

Socioeconomic in Fishery Communities and Gender Equality and Social Inclusion in Fisheries

เศรษฐกิจสังคมประมง และ
มิติหญิงชายและทุกกลุ่มคน
ในภาคการประมง



Objectives of the session

To understand the Socioeconomic aspect

To impart gender equality and the Social Inclusion concept

To introduce the tools for data collection with the community on socioeconomic

To practice data collecting planning and collecting

Outlines

- Socioeconomic
- Tools for data collecting
- Gender equality and the Social Inclusion concept and Gender in Fisheries
- Planning for the data collection

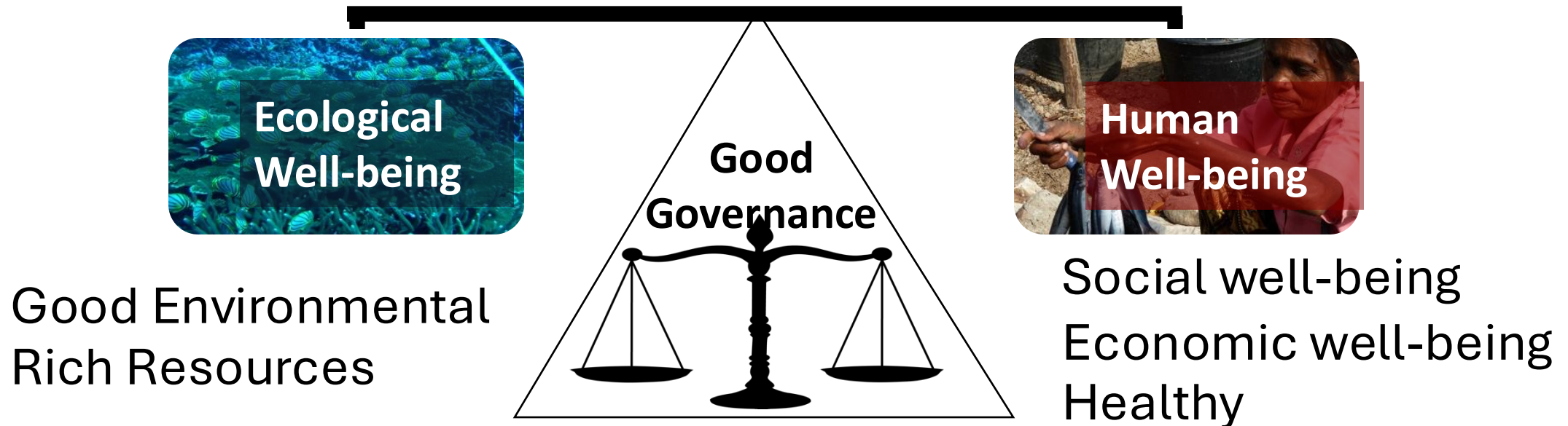
Fisheries Management

Sustainability

meeting the needs of the present without compromising the ability of future generations to meet their own needs.

The United Nations Brundtland Commission defined

Sustainable development





SUSTAINABLE DEVELOPMENT GOALS



People: 1-5, Prosperity: 7-11, Planet: 12-15, Peace: 16, and Partnership: 17

Socioeconomic

(เศรษฐกิจและสังคม)

People are Part of the Ecosystem

Social science is critical to understanding people's role in the use, management, and protection of the environment

Representing their rights, cultures, values, and livelihoods

Achieving better conservation outcomes for **ecosystem services** and **human well-being**

Humans may be threats, but they are also benefactors and part of the solution

What is Socioeconomic data?

“Socioeconomics combines two words, social and economic, it is the study of the social, cultural, economic, and political conditions of people, groups, communities, and organizations.”



+



Source of data: Secondary data and survey/study

socio- economic information in fisheries

You can use this data to report

- Baseline information for project planning and evaluation
- Research paper
- Project monitoring

Socio-economic understanding of people

People as diverse **individuals** with different **personal characteristics**

- Women/men
- Young/middle-aged/old
- Class
- Ethnic group
- Religious group
- History/background

People as groups

- Households
- Neighborhoods
- Communities
- Ethnic or religious groupings
- Class groupings

Define and scope of study

1. Topic Identification: Before setting the objective, the name of the project or research on data collection should be given. And then the objective can be defined after the topic is named. The topic can be;

- Came from an interesting issue
- Clear and easy to understand, short sentences that represent the main data collection
- indicated the data that we want to correct

2. Objectives Identification: The objectives will scope the task on data collecting and be relevant to your topic.

- Objectives should tell what you are going to do.
- It can have more than one, and no need for too much, also because if too much means you have to correct too much data and spend time on an interview.



Define and scope of study

Example;

- **Topic:** Household livelihood survey in the coastal area in Thailand
- **Objectives;**
- To describe the profile of the fishers and their households using selected human capital, social capital, and financial capital characteristics.
- To study the Social Analysis of Coastal Communities

Socioeconomic Data Elements

Demographics: Population and Household Characteristics

Livelihoods and Economy: Fishery & its related

Gender and Social: Gender dynamics

Additional Consideration: Special/Current issues and Environmental & resource challenges



Socioeconomic Data Elements

Demographics

Age

sex/genders

Ethnicity

Marital status

Social structure (religion)

Education

Main and additional occupation

Household size and composition (children and elderly)

Individual income from fishing and other occupations (average, range)

Household income (average, range)

Expenditure household (average, range)

Saving and loan (source of loan and accessibility)

Asset ownership and household goods (land size, value of house, cars, motorcycles, etc.)

Household facilities (water supply, electricity, sanitation (toilet), etc.)

Number of family members who are working on fisheries and non-fisheries



Socioeconomic Data Elements

Livelihoods and Economy

Fishing, aquaculture, and related activities (fish processing)

Fishing operation (day/month, day/trip, etc.), gear, boat, catch species, fishing season, fishing areas

Fishing status (owner or worker)

Cost & earnings from fishing (production/trip, price of fish, operational cost and fixed cost, depreciation, fish size/kg, etc.)

Fish consumption (buying from the market or catch)

Payment system for market and labor

Market channel (direct or middle persons)

Labor (no. of labor employed, nationality, part-time or full-time, etc.)

working experience in fisheries

Fish handling onboard

Resource availability



Socioeconomic Data Elements

Gender and Social

Reproductive and productive roles

Time use

Access and control (fishing activities, household, employment)

Community groups and community network (position/status)

Participation in the decision-making process

Involvement in management program (enhancement, etc.)

Access to services (financial, insurance, social welfare programs, technology, etc.)

Affordability of communication access

Challenges faced in these occupations

Conflict management (how to minimize the conflict?)

The existence of community empowerment programs



Socioeconomic Data Element

Additional Consideration

Safety at sea/inland

Impacts of climate change and human activities

Impacts of alien species (invasive species)

Disaster preparedness (adaptation)

Attitude & perceptions (management, etc.)

Beach access

Type of data collecting

Quantitative data

It is a systematic approach that quantifies data and applies statistical, mathematical, or computational techniques to analyze it. It is primarily used to test hypotheses, identify patterns, measure variables, and generalize findings from a sample to a broader population (Creswell & Creswell, 2018).

Qualitative Data Collection Tools

- In-depth interviews: One-on-one conversations to gain in-depth insights.
- Focus Groups: Group discussions to explore collective views.
- Observations: Watching and recording behaviors in natural settings

Type of data collecting

Qualitative data

Qualitative data collection differs depending on the relationship and interaction between the data collector and the respondent or respondents (Thaweesak, 2005). There are three main standard methods for qualitative data collection.

