SEM-PASIFIKA
WORKSHOP REPORT

Republic of the Marshall Islands
May 4-9, 2008

Micronesians in Island Conservation

Contents

Appendices

Workshop Summary

From May 4-9, a SEM-Pasifika training program began in Majuro, Republic of the Marshall Islands. Seventeen trainees were present from around the region including American Samoa, Hawaii, Kosrae, Pohnpei, Chuuk, Commonwealth of the Northern Mariana Islands, and Yap. This included local community members who joined the training from Arno where the on-site field assessment was conducted. The objectives of the week-long training were to: 1) provide the participants with background, purposes and methodological procedures of socioeconomic monitoring based on SEM-Pasifika Guidelines, 2) build capacity of the participants to use SEM-Pasifika guidelines, and 3) initiate socioeconomic assessment and monitoring *work plans* for 8 Pacific Island jurisdictions. To fulfill these objectives this training program was designed to be carried out in three phases. The first phase (the RMI training) was aimed at introducing socio-economic tools and techniques based on SEM Pasifika guidelines to regional partners who will draft assessment surveys and work plans for individual target sites within their jurisdiction. For the second phase off-site technical advice will be provided to further guide development of surveys, and seed funding will be provided to implement site assessments in all jurisdictions. Finally, on-site technical support will be provided to help trainees analyze survey data and communicate and apply results into management planning. Outcomes of this training will support development and adaptive management of on-site management activities. Additionally, this training will link human dimensions information into to on-going conservation work that contributes to the goals of the Micronesia Challenge. This training program is being sponsored and facilitated through a partnership between NOAA Coral Reef Conservation Program - SocMon, the Micronesians in Island Conservation (MIC), the Pacific Islands Marine Protected Area Community (PIMPAC), and the Secretariat of the Pacific Regional Environment Programme (SPREP.)

Background

Global Socioeconomic Monitoring Initiative / SEM – Pasifika

The Global Socioeconomic Monitoring Initiative for Coastal Management (SocMon) is aimed at helping coastal managers better understand and incorporate the socioeconomic context into coastal management programs. The SocMon initiative has several components that are being implemented at a global and regional level to support these efforts. These components include: publication of region-specific guidelines, training in SocMon methods, technical assistance and funding to carry out socioeconomic assessments, and regional partnerships through site networks. The activities described in this document fall under all of these

components.

SocMon Caribbean (October 2003), SocMon Southeast Asia (March 2003), SocMon Western Indian Ocean (April 2006) and SEM – Pasifika (Soc-Mon Pasific) were developed to compliment the GCRMN Socioeconomic Manual for Coral Reef Management by providing more standardized guidelines on how to conduct socioeconomic monitoring specific to each region. The two documents are meant to be used together – Regional SocMon Guidelines for the priority indicators to assess, the questions to ask and the tables to analyze the data, and the Socioeconomic Manual for Coral Reef Management for the details of how to do it. Both publications were developed through substantial collaboration among social scientists and coastal managers in each region. In the Pacific, guidelines from existing socio-economic programs were incorporated into the development of the regional document in order to ensure complementary efforts. Partners involved in the development of SEM-Pasifika include: Coral Reef Initiatives for the Pacific (CRISP), Foundation of the Peoples of the South Pacific International (FSPI), GCRMN (Global Coral Reef Monitoring Network), Locally Marine Managed Areas Network (LMMA), U.S. National Oceanic and Atmospheric Administration (NOAA), Secretariat of the Pacific Community (SPC), South Pacific Regional Environment Programme (SPREP), University of the South Pacific (USP), U.S. All Islands Coral Reef Committee, World Fish Center.

To field test the initial SEM-Pasifika document a training of trainers was held in November 2007 in Papua New Guniea. The objectives of the week long training were:

1. To build capacity of the participants as SEM-Pasifika trainers
2. To provide the trainers with background, purposes and methodological procedures of socioeconomic monitoring based on SEM-Pasifika
3. To receive input of the participants on SEM-Pasifika draft

In response to the feedback from this training, additional changes were made to refine the SEM-Pasifka guidebook. A second SEM-Pasifika training was planned specifically to support US affiliated jurisdictions. As such, this training, was coordinated with two regional social networks (based in US Flag islands and Freely Associated Sates) to design and implement the training. These networks are the Pacific Island Marine Protected Area Community and the Micronesian in Island Conservation. Through these discussions, it was decided to pool resources among respective programs and expands the training into a three part training program.

