

Socioeconomic Monitoring (SocMon) Methodology for Evaluation of Socioeconomics and Marine Resources Utilization at Selected Coastal Communities in Myanmar

**Focus Group Discussion Guide for Moderators
Preliminary Sheet**

Consent

Thank you for your interest to participate in this activity. We are very interested to hear your valuable opinion on (cite topics of discussion; cite the purpose of the study)

We would like to tape the focus group so that we can make sure to capture the thoughts, opinions, and ideas we hear from the group. No names will be attached to the focus groups and the tapes will be destroyed as soon as they are transcribed. You may refuse to answer any question or withdraw from the study at anytime. We understand how important it is that this information is kept private and confidential. We will ask participants to respect each other's confidentiality.

Please sign the sheet that will be handed out to you to show you agree to participate in this focus group.

Instruction to FGD Facilitator

1. Introduction and Welcome

Introduce yourself and the notetaker/documenter, and send the Sign-In Sheet with a few quick demographic questions (age, gender, community group membership, etc) around to the group while you are introducing the focus group.

Review the following:

- Who we are and what we are trying to do
- What will be done with this information
- Why we asked you to participate

2. Explanation of the process

Ask the group if anyone has participated in a focus group before. Explain that focus groups are being used more and more in social research.

About focus groups

- We learn from you (positive and negative)
- Not trying to achieve consensus, we are gathering information
- No virtue in long lists: we are looking for priorities
- In this project, we are doing both questionnaires and focus group discussions. The reason for using both of these tools is that we can get more in-depth information from a smaller group of people in focus groups. This allows us to understand the context behind the answers given in the written survey and helps us explore topics in more detail than we can do in a written survey.

Logistics: Focus group will last about one hour or two; feel free to move around; help yourself to refreshments

3. Ground Rules

Ask the group to suggest some ground rules. After brainstorming some, make sure the following are on the list.

- Everyone should participate.
- Information provided in the focus group must be kept confidential
- Stay with the group and please do not have side conversations
- Turn off cell phones if possible
- Have fun

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**Focus Group Discussion Guide Set 1
(Variables, Questions and Summary Tables)**

Township: _____ **Field Site:** _____ **FGD No:** _____
Date & Time of FGD: _____ **Moderator:** _____ **Recorder:** _____
Time Started: _____ **Time Ended:** _____ **Transcriber:** _____

SocMon Variables Set 1: KS 14-23 and HS 10-14.

Description of Variables: Coastal and Marine Activities, Goods and Services, Types of Household Uses, Household Uses, Market Orientation.

These variables are as defined and characterized earlier in the Key Informant Guide and Household Survey Questionnaire. Instead of individual interviews, however, the key informants/community members shall be gathered together for a group discussion with the moderator.

Participants: Resource Users (fishers, seaweed / aquaculture farmers, resort owners, etc.)

FGD Materials: Village Map (base map); Multicolored Pens or Boardmarkers; Multicolored Paper (metacards) or Post-its; Double-sided/Masking Tape; Manila Paper (2 pcs); Guide Questions

FGD Mechanics:

1. Participants will be asked to identify the coastal and marine resources in the study area.
2. Participants will mark the areas in the village map that corresponds where the coastal and marine resources are located (a.k.a. resource mapping)
3. Participants will be asked what activities transpire in the location of the coastal and marine resources and identify how households use the coastal and marine resources in the area
4. Participants will be asked what are the goods and services (ie. specific products) are derived from the coastal and marine activities, its uses and where are these are sold.
5. The responses of participants will be recorded using an FGD summary table which will also serve as the basis for transcription of the FGD results, while the map from items 1 and 2 can be utilized as additional material for the report writing.

