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# GUIDE TO CONDUCTING BASELINE STUDIES ON LAND DISPUTES IN LIBERIA

LIBERIA LAND CONFLICT RESOLUTION PROJECT

OCTOBER 2013

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## **DISCLAIMER**

The author's views expressed in this publication do not necessarily reflect the views of the United States Agency for International Development or the United States Government.



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# ACRONYMS AND ABBREVIATIONS

ADR	Alternative Dispute Resolution
CDR	Collaborative Dispute Resolution
COP	Chief of Party
GPS	Global Positioning System
ICLA	Information, Counseling, and Legal Assistance
IDP	Internally Displaced Person
LC	Land Commission
LCC	Land Coordination Center
LCRP	Land Conflict Resolution Project
LEITI	Liberia Extractive Industries Transparency Initiative
LISGIS	Liberia Institute of Statistics and Geo-Information Service
NGO	Nongovernmental Organization
NRC	Norwegian Refugee Council
PBS	Participatory Baseline Study
PM	Project Manager
STA/M	Senior Technical Advisor/Manager
TCC	The Carter Center
UN	United Nations
UNMIL	UN Mission in Liberia
USAID	United States Agency for International Development

# I.0 THE PARTICIPATORY BASELINE STUDY IN LIBERIA

As described in the Land Tenure and Property Rights Assessment Framework (USAID, September 2013), baseline assessments can play multiple roles in land tenure and property rights programming. First, they can capture the state of the selected indicators prior to initiation of project interventions, so they can later be compared with data during intervention implementation, at project end, and/or well after the conclusion of an intervention(s). In this case, they can provide an important benchmark to see whether the intervention is effecting change as expected. Baselines are also important for injecting rigor into impact evaluations by providing a reliable reading of the pre-intervention state of different indicators. This is far preferable to asking informants—typically, several years later—to recall the pre-project states of those indicators to assess change. Finally, baselines also allow for more informed programming, especially in environments where information—particularly written information on the target population—is lacking.

Perhaps the least costly method for creating a simple baseline is through interviews of select individuals and groups. In this case, the team will often be relying on the opinions of trusted “experts” and other specialists to gather information on the state of a particular indicator. In the absence of experts, key stakeholders or other members of both the beneficiary and expert community can provide information as part of the baseline. Interviewers can also gather baseline information on indicators from community members themselves, including through group interviews with different stakeholder groups. Formats are typically “semi-structured”—that is—questions are asked in such a way as to facilitate a dialogue with the interviewee with open-ended responses, rather than to extract responses that conform to survey choice sets. While this can limit strict comparison of indicator states, interviews can often yield a more robust and nuanced description of the indicator that enhances understanding of the issues, and subsequently, the change process.

## I.1 SCOPE AND METHODS

In Liberia, the Tetra Tech ARD Land Conflict Resolution Program (LCRP)—in collaboration with the Norwegian Refugee Council’s (NRC) Information, Counseling, and Legal Assistance program (ICLA)—created a methodology for conducting participatory baseline studies of land disputes (PBS) for LCRP-supported land dispute resolution programming carried out in collaboration with the Liberian government. There were four main goals for the PBS project:

- 1) Collect information on the status of land disputes and land dispute resolution prior to Land Commission (LC) programming rollout.
- 2) Identify programming priorities.
- 3) Create the foundation of networks between government and civil society for dispute resolution.
- 4) Teach basic data collection skills to government and civil society actors for use during program implementation and monitoring.

Given the capacity of government and civil society actors in Liberia, as well as the state of written information and data on land disputes, and the real concern of creating sustainable programming, the PBS methodology relies on following key steps:

- 1) Taking an inventory of existing information in program areas prior to programming,
- 2) Validating existing information through sharing and networking,
- 3) Identifying local actors who will act as key focal points during LC programming and engaging them in the baseline data collection process,
- 4) Training local actors in basic data collection skills, and
- 5) Conducting the baseline assessment with local communities in a sustainable and replicable way.

The PBS methodology is based on participation from all relevant stakeholders, especially key members of civil society. By engaging these actors in the baseline data collection process, the PBS aims to engage these actors from the inception of LC programming. Given the reality that many local actors are already working in dispute resolution in the areas where the LC programs will roll out, engaging existing actors, negotiating buy-in for new programs, and gathering/validating existing information are key steps in preparing for successful program implementation.

The PBS methodology is designed to meet its goals with the minimum of external costs and time. This reflects the real lack of capacity and resources for land dispute activities themselves, let alone complex or technically complex baseline assessment. At the same time, the PBS methodology lays out a very clear framework for collecting, validating, and analyzing data. The goal is to empower local actors to succeed with their programming and to monitor their own results over time in a sustainable way.

This manual serves as a “how to” guide for conducting a PBS in Liberia prior to land dispute resolution programming. It has been developed from the experiences of NRC working with LCRP and Land Coordination Center Staff, and offers advice for future similar assessments.

The guide includes the following:

- 1) Research design,
- 2) Sampling methods,
- 3) Lessons learned, and
- 4) Research tools.

Ideally, the guide will serve to provide continuity in the baseline data gathered in counties prior to formalized engagement by the Liberian government in further land dispute resolution programming. In this way, there will be a common set of data points which can be monitored over time to measure the impact of dispute resolution programs and ultimately inform programming decisions by the LC or other actors aiming to reduce land-related conflict in Liberia.

# 2.0 RESEARCH DESIGN

The PBS aims to document and understand the land conflicts and existing land tenure arrangements (community-based and statutory present in the target county), and to identify areas where there may be challenges that the authorities or communities are facing, in order to identify programming priorities. Two features to keep in mind with the PBS design are its emphasis on consolidating existing information and its iterative nature. The key for this kind of assessment is that much of the information has likely been gathered by various practitioners and stakeholders; it just needs to be consolidated and organized. The research approach is also iterative, wherein initial desk study research findings are checked against field data with key stakeholders and community members. This process requires openness on the part of the researcher to call into question and potentially revise initial findings or theories about the nature, causes, or extent of land dispute resolution. Through a combination of desk research (secondary data) and field research (primary data), the aim is to try to capture as complete and accurate of a picture as possible. Research design comprises three primary phases: preparation, data collection, and analysis and reporting (discussed in Sections 2.2, 2.3, and 2.4).

## 2.1 DATA NEEDS

The research team is to compile existing data and gather new data, as necessary, on the geography of the community, the land acquisition process, rights and restrictions on land use, active land tenure authorities, themes of land and/or resource cooperation, themes of land and/or resource conflict, historical land tenure practices, exploitation of natural resources, and women's land rights (see Annex 3 for the Qualitative Data Matrix). To increase confidence in the data's validity, information that is collected from one source, such as a report, is to be verified or triangulated with other sources, such as direct observation, key informant interviews, or focus group discussions.

### 2.1.1 Geography of the Community

To gather necessary geographic information about the target communities, the research team should obtain county maps from the Liberia Institute of Statistics and Geo-Information Service (LISGIS) that show district boundaries, clan boundaries, chiefdom boundaries, and town boundaries. This will help illuminate the geographical features, such as natural boundaries, locations and size of protected areas, community forests, types and locations of major and feeder roads, proximity to the sea, locations of rivers, and locations and size of private concessions. If the research team has access to and awareness of how to use a global positioning system (GPS), there is also an option of creating maps that indicate the communities, towns, and villages where the research takes place, as well as record locations and types of land conflict.<sup>1</sup> This level of information can serve as a reference for the team monitoring sites at subsequent points in time to assess change. During the key informant interviews, the team is encouraged to authenticate/validate the information on the map. There are instances in which the map produced by LISGIS may be incongruent with the perceptions of the communities. For example, in Nimba County, a town called Lao-Zao on the LISGIS map is currently found within the Sarlapa clan. When the team went to the community, individuals say this used to be in the Lao clan and now it is in the Sarlapa clan. If the team brings a map to the community in which they disagree with the boundaries indicated on the official LISGIS map, the team should note the points of contention and report it to the LC and the Ministry of Internal Affairs.

