A pilot toolkit for monitoring community stewardship for the Reef

The Great Barrier Reef Foundation and University of Queensland recognise Aboriginal and Torres Strait Islander peoples are the Traditional Owners of the Great Barrier Reef and as first nations people hold inherent rights, interests, and obligations to protect and care for their Country. We are committed to the meaningful collaboration and engagement with Reef Traditional Owners throughout the delivery of its ongoing projects, including the co-design of policies, programs, and investments.

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Piloting practical ways to monitor community Reef protection

This project aims to pilot some practical tools for groups delivering community Reef protection action to measure stewardship activities and **outcomes** for a range of projects.

The programs and projects that contribute to community Reef protection aim to improve the engagement of the broader community in the protection of the Great Barrier Reef (i.e., enabling Reef stewardship). But how do we measure that in a meaningful and practical way?

Helping to strengthen measurement of community stewardship activities, as well as demonstrating and celebrating the contributions, is foundational to the Reef Trust Partnership (RTP) Community Reef Protection program design. This toolkit offers a chance to test the usefulness of a range of tools and provides opportunities for support to community projects currently funded under the RTP to put them into practice. The toolkit was designed in response to feedback from community groups on their priorities, motivations and barriers to monitoring stewardship. Your feedback on the implementation and usefulness of the toolkit will also inform the broader PROTECT (People and Reef Organisations Tacking Environmental Change Together) project development.

> **What is PROTECT?**
> With funding and support from the Great Barrier Reef Foundation (GBRF), the University of Queensland are working with CSIRO and the Queensland University of Technology on a project (People and Reef Organisations Tackling Environmental Change Together or PROTECT) to develop monitoring and reporting tools that can be used by organisations that work with the community to protect and restore the Great Barrier Reef (the Reef). While the overall project will be completed in 2024, the PROTECT team are currently working with groups and organisations involved with the RTP Community Reef Protection Component to help develop plans, tools, and frameworks specifically for them and that can be used to monitor Reef stewardship. For more information on the project download the PROTECT factsheet.

Who should use this toolkit?

This toolkit has been designed for groups or organisations that are involved in delivering projects or activities that enable community members to become active stewards of the Reef. This toolkit is designed to help those groups create a monitoring plan to measure community Reef stewardship, as well as provide guidance on data collection methods and tools.

What additional support can be provided? Who can I contact?

Over the coming months, the PROTECT team will be in contact with participating organisations to share the toolkit, and to offer our assistance with implementing it.

> ⚠️ *For groups working with GBRF, your RTP reporting already asks you to collect information on some of the identified **indicators**. This is the chance to trial some new innovative approaches, such as vox pops and voting containers, or to dig a bit deeper with tailored **monitoring** for your specific project.*

The PROTECT team may help with:

- ✓ Trailing and implementing the stewardship monitoring plan
- ✓ Selecting and amending specific tools or frameworks for monitoring stewardship
- ✓ Analysing, summarising, and interpreting the results of monitoring activities
- ✓ Creating and sharing stories that demonstrate the **impacts** of community stewardship for the Reef and help celebrate success.

To get involved, or if you have any questions, please contact:

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What is community stewardship for the Reef?

Stewardship actions are those voluntary actions that aim to deliver positive environmental, social, cultural, and/or economic outcomes for the Great Barrier Reef* and its people. Diverse types of actions are considered stewardship (such as on-ground ecosystem restoration, or engagement in advocacy and encouraging others). While stewardship is commonly defined in action terms alone, broader conceptual models of stewardship recognise the importance of enabling conditions in creating the right 'environment' for stewardship to flourish. Therefore, voluntary actions are enabled by various motivations, capacities, and opportunity, which are underpinned by internal and external capital.

In this definition, the Great Barrier Reef (the Reef) includes all land and water from the beaches on the coast, the bays and creeks, the islands, the shoals and seafloor, the open waters, and of course the coral reefs; and 'actions' include activities, interventions, projects, programs, behaviours, and application/use of technologies and practices.

We asked community organisations involved in Reef stewardship what stewardship meant to them and they told us:

"It's about holding carriage of and looking after a particular part of the ecosystem... in this case the Reef"
"Caring for an environment and essentially standing up for its right"
"Respecting our country, and caring for our country"

"It's about managing or assisting in the overseeing of the environment for the greater good."

What has been included in this toolkit?

This toolkit includes a template for creating a monitoring plan for Reef community stewardship (Monitoring Plan Template). The purpose of the plan is to help organisations to monitor the things that they are doing that enable Reef community stewardship.

The plan has adopted an impact framework approach, as used by CSIRO, which sets forth that the pathway to creating impact begins with activities that produce outputs, which themselves are translated through short to medium term outcomes into long term impact.

While monitoring plans will look different depending on the specifics of the program or project, they all follow the same basic structure and include the same key elements. Essentially the monitoring plan sets out:

- what questions need to be answered for each impact framework category (i.e., activities, outputs, outcomes, and impacts)
- what data to collect (i.e., indicators)
- how to collect the data (i.e., methods)
- when to collect the data, and who from
- who to share the results with

The template also explains which indicators of stewardship are 'core' and should be considered a priority for groups that seek to monitor the activities, outputs, outcomes and/or impact of their activities. The core indicators are considered a priority as they have a stronger and/or more direct effect on stewardship or are a direct measure of stewardship itself, and therefore, provide useful insights for adaptive management. The template also highlights which questions and indicators align to the reporting requirements and project logic for Reef Trust Partnership grants.

⚠️ *The monitoring plan template is designed to monitor only those aspects of your program or project that are specific to community stewardship for the Reef and may form part of a larger monitoring and evaluation plan.*

The toolkit also includes a summary table of recommended data collection methods (Appendix A), including a description of each method, what indicator it can be used for, as well as pros and cons related to its use. For some of the methods, we have provided additional instructions and templates in the Appendices:

- Privacy and Informed Consent
- Working with A&TSI communities
- Anonymous voting
- Photovoice
- Most Significant Change
- Impact Logs

- Online data collection tools
- Post-event surveys
- Local Environmental Stewardship Indicator Survey
- Community Reef Programs Evaluation Survey

This is not an exhaustive list. There are myriad ways to collect data that can be used to monitor stewardship activities, outputs, outcomes, and impacts. The methods included were chosen because they:

- Are relatively easy and straight forward to implement
- Have been demonstrated to be useful and reliable data collection methods
- Can provide data and insights aligned to core indicators of stewardship

Choosing the right data collection method depends on many different considerations. Some methods are better suited to some indicators than others, while some are better suited to only certain types of participants. Use the summary table in Appendix A to help decide on the most appropriate method.

Finally, words that have been **bolded** in the text are defined in the **glossary** to help demystify some of the more technical terms that have been used in the toolkit.

Why is developing a monitoring plan for Reef stewardship important? What can I use the information for?

Monitoring your projects activities, outputs, outcomes and impacts are often a contractual obligation. However, collecting data is a waste of time if no-one puts it to use! There are many benefits and uses for monitoring stewardship.

Understanding impact	• Understanding the impact of your activities – on the people and communities involved, for your organisation, and/or for the Reef
Adaptive Management	• Helping to identify opportunities for improvements for current and future activities • Sharing your insights and lessons with others, and having evidence to support those insights • Investors can use the information to inform better decision making for Reef management
Celebrating and sharing success	• To communicate and celebrate stories of impact and success • Recognising the role of volunteers and community members as stewards for the Reef
Gain additional support	• Building awareness of Reef stewardship and using insights to attract more participants/volunteers • Having evidence-based reasons to promote your success to attract more funding and investment in stewardship activities

We asked community organisations involved in Reef stewardship on their motivations for monitoring stewardship, and they told us:

"I would love to understand how people's attitudes to managing country has changed."

"And for you to be able to get some of the feedback or interviews or whatever, with some of the people that have been impacted, socially impacted and educated, that you could use to create more awareness"

"When you have that data, you can concentrate more of your resources and money and time and effort onto the things that have the greatest impact."