Regional Social Networks & Capacity Building Programs:

Micronesians in Island Conservation (MIC) - MIC began in 2002 to foster a peer learning initiative for conservation leaders and champions throughout Micronesia. The purpose of MIC is to leverage conservation work in Micronesia by increasing the success, effectiveness, and number of conservation leaders in the nonprofit and government sectors. MIC's approach is to create a support structure that fosters shared self-directed learning to address priority organizational and technical needs of its members.

Pacific Islands Marine Protected Area Community (PIMPAC) – The Pacific Islands Marine Protected Areas Community (PIMPAC) is a collaboration of marine protected area (MPA) managers, non-governmental organizations, local communities, federal, state, and territorial agencies, and other stakeholders working together to collectively enhance the effective use and management of MPAs in the U.S. Pacific Islands and Freely Associated States. Specifically, PIMPAC aims to build partnerships among Pacific Island MPA practitioners and to bring support to the region in order to strengthen MPA planning, management, and evaluation efforts and conserving the marine resources of the Pacific Islands. In the first three years of PIMPAC efforts, technical support and capacity building have focused around the topics of MPA management planning, and then monitoring (social and biological).

Additionally, beginning in November 2007, the Nature Conservancy - Micronesia Program began a new round of Conservation Action Planning (CAP) in the region. Participating islands include Chuuk, CNMI, Guam, and the Marshall Islands. CAP teams were assembled in each island that included government, NGOs, and community members. The workshops were aimed at using the CAP tool to undergo a comprehensive and strategic process for site-specific threat identification and action planning. These workshops also used the PIMPAC management planning guidebook and draw from LMMA methods for engaging communities in the planning process to ensure a key outcome of the process will be the development of management plans for the CAP sites. The entire process was a three-part series of workshops. The first workshop was held on each island to review the tool and develop initial parts of management plans, utilizing community input in many cases. The second workshop brought all CAP teams together to share initial plans with other teams and resource experts for feedback. The final workshop will be island-specific to finalize the CAP and management plans.

The remainder of this document will focus on the second SEM-Pasifika training program in the Pacific Region.

SEM – Pasifika Workshop, RMI 2008

From May 4-9, a SEM-Pasifika training program began in Majuro, Republic of the Marshall Islands with a six day workshop. The objectives of the week-long training were to: 1) provide the participants with background, purposes and methodological procedures of socioeconomic monitoring based on SEM-Pasifika Guidelines, 2) build capacity of the participants to use SEM-Pasifika guidelines, and 3) initiate socioeconomic assessment and monitoring work plans for 8 Pacific Island jurisdictions. To fulfill these objectives this training program was designed to be carried out in three phases. The first phase (the RMI training) was aimed at introducing socio-economic tools and techniques based on SEM Pasifika guidelines to regional partners who will draft assessment surveys and work plans for individual target sites within their jurisdiction.

Workshop Participation

A total of 23 people (participants and trainers) attended the training. Nominations were sought via the MIC and PIMPAC networks and based on a set of criteria, including the following:

- A commitment to undertake a socioeconomic assessment, to be completed no less than six months following the initial training. Candidates should be committed to developing a work

plan at the workshop that includes plans for the socioeconomic assessment and follow up activities. Candidates should be able to contribute time from their program to conduct the socioeconomic assessment and train on-side teams as necessary. Prior selection of a site at which to undertake the assessment. This site must have a management plan completed or drafted and must be "ready" for a socioeconomic assessment (i.e. goals and objectives of the site should be clearly defined to guide the development of socio-economic assessment/monitoring.)

Based on these criteria, most participants came to the workshop with a site specific conservation action plan (CAP), management plan, or draft that they could use during the training as a basis for their socio-economic assessments.

Workshop Approach

This section provides a brief description of three main workshop components:

1. How to conduct a socioeconomic assessment
2. Field exercise
3. Development of work plans for home sites and follow up support

How to conduct a socioeconomic assessment

On the first day and a half of the workshop, participants reviewed 1) what is socioeconomic monitoring, 2)why is it important, and 3) the components of carrying out a socio-economic assessment. It was stressed that the development socio-economic assessment objectives should be thought through carefully and where applicable tied to management objectives (as stated in MPA management plans). Each jurisdiction represented at the training presented information about their site and the management goals and objectives that were developed or were being developed through the management planning process.

