Training on Socioeconomic Monitoring (SocMon) Methodology for Evaluation of Socioeconomics and Marine Resources Utilization at Selected Coastal Communities in Myanmar
Mawlamyine University, Setse and Kyaikkami Villages, Thanpyuzayat Township, Mamlamyine District, Mon State, 9-19 January 2014

Session 25: Initial SocMon Report Writing

Michael D Pido, PhD
Vice President for Research and Extension, Palawan State University, Philippines / Regional Coordinator, SocMon Southeast Asia

Prepared by Dr Michael Pido, Prof Marissa Pontillas and Ms Eva Marie Ponce de Leon Palawan State University Puerto Princesa City, Philippines / Dr. Helen Schneider, Director for Conservation, Livelihoods & Governance, Fauna & Flora International (FFI), UK / Dr. Vineeta Hoon, Trustee, CARESS, Chennai, India / Dr Robert S Pomeroy, University of Connecticut, USA
Outline

1. Stages of training project
2. Elements of technical report
3. Practical writing tips
4. Selected results and initial interpretation
# Activities/dates for SocMon Training Project

<table>
<thead>
<tr>
<th>Activity</th>
<th>Date</th>
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<tbody>
<tr>
<td>1. Literature review/compilation</td>
<td>2012-13</td>
</tr>
<tr>
<td>2. Training proposal preparation/submission</td>
<td>2012-13</td>
</tr>
<tr>
<td>3. Contractual arrangements</td>
<td>August-December 2013</td>
</tr>
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<td>4. Project team formation</td>
<td>August-December 2013</td>
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<tr>
<td>5. Preparation of data gathering instruments</td>
<td>August-13 January 2014</td>
</tr>
<tr>
<td>6. Data collection / field data gathering</td>
<td>14-16 January 2014</td>
</tr>
<tr>
<td>7. Data encoding (initial)</td>
<td>14-19 January 2014</td>
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<tr>
<td>8. Data processing / analysis (initial)</td>
<td>17-19 January 2014</td>
</tr>
<tr>
<td>10. Writing of full reports + other papers</td>
<td>20 January 2014 onwards</td>
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Outline

1. Stages of training/research project
2. Elements of technical report
3. Practical writing tips
4. Selected results and initial interpretation
Technical report elements

1. Components of scientific paper
2. Preliminaries
3. Main report
4. Back pages
Components of scientific paper

1. Title
2. Abstract or summary
3. Introduction
4. Materials and Methods
5. Results
6. Discussions
7. Acknowledgement
8. References

Source: Marsh (1996)
‘IMRAD’ Story

• Introduction
• Methods
• Results
• Discussions

Source: Day (1995)
Key question for each element

1. Introduction – What question (problem) was studied?
2. Methods – How was the problem studied?
3. Results – What were the findings?
4. Discussions – What do these findings mean?

Source: Day (1995)
Preliminaries of Report

1. Cover/Title page
2. List of Tables
3. List of Figures
4. List of Appendices
5. Acronyms and Abbreviations
6. Acknowledgements
7. Executive Summary / Abstract
Chapter 1 - Introduction

1. Provide rational for report/paper
   – What did you do?
   – Why did you do it?

2. Supply sufficient information to allow the reader to understand and evaluate the results of study

Source: Marsh (1996)
SocMon Training Objectives

1. To provide the trainees with the background and methodological procedures of SocMon;

2. *To ‘pilot test’ the SocMon methodology at selected coastal villages in Thanpyuzayat Township by generating relevant field data*;

3. To undertake an initial processing of the collected data at the research sites; and

4. To prepare a work plan for the application of SocMon at other selected study sites in Myanmar and/or among the other countries covered by BOBLME Project
Generating Primary Data in Setse and Kyaikkami Villages, Thanpyuzayat Township

1. Identifying threats, problems, solutions and opportunities
2. Determining the importance, value and cultural significance of resources and their uses
3. Verifying and documenting assumptions of socioeconomic conditions in the area, community dynamics and stakeholder perceptions
4. Building stakeholder participation and appropriate education and awareness programs.
5. Establishing baseline household and community profiles.
Chapter 2 – Materials and Method

