Approach to methodology

Secondary data sources

Section 1 (Background) should be completed based on secondary information, mostly obtainable from national statistics. Sections 2.1-2.5 provide a description of trends based on secondary information sources acquired through local relevant organisations such as FLAGs.

Trends in key species (section 2.5) will be described based on information sources such as ICES assessment reports.

Stakeholder analysis

Step1: Identify groups of key informants:

A) Key informants from outside the fisheries sector in the wider community, including representatives from local government, industry representatives and wider civil society groups. e.g. town mayors, chamber of commerce, religious representatives, union representatives.

B) Representatives from each fleet segment (e.g. owners/managers).

C) Representatives of each the different employee-types identified within each fleet segment (all employee-types must be represented here).

As the method use is stratified-random sampling, ensure there is adequate representation of each stratified fleet segment/employee-type combination (e.g. longline skippers, small pelagic fleet crew). Sample sizes will be determined based on a preliminary information-finding exercise providing the approximate number of people in each category.

Make arrangements for these groups to meet either separately as independent groups, or groups b and c may be combined and separated into break-out groups by employee-type during a single workshop (or alternatively if focus groups are considered to be inappropriate for the case study, the reason will be explained and the information will instead be collected from the same range of people in semi-structured interviews instead).
Step 2: Focus group discussions

Within each focus group or individual interview, discussion can be organised into three parts and each focus group should be expected to last in the region of 2/3 hours:

Part 1: Introduction (5 mins):
Introductions to attendees

Short introduction of 5-10 mins to introduce the session and explain the aims of the project and why we would like their participation.

Part 2: Presentation of data/information collected (15 mins)
A 20 minute presentation of the key information and trends collected by the local partners based on secondary data sources. This should be in the form of a power-point presentation by the facilitator to present some preliminary results from the data collected so far so the information sharing is two-way from the outset.

Part 3: New information
The topics for discussion during this part of the workshop will differ by group of respondents.

Group A, wider community perspective

- Discuss key historical events that have shaped the community to date. This might include changes such as the opening of a large retailer (e.g. Carrefour/IKEA) nearby. *(report template section 2.1)*

- Discuss key demographic changes taking place which differ trends observed nationally and reflect on why this might be *(2.2)*

- Discuss changes that have taken place in the economy by sector over time, including the emergence and decline of various sectors. Investigate reasons behind these trends, e.g. significant investments, tax breaks *(2.3)*

- Provide a broad description of the trends taking place in the fisheries catching sector as a whole, discussing the contribution to the local community in terms of economic profitability and employment and overall level of attractiveness of the sector *(2.4).*

- Discuss how many women are working in catching/aquaculture/processing and marketing compared with men and why *(3.2)*

- Discuss the perception of the fisheries sector by others in the community not involved in the fisheries. Does this perception directly reflect its economic importance, or are there other factors involved? If so, explore these more fully to get an overall impression of why fisheries are or are not seen as important to those outside the sector locally *(2.4).*
Group B Fleet segment representatives (owners/managers) [These groups are intended to discuss general fisheries/organisation-related questions. It might be useful to hold a separate group for each fleet segment, depending on the extent of overlap among the fleet segments].

- Identification of and description of fleet segments (table: fleet segments; no vessels; key species by season; location fished (ICES) by spp; gears by spp; employment/vessel; volume landings; value landings) (2.4.1).

- Discuss trends in key stocks (of non-quota species) on which the various fleets are dependent. Please provide a description of the current catch relative to MSY, and/or stock status, and a qualitative description of the recent trends in these stocks together with details of any impacts these have had on the local fleet (e.g. switching species/gears) (2.4.1).

- Infrastructure of the fisheries catching sub-sector - landings facilities (such as harbours/quay wall length, gear stores) with qualitative description of any significant changes over the past five years (2.4.1).

- Describe whether most landings are made by locally-based fleets or whether there are significant visitor vessels (2.4.1).

- A qualitative description of the seasonality of fisheries and non-fisheries sectors and how they are affected by the seasons (e.g. capture fishing affected by storms and short day-length in winter and seasonal migrations of fish in summer that increase catches in May/June, is community heavily reliant on seasonal tourism, etc) (2.4.1).

- Provide a quantitative and qualitative description of the trends in key fleet segments (length class and metier) over time and explain the factors that have been driving the observed changes (2.4.1).

- Description of difficulties experienced in recruiting new labour/crew (2.4.1).

Linkages (3.1, 3.2)

- Discuss key linkages between sectors, between fleet segments and between fishery subsectors under the headings:
  - Geographic (describe any spatial interactions, e.g. competitive for use of fishing grounds, in the marine environment in relation to a map of the area).

