components

<table>
<thead>
<tr>
<th>Action</th>
<th>Target group</th>
<th>Facilitating persons Organisations and Institutions</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Credit Hai Ly (job creation activities)</td>
<td>poor women (salt-pan workers)</td>
<td>Mrs Phuong and ICZM project staff, VWU commune, etc</td>
<td>Head office Hanoi should support and follow-up</td>
</tr>
<tr>
<td>2. Credit Hai Trieu (job creation activities)</td>
<td>poor women (salt-pan workers)</td>
<td>Mrs Phuong and ICZM project staff, VWU commune, etc</td>
<td>Head office Hanoi should support and follow-up</td>
</tr>
<tr>
<td>3. Training PRA</td>
<td>PRA session 2.</td>
<td>Dr Chi, Ms Hanh, assisted by Mrs Phuong and ICZM project staff</td>
<td>Already conducted</td>
</tr>
<tr>
<td>4. Training Gender</td>
<td>Training session January</td>
<td>Dr Chi, Ms Hanh, assisted by Mrs Phuong and ICZM project staff</td>
<td>Male technical staff in ICZM should attend. Invite gender specialist of Neth. Embassy</td>
</tr>
<tr>
<td>5.a Follow-up Training gender</td>
<td>Reproduction of Commune Gender Training at hamlet level. Application of Gender PRA at hamlet level. Gender final Workshop April 2003. Febr 2003</td>
<td>Dr Chi, Ms Hanh, assisted by Mrs Phuong and ICZM project staff, commune gender trainers, hamlet gender trainers.</td>
<td>(see for details above) Draft final workshop gender by Mrs Phuong, final version NE's.</td>
</tr>
<tr>
<td>5.b Follow-up PRA</td>
<td>Reproduction of Commune Gender Training at hamlet level. Application of Gender PRA at hamlet level. Gender final Workshop April 2003. Febr 2003</td>
<td>Dr Chi, Ms Hanh, assisted by Mrs Phuong, etc Dr.Chi</td>
<td>Report by NE's</td>
</tr>
<tr>
<td>6. Resettlement Hai Ly</td>
<td>Making plan for 51 households</td>
<td>Mr Hoang Xuan Huy and ICZM project staff, Red Cross Nam Dinh, etc</td>
<td>ICZM staff in Hanoi should promote the plan</td>
</tr>
<tr>
<td>7. Special study foraging of sea-resources (land and resource use)</td>
<td>poor households in Commune Hai Ly and Hai Trieu</td>
<td>Institute of Sociology, Hanoi: University of Hanoi, ethnology</td>
<td>final report end of April 2003</td>
</tr>
</tbody>
</table>
### Overview of time-path of activities of social action plan 2003

<table>
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<tbody>
<tr>
<td>1. Credit Hai Ly</td>
<td>Visit to commune and explain forms of RABO and AUSaid</td>
<td>Assist in contacting RABO bank or other donors</td>
<td>Assist in contacting RABO bank or other donor</td>
<td>Assist in contacting RABO bank or other donor</td>
<td>Formation of credit groups</td>
<td>Training start the credit programme</td>
</tr>
<tr>
<td>2. Credit Hai Trieu</td>
<td>Visit to commune and explain forms of RABO and AUSaid</td>
<td>Assist in getting information and drawing up the application</td>
<td>Assist in contacting RABOO bank or other donor</td>
<td>Assist in contacting RABOO bank or other donor</td>
<td>Formation of credit groups</td>
<td>Training start the credit programme</td>
</tr>
<tr>
<td>3. Training PRA</td>
<td>Already conducted</td>
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<tr>
<td>4. Training gender</td>
<td>Commune level Gender workshop</td>
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<tr>
<td>5. Follow-up training</td>
<td>Hamlet/Village level gender training. Writing manual</td>
<td>Application of gender training at hamlet level. Manual produced</td>
<td>Application of gender training at hamlet level</td>
<td>- PRA final workshop - Gender training final workshop - First Alumni meeting</td>
<td></td>
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<tr>
<td>6. Resettlement H.L</td>
<td>Go to Red Cross Nam Dinh and Hai LY to collect data on resettlement</td>
<td>Go to the field and get information on wishes and needs of people</td>
<td>Produce the report and initiate the finding of funds.</td>
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<tr>
<td>7. Sea resources study (land, resource study)</td>
<td>Agreement study design, budget, contract</td>
<td>Start the study</td>
<td>Continue</td>
<td>Submit first draft, final report</td>
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</table>

**Other recommendations**

- Mrs Phuong will have a heavy task in the community/gender component. So far she is a self-made gender and community participation specialist by her experience in the Urban Development Project in Nam Dinh. Therefore it is strongly advised to strengthen her knowledge and skills as soon as possible. The
consultant knows that the gender courses of the Asian Institute of Technology (Bangkok) have a good quality. It will be an excellent opportunity to send her for training in the training course in the Institute of Technology, department Gender and Environment in the branch institute of Hanoi.

- Moreover, it is advised to extend the contract of Dr. Chi Truong for two months in the coming six months as community gender specialist and trainer of the gender training and follow-up (one month manual writing, 3 days Village/Hamlet level gender training, and preparation of two workshops one week, backstopping 2 weeks).
- It is advised to extend the contract of Ms. Hanh for a duration of one month to assist in the follow-up training (3 days Village/Hamlet level gender training, preparation two workshops one week, backstopping 2 weeks).
- The National Center for Social Sciences & Humanities, Institute of Sociology, Department of Urban Sociology (Prof Nguyen Huu Minh) should be contracted for 80 person days to conduct the sea resources study.

10. Perspective of ICZM Nam Dinh, phase 2: Community Participation and Gender

What are the necessary social activities that can be taken up in a possible phase 2?