Who needs to be involved in developing the monitoring plan?

This guide has been developed primarily for the manager of a project or activity that has a community Reef stewardship focus. By working through the toolkit, you can develop a tailored monitoring plan for your project or activity. It will help you choose an appropriate set of **indicators** and select the most appropriate tools for collecting data. Remember, every plan will be different because every context is different!

Other staff from your organisation or group might need to be involved or informed depending on the specific monitoring activity. For example, the person that will be responsible for implementing a monitoring activity (for example, asking participants or volunteers to complete a most significant change survey) will need to ensure that they understand what is required of them. In larger organisations, you may need to involve other people or teams (e.g. working with a communications lead to develop messages or to provide data analytics like the number of times a website was visited).

When should I develop the monitoring plan? How long will it take?

Ideally, a monitoring plan should be developed concurrently to planning the project or activity. Don't worry if that is not possible; a monitoring plan can be developed right up until you hold your first event or activity that you plan to monitor.

You should set aside at least half a day to go through the guide and create your tailored monitoring plan. Depending on which tools and frameworks you decide to use, you may need to set aside additional time. Time and resources may not be available for small projects to develop a full monitoring plan. In these circumstances, we recommend using at least a basic monitoring plan, where you identify at least one goal that you hope to achieve and a way to assess this.

What do I do with the collected the data?

Once you've collected the data, it's time to analyse, interpret, and then describe your findings. This phase is critical because it turns data into conclusions, lessons, and recommendations that you can use in reporting back to your funders, sharing information with your colleges and partners, integrating data in report cards, and developing communications for a broader audience.

A myriad of ways to analyse and interpret data exist depending on the **indicator**, the type of data collected, what method was used and what the data can be used for.

This YouTube video, produced by the University of Melbourne, provides tips for analysing, interpreting and presenting data.

The PROTECT team can assist with analysing, summarising and interpreting the results of monitoring activities.

Monitoring Plan for measuring Community Reef Stewardship

Project Overview

Project description

Project timeline

Project contact/s

Monitoring Overview

Monitoring principles

1. Ensure all communications are clear, appropriate, relevant and timely.
2. Approaches to **monitoring** are inclusive and appropriate (for example, identify and use communication channels that work for each community group/stakeholder).
3. All participants will be made aware of the purpose of monitoring activity and will be provided with an opportunity to be informed of the results.
4. Commit to continuous improvement – The plan will be dynamic and living document that will incorporate lessons, new information and changing circumstances.

Goals of the project

1. Increase community members' **capacity** and/or motivation to deliver positive **outcomes** for the Reef though:
    a. place attachment, identity, and connections with the Reef (i.e., **cultural capital**)
    b. wellbeing and emotions (i.e., **emotional capital**)
    c. increased knowledge, understanding and skills relevant to Reef stewardship (i.e., **human capital**)
    d. relationships with and between community members (i.e., **social capital**)
    e. access to infrastructure, technology and financial resources (i.e., **physical and financial** capital).
2. Increase the adoption of behaviours that deliver positive **outcomes** for Reef, including:
    a. on-ground actions (e.g., catch and release fishing or planting coral fragments, citizen science)
    b. social actions (e.g., advocacy or donating)

c. household actions (e.g., reducing carbon emissions)
   d. civic actions (e.g., participation in campaigns or fund raising)
3. Improve environmental **outcomes** and **values** relevant to the Reef (e.g, coral reef habitats maintain good condition and resilience)
4. Improve social, cultural, economic **outcomes** and **values** relevant to the Reef (e.g., human wellbeing, sustainable industries)
5. Raise the profile of community stewardship for the Reef
6. Engage and involve diverse groups (i.e., youth and Traditional Owners) in Reef stewardship

Risks

Provide a list of risks to the implementation of the **monitoring** plan and describe how these will be addressed. Some common risks and issues have been provided below. Modify or delete as appropriate.

Risks and issues	Level of risk	Mitigation actions/strategy
Misconceptions about the purpose of the monitoring activity	High/Med/Low	Communicate with stakeholders from the beginning following the principles of an informed consent approach and ensure results are transparent and credible.
Risks to the health, safety and wellbeing of participants	High/Med/Low	All relevant WHS policies will be complied with. Each activity will be assessed for potential risks and appropriate mitigation strategies will be developed.
Poor response rates to data collection methods	High/Med/Low	Use incentives to encourage participation. Ensure data collection method is simple and straight forward and easy to complete.
Difficult to reach communities	High/Med/Low	Identify and use appropriate communication channels for diverse groups.
Unexpected team absences/ COVID impacts	High/Med/Low	Have a backup plan for all activities, roles and responsibilities

Reporting

Describe when, and to whom, you will report on the **outcomes** of your **monitoring** plan. The Great Barrier Reef Foundation provides contracted organisations with a separate reporting template, with due dates stipulated in the contract.

Report type	When/Frequency	Audience	Purpose
GBRF Final Report for CAP Projects	End of project	GBRF	To report on contracted deliverables

Monitoring Plan

What do you want to know?	What indicator will you use to answer this question?	Core indicator	GBRF Report Template Section	GBRF Program Logic Alignment[1]	How will you monitor this? (Data collection tool or method)	What/who will you monitor? [2] (Data source)	Who will collect and analyse the data?	When will you monitor this? (Frequency/Schedule)
Activities and outputs								
To what extent have the Reef stewardship activities been achieved as planned/contracted?	Number and type of activities completed (e.g., field days, education and outreach activities, behaviour change activities)	Yes	3.2 3.6	Influence Activities – On-ground community Reef protection activities	Activity register	Communication and engagement plans	Project team	In line with milestone reporting requirements
How many people attended each planned stewardship activity?	Total participant engagements[3] Total number of participants that were new to the activity Total number of youth (< 25 years) engaged Total number of Indigenous people engaged	Yes	3.5	Influence Activities – On-ground community Reef protection activities	Participant register/records	Participants at activities	Activity/event host	At each activity
How long did people spend engaged in each stewardship activity?	Total number of hours volunteered	No	3.5	Influence Activities – On-ground community Reef protection activities	Participant register/records	Participants at activities	Activity/event host	At each activity
What were the biophysical/cultural **outputs** of the activities?	Extent and type of **outputs** (e.g., weight of marine debris removed, number of trees planted, number of emission	Yes	3.7	Influence Activities – On-ground community Reef protection activities	Outputs/activity register or database	Marine debris litter removal	Project team	At each activity

[1] See Appendix N for GBRF Program Logic or click here.

[2] Add in the role/s, and ideally, the specific person/s that will be responsible for this monitoring activity

[3] This is the total number of community members that you have engaged through your planned activities, acknowledging that people may have engaged in multiple activities.

What do you want to know?	What indicator will you use to answer this question?	Core indicator	GBRF Report Template Section	GBRF Program Logic Alignment[1]	How will you monitor this? (Data collection tool or method)	What/who will you monitor? [2] (Data source)	Who will collect and analyse the data?	When will you monitor this? (Frequency/Schedule)
	reduction, number of cultural values mapped)					Marine and terrestrial habitat restoration Flora and fauna survivorship Climate change mitigation Cultural Heritage Other		
How many stewardship related communication **outputs** were produced?	Number and type of stewardship related communication products (e.g., factsheets, case studies, social media posts)	No	3.4	Influence Activities – Invest in communication and engagement that empowers positive actions for the Reef	Communications register	Communication and engagement plans	Project team	In line with milestone reporting requirements
How many people were reached through stewardship related communications?	Number of unique visits to website Number of new sign-ups to newsletter Number of social media 'likes' or 'shares'	No	-	Influence Activities – Invest in communication and engagement that empowers positive actions for the Reef	Online data analytics	Website metrics Facebook insights tool	Project team	After the release of communications Quarterly
Outcomes and Impact								
What has the impact of the stewardship activities been on the **cultural capital** of people involved?	Place attachment, connections and/or identity associated with the Reef	No	3.1 3.3	Intermediate outcomes - Enhanced understanding of Reef values and benefits	Photovoice Surveys Semi-structured interviews MSC Impact logs	Participants at activities Visitors to websites Newsletter subscribers	Project team	At each activity