1. Relate to question: How did you do it?
2. Provide sufficient detail to enable a competent worker to repeat your study
3. Cornerstone of scientific method: to be of scientific merit, results must be reproducible
4. Include technical specifications of materials used
5. Site profile could be included/summarized (separate chapter here)

Source: Marsh (1996)
Figure 1. Major phases for conducting SocMon.
(Source: Bunce and Pomeroy 2003)
## Sampling Design for Myanmar Sites

<table>
<thead>
<tr>
<th>Village</th>
<th>N</th>
<th>n</th>
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<tbody>
<tr>
<td>1. Setse Village</td>
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<td>48</td>
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<tr>
<td>2. Kyaikkami Village</td>
<td>?</td>
<td>38</td>
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</table>
Chapter 3 – Site Profile (see Session 6)

- Section 1 – Introduction
- Section 2 - Physical and Oceanographic Features
- Section 3 - Natural Resources
- Section 4 - Socio-Political Profile
- Section 5 - Economic Condition
- Section 6 - Coastal Issues and Opportunities
- Section 7 - Data / Information gaps
- Section 8 – Current Interventions (Programs/Projects)
Chapter 4 - Results

1. Respond to questions: what did you find out?
2. Present findings in a logical sequence
3. Tables and figures to tell your story

Source: Marsh (1996)
Results

1. Data as core of the paper
2. Present only representative data: discrimination
3. Describe only meaningful statistics
4. Most important part: new knowledge/contribution
5. Do not be verbose in citing tables and figures
6. Paper stands or falls on basis of results
Guide in presenting results

• Do not repeat what is apparent from an examination of the figures and tables in the text. Do not be redundant in citing figures and tables.

Good
‘It is clearly shown in Table 1 that barnacles are larger on the seaward side of the breakwater than on the marina side’

Bad
‘Barnacles are larger on the seaward side of the breakwater than on the marina side (Table 1).’

Source: Marsh (1996)
Visual Presentation of Result

1. Table
   • Preferred for presenting exact numbers
   • If the numbers just sit there, with no exciting trend in evidence, a table should be satisfactory

2. Figure
   • If the data show pronounced trends, making an interesting figure, use a graph

3. Never present the same data in more than one way
   • Text
   • Table
   • Figure

Source: Day (1995)
Chapter 5 – Discussion

1. Respond to the question – What do the results mean?
2. An interpretation of the results in the context of relevant published work
3. Lead discussion with main message
4. If discussion is long, restate this message (in different words) at the end to remind the reader
5. Attempt to use the same subheadings in the discussion as in the results

Source: Marsh (1996)
Discussion should:

• Discuss the results rather than recapitulate them
• Point out any exceptions or any lack of correlation and define unsettled points
• Show how your results and interpretations agree (or contrast) with published work
• Discuss the theoretical implications of your work, as well as any possible practical applications
• State your conclusions as clearly as possible
• Summarize your evidence for each conclusion

Source: Day (1995)
Outline

1. Stages of research project
2. Elements of technical report
3. Practical writing tips
4. Selected results and initial interpretation
## Exercise writing skills of trainees

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<th>Level</th>
<th>Publications</th>
<th>With experience</th>
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<tr>
<td>6</td>
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</tr>
<tr>
<td>5</td>
<td>published internationally</td>
<td>?</td>
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<tr>
<td>4</td>
<td>published nationally</td>
<td>?</td>
</tr>
<tr>
<td>3</td>
<td>published locally</td>
<td>?</td>
</tr>
<tr>
<td>2</td>
<td>technical report writing</td>
<td>✓</td>
</tr>
<tr>
<td>1</td>
<td>Data encoding/processing</td>
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</tbody>
</table>
Suggested writing sequence

- Materials and Methods
- Results
- Discussion
- Introduction
- Abstract
- Title

Source: Marsh (1996)
No need to present all!

