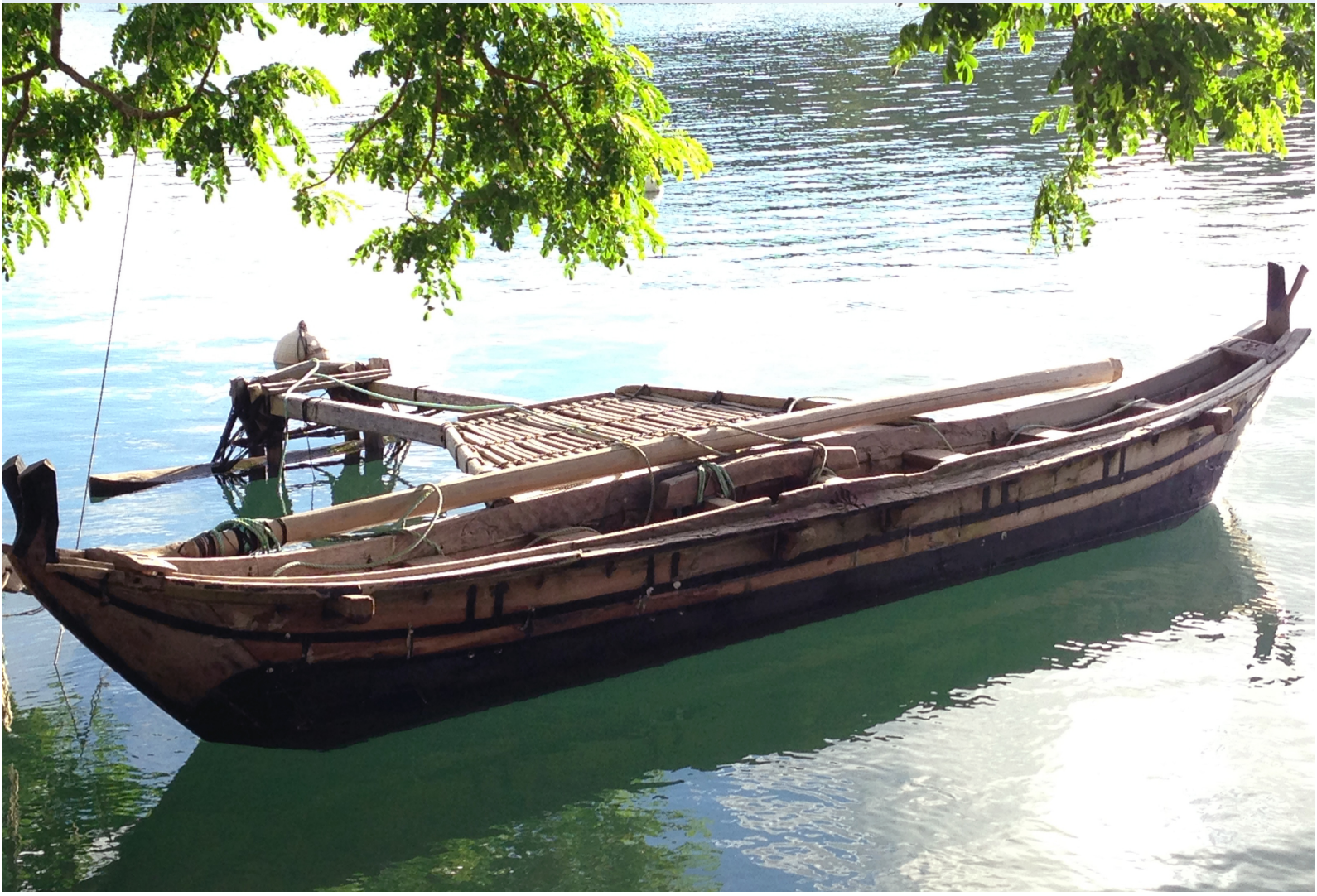
SOCIOECONOMIC MONITORING
CAPACITY NEEDS ASSESSMENT SURVEY

September 2015



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BACKGROUND AND PURPOSE

This report is a deliverable of the project, "Strengthening sustainable socioeconomic monitoring of reef-dependent communities in Micronesia (Guam and Commonwealth of the Northern Mariana Islands)," funded by the Coral Reef Conservation Program (CRCP) of the National Oceanic and Atmospheric Administration (NOAA). The purpose of this report is to present key results of a socioeconomic monitoring (SEM) capacity development survey that was conducted in July 2015 among the core Micronesia socioeconomic monitoring team members[1] and participants from Guam who plan to attend a socioeconomic monitoring training in Guam from September 28–October 2, 2015. The SEM core team included representatives from CNMI, Guam, Yap, Chuuk, Pohpei, Kosrae, and Palau[2]. The Guam participants included those who will be involved in the Manell-Geus socioeconomic assessment household survey at the end of 2015. The survey intends to help assess capacity development and training-of-trainers needs for socioeconomic monitoring in Micronesia. The results will help identify: 1) where capacity development is needed; and 2) where there is existing capacity among core team members and other local and regional experts that could be used to support future socioeconomic monitoring capacity development at the site, jurisdictional, and regional levels in Micronesia. The results will be used to help develop socioeconomic monitoring training workshops and related materials, including the Guam training at the end of September 2015, and future socioeconomic monitoring trainings in 2016 and 2017. All of these activities are also funded by the CRCP.

PROFILE OF SURVEY RESPONDENTS

A total of 25 people participated in the survey. Seven participants were members of the core Micronesia socioeconomic monitoring team and 18 were from Guam. The participants from Guam were from several types of organizations and agencies, including the Guam Bureau Statistics and Plans, the Guam Coastal Management Program, the Guam Division of Aquatic and Wildlife Resources, the Micronesian Conservation Coalition, the Ayuda Foundation, the Humatak Community Foundation, and NOAA. Nearly 90% of the participants had either a Bachelor or Master degrees (Table 1). Nearly three out of four participants had worked as a project or program coordinator, while 56% had worked as a project or program managers and 40% as educators (Table 2). All the participants had access to computers and reliable internet.

[1] The core socioeconomic monitoring team of Micronesia region was established during the Micronesia Challenge's 2nd Socioeconomic Monitoring Measures meeting in Guam in June 2015. The team members are committed to help coordinate, sustain, and build capacity in socioeconomic monitoring in their jurisdictions and at the regional levels.