What do you want to know?	What indicator will you use to answer this question?	Core indicator	GBRF Report Template Section	GBRF Program Logic Alignment[1]	How will you monitor this? (Data collection tool or method)	What/who will you monitor? [2] (Data source)	Who will collect and analyse the data?	When will you monitor this? (Frequency/Schedule)
What has the impact of the stewardship activities been on the **emotional capital** of people involved?	Wellbeing and/or emotions associated with the Reef	No	3.1 3.3	Intermediate outcomes - Enhanced understanding of Reef values and benefits	Anonymous Voting Photovoice Surveys Semi-structured interviews MSC Impact logs	Participants at activities Visitors to websites Newsletter subscribers	Project team	At each activity
What has the impact of the stewardship activities been on the **human capital** of people involved?	Awareness, knowledge and/or skills of Reef issues and stewardship	Yes	3.1 3.3	Intermediate outcomes – Maintain capacity and participation for local community action	Anonymous Voting Photovoice Surveys Semi-structured interviews MSC Impact logs	Participants at activities Visitors to websites Newsletter subscribers	Project Manager	At each activity
What has the impact of the stewardship activities been on the **social capital** of the community involved?	Community participation and trust/satisfaction in decision making relevant to stewardship Awareness of pro-Reef **norms**	No	3.1 3.3	Intermediate outcomes – Community and Traditional Owners are move involved in planning, implementing and monitoring actions. Success stories for 'amping up' stewardship are shared. People engaged in action inspire others.	Surveys Photovoice Semi-structured interviews MSC Impact logs Internal reflection	Community members involved in Reef stewardship decision making processes Meeting minutes Project team	Project Manager	At the completion of the project
What has the impact of the stewardship activities been on the **financial and physical capital** of	Extent of, and/or satisfaction with, additional community access to financial resources to support stewardship activities (e.g., financial	Yes	3.1 3.3	Intermediate outcomes – Champions (esp. youth/Traditional Owners) are	Surveys Photovoice Semi-structured interviews	Participants at activities	Project Manager	Ongoing cumulative reporting

What do you want to know?	What indicator will you use to answer this question?	Core indicator	GBRF Report Template Section	GBRF Program Logic Alignment[1]	How will you monitor this? (Data collection tool or method)	What/who will you monitor? [2] (Data source)	Who will collect and analyse the data?	When will you monitor this? (Frequency/Schedule)
the community involved?	incentives granted engage in stewardship) Extent of, and/or satisfaction with, additional community access to infrastructure/technology (e.g., access to boats to carry out stewardship activities, provision of laptops to support citizen science activities). In-kind contributions			supported to lead through placed-based and industry Reef and non-Reef based. People and organisations are valued and supported to participate in reef protection activities.	MSC Impact logs			
What stewardship actions have people adopted/undertaken through their involvement in the activities?	Number of people/households/ businesses adopting (or intending to adopt) new measurable actions to protect and/or restore the Reef (for behaviour and practice change projects) LESI (Local Environmental Stewardship Indicator)	Yes	3.5	Intermediate outcomes – people engaged in action continue.	Surveys Photovoice MSC Impact logs	Current and past participants	Project Manager	At each activity /six weeks post-events
What has the impact of the stewardship activities been on the Reef's **values**?	Species abundance Habitat quality (incl. water quality) Ecosystem productivity No loss, or protection, of habitat extent Reduction in threat/s	Yes	3.1 3.3	End of partnership outcomes – Community action is delivering more effective outcomes for the Reef and community	Monitoring condition of values Photovoice MSC Impact logs	Value Condition Reports (e.g., Reef Report Cards) Scientific Experts Indigenous Rangers Citizen Science Programs	Project Manager	At the completion of the project
To what extent were the **impacts** on Reef **values** directly or indirectly produced by the stewardship activities?	Project contribution to **Reef value impacts**	No	3.1 3.3	End of partnership outcomes – More targeted local action that aligns with strategic goals	What else test Internal reflection	Project Team	Project Manager	At the completion of the project

What do you want to know?	What indicator will you use to answer this question?	Core indicator	GBRF Report Template Section	GBRF Program Logic Alignment[1]	How will you monitor this? (Data collection tool or method)	What/who will you monitor? [2] (Data source)	Who will collect and analyse the data?	When will you monitor this? (Frequency/Schedule)
What, if any, unanticipated positive or negative changes or other **outcomes** have occurred from the activities?	Description of positive and negative **outcomes**	No	3.8	End of partnership outcomes & Long term goals	MSC Impact log Internal reflection	Current and past participants Project team	Project Manager	At the completion of the project
	Legacy							
Will the stewardship activities **impacts** continue over time and after the project ceases?	Likelihood that people will maintain/continue adopted stewardship actions Number of people/households/ businesses that have maintained stewardship actions post the completion of the activity (e.g., 3-6 months post)	No	-	Long-term goals	Surveys MSC Impact log Internal reflection	Current and past participants	Project Manager	At the completion of the project

Appendix A: Data Collection Method and Tools

⚠️ *Before collecting any data read Appendix B and Appendix C to understand your obligations in relation to collection private information and/or working with Aboriginal and Torres Strait peoples.*

User Friendliness
● A method suitable for an adequately prepared novice
● A method of intermediate difficulty, possible with an internal team
● An advanced method aimed mostly at professional evaluators or researchers

Resourcing
Low – Not time intensive and not costly
Moderate -
High – Time intensive and/or costly

Method	What is it?	What indicators can be it be used for?	User-friendless	Resources	Pros	Cons	Templates/Useful links
Anonymous Voting	Anonymous voting containers is a method of collecting data for a single survey question, without burdening respondents with an online or paper survey. This method works best at an event or a stall in which community members visit and then leave at different times. This method also works well for younger participants like school children.	Survey questions can be used to gather high level insights for any **indicator** but are most suited to understanding **indicator**s related to community capital.	●○○		Fast and efficient Can ask specific questions Suitable for young people, people with poor literacy or CALD groups	Limited to only asking one or two questions	Instructions for using anonymous voting containers for surveys has been provided in Appendix D.
Photovoice	Photovoice uses cameras or smart phones in the hands of your participants and asks them to document, reflect upon and communicate the **outcomes** they're experiencing. Photovoice can be a powerful and accessible tool for marginalised groups, young people, people who do not read or write in a dominant language or people with socially stigmatised conditions or status. In the context of evaluation, photovoice can give these groups an opportunity to frame **outcomes** on their own terms.	Any **impact** or outcome **indicator**	●○○		Provides visual content Good for helping to explain complex concepts Gives a face to a project Photos can 'contain' a large amount of information Low cost and easy to share Highly flexible	Informal style Lack of control Can be time consuming to collect and analysing data	Instructions for how to set up Photovoice have been provided in Appendix E.

