

Stakeholder Assessment and Engagement for Ocean Planning: Lessons Learned from American Samoa and Recommendations for Future Ocean Planning Teams

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Introduction

Ocean Planning processes are already or will soon be underway in Guam, the Commonwealth of the Northern Mariana Islands, and in other remote Pacific Islands. The intent of this report is to provide practical recommendations to carry out a stakeholder assessment and engagement process in these and other jurisdictions in which a careful navigation of cultural protocol and local governance systems are needed in order to successfully engage stakeholders in Ocean Planning. This report describes how stakeholder assessment and engagement can be developed to inform and strengthen an ocean plan in any jurisdiction.

Stakeholder assessment and engagement have become a *sine qua non* in many planning processes, as leaders increasingly understand and appreciate that plans must be rooted in the values and concerns of the communities impacted by them. Even the best-laid plans risk failure without sufficient input and validation by the larger community. Furthermore, if stakeholder assessment and engagement are done well and efficiently, they will strengthen any planning process and not be an undue burden to the planning team.

The terms ‘assessment’ and ‘engagement’ are important to define in this context to fully understand and appreciate our recommendations. For the purposes of this report, we define *stakeholder assessment* as the process of discovering who the key stakeholders are, their issues and concerns, and how to best approach these issues. We define *stakeholder engagement* as the purposeful interaction between the Ocean Planning Team and stakeholders to strengthen the plan and make it more relevant to their values and concerns. Put more simply, *assessment* is discovering what’s important to people and *engagement* is getting them involved in your planning process. We view assessment and engagement as complementary, additive, and synergistic activities that are integral to the larger Ocean Planning process.

This report draws primarily from our findings and first-hand experience from the American Samoa Ocean Planning Stakeholder Engagement Support Project (described below) and makes recommendations to support both stakeholder assessment and engagement on Ocean Planning in other jurisdictions. It also reflects our Team’s collective experience with stakeholder assessment and engagement in other cultural contexts (such as New Zealand, Ecuador, Trinidad and Tobago, and Indonesia) conversations with colleagues who do extensive stakeholder work in other nations, and literature on this subject.

While each unique jurisdiction has its own set of marine resource and planning issues, governance, and history, there are fundamental approaches for stakeholder engagement that have proven successful in many locations. Some of the advice and guidance provided is designed to help professionals commissioned to conduct stakeholder engagement in a jurisdiction they are not from or are not deeply familiar with. It can be challenging when professionals from outside the jurisdiction conduct a stakeholder assessment and engagement process, as they lack intimate knowledge of the local culture, politics and power dynamics, may be viewed as ‘untrustworthy outsiders’, and do not have prior relationships within the community. On the other hand, it can be advantageous to bring in outside assistance if a neutral and objective approach, interpretation, and analysis are wanted. Also, allowing new voices and outside perspectives to enter the mix can add valuable insight, stimulate fresh new thinking, and avoid tendencies to stay rooted in past practices that might not be that effective. Having

externally-based professionals might also signal the relative importance of a stakeholder engagement process, providing local participants with the sense that that the effort is credible, genuine, and sincere.

Coastal and Marine Spatial Planning and the Importance of Stakeholder Engagement

The US Ocean Policy Task Force (2011) defines Coastal and Marine Spatial Planning (CMSP) as a “comprehensive, adaptive, integrated, ecosystem-based, and transparent spatial planning process, based on sound science, for analyzing current and anticipated uses of ocean and coastal and Great Lakes areas. Coastal and marine spatial planning identifies areas most suitable for various types or classes of activities in order to reduce conflicts among uses, reduce environmental impacts, facilitate compatible uses, and preserve critical ecosystem services to meet economic, environmental, security, and social objectives.”¹ CMSP takes into account the spatial and temporal aspects of applied ecosystem-based management by:

- Making conflicts and compatibilities among human uses visible, therefore tangible and easier to mitigate
- Guiding single-sector management, including resource and use management, toward integrative cross-sector decision-making
- Enabling multiple sustainable uses while taking into account ecosystem impacts
- Providing a framework for identifying relevant data needed to implement CMSP, as well as identify data gaps

The principles of marine spatial planning call for developing regulations from the “bottom-up” by the range of ocean users, rather than “top-down” by political bodies. It is particularly important to engage the range of ocean users in developing Ocean Planning policy to coordinate across many sectors and user groups, take advantage of local knowledge of marine resources and activities, foster relationships between competing users, and generate buy-in for the policy among resource users (Pomeroy and Douvere 2008; Halpern et al. 2012; National Oceanographic Atmospheric Administration Office for Coastal Management n.d.). As such, effective stakeholder engagement is critical to successful marine planning processes (Pomeroy and Douvere 2008; Fox et al. 2013; Gleason et al. 2013).

American Samoa Stakeholder Engagement Support Project

An Ocean Planning process has been underway in American Samoa over the past two years under the umbrella of the Pacific Islands Regional Planning Body (PIRPB). The American Samoa Ocean Planning Team (ASOPT) was created to develop the American Samoa Ocean Plan (ASOP) for the territory. The ASOPT includes representatives from American Samoan and federal agencies responsible for different sectors active in marine resources management including commerce, fisheries, environmental quality, and planning. The ASOPT and PIRPB recognized that the effort requires highly effective and inclusive stakeholder engagement to properly capture and account for the interests and recommendations of diverse parties. Acknowledging that a stakeholder assessment and engagement process should be conducted by an independent third party, a distinct but complementary Stakeholder Engagement Support Project was initiated in early 2017. This effort was overseen by the U.S. Institute for Environmental Conflict Resolution (USIECR), a program of the Udall Foundation (an independent executive

branch agency of the U.S. Government with programs fostering collaboration to address the nation's environment, public lands, natural resources, and the rights and self-governance of American Indians and Native Alaskans), and was funded by the Gordon and Betty Moore Foundation. The USIECR awarded a contract to the CONCUR Inc-led team in February, 2017.

The overall purpose of the Stakeholder Engagement Support Project was to enable the ASOP process to more effectively consider the views, interests, concerns, and recommendations of the full range of parties impacted by Ocean Planning in American Samoa. To this end, the Team identified and interviewed a broad range of perspectives on Ocean Planning in American Samoa, including current ASOPT members (many of whom work for territorial or federal agencies), village leaders on the island of Tutuila as well as in the Manu'a Islands, fishing interests (including canneries, longliners & purse seiners, sportfishing and the local alia fleet), tourism industry representatives (cruise ships, hotels), ocean recreation representatives, environmental education representatives, environmental non-profits, and American Samoa Community College faculty.