As part of this component, participants were asked to carry out exercises to help them think through preparatory activities before their assessment was implemented in their jurisdiction. Worksheets (see Appendix) were provided to define the important questions that should be considered before the field work is carried out. There was a specific emphasis on connecting assessment goals to management goals so that the assessments could help to determine management effectiveness over time. The following lists the preparatory activities that participant defined for their site:

1) define goals and objectives;
2) determine time and resources;
3) define site areas
4) identify stakeholders;
5) determine their involvement level;
6) consultation
7) identify indicators and data collection methods;
8) assemble a monitoring team;
9) audience analysis;
10) work plan

Field Exercise

To gain first hand experience in designing, implementing, and analyzing a socio-economic assessment, participant engaged in a two day field exercise. Additionally, this part of the training doubled as a means to develop and pre-test a socioeconomic survey for the Marshall Islands Team. The field site of Arno Arno, on Arno Atoll was chosen because there was a fisheries management plan that had been developed five years earlier, and there were a series of MPAs that were implemented on the Atoll. There had been no previous socio-economic baseline studies however, and impacts of the management activities were unknown. As such the group collectively worked with the RMI team to design a survey that would help them capture baseline information as well as answer some management questions. The field exercise was carried out over two days and in three parts:

1. Field reconnaissance, key informant discussions, and survey design
2. Focus group session and household surveys
3. Data analysis and communications

Field reconnaissance and survey design

The first part of the field work was visiting the site of Arno Arno and understanding the layout of the community as well as talking with key informants to collect information on both the community and the existing management plan and associated activities. A focus group discussion with local fishermen was also held in order to gain a better understanding of key issues in the community. From there, the group worked on developing survey questions that would help to achieve the agreed upon objectives of the assessment:

- To develop a baseline and a SEM plan for Arno and other atolls
  - To determine the level of awareness of Arno Atoll communities. Gauge understanding of their MPAs (traditional & LFC)
  - Identify perceived impacts (both positive and negative) from MPAs
  - Baseline for future monitoring to assess trends in resource use

Household surveys

The following day the group returned to survey 30 households to pre-test the survey instrument and determine effectiveness of the tool. While conducting the survey, the group noted questions that were hard to understand or ask for various reasons. During the post-survey debriefing, the group discussed these challenges and made suggestions for revisions to the survey before finalizing it for future use (see Appendix for revised RMI survey.)

Data analysis and Communications

Upon completion of the focus groups and household surveys, the participants compiled all the data into excel spreadsheets to analyze the survey results. Due to time restrictions, the group was divided into three small groups to analyze specific sections of the survey. During this

session, it was noted which questions were difficult to analyze because of the way they were structured. Each small group then reported back to the large group on the results of their analysis and provided suggestions on ways to potentially improve the survey to make it easier to carry out or analyze. Upon completion of this activity, the RMI team had developed a near-complete survey that had been pre-tested and revised to be used for future assessments in the rest of Arno atoll. The survey instrument proved to be effective in providing the types of feedback desired regarding the local community's perceived impacts of the MPAs.

Development of work plans for home sites and follow up support

After completing the field exercise, participants had a better understanding of the components of a socio-economic assessment process and the importance of carefully planning an assessment to ensure they provide the management information that is needed to understand effectiveness. At that point, participants reviewed and revised the preparatory activities and worksheets that were completed during the first part of the workshop, as well as their assessment objectives. They also drafted preliminary work-plans for their home sites. which outlined the necessary steps they would need to carry out on return to in their home jurisdiction through the development of a work-plan.

In addition to the training, the workshop aimed at identifying future activities and immediate next steps needed to carry out all jurisdictional site assessments. To do this, future technical assistance needs (both onsite and remote) were discussed to support survey development and revision, pre-test trials, analysis and communications. Finally, participants were provided information on how to receive the seed funds through SPREP to help implement their site assessments.

SEM – Pasifika Training Program Next Steps

Upon completing the workshop, participants left with a draft work-plan on how they will carry out site assessments in their own jurisdiction. Each jurisdictional team was assigned a primary and secondary technical trainer to help support their efforts. It is anticipated that each participant will work with local stakeholders in their jurisdiction to complete their work-plans and apply for seed funding from SPREP to support their assessments. Technical trainers will provide remote support in the development and revisions of their surveys and sampling strategies. Upon the completion of the surveys by jurisdictional team, trainers will visit the site to provide technical support in data coding and analysis, as well as in communications and interpretation for management support. All results will be shared with all participants as well as the larger PIMPAC community.

