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# **IMPACT EVALUATION OF PROPERTY RIGHTS AND ARTISANAL DIAMOND DEVELOPMENT II (PRADD II)**

**FOCUS GROUP INSTRUMENT  
2014**

2014

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.

# QUALITATIVE PROTOCOL

The qualitative research will focus on three main research questions:

- A) What is the system of local land governance in rural Guinean 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?
- C) How do community members value their land and natural resources? How does this change in treatment communities compared with 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), 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 18 communities selected for the FGDs. This will include focus groups in the following categories:

- A) Women<sup>1</sup>**
- B) Youth** (left at the discretion of the villagers)
- C) Village elders**

During each focus group, research assistants will record observations about each focus group discussion topic using tape recorders, 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.

At least two research team members should be present at a focus group. There should be a facilitator and at least one note-taker (even if the discussion is being recorded). This will enable the facilitator to keep the discussion going and focus on the participants instead of needing to take notes during the discussion.

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<sup>1</sup> The research team should be sure to indicate patterns and differences between old and young female respondents.

# Stat View International and Cloudburst Consulting Group

## 2015 PRADD Impact Evaluation Baseline Data collection

### PRADD FOCUS GROUP INSTRUMENT

A. Focus Group Record			
	A1. Village/locality Name	(Text)	
	A2. Village ID	(Text)	
	A3. Date of Interview	(mm/dd/year)	
	A4. Name of Qualitative Researcher 1 (lead)	(Text)	
	A5. Name of Qualitative Researcher 2 (recorder)	(Text)	
	A6. Please indicate the category of respondents for this focus group.	1=Women 2=Youth 3= Village elders	
	A7. Start Time	(Numeric)	
	A8. End Time	(Numeric)	

## SECTION I: INTRODUCTION AND CONSENT

Hi, my name is \_\_\_\_\_. I am a researcher working with StatView International, the U.S. Agency for International Development, Cloudburst Group, and Clark University on a study of artisanal mining across Forecariah, Coyah and Kindia. I would like to ask you some questions to better understand these issues in your village. Your participation is entirely voluntary. If you agree to participate, our discussion will last for around 60 minutes. Do not feel obligated to answer any question that you are not comfortable with and do not hesitate to ask me for a clarification if you think that a question is a bit difficult or unclear. You may stop participating at any time.

We emphasize to all participants that comments made during the focus group session should be kept confidential. However, it is possible that participants may repeat comments outside of the group at some time in the future. Therefore, we encourage you to be as honest and open as you can, but remain aware of our limits in protecting confidentiality. To protect your responses, we ask that you do not share the details of the discussion outside of the focus group session. When you are talking about specific events or people in your community, it is important that you do not say their name. We want to be very careful to protect everyone's privacy. We will use each other's first names during the session, but no names will be used in any of the reports we write using the information we discuss today.

Results of this study may be used for research articles; however, we will not discuss your individual results. No one will be able to link your name back to what you said. The responses from this focus group will be combined with those from other focus group discussions being held in approximately 50-60 other villages. Only general results will be reported, and no information will be reported which could be used to identify a particular individual or village.

If you have questions about this survey, you may contact the Research Manager in Guinea, Aliou Barry. His contact information is 657215997. This study has been approved by the Clark Committee for the Rights of Human Participants in Research and Training Programs (IRB). We would be very thankful for your participation. Do you agree to participate?

	A10. Did the respondents consent?	0=No 1=Yes	
	A11. If 'No', Can you please tell me why you have chosen not to participate?	(Text)	

## ROSTER OF RESPONDENTS:

Resp. ID	Name  <i>Make a complete list of all individuals taking part in the group of informants for the community questionnaire.</i>	Gender  <i>1 = male 2= female 3=prefer not to respond</i>	How old are you?  <i>number of years</i>	For how many years have you lived in this village?  <i>number of years</i>	What is the highest level of education you have received?  <i>1=None 2=Grade 1/Sub-standard A 3=Grade 1/Sub-standard B 4=Grade 2/Standard 1 5=Grade 3/Standard 2 6=Grade 4/Standard 3 7=Grade 5/Standard 4 8=Grade 6/Standard 5 9=Grade 7/Standard 6 10=Grade 8/Form 1 11=Grade 9/Form 2 12=Grade 10/Form 3 13=Grade 11/Form 4 14=Grade 12/Form 5 15=Post-secondary 888=Don't know 999=Prefer not to respond</i>	What is your ethnicity?  <i>1=Peuhl 2=Kissi 3=Malinke/Mandigo 4=Soussou 5=Guerzé 97=Other (specify)</i>
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						

