Socio-economic monitoring by Caribbean Challenge MPA Managers

Report No. 1

Report of the St. Vincent and the Grenadines SocMon Caribbean Training Workshop Sunset Shores Hotel, St. Vincent 17-21 October 2011

Centre for Resource Management and Environmental Studies (CERMES)
University of the West Indies, Faculty of Pure and Applied Sciences
Cave Hill Campus, Barbados

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Citation

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Disclaimer

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Contact

Maria Pena
Centre for Resource Management and Environmental Studies
University of the West Indies, Cave Hill Campus, Barbados
Phone: 246-417-4316 Fax: 246-424-4204
Email: maria.pena@cavehill.uwi.edu
Web site: http://www.cavehill.uwi.edu/cermes

1 WORKSHOP WELCOME

Following the agenda (Appendix 1), Maria Pena welcomed participants (Appendix 2) to the first of three site-specific socio-economic monitoring (SocMon) workshops for the US-NFWF funded project on *Socio-economic monitoring by Caribbean Challenge MPA Managers (Caribbean Challenge SocMon)*. She indicated that it was an informal workshop session involving group work and three field trips. She highlighted that CERMES is partnering with National Parks, Rivers and Beaches Authority (NPRBA) and Fisheries Division to conduct the workshop in St. Vincent. She further provided information on the work of CERMES and its practical experience in building capacity of fisheries departments, MPA authorities, a wide range of NGOs and private stakeholders through training and several projects in SocMon Caribbean, MPA management effectiveness and evaluation, and local area management. Reference was made to the 2007 Fisheries SocMon workshop in St. Vincent at Rose Place and the 2005-2007 regional MPA effectiveness evaluation project at the Tobago Cays Marine Park (TCMP). Ms. Pena mentioned that the objectives of the workshop were to build capacity in socio-economic monitoring for the site and to develop a sustainable SocMon site monitoring plan for the chosen study area. Each MPA site would receive a sub-grant of USD 2,500 to initiate monitoring.

Mr. Andrew Lockhart, Superintendant (Marine and Terrestrial Parks) gave opening welcoming remarks on behalf of Mr. Andrew Wilson, Director, National Parks, Rivers and Beaches Authority (NPRBA). He stated that the NPRBA was pleased to be involved in this important sub-regional project. Mr. Kenneth Williams, Operations Manager, Tobago Cays Marine Park (TCMP) also gave some opening remarks and stated that he was pleased to see that the authorities have brought the South Coast Marine Conservation Area (SC MCA) into focus. He provided a few key words of advice for those involved in upgrading the MCA to a marine protected area noting that the TCMP made sure to hold town-hall and one-on-one meetings about developments in the TCMP. He emphasized the importance of keeping people abreast of the establishment of the MPA and insisted that team work was important to achieving success in MPA management. He stated that training such as SocMon training will help to strengthen capacity of MPA professionals both individually and as a group.

At this point, each participant gave brief introductions about themselves and associated agencies.

Ms. Susan Singh-Renton, Programme Manager, Research and Resource Assessment of the Caribbean Regional Fisheries Mechanism (CRFM) Secretariat and specially invited guest, gave brief remarks on behalf of the CRFM. Participants were told about the Reef and Slope Working Group and their current assessment. She stated that she would like to see collaboration between the CRFM and CERMES for sharing results of the Socio-economic Monitoring by Caribbean Challenge MPA Managers project channeled through the Reef and Slope Working Group to the Ministerial Council.

2 INTRODUCTION TO PROJECT

Maria Pena gave participants an overview of the Caribbean Challenge SocMon project providing a background on funding, duration, project management and the overall goal of the project and its objectives (Appendix 3). She noted that the first objective of the project was being realized with the initiation of the St. Vincent and the Grenadines training

workshop and would continue with the implementation of training workshops in 2012 in St. Lucia and Grenada. Participants were reminded of the workshop goal and objectives. This was followed by an overview of the project's study sites.

3 TRAINING

Maria Pena introduced participants to the SocMon Caribbean methodology for collecting and analysing basic socio-economic data useful for coastal management (Appendix 4). During this session, participants were encouraged to refer to the SocMon Caribbean guidelines and accompanying Socio-economic Manual for Coral Reef Management. It was emphasised that these references were important resource materials for SocMon Caribbean. Examples of SocMon projects in the wider Caribbean region were given to illustrate the wide applicability of SocMon, ranging from fisheries management planning and fisheries profiling to efforts at strengthening MPA management.

Each of the four phases of the SocMon Caribbean methodology (preparatory activities; planning and reconnaissance; field data collection and data analysis) was described using lessons from previous studies to explain components of each phase. Emphasis was placed on the use of a variety of non-survey methods useful for collecting and presenting data. Participants were encouraged to use these techniques in their monitoring. A case study was presented to illustrate the application of SocMon Caribbean in Canaries, St. Lucia.

A description of the workshop demonstration study site, the South Coast Marine Conservation Area SC MCA; importance of the area for conservation; activities and uses within the MCA; issues and concerns relevant to the site; projects and studies undertaken or being conducted within the area; and the linkage of SocMon to interests or activities in the site were discussed with participants (Appendix 5). Key points about the SC MCA added by participants included:

- There is approximately one-third or maybe as much as two-thirds visitor accommodation in the MCA
- The area is multi-use with issues of user conflict among hoteliers, vendors and bathers. Conflict resolution is necessary
- USD 40,000 grant for upgrading the MCA to a marine park. NOAA-funded. Grant for ground truthing and visioning. Project steering committee formed.
- Young Island is a Green Globe awardee.
- Many of the islands in the MCA are wildlife reserves under the authority of the Forestry Department.
- Additional projects and studies relevant to the area: Marine sector plan with focus on MCA. The SVG maritime administration is keen to have the area zoned and haphazard docking and abandoning of boats addressed.
- Issues or concerns in the area include:
    - significant runoff from storm drainage and houses
    - change in sand colour
    - Canash area is shallower than in past
    - Inappropriate drainage

- grey water from yachts and tourism
- re-growing interest in Canash beach
- eutrophication
- large amount of abandoned vessels in Canash Bay. Becoming an eyesore and problem for navigation. Implication for optimal use of the Bay.
- possible objection from fishers when establishing the SC MCA as a marine park
- user conflicts: hotel versus beach users; public access to beach (beach land is private); animals on beach; music from clubs
- compliance with regulations
- element of trespassing onto private property due to the absence of facilities for the public. Lack of facilities also leads to pollution of the area with human waste.
- increasing crime in the area.

On the first day of the workshop participants initiated preparatory activities for the practical workshop socio-economic assessment of the demonstration site. This included developing the goal and objectives for the assessment exercise, assigning boundaries to the study area and noting available secondary data. In this session, participants worked in two groups. During the afternoon, participants went on a field trip to the SC MCA for preliminary reconnaissance. The field trip was led by Mr. Andrew Lockhart.

On the second day, participants were guided in refining the goal and objectives for the study area and were assisted in completing the team work plans and task responsibilities. Participants were introduced to methods for data collection including secondary sources, observation, key informant interviews and household/individual surveys. During this session, the two groups formulated semi-structured interview guides for key informant interviews (Appendix 6) conducted during the second field trip. Each group conducted three key informant interviews.

On Day 3 of the training workshop, an overview of questionnaire design and data analysis of questionnaires was provided. This included an introduction to data coding and the use of Excel and SPSS for data analysis presented by Ms. Katherine Blackman, CERMES Research Assistant. Since data analysis in SocMon is meant to be simple, instruction focused on the use of pivot tables for generating frequency distributions. The range of visualisation techniques recommended by the SocMon Caribbean methodology (see pages 113 to 144 in the GCRMN manual) were again emphasised as useful options for displaying data collected. The groups then designed individual/household interview surveys (Appenidx 7) comprising approximately ten questions to administer to between 5-10 persons during the final field trip for the workshop. Questions designed were to be relevant to the goals and objectives and socio-economic variables chosen for assessment and were to utilise different layouts, i.e. open-ended, dichotomous, close-ended, tick one that applies, tick all that apply, Likert scale questions etc. Before finalising the surveys, each group pre-tested their survey on the other group to identify leading, ambiguous or otherwise difficult-to-understand questions.

On Day 4 participants were introduced to validating SocMon results, communication products and pathways for conveying such results to various audiences as well as how to use SocMon outputs. The majority of the day was spent analysing the data from the individual surveys and key informant interviews. Each group was expected to produce a PowerPoint presentation of their SocMon assessment (Appendix 8). Participants completed the preparatory activities worksheets (Appendix 9).

On the final day of the training workshop, each team presented their assessment findings. In the remaining time, participants split themselves according MPA project sites, SC MCA and TCMP to begin drafting their site monitoring proposals. Participants were given a month to complete these proposals for submission to be reviewed by CERMES.

Throughout the duration of the workshop, participants and the facilitators video recorded aspects of the training and fieldwork and group exercises. These video clips were used to produce a short video of the SocMon training and was shown to participants on the final day of the workshop.

4 WORKSHOP EVALUATION

At the end of the workshop, all participants completed a workshop evaluation form in order to provide feedback to the facilitators (Appendix 10). See Figures 1-7 for the results.

Generally the workshop was successful with 100% of participants either strongly agreeing or agreeing that:

- The workshop goal had been achieved (Figure 1).
- The first objective of the workshop, introduction to SocMon Caribbean methods, had been achieved (Figure 2).
- The workshop was well organised and facilitated (Figures 3 and 4).
- They would recommend a similar workshop to colleagues (Figure 5).
- Their abilities as a MPA professionals or stakeholders had been improved as a result of the workshop (Figure 6).
- They enjoyed participating in the workshop (Figure 7).

