

## Instrument 1: Local Institution Assessment and Case Study Summary and Question guide

<b>Instrument 1: Local Institutions: Summary</b>
<b>1.1. Assessment</b>
<p><b>1.1.1 Instrument Objective</b></p> <p>The purpose of this instrument is to identify groups and their supporting institutions that are influential in village governance and development. Including:</p> <ul style="list-style-type: none"> <li>• Understand how information is distributed within and between social groups (identify communication norms);</li> <li>• Identify key local decision-making bodies, and describe their decision-making processes (Are people elected? Appointed? Are they consultative?);</li> <li>• Understand how people attain positions of power and responsibility in local institutions;</li> <li>• Understand the decision-making behind previous and on-going activities of institutions/groups;</li> <li>• Identify norms of accountability and transparency in local institutions.</li> </ul>
<p><b>1.1.2 Research Strategy</b></p> <p>For this instrument, the researchers will begin with the Xefe Suku and (separately) the Parish Priest and the village council <i>lia nain</i>.</p> <p>Different individuals will have different ideas and perceptions about local institutions, and nobody will have a perfect knowledge. However, key individuals can be used as starting points, who can then lead researchers to other respondents and information.</p> <p>Based on findings from initial interviews, researchers will administer the instrument questionnaire to representatives of key local institutions and groups. Given time constraints, researchers will interview as many people as possible, using their judgment to select representatives of the most influential local institutions. 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 (members of groups/institutions). Researchers will aim for at least 20 interviews on this topic in each village.</p>
<b>1.1.3 Identify important local institutions and key informants.</b>
<p>a) The researchers will ask the informant to identify any local institutions and groups that they think are influential in village society. Possibilities include, but are not limited to:</p> <p>Customary kinship and social groups; Current Suku Council; Former Suku Council; Veterans' Organizations; Political Parties; Cooperatives; Businesses; Church and/or other religious groups; Non-government Organizations; Youth groups; Martial Arts Groups; Water Management Groups; Farmer's Groups.</p>

b) The researchers will ask the informant to suggest any individuals that represent the institutions or groups identified, and if possible to provide contact details.
<b>1.1.4. Obtain information on the institution/group of the informant.</b>
<p>The researchers will first ask the informant about the institution which they represent (if applicable), including:</p> <ul style="list-style-type: none"> <li>a) A general assessment from the informant on why they think the institution or group is influential, followed by specific questions on:</li> <li>b) Objectives (vision and mission)</li> <li>c) Constitution (and legal status)</li> <li>d) Structure (hierarchy and leadership, including decision-making processes and how the structure/leadership is formed)</li> <li>e) Activities (projects, responsibilities)</li> <li>f) Communication methods/norms</li> <li>g) Membership</li> </ul>
<b>1.1.5. Obtain information on other institutions/groups according to the informant's knowledge and perceptions</b>
Ask the informant to again think of the key institutions in the village, and ask for his/her thoughts on some or all of the institutions or groups, with reference to the categories used in 2.
<b>1.1.6. Continuation</b>
Ask the informant if they have time for further questions (other applicable instruments for this informant), or whether they would like to meet again another time.
<b>1.2. Case Studies</b>
<p><b>1.2.1. Focus</b></p> <p>From the responses from informants, select local institutions for further case study follow-up. The case studies will be selected based on issues of conflict, participation, and gender, and will focus on instances where institutions have come under pressure for change, have been transformed or have been created.</p> <p>Potential examples include:</p> <ul style="list-style-type: none"> <li>• Contestation of authority of <i>uma lisan</i>;</li> <li>• Change of suku council (e.g., past election);</li> <li>• Formation of a new Farmer's Group or Water User Group;</li> <li>• End/dissolution of a group.</li> </ul>
<p><b>1.2.2. Strategy</b></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. Follow-up interviews for case studies will not use the Assessment question guide, instead researchers will ask questions specific to the</p>

investigative pathway of the case study (these questions will be decided in the field under the supervision of the research coordinator).

## Question Guide

### **1. Identify Local Institutions and their Representatives**

#### 1.1. Groups

- Can you please name the institution/s or group/s you are (or have been) part of?
- Can you please name any other institutions or groups that are important in the village?  
[What other group/s, do you think are important in the village, even if you are not part of them?]

#### 1.2. People

- In your group, who are the key leaders?
- From the other groups you mentioned, who are the key leaders?

#### 1.3. Context

[Re-visit the meaning and importance of individuals as embodiments of institutions/groups? Use these only questions if respondent has difficulty answering the first two questions.]

- Who are the people who help you most in your daily life? How and why?
- Where are they from? Do they live nearby?
- What resources do they have? How do they support you? How do you support them?

### **2. Understand the Institutions**

#### Core Question Set

- Is the institution or group influential in the aldeia and/or suku, and why?
- What is the objective, reason or cause of the group? What are its aims?
- What is the basis of the authority of the group? Constitution (and legal status).
- How is the group structured (hierarchy), and how does the group choose its leaders and make decisions? Examples.
- What main activities does the group conduct (projects, meetings)? Example.
- How do group members share information with each other, and with others? Example.
- Who are or can be members of the group?
- What difficulties has this group encountered, and how has it been resolved?
- Has this group changed substantially in any way? How?

Each of these questions will be asked of the respondent, with regards to:

- The first group you identified that the respondent identifies with;
- Other groups that the respondent identifies with;

- Other group/s that the respondent does not identify with, but has knowledge of.