MONITORING TENURE SECURITY, DATA COLLECTION QUESTIONNAIRE MODULES AND MANUAL

CAMEROON, NIGERIA AND KENYA

SECURING LAND AND PROPERTY RIGHTS FOR ALL

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Ministry of Foreign Affairs of the
Netherlands

GLII
GLOBAL LAND INDICATORS INITIATIVE

GLTN
GLOBAL LAND TOOL NETWORK

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Cameroon, Nigeria and Kenya

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ABBREVIATIONS

ASAL	Arid and Semi-Arid Areas
BUCREP	*Bureau Central des Recensements et des Etudes de Population*
CAPI	Computer-Assisted Personal Interviewing
CSO	County Statistical Officer
DHS	Demographic and Health Survey
EA	Enumeration Area
GLII	Global Land Indicators Initiative
GLTN	Global Land Tool Network
IFORD	*Institut de Formation et de Recherche Démographique*
KNBS	Kenya National Bureau of Statistics
LGA	Local Government Area
LSMS	Living Standards Measurement Survey
MICS	Multiple Indicator Cluster Survey
NBS	National Bureau of Statistics
PAPI	Paper Administered Personal Interviews
SDGS	Sustainable Development Goals

EXECUTIVE SUMMARY

Secure tenure is, in part, a matter of perception and relationships of trust, and can be safeguarded by various mechanisms if the rights of land users and owners are clearly assigned. In addition to formal legal documentation, including titles, tenure security can be achieved through long-term rental contracts or the recognition of customary rights and informal settlements in rural and urban contexts. This range of possible forms of tenure is internationally recognized as being a continuum, along which each form of tenure provides a different set of rights and different degrees of security and responsibility.

Governments' recognition of the different tenure types varies. However, the definition of "tenure security" continues to emphasize legally documented forms of tenure, such as individual land titles, and ignores many people's perception of tenure security, including the territorial rights of Indigenous Peoples, women and vulnerable communities. Local communities may perceive their tenure rights is not legally documented as secure, or they have legal documentation but are still insecure due to various threats from within their family or community, or are the focus of aggression from governments, among others. Secure tenure rights, therefore, go beyond the legal recognition of tenure rights to include the perception of tenure security.

Pilot testing on land tenure data collection module was conducted in three countries in Africa: Cameroon, Nigeria and Kenya, and involved 697 households. The objective of the pilots was to test application of a comprehensive land tenure data collection module consisting of three questionnaires for collecting data on tenure security of land and dwellings at individual, household and community level in rural and urban areas. The pilot exercise was also to document lessons learned in the application of the land modules in actual data collection in rural and urban contexts to inform the measurement of a tenure security indicator, including the extent to which members of a household

experienced security of tenure over their land at individual, household or communal levels. Further, the pilots aimed to document household survey processes used in data collection, test comparability, level of customization required on the questions, and provide key lessons learnt in the application of the questionnaires for data collection in measuring tenure security in three geographically and culturally different countries.

Drawing from the *GLII Working Paper No. 5 Training Curriculum Sourcebook: Methodologies for Data Collection and Reporting on Land Indicators for Data Producers and Users,* the pilot deployed survey questionnaires which were administered to collect information on land tenure security. Survey questionnaires were administered to a sample in identified enumeration areas selected in consultation with and guidance of the national statistical organisations (NSOs) in the respective countries. Interviews were then conducted to collect detailed information from the respondents at an individual level from the selected households. The survey questionnaires comprised of household questionnaires, individual land ownership questionnaires and communal ownership questionnaires. Training of enumerators was done prior to the field data collection to acquaint them with the survey tools and data collection protocols.

Among the findings were the following: most of the households are headed by a male household member and less than half of the respondents in each sample had a title deed to the land they owned. In Cameroon, most respondents reported that they felt secure from evictions from their land but were still uncertain about the level of protection from government authorities in the case of eviction In Nigeria, most respondents did not know the measurement of their land and there was a significant need to customize the household questionnaire and land ownership questionnaire to be of relevance to the respondents. In Kenya, there was a

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lack of knowledge about the title application process and most of the respondents' perception of inherited land was that they owned the land regardless of documentation to show possession of the land under their name.

In conclusion, terminology on land tenure and land parcel sizes varies from one area to another. There is a need to work with local land experts to identify locally applicable terms and tenure types, including tenures that are legally recognized and documented. Collaboration between different agencies and organizations was important for the successful implementation of the pilot. Testing and the refinement of questions in every context where surveys on land tenure are conducted should be done in order to enhance understanding and application in different cultures and legal regimes, while promoting harmonization and comparability as may be applicable. This is especially critical when the questions are translated into local languages, which risks losing meaning or creates a different interpretation of some terminology from one community to another.

FROM THE FINDINGS AND LESSONS LEARNT, THE FOLLOWING CONCLUSIONS WERE ARRIVED AT:

❑ The comprehensive package of land tenure modules that covers individual, household and communal tenure questionnaires can easily be adopted by any country - the design, data collection, analysis and reporting on secure tenure rights in rural and urban contexts.

❑ The proposed methodology and data collection modules are reliable and applicable in the various contexts of the three countries for measuring tenure security by legal recognition and perception. However, these modules need further customization/adaptation to local, legal and national contexts to yield better data.

❑ Comprehensive land modules piloted can be used as independent data collection modules for monitoring tenure security and / or have key questions extracted and integrated into relevant national surveys, including agriculture, economic and national censuses; Demographic & Household Surveys (DHS), Multiple Indicator Cluster Survey (MICS) and Living Standards Measurement Survey (LSMS) and Urban Inequities Survey as may be applicable.

❑ The application of the land modules is found to be reliable and to have the potential to contribute to monitoring tenure security related indicators proposed in the SDGs, including 1.4.2; and to contribute to monitoring other global and regional frameworks on land governance, including VGGT and AU-Framework and Guidelines on Land Policy in Africa.

❑ Data generated through these questionnaires can be disaggregation by sex, type of tenure, urban, rural and other parameters. Use of random sampling of a household member to respond to the questionnaire to generate self-reported data is recommended to ensure women's land rights issues are well captured, documented and monitored.

❑ The specific land tenure module for measuring tenure security under communal tenure regimes was not adequately addressed in the three pilots and further testing is recommended in communal or collective tenure regimes in Africa and beyond.

❑ Findings of the pilots affirms the findings of a feasibility study on Options for Global Reporting on Land Indicators conducted by GLTN in UN-Habitat in collaboration with the World Bank; which shows the feasibility of monitoring tenure security using globally comparable and locally applicable land indicators for comparable data at scale.

The land modules have high potential for integration in the work of the Land Policy Initiative (LPI) in collaboration with the Africa Centre for Statistics. The Africa Statistics

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Year Book could aim to capture and present land data annually. Furthermore, the land module will not only benefit the monitoring of the SDGs land related indicators, but is also expected to contribute to the monitoring of global frameworks such as the VGGTs, African Union Framework and Guidelines on Land Policy in Africa and the Agenda 2063. This report includes the three land modules tested and the how-to-do-data collection manual, also available for public access on the GLTN website: www.gltn.net

BACKGROUND ON LAND GOVERNANCE MONITORING

Access to secure land tenure and security from evictions underpin sustainable social and economic development. Communities with security of tenure invest in and prosper from the land that they live on. Secure land tenure and property rights can be derived through various means such as formal titles (title deeds). Security can also be achieved through long-term rental contracts or by the formal recognition of customary rights and informal settlements. These different forms of land tenure security have become internationally recognized as lying along a continuum of tenure security and that they provide different sets of rights and degrees of security and responsibility.

While many governments have recognized the legitimacy of a range of types of tenure, tenure security still tends to be defined strictly in terms of more secure forms of tenure, such as individual land titles, which severely reduces the number of women and men, particularly those living in poverty, who cannot realistically afford 'formal' tenure security. The problem is particularly acute in Africa, where most people are unable to afford formalized tenure for generations and who are increasingly marginalized by market-based, statutory tenure systems that emphasize individual rights.

UN-Habitat serves as the Secretariat of the Global Land Tool Network (GLTN), a coalition of 70 global partners working to enable governments and partners to implement pro-poor land policies and advocate for a variety of alternative tenure options that can be easily adapted in developing countries. Specific interest has focused on the responsiveness of the tenure systems to the needs of women and the youth. Linked to the policy formulation process is the development of indicators for tracking progress on land tenure systems. These indicators are now part of the Sustainable Development Goals (SDGs) and countries are obliged to periodically report on their tenure status.

TARGET 1.4.2 OF SDG 1

By 2030, ensure that all men and women, in particular the poor and the vulnerable, have equal rights to economic resources, as well as access to basic services, ownership and control over land and other forms of property, inheritance, natural resources, appropriate new technology and financial services, including microfinance.

Guided by the definitions of terms and concepts on land tenure and governance developed by the Global Land Indicators Initiative (GLII); a global multi-stakeholders platform for the development of nationally applicable and global comparable land indicators hosted and facilitated by GLTN , a draft set of household-based survey questionnaires and a draft tabulation plan were prepared and pretested in Cameroon. The land tenure module is being piloted as a standalone module (outside existing household surveys) with the aim of using the module in a standalone survey or integrated within other household based surveys.

This phase of piloting intended to test: 1) existence of a few universal concepts that are similar and identical in all countries; (2) clarity of concepts and that they are understood the same way by survey managers, interviewers and respondents; (3) there are no ambiguous concepts or that too much customization affects data quality; (4) whether the measurement of the wealth index has an urban bias, and the bottom quintile cannot be compared across countries; (5) whether the data collected can be validated (against service/programme records and/or other surveys); and (6) the identification of a set of core universal questions and country specific questions.

OBJECTIVES OF THE PILOT TESTING

The key objectives of the pilot-testing were to ascertain:

1. The extent to which the draft set of questions are understood by the intended respondents;
2. Whether the questions flow and structure/skip-patterns work;
3. The level of customization needed for each country.

Pilot-testing of the draft module will facilitate documentation of the approach, processes, and lessons learned in several countries/regions. The experience will also facilitate an evidence-based process of the further refinement of a module for household surveys that can be customized for countries to measure the extent to which the poorest households have access to land.

The implementation of the pilot testing involved the following steps:

❑ Adaptation of the draft land tenure module and related interviewers' instructions to country context;
❑ Interviewer training and feedback on the country-specific land tenure module questions;
❑ A test of the module in the field and to refine the questions/structure as needed;
❑ Administration of the refined version of the questionnaire and data collection;
❑ Documentation of the approach, processes and lessons learned;
❑ A test of the draft tabulation plan.

OVERVIEW OF HOUSEHOLD-BASED SURVEY FOR DATA COLLECTION

Household-based surveys have traditionally been used to estimate indicators at the household level. In countries with weak or non-existent administrative record systems, surveys may be the primary source of data. Household surveys are designed to cover single or multiple thematic areas; when surveys are used to measure multiple thematic areas, a set of questions from each thematic area are presented in a single questionnaire and administered to household respondents.

The Global Land Indicators questionnaires have been designed to collect data on indicators on land and dwellings. However, all or portions of the questionnaire may also be combined with questions or modules from other thematic areas, such as those in the Multiple Indicator Cluster Survey (MICS), Demographic and Health Survey (DHS), or the Living Standards Measurement Survey (LSMS).

The questionnaires are currently designed as Paper Administered Personal Interviews (PAPI), but can also be customized for information to be collected using the Computer Assisted Personal Interviewing (CAPI) method.

PILOT TESTING IN CAMEROON

INITIAL PILOT IN CAMEROON

Initial piloting of the land tenure household survey data collection tools was done in collaboration with GLTN (Kenya), NIS/Ministry of Land Property/of Women affairs (Cameroon), UN-Habitat and the *Institut de Formation et de Recherche Démographique* (Institute for Research and Training in Demography (IFORD)), and the University of Yaoundé II, Cameroon. Three enumeration areas were selected: Yaounde (urban), Obala and Mfuo (rural). Approximately 600 households were interviewed in these localities. Questionnaires and other survey tools that were initially developed in English were translated into French before they were administered. The key finding of the pilot was that the tools are able to collect data to report on land tenure in Cameroon, with the recommendation that further pilot testing be done in diverse countries before the tools can be adopted for global use.

PHASE II PILOTS – EXPERIENCES FROM NIGERIA AND KENYA

The key recommendations from pilot testing of the land indicator household survey tools pilot in Cameroon were that the tools be piloted in more countries and that the data collection process be embedded with national statistical institutes. Two countries (Kenya and Nigeria) were proposed for the second phase of pilot testing because these countries (1) have diverse land tenure systems; (2) are accessible; (3) have an English-speaking population; and (4) have vibrant national statistical organizations.

This phase of piloting involved:

1. Working with national statistical organizations to pilot test the land tenure module tools;
2. Selecting an enumeration area (cluster) in which to conduct the pilot exercise and identification of households to be interviewed;
3. Conducting interviews with a selected number of individuals with the key aim of ascertaining the structure and flow of the questions. The target population was the household head and one female member of the selected household;
4. Identifying and interviewing a community head / village head for communities that own land collectively.

LESSONS FROM THE CAMEROON PILOT

The pilot study was a collaborative work between the University of Yaoundé, (IFORD), UN-Habitat – Global Land Tool Network, the Global Land Indicator Initiative and various specialists on land tenure indicators. The pilot was conducted within an existing partnership between IFORD and UN-Habitat, whose primary goal was to build the capacity of statisticians, land experts and practitioners in data collection and reporting on land indicators.

The key phases in the pilot in Cameroon were:

1. The development of a methodology and tools required for data collection, including questionnaires, survey manuals, a data entry program and SPSS syntax for data analysis:

    A set of questions were developed to facilitate the collection of information for computation of land tenure indicators at the household level. The questionnaires' development was guided by the proposed indicators on land tenure, which had in turn been developed through the consensus of a team of experts on land tenure. In addition to questions to aid the computation of land tenure indicators, questions to allow for disaggregation of indicators by gender, education level, residence (urban/rural), religion and wealth index were also included. Once the first set of questionnaires were developed, there was an iterative process to review the flow of questions. This was done over several drafts until a final set of questionnaires was agreed on. Questionnaires were translated into French, which is the language predominantly spoken in the three regions where the pilot survey was conducted. CSPro was chosen to develop the data entry interphase. CSPro is a free and open source software

developed by the United States Census Bureau that constantly reviews and supports it. CSPro is used by many national statistical offices globally and has a large user group with online support. It has been used for data collection in many large-scale household based surveys. CSPro is currently on its sixth iteration, which focuses on the development of lightweight applications for rapid deployment and data collection using tablet computers and mobile phones.