Four components have been identified:

1. Continuation of the pilot gender training in the remaining coastal communes
2. To promote the alumni platform of PRA trained persons and organisations.
3. To carry out a study on land use in the coastal area in a historical perspective.
4. To implement a wide plan for community participation in the coastal communes in order to form coastal committees, which will be responsible for planning, implementation and self-management of certain forms of coastal development.

The Main features of component 4 will be briefly described in the following:

Establish a social unit in the ICZM office. Appoint a preferable woman community participation/gender specialist (most likely Mrs Phuong) and two nodal officers. Give backstopping by TA.

Appoint Coastal Community Organisers in all the coastal communes. They should organise so-called Coastal Committee in each Commune. In the Committees all stakeholder groups should be represented. The villagers should be members and elect members of the Executive Committee and Office Bearers (president, vice-president, secretary, and treasurer). The Coastal Committees should be responsible for the participatory planning of the coastal zone of certain development activities, the implementation and use and management.

job description cco's

1. The CCOs will be posted in the coastal communes to whom they are assigned. Preferable women should be appointed. They should report and submit monthly progress reports to the ICZM community participation expert (nodal officer) in the ICZM Nam Dinh office.
2. They should keep a record of all their activities in monthly progress overviews as a means of documenting the process of community organisation.

General tasks

- To explain why it is important that farmers, (farm) women and other villagers collectively participate in the planning, design, construction, maintenance work and management of the coastal area.
- To raise consciousness that only when the people organise themselves in Coastal Committees for self-management this will ensure proper use, functioning and sustainability of the coastal zone in the long run.
- To organise meetings, focus-group discussions, PRA exercises to understand the coastal zone development in a historical perspective and the class, gender and religious relations.
- To build up good rapport with the people to know the use and possible customary rights of the use of the coastal land.
- To assess the perception, views and opinions on coastal zone development and the envisaged advantages and disadvantages for several interest groups.
- Facilitate farmers, (farm) women and other villagers' needs, demands and priorities in planning, design, implementation, construction and maintenance.
- Support activities and new organisational/institutional arrangements to incorporate practical and strategic gender needs (credit groups for women).
- To motivate farmers, (farm) women and other villagers to contribute their share to the development of the coastal belt in cash and/or kind (labour).
- Facilitate interaction with ICZM Nam Dinh, DOSTE (environmental department) and other government departments to finalise the coastal development plans.
- Enable Coastal Committees to formulate rules and regulations, manage funds, accounts and other organisational aspects.
- Encourage plans and implementation to create an endowment fund for the Coastal Committees.
- Encourage activities and plans to mobilise natural resources, to implement them, and to regulate the usufructural right.
- Work in close co-operation with the Agricultural Officers, Forestry Department and Fisheries Department.

Specific tasks are set out below; most of these will be a continuous process.

A. PARTICIPATORY INVESTIGATION AND ANIMATION PHASE AS A PREPARATION FOR PARTICIPATORY PLANNING: PHASE 1

Duration: 3 months
1. Collect data from village administration, land survey office, etc.
2. Explain the broad goal, purpose and activities of the Coastal Committees in meetings with village authorities, leaders, farmers, (farm) women and other groups in the commune/villages/hamlets.
3. Contact with villagers, PRA, focus-group meetings to collect data about Social Context.
4. PRA exercises, focus-group meetings with stakeholder groups:
5. PRA exercises, focus-group meetings, semi-structured interviews with women:
6. PRA exercises and focus-group meetings with members of poor households.
7. Conduct meetings on constraints and limitations of existing practices of sea and land resources. How to solve? Options and possibilities.

B. ORGANISATION OF COASTAL COMMITTEES: PHASE 2
Duration: 3 months
8. Meetings to explain more in detail the project and focus of the proposed committees emphasising total participation and self-management.
9. Formation and Development of the Coastal Committees
- Evolving tasks, leaders, membership (women), representatives, members of board, frequency of meetings
10. Drawing of Rules and Regulations, By-laws, Registration, budget, accounts, expenditures, etc

C. IMPLEMENTATION: PHASE 3
Duration: 1-2 years
11. Planning technical works (design) by all interest groups represented in Coastal Committees
- Planning and design suggestions and recommendations from all interest groups for the technical work
12. Planning of work and organisation, contribution of the people
13. Crop planning, fishery, social forestry planing, regulation usufruct rights

D. SELF-MANAGEMENT, PHASE 4
After 2 years
Terms of Reference

To: STA Loes Schenk
From: VN ICZM pilot office
Copies to: Archive
File: ND20020123 ToR STA Schenk Dec2002
Project: VNICZM – project, Nam Dinh pilot project
Subject: Terms of Reference, STA L. Schenk, mission December 2002

Our ref: ND20020123
Date: December, 5th 2002

Introduction
The Inception Report by the Inception Mission of October 2001 contained a Social component. When the PRA arrived in Nam Dinh, elaboration of the tasks of the Social component had not yet started. This delay offered opportunity to revise parts of this component. Revision was started after contracting an additional staff member assigned to the social component (August 2002). During a meeting with 2 national experts (Ms. Truong Huyen Chi and Ms. Phung To Hanh) was appointed that:
• ms Chi elaborates the PRA – training, with assistance of ms. Hanh;
• ms. Chi makes a framework of the Gender & Development – training after the 1st PRA – training;
• ms. Hanh makes a proposal for the Sea Resources study;
• the project team puts effort to attract an external donor for the establishment of Credit Fund’s;
• The project team checks the new situation regarding the resettlement issue.

