Session 14: The Key Informant Interview Guide for SocMon Variables

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The KEY INFORMANT INTERVIEW SCHEDULE

• The KII questionnaire will be administered mainly through personal interviews with the selected respondents identified in this project.

• It consists mostly of questions pertaining to the community and usually open-ended questions.
Instructions for Enumerators

1. The enumerator must fill out the indicated spaces on the first page of each questionnaire before he/she proceeds with the interview proper.

2. Indicate the date of the interview; time started in hours and minutes (on first page) and time ended in hours and minutes (on last page)
Instructions for Enumerators

3. Enumerator to fill out the information sheet regarding the village, sitio, address where the household is located, name and age of the interviewee and position in the household. Note whether the interviewed respondent is male or female.
KII Survey ID Number

The ID numbering for the KII will be as follows: Box 1 is for City/Area Code; Box 2 is for Village Code; Box 3 is for Sitio Code; Box 4 is for Key Informant Number.

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• For Palawan

Codes: 1 – Bgy Kamuning
       2 – Bgy Inagawan

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• For Mindoro

Codes: 1 – Bgy Masaguisi
       2 – Bgy Cawayan
Instructions for Enumerators

- The interviewee should be a senior member of the household; the household head or his/her spouse; a parent of the household head; or the household head’s child who is at least 21 years old.
Instructions for Enumerators

• If nobody among them is physically present in the house, seek an appointment when the interviewer will return and an interviewee is available.
• Should there really be none after the first and second tries, then the interviewer may replace the household with another one nearest to the targeted household.
COMMUNITY-LEVEL DEMOGRAPHICS

• KS1. Study Area.
• The study area refers to the location of the coastal and marine resources and the stakeholders where the study is being conducted. The boundaries of the study area are determined by the physical location of the resources and by where the stakeholders live and work. The study area will therefore often encompass a coastal area and the adjacent water catchment area.
COMMUNITY-LEVEL DEMOGRAPHICS

• KS1. Study Area.

• Information on the study area is usually obtained from maps of the area and discussions with key informants, such as the village captain or secretary or from the local development office. The informant is asked what the boundaries of the study area are, then the response is noted on a base map.
COMMUNITY-LEVEL DEMOGRAPHICS

- The population is the total number of people residing in the study area. The number of households is the number of occupied houses in the study area, regardless of the number of families residing in the houses.
COMMUNITY-LEVEL DEMOGRAPHICS

• KS2. Population, and KS3. Number of households

• Data on population and household number are usually obtained from national, regional and/or local census statistics, which may be available from the census office, and the municipal planning and development office.
COMMUNITY-LEVEL DEMOGRAPHICS

• KS2. Population, and KS3. Number of households
• It is important to cross-check these data with key informants, such as the village captain or secretary or from the local development office.
• The information on how many people live in the study area is written down on the space provided for in the KII questionnaire. The information on how many households are in the study area is also listed down.
COMMUNITY-LEVEL DEMOGRAPHICS

• KS4. Migration rate
• It is important to cross-check these data with key informants, such as the village captain or secretary or from the local development office.
• The informant is asked about the net increase or decrease in people moving into and out of the study area in the last year. The response is written down as + or - to reflect moving in or out.
COMMUNITY-LEVEL DEMOGRAPHICS

• KS4. Migration rate
  • Migration rate refers to the percentage change in population size as a result of people moving into or out of the study area in the past year.
  • Data on migration rate are usually obtained from national, regional and/or local census statistics, which may be available from the census office, and the municipal planning and development office.
• KS5-11. Age, Gender, Education, Literacy, Ethnicity, Religion, Language
• Age, gender, education, literacy, ethnicity and religion are basic demographic indicators. Basic demographic information on the study area is typically available from secondary sources.
COMMUNITY-LEVEL DEMOGRAPHICS

• **KS5. Age.** Obtain and record what percent of the people in the study area who belong on the age ranges identified.

• **KS6. Gender.** Obtain and record what percentage of the population is male or female.
COMMUNITY-LEVEL DEMOGRAPHICS

• **KS7. Education.** Obtain and record what is the average number of years of education of people over 16 years old in the study area.

