

Social Research for Sustainable Fisheries

Interview Schedule

Ecological Knowledge Research – Phase II

October 2001

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Introduction - Instructions for Interviewers

1. It is essential for interviewers to introduce themselves, their affiliations and the research topic/purpose as thoroughly as possible right from the outset of contact with the person who we are requesting to participate in this work.
2. After introducing themselves, interviewers will need to read or state an outline of the research such as:

“In our previous research you were identified by fishermen from around here as highly respected and very knowledgeable about the local fishing grounds and fisheries. We would appreciate the opportunity to interview and to work with you in developing our understanding of the local fishing grounds. Through this research we intend to gather and to document fishermen’s knowledge of and experiences with their fishing grounds. We

think that this will be an important step to demonstrating the detail and attributes of fishermen's knowledge of their fishing grounds and of the important ecological and species distribution characteristics. We are also interested in learning about any important changes in the fishing grounds. This information will be essential to encouraging much more serious consideration of fishermen's local ecological knowledge in the development of fisheries management policies. Our interview will begin by asking you about features of your immediate family members' involvement in fishing. This will be followed by an interview that will ask you to describe features of your life history in fishing as well as features of your fishing activities such as species fished and gear used. After this, we will be asking you to describe various features of your experiences in and knowledge of the local fishing grounds."

3. At this point in the description of the research and interview process, it will be necessary to explain the likely need for participation in a number of interviews spread over the coming weeks and perhaps months. That is, we intend to work with participants for as long as it takes to gather the information thoroughly. But, we will be scheduling the interviews at the person's convenience and through appointments.
4. Interviewers must note that those interviewed will be asked to review typed transcripts of the information provided by them for accuracy and completeness. Also note that it is essential to do this in order to make sure that of the information included is as it was provided. As well, we want to make sure that we are not including any information that might be considered too private and confidential.
5. Interviewers must note that we would prefer, with the participants' permission, to tape record the interviews. This permission should now be formally requested by asking:

"Would you mind if we tape record our interviews? If you agree to allow us to tape record, you should feel free to ask us to shut off the recorder at any point in the interview if you become uncomfortable with the tape recording aspect, or should you feel it inappropriate to record any particular information. If you wish, we will return the original interview tape recording to you once it has been completely transcribed."

Note: If the participant expresses the desire to have the original tape recording returned, make an explicit note to this effect in your interview note book.

6. It is also important to tell the participant that there will be two interviewers participating, with one always focusing on taking notes and managing the tape recorder while the other takes the lead in asking questions.
7. Also inform the participant that notes will be taken throughout the interview. These notes are taken for the purpose of helping the interviewers remember important points. Clearly note that the participant is free to look at the notes at any time and to request that the notes be read out by the interviewer.
8. At this point ask the person if they are interested in participating in this research. If they indicate that they are willing to continue, note that they will be asked to sign a Consent Form. Explain that the Consent Form specifies the terms and conditions agreed to respecting this research and interview, and that it is intended to provide participant's with written assurances of all agreements. It is also intended to assure that those agreeing to participate do so through providing their informed consent.
9. At this point and after the research has been explained and understood, including

participation in multiple interviews, pass a copy of the Consent Form to the person and ask that they read this form with you (one of the interviewers). If still agreeing to participate after having reviewed the form, ask them to sign and date two copies of the form. Immediately thereafter and in the presence of the participant, the interviewer must also sign and date the two copies of the form. At this point, give one of the signed and dated copies of the Consent Form to the person for their records.

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Part I: Family and Community History

This opening phase of the interview must be introduced as follows:

“In the first part of this interview we think it very important to understand and to document key details of your family’s involvement with fishing. We think that this is important for our understanding of the background to your knowledge about fishing as well as to your involvement in fishing. To do this accurately I will be asking you to describe features of your immediate family genealogy.”

(The non-question asking interviewer must focus on taking notes as well as setting up and monitoring the tape recorder. Note: it is critical to make sure each tape is correctly labeled with the name of the interviewee and the date of the interview. Also make sure that the tapes are numbered sequentially as they are completed. The non-question asking interviewer must also note in their interview books the tape counter readings when significant changes in topics and parts of the interview occur. Additionally, the tape counter readings should also be noted when an especially important, insightful, or fascinating piece of information has been provided. These must be noted in the interview books as – Tape Number, followed by Tape Counter Reading, with a brief descriptive note about what the information concerns.)