The components on Gender & Development training and the Sea Resources study were to be elaborated in 2 phases. In the first phase a detailed framework of these components must be made. This framework should be discussed with the STA during the mission in December. After the discussion the framework can be finalised and the component can be elaborated (2nd phase).

At this moment, the NE’s have only submitted a design for the PRA – training and Gender & Development training. The pilot office has not yet received a proposal for the Sea Resources study.

This ToR describes the purpose of the December mission of the Community STA, in terms of objectives, activities and expected outcome.

Objectives of the mission
Objectives of the mission are to:
• evaluate the (proposed) elaboration of tasks of the Social component of the Inception Report (PRA – training, Gender & Development training, Sea Resources study);
• explore further possibilities to establish Credit Funds in Hai Ly and Hai Trieu communes;
• identify new activities to ensure participation of local communities in the development process of the Nam Dinh coastal management strategy.

Activities during this mission
During the mission the STA is expected to:
• meet the national expert (ms. Truong Huyen Chi and ms. Phung To Hanh) and discuss (incl. the Community - team member) about the elaboration of sub-components of the Social component of the Inception Report;
• visit the coastal area and meet and discuss with representatives of the coastal communities;
• examine the possibilities to attract an external donor for the Credit Fund’s.

Expected outcome of the mission
The expected outcome of the mission is a report which contains at least:
• recommendations on the content and design of the remaining PRA – trainings;
• assessment of the framework of the Sea resources Study (to be presented by the NE ms. Phung To Hanh);
• assessment of the content and design of the Gender & development training (to be presented by the NE ms. Truong Huyen Chi);
• clear recommendations to explore further possibilities to establish the Credit Fund’s in Hai Ly and Hai Trieu;
• Recommendations on the capacities of the project staff for a possible next phase of the project.

The report should also contain guidelines for:
• monitoring the results of the PRA and Gender & Development – trainings in the period until the end of the pilot (April 30th 2003);
• Institutional arrangements to ensure participation of local communities in possible future provincial ICZM.
Annex 2. Itinerary
(Mrs schenk-Sandbergen) ICZM project Nam Dinh 2002

Friday 29 November
Departure Amsterdam-Frankfurt-Bangkok

Saturday 30 November
Bangkok-Hanoi

Sunday 1st December
Discussion with Mr van Hemert on programme

Monday 2nd December
Visit to the ICZM head office Hanoi
Departure Nam Dinh. Briefing by Team Leader and meeting with Mrs Phuong, Mr Huy.

Tuesday 3rd Dec
Discussion with Mr van Hemert, Mrs Phuong, and Mr Huy on PRA training at the Commune Level.

Wednesday 4 Dec
Field visit to Hai Hau People's Committee and Hai Tinh Commune for preparation training. Participants: Mrs Phuong, Mr Hung, and Mr. Hien

Thursday 5 Dec
Orientation on progress of social action plan with pilot team and preparations PRA 2

Friday 6
Discussion with Project Team on progress in the Project and work plan of STA.

Saturday 7
Preparation second PRA training

Sunday 8
Meeting with Ms Dr. Chi and Ms Hanh. Visit to Commune Hai Ly with Mrs Phuong, Dr. Chi, Ms Hanh, and Dr Loes. Visit to Mrs Sang, chairwoman of the Vietnamese Women's Union.

Monday 9
Report writing. Attending funeral Mr Hung's (project co-ordination) mother-in-law.

Tuesday 10
Visit Mrs Phuong and Dr Loes to the Nam Dinh Urban Development Project. Meeting with Mrs Do Thi Hanh, Mrs Hoa, and Mrs Zung. Visit to the Red Cross Nam Dinh. Meeting with Mr Do Quang Tuyen, director of the Red Cross, and Mrs Hao, office manager and accountant.

Wednesday 11
Report writing and discussions social action plan 2003

Thursday 12
Briefing pilot team on broad social action plan for the coming 5 months and possible phase 2 of the project. Briefing director Mr Cuy on social action plan.

Friday 13
Visit to the Resource Centre for Development in Vietnam in Hanoi.
Report writing.

Saturday 14
Discussion on Action plan with Mrs Phuong.

Sunday 15
Discussion on action plan with Dr Chi and Ms Hanh

Monday 16
Briefing on progress to the gender specialist of the Royal Netherlands Embassy, Mrs Maaike van Vliet.
Discussion with PRA and Mr Huy of DOSTE on social action plan.

Tuesday 17
Departure Hanoi-Vientiane

Saturday 21
Arrival Amsterdam
Annex 3.
Meeting with Ms Dr. Chi and Ms Hanh. Visit to Commune Hai Ly with Mrs Phuong, Dr. Chi, Ms Hanh, and Dr Loes. Visit to Mrs Sang, chairwoman of the Vietnamese Women's Union.

We arrive in heavy rain and cold weather in Commune Hai Ly. We meet Mrs Sang in her house. She is the chairwoman of the Vietnamese Women's Union. She is just back from the Happy Family meeting. In the Happy Family different organisations have a representative, for example: the veterans, the peasant association, the youth club. In the Happy Family meetings they talk on Economic Development, Family Planning, How to raise children, but they also perform shows and songs.

There are 18 hamlets in this commune. Of the 2000 women in this commune, 600 are member of the Vietnamese Women's Union. Why, the other 1400 are not a member? Mrs Sang tells to my surprise that they cannot pay the membership fee (that is VD 6000 a year and very less, even for poor women) and they are not able to fundraising. What? It seems that every member as an entry fee has to mobilise VD 20.000-30.000 to become a member of the VWU. The Hai Ly VWU has a capital at the moment of VD 39 million. From that money they give credit (one million VD a year per woman) to the members and ask 1.5 % interest. From the interest they can do social activities and cover emergencies (hospital, old sick people).