1. Generate all output tables or figures from data gathering instruments
2. Select appropriate output tables or figures (may need to merge or collapse some)
3. Other tables or figures (or complete set) may be relegated as Appendix
Option: Combining results and discussion

- Often done in short data papers
- Tends to diminish the discussion
- Write these sections separately in first draft
- Combine them only if the separate version seems clumsy and repetitious

Source: Marsh (1996)
Writing Abstract or Summary

• “An abstract can be defined as a summary of the information in a document.” (Houghton 1975)
• American National Standards Institute (1979) argues that “A well-prepared abstract enables readers to:
  1. Identify the basic contents of a document quickly and accurately,
  2. Determine whether it is relevant to their interests, and
  3. Decide whether they need to read it in its entirety

Source: Day (1995)
Abstract

• Mini-version of the paper in 250 words
• Functions of abstract

1. Provides summary of what was done, found and concluded—or summary of major results and conclusions

2. Used as main instrument for information retrieval by indexers, abstracting services and computerized information retrieval systems

ICLARM (1996)
Abstract 5 questions

1. What did you do?
2. Why did you do it?
3. What happened?
4. What do the results mean?
5. What is your work good for?

Title

• Primary aim of writing a paper is to have it read
• The title is the first – and possibly the last – a reader will ever see of your paper
• Begin the title with a key word. Whenever possible, put the most important word in your title in the position of power – the beginning
• Title should be: (1) positive, (2) brief, and (3) specific

Source: Lindsay (1995)
References

• Number and year system (Harvard system)

3. Book
   - Author
   - Date of publication
   - Title
   - Publisher and city

1. Book:
   Aquaculture: the farming and husbandry of Freshwater and marine organisms. 
   Wiley Interscience, New York.

   Diego.
Appendices

• Materials which are relevant to the report but is not central to your argument and are useful adjuncts

• Use of appendices improves the readability as appendices allow the inclusion of detailed data without interrupting the reader’s train of thought

Source: Marsh (1996)
Authorship

• Contributed substantially in at least 3 stages of research project
  1. Deciding on the objectives of the study
  2. Organizing the collection of the data
  3. Collecting the data
  4. Analyzing the data
  5. Writing the research report/paper

• Options of authorship
  1. Extent/degree of contribution
  2. alphabetically

Source: Marsh (1996)
Active or Passive Voice

• In any writing, including scientific writing, the active voice is more precise and less wordy than passive voice
• Renounce the false modesty of previous generations of scientists
• Use ‘I found’ instead of ‘It was found’
• Most modern style manuals advocate the use of the active voice

Source: Marsh (1996)
What to write when feeling lazy?

1. Acknowledgement
2. References
3. Appendices
Other tips

• Back-up your files
• Division of labor
  – Encoding
  – Processing (raw)
  – ‘transformers’
  – Description and/or interpretation
  – Report writing (drafts)
  – Revision/polishing
Outline

1. Stages of research project
2. Elements of technical report
3. Practical writing tips
4. Selected results and initial interpretation
Step 1
Advance preparation / Secondary data analysis

Step 2
Reconnaissance survey

Step 4
Community validation

Evaluation of socio-economic drivers and marine resources utilization of selected fishery communities in Myanmar

Step 3
Field data gathering

Process for SocMon/rapid appraisal to assess the socio-economic drivers and situation of coastal communities in Myanmar
Where are the sources of data/information in your SocMon report?
Primary Data Gathering

1. Reconnaissance
   • Field Observation Guide

2. Household Interview (HHI)
   • Questionnaire

3. Key Informant Interview (KII)
   • Interview Schedule

4. Focus Group Discussion (FGD)
   • FGD Guide
Only Selected HHI results from Setse Village, Thanpyuzayat Township

1. Univariate
2. Bivariate
3. Multivariate
n = 161
## Statistics

### Household Size

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Education Level

Percent

Education Level

n = 161
### Religion

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### Language

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## HH Access to Marine Resources

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<th>Percent</th>
<th>Valid Percent</th>
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<td>47.1</td>
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<td>48.5</td>
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<td>HH has the same access to marine resources than most</td>
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<td>36.4</td>
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<td>14.7</td>
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<td>100.0</td>
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n = 161
### Statistics