Kinship Abbreviations for assistance when recording this information:

Fa = Father

Mo = Mother

S = Son

Z = Sister

Br = Brother

Da = Daughter

BrS = Brother's Son

BrDa = Brother's Daughter
ZS = Sister's Son
ZDa = Sister's Daughter
FaBr = Father's Brother
FaZ = Father's Sister
FaBrS = Father's Brother's Son
FaBrDa = Father's Brother's Daughter
FaZS = Father's Sister's Son
FaZDa = Father's Sister's Daughter
MoBr = Mother's Brother
MoZ = Mother's Sister
MoBrS = Mother's Brother's Son
MoBrDa = Mother's Brother's
Daughter
MoZS = Mother's Sister's Son
MoZDa = Mother's Sister's Daughter
FaFa = Father's Father
FaMo = Father's Mother
MoFa = Mother's Father
MoMo = Mother's Mother

and so on.....

Note: Wives are designated by the letter W, as in BrW = Brother's Wife, MoBrW = Mother's Brother's Wife...and so on.

Note: Abbreviations must conform to the above list in order to avoid confusion and mis-reporting. If in doubt, write out the kinship relation term in full.

Note: the interviewer asking questions will also have to record family information so as to recall person's names and birth orders)

Phase I interview questioning should open as follows:

I would like to begin by asking you to tell me the names of your Father and of your Mother.....

1. Was your father from here?
2. Did he fish for his living?
3. Was your mother from here?

Now would you tell me the names of your brothers and sisters, from the oldest (eldest) to the youngest or starting with the 1st born (oldest/eldest) and including yourself...

Starting with the eldest, is _____ married?

1. If yes, what is his/her name? (if wife...prompt for maiden/family name)
2. Where is this person from (Where is their family resident? Where were they raised?)
3. Does this brother/sister live in your community?
4. Do they fish for a living?
5. Do any of this brother/sister's wife/husband's family members fish for their living?
6. Does this brother/sister have any children who fish for their living?

Now, thinking about the 2nd oldest, is _____ married?
(repeat all of the above questions for all of the siblings specified)

Now thinking about yourself for a moment and your family, (if married)...

1. What is the name of your wife (prompt for maiden/family name)?
2. Where is your wife from? (Was your wife raised here?....)

(repeat above questions for wife's family etc.)

Would you tell me the names of your children , from oldest to youngest or starting with the 1st born?

Starting with your eldest child...

1. 1. Is (he/she) married? (Name of spouse... and repeat of above re: spouses community of origin)
2. Does your eldest and their family live here in this community?
3. Does he/she fish for their living?
4. Do any of your eldest's wife's/husband's family members fish for their living?
5. Does your eldest have children who fish for their living (If so, document...name, place of residence, marital status etc.)

Now, thinking of your next child, is _____ married? (repeat above for each child)

Now, we'll return to your father and mother.

1. Would you please tell me your father's father's name?
2. What was your father's mother's name? (prompt...family name)
3. Mother's Father's name?
4. Mother's Mother's name (prompt....family name)
5. Repeat questions about livelihood, residence, place raised, and women's families' involvement in fishing as specified above.

Now, what were the names of your Father's Brothers and Sisters?

Again, would you please tell me these names starting with the oldest or 1st born, and including your Father.....

(Repeat the by now standard group of questions outlined above for each of these persons, as well as for their children and their children's children.)

Now, turning to your mother's Brother's and Sister's, would you please tell me their names starting with the oldest or 1st born, and including your Mother.....

(Repeat the standard group of questions for each of these persons as well as fore their children and their children's children.)

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Part II: Life History in Fishing

This part will focus on your life in fishing.

But, before starting this, would you tell me, have you (did you - for those retired) always fished (fish) for your living?

If yes, go right into the questions below.

If no, prompt and probe briefly about when not fishing, what they were doing when not fishing, and where they were working.

Now thinking about the very first time that you went fishing commercially...

