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IMPACT EVALUATION OF COMMUNITY LAND PROTECTION PROGRAM (CLPP)

QUALITATIVE PROTOCOL

2014

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This document was produced for review by the United States Agency for International Development. It was prepared by The Cloudburst Group for the Evaluation, Research and Communication (ERC) Task Order under the Strengthening Tenure and Resource Rights (STARR) IDIQ.

Community Land Protection Program (CLPP) Qualitative Research Protocol

Background and Instruction Sheet

The qualitative research will focus on three main research questions:

- A) What is the system of local governance in rural Liberian communities? How is this system accountable, transparent and representative with regard to the conservation and use of land and natural resources? How does this system change in treatment communities compared with control communities?
- B) How does the community negotiate with different interests about its land and natural resources? How does this change in treatment communities compared with control communities? This includes how the community seeks to protect and defend the rights of vulnerable groups.
- C) How do community members conceive and value their land and natural resources? How does this change in treatment communities compared with control communities? How can they use this information to deal with interactions within and outside the community?

To get this information, the qualitative team will use the following methodologies:

- (1) Pre- and post- service focus groups,
- (2) Open-ended interviews with key informants over the course of the project in both treatment and control communities;
- (3) Community mapping activities with community members in treatment and control communities.

Protocols for each type of qualitative data:

For each type of qualitative data collected, the researcher will fill in the qualitative data collection record sheet attached below. Each research activity **MUST** be accounted for using this sheet. Following the activity, when the researcher returns from the field, all notes transcripts and other information must be transcribed (typed up), scanned (community maps) labeled with the community, date and type of research, and backed-up with the research manager on a virus-free dedicated memory stick, as well as in the cloud. Each qualitative data collection activity will include an electronic record of the data collected and the completed record sheet signed by the research manager.

Focus Groups

Research assistants will hold 3 focus groups in each of the 30 communities selected for the FGDs. This will include focus groups in the following categories:

Lofa: Women, Youth, Minority

River Gee: Women, Youth, Hunters

Maryland: Women, Youth, Hunters

During each focus group, research assistants will record observations to discussion about each focus group discussion topic, including the response of the group to questions and whether the group was

unanimous in the answers, or different perspectives were aired. Data should be collected through written notes in the qualitative researcher's notebook. The researcher should do their best to transcribe the interview verbatim, so that direct quotes from participants can be collected, and should also highlight the main ideas for each topic area. The conversation will also be recorded and transcribed to make sure no information is lost. Each focus group discussion topic has a main topic question and series of follow-up questions that research assistants can use to guide the conversation, but do not have to ask if it does not make sense in the context of the conversation. As soon as possible after the interview (within 24 hours if possible) the notes, observations and other information from the activity should be transcribed (captured electronically) and backed-up. Any recordings should be backed up on a virus-free memory stick and labeled correctly.

Key Informant Interviews

Key Informant Interviews will take place in each community selected for the qualitative research for a total of 30 communities. 2-3 leaders will be selected to be included in this research based on their position in the community. Ideally, the community leader, a women's leader and minority leader will complete a Key Informant interview. Each key informant interview has a topic area that can guide the conversation. The researcher should record the most important ideas that the respondent has during the interview in his or her notebook. As soon as possible after the interview (within 24 hours if possible) the notes, observations and other information from the activity should be transcribed (captured electronically) and backed-up. Any recordings should be backed up on a virus-free memory stick and labeled correctly.

Qualitative Data Collection Record

Researcher Name:

Type of research (circle one): Focus Group / Leader Interview / Community Mapping

Focus group type (circle one): Women / Youth / Minority / Hunter

Key informant type (circle one): Town Chief / Women's Leader / Youth Leader / Minority Leader

Date/time of research:

Location of research:

Number of individuals present: Males /Females

Observations of the research: Please describe in two-three sentences what this research activity is, where it is taking place, who is participating and what the outcome is. If there is anything very important that you notice during this research activity that you think is interesting and important, please highlight it here:

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Data collection from research: Please describe the type of data collected during this research (written notes, audio files, maps, other) and the location of these files.

Data collected transcribed and backed-up record: Once the data collection has taken place and the data collected has been transcribed, saved and made usable, the research manager will sign-off on the completion of the qualitative data collection activity.

Research Manager

signature: _____

Date: _____

Focus Group Discussion

INTRODUCTION AND INFORMED CONSENT:

Purpose:

My name is _____ and I am a researcher working with the University of Michigan in the United States. I am conducting a research study on land administration and natural resource management of community natural resources. For this study I want to learn about land and natural resources in this community, and also about your life and your experiences if you are willing to share them.

Participation in this study will involve having a conversation with me and other members of your community about how you live together in this community, how you use the land and natural resources, how you make decisions about using the land and natural resources, what kinds of problems you have and how you solve those problems. Our discussion will probably last around 1 hour. I may come back to have additional conversations with you about these topics if you are willing in the future. In order to do this, I will store your contact information so that I can find you, but this will be separate from the information (such as your opinions) that you give me today).