Method	What is it?	What indicators can be it be used for?	User-friendless	Resources	Pros	Cons	Templates/Useful links
Most Significant Change (MSC)	MSC technique is a form of participatory measurement and evaluation. It involves collecting stories about significant change directly from individuals. MSC can be used to help understand the **impact** of activities and events on individuals in an authentic and powerful manner. It is also an appropriate tool when you are interested in the effect of the intervention on people's lives and keen to include the words of non-professionals.	Any **impact** or **outcome indicator**	●○○	(gauge)	It is a good means of identifying unexpected changes and impacts. It is a participatory form of **monitoring** that requires no special professional skills.	Can be time consuming to collect and analyse data	An adapted Most Significant Change template has been provided in Appendix F.
Impact logs	All **projects** receive feedback. The sentiment and perceptions of the people that you engage with can be complimented by short stories or instances of **impact** which are observed by you and your staff as they undertake activities. To gather those observations and insights, create an impact log. Recording the feedback in an impact log makes it easy access that feedback in future.	Any **impact** or **outcome indicator**	●○○	(gauge)	Fast for collecting data Suitable for gathering qualitative data for a range of factors Good for gathering data for complex concepts It is a good means of identifying unexpected changes and impacts.	Can be time consuming to analyse data	An adapted Impact Log template has been provided in Appendix G.
Surveys	A survey involves asking a series of questions. While the questions are mostly written down and completed by the respondent on their own (either online or in person on a hardcopy), they can be administered by an interviewer who will fill out the survey on the respondent's behalf (either in person, or over the phone, or virtually). They are used when there is a need to quickly and/or easily get lots of information from people in a non-threatening way.	Surveys can be used to gather high level insights for any **indicator** but are most suited to understanding **indicator**s related to community capital.	●●○	(gauge)	Fast and efficient Wide reaching Can ask specific questions Suitable for gathering quantitative data for a range of factors Can be used to assess changes (i.e., pre and post an event) Can be completed anonymously	Survey fatigue Not suitable for people with poor literacy or CALD groups Low completion rates for emailed surveys Not suitable for understanding complex or nuanced matters Not suited to gathering large amounts of qualitative data	A list of example questions for each **indicator** has been provided in Appendix H. An example post-survey has been provided in Appendix J. Access to online survey for participants of RTP Community Reef funded projects/ activities has been provided in Appendix L.

Method	What is it?	What indicators can be it be used for?	User-friendless	Resources	Pros	Cons	Templates/Useful links
Semi-structured interviews	Like a survey, a semi-structured interview involves asking community members a pre-determined set of questions, however, unlike a survey, there is an opportunity for the interviewer to explore responses and ask more nuanced questions. To ensure a non-biased response, it is important to conduct interviews with a range of different stakeholders who hold different perspectives. They can be done one-on-one or in groups as part of a Focus Group. A Vox Pop is a short version of an interview that is filmed.	Interviews can be used to gather high level insights for any **indicator** but are most suited to understanding **indicators** related to community capital.	●●○	(gauge)	Good for understanding complex concepts Can uncover unforeseen issues or impacts Methods like vox pops can be both a monitoring tool and a communications product	Conducting one on one interviews is time consuming Getting everyone involved and contributing can be hard for focus groups Potential for mob mentality in Focus Groups Despite its widespread use they have quite a specific research methodology	Semi-structured interview	Clear Horizon What is a vox pop?	Vox Pops International Production Studio
In kind contribution log	An **in-kind** contribution is a contribution of a good or a service other than money. Some examples include: voluntary labour (for example, painting work); donated goods (for example, equipment or technology) or donated services (for example, advice from an expert).	**In-kind** contributions	●●○	(gauge)	Quick and easy calculation	-	In-kind contributions worksheet	Victorian Government Volunteer Replacement Cost Calculator	The Centre for Volunteering
Local Environmental Stewardship Indicator	This method develops a local environmental stewardship **indicator** (LESI), which represents the level of stewardship action of a person at a place. The goal of the **indicator** is to quantify stewardship activity and allow it to be compared and modelled. LESI requires a brief survey to ascertain an individual's past and current stewardship activities, which are scored on a frequency scale for each of seven action categories: sustainable use, education, advocacy, informal enforcement, **monitoring**, preservation, restoration.	Adoption of stewardship actions	●●○	(gauge)	Quantify reported stewardship behaviour (as opposed to attitudes or intentions) as a single number. Enable comparisons of stewardship between individuals and places. Allow development of models to understand the predictors of stewardship.	Requires experience with statistics and access to statistical software to generate score.	An example LESI-survey has been provided in Appendix K

Method	What is it?	What indicators can be it be used for?	User-friendless	Resources	Pros	Cons	Templates/Useful links
What else test	In many situations it is not possible, nor necessary, to prove that your program (on its own) caused an outcome. In this situation, we recommend seeking out contribution, rather than attribution. This is especially important when you are working in a situation where there are multiple factors likely to have caused the observed change in addition to your work. This is important if you are working in a crowded space where many actors also contributing to the same outcome.	Project contribution to **outcomes**	●●○	🎛	Useful for understanding project contribution.	Can be subject to bias without multiple lines of evidence.	Clear Horizon's 'Tools for evaluating complexity' series: What else test
Internal Reflections	The biggest value-add of measurement and evaluation is translating findings into actionable insights and adapt our work to better achieve **outcomes**. Recording learnings in a database and/or holding an internal reflections workshops facilitates the translation of findings from your **monitoring** and evaluation data collection into insights and recommendations.	Any **impact** or outcome **indicator** Project contribution to **outcomes**	●●●	🎛	Recognises the insights, contributions and experience of the project team. Supports translation of data into actionable insights.	Can be subject to bias without multiple lines of evidence.	Learning brief template A critical reflection framework information sheet | Department of Education Victoria Reflection workshop | Clear Horizon

Appendix B: Privacy and Informed Consent

Instructions:

Sometimes you might need to collect information that is considered personal information.
The Privacy Act defines personal information as information or an opinion about an identified individual, or an individual who is reasonably identifiable: whether the information or opinion is true or not; and whether the information or opinion is recorded in a material form or not.
Some of the more common types of personal information are names, email addresses, or someone's picture.

⚠️ *If you plan to use photovoice, vox pops or any other method that involves capturing someone's image, you __must__ undertake an informed consent process.*

Before collecting any personal information, you must have their permission before starting. Getting the permission can be done in different ways – verbally or using a consent form. Your knowledge of the people and risks involved is important when deciding what is right to do.
Whether you are seeking verbal or written consent you must provide enough information so that people can make an informed decision. This should include:

- ☐ What you plan to do
- ☐ The types of personal information that you will be collecting
- ☐ Who else is involved
- ☐ When you plan to do it
- ☐ How long you will be
- ☐ What you plan to the do with the collected information. For example, do you plan to use specific quotes or stories obtained in reports or communications?
- ☐ What or how will the community benefit

Where can I find more information?

[What is personal information? | Office of the Australian Information Commissioner](#)

[What does informed consent involve? | Office of the Australian Information Commissioner](#)

[Ethics, privacy and safety in place-based work | Clear Horizons](#)

Appendix C: Working with Aboriginal and Torres Strait Islander communities

This checklist was adapted from: Community Engagement Toolkit | Department of Infrastructure, Local Government and Planning

Before commencing any **monitoring** activities with Aboriginal or Torres Strait Islander communities, read the below checklist.

☑ Understand cultural, social and political contexts

Cultural competency, appropriate skills and attitudes, and an understanding of the social and cultural contexts of place and 'country' are important to build trust and enhance engagement processes. This is all part of understanding the community that you will be working with, the relationships that exist within the community, and how the community is connected to external stakeholders.

☑ Understand your obligations in relation to obtaining Free, Prior, and Informed Consent

Free, Prior and Informed Consent (FPIC) is a specific right that pertains to indigenous peoples and is recognised in the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP). It allows them to give or withhold consent to a **project** that may affect them. When working with Traditional Owners and First Nations people, there are useful guidelines on the process of gaining Free, Prior, and Informed Consent.

☑ Identify local groups and individuals

It is important to identify Indigenous people with rights and interests in a place, especially those that are authorised to speak for a place. This should include men and women because they may be responsible for different heritage places and **values**. Working in partnership with organisations that work with, or represent, Aboriginal and Torres Strait Islander individuals and communities will help to make sure that the needs and interests of these people are captured and addressed as part of your work. It is also useful, where possible, to obtain guidance from Elders.