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<thead>
<tr>
<th></th>
<th>number of months spent/year on livelihood: fishing</th>
<th>% converted into cash income: fishing</th>
<th>% consumed/used by household: fishing</th>
<th>number of HH members involved: fishing</th>
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<td>56.50</td>
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<td>50.00</td>
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<td>upper primary/element graduate</td>
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Completed Questionnaires

Excel Database

SPSS Database

SPSS Output tables/figures

“Transformation”

Actual report tables/figures
Parting Words

• Review the original output table or figure for technical accuracy
• Transform the original output table or figure into a presentable format
• Describe and/or interpret the table or figure in terms of meaning or implication
• If possible, compare the result with the existing literature
Project title:
Socioeconomic Monitoring (SocMon) Program in the Philippines to Support Effective Coral Reef Conservation and Coastal Resources Management: 
Initiation in Oriental Mindoro Province and Continuation in Puerto Princesa City, Palawan Province

Submitted by:
Palawan State University
Puerto Princesa City, Philippines

Submitted to:
National Oceanic and Atmospheric Administration
Silver Spring, Maryland, USA

FINAL PROJECT REPORT
September 2012
Table of Contents

Part 1 Expanded Summary ........................................................................................................... 2
  1.1 Introduction ......................................................................................................................... 3
  1.2 Methodology ....................................................................................................................... 4
  1.3 Results and Discussion ....................................................................................................... 6
  1.4 Policy Directions and Lessons Learned ............................................................................. 10
Part 2 SocMon Site Report Barangay Inagawan, Puerto Princesa City, Palawan ..................... 17
Part 3 SocMon Site Report Barangay Kamuning, Puerto Princesa City, Palawan ................. 78
Part 4 SocMon Site Report Barangay Cawayan, Bongabong, Oriental Mindoro .................... 150
Part 5 SocMon Site Report Barangay Masaguisi, Bongabong, Oriental Mindoro ................. 203
Part 6 Appendices .................................................................................................................... 255
  6.1 Socioeconomic Monitoring Household Questionnaire .................................................. 256
  6.2 Socioeconomic Monitoring Key Informant Interview Questionnaire ............................. 261
  6.3 Socioeconomic Monitoring Field Manual ....................................................................... 267
Assessment of Coastal Management Issues Through Socioeconomic Monitoring (SocMon) Methodology at the Four Coastal Villages in Oriental Mindoro and Palawan Provinces in the Philippines: Program Recommendations and Policy Directions

Policy brief

Establishing a Socioeconomic Monitoring (SocMon) Program to Support Coral Reef Conservation and Coastal Resources Management: Ten Lessons Learned from Four Coastal Villages in Oriental Mindoro and Palawan Provinces in the Philippines

1. Introduction

Understanding socioeconomic factors and the relationship of communities to coastal and marine resources is crucial for the success of marine conservation. It is increasingly becoming clear that coral reef and marine conservation is about understanding people as much as it is about understanding ecological processes. Establishment of a socioeconomic monitoring (SocMon) program at conservation sites can serve to involve local communities in resource management, provide adaptive management strategies to reflect the local needs, and facilitate understanding of the importance of marine and coastal resources.

The Global Socioeconomic Monitoring Initiative for Coral Management (SocMon Global) has been undertaken to pursue this worldwide coastal conservation initiative in the late 1990s. As a regional initiative, the Socioeconomic Monitoring Southeast Asia (SocMon SEA) has been undertaken in countries within Southeast Asia, including the Philippines, for nearly a decade. Since 2007, the Palawan State University (PSU) and the Conservation International-Philippines (CIP) have been undertaking SocMon-related activities in Palawan Province, Philippines, in collaboration with the local government units (LGUs), national government agencies (NGAs), non-governmental organizations (NGOs), academic and local communities.