Although this study will not benefit you personally, I hope that our results will add to the knowledge about land administration and natural resource management in this community. I may ask you about land and natural resource disputes in this community. These can be sensitive questions and you do not have to answer if you do not want to. There is no problem or penalty if you do not wish to answer. If you have a land or natural resource dispute, I can contact government official for this area if you ask me to do on your behalf.

All of your responses will be anonymous, that is no one will know if is you who gave us these answers. Only the researchers involved in this study will have access to the information you provide. Your responses will be numbered randomly and will be stored in a locked, safe place. Please note, however, that unlike information you provide to your doctor or lawyer, the investigator can be compelled by a court to disclose this information.

Participation in this study is completely voluntary. You are free to decline to participate, to end participation at any time for any reason, or to refuse to answer any individual question without penalty.

I). GOVERNANCE

A. Who in your community is responsible for taking care of your community's land and natural resources?

- What are some of the benefits that your community gets from your land or natural resources? This can be the food, the products, or the money that land and natural resources can bring.
- Currently, how do community land and natural resources get managed? Who manages them? How are decision about the use of land and natural resources made?
- Who makes rules about what community members can and cannot do on your land/with natural resources? For example, who makes rules about the use of water? The harvesting of thatch?
- Can you give me an example of a very good natural resources management rule that makes things better in your community, and is fair to all community members? Can you give me an example of a not so good natural resources management rule that makes things worse in your community, or is unfair to all community members?
- Does your community have a system to monitor compliance with rules? What sort of rules do people break? Who enforces community rules about land and management?
- Are the penalties the same for all groups? Are penalties/punishments applied equally/fairly across all groups in the community? Please describe.
- How do the leaders in your community make decisions about community land and resources? Do they consult the community? If no, why not? If yes, what happens? Can you give me an example of the last time the leaders asked for the community's input into a land and natural resources management decision?
- What happens to any money/benefits that outsiders bring to pay for the use of community lands and natural resources? Who makes decisions about how that money is used? Do these benefits go to everybody in the community or do some people get greater benefits? Who gets the most benefits? Who gets the least benefits? Why?
- If or when a big person/ company came to see about leasing/buying part of your community land, how would a decision be made about leasing or selling the land?
- Can you tell me about a time your community was unhappy with a leaders' decision in the past? What did you do? Now, if your community was unhappy with this decision your leaders made, what would you do?
- Have your leaders/your community made any decisions recently that have had a positive impact on your community's natural resources? What was the decision, and what was the result?
- Have your leaders/your community made any decisions recently that have had a negative impact on your community's natural resources? What was the decision, and what was the result?

B. How inclusive and participatory are community land and natural resources management decision-making processes?

- Do women participate in decision-making about land and natural resources in your community or play a leadership role? If yes, when and what kinds of decisions can women make? Can you think of an example from this community where the women were involved in land and natural

resource management? What kinds of natural resources do women have decision-making power over? For example, do women have decision-making power when it comes to water, while men have more power when it comes to trees? (get lists of which resources are in the decision-making domain of each gender)

- Do youth participate in decision-making about land and natural resources in your community or play a leadership role? If yes, when and what kinds of decisions can youth make? Can you think of an example from this community where the youth were involved in land and natural resource management?
- Can you tell me about a time when the youth's decision-making and the elders' decision-making clashed? What happened? How was the conflict resolved? What was the outcome?
- Do minorities participate in decision-making about land and natural resources in your community or play a leadership role? If yes, when and what kinds of decisions can minorities make? Can you think of an example from this community where minorities were involved in land and natural resource management?
- If minority groups are excluded from decision-making, what direct results has this exclusion had on their families/their livelihoods that have you personally observed?

2) NATURAL RESOURCES

A. Conception of community resources; perception of the value of community lands and natural resources; use of those perceptions in negotiations with outsiders

- Can you tell me ten natural resources that this community has? Which ones are the most valuable to you? Why are these the most valuable? Which ones are the least valuable to you? Why are these the least valuable?
- Are any of these resources getting scarce? Is there competition over any of these resources? If yes, how does your community manage any of this competition/scarcity?
- In another community, a logging company wants to log timber from the community's land. They want to log timber from many hectares of the community's land for a 99 year lease period. The company said that it will provide three benefits for the community in exchange for using the land.
 - What three benefits do you think the community should ask for?
 - Why do you suggest these benefits?

3) EMPOWERMENT

A. Who is empowered in the community?

In another community, a rubber company and a community signed an agreement about using community land for a rubber tree plantation. The community was supposed to get a road and health clinic built as part of the agreement, but it has been five years since the agreement was signed, and the company still has not built what they promised.

- What kinds of rights do the community members have? What should the community do?

- If it was your community what would you do to address this violation of the agreement? Who would you go to? What actions would you take? (And if that didn't work, what would you do next?)

4). ON WOMEN AND OTHER VULNERABLE GROUP'S LAND RIGHTS:

A. What rules does your community have about land and natural resource usage for women, minorities and other vulnerable groups?

