**Appendix S2. Focus group interview questionnaire.**

***Note****: The interview questions were designed to collect information about two programs in the study area – a land titling program and Socio Bosque. All text was translated into Spanish for fieldwork. Any text that is bolded or italicized references specific instructions to the research team in conducting the focus group session.*

**Focus group interview questions for community organizations (pre-cooperatives)**

**[Narrative text] This interview session is divided into five different parts. We will first ask you questions about the recent history and current situation for your pre-cooperative/organization.**

1. **Background information on pre-cooperative:**
   1. In what year did this pre-cooperative establish itself in the area?
   2. How many families were among the first to form this community?
   3. How many of those original families remain today?
   4. If some have left the pre-cooperative, where have they gone to?
   5. How many families in total make up the pre-cooperative?
   6. How many of these families live on their lands, versus somewhere else?
   7. What are the primary ways in which families in this pre-cooperative use their land? *[Allow for respondents to list possible land uses and then ask the group to rank.]*
   8. If families engage in agriculture, what are the different types of food they produce and for whose consumption or sale? *[Allow for respondents to list possible food types and uses; then ask the group to rank.]*

**[Narrative text] Now we would like to ask you a set of questions about how the land and forests in this region have been changing, including the forests on your own lands. For this section, we will work together to respond to the questions using a set of maps.**

1. **Participatory mapping**

*[Notes to research team: Our analysis of changing land use and forest cover within this study region reveal interesting spatial and temporal variation. These community focus group sessions represent an ideal opportunity to gather pre-cooperative members around a map of their lands and ask them more about the history of land use and change in this study area. We will produce field maps with base imagery (using tool developed by www.fieldpapers.org) and provide community members with spatial information (transparent overlay) of where forest change has occurred in the region since 2000. We will have a set of markers (pens & dot stickers) for the interview respondents to use on the main response map. Please follow the indicated colors and recommendations re: dots/lines. Be sure to spend a bit of time with the participants so that they can all feel oriented to the map.]*

* 1. Can you indicate where your pre-cooperative lands are located and which parcels (predios) correspond to yours? *[group consensus – but have each individual place a marker by her/his property – no identifier other than a colored dot]*
  2. Are the boundaries (pre-cooperative) that you see on this map correct? Is there anything you would change? *[group consensus – select one respondent to help make changes if necessary – use line/pen]*
  3. Does any member of your pre-cooperative have lands that he/she accesses outside of these boundaries, for instance within the Reserve?
     1. Please indicate where these outside lands are located on the map. (use marker/pen to delineate lands)
     2. What is the general profile of those from within the community who tend to make use of these outside lands?
     3. How do they use these lands?
  4. How do families in this community make use of the forests today? What are the main uses? *[Allow for respondents to list possible forest uses; then ask the group to rank.]*
  5. Is this similar or different to how they used the forest in the past? (~10 years ago) What forest uses have increased in area? What has decreased? *[Allow for respondents to list possible changes in forest uses; then ask the group to group into increasing vs. decreasing uses and rank within categories.]*
  6. What are the main reasons as to why families in this community might harvest trees? *[Allow for respondents to list possible reasons for harvesting trees; then ask the group to rank.]*
  7. Can you identify any specific years when families might have been more likely to cut down trees on their own property? Why did they harvest these trees? *[Record list by year and reasons for harvesting.]*
  8. Can you identify any years when community members might have harvested trees on lands other than their own individual property? What was happening during these points in time that drove this kind of change? *[Record list by year and reasons for harvesting.]*

*[At this point, we might talk to the group about specific years where we see a spike in forest loss in the region – such as 2002, 2005/06, and 2010 – and ask about those years in particular.]*

* 1. Considering your lands and the surrounding area, who or what would you say is responsible for the most forest loss? *(If offered a list, ask to rank)*
  2. Considering your lands and the lands around them, who or what would you say is responsible for the most forest conservation/protection? *(If offered a list, ask to rank)*
  3. Can you indicate areas on this map where forests are currently under some sort of threat or pressure? *(for each dot marker (red) write a # on it, ask group to name the threat/pressure, and note the threat/pressure with # code)*
  4. Can you indicate areas on this map where existing forests are currently well-protected? (*Note: the next question is about reforestation/forest recovery – this is about standing forests.* F*or each dot marker (blue) write a # on it, ask group to explain why well-protected, and note the reason with # code*).
  5. Can you indicate any areas on your lands (or neighboring areas) where there has been some reforestation or forest recovery? F*or each dot marker (purple) write a # on it, ask group to explain the influence/reason behind the reforestation / forest recovery as well as how long each process has been going for, and note these reasons with # code*).

**[Narrative text] Now we have finished with the mapping portion of the group interview. We’d like to ask you a few questions about the situation in your community before the land titling project began (before Proyecto Amaznor).**

1. **Pre-Amaznor project**
   1. Before members in your community acquired formal title to your land, how concerned were members about the government taking your land one day? *(Ask to respond with 1=not concerned at all, 2=somewhat concerned, 3=very concerned --- group consensus, and observe discussion)*
   2. How concerned were members in your community about any conflict over your land? *(Ask to respond with 1=not concerned at all, 2=somewhat concerned, 3=very concerned --- group consensus, and observe discussion)*
   3. Were there specific conflicts that your community had with outside groups? *(Make note of specific conflicts if given a list, including timeframe and actors)*
   4. Did you feel as though neighbors within the community (within the pre-cooperative) knew clearly which land was yours and which was theirs? *[group consensus, observe discussion, note any specific examples offered]*
   5. Did neighboring communities know which land was theirs and which was yours? *[group consensus, observe discussion, note any specific examples offered]*
   6. If members in the community had concerns about their lands, where would you have reported them or sought assistance prior to having title? *[List any specific examples]*
   7. What role did the leadership within your community play in alleviating your concerns? *[Defined by group consensus.]*
   8. Why was it important to you (personally) to acquire formal title? Are your reasons shared by other community members? *[Ask each group member to voice their opinion rather than consensus. Then ask group for consensus on what the other community members held as reasons. If given a list, ask to rank.]*