Figure 1: Workshop goal was fully achieved

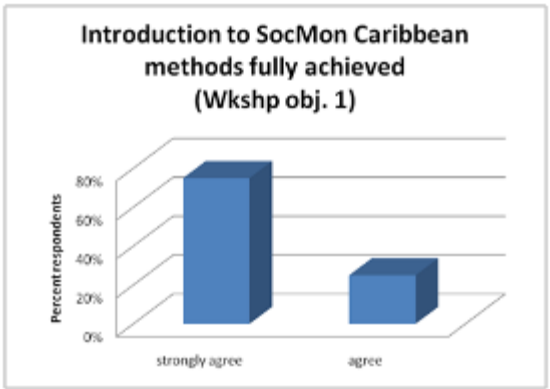


Figure 2: The first objective of the workshop was fully achieved

Figure 3: Workshop organisation

Figure 4: Workshop facilitation

Figure 5: Workshop recommendation

Figure 6: Improvement in professional or stakeholder abilities as a result of the workshop

Figure7: Personal enjoyment of workshop

Over half of the participants (63%) strongly agreed or agreed that the second workshop objective, development of a feasible SocMon site monitoring plan and timeline for the study site implementation, was achieved. Thirty-eight percent neither agreed nor disagreed. This uncertainty is valid since the development of a thorough and finalised monitoring plan is not achievable in the half-day session provided in workshop. Instead preparations for drafting the

plan and in-workshop discussions among participants about proposals for SocMon assessments/monitoring programmes are facilitated.

The majority of participants (88%) strongly agreed or agreed that their personal expectations for attending the workshop were fully achieved whereas 13% were unsure and neither agreed or disagreed with the evaluation statement.

The majority of the participants (87.5%) identified things they liked the most about the workshop:

- The working relationship among participants and, between the facilitators and participants.
- The knowledge and helpfulness of the facilitators during the training process.
- The hands-on field exercises.
- The small group setting.
- The diverse group of participants.
- The interaction and participation.
- The training materials provided.
- The interview session and video clips.
- The data analysis session.

One participant did not provide a response to this question.

Just over half of the participants (62.5%) identified things they liked least about the workshop:

- The field trips were a bit too short.
- Not enough participants attended.
- The daily workshop duration (8:30 am to 5:00pm) was a little too long.
- The food prepared for the morning breaks.

Three participants were unable to identify the things they least liked about the workshop.

Half of the participants recommended the following changes to the workshop:

- More time in the field and a longer period for the workshop.
- Shorter workshop period – 3-day workshop.
- Participation of additional stakeholders such as the hotelier.

The other half of the participants were unable to provide recommendations for changes.

Additional thoughts, comments or suggestions about the workshop were varied and included:

- Government ministries should have had more representatives.
- The facilitators were very helpful and friendly.
- The CC SocMon was timely and important in view of the fact that my organisation, the National Parks Authority, is currently on the cusp of developing a suite of research, monitoring and evaluative protocols and plans to help guide management effectiveness at the site and system levels of the national parks and protected areas.

5 APPENDICES

Appendix 1: Agenda

Caribbean Challenge SocMon Training Workshop
St. Vincent and the Grenadines
17-22 October 2011

PROGRAMME

Day and time	Activity
Sunday [16 October]	
All day	Arrivals
Afternoon	Pre-workshop site reconnaissance (trainers)
	Meet with local organiser to finalise workshop preparations
Monday [17 October]	
8:30 – 9:00	Registration and document distribution
9:00 – 9:20	Opening remarks: Mr. Andrew Wilson, National Parks, Rivers and Beaches Authority Mr. Raymond Ryan, Fisheries Division Mr. Kenneth Williams, Tobago Cays Marine Park
9:20 – 9:30	Welcome and introduction of trainers and participants
9:30 – 9:40	Introduction to Caribbean Challenge SocMon Project
9:40 – 9:50	Overview of workshop goals and objectives
9:50 -10:00	Discussion of workshop schedule
10:00 – 10:30	***BREAK***
10:30 -10:40	What is SocMon? Why do this? Where has SocMon been applied in the Caribbean and globally? Overview of the SocMon process
10:40 – 11:00	SocMon case study presentations
11:00 – 12:00	**SocMon Preparatory Activities & Planning and Reconnaissance for socio-economic assessment & monitoring**
12:00 – 1:00	***LUNCH***
1:00 – 3:00	Group discussion: 1. Introduction to demonstration study site [proposed South Coast Marine Conservation Area (SC MCA)] with situation analysis; issues of concern; and review of available secondary data 2. Preparatory activities for SC MCA field scoping in two teams
3:00 – 5:00	1st field trip to SC MCA for field scoping and de-brief on site. ***Homework: Prepare 5-10 slides of interesting field scoping photos (per team)***

Date and time	Activity
Tuesday [18 October]	
8:30 – 9:00	Slide show and discussion of proposed South Coast Marine Conservation Area demonstration study site by teams
9:00 – 10:00	Group work: Review and refine study site goals and objectives; boundaries for monitoring; and secondary data

1

Date and time	Activity
10:00 – 10:30	***BREAK***
10:30 – 11:00	Develop team work plans and assign responsibility for tasks
11:00 – 12:00	**Field Data Collection** Data collection methods: secondary sources, key informant interviews, surveys and observation
12:00 – 1:00	***LUNCH***
1:00 – 3:00	**Field Data Collection cont.** Group work: Review available secondary sources of data Formulate semi-structured interview guides for key informants
3:00 – 5:00	2nd field trip to study site for each team to implement work plan: key informant interviews, observation data, photos, transects etc. Team meetings on return to analyse data **Homework: Gap analysis**
Wednesday [19 October]	
8:30 – 9:00	Review results and experiences of 1st field trip in plenary
9:00 – 10:00	**Field Data Collection** Survey design re-cap: types of questions **Data Analysis** Developing coding sheet and data table, use of pivot tables Visualisation techniques
10:00 – 10:30	***BREAK***
10:30 – 12:00	Group work: Teams develop household interview survey, coding sheet and data table
12:00 – 1:00	***LUNCH***
1:00 – 2:00	Group work: Teams develop household interview survey, coding sheet and data table Pre-test survey in teams
2:00 – 2:30	Print surveys
2:30 – 5:00	3rd field trip to study site for each team to implement work plan Administer household survey, fill in any gaps from previous site visit Team meetings on return to analyse data **Homework: Data entry!**
Thursday [20 October]	
8:30 – 9:00	Review results and experiences of 2nd field trip in plenary
9:30 – 10:00	**Post Data Analysis: Validation, Communicating Results and Using SocMon Outputs** Group work: Complete data entry Conduct data analysis Discuss interpretation, conclusions, key lessons learned and adaptive management
10:00 – 10:30	***BREAK***
10:30 – 12:00	Data analysis and interpretation cont. Prepare team presentations
12:00 – 1:00	***LUNCH***

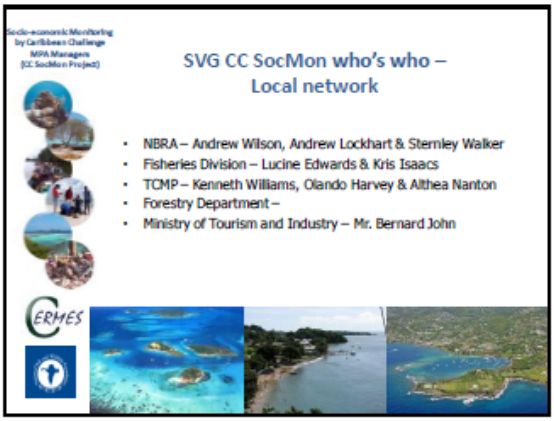
Date and time	Activity
1:00 – 3:00	Prepare team presentations
3:00 – 4:00	Teams present SocMon findings (key informants and study site representatives invited to participate, validate)
4:00 – 5:00	General discussion, key lessons learned by participants about SocMon **Homework: Begin thinking about follow-up studies at the SCMCA and TCMP**

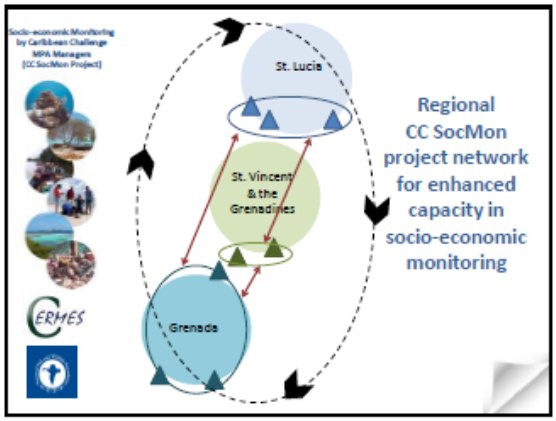
Friday [21 October]	
9:00 – 9:30	Tips for report writing
9:30 – 10:00	Group discussion of ideas for St. Vincent and Union Island MPA SocMon site assessment and monitoring programmes
10:00 – 10:30	***BREAK***
10:30 – 12:00	Participants prepare monitoring plans for their MPA SocMon follow-up studies
12:00 – 1:00	***LUNCH***
1:00 – 1:30	Presentations of monitoring plans for MPA follow-up studies Peer review of proposals
1:30 – 2:00	Final discussions, evaluation of workshop and wrap-up
All afternoon	Departures