Quantitative Data Collection Type

- Questionnaire/ Survey form
- Structure interview
- Scales (e.g., Likert, semantic differential)
- Rating forms (e.g., service satisfaction, product evaluation)

Tools

- Paper forms
- Digital platforms: Google Forms, Microsoft Forms, SurveyMonkey, KoboToolbox, Qualtrics

Population

Types of Populations

1. **Target Population:** The group a researcher aims to study and draw conclusions about — e.g., "all women working in fisheries in Southeast Asia."

2. **Accessible Population:** The segment of the target population that a researcher can realistically reach for data collection.

Example: "Women in fisheries from three coastal provinces in Thailand."

3. Finite vs. Infinite Population

- **Finite Population:** A population with a known, countable number of units (e.g., registered voters in a city).

- **Infinite Population:** A theoretical or very large population that is impractical to count (e.g., all potential customers for a global product).

Sampling Decides: Sampling method

Types of Nonprobability Sampling: Nonprobability sampling is a method where not all individuals have a known or equal chance of selection, often used in exploratory research for its flexibility, despite potential bias due to non-random selection.



Convenience Sampling:

Participants are chosen for their convenience, such as nearby students, making the method quick and low-cost but potentially unrepresentative.



Purposive Sampling: Researchers deliberately choose participants with specific characteristics relevant to the study, making this method suitable for qualitative or expertise-focused research.



Quota Sampling: Participants are selected to meet quotas for specific subgroups, such as ensuring equal numbers of men and women.



Snowball Sampling: Participants recruit others they know, forming a referral chain often used to reach marginalized or hard-to-access populations.

Sampling Decides: Sampling method

The key types of probability are a method where every population member has a known, equal chance of selection, ensuring a representative sample and minimizing bias for valid, generalizable results.



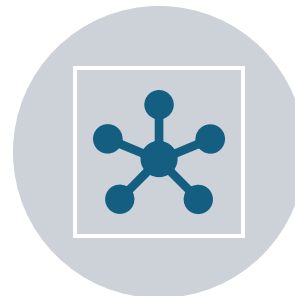
Simple Random Sampling : Each population member has an equal chance of selection, typically using random numbers or a lottery method.



Systematic Sampling : A starting point is randomly selected, and participants are chosen at regular intervals (e.g., every 10th person on a list).



Stratified Sampling : The population is divided into strata based on shared traits, and random samples are drawn from each to ensure representation.



Cluster Sampling: The population is divided into clusters (e.g., by geography or institution), from which entire clusters are randomly selected for study, either in full or in part .

Sampling Decides: Sampling size

1) The population size is available

1.1) Using percentages if you know the total population by

- The total number of populations in a hundred samples should be 25% at least.
- The total number of populations in a thousand samples should be 10% at least.
- The total number of populations in 10 thousand samples should be 5% at least.
- The total number of populations in 100 thousand samples should be 1% at least.

Sampling Decides: Sampling size

1) The population size is available

1.2) Formular

- Taro Yamane's formula is used for finding sample size with the number of total samples from 500 at 95% significance

Where:
$$n = \frac{N}{1 + Ne^2}$$

n = Sample size

N = Population size

e = Level of precision or sampling of error that can accept

- Krejcie & Morgan's used for identifying sample size at 95% significance for number of samples from 10

$$n = \frac{X^2NP(1-p)}{e^2(N-1) + X^2p(1-p)}$$

Where:

x^2 = The table value of chi-square for 1 degree of freedom at the desired confidence level ($x^2 = 3.841$)

n = Sample size

N = Population size

e = Level of precision or sampling of error that can accept

p = The population proportion that you are interested to study

Sampling Decides: Sampling size

2) The population size is not available

- **Cochran's formula** was used to identify sampling size when you do not know the exact number of the population, but you know its high amount
 - When you know the proportion of the population.

$$n = \frac{p(1-p)Z^2}{e^2}$$

- When you don't know the proportion of the population.

$$n = \frac{Z^2}{4e^2}$$

Where:

n = Sample size

e = Level of precision or sampling of error that can accept

p = the population proportion that you are interest to study

Z = standard normal distribution at your level of confidence significant

- if your level of confidence is 95% or significant is 0.05, Z = 1.96
- if your level of confidence is 99% or significant is 0.01, Z = 2.58

Qualitative data tools

- ✓ In-depth interviews: One-on-one conversations to gain in-depth insights.
- ✓ Focus Groups: Group discussions to explore collective views.
- ✓ Observations: Watching and recording behaviors in natural settings

Sample size determination for qualitative data collection for the research depends on Data saturation and Data sufficiency (Sutheewasinnon & Pasunon, 2016).

Semi-structured interviews

- This method is a useful way to explore key questions as well as follow up on topics raised by other PRA methods and tools
- Individual interview/ Household interview
- No. of respondent decide by statistic



Key informant interview

- Key informant interviews are a useful way to bring up sensitive issues that may be hard to address in a group scenario
- Respondents are key persons as head of villages or groups, Old persons who know about the history of resource use in the community, and so on