Appendix A
SEM- Pasifika Workshop Agenda

Objectives:

- To build capacity of the participants as SEM-Pasifika users
- To provide the participants with background, purposes and methodological procedures of socioeconomic monitoring based on SEM-Pasifika
- To initiate socioeconomic assessment and monitoring *work plans* for 8 Pacific Island jurisdictions

Expected outputs/outcomes from introductory workshop:

- Trained participants from 10 jurisdictions who are capable of undertaking a socioeconomic assessment with some guidance from trainers
- Ten work plans drafted for socioeconomic assessments to be conducted at each jurisdiction's home site
- Greater understanding and appreciation of socioeconomic monitoring as an important tool to improve site management of the coastal and marine areas in the Pacific region
- Commitment of participants to future SEM-Pasifika activities, possible forming of SEM-Pasifika network
- Development and pre-testing of survey instrument for field site of Arno, RMI

Expected outputs/outcomes from training program:

- 10 socioeconomic assessments completed: one each in American Samoa, Hawaii, Guam, CNMI, Chuuk, Yap, Kosrae, Pohnpei, RMI, and Palau.
- 15 practitioners capable of undertaking a socioeconomic assessment on their own and serving as local resources for socioeconomic assessment and monitoring in their jurisdictions

Day 1 – Sunday, May 4 ***Introductions, background and process of socioeconomic monitoring***	
MODULE 1: HOW TO CONDUCT A SOCIOECONOMIC ASSESSMENT	
Start time	**Activity**
3:00 pm	Introduction of participants and trainers
3:30 pm	Training objectives and expected outputs Overview of workshop schedule
3:50	Purposes of socioeconomic monitoring Case study examples of useful outcomes?
4:20	Background of SEM-Pasifika
4:30	What is SEM-Pasifika?
4:45	*Break*
5:00	Overview of Socioeconomic monitoring process
5:15	Preparatory activities for socioeconomic assessment and monitoring: *1) define goals and objectives;* *2) determine time and resources;* *3) define site areas*

5:30	Group exercise for preparatory activities 1, 2, and 3 in home sites
6:00	*Dinner break*
7:30 pm	Participants give short (3-5 minute) presentations about their home sites, including results of preparatory activities

Day 2 – Monday, May 5 ***Background and process of socioeconomic monitoring, preparing for field exercise***	
8:30 am 9:00 am	Formal Workshop Opening Preparatory activities for socioeconomic assessment and monitoring: *4) identify stakeholders;* *5) determine their involvement level;* *6) consultation*
9:15	Group exercise for preparatory activities 4, 5, and 6 in your home field sites
10:00	Preparatory activities for socioeconomic assessment and monitoring: *7) identify indicators and data collection methods;* *8) assemble a monitoring team;* *9) audience analysis;* *10) work plan*
10:30	Sampling
10:50	*Break*
11:10	Planning for data collection
11:30	Data collection methods
12:00 pm	*Lunch*
1:00	Data analysis
1:30	Output and result communication
2:00	Adaptive management
2:30	Using the SEM-Pasifika Guidelines
3:15	*Break*
MODULE 2: FIELD EXERCISE	
3:30	Overview of Arno, RMI: general background, management issues, potential socioeconomic information that would be useful for management purposes Presentation of preparatory activities 1-6 for RMI field site
4:00	Break into 3 groups for field training
4:10	Group exercise on stakeholder consultation (field site and logistics). Verbal summary by participants
5:00	Adjourn Day 2
evening	Homework: review secondary data and SEM-Pasifika indicator section

Day 2 – Tuesday, May 6 ***Field reconnaissance trip, designing and planning of socioeconomic assessment***	
8:00am	Leave for field site
9:00	Reconnaissance visit of field site

11:00	Focus group discussion with stakeholders from Arno - meet back at Arno classroom
11:45	*Lunch*
12:30 pm	Group exercise on preparation activities and planning for field data collection (see steps at the end of Agenda)
2:30	*Break*
2:45	Group exercise on preparation activities and planning for field data collection (see steps at the end of Agenda); Development of survey draft
4:15	Participants present outcomes of preparation - 10 minutes per group
4:45	Pre-test survey (team up with someone from a different group)
5:30	Return to Majuro
	Homework: revise survey with group based on pre-test results; finalize and print survey for field assessment tomorrow