Appendix 2: Participants

Name	Title	Agency	Email
SVG participants			
Lucine Edwards	Fisheries Officer (Conservation)	Fisheries Division	lucine.edwards@gmail.com fishdiv@vincysurf.com
Olando Harvey	Marine Biologist	TCMP	landokeri@yahoo.com
Bernard John		Ministry of Tourism	tourism@vincysurf.com
Bradford Latham	Forestry Officer	Forestry Department	forestrysvg@vincysurf.com
Andrew Lockhart	Superintendant, Marine and Terrestrial Parks	National Parks, Rivers and Beaches Authority	andylockhart65@yahoo.com
Althea Nanton	Ranger	TCMP	nantonthea@hotmail.com
Susan Singh-Renton	Programme Manager, Research and Resource Assessment	CRFM Secretariat	ssinghrenton@vincysurf.com
Sternley Walker	Park Ranger	National Parks, Rivers and Beaches Authority	nationalparks@vincysurf.com ranger.walker@gmail.com
Kenneth Williams	Operations Manager	TCMP	manager@tobagocays.org tcmp191@hotmail.com
CERMES staff			
Maria Pena	Project Assistant	CERMES, UWI	maria.pena@cavehill.uwi.edu
Katherine Blackman	Research Assistant	CERMES, UWI	katherine.blackman@cavehill.uwi.edu

Appendix 3:Caribbean Challenge SocMon project overview


Socio-economic Monitoring by Caribbean Challenge MPA Managers (CC SocMon Project)
SVG CC SocMon who's who – Local network
NBRA – Andrew Wilson, Andrew Lockhart & Sternley Walker
Fisheries Division – Lucine Edwards & Kris Isaacs
TCMP – Kenneth Williams, Olando Harvey & Althea Nanton
Forestry Department –
Ministry of Tourism and Industry – Mr. Bernard John
CERMES


Socio-economic Monitoring by Caribbean Challenge MPA Managers (CC SocMon Project)
St. Lucia
St. Vincent & the Grenadines
Grenada
Regional CC SocMon project network for enhanced capacity in socio-economic monitoring
CERMES

Socio-economic Monitoring by Caribbean Challenge MPA Managers (CC SocMon Project)
Workshop goal and objectives
Goal:
For MPA managers and field staff to learn how to develop and implement socio-economic monitoring programs for strategically selected sites using SocMon Caribbean methods
Objectives:
1. To introduce socio-economic monitoring using SocMon Caribbean methods
2. To develop a feasible SocMon site monitoring plan and timeline for each study site for implementation
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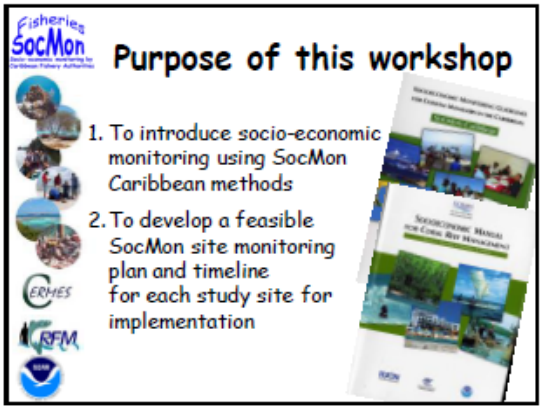
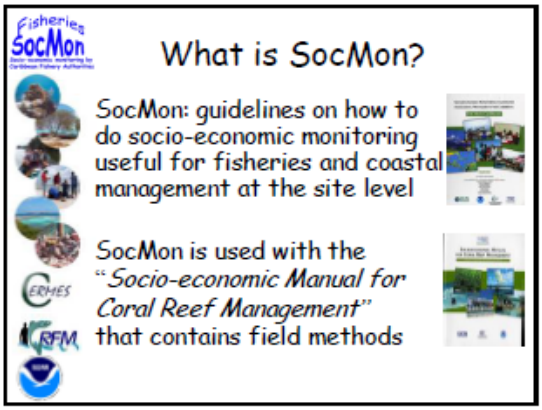
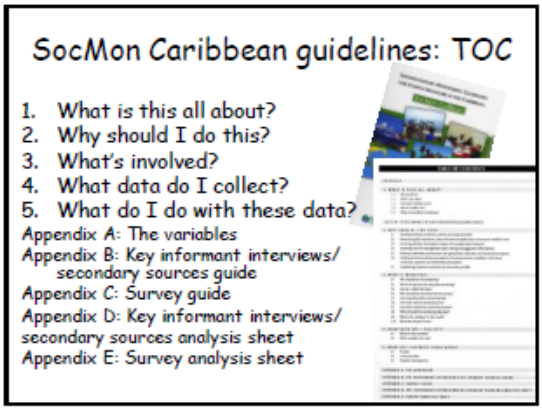
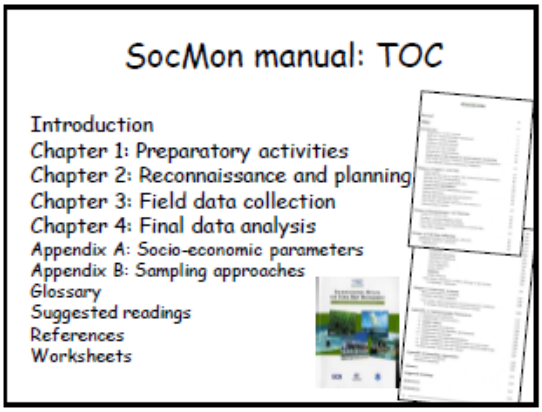
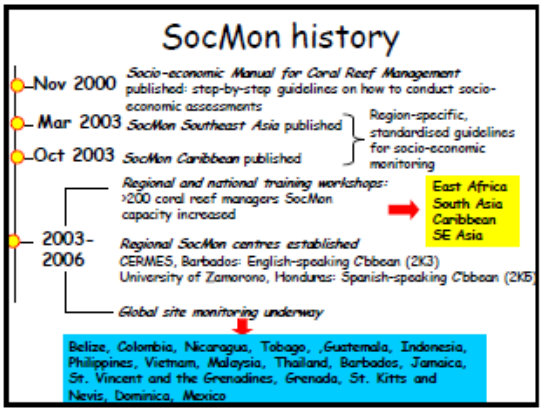
Appendix 4: SocMon training slides











Why do this?

- SocMon can help us to understand the socio-economic contexts of coastal resource use by various stakeholders
- This is essential for assessing, predicting and managing coastal resource use over time
- National and regional fisheries management plans call for socio-economic data

Who is SocMon for?

- Coastal managers (Govt. and NGOs)
- Resource user groups
- Community organisations
- Donors / technical assistance
- Academic and research institutions
- Environmental news media / public

SocMon in the Caribbean

Finding SocMon data: GCRMN database – ReefBase

ReefBase database provides data and information on coral reefs in > 100 countries and territories

SocMon phases

1) Preparatory activities

2) Planning and reconnaissance

3) Field data collection

4) Field data analysis

GCRMN manual· Page 6

Preparatory Activities

1) define goals
2) identify the process for conducting monitoring
3) identify the coastal management stakeholders
4) identify the study area and sites
5) consult with the stakeholders
6) determine level of stakeholder participation
7) define objectives
8) identify variables
9) identify the SocMon team

GCRMN manual· Chapter one, Pages 19-51

Plans with socio-economic aspects provide rationale for using SocMon

- MPA management plans
- Fisheries management plans
- Coastal zone management plans
- Tourism development plans
- Physical development plans
- Poverty alleviation plans

Stakeholders ⇔ Study area(s)

- Stakeholder analysis
  - Primary
  - Secondary
  - Interests
  - Organisations
- MPA and watershed management plans
- Core coastal area
- Watershed area
- Satellite study areas

GCRMN manual· Pages 21-27

Consult with stakeholders

- Explain purpose, process and outcomes so that stakeholders can participate if they wish
- Ensure the concerns and priorities of as many stakeholders as is feasible are included in the planning of SocMon
- Ensure the cooperation of stakeholders, and particularly their organizations, in SocMon

GCRMN manual· Pages 29-36

Define objectives

Management	Design management according to local socio-economic conditions
	Establish participatory coastal management
Research	Establish participatory coastal management
Development	Collect information to identify ways of limiting socio-economic impacts of development
	Establish analysis and planning process to understand socio-economic issues relating to resource use & collect information to guide planning appropriate development activities
Monitoring	Establish baseline data to monitor impacts of development on local socio-economic conditions
	Establish baseline data to monitor impacts of management strategies
Policy	Collect basic information on resource to guide policy development

GCRMN manual· Pages 36-39

Identify SocMon variables

- 60 socio-economic variables
  - Community-level demographics
  - Coastal and marine activities
  - Governance
  - Attitudes and perceptions
  - Material style of life
- Prioritise SocMon variables
  - Goals of socio-economic assessment/monitoring
  - Importance of data collection
  - Site-specific conditions

SocMon Caribbean guidelines· Pages 17-24

The SocMon team

- ✓Coastal manager
- ✓Social scientist
- ✓Local advisors
- ✓Field researchers
- Interdisciplinary
- About 5-7 people
- Meets regularly

Reconnaissance and planning

1) Preparatory activities

2) Planning and reconnaissance

3) Field data collection

4) Field data analysis

GCRMN manual· Chapter 2, Pages 53-82

Secondary data

- Compile relevant data
  - official and unofficial documents (including newspapers)
  - statistical reports (e.g. census reports)
  - research reports
  - maps
  - aerial photos & satellite images
  - previous/ongoing project reports
  - historical documents and accounts
  - websites
- Review the data
- Evaluate the quality of the data

* More in Data Collection

GCRMN manual· Pages 53-57

Reconnaissance survey

- Brief survey of study area
  - Finalise study site selection for data collection
  - Preliminary information on the # and location of stakeholders
  - ID logistics and arrange field data collection
  - Refine SocMon study objectives & variables (if necessary), study area and sites

GCRMN manual· Pages 57-61

Planning field data collection: Work-plan

The work-plan defines the:

- SocMon activities;
- methods to be used;
- resources required;
- timing and target dates;
- team responsibilities;
- data processing, reporting

GCRMN manual· Pages 62-82

Data collection

1) Preparatory activities

2) Planning and reconnaissance

3) Field data collection

4) Field data analysis

GCRMN manual· Chapter 3, Pages 83-155

What Data Do I Collect ?