It is clear from the above information that the poor don't get credit as the membership of the VWU seems to be for the somewhat better off women. Mrs Sang confirms my analysis without a trace of regret or embarrassment. She says, that there is a Bank for the Poor giving credit to the Peasant Association. There is only 0.5 % interest. People can borrow 1-3 million VD per year. But, collateral is needed and that might be the house. This information implies that it will be very difficult for poor women to get access to this bank.

We talk again on the reasons why 1400 women are no-member as the above reasons do not seem valid. The point is that the majority of them are Catholic: 10 out of 18 hamlets. In 8 hamlets the population is mixed. According to Mrs Sang it is teaching and preaching but no economy. The Catholics have a low awareness and do not join any organisation. Non-catholic people have a high awareness and join.

The main problems in the Commune are:
1) Difficult to expand the membership
2) The poor lack knowledge how to raise the children
There are 13 Happy Family Clubs now, also in the mixed hamlets. There are 4 Co-operatives in the Commune: 2 saltpan, 1 fish and 1 agricultural commune.

Each person gets 1.2 sao of agricultural land. Children the same. In 1994 the allotment of land was fixed for ten years. In principle there can be a re-allocation over two years. Her family has 4 sao (why not 4.8 sao ? 2 sons). Some people lease out their land: old people and 10 families who have migrated to the South of Vietnam or to the Central Highlands.

The Communist Party promotes a campaign to turn saltpan in shrimp farm and to turn a portion of the agricultural land into a market crop (tomato). But nothing happens as the
people cannot and want not to make the investment or change. Very expensive to convert saltpan to shrimp farm. It takes at least 3 years to re-transfer shrimp farm to paddy field. The un-used lands between the dikes belong to the Commune, says Mrs Sang.

Mrs Sang says that the foraging of sea resources by poor households is an uncountable income. It supplements the daily meal. The men who push the nets in the sea might earn 5-10.000 VD per day. Some women are lucky when they earn VD 3000 to 5000 per day.

We walk in the Commune searching for the families on the photo. Mrs Sang does not know where they live. Then we see a nice row of yellow painted small houses with green doors. We visit a family, which just moved in the house one week ago. I am totally flabbergasted to hear that the 81 families of Hai Ly who have to be resettled are resettled here by the Danish Red Cross. Nobody (the resettlement expert in the team) told me about this plan last year. I feel mislead and cheated.

The nice grandmother lived 20 years in a bamboo hut in the risky area. She burned her old house. She has 5 sons and 4 daughters and is catholic. Husband died long ago. Tomorrow one son will marry. She has a house of 18m2 (3 people). Larger families get 30m2. She had 5 sao of land but gave a portion of rice land to her married children. The compound (residential) area is 120m2 (pond?). 5 years ago she used to go to the sea and to collect sea products as an exchange (barter) for rice to feed her children. Now she has rheumatic pains and cannot go any more. Her daughters are busy with their children and cannot bring her seafood. We make photos. We come at the dike and the place of the interviews last year. There are fewer houses now. We slide from the dike down in heavy rain. To my surprise we come in a neighbour house and speak with a woman. She says she is poor but she wears thick gold chain and earrings. In the house: TV, fridge, 2 fan, pressure cooker, telephone, rich furniture. The house is of her brother
working in the High Lands and having coffee bean plantation. We give the photos to the lady of last year. One woman who was pregnant last year comes to show her baby. Unfortunately the baby has a small physical defect (two thumbs). She asks for help. What to do?
**Annex 4. Programme 2nd PRA training**

Nam Dinh ICZM Pilot Project, 2002

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**PRA Training Workshop**

**Participatory approaches in coastal appraisal and development planning**

**Second Session-Commune Level**

17 - 21 December 2002

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>17 Dec. 2002</td>
<td>8:00 - 8:30</td>
<td>Opening</td>
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<tr>
<td></td>
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<td><strong>An Overview of PRA</strong></td>
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<td>8:30 - 10:00</td>
<td>Opening speech</td>
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<td>10:00 - 10:15</td>
<td><strong>Tea/Coffee Break</strong></td>
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<td>10:15 - 11:45</td>
<td>Community and Community Awareness. Why and when community participation is needed?</td>
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<td>11:30 - 13:30</td>
<td><strong>Lunch Break</strong></td>
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<td>13:30 - 15:00</td>
<td>PRA in the circle of a development project. Selected successful cases of development in other countries and locales using PRA. Documentary film.</td>
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<td>An overview of varieties of PRA techniques. When and how to select (a combination of) different PRA techniques?</td>
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<td>15:00 - 15:15</td>
<td><strong>Tea/Coffee Break</strong></td>
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<tr>
<td></td>
<td>15:15 - 16:45</td>
<td><strong>Skill 1: Collect available data and documents</strong></td>
</tr>
<tr>
<td>18 Dec. 2002</td>
<td>8:30 - 10:00</td>
<td><strong>Skill 2: informal interview skill</strong> Practice</td>
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<td>10:00 - 10:15</td>
<td><strong>Tea/Coffee Break</strong></td>
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<td>10:15 - 11:45</td>
<td><strong>Skill 3: Focus group discussion</strong> Practice Film.</td>
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<td>11:30 - 13:30</td>
<td><strong>Lunch Break</strong></td>
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<td>13:30 - 15:00</td>
<td><strong>Skill 4: Ranking, priority ranking</strong></td>
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<td>15:00 - 15:15</td>
<td><strong>Tea/Coffee Break</strong></td>
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<td>15:15 - 16:45</td>
<td>Ranking on poor and rich householders Practice</td>
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<tr>
<td>19 Dec. 2002</td>
<td>8:30 - 10:00</td>
<td><strong>Skill 5: transect</strong></td>
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<td>- Historical in local commune</td>
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<td>- Analyse infrastructure in local commune</td>
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<td><strong>Skill 6: mapping</strong></td>
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<tr>
<td>10:00 - 10:15</td>
<td><strong>Tea/Coffee Break</strong></td>
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| 10:15 - 11:45| **Skill 7:**
  - livelihood analysis
  - household economy appraisal
  Practice                                                                 |
| 15:00 - 15:15| **Skill 8:** Venn Diagram
  Practice                                                                 |
| 15:00 - 15:15| **Tea/Coffee Break**                                                                         |
| 15:15 - 16:45| **Designing a Research Plan**
  - Preparing for Fieldwork
  - Practice skill (collect available data; mapping; transect; livelihood analysis; Venn diagram) |