**[Narrative text] Now we have a few questions about how things may (or may not) have changed since certain members within your community acquired title to their lands.**

1. **Post-Amaznor / titling**
   1. Did everyone in your community receive title as a part of the Amaznor project? If no, why not? *[group consensus, observe discussion, if given a list, ask to rank.]*
   2. Was there any discussion within your community about formalizing the cooperative and applying for communal title, rather than individual? *[Y/N response. If Yes, ask for description of how that discussion went and how the decision was made.]*
   3. For those who did not acquire official title as part of the project, what is the status of their title now? If no title, are these individuals still living on or using their land? *[Observe group discussion, and ask for group consensus on status for majority of those who were without title at conclusion of project.]*
   4. Once people in the community acquired title, did they do anything differently with their land? *[Ask specifically (if not provided) about 1) Changes in any agricultural or forest use? 2) Marking of boundaries or fencing?]*
   5. Do you anticipate making any major changes to your land related to agriculture or forest use in the next ~10 years? If so, what?
   6. Now that members within your community have title, are the community’s concerns any different than they were before, in terms of land conflict, concern about taking of your land, or knowledge about which land is yours? *[Ask for response separately on each element – group consensus on Y/N if any different. Ask for why different or not.]*
   7. Now that members of the community have title, is there interest in selling or sub-dividing land, once that is permissible by law (5 years)? *[Mainly a Y/N response – observe discussion and ask for group consensus.]*
   8. Has receiving title allowed landholders to access credit or other financial or technical resources that were not available prior to receiving title? What types of programs or resources to landholders access the most now that they have formalized title? *[Group consensus on Y/N. When Y, ask for specific names of programs, resources.]*
   9. Now that members of the community hold individual title to their lands, do you notice any difference in how the community makes decisions? *[Y/N – group consensus. If Y, ask to describe the change.]*

**[Narrative text] We have now come to the final group of questions. These are related to the program Socio Bosque, and the influence the program may/may not have had in your community.**

1. **Post – Socio Bosque**

*Before we meet with pre-cooperatives we will summarize from MAE the number of households enrolled in Socio Bosque and years, we will bring this information with us and confirm with communities that this looks ‘correct’.*

1. From the MAE, we see that X households in your community are enrolled in Socio Bosque. Does this number seem correct?
2. *\*If there are no community members enrolled in Socio Bosque currently, ask the group the following:* How interested would members in this community be in enrolling in Socio Bosque? *(Ask to respond with 1=extremely interested, 2=a few would be interested, 3=nobody would be interested --- group consensus, and observe discussion)*
3. Which organizations have provided you with information about Socio Bosque? With applying to this program? *[List responses and group according to general information vs. which groups assisted in enrollment / application process.]*
4. Are you satisfied with the amount of information and assistance you’ve received related to this program? *(Ask to respond with 1=very satisfied, 2=somewhat satisfied, 3=not satisfied --- group consensus, and observe discussion)*
5. Can you tell us about why some households have enrolled in Socio Bosque and others have not enrolled in your community? *[List reasons why and why not – group them and ask to rank.]*
6. For lands enrolled in Socio Bosque *(ask directly to those present that have enrolled if possible)*:
   1. Did you do anything differently with your land after enrolling in SB? *[Get list from group. Ask specifically (if not provided) about 1) Changes in any agricultural or forest use? 2) Marking of boundaries or fencing?]*
   2. Has enrollment in SB had any effect on concerns you might have had prior to SB related to land conflict or concern about taking of your land by others? *[Y/N. Ask to explain why or why not.]*
   3. What are the main uses of the financial payment you receive from Socio Bosque? *[Get list from individuals – or group if considering others in community.]*
   4. Has enrollment in SB allowed you to access credit or other financial resources (in addition to the payment) that were not available prior to enrolling? *[Y/N. Ask to explain why or why not.]*
   5. Has the program provided you with any technical support? *[Y/N. If Y, ask to explain source and type of technical assistance.]*
   6. If you stopped receiving payments from this program, would you manage your land differently than you do now? *[Y/N. If Y, record how would manage differently.]*
7. Overall, how effective do you think Socio Bosque is at conserving forest in this area? *(Ask to respond with 1=extremely effective, 2=somewhat effective, 3=not effective --- group consensus, and observe discussion)*
8. Overall, how effective do you think Socio Bosque is at improving socioeconomic conditions in this area? *(Ask to respond with 1=extremely effective, 2=somewhat effective, 3=not effective --- group consensus, and observe discussion)*
9. What suggestions would you make for improving participation in this program? For improving the effect of this program on forest conservation? On socioeconomic conditions? *[List suggestions & group according to each category]*

**[Narrative text]: We have now come to the end of our set of questions for this interview. We thank you for your time and your thoughtful responses.**

**Do you have any questions you would like to ask us now? Do you think there is anything we should have asked about these programs and issues that we didn’t ask here?**