## SECTION 2: LAND GOVERNANCE AND LAND-RELATED DECISION MAKING

**TIP FOR PROBING (Questions 1-27):** Here are some key questions that we want answered in this section.

- *Who manages mining areas? What rules govern these areas?*
- *Who manages farm and bush land? What rules govern these areas?*
- *What role do members of the group play in influencing these rules?*
- *Are rules applied equally to all members of the community?*

1. **What are the rules in this village about management of mining activities? Are there rules in this village that regulate or restrict any of the following activities IN MINING AREAS? For each activity, please describe the rules.**
  - a. Who can mine
  - b. How to mine
  - c. How to restore mined out land
  - d. Sale of stones
  - e. Mining fees
  - f. Other, please explain.
2. Do you think these rules are fair? Please explain
3. What rules are specific to strangers (i.e., people from outside your village) in the community?
4. Do people comply with these rules? What rules are more likely to be broken? Please explain
5. Who is primarily responsible for the enforcement of rules related to mining areas? How are these rules enforced? Do you think these rules are effectively enforced?
6. What is the typical penalty for breaking the rules? Are the penalties enforced equally across different groups in your community? Do you think these penalties are fair?
7. What role, if any, do you play in setting or enforcing these rules?
8. What is the most important decision making body (i.e., institution or group of individuals) in this village that is related to mining?
9. Does this body consult the community in decision-making for mining?
  - a. If no, why do you think that is?
  - b. If yes, how so?
  - c. Who in the community (e.g., which groups: women, youth, strangers, etc.) does this body consult? Is there anyone you think that they could do a better job of consulting?
10. Are you able to hold your decision-makers to account for decisions that impact the use of mining sites in this village? Please explain why or why not.
11. Can you give me an example of the last time the main decision making body asked for the community's input into a mining decision and what was its impact? If yes, please explain. What was the result, if any?
12. Do you think that decisions in this village related to mining are transparent? Why or why not?
13. Do you think that decisions related to mining are fair? Why or why not?

**I deleted two entire sections – one on bushland rules and one on farmland rules. That should be enough cuts.**

**TIP FOR PROBING (Questions 28-33):** Need to find out what roles customary institutions play versus government officials in managing access to communal land and mining sites. Need to find out how decisions about access and use of communal land and mining sites are made

14. What is the most important decision making body (i.e., institution or group of individuals) in this village that is related to communal land management decisions?
15. Does this body consult the community in decision-making for communal land management?
  - a. If no, why do you think that is?
  - b. If yes, how so?
  - c. Who in the community (e.g., which groups: women, youth, strangers, etc.) does this body consult? Is there anyone you think that they could do a better job of consulting?
16. Are you able to hold your decision-makers accountable for decisions that impact communal land use in this village? Please explain why or why not.
17. Can you give me an example of the last time the main decision making body asked for the community's input into a communal land decision? If yes, please explain. What was the result, if any?
18. Do you think that communal land decisions in this village are transparent? Why or why not?
19. Do you think that communal land decisions are fair? Are they fair to all groups? Why or why not?

**TIP FOR PROBING (Questions 34-37):** Use a specific example of how rules were made and enacted to explore whether there have been any changes in the rules during the past 3 years or so.

20. Can you give me an example of a very good land management rule that makes things BETTER in your community, and is fair to all community members? (probe: be specific to why it is good and which group(s) it is good for. Is it good for women and youth?) Has this rule always existed, or is it fairly new (enacted within the past 2-3 years)?
21. Can you give me an example of a not so good land management rule that makes things WORSE in your community, or is unfair to some community members? (probe: be specific to why it is not good and which group(s) it is not good for. Is it good for women and youth?) Has this rule always existed, or is it fairly new (enacted within the past 2-3 years)?
22. Can you provide a recent example (s) (within the past 2-3 years) where a land management rule was broken? Were there penalties charged for breaking the rule? If yes, what were they? If not, why do you think the rule-breaker(s) was not punished?
23. Can you provide a recent example (s) (within the past 2-3 years) where a land management rule was broken, and the penalties charged were different for different groups, such as women, youth, strangers, etc.?