Stakeholder Engagement Support Project team members made three trips to American Samoa between March and August, 2017 and supplemented this with remotely-based work using phone calls/interviews and web-based meetings. The following tasks were accomplished through a series of group and individual meetings with key leaders and informants, and 36 structured group and individual stakeholder interviews:

1. Project initiation and introductory stakeholder meetings in American Samoa (March 3-10)
2. American Samoa Ocean Planning Team Member Interviews (partially in-person during March 3 – 10, and partially by phone between March 12-20).
3. Stakeholder Interviews in Manu'a and Tutuila, American Samoa (May 8-19)
4. Draft Stakeholder Engagement Support Project and Recommended Action Plan for review by USIECR and ASOPT (June)
5. Presentation of Final Stakeholder Engagement Support Project and Action Plan to ASOPT in American Samoa (August).

The full [Stakeholder Engagement Support Project and Recommended Action Plan for the American Samoa Ocean Planning Process](#) is available online.

Definitions: Stakeholder Groups and Project Team Roles

In this report, we adopt several specific terms to describe distinct groups of stakeholders, as well as different support roles and members of the Project Team. Below are definitions of each group or role.

Groups of Stakeholders

Ocean Planning Team members – Agency representatives who are part of the Ocean Planning process. This may also include other stakeholders who have

already been deeply involved in the planning process. In the case of the American Samoa project, this was the American Samoa Ocean Planning Team (ASOPT).

Ocean resource stakeholders – Any key stakeholders who are not Ocean Planning Team members. These stakeholders represent tourism, industry, recreation, environmental groups, local communities (which also deserve their own subgroup, as described below), etc.

Local community representatives – A subset of Ocean Resource stakeholders, but warrants its own category. This group is distinct because their marine resource interests may not yet be well-organized, their experience engaging in stakeholder or policy processes may be low, and it is usually more critical that cultural norms be understood and followed when interacting with them. These stakeholders are an interest group simply because they live by and interact with the ocean. In the case of the American Samoa project, they were primarily the village leaders, or *Pulenu'u*. Because of these differences, our team developed distinct interview guides for local community representatives and for other ocean resource users.

Project Team and Support Roles

Project team – All of the professionals who are engaged to develop, conduct, synthesize, and report back on the stakeholder assessment. The project team is composed of the core project team, liaisons and translators, as described below.

- **Core project team** – Professionals who are hired to conduct a stakeholder assessment and engagement project but most likely are from outside the jurisdiction, so need support of liaisons and translators in understanding the local cultural and political context, making connections with local entities and interests, and with translation.
- **Liaison(s)** – Someone who is well-connected and respected locally who can lay the groundwork and inform key parties about the process before the core project team contacts them. This person also understands the cultural context and can help the core project team to navigate various protocol requirements. This person may also help to set up interviews or meetings with key stakeholders and public officials.
- **Translator(s)** – Someone who can provide qualified translation services. Ideally, translators will have an excellent understanding of cultural context, will command a high degree of respect, and will have some understanding of ocean resource planning. It is possible that a translator can also serve as a liaison and vice versa. However, the only core competency required is language translation.

Recommendations

Our recommendations for conducting stakeholder assessment and engagement in other jurisdictions are organized into eight distinct chronological phases of project planning and execution:

1. Conduct Background Research and Planning
2. Build the Project Team
3. Conduct Initial Interviews with Ocean Planning Team Members
4. Develop Roster of Ocean Resource Stakeholders
5. Develop the Interview and Engagement Guide
6. Conduct Ocean Resource Stakeholder Interviews
7. Develop a Synthesis Report
8. Integrate Stakeholder Input into Plan and Finalize Stakeholder Engagement Approach

In practice, the first five steps are more reflective of stakeholder *assessment* and the last three are more reflective of *engagement*. In addition, we make an overarching recommendation #9 that applies to all stages of project planning, in particular the interview stages. We highly encourage stakeholder engagement professionals to employ an *adaptive approach* throughout the planning process. It is important to keep specific benchmarks and targets in mind, such as having a representative sample of stakeholder interviews that reflects the diversity within the jurisdiction. However, as you gather information throughout the stakeholder interview process, your understanding of the situation may change, requiring modifications to the approach.

Finally, we recognize that the Stakeholder Engagement Support Project we conducted in American Samoa was well-funded and staffed, but that other stakeholder assessment and engagement efforts might not have access to the same level of resources. Accordingly, beneath each of the eight recommended phases, we have included some considerations for adjustments if resources are limited.

Our professional experience convinces us that each of the individual phases is necessary to lead to effective stakeholder engagement in Ocean Planning. In other words, we recommend that none of the individual phases be skipped entirely. However, we recognize that resources may be limited, and we offer a handful of workarounds if this is the case.

For example, it may be tempting to skip the initial preparatory phases we've outlined in order to devote more time to stakeholder interviews. But careful attention to the pre-interview stage details will make whatever interviews are done much more productive and useful in the long run. In addition, these stages will allow you to gather deeper political and historical context, which are equally critical to a successful Ocean Planning project.

Similarly, to work within resource constraints, it will likely be tempting to reduce the number of stakeholder interviews in favor of options like listening sessions or online surveys. However, stakeholder interviews offer a number of advantages that will be missed with less personal and broader-brush approaches. Individual interviews present an opportunity to build personal relationships between the stakeholder engagement team and stakeholders. They demonstrate to stakeholders a willingness on the part of the stakeholder engagement team to "come to them", underscoring that stakeholder input is viewed as important and that their input will be taken seriously. These steps develop good will and strengthen the credibility of the process. Unlike listening sessions, interviews also allow stakeholders to speak confidentially, and also allow those that might refrain from speaking in a more public venue to share their opinions and experiences. Finally, unlike online surveys, two or three-person conversations allow

more information to be gathered from each individual, and for more nuance and detail to arise as the conversation follows a more flexible course.¹

In sum, a useful maxim here is *'slow is smooth, and smooth is fast.'* In other words, careful attention to key details at the beginning will help prevent missteps further downstream in the process that could easily compromise the entire stakeholder engagement effort.

However, recognizing the reality of resource limitations, we offer two overarching recommendations for streamlining a stakeholder assessment for Ocean Planning. One is to complete more of the steps remotely (with phone interviews, web-based meetings, etc). A second is to recruit a dedicated jurisdiction-based liaison who, in addition to the responsibilities outlined below, is able to conduct several of the steps that the stakeholder engagement team would otherwise carry out. We make additional recommendations for adjustments that can be made if resources are limited after each recommendation below.