[2] Participants from the Republic of Marshall Islands and Hawai'i participated in the survey after the data analysis was completed. However, their answers to the survey questions were read and taken into consideration for the training preparation.

Table 1: Respondents' highest educational level

EDUCATION LEVEL	% All respondents N = 25	% Core SEM team n = 7	% Guam participants n = 18
High school diploma	12	29	6
Some college	48	57	44
Bachelor degree	40	14	50

Table 2: Respondents' main work role in the past 5 years

	Responses		Percent of Cases
	N	Percent of Respondents	
Conservation practitioner/project staff	9	12.5	36.0
Educator	10	13.9	40.0
Community representative	5	6.9	20.0
Program/project manager	14	19.4	56.0
Natural scientist	4	5.6	16.0
Program/project coordinator	18	25.0	72.0
Monitoring	7	9.7	28.0
Other	5	6.9	20.0
TOTAL	**72**	**100.0**	**288.0**

KEY FINDINGS

Respondents' Background in Socioeconomic Monitoring

All the SEM core team members have previously been involved in social studies or socioeconomic monitoring, participated in a SEM training, and/or used social data for their work. In contrast, only 39% of the participants from Guam have participated in these types of study before, 28% have had related training and less than half have used social data for their work. (Tables 3, 4, and 5). Of the total respondents who have received training, nearly 70% did so in the past 5 years (see verbatim statements for areas of their learning in Table 7). For those who have been actively involved in social studies or socioeconomic monitoring, areas where a high proportion of respondents (75% or more) have been involved, center on the development of the study and data collection tools or data collection, especially with questionnaires and interviews. Half or less of the respondents were involved in qualitative data analysis or in producing reports and figures. The task in which the fewest people were involved with was developing management recommendations (Table 6).

Table 3: Participation in a social scientific study or socioeconomic assessment[3] for work

Involved in social studies or SEM	% All respondents N = 25	% Core SEM team n = 7	% Guam participants n = 18
Yes	56	100	39
No	44	0	61

Table 4: Participation in training on how to conduct a socioeconomic monitoring

Training on SEM	% All respondents N = 25	% Core SEM team n = 7	% Guam participants n = 18
Yes	48	100	28
No	52	0	72

Table 5: Use of social data for work or community if not participated in a social study or socioeconomic assessment for work

Used social data for work	% All respondents N = 13	% Core SEM team	% Guam participants n = 13
Yes	46	n/a	46
No	54	n/a	54