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<sup>1</sup> A Ushadi- affiliated organization, iLAB, based in Monrovia, provides these services. Go to <http://www.ilaliberia.org>, or [teemur@ilaliberia.org](mailto:teemur@ilaliberia.org), +0888 458844 or +0886 403018 or +0886 558 758.

### **2.1.2 Land Acquisition Process**

The land acquisition process involves the steps required and the people involved in obtaining title to land. This process may differ depending on the type of land it is, as there are several types of land. Liberians generally classify land along three broad lines: community land (not officially recognized), government/public land, and privately held land. Private land is land for which an individual has title. For the PBS, the types of land which are the focus of the study are public land, community land, and private land. To obtain information about how these lands are acquired, the research team will need to inquire about the acquisition process from the county superintendent, the county land commissioner, the clan chief, the town chief, the elders, communities, and quarter chiefs. This is important because many disputes center on who can or cannot own land, any restrictions on use of land, and sub-surface resources. Note beliefs about land ownership, awareness about how land is acquired or sold, and associated costs. The agencies responsible for land acquisition are the LC; Ministry of Lands, Mines, and Energy; and the Ministry of Internal Affairs.<sup>2</sup>

### **2.1.3 Rights and Restrictions on Land Use**

Land use and land rights are central to understanding land conflict dynamics. Restrictions on land use may stem from cultural beliefs, customary practices, and governmental policies. To learn about cultural beliefs and traditional practices, invite community members to share their beliefs and practices regarding land use restrictions. For example, there are restrictions on the use of forests in some locations, where there is sacred forests, such as the poro or sandi bush (forest) which are protected for ceremonial practices relating to rites of passage for men and women. In these sacred forests, no one is permitted to farm or cut down trees and only members of recognized groups are allowed to enter the forest. Restrictions may also stem from governmental policies. These types of restrictions are described in policies and documents held in the Ministry of Internal Affairs and the Ministry of Lands, Mines, and Energy. Finally, quite a lot of information can be gathered through observation. One way to do this is through a walk with the town chief, the elders, or community members. Ask the leader to take you to locations where you can see symbolic features and protected areas. In some instances, it may be appropriate to walk boundaries between towns, though in many instances they are not accessible. It should be underscored that in cases where the boundaries are in dispute, the research team should not walk along boundaries with only one group, as they may be perceived as being biased. If it is a highly sensitive issue regarding land use, such as a concession, then the group should avoid visiting the precise area in question. In Pleebo, in Maryland County, for example, the research team discussed the topics with the community, but avoided going to the areas that are the focus of conflict between local communities and two concessionaires. It may be appropriate—indeed necessary—to visit such sites as a part of a dispute resolution process, but the danger of visiting the sites during the research process is that there is likely going to be a large gap in time between when the research is conducted and when the dispute resolution processes begin. Once the Land Coordination Center (LCC) is actively involved in coordinating dispute resolution, visiting and potentially mapping out conflicting claims can be a key component of the process.

### **2.1.4 Land Tenure Active Authorities**

The LC is interested in learning from communities themselves how they are handling land cases so that it can build upon existing systems. To this end, the PBS includes this section on identifying and describing the roles of authorities in the land process. In any community, a large and diverse number of people are involved in land tenure. To narrow the focus of the research, the team only needs to concern itself with those authorities who address land issues. It will be important for the team to consult men and women in the communities to identify who they turn to when addressing land-related issues. In urban areas, this would include people such as county resident surveyor, the land commission, and the superintendent and the city mayor. In rural areas, these authorities are the clan chief, town chief, quarter chief, and the landlord. Sources of this information at

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<sup>2</sup> See the Draft Land Rights Policy.

the county level are the superintendent's office, or district commissioner. Authorities may be involved in land acquisition, land tenure and land dispute resolution processes. For land acquisition, this would include verifying whether land is vacant or owned by someone. In terms of land tenure, the authorities may also receive tokens of appreciation in exchange for land. In many places there are no fees, but there may be a token. These authorities also serve in mediation or arbitration roles and authenticate documents to help resolve claims and counterclaims involving documentation.

### **2.1.5 Themes of Land and/or Resource Cooperation**

While the focus of the baseline is largely on identifying the issues in relation to land disputes, it is important to identify examples of communities cooperating in sharing or using land and natural resources. If the research team only looks at disputes, they may overlook examples of successful cooperation that could be examined to understand the factors that contribute to their success. This is important for the LC or its successor and other partners involved in land dispute resolution programming, as they can identify approaches and models that work and elevate those as examples that can serve to inform other communities and groups of the benefits realized through cooperation. One example of such cooperation is the Koo group, which are community-based organizations, such as women's groups, youth groups, elders, and religious groups, who work on a rotating, voluntary basis on the farms of their neighbors. If there are examples of such cooperation, examine whether these examples of cooperation appear to increase resilience to conflict in communities.

### **2.1.6 Themes of Land Conflict**

The LC and others involved in the land sector are interested in understanding the frequency, type, and nature of the land-related disputes, as well as a path for resolution. This will inform the approaches that will need to be used to resolve land conflicts. Types of disputes may include boundaries, inheritance, encroachment, differing documentation, cultural heritage, and secondary occupation. If interviewees refer to boundary-related disputes, then the land surveyor may provide related information regarding any previous surveys conducted in or near the area in dispute. Cases of differing documentation (e.g., land deeds) need to be identified through discussions with the county land commissioner and the county superintendent to learn more about deed-related disputes. If there are disputes related to inheritance, cultural heritage, or secondary occupation, then the research team will want to talk to elders, town chiefs, and other community leaders. When documenting land disputes, describe the current status of the conflict: latent/dormant, emerging, active, or resolved. If the conflict was resolved, describe how the resolution came about. If the conflict is not resolved, describe what actions are being taken to bring about resolution and by whom. Note any conflicts which appear highly volatile at the moment and that may erupt into violence and report those immediately to the LC.

### **2.1.7 Historical Land Tenure Practices**

In this context, it is important to understand the historical basis of land use, as it can illuminate underlying conflict dynamics that may persist in communities regarding land ownership and use. It can provide examples of historical cooperation that communities may be able to draw upon to address current challenges. Historical practices reflect norms and beliefs, such as which kind of crops can be planted, sacred areas such as the poro bush, or other areas of cultural significance. Most of this information is maintained through oral tradition, and therefore necessitates conversations with elders, town chiefs, and landlords. The team should list who was involved in distributing land and/or making land use decisions in the past. The researchers need to be aware of potential sensitivities in relation to historical practices, as some of this information is held in secrecy. One way to do this is to include a member of the community in the research team to vet proposed questions to ensure they are not inflammatory or insensitive (see Section 4).

### 2.1.8 Exploitation of Natural Resources

If the county in which the team is working has active concessions in the extractive sector, this information would be available through the Forest Development Authority; Ministry of Agriculture; Ministry of Lands, Mines, and Energy; Ministry of Internal Affairs; National Investment Commission; as well as the Liberia Extractive Industries Transparency Initiative (LEITI). Researchers need to know whether there are existing disputes over resource extraction as well as understand how the concession was awarded. Describe any extractive practices that are occurring and cite who/which company is managing these extractive industries, distinguishing between community-led extraction and commercial extraction. If there is commercial extraction, note any information about the concession (length of lease, conditions, etc.).

### 2.1.9 Women's Land Rights

Women's access to land is challenging in Liberia. Land use vs. full ownership rights of women are expressed (though not consistently guaranteed) through a combination of cultural norms, inheritance law, and marital property law. To understand the reasons behind these challenges, it is necessary to gather information on levels of awareness, and beliefs and practices in relation to women's rights to land. This information is best obtained through community-based organizations, international, and national nongovernmental organizations (NGOs), as well as focus group discussions with men and with women. In meeting with women directly, the research team is to inquire which service providers (individuals) the women use to resolve disputes so that this information can later be shared as a resource of service providers (see Section 2.4). In addition to women, the research team should also aim to understand how other disadvantaged groups such as youth, the disabled, returnees, displaced, or other marginalized groups have access and use to land.