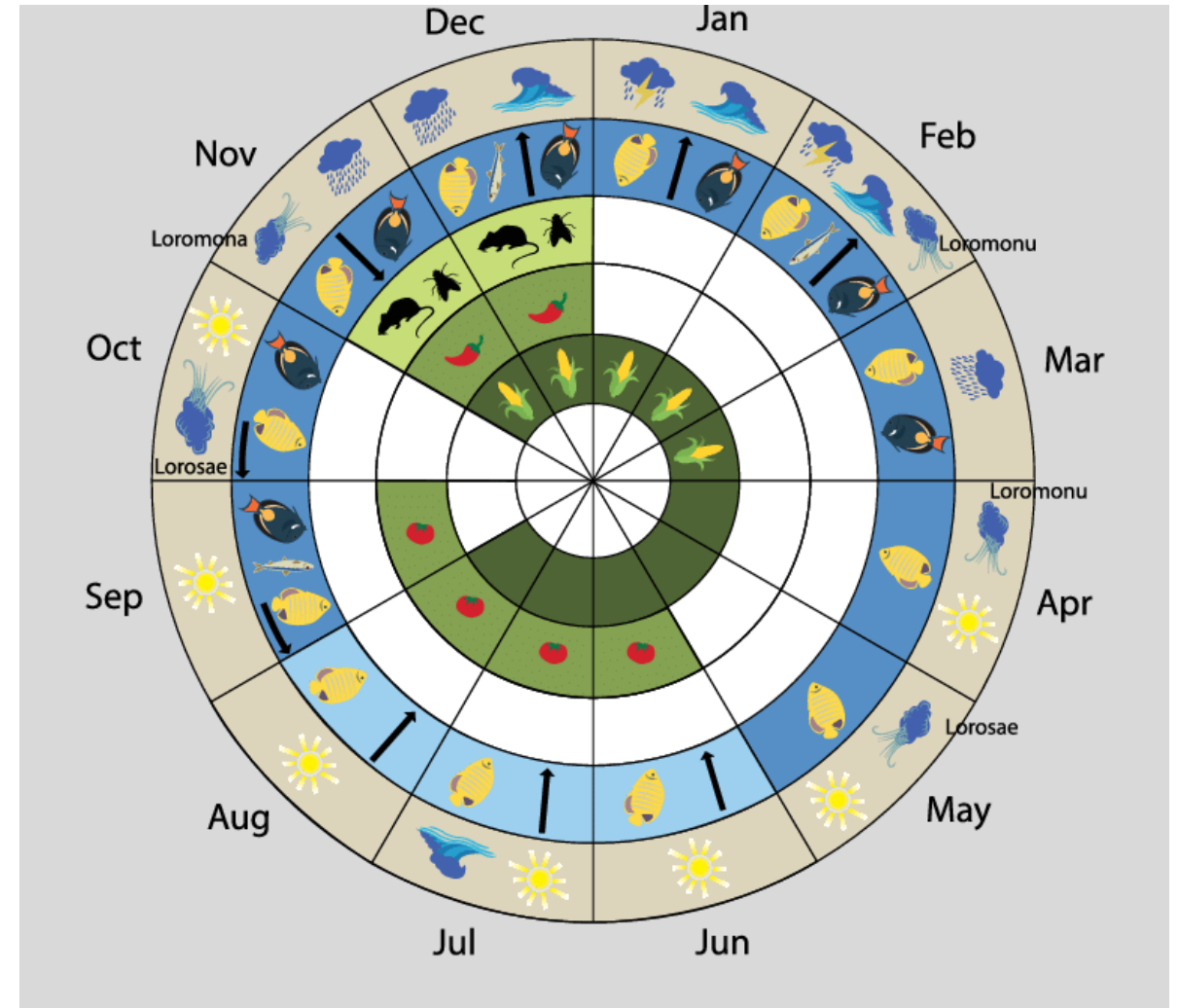
Focus Group Discussion

- It is a good method for responding to unexpected learning opportunities that often arise during PRAs
- No. of respondent can be 4-6 persons



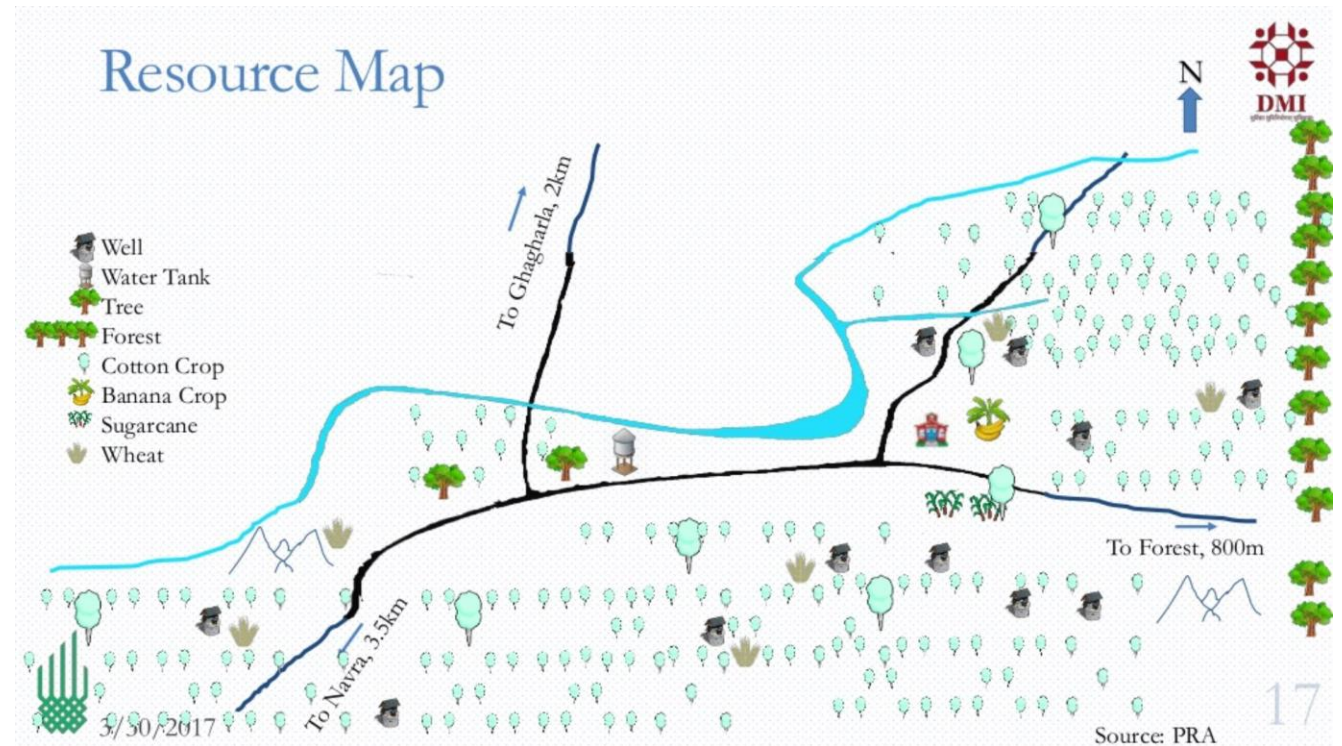
Seasonal Calendar

- To learn about a community and its resource base



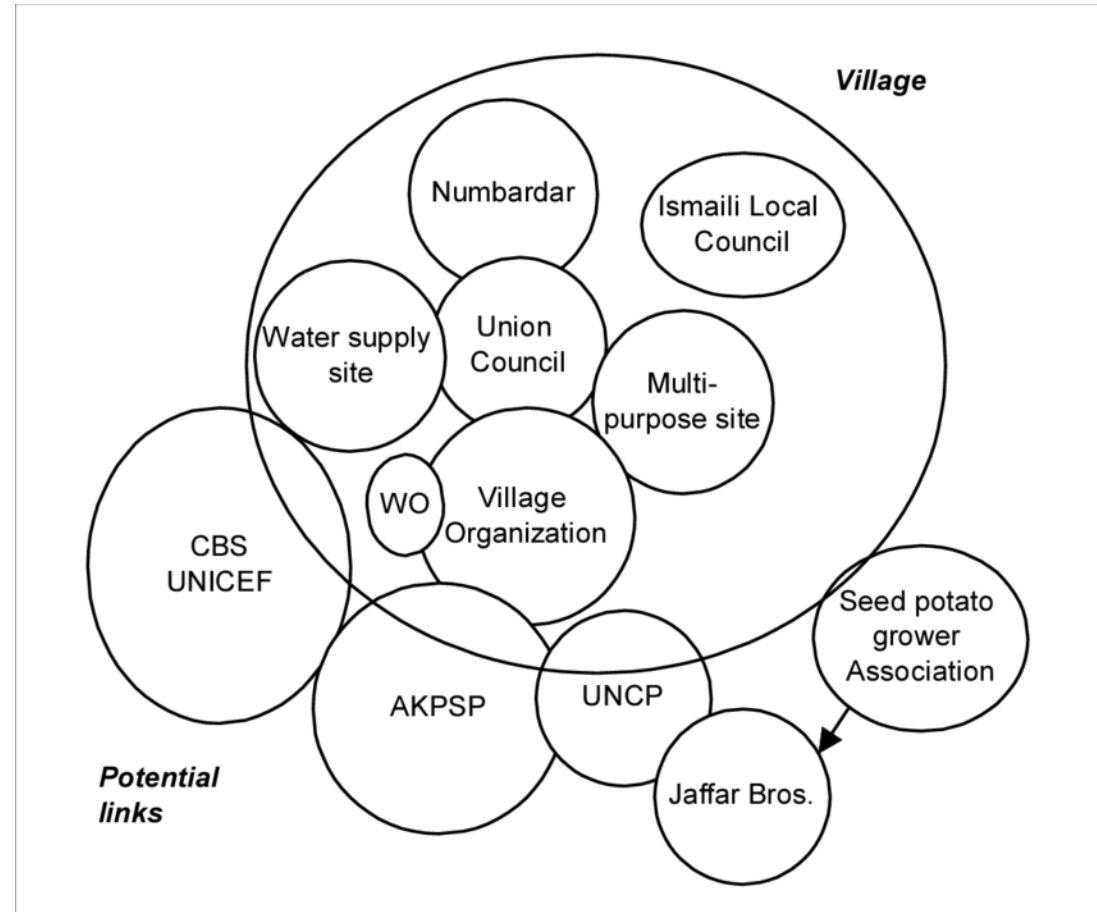
Resources mapping

- a tool used to explore seasonal changes over the period of a year. This tool can show what happens in different seasons such as seasonality of fishery resources, employment opportunities, alternative livelihood opportunities, income and expenditure, and so on