1. Conduct Background Research and Planning

Typically, the first one or two months of a stakeholder assessment and engagement project should be used to conduct thorough background research on the project, location, and communities involved. These research findings allow the core project team to formulate the goals and objectives for the effort, identify many of the key parties, and develop initial outreach materials. Specific recommendations for this initial phase include:

- A. Review the relevant Ocean Planning process, including the schedule for major stages, to determine the best stages and time periods for stakeholder engagement.
- B. Determine how many times you want to approach stakeholders during the planning process so you maximize the use of their input while being judicious about their time and the resources needed to conduct effective outreach. For most planning processes we propose three rounds of stakeholder communication, the structure of which should be tested during the assessment. The phases are as follows: (1) during assessment, a 'scoping' stage to elicit key issues and concerns and initial goals and objectives (can be done with a relatively small sample of stakeholders during assessment); (2) during engagement a 'feedback' stage to elicit reactions to draft goals, objectives, and recommendations; and (3) continuing in engagement, a 'report back' stage where the final plan is presented. In addition to these distinct stages, provide routine updates and be available for different forums where the plan in question might be of particular interest. Likewise, maintain open channels for receiving input, such as through email or web-based comment forums.
- C. Ensure the key stages of stakeholder engagement time are scheduled appropriately and conveniently according to local jurisdiction annual calendars. Take into account any periods of time when local participants will be particularly busy with other tasks or events, when local elections occur, when significant

¹ The merits of structuring and conducting interviews to support collaborative planning are well discussed in the **Consensus Building Handbook** in the "Introduction" and "Conducting a Conflict Assessment".

cultural or religious events occur, or when seasonal climate conditions might make participation difficult.

- D. Gather and review all relevant planning or policy documents for the jurisdiction during the previous decade that can help you to better understand the local context for marine spatial planning. This includes the types of major issues, institutions, and non-governmental organizations involved; the types of stakeholders who have expressed interests and concerns, and the relative success of analogous planning efforts. These other planning and policy documents may not be directly related to marine resources, but can be nonetheless very instructive. If possible, try to speak with key individuals involved in one or more of these previous planning or policy efforts to try to gain further insights that might not be recorded in documents.
- E. Build an interdisciplinary core project team with knowledge and expertise in ocean and coastal planning, environmental policy analysis, conflict resolution, and local jurisdiction resource planning issues. This core project team may need to be complemented with personnel who can enable them to reach important stakeholders (see #2 below).
- F. Draft and distribute a clear and concise (one-page) stakeholder assessment and/or engagement project description that can be distributed to prospective interviewees. In this document, describe the Ocean Plan, its purpose and desired outcomes, the relevant entities involved in the planning process, why stakeholder input is needed, what topics will be covered in interviews, and how the stakeholder input will be used. Include basic details about the project funding and schedule, and contact information for further questions.
- G. Recommend to the Ocean Planning Team that they form an outreach/engagement subcommittee, which will interface with the core project team on a regular basis, and report back to the Ocean Planning Team.
- H. Ask the Ocean Planning Team to develop a description or graphic depiction of how the stakeholder assessment and larger stakeholder engagement process will fit into the broader Ocean Planning process.

If resources are limited, consider the following adjustments:

- Conducting background research and planning only through phone calls and/or a simple online survey to help identify key issues.
- Planning for only one-round of stakeholder engagement suggested in B above (e.g. do some scoping, but enable feedback & report back steps online.)
- Limiting background research to only the most recently- adopted jurisdictional marine resource planning document.

2. Build the Project Team

The first and second months should also include outreach to on-the-ground contacts who can connect the core project team members to key stakeholders, provide translation services, and serve as a 'local face' for the process as needed. Key items to keep in mind when building the project team include:

- A. Secure any needed translation or protocol advice and services. Ensure their translation services are accurate and well respected by examining their previous work and seeking opinions from local jurisdiction leaders. Also, find out if they have any real or inferred conflicts of interest, such as family or business partners

- who might benefit from the effort, current or near future projects could detract from their objectivity, or previous positions that might characterize them negatively in the views of potential stakeholders. If such conflicts exist, determine if they can be effectively managed. If not, select another person for this role.
- B. If translator(s) are needed, involve them early in project and schedule planning. Provide orientation briefings to translators to acquaint them with CMSP concepts and terminology. Ensure that any technical terms are clearly and correctly translated by checking with native speaking local Ocean Planning specialists.
 - C. Identify and engage local liaison(s) who can help open doors at local village levels, local government agency levels, and among other ocean stakeholders. Ideally, these should be well-regarded local jurisdiction professionals or leaders who also have no real or inferred conflicts with the task at hand, and have a reputation for neutrality. Individuals with previous experience in marine resource or other natural resource planning issues may have relationships that can help open doors that might not otherwise be opened by an outside team.
 - D. Consult with liaisons on how the basic levels of jurisdictional and local community governance are organized and what this means for both the planning and stakeholder engagement processes. Virtually all jurisdictions have a hierarchical governance structure, although the relative importance of any one level or agency may differ by specific issue or geographic focus. Identify the highest-ranking person or entity that must be consulted about your stakeholder engagement effort, and the best way to initially approach them. Approach that initial encounter with a clear purpose for the stakeholder engagement and your initial plans for conducting the process, but leave sufficient flexibility to absorb their advice and counsel. Keep in mind that this initial interaction can easily 'make or break' your entire stakeholder assessment and engagement effort.
 - E. Develop a solid understanding of which local institutions have power and influence in marine resources issues, and how their power and influence are exercised. These institutions may represent government, business, the non-profit sector, organized religion, indigenous culture, or other aspects of the community. In particular, seek to discover which institutions have the greatest trust within the jurisdiction for marine resource planning, use, and management.
 - F. Identify the best means for conducting stakeholder interviews, and any specific processes or formalities needed to engage different stakeholders. The local translator(s) and liaisons can indicate what processes and formalities you need to consider to develop good relationships. For example, it may be customary for visitors to bring a small gift, such as candy or a souvenir pen to give to interviewees. Or, some interviewees may have certain protocols they wish the interviewer to follow during the interview.
 - G. Carefully consider which project team members will attend and conduct stakeholder interviews. Identify any likely impacts that specific individuals might have on the interviewees, regardless of what questions are asked. To illustrate, it is well-understood that an interviewee is likely to give a different response in the presence of someone with relatively more power than s/he has, than s/he would in the presence of someone with less power than s/he has. The team needs to consider if this dynamic would be beneficial or detrimental to the interview process. For example, would involving a local official in the interviews have a positive impact on the outcome by encouraging interviewees to take it more seriously, or might it have a dampening effect on interviewees who might be wary of the official's presence?

If resources are limited, consider the following adjustments:

- Have the Stakeholder Engagement subcommittee within the local jurisdiction's Ocean Planning Team do all of the key tasks in this phase, including any necessary translations.
- Engage additional liaisons beyond the subcommittee members only to the degree they are necessary to overcome social, cultural, or economic barriers that will prevent access to key stakeholders.