Know Your Community is online tool that enables anyone to build a community profile containing information and data about Aboriginal and Torres Strait Islander peoples and communities across Queensland. This resource can be accessed online at Know Your Community | Aboriginal and Torres Strait Islander peoples | Queensland Government (www.qld.gov.au)

☑ Test your approach

This will help to build community ownership of the approach. For example, asking for written responses may not be the most appropriate way to capture feedback in some communities. You may also need to consider the need for an impartial facilitator to help you establish behavioural ground rules when working with a community. Generally, to communicate effectively you need to consider:

- using clear language, with jargon, acronyms and technical terms clearly explained, and consider the first spoken language particularly in remote communities
- the different meaning of words in different communities
- using a range of channels including talking posters, community radio and other Indigenous media, and audio and verbal methods if the community is in a remote area
- using local Aboriginal and Torres Strait Islander voices and stories to share your messages, and using culturally specific elements including language, talent, design and music
- gender-specific protocols and sensitivities
- most Indigenous languages are oral and cannot be translated into written form
- listening to people and taking the time to make sure that it is all right for you to speak freely.

The ARPNet Dilly Bag can be used to guide your approach. The Dilly bag has fourteen tools which have been tried and tested: a post event evaluation form; group discussions; interviews; checklists; surveys; ranking; participatory matrix; timeline; wealth ranking; participatory mapping; transect walk; venn diagram; flow diagram; role plays Each of these tools is summarized on a card which explains what to do, what to bring, where to do it, suggested questions, potential problems and useful tips.

☑ Timeframes

Concepts of time and timeliness differ across cultures, and responses to community issues and events can affect logistical arrangements to engage with particular communities (e.g. community participation in Sorry Business). In more remote areas, the timing of visits to local communities should be driven by those communities.

☑ Culturally appropriate behaviour

Have you identified the culturally appropriate way to behave when meeting with Aboriginals and Torres Strait Islanders?

This can include understanding:

- protocols about Men's and Women's Business (including how to store any information that is collected that relates to either Men's or Women's Business, as well as whether it is acceptable to store this information)
- protocols about Sorry Business
- the established order in which people can speak or contribute o the swear words may be accepted as part of the conversation
- that humour could be misunderstood
- the need to dress respectfully

- the need to use formal addresses and acknowledge older people and Elders
- that silence is a common communication style in many communities, and may have different meanings in different communities
- the importance of listening and not asking too many questions
- local body language protocols, particularly in relation to eye contact, body contact and personal space
- local protocols for relaxation after work, if staying in the community.

Where can I find more information?

Engaging with Traditional Owners | AIATSIS

Appendix D: Anonymous voting containers

Instructions:
Anonymous voting containers is a fun method of collecting data for a single survey question, without burdening respondents with an online or paper survey. This method works best at an event or a stall in which community members visit and then leave at different times. This method also works well for younger participants like school children or for people that are over-surveyed.

Step 1.
Decide on your survey question. Some examples are provided below.

- *I feel more capable of taking action to care for the Reef*
- *I feel that actions I can do will make a different for the Reef*

Have the question clearly written on a board or a card on table near the exit and have pre-prepared tokens for the 'voting'.

Variation: Have a question on each different bucket and ask respondents to write their answers on a card or post it note before putting it in the container.

Step 2.
Place the tins or buckets or jars represent each different response to a single survey question. It is preferred that the container is opaque so respondents cannot see each other's responses and are less susceptible to groupthink.

The question can be changed based upon the needs of your organisation, but we recommend keeping the same response format (ie: positive/happy/agree, unsure/neutral and negative/sad/disagree) as these are easily understood by everyone and you can use smiley faces to represent the responses.

Step 3.
The number of tokens in each container are counted at the end of the activity and recorded for reporting purposes.

Appendix E: Photovoice

Instructions:

Over the years, reflexive photographs, photo novella, photo elicitation and photo-interviewing have been coined to refer to the use of photographs to elicit information from people.
Essentially each is a qualitative method used for community-based research and evaluation. Photos can tap into a deeper part of people and their involvement in your **project**. It can be particularly powerful with young people or people who do not like surveys!

You can guide your participants verbally or by giving them written instructions at or post the event.

> *There is a strong likelihood that your participants will be capturing images of people/other participants which is considered private information. Use the guidelines provided in Appendix B to ensure you follow an informed consent process.*

As well as providing data and evidence that can be used for your **monitoring** plan, you can use the photos for creating content in future communication and engagement materials. Be sure to include this additional purpose in your consent process!

Step 1.
Define the purpose of using photovoice in your context.

Step 2.
Ask participants to take photographs of the changes or **impact**s that they have seen as a result of participating in the activity/activities.

Step 3.
Ask participants to choose a photograph or a small number of photos that **best represent** the changes they have seen (this exercise can be done individually or as a group) and ask them to contextualise their favourite images with brief captions or stories (for participants with limited writing, this can be done through interview).

Step 4.
Synthesise and look for patterns across the photos chosen (this can be done with participants).

Step 5.
Feedback and communicate the results to the participants.

Where can I find more information?

Photovoice in Your Community | Community Tool Box

Photovoice Method | Clear Horizon

Photovoice method | Flinders University

Evaluation Journal of Australasia article on the use of photo-interviewing: definitions and examples

Appendix F: Most Significant Change Survey

Instructions:
Distribute the below survey to your participants. This can be done as written form or online survey, or via a vox pop interview that could be recorded and either transcribed or to use the footage.

⚠️ *There is a strong likelihood that your participants will be include detail that is considered private information. Use the guidelines provided in Appendix B to ensure you follow an informed consent process.*

As well as providing data and evidence that can be used for your **monitoring** plan, you can use the photos, content and/or videos for creating content in future communication and engagement materials. Be sure to include this additional purpose in your consent process!

Template:
You recently attended an event hosted by [insert your organisation]. We would love you hear from you about what has been happening since the event and have six simple questions for you to answer. Your responses are important for us to understand the **impact** our organisation is having and to design better events in the future.

Tell me how you first became involved with [insert organisation name] and what your current involvement is?

_____

_____

_____

From your point of view, describe a story that epitomises the most significant change that has resulted from your involvement with [insert organisation name]?

> There may have been many changes, great and small, positive and negative. Choose the change that you feel is **most significant**. Describe who was involved, what happened, where and when. Include enough detail to make it understandable by someone not familiar with the organisation and to make it possible to follow up later to see if the change has continued. You might like to think about: changes to the quality of people's lives; changes in people's participation in **stewardship** actions; changes to the sustainability of organisations and activities; any other changes.

_____

_____

_____

_____

_____

_____

_____

Why was this story significant for you? Why did you choose this particular change?

_____

_____

_____

_____

How, (if at all) has the work of the [insert organisation name] facilitators and/or coordinators contributed to this?

_____

_____

_____

_____

_____

Give your "news story" a headline, summarising it in a few words:

_____

_____

Would you like to attach any pictures or documents to support your story?

☐ No

☐ Yes

Do you consent to us using your story for publication (tick one):

☐ No

☐ Yes, but without any identifying information

☐ Yes, I am happy for you to use my name and/or image

Where can I find more information?

Most significant change user guide | Clear Horizon

What is a vox pop? | Vox Pops International Production Studio

What is a vox pop? - YouTube

Appendix G: Impact Log

This tool was adapted from: Learning and **Impact** Log | Oceanwatch

Instructions:
Information can be collected either by setting up a shared document (using the template below) and/or setting up a special email account so that staff or volunteers can quickly send emails to the account whenever they see something that could be a potential **impact**. Examples include noting what someone has said, describing what they saw, or taking a quick photo/video.

Template:

Where and when did it happen?	
Who observed by the **impact**?	
What did you see/hear?	
How did it come about?	
Who was involved?	
What type of **impact** was it?	*i.e., common types of **impact**s are human, cultural, natural, and/or social **impact**s*
Any evidence available (photos/docs/links)	
If personal information has been included, has consent for the information to be used in publications or reporting be granted?	

Where can I find more information:

Impact logs: A basic introduction - Research to Action

Appendix H: Example Indicator Questions

Many of the below **indicators** have been adapted from: [Social and economic long term **monitoring** program (SELTMP) for catchment residents | CSIRO](#)

Instructions: The following questions can be used in a survey (quantitative or qualitative questions) or semi-structured interview (qualitative questions). Some recommended core **indicators** have been identified because they are thought to have a stronger and/or direct effect on **stewardship**. However, you should select questions based on their alignment to the **indicators** selected and included in your **monitoring** plan. Recommended data collection tolls have been provided in Appendix I.