## 2.2 PREPARATION

During the preparation phase, the research team will hold an introductory meeting, identify stakeholders, plan for the research, assemble a research team, and organize follow-up meetings.

1. ***Hold an Introductory Meeting and Identify Stakeholders.*** Prior to conducting research, a consultative meeting should be arranged with the LC and the Ministry of Internal Affairs' county land commissioner to inform them of the research activity and ask about any local and international organizations working in the land arena. These interviews will help to identify who the key players are in land administration at the county level. Agree on research site selection with the LC. Site selection is to take into account considerations such as frequency of existing conflict, the potential for conflict and programming plans, the resources of the LCC, and entry points which have some familiarity or preexisting relationships. Once the team agrees on the target county, they will then need to agree on the number of districts included in the study. Within each target area, the research team is to identify key stakeholders, or individuals/groups directly or indirectly involved in or impacted by land-related issues in the area. This list of stakeholders will be used to identify the appropriate individuals to include in key informant interviews and focus group discussions, as described in the next section.
2. ***Hold a Research Preparation Meeting.*** To prepare for the research, the research leader should bring together the primary land dispute resolution providers to explain the purpose of the research, and familiarize the participants with research methods and tools. This includes walking participants through the Qualitative Matrix; validating the desk study findings; consolidating existing data; and agreeing on a logistical plan for data collection (see Annex 9). During the meetings, it may be appropriate to bring out the LISGIS maps as a reference point to discuss issues and determine where the team is going to work.
3. ***Assemble the Research Team.*** The key to a successful PBS is the research team. A PBS baseline team includes the following:
  - a) Representatives of civil society, NGOs, local government, and customary authorities;

- b) Representatives from the area where the baseline and subsequent programming will take place, including people fluent in each of the languages of the ethnic groups resident in the areas where the program activities will occur; and
  - c) A technical lead (preferably from the LC or sponsoring government entity) that coordinates and manages the data collection process. This individual supports members of the team who are new to data collection.
4. **Set up Community Meetings.** A LCC staff member visits the communities where the data collection is to take place to gain permission to conduct the research and to confirm a date, time, and venue for the meeting. Note that communities themselves should choose the venue and it should be a neutral location.

## 2.3 DATA COLLECTION

### Do No Harm

Research on sensitive topics, such as disputes over land, requires researchers to be aware of the potential impacts of decisions on research design on participants and other community members at each stage of the process. Here are some Do No Harm tips:

1. Be aware of the ethnic and religious composition of the communities.
2. Be aware of the historical and current conflict dynamics.
3. Compose a representative research team, ensuring that at least one member has lived or worked in or near the target area and speaks the language.
4. Respect local practices for greetings, and ceremonies for opening and closing meetings.
5. Agree on ground rules to guide discussions.
6. Keep all details pertaining to a case confidential.

During the data collection phase, the research team is to compile existing data and gather new data, as necessary, on the geography of the community, the land acquisition process, rights and restrictions on land use, land tenure active authorities, themes of land and/or resource cooperation, themes of land and/or resource conflict, historical land tenure practices, exploitation of natural resources, and women's land rights (see Annex 3 for the Qualitative Matrix).

1. **Consolidate Existing Data.** The team should conduct a desk study to gather additional information on land disputes in the area. This includes maps; existing reports; print (the *Inquirer*); and news media reports (UNMIL Radio, ELBC-National Radio of Liberia); and pertinent information about land tenure and customary laws, statutory norms, laws, and rules and conflict resolution in the area. District maps can be obtained

from LISGIS for the counties which indicate boundaries of clans and towns, main roads and feeder roads, and geographical features. Using the map, list the districts, clans, and towns. List the towns proposed to work in. Also take note of the bordering towns. For example, when providing the geographical coordinates or a focus group discussion, note the bordering towns. If intervening in that community, the team will need to understand the dynamics of all of the nearby towns. Note any significant features (e.g., a major road junction), demographic information (e.g., is one group the majority group), and distance to and name of district headquarters. Existing reports from national government agencies, NGOs, and United Nations (UN) agencies should also be consulted. Analyze the documents to produce a list of the land-related conflicts in the county, where they are located, who is involved (number of individuals, groups, sex, ethnicity, religion), and type (e.g., boundary, inheritance, encroachment, secondary occupation, inter- or intra-community disputes, land use, property).

2. **Hold Focus Group Discussions.** The research team will need to hold focus group discussions with people who are active and engaged in land administration, including the quarter chief, town chief, clan chief, elders, widows, disabled, youth leader, women leaders, and religious leaders. Annex 1 contains a list of focus group questions. During the focus group, it is helpful to be observant of both what is said and what is not said—notice who is participating, who is not, noting any apparent differences in terms of gender, age, etc. All of the information gathered during the focus group discussion is entered into the Qualitative Matrix.

3. **Hold Key Informant Interviews.** Utilizing the Qualitative Matrix and its associated questions (see Annex 3), the research team gathers information from the communities. Key informant interviews are held with the land commissioner, city mayor, resident surveyor, district commissioner, superintendent, town chief, clan chief, quarter chief, and community members. Data from key informant interviews is used to produce a list of authorities.

## 2.4 DATA ANALYSIS AND REPORTING

In the data analysis and reporting phase, the goals are to consolidate and analyze data and generate a list of disputes, a list of local authorities, and dispute resolution providers and to describe the dispute resolution systems.

1. **Consolidate Field Data.** Each individual researcher hands over their individually filled out Qualitative Matrix forms to the research leader, who then enters the information into one combined matrix. During that data entry process, the research leader will call upon the team to clarify any points of confusion. Once this information is consolidated, the research facilitator shares the initial consolidation with the rest of the research team to ensure that the information has been accurately captured as a part of an internal validation process.
2. **Analyze the Qualitative Matrix.** The team will then analyze the qualitative matrices and identify themes, issues, and opportunities in relation to land disputes and related land tenure. Go to the specific subsection of the matrix and read what the researchers noted from their focus group discussions and key informant interviews in relation to that specific section. Identify what points are common across the research notes. If there are no discrepancies, then summarize the point in the report narrative for that section. If there are contradictions between various researcher notes, then the researcher should first check the recorder to see if there were points covered in the recorded session that are not in the notes. If that does not yield a clear understanding of the point, then the research team will need to go back into the community to discuss and validate those particular points. See Annex 4 for a sample matrix.
3. **Describe Land Conflict Resolution Systems.** During the course of the data collection process, the information relevant to land dispute resolution systems is gathered. In the report narrative, the nature of the disputes, and the role of those involved in the dispute resolution process is described. This will provide critical information in programming purposes for any intervention and serve as a resource for community members for seeking resolution.
4. **Produce a List of Disputes.** List the location, type, and nature of disputes, and the gender, ethnicity, and tribe of each of the actors involved into an Excel spreadsheet. The list of disputes is shared with the LC, district commissioner, and superintendent. Some information at this stage is omitted, such as specific locations of clans to maintain confidentiality of the clans. This data is then analyzed to generate charts and graphs for the baseline report to answer questions such as:
  - *Where disputes are occurring?*
  - *What is the frequency of disputes by type?*
  - *How are men and women affected by land disputes?*
  - *What is the status of the dispute: ongoing, pending, closed, suspended?*
  - *What is the frequency of violence?*

### Qualitative Data Analysis

Guiding questions for analyzing data from the Qualitative Matrix

- *What information is the most surprising?*
- *What information is most concerning or requires the most direct intervention?*
- *Which two geographic areas are the most similar for this topic area?*
- *Which are the most different?*
- *Where do we need to go back and get additional information?*

- *What ethnicities are involved in the dispute—the nature of the dispute?*
  - *What are the issues?*
  - *How do people learn about dispute resolution services: referred by court, government, etc., no deed, etc.?*
5. ***Produce a Directory of Local Authorities.*** Based on the findings from the research, produce a list of local authorities and their contact information. This information is to be shared with the LCC and other interested actors in the area. This list is a useful directory to point individuals and groups to who they should contact for settlement purposes (see Annex 5).
  6. ***Produce Directory of Dispute Resolution Service Providers.*** Similarly, a list of contact information for dispute resolution service providers is produced and circulated. This would include community-based organizations, civil society organizations, local NGOs, multilateral agencies, as well as informal people and groups, such as traditional authorities. This information is to be shared with the LCC and other interested actors in the area and is important for collaboration and partnering in dispute resolution programming (see Annex 6).