- Are there any special rules for women's /minority group land inheritance?
- For example, what land rights does an adult daughter have when she returns home (divorced, separated, widowed, never married)? How does she acquire land to farm?
- After her husband dies, what happens to the land a widow is living and farming on? What land rights does she have?
- Have the rules always been like this, or did they used to be different? If they were different in the past, what changed?
- Whose land rights are weakest in your community? What does this look like in practice? Do these people lose their land? Who tends to take their lands?
- What changes could your community make to better protect women's and vulnerable groups' land and natural resources rights?
- Do women participate in decision-making about land and natural resources in your community? If yes, when? What kinds of decisions can women make?

Key informant interviews (Community Leaders)

My name is _____ and I am a researcher working with the University of Michigan in the United States. I am conducting a research study on land administration and natural resource management of community natural resources. For this study I want to learn about land and natural resources in this community, and also about your life and your experiences if you are willing to share them.

Participation in this study will involve having a conversation with me about yourself, your family and your community about how you live together in this community, how you use the land and natural resources, how you make decisions about using the land and natural resources, what kinds of problems you have and how you solve those problems. I may come back to have additional conversations with you about these topics if you are willing in the future. In order to do this, I will store your contact information so that I can find you, but this will be separate from the information (such as your opinions) that you give me today).

Although this study will not benefit you personally, I hope that our results will add to the knowledge about land administration and natural resource management in this community. I may ask you about land and natural resource disputes in this community. These can be sensitive questions and you do not have to answer if you do not want to. There is no problem or penalty if you do not wish to answer. If you have a land or natural resource dispute, I can contact government official for this area if you ask me to do on your behalf.

All of your responses will be anonymous, that is no one will know if is you who gave us these answers. Only the researchers involved in this study will have access to the information you provide. Your responses will be numbered randomly and will be stored in a locked, safe place. Please note, however, that unlike information you provide to your doctor or lawyer, the investigator can be compelled by a court to disclose this information

Participation in this study is completely voluntary. You are free to decline to participate, to end participation at any time for any reason, or to refuse to answer any individual question without penalty.

1). GOVERNANCE

How are land and natural resources governed in this community?

- What are the most valuable natural resources in this community? Why?
- Can you tell me about who is responsible for decision-making on natural resources and common lands in this community?
- Can you tell me about the rules in this community that govern how natural resources are shared and used? Can you give me three examples of rules?
- Can you describe the decision making process if there is an issue that affects the whole community, such as the use of the community's natural resources or the creation or modification of rules?
- Can you describe the most recent issue in this area (issue of natural resource use/change in rules) and how the community dealt with it?
- How were women involved in this decision-making process? What about minority group members? What about members of groups such as pit-sawers or hunters?
- Can you think of a time when community members didn't like the way decisions are made or the outcome of a decision. What happened?

2). EMPOWERMENT

In a community, a rubber company and a community signed an agreement about using community land for a rubber tree plantation. The community was supposed to get a road and health clinic built as part of the agreement, but the company still has not built them.

- What kinds of rights do the community members have? What should the community do?
- If it was your community what would you do to address this violation of the agreement? Who would you go to? What actions would you take?

3). RESOURCE VALUATION

- Can you tell me ten natural resources that this community has? Which ones are the most valuable to you? Why are these the most valuable? Which ones are the least valuable to you? Why are these the least valuable?
- How does the value of natural resources compare to other things that the community has? [If the respondent has trouble thinking of other kinds of resources, you can suggest the roads, the clinic, the school etc].
- How do you know the value of the natural resources?

4.) INTERACTION WITH OUTSIDE COMPANIES AND INVESTORS

- If an investor comes to your community seeking land, or other natural resources what is the process he or she must follow?

- Have any new investors (those company people who come to business with the land or trees or minerals in the ground) visited your community and/or **inquired** about your community land in the past year? If yes, what happened and how did your community handle it? If yes, what was the outcome? Why did this happen?
- Does your community have an agreement with those people? If yes, who signed the agreement from your community? If yes, please discuss the benefits or harms that have happened as a result of the investor operating in your community. Why did the situation turn out like this?
- If there is no agreement, what three benefits do you think the community should ask for if this happened in your community in the future? Why do you suggest these benefits? Are there any harms you are worried about? Can you discuss the major harm that might come as a result of this agreement?
- Have big men from Monrovia or America come to claim your community land and/or inquired about your community land in the past year? If yes, what happened and what did your community do about it?
- Have do other big men from around here use your community land without your permission? If yes, what happened and what did your community do about it?
- In any of the situations described above, did your community ever go to government officials or an NGO for help? If yes, who? What happened?

5). WOMEN AND OTHER VULNERABLE GROUP'S LAND RIGHTS

- What rules does your community have about land and natural resource usage for women, minorities and other vulnerable groups?
- Are there any special rules for women's /minority group land inheritance?
- Have the rules always been like this, or did they used to be different? If they were different in the past, what changed?
- Whose land rights are weakest in your community? What does this look like in practice? Do these people lose their land? Who tends to take their lands?
- Do women participate in decision-making about land and natural resources in your community? If yes, when? What kinds of decisions can women make?

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