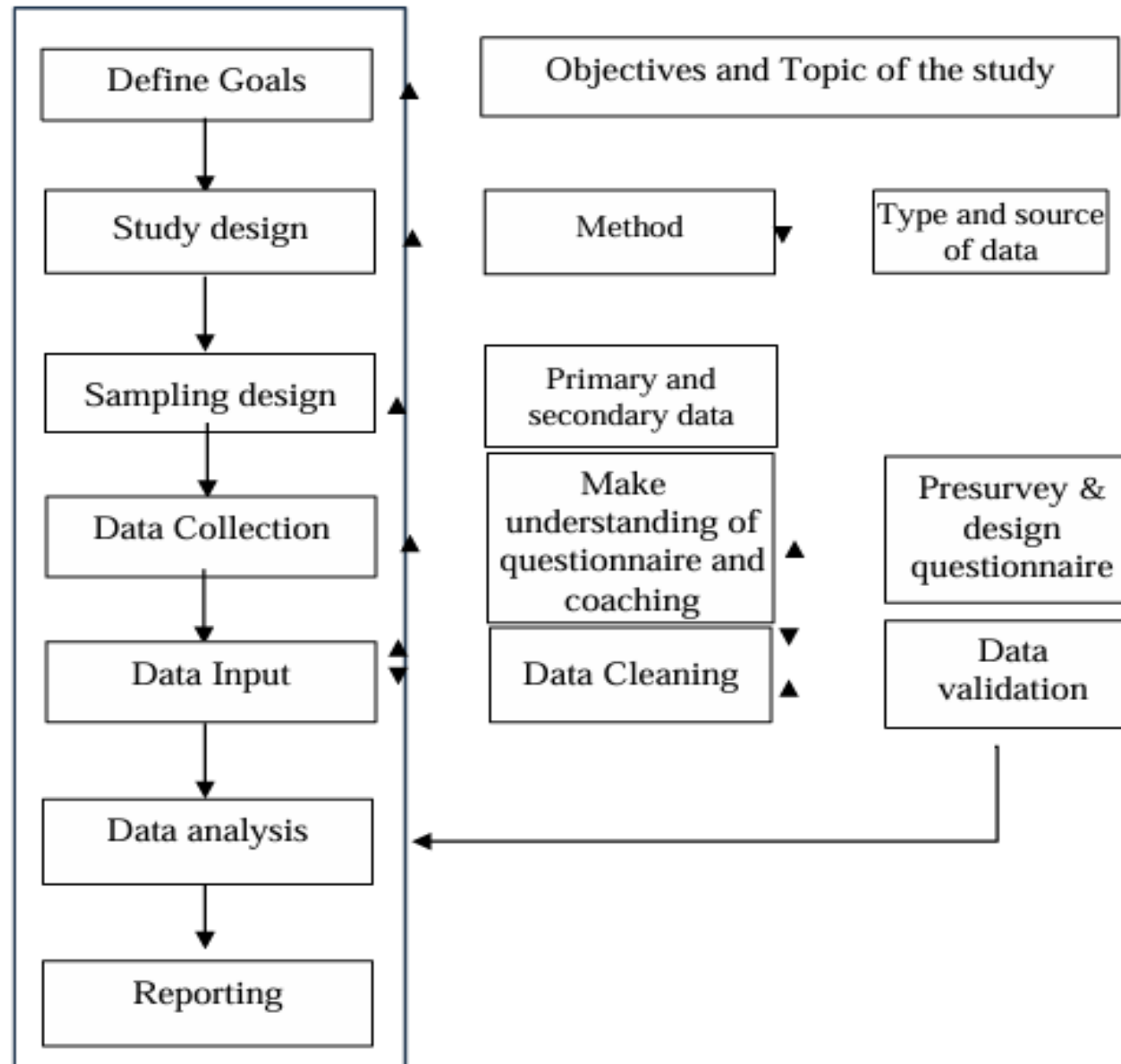


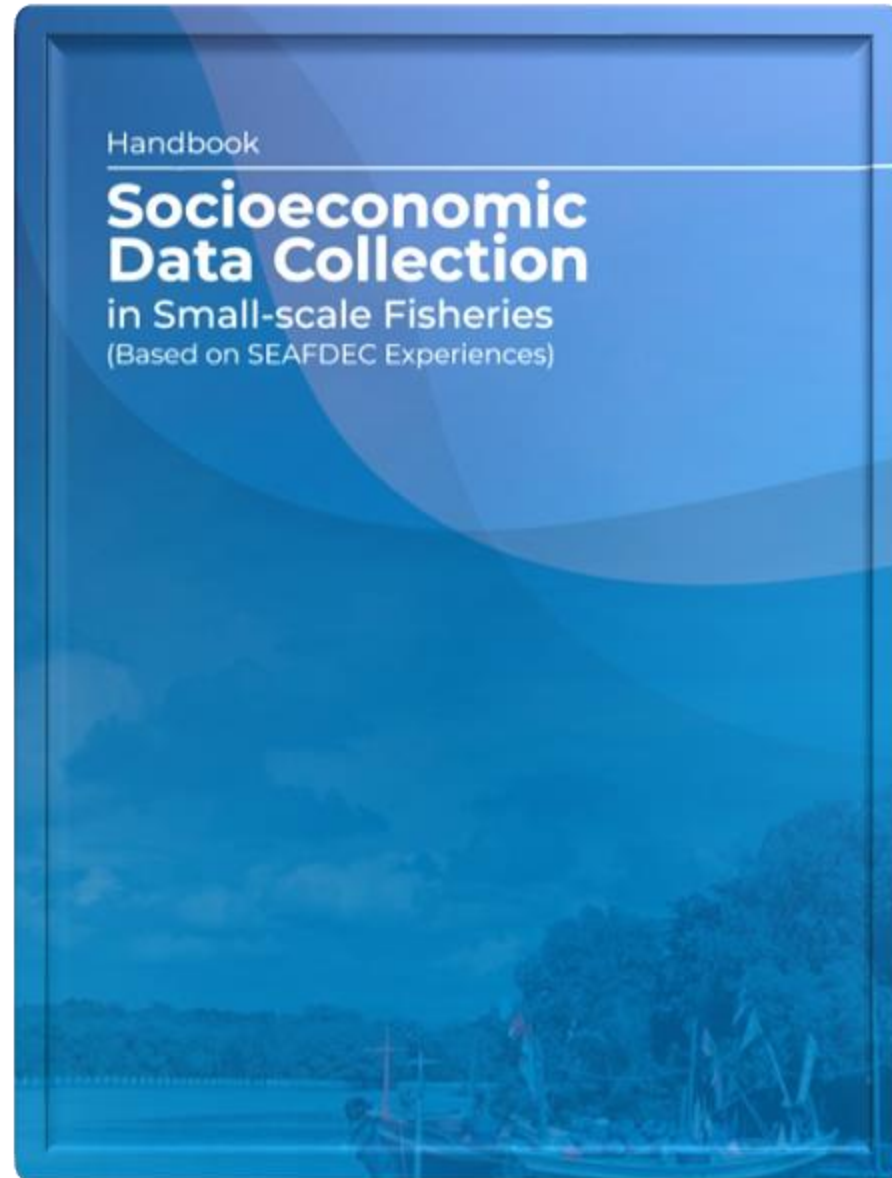
Vann diagram

- to learn about the importance of local groups and institutions and their linkages with outside organizations and agencies, as perceived