So many socioeconomic variables to choose from!

*See SocMon Caribbean Guidelines

Sources of data

- Secondary sources
  - Existing documents, maps, data, etc.
  - Compiling a bibliography, keep it updated
- Key informants
  - People knowledgeable on particular topics
  - Use to fill in gaps, profile places, activities
- Household interviews
  - Survey questions for specific standard info
  - Interview households in selected settlements
- Observations
  - Notes and records, often now done by photos
  - Develop a digital image library, link to GIS

Secondary data and data from key informants is used to:

- refine the lists of objectives, stakeholder groups, study sites and parameters [planning]
- identify gaps in existing knowledge in preparation for field data collection [questions]
- ensure the field data collection does not collect information that has already been collected [efficiency]
- provide a basis for cross-checking information collected during the field data collection [validation]

Socio-economic variables

*See Appendix A in SocMon Caribbean Guidelines

- Variables set out according to:
- What it is
- How to collect the data
- How to analyse the data
- How the information can be useful to managers

SocMon Caribbean guidelines· Appendix A 45-52

What Data Do I Collect? Community Level Demographics

K1. Study area	K7. Education
K2. Population	K8. Literacy
K3. Number of households	K9. Ethnicity
K4. Migration rate	K10. Religion
K5. Age	K11. Language
K6. Gender	K12. Occupation
	K 13. Community infrastructure and business development

SocMon Caribbean guidelines· Pages 18, 20 & Appendix A 29-35

What Data Do I Collect? Coastal and Marine Activities

K14. Activities	K19. Use patterns
K15. Goods and services	K20. Levels and types of impact
K16. Types of use	K21. Level of use by outsiders
K17. Value of goods and services	K 22. Household use
K18. Goods and services market orientation	K23. Stakeholders
	K24. Tourist profile

SocMon Caribbean guidelines· Pages 18, 21 & Appendix A 36-45

What Data Do I Collect? Governance

K25. Management body
K26. Management plan
K27. Enabling legislation
K28. Management resources
K29. Formal tenure and rules
K30. Informal tenure and rules, customs and traditions
K31. Stakeholder participation
K32. Community and stakeholder groups

SocMon Caribbean guidelines· Pages 18, 21 & Appendix A 45-52

What (Survey) Data Do I Collect ? Household demographics

S1. Age
S2. Gender
S3. Ethnicity
S4. Education
S5. Religion
S6. Language
S7. Occupation
S8. Household size
S9. Household income
S10. Household activities
S11. Household goods and services
S12. Types of household uses
S13. Household market orientation
S14. Household uses

SocMon Caribbean guidelines· Pages 19, 22 & Appendix A 53-59

What (Survey) Data Do I Collect ? Attitudes and Perceptions

S15. Non-market and non-use values
S16. Perceptions of resource conditions
S17. Perceived threats
S18. Awareness of rules and regulations
S19. Compliance
S20. Enforcement
S21. Participation in decision-making
S22. Membership in stakeholder groups

SocMon Caribbean guidelines· Pages 19, 23 & Appendix A 59-68

What (Survey) Data Do I Collect ? Attitudes and Perceptions

S23. Perceived coastal management problems
S24. Perceived coastal management solutions
S25. Perceived community problems
S26. Successes in coastal management
S27. Challenges in coastal management
S28. Material style of life

SocMon Caribbean guidelines· Pages 19, 23 & Appendix A 59-68

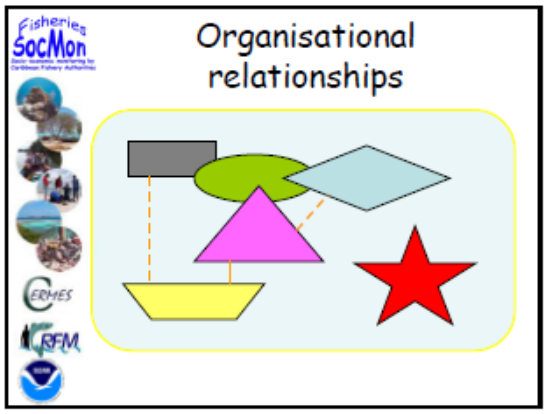
How do I collect the data?

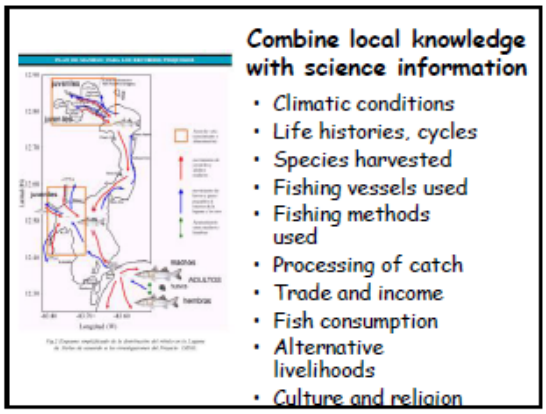
- Observation
- Semi-structured interviews
- Focus group interviews
- Oral histories
- Surveys
- Visualisation techniques
  - maps
  - transects
  - timelines
  - seasonal calendars
  - historical transects
  - decision trees
  - venn diagrams
  - flow charts
  - ranking
  - field analysis

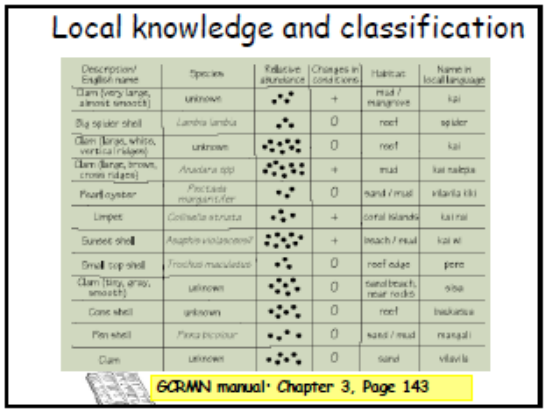
GCRMN manual· Chapter 3, Pages 92-148

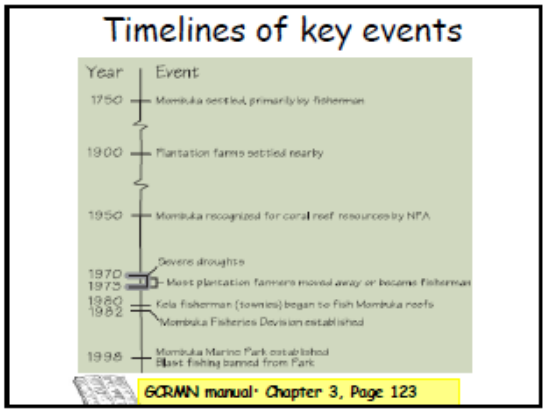
Mapping, photos, (maybe GIS)

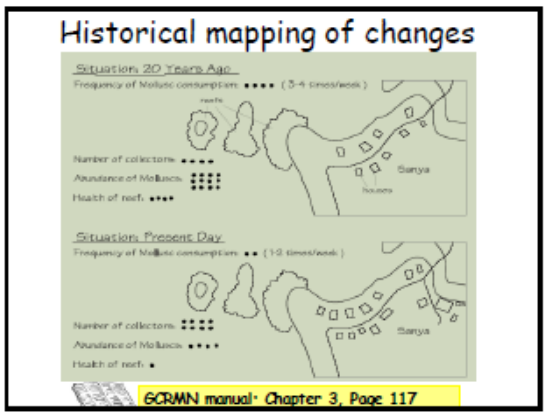
Resource features
Resource uses
Infrastructure
Areas of conflict
Demographics
Reference sites
Boundaries, zones
Etc., etc., etc.