FGD Guide Questions:

1. What are the uses of coastal and marine resources in the study area?
 - a. KS 14 and KS 15: Using a map, identify and mark the location of your community's coastal and marine resources. Where are the key fishing areas? the aquaculture areas? mangrove areas? coral reef areas? beach areas? seaweed areas? farming areas? residential areas?
 - b. KS 14: What activities transpire in the coastal and marine resources in the area? Are people involved in fisheries? Tourism? Aquaculture? Mariculture? Marine transportation? Agriculture? Coral mining? Sand mining? Dredging? Oil-gas development? Mangrove clearing? Forest clearing? Industry and conservation?
 - c. KS 14: How do households use the coastal and marine resources in the area?
 - d. KS 24: Who are the users of the coastal and marine resources in the area? Fishermen from what area? Resort/hotel owners and employees? Aqua/mariculture farmers and employees? Tourists? Watersport operators?

2. KS 15 and KS 19: What are the goods and services (.ie. specific products) from the coastal and marine activities? Where are the specific locations in the community map where these goods/ Services/specific products are found or caught (site of bay/reef/mangrove)?
 - a. What are the extractive goods that are derived from the coastal and marine activities? (e.g. fish species - , mangrove wood, coral products, sand, etc)
 - b. What are the non-extractive goods that are derived from coastal and marine activities? (e.g . tourism, recreation activities, aquaculture, etc.)
 - c. What species of fishes are caught in the different fishing areas of the community? What are other marine life/products harvested in the different coastal and marine areas?

3. KS 16: What are the specific methods or development being employed (e.g. hook and line, traps, nets, guest houses, scuba, diving gears, etc) for each coastal and marine good and services?
 - a. What is the method being used or employed to derive each coastal and marine good and services?
 - b. What materials and/or fishing gears are used for each kind of fish caught or marine product harvested?

4. KS 23: What are the primary household use for each good or service from coastal/marine activities? (*The objective is to determine how the household uses the products of the marine activities*).
 - a. What do you do with the fish catch/products from these activities?
 - b. Are these products/goods and services for sale? used for own consumption? for leisure?

5. KS 18: For goods and products that are being marketed or sold,
 - a. Where is the primary market for each of these products or services?
 - b. For products or services having multi-markets, what is the percentage distribution for each?

6. KS 17: Determine the value of each coastal and marine good/service/product, using a 3-point scale of high – medium – low. The value may be based on the price of and demand for the good/service /product.

7. KS 21: Identify the type of negative impacts on coastal and marine resources of each coastal and marine activities, as perceived by the resource users and the general public. Possible impacts are over-fishing, pollution, anchor damage, nutrient loading, etc.

8. KS 20: Identify the level of impact of each coastal and marine activity, according to its good/service/product, as to none (no impact on resources), low (minor impact on resources), medium (moderate impact on resources), and high (severe and irreversible impact)

9. KS 22: Level of use by outsiders refers to the amount of outsiders using the coastal resources relative to the amount of local users from the community. What is the current level of use by outsiders for each coastal and marine activity? Responses are on a 3-point scale of High (a great deal of use by outsiders) – Medium (moderate use by outsiders) –Low (minor use by outsiders)

Format: Sample Summary Table for H10-14/ KS 14-16, 23 and 18):

| KS 14: Coastal and Marine Activities <i>(Column 1)</i> <i>Note: Indicate KS24: involved stakeholder groups</i> | KS 15: Coastal and Marine Goods and Services <i>(Column 2)</i> | KS 16: Device/ Methods/ Gears Used <i>(identify specific method to acquire the goods and services or the device being employed</i> <i>((Column 3)</i> | KS 23: Household Uses <i>(eg. sale, consumption, giveaway, payment to labor, etc)</i> <i>(Column 4)</i> | KS 18: Household Market Orientation <i>(eg Within the barangay/ outside the barangay)</i> <i>(Column 5)</i> |
|---|--|---|--|---|
| 1. | 1. | 1. | 1 | 1 |
| | 2. | 2. | 2 | 2 |
| | 3. | 3. | 3 | 3 |
| 2. | 1. | 1. | 1 | 1 |
| | 2. | 2. | 2 | 2 |
| | 3. | 3. | 3 | 3 |
| 3. | 1. | 1. | 1 | 1 |
| | 2. | 2. | 2 | 2 |
| | 3. | 3. | 3 | 3 |