The information presented here are derived from the PSU-led project entitled Socioeconomic Monitoring (SocMon) Program to the Philippines to Support Effective Coral Reef Conservation and Coastal Resources Management Initiative in Oriental Mindoro Province and Continuation to Puerto Princessa City Palawan Province. The goal of this project is to propagate the use of SocMon among academicians, researchers, policy makers and coastal managers, thereby enhancing coral reef conservation and coastal resources management (CRM). This project also aims to highlight the utility and practical applications that can be derived from using SocMon as a tool for adaptive management.

The purpose of this “Lessons Learned Paper” is to present the experiences and lessons learned in undertaking this SocMon initiative at these Philippine project sites. Included are insights about SocMon methodology, research processes, substantive elements and partnership arrangements.
The Report should include

- **Executive Summary** – a summary discussion of issues, problems, opportunities and solutions identified in the monitoring.

- **Introduction** – a discussion of the major and specific purposes of the socioeconomic monitoring (related to the different uses of socioeconomic information presented above) and some background on the biological, physical, social, economic and political characteristics of the area.

- **Methods** – a discussion on the sampling methods, the data collection methods, and the qualitative and quantitative data analysis methods used.

- **Results** – a presentation of the main results from the monitoring effort including tables, diagrams, correlations between indicators and a narrative discussion. The specific results that may be presented for each variable are noted in the analysis sections for each variable in Appendix A and in the Analysis Sheets in Appendices D and E.

- **Discussion** – a discussion on key learnings and implications from the results organized around the original identified purposes of the monitoring.

- **Recommendations** – recommended management actions and potential solutions to be undertaken as a result of the monitoring.
Executive Summary

Acknowledgements

Glossary of Native Terms

List of Acronyms

1. Introduction: brief introduction to the study area, dependence on marine and coastal resources. Project goals and objectives, report chapters

2. Methodology of Project Execution: Brief account of workshop, data collection and sampling methods, data validation

3. Site Description and infrastructure: site description, topography, climate, ecosystem, community infrastructure.

5. Coastal and marine activities (extractive) :
Goods targeted from the marine and coastal area, fishing/collection activities gear used, inshore fishing/gleaning, off shore fishing traditional knowledge, market attributes

6. Coastal and marine activities (non extractive) - tourism, water sports, profile of tourism activities, tourist profile, scuba and water sports, discussion

7. Community Attitudes and Perceptions on coastal resources, management and conservation measures.

8. Governance: management body, management plan, informal tenure, customary traditions, community incentives, institutions that store knowledge and experience.

9. Conclusion and Management advice

references

Appendices, list of Key sources and information sources
government notifications, fisheries law, protected species etc.
questionnaire
From technical report to published paper

Demographic Characteristics

1. **Gender** – Male 50.4%
2. **Age**
   - 55% below 20
   - 27% between 21-39
3. **Membership in organizations** - 12.4%
4. **Educational Attainment** -
   - No formal education – 7%
   - Elementary level – 41%
   - High School level - 41%
Communicating Results to Audiences & Stakeholders

a) One-way communication:
- written material (report, paper)
- visual material (posters, pictures)
- oral presentations
- mass media (newspaper, radio, TV)
- internet

b) Two-way communication:
- group discussion
- one-on-one discussion
- electronic bulletin boards
- internet
- remote communication (telephone, web camera)
Communicating Results to Audiences & Stakeholders (Example)

- **Purpose of the SocMon**: To understand the value and importance of mangroves

- **What results to communicate**: The results regarding people’s perceptions of non-market and non-use values can be used to understand value and importance. If the results show that more and more people have positive perceptions of the value of protecting coral reefs, then this demonstrates a high value of mangroves coral reefs.
Validation of Results

• may involve all or selected stakeholders
• Present highlights of results
• Get feedbacks
Summary SocMon Process and Outputs
Summary of Inputs to SocMon Report

1. Literature review
   • Relevant profile and/or site characteristics

2. Reconnaissance
   • Photos
   • Field observation notes

3. Household Interview (HHI)
   • Statistical tables or figures
   • Univariate, bivariate, multivariate

4. Key Informant Interview (KII)
   • Analyzed interview schedules
   • Patterns (space, time, decision, flow)

5. Focus Group Discussion (FGD)
   • Analyzed FGD results

6. Stakeholder Validation
   • Validated results