Table 6: Verbatim statements on areas of learning from previous training

- During SEM training, I learned how to develop survey questionnaires, pretest, data collection, cleaning of data and data analysis.
- Informal training that resulted in conducting a SEM pilot study to test indicators of human well-being using MC and Palau indicators.
- I learned how to prioritize indicators; conduct household survey (HH), key informant interviewing (KI) and group interviews and discussions; engage key stakeholders; facilitate community consultations; input data; develop data collecting tools and collect data using survey questionnaires.
- There was the first SEM in Kosrae. This assessment was recently introduced; however, it has been practiced in many Micronesian communities already. The assessment is

[3] The term "social scientific study or socioeconomic assessment" as used here, refers to the collection of information on any aspect related to a group of people or human community. Examples include a population study, a poverty study, a socioeconomic assessment related to coastal management, a health-related study, gender analysis, analysis of conflict among different groups of people, or a situation analysis that includes human communities and indigenous peoples.

simple to use and gathers reliable information for management planning.

- I learned that a test survey should be done to test the questionnaires before we go out and conduct the actual survey. I also learned how to analyze the data in Microsoft Excel but I need more training.
- First training from Rare and following trainings using SEM-P with Christy Loper and Supin Wongbusarakum.
- I learned how to write and use a research plan to develop the socioeconomic assessment/monitoring tools and to analyze the results to create a conservation campaign to include four components of assessment/monitoring: 1) Socioeconomic; 2) Biological; 3) Marine Protected Area Management Effectiveness; and 4) Governance. The project aimed towards influencing positive behavior change of resource management at the local community level and to build support for their behavior change from private, business, and government entities.
- Quantitative (surveys) and Qualitative (focus group session). From design to analysis.
- Graduate class in social science research methods + some on-the-ground training with Kauai Makai Watch leads.
- Trained briefly on Contingent Valuation Methods and other methods in grad school, received some additional training through supporting the coral reef economic valuation, and SEM efforts in Guam and I've read quite a bit.
- Overview on steps to set up socioeconomic monitoring plan, importance of human well-being components in objectives and indicators to measure changes in human communities, basic quantitative data analysis, tips on creating/presenting tables/figures.
- Use data in Urban Planning course.

Table 7: Tasks respondents were actively involved during social studies or socioeconomic assessments

Task	N	Percent of respondents	Percent of Cases
Designing study	12	10.3	75.0
Engaging stakeholders	10	8.6	62.5
Sampling design	7	6.0	43.8
Developing data collecting tools	14	12.1	87.5
Developing questionnaires	12	10.3	75.0
Interviewing	13	11.2	81.3
Focus groups	9	7.8	56.3

Analyzing quantitative data	10	8.6	62.5
Analyzing qualitative data	8	6.9	50.0
Developing figures	8	6.9	50.0
Report writing	7	6.0	43.8
Developing management recommendations	6	5.2	37.5
TOTAL	**116**	**100.0**	**725.0**

Socioeconomic Monitoring Interest and Knowledge

Areas considered most important to conduct socioeconomic monitoring are "threats, problems, solutions and opportunities in natural resource management"; "access and rights to natural resources" and "livelihood dependency and other benefits from nature, including economic, social and cultural values" (Table 8). The survey asked people to self-rate the level of their knowledge in different areas of socioeconomic monitoring, starting with designing an assessment to using the results for management. The results help identify areas in which many respondents considered themselves to have limited or no knowledge. These areas include developing a socioeconomic monitoring plan; defining socioeconomic monitoring objectives for coastal management; developing socioeconomic monitoring indicators; using secondary data, key informant interviews and focus groups for data; sampling design; statistics; data management; qualitative data analysis; using assessment results; and guiding or training others to conduct socioeconomic monitoring (Table 9).