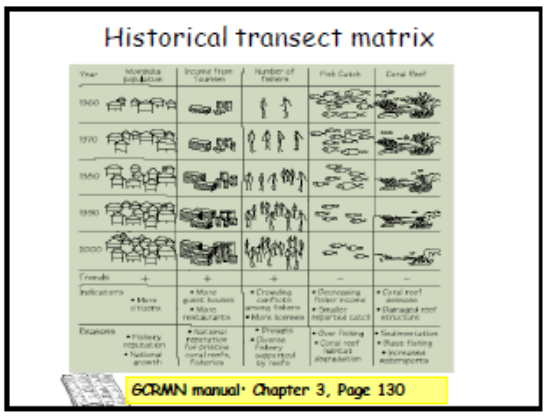

Fisheries
SocMon
Organisational relationships
CERMES
RFM


Combine local knowledge with science information
• Climatic conditions
• Life histories, cycles
• Species harvested
• Fishing vessels used
• Fishing methods used
• Processing of catch
• Trade and income
• Fish consumption
• Alternative livelihoods
• Culture and religion


Local knowledge and classification
GCRMN manual· Chapter 3, Page 143


Timelines of key events
Year
Event
1750
Mombuka settled, primarily by fishermen
1900
Plantation farms settled nearby
1950
Mombuka recognized for coral reef resources by NPA
1970
1973
Severe droughts
Most plantation farmers moved away or became Fishermen
1980
1982
Kola fisherman (townies) began to fish Mombuka reefs
Mombuka Fisheries Division established
1998
Mombuka Marine Park established
Blast fishing banned from Park
GCRMN manual· Chapter 3, Page 123


Historical mapping of changes
Situation: 20 Years Ago
Number of collectors
Abundance of Molluscs
Health of reef
Sanya
Situation: Present Day
Number of collectors
Abundance of Molluscs
Health of reef
Sanya
GCRMN manual· Chapter 3, Page 117

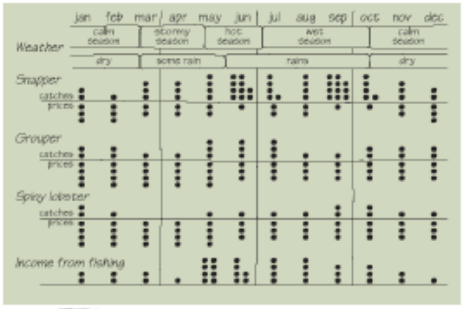

Historical transect matrix
GCRMN manual· Chapter 3, Page 130

Ranking e.g. of impact factors

Reef Stakeholders	Number of people	% Men	% Women	% Children	Damage caused to reef
Traditional Fishers	75	95%	0%	5%	Lowest
Ex-Plantation Fishers	40	80%	0%	10%	Medium
Townie Fishers	65	75%	0%	25%	Highest
Women Gleaners	30	0%	60%	40%	Medium highest

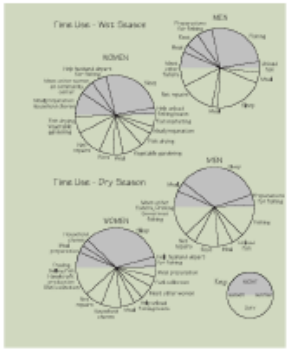
GCRMN manual· Chapter 3, Page 142

Seasonal calendar



GCRMN manual· Chapter 3, Page 127

Daily and seasonal time use patterns

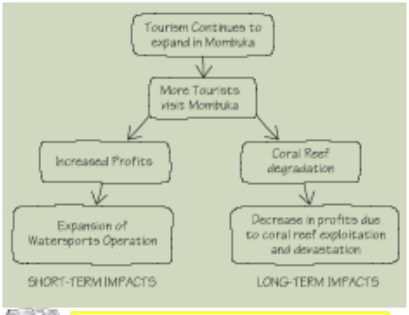


GCRMN manual· Chapter 3, Page 128

Venn diagram of resource uses and resource users

GCRMN manual· Chapter 3, Page 135

Flow charts of various types



GCRMN manual· Chapter 3, Page 137

Decision diagramming

GCRMN manual· Chapter 3, Page 132

Data analysis, communication and adaptive management

1) Preparatory activities

2) Planning and reconnaissance

3) Field data collection

4) Field data analysis

GCRMN manual· Chapter 4, Pages 157-171

SocMon results /analysis tables

Occupation	PRIMARY		SECONDARY		Total percent of community members dependent on this occupation (primary and secondary)
	Number of household members listed as primary occupation	Percent household members that listed as primary occupation	Number listed as secondary occupation	Percent household members that listed each occupation as secondary	
Fishing	65	32.5%	50	25%	57.5%
Hotel development	50	25%	20	10%	35%
Aquaculture	30	15%	60	30%	45%
Misc.* (small, mining, farming)	5	2.5%	30	15%	17.5%
Nooccupation**	50	25%	0	0%	25%
TOTAL	200	100%	140	80%	280%

* record together all occupations that were listed for <5% of the household members
** for example, unemployed, students, retired

SocMon Caribbean guidelines· Page 54

SocMon results /analysis tables

Major occupations in community	Percent of working population conducting this occupation as primary occupation	Number of people conducting this occupation as primary occupation	Percent of working population conducting this occupation as secondary occupation	Percent of working population conducting this occupation as tertiary occupation
1. Fishers	60%	600	20%	10%
2. Resorts/Restaurants	10%	100	0%	0%
3. Aquaculture workers	20%	200	5%	1%
4. Hotel workers	5%	50	0%	0%
5. Farmers	5%	50	10%	4%

SocMon Caribbean guidelines· Page 34

SocMon results /analysis tables

Coastal and Marine Activities	Coastal and Marine Goods and Services	Types of Use (primary)
Fisheries	Lobster	Trap
	Grouper	Handline
Tourism	Hotel	Guest houses (1-7 rooms)
	Diving	SCUBA
Aqua-culture	Oyster	Line

Coastal and Marine Activities	Coastal and Marine Goods and Services	Value of Goods and Services
Fisheries	Lobster	High
	Grouper	High
Tourism	Hotel	Medium
	Diving	Low
Aqua-culture	Oyster	Medium

SocMon Caribbean guidelines· Pages 37 & 38

How to Analyze: Secondary Data, Key Informant info, Household Interviews, Observations

Basic principles for analysis:

- involve all team members
- prioritize quality, not quantity
- prioritize key learning, rather than just getting information

- Key learning refers to issues identified or lessons learned that are essential to the objectives of the monitoring, or are needed to understand the socioeconomic context of the stakeholders

How to Analyze: Secondary Data, Key Informant info, Household Interviews, Observations

Final data analysis involves:

1) refining the key learning
2) using data to illustrate key learning
3) presenting the key learning in an accessible form for interpretation
4) validating the key learning with stakeholders
5) incorporating the key learning into a useful report and other communications

Validation workshop

- Verification of data analysis
- Feedback to participants
- Encourage decision-making
- Foster trust and respect
- Accountability, transparency
- Pave way for follow-up
- Community empowerment

Communication choices

- written material *(report, GCFI paper)*
- visual material *(posters, pictures)*
- oral presentations *(area meetings)*
- one-on-one discussion *(animators)*
- mass media *(newspaper, radio, TV)*
- internet group discussion *(CAMPAM)*
- electronic bulletin boards *(NCRPS?)*

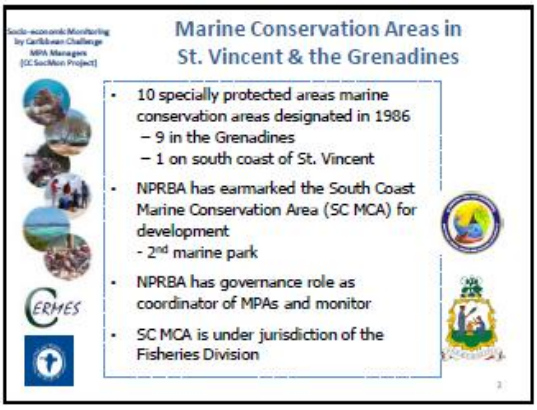
Using SocMon outputs

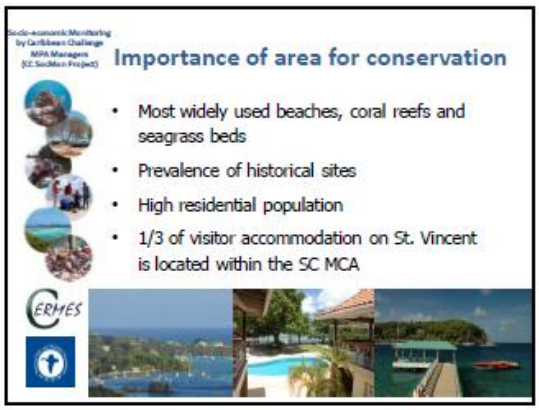
- MPA management decision-making
- Stakeholder strategies (fishers, hotels)
- Designing sustainable monitoring
- Prioritising future research
- Preparing project proposals
- Area development planning
- Social improvement plans
- External agency guidance

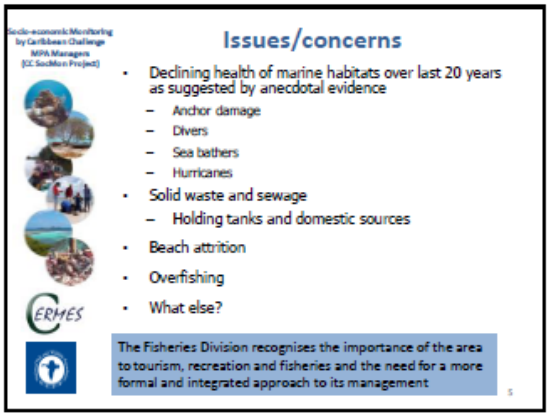
Thank You

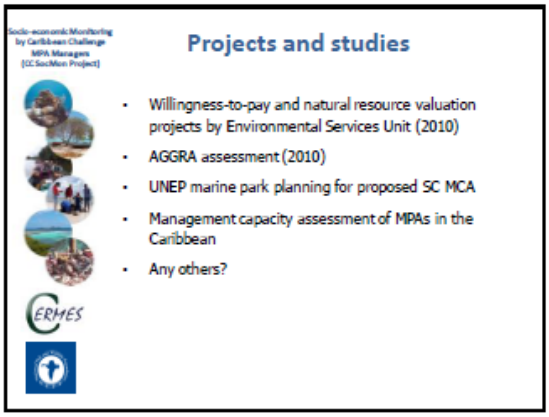
Centre for Resource Management and Environmental Studies
The University of the West Indies
Cave Hill Campus
Barbados