The pilot survey in Cameroon was initially designed to be conducted in different ecological zones to test the survey tools on populations with different land tenure ownership systems. However, since the tools had not been finalized, a decision was made to reduce the scope of the survey and only cover one region. In this single region, enumeration areas were selected from both urban and rural clusters. Sample size selection

2. The sample size was determined as 651 households. The enumeration areas were identified from the *Bureau Central des Recensements et des Etudes de Population* (BUCREP) – the Central Bureau of Census and Population Studies - list of Cameroon enumeration areas. A household listing exercise was conducted to enumerate all households within the enumeration areas and households randomly selected from each list. A breakdown of the sample selection is presented below.

Table 1: Sample selection for the pilot in Cameroon

CLUSTERS	NO. OF ENUMERATION AREAS	N.O OF SELECTED ENUMERATION AREAS	NO. OF HOUSEHOLDS ENUMERATED	NO. OF HOUSEHOLDS INTERVIEWED
Yaoundé - urban				
Yaoundé, I	241	2	218	67
Yaoundé II	251	2	189	64
Yaoundé III	256	2	410	53
Yaoundé IV	446	2	239	94
Yaoundé V	266	2	196	65
Yaoundé VI	180	2	257	65
Yaoundé VII	69	2	168	18
Subtotal	1709	14	1677	426
Obala – peri-urban region				
Efock	8	1	118	12
Obala urbain	7	1	206	15
Ekock Assi	3	1	155	12
Ekoumdouma	1	1	89	12
Mboua	2	1	210	12
Mfoulou Assi	2	1	121	12
Minkama	7	1	105	12
Nkolbikock	8	1	92	12
Nkoledouma	3	1	165	12
Nkolmelen	1	1	147	12
Subtotal	42	10	1408	123
Mfou – rural				
Mekomba	4	1	156	22
Nkol Ebana	3	1	214	20
Manmessola	3	1	180	20
Manassa	3	1	129	20
Tom	2	1	98	20
Subtotal	15	5	777	102
Total	**1766**	**29**	**3862**	**651**

SURVEY IMPLEMENTATION

The pilot survey was conducted over a period of 12 days, which included 2 days for training, 1 day for logistical preparation, 6 days for field data collection, and 5 days for data management. The household module (household questionnaire) was administered to heads of selected households. The land ownership questionnaire was administered to household members who are owners of land as declared by the head of the household during the administration of the household questionnaire. The community questionnaire was administered to community leaders in each selected enumeration area.

KEY FINDINGS FROM THE PILOT CONDUCTED IN CAMEROON

Below are key highlights from the Cameroon pilot. Detailed findings of the outcome of the pilot can be found in the report *Blasie, Nguendo Yonsi Final report, Collaboration for Capacity Development in Data Collection on Land Indicators, August 2016.*

1. 692 households were interviewed; 76 per cent of the households were urban and peri-urban household while 24 per cent were rural households.
2. 81 per cent of the households interviewed were headed by a male household member;
3. 20 per cent of the household heads had completed primary education, 45 per cent had completed secondary education, while 25 per cent had tertiary education;
4. 40 per cent of the households interviewed were leasing or renting their dwelling and responded to questions on rental status;
5. Only 8 per cent of tenants had been ever evicted from their dwellings;
6. 63 per cent of the households that owned a dwelling had a title deed to show ownership of the dwelling;
7. 7 out of every 10 respondents said they were secure from eviction, however only 4 in 10 felt that the authorities would protect them in case of eviction;

8. Close to one third of respondents living in their own dwellings had inherited the dwellings, while slightly over a third had constructed their own dwellings. Of the people who had purchased their own dwellings, three quarters had bought or constructed their dwellings using personal savings;
9. 93 per cent of the interviewed households owned land. Of those, 65 per cent possessed only one parcel of land while 52 per cent owned parcels of land that were less than a hectare.
10. Only 35 per cent of respondents with land had a title deed.

LESSONS LEARNT / CONCLUSION

1. The collaboration between different agencies and organizations is important for the successful implementation of the pilot. The pilot in Cameroon was a result of the joint effort between IFORD, National Statistics Office, the Ministry of Lands and UN-Habitat.
2. There is a need for additional pre-testing and refinement of questions in every context where surveys on land tenure are conducted to be able to get uniform understanding in different cultures and contexts. This is especially critical when the questions are translated into other languages.
3. The need to further pilot the questionnaires in countries with different land tenure systems.

PILOT TESTING IN NIGERIA

COUNTRY CONTEXT – NIGERIA

Nigeria is the most populous county in Africa with an estimated 190 million people. It is a federal republic with 36 states and the Federal Capital Territory is in Abuja. Approximately 52 per cent of the residents are rural dwellers and engage in farming, animal husbandry, forestry or fishing. A wide range of land tenure systems and land-use forms exist and are largely driven by the diverse ecological zones as estimated by the Federal Ministry of Environment of Nigeria (FMEN, 2001). It is estimated that 35 per cent of the land is under agriculture, 15 per cent under pasture, 10 per cent is forest reserve, 10 per cent is under human settlement and the remaining 30 per cent is uncultivable for various reasons, including that some of it in the south of the country contains dense mangrove forests and the desertification in the northern part of the country. In addition, because of a federal political and administrative system, enactment and implementation of laws on land tenure and housing are mainly administered at the state level resulting in differing laws and levels of operationalization of federal laws from one state to the another. Alongside formalized legal systems of land ownership, customary land tenure laws exist in many states, further compounding variations in land ownership and the land access system in Nigeria.

METHOD

The purpose of this pilot survey was to get direct feedback from a team of experienced enumerators and household respondents on the content and structure of questionnaires on land tenure and dwelling. The piloting process was conducted at two levels, with the first level involving a review of the questionnaire and accompanying manual by a team of six experienced household survey personnel. This was done to evaluate the customization, flow and structure of the questionnaire. The second phase involved conducting piloting in the field each of the questionnaires under operational conditions to determine the duration of interviews and interviewing format. In

particular, information was gathered about the flow of the questionnaires, their structure and the cultural acceptability of the questions. Areas of country specific customization were identified and the face validity of the questionnaire and data collection approach was tested. The Nigerian pilot testing was part of efforts aimed at preparing the tools for regional and global adoption.

SAMPLE SELECTION

Twenty-three households were randomly selected in the David Kigbu enumeration area in Nasarawa Eggon Local Government Area (LGA), Nasarawa State, along the Mada Station Road. The area was selected from the National Population Commission 2005 list of census enumeration areas. The selection took into account that the enumeration area had to be close to and accessible from Abuja, the Federal Capital Territory, and should provide insight into land ownership systems in Nigeria. An additional criteria was that the enumeration area must have not participated in recent survey activities in order to guard against interview fatigue in respondents.

Enumeration area (EA) selection was done with the assistance of Samson Akor, the National Bureau of Statistics (NBS) officer for Nasarawa State. A two-stage sampling technique was used to identify the households to be interviewed by first purposively selecting an EA from the national sampling frame of EAs then randomly selecting households to be interviewed within the selected EA. On the day of the fieldwork, identification of selected households was through an EA map provided by the NBS.

SURVEY INSTRUMENTS

The Global Land Indicator tools comprise of a household questionnaire administered to all selected households and a land ownership questionnaire administered to eligible household members in households that own land. A community land ownership module is available for administration to community leaders or village heads

of communities where land is collectively/communally owned.

The household questionnaire was administered to all selected households. A maximum of two eligible household members who individually owned land was identified for administration of the land ownership questionnaire. These two individuals included the household head and one other randomly selected individual in the household who owned land. The process of selection of the second respondent from the household involved identifying all other household members who owned land besides the household head. The KISH grid was then used to randomly identify the name, gender and line number for the respondent. This was to ensure both male and female household members had an equal probability of being selected for the land ownership questionnaire so that the gender dimension of land and dwelling ownership could be explored.

TEAM COMPOSITION

On the day of the fieldwork, a team comprising of the survey supervisor, EA guide, enumerator and survey consultant approached selected households and explained the purpose of the visit; the enumerator then proceeded to interview eligible members of the selected household after obtaining their consent.

Role of the supervisor
❑ Identification of enumeration area
❑ Identification of households to be interviewed
❑ Collation of completed questionnaires and observations from the data collection process

Role of interviewers
❑ Conducting interviews
❑ Collating notes and feedback from the data collection process

National Bureau of Statistics Headquarter monitors provided overall planning and coordination of the fieldwork and debriefing sessions.

FINDINGS

In total, 20 households were interviewed, 5 by each enumerator. In these households, there were 25 individuals who were selected to answer the land ownership questionnaire. The community land ownership questionnaire, which targets community heads in an area where land is communally owned, was not administered in this EA where land is individually owned. Data entry for responses from household interview is on-going; the analysis of these findings will be presented in a later version of this report. The focus of this report is on the feedback and recommendations from the training session and post fieldwork debriefing.

Response rate
There was 100 per cent response rate for the targeted households. The reasons for the high response rate are that the household list had been recently updated and the use of call-backs to households where respondents were not at home during the initial visit. Fieldwork coincided with a market day during the harvesting season – respondents in some of the targeted households had left for the market or were out in distant farms and it was only through revisits to their households that they were eventually interviewed.

Observations made during training

Household questionnaire:
1. In Nigeria, enumeration areas are classified as either urban or rural; the peri-urban category is not used.
2. Customize HH7 (area of residence) to reflect administrative units in Nigeria. State or Local Government Area (LGA) may be used.
3. A bold line should be drawn around the first four items in the household schedule i.e. HL1, HL2, HL3 and HL4 to distinguish them from other sections. These questions are completed for all household

members before proceeding to other sections of the household schedule. A bold line also to be drawn around questions for the education module ED3, ED4A and ED4B.

4. The education module is to be customised to reflect the schooling system in Nigeria. The entries below were proposed for the Nigerian context. Customize ED4A and ED4B so that the highest level and grade of school attended clearly reflect schooling in Nigeria.
   - Customization for ED4A and ED4B
   - Preschool
   - Primary – grade 1 to 6
   - Junior secondary school grade JS1 to JS3
   - Senior secondary school grade SS1 to SS3
   - Higher subcategories: Ordinary National Diploma, Higher National Diploma, Bachelor's Degree, post graduate

5. HC1E: include additional occupational statuses – farmer, fishing, pastoralists.

6. HC12: in most rural areas, a crude estimation of the size of land such as heaps or rows of cassava and number of plots are used. In these areas, the respondents may not be aware of the size of their agricultural land. This question can be reformulated so that the respondent can mention the land size using their own terminology, then additional work is needed to translate these crude estimations to standardized measurement.

7. HC14: include other types of farm animals such as pigeons, turkey, guinea fowl, duck, dogs, camels commonly kept in many rural areas.

Dwelling indicators module

1. GD3: include additional categories for documentation to show ownership of dwellings that are applicable in the Nigerian context, such as right of occupancy, agreement signed by head of community, certificate of occupancy signed by the governor.

2. GD8: group the skip categories so that categories that skip to GD9 and GD10 are adjacent to each other for ease of use.

3. GD13:include tenement rate, land rate, neighbourhood improvement rate and land-use charge, which are commonly used terms about property tax in different jurisdictions in Nigeria

4. GD15: change the first option to '2 OR 6 Continue with GD16 or proceed to landownership questionnaire if head of household or proceed to KISH grid for selection of additional household member who owns land to respond to the land ownership questionnaire.

5. GD17: add rental agreement to option 1 for the kind of document the tenant has for the rental of dwelling.

6. GD18: before tenants are evicted from a rented house, they are provided with a '*quit notice*'. This should be added to the user manual in the Nigerian context.

7. SL8: change selected child to selected member.

Land ownership questionnaire

1. GL9: the question is irrelevant since the questionnaire is only administered to people who have answered yes to the question on land ownership

2. GL12: size of land. Most of the respondents do not know the exact measurements of their pieces of land. There are also different units used for measurements of land size based on the locality. The respondent should be allowed to provide the measurement of land size based on the units they understand. There should be a standardized conversion for the different units. When this is done through CAPI, the conversion formulas can be inbuilt into the CAPI application.
   - Hectare = 2.47 acres
   - Acre = 4,046 m^2 (or metres squared), 8 plots of 50x100, 10 plots of 40x100
   - Plots size can be 60 by 120 in southern Nigeria or 50 by 100 in northern Nigeria. In the south, approximately six plots make one acre.
   - Other measures: heaps of yam or cassava, rows of yam or cassava - there are approximately 20,000 to 27,778 sets / heaps of cassava or yam in one hectare of land).

3. GL13: In addition to the documentation listed for evidence of ownership of land, the following documents are applicable in the Nigerian context:
   - Certificate of occupancy – a legal document issued to person / company that has an interest in a specific piece of land and states what purpose that land can be used for.
   - Right of occupancy
   - Customary certificate of occupancy
4. GL16: region to be customized for Nigeria use as state or LGA if a lower level of information is required
5. Change the skip pattern in GL27 by changing 27 to 27 and 28 to 29.
6. GL26: rephrase to a culturally acceptable version. Feedback received is that the current version may be interpreted as wishing death to the respondent.
7. GL35: the question should allow for multiple responses.
8. GL42: include right of occupancy in addition to land title. This is a commonly used term in Nigeria.
9. GL47 - Customize amount spent to local currency
10. GL54 - Allow for multiple selection

User manual
1. Page GL4: remove sections with repetition about the respondent to the questionnaire.
2. Page GL5: change skip to from GD3 to GD15 and delete GL32.
3. Page GL12: under responsibilities of the interviewer, split the first two points into two points.
4. Emphasize that the land ownership questionnaire is an individual questionnaire and should only be administered to the eligible person selected for the interview. Proxies must not be interviewed.

Post fieldwork debrief

Household questionnaire
1. HC4: add metal/ tin/ zinc for type of roofing material.
2. GD16: when the question is no or don't know – skip to GD 18.

3. GD12: rephrase the question due to cultural sensitivities –so that this does not sound like a death wish upon the respondent.

Land questionnaire
1. GL13: if the answer to this question is 'none', skip to GL15.
2. GL29: don't know is not applicable.
3. GL33: don't know is irrelevant.
4. GL43: once answered, skip to GL 51.
5. GL47: reframe question on how much you should sell the land due to the cultural sensitivity of the question.

Other observations
It is recommended that the questionnaire is administered strictly to the owner of the dwelling or land in question. If proxies are interviewed, the 'don't know' category may be commonly selected. This does not arise if the owner of land or dwelling is interviewed.

Most of the respondents cannot tell the measurement of their land even by using crude estimations such as a football field size or heaps of yams, which may indicate that most of the land pieces have not been adjudicated/ surveyed. In previous surveys conducted, the enumerators were trained to use GPS devices to measure the actual size of the pieces of land.

When asking about how many pieces of land a respondent has, this refers to the number of farms in different locations and not subdivisions within adjoining land.

Duration of interviews
It takes an average time of 45 minutes to complete both questionnaires. The time taken will be monitored in subsequent interviews.