Table 8: Areas most important to conduct socioeconomic monitoring

Areas (N = 25)	Count	Mean*	SD
5.1 Demographics (e.g. population changes) and stakeholder characteristics	6	3	1.90
5.2 Threats, problems, solutions and opportunities in natural resource management	17	2.47	1.63
5.3 Local resource use patterns and methods (both traditional and modern)	9	2.89	.78
5.4 Access and rights to natural resources	6	2.33	1.51
5.5 Local and traditional ecological knowledge systems	8	2.75	1.28
5.6 Livelihood dependency and other benefits from nature, including economic, social and cultural values	18	2.50	1.51
5.7 Awareness, knowledge and perception of resource conditions	8	3.25	1.49
5.8 Impact of human use and development on natural resources	13	2.92	1.19
5.9 Impact of changes on natural resources on people, including economy and social and cultural well-being	11	3.55	1.37
5.10 Knowledge, attitudes, and perceptions of natural resource management and conservation, their impact and effectiveness	12	3.17	1.47

5.11 Participation in management and conservation activities	6	4.33	0.82
5.12 Awareness, enforcement, and compliance of rule and regulations	11	3.73	1.10
5.13 Others, please specify_____	0	0	0

*A rating of 1-5 was use: 1 = the first most important, 2 = second most important, 3 = third most important, 4 = the fourth most important, and 5 = the fifth most important

Table 9: Rating of knowledge and ability related to different areas of socioeconomic monitoring

Areas	Mode	Mean*	SD	N
6.1 What socioeconomic monitoring is	3	3.13	1.04	24
6.2 Why a socioeconomic monitoring is conducted and how the data can be used	3,4	3.26	1.01	23
6.3 Steps of conducting a socioeconomic assessment	3	2.79	1.41	24
6.4 Developing a socioeconomic monitoring plan/protocol	1	2.21	1.10	24
6.5 Defining socioeconomic monitoring objectives for coastal management	1	2.13	0.99	24
6.6 Developing socioeconomic monitoring indicators	1	2.13	1.12	24
6.7 What is secondary data and how to use it	1	2.04	0.99	24
6.8 What a key informant interview is and how to use it to collect data	1	2.63	1.38	24
6.9 What a focus group is and how to use it to collect data	2	2.88	1.12	24
6.10 What a survey is and how to use it to collect data	4	3.46	0.93	24
6.11 Developing a household survey questionnaire	3	2.88	1.04	24
6.12 Sampling design	3	2.63	0.93	24
6.13 Quantitative data analysis	3	3.05	0.92	21
6.14 Statistics	2	2.71	1.04	24
6.15 Qualitative data analysis	2	2.67	1.27	24
6.16 Data management	2	2.71	1.00	24
6.17 Stakeholder engagement	4	3.13	1.36	24
6.18 Making graphs and figures	4	3.13	1.11	24
6.19 Preparing communication plans and sharing results of an assessment (e.g. giving a presentation)	4	3.79	0.93	24
6.20 Preparing report	3,4	3.42	1.14	24
6.21 Using assessment results to plan, adapt and improve management	3	2.79	1.41	24
6.22 Guiding others on how to conduct a socioeconomic assessment	1	2.13	1.23	24
6.23 Training others to do socioeconomic monitoring	1	1.92	1.06	24

*A scale from 1 to 5 was used (1= no knowledge/ability at all, 2= limited, 3= some, 4= high, 5= lots of knowledge/ability).

With regard to training topics, 80% of the responses are for integrating biological and socioeconomic monitoring. The next areas of interest and usefulness are designing a socioeconomic assessment (72%), qualitative data analysis (68%), quantitative data analysis (64%), and using results for planning or adaptive management (64%) (Table 10). About half of the respondents have used the following programs for their quantitative analysis: Excel (79%), R (21%), SPSS (21%), and others (39%). All respondents find in-person training most useful for them (Table 11).

Table 10: Types of training most interesting and useful to respondents

Type of training	N	Percent of Respondents	Percent of Cases
Basic assessment steps	12	6.8	48.0
Designing Assessment	18	10.2	72.0
Integrating biological and socioeconomic monitoring	20	11.3	80.0
Sampling design	9	5.1	36.0
Data collection tools	14	7.9	56.0
Survey	8	4.5	32.0
Interview	8	4.5	32.0
Focus group	10	5.6	40.0
Analyzing quantitative Data	16	9.0	64.0
Analyzing qualitative data	17	9.6	68.0
Tables and figures	7	4.0	28.0
Presenting results	14	7.9	56.0
Report writing	8	4.5	32.0
Using results	16	9.0	64.0
TOTAL	**177**	**100.0**	**708.0**

Table 11: Most useful type of training

Type of training	N	Percent of Respondents	Percent of Cases
On-Line training	8	14.5	32.0
On-Line Information	8	14.5	32.0
E-mail updates	4	7.3	16.0
In-person training	25	45.5	100.0
Short training at conferences	10	18.2	40.0
TOTAL	**55**	**100.0**	**220.0**

