

Instrument 3: Social Cohesion Assessment Summary and Question Guide

Instrument 3: Social Cohesion
3.1. Vulnerability and Power Assessment
<p>3.1.1 Instrument Objective</p> <p>The purpose of this instrument is to:</p> <ul style="list-style-type: none"> • Identify excluded and/or vulnerable individuals and groups; • Identify key local power-holders in different spheres (e.g., customary, political, economic); • Identify and understand the development priorities of different powerful institutions and individuals; • Identify local power-holders, their control over resources, and their perceptions of accountability (including, for example, community leaders and also businesses);
<p>3.1.2. Research Strategy</p> <p>The first meetings the researchers will have in the research sites is with the xefe suku, the parish priest and the suku council <i>lia nain</i>. These meetings will be an opportunity to gain initial information on vulnerable and powerful people and to collect information on other potential informants.</p> <p>Based on findings from initial interviews, researchers will administer the questionnaire to other powerful or vulnerable people. Given time constraints, researchers will interview as many people as possible, using their judgment to select respondents. As well as following recommendations of informants, the researchers will also administer this instrument to one village council female representative and youth representative, and (if possible) to all xefe aldeia, and to one male, one female and one youth who are not in leadership positions..</p> <p>In total, this instrument will be administered to approximately 10 core informants (xefe suku, xefe aldeia, priest, women's representative, youth representative, community) and at least 10 other respondents. Researchers will aim for at least 20 interviews on this topic.</p>
3.1.3. Identify and understand power-holding individuals and groups
<ul style="list-style-type: none"> a) Researchers ask the informant to identify people in the village they think are the most powerful (and name if possible/comfortable, if not give position) – such as, have the most influence over how the village is managed, control of resources like land or water, have wealth or political influence. This can include self-identification. b) Researchers ask the informant whether these individuals are part of local groups or institutions (cross-check with Institutions Assessment). c) Researchers ask what the informants think are the development priorities of the

<p>different individuals they have identified (including themselves if they have self-identified).</p> <p>d) Researchers ask the informants what they think about the leadership and/or management behavior of individuals they have identified (including specific examples if possible)</p>
<p>3.1.4. Identify and understand vulnerable individuals and groups</p>
<p>a) Researchers ask the informant to identify people in the village they think are the most vulnerable (and name if possible/comfortable, if not give position) – such as, have the least influence over how the village is managed, least control of resources like land or water, are poor, uneducated or disabled in any way.</p> <p>b) Researchers ask the informant whether these individuals are part of local groups or institutions (cross-check with Institutions Assessment).</p> <p>c) Researchers ask what they think are the development priorities of the different individuals they have identified (including themselves if they have self-identified).</p> <p>d) Researchers ask the respondent how village leaders and government are attending to improving the conditions of the people they have identified.</p>
<p>2.2. Case Studies</p>
<p>2.2.1. Focus</p> <p>From the responses from informants, select individuals for further case study (life history) follow-up. The case studies will be selected based on issues of conflict, participation, and gender.</p> <p>Potential examples include:</p> <ul style="list-style-type: none"> • Leading power holder: what led to he/she achieving this position? • Disabled person: what kind of support given by family, village, community? Including special treatment. • Marginalized person: autonomist, from different political party, different religion.
<p>2.2.2. Strategy</p> <p>Much of the information to describe case studies will ideally be obtained through Assessment interviews. Time and resources will be available for five follow-up interviews to gather more information relevant to the case study/s chosen. Audio-visual methodologies will also be used. Follow-up interviews for case studies will not use the Assessment question guide, instead researchers will ask questions specific to the investigative pathway of the case study (these questions will be decided in the field under the supervision of the research coordinator).</p>

Question Guide

1. Identify Powerful and Vulnerable People

1.1. People

- Do you identify yourself as a powerful or vulnerable person? Why?
- Can you please identify any (other) **powerful people** in the village (and name if possible/comfortable, if not give position), including those who have the most influence over how the village is managed, control of resources like land or water, have wealth or political influence (this can include self-identification).
- Can you please identify any (other) **vulnerable (or marginalized)** people in the village (and name if possible/comfortable, if not give position), including those who have the least influence over how the village is managed, least control of resources like land or water, are poor, uneducated or disabled in any way (this can include self-identification).

1.2. Context

[Re-visit the meaning and importance of powerful and vulnerable persons. Use these only questions if respondent has difficulty answering the first two questions.]

- Who do you most trust in your hamlet or village to represent (to make decisions on behalf of) the community? Are these people in positions to make these decisions?
- Are there any particular individuals and groups who you think should receive more benefits from family, community or government, development projects, but are being left out? Why?

2. Understand Powerful and Vulnerable People

Powerful - Core Question Set

- Are you part of any groups or institutions? If so, what role do you play in this/these groups?
- What are your priorities for the development of your community (including family, hamlet and village)?
- How did you become a leader?
- How do you define your leadership style? What do you think are the best ways to lead and/or manage people and project/businesses?
- What common problems or challenges have arisen in your responsibilities as a leader? How do you resolve them?

[If any of these questions have been answered already in the preceding instruments, there is no need to ask them again]

Vulnerable - Core Question Set

- Are you part of any groups or institutions? If so, what role do you play in this/these groups?
- What are your priorities for the development of your community (including family, hamlet and village)?
- What do you think about the leadership and/or management behavior of the powerful individuals you have identified (including specific examples if possible)?
- What opportunities do you think vulnerable individuals receive from village leaders, civil society, government and others to improve their conditions?
- What common problems or challenges have arisen in your responsibilities as a leader? How do you resolve them?

[If any of these questions have been answered already in the preceding instruments, there is no need to ask them again]