**20 Dec, 2002**

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<tr>
<td>8:00 - 11:00</td>
<td>Fieldwork</td>
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<td>11:30 - 14:00</td>
<td>Lunch Break</td>
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<td>14:00 - 17:00</td>
<td>Fieldwork</td>
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**21 Dec, 2002**

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<th>Date</th>
<th>Activity</th>
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| 8:30 - 10:00| Understanding and Solving Conflicts during the Project Process
  **Skill 9:** Development Planing for local communities
  Action plans after PRA training |
| 10:00 - 10:15| **Tea/Coffee Break**                                                                         |
| 10:15 - 11:45| **Skill 10:** Analyse collected data
  **Skill 11:** Report by PRA methods                                                                 |
| 11:30 - 13:30| **Lunch Break**                                                                              |
| 13:30 - 15:00| - Practice Report Writing and Presentation Skills                                            |
| 15:00 - 15:15| **Tea/Coffee Break**                                                                         |
| 15:15 - 16:45| - Group presentation of fieldwork results
  - Evaluation of Training Program
  - Closing speech.                                                                       |
Annex 5. Exercises first PRA training and tips

The following exercises (as well as games and activities) are conducted:

1. **Making friends** with your partner and introduce her/him to the class

2. **Who is expert?**
   Participants were asked to list what do they *think* they know best, and what they *think* their partner *do not know*. Then the two would compared their note and discuss. This game aims at decentralising self-centrism/professionalism, as it is common among “experts”. Participants learned that knowledge is not taken-for-granted, yet it should be shared and respected between and among people of various backgrounds.

3. **Telephone**: Participants learned and confirmed (they all know this already) how information is transferred and carried on, and how information could be distorted/modified along the way.
   They also learned of the *subjective* nature of messengers – every one has her/his way of telling a stories --> there are always multiple truths.

4. **Rolling Interests**: Participants threw a paper ball to one another each talked about her/his interests (things they like most). Participants learned to express themselves. This minigame was for warming up and ice-breaking.

5. **(Un or)Semi-structured Interview**:
   Participants were divided in 4 groups. One volunteered as interviewee/informant. The group worked on a focal topic and checklist, and divided the tasks of note taking among members. Then they conducted the interview. Two members presented to the class their reflection on the process of conducting the interview, and some findings.
   From this exercise participants learned how to make a check list (none of them did this before), how to build rapport with the informant, facilitate the flow *yet* remain focus through the conversation, ask the proper questions, and probe. Above all, they learned to *listen and learning*, not just asking and urging for information.

6. **What you like most? [Interest/Priority ranking]**
   Three groups discussed and ranked one of the following topics: foods/delicacies in Nam Dinh they like most; places/sights Nam Dinh people like to visit most; and types of entertainment's/sports Nam Dinh officials like most.
   In this exercise, participants learned how to conduct a priority ranking (many of them did never know the grading techniques). Plus, they learned how to monitor and facilitate a group discussion. The exercise was a great fun for them.

7. **Participatory mapping**. This was not an exercise, given time constrain. Mr. Phuc from Nghia Hung district was invited to play the local person role. Chi played the PRA-conductor. They two discussed (an imaginary transect) and draw a Nghia Hung map.
   Participants commented on the approach. The highlights were that participatory/community map should be the map drawn by the local people, about what they know/think/see, *not* the precise geographical ideal-type map of what must be done according to top-down plan.

8. **Venn diagram**. Given time constraint, Chi demonstrates (joint with participants) how to draw a Venn Diagram. The highlight was to search for community understanding of the importance of each institution in the locale, and relations between those institutions.

**Tips for PRA training Number 2.**

Exercises in 'engendered' RACE map making:

A) Dream maps of men and women in the village on how their village and the
surrounding coastal area should look according to their wishes and hopes in the future;

B) Time line of changes in the village focused on changes in the use of natural resources;

C) Gender-specific use (access and control) of sea-resources mapping;

Show Video: Question of difference in day 2.

ad A) DREAM MAPS

How to do the participatory dream map analysis:

1. Find one group of (6-8) women (preferable of poor households of different occupations) from the same village (hamlet, commune) able and willing to make a dream map. Explain the meaning
2. Find one group of (6-8) men (preferable of poor households) from the same village (hamlet) and the same village (hamlet, commune) of the women able and willing to make a dream map. Explain the meaning
3. Find a suitable place (enough space). The men and women's group should sit separately.
4. Distribute a large sheet of paper to each group and colour pencils
5. Ask how they dream the village (hamlet, commune) will look in the future when the right coastal zone management is implemented and they will have the benefits from that.
6. Compare the map of women and men and let the participants draw conclusions on the differences. Raise awareness that only putting the two maps together gives the plan for the future of both: women and men.

Tips:
Don't impose any (your) dream

Mobility map to know the collection of sea resources (week/seasonal perspective).