• **KS8. Literacy.** Obtain and record what percentage of the population is literate (can read and write).
COMMUNITY-LEVEL DEMOGRAPHICS

• **KS9. Ethnicity.** Obtain and record what is the ethnic make-up of the study area. Populate the table by listing down the ethnic groups identified and by recording the corresponding percent of each major ethnic group in the study area.
COMMUNITY-LEVEL DEMOGRAPHICS

- **KS10. Religion.** Obtain and record the religious make-up of the area. Populate the table by listing down the religious groups identified and by recording the corresponding percent of each religious group in the study area.
COMMUNITY-LEVEL DEMOGRAPHICS

• **KS11. Language.** Obtain and record the major languages spoken in the study area. Populate the table by listing down the major languages spoken and by recording the percent of each major language in the study area.
COMMUNITY-LEVEL DEMOGRAPHICS


Occupation refers to an activity that provides livelihood, such as income, food or other means of sustenance. The primary occupation is the main source of livelihood, whereas the secondary occupation is the second most important source of livelihood.

Community infrastructure is a general measure of the local community development and wealth. It is a description of the level of community services (e.g. hospital, school) and infrastructure (e.g. roads, utilities), which can include information essential to determining sources of man-made impacts on coastal resources (e.g. sewage treatment).
COMMUNITY INFRASTRUCTURE

• KS13. Community Infrastructure
• Encircle from the listed choices which services exist in the study area. This can also be done doing observation, as well as, from asking an informant. If the identified infrastructure is not part of the given list, the interviewer records it along with the encircled choices.
COASTAL AND MARINE ACTIVITIES

- KS14-23. Activities, Goods and Services, Types of Use, Value Goods and Services, Goodsand Services Market Orientation, Use Patterns, Levels of Impact, Types of Impact, Level of Use by Outsiders, Household Use. This portion of the questionnaire is aided by a table where the responses are to be written. The table presents how the KII Questionnaire Part 3 indicators relate with one another. The columns of the table are arranged to indicate indicators KS14 to 23 respectively.
COASTAL AND MARINE ACTIVITIES

• **KS14 Activities.** Coastal and marine activities is the identification of the uses of coastal and marine resources in the study area. These may include activities directly or indirectly using or affecting the coastal and marine resources. These may include, for example: fishing, tourism, aquaculture, marine transportation, agriculture, coral mining, sand mining, dredging, oil-gas development, military bases, mangrove clearing, forest clearing, industry and conservation.
COASTAL AND MARINE ACTIVITIES

• *KS14 Activities*

• Populate the column by obtaining from the KI the coastal and marine activities in the study area. Record the responses.
COASTAL AND MARINE ACTIVITIES

- **KS15 Goods and Services**
- Coastaland marine goods and services are the specific products produced from the identified coastal and marine activities. These include extractive goods such as lobster, mangrove wood, coral products and sand; and non-extractive services such as diving, snorkeling, glass bottom tours, mangrove tours and recreational fishing.
COASTAL AND MARINE ACTIVITIES

- **KS15 Goods and Services**
- Populate the column by obtaining from the KI the coastal and marine goods and services correspondingly derived from the identified coastal and marine activities (from column 1) in the study area. Record the responses.
COASTAL AND MARINE ACTIVITIES

• **KS16 Types of Use.**

• Types of use identifies the specific method or development being employed (e.g. traps, nets, guest houses, scuba diving) for each coastal and marine good and service.

• Populate the column by obtaining from the KI the specific methods used to acquire the corresponding coastal and marine goods and services (from column 2). Record the responses
COASTAL AND MARINE ACTIVITIES

• **KS17  Value of Goods and Services**

• Types of use identifies the specific method or development being employed (e.g. traps, nets, guest houses, scuba diving) for each coastal and marine good and service.

• Populate the column by obtaining from the KI this information. Ask the informant to put a value *(high, medium, low)* on the product of each coastal and marine goods and services (from column 3). Record the responses
COASTAL AND MARINE ACTIVITIES

• *KS18 Goods and Services Market Orientation.*

• Coastaland marine goods and services market orientation is the identification of the market in which each product is primarily sold.

• Populate the column by obtaining from the KI this information. Ask the informant to asked to identify the primary market in which each good or service is sold (international, national, regional, or local). Record the response.
COASTAL AND MARINE ACTIVITIES

KS19 Use Patterns

• Use patterns refers to the location of coastal and marine activities.

• Populate the column by obtaining from the KI this information. Ask the informant to identify the location of each coastal and marine activity (from column 1) according to the good or service (from column 2) and note this on the KII Questionnaire.
COASTAL AND MARINE ACTIVITIES

• *KS20 and KS21 Levels of Impact and Types of Impact.*

Levels and types of impacts are measures of the perceptions of the general public and types of impact of coastal and marine activities on coastal and marine resources. This is not a scientific assessment of levels and types of impacts, but rather a documentation of what people think.
KS20 and KS21 Levels of Impact and Types of Impact.