# 3.0 SAMPLING METHODS

## 3.1 UNITS OF ANALYSIS

The unit of analysis for a PBS depends on the geographic and topical focus of the programming that it will support. For the PBS exercise carried out in support of the Liberian LC, the unit considered first for analysis was the county. This reflects the desire for LC programming to be rolled out at the county level. Because the LC intended to provide services to individuals and communities at the local level, the PBS extended its data collection beyond the county level and explored the administrative and geographic organization of the county to pick a range of communities to include in each PBS.

In the Liberia case, understanding both statutory administrative units and customary power structures helps inform the structure of the PBS exercises. In Liberia, districts are administrative units delineated by the central government in Monrovia. However, in some cases (though not all), districts map onto older administrative units known as chiefdoms. In the Liberian local government administrative system, the district commissioner is the most senior district-level official. In the customary system, the paramount chief is the most senior official. In customary or traditional land tenure institutions, land is administered at the clan level. There is no new administrative unit that reflects clan structures, except for the position of clan chief, which still exists and is a position salaried by the Ministry of Internal Affairs.

### 3.1.1 Amalgamated Towns

Each clan comprises several amalgamated towns, which is a unit created by LISGIS. Amalgamated towns are thus the next unit beneath clans. Within the boundaries of an amalgamated town, there is what past researchers refer to as a “major” town as well as all the land traditionally controlled by that town. According to traditional and customary accounts, amalgamated towns map what used to be referred to as sections of a clan.

In many accounts, the major town, also known as the section head, was the place of first settlement in a given area. Each quarter in a major town administered the land extending from the major town to the boundary of the next major town—an area that typically includes farmland, and in some cases, primary forest. The total area administered by all the quarters of a major town comprises an amalgamated town. Surrounding towns, some of which remain farming villages and some of which have grown in population and now are towns with fulltime occupants, are also technically administered by the quarter of the major town when they fall within its traditional or customary boundaries. The highest authority in an amalgamated town is the general town chief, who previously known as the sectional chief.

### 3.1.2 Towns

Towns that LISGIS has not designated as amalgamated towns also exist. These towns are located within the boundaries of amalgamated towns and may be quite large in their own right. The highest authority in a town is the town chief.

### 3.1.3 Farming Villages

Farming villages are smaller settlements associated with towns and major towns. In some cases, farming villages may be seasonal settlements, in others, smaller groups of people may live in them year round.

### **3.1.4 Quarters**

In all major towns, and in most towns in these districts, patterns of settlement follow the quarter system. In the quarter system, families or groups of people that shared a common ancestor settled together within a town. One town therefore comprises several quarters originally based on family groups, but which diversify over time. In the past, and many cases today, leaders at the quarter level administer land within their quarter of the town and the lands (agricultural and forest) historically farmed by individuals residing in that quarter.

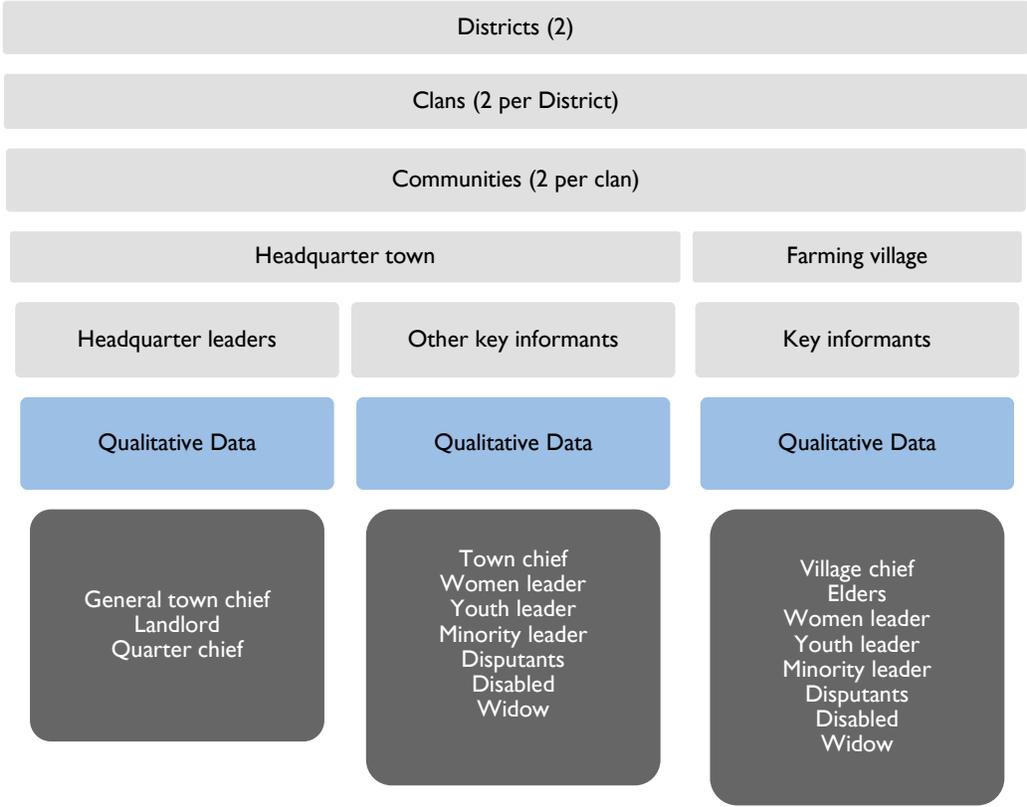
Under this system, a person serves as traditional landlord at the quarter level and all inhabitants of that quarter would access both their house spots in the village and the land where they made their farms through this landlord and through the quarter chief. In practice, the authority of the landlord to administer land in this way varies from quarter to quarter and from town to town. Historically, only major towns had landlords who administer the farming villages and towns located within the traditional or customary boundaries of that quarter's land. In reality, while the reach of these quarter-level traditional landlords sometimes covers all the farmland in a given amalgamated town, sometimes towns have their own systems (landlord based or not) to administer their land and do not always go through the landlord of the original major town. In other cases, the proliferation of private property ownership creates a system where some land is administered by private individuals or companies and where other land is administered under the traditional or customary system.

## **3.2 SELECTING A RESEARCH SAMPLE FOR THE PBS**

Once the county where the PBS will take place has been selected, the research team can move forward with the other components of the sampling process. If the research team wishes to follow the model used in previous PBS assessments, this begins with a meeting in the county where the programming is to take place. The sampling process used in previous assessments identified two districts and two communities within each district for assessment. In each district, a “headquarter town” and a more remote “farming town” were identified to ensure capture of a cross section of urban and rural issues. This allows the research to focus on a tractable geographic area in a way that can capture the variation in land management and land disputes within a county.

Once communities within a district have been selected, the sampling takes place at the community level. In the larger headquarter town, leaders were identified for key informant interviews. These included the town chief, other chiefs (such as the clan chief or paramount chief), a leader of the women, a minority leader, a youth leader, land disputants, and others. These key informants may also help to identify additional stakeholders in each town and the smaller farming village. Additional stakeholders might include the town chief, elders, women leaders, youth leaders, minority leaders, disputants, the disabled, widows and other vulnerable parties. This sampling strategy is designed to produce a representative picture of land rights, land use, land disputes, and awareness of the role of the LCC and key land messages disseminated in each county. An example of the sampling process is included in Figure 1 below.