Training Experience

Nearly 80% of all respondents played a facilitating role in their work and 63% have a job that involves delivering training. Seventy-eight percent have served as a member of a training team and more than half of the respondents have delivered trainings by themselves. While 22% have trained others on socioeconomic monitoring, 67% have been involved in training on other subjects. When the results are split between the core socioeconomic team and the Guam respondents, the core SEM team had higher proportions in all categories except for "delivering training by oneself" (Table 12). There is a very wide range in the number of years of training experience that respondents had, but the average is approximately 4 years for the core SEM team, and 8 years for the Guam participants (Table 13). While the average number of trainings provided by the respondents was between 4 to 5 per year, the majority only provided one training a year (Table 14). The most commonly used training aids were PowerPoint presentations and field visits followed by group discussions and other practical activities (Table 15).

Table 12: Facilitating and training experiences

	% All respondents N = 24	% Core SEM team n = 7	% Guam participants n = 17
Facilitating role	79	86	76
Current job involve training delivery	63	100	47
Trained as a part of a team	78	86	75
Self delivered training	57	29	69
Training others on other subjects	67	71	65
Training others on SEM	22	50	12

Table 13: Years of training delivery experience

		All Respondents	Core SEM Team	Guam Participants
N	Valid	15	5	10
	Missing	1	0	1
Mean		6.87	3.80	8.40
Median		5.00	3.00	7.00
Mode		3*	3	5**
Std. Deviation		5.153	1.924	5.641
Range		19	5	19
Minimum		1	2	1
Maximum		20	7	20

*Multiple modes exist. The smallest value is shown. Others include 4, 5 and 10.
** Multiple modes exist. The smallest value is shown. The other mode is 10.

Table 14: Frequency of training per year

	All Respondents	Core SEM Team	Guam Participants
N Valid	14	5	6
Missing	1	0	5
Mean	4.2500	4.8000	5.0000
Median	2.7500	4.0000	3.0000
Mode	1.00	1.00	1.00*
Std. Deviation	4.00840	4.25147	4.77493
Range	11.00	11.00	11.00
Minimum	1.00	1.00	1.00
Maximum	12.00	12.00	12.00

*Multiple modes exist. The smallest value is shown. The other mode is 3.

Table 15: Training aids

Aids regularly used in training	% All respondents N = 24	% Core SE team n = 7 (Except for Powerpoint n= 6)	% Guam participants n = 17
Power point slides	83	83	76
Films and video clips	42	42	41
Role play	42	42	35
Field visit	83	83	76
Group discussions	75	75	71
Practical activities	75	75	65

Institutional Support for Socioeconomic Monitoring

Members from all jurisdictions of the Micronesia core socioeconomic team stated that they had institutional partners that they could work with to support capacity building and socioeconomic monitoring. Institutional support was different in Guam, where only half of the respondents identified institutions from which they could get support (Table 16). A list of institutions that could provide support in each jurisdiction is presented in Table 17.

Table 16: Availability of institutional partners in respondents' jurisdiction to support capacity building and socioeconomic monitoring

Availability	% All respondents N = 23	% Core SEM team n = 7	% Guam participants n = 16
Yes	65	100	50
No	22	100	31
Unsure	13	100	19

Table 17: Possible institutional partners to support capacity building and socioeconomic monitoring and areas of support

Jurisdiction	Partners	Areas of support
Pohnpei	• Office of Fisheries and Aquaculture • Conservation Society Pohnpei	Data analysis
Palau	• The Nature Conservancy (TNC) • Palau Conservation Society (CS) • Palau community college (PCC)	
Chuuk	• Chuuk Conservation Society	Training, Facilitation, Stakeholder Engagement, Community Consultation
Kosrae	• Kosrae Island Resource Management Authority • YELA Environment Land Association • Department of Resource and Economic Affairs	
Yap	• TNC (Berna Gorong), • MC Coordinator (Rachel Nash)	Conducting SE monitoring for other communities who may want to do socioeconomic monitoring such as Ngulu and a follow up in Nimpal
CNMI	• TNC • Micronesia Conservation Trust (MCT) • NOAA • MINA	
Guam	• Bureau of Statistics and Plans – GCMP • NPS • University of Guam (UOG) and UOG Sea Grant • Ayuda Foundation • Micronesian Conservation Trust • Micronesian Conservation Coalition (MCC) • Guam's coral program • Guam Coastal Management Program • US Department of Agriculture • Humatak Community Foundation • Guam Dept. of Agriculture • Department of Education (DOE)	

