

INTRODUCTION OF "GENDER IN FISHERIES AND AQUACULTURE" CERTIFICATE COURSE FOR THE FISHERIES STUDENTS IN INDIA



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India has a coastline of 8,176 kilometres with an Exclusive Economic Zone of 2.02 million km². Out of its one billion populations, nearly 20 per cent of them live along the coastal belt and the Indian fisheries sector provides gainful employment to over 14 million skilled and unskilled persons in different activities. The contribution of fisheries to the GDP is around 1.4% and about 5% to the Agriculture GDP.

GENDER ISSUES IN FISHERIES

Fishing and harvesting from aquaculture is practised by male household members but women also often play an important role. The fisheries sector has long been considered a male domain, signifying a sense of adventure and risk valued by men. However, women's involvement in fisheries is more significant than often assumed and according to estimates from nine major fish producing countries, they comprise 47% of the labour force in small-scale capture fisheries-related activities. Lack of attention to the gender dimension of fisheries management can result in policy interventions failing to create sustainable livelihoods. In many cases there is an incomplete understanding of the complexity of gender roles.

WHY GENDER ISSUES HAVE BEEN NEGLECTED IN THE PAST?

- Much of the research activity in the fisheries sector focused on developing technologies for enhancing the productivity of capture fisheries and aquaculture – rural livelihoods and social structure, received little attention from researchers.
- Social scientists working in the field regarded the household as a single unit and their research centred around fishing households rather than on the role of individuals within these families.
- Stereotype perception that women are physically weak and therefore unsuited to the physical demands of fishing.
- Another perception is that women are not technically minded and therefore incapable of grasping new technologies.
- The low proportion of women in Departments of Fisheries at all levels, including decision making levels.

WHY GENDER ISSUES IN FISHERIES ARE IMPORTANT?

- Women make significant contributions to fishery-related activities other than fishing. They play the major role in processing fish and fishery products, as well as in marketing. Although these roles are often very different to those of men, they are integral parts of the industry.
- The different works done by women generate different kinds of knowledge. Only with knowledge of both women and men opinions and expertise can we understand the fishery sector in its entirety and manage its development appropriately.
- The under-representation of women in decision making takes away a large portion of the available pool of expertise – from both the government and the community.
- The increasing trend of men migrating from fisheries to other work means that women will have to fill their roles.

FISHERIES EDUCATION IN INDIA

Presently there are 18 Fisheries Colleges in India and offering 4 year B.F.Sc., M.F.Sc and Ph.D. degree programme in fisheries science. About 450 graduates are passing out and they are employed largely in the Department of Fisheries, Agricultural and Fisheries Sciences Universities. They are also employed in private aquaculture and fish processing firms all over India.



★ FISHERIES COLLEGES OF INDIA

NEED FOR THE CERTIFICATE COURSE IN FISHERIES

- To create a strong awareness and commitment on gender issues in the minds of students to ensure gender equality holistically their generations atleast.
- Understanding the issues related to the gender in fisheries and aquaculture
- Collect unbiased, disaggregated gender data at appropriate scales from household to national levels for livelihood development.
- Understanding policies and programmes for gender development issues.
- Sustainable institutional frameworks for gender mainstreaming.
- Sustain continuity in gender sensitive development research and strategic interventions.
- Increase gender sensitivity in research, policy design and management.

OBJECTIVES

- To gain conceptual understanding on issues related to the gender in fisheries.
- To understand the transactions among gender, livelihood and development.
- To examine the development programmes of gender aspects in fisheries.
- To understand the significant of gender and climate change management and human resource development
- To understand the roles performed by Government and NGOs in gender issues.

COURSE CONTENT

Unit- I: Gender and Livelihood

Concept of Gender and Sex, Gender as a system, Patriarchy, Family, Household and gender, gender needs, roles and stereotypes; caste, class, community and gender relations, Women in development (WID), Women and development (WAD), Gender in development (GID), Gender and Development (GAD), Concept of livelihood, Work (United Nations System of National Accounts) activities, livelihoods in transition, Alternative livelihoods

Unit- II: Gender and Fisheries

Gender role in fisheries activities of Asia-Pacific region, Africa, Latin America, Europe and North America; Gender and fisheries education, research and extension programmes, Gender-specific resource-use patterns; Access and control of natural resources, Gender analysis in fisheries and aquaculture, (PRA, SEAGA-Socio-economic and Gender Analysis Programme and other statistical tools used for analysis), Farming systems, Women's role in fisheries and aquaculture, decision making, technology, Impact of fisheries development and fisheries management. Gender and climate change, gender-specific effects of climate change, gender-related patterns of vulnerability and disaster management. Major events in gender and fisheries and their impact in addressing issues.

Unit III: Gender and Development

Human Development Index (HDI), Gender Development Index (GDI), Global Entrepreneurship Monitor (GEM), Physical Quality of Life Index (PQLI), Happy Planet Index (HPI), gender and poverty, gender mainstreaming, Gender and Health, Gender and Empowerment, leadership and management skills, microfinance, SHGs, vocational training and development, Role of NGO's and GO's, Gender and policy planning: Gender blind, Gender neutral, Gender aware, Gender redistributive, Gender aware policy planning, Gender and human resource development and management, Gender planning and development for change, Future needs and challenges.

PRACTICAL - FIELD WORK

Performing Gender Analysis work by the fishing community (Gender and work, Gender and resource use/ access/control patterns), Impact of family and household, Patriarchy, Gender and impact of innovations/development/technologies in fisheries. Impact of programmes of GOs and NGOs on gender. Impact of microfinance and SHGs in fisheries. Gender impact in fisheries education, research and extension – case study analysis



CLASS OR WEB BASED

Assessment of social indicators – PQLI, HDI, GDI, HPI, GEM. Gender aware policy planning of any country/state (Select any issue and design a gender aware policy). Categorisation of policies/development programmes into type of policies (gender blind, gender neutral, gender aware, gender redistributive). Gender Redistributive Policies. Country needs in reference to gender aspects of fisheries management. Gender and climate change – gender-related patterns of vulnerability issues. Success stories on gender in fisheries and aquaculture and develop models. National and international organizations in Gender and Fisheries



CONDUCT OF THE COURSE

The course is proposed to be conducted in the class-room approach as well as in distance learning mode for those who are already working in the Department of Fisheries in various states of India. The course will be introduced as a non-credit certificate course for the BFSc degree programme during the 7th or 8th semester. Theory and the practical / field work will be covered within a semester (6 months).

EVALUATION OF THE COURSE

As far as the class-room evaluation is concerned, the students should get 60% of mark in theory for the award of certificate in Gender in Fisheries and Aquaculture from the University.

In distance mode of education, the study material will be uploaded on the College website and those who register for the course (maximum 50 individuals) will be given separate user name and password to logon.

Two days contact class will be conducted in the college for hand on training in practical aspects on gender in fisheries and aquaculture. Those who secure 60% of marks will be provided certificate.



CONCLUSION

The fisheries sector has long been considered a male domain, signifying a sense of adventure and risk valued by men. There are many reasons why gender issues have been neglected. In order to focus on the gender issues in fisheries, it is decided to introduce a non-credit certificate course on Gender in Fisheries and Aquaculture initially to the students of Bachelor of Fisheries Science (BFSc) degree programme of Fisheries College and Research Institute and later on it will be introduced to the other fisheries colleges across the country in class-room and distance learning mode approaches. Those who will be securing 60% of marks will be provided with the certificate from the University.

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