

**GAF 201 – Advanced Workshop on Gender Analysis in Aquaculture and Fisheries
Research: Designing Gender-Informed Household Studies**

Case Study Exercise

You are fisheries development officials charged with creating and implementing a fisheries development project in Village Moon. Before doing so, you need to conduct a study of the village, its households, and the gender situation to assess needs and impacts.

Instructions:

1. Read the village description and your household scenario. (Note, there are 4.)
2. Brainstorm with your subgroup- As you read the household scenario: What gender issues or dynamics come to mind? How would you design a household study to account for and/or probe these issues or dynamics? What questions would you ask to capture gender dimensions, power relations, and complexity of households? To whom? How?
3. Now, share your ideas with the other subgroups in your group. What additional insights emerge when other household scenarios are considered?
4. From the group discussion, select the top 3-5 questions to ask or issues to consider and share with the whole group. What got included, what got excluded in your discussion?

Village Description:

Village Moon is a fishing village. There are 300 households in the village, with an average of 5 people in each household. Everyone is engaged in fisheries in some way or another, but all are small-scale fishers. They will go fishing very early in the day and come back before midday. Some women glean for bivalves. A few rich people have cages. Women normally take the fish to sell at the local market and also do some fish processing. Some also have small farming land, where they plant vegetables and some fruit trees. All the villagers are Buddhists. There is a small primary school in the village, and students will go to the next sub-district for high school. There is a small health clinic in the neighboring village. Recently, a factory opened nearby, and some young women and men started to work there. Since fish catch has been decreasing in recent years, some people have migrated to the cities or abroad for work.

Household Scenarios:

A. Woman migrant household

Ed lives with three of his children (two boys, one girl). His wife is working in a foreign country. She has been out for two years already and has not come back even once. She remits half of her salary to his bank account every month. His wife's remittances are the main income for his household. He goes fishing regularly, but the yield has dropped significantly, and he is not able to earn as much as before. His house is in the same compound as his in-laws' house, and the children will go and stay with their grandparents after school. He and the children also eat at the in-laws' house most of the time and only come back to sleep. Sometimes the children sleep at the

in-laws' house as well. Some days, he will bring food to the in-laws to compensate for the food that they prepare for him and the children.

He talks to his wife occasionally through WhatsApp. She asks about the children and tells him to spend the money on the children's education and also keep some money so that they can buy farming land so that when she comes back, she can do farming. He agrees, but at the same time, he also has many daily expenses. He also needs fuel for his motorbike and boat, and he needed to spend money to repair his boat. He had to buy a new fishing net. So, he is not able to save much money from his wife's remittances.

B. Multi-generational household

Mim's household has three generations. She, her husband, her parents-in-laws, and her daughter. Her father-in-law is already nearly 70 years old, so he does not go fishing. Her husband goes out to the sea on his boat with his brothers. Mim sells the fish that her husband caught at the local market and also dries some fish. She wants to borrow money from the micro credit project introduced in the village, so that she can get a fish dryer. But her husband told her that he wants to buy a new boat. The boat is still under her father-in-law's name, since he is still the fisheries cooperative member (one household, one member). Her mother-in-law does all the cooking and cleaning and always calls her to help her. Her daughter is very good in learning, and she wants her to study further, but not sure whether she can support. Her mother-in-law asks when she is going to have a son.

C. Male migrant, nuclear family household

Cami lives with her husband and two children in their own compound. Until five years ago, they lived in her father-in-law's compound with her husband's brothers and wives. But with a loan from the Fisheries Department, they decided to purchase a small plot of land and house and now live separately. Lin's daughter is 14 and her son is 10. Both attend school in the next sub-district. Her husband, Long has been working as a driver for a company overseas for the past 12 years and sends most of his pay to Cami each month. He returns home to visit for about two weeks each year, and calls Cami each week on WhatsApp to talk about their family and get news about the village. While Long's salary covers daily household expenses and school fees, there is little left for "extras" or to save for emergencies. So, Cami has some fruit trees and a vegetable garden and sells the extra produce in the nearby market. Sometimes she buys fish to sell as well, when it is available, but local harvests have been declining, and she isn't always able to get any. Now that her daughter is older and can help with household chores, Cami would like to find other ways to earn extra money.

D. Female-headed household

Lien is 50 years old and a widow. Her husband died 10 years ago in a fishing accident. She lives with her son (age 28), who is a fisherman, her daughter-in-law, and her 5-year-old granddaughter. Her daughter, age 26, is married and lives nearby. Lien has been selling fish since she was a young woman. She used to sell her husband's fish before he died. Now she takes her son's fish to market and also buys fish from other fishers in the village to sell, when it's available. Recently she's started going to neighboring villages to get fish and then takes it to the

district market to sell. On those days, she shares a tuk-tuk with 2 other women. They leave the village at 3:00 AM, go to different villages and then arrive at 7:00 AM. By noon, they finish up their sales and return home. Lien keeps a few pieces of fish for her household's consumption each day. Whatever remaining fish Lien is unable to sell, she dries for sale later. Her daughter-in-law helps with the drying, cooks, and attends to other household chores. Sometimes Lien's daughter goes to the market with her, but she has her own fish and keeps that money for her family. Lien's son fishes with her husband's small inshore boat, but it is getting old and may need to be replaced in the near future. She'd like to buy a fish dryer so she can process more fish to sell.

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