Some Options for Column 1: A-Fishing; B- Mariculture/ Aquaculture; C-Tourism; D-Pebble-gathering/ Quarrying; E- Seaweed farming, G-Others_____

No options for Column 2, 3 – Write the answers using metacards

Some Options for Column 4: A- Sale B- consumption; C- Giveaway; D- Payment to labor E-Others _____

Options for Column 5: A-Within the village; B- Outside the village, C- Others _____

Format: Sample Summary Table for H10-14/ KS 14-15,17,20-21):

| KS 14: Coastal and Marine Activities <i>Note: Indicate KS24: involved stakeholder groups</i> | KS 15: Coastal and Marine Goods and Services | KS 17: Value of Goods & Services <i>(High/Medium/Low)</i> | KS 21: Type of Impact on Coastal Resources | KS 20: Level of Impact on Coastal Resources <i>(None/Low/ Medium/High)</i> |
|--|---|---|---|--|
| 1. | 1. | 1. | 1 | 1 |
| | 2. | 2. | 2 | 2 |
| | 3. | 3. | 3 | 3 |
| 2. | 1. | 1. | 1 | 1 |
| | 2. | 2. | 2 | 2 |
| | 3. | 3. | 3 | 3 |
| 3. | 1. | 1. | 1 | 1 |
| | 2. | 2. | 2 | 2 |
| | 3. | 3. | 3 | 3 |

Format: Sample Summary Table for H10-14/ KS 15, 19, 20-22):

| KS 15: Coastal and Marine Goods and Services | KS 19: Use Patterns (Where the Goods/ Services are Found | KS 21: Type of Impact on Coastal Resources | KS 20: Level of Impact on Coastal Resources <i>(None/Low/ Medium/High)</i> | KS 22: Level of Use by Outsiders <i>(Low/Medium/ High)</i> |
|---|---|---|--|--|
| 1. | 1. | 1 | 1 | |
| 2. | 2. | 2 | 2 | |
| 3. | 3. | 3 | 3 | |
| 1. | 1. | 1 | 1 | |
| 2. | 2. | 2 | 2 | |
| 3. | 3. | 3 | 3 | |
| 1. | 1. | 1 | 1 | |
| 2. | 2. | 2 | 2 | |
| 3. | 3. | 3 | 3 | |

SocMon Variables Set 2: H19 (Compliance) and H20 (Enforcement)

Description of Variables: *Compliance and Enforcement*

Compliance measures to what extent people are perceived to be complying with regulations, while, Enforcement is measured by people's perceptions of how much the rules and regulations are enforced. This is similar to compliance, except compliance addresses people's behaviour (i.e. are people adhering to the rules? enforcement addresses management activities, such as patrolling, imposing fines and confiscating illegal gear.

Participants: Resource Managers and Resource Users; Community Members

FGD Materials: Metacards and/or Paper Cut Outs or Pictures; Multicolored Pens or Boardmarker; Double-sided/Masking Tape; Manila Paper (2 pcs); Guide Questions

FGD Mechanics:

The FGD participants are asked about their perceptions pertaining to compliance with coastal management rules and regulations, and their views of enforcement of regulations..

1. Participants will be asked to enumerate rules and regulations that they are aware of regarding coastal and marine resources in the study area.
2. Participants will be asked to identify which of the rules and regulations that they are aware of are related/ applicable to a list of coastal and marine resources that can be found in the study area.
3. Participants will be asked about the degree of compliance and enforcement of the rules and regulations that they mentioned using a 5-point scale.
4. The responses of participants will be recorded using an FGD summary table which will also serve as the basis for transcription of the FGD results.