PILOT TESTING IN KENYA

COUNTRY CONTEXT – KENYA

The population of Kenya is estimated to be 46 million with about 48 per cent of the population under the age of 18. Kenya has 47 primary administrative divisions known as counties. The key drivers of the economy include agriculture, tourism, commerce and telecommunications. In 2015, the economy expanded at a rate of 5.7 per cent.

Approximately 23 per cent of the landmass receives sufficient rainfall to support rain-fed agriculture; the rest of the land mass, also referred to as arid and semi-arid areas (ASAL), receives low and erratic rainfall. Coincidentally, about 80 per cent of the population resides in the 23 per cent of landmass that receives good rainfall, exerting enormous pressure on the limited land and resulting in intercommunity conflicts over farming and grazing rights and human-wildlife conflicts in areas near game reserves. The Ministry of Lands and Physical Planning is responsible for the national lands policy and management and land registration among other mandates while the National Land Commission recommends policy and advises the government on comprehensive land management.

METHOD

The pilot testing in Kenya followed a successful pilot in Nigeria. Though the objectives of the Kenyan pilot and the Nigerian pilot testing were similar, the pilot testing in Kenya went further to test the operationalization of field data collection, data handling and analysis of data to generate indicators.

Using a team of experienced field enumerators from the Machakos County Kenya National Bureau of Statistics (KNBS) office, the Machakos County Statistical Officer (CSO) and KNBS national coordinator, we reviewed the questionnaires for flow, language and locally applicable customization to generate a set of updated survey tools. Field work was conducted in Katani area of Machakos County to test the administration of the

tools. Data collected during fieldwork were entered and analysed using a custom built CSPro application. The key aim of the analysis was to determine the utility of data collected in generating indicators related to land tenure.

SAMPLE SELECTION

Thirty households were identified in the Kwandao enumeration area within the Katani area, Machakos County. The enumeration area was selected due to its proximity to Nairobi (Kenya's Capital City) and its peri-urban nature. The area was selected with the assistance of the Machakos County Statistical Officer (CSO). Enumerators were randomly allocated with households to interview. Only households with eligible people present at home during the time the enumerator visited the household were interviewed. Call-backs were not conducted in households where there were no eligible people due to the short period allocated for fieldwork. The enumeration area boundaries and households to be interviewed were identified through an EA map provided by KNBS.

SURVEY INSTRUMENTS

The Global Land Indicator tools comprise of a household questionnaire administered to all selected households and a land ownership questionnaire is administered to eligible members in households that own land. A community land ownership module is available for administration to the community leader or village head for communities where land is collectively/communally owned.

The household questionnaire was administered to all selected households. A maximum of two eligible household members who individually owned land was identified for administration of the questionnaire. These two individuals included the household head and one other randomly selected person in the household who owned land. The selection process for the second respondent from the household involved identifying all

other household members who owned land besides the household head. The KISH grid was then used to randomly identify the name, gender and line number for the respondent. The purpose of using the KISH grid to identify household members for the land ownership questionnaire was to ensure that both male and female household members had an equal probability of being selected so that the gender dimension on land and dwelling ownership could be explored.

FINDINGS

In total, 26 households were interviewed. In these households, there were 16 individuals who were selected to answer the land ownership questionnaire. The community land ownership questionnaire, which targets community heads in areas where land is communally owned, was not administered in this EA since land is individually owned.

Response rate
There was 86 per cent response rate for the targeted households. This EA is in a peri-urban area; most of the households' occupants travel to Nairobi and other neighbouring towns for work.

Observation made during training
1. Household schedule - skip in HL7 to be removed.
2. The importance of recording time using a 24-hour format was underscored.
3. The education module needs to be customized for the Kenyan context in ED4A; thus, preschool, primary, vocational training, secondary, mid-level training and university.
4. There should be additional disaggregation of religion in keeping with previous household-based surveys conducted in Kenya i.e., Christian Catholic, Protestant, Muslim, Hindu, Buddhist.
5. There should be additional disaggregation of HC1E employment status into permanently employed, formal employment, informal employment, fulltime student, homemaker.

6. GD3: add allotment letter and share certificates as documents to prove ownership of land.
7. SL2 change to HH1 – suggestion: in most households interviewed, the land is usually owned by the household head. Even when land is jointly owned, the rights and knowledge of ownership predominantly lie with the household head.

There were substantially less recommendations for changing the tools made during the training since the tools had incorporated suggestions made during the piloting phase in Nigeria.

Observations made during post fieldwork debrief
1. There was a suggestion that the household questionnaire be combined with the land ownership questionnaire. When data collection is conducted using Computer Assisted Personal Interviewing (CAPI,) the land ownership questionnaire is automatically prompted for all people eligible for the land ownership questionnaire.
2. A few respondents were apprehensive about providing information on land ownership and had to be convinced before they met the interviewer. There is need to conduct thorough training on the role of the interviewer in reassuring the respondent on the confidentiality of their data. Use of village elder/guide who is familiar to the respondents serves to reassure respondents. Also, during a major survey, publicising the survey in print and electronic media helps to allay respondents' concerns. This was not done during the pilot phase.
3. It was noted that respondents' answers showed that believe they have rights to inherit property, even when the property had not been transferred to them or when there was no evidence that they would inherit property. It is suggested to add a question on whether prospective heirs had any documentation to show entitlement to inheritance.
4. Question of knowledge of title application process: respondents may not be aware of the process, time

or costs since most transactions are done through a legal representative. The respondents were also not sure what share of the amount paid for title application went to paying for the title as opposed to covering legal fees.

Duration of interviews

On average, it took 31 minutes to complete both questionnaires (16 minutes for the household schedule and 15 minutes for the land ownership questionnaire). The duration of the household questionnaire was driven largely by the size of the household and whether the respondent owned or rented their dwelling. Generally, interviews with respondents who rented their dwellings took less time due to fewer questions administered to them than to those who lived in rented dwellings. The duration of the land ownership questionnaire was determined by the number of separate pieces of land that a respondent had since there was a set of independent questions for each piece of land. Further disaggregation of the duration of interviews is provided below.

Table 2: Time for completion of household schedule and land ownership questionnaire

	HOUSEHOLD SCHEDULE	LAND OWNERSHIP QUESTIONNAIRE
< 10 minutes	4 %	19 %
10-14 minutes	38 %	31 %
15-19 minutes	23 %	19 %
20-24 minutes	4 %	6 %
25-29 minutes	4 %	6 %
>30 minutes	27 %	19%
Range (minutes)	7 to 61 minutes	7 to 80 minutes
Median duration (minutes)	16 minutes	15 minutes

Data analysis

Data were entered in the CSPro application and then exported to SPSS for analysis. One-way tabulations of responses were conducted. This analysis process was conducted as a proof of concept, to demonstrate that it is possible to collect and analyse data on land tenure and not for determining the coverage of different aspects of land tenure systems in Kenya or Nigeria since the pilot study was not designed with the statistical power to provide these insights.

Table 3: Household characteristics

HOUSEHOLD CHARACTERISTICS	%
N	25
Age of household head	
15-39	48
40-49	32
50-59	10
60-69	5
70+	5
Total	100
Percentage of female-headed households	19
Proportion of households with land	62
Proportion of households with no land	38

DISCUSSION AND RECOMMENDATIONS FROM THE PILOTS

The pilot testing of the survey tools in Nigeria provided an important opportunity for the refinement of existing tools. Key areas included improvement in the questionnaire flow and skips, and identification of culturally sensitive questions for modification. We have also been able to collect data to be used for further fine-tuning of the questionnaires.

Terminology on land tenure and land size varies from one area to another. There is a need to work with local land experts to help in identifying locally applicable terms. Reliable land sizes can only be collected from documentation of adjudicated land. Where documentation is non-existent, responses provided by respondents can be used only as a rough estimate of land size. However, there is also value in developing locally applicable units of conversion that can be used to estimate land size.

In the next phase of piloting, it is recommended that there be deliberate efforts to identify a country with an enumeration area where land is collectively owned to provide an opportunity to pilot test the community ownership questionnaire. Additional analysis of data will help to determine which questions may not have been answered for various reasons, including inappropriateness. A secondary review of tools and linkage to SDG indicators will aid in selection of a lean set of questions that can be administered as a shortened questionnaire.

The second phase of pilot testing in Kenya provided an opportunity to further refine the tools and get insights into country specific customization. In addition, data collected from the pilot exercise was used to test the tabulation plan. It will be critical to understand sample size requirements for computing land tenure indicators and the cost implications in running a household survey to collect land tenure information on a national or at lower administrative levels.

An important observation arising from the Kenyan pilot was that household respondents who have applied for title deeds to their pieces of land may not have knowledge of the process of title application when the process is conducted through a legal representative.

The median duration for administering the land ownership questionnaire is approximately 15 minutes. This duration is reasonable for a stand-alone survey. However, when the land ownership module is administered as part of a larger multi-modular survey, there is a need to only include a selected set of questions responding only to indicators of interest. The other strategy may be to limit the questionnaire to only one piece of land as opposed to asking questions about all pieces of land.

The tools (questionnaires and CAPI application) used in this pilot study can be found in the link below.

GENERAL CONCLUSIONS FROM THE THREE PILOTS

From the lessons learnt from the three pilots conducted in Cameroon, Nigeria and Kenya, the following conclusions are arrived at:

❑ The comprehensive package of land module that covers individual, household and communal tenure can easily be adopted by any country from design, data collection, analysis and reporting on secure tenure rights in rural and urban contexts.

❑ The comprehensive land modules tested are applicable in various context including different countries. However, these modules need further customization/adaptation to local and national contexts to yield better data for monitoring tenure security under the two tenure regimes – in areas such as concepts and definitions, tenure types or categorization that are either considered informal or legally recognized, enforceable by governments and legal regimes governing land governance issues at country level.

- ❑ The land tenure module on for measuring tenure security under communal tenure regimes was not adequately addressed in the pilots and further testing will be required to be undertaken in communal or collective tenure regimes..

- ❑ The comprehensive land modules piloted can be used as independent data collection module for tenure security and or have key questions extracted and integrated in relevant national surveys including agriculture, economic and censuses; DHS, MICS or LSMS type of surveys as may be applicable.

- ❑ The application of the land modules is found to be reliable and potential in contributing to monitoring tenure security indicator 1.4.2 proposed in SDG 1; and other global and regional frameworks on land governance including VGGT and AU-Framework and Guidelines on Land Policy in Africa.

- ❑ Data collected through the questionnaire modules can be disaggregated by sex, type of tenure, rural and urban, and other parameters. However, there is need to ensure sampling criteria in enumeration units and households provide men and women equal chances to be interviewed through random sampling. Self-reported data is most preferred to ensure women's land rights issues including intra-household and family power relations are captured, documented and monitored.

- ❑ Findings of the pilots affirms the findings of a feasibility study on *Options for Global Reporting on Land Indicators* conducted by Land and GLTN in UN Habitat in collaboration with World Bank; which indicated that it is feasible to monitor tenure security using globally comparable and locally applicable land indicators for comparable data at scale.

GLOBAL LAND INDICATORS HOUSEHOLD SURVEY MANUAL

GLOBAL LAND INDICATORS SURVEY INITIATIVE – LAND TENURE MODULE

Security of land tenure and land governance underlies inclusive and sustainable use of land critical for human social and economic development. Traditionally, sections of society, including women, have been disadvantaged in terms of ownership and access to land. The survey module explores security of tenure and security from eviction for landlords and tenants respectively. The module also evaluates inheritance of land and dwelling units and whether there is discrimination occasioned by cultural or legal practices.

Generic questions of ownership and security of tenure are collected in the household questionnaire. Questions pertaining to inheritance and security for women are collected for individual women in the land ownership questionnaire. There are three questionnaires that make up the Global Land Indicators Survey tools. The household questionnaire collects details of the household, including the household composition and questions regarding the dwelling unit. The second questionnaire is on land ownership while the third questionnaire is on communal land ownership.

THE QUESTIONNAIRES AND ELIGIBLE RESPONDENTS

Eligible respondents for the household questionnaire

In each household you visit, you should begin by interviewing a knowledgeable adult member of the household to fill in the Household Questionnaire. All modules of the Household Questionnaire will be administered to this person, referred to as the **Household Respondent**, including the modules in the questionnaire where the information collected is about other household members.

For the purposes of the Household Questionnaire, an adult is defined as someone aged 16 years and over.

However, young adults (below age 18 years) may not be the most ideal members to interview. Therefore, in cases when there is another older household member (for instance, the parent of the 16-year-old) available, you should interview this person as they are likely to be more knowledgeable about the household. Whenever possible, you should preferably interview the household member who is likely to be more knowledgeable.

There should only be one respondent to the Household Questionnaire and the other members of the household should not respond to any part of the questionnaire. Multiple respondents to the questionnaire will undoubtedly lead to an uncontrolled, low-quality interview, and may lead to errors in recording responses. Ideally, the household respondent should not consult other household members that may be around, however, you may allow the respondent to ask other household members for more correct information, especially on details such as age, which may affect the eligibility of some members for individual questionnaires, or modules where age checks are important, such as for education module.

Eligible respondents for the land ownership questionnaire

When you have completed the Household Questionnaire, you will have the household head and one other household member who own land.

❑ You should interview separately all the people who have been selected for the land ownership questionnaire.

You will identify these individuals by completing the List of Household Members in the Household Questionnaire. The second questionnaire will be answered by a random selection of all eligible household members through the KISH grid method, which is elaborated on below.

If you visit a household where there are no members' eligible land ownership modules, you must still ask questions about the household of a knowledgeable adult household member and complete the Household Questionnaire.

As a rule, the respondent to any of the questionnaires must be at least 16 years old. No other respondents are allowed, apart from respondents identified in the List of Household Members. The land ownership questionnaire is an individual questionnaire, only the people identified will be interviewed.

FINDING AND RE-VISITING HOUSEHOLDS

Your supervisor will give you a list or tell you how to find the households to visit. You must visit all these households and should not replace these households with other households that are not selected for interviews.

If no one is at home when you go to conduct the interview, ask the neighbours whether anyone lives at this location. If it is occupied, ask the neighbours when the household members will return. Arrange with your supervisor to go back to the location when the household members are expected to be back; for example, at the end of the day. Note these plans on your cluster control sheet and the time you are to return on the first page of the questionnaire (Household Information Panel).

If no adult household member is at home, arrange to come back at another time. Do not interview a household member younger than age 16, a temporary caretaker such as a daytime babysitter, and do not interview anyone who does not usually live in the household. The rule to interview a knowledgeable adult household member cannot be relaxed or broken under any circumstances.

Each household in the sample must be visited at least three times (two re-visits) before you can mark HH9

(Result of household interview) as: 'No household member or no competent respondent at home at time of visit', unless otherwise instructed by your supervisor. There may be cases when you learn that the household will be away for an extended period, and will not return within the fieldwork period, in which case HH9 would be marked as: 'Entire household absent for extended period'. In such cases, three visits to the household may not be necessary. However, even in such cases, the ultimate decision will have to be taken by your supervisor.