⚠️ *The focal point of the below questions is the Reef. Where appropriate, change the focal point to something more meaningful and place specific for your target community. For example, a Reef region or even a local beach.*

Indicator	Core Indicator	Inclusion in stewardship monitoring programs	Example quantitative question	Example qualitative question
Place attachment	No	SELTMP Reef 2050 LTSP	The Reef provides an important place for me to spend time with family and friend I can't imagine a better place for what I like to do Living close to the GBR is important to me because of my lifestyle 1=very strongly disagree to 10=very strongly agree	-
Identity associated with the Reef	No	Reef 2050 LTSP Strong People, Strong Country	The Reef is part of my identity 1=very strongly disagree 10=very strongly agree	Why is the Reef important to you personally?
Connections to the Reef	No	SELTMP Strong People, Strong Country	The Reef is an important part of my culture I have a strong emotional bond to the Reef Since becoming involved with [insert project/activity], I feel more connected to the Reef 1=very strongly disagree to 10=very strongly agree	Please describe your connections to the Reef? What are the first words that come to mind when you think of the Great Barrier Reef?

Indicator	Core Indicator	Inclusion in stewardship monitoring programs	Example quantitative question	Example qualitative question
Wellbeing associated with the Reef	No	SELTMP Strong People, Strong Country	Visiting the Reef makes me feel better physically After visiting the Reef, I feel restored and relaxed 1=very strongly disagree 10=very strongly agree Since becoming involved in [insert project/activity] has your mental wellbeing changed? 1 =significantly decreased 5=significantly increased	Please describe how the Reef contributions to your wellbeing or lifestyle? Thinking about your involvement in this project, what is the greatest benefit generated for you as a person?
Emotions related to the Reef	No	SELTMP Reef 2050 LTSP	When you hear about damage to the Reef, to what extent does it make you feel [insert target emotion: sad, angry, afraid, helpless, disappointed]. 1=not at all 5=a great deal I am [insert positive emotion: proud, happy, grateful, hopeful, in awe] of the [insert Reef value] in my region 1=very strongly disagree 10=very strongly agree	When you think of the Reef, please describe how you feel?
Attitudes towards the Reef and Reef Stewardship	Yes		I feel morally obligated to reduce any impacts I might personally have on the Reef 1=very strongly disagree 10=very strongly agree How likely are you to you talk to your friends and family about the Reef? 1=not at all likely 5=highly likely	When you think of the Reef, what do you think about?
Awareness of Reef issues	Yes	SELTMP Reef 2050 LTSP	How would you describe the health of the Reef? 1=very poor to 5=excellent How problematic do you think each of the following issues or threats are for the Reef? [insert target issues/threats] 1 = not a problem at all 5 = a very big problem	What do you think are the three (3) most serious threats to the Reef?

Indicator	Core Indicator	Inclusion in stewardship monitoring programs	Example quantitative question	Example qualitative question
Knowledge and skills to undertake Reef stewardship	Yes	Reef 2050 LTSP	I learnt how I can contribute to improving Reef health in my region I feel more capable of taking action to care for the Reef I feel that actions I can do will make a different for the Reef 1=very strongly disagree 10=very strongly agree	Given your experience with this project, have you discovered something different that you can do for the Reef into the future? If yes, please describe.
Efficacy to undertake Reef stewardship	Yes	SELTMP	I feel that I <u>cannot</u> make a personal difference in improving the health of the GBR 1=very strongly disagree 10=very strongly agree	
Adoption of actions that protect, restore and care for the Reef (i.e., on-ground, civic, social and household behaviours)	Yes	SELTMP Reef 2050 LTSP	I think adopting additional interventions to manage the GBR is…. 1 = Not at all needed 5 = Critically needed How likely is it that you will start [insert target action/s] in the coming months? 1=not at all likely 5=highly likely When you visit the Reef, how often do you engage in the following actions? [insert target actions] 1 = Never 5 = All the time	Given your experience with this project, what do you plan to do to help care for this place and its wildlife? Can you give some recent examples?
Contribution to "Healthy Reef" outcomes	Yes	Reef 2050 LTSP Strong People, Strong Country	Please indicate the degree to which the project/activity has achieved/contributed to the following outcomes: {Insert list of environmental outcomes] 1=very strongly disagree 10=very strongly agree	Thinking about your involvement with this project, what is the greatest benefit generated for the Reef?

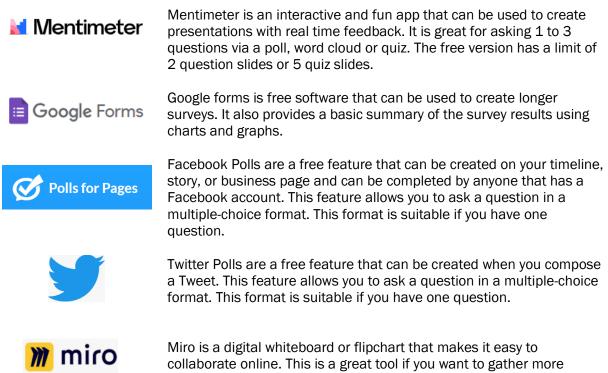| Indicator	Core Indicator	Inclusion in stewardship monitoring programs	Example quantitative question	Example qualitative question
Contribution to "Healthy People" outcomes	Yes	Reef 2050 LTSP Strong People, Strong Country	Please indicate the degree to which the project/activity has achieved/contributed to the following outcomes: {Insert list of social, economic or cultural outcomes] 1=very strongly disagree 10=very strongly agree	Thinking about your involvement with this project, what is the greatest benefit generated for the community involved?
Norms associated with Reef Stewardship	Yes	SELTMP	I think that most people in my local area try to reduce any impacts they have on the Reef. I believe it is the responsibility of everyone in my local area to reduce their impacts on the GBR 1=very strongly disagree 10=very strongly agree	Please describe what other people, whose opinion your care about, are doing to reduce their impacts on the Reef?
Community participation in decision making relevant to stewardship	No	SELTMP Reef 2050 LTSP Strong People, Strong Country	There are opportunities available to me to have a say in how the Reef is managed I think that the benefits and costs of managing the GBR are distributed fairly across different groups of people (e.g., GBR residents, tourist operators, fishers) 1=very strongly disagree 10=very strongly agree	Please describe your contribution to Reef stewardship decision making processes?
Satisfaction with Reef stewardship decision-making processes	No	SELTMP Reef 2050 LTSP Strong People, Strong Country	Overall, I feel satisfied with how the Reef is managed I think that decisions about managing the Reef are made in a fair way I feel my involvement is valued I feel that I can influence this project and it's activities 1=very strongly disagree 10=very strongly agree	-
Trust with Reef stewardship decision-making processes	No	SELTMP	Thinking about the information you receive about the Reef, how much do you trust information about the Reef that comes from the following groups?	-

Indicator	Core Indicator	Inclusion in stewardship monitoring programs	Example quantitative question	Example qualitative question
			[insert groups] 1=do not trust at all 10=trust very strongly I trust the science about Reef health and management. 1=very strongly disagree 10=very strongly agree	
Proportion of people involved who agree that community is leading change and decision making.	No	SELTMP Strong People, Strong Country	I feel I personally have some influence over how the Reef is managed. I feel able to have input into the management of Reef in my region if I choose to. I feel I can contribute to a network of people caring for the Reef 1=very strongly disagree 10=very strongly agree	-
Likelihood that people will continue stewardship actions	No	-	How likely are you to continue being involved with this project into the future? How likely are you to continue with [insert target behaviour] outside of your involvement with [insert project/organisation]? 1=not at all likely 5=highly likely	-

Appendix I: Online data collection tools

Instructions: There are many fun and innovative online tools that you can use to collect data from your participants. You can use the tools to collect both quantitative and qualitive responses to questions from the examples provided in Appendix H or any question that aligns to your monitoring plan. You can use the tools online during a webinar presentation or in person using the participant's smart phone. Many social media platforms have polling functions embedded into their platforms. Each of the below logos are hyperlinked to the platform.