Transect walk is also an option: identify the main natural zones and sketch distinguishing features. For each zone describe: area, plants, animals, species of fish, other seaprodcts, season to harvest the fishes, crop, livestock, problems, solutions, opportunities (see p. 87 in reader Theis and Grady, and PRA fisheries pack publication).

ad B) COASTAL TIME LINE

How to do the participatory coastal time-line analysis:

1. Find one group of (6-8) knowledgeable resource women and men (preferable minimum 4 old people and two younger ones) from the same village (hamlet, commune) who are able and willing to make a timeline.
2. Find a suitable place (enough space).
3. Distribute a large sheet of paper
4. Re-create the village history using the elders as resource persons for the very early history, with support of younger people. Who founded the village? Major events, major crises (cyclones, tidal waves, etc), major achievements, epidemics. Coming of electricity...etc.

C) Gender resource mapping
Groups in a community make different use of resources. For example, women and men often have different spheres of responsibility and control over resources. Resource use and access can also vary by socio-economic group. Resource mapping by groups of women and men offers a way to understand the division of control, responsibility and labour with regard to resources and related activities.

Gender resource mapping presents the landscape as an arena of complementary and/or conflicting relationships between men, women, and children in regard to natural resources. Questions may include: Who has access to this resource? What are the terms of access? Who owns it, who controls it? Where are products used or home consumption or/and sold? Who sells products?

Figure: depicting crops, plants, animals, resource use and access, and resource users.

Seashore resource map: Different categories; open and closed coastal land and water area. Attitudes to closure of coastal area (shrimp farm).

Video: Question of difference, PRA, Gender & environment
### Annex 6. Programme Gender training
Nam Dinh ICZM Pilot Project, 2002

Gender Training Workshop
Improving gender awareness in development planning

7 - 11 January 2003

<table>
<thead>
<tr>
<th>Date</th>
<th>Session</th>
</tr>
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<tbody>
<tr>
<td>7 Jan. 2003</td>
<td>Opening&lt;br&gt;   An Overview of gender awareness in development planning</td>
</tr>
<tr>
<td>8:00 - 8:30</td>
<td>Opening speech</td>
</tr>
<tr>
<td>8:30 - 10:00</td>
<td>Warming up&lt;br&gt; Expectations from trainees and trainers&lt;br&gt; Activities: introduction classmates&lt;br&gt; Gender and gender awareness concepts&lt;br&gt; The important of gender awareness in development planning</td>
</tr>
<tr>
<td>10:00 - 10:15</td>
<td>Tea/Coffee Break</td>
</tr>
<tr>
<td>10:15 - 11:45</td>
<td>Content of gender analysis&lt;br&gt; Video “Grameen bank, Bangla Desh”</td>
</tr>
<tr>
<td>11:30 - 13:30</td>
<td>Lunch Break</td>
</tr>
<tr>
<td>13:30 - 15:00</td>
<td>The distinction between WID and GAD&lt;br&gt; GAD: policy approaches&lt;br&gt; Gender analysis in planning and implementing progress in a development project. Activities: adoption progress on renovation</td>
</tr>
<tr>
<td>15:00 - 15:15</td>
<td>Tea/Coffee Break</td>
</tr>
<tr>
<td>15:15 - 16:45</td>
<td>Relationship between gender analysis and PRA&lt;br&gt; What is PRA? some main PRA methods&lt;br&gt; What is participatory gender analysis?&lt;br&gt; Activities: the window of Lan’s house (community approach)&lt;br&gt; Tree valuation squares (imposing education and participatory education)&lt;br&gt; Video: “A world of difference”</td>
</tr>
<tr>
<td>8 Jan. 2003</td>
<td>Gender analysis techniques</td>
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<tr>
<td>8:30 - 10:00</td>
<td>Skill 1: informal interview skill. Women interview women?&lt;br&gt; Activity: situation analysis.</td>
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<tr>
<td>Time</td>
<td>Event Description</td>
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<tr>
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<tr>
<td>10:00 - 10:15</td>
<td>Tea/Coffee Break</td>
</tr>
<tr>
<td>10:15 - 11:45</td>
<td>Skill 3: Season calendar and gender time-table</td>
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<tr>
<td></td>
<td>Practice</td>
</tr>
<tr>
<td>11:30 - 13:30</td>
<td>Lunch Break</td>
</tr>
<tr>
<td>13:30 - 15:00</td>
<td>Skill 4: analyze the policy approaches and control on gender issues</td>
</tr>
<tr>
<td>15:00 - 15:15</td>
<td>Tea/Coffee Break</td>
</tr>
<tr>
<td>15:15 - 16:45</td>
<td>Skill 5: ranking and classing - priority ranking</td>
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<tr>
<td></td>
<td>Activity: Valuation on the life and the needs of women</td>
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<tr>
<td>9 Jan. 2003</td>
<td>Gender analysis technical (continues)</td>
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<tr>
<td>8:30 - 10:00</td>
<td>Skill 5: ranking and matrix - ranking on rich and poor living standard</td>
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<tr>
<td></td>
<td>Activity: what is poor? Who are poor?</td>
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<tr>
<td>10:00 - 10:15</td>
<td>Tea/Coffee Break</td>
</tr>
<tr>
<td>10:15 - 11:45</td>
<td>Skill 6: livelihood analysis</td>
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<tr>
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<td>household economy appraisal</td>
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<td>Practice</td>
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<td>15:00 - 15:15</td>
<td>Skill 7: transect</td>
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<td></td>
<td>Skill 8: gender participatory mapping. Mobility map.</td>
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<tr>
<td>15:15 - 16:45</td>
<td>Skill 9: Venn diagram</td>
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<td>Designing a Research Plan</td>
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<td>Preparing for Fieldwork</td>
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<tr>
<td>10 Jan, 2003</td>
<td>Carrying out Fieldwork</td>
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<tr>
<td>8:00 - 11:00</td>
<td>Fieldwork</td>
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<td>11:30 - 14:00</td>
<td>Lunch Break</td>
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<tr>
<td>14:00 - 17:00</td>
<td>Fieldwork</td>
</tr>
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<td>11 Jan. 2003</td>
<td>Integrating gender analysis results into Development Planing/Project</td>
</tr>
<tr>
<td>8:30 - 10:00</td>
<td>Skill 10: Monitoring development activities with men and women participants</td>
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<td>10:00 - 10:15</td>
<td>Tea/Coffee Break</td>
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<tr>
<td>10:15 - 11:45</td>
<td>Empowerment of women</td>
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<td>Time</td>
<td>Activity</td>
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<tr>
<td>--------------</td>
<td>--------------------------------------------------------------------------</td>
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<td>11:30 - 13:30</td>
<td>Lunch Break</td>
</tr>
<tr>
<td>13:30 - 15:00</td>
<td><strong>Skill 11:</strong> Collecting, analyzing, interpretation of gender information</td>
</tr>
<tr>
<td></td>
<td>Practice: report writing and presentation of group skills</td>
</tr>
<tr>
<td>15:00 - 15:15</td>
<td>Tea/Coffee Break</td>
</tr>
<tr>
<td>15:15 - 16:45</td>
<td>Group presentation of fieldwork results</td>
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<tr>
<td></td>
<td>Evaluation of Training Program</td>
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<tr>
<td></td>
<td>Closing speech.</td>
</tr>
</tbody>
</table>
Annex 7. References used as background for PRA and Gender training