## SECTION 3: LAND RIGHTS OF WOMEN AND OTHER VULNERABLE GROUPS

1. What are the rules for women's land inheritance in your village?
  - a. For example, what land rights does an adult daughter have when she returns home (divorced, separated, widowed, never married)?
  - b. After a woman's husband dies, what happens to the land a widow is living and farming on? What land rights does she have? Who decides what will happen to the land what the widow can do with it?
  - c. In what circumstances could a woman in your village inherit land from her husband?
  - d. In what circumstances could a woman in your village inherit land from someone other than her husband?
2. How do women in your village acquire land to farm? Can women directly apply for land without the participation of husband or family male? Under what circumstances might a woman be allocated land of her own (i.e. independently of her husband/family)?

3. Have the rules surrounding women's inheritance and ability to acquire land always been like this, or were they different in the past? If they were different in the past, how recently did things change? What changed? Why do you think these changes occurred?
4. What rules does your community have about land and natural resource use for women, widows, ethnic minorities and other vulnerable groups? (*Probing hint: other vulnerable groups include strangers, castes, former slaves*)
5. In your opinion, whose land rights (farmland, plantations and grazing land) are weakest in your community? What does this look like in practice? Do these people lose their land? Who tends to take their lands?

ENUMERATOR: We would like to know how you participate in decisions related to land in this village and whether or not you think you have an influence on those decisions.

6. Can you describe in what ways women/youth are involved in decisions related to land choices in this village?
7. In general, are women consulted in decision-making about land and natural resources in your community? If yes, when and for what types of decisions?
8. In general, are youth consulted in decision-making about land and natural resources in your community? If yes, when and for what types of decisions?
9. Are women/youth able to influence decisions about land in this village if they want to? Please explain.
10. In general, do you think the community involves women and youth enough in decisions about land? Why or why not? Please explain.
11. Can you give an example of a time when you think women and/or youth were not sufficiently consulted? What happened?

## SECTION 4: LAND CONFLICT MANAGEMENT

**TIP FOR PROBING (Questions 1-12):** Here are some key questions that we want answered in this section.

- How are land disputes being addressed by individuals and local communities?
- Does land conflict resolution occur through customary authorities and institutions?
- Is conflict resolution fair and effective?

1. In general, what are the most common kinds of land and resource-related conflicts WITHIN your community? How often would you say they happen? Who is typically involved/affected?
2. Please explain the nature of these disputes in detail, and the ways in which they are typically resolved.
3. Can you think of a specific example of a conflict WITHIN your community over the past 2 to 3 years? If so, please describe.
  - a. Was the conflict resolved? If yes, how so? Was the resolution perceived as fair? Did the resolution bring lasting peace?
4. In general, what are the most common kinds of land and resource related EXTERNAL (with other communities, government officials, miners, etc.) conflicts experienced by your community? How often would you say they happen? Who is typically involved/affected?
5. Please explain the nature of these disputes in detail, and the ways in which they are typically resolved.
6. Can you think of a specific example of an EXTERNAL (with other communities, government officials, miners, etc.) land and resource related conflicts over the past 2 to 3 years? If so, please describe.
  - a. Was the conflict resolved? If yes, how so? Was the resolution perceived as fair? Did the resolution bring lasting peace?
7. In general, what issues commonly lead to conflict at mining sites in your community?
8. Please explain the nature of these disputes in detail, and the ways in which they are typically resolved.

9. When conflicts over land and resources arise in this village, what person or group of people play the most important role in resolving those disputes? What is the process?
  - a. Is this process of resolving conflicts perceived to be fair? Is this process perceived to bring lasting peace? Please explain.
10. In the past year, were any meetings held about land rights, land allocation, land conflicts, or the resolution of disputes about land in this town/village?
11. Did you attend any of these meetings? Why or why not? Were women in your village invited? Did any women attend?
12. Do you play a role in resolving the conflict? Why or why not?