Day 3 – Wednesday, May 7 ***Designing and planning of socioeconomic assessment, data analysis***	
8:00 am	Travel to Arno
9:00	Field training on data collection
12:00 pm	*Lunch*
1:00	Reflection and discussion on field data collection
2:00	Return to Majuro
2:30	Training on data analysis
3:00	*Break*
3:15	Participant teams analyze data from field exercise
5:00	Participant teams meet to discuss key learnings
6:00	Adjourn Day 3

Day 4 – Thursday, May 8 ***Result communication and adaptive management, developing home site workplans***	
8:30 am	Finalizing result communication
9:30	Group presentations: results from field exercise
11:00	Reflection and discussion on field exercise
12:00 pm	*Lunch*
MODULE 3: Development of work plans for home sites	
1:00	Developing a work plan for a socioeconomic assessment
1:30	Participants generate work on work plans for their home sites using training guidelines
5:00	Adjourn day 5
	Homework: Work plans and presentations

Day 5 – Friday, May 9 ***Developing home site work plans, workshop evaluation and wrap-up***	
8:30 am	Participants finalize work plans and presentations
9:45	Break
10:00	Participant presentations of home site work plans (10 minutes each)
12:00 pm	*Lunch*
1:00	Workshop reflection and discussion
2:00	Workshop evaluation
2:30	Closing and presentation of Certificates
3:00	Adjourn workshop - break
4:00	Closing BBQ
6:30	Transport to airport (for participants departing Friday evening)

Appendix B
SEM- Pasifika Workshop Contact List

Name	Organization	Email	Phone
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Vanessa Fread	YapCAP	Freadv_yapcap@mail.fm	691-350-2198

Appendix C

SEM-PASIFIKA SURVEY – Revision for Arno

Yokwe, my name is _____. We're conducting a household survey and would like to ask you some questions about your daily activities and about marine resources in Arno. This information will be used better inform us about management of Arno's marine resources. This survey will take about 30 minutes to answer. All of your responses will be completely anonymous, and you do not have to answer questions you are not comfortable with. Would you be willing to answer some questions, and do you feel that you can speak on behalf of your household?

First we have a few questions about you and your family:

1. Gender: Male Female

2. May I ask how old you are? _____

3. How many people live in this house? _____

4. What is the last level of school you completed?
   __ elementary ___ high school ___ college and above

5. What church do you go to? _____

6. What are the main sources of income for your household?
   ___ fishing ___ copra ___ handicrafts ___ farming

   ___ livestock ___ government employment ___ teacher

   ___ church leader ___ shellfish collection ___ coconut oil

   ___ other: _____ ___ other: _____

Next we'd like to ask about some of your activities:

7. What are the ocean activities that you and your family participate in?

   ___ fishing ___ swimming ___ breadfruit preparation ___ other_____

→ ***If respondent does not fish, skip questions 7, 8, and 9***

8. What fishing methods do you practice?

___ handline fishing ___ trolling ___ bottomfishing ___ gleaning
___ collect jaibo worm ___ "jolok" fishing (traditional method) ___ long-net fishing
___ fishing in the inner reef ___ Other:_____

9. Where do you fish? (*read answers choices; have respondent pick one*)
(Note: if interviewer is very familiar with fishing methods above (ie. MMRA official), they can check these based on answers to question 8 rather than ask this question individually)

___ Lagoon side (inner reef) ___ Lagoon side (outer reef)
___ Ocean side (inner reef) ___ Ocean side (outer reef)
___ Open ocean ___ Intertidal area

10. How many days a week do you fish? _____

10a. Are there times of the year when you fish more or less frequently? (describe)

Next we're going to ask a few questions to find out what you think of the condition of the ocean resources in Arno.

11a. How would you describe the overall quantity of reef fish in Arno, Arno? Would you say reef fish are…

Very abundant Of average abundance Not very abundant Don't know

11b. How would you describe the overall quantity of ocean fish around Arno? Would you say ocean fish are…

Very abundant Of average abundance Not very abundant Don't know

11c. How would you describe the condition of the coral in Arno, Arno? Would you say coral is…

In good condition In average condition In bad condition Don't know

11d. How would you describe the abundance of shellfish and other nearshore marine resources in Arno, Arno? Would you say they are…

Very abundant Of average abundance Not very abundant Don't know

11e. How would you describe the condition of land resources in Arno, Arno? Would you say land resources are…

In good condition In average condition In bad condition Don't know

12. What do you think are the three largest sources of threats to marine and coastal resources in Arno today?

1.