The key informants are asked to identify using a scale of **high/medium/low/none** the level of impact of each coastal and marine activity according to its goods and services. While they will need to be adapted for each study area, high could mean severe and irreversible impacts on the resources, such as cutting and filling mangrove areas; medium could mean moderate impacts on the resources, such as cutting mangrove areas; low could mean minor impacts on the resources, such as a small percentage of mangrove area being disturbed; and none could mean no impact. The primary types of impacts are then briefly noted on the KII Questionnaire.
COASTAL AND MARINE ACTIVITIES

KS22 Level of Use by Outsiders

Level of use by outsiders refers to the amount of outsiders using the coastal resources relative to the amount of local users from the study area. For example, if there are 1000 foreign fishermen and only 10 local fishermen, then the level of use by outsiders is high. Outsiders are people who do not live in the study area. They may be from a neighboring village or another country.
KS22  Level of Use by Outsiders

The key informants are asked what the current level of use by outsiders for each coastal and marine activity is using a scale of **high, medium and low**. The scale will need to be defined for each study area, but high could mean a great deal of use by outsiders, such as the majority of fishing in the study area is conducted by outsiders; medium could mean moderate use by outsiders, such as a few international tourists, and low could mean minor use by outsiders, such as one guest house out of twenty in the study area is owned by a foreigner. Record the responses in the KII Questionnaire.
KS23. Household Use

- Household use of coastal and marine goods and services is a measure of how households in the study area utilize coastal and marine goods and services for consumption, leisure, and sale.

- The key informants are asked to identify and rank the general household use of each good or service. They are asked if they use the resource for their own consumption, leisure, or sale. “Own consumption” means use in the household, such as fish for food; “leisure” means for recreation; and “sale” means selling to obtain money or to barter for other goods.
KS24. Stakeholders

- Stakeholders are individuals, groups or organizations of people who are interested, involved or affected (positively and negatively) by coastal resource management. These stakeholders may or may not actually live within or adjacent to the site, but are people who have an interest in or influence on coastal resource management.
COASTAL AND MARINE ACTIVITIES

KS24. Stakeholders

- This part of the questionnaire will involve populating another table. Column 1 of the is identified as **KS 14. Activities.** The remaining three columns are used for listing down identified stakeholders who use or benefit from the coastal activities identified in Column 1. The responses are obtained by asking informants (e.g. government officials, elected officials, fishers, business leaders) in the area to identify the three main stakeholder groups for each coastal activity (e.g. fishing, aquaculture, tourism).
GOVERNANCE

• KS25-29. Management Body, Management Plan, Enabling Legislations, Resources Allocations, Formal Tenure and Rules. *This portion of the questionnaire is also aided by a table where the responses are to be written. The table presents how the KII Questionnaire Part 4 indicators relate with one another. The first column of the table is identified in KS 14 activities, while the remaining columns of the table are arranged to indicate indicators KS25 to 29 respectively.*
GOVERNANCE

KS25 Management Body

- A management body is an institution that governs how coastal resource management is undertaken and ensures that there is a transparent process for planning, establishing and enforcing rules and regulations. Management bodies may be government, non-government or community organizations and may operate at the international, national, state/provincial, or local level. There may be multiple management bodies in the study area for different coastal activities such as coastal zone management, fisheries, aquaculture, mangroves, tourism, marine transportation and residential development.
GOVERNANCE

KS25 Management Body

- It is important to confirm the existence and name of each management body for each coastal activity by identifying and interviewing a person responsible for the management body’s operation. Informant is asked to identify whether there are management bodies existing for each particular coastal and marine activity (yes or no) and the name of the management body is also recorded.
GOVERNANCE

KS26 Management Plan

The management plan sets out the strategic directions for the coastal resources management program. The management plan is a document that states the overall management program goals and objectives, the institutional structure of the management system and a portfolio of management measures.
GOVERNANCE

KS26 Management Plan

• For each coastal activity, the informant is asked to identify whether (yes or no) a management plan exists. This is noted in the KII questionnaire
GOVERNANCE