FGD Guide Questions:

1. Are there rules and regulations about the use or development of coastal and marine resources?
2. What are the rules and regulations that you know of that pertain to coastal and marine resources in the area? (Output: Generate a listing of the rules and regulations)
3. Which of these rules are related/ applicable to: (1) fishing; (2) mangrove use; (3) aquaculture; (4) resort/pension house/ hotel development); (5) residential development; (6) watersports; (7) recreational climbing/ trekking/ camping; (8) pebble gathering; (9) tourist transportation; (10) others (Output: Categorization of rules and regulations)
4. To what extent do people (resource users) generally comply with each of the coastal management rules and regulations? Which rules do most people comply with? The group should arrive at the answer through consensus, using a scale of 1 to 5 (1= no compliance, 5= full compliance). Take note of the group's basis/bases for their rating.
5. To what extent are these rules pertaining to coastal management rules and regulations enforced? The group should arrive at the answer through consensus, using a scale of 1 to 5 (1 = no enforcement, 5=full enforcement) Take note of the group's basis/bases for their rating.

Format: Sample Summary Table for H19-20:

| Rules | Rules Applicable to what Resource? | Levels of Compliance | Levels of Enforcement |
|-------|------------------------------------|----------------------|-----------------------|
| 1. | | 5 4 3 2 1 9 | 5 4 3 2 1 |
| 2. | | 5 4 3 2 1 9 | 5 4 3 2 1 |
| 3. | | 5 4 3 2 1 9 | 5 4 3 2 1 |

Notes to Facilitator and Co-Facilitator: Column 1 will be accomplished by writing the responses of participants; Columns 2 will be accomplished by adding the picture/ drawing of the resource or by writing corresponding codes pertaining to the resources; and Columns 3-4 will be completed by encircling the codes that correspond the participants' responses

- Are there instances of non compliance to regulations concerning marine activities? If so, were violators apprehended? How many were apprehended? Has this number been increasing or decreasing in the last three years?

SocMon Variables Set 3: KS30

Description of Variables: *Informal Tenure and Rules, Customs and Traditions*

Participants: Resource Users and Managers, IPs

FG Materials: Colored Cartolina Metacards, Pentel Pens, Double Sided-Tape

FGD Mechanics:

- The group will be given 5 minutes to do the activity.
- Write on the Manila paper the different coastal/marine activities (a sample can be taken from the initial results of the household survey)
- Ask them to enumerate any beliefs, customs and traditions, informal tenure arrangements, and informal rules that are being observed in the community.

FGD Guide Questions:

- Are there informal management system - tenure and rules, customs and traditions – being observed by the community of resource users?
- What are these informal tenure and rules, customs and traditions (provide brief statement) ? To what coastal/marine resource and/or activity does each apply.

Format: Sample Summary Table for KS 30:

| Coastal/Marine Activities (<i>Sample from Survey results</i>) | Customs and Traditions | Informal Tenure Arrangements | Informal Rules |
|---|------------------------|------------------------------|----------------|
| Fishing | | | |
| Tourism | | | |
| Aquaculture | | | |
| Agriculture (coconuts, nipa, mango, cashew, etc) | | | |
| Sand Mining | | | |
| Coral Mining | | | |
| Seaweeds Farming | | | |

SocMon Variables Set 4: KS31

Description of Variables: *Stakeholder Participation*

Participants: Resource Users and Managers, Community

FG Materials: Colored Cartolina Metacards, Pentel Pens, Double Sided Tape

FGD Mechanics:

1. The group will be given 5 minutes to do the activity.
2. Using the FGD 9 output, ask the participants to determine if the enumerated stakeholders have actively participated in the coastal management decision-making by writing YES or NO in their metacards.

FGD Guide Questions:

1. Are stakeholders involved in coastal management/resource decision making?
2. If yes, who are the stakeholders involved? In what way do they participate?