1. Who did you start fishing with?
2. Did they own the boat?
3. What was the boat's name?.....age?.....length?....width?...engine type?...electronics or other navigational and fish finding technological aides?...
4. What species did you fish for?
5. Where did you fish while on this boat? (Probe for locational details on and characteristics of the fishing grounds....shore, offshore...etc.)
6. What and How much (e.g., numbers of traps, numbers of nets, number of tubs of longline (called trawl) etc.) fishing gear types did you use to fish for each of the species?
7. When did you fish during the year for each of the species mentioned?
8. Possibly...where on the ground did you fish for each of these species, and at what time of the year?
9. Who did you sell catches to? Where located (harbour, community etc.)?
10. When you started, where there any others in the fishing crew?
11. If yes, who where these persons...any kin relationships?
12. Approximately how long did you fish on this boat?
13. What was the share system used?
14. What was the name of the next boat that you fished on?

[Note: we will be using a nautical map of the local grounds as a reference as well as to record locational and scale characteristics of the ground at that time. Make sure that you record the name of the interviewee, the date of the interview on the top of the map.]

When fishing on (next boat).....[name of boat].....

1. Who was the captain?
2. [Repeat all of the above questions]

Follow this pattern for each of the boats fished on, up and including their present boat if still fishing.

Once at the first boat that they captain and own.....for this boat and all others thereafter always ask these additional questions.....

1. What did the boat cost?
2. Did you purchase it new?.....Have it built?
3. Did you buy it second-hand?....if so, where was it built?
4. How did you finance this boat purchase?

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Part III: Fishing Grounds and Ecological Knowledge

Introduction to phase III

Research in this phase should proceed on a species-by-species basis (GCIFA – lobster (with some questioning about green crab), groundfish, herring, mackerel; GNSBFA – lobster, hake, groundfish other than hake, and herring).

Information concerning each species should be gathered for three time periods for all fishermen:

1. beginning of fishing career (approximately 1955-65)
2. 1975-85 (a time of important changes in the lobster industry and serious declines in the groundfishery; major technological change & increased capitalization (fiberglass boats, more sophisticated navigational equipment, more gear).
3. the current period (1992 to present – post moratorium)

For fishermen who began fishing prior to 1955 when the Canso Causeway was constructed, the pre-causeway period should also be included, thus making a total of four time periods for that group (likely the oldest retired fishermen).

Since information about each species will be recorded for each of three (or four) time periods, there will be 3-4 copies of the appropriate chart for each species and thus 12-16 copies for each interview.

Note: Each chart at the very beginning of the interview concerned with each species and time period must be clearly labeled in the upper right hand corner with: interviewee identification no., species, time period, and date of the interview.

Note: Identification of fishing grounds on the charts must be colour-coded by species:

<u>GCIFA</u>		<u>GNSBFA</u>	
lobster:	red	lobster	red
cod:	black	cod	black
haddock:	orange	haddock	orange
pollock:	purple		
hake:	green		
herring:	blue	herring	blue
mackerel:	brown	mackerel	green

Note: A complete list by relative time period of each boat (named or otherwise identified) fished on by the participant must be developed before planning and initiating the LEK interview. The interviews are to time-situate information, at least relatively, by asking participants about their experiences, practices and understandings through specific reference to the names of the boat or boats that they

fished on during the time period of interest, beginning with the earliest period.

The Interview Sequence and Organization

Lobster

1. Using prepared copies of the appropriate nautical chart, ask that the fishing grounds be identified for the 1955-65 time period (or begin with pre-1955 if appropriate).
 - Beginning with the first boat, record the locations and the names (i.e., local names) of all fishing areas where harvesting occurred. Identify the boundary of fishing areas with a solid line when a clear boundary can be indicated, say through tracking depth measures or some other 'certain' indicator. Otherwise, identify the relative locations and areas of the scattered fishing spots with a clusters of horizontal lines (/////).
 - Clarify the level of precision of marked areas with interviewee. For example, is the boundary indicated precise or only accurate within several hundred yards?
 - Also, ask the interviewee how they locate each place on the fishing grounds where they set lobster gear. For example, probe for specific 'land marks' for each place when these were used.
 - Ask about the compass directions in which they set their gear once on each specific ground as well as about any oceanographic, meteorological, seasonal features that might impact upon gear setting practices such as the direction of sets and the amount of gear set in each place.
 - Also ask about compass direction and running times to each location under various sea, oceanographic and weather (meteorological) conditions. When appropriate ask for loran bearings or GPS information.
2. Question as to why the interviewee fished lobster in this general location rather than another (Probe in areas such as family history? berth system? type of boat? distance from wharf? personal knowledge of the grounds? and such).
3. Identify the policy/regulatory regime as well as local practices in place during this time period as they affected fishing season, catch limits, equipment (i.e. no. of traps, trap characteristics and dimensions, escape mechanisms etc., size restrictions, etc.).
4. Having identified the named area(s) in which lobster was caught in 1955-65, question further as to the physical/ecological characteristics of the grounds and the species for each fishing area on the grounds that has been specified.