**FIGURE I. PBS SAMPLING EXAMPLE**



# 4.0 LESSONS LEARNED

The NRC, LCCs, and the LCRP have distilled a number of lessons from our experience in administering PBS in Liberia since 2012. These lessons are provided to inform future studies.

***Build Trust with Communities.*** Be consistent and clear about the purpose and scope of the research. It is important to not unnecessarily raise expectations about the research. People are often nervous about a government entity gathering information. In the event that information on land disputes is not already consolidated elsewhere, it is critical to connect with elders and key informants.

***Recognize Power Dynamics.*** People who have had less decision-making power or freedom—especially women, youth, minorities, or people who have recently returned to an area or recently arrived—may have a more difficult time connecting to the traditional power structure within the clan, and/or the chief. In every interview or section, make sure that various voices are heard.

***Keep in Mind Gender Differences.*** When conducting group interviews, often it is useful to interview women and men separately. Women will often be more vocal and frank about their perspectives when they are not in the company of men. Likewise, it can also be useful to interview certain minority or marginalized groups separately if interviewing them among more dominant community members so that they do not recede from the conversation.

***Try to Gather as Much Information as Possible from Existing Sources.*** Take time before seeking information from communities to determine what information is already available. Be judicious in gathering information on a land dispute without a clear usage plan (including storage and confidentiality) for that information. Be careful about collecting documents about a part of a standardized process. People might misinterpret the intent and believe it is a chance to make a claim or a counterclaim, so they may rush forward with documents or people might hide documents.

***Maintain Confidentiality.*** Each week qualitative team members will meet with the supervisor to discuss the data they have collected and to ensure backup of all the data is safely and securely stored.

***Ask Probing Questions.*** It is more important to have an in-depth conversation on a few points of particular interest to the community than trying to answer all of the questions in a qualitative matrix. The point is not to read out questions in a question-and-answer style format, but rather facilitate an exchange—a dialogue between the interviewer and those being interviewed. As appropriate, questions will need to be adapted to fit the audience.

***Understand Land Conflict is an Iterative, Ongoing Process.*** The baseline is a starting point that the LCC teams will go through to familiarize themselves with the communities they work in over a longer period of time.

***Promote Knowledge Sharing.*** The participatory process is aimed at generating information—such as a list of dispute resolution practitioners and an analysis of conflicts—that is useful to the target communities. The assessment process itself is intended to build capacity and awareness among local communities regarding the dynamics of land reform, and the importance of alternative or collaborative dispute resolution (ADR/CDR). Copies of reports and related documents are to be left with local authorities, members of the LCCs, and other key stakeholders.

# ANNEX I. FOCUS GROUP QUESTIONS

Name of Interviewer: \_\_\_\_\_ Date: \_\_\_\_\_

Community: \_\_\_\_\_ Clan: \_\_\_\_\_

Chiefdom: \_\_\_\_\_ District: \_\_\_\_\_

Region/County: \_\_\_\_\_

## FOCUS GROUP TOPIC I: LAND RIGHTS

Do you know that there are laws about land in Liberia?

Please tell me what you know about these laws.

How did you learn about these laws?

Where did you learn about these laws?

Do you have laws on land in your community?

Please tell me about these laws in your community?

Why did you make these laws in this community?

How were these laws made for this community?

What happens if people breaks these laws or go against these laws?

Had it ever happens that people break these laws?

What happened to that person who broke the law?

Are there any special laws, like laws that protect forests or other special areas?

What kind of laws do you have that protect the forest or other special areas?

How do people get land in this community?

Do people have documents for their land in this community?

What kinds of documents do people have for land in this community [written and oral]?/Can anyone show me/tell me some examples of the documents?

Are there strangers (refugee, someone not from Liberia, someone not from this community but is from other part of Liberia) in this community?

How has their coming to this community has changed your way of getting land?

Do women get land in this community? If yes, how? If no, why?

What happens to a woman if the father dies? What happens to a woman if the husband dies?

## FOCUS GROUP TOPIC 2: LAND USE

Here, what do you mean by community using your own understanding?  
Can you please tell me a bit about the ways that people use land in this community?  
Are there any outside groups that are using land in this community (e.g., Concession, NGO Community Project, GoL, Gold Mining Group, and Refugee Camp)?  
How did the outside groups get the land in this community?  
What are the outside groups doing with the land?  
What kinds of farms and plantations are parts of this community?  
What is the size of the smallest farms? Who owns the smallest farm?  
What is the size of the biggest farms? Who owns the biggest farm?  
How has this changed in the past 12 months since the arrival of these outsiders?  
How secure do you feel about your land rights now?

*Please use the focus group note sheet attached to this packet and any additional sheets if necessary to record your notes.*

## FOCUS GROUP TOPIC 3: LAND DISPUTES

Do you have land disputes in this community?  
What kinds of land disputes do you have in this community?  
Can you provide some different examples of land disputes in this community?  
Has there been any physical violence or early warning signs of violence as a result of these land disputes?  
Do land disputes cause problems between outsiders/strangers/religious groups/refugees/IDPs/host community members?  
Does the lack of papers/documentation play a role in these disputes?  
Do physical threats to security (check points, militias, tribal groups, armed groups, religious group, traditional practices, and government development project) play a role in land disputes in this community?  
Can you explain why these land disputes take place?  
Who is involved in these land disputes?  
When did these lands disputes start?  
Can you explain your role in land dispute resolution in this community?  
Was the land dispute settled?  
What other means do people in this community use to resolve their land disputes?  
Has this changed over the past 12 months?

**CAN YOU SHOW ME SOMEONE WHO HAS LAND DISPUTES NOW? I WOULD LIKE TO SPEAK TO THEM ONE ON ONE.**

Please use the focus group note sheet attached to this packet and any additional sheets if necessary to record your notes.

## **FOCUS GROUP TOPIC 4: EDUCATIONAL OUTREACH OF THE LAND COMMISSION**

Are you aware of any message coming from the Land Commission?

If yes, what kind of message was it?

What was the message about?

How did you get the message?

When did you get the message?

*Please use the focus group note sheet attached to this packet and any additional sheets if necessary to record your notes.*

# ANNEX 2. KEY INFORMANT INTERVIEW QUESTIONS

## INTERVIEWEES:

- a. Land commissioner
- b. City mayor
- c. Resident surveyor
- d. District commissioner
- e. Superintendent (In most instances, he/she may designate the assistant or some office staff)
- f. Landlord
- g. Town chief
- h. Clan chief
- i. Quarter chief
- j. Police personnel
- k. Judge of the circuit/Magistrate court
- l. Disputants
- m. Civil society organizations' staff. Example: an NRC staff member may be asked to provide details about information on cases he/she has or is managing so that we can get some better understanding of the case and its nature and to know its current status.
- n. Community members inside the land administration, tenure, and allocation system. For example an ex town chief who may have insight. These categories of participants are usually identified during the focus group discussion, hence, time may to permit the monitoring and evaluation team to have detailed interviews with these categories of participants, and they are called aside for separate interviews.

## QUESTIONS:

1. What is the role of the local authorities in land disputes?
2. At what stage are they involved in the settlement of land disputes?
3. What could happen if the local authorities are unable to settle the dispute?
4. What is the role of the justice system for land disputes, and who is the current circuit/magistrate/county resident judge (gender, ethnicity)?
5. What could be the role of the security sector (LNP) at the county level in land dispute settlements?
6. Is there any bureau of the national archive? If yes, what is their role in land dispute settlements?

7. Are there payments of fees at any level of the land dispute settlement to any of the authorities mentioned above? If yes, what is the specific amount paid?
8. Who are the key actors on land disputes at the county level and at the traditional level?
9. When do NGOs or international NGOs (civil society actors) get involved with land dispute settlements and what could be their possible roles?
10. If a land dispute is not resolved by the county authorities, what is done next?
11. If a land dispute is not resolved by the local authorities/traditional people, what happens next?