Format: Sample Summary Table for KS 31:

| Stakeholder | Nature of Stakeholder Participation in Coastal Management |
|-------------|---|
| | |
| | |
| | |
| | |

SocMon Variables Set 5: H16 and H17

Description of Variables: *Perception of Resource Conditions and Perceived Threats to Resources*

Participants: Resource Managers and Resource Users; Community Members

FGD Guide Questions:

1. How would you describe the current coastal resource conditions in your community?
2. What are the top 3 major threats to the health of coastal resources? (please list threats)

Format: Sample Summary Table for H16-17:

| | Resource/ Rating | Perceived Condition | Top three threats to resources |
|---|------------------|---------------------|--------------------------------|
| A | Mangroves | | |
| B | Coral reefs | | |
| C | Upland Forests | | |
| D | Seagrass | | |
| E | Beach | | |
| F | Spring | | |
| G | River/Creeks | | |
| H | Waterfalls | | |
| I | Ground Water | | |

Note : For H 16 List descriptions given or provide response options: very good (5), good (4), not good nor bad (3), bad (2) to very bad (1); don't know (9), NA – not applicable/resource is not present in the community

SocMon Variables Set 6: H23 and H24

Description of Variables: *Perceived Coastal Management Problems and Perceived Coastal Management Solutions*

Participants: Resource Managers and Resource Users; Community Members

FGD Guide Questions:

1. Aside from threats, what do you see as the **two** major problems facing **coastal management** in the community?
2. What do you see as solution to these problems?

Format: Sample Summary Table for H23-24:

| H23: Two Major Coastal Management Problems | H24: Perceived Solutions to Major Coastal Management Problem |
|--|--|
| 1. | 1. |
| | 2. |
| 2. | 1. |
| | 2. |

SocMon Variables Set 7: H26 and H27

Description of Variables: **Success in Coastal Management and Challenges in Coastal Management**

Participants: Resource Managers and Resource Users; Community Members

FGD Guide Questions:

1. What two things do you think have worked well for coastal management in the community?
2. What two things do you think have not worked well for coastal management in the community?

Format: Sample Summary Table for H26-27:

| Two Successes in Coastal Management | Two Challenges in Coastal Management |
|-------------------------------------|--------------------------------------|
| 1. | 1. |
| 2. | 2. |

SocMon Variables Set 8: H25

Description of Variables: **Perceived Community Problems and Solutions**

Participants: Resource Managers and Resource Users; Community Members

FGD Guide Question:

1. What are **two** major problems facing the **community**? What do you see as solutions to this problem?

Format: Sample Summary Table for H25:

| H25a: Two Major Community Problems | H25b: Perceived Solutions to Major Community Problem |
|------------------------------------|--|
| 1. | 1. |
| | 2. |
| 2. | 1. |
| | 2. |

SocMon Variable Set 9: H18

Description of Variable: Awareness of Resource Rules and Regulations

Participants: Resource Managers and Resource Users; Community Members

FGD Guide Question:

1. Are there rules and regulations related to the following activities in your communities?

Response Codes can be provided: Number: 0 – none; 1 – Yes; 9 – don't know; 10 – not applicable.

Format: Sample Summary Table for H18:

| | Activities (<i>Mga Gawain</i>) | Response |
|---|--|----------|
| A | Fishing | 0 1 9 NA |
| B | Mangrove Use | 0 1 9 NA |
| C | Aquaculture | 0 1 9 NA |
| D | Resort/ pension house/ hotel development | 0 1 9 NA |
| E | Residential development | 0 1 9 NA |
| F | Watersports | 0 1 9 NA |
| G | Recreational climbing/ trekking/camping | 0 1 9 NA |
| H | Pebble gathering | 0 1 9 NA |
| I | Tourist transportation | 0 1 9 NA |
| J | Marine transportation | 0 1 9 NA |
| K | Others (specify): | 0 1 9 NA |

2. Similarly this can be presented using charts and graphs