CEJS Fellowship Mid-Year Report

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My research project examines the impacts of an Ecuadorian ecosystem conservation program implemented on common-property forest lands. The objective of the study is to empirically test if and how the payments impacts rural and indigenous communities' decision to participate in forest conservation agreements, individual forest use behaviors, and the resultant conservation outcomes. The project is co-authored with Tanya Hayes and Hendrik Wolff and funded by a grant form NSF. The project uses a mixed methods approach (surveys, interviews, ecosystem evaluations and Geographic Information Systems - GIS), and we are currently in the data collection phase of the project.

Activities and Progress to date:

Summer 2013: I conducted structured interviews to 30 indigenous community leaders (the goal is to reach 70); we selected 12 communities for case studies, and trained an Ecuadorian research team to conduct a household survey and ecosystem evaluation in these 12 selected communities (goal is to have 500 household surveys).

Fall 2013: I hired a SU student to help collect socioeconomic census data and create maps using GIS, and I helped Tanya Hayes to select 3 students to work with us in Ecuador during summer 2014.

Winter 2014: the local team is still gathering data for the 12 communities and the SU student is still working with GIS and census data. In addition, I hired another SU student to help with the preliminary statistical analysis.

Plans for the remainder of the year

Winter 2014: I'll continue with the GIS analysis and start with the statistical analysis of the community leader survey.

Spring 2014: I'll present preliminary results at the Association of American Geographers Annual Conference and the CEJS Spring gathering. I will also continue training/preparing the three students for the summer trip to Ecuador. All data collection should end by June 2014

Summer 2014: I'll write a paper with results from the leader survey and I'll spend 2 months in Ecuador conducting workshops with the 12 indigenous communities (with assistance from the SU students).