Step in socioeconomic data collection





<https://repository.seafdec.or.th/handle/20.500.12067/1978>

Gender equality and the Social Inclusion concept (ความเท่าเทียมทาง เพศและทุกกลุ่มคนในสังคม)



SEX vs Gender

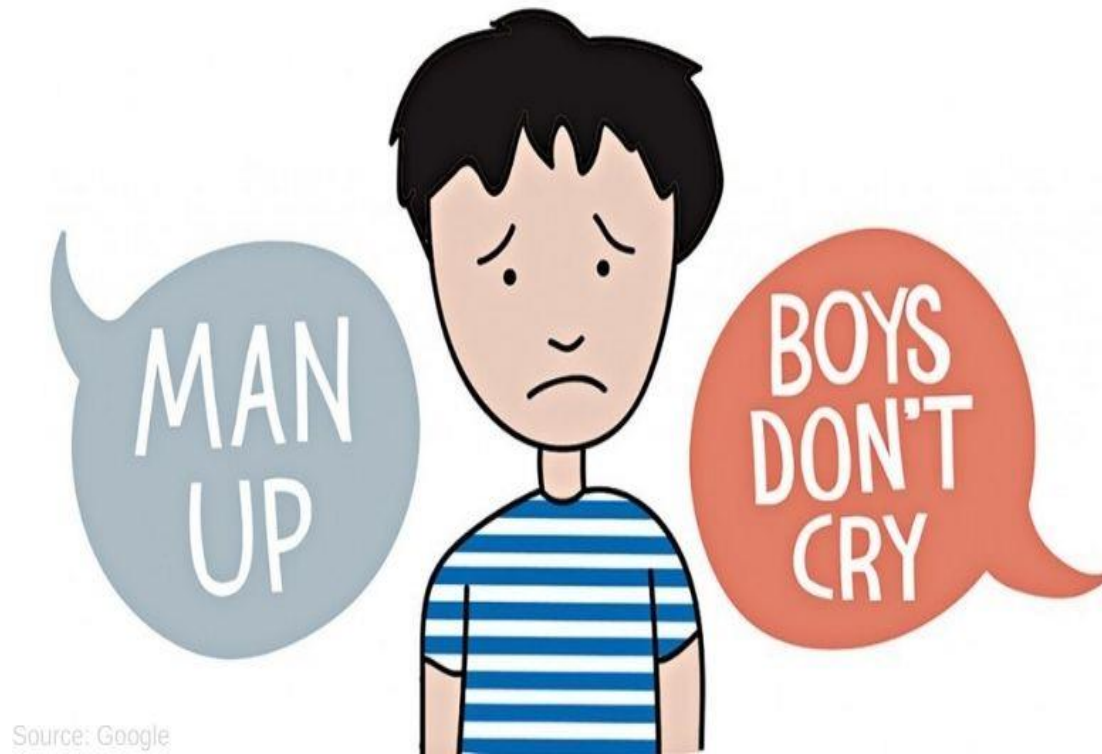
Sex

- ✓ Natural / biologically determined
- ✓ Born with
- ✓ Universal
- ✓ Permanent

Gender

- ✓ Socio-culturally constructed
- ✓ Learned/Taught to be
- ✓ Differs within/between cultures and Societies
- ✓ Influenced by a wide range of socioeconomic factors
- ✓ Changes over times

SEX or Gender



Source: Google

<https://www.educationworld.in/international-mens-day-2021-better-relations-between-men-and-women/>

Gender

Sex or Gender?

SEX or Gender



Sex or Gender?