## SECTION 5: LAND ALLOCATION AND INTERACTION WITH OUTSIDE COMPANIES AND INVESTORS

**ENUMERATOR: Now we would like to ask about the process of land allocation in your village.**

1. Who is involved in the process of land allocation in your village? Are any others members of the community consulted?
2. What role, if any, do you play in the process of land allocation in your village?
3. Do you believe that the land allocation processes in your village are fair and transparent? Why or why not?
4. Are there any groups in this village that receive extra advantages when it comes to land allocation for crop production? How about when it comes to land allocation for mining activities? For example, in your village, is the wealth status of a household important for decisions to allocate additional land to a household? Please explain.
5. Are there any groups or kinds of people that have difficulty acquiring land in this village? Why do you believe it is more difficult for them to acquire land? Please explain.
6. Have people in your village lost land because it was reallocated to other people?
  - a. In these cases, who is responsible for making the decision to reallocate land?
  - a. For what reasons was the land reallocated?
  - b. To who was the land reallocated (For instance, another family member, a neighbor, someone powerful in the village, or an outsider?)
7. What rules are specific to strangers in the community wishing to acquire land? Are members of the community involved in the negotiation process with outsiders wishing to acquire land? If yes, who?
8. What is the process that outsiders/strangers must follow for using the land for diamond mining (paying fee)? Are there rules about sacred areas, or anti-theft rules of fruit or palm trees, etc. that are different for locals versus outsiders? Please describe.
9. What is the process that outsiders/strangers must follow for using the land for cultivation? Are there rules about sacred areas, or anti-theft rules of fruit or palm trees, etc. that are different for locals versus outsiders? Please describe

**Enumerator: Now we would like to ask you about how the community interacts with companies and investors from outside your village.**

**TIP FOR PROBING (Questions 10- 20):** One key question is how the community controls access to resources by outsiders.

10. Do you believe that the boundaries of the communal land in your village are clear? Please explain why or why not.
11. Do you believe that the boundaries of the communal land in your village are respected by local government authorities and outsiders? Please explain why or why not.



12. How does your village control access to resources by outsiders? Who in your village is involved in the process?
13. Do you feel confident that a company/investor cannot take any of your village's communal land without negotiating with members of the community that would be affected? Please explain why or why not.
14. Do you feel confident that a company/investor cannot take any of your village's communal land without fairly compensating all members of the community affected? Please explain why or why not.
15. In the past 3 years, has the government or investors come to claim your community land and/or inquired about your community land? Have any companies attempted to acquire land for mining or agriculture in the past 3 years?
  - a. If yes, what happened and what did your community do about it?
  - b. Who did the company/investor negotiate with in your community? Were there any other institutions involved?
  - c. If yes, what was the outcome – how much land was reallocated to the investor and where? Was the community consulted?
  - d. If yes, please list the benefits your community received.
  - e. Do you think that your community received fair and adequate benefits and compensation from the investment? Please explain why or why not.
16. Did any harm occur as a result of the investor acquiring land in your community?
17. What three benefits do you think the community should ask for if this happened in your community in the future?
18. Why do you suggest these benefits?
19. Are there any harms associated with investors obtaining land for farming or mining that you are worried about?  
(Probe: For example, outside investors impact on the water supply)
20. If lands have been acquired by the government/an investor, are these areas now actively used by outside investors? For what types of activities? Or are there lands claimed by an investor that are currently unused?  
(probe: this is important because land that has been identified for/awarded to investors frequently is not used for long periods of time)

## SECTION 6: INFLUENCE OF MINING

- 1) What influence has ASM had on your community? Overall, do you believe ASM has had a positive or negative influence on your community?
- 2) Do you think mining activities will have any effect on your community's rivers, forests and farmland?
- 3) What are some of the positive benefits that your community has experienced due to ASM? What are some of the positive benefits that you expect from ASM?
- 4) What are some of the negative influences that ASM has had on your community? What are some of the negative influences that you expect from ASM?

## SECTION 7: CONCLUSION

I asked a lot of questions today. Is there anything else that you want to add and or to ask?

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