

Instrument 2: Public Goods Assessment and Case Study Summary and Question Guide

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| <p>Instrument 2: Public Goods</p> |
| <p>2.1. Assessment</p> |
| <p>2.1.1. Instrument Objective</p> <p>The purpose of this instrument is to:</p> <ul style="list-style-type: none"> • Describe ‘socialization’ experiences from previous development programs, government service delivery and civil society. Identify common information bottlenecks. • Understand spending patterns and behaviour in previous/on-going development projects, co-operative projects, or service delivery which have a local financial management component. • Identify previous and on-going projects from government, civil society, donors and/or the private sector. • Understand previous development projects, including their employment/labor use experiences (such as in TIM Works, YDP, LDP). • Understand how collective action is organized and implemented, including for what reasons, for what kind of public or common good is action mobilized, who mobilizes people, who are mobilized or excluded? |
| <p>2.1.2. 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 public goods, after the local institutions assessment has been made, and to collect information on other potential informants.</p> <p>Based on findings from initial interviews, researchers will administer the instrument questionnaire to representatives of key public works projects (defined as any project implemented for the common good of the community as a whole or constituencies). Given time constraints, researchers will interview as many people as possible, using their judgment to select representatives of the most influential local public works/collective action projects. 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> |
| <p>2.1.3. Catalogue significant, recent or on-going public works projects in the village</p> |
| <p>a) The researchers will ask the informant to identify any public works projects in the village that they think are important or noteworthy. This may include:</p> <p>Government Service Delivery from line Ministries (such as new schools, health clinics, water supply); Government Service Delivery from local development programs (PDD; PDL, TIM</p> |

Works/R4D); Donor development projects; Civil Society projects; Farmer's groups or cooperatives initiatives; Clan (*uma lisan*) activities, other community group or collective action initiatives.

b) The researchers will ask the informant to suggest any individuals that represent or were involved in the public works projects, and if possible to provide contact details.

2.1.4. Obtain information on the public works project

The researchers will first ask the informant about any public works project (including local collective action) in which they have been directly involved, including:

- a) Rationale and Objectives of the project (why was/is it implemented? What 'public/constituency good' does it address? How does it relate to local development needs?)
- b) Outcomes of the project (did it meet the objectives? Why, or not?)
- c) Implementation method (who implemented the project? What were/are the lines of authority? How were workers recruited?)
- d) Finance (how was the project paid for? How were funds/payments made during implementation, such as to workers or contractors?)
- e) Communication methods/norms (how was information about the project given to community?)

2.1.5. Obtain information on other public works projects according to the informant's knowledge and perceptions

Ask the informant to again think of other important public works in the village, and ask for his/her thoughts on some or all of the projects, with reference to the categories used in 2.

If the informant is a non-participant, ask for his/her opinion on public works projects that they consider significant (for whatever reason) and/or have impacted upon their lives, using the categories used in 2.

2.2. Case Studies

2.2.1. Focus

From the responses from informants, select public works projects 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 projects have been transformed or been influenced by the operation of local institutions or power-brokers (or have themselves effected change in local institutions).

Potential examples include:

- LDP, PDD or YDP project prioritization or resource distribution coopted by Suku Council;
- The needs/priorities of local *uma lisan* inform the resource distribution of development projects.
- Benefits distributed with favoritism to certain political parties
- Local martial arts group dispute over access to resources.
- Veteran's groups influence selection of projects.

2.2.2. Strategy

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 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 Important Public Goods/Collective Action Projects

1.1. Projects

- Can you please identify any public goods projects (projects and/or activities that aim to serve and develop the village) that you know of, including the group responsible?
- Can you please identify a small number that you think are the most important or have had the biggest impact, and a small number that you think have not been worthwhile?

1.2. People

- Of the significant projects (most and least worthwhile), can you name key local individuals involved in the implementation?

1.3. Context

[Re-visit the meaning and importance of public goods as any collective action aimed at providing benefit to a constituency. Use these only questions if respondent has difficulty answering the first two questions.]

- Have you or any members of your family been involved in any community activities recently? Such as an *acara* (even if family such as wedding, funeral, or building a new ritual house), sporting event, church event?
- Have your neighbors or other family/friends been involved in community activities? Including activities that you have not been involved in?

2. Understand Public Goods

Core Question Set

- Location?
- Rationale and Objectives of the project (why was/is it implemented? What 'public/constituency good' does it address? How does it relate to local development needs?)
- How was the project selected? By community participation?
- Outcomes of the project (did it meet the objectives? Why, or not?)
- Implementation method (who implemented the project? What were/are the lines of authority? How were workers recruited?)
- Finance (how was the project paid for? Budget; How were funds/payments made during implementation, such as to workers or contractors?)
- Communication methods/norms (how was information about the project given to community? Including socialization)
- Were there any problems with the project? If so were they resolved, and how?

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

- Project/s in which the respondent was directly involved.
- Other most worthwhile projects identified by the respondent;
- Other least worthwhile projects identified by the respondent.