# ANNEX 3. QUALITATIVE DATA MATRIX

DATA	INFORMATION NEEDS
Geography of the Community	<ul style="list-style-type: none"> <li>a) Note the number and names of and geographic references of quarters</li> <li>b) List the clans</li> <li>c) List the districts</li> <li>d) List major ethnic groups and dialects</li> <li>e) List the bordering towns</li> <li>f) Note any significant features (e.g., a major road junction)</li> <li>g) List the tribes</li> <li>h) Note demographic information (e.g., is one group the majority group?)</li> <li>i) Note distance to and name of district headquarters</li> </ul>
Land Acquisition Process: Rights and restrictions on land use	<ul style="list-style-type: none"> <li>a) Describe how land is acquired (e.g., inheritance, etc.)</li> <li>b) List who can own land</li> <li>c) List who cannot own land</li> <li>d) Describe any restrictions on use of land</li> <li>e) Describe any restrictions on use of the surface and sub-surface resources (e.g., trees, minerals)</li> <li>f) Describe the land use characteristics (e.g., if for farming, which crops are dominant? Cash crops? Are there protected areas? Any active resource extraction concessions?)</li> <li>g) Note any significant symbolic features (e.g., burial sites, sacred areas)</li> <li>h) Note beliefs about land ownership</li> <li>i) Note any restrictions on land use and what the penalties are if there is a violation of the use rights</li> <li>j) Note level of awareness about the land acquisition process</li> <li>k) Note the existence or absence of land ownership or land use documents</li> <li>l) Note practices on the buying or selling of land</li> <li>m) Note the costs associated, if any, with buying land and any exceptions (e.g., free if it is for farming or a relative)</li> <li>n) Note any restrictions on outsiders owning land.</li> </ul>
Land Tenure Active Authorities	<ul style="list-style-type: none"> <li>a) Note the authorities who are involved in land tenure (e.g., elders, quarters chiefs, town chiefs, other individuals)</li> <li>b) Describe how these authorities are involved</li> </ul>
Fees for Land Acquisition, Land Tenure Services	<ul style="list-style-type: none"> <li>a) Note any fees paid for land acquisition for individuals or groups within the community</li> <li>b) Describe the basis for determining the fees</li> <li>c) Note any fees paid for land acquisition to outsiders (e.g., companies, refugees, etc.)</li> <li>d) Describe the basis for these fees</li> </ul>
Themes of Land and/or Resource Cooperation	<ul style="list-style-type: none"> <li>a) Note any practices of cooperation over the use of land or management of natural resources (e.g., informal sharing of resources for mutual benefit between individuals and groups)</li> <li>b) If there are examples of such cooperation, ask about the impact of the cooperation on relationships between groups</li> </ul>

DATA	INFORMATION NEEDS
Themes of Land Conflict	<ul style="list-style-type: none"> <li>c) List current and recent land, housing or natural resource-related conflicts.</li> <li>d) List who was directly involved in these conflicts</li> <li>e) List who was affected by these conflicts</li> <li>f) List the primary issues of the conflict</li> <li>g) Describe their current status</li> <li>h) If the conflict was resolved, describe how the resolution came about</li> <li>i) If the conflict is not resolved, describe what actions are being taken to bring about resolution and by whom; does it vary depending on type of conflict?</li> <li>j) Note any conflicts which appear highly volatile at the moment which may erupt into violence</li> </ul>
Historical Land Tenure Practices	<ul style="list-style-type: none"> <li>a) Describe how land use and ownership was managed in the past if different from today</li> <li>b) Note who was allowed to own land in the past and how that differs from today</li> <li>c) List who was involved in distributing land and/or making land use decisions</li> </ul>
Exploitation of Natural Resources	<ul style="list-style-type: none"> <li>a) Describe how natural resources are being used in the area</li> <li>b) Describe any extractive practices that are occurring, including mining, logging, timber, large plantations, pit-sawing</li> <li>c) Cite who/which company is managing these extractive industries</li> <li>d) Distinguish between community-led and commercial extraction</li> <li>e) If there is commercial extraction, note any information about the concession (length of lease, conditions, etc.)</li> <li>f) Note any related disputes</li> </ul>
Women's Land Rights	<ul style="list-style-type: none"> <li>a) Describe beliefs about women's rights to own land</li> <li>b) Describe beliefs about women's rights to use land and natural resources</li> <li>c) Describe actual practices regarding women's rights to use land and own land</li> <li>d) Describe practices in relation to inheritance and women's rights</li> <li>e) Who is involved in resolving disputes in cases involving women? Do the women represent themselves or are they represented by others?</li> <li>f) What is the level of awareness about women's land rights?</li> </ul>

# ANNEX 4. SAMPLE MATRIX

	<b>BOKEZA</b>	<b>ZORZOR</b>
<b>Geography of the Community</b>	<ul style="list-style-type: none"> <li>• Bokeza community is situated in the Zeyaema clan, Zorzor district and is bordered by Bokeza junction, Warkesu, Kpassagizia, Zruwolor, and Konia communities.</li> <li>• There are two tribes in Bokeza town, the Lorma and Mandingo; with the Lorma been the dominant group. The community is also situated 18 km from the district headquarters (Zorzor).</li> <li>• It is near the Guinea border with Liberia.</li> <li>• Bokeza is divided into 4 main quarters; the Boizee Quarter, with GEO CODE of (29 N 0449689 UTM 087213) the Somah Quarter with GEO CODE (29 N 0449658 UTM 0874424); The Barsayezee Quarter with GEO CODE (29 N 04494630 UTM 0874539); and the Mandingo Quarter whose GEO CODE was not mentioned.</li> </ul>	<ul style="list-style-type: none"> <li>• Zorzor is a large town situated in the Gizzima clan, Zorzor District.</li> <li>• It is a commercial city and it is the district headquarters situated along the main route traveling to the county capital (Voinjama).</li> <li>• It is divided into six main quarters namely: Zorzor quarter, Yeani, Gulor, Kpalagai, Zaryeama and Zelegai quarters. GEO CODE of (29 N 0452635 UTM 0859915).</li> <li>• The majority tribe in Zorzor is the Lorma and the minority tribe is the Mandingo followed by other tribes such as Kpelleh, Bassa, Gio, Mano, Gbandi, etc.</li> </ul>

	<b>BOKEZA</b>	<b>ZORZOR</b>
<b>Land Acquisition Process</b> - <b>Rights and restrictions on land use</b>	<ul style="list-style-type: none"> <li>• Land in Bokeza is acquired through inheritance and the traditional land allocation system.</li> <li>• Land is allocated to people from outside the community through the 'stranger father' system. Such land can be used for planting food crops. People from outside the community are not permitted to plant live crops.</li> <li>• People from outside the community can own land on more secure terms and grow live crops if they settle and marry into the community.</li> <li>• There are few documents for land in Bokeza. The land in Bokeza is used mainly for farming, cash crops (coffee, cocoa, rubber, palm oil), peanut, eddoes, and banana farming.</li> <li>• Land is also used for building homes, burial sites, sacred bushes and other traditional rituals.</li> </ul>	<ul style="list-style-type: none"> <li>• Land in Zorzor is acquired through inheritance, traditional means and statutory/administrative procedures.</li> <li>• Strangers own lands by means of negotiation, purchase and a stranger can also acquire land through his 'good attitude/behavior'.</li> <li>• In Zorzor, as a commercial city with a diverse population, everybody has the right to land ownership including women.</li> <li>• According to the residents, in the past women did not have the right to own and inherit land.</li> <li>• Many people in Zorzor have documents for their land as compared to other communities in Lofa County.</li> <li>• Land use for residential housing is a significant feature in Zorzor.</li> <li>• Land in Zorzor is also used for commercial purposes, small-scale farming, cash crops, (coffee, cocoa, rubber, palm oil) peanut, eddoes and banana farming.</li> <li>• Burial sites, sacred bushes and other traditional land uses are also reported.</li> </ul>