3. Conduct Initial Interviews With Ocean Planning Team Members

Once the project team has a good handle on the background issues and is organized, it should conduct an initial set of interviews with Ocean Planning Team stakeholders. These individuals are usually agency staff who are members of the Ocean Planning Team, although it could also refer to NGOs or community members who have been key and consistent members of the Ocean Planning process up till now. It is best that these interviews be conducted individually (or with fellow agency or organization members), and that they be confidential in terms of attributions. Any summaries of these interviews should avoid attributing individual remarks. These interviews can begin in the second or third month. See Appendix B: Example Interview Guides from the American Samoa Stakeholder Engagement Support Project for the interview guide our team used to interview American Samoa Ocean Planning Team members. Specific recommendations for these initial interviews include:

- A. Begin with an introductory group meeting for all interviewees, ideally in person. After discussing your backgrounds and purpose, lay out the broad parameters of your planned stakeholder engagement process, explain how it fits within the larger Ocean Planning process, and invite questions. Communicate the importance of the assignment and that the project team wants to do a good job and, as such, outreach to key stakeholders is critical. Indicate that you will be following up with individual, confidential interviews of each core stakeholder.
- B. Conduct individual in-depth, exploratory interviews to identify each core stakeholder's understanding of the Ocean Plan's purpose and desired outcomes, the specific issues they see as most important for stakeholders and their agencies or organizations, and their specific recommendations for individuals or groups to consider as important stakeholders to engage. Use these interviews to begin building a list of stakeholder interests and categories, and individuals to potentially interview in each category.
- C. Ask interviewees how relatively important they think the Ocean Planning effort is in the eyes of local government, or other governments (e.g., the U.S. federal government, other nearby jurisdictions). Also, ask them how relatively important the effort is to the community. Try to identify potential areas of resistance to the Ocean Planning effort, and reasons for any such resistance.
- D. Use these interviews to gauge the perceived validity and effectiveness of your planned stakeholder engagement approach, general schedule, local Team members, and initial messaging materials. Ask them to be candid in identifying any significant roadblocks or impediments they foresee.
- E. If relevant, identify any higher government administrative agencies or officials that coordinate or oversee local government agencies involved in the Ocean Planning process. To the extent possible, work through these entities to obtain access to local leaders.
- F. Maintain a comprehensive record of all meetings and stakeholder interviews for future reference, analysis and reporting.

If resources are limited, consider the following adjustment:

- Consider substituting individual interviews with the Ocean Planning Team for a single focus group meeting and/or a simple online survey to identify key issues and concerns.

4. Develop Roster of a Ocean Resource Stakeholders

Building on background research, recommendations from liaisons and Ocean Planning Team member interviews, develop the first cut of an ocean resource stakeholder list. This can be done in the second or third month. Specific steps to take in building this list include:

- A. Identify distinct categories of stakeholder interests and multiple individuals to potentially interview within each category. Using liaisons, translators and Ocean Planning Team members, seek a personal or professional reference for each suggested interviewee so introductions can be easily made. Attempt to get at least three or four interviewees from each distinct interest group.
- B. Prioritize the ocean resource stakeholder list into 'must' interview vs 'could' interview stakeholders.
- C. Identify which interviews require translation services.
- D. If the jurisdiction has a relatively small population, or certain sectors within it are small, anticipate that there may be relatively few individuals in some significant stakeholder categories. For example, a jurisdiction might only have a few hotels, and a minimal tourist industry overall.

If resources are limited, consider the following adjustments:

- Consider limiting stakeholder lists to only 'must interview' candidates.
- Determine maximum budget and time available for stakeholder interviews using available resources and limit number of interviewees accordingly.

5. Develop Interview Guides

Based on the background research conducted, and the interviews with Ocean Planning Team members, develop a set of questions that will be used to guide stakeholder interviews. This step can be accomplished in the third or fourth month. For a discussion on the importance of interviews (as opposed to listening sessions or online surveys) see p. 7 of this report. Specific guidance on developing an interview guide is below. *(For sample interview guides, see Appendix B: Example Interview Guides from the American Samoa Stakeholder Engagement Support Project for the interview guides our Team used to interview both ocean resource stakeholder as well as community leaders -- in our case these were primarily village mayors, or Pulenu'u).*

- A. Incorporate significant and highly relevant marine planning or marine resource issues into interview guides for stakeholders.
- B. Scale the interview focus and duration to respondents' experience and underlying familiarity with the issues. Strive to limit core interviews to 30 minutes or less; allow flexibility to extend an interview if the dialogue is productive and informative.

- C. Consider narrowing down the number of questions by focusing on the most recent Ocean Planning efforts.
- D. Consider adding, deleting, or tailoring some questions for different stakeholder groups. While it is important to retain many of the common elements of the interview guides, it can also be extremely important to ask unique questions to stakeholders who have specialized knowledge and insight on certain issues.
- E. Develop sets of questions to explore potentially contrasting types of knowledge and views about marine planning issues among different stakeholder groups, such as the range of attitudes about fish abundance, marine protected areas, and various recreational uses.
- F. Develop sets of questions to identify topics to concentrate on in the Ocean Planning process, such as high-priority issues within a community, or areas where general public knowledge is weak.
- G. Use both open-ended and close-ended questions to structure interviews. This choice allows for both qualitative and quantitative analyses. Use questions that can support comparison and analytical differentiation about views and interests held by different types of stakeholders and stakeholder groups.
- H. Work with jurisdiction-based liaisons, Ocean Planning Team members, and/or translators to test the appropriateness of interview questions before using them more broadly. Refine the interview guide as needed.

If resources are limited, consider the following adjustments:

- Consider developing only one interview and engagement guide for use in all stakeholder interviews.
- Consider supplementing a limited number of very key stakeholder interviews with a more broad-based survey that can be distributed on-line, by mail, or handed out in person. Carefully construct such surveys to complement the questions asked in individual key stakeholder interviews so that results can be combined and synthesized in logical ways. Structure any survey instruments to include questions that can help identify if the overall sample is reflective of the larger population. Avoid relying on one method of survey dissemination that may skew the sample population, such as an on-line survey in a population not used to taking internet surveys.

6. Conduct Ocean Resource Stakeholder Interviews

Working closely with the jurisdiction-based liaisons and translators, set up and conduct interviews with ocean resource stakeholders. Stakeholder interviews can begin by the fourth or fifth month, or earlier if possible. However, when scheduling interviews take care to plan around significant territorial or religious holidays, weather events, or other notable circumstances that may constrain the availability of stakeholders. Plan to attend during a time when travel around the territory is easy and stakeholder availability is likely to be good so that a high density of interviews can be conducted during the Team's limited time. Specific recommendations on conducting these interviews include:

- A. Create flexibility in scheduling and conducting interviews using phone, Skype (or other internet-based calling software), and in-person modes of communication. Anticipate some connectivity challenges.
- B. At the start, ask locally-based counterparts about the best means of communication (e.g. certain teleconference area codes may be better than others).

- C. Use multiple interviewers to simultaneously interview stakeholders in different locations. This allows the Team to more efficiently complete the broad array of interviews needed for a robust stakeholder assessment.
- D. Where possible, emphasize individual interviews over group interviews.
- E. Incorporate selective group discussions where appropriate, such as with locally-based organizations. Some examples include organizations where different people play different roles, or leadership has transitioned over time and it's best to speak to multiple members to get an accurate sense of how the organization thinks. Another example is where some interviewees might be too shy or uncomfortable to speak alone with an interviewer, but would be more candid and forthcoming in a group setting.
- G. Maintain a comprehensive record of all meetings and stakeholder interviews for future reference, analysis and reporting.