Note: Make sure that you specifically note verbally for the tape recorder the fishing area being discussed at the very beginning of the discussion. For example, state something like: "Now, thinking about (_____ Named place on the fishing ground _____), I would appreciate learning some details about your fishing experiences here. To begin with, what would you say are the main characteristics of the bottom? That is, how would you describe the bottom?" This procedure must be followed for every specific place on the fishing ground that is identified and discussed.

- bottom characteristics (depth, hard bottom, muddy, abruptness of slopes, etc.)
- distance from shore (probe for specific 'marks', bearings, GPS information)
- tidal characteristics/currents (anything notable or unusual?)
- vegetation

- other marine species observed in the area (names, behaviors)
 - observed feeding habits of key species in the area, making sure that actual observations/experiences are being described. For example, what are the contexts of the observations, i.e., contents of lobster pots, when hauling lobster gear up, and so on?
 - spawning habits and locations of target species, focusing on clear identification of locations within the fishing grounds that are considered/understood as 'nursery'.
 - identify sequence of any changes in physical characteristics of target species during the fishing season (eg. at the onset of or during spawning, do the target species being discussed undergo or notable changes in their appearance?)
 - relative volume of landings (i.e. high, medium, low through the course of the fishing season). Also probe for any explanation re: causes for fluctuations in landings). Ask here for recollections of prices received for lobsters sold.
 - where appropriate probe for explicit observations regarding any changes in the characteristics of the grounds or the volume of landings within the time period under consideration; probe also to elicit inferences/assumptions regarding the possible causes of any reported changes.
5. Question interviewee regarding his fishing strategies: consider time of setting and hauling traps; specific placement of traps from day to day (how located); type of bait; reasons for setting in different places at different times - changes based on what factors (behavior of lobsters? behavior of other species in the area? weather? water temperature? tides/currents? competition with other fishers?)
6. Repeat question areas 1 -5 above for lobster fishing grounds during each of the next two (three) time periods.

Note: when questioning and discussing the most recent time period, probe during question 4, as necessary, to elicit observations regarding green crab within lobster fishing areas.

Groundfish and Pelagics (Herring and Mackerel)

Repeat questions 1 – 6 above for all additional species group. However, closer attention must be paid to the issue of gear, and changes in gear over time. Each fishing area on the charts should be identified by gear type using the following letter symbols. Multiple entries may need to be made in some cases.

Note: Often different configurations of gear are used to fish for specific species and sizes of groundfish and pelagics. For example, longline will be configured with different hook sizes, weights of line, and baits, depending on focus species and sizes, e.g., haddock as the focus species is fished with 'fine gear' longline baited with frozen mackerel using lighter gauge lines and smaller hooks, while cod and halibut may be targeted through heavy gauge lines and larger hooks baited with frozen squid and fresh herring. It will be necessary to be alert to these qualities and question about them. Handlines also vary as do the mesh sizes of practically every type of net used. It will be necessary to query about the specific sizes and configurations used during each important phase of fishing activities. Do they stay with the same configurations throughout the fishing season, or do they vary configurations? If so, what particular qualities or attributes influence decisions to change configurations when fishing in particular places at

particular times of the year?

Groundfish Gear Types	Symbol
Longline/Trawl	LL
Drag Nets/Trawl	DN
Groundfish Seine	GS
Traps	T
Groundfish Gill Nets	GN
Handline/Jig	HL
Draille (Trolling – e.g., Pollack)	D

Herring Gear Types	Symbol
Herring Fixed Gill Net (ends anchored)	HGN
Herring Drift Gill Net (no anchors)	HDN
Herring Swing Gill Net (one anchor)	HSN
Herring Seine	HS
Herring Trap	HT
Herring Weir	HW

Mackerel Gear Types	Symbol
Mackerel Gill Net	MGN
Mackerel Trap	MT
Mackerel Seine	MS

Note: other gear types may be employed now or in the past. If so, compose a

recording code that uses the first letters of the gear types with the first letter of the species fished with this gear type.

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