Appendix 5: Demonstration study site overview






Socio-economic Monitoring by Caribbean Challenge MPA Managers (CC SocMon Project)
Issues/concerns
Declining health of marine habitats over last 20 years as suggested by anecdotal evidence
Anchor damage
Divers
Sea bathers
Hurricanes
Solid waste and sewage
Holding tanks and domestic sources
Beach attrition
Overfishing
What else?
The Fisheries Division recognises the importance of the area to tourism, recreation and fisheries and the need for a more formal and integrated approach to its management
CERMES


Socio-economic Monitoring by Caribbean Challenge MPA Managers (CC SocMon Project)
Projects and studies
Willingness-to-pay and natural resource valuation projects by Environmental Services Unit (2010)
AGGRA assessment (2010)
UNEP marine park planning for proposed SC MCA
Management capacity assessment of MPAs in the Caribbean
Any others?
CERMES

Socio-economic Monitoring by Caribbean Challenge MPA Managers (CC SocMon Project)
The SocMon fit
Linkage to draft plan scoping?
CERMES

Appendix 6: Key informant interview guides

Group 1

KEY INFORMANT NAME _____

1.
   a) Are you aware that this location is within a Marine Conservation Area?
      [ ] Yes [ ] No
   b) If yes, are you aware of the boundaries?

2. What are your views on the level of development in the area (infrastructure such as businesses, houses, roads, sewage treatment etc.)?
3.
   a) What range of activities do you observe taking place in the area?
   b) What activity are you involved in?
   c) How long have you been in the area?
4. What areas are utilised by your business and why?

a) Do you use anywhere else?
b) Do you compete with other users for space?

5.

a) Are you a member of any community organisations?

   [ ] Yes [ ] No

b) If yes, please name _____

Group 2

Fisherman's Co-operative

Activities

What types of activities occur in the area?
What are some of the user conflicts in the area?

Awareness

What does the SCMCA mean to you?
Are you aware of any rules for the use of the SCMCA?
□Yes □No

Level of impact

How has the establishment of SCMAC affected your livelihood?
What level of impact does SCMCA have on you? (Low, Medium or High)

Stakeholder participation

Are you involved in any decision-making in the South Coast Marine Conservation Area?
□Yes □No
If yes, in what capacity?
If no, would you be willing to be involved?

Dive operator and SVHTA

Activities

What types of activities occurs in the area?
What are some of the user conflicts in the area?

Awareness

What does the SCMCA mean to you?
Are you aware of any rules for the use of the SCMCA?
□Yes □No

Level of impact

How has the establishment of SCMAC affected your livelihood?
What level of impact does SCMCA have on you? (Low, Medium or High)

Tourist profile

Where do your international guests originate?
What percentage of your guests is local?

Stakeholder participation

Are you involved in any decision-making in the South Coast Marine Conservation Area?
□Yes □No
If yes, in what capacity?
If no, would you be willing to be involved?

Appendix 7: Household/individual surveys

Group 1

Questionnaire

Socio-economic Monitoring in the South Coast Marine Conservation Area

This survey is being done as part of a training exercise to collect information on the South Coast Marine Conservation Area. Any information you give cannot be traced back to you. You will not be personally identified in any reports.

Date __/__/__ Occupation _____

Y M D

Age: ( ) 18-27 ( ) 28-37 ( ) 38-47 ( ) 48-57 ( ) 58-67 ( ) 68-77
( ) 78-87 ( ) Over 87

Gender: ( ) Male ( ) Female

Education

1. What is your highest level of education?
   ( ) Primary ( ) Secondary ( ) College ( ) Tech Voc ( ) University ( ) Other_____

Household activities

2. A. Do you use the area? ( ) Yes ( ) No
   B. If yes, what do you use it for?
   ( ) Fishing ( ) Swimming ( ) Vending ( ) Entertainment ( ) Diving/snorkeling
   ( ) Other_____

Awareness of rules and regulations

3. A. Are you aware of any coastal or marine regulations in the area ( ) Yes ( ) No
   B. If yes, which regulations? ( ) Fisheries ( ) Beaches ( ) Wildlife ( ) Other_____

Membership in stakeholder organisations

4. A. Are you a member of any community organization? ( ) Yes ( ) No
   B. If yes, please state the name of the organization _____

Perceived coastal management problems

5. A. During the last 5-10 years there has been an increase in coastal management in the area.
   ( ) Strongly agree ( ) Agree ( ) Neutral ( ) Disagree ( ) Strongly disagree ( ) Don't know
   B. What do you see as the three major coastal/marine problems affecting the area?

   _____
   _____
   _____

Perceived community problems

6. A. What do you consider to be the two major problems facing your community?

_____
_____
_____

B. What may be the cause(s) of these problems?

_____
_____
_____

C. Please suggest solutions to these problems.

_____
_____
_____

Group 2

ID# __ / __ Q# __ / __

South Coast Socio-economic Monitoring Training Exercise

This survey is being done by trainees of the South Coast Socio-economic Monitoring Training Program. The information provided would be used strictly for training purposes. Your name would not appear in any reports and any information provided cannot be tracked back to you.

Date _____ Settlement _____

Write DK = do not know; NR = no response or NA = not applicable as appropriate by the question where necessary.

1. Do you know about the South Coast Marine Conservation Area (SCMCA)?

   ☐ Yes ☐ No

In the event the respondent is not aware of the area, show them the map and explain a bit about the geographic area.

2. What activities do you or members of your household engage in within the SCMCA for fun? (Tick all that apply)
   - ☐ Swimming
   - ☐ Diving
   - ☐ Fishing
   - ☐ Picnicking
   - ☐ Sport
   - ☐ None of the above
   - ☐ Other _____

3. What activities do you or members of your household engage in within the SCMCA for work? (Tick all that apply)
   - ☐ Hotel
   - ☐ Vending
   - ☐ Restaurant
   - ☐ Beach attendant
   - ☐ Dive/snorkel
   - ☐ None of the above
   - ☐ Other _____

ID# __ / __ Q# __ / __

Attitudes and Perceptions

4. How would you describe the conditions of the following resources of the SCMCA?

Resources	Very Good	Good	Neither Good nor Bad	Bad	Very Bad	DN/NR
Beaches						
Seagrass						
Mangroves						
Coral Reefs						
Fisheries						
Upland Forests						

5. What do you think are the top three threats to the coastal and marine environment?
   a. _____
   b. _____
   c. _____

6. Are you aware of any rule or regulation in the SCMCA related to:

	Yes	No	DN/NR
Beaches			
Seagrass			
Mangroves			
Coral Reefs			
Fisheries			
Sand Mining			
Littering			

7. To what extent do people comply with rules and regulation related to?

	Full Compliance	Some Compliance	Little Compliance	No Compliance	DN/NR/NA
Beaches					
Seagrass					
Mangroves					
Coral Reefs					
Fisheries					
Sand Mining					
Littering					

8. Are you a member of any stakeholder organization? (e.g. Church, Associations, Envi. Clubs, youth groups)

   ☐ Yes ☐ No

ID# __ / __ Q# __ / __

If yes; what is the name of the organization _____

Household Demographics

9. Gender?

   □ Male □ Female

10. What type of work/job generates the largest sources of income in your household?

    _____

11. To which of the age categories do you belong?

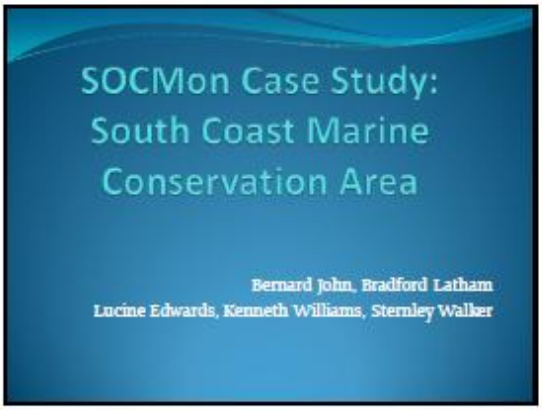
    □ 18 - 29 □ 30 - 39 □ 40 - 49 □ 50 and over

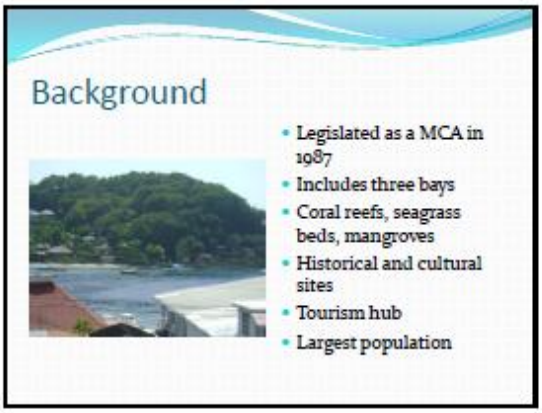
12. What is the last level of school complete?