If resources are limited, consider the following adjustment:

- Minimize the number of in-person interviews to be done, prioritizing those stakeholders with significant power and influence, and other stakeholders who would have significant challenges doing phone interviews.
- Supplement a limited number of in-person interviews with a more broad-based survey, as described in #5 above.

7. Develop a Synthesis Report

At the close of the assessment, a report on the findings and recommendations towards an approach for engaging the community in Ocean Planning should be written. This step can be taken during the fifth or sixth month. This report can guide and inform (1) the content of the Ocean Plan; (2) the structure of the Ocean Planning process; and (3) the structure of the ongoing stakeholder engagement process. The report should demonstrate (ideally with a graphic) how the stakeholder assessment and stakeholder engagement steps integrate into the Ocean Planning process. This report is an invaluable resource to Ocean Planning Team members involved in writing and developing the ocean plan because it helps them see how well the plan resonates within the larger community. It is also a useful 'report out' to ocean resource stakeholders to inform them of the results of their interviews and to demonstrate that the process has heard and will address their feedback. *(See Appendix C for the Table of Contents of our Team's American Samoa Stakeholder Assessment and Engagement Project, which illustrates the key elements of a report-out on the results of an assessment).* Specific recommendations in developing the report include:

- A. Develop an Executive Summary that summarizes the purpose, approach, findings and recommendations.
- B. If translation of the full report is not possible, translate at least the Executive Summary into the predominant language(s) spoken by ocean resource stakeholders.
- C. Organize the report to sort feedback both by Stakeholder Group as well as by Key Issues. This format allows for a more thorough understanding of both the range of issues and the interests of the various stakeholder groups as they relate to these issues.
- D. Use quotes selectively to illustrate key points.
- E. To retain confidentiality, do not attribute quotes to individuals.

- F. Present the recommendations to the Ocean Planning Team and invite any other key stakeholders.
- G. Include the Synthesis Report as an appendix to the Ocean Plan

If resources are limited, consider the following adjustments:

- Consider simply bulleting the most commonly and consistently-expressed thoughts and suggestions from the interviews
- Consider summarizing only the issues of most concern, based on asking interviewees to rank these during interviews.

8. Integrate Stakeholder Input into Plan and Finalize Stakeholder Engagement Approach

As the Ocean Planning process continues, stakeholder input should be incorporated into both the process of creating the plan, and in developing the plan's content. This approach maximizes engagement by involving stakeholders in both plan development and output. This recommendation applies from the very first stakeholder interviews through plan adoption. Specific recommendations include:

- A. Integrate the stakeholder issues, concerns, and feedback gathered during interviews and presented in the report, into the Ocean Planning process design. Use the specific input to either validate and strengthen the Ocean Planning Team's initial assumptions about key issues and concerns, or perhaps qualify and revise some the Ocean Planning Team's assumptions.
- B. Look carefully for any significant inconsistencies between the issues, and concerns identified by the Ocean Planning Team vs those raised by stakeholders. These may indicate topics and issues that require further investigation by the Ocean Planning Team, or perhaps where further stakeholder education is needed.
- C. Design the process so as to continue to engage ocean resource stakeholders and get their ongoing feedback as the Ocean Plan is drafted. Techniques to integrate ocean resource stakeholders into the drafting of the Ocean Plan include: identifying key representatives of ocean resources uses and local communities and continuing to solicit feedback from these representatives through (1) phone conversations (2) invitations to attend Ocean Planning meetings (and possibly present on issues of concern), (3) notifying stakeholders about online comment periods for the Plan, and/or (4) convening working groups (e.g. of community leaders representing a specific geographic area).
- D. To establish effective, balanced and consistent communication with key representatives, it may be wise to identify members of the Ocean Planning Team who can serve as outreach members and representatives of the Team. The initial stakeholder assessment detailed in this document can help to identify key representatives who represent key issues of concern in Ocean Planning, are likely to engage productively, and who are willing to report back to the other community members who they represent.
- E. Integrate stakeholder issues, concerns, and feedback on draft goals, objectives, and implementation strategies into the Ocean Plan. Ideally, stakeholders should see their ideas and concerns reflected and addressed clearly in the Ocean Plan.
- F. Of course, not all stakeholder issues raised by stakeholders may be appropriate to can and should be incorporate into the Ocean Plan. In such instances, provide

a clear explanation of why some points raised in stakeholder feedback are addressed by this particular process while others were not integrated into the synthesis report.

- G. Report back to stakeholders on the ways in which their feedback has been incorporated into the ocean plan and planning process. A report back could come in several different forms. For example, Ocean Planning Team members could include a stage of drafting in which representatives of the team convene (a) stakeholder meeting(s) and report back to stakeholders on a near-final version, and ask for any additional stakeholder comment. Or, an introductory section (or an appendix) to the Plan could describe the stakeholder feedback received, and explain how this input was incorporated into the Plan. Similarly, if summaries of stakeholder interviews were created, on-line software could be used to generate 'word clouds' that identify terms most commonly cited, and which can be highlighted in the Ocean Plan.

If resources are limited, consider the following adjustments:

- Consider simply identifying where the Plan addresses the bulleted most commonly and consistently-expressed thoughts and suggestions from the interviews (see #7 above).
- Consider allowing stakeholders to provide additional feedback online, but ensure someone with responsibility for the Plan is monitoring and responding to this feedback.