2.

3

Thanks for your answers…we are almost done. Finally, we're going to ask some questions about fishing rules in Arno.

13. Are there any areas in Arno Arno where there are, or have been, restrictions on fishing?

a. No _____ (*if no, skip to question 20*)
b. Yes _____
c. Not sure ____

If yes, please describe the restrictions for these places? (*describe separately for each location listed (type, location, other details*)

Note – survey team members use a map if appropriate to locate MPA locations.

14. Why do you think the Mo was established? (*don't read choices or provide examples*)
Fill in one table for each Mo listed in question 13 above. Additional tables located at end of survey.

Name (or description) of Mo listed in question 13:_____

Answer (*check all that the respondent lists*)		14. Is it successful? (yes/no)
Increase the number of fish		
Protect marine resources		
For cultural reasons / for chiefs		
Protect spawning aggregation		
To encourage aquaculture (clam) projects		
Government established the Mo		
Other:		
Other:		
Don't know		

15. What is the difference in the amount of food fish directly outside the Mo today versus 5 years ago? Would you say there are… (*read choices*)

More food fish _____
Less food fish _____
No difference _____
Not sure _____

16. What kind of impact do you feel the Mo (or Mos in general) has had on your livelihood? Would you say it has had a… *(read choices)*

___ More positive than negative
___ More negative than positive
___ Equally positive and negative
___ No impact
___ Don't know

16a. Please explain your answer: (*write answers under categories below of positive and negative)*
Positive impacts Negative impacts

(Note: Right now this question is general for all Mo in the area, but if desired, it could be asked specifically for each Mo, adding an extra page for information entry)

17. The Mo was set up for a 5 year learning period which ends next year. What would you like to see happen with the Mo next year? Do you think they should…. *(check all that apply)*
___ Keep the same restrictions
___ Get rid of the Mo
___ Increase restrictions on fishing (and other marine activities)
___ Decrease restrictions on fishing (and other marine activities)
___ Expand the Mo boundaries
___ Make the Mo smaller
___ Change location of the Mo
___ Other: _____
___ No changes
___ Don't know

18. Are there any changes that you would like to see in terms of enforcement of the Mo? *(read choices)*
___ increase enforcement ___ decrease enforcement ___ increase penalties
___ decrease penalties ___ no changes ___ don't know

19. Do people from outside Arno fish inside the Mo boundaries?

20. Do people from Arno fish inside the Mo boundaries?
___ Frequently ___ Sometimes ___ Rarely ___ Never ___ Don't know

21. What do you think are the top three problems in your community?
(Note: this question is intended to be used as a small focus group question (or problem-solution tree) – get people to list problems and then come to a consensus in ranking them in order of degree of threat.)

That's all. Thank you very much for your time. Do you have any questions that you'd like to ask us?

Thanks again!

Question 14 – Additional Tables *(note: add additional copies of this pge if necessary, depending on number of local Mo per region)*

Name (or description) of Mo listed in question 13:________________________________

Answer (*check all that the respondent lists*)		14. Is it successful? (yes/no)
Increase the number of fish		
Protect marine resources		
For cultural reasons / for chiefs		
Protect spawning aggregation		
To encourage aquaculture (clam) projects		
Government established the Mo		
Other:		
Other:		
Don't know		

Name (or description) of Mo listed in question 13:________________________________

Answer (*check all that the respondent lists*)		14. Is it successful? (yes/no)
Increase the number of fish		
Protect marine resources		
For cultural reasons / for chiefs		
Protect spawning aggregation		
To encourage aquaculture (clam) projects		
Government established the Mo		
Other:		
Other:		
Don't know		

Name (or description) of Mo listed in question 13:________________________________

Answer (*check all that the respondent lists*)		14. Is it successful? (yes/no)
Increase the number of fish		
Protect marine resources		
For cultural reasons / for chiefs		
Protect spawning aggregation		
To encourage aquaculture (clam) projects		
Government established the Mo		
Other:		
Other:		
Don't know		