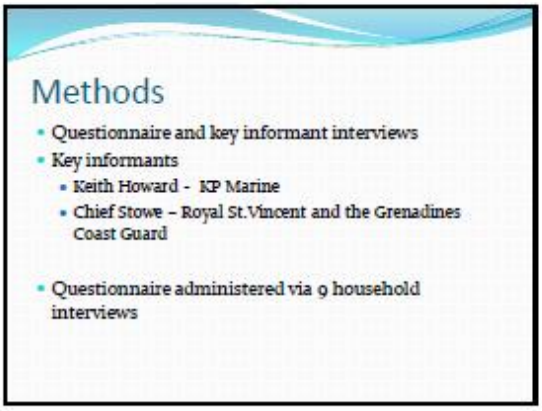
□ Primary □ Secondary □ College □ Technical/Vocational Training □ University

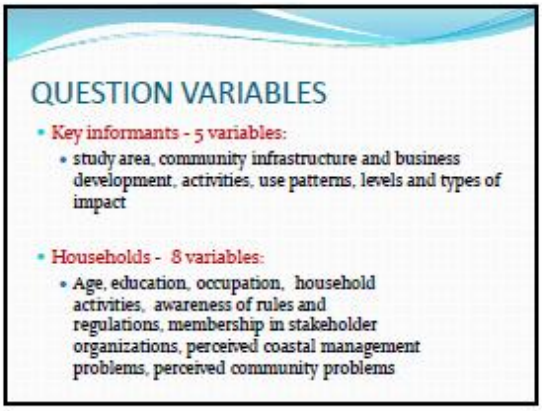
Appendix 8: Group presentation slides

Group 1





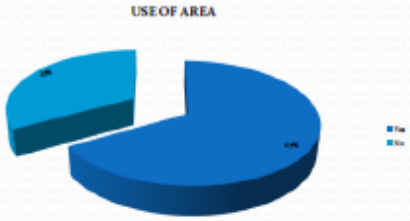




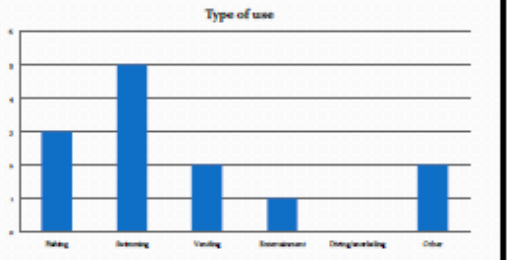
Results – key informants

- Both stationed in SCMCA for over 20 years
- Aware of SCMCA and its boundaries
- Need for infrastructure improvement e.g sewage, garbage disposal
- Informants well involved in community through various activities e.g. sports, business activities
- Identified no user conflict concerns
- Members of community based organizations

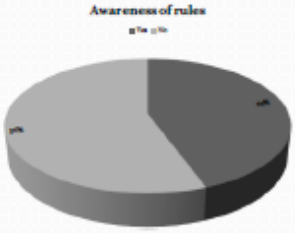
Results



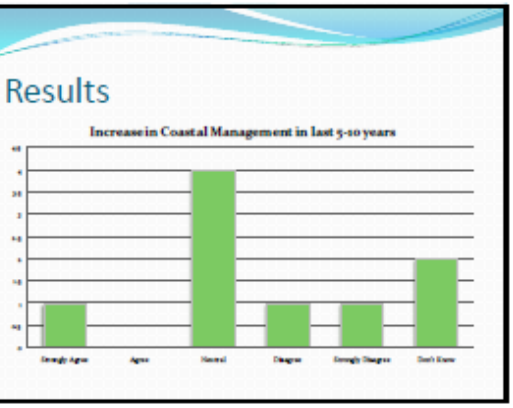
Results



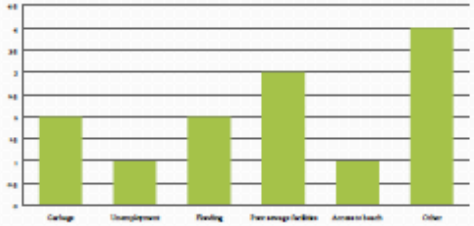
Results



Results



Results



Results

Suggested Recommendations

- Regular cleaning of rivers
- Political intervention
- More projects for youths to be engaged in
- Employment
- Motivation

Key learning points

- General awareness of SCMCA
- Widely used by a range of stakeholders
- Waste management identified as a major problem

SOCMON methodology

- Useful data analysis training

Group 2

Socio Economic & Environmental Monitoring in the Proposed South Coast Marine Park

Olando Harvey, Althea Nanton & Andrew Lockhart

South Coast MPA (Proposed)

Introduction/Background

- One of 10 Marine Conservation Areas
- Fisheries Act 1986, Regulations 1988
- Encompasses 5 communities in one of the largest constituencies in SVG
- Within main tourist hub on St Vincent island
- 2 Marinas
- Young Island Resort (Green Globe Awardee)
- Fort Duvernette
- Dive sites
- Swimming & picnicking by local residents & nationals

SocMon in the SCMCA

Goal:

- To establish baseline data on stakeholders' attitudes and perceptions on the Proposed South Coast Marine Park

Objectives:

- To determine the various uses/users/use patters in the area.
- To measure the impact of any new management arrangements on stakeholders' livelihoods in the area.
- To assess stakeholders' awareness of the current conservation status of the area.

SocMon in the SCMCA

Methodology:

- Key Informant Interviews w/ fishers, tourism stakeholders & taxi driver
- Survey

Instrument:	Questionnaire (5) Open/closed ended questions Variables - Demographics - Uses of the coastal & marine resources for leisure & livelihoods - Condition of the resources of the Study area - Threats to the resources of the area - Knowledge of threats, rules & regulations - Interest in management decision-making Questionnaire was piloted with members with Group 2 to eliminate any ambiguity
Sampling units:	Households Simple Random Sampling
Area:	Calliaqua
Date:	20 October 2011
Enumerators:	Olando Harvey (TCMP), Andrew Lockhart (NPA) & Althea Nanton (TCMP)

Activities

Yachting

Football

Stakeholder Interviews

Fisher Calliaqua

Hotelier Glen

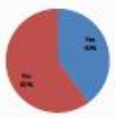
Key Informant Interviews

- Aware of the establishment of the fisheries conservation area.
- Only aware of the rules regarding fishing within the area.
- Most fish that are landed in Calliaqua are not caught within the SCMCA. The area is used by fisheries in times of bad weather and for baitfish. Consequently, closure of the area to fishing would have a high impact on their livelihoods.
- They are not currently involved in the decision-making process that manages the area, but would like to be part of the process.

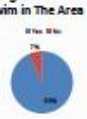
SocMon in the SCMCA

Results:

Knowledge of the SCMCA



Percentage of Persons Who Swim in The Area

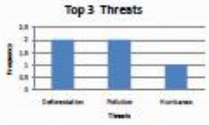


SocMon in the SCMCA

Results:

Condition of Beaches

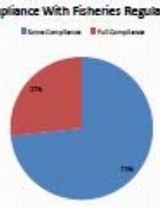
Top 3 Threats



SocMon in the SCMCA

Results:

Compliance With Fisheries Regulations



SocMon in the SCMCA

Key Learning:

- Multi use marine space
- Adequate knowledge of rules & regulations
- General conditions of beaches needs improvement
- Limited knowledge of marine resources such as mangroves & sea grasses
- Land based & other sources of pollution – a real threat
- Community are willing to participate in any new management arrangement
- SocMon in the SCMP is a positive initiative

Appendix 9: Preparatory activities worksheets

Group 1

Socio-economic Monitoring by Caribbean Challenge MPA Managers (Caribbean Challenge SocMon)
17-21 October 2011, St. Vincent and the Grenadines

Preparatory activities worksheets used to plan monitoring

These worksheets are *guides* to organising the preparatory activities. They can be modified in any way you find useful. Other worksheets are in the socio-economic manual. Spreadsheets are often more convenient than word processing applications for working with tables of all types.

1. Goals and objectives guiding socio-economic monitoring

Monitoring goal	Monitoring objectives (three SMART ones)
To collect socio-economic data to inform management planning	1.To identify the range of socio-economic uses of the SC MCA and factors to be taken into account when formulating the marine conservation area goals.
	2. To identify a core set of socio-economic indicators for achievement of the goals of the SC MCA and assess change over time

2. Defining the study area

Study area selection criteria	Study area description (or attach area map)
Calliaqua/Villa	
Businesses in the area	
Level of activities & possibilityof more activities	
More households and persons available	

3. Stakeholder identification

Study area activity or issue	Primary stakeholder [and organisation]	Secondary stakeholder [and organisation]
Boat repairs	K.P. Marine	Boat owners
Hotels	Hoteliers	Guests
Fishermen	Fishermen	CALFICO
Restaurant	Restaurant owner/attendant	Customers
Manufacturing	P.H. Vierra Plastics	Private homes/business persons
Leisure	Locals and tourists	Locals and tourists

4. Stakeholder locations and key informants

Stakeholders (1° and 2°)	Location of stakeholder	Key informants for stakeholders
Canash Beach Hotel	Canash Bay	Burt Williams
Restaurant	Glen	Dawn Smith
K.P. Marine	Calliaqua	Keith Howard
SVG Coast Guard	Calliaqua	Chief Stowe

5. SocMon leader and team

Skill requirement or role on team	Names and affiliations of team leader and members
Leader	Bernard John (Tourism)
Researchers	Lucine Edwards (Fisheries), Kenneth Williams (TCMP)
IT specialist	Bradford Latham (Forestry)