9. Overarching Recommendation: Use an Adaptive Approach

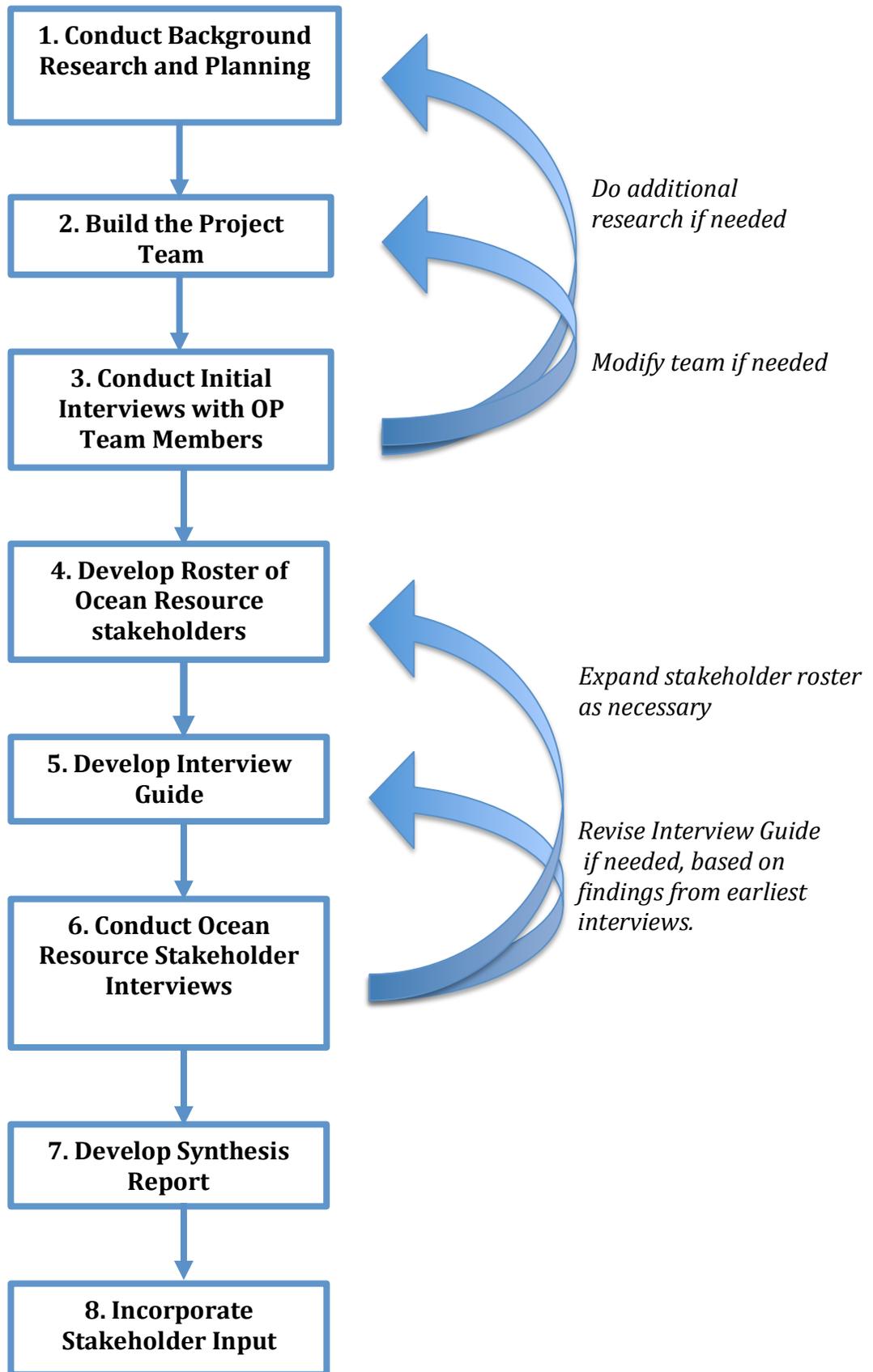
While the phases above are organized chronologically in a basically linear process, it is important that practitioners also employ an adaptive approach that allows for flexibility as new information is uncovered. For example, as the Project Team conducts stakeholder interviews, it may discover that the interview guide does not address a key issue or interest of a stakeholder group; the Team should modify the guide to address this issue. Or, during interviews the Team may discover a stakeholder interest that it had previously identified, but which should be involved in the engagement process. The process should be prepared to learn and adapt to new information as they work through the process of stakeholder engagement. Stakeholder engagement is often like seeking facts and clues to complete a collectively-written story, and some of these facts and clues may be contradictory or unclear. In many cases, these contradictions and vagaries lead to a deeper, richer understanding of the context for planning within a jurisdiction.

The flow diagram below outlines each of the recommended stakeholder assessment and engagement phases, and illustrates how this adaptive approach can be used.

If resources are limited, consider the following adjustments:

- Consider adapting any stage in the process only if a substantially detrimental flaw is discovered. In other words, don't adapt a stage to optimize the process, but do adapt it if you detect a fatal error in your approach.

Diagram I. Employing an Adaptive Approach to Stakeholder Assessment and Engagement



Acknowledgements

This report represents the capstone of the past year's Stakeholder Engagement Support Project for the American Samoa Ocean Planning Process on the part of the authors. We wish to acknowledge the invaluable support and advice of several colleagues in completing both the project and this lessons learned report.

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We also acknowledge the financial support of the Moore Foundation, which has committed funding to USIECR for their work on CMSP.

Appendix A: Additional Resources

- American Samoa Ocean Planning Team Meeting Summary, August 9-11 2017 Pacific Islands Regional Planning Body, American Samoa. Accessed Dec. 8, 2017, pacificislandsrpb.org/american-samoa/
- American Samoa Ocean Planning Team Meeting Summary, May 23 2017 Pacific Islands Regional Planning Body, American Samoa. Accessed Dec. 9, 2017, pacificislandsrpb.org/american-samoa/
- American Samoa Ocean Planning Team Meeting Summary, April 9 2017 Pacific Islands Regional Planning Body, American Samoa. Accessed Dec. 8, 2017, pacificislandsrpb.org/american-samoa/
- American Samoa Ocean Planning Team Meeting Summary, February 1-3 2017 Pacific Islands Regional Planning Body, American Samoa. Accessed Dec. 8, 2017, pacificislandsrpb.org/american-samoa/
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U.S. Institute for Environmental Conflict Resolution webinar trainings:

Effective Stakeholder Engagement in Marine Planning Training 1:

<https://www.openchannels.org/webinars/2014/principles-effective-stakeholder-engagement-marine-planning-training-1>

Effective Stakeholder Engagement in Marine Planning Training 2:

<https://www.openchannels.org/webinars/2017/principles-effective-stakeholder-engagement-marine-planning-training-2>

Appendix B: Example Interview Guides from the American Samoa Stakeholder Engagement Support Project

(A) American Samoa Ocean Planning Team Member Interview Guide

General Background

How involved have you been in the ASOP process since it started in January 2016?

Impressions about the Status of AS Ocean Resources

1. The next question is a kind of “speed round”. We’d like to gauge your views of trends in the **overall** health and quality of Am Samoa’s different marine resources over the past five to ten years. We’re going to ask you to consider on a scale of 1 to 5 how the condition of the following ocean resources have changed. 5 = getting much better; 4 = getting somewhat better; 3 = holding steady; 2 = getting somewhat worse; 1 = getting much worse:
 - a. Coral Reefs
 - b. Coastal shorelines (erosion)
 - c. Management of Runoff
 - d. Management of Effluent
 - e. Wetlands
 - f. Nearshore water quality
 - g. Pago Pago Harbor water quality
 - h. Deeper ocean water quality
 - i. Nearshore and reef fisheries
 - j. Pelagic fisheries
 - k. Bottomfish fisheries
2. How would you characterize the following marine sectors in terms of their importance to Am Samoa’s overall economy. (Note – this is for broad-based economic impacts, not individual businesses or families): (use a 1 – 5; where 5 = Very important); 4 = Somewhat important; 3 = unsure/no opinion; 2 = Somewhat unimportant; 1 = Not very important;
 - a. Purse seine fishing
 - b. Commercial longline fishing
 - c. Alia fishing
 - d. Port of Pago Pago cargo operations
 - e. Cruise ship operations
 - f. Beachfront hotels and resorts
3. What types of local (American Samoa) activities pose the most significant threats to marine resources? (e.g., industrial, residential, etc.)
4. Of course, climate change is a global phenomenon. What climate-change impacts to ocean resources have you noticed already in Am Samoa? What longer-term climate change impacts are you most concerned about for American Samoa’s future ocean resources?
5. Are you familiar with the 2003 American Samoa Ocean Resource Management Plan? (*Probes*): Were you involved in developing or implementing it? How effective and influential has it been in terms of guiding ocean planning?