If an eligible woman or man, or a mother or primary caretaker is not available for the individual land ownership interview or is not at home, ask a household member or neighbour to find out when she/he will return. Follow your supervisor's instructions and return to interview the household member at that time. **Do not take responses for these questionnaires from anyone other than the eligible person her/himself.**

If you are in doubt about what to do when you cannot locate a household, or you cannot complete an interview, ask your supervisor. Always keep a record on the cluster control sheet of the households you visited where nobody was at home. If it is not possible to interview an eligible woman or man, record this on the Woman's or Man's Information Panel of the respective questionnaires.

GENERAL CHARACTERISTICS OF GLII QUESTIONNAIRES

Character formatting

A standard coding and formatting system is used throughout the questionnaires. These conventions can be summarized as follows, as covered in your training:

Small caps	used for questions the interviewer will use to ask to respondents
Italics	instructions to the interviewer
Lower case letters	response category labels
(italics enclosed in parentheses)	words to be replaced by the interviewer, as appropriate

Skip instructions

Skip instructions are given in the questionnaires to ensure that you do not ask irrelevant questions to a respondent. For example, in question GD1 you are required to ask whether someone living in the household owns the dwelling. If the response is no, you are to skip to question GD16. All the questions between GD1 and GD15 that refer to own dwelling unit are not asked.

Skips are very important, since a failure to take a skip into account may result in (a) asking an inappropriate question to the respondent and/or (b) incorrectly skipping a whole section which should be administered.

Question styles

❑ Some 'questions' are in the form of filters. These are not, in fact, questions to be asked of respondents. They include checks that the interviewer uses to skip certain questions. Example: GD3.

❑ Areas with a light grey/blue background indicate that those questions and filters that should not be verbalized by interviewers, but should be coded, based on previous responses or observations. Example: GD15 in the Dwelling Indicators questionnaire.

❑ Letters are used to indicate response categories in questions where multiple responses can be accepted and coded. Example: GL31.

❑ Numbers are used to indicate response categories in questions where only one response will be coded. These questions constitute most of the questions in all questionnaires.

❑ 'DK' is used throughout to abbreviate 'Don't Know'.

❑ For numeric response codes, '8', '98', '998' and '9998' are used throughout for 'DK' responses; '6', '96', '996' and '9996' are used for 'Other' responses.

❑ In questions where letters are used for response categories, 'X' is used for 'Other', 'Y' is used for 'None', and 'Z' is used for 'DK'.

❑ Some modules include 'rosters', which are lists that involve the collection of information on the same subject for multiple people items. For example, the Education Module in the Household Questionnaire is in the form of a roster, where educational level and attainment information is collected for all members of the household above age 5.

❑ Skip instructions are provided to the right of the response categories (with the exception of rosters), normally in a skip column, and indicate the number of the question that the interviewer should skip to.

❑ Probes are used to ask further questions to the respondent, and are either indicated as '**Probe:'** or with a question such as 'Anything else?'

❑ Prompts are used to ask explicitly about a specific item or a specific topic. For example, in the case of household assets, the respondent is not asked to simply list all household assets, but rather each of the assets the questionnaire is intended to capture is verbalized as a question, such as 'Electricity?'.

❑ 'Other' response codes are almost always followed by (**specify**), which indicate that once the 'other' option is circled, you are expected to write the exact answer in the space provided.

HOW TO CONDUCT AN INTERVIEW

The interviewer and the respondent are strangers to each other and one of the main tasks of the interviewer is to establish rapport with the respondent. The respondent's first impression of you will influence her/his willingness to participate in the survey. Make sure that your appearance is neat and you also appear friendly as you introduce yourself.

On meeting the respondent, the first thing you should do is to introduce yourself, stating your name, the organization you are working for, the objectives of the survey, and what you want the respondent to do for you. You are advised to avoid long discussions on issues which are not related to the survey and which may consume a lot of your time.

After building rapport with the respondent, ask questions slowly and clearly to ensure the respondent understands what he/she is being asked. After you

have asked a question, pause and give the respondent time to think. If the respondent feels hurried or is not allowed to form his/her opinion, he/she may respond with 'I don't know' or give an inaccurate answer.

Specifically, the following guidelines will help you to conduct interviews:

❑ Ensure that you understand the exact purpose of the survey and each question. This will help you to know if the responses you are getting are adequate or relevant.

❑ Remember the survey schedule and remember that you are part of a team. Do not stay and talk for too long, but do not rush the interview either.

❑ Ask the questions exactly as they are written. Even small changes in wording can alter the meaning of a question.

❑ Ask the questions in the same order as they are given on the questionnaires. Do not change the sequence of the questions.

❑ Ask all the questions, even if the respondent answers two questions at once. You can explain that you must ask each question individually, or say 'Just so that I am sure…' or 'Just to refresh my memory…', and then ask the question.

❑ Help your respondents feel comfortable, but make sure you do not suggest answers to your questions. For example, do not 'help' a landowner remember the process of applying for a title deed. Those cases when you are expected to 'help' the respondent, such as probing for answers or using information to remind the respondent of dates, ages and durations, are clearly indicated on the questionnaires, and are topics that are covered during your training.

❑ Do not leave a question unanswered unless you have been instructed to skip it. Questions left blank are difficult to deal with later. When questionnaires arrive at the central office for editing and data entry, it may look as though you forgot to ask the question. Always write in '0' when a zero answer is given. For some questions, the code 'DK' will already be provided, and after you are sure that the respondent

is unable to provide you with an answer, you will be able to circle this response. In questions where a 'DK' response is not printed on the questionnaire, you must make sure that the respondent provides an answer. In exceptional cases where this may not be possible, indicate this on the questionnaire with a note.

❑ Record answers immediately when the respondent gives you the responses. Never rely on writing answers in a notebook for transfer to the questionnaire later.

❑ Check the whole questionnaire before you leave the household to be sure it is completed correctly.

❑ Thank the respondent for her/his cooperation and giving you time to interview her/him. Leave the way open to future interviews (for re-visits). Avoid over-staying in the respondent's household, even if he/she is very friendly and welcoming.

GENERAL POINTS

Make a good first impression
The first impression a respondent has of you is formed through your appearance. The way you dress may affect whether your interview is successful or not. Dress neatly and simply.

When first approaching the respondent, do your best to make her/him feel at ease. With a few well-chosen words, you can put the respondent in the right frame of mind for the interview. Open the interview with a smile and greetings and then proceed with your introduction as specified on your questionnaire.

If and when necessary, tell the respondent that the survey will help the development of plans for children and women and that his/her cooperation will be highly appreciated.

Gain rapport with the respondent
Try not to arrive at the selected household at an inconvenient time of day, such as mealtimes, or too late or early during the day. Try to arrive when the respondents will not be too busy to answer questions.

Introduce yourself by name and show your identification. Explain the survey and why you want to do interview in the household, exactly as your introduction tells you to.

Be prepared to explain what is meant by confidentiality and to convince respondents to participate if they are reluctant.

Make sure that the respondents do not confuse you with others who might be visiting households for other reasons; for instance, for selling goods.

If the respondent refuses to be interviewed, note the reasons on the questionnaire, if possible.

Remain calm and polite at all times.

Always have a positive approach
Never adopt an apologetic manner, and never approach with such words as 'Are you too busy?'. Such questions will invite refusal before you start. Rather, tell the respondent 'I would like to ask you a few questions'.

Stress confidentiality of information collected
Always stress confidentiality of the information you obtain from the respondent. Explain to the respondent that the information you collect will remain strictly confidential and that no individual names will be used for any purposes, and that all information will be grouped together and depersonalized when writing the report. Use a language understandable by the respondent to get this message across. Never mention other interviews or read the questionnaire with other interviewers, the editor or the supervisor in front of a respondent or any other person. This will automatically erode the confidence the respondent has in you.

Probe for adequate responses
You should phrase the question as it is in the questionnaire. If you realize that an answer is not consistent with other responses, then you should seek clarification through asking indirect questions or some additional questions to obtain a complete answer to the original question. This process is called probing.

Questions, while probing, should be worded so that they are neutral and do not lead the respondent to answer in a particular direction. Ensure the meaning of the original question is not changed.

Pause and wait if the respondent is trying to remember difficult items.

Ask the respondent to clarify her/his answer if necessary. You may have misunderstood the response.

Check for consistency between the answers a respondent gives. Treat the questionnaires as tools that you are using to converse with the respondent. Try to understand and remember the responses, and if there is an inconsistency, ask the questions again. However, never point out to the respondents the inconsistencies that you may have identified in a manner that may be understood as if you are testing the respondent's honesty or integrity.

Answering questions from respondent
The respondent may ask you some questions about the survey or how he/she was selected to be interviewed or how the survey is going to help her/him, before agreeing to be interviewed. Be direct and pleasant when you answer. The respondent may also be concerned about the length of the interview. Please be frank in telling him/her how long you are likely to take to administer the questionnaire.

Interview the respondent alone
The presence of a third person during the interview can prevent you from getting frank and honest answers from the respondent. It is, therefore, very important that the interviews are conducted privately and that all the questions are answered by the respondent only. This is especially important in the case of the Land Ownership Questionnaires, which include several topics that the respondents may consider to be 'personal' or 'private'. If other people are present, explain to the respondent that some of the questions are private and request to talk to her/him while alone.

Handling hesitant respondents

There may be situations where the respondent simply says 'I don't know', or gives an irrelevant answer or acts in a manner suggesting he/she is bored or contradicts earlier answers. In all these cases, try your best to get him/her interested in the question. Spending a few moments to talk about things unrelated to the interview (e.g. his/her town or village, the weather, his/her daily activities etc.) may be useful.

Adopt a non-judgmental attitude

'Social desirability response bias' is a potential problem in surveys and refers to the tendency for respondents to present a favourable image of themselves to the interviewers. Sensitive questions may lead respondents to adjust their answers to appear politically correct or socially acceptable. Questionnaire items with strong social norms (such as adherence to religious or cultural expectations), or adopting attitudes/activities/objects that are widely considered desirable or undesirable tend to elicit 'socially acceptable answers' rather than accurate and honest answers. To minimize social desirability response bias it is very important to adopt a non-judgmental attitude and not to display any of your own attitudes, such as cultural or religious values, political preferences, and the like.

THE ROLE OF INTERVIEWERS

Interviewers play a central role in the collection of data and the ultimate outcome of the exercise depends on how they conduct the interviews. Success, therefore, depends on the quality of the interviewer's work. It is, therefore, important that you are consistent in the way you put the questions to the respondent.

In case a response is not clear, you should probe further.

In general, the responsibilities of interviewers will include:
❑ Locating the structure and households in the sample that are assigned to them and administering the questionnaires
❑ Identifying all the eligible respondents

❑ Interviewing all the eligible respondents in the households assigned to them
❑ Checking completed interviews to be sure that all questions were asked
❑ Making re-visits to interview respondents who could not be interviewed during the first or second visit
❑ Ensuring that the information given is correct by keeping the respondent focused on the questions
❑ Including their specific observations or notes on the last page of each questionnaire
❑ Preparing additional notes for the field editor and supervisor on other problems or observations
❑ Ensuring that all questionnaires are kept safely and that information provided by respondents is not shared with unintended people.

PART VII

APPENDICES

APPENDIX 1: SURVEY PILOT PERSONNEL

PILOT TESTING PERSONNEL NIGERIA

1. Adebisi Adebabyo, Director Methodology, NBS
2. Adeyemi Adeniran, Assistant Director, Real Sector and Household Statistics Division, NBS
3. Elutade A. A., NBS, Abuja
4. Samson Akor, Nasarawa State Officer
5. Tanze Siki, Enumerator
6. Awah Otu, Enumerator
7. Obamas A.U., Enumerator
8. Alabi Akeem, Enumerator

KENYA SURVEY TEAM

1. MacDonald Obudho, Director, Population & Social Statistics
2. James Ng'ang'a, National Coordinator
3. Job Mose – County Statistical Officer (CSO) Machakos County
4. Anthony Mutua, Enumerator
5. Francis Kyeti, Enumerator
6. Richard Muthama, Enumerator
7. Julius Mumo, Enumerator

APPENDIX 2: UPDATED DATA COLLECTION TOOLS

GLOBAL LAND INDICATORS INITIATIVE (GLII) LAND TENURE MODULE 2017

HOUSEHOLD INFORMATION PANEL	HH
HH1. Cluster number	**HH2**. Household number: ....
HH3. Interviewer's name and number:	**HH4**. Supervisor's name and number: ....
Name	Name ....
HH5. Day / Month / Year of interview: _____ /_____ / 2017	**HH7. County:**..
HH6. Area: Urban .... 1 Rural 2	Name ....

We are from KNBS. We are working on a project dealing with the access to and ownership of land and dwellings and the security from eviction in this area. I would like to talk to someone in this household about this subject. The interview will take about 30 minutes. All the information we obtain will remain strictly confidential and your answers will never be shared with anyone else other than our project team. May I start now?

❑ Yes, permission is given Go to HH18 to record the time and then begin the interview.

❑ No, permission is not given Circle 04 in HH9. Discuss this result with your supervisor.

After the questionnaire has been completed, fill in the following information:

HH9. Result of household interview:

Completed.. 01

No household member or no competent respondent at home at time of visit 02

Entire household absent for extended period of time 03

Refused 04

Dwelling vacant / Address not a dwelling 05

Dwelling destroyed 06

Dwelling not found 07

Other (specify)... 96

....

HH16. Field editor's name and number:	HH17. Main data entry clerk's name and number: ....
Name	Name ....

HH18. Record the time. Hour .... Minutes..	First, please tell me the name of each person who usually lives here, starting with the head of the household. • List the head of the household in line 01. List all household members (HL2), their relationship to the household head (HL3), and their sex (HL4) Then ask: Are there any others who live here, even if they are not at home now? • If yes, complete listing for questions HL2-HL4. Then, ask questions starting with HL5 for each person at a time. • Use an additional questionnaire if all rows in the List of Household Members have been used.