	<b>BOKEZA</b>	<b>ZORZOR</b>
<b>Active Land Tenure/ Administration Authorities</b>	<ul style="list-style-type: none"> <li>• Land administration is mainly the responsibility of the customary authorities in Bokeza.</li> <li>• The active authorities for land tenure in Bokeza are the quarter chiefs, town chiefs, stranger-fathers (host of an outsider), elders, and the landlords.</li> <li>• Key land administration services available from customary and statutory authorities include land allocation, tribal certificates, survey notices, county land surveyor services, county land commissioner services (i.e., Public Land Sale Moratorium enforcement), probate court for private land sales, magistrate court, dispute resolution facilitated by statutory and customary authorities.</li> </ul>	<ul style="list-style-type: none"> <li>• Statutory and administrative authorities play a relatively more prominent role in Zorzor.</li> <li>• Other active authorities for land tenure/administration in Zorzor are the quarter chief, the town chiefs, landlords, elders and stranger fathers, clan chief, paramount chief.</li> <li>• Key land administration services available from customary and statutory authorities include land allocation, tribal certificates, survey notices, county land surveyor services, county land commissioner services (i.e., Public Land Sale Moratorium enforcement), probate court for private land sales, magistrate court, dispute resolution facilitated by statutory and customary authorities.</li> </ul>
<b>Fees for Land Acquisition, Land Tenure Services</b>	<ul style="list-style-type: none"> <li>• In Bokeza, there are no fees for land acquisition, tenure and dispute resolution services.</li> <li>• Civil society organizations report that fees are required by both statutory and customary authorities for many types of land administration services.</li> </ul>	<ul style="list-style-type: none"> <li>• According to Zorzor residents, there are fees for land acquisition, but the actual amount varies.</li> <li>• Civil society organizations report that fees are required by both statutory and customary authorities for many types of land administration services.</li> </ul>
<b>Themes of land conflict</b>	<ul style="list-style-type: none"> <li>• There is a major conflict between the two largest tribes in the area, the Mandingo and the Lorma. This has to do with 'citizenship' issues and differences over religious and cultural practices.</li> <li>• Boundary disputes over farm land; access to house plots.</li> </ul>	<ul style="list-style-type: none"> <li>• There are major disputes between communities and large scale land owners.</li> <li>• Other themes of land conflict in Zorzor are overlapping boundaries, land claims by youth.</li> </ul>

	<b>BOKEZA</b>	<b>ZORZOR</b>
<b>Historical Land Tenure Practices</b>	<ul style="list-style-type: none"> <li>• Land tenure has been held and administered by customary authorities.</li> <li>• Historically only men own land and women's land rights remain subordinate to men's</li> </ul>	<ul style="list-style-type: none"> <li>• Statutory land administration was introduced and promoted in the 1950s.</li> <li>• Customary institutions are also prominent players in land administration.</li> <li>• Women land rights are relatively well recognized, but traditional norms are still an impediment to secure tenure for women.</li> <li>• There is a perception that land historically belongs to the Lorma ethnic group who are held to be the original settlers of the land.</li> </ul>
<b>Exploitation of Natural Resources</b> <ul style="list-style-type: none"> <li>- Mining</li> <li>- Logging</li> <li>- Timber</li> <li>- Large Plantations</li> <li>- Pit sawing</li> <li>- Community based/commercial</li> </ul>	<ul style="list-style-type: none"> <li>• There is no exploitation of natural resources taking place in Bokeza.</li> </ul>	<ul style="list-style-type: none"> <li>• The extraction of timber is now taking place in the Zorzor area.</li> <li>• Gold mining is increasingly active, particularly in Vassawo, Koiwoda and Keliwo communities.</li> </ul>
<b>Women's land rights</b>	<ul style="list-style-type: none"> <li>• It is rare for women to own land in Bokeza, because they are themselves considered the 'property' of men.</li> <li>• Tenure for all women is relative insecure.</li> <li>• Single women are assisted with accessing land for housing and farming, but this land cannot be passed on by women and reverts to men.</li> </ul>	<ul style="list-style-type: none"> <li>• Women have relatively better access to land and security of tenure owing to the urban character of Zorzor and the greater role of statutory administration which, normatively, treats women on more equal terms.</li> <li>• Customary norms and attitudes are still present and condition women's security of tenure and access to land, creating challenges.</li> </ul>
<b>Knowledge on LCC/LC work</b> <ul style="list-style-type: none"> <li>- Awareness of LC/LCC activities</li> <li>- Key Message</li> <li>- Medium of message</li> <li>- Approximate time</li> </ul>	<ul style="list-style-type: none"> <li>• According to the residents of Bokeza, knowledge about LCC services and work has been received through awareness raising by the LCC, by civil society actors, and other workshops on peace building. They also received messages through radio, as recently as the last month (May 2013).</li> </ul>	<ul style="list-style-type: none"> <li>• According to the residents of Zorzor, knowledge about LCC services and work has been received through awareness raising by the LCC, by civil society actors and other workshops on peace building. They also received messages through radio, as recently as the last month (May 2013).</li> </ul>

# ANNEX 5. DIRECTORY OF DISPUTE RESOLUTION SERVICE PROVIDERS

## SAMPLE DIRECTORY OF SERVICE PROVIDERS IN SANNIQUELLIE MAH AND SACLEPEA MAH DISTRICTS

Organizations	Scope of Work	Target Beneficiaries	Office Sub-office; Community targeted	Contact
Tetra Tech	Land Dispute Resolution	Host Community	- Head Office, Monrovia - Field Office, Ganta, Saclepea	0886 688 441
International Rescue Committee (IRC)	Health & Education	Host Community	- Head Office Monrovia - Field Offices, Saclepea	08863 90000
NASSCO	Welfare	Host Community	- Head Office, Monrovia - Field Office, Ganta	0886 571 346
DRC	Protection and Livelihood Program	Host Community/ Refugees	- Head Office, Monrovia - Field Office, Saclepea	0886 360 128
EQUIP LIBERIA	HEALTH	Host Community	- Head Office, Monrovia - Field Office, Ganta, Saclepea	0886 415 361/ 0777 860 757
SEARCH	PEACE	Host Community	- Head Office, Monrovia - Field Office, Saclepea	0886 823 735
Plan International	Education & Construction of Schools building	Host Community	- Head Office, Monrovia - Field Office, 15 Counties	08804 22055
PROSPER	Agriculture	Host Community	- Head Office, Monrovia - Field Office Saclepea	0777 524 770/ 0776 105 172
LTTP/ USAID	Teacher Training & Education	Host Community	- Head Office, Monrovia - Field Office, Sanniquellie	0886 886 741
BRAC	Agriculture & Micro Fin.	Host Community	- Head Office, Ganta, Saclepea	0886 876 404
MOHSW	Health	Host Community	- Head Office, Monrovia - Field Office, Sanniquellie, Saclepea	0886 518 427
FED	Agriculture	Host Community	- Head Office, Monrovia - Field Office, Ganta, Saclepea	0886 404 175
JPC (Local)	Advocacy & Access to Justice	Host Community	- Head Office, Monrovia - Field Office, Saclepea	0886 596 181
The Carter Center	Access to Justice	Host Community	- Head Office, Monrovia	08865 18920
FAO	Agriculture	Host Community/ Refugees	- Field Office, Saclepea	0776 737 540
NRC	Dispute Resolution	IDPs, Returnees, Host Com.	- Field Office, Ganta, Saclepea	0886 412 908
UNMIL	Security	Host Community	- Field Office, Ganta, Saclepea, Sanniquellie	0886 575 853