- Economic (Are there any economic dependencies between fleet segments? (e.g. fishers grouping together to purchase inputs) or reciprocities? How are quotas obtained by fleet segment? Are there any issues? Competition for markets? (2.3.2)

Business operations/working patterns

- Business structure (overview of the different types that exist and which dominate the sub-sector) (over time) How many firms are owned by a single household?
• Description of decision-making processes (who is involved – is there spouse/partner/offspring involvement?)
• Working patterns and schedules within the fisheries sector (qualitative description of working patterns for each business type with proportion of time allocated to each activity such as days at sea, hrs per week etc)
• Description of the seasonality of activities - when and where activities are taking place and the importance of mobility. Schedule of work for each key season (e.g. species/gears/locations/days at sea) by employee type.
• Discuss the level of family involvement in business. Describe how the family are related and the nature of their involvement in the business. Are spouses/partners/offspring involved (or have they ever been involved)? If so, what was the nature of the work (specific tasks), was it formal/informal? Were they paid? What is the legal status of these spouses/partners in the business? Do they have access to social benefits?

Economics

• Discuss economic performance through a validation exercise. Introduce AER data (or more disaggregate data e.g. GSA data) and observe general opinion as to accuracy/representativeness of value of fleet segment. This could be done semi-quantitatively through writing five headings on a board ‘much too low’, ‘slightly too low’, ‘roughly representative’, ‘slightly too high’ and ‘much too high’ and generating a tally for each via a count of hands.
• Discuss business remuneration type (wage/salary/piece-work/share), whether/how has this changed over time.
• Discuss salaries and whether/how has these have changed over time (in the last 10 years).
• Describe factors affecting economic performance of fishing segment (e.g. fuel prices, market conditions)
• Retail price by species group/price at first sale and difference. Factors affecting these e.g. imports.
• Discuss ways in which a business or household can overcome financial constraints or receive financial support and how, e.g. through institutions such as banks/ family/ other businesses etc.

Group C (individual/household related questions) (2.3.2)

• Describe the various attributes required to enter the fleet segment (skills/qualifications/experience/education) by role, including support provided by various institutions/family.
• Discuss wider perceptions of the transferability of skills from the fisheries sector by employee type.

• Discuss business remuneration type (wage/salary/piece-work/share). Describe qualitatively whether/how has this changed over time, and which is preferable to employees.

• Labour mobility between fleet segments. Discuss the type of fleet segments staff are most likely to move to and from, and which positions within the organisations.

• Provide a qualitative description of employee perception of their own wealth compared with other fleet segments and other sectors. Has this changed over time?

• Discuss whether the different employee-types consider their views to be well represented in institutions at the local and higher levels.

• Discuss any work that has ever been performed by spouses/partners the organization (or a related sector/sub-sector), including work which has not been formally recognized or paid for. Discuss the type of work/role played by the spouse.

Linkages (3.1, 3.2)

• Discuss key linkages between sectors, between fleet segments and between fishery subsectors under the headings:
  ▪ Labour
  ▪ Institutions

Fisheries as an economic activity (4.1)

• Discuss the nature of livelihood diversification at the national and household levels, including a discussion of the dynamic aspects. Discuss how things have changed and how people are preparing for future changes (at the household and institutional level e.g. undertaking education, lobbying).

• Discuss the primary reasons for fishing compared with other economic activities (what would be needed in order for the fisher to leave the fishery? Do people join out of family loyalty/obligation?)

• Discussion of the stability of employment within each fleet segment and the fisheries catching sub-sector as a whole.

Adaptation analysis (4.2)
• Discuss change based on historic events. Discuss general perceptions of change...are trends good or bad and why? (note that not all declines may be considered bad e.g. declines in fishing sector may be viewed as good if people moving to higher paid and less dangerous occupations).

• Discuss fishers’ responses to these changes. How have different groups (dealt with and adapted to these changes? Ask specifically about responses to:
  1. increases/decreases in resource abundance
  2. increases/decreases in wider economic situation

by fleet segment and employee-type (Table 1). If some of these types showed the same responses, then combine categories as appropriate. Alter the scenarios/events describing as appropriate also. Describe the key factors involved in decision-making in each of these situations, classified as both opportunities for adaptive responses and constraints to adaptation.

For each of the categories, describe whether the response consisted of:

1. Leaving the job

Discuss labour mobility options
  o between fleet segments
  o between the fisheries catching sub-sector and other sectors

(e.g. describing barriers to entry and exit such as the key considerations determining employee selection: family/fishing experience/education/ skills/qualifications/experience and views regarding employment opportunities outside the fisheries catching sub-sector and outside the fisheries sector entirely). Discuss whether key demographic groups have fewer/more opportunities and the role (if any) of institutions such as the provision of training.