					HL5. What is (name)'s date of birth?					For household members age 5 and above			
HL1. Line no.	HL2. Name	HL3. What is the relation-ship of (name) to the head of house-hold?	HL4. Is (name) male or female? 1 Male 2 Female				HL6. How old is (name)? Record in completed years. If age is 95 or above, record '95'.	HL7. Does (name) own any Land anywhere in this area or country? 1 Yes 2 No	ED3. Has (name) ever attended school or pre-school? 1 Yes 2 No Next Line	ED4A. What is the highest level of school (name) has attended? Level: 0 Pre-primary 1 Primary 2 Vocational 3 Secondary 4 Middle level colleges 5 University 8 DK			ED4B. What is the highest grade (name) completed at this level? Grade: 98 DK If the first grade at this level is not completed, enter '00'
					98 DK	9998 DK							
Line	Name	Relation*	M	F	Month	Year	Age	Yes	No	Yes	No	Level					Grade
01		0 1	1	2	_____	_____	_____	1	2	1	2	0	1	2	3	8	_____
02		_____	1	2	_____	_____	_____	1	2	1	2	0	1	2	3	8	_____
03		_____	1	2	_____	_____	_____	1	2	1	2	0	1	2	3	8	_____
04		_____	1	2	_____	_____	_____	1	2	1	2	0	1	2	3	8	_____
05		_____	1	2	_____	_____	_____	1	2	1	2	0	1	2	3	8	_____
06		_____	1	2	_____	_____	_____	1	2	1	2	0	1	2	3	8	_____
07		_____	1	2	_____	_____	_____	1	2	1	2	0	1	2	3	8	_____
08		_____	1	2	_____	_____	_____	1	2	1	2	0	1	2	3	8	_____
09		_____	1	2	_____	_____	_____	1	2	1	2	0	1	2	3	8	_____
10		_____	1	2	_____	_____	_____	1	2	1	2	0	1	2	3	8	_____
11		_____	1	2	_____	_____	_____	1	2	1	2	0	1	2	3	8	_____
12		_____	1	2	_____	_____	_____	1	2	1	2	0	1	2	3	8	_____
13		_____	1	2	_____	_____	_____	1	2	1	2	0	1	2	3	8	_____
14		_____	1	2	_____	_____	_____	1	2	1	2	0	1	2	3	8	_____
15		_____	1	2	_____	_____	_____	1	2	1	2	0	1	2	3	8	_____

Tick here if additional questionnaire used

❑ Probe for additional household members.
❑ Probe especially for any infants or small children not listed, and others who may not be members of the family (such as servants, friends) but who usually live in the household.
❑ Insert names of additional members in the household list and complete form accordingly.

❑ *Codes for HL3: Relationship to head of household:
❑ 01 Head
❑ 02 Spouse / Partner
❑ 03 Son / Daughter
❑ 04 Son-In-Law / Daughter-In-Law
❑ 05 Grandchild
❑ 06 Parent
❑ 07 Parent-In-Law
❑ 08 Brother / Sister
❑ 09 Brother-In-Law / Sister-In-Law
❑ 10 Uncle / Aunt
❑ 11 Niece / Nephew
❑ 12 Other relative
❑ 13 Adopted / Foster/ Stepchild
❑ 14 Servant (Live-in)
❑ 96 Other (Not related)
❑ 98 DK

HOUSEHOLD CHARACTERISTICS		HC
HC1A. What is the religion of the head of this household?	Catholic.. 1 Protestants .... 2 Muslim .... 3 Traditional .... 4 Hindu .... 5 Buddhism .... 6 Other Christian.. 7 Other religion (specify).. 8 No religion 9	
HC1B. What is the mother tongue/native language of the head of this household?	Kikuyu .... 1 Luhya .... 2 Masaai .... 3 Kamba... 4 Kisii .... 5 Luo.. 6 Other language (specify)...................................... 7	
HC1C. To what ethnic group does the head of this household belong?	Kikuyu .... 1 Luhya .... 2 Masaai .... 3 Kamba... 4 Kisii .... 5 Luo.. 6 Other ethnic group (specify)................................. 6	
HC1D. What is the nationality of the household head?	Kenyan .... 1 Other nationality (specify).................................... 6	
HC1E. What is the employment status of the household head?	Employed(Govt/Private) .... 1 Self Employed .... 2 Student .... 3 Home maker.. 4 Retired .... 5 Unemployed... 6 Other (specify)... 7	
HC2. How many rooms in this household are used for sleeping?	Number of rooms...	

HC3. Main material of the dwelling floor.
Record observation.
	Natural floor
	    Earth / Sand 11
	    Dung 12
	Rudimentary floor
	    Wood planks 21
	    Palm / Bamboo..22
	Finished floor
	    Parquet or polished wood 31
	    Vinyl or asphalt strips....................................32
	    Ceramic tiles 33
	    Cement...34
	    Carpet 35
	
	Other (specify)..96	

HOUSEHOLD CHARACTERISTICS		HC

HC4. **Main material of the roof.**
Record observation.
	Natural roofing
	    No Roof...11
	    Thatch / Palm leaf...............................12
	    Sod...13
	Rudimentary roofing
	    Rustic mat...21
	    Palm / Bamboo....................................22
	    Wood planks..23
	    Cardboard..24
	Finished roofing
	    Metal / Tin / zinc................................31
	    Wood...32
	    Calamine / Cement fibre.....................33
	    Ceramic tiles.......................................34
	    Cement..35
	    Roofing shingles.................................36
	
	Other (specify).. 96	

HC5. **Main material of the exterior walls.**
Record observation.
	Natural walls
	    No walls...11
	    Cane / Palm / Trunks..........................12
	    Dirt..13
	Rudimentary walls
	    Bamboo with mud................................21
	    Stone with mud...................................22
	    Uncovered adobe.................................23
	    Plywood...24
	    Cardboard..25
	    Reused wood.......................................26
	Finished walls
	    Cement..31
	    Stone with lime / cement....................32
	    Bricks..33
	    Cement blocks.....................................34
	    Covered adobe.....................................35
	    Wood planks / shingles.......................36
	
	Other (specify)..96	

HC6. **What type of fuel does your household <u>mainly</u> use for cooking?**	Electricity...01 Liquefied Petroleum Gas (LPG)...................02 Natural gas...03 Biogas...04 Kerosene...05 Coal / Lignite..06 Charcoal..07 Wood...08 Straw / Shrubs / Grass...............................09 Animal dung..10 Agricultural crop residue.............................11 No food cooked in household.....................95 Other (specify)..96	01 HC8 02 HC8 03 HC8 04 HC8 05 HC8 95 HC8

HC7. **Is the cooking usually done in the house, in a separate building, or outdoors?**
 	
If 'In the house', probe: Is it done in a separate room used as a kitchen?
	In the house
	    In a separate room used as kitchen....................1
	    Elsewhere in the house.......................2
	In a separate building.................................3
	Outdoors..4
	
	Other (specify)..6	

HOUSEHOLD CHARACTERISTICS			HC

HC8. Does your household have:

		Yes	No	
[A]	Electricity?	Electricity	1	2
[B]	A radio?	Radio	1	2
[C]	A television?	Television	1	2
[D]	A non-mobile telephone?	Non-mobile telephone	1	2
[E]	A refrigerator?	Refrigerator	1	2
[F]	A solar panel?	Solar panel	1	2
[G]	Chair?	Chair	1	2
[H]	Sofa set	Sofa set	1	2
[I]	Table	Table	1	2
[J]	Cupboard	Cupboard	1	2
[K]	Bed	Bed	1	2
[L]	Clock	Clock	1	2
[M]	Camera	Camera	1	2
[N]	Computer	Computer	1	2

HC9. Does any member of your household own:

		Yes	No	
[A]	A watch?	Watch	1	2
[B]	A mobile telephone?	Mobile telephone	1	2
[C]	A bicycle?	Bicycle	1	2
[D]	A motorcycle or scooter?	Motorcycle / Scooter	1	2
[E]	An animal-drawn cart?	Animal-drawn cart	1	2
[F]	A car or truck?	Car / Truck	1	2
[G]	A boat with a motor?	Boat with motor	1	2

HC11.	Does any member of this household own any land that can be used for agriculture?		Yes	1	2 HC13
			No	2	

HC12.	How many hectares of agricultural land do members of this household own? If less than 1, record '00'. If 95 or more, record '95'. If unknown, record '98'.	Hectares...		

HC13.	Does this household own any livestock, herds, other farm animals, or poultry?		Yes	1	2 HC15
			No	2	

HC14. How many of the following animals does this household have?

[A]	Cattle, milk cows, or bulls?	Cattle, milk cows, or bulls ....
[B]	Horses, donkeys, or mules?	Horses, donkeys, or mules ....
[C]	Goats?	Goats ....
[D]	Sheep?	Sheep..
[E]	Chicken?	Chicken ....
[F]	Pigs?	Pigs ....
[G]	Turkey?	Turkey...
[H]	Guinea Fowl?	Guinea fowl ....
[I]	Camel?	Camel..

If none, record '00'. If 95 or more, record '95'.
If unknown, record '98'.

HC15. Does any member of this household have a bank account?		Yes	1	
		No	2	

DWELLING OWNERSHIP QUESTIONNAIRE

DWELLING INDICATORS		DI

GD1. Do you or someone living in this household own this dwelling?
    If 'No', then ask: Do you rent this dwelling from someone not living in this household?
    If 'Rented from someone else', circle '2'. For other responses, circle '6'.
	Own 1
	Rent 2
	Other (specify)...6
		2 GD16
		
		6 GD16

GD2. Do you or any other member of the household have any documents proving ownership of the dwelling	Yes ....1 No .... 2 DK 8	1 2 GD4 8 GD4
GD3. What kind of document do you have for ownership of this dwelling?	Title deed ....1 Group title deed... 2 Allotment letter.. 3 Share Certificate .... 4 Purchasing bill / receipt.. 5 Property tax receipt.. 6 Other(specify)...96	
GD4. Do you own the land that this dwelling is on?	Yes ....1 No .... 2 DK 8	
GD5. Can you restrict others (aside from household) from entering this dwelling?	Yes ....1 No .... 2 DK 8	
GD6. Do you feel secure from eviction from this dwelling?	Yes ....1 No .... 2 DK 8	
GD7. How strongly do you feel the authorities would protect you if somebody tried to evict you from your dwelling?	Very strongly ....1 Fairly strongly.. 2 Not strongly .... 3 Not at all.. 4 DK 8	
GD8. How did you acquire this dwelling?	Inherited from parent(s) / relative(s) ....1 Allocated by government/ local authority .... 2 Exchange for other property .... 3 Donation by charitable organisation............................. 4 Bought from private individual/GoK..............................5 Constructed it .... 6 Other(specify)..96	1 GD10 2 GD10 3 GD10 4 GD10 5 6 96 GD10
GD9. How did you obtain the financing to acquire this property?	Personal savings ....1 Bank loan.. 2 Grant from relative / friend .... 3 Mortgage .... 4 Other(specify).. 6	
GD10 Are you allowed to sell your Dwelling?	Yes ....1 No .... 2 DK 8	
GD11 Should you decide to sell the property, what do you consider its value (building and land) to be?	Value... _____ _____ DK / Not sure 98	

GD12 In the case of inheritance, how would the inheritance of this property be determined?	According to will and testament .... 1 By court in the absence of a will .... 2 This land cannot be inherited.. 3 Divided among sons only.. 4 Divided among all children .... 5 Inherited by wife .... 6 Revert to government .... 7 Other(specify)... 96	
GD13. Have you paid land rates/rent / land use charge / property tax on this property for the year 2016?	Yes 1 No 2 DK 8	
GD14. Have you ever been evicted from your home at any time during the past 5 years?	Yes .... 1 No .... 2 DK 8	
GD15. Check GD1: Ownership status of dwelling • GD1 – '2 or 6 – Continue with GD16 • GD1 is 1 – Go to SL0		
GD16. Do you have any documentation or agreement for the rental of this dwelling?	Yes .... 1 No .... 2 DK 8	2 GD18 3 GD18
GD17. What kind of document or rental / lease agreement do you have for the rental of this dwelling?	Rental contract / agreement.. 1 Registered lease... 2 Verbal agreement... 3 No agreement .... 4 Other (specify)... 96	
GD18. Do you feel secure from eviction from this dwelling?	Yes .... 1 No .... 2 DK 8	
GD19. How strongly do you feel the authorities would protect you if somebody tried to evict you from your dwelling?	Very strongly... 1 Fairly strongly.. 2 Not strongly .... 3 Not at all... 4 DK 8	
GD20. Have you ever been evicted from your home at any time during the past five years?	Yes .... 1 No .... 2 DK 8	
GD21. Record the time.	Hour and minutes	

SELECTION OF PERSON TO RESPOND TO THE LAND OWNERSHIP MODULE	SL
SL0. Check if household head owns land in HL7 in the List of Household Members. If he/she owns land administer Land Ownership Questionnaire	

SL1. Check HL6 and HL7 in the List of Household Members and write the total number of household members aged more than 16 years and who also own land excluding the household head.	Total number...

SL2. Check the number of persons aged more than 16 years in SL1:

Zero – Check if household head owns land and interview them. If not thank the respondent and exit Household. Enter '01' in HH9.
One – Go to SL9 and record the rank number as '1', enter the line number, person's name and age.
Two or more – Continue with SL2A.

SL2A. List each member older than 16 years and who own land excluding the household head in the order they appear in the List of Household Members. Do not include other household members below 16 years. Record the line number, name, sex, and age for member.

SL3. Rank number	SL4. Line number from HL1	SL5. Name from HL2	SL6. Sex from HL4		SL7. Age from HL6
Rank	Line	Name	M	F	Age
1	_____		1	2	_____
2	_____		1	2	_____
3	_____		1	2	_____
4	_____		1	2	_____
5	_____		1	2	_____
6	_____		1	2	_____
7	_____		1	2	_____
8	_____		1	2	_____

SL8.   Check the last digit of the household number (HH2) from the cover page. This is the number of the row you should go to in the table below.

Check the total number of members above 16 years in SL1 above. This is the number of the column you should go to in the table below.

Find the box where the row and the column meet and circle the number that appears in the box. This is the rank number (SL3) of the selected household member.

Last Digit of Household Number (from HH2)	Total Number of Eligible members in the Household (from SL1)						
	2	3	4	5	6	7	8+
0	2	2	4	3	6	5	4
1	1	3	1	4	1	6	5
2	2	1	2	5	2	7	6
3	1	2	3	1	3	1	7
4	2	3	4	2	4	2	8
5	1	1	1	3	5	3	1
6	2	2	2	4	6	4	2
7	1	3	3	5	1	5	3
8	2	1	4	1	2	6	4
9	1	2	1	2	3	7	5

SL9.   Record the rank number (SL3), line number (SL4), name (SL5) and age (SL7) of the selected member.

Rank number ....

Line number ....

Name ....

Age ....

LAND OWNERSHIP QUESTIONNAIRE

LAND OWNERSHIP MODULE
Global Land Indicators

Land ownership information panel

This questionnaire is to be administered to the household head and one more adult household member who has been randomly identified using the Kish grid in the household questionnaire.