KS27 Enabling Legislations

Enabling legislation is the formal legislation in place from government to provide coastal resources management with a sound legal foundation so that the plan, management structures, rules and regulations, and enforcement procedures can be recognized, explained, respected and enforced. For example, a national fisheries law or code is considered to be enabling legislation since it defines how fisheries will be used and managed in the country.
KS27 Enabling Legislations

The interviews and document reviews are conducted to determine the existence (yes or no) of enabling legislation to support the management plan for each coastal activity. This information is recorded in the KII questionnaire.
GOVERNANCE

KS28 Resources Allocations

- Resource allocations refers to the human and financial resources that carry out the activities of the management plan.
KS28 Resources Allocations

• Information on resource allocations can be collected by interviewing the manager or director of each management body in the study area. The manager or director is requested to present the organization chart which should identify staff allocations by program or activity. The number of staff (full-time, part-time, volunteer) assigned to each program or activity is identified.
GOVERNANCE

KS28 Resources Allocations

• Where no organization chart exists, one can be developed with the manager or director by first identifying each of the programs or activities of the management body and then identifying the staff members. The manager or director is also asked for the overall budget for the management body and for implementation of the management plan. The responses are noted in the table columns 5 and 6 respectively.
GOVERNANCE

KS29 Formal Tenure and Rules

Formal tenure is concerned with use rights with respect to coastal activities. Formal tenure is considered to be a *de jure* use right, that is, legally written into law. For example, a formal tenure arrangement is the right given to a fisher to access an area to fish.
KS29 Formal Tenure and Rules

Formal rules are legally written into law and define specifically what acts are required, permitted and forbidden by stakeholders and government agencies concerning the use of coastal resources. Rules establish how use rights are to be exercised. For example, for those fishers with a formal tenure use right to access an area to fish, a formal rule is that they may only use hand lines to fish in the area.
KS29 Formal Tenure and Rules

For this indicator the focus is on formal operational rules and regulations which directly affect day-to-day decisions made by resource users concerning when, where and how to use coastal resources. These rules and regulations are specific to a coastal activity and will be established by an agency with legal responsibility for managing that coastal activity.

- For each coastal activity, ask the informant to identify (yes or no) if there exists a formal
GOVERNANCE

KS29 Formal Tenure and Rules

For each coastal activity, ask the informant to identify (yes or no) if there exists a formal tenure arrangement(s) and a formal rule(s) at the community level. Note the responses in table columns 7 and 8 respectively.
GOVERNANCE

KS31: Stakeholder Participations

• Stakeholder participation is a measure of the amount of involvement of stakeholders in making coastal management decisions.

• Column 1 of this table refer to the list of stakeholder groups identified in KS24. Column 2 is populated by obtaining responses from informants. Key informants are asked if stakeholders are involved in making coastal management decisions (yes or no).
GOVERNANCE

KS32: Stakeholder and Community Organizations.

Community and stakeholder organizations are means for representing resource users and stakeholders in coastal resource management and for influencing the direction of decision-making and management.
GOVERNANCE

KS32: Stakeholder and Community Organizations.

As noted in the Key Informant Interview/Secondary Source Interview Guide table, for each organization, information is collected on whether the organization is formally or informally authorized and on the organization’s main functions. Key informants are asked whether the organization influences coastal management issues, community issues, both coastal management and community issues, or has no influence.
CLIMATE CHANGE INDICATORS

CC1: Demographically vulnerable groups

- For the KII, a table that is composed of four columns will have to be filled out by the interviewer. A list of climate change related risks/hazards is presented in Column 1. For each risk/hazard row, Column 2’s corresponding row for the risk/hazard of the table will have to be ticked. The remaining corresponding rows in Columns 3 and 4 will have to be filled out based on replies of the informant.
CC7- Formal and informal networks supporting climate hazard reductions and adaptations

- Among the 10 Climate Change variables for SocMon, this Indicator is the only one exclusively for KII. The table for filling out is composed of six columns. The enumerator will complete the table by asking questions regarding networks supporting climate change preparedness that are present in the community, the number of their members, how many of community members are part of the groups, and the scope of climate change issues the grouped try to address.
CC8- Ability of community to reorganize

Informants will share their perspectives on how well the community is able to reorganize in working collectively to confront the consequences of climate hazards, how it coordinates and collaborates, and the nature of shared goals and responsibilities among the leaders and members.

The table is completed by encircling the corresponding scale of agreement by the informant on the statements that relate to the CC indicator.
CC9 – Leadership and Governance

The table is completed by encircling the corresponding scale of agreement by the informant on the statements that relate to the CC indicator.