References used for the PRA training: session 1 and 2.

1. GEF/UNDP/IMO regional Programme on building Partnerships in environmental management for the Seas of East Asia (PEMSEA) Ras/98/G33/A1G/19. ICZM concept and characteristics.


Annex 8. Original TOR sea resource study

Study: The meaning of Foraging Sea Resources as survival for poor households.

It is proposed to conduct a three month study, to be carried out by a team of local researchers (approx. 6 person-months) of the Institute of Sociology and the University of Hanoi (department of Anthropology). The study will collect data from a total of two Communes from district Hai Hau in the coastal zone area, representing a salt-pan commune and mixed agricultural, fishery, salt-pan conditions.

The reason for the study and purpose of the study is as follows:

In the ICZM project there are no data available related to the needs and interest of the people living in the coastal districts to develop their area in a sustainable way. Their experience and wisdom should reflect in the planning of activities to develop in the near future. As in particular women in coastal communities depend on available natural resources for augmenting their families’ diets and income, a study on the possible depletion of these foraging resources is envisaged. Specific gender issues related to distribution of workload, access and control over sea-resources obtained from foraging in a historical perspective, participation in decision making within and outside the household and the impact of land (resp. salt-pan) distribution policy on women, particularly female headed households will be studies. The study included here is designed to provide a more complete understanding of these issues as background material for the design of future poverty alleviation projects and at the same time to provide baseline data for the DOSTE GIS system. The study can also be a basis to formulate recommendations for consideration in future proposal making.

As required, the study will include:

1) development of an activity profile to describe the relative roles and responsibilities of men, women and children of different socio-economic groups in the two Communes regarding the foraging, including the input required for each task, the timing, location, equipment and labour mobility.

2) development of an access and control profiles to determine the access of men and women to sea resources and their control over resource utilisation; the study will investigate constraints to fully developing the available resources; control over benefit utilisation will consider the subsistence value and the earnings from sales of foraged sea products.

The activities of this component relating to the design, implementation, analysis and dissemination of the findings are as follows:

Study Implementation

Implementation of the study will consist of preparing comprehensive TOR for the study, contacting the Sociological Institute having authority to contract for the study, receiving their proposals, and negotiating a sub-contract with the selected group. During the execution of the contract the trained DOSTE and DARD staff will assist in giving access to
the field. The community/gender specialist and other ICZM staff will monitor and assist in facilitating the progress of the study and assist in the analysis and report preparation.

Design of the Research Study

The study will be undertaken using a combination of research tools. These will include (1) a structured questionnaire, (2) rapid coastal appraisal, (3) women focus groups (4) meetings with village and association officials.

The questionnaire will collect data needed to generate activity foraging profiles for families in the two Communes. It will target women-headed households on a proportional basis. Key areas to be covered include characterising the roles of family members in foraging sea resources and the usual work in agriculture and the saltpans, specific tasks and their duration; whether the family has surplus labour; and how this is utilised. Basic benchmark data will also, of course, be gathered.

The questionnaire will be complemented by open-ended discussion sessions, in which relevant themes will be explored, such as families perceptions of their autonomy with respect to local sea resource access; the degree to which external forces (shrimp farms) control the quality and quantity of sea products; and identification of factors influencing the decision making process.

The rapid coastal/ rural appraisal will be carried out to construct a profile of the utilisation of locally available natural and technological resources, such as access to sea-resources, fishponds common grazing areas. It will also look at environmental degradation.

The focus group discussions will consist of preparing a daily time sheet of women's/men's children activities for a selected sample. To facilitate analysis, the resolution will be on an hourly basis.

Meetings with village and association officials will be used to determine the role played by the various official bodies in the lives of the villagers. They will also serve to provide some understanding of the way in which villagers are represented in the wider world of districts, provinces, and national government.