6. How effective do you think the American Samoan territorial Marine Protected Area program has been?
7. What do you think are the most significant misconceptions about ocean resources in American Samoa, particularly within the broader community?

Intergovernmental Cooperation

1. For which marine issues are the levels of intergovernmental coordination and cooperation highest, and for which issues are they the lowest?
2. Can you name examples of prior intergovernmental planning efforts in American Samoa that resulted in very effective outcomes for marine resource management? (If so, what were the factors that made coordination and cooperation successful?) (the planning, not so much the monitoring)
3. What would you say is the key factor to enhancing intergovernmental cooperation in ocean planning and marine resources management?

Stakeholder Engagement

1. Can you name examples of prior successful and effective stakeholder engagement efforts that resulted in positive outcomes for natural resource management? (Probe): What were the key factors that made these efforts succeed?
2. What are the most important factors for achieving a high level of credibility and trust for any planning process in American Samoa?
3. What specific forms of outreach and engagement have you seen to be most effective for natural resources planning and management in American Samoa (e.g., general community education, listening sessions, formal meetings, village-focused engagement, etc). (Probe): What forms of outreach and engagement have been least effective?
4. What agency or entity is best-positioned and most-capable of conducting effective outreach and engagement for the ASOP process?
5. Thinking about American Samoa broadly, what do you think are the community's main concerns for the long-term health and quality of ocean resources? What would you like the community to be more concerned about than they currently are?
6. For what ocean planning topics or issues do you most want to receive community input?
7. What types of stakeholder groups or individuals are most important to the success of the ASOP development and implementation?

(B) Ocean Resource Stakeholder Interview Guide

General Background

1. Is your livelihood directly dependent on the use or protection of marine resources?
2. What is your job title and how long have you been in this position?
3. If you were not born in American Samoa, how long have you lived there?

Impressions about the Status of AS Ocean Resources.

2. We'd like to gauge your views of trends in the **overall** health and quality of Am Samoa's different marine resources over the past five to ten years. Think of this as a kind of "speed round". We're going to ask you to consider on a scale of 1 to 5 how the condition of the following ocean resources have changed. We'll use a scale of 1 – 5 where: 5 = getting much better; 4 = getting somewhat better; 3 = holding steady; 2 = getting somewhat worse; 1 = getting much worse;
 - a. Coral Reefs
 - b. Coastal shorelines (erosion)
 - c. Management of Runoff
 - d. Management of Effluent
 - e. Wetlands
 - f. Nearshore water quality
 - g. Pago Pago Harbor water quality
 - h. Deeper ocean water quality (beyond the reef)
 - i. Nearshore and reef fisheries
 - j. Pelagic fisheries (*offshore fish, like tuna*)
 - k. Bottomfish fisheries (*e.g., snapper, grouper, etc*)
8. How would you characterize the following marine sectors in terms of their importance to Am Samoa's overall economy. (Note – this is for broad-based economic impacts, not individual businesses or families): (use a 1 – 5; where 5 = Very important); 4 = Somewhat important; 3 = unsure/no opinion; 2 = Somewhat unimportant; 1 = Not very important;
 - a. Purse seine fishing
 - b. Commercial longline fishing
 - c. Alia fishing
 - d. Port of Pago Pago cargo operations
 - e. Cruise ship operations
 - f. Beachfront hotels and resorts

We have a couple of questions about threats and impacts.

9. What types of local (American Samoa) activities pose the most significant threats to marine resources? (e.g., industrial, residential, etc.)
10. Of course, climate change is a global phenomenon. Have you noticed and climate-change impacts to ocean resources in Am Samoa? What longer-term climate change impacts are you most concerned about for American Samoa's future ocean resources?

11. Are you familiar with the American Samoa Territorial Government's Marine Protected Area program? If so, how effective do you think it's been in terms of restoring or protecting fisheries and other marine resources?
12. Are there any major marine resource problems or issues that you think most people in American Samoa don't fully appreciate or understand?
13. Are there any major marine resource issues that you think government agencies do not pay enough attention to?

Stakeholder Engagement

8. Have you ever been approached before by territorial and/or federal government agencies about your thoughts regarding marine resource issues? If yes, what issues were they?
9. If #1 is 'yes', then - Can you recall the type of outreach format the agency or agencies used? For example, were you invited to a large group meeting, or did someone come to your business or village to talk to you?
10. If #1 is 'yes' and they recall the format, then - Do you think the outreach format the government used was effective in terms of getting honest and direct input and advice from you? Probe: If not, why wasn't it effective? If it wasn't effective, what would have been a better way for government to get your input?
11. What are the most important factors for achieving a high level of credibility and trust for any planning process in American Samoa?
12. What specific government agency or agencies do you consider most responsible for ocean planning? What agency or agencies would you like to see doing community outreach and stakeholder engagement for ocean planning?
13. Thinking about American Samoa broadly, what do you think are the community's main concerns for the long-term health and quality of ocean resources? What issues would you like the community to be more concerned about than they currently are?
14. For what ocean planning topics or issues do you most want to provide community input to government agencies?
15. Are there any types of stakeholders who you think have not been involved enough in ocean planning?

(C) Local Community Representative (Village Pulenuu) Interview Guide

Mataupu tau le Sami/Marine Issues:

- 1. O a alagā'oa o le gataifale ma le sami e sili ona tāua i lou nuu?**
What coastal and ocean resources are most important to your village?
- 2. O a ni lamatiaga pito ogaoga mo alagā'oa o le sami e manatu lou alālafaga o iai? E faapefea ona fo'ia lea vaega?**
What does your village think are the greatest threats to ocean resources? How do you think they should be addressed?
- 3. Ua e silafia ni suiga tele i le siosiomaga o le sami i le 5 i le 10 tausaga talu ai?**
Have you noticed any big changes to the marine environment over the last 5 to 10 years?
- 4. O a ituaiga atina'e tau tagata e te manatu e matua tugā sona aafiaga mo alagā'oa tau le sami? (suesue atili: ffg. lo'ilo'i, faalapisi, vaa e masaa a latou suauu i le vai, fagotaga i le po, faaogaga o le fana i'a ma vailaau 'o'ona mo faigafaiva)**
What kinds of human activities do you think are most harmful to marine resources? (Probes: for example piggeries, littering, boats leaking oil into the water, night fishing, use of dynamite and poison for fishing)
- 5. O le a sau taga'i i ai i le tulaga lelei ma le mau o faiva e faatino lata i le matafaga? (fesili tulituliloa: e te manatu ua soona fagotaina lou alalafaga?)**
What's your assessment of the quality and abundance of nearshore fisheries? (follow up: do you think there has been any overfishing in your village?)
- 6. O pulea e lou alalafaga ni alagā'oa tau le sami i soo se faiga? O a ni alagā'oa ma ni faatinoga o tou vaaia ma aisea fo'i? E faapefea ona faamalosia na tulafono?**
Does your village manage local marine resources in any way? What resources or activities do you manage and why? How are those rules or regulations enforced?
- 7. O e silafia ni tulafono poo ni tuutuuga a le malo o Amerika Samoa poo le Feterale mo alagā'oa tau le sami? Afai o lea, o le a so latou aogā i sou finagalo? Faamata e manaomia pe aogā?**
Are you aware of any American Samoa Government or Federal Government rules or regulations for ocean resources? If so, what do you think their purpose is? Do you think they are necessary or effective?
- 8. O e silafia ni feeseeseaiga tau le tamaoiga i le va o ituaiga fagotaga eseese e pei o le fagotaga tau alia ma fagotaga o le toso poo vaafagota tetele? Afai o lea, o le a sou silafia o ia faafitauli/feteenaiga?**
Do you know of any economic conflicts between different types of fishing, for example alia fishing and longline or purse seine fishing? If so, what is your understanding of those conflicts?

Lagolagosua a Sui Auai/Stakeholder Engagement:

9. **Na iai se ofisa o le malo na fesiligia oe mo sou sao i mataupu tau fuafuaga tau le sami? O a ofisa/faalapotopotoga e te manatu e tatau ona aofia i fuafuaga tau le sami? Faamata e tatau ona ta'ita'i ofisa o le malo (e pei o le Ofisa o Alagaoa tau le sami /gataifale, Ofisa o le Puipuiga o le Siosiomaga, poo le Matagaluega o Pisinisi ma Alamanuia) ma le Ofisa o Mataupu tau Samoa?**
Have you been approached before by any government agency for your input on ocean planning issues? What agencies/organizations do you think should be most involved in ocean planning? Do you think that stakeholder engagement for ocean planning should be led by an ASG agency (like DMWR, ASEPA, or DOC) and OSA?
10. **E faapefea ona maua mai e tagata galulue mo le fuafuaga o le sami faamatalaga sili mai ia te outou, ma 'o ā foi ni ituaiga faamatalaga e tatau ona iai i le fuafuaga?**
How can the ocean planners best get information from you, and what types of information and issues should the plan include?
11. **O iai ni faataitaiga o ni galuega fuafua i Amerika Samoa na aofia ai finagalo o alālafaga, e fai ma faataitaiga lelei mo le faagasologa o fuafuaga tau le sami?**
Are there any examples of planning efforts in American Samoa that have effectively included village perspectives that could serve as good models for the ocean planning process?

Galulue soofaatasi o ofisa o le malo/Intergovernmental Coordination:

12. **O le a le lelei o le galulue faatasi o le malo Feterale ma ofisa o le malo a le teritori i matapu tau le sami? E faapefea ona faaleleia atili?**
How good is the cooperation between federal government and territorial government agencies on ocean issues? How could this type of cooperation be improved?

Fesili pe a lava le taimi ma e loto malie e tali/Potential questions if there is more time and willingness to answer them:

13. **O iai ni lotu/ekalesia i lou alalafaga o auai i pulega o alagaoa poo puipuiga i soo se auala? Afai o lea, o faapefea ona auai?**
Are any churches in your village involved in ocean resource management or protection in any way? If so, how are they involved?

Appendix C: Example Synthesis Report Table of Contents

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A. Background and Purpose of the Stakeholder Engagement Support Project	Error! Bookmark not defined.
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4. AMERICAN SAMOA OCEAN PLANNING TEAM MEMBER INTERVIEW FINDINGS

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- Agencies/Organizations to Lead the American Samoa Ocean Planning process.... **Error! Bookmark not defined.**
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- Threats to Ocean Health **Error! Bookmark not defined.**
- Climate Change Impacts..... **Error! Bookmark not defined.**
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- Perceived Misconceptions in the Community About Ocean Resources..... **Error! Bookmark not defined.**
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- Marine Issues with High Intergovernmental Cooperation:..... **Error! Bookmark not defined.**
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- Effectiveness of the American Samoan Marine Protected Area Program..... **Error! Bookmark not defined.**

5. BROADER STAKEHOLDER COMMUNITY INTERVIEWS ERROR! BOOKMARK

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6. VILLAGE LEADER INTERVIEWS ERROR! BOOKMARK NOT DEFINED.

A. Tutuila Village Leader Interviews **Error! Bookmark not defined.**

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- Threats to Ocean Health **Error! Bookmark not defined.**
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B.	Manu'a Village Leader Interviews	Error! Bookmark not defined.
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7. ANALYSIS OF SELECTED FINDINGS ERROR! BOOKMARK NOT DEFINED.

A. Relative Status of Significant Ocean Resources Error! Bookmark not defined.

B. Economic Importance of Different Marine Sectors Error! Bookmark not defined.

C. Comparison of American Samoa Ocean Planning Team Member, Village Leader and Broader Stakeholder Community Responses to Specific Questions and Issues... Error! Bookmark not defined.

8. RECOMMENDATIONSERROR! BOOKMARK NOT DEFINED.

Recommendation #1: Further develop and articulate clear leadership to deepen the credibility of the Ocean Planning process. **Error! Bookmark not defined.**

Recommendation #2: Further refine and communicate a clear and compelling purpose for the American Samoa Ocean Plan. **Error! Bookmark not defined.**

Recommendation #3: Develop and use a range of engagement formats and tools for outreach. **Error! Bookmark not defined.**

Recommendation #4: Work with both the Office of Samoan Affairs and key resource agencies to engage villages. **Error! Bookmark not defined.**

Recommendation #5: Frame compelling incentives to all stakeholders to fully engage in the Ocean Planning process. **Error! Bookmark not defined.**

Recommendation #6: Devise strategies to anticipate and overcome obstacles the Stakeholder Engagement team faced. **Error! Bookmark not defined.**

Recommendation #7: Consider the use of a Joint Fact Finding (JFF) process to address any areas of significant technical disagreement and uncertainty. **Error! Bookmark not defined.**

9. AMERICAN SAMOA OCEAN PLANNING TEAM STAKEHOLDER ENGAGEMENT ACTION PLAN ERROR! BOOKMARK NOT DEFINED.

10. LIST OF APPENDICES ERROR! BOOKMARK NOT DEFINED.