Mentimeter	Mentimeter is an interactive and fun app that can be used to create presentations with real time feedback. It is great for asking 1 to 3 questions via a poll, word cloud or quiz. The free version has a limit of 2 question slides or 5 quiz slides.
Google Forms	Google forms is free software that can be used to create longer surveys. It also provides a basic summary of the survey results using charts and graphs.
Polls for Pages	Facebook Polls are a free feature that can be created on your timeline, story, or business page and can be completed by anyone that has a Facebook account. This feature allows you to ask a question in a multiple-choice format. This format is suitable if you have one question.
(Twitter)	Twitter Polls are a free feature that can be created when you compose a Tweet. This feature allows you to ask a question in a multiple-choice format. This format is suitable if you have one question.
miro	Miro is a digital whiteboard or flipchart that makes it easy to collaborate online. This is a great tool if you want to gather more qualitative data from your participants, to workshop ideas or to involve them in collaborative planning/decision making processes. The free version allows you to create a limited number of whiteboards.

Appendix J: Post-Event Survey

Instructions: The below survey can be distributed to attendees at the completion of a stewardship event or activity. Participants can complete either a hard copy, or you can create an online version using an online data collection platform described in Appendix I. This survey can be adapted to include any of the survey questions described in Appendix H. You may like to add some basic demographic questions like age and gender so you can describe the people that completed the survey and understand how representative the responses are of the wider community.

If you are asking people to complete the survey using an online form on the day, QR codes can be a quick and easy way for participants to access the survey. We recommend displaying the QR code on a screen at the end of your event and asking participants to complete the survey then and there. There are many free online QR code generators available online.

If you are emailing the survey, we recommend that you:

1. Be very clear on the purpose of the survey and how long it will take to complete.
2. Never send a survey that will take longer than 5 minutes to complete
3. Personalise the survey to ensure that the participant or group being targeted understands why their feedback is important to you
4. Offer something in return to encourage participation and thank people for their time. For example, offer to contribute $5 for each completed survey to a Reef related charity.
5. Send participants a time-limited reminder to complete the survey. For example, this survey is closing in two days. Reminders will often get a higher response rate than the original request.

> *There is extensive survey fatigue amongst the volunteer and Reef community. Think about using alternative, more innovative methods to gather the same data. For example, Anonymous Voting Containers, Photovoice or as a Vox Pop.*

Template:

How **satisfied** are you with today's [event/activity/stall/presentation]?

☐ Not at all   ☐ Somewhat   ☐ Moderately   ☐ Very   ☐ Extremely

Why have you given this rating?

_____

_____

What did you like best about your experience today? Why?

_____

_____

_____

What about your experience could be improved? How?

_____

_____

_____

After today's event, how **positively** do you feel the future of the Reef?

☐ Not at all   ☐ Somewhat   ☐ Moderately   ☐ Very   ☐ Extremely

Why have you given this rating?

_____

_____

How much did you learn today?

☐ Nothing   ☐ A little bit   ☐ Some   ☐ Quite a bit   ☐ A great deal

What did you learn from your experience today?

_____

_____

_____

What will you do differently because of what you leaned today?

_____

_____

How **likely** are you to you talk to your friends and family about what you learnt?

☐ Not at all   ☐ Somewhat   ☐ Moderately   ☐ Very   ☐ Extremely

Thinking about your involvement with this event, what is the greatest benefit generated for the Reef?

_____

_____

_____

Do you have any other feedback?

_____

_____

_____

Where can I find more information:

[Questionnaires | Clear Horizon](#)

[Survey Best Practices & Design Guidelines | SurveyMonkey](#)

[Survey Tips & Tricks | Qualtrics](#)

[How to create a QR code](#)

Appendix K: LESI Scale

This scale was developed by Turnbull, Johnston and Clark (2020) LESI: A quantitative **indicator** to measure local environmental **stewardship**, 7, https://doi.org/10.1016/j.mex.2020.101141

Instructions: This method develops a local environmental stewardship indicator (LESI), which represents the level of stewardship action of a person at a place. The goal of the indicator is to quantify stewardship activity and allow it to be compared and modelled. LESI requires a brief survey to ascertain an individual's past and current stewardship activities, which are scored on a frequency scale for each of seven action categories:

Sustainable use	Using the natural resources of a site in a sustainable way, such as catch and release fishing, following sustainable fishing rules such as size and bag limits, sustainably collecting other resources such as kelp (wrack) and sea shells.
Education	Telling others about the site and its marine life (wildlife), explaining how to care for these (e.g. briefing people before diving), organizing and attending education events, and publishing information about local wildlife.
Advocacy	Advocating for a site and its marine life, such as signing a petition regarding stewardship of the site, writing to government, visiting and speaking with an official, attending rallies and participating in a "Friends of" group.
Informal enforcement	Acting to enforce conservation-related rules such as speaking to people breaking the rules, proactively explaining the rules to people, recording non-compliance or reporting it.
Monitoring	Keeping systematic records of the site including cataloguing and identifying photos and videos of wildlife, and participation in citizen science programs.
Preservation	Acting to prevent modification or development of the site, asking people not to fish at the site even though they are allowed, dune preservation and treading lightly (both above and under water).
Restoration	Acting to return the site to a prior state, such as picking up rubbish on land, collecting and disposing of rubbish on dives, participating in clean-up events above and under water, re-planting dunes, and watering plants.

There are a number of ways you could administrate the LESI question:

- Develop an online survey or form, and display to participants at the end of the activity using a QR code or email to participants 3 months post their participation
- Embed within a written post-event evaluation survey
- Use anonymous voting containers and ask participants to write their responses on cards or post-its

Using the template below, define the place and delete any stewardship action categories unrelated to your project/activity.

Template:

The following questions relate to your activities at _____.

For each of the below categories, have you done anything, or do you regularly do anything, to help care for this place and its wildlife? Can you give me some recent examples / can you tell me more about that? Include how often you have undertaken that action?

Category	Yes/No	Can you give some recent examples?	How often do you undertake that action?
Sustainable use			
Education			
Advocacy			
Informal enforcement			
Monitoring			
Preservation			
Restoration			

Scoring:

Step 1. Score each participant for each of the categories using the below 0-4 scale.

0 = action never taken at site

1 = action taken once, often as an exception to regular behaviour

2 = action taken sometimes, often incidentally to other priorities

3 = action taken most times the participant was at site

4 = action taken always when possible on site, as a matter of priority

Step 2. On completion of data collection, conduct principal component analysis (PCA) to determine the weightings for the context of the study. PCA may resolve one or more principal components, with the coefficients of the first principal component representing the LESI weightings.

Step 3. Calculate the stewardship score for each participant using the LESI equation, using the weightings in step 2.

Step 4. To determine site-level stewardship, calculate average or maximum stewardship across all participants at the site. Maximum stewardship is a good indicator as it represents the activities of the most active stewards at a site – "uber-stewards" – that may have the most impact on the site, for example through regular clean-ups, advocacy or establishment of norms.

Appendix L: Community Reef Programs: Evaluation Survey

Instructions: This survey is for participants of RTP Community Reef funded events/activities. The survey collects data on **human, emotional, social and cultural capacity**, as well as the specific project **outcomes** and **legacy**. Print a copy of this survey to hand out at your next community Reef stewardship event or display the QR code on your screen and ask participants to complete the survey <u>while they are at the event.</u>

Template:

Share your views and experience and go in the draw to win a $100 Coles Group and Myer Gift Card
We are partnering with Queensland University of Technology to evaluate community Reef programs.
We would love to hear your views.
Use the QR Code complete a brief (5 minute) survey about your experience.

Why is the study being conducted?