6. Work plan schedule

Activity / task Day →	1	2	3	4	5
Preparatory activities					
Define goals and objectives for assessment	X	X			
Site visit	X				
Secondary data collection					
Review relevant secondary data		X			
Primary data collection and observation					
Second site visit		X			
Design interview guide for key informant interviews	X	X			
Conduct key informant interviews		X			
Design household/individual surveys			X		
Administer household/individual surveys			X		
Data analysis and interpretation					
Compile data				X	
Enter data				X	
Analyse data				X	X
Review data				X	X
Prepare data presentation				X	X
Validation, communication, adaptation					
Group presentation to workshop participants					X

2

7. Key variables to be monitored

Key informant interview/secondary sources variables			
Var. No.	**Variable to monitor**	**Obj. 1, 2, 3…**	**Practical considerations**
K1.	Study area	1	Identify location to be accessed, user patterns etc.
K2.	Population		
K3.	Number of households		
K 4.	Migration rate		
K5.	Age		
K6.	Gender		
K7.	Education		
K8.	Literacy		
K9.	Ethnicity		
K10.	Religion		

3

Key informant interview/secondary sources variables			
Var. No.	**Variable to monitor**	**Obj. 1, 2, 3…**	**Practical considerations**
K11.	Language		
K12.	Occupation		
K13.	Community infrastructure and business development	1	Statistical office
K14.	Activities	2	
K15.	Goods and services		
K16.	Types of use		
K17.	Value of goods and services		
K18.	Goods and services market orientation		
K19.	Use patterns	2,3	
K20.	Levels and types of impact		
K21.	Level of use by outsiders		

Key informant interview/secondary sources variables			
Var. No.	**Variable to monitor**	**Obj. 1, 2, 3…**	**Practical considerations**
K22.	Household use		
K23.	Stakeholders		
K24.	Tourist profile		
K25.	Management body		
K26.	Management plan		
K27.	Enabling legislation		
K28.	Management resources		
K29.	Formal tenure and rules		
K30.	Informal tenure and rules, customs and traditions		
K31.	Stakeholder participation		

5

Key informant interview/secondary sources variables			
Var. No.	**Variable to monitor**	**Obj. 1, 2, 3…**	**Practical considerations**
K32.	Community and stakeholder organisations	2,3	Co-operative department
[New]			
[New]			

Survey variables			
Var. No.	**Variable to be monitored**	**Obj. 1, 2, 3…**	
S1.	Age		
S2.	Gender		
S3.	Ethnicity		
S4.	Education	1, 2	
S5.	Religion		
S6.	Language		

6

Survey variables			
Var. No.	**Variable to be monitored**	**Obj. 1, 2, 3…**	
S7.	Occupation	1, 2	
S8.	Household size		
S9.	Household income		
S10.	Household activities	2	
S11.	Household goods and services		
S12.	Types of household uses		
S13.	Household market orientation		
S14.	Household uses		
S15.	Non-market and non-use values		
S16.	Perceptions of resource conditions		
S17.	Perceived threats		

7

Survey variables			
Var. No.	**Variable to be monitored**	**Obj. 1, 2, 3…**	
S18.	Awareness of rules and regulations	1, 2	
S19.	Compliance		
S20.	Enforcement		
S21.	Participation in decision-making		
S22.	Membership in stakeholder organizations	1, 2	
S23.	Perceived coastal management problems	1, 2	
S24.	Perceived coastal management community solutions		
S25.	Perceived community problems	1	
S26.	Successes in coastal management		
S27.	Challenges in coastal management		

8

Survey variables			
Var. No.	**Variable to be monitored**	**Obj. 1, 2, 3…**	
S28.	Material style of life		

8. Interview sample design

a. Key informants	b. Households
Critical information areas Tourism industry, business and maritime	**Estimated number of households in study area and means of obtaining estimate**
No. of informants: 4	**Approx. sample size:** ~ 10 due to exercise
Selection process: Activities of interest	**Sample selection method:** Random

9. Draft interview (key informant and household) questions

Key informant questions/interview guide (open-ended questions to encourage discussion)	
Var. No.	**Question**
K1	(a) Are you aware that this location is within a marine conservation area? __ Yes __No (b) If yes, are you aware of the boundaries?
K13	What are your views on the level of development in the area? (infrastructure such as businesses, houses, roads, sewage treatment etc.)
K14	(a) What range of activities do you observe taking place in the area? (b) What activities are you involved in? (c) How long have you been in the area?
K19	(a) What areas are utilised for your business and why? (b) Do you use anywhere else? (c) Do you compete with other users for space?
K32	(a) Are you a member of any community organization? __Yes __No

9

Key informant questions/interview guide (open-ended questions to encourage discussion)	
Var. No.	**Question**
	(b) If yes, please name

Household survey questions/questionnaire (craft questions with different layouts)	
Var. No.	**Question**
S4	What is your highest level of education? ( ) Primary ( ) Secondary ( ) College ( )Tech/voc ( )University ( )
S10	(a) Do you use the area? __Yes __No (b) If yes, what do you use it for? ( ) fishing ( ) swimming ( ) vending ( ) entertainment ( ) diving/snorkeling ( ) other
S18	(a) Are you aware of any coastal or marine regulations in the area? __Yes __No (b) If yes, which regulations? ( ) fisheries ( ) beaches ( ) wildlife ( ) other _____
S22	(a) Are you a member of any community organisation(s)? __Yes __No (b) If yes, please state the name(s) of the organisation(s)
S23	(a) During the last 5-10 years there has been an increase in coastal management in the area. ( ) Strongly agree ( ) Agree ( ) Neutral ( ) Disagree ( ) Strongly disagree ( ) Don't know (b) What do you see as the three major coastal/marine problems affecting the area?
S25	(a) What do you consider to be the two major problems facing your community? (b) What may be the cause(s) of these problems? (c) Please suggest solutions to these problems.

10. Visualisation techniques

Technique and page in manual	Variable and objective nos.	Notes on application of the technique to the variable and objectives (e.g. for all or some stakeholders? Issues?)
Maps – 113	S10, 25 Obj 1, 2	All
Transects - 119		
Timelines - 121		
Seasonal calendars - 125		
Historical transects - 129		
Decision trees - 131		
Venn diagrams - 133	S23, 25 Obj 1,2	All
Flow charts – 136		
Ranking - 138		

11. Key points to consider in data analysis and interpretation

1 Willingness of persons to participate
2 Time for interviews
3 Availability of persons

12. Communication plan and issues in arrangements for communication and validation

Target audience	Communication product(s)	Communication pathway(s)	Practical matters
Government officials	Report	Email/post, hand delivered	
Stakeholders	PowerPoint presentation	Town hall meeting	Availability of meeting place; scheduling appropriate time
General public	Press releases	Media brief	

13. Any other notes (optional)

Appendix 10: Workshop evaluation

Socio-economic Monitoring by Caribbean Challenge MPA Managers (Caribbean Challenge SocMon) Workshop Evaluation, Sunset Shores Beach Hotel, 17-21October 2011

Participant Evaluation of the "Socio-economic Monitoring by Caribbean Challenge MPA Managers" **Workshop**

Directions: Please rate how much you agree or disagree with each of the statements listed below.

The **goal** of this workshop was for MPA managers and field staff (& MPA stakeholders) to learn how to develop and implement socio-economic monitoring programs for strategically selected sites using the methods outlined within the *Socioeconomic monitoring guidelines for coastal managers in the Caribbean (SocMon Caribbean)* and *Socioeconomic manual for coral reef management.*

1. The goal for this workshop was fully achieved.

___ strongly agree
___ agree
___ neither agree nor disagree
___ disagree
___ strongly disagree
___ I don't know

There were **two objectives** associated with this goal to be achieved by workshop participants:

- To introduce socio-economic monitoring using SocMon Caribbean methods.
- To develop a feasible SocMon site monitoring plan and timeline for the study site for implementation

2. The first objective of this workshop (introduction to SocMon Caribbean methods) was fully achieved.

___ strongly agree
___ agree
___ neither agree nor disagree
___ disagree
___ strongly disagree
___ I don't know

3. The second objective of this workshop (development of a SocMon monitoring plan and timeline) was fully achieved.

___ strongly agree
___ agree
___ neither agree nor disagree
___ disagree
___ strongly disagree
___ I don't know

4. My own (personal) expectations for why I attended this workshop were fully achieved.

___ strongly agree
___ agree
___ neither agree nor disagree
___ disagree
___ strongly disagree
___ I don't know

Page 1 of 3

5. The workshop was well organised.

___ strongly agree
___ agree
___ neither agree nor disagree
___ disagree
___ strongly disagree
___ I don't know

6. The workshop was well facilitated.

___ strongly agree
___ agree
___ neither agree nor disagree
___ disagree
___ strongly disagree
___ I don't know

7. I would recommend my colleagues to attend a workshop similar to this one.

___ strongly agree
___ agree
___ neither agree nor disagree
___ disagree
___ strongly disagree
___ I don't know

8. My abilities as a MPA professional (or stakeholder) have been improved as a result of this workshop.

___ strongly agree
___ agree
___ neither agree nor disagree
___ disagree
___ strongly disagree
___ I don't know

9. I enjoyed participating in this workshop.

___ strongly agree
___ agree
___ neither agree nor disagree
___ disagree
___ strongly disagree
___ I don't know

10. The things I liked most about this workshop were: (list/write)

11. The things I liked least about this workshop were: (list/write)

12. If I had to recommend that some changes be made on the workshop, they would be: (list/write)

13. Other thoughts, comments, or suggestions?