Assistance with Analysis and Report

The Dutch community/gender specialist and ICZM Counterpart will assist the sub-contracted national consultant in the analysis. As required, reference in the analysis will be made to the impact of current policy and legal frameworks. They will provide guidance in the preparation of the report, which will be concise and produced in Vietnamese and English on facing pages.
ANNEX 9. PROPOSAL ON SEA RESOURCES STUDY
(Revised version)

1. Objectives

The foraging of sea resource study aims at:
- development of an activity – profile to describe the relative roles and responsibilities of men, women and children of different socio-economic groups, in particular of poor households in two communes (Hai Ly and Hai Trieu) regarding the role of foraging sea-resources, including the input required for each task, the timing, location, equipment and labour mobility;
- to describe the changes in foraging sea resources in time perspective (before Doi Moi and under the economic liberalisation now). To analyse if Government policy and practice are in conflict with coastal livelihood systems and customary rights of sea-resources utilisation;
- development of an access and control profile to determine the access of man and women, in particular members of poor households, to sea resources, and their control over resource utilisation. Constraints have to be investigated to fully developing the available resources. The subsistence value and the earning from sales of foraged sea products have to be analysed in a time perspective.

2. Methodology

The study will used qualitative methods in combination of the following research techniques:
- Participant Observation;
- Collection of existing data (including statistical data, annual reports of communes, district, report of different mass-organisations such as Women’s Union, etc.). The collection of existing statistical data will give background information on the general socio-economic situation, land use, main occupations, main character of the commune (agriculture, salt-pan, fishing, other) education and culture in the two communes;
- In-depth Interviews (II). In-depth interviews will be conducted to identify the meaning and importance of foraging sea-resources.
- Focus group discussion (FGD). The focus group discussions will consist of preparing a daily time sheet of women's/men's children activities for a selected sample.
- Meeting with villagers and informal groups. Meeting with some of the villagers and informal groups (if yes) to identify the history, life, culture, religion; occupations, etc. in two communes.
- Rapid coastal appraisal

The rapid coastal/rural appraisal will be carried out to construct a profile of the utilisation of locally available natural and communal resources, such as access to sea-resources, fishponds and common grazing areas. It will also look at the environmental degradation. The Rapid Coastal Appraisal will use methods, such as seasonal calendar, daily time spending, venn-diagram, mapping of the locations where women and men are foraging sea-products in a seasonal and daily perspective. The RCA will be conducted in focus group discussions as well as in the personal interviews to examine opinions and awareness of the poor especially women about institutions, differences in the division of labour and foraging of sea-resources between women and men. The mapping will show where villagers (men and women) collect sea-products in the communities now and in the past ten years. The Rapid Coastal Appraisal intends to increase the participation and involvement of the people in the two Communes in the study.
Beside, focus group discussions with the leaders such as the Chairman, Deputy chairman and heads of mass organisations, better-off villager will be identified in order to understand their perceptions of the role foraging sea resources plays in the survival strategy of the poorest households in the commune.

Meetings with village-, and associated officials will be necessary to determine the policies (customary rights and formal state laws), strategies and role played by the various official bodies in the access and control of the poor villagers over sea-resources. They will also serve to provide some understanding of the way in which villagers are represented in the wider world of districts, provinces, and national government.

The study will describe the panorama of two communes in a historical perspective with trends to the present day and the future.

3. Sample
In line with the Inception Report Hai Ly and Hai Trieu communes will be selected for the study.

**In-depth Interview:** (female-headed households will be considered in the study)

Fishery village
- Fishery women and men with over three children (4 cases: 2 women and 2 men)
- Agriculture women and men (3 cases: 2 women and 1 man)
- Better-off Women and men (2 cases: 1 women and 1 man)
- Salt-pan women and men (2 cases: 2 women and 1 man)

Salt-pan village
- Salt-pan women and men with over three children (4 cases: 2 women and 2 men)
- Agriculture women and men (3 cases: 2 women and 1 man)
- Better-off Women and men (2 cases: 1 woman and 1 man)
- Fishery women and man (3 cases: 2 women and 1 man)

(Total: 12 cases for each commune)

**FGDs:**
- Leaders of PC commune and mass-organisations in two communes.
- Poor Fishery Women
- Poor salt-pan women
- Poor Fishery men
- Poor salt men
- Women and men (better off or middle) (Q: How they think about of the poor, esp. women? What kinds of support?)

(Total: 6 FGDs for each commune)
- There are 2-3 meetings with informal groups such as Catholic, Buddhism people, etc; and 2-3 persons (teachers,) will be interviewed during the time. Photographs will be taken for illustration of the study.

4. Tentative schedule
Preparation study: January/ February 2003
Data collection: 21 February – 8 March 2003
Analysis of data and report writing: 9 - 29 March 2003
Submitting of first draft 31st March 2003
Comments on first draft from ICZM staff: April 2003
Revision of first draft. Final version before 30th of April 2003

5. Members of the Study Team
Miss Hanh, Mrs My, Prof. Minh (Institute of Sociology) and Dr Chi (University of Social Sciences and Humanities) in full co-operation with the ICZM staff in Nam Dinh.

6. Estimated budget

<table>
<thead>
<tr>
<th>No</th>
<th>Items</th>
<th>Unit</th>
<th>Cost (USD)</th>
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<tr>
<td>1</td>
<td>Preparing</td>
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<td>8 guidelines for FGDs/In depth interviews; 4 guidelines for meeting</td>
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<td>with informal groups and open interviews</td>
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<td>4</td>
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<td>4</td>
<td>Collecting of existing data</td>
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<td>Conducting in depth interviews (24 cases)</td>
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7. Report
The draft and final report will be submitted in both Vietnamese and English; a floppy diskette will be attached containing the Vietnamese and the English version. At least 10 copies of the draft report should be made and send to the permanent residential advisor.