# ANNEX 6. SAMPLE DIRECTORY OF LOCAL AUTHORITIES

No	Name	Town/Location	Position	District	Clan	Contact #
1	Hon. Christiana D. Dagadu	Sanniquellie City	Superintendent	Sanniquellie Mah	Sehyi	0886405120
2	Hon. G. Patric Vonleh	Sanniquellie City	Land Commissioner	Sanniquellie Mah	Sehyi	0886-499-023
3	Hon. Ulysses S. Beaquio	Sanniquellie City	Resident Land Surveyor	Sanniquellie Mah	Sehyi	0886482236
4	Mrs. Mary Nyah	Sanniquellie City	City Major	Sanniquellie Mah	Sehyi	0886-580-764
<b>No Garr and Bain Clans (Bain Garr Administrative District, Sanniquellie Mahn Statutory District)</b>						
1	Hon. Shirley Bronwn	Ganta City	District Commissioner	Bain Garr	Garr	0886421183
2	Hon. Alfred N. Sahn	Ganta City	Paramount Chief	Bain Garr	Garr	N/A
3	Hon. D .Dorr Cooper	Ganta City	City Mayor	Bain Garr	Garr	0886406-382
4	Hon. James Paye	Ganta City	Clan Chief	Bain Garr	Garr	N/A
5	Hon. Peter G. Barloun	Ganta City	Chief Elder/Chairman Elder council	Bain Garr	Garr	0886478371/077388782
6	Hon. J. Tito Loloin	Sanniquellie City	Police Commander	Sanniquellie Mahn	Sehyi	0886520632
7	Hon. George Dwah	Sanniquellie City	Magistrate	Sanniquellie Mahn	Sehyi	N/A

## SACLEPEA MAHN STATUTORY DISTRICT

No	<b>Wee/Salapa Clans (Wee-Gbehyi/Meinpea Mahn Administrative Districts, Saclepea Mah Statutory District)</b>					
1	Hon. Joe Kpabio	Loyee	Clan Chief	Wee-Gbehyi	Wee	N/A
2	Hon. Wuozenneh Samuel	Loyee	Clan Chief	Wee-Gbehyi	Wee	N/A
3	Mr. Martin Zaindo	Gaopa	Youth Leader	Wee-Gbehyi	Wee	N/A
4	Madam. Mary Kargenlehvoyee	Saclepea	Women Leader	Wee-Gbehyi	Wee	N/A
5	Hon. Adolphus N. Tokpah	Lao Zao	Quarter Chief	Wee-Gbehyi	Wee	0886 979 007
6	Hon. David Wondeh	Kpowin	Town Chief	Wee-Gbehyi	Wee	N/A
7	Hon. Saah Jones	Lao Zao	Minority Leader	Meinpeamah	Salapa	N/A
8	Madam. Esther Gbusseh	Lao Zao	Women Head	Meinpeamah	Salapa	N/A
9	Hon. Erickson Payelaleh	Lao Zao	Town Chief	Meinpeamah	Salapa	0880 409 085
10	Hon. Morris Saye	Kpowin	Quarter Chief	Wee-Gbehyi	Wee	0886 963 628
11	Hon. George Kerpoa	Loyee	Paramount Chief	Wee-Gbehyi	Wee	N/A
12	Hon. Joseph T. Gwesia	Garwonpa	Chief Elder	Wee-Gbehyi	Gbehyi	N/A
13	Hon. Jefferson G. Gookor		District Commissioner	Wee-Gbehyi	Gbehyi	0886488864

# ANNEX 7. EQUIPMENT AND MATERIALS CHECKLIST

- 1 Recorder
- 1 GPS unit
- 1 computer
- Maps of the areas (LGIS)
- Notebooks for focus groups
- Post-it notes
- Ballpoint pens
- Markers
- Flipcharts
- Projector
- Memory stick
- Laptop
- Generator
- Gasoline
- Paper
- Participant list
- Questionnaires for focus group and key informant interviews for all staff
- Blank form with space for answers
- Clipboards (Rubber)
- 1 vehicle
- 2 motorbikes-especially for bad roads-need to go in pairs

# ANNEX 8. KEY TERMS

To be sure that the research team conducting the PBS has a common understanding of key terms, this section defines the terminology used throughout this guide.

**Baseline Study.** Baseline assessments can play multiple roles in land tenure and property rights programing. First, they can capture the state of the selected indicators prior to initiation of project interventions, so they can later be compared with data during intervention implementation, at project end, and/or well after the conclusion of an intervention(s). In this case, they can provide an important benchmark to see whether the intervention is effecting change as expected.

**Data.** Information which can be either quantitative (numerical) or qualitative (descriptive) in nature.

**Focus Group.** A focus group is a research method wherein a group of individuals are interviewed in a discussion-style fashion to gain an in-depth understanding of particular topics.

**Issues.** Issues are the topics or themes which are in dispute.

**Key Informant Interview.** Key informants are individuals who, on the basis of their position or knowledge, have particular information they can share on a subject. Interviews with key informants compliment focus group discussions as a way to probe issues.

**Land conflict or dispute.** Land-related conflicts or disputes in this context encompass disputes over the ownership, use or access to land and natural resources.

**Stakeholders.** Individuals or groups who are directly or indirectly impacted by decisions or who directly or indirectly influence decisions.

**Land acquisition process.** The steps involved in obtaining title to land.

**Remedy pathway.** The steps taken by parties to resolve a dispute. The pathway specifically lists, in order, the sequence of approaches used in an attempt to resolve a dispute.

**Land tenure.** Land tenure refers to the rules, authorities, institutions, rights and norms that govern access to and control over land and related resources (IFAD 2008, *Improving access to land and tenure security*).

**Land rights.** There are three principal rights linked to the spatial dimension of land: use rights, control rights, and transfer rights. Use rights refer to the right to use land for growing crops, passage, grazing animals, and the utilization of natural and forest products. Control rights refer to the rights to make decisions about how the land should be used and how benefits should be allocated. Transfer rights refer to the right to sell or mortgage land, convey land to others, transmit the land through inheritance and reallocate use and control rights (IFAD 2008).

**Observation.** Observation is a research technique wherein insights are gathered based on viewing the physical characteristics of the landscape or by observing the interactions and behavior between people.

**Landlord.** This is a traditional person (generally male) who is considered as the first inhabitant of a particular area or county. The title of landlord is inherited; no outsider can become a landlord. The landlord is the keeper of oral history of the land. The landlords provide the history of the land to weigh in on the resolution of land-related disputes in clan, town, and inheritance-related conflicts. If it is a clan, the landlord can give the history of how the clan was established. The landlord can explain how a town was established and its associated boundaries identified. If it is a family, he would explain who used the land in the past prior to the

current owners. The landlord sometimes serves in the role of an arbiter to make a decision to resolve a dispute. Landlords are not in all counties, as there are wide variations in customary practices across counties.

# ANNEX 9. SAMPLE WORK PLAN

Determine who is going to go out to which communities when, the community entry process, the venues, budget. In composing the research team, keep in mind the need to have a team that represents the community in terms of gender, age, ethnicity, and language.

No	Activities descriptions	Estimated Time	Staff responsible	Location	Fieldwork Localities
1	<ul style="list-style-type: none"> <li>• Selection of Communities/Districts</li> <li>• Compile/review desk studies on Land dispute cases- Nimba County. (Carter Center and NRC databases, local authorities, etc.)</li> <li>• Source district maps for Nimba County</li> </ul>	3 days			
2	<ul style="list-style-type: none"> <li>• Logistics Planning for Field Work</li> <li>• Scheduling for fieldwork – contacting key local authorities, etc.</li> </ul>	1 day			
3	<ul style="list-style-type: none"> <li>• Research Preparation Meeting (leading Focus Group Discussions and documenting results)</li> </ul>	2-3 days			
4	<ul style="list-style-type: none"> <li>• Outreach and scheduling with communities</li> <li>• Site visits to minimum four locations</li> <li>• Focus group discussions (x 4)</li> <li>• Key informant interviews (each location + County level)</li> <li>• Consolidation of data in Qualitative Matrix (Focus Group and Key Informant Interviews)</li> <li>• Preliminary report drafting throughout exercise</li> </ul>	7 days			
5	<ul style="list-style-type: none"> <li>• Compilation of DRAFT final report</li> <li>• Send to LC and partners to review draft</li> <li>• Produce a version for the report to distribute to communities</li> <li>• Hold a validation session with communities to share findings at the county level-with the Superintendent of the draft report at the community level and</li> <li>• Incorporate feedback from Land Commission, local leaders and community members into final version</li> </ul>	8 days 7 days  2 days  4 days			

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