CONCLUSION

All of the SEM core team members have been involved in socioeconomic monitoring training, implementation, and the use of social data. All of them deliver trainings as a part of their current jobs and half of them have already trained others on socioeconomic monitoring. This makes the group particularly suited to be trainers for socioeconomic monitoring. The survey results also show that there are several possible local institutions that the respondents could partner with to further develop their capacity for training and receive support for certain aspects of socioeconomic monitoring. The results of self-rating on the level of knowledge in different areas, and of the most interesting and useful types of training, help identify areas to be addressed in future training, including:

Designing and developing a monitoring plan

- developing a socioeconomic monitoring plan/protocol
- defining socioeconomic monitoring objectives for coastal management
- designing a socioeconomic assessment
- sampling design
- developing socioeconomic monitoring indicators
- integrating biological and socioeconomic monitoring

Data collection and analysis

- using secondary data
- interviewing key informants
- using focus groups for collecting data
- analyzing qualitative data
- analyzing quantitative data
- statistics

Communication and use of data

- data management
- report writing
- using results for to develop recommendations for planning or adaptive management

Training

- guiding and training others to conduct socioeconomic assessment and monitoring

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APPENDIX

Questionnaire for Socioeconomic Monitoring Capacity Need Assessment Survey

Purpose and introduction

This questionnaire intends to help assess capacity development and training-of-trainers needs for socioeconomic monitoring among the core socioeconomic monitoring team members of Micronesia Challenge countries and other groups of participants. The results will help identify: 1) areas where capacity development is needed, and 2) where there is existing capacity among the core team members and other local and regional experts that could be used to support future socioeconomic monitoring capacity development at the site, jurisdictional and regional levels in Micronesia.

The following questionnaire will take approximately 20 minutes to complete. There are no right or wrong answers. It is important that a respondent reads the questions carefully and answers all questions. Some of the questions ask you to choose one answer only while others ask you to choose all that applies or to rank your responses.

Questionnaire

1. What is your academic background? Please include your highest educational level and field.
   _____

2. From the following list, please check up to 3 roles you mainly play at work in the past 5 years?
   ____ Conservation practitioner/project field staff
   ____ Educator
   ____ Community member/representative
   ____ Program or project manager
   ____ Natural scientist
   ____ Monitoring officer. Please specify type or task _____
   ____ Others. Please specify_____

3. Have you ever participated in a social scientific study or socioeconomic assessment for your work? Please check all that apply.

   The term 'social scientific study or socioeconomic assessment' here means the methodically collection of information on any aspect related to a group of people or human community. Examples include a population study, a poverty study, a socioeconomic assessment related to coastal management, a health-related study, gender analysis, analysis of conflict among different groups of people, or a situation analysis that include human communities and indigenous peoples.

____ No

If no, have you ever used social data for your work or your community?

____ No ____ Yes

____ Yes

If yes, please check which of the tasks you were actively involved (check all that apply)

____ Designing the study/assessment
____ Engaging stakeholders
____ Sampling design
____ Developing data collecting tools, including survey questionnaires and semi-structure questions for interviews or focus groups
____ Collecting data using a survey questionnaire
____ Collecting data by conducting interviews with individuals
____ Collecting data by conducting focus groups
____ Analyze quantitative data (specify program used_____)
____ Analyze qualitative data (specify program used_____)
____ Developing table and figures for the data (specify program used_____)
____ Writing a report on the results
____ Developing management recommendations based on the study/assessment results

4. Have you received any formal or informal training on how to conduct a socioeconomic assessment/monitoring? ____ No ____ Yes
   If yes, what year was the training _____
   Please briefly describe what you learned:
   _____
   _____

5. For which of the following areas, select only 5 areas do you think are most important to conduct socioeconomic monitoring and rank them by:
   1st = the first most important,
   2nd for second most important,
   3rd for the third most important,
   4th for the fourth most important,
   5th for the fifth most important

Areas	Select only 5 and rank them with 1st, 2nd, 3rd, 4th and 5th
5.1 Demographics (e.g. population changes) and stakeholder characteristics	
5.2 Threats, problems, solutions and opportunities in natural resource management	
5.3 Local resource use patterns and methods (both traditional and	

	modern)	
5.4	Access and rights to natural resources	
5.5	Local and traditional ecological knowledge systems	
5.6	Livelihood dependency and other benefits from nature, including economic, social and cultural values	
5.7	Awareness, knowledge and perception of resource conditions	
5.8	Impact of human use and development on natural resources	
5.9	Impact of changes on natural resources on people, including economy and social and cultural well-being	
5.10	Knowledge, attitudes, and perceptions of natural resource management and conservation, their impact and effectiveness	
5.11	Participation in management and conservation activities	
5.12	Awareness, enforcement, and compliance of rule and regulations	
5.13	Others, please specify_____	

6. We'd like your input on the kinds of training in socioeconomic monitoring that would be of greatest interest and most useful to you. Please check all that applies.