SEX or Gender

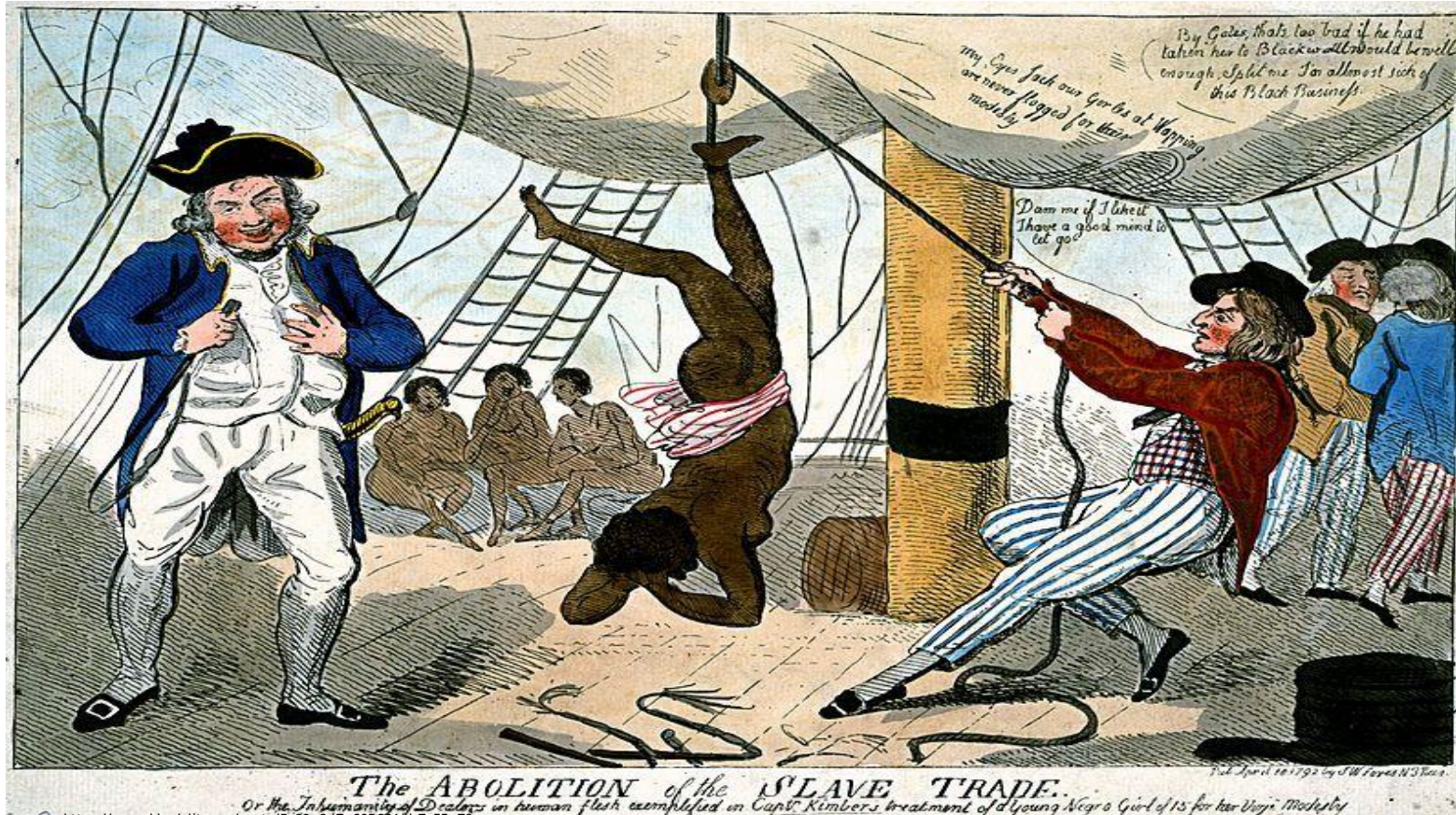
Gender



<https://www.uts.edu.au/news/business-law/traditional-gender-roles-still-govern-housework>

Sex or Gender?

SEX or Gender



Gender

Sex or Gender?

SEX or Gender



Sex or Gender?

SEX or Gender

Sex



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SEX or Gender

Gender



SEX or Gender



Gender

Traditional Gender stereotype

Feminine	Masculine
Not aggressive	Aggressive
Passive	Active
Home-oriented	Worldly
Talkative	Not at all talkative
Gentle	Tough
Emotional	Logical
Nurturing	Not nurturing

Inequality

Stereotype

Discrimination

Violence

Harassment

Gender Equality

Refers to providing equal rights, responsibilities, and opportunities to all genders. It means ensuring that men, women, and individuals of diverse gender identities have access to the same opportunities and are treated equally under the law and in society, without discrimination



Social Inclusion

- Social inclusion is the process by which the terms of participation in society are improved.
- Efforts are made to ensure equal opportunities, particularly for those who are disadvantaged, to achieve their full potential in life (providing access to resources, giving the marginalized a voice, and respecting their rights) and leaving no one behind (UN 2016).



<https://youthnetworks.net/selection-results-social-inclusion-common-values/>

Gender Equality and Social Inclusion (GESI)

- **GESI** are critical components of sustainable development and human rights frameworks.
- The United Nations has long emphasized that gender equality is not only a fundamental human right but also a necessary foundation for a peaceful, prosperous, and sustainable world (UN Women, 2020).
- Social inclusion, conversely, ensures that marginalized groups, including women, people with disabilities, and ethnic minorities, have equal opportunities to participate in economic, social, and political life (World Bank, 2013).

GESI: Refers to an integrated approach aimed at promoting fairness and addressing systemic inequalities that affect marginalized groups, particularly based on gender, ethnicity, age, disability, and socio-economic status. This framework seeks to ensure that all people, regardless of their gender or social identity, can access opportunities, participate in decision-making, and benefit from resources and services.



Gender Mainstreaming

(การบูรณาการเพศภาวะให้เป็นกระแสหลัก)

It is **the Strategy to Integrate Gender Consideration** as an integral dimension of the **Designing, Implementing, Monitoring, and Evaluation of the Policies, Programs/Projects in All Fields** so that they benefit women and men equally.

As signatories to the Beijing Declaration, adoption of the Beijing Platform of Action by the Governments implies a commitment to a strategy of mainstreaming gender perspectives throughout policy and planning processes



Source: Dr. Maytinee Bhongwej

Beijing Platform for Action

- ✓ 1995, the Fourth World Conference on Women in Beijing called for Governments' commitment to raise the status of women – identified 12 areas of concern:

1. Women and Poverty (สตรีและความยากจน)
2. Education and Training of Women (การศึกษาและการฝึกอบรม ของสตรี)
3. Women and Health (สตรีและสุขภาพ)
4. Violence against Women (ความรุนแรงต่อสตรี)
5. Women and Armed Conflict (ความขัดแย้งที่มีการใช้อาวุธ)
6. Women and the Economy) (สตรีและเศรษฐกิจ)
7. Women in Power and Decision-Making (อำนาจและการตัดสินใจของสตรี)
8. Institutional Mechanisms for the Advancement of Women (กลไกเชิงสถาบันเพื่อความก้าวหน้าของสตรี)
9. Human Rights of Women (สิทธิมนุษยชนของสตรี)
10. Women and the Media (สตรีกับสื่อมวลชน)
11. Women and the Environment (สตรีกับสิ่งแวดล้อม)
12. The Girl-child (เด็กผู้หญิง เช่น ความยากจน ความไม่เท่าเทียม ความไม่เสมอภาค และการที่ สตรีถูกกีดกันมิให้ได้รับโอกาสในด้านต่าง ๆ)

Gender Analysis (GA) Framework

Gender analysis studies differences in the conditions, needs, participation rates, access to resources, and development, control of assets, decision-making power, etc. between women and men and their assigned gender roles. (European Commission, 1998)

The GA usually focus on three main areas

1. **Gender Division of Labor** *to identify gender's roles, responsibilities, experiences, knowledge, skills, problems, needs, interests, etc. regarding to Productive work, Reproductive work, and community work*
2. **Access and Control Profile** *to identify level of women and men participation and decision making*
3. **Examining of Influencing Factors:** *social-cultural, economic, political, etc. to identify the opportunities and challenges, etc.*



Gender Lens

✓ Gender is not a separate issue from other things, it is how to look at every thing in a new way: **as to concern both men and women in every thing** at every level (whatever the society or community had prioritised) and analyze the impacts of those things on men and women.





Gender in Fisheries



The Fisheries sector is often seen as male dominant





While women are mainly considered in post-harvest and market, no one pays attention to this work

Gender in Fisheries

Fisheries sector (การประมง)

- ✓ Food security (ความมั่นคงทางอาหาร)
- ✓ Income generation (สร้างรายได้)
- ✓ Livelihoods depending on the sector (วิถีชีวิต)
- ✓ Capture fisheries (การจับสัตว์น้ำ)
- ✓ Post harvest and Marketing (กระบวนการหลังการจับและการตลาด)
- ✓ Small scale fisheries (การประมงขนาดเล็ก)
- ✓ Poverty and vulnerability (ความยากจนและความอ่อนไหว)
- ✓ Half of people employed in SSF are women (ในการประมงขนาดเล็กมีผู้หญิงเกี่ยวข้องถึงครึ่งหนึ่ง)

Gender and Fisheries (มิติหญิงชายกับการประมง)

- ✓ Sector traditionally consider a male domain for management (ผู้ชายมีบทบาทที่เด่นชัด)
- ✓ Focus on resource production (สนใจเรื่องผลิตภัณฑ์จากทรัพยากร)
- ✓ Lack of a value chain approach (ขาดการสนใจเรื่องห่วงโซ่คุณค่า)
- ✓ Lack of sex disaggregated data (ขาดข้อมูลแยกเพศ)

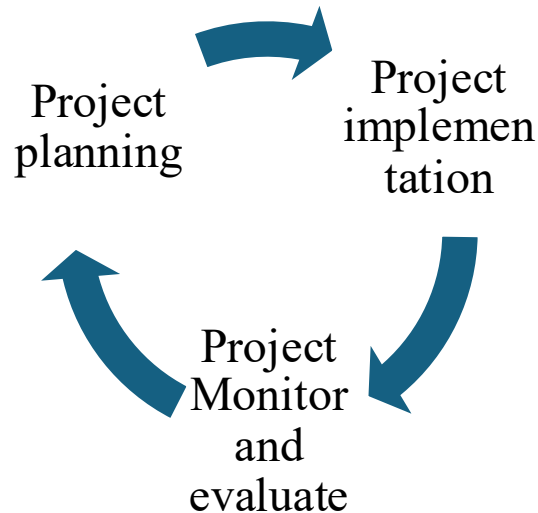


Gender integration is needed in support of equal opportunities should be promoted to ensure better recognition and enhancement of the roles of women at regional, national, and local levels, including governments, communities, and the private sector in the process. And Value everyone's work for human dignity.