2. Remaining in the same job.

Discuss how the decision was made to remain in the job (constrained by other factors, or enabled). Were changes necessary, and if so what? E.g. change in target stock, fishing location, provision of support in the form of financial loans or subsidies, institutional support such as the presence of lobbying groups for increased political leverage.

3. Reducing reliance on the job.

This might involve not leaving the job altogether, but maintaining a diverse array of income sources and adapting accordingly. Describe any changes made in working activities such as a lesser proportion of time spent undertaking fishing-related activities and which other activities took a more prominent livelihood role.
For each of these potential behavioural responses, consider how the decisions were made according to the varying opportunities and constraints of individuals. These could be considered in terms of the influence of the availability of capital assets:

- Social (e.g. institutional support, informal support mechanisms)
- Physical (e.g. ownership of boats that might be used for other employment activities)
- Financial (e.g. the availability of loans, subsidies, savings)
- Natural (opportunity to fish in another location, target another species)
- Human (education, skills and experience)

- Discuss how the arrangements and links with other activities within the household, and with other households (both fisheries related – e.g. marketing, processing and other value adding activities – and in other economic sectors – e.g. hotels and catering) affect potential adaptive responses to change.

- Use this analysis to identify key supporting mechanisms/ reasons why people involved in fisheries have been able to adapt/continue in the past. This should include describing which groups are the most and least resilient to change and how this vulnerability is affected by the types of assets they have access to and the institutional support provided. Place special attention on the role of public sector support in supporting or mitigating trends (decommissioning on fleet capacity, processing grants on new/expanded establishments). Discuss the role of local support mechanisms available in the local community, e.g. local cooperatives and other formal and informal arrangements involved with a variety of sectors (e.g. cooperatives, religious, political, informal markets and reciprocal arrangements in providing services to households. Describe the types of services they provide. which are used most frequently and which are considered most important.

Table 1. Analysis of adaptive response by fleet segments and employee-type (i.e., if one employee-type mentions an event which is not covered by another employee-type, ask why it has now been included, if it has relatively little impact on them and why).

<table>
<thead>
<tr>
<th>Scenario/historic event</th>
<th>Fleet segment</th>
<th>Employee-type</th>
<th>decline in resource abundance</th>
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A useful method that will allow all participants to provide input is to use post-it notes and to record key events from their perspectives. Start by giving the participants 2-3 minutes to record key events that can be attached to a large piece of paper with a timeline. Participants should be asked to think in particular about the following for their potential importance in driving change:

**Future development of the community (4.3)**

This area is meant to explore how the participants see the future.

- Are historical trends likely to continue, and why/why not?
- Conduct a SWOT analysis (identify key strengths, weaknesses/constraints, opportunities and threats. These might be due to human, social, financial, natural or physical factors. Start by asking questions about the current situation and then move the discussion into a dynamic perspective about future considerations.
- Are there particular events/factors (within or from outside the community) which participants feel may have a significant impact in the future?
- Which groups are most likely to be impacted by these expected changes and how?
- How optimistic do employees feel about the development of the sector and fleet segment and what factors do they think are mainly responsible for their view?
- Where do community members think the community is headed and where would they like to go? What views do stakeholders have about an ideal situation, or a vision for the future with regards to the fisheries sector and how it fits into the economic and social activities within the study area?
- This part of the exercise should be written up as a summary in section 3.3, ‘Future development of the community’

**Step 3: Questionnaires**

Short, mostly closed-ended questionnaires to be filled out by groups B & C at the end of the stakeholder workshops to derive quantitative information.

**Step 4: Validation of information**

Once the data have been collected and subject to initial analyses (e.g. simple indicator graphs have been created), the preliminary conclusions will be presented to a final group consisting of a mixture of type a, b and c respondents, preferably different individuals to those involved in the previous
workshops. Data will be presented in aggregate format so it remains anonymous. This is intended to provide a platform for stakeholders to describe their situation and discuss issues important to them to be included as factors in the policy-making process.

- Do any of the participants disagree with anything presented, and if so why? The session can also be used to obtain any information that may be.

- Focus the discussion on the major trends and drivers of these.

As a side note, it should be emphasized that as a part of the discussions, it will be easy for participants to go off on interesting, yet tangential topics. It is key for the organiser to keep in mind the goal of the focus group and to attempt to keep the discussion on track. Otherwise, energy and time will run short and the needed information may not be forthcoming.