   ____ Basic steps to conduct a socioeconomic assessment
   ____ Designing a socioeconomic assessment
   ____ Integrating social and biological monitoring
   ____ Sampling design
   ____ Developing data collecting tools, including survey questionnaires and semi-structure questions for interviews or focus groups
   ____ Collecting data using a survey questionnaire
   ____ Collecting data by conducting an interview
   ____ Collecting data by conducting a focus group
   ____ Analyzing quantitative data
   ____ Analyzing qualitative data
   ____ Developing table and figures for the data
   ____ Presenting results to diverse groups of stakeholders
   ____ Writing a report on the results
   ____ Using results for planning or adaptive management

7. What type of socioeconomic monitoring training format would be most useful to you? Please check all that apply.

   ____ Mini series on-line training
   ____ On-line information and resources
   ____ E-mail updates
   ____ In-person training workshops
   ____ A short training session at a conference
   ____ Others (please specify)_____

8. How would you rate your knowledge and ability related to the following areas? Please use a scale from 1 to 5 (1= no knowledge/ability at all, 2= limited, 3= some, 4= high, 5= lots of knowledge/ability).

Areas		**Score** 1 = no knowledge/ability 2= limited, 3= some, 4= high, 5= lots of knowledge
8.1	What socioeconomic monitoring is	
8.2	Why a socioeconomic monitoring is conducted and how the data can be used	
8.3	Steps of conducting a socioeconomic assessment	
8.4	Developing a socioeconomic monitoring plan/protocol	
8.5	Defining socioeconomic monitoring objectives for coastal management	
8.6	Developing socioeconomic monitoring indicators	
8.7	What is secondary data and how to use it	
8.8	What a key informant interview is and how to use it to collect data	
8.9	What a focus group is and how to use it to collect data	
8.10	What a survey is and how to use it to collect data	
8.11	Developing a household survey questionnaire	
8.12	Sampling design	
8.13	Quantitative data analysis	
Please list the software program(s) you have used for quantitative data analysis		
8.14	Statistics	
8.15	Qualitative data analysis	
Please list the software program(s) you have used for qualitative data analysis		
8.16	Data management	
8.17	Stakeholder engagement	
8.18	Making graphs and figures	
8.19	Preparing communication plans and sharing results of an assessment (e.g. giving a presentation)	
8.20	Preparing report	
8.21	Using assessment results to plan, adapt and improve management	
8.22	Guiding others on how to conduct a socioeconomic assessment	
8.23	Training others to do socioeconomic monitoring	

9. Have you trained others to conduct socioeconomic monitoring?
   ____No ____Yes

10. Have you trained people on other subjects? ____No ____Yes
    If yes, how many years of experience do you have of training delivery?_____

11. Have you played the role of a facilitator?
    ____ No ____ Yes

12. Does your current job involve training delivery? ____ No ____ Yes

    12.1 If yes, How frequently do you train per year _____
    12.2 Have you trained as a part of a team? ____ No ____ Yes
    12.3 Have you delivered training on your own? ____ No ____ Yes

13. Do you regularly use any of the following training aids:

13.1	Power point slides	____ No	____ Yes
13.2	Films and video clips	____ No	____ Yes
13.3	Role play	____ No	____ Yes
13.4	Field visits	____ No	____ Yes
13.5	Group discussions	____ No	____ Yes
13.6	Practical activities	____ No	____ Yes
13.7	Other (specify)_____		

14. Do you have regular access to reliable internet?
    ____ No ____ Yes

15. Is a computer available to you?
    ____ No ____ Yes

16. Do you have any institutional partner in your jurisdiction you can work with to support capacity building and socioeconomic monitoring?

    ____No ____ Yes, please specify organization and areas they could support
    _____

Name:
Position:
Organization:
E-mail address:
Phone number:

Thank you very much!