Recommendation to Integrate Gender in Fisheries

Gender Analysis (GA) For Fisheries Management

GA is can identify from Gender analysis to create s for mainstreaming gender equality in development cooperation projects
ใช้การวิเคราะห์มิติหญิงชายในการหา ความต้องการ โอกาส ที่พัฒนาให้ เกิด ความเสมอภาคทางเพศ



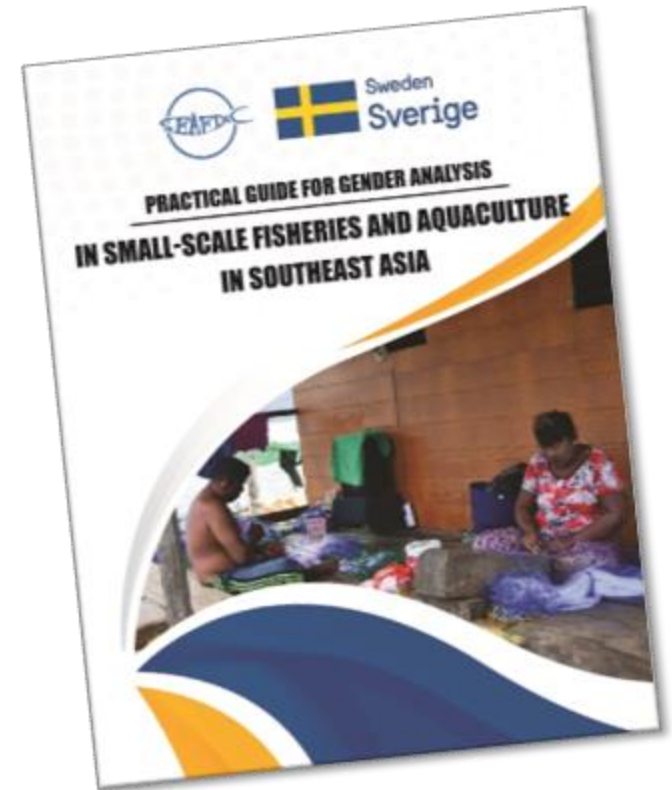
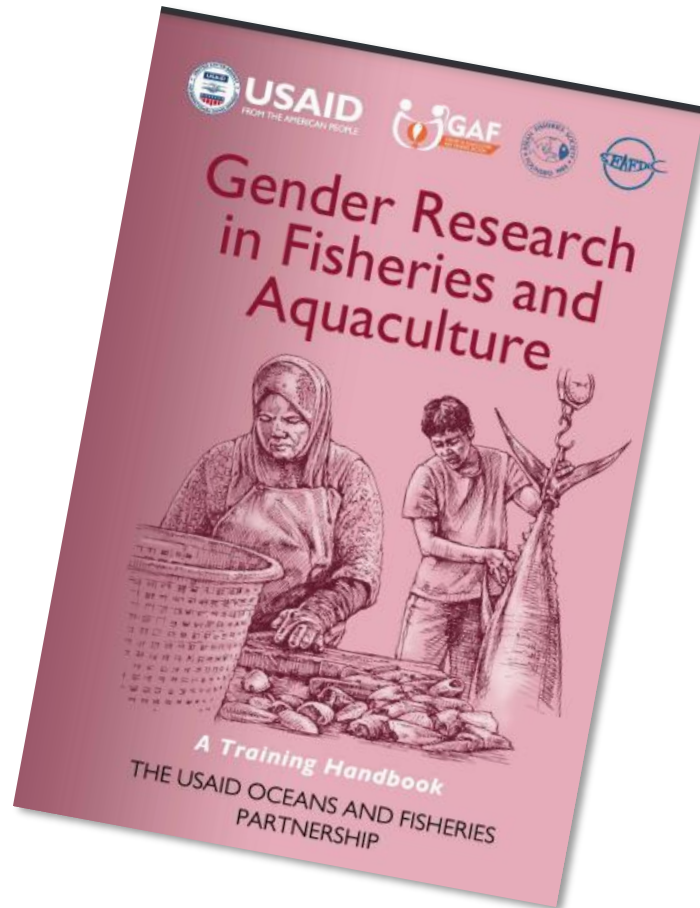
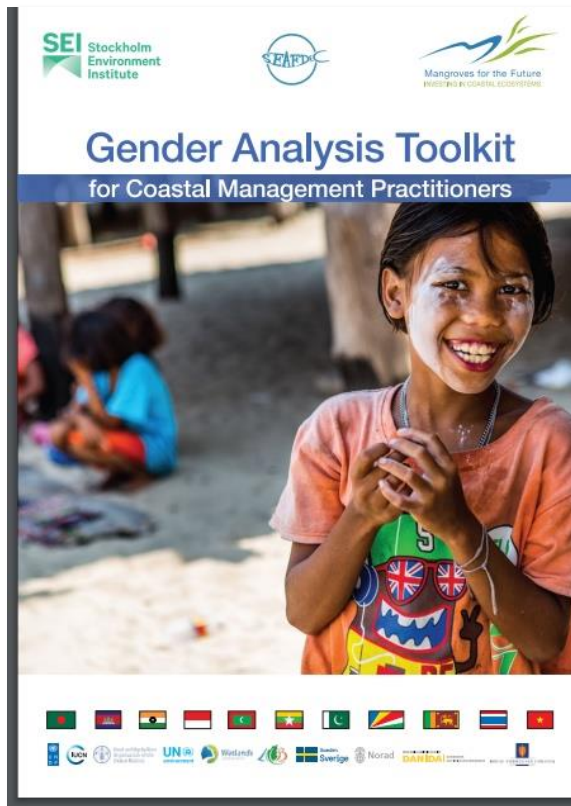
Implement the intervention to promote gender equality for better livelihood
ดำเนินกิจกรรมที่ต้องการสร้างความเสมอภาคทางเพศเพื่อคุณภาพชีวิตที่ดีขึ้น

GA help to set the Gender Indicators for project monitoring and evaluation

การวิเคราะห์มิติหญิงชายจะช่วยให้ในการกำหนดตัวชี้วัดเพื่อการประเมินและติดตามผลโครงการ (sex-disaggregated data)

To be gender responsiveness project to approach gender equality
เพื่อให้เป็นโครงการที่มีมุ่งสู่ความเสมอภาคทางเพศโดยมีความรับผิดชอบเรื่องมิติหญิงชาย

Gender analysis guide





Planning for the data collection in Sio Song, Lamphapa, Prasamut Chedi, Samut Prakan, Thailand

Assignment: Data collection Soi Song



Group 1: Demographic information (Village head)



Group 2: Fisheries (Fishers: seasonal calendar)



Group 3: Aquaculture (Aquaculture family)



Group 4: Gender roles: productive and reproductive (fishing family)

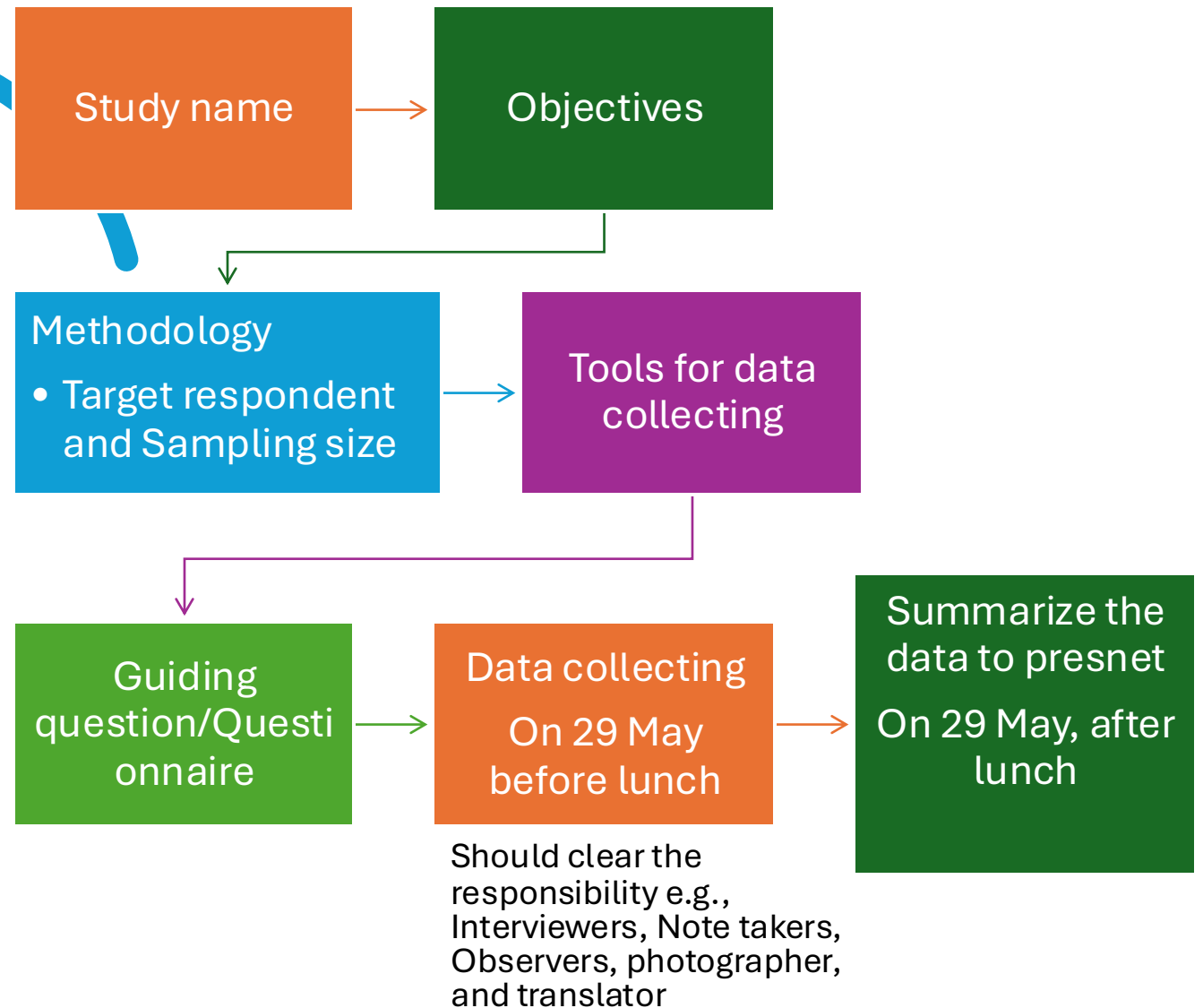


Group 5: Marketing: Fish selling (Yai Moi and Yai Dum)



Group 6: Climate change and Safety at sea (Khun Samut Chine villager)

Your assignment



Group Members Name

Group No.1

1. นางสาวไพทมาศ ขันแก้ว (Ms. Pathaimas Khankaew)
2. นายอุมร์ ชารีมี (Mr. Umar Sareemee)
3. นางสาววราภรณ์ เจียเวชศิลป์ (Ms. Waraporn Jeawetchasilp)
4. นายอธิรัฐ ขันธศักดิ์ (Mr. Atirat Kantasak)
5. นายภราดา ศิลป์สร (Mr. Parada Sinlapason)
6. Ms. Hantani Moeka

Group Members Name

Group No.2

1. นางสาวอรรยา เมฆสง่า (Ms. Orraya Meksanga)
2. นางสาวณัฐนิชา แสงอรุณ (Ms. Natnicha Saeng-aroon)
3. นายฉัตริน จอมพงศ์ (Mr. Chattarin Jompong)
4. นางสาวอรปรียา ชาวไร่ปราณ (Ms. Aornpriya Chaowraiparn)
5. นางสาวจุฑาภาศ ปู่หลังกล้า (Ms. Chuthamat Pulangklam)
6. Mr. Kazuki Oda

Group Members Name

Group No.3

1. นางสาวสวรรค์ญา สนธิภักดี (Ms. Sawanya Sontipukdee)
2. นางสาวอิสริยา สุกใส (Ms. Isariya Suksai)
3. นายณัฐวุฒิ พัฒโน (Mr. Nattavut Pattano)
4. นายบุริศร์ เชนไพร (Mr. Buris Chenphai)
5. นางสาวพิมพ์ลภัส เพ็งจันทร์ (Ms. Pimlapat Pengjun)
6. Mr. Tomohiro Murakami

Group Members Name

Group No.4

1. นายกฤษกร พลีใหญ่ (Mr. Kritsakorn Priyal)
2. นางสาวกัณฑ์ฤทัย ไชยชัย (Ms. Kanreuthai Chaichayo)
3. นางสาวปภาวี ไบบุญนราวุฒิ (Ms. Papawe Baiboonnarawut)
4. นายชนสรณ์ กังวาท (Mr. Chanasorn Kangwarn)
5. Mr. Watanabe Sorachi

Group Members Name

Group No.5

1. นางสาวอพิชญา จันตา (Ms. Apichaya Chanta)
2. นายกฤษฎา บุญทา (Mr. Kritsada Boontha)
3. นางสาวเนตนาพา บุญอยู่สง (Ms. Netnapa Boon-uhong)
4. นางสาวปริณห์ ศิลปชัย (Ms. Parina Sinlapachai)
5. Mr. Haruki Minoda

Group Members Name

Group No.6

1. นางสาวภัทรวดี ฟองเฒ (Ms. Phattarawadee Fongaem)
2. นางสาว นั ท หัตถกิจอุดม (Ms. Wanassanan Hattakij-udom)
3. นายฉัตริน จอมพงศ์ (Mr. Chattarin Jompong)
4. นางสาวญาตาวิ เตยตัน (Ms. Yatavee Teyton)
5. นางสาวจิตติมา อุ่ศรีสง (Ms. Jittima Unsrisong)

Prepare for data collecting in the

FIELDWORK ESSENTIALS



Equipment/
devices for
data collecting



Hat/Cap/
Umbrella



Sunscreen



Long-sleeved
shirt



**Thank you for
your attention**