The research project aims to help understand people's experience of community Reef protection programs and what people find most meaningful. The outcomes of the research will help us better understand community programs and design programs that meet community needs. You are invited to participate because you have been involved in a community Reef protection program.

What does participation involve?

This 5-minute survey will ask you questions about your experience with community Reef programs.

Your participation is entirely voluntary and all responses are anonymous.

Your decision to participate or not participate will in no way impact you or the organisation you have been involved with.

Where can I find more information?

Use the QR Code to access the full Participant Information Sheet and survey questions. If you have any additional questions or require further information please contact one of the researchers: Angela Dean angela.dean@qut.edu.au or Jennifer Loder jloder@barrierreef.org.

This project is funded by the partnership between the Australian Government's Reef Trust and the Great Barrier Reef Foundation.

These questions are about your involvement in the Reef Protection Programs.

Which organisation did you volunteer with or contribute to? (if you are unsure, please indicate the region you were volunteering in)
_____

What best describes your participation in this program?

☐ I am new to this activity

☐ I've participated a few times

☐ I am a regular participant

Thinking about your involvement with this program, what is the greatest benefit generated for the Reef? *This can be broad or specific - there is no right or wrong answer. Please provide as much detail as you think.*

_____
_____
_____

Thinking about your involvement with this program, what is the greatest benefit generated for you as a person? *This can be broad or specific - there is no right or wrong answer. Please provide as much detail as you think.*

_____
_____
_____

How likely are you to continue being **involved with this program** into the future Please place a tick (✔) in the corresponding box.

1 = Not likely at all	2	3	4	5 = Highly likely

Given your experience in this program, have you discovered something different that you can do for the Reef into the future?

☐ Yes

☐ No

☐ Unsure

If yes or not sure, please provide details:
_____
_____
_____

How likely are you to **engage in this new activity in the coming months?** Please place a tick (✔) in the corresponding box.

1 = Not likely at all	2	3	4	5 = Highly likely

We now have a number of statements - please indicate whether the statement describes your experience of being involved in the Community Reef Protection program. Please place a tick (✔) in the corresponding box.

	1 = Does not describe me	2	3	4	5 = Definitely describes me

I feel more capable of taking action to care for the Reef					
I learnt how to take action to help protect the Reef					
Its easy for me to continue being involved in this program					
I gained skills in working with Reef organisations					
I have a clear vision of what my future involvement could look like					
I gained confidence to share my voice to help the Reef					
I feel that my actions can make a difference for the Reef					
I gained skills to help protect the Reef					

We now have a number of statements - please indicate whether the statement describes your experience of being involved in the Community Reef Protection program. Please place a tick (✓) in the corresponding box.

	1 = Does not describe me	2	3	4	5 = Definitely describes me
I feel my involvement is valued by the program					
Being involved gave me a greater sense of responsibility & input delivering benefits for the Reef					
This program allows people to start being involved with Reef protection					
I feel motivated to take an active role within my community					
I feel that my involvement in this program is helping the Reef					
I feel I contribute to a network of people caring for the Reef					
I feel that the program activities are valued by the community					
I feel that I can influence this program and its activities					

What is your age group? Please circle the correct response.

Under 25 years   55 years and over
25-39 years   Prefer not to say
40-54 years

What is your gender? Please circle the correct response.
Male   Non-binary / third gender
Female   Prefer not to say

If you have any further comments the organisation, their program and your experience, please feel free to share them here:
_____
_____
_____

Thanks for your participation! We appreciate your time.

Appendix M: Glossary of terms

Capacity	The ability of individuals and organisations to undertake activities effectively and efficiently.
Cultural capital	Consists of people's attachments, identity and/or connections to a place of significance.
Emotional capital	Consists of people's attitudes, emotions and/or wellbeing.
Human capital	Consists of people's awareness, perceptions, knowledge, understanding, and/or skills.
Impact	A change in the condition of a value. Impacts are the longer-term results produced by the outcome of a project or activity. They include intended and unintended results, positive and negative, direct and indirect impacts.
Indicator	A qualitative or quantitative factor or variable that provides a simple and reliable basis for assessing a change.
In-kind	A non-cash contribution to achieving outcomes.
Legacy	The ensuring consequences of past investments, policies and/or actions.
Monitoring	To observe and check the progress or quality of (something) over a period.
Outcomes	The measurable results that you hope to see after you have finished.
Output	The items or actions that contribute to achieving an outcome.
Norms	Norms are rules or guidelines that reflect expectations of how group members should act and interact.
Project	An intervention that consists of a planned activities designed to achieve a defined outcome within a given budget and a specified period.
Social capital	Concerns the relationships and networks that enable the development of human capital in partnership with others.
Stewardship	All activities, interventions, programs, projects, and actions undertaken taken by individuals, or groups or networks of individuals (including organisations) that aim for positive outcomes for the Great Barrier Reef (the Reef) and its people.
Values	A useful thing or quality; something that is important to someone. Types include: - biophysical or natural (e.g., species abundance or habitat quality) - social (e.g., community wellbeing and resilience) - cultural (e.g., rituals and ceremonies associated with the Reef) - economic (e.g., sustainable tourism industries) - institutional (e.g., community participation in Reef decision making processes).

Appendix N: GBRF Community Reef Protection Component program logic

LONG TERM GOALS
- Community action is valued as a cornerstone of Reef resilience and supported through enduring funding and partnerships
- Community action is building a more resilient Reef, supporting Reef values and community benefits

END OF PARTNERSHIP OUTCOMES
- Dynamic suite of tools for enduring funding and partnerships for community action are available
- Community action is more recognised, valued and celebrated for the range of benefits provided to support Reef resilience
- Community action is delivering more effective outcomes for the Reef and community (including Partnership outcomes)
- More targeted local action that aligns with strategic needs
- Shared knowledge and decision making enhances governance and delivery models

INTERMEDIATE OUTCOMES
- More strategic approaches to resourcing and partnering for community action are piloted and scaled
- Maintain capacity and participation for local community action
- More people are more informed, inspired and empowered to take part in collective action to build the resilience of the Reef (including Partnership outcomes)
- Planning and outcomes are more 'owned' and relevant

- What works in community funding and program models in Australia and globally is understood
- People engaged in action continue
- People engaged in action inspire others
- Necessary ingredients for behaviour change are activated for new and existing audiences
- Enhanced understanding of Reef values and benefits
- Community and Traditional Owners are more involved in planning, implementing and monitoring resilience actions

- Current benchmark of community Reef protection is documented and acknowledged
- Traditional programs and networks are expanded
- New models and approaches complement traditional approaches
- People and organisations are valued and supported to participate in reef protection activities
- Success stories for 'amping up' stewardship behaviours are shared
- (Tailored) mass communication identifies entry points for new audiences and continuation pathways for those already taking action for the Reef
- Communicate Reef values and benefits, including cultural values
- Champions (esp youth/ Traditional Owners) are supported to lead through place-based and industry-Reef and non-Reef based
- Support enhanced capacity for information exchange

INFLUENCE ACTIVITIES
- Conduct impact assessment and scope models for enduring funding and partnerships
- Maintain, scale and accelerate on-ground community Reef protection activities
- Support and use place-based and Country-based planning
- Invest in communication and engagement that empowers positive action for the Reef and supports shared understanding (Everyone has a role to play)
- Launch National Reef Protection Challenge that also recognises Traditional Owners
- Build enduring community leadership capacity
- Support information exchange through enhanced capacity building, pathways and platforms
- Enhance and expand opportunities for community and Traditional Owner involvement in Reef management (governance)

Pathways: Funding & impact pathway | Local action pathway | Large-scale behaviour change action pathway | Leadership pathway | Decision-making pathway

FOUNDATIONAL ACTIVITIES
- Existing social research and audit to benchmark current community activities and stewardship
- Enhance and strengthen community partnerships through investment and program design
- Communication and engagement strategy to target behaviour change
- Align with and support Queensland climate adaptation strategy
- Citizen science data integration tools and platforms