GL1. Cluster number:	GL2. Household number:
GL3. Respondent's name: .... Name	GL4. Respondent's line number:

GL5. Result of land ownership interview:
  Completed..01
  Not at Home 02
  Postponed 03
  Refused 04
  Partially Completed 05
  Incapacitated 06
 	
Other (specify)...96	

GL6. Interviewer's name and number: .... Name:	GL7. Day / Month / Year of interview: .... /...................... / 2017

Repeat greeting if not already read to this respondent: We are from **KNBS;** We are conducting a survey about access to and ownership of land, the security from eviction and inheritance of property in this area. I would like to talk to you about these subjects. The interview will take about **30** minutes. All the information we obtain will remain strictly confidential and anonymous.	If greeting at the beginning of the household questionnaire has already been read to this respondent, then read the following: Now I would like to talk to you more about access to and ownership of land and the security from eviction in this area. This interview will take about **30** minutes. Again, all the information we obtain will remain strictly confidential and anonymous.

May I start now?
• Yes, permission is given – Go to GL8 to record the time and then begin the interview.
• No, permission is not given – Circle '03' in LM5. Discuss this result with your supervisor.

GL8.	Record the start time.	Hour and minutes	

LAND OWNERSHIP MODULE	**GL**
GL10. How many parcels of land do you own? If 95 or more, record '95'. If unknown, record '98'.	Number of land parcels..
GL11. If more than 3 parcels of land, use additional questionnaire(s).	

		1ST PARCEL	**2ND PARCEL**	**3RD PARCEL**
GL12.	How many hectares is each of the parcels of land? If less than one hectare, record '00'.	Hectares..	Hectares..	Hectares..
GL13.	What kind of document do you have for ownership of each of the parcels?	Title deed ....1 Group title deed............................2 Allotment Letter............................3 Share Certificate ....4 Purchasing bill / receipt................5 Property tax receipt......................6 Utility bills....................................7 None ....8 Other(specify)............................96	Title deed ....1 Group title deed............................2 Allotment Letter............................3 Share Certificate ....4 Purchasing bill / receipt................5 Property tax receipt......................6 Utility bills....................................7 None ....8 Other(specify)............................96	Title deed ....1 Group title deed............................2 Allotment Letter............................3 Share Certificate ....4 Purchasing bill / receipt................5 Property tax receipt......................6 Utility bills....................................7 None ....8 Other(specify)............................96
		7-GL15	7-GL15	7-GL15

		1ST PARCEL	2ND PARCEL	3RD PARCEL
GL14.	Do any of the ownership documents describe precisely the dimensions, coordinates, size or location of the parcel of land?	Yes .... 1 No .... 2 DK 8	Yes .... 1 No .... 2 DK 8	Yes .... 1 No .... 2 DK 8
GL15.	Is your piece of land demarcated by any physical signs?	Yes .... 1 No .... 2 DK 8	Yes .... 1 No .... 2 DK 8	Yes .... 1 No .... 2 DK 8
		1-GL15A 2-GL16 8-GL16	1-GL15A 2-GL16 8-GL16	1-GL15A 2-GL16 8-GL16
GL15a.	What type of physical signs has demarcated your land?	Boundary beacons......................... 1 Fence... 2 Stone wall .... 3 Dugout trench .... 4 Other(specify)............................. 96	Boundary beacons......................... 1 Fence... 2 Stone wall .... 3 Dugout trench .... 4 Other (specify)............................. 96	Boundary beacons......................... 1 Fence... 2 Stone wall .... 3 Dugout trench .... 4 Other (specify)............................. 96
GL16.	In which county is your piece of land?	County	County	County ....
GL17.	How did you acquire your land?	Inherited from parent(s) .... 1 Bought from private individual ..... 2 Allocated by government .... 3 Exchange for other piece of land .. 4 Exchange for other property .... 5 Result of adjudication .... 6 Donation by charitable organization................................... 7 Other(specify)............................. 96	Inherited from parent(s) .... 1 Bought from private individual ..... 2 Allocated by government .... 3 Exchange for other piece of land .. 4 Exchange for other property .... 5 Result of adjudication .... 6 Donation by charitable organization 7 Other(specify)............................. 96	Inherited from parent(s) .... 1 Bought from private individual ..... 2 Allocated by government .... 3 Exchange for other piece of land .. 4 Exchange for other property .... 5 Result of adjudication .... 6 Donation by charitable organization................................... 7 Other(specify)............................. 96
		1-GL19 3-GL19 4-GL19 5-GL19 6-GL19 7-GL19 96-GL19	1-GL19 3-GL19 4-GL19 5-GL19 6-GL19 7-GL19 96-GL19	1-GL19 3-GL19 4-GL19 5-GL19 6-GL19 7-GL19 96-GL19
GL18.	How did you obtain financing to buy the land?	Personal savings .... 1 Bank loan....................................... 2 Grant from relative / friend .... 3 Mortgage .... 4 Other (specify)............................. 96	Personal savings .... 1 Bank loan....................................... 2 Grant from relative / friend .... 3 Mortgage .... 4 Other (specify)............................. 96	Personal savings .... 1 Bank loan....................................... 2 Grant from relative / friend .... 3 Mortgage .... 4 Other (specify)............................. 96
GL19.	From whom did you acquire this land?	Relative... 1 Bought from stranger..................... 2 From a private institution.............. 3 From the government...................... 4 Other (specify)............................. 96	Relative... 1 Bought from stranger..................... 2 From a private institution.............. 3 From the government...................... 4 Other (specify)............................. 96	Relative... 1 Bought from stranger..................... 2 From a private institution.............. 3 From the government...................... 4 Other (specify)............................. 96
GL20.	Can you restrict others (Apart from household members) from accessing your land?	Yes .... 1 No .... 2 DK 8	Yes .... 1 No .... 2 DK 8	Yes .... 1 No .... 2 DK 8
GL21.	Do you feel secure from eviction from your parcel of land?	Yes .... 1 No .... 2 DK 8	Yes .... 1 No .... 2 DK 8	Yes .... 1 No .... 2 DK 8
GL22.	How strongly do you feel the authorities would protect you if someone tried to evict you from your land?	Very strongly .... 1 Fairly strongly............................... 2 Not strongly .... 3 Not at all....................................... 4 DK 8	Very strongly .... 1 Fairly strongly............................... 2 Not strongly .... 3 Not at all....................................... 4 DK 8	Very strongly .... 1 Fairly strongly............................... 2 Not strongly .... 3 Not at all....................................... 4 DK 8

		1ST PARCEL	2ND PARCEL	3RD PARCEL
GL23.	Do you pay local rates or land taxes for your land?	Yes .... 1 No .... 2 DK 8	Yes .... 1 No .... 2 DK 8	Yes .... 1 No .... 2 DK 8
GL24.	Are you allowed to develop your parcel of land?	Yes .... 1 No .... 2 DK 8	Yes .... 1 No .... 2 DK 8	Yes .... 1 No .... 2 DK 8
GL25.	Are you allowed to sell your parcel?	Yes .... 1 No .... 2 DK 8	Yes .... 1 No .... 2 DK 8	Yes .... 1 No .... 2 DK 8
		Go to line GL12 in the next column or if there are no more parcels go to GL26	Go to line GL12 in the next column or if there are no more parcels go to GL26	Go to line GL12 in the next column or if there are no more parcels go to GL26
				❍ Tick here if additional questionnaire used.

GL26.	In the case of inheritance of property, how would the inheritance of land be determined?	According to the will and testament .... 1 By court order in absence of a will .... 2 According to customary law.. 3 This land cannot be inherited.. 4 Other (specify)... 96	
GL27.	Are there any restrictions on what land you are able to own?	Yes .... 1 No .... 2 DK 8	2-GL29 3-GL29
GL28.	Why do you think there are restrictions on what you can own or rent?	Cultural customs and practices .... 1 The law does not support .... 2 Not attained age of majority... 3 Because of my citizenship .... 4 Other (specify).. 96	
GL29.	Have you personally ever inherited any land/property or other assets?	Yes .... 1 No 2	
GL30.	Have your brothers or sisters ever inherited any land/property or other assets?	Yes .... 1 No .... 2 DK 8	
GL31.	Who is traditionally allowed to inherit land or other assets in your community	Only sons ....1 Any child (son or daughter) ....2 The wife ....3 Siblings ....4 Any relative..5 Other(specify)..96	
GL32.	When decisions are made regarding aspects of household life, who normally takes these decisions?	Only sons ....1 Any child (son or daughter) ....2 The wife ....3 Siblings ....4 Any relative..5 The clan...6 Other(specify)..96	
GL33.	Have you ever been evicted from your land at any time during the past five years?	Yes .... 1 No 2	2 GL35
GL34.	If yes, by whom?	The state .... 1 Person who sold me the land .... 2 My family .... 3 Relatives .... 4 Other(specify).. 96	

LAND RIGHTS RECOGNITION MODULE		
GL35.	Which of these forms of tenure is/are legally recognized in your community?	Freehold ownership.. A Leasehold ....B Land rental .... C Customary.. D Group titling ....E Squatting ....F Other (specify).. X	
GL36.	Which system of ownership legally guarantees ownership of land in this community?	Freehold ownership.. A Leasehold ....B Land rental .... C Customary.. D Group titling ....E Squatting ....F Other (specify).. X	
GL37.	Are men and women equally allowed to own land by the law?	Yes ....1 No ....2 DK 8	1 GL39 3 GL39
GL38.	Between men and women, who are more privileged by the law with regards to land ownership?	Men ....1 Women ....2 DK 8	
GL39.	According to your own opinion, To whom does a family's real estate belong?	To the husband ....1 To the wife ....2 To both husband and wife..3 To the person who bought it ....4 DK 8	
GL40.	Who will you bequeath most of your parcels of land?	My sons (living and those not born)..1 My daughters (living and those not born) ....2 To all my children regardless of gender...........................3 To another relative...4 Spouse ....5 Other (specify)..96	
GL41.	What factors will influence your choice of who to bequeath?	Customs and traditions of my community.....................................1 My own evaluation and will ....2 The will of my partner/spouse ....3 Mutual agreement between partners...4 Other (specify)..96	
NOW I WOULD LIKE TO ASK YOU ABOUT THE LAND REGISTRATION PROCESS		
GL42.	Have you ever applied for title for any of your land parcels?	Yes ....1 No ....2 DK 8	1 GL44 8 GL44
GL43.	If no, what was the reason?	Prohibitive costs..1 Time consuming..2 Registration is a very complex process...3 Land title officials are unreliable..4 Not sure of the process ....5 Other (specify)..96	1 GL51 2 GL51 3 GL51 4 GL51 5 GL51 96 GL51
GL44.	Have you completed the entire application process?	Yes ....1 No ....2 DK 8	1-GL46 3-GL46

GL45.	If no, what was the reason for non-completion of the application process?	Prohibitive costs... 1 Time consuming .... 2 Registration is a very complex process............................ 3 Land title officials are unreliable.................................... 4 Not sure of the process .... 5 I do not need the title .... 6 Other (specify)... 96	
GL46.	Approximately, how long did it take you to obtain a title for each of your parcels?	1 month ....1 2 to 3 months..2 4 to 6 months..3 7 to 12 months..4 More than 12 months ....5 Other (specify)..96	
GL47.	Approximately, how much money did you spend to obtain a title for each of your parcels?	Amount in Ksh	
GL48.	Did you pay any undue amounts of money to facilitate the process?	Yes .... 1 No .... 2 DK 8	2-GL51 8-GL51
GL49.	Is this extra amount part of the money you have declared above?	Yes .... 1 No 2	
GL50.	What was the reason for paying the extra amount?	To accelerate the process .... 1 To reduce the legal amount due...................................... 2 For the application to be processed without certain items............ 3 So that untrue information is accepted........................... 4 To convince the community to sign documents unjustly .... 5 Other (specify)... 96	
	NOW I WOULD LIKE TO ASK YOU ABOUT IMPORTANCE OF LAND REGISTRATION		
GL51.	Is it important to obtain land title for a parcel of land?	Yes .... 1 No .... 2 DK 8	
GL52.	Do you know the process of application for a title for a parcel of land?	Yes .... 1 No .... 2 DK 8	
GL53.	Do you know the land tenure laws for the country?	Yes .... 1 No 2	2 GL55
GL54.	How did you know about it?	Through the media..A Through information from the land office .... B Information sheet containing land laws..........................C From relatives or friends ....D Other (specify)...X	
GL55.	Which agency is responsible for land registration or issuance of title deeds?	Min. of Lands .... 1 County Government.. 2 Land selling Companies .... 3 DK .... 8 Other (specify)...X	
GL56.	Record the time.	Hour and minutes	

FIELD EDITOR'S OBSERVATIONS

SUPERVISOR'S OBSERVATIONS
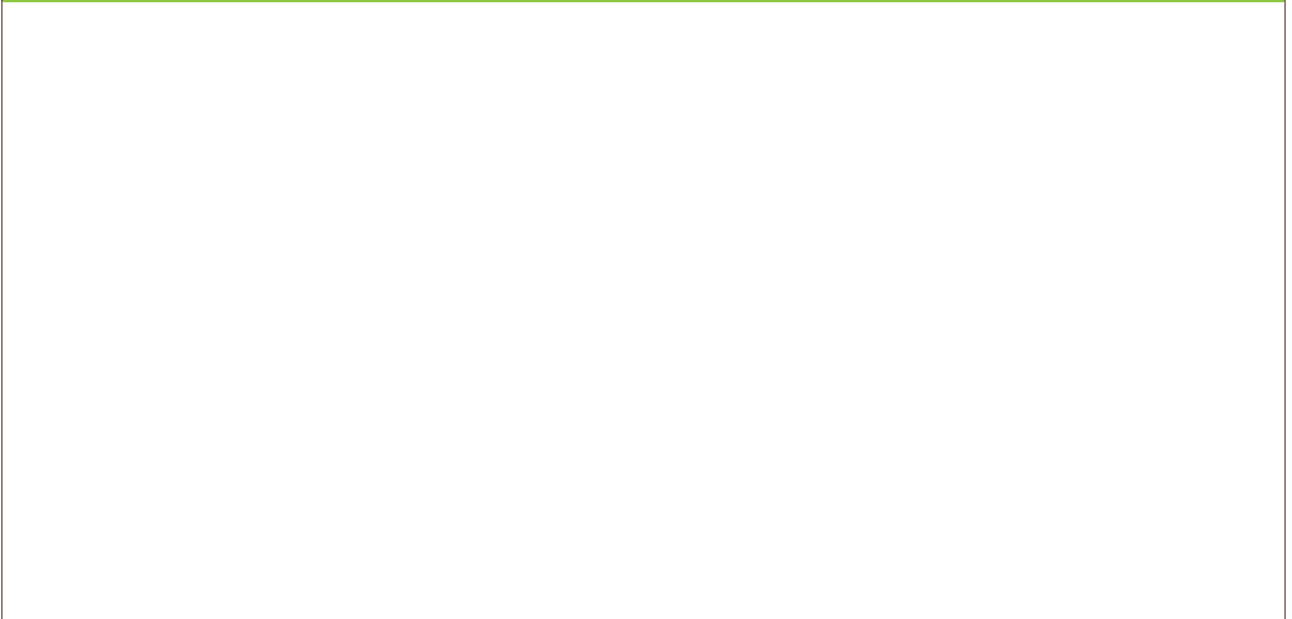
COMMUNITY LAND OWNERSHIP QUESTIONNAIRE

COMMUNITY OWNERSHIP MODULE
GLOBAL LAND INDICATORS

COMMUNITY OWNERSHIP INFORMATION PANEL
This questionnaire is to be administered to one person in a cluster identified as the head of the village / settlement / quarter.

LM1. Cluster number:	LM2. Village: .... Name ....
LM3. Respondent's name: .... Name	LM4. Respondent's line number: ....

LM5. Result of community ownership interview:
 	
Completed 01
    No household member or no competent respondent at home at time of visit 02
    Entire household absent for extended period of time 03
    Refused 04
    Dwelling vacant / Address not a dwelling 05
    Dwelling destroyed 06
    Dwelling not found 07
    Other (specify).. 96	

LM6. Interviewer's name and number: .... Name	LM7. Day / Month / Year of interview:................................. ....

Repeat greeting if not already read to this respondent: We are from NBS. We are conducting a survey about community ownership of land and access to this land. I would like to talk to you about this topic. The interview will take about 30 minutes. All the information we obtain will remain strictly confidential and anonymous.	If greeting at the beginning of the household questionnaire has already been read to this respondent, then read the following: Now I would like to talk to you more about community ownership of land and access to this land. This interview will take about 30 minutes. Again, all the information we obtain will remain strictly confidential and anonymous.

May I start now?
- Yes, permission is given – Go to LO1 to record the time and then begin the interview.
- No, permission is not given – Circle '03' in LM5. Discuss this result with your supervisor.

COMMUNITY OWNERSHIP		CO
GC1. Does your community have any land that is owned collectively by the community?	Yes .... 1 No .... 2 DK 8	1 GC2 2 End 8 End
GC2. What type of land?	Land for construction .... 1 Forest land for farming .... 2 Land for grazing animals... 3 Forest land for hunting.. 4 Forest land for natural materials................................... 5 Traditional / sacred forest... 6 Watered area .... 7 Other (specify)... 96	

COMMUNITY OWNERSHIP		CO
GC3.	Where is the parcel found	Within the national park .... 1 In as secluded reserve .... 2 Within the forest .... 3 Other (specify) 96	
GC4.	What guarantees your community's ownership rights to such land/forest?	State law .... 1 Customary tenure law .... 2 Authorization by land authority .... 3 Agreement signed with neighbouring communities .... 4 There is no guarantee .... 5 Other (specify) 96	
GC5.	How secure is your community land/forest?	Very secure .... 1 Secure .... 2 Somewhat secure .... 3 Insecure .... 4 Other (specify) 8	
GC6.	Has anyone / group of people made claims to this land/forest since your community occupied it?	Yes .... 1 No .... 2 DK 8	1 CO7 2 CO8 8 CO8
GC7.	Which people /person made claims to this land/forest?	Local council .... 1 Ministry of forestry .... 2 Ministry of natural resources/ environment .... 3 Conservation NGO .... 4 Logging company .... 5 Mining company .... 6 Other (specify) 96	
GC8.	How has classification of land into public or private or forests affected the rights of local communities to communal land?	We feel more secure .... 1 We feel insecure of our community land .... 2 We have lost some of the land .... 3 Other (specify) 96	
GC9.	As a community, have you suffered any land tenure issues?	Yes .... 1 No .... 2 DK 8	1 GC10 2 GC13 8 GC13
GC10.	What type of issues have these been?	Eviction from community land .... 1 Eviction from forest .... 2 Denial of access to forests and forest resources .... 3 Denial of access to water .... 4 Denial of access to farmland .... 5 Denial of access to hunting rights .... 5 Other (specify) 96	
GC11.	Which person organisation has obstructed access to community land?	Local council .... 1 Ministry of forestry .... 2 Ministry of natural resources/ environment .... 3 Conservation NGO .... 4 Logging company .... 5 Mining company .... 6 Other (specify) 96	
GC12.	Have you received any compensation for your community land?	Yes .... 1 No .... 2 DK 8	
GC13.	Do you pay any taxes / land rates for the community land?	Yes .... 1 No .... 2 DK 8	
GC14.	Record the time.	Hour and minutes	

FIELD EDITOR'S OBSERVATIONS

SUPERVISOR'S OBSERVATIONS

GLOBAL LAND INDICATORS HOUSEHOLD SURVEY MANUAL

THE HOUSEHOLD QUESTIONNAIRE

The purpose of the Household Questionnaire is to provide information on general characteristics of the population, the households and where the households live. You will use it to collect important information to identify women and men who are eligible (qualified) to be interviewed for the Land Ownership Questionnaire.

HOUSEHOLD INFORMATION PANEL

The Household Information Panel consists of an upper (HH1 to HH8) and a lower (HH9 to HH17) panel. The upper panel should normally be filled in before you approach the household. Your supervisor will have provided the necessary information to you for filling the entire upper panel when you are assigned the household.

HH1. Cluster number
Enter the cluster number as instructed by your supervisor.

HH2. Household number
Enter the household number as instructed by your supervisor.

HH3. Interviewer's name and number
Enter your own name and identification number provided to you at the time of training.

HH4. Supervisor's name and number
Enter your supervisor's name and number, if not already completed by your supervisor.

HH5. Day/Month/Year of interview
Enter the date of the interview as day, month and year. If the interview is not completed on your first visit, the date here should be either when you have completed the Household Questionnaire or when the interview was not conducted and that there will be no more attempts to interview the household.

HH6. Area
Circle the code for area of residence as instructed/ provided by your supervisor. This will have been pre-determined; you will not be required to assess whether the household is in an urban or rural area.

HH7. Region
Circle the code for region as instructed/provided by your supervisor. This should have been customized to reflect the country-specific administrative area of interest.

After the HH1-HH7 has been filled out, begin by saying the following to the respondent:

We are from **NBS**. We are working on a project dealing with the access to and ownership of land and dwellings and the security from eviction in this area. I would like to talk to someone in this household about this subject. The interview will take about **45** minutes. All the information we obtain will remain strictly confidential and your answers will never be shared with anyone else other than our project team. May I start now?

You may change the wording of these introductory sentences as appropriate. However, you must make sure to include the following when you are introducing yourself:

❑ The name of the implementing agency
❑ The topic of the survey
❑ Approximate duration of the interview
❑ The issue of confidentiality, and
❑ With whom you would like to speak.

If permission is given, begin the interview. If the respondent does not agree to continue, thank him/ her and leave the household to go the next household. Later, discuss the refusal with your supervisor; you or another person from the team may attempt to interview the household for a second time. This will depend on

your description of the refusal. However, remember that a household's participation in the survey must be on a voluntary basis, and potential respondents must never be forced to participate.

You will complete question HH9 (Result of Household Interview) after the Household Questionnaire has been completed, or after all attempts have been made to interview the household.

HH9. Result of household interview

'Completed': If the Household Questionnaire is completed, circle '01'.

'No household member or no competent respondent at home at time of visit': If the dwelling is occupied, but no one is at home or if there is only a child at home or an adult member who is ill, deaf, or mentally incompetent and you have not been able to contact a more qualified member of the household after repeated visits, circle '02'.

'Entire household absent for extended period of time': If no one is at home and the neighbours say that no one will return for several days or weeks, circle '03'.

'Refused': If the household refuses to be interviewed, circle '04'.

'Dwelling vacant / Address not a dwelling': If a dwelling assigned to you is not occupied, that is, it is empty with no furniture and is not being lived in, this is what we call 'vacant' and you should circle '05'. Other times, you may find that a dwelling is not a residential unit. It may be a shop, a church, a school, or some other type of facility that is not used as a living area. After making sure there are no residential units in the back of or above the premises, circle '05' as the result for the visit.

'Dwelling destroyed': If the dwelling was burned down or was demolished in some other manner, circle '06'.

'Dwelling not found': If you are unable to find the dwelling even after asking people in the area whether they are familiar with the address or the name of the household head on listing forms, circle '07'. Remember that you are not looking for the household head whose name may have been provided to you. Such names will be provided as information that you will use to locate the residential unit where a household is known to be living according to the information at the time of selection of the household for the survey. Your target is to find the dwelling or location where a household is living.

'Other': If you have not been able to complete the Household Questionnaire for another reason, you should circle '96' and specify the reason in the space provided. Some examples of 'Other' codes might be: the household respondent is incapacitated (and no other knowledgeable adult household member lives in the household); the questionnaire is partly completed. The latter means that you have started the interview but after making some progress, the interview was discontinued. A household questionnaire which was completed from beginning to end, but that has a few questions or modules unanswered should not be considered a 'partly completed' questionnaire.

HH16. Field editor's name and number

Leave this space blank. The field editor of your team will later enter his/her name and number in the space provided when checking the completed household questionnaires.

HH17. Main data entry clerk's name and number

Leave this space blank. The data entry clerk will enter his/her name and number in the space provided.

HH18. Record the time

Record the time of the day you start the household interview using the 24-hour system. For example, if the time is 10 minutes past 4 o'clock in the afternoon, record 16 for 'hour' and '10' for 'minutes'.

If the hour or minutes are less than 10, put a zero in front of the hour or minute. Avoid rounding the minutes and write the exact minutes as you see on your watch

LIST OF HOUSEHOLD MEMBERS

A household is a person or group of people who usually live and eat together.

A household is defined as a person or group of people

❏ who are related or unrelated,
❏ who live together in the same dwelling unit,
❏ who acknowledge one adult male or female as the head of household,
❏ who share the same living arrangements, and
❏ who are considered to be one unit.

In some cases, one may find a group of people living together in the same dwelling, but each person has separate living arrangements; they should be counted as separate one-person households. Domestic servants, relatives and other workers living and eating in the household are to be included as household members (even if they spend the weekend elsewhere and stay with the household the rest of the week). Three unrelated people who live and cook meals together would form one household.

Collective living arrangements (also referred to as institutional populations) such as hostels, army camps, boarding schools, or prisons are not considered to be households.

You will be assigned specific households to interview. Households that you will visit will have been identified previously by listing teams.

One should make a distinction between a family and a household. The first reflects blood descent and marriage. The second is used in this survey to identify an economic/social unit. You must be conscious and use the criteria provided on household membership to determine which individuals make a particular household.

Note that the List of Household Members includes **HL1. Line number.** This is the number used to identify each person listed. You must obtain a complete list of all people who usually live in the household, but you do not need to fill in or do anything in this column since the numbers are already provided. This is a very important number: Once household members are assigned these line numbers after the List of Household Members is completed, all members are identified with these line numbers throughout the questionnaires administered in this household.

You should begin by saying:

' *First, please tell me the name of each person who usually lives here, starting with the head of the household.*

List the head of the household in line 01. List all household members (HL2), their relationship to the household head (HL3), and their sex (HL4). Then ask:

' *Are there any others who live here, even if they are not at home now?*

If yes, complete the listing for questions HL2-HL4. Then, ask questions starting with HL5 for each person at a time.

A household head is a usual resident member of the household acknowledged by the other members of the household as the household head. This person may be acknowledged as the head on the basis of age (older), sex (generally, but not necessarily, male), economic status (main provider), or some other reason. It is up to the respondents to define who heads the household. You are not required to assess who the household head is most likely to be, or whether the person stated as the household head has the relevant characteristics to be the household head.

If you interview a household that has more than 15 members, mark the box following line 15. Take a fresh Household Questionnaire, fill in all the information on the cover page (HH1 to HH6), and write 'CONTINUATION' on the top. Then on the second Household Questionnaire (in HL1) change line number 01 to 16 and if necessary, change line number 02 to 17 and so on. Then write the information for these household members. Return to the primary Household Questionnaire to complete the interview. Also write 'SEE CONTINUATION' across the top of the cover sheet of the primary questionnaire. Once you complete the Household Questionnaire, keep the continuation questionnaire inside the primary one so that they remain together.

The List of Household Members will be completed in two stages: first, names (HL2), relationship codes (HL3) and sex (HL4) of all household members are recorded until all household members are included in the list. When the respondent is asked to provide the names of people living in the household, their relationship to the head of the household and their sex is naturally mentioned during the listing the names. For this reason, the list is completed vertically for HL2, HL3 and HL4 during the first stage. Then, questions from HL5 to HL15 are asked for each person before moving to the next person.

HL2. Name

Fill in the name of each household member, starting with the head of household (the person who is considered to be the head of the household by the household respondent). The head of the household should always be on the first row of the list. Never contest the respondent's answer.

Also note that the names of household members will never be used for analysis purposes. However, recording the names of all household members is important since you will be using these names to address the questions. You do not need to print the full name of each individual. Record the name in a way that will help you and respondents identify each member uniquely.

HL3. What is the relationship of (name) to the head of household?

Enter the code corresponding to how the person listed is related to the head of the household. Use the codes at the bottom of the List of Household Members. Be particularly careful in doing this if the respondent is not the head of the household. Make sure that you record the relationship of each person to the household head, not the relationship to the respondent. For example, if the respondent is the wife of the head of the household and she says that Sola is her brother, then Sola should be coded as '09' ('brother-in-law / sister-in-law'), not as '08' ('brother / sister'), because Sola is a brother-in-law of the head of the household. Be very careful in obtaining this information correctly, since respondents naturally tend to provide the relationship of the person to themselves, rather than to the head of the household.

If the head of the household is married to a woman who has a child from a previous marriage, that child's relationship to the head of the household should be coded as '13' ('adopted/foster/stepchild'). If the household member listed is not related to any of the household members but is a servant living in the household, this should be coded as '14'. If a household member is not related to the head of household, such as a friend who lives with the household, enter '96' ('other - not related'). Enter '98' if the respondent does not know the relationship of a household member to the head of household.

HL4. Is (name) male or female?

Circle '1' for 'Male' and '2' for 'Female'. Do not try to guess the sex of the household member from the name provided to you. This can lead to mistakes. When the respondent is listing everyone in the household, he/she may indicate the sex of the person at the same time, by saying 'my sister Mary', for instance. In this case, you do not need to ask the sex of the household member again, since it is already obvious that the person is a female because of the use of the respondent's

relationship ('sister') to Mary. However, when a name is mentioned that can be used for both males and females, never use your judgment. Even in cases when you think that the name would most likely be a male's (or a female's) name, have the respondent confirm the sex. This column should never be left blank.

Once you have a complete list of names, relationship codes and sex, move across this page to ask and record answers to questions about individual people starting from HL5. Start with the household head on line 01. When you have finished asking all questions HL5 to HL7 for the person on line 01, continue to the person listed on line 02, until you have completed HL5 to HL7 for all household members

The bold line around questions HL1, HL2, HL3 and HL4 is intended to emphasize that the information here should be completed vertically, before moving on to complete the listing horizontally, separately for each person, from HL5 to HL7.

HL5. What is (name)'s date of birth?

If the respondent knows the date of birth for the member of the household, record the answer in months and year. You will need to convert the month into numbers. For this, January is '01', February is '02', March is '03', and so on. If the respondent does not know the month of birth, enter the code '98' for 'Don't know month' and ask for the year of birth. Try to obtain at least the year of birth. If year is still unknown, enter '9998'.

HL6. How old is (name)?

Enter each person's age in completed years, that is, his/her age at his/her last birthday. Completed age is also defined as 'the number of completed years since birth'. With this definition, since a six-month-old baby has not completed a full year, his/her age will be entered as '00'. Note that you will be obtaining more accurate estimates of children's ages later.

This column should never be left blank.

Even after you have probed and asked all the necessary information from the respondent and you still have difficulty obtaining the ages of elderly members of the household, you may enter the code '98', meaning 'doesn't know'. This effectively means that the person is above age 50, since for household members younger than 50, completed ages must be entered. However, you should still indicate, with a note, what age range the person in question might be, so that your editor or supervisor can have an idea of the eligibility of the person to administer the individual questionnaires.

If the age of the member of the household is 95 or higher, enter the code '95' for all such cases.

HL7. Does (name) own any land?

This is a screening question to determine who which of the members in the household own land. This question refers to land that is owned under the individual's name.

Once this question has been answered, the interviewer should continue to the next line to ask questions HL5, HL6 and HL7 for the person in the next line number.

EDUCATION SCHEDULE

The education schedule is completed for members who are more than five years old. There are three questions in this section to determine whether a household member older than five has attended school and, if so, find the highest level of school attained.

ED3. HAVE YOU EVER ATTENDED SCHOOL OR PRE-SCHOOL?

The first question in the education module is to find out whether each of the people listed in the household listing and who is **above five years of age** has attended any schooling. Record 'yes' for those who report to have attended school and 'no' for those who report not

to have attended school. If the answer is 'yes', move to next question ED4 on the highest level of school the person in that line number has attended. When asking the questions on education, replace the italicized name with the name on HL2.

The term 'school' includes primary, secondary and post-secondary schooling, as well as any other intermediate levels of schooling in the formal school system. It also includes technical or vocational training beyond the primary-school level, such as long-term courses in mechanics or secretarial work, as long as these schools are part of the formal school system.

Schools that carry out non-standard curriculum (non-formal education) are <u>not</u> included here. A non-standard curriculum includes religious schools, such as Koranic schools, that do not teach a full, standard school curriculum. If a school teaches religious courses but also includes the standard curriculum – such as many Catholic schools – it would be coded as a standard (formal) school.

'Pre-school' is listed for children who do not attend the first grade of primary school, but do attend some form of organized learning or early childhood education programme, whether or not such a programme is considered part of the school system. The definition of an organized early learning programme does not refer to programmes offering only babysitting or child-minding. However, note that the module is applicable for people over five years who might have completed their pre-school education.

ED4. What is the highest level of school (name) has attended?

This question is responded only for those who have answered 'yes' to the preceding question. The code for the highest level of school attained is recorded from the list of codes for school level provided.

For someone not at school anymore, the highest level attended is the one he/she went to before leaving the education system, even if it was for a few weeks. For someone still at school, the highest level is the one he/she is currently attending (or was attending if we are conducting the interview during a long school break period).

ED4B. What is the highest grade (name) completed in this level?

Enter the highest grade completed or '98' for 'DK' ('doesn't know'). If the first grade at this level is not completed, enter '00'. For instance, if a person has attended primary school but did not complete the first grade, then the level for this person will be circled as '1' in ED4A, and the grade will be entered as '00' in ED4B. Correspondingly, if a person has attended secondary school but did not complete the first grade, then the level for this person will be circled as '2' in ED4A, and the grade will be entered as '00' in ED4B.

Similarly, for a child who is attending grade 5 in primary school at the time of the interview, the level will be coded as '1' and the grade as '04', since this person has not yet completed grade 5.

Note that if the level of schooling is given as preschool in ED4A, the grade should be left blank.

HOUSEHOLD CHARACTERISTICS MODULE

HC1A. What is the religion of the head of this household?

HC1B. What is the mother tongue/native language of the head of this household?

HC1C. To what ethnic group does the head of this household belong?

Circle the code corresponding to the answer given. Make sure to get the religion, ethnicity or mother tongue/native language of the household head.

HC1D. What is the nationality of the household head?

This question should be customised so that the main nationality is the nationality where the questionnaire is being administered.

HC1E. What is the employment status of the household head?

HC2. How many rooms in this household are used for sleeping?

This information provides a measure of how crowded the house is and reflects its socio-economic condition. A room refers to a special area with a permanent partition that is used for sleeping. It is not necessarily the number of rooms in the household that are called 'bedrooms', but rather how many rooms are used for sleeping on a regular basis by household members. Exclude rooms that are used only for sleeping by visitors to the household; include those rooms that may not be regular 'bedrooms' but may be regularly used by one or more of the household members for sleeping.

Enter the number of rooms in this household that are used for sleeping.

HC3. Main material of the dwelling floor:

We are interested in the main material covering the floor, not what is underneath. Circle the correct code for the main material of the dwelling floor based on your observation. You will be able to observe the correct answer in most cases but, if in doubt, ask. If there is more than one kind of material making up the floor at different parts of the household, record the main flooring material (the material that covers the largest amount of floor space).

HC4. Main material of the roof:

We are interested in the main material covering the roof, not what is underneath. Circle the correct code for the main material of the dwelling roof, based on your observation. Before entering the dwelling, you will be able to observe the correct answer in most cases but, if in doubt, ask. If there is more than one kind of material making up the roof, record the main roofing material (the material that covers the largest amount of roof space).

HC5. Main material of the exterior walls

We are interested in the main material covering the exterior walls, not what is underneath. Circle the correct code for the main material of the dwelling walls, based on your observation. Before entering the dwelling, you will be able to observe the correct answer in most cases but, if in doubt, ask. If there is more than one kind of material making up the walls at different parts of the household, record the main wall material (the material that covers the largest amount of wall space).

HC6. What type of fuel does your household mainly use for cooking?

Information on the type of fuel used for cooking is collected as another measure of the socio-economic status of the household. The use of some cooking fuels can also have adverse health consequences.

Circle the code corresponding to the answer given. Remember that this question asks about fuel for cooking, not fuel for heating or lighting. If the household uses more than one fuel for cooking, find out which type is used most often. If electricity, liquid propane gas (LPG), natural gas, biogas or kerosene is mainly used, circle '01', '02', '03', '04', or '05' respectively and skip to HC8. There might be cases when no cooking is done in the household. In this case, circle '95' and, again, skip to HC8. If any fuel other than the pre-coded ones is reported as being the main fuel used for cooking, circle '96' and specify the type of fuel on the line provided.

Definitions of some of the types of fuel are as follows: 'biogas' includes gases produced by fermenting manure in an enclosed pit. 'Lignite' is a derivative of coal that produces more smoke when burned but produces less heat than coal.

HC7. Is the cooking usually done in the house, in a separate building, or outdoors?

Circle the code corresponding to the response given. Circle '1' if the cooking is done in a separate room designated as a kitchen. Circle '2' if the cooking is done in an area used for living, sitting, sleeping and not in a separate kitchen or building. Circle '3' if the cooking is done in another building and '4' only if the cooking is usually done outdoors.

If a response is given other than the pre-coded ones, circle '6' and specify the cooking place on the line provided.

The answers to the following two questions on ownership of certain items will be used as an approximate measure of the socio-economic status of the household. In asking these questions, you must remain neutral and not show any reactions to any of the answers given.

HC8. Does your household have:

Read out each item and circle the code corresponding to the answer given after each item. If the respondent reports that a household item, such as a radio, is broken, try to find out how long it has been broken and whether it will be fixed. If the item appears to be out of use only temporarily, circle '1' for 'Yes'. Otherwise, circle '2' for 'No'. Be sure to circle either a '1' or a '2' for each item. Do not leave any blank.

Ask the question for the following items: **electricity, radio, television, non-mobile telephone, refrigerator?**

HC9. Does any member of your household own:

This question collects information on the ownership of various items owned by any of the household members. Read out each item and circle the code corresponding to the answer given after each item. If the respondent reports that an item such as a motorcycle is broken, try to find out how long it has been broken and whether it will be fixed. If the item appears to be out of use only

temporarily, circle '1' for 'Yes'. Otherwise, circle '2' for 'No'. Be sure to circle either a '1' or a '2' for each item. Do not leave any blank. Bicycles for children (used as a toy) should not be considered.

Ask the question for the following items: watch, mobile telephone, bicycle, motorcycle/scooter, animal-drawn cart, car/truck, boat with motor.

HC10. Do you or someone living in this household own this dwelling?

Note that the question pertains to the situation at the time of interview. If the respondent or anyone else living in the household owns the dwelling, circle '1' and continue with the next question. If the answer is 'No' then ask: **Do you rent this dwelling from someone not living in this household?** If the dwelling is rented, circle '2'. If the household lives in the dwelling without paying rent, if the household is squatting (occupied illegally), or if there is another arrangement, circle '6'; probe if the dwelling is not owned or rented by a household member.

HC11. Does any member of this household own any land that can be used for agriculture?

Agricultural land refers to land that is used for growing crops (the crops may be food for people, food for animals, or other non-food crops), raising animals and grazing animals. In answering this question, common land used to graze animals but not owned by the household should not be included. Circle the code corresponding to the response given. If 'No', skip to HC13.

Note that the land in question may be far away, even in another country. Accept such answers as 'Yes'.

HC12. How many hectares of agricultural land do members of this household own?

Record the total number of hectares of land owned by all members of the household that can be used for agriculture. If 95 or more hectares are owned, record

'95'. If unknown, record '98'. Most respondent's especially rural dwellers may not be aware of the size of their agricultural land.

HC13. Does this household own any livestock, herds, other farm animals or poultry?

Circle the code corresponding to the response given. If 'No', skip to HC15. To be customized to capture animals commonly kept in the setting of the interview.

HC14. How many of the following animals does this household have?

Read out each item and enter the number corresponding to the answer given. Add numbers of milk cows and bulls together, even if the respondent gives separate numbers for each. Similarly, count horses, donkeys and mules together. If the answer is 'none', record '00' for that animal/animal group. If the household has 95 or more of any one type of animal/animal group, record '95'. If the household owns a particular type of animal/ animal group, but the respondent does not know how many, circle '98'. Do not leave any items blank.

Ask the question for the following animals: cattle; milk cows or bulls; horses, donkeys or mules; goats; sheep; chickens; pigs.

HC15. Does any member of this household have a bank account?

Ask if any member in the household has an account with a bank, credit association or other similar organization in which they can deposit and withdraw funds. Circle the code corresponding to the response given.

DWELLING INDICATORS

GD1. Do you or someone living in this household own this dwelling?

Ask if the dwelling structure is owned by a person living in this household. The purpose of this question is to determine whether the structure is owned by the household or is rented. If the dwelling is owned by a household member, proceed to question GD2. If this is not the case, skip to GD16.

GD2. Do you or any other member of the household have any documents proving ownership of the dwelling

This question follows GD1 regarding ownership of the dwelling unit. Ask if there are documents to prove ownership of the dwelling unit. Skip to GD4 if there is no documentation.

Whereas the household may not have documentation showing ownership of the dwelling unit, documents showing ownership of the land that the house is built on are accepted as proof of ownership of the dwelling unit.

When this interview is conducted in a household residing in a multiple-dwelling unit, such as a flat, proof of ownership of the specific unit may be required.

GD3. What kind of document do you have for ownership of this dwelling?

The kind of documents to show ownership of the dwelling is selected. As already mentioned, these documents may either show ownership of the dwelling unit or show ownership of the land that the dwelling unit has been built on. This section should be customized to capture locally used terminology for types of documentation on dwelling ownership.

GD4. Do you own the land that this dwelling is on?

In addition to owning the dwelling unit, the respondent should indicate whether they own the land on which the dwelling unit has been built. The ownership of the land may already have been shown in the two questions above, in which case this question is not repeated. In such a case, select 'yes' and move to the next question.

GD5. Can you restrict others (aside from household) from entering this dwelling?

Can the respondent restrain others, apart from household members and invited guests, from entering the dwelling? In cases where two household are living in the same dwelling unit, the answer to this question should be no. (The definition for household has already been provided above.)

GD6. Do you feel secure from eviction from this dwelling?

This question is on whether the respondent feels secure from eviction from the dwelling. The respondent may not provide a 'yes' or 'no' answer. Go through the set of responses provided and determine whether there is perceived risk of eviction. If this is the case, answer 'No'.

GD7. How strongly do you feel the authorities would protect you if somebody tried to evict you from your dwelling?

This question uses a Likert score to grade the level of protection that the respondent perceives he or she would receive if someone attempted to evict him or her from this piece of land. Very strongly represents total confidence in the authorities, whereas 'not at all' represents total lack of confidence in the authorities.

GD8. How did you acquire this dwelling?

Record how the respondent acquired the dwelling. If the respondent reports that they bought the dwelling, select option 2 and move on to GD9. If the respondent acquired the land using other means, select the most appropriate means and skip to GD10.

GD9. How did you obtain the financing to acquire this property?

Record how the respondent obtained finance to acquire the dwelling and move to the next question.

GD10. Are you allowed to sell your Dwelling?

Find out whether there are any restrictions on the respondent to selling the dwelling if they wished to. Obviously, a respondent who does not own the dwelling cannot contemplate selling it.

GD11. Should you decide to sell the property, what do you consider its value (building and land) to be?

Inquire what the current asking price for the dwelling would be if the respondent decided to sell the dwelling. This should also include the cost of the land. In a multiple occupied dwelling, the price only includes the value of the dwelling since the land cannot be sold.

GD12. Should the owner of this property die, how would the inheritance of the property be determined?

This question is sensitive and should be asked taking the cultural context of the question in mind so as not to be interpreted to wish death the dwelling owner. However, inquire about the procedures that are followed for land inheritance once the owner of the dwelling unit dies.

GD13. Have you paid local rates or property tax on this property?

Ask if the respondent has paid the local tax on the dwelling unit, if it is applicable. During training, it is important to identify the local terms used to refer to taxes imposed on property and ask about each of the applicable taxes.

GD14. Have you ever been evicted from your home at any time during the past 5 years?

Inquire whether the respondent has ever been evicted from his / her dwelling during the last five years. The eviction does not refer to the current dwelling but rather refers to any dwelling that the respondent may have stayed in for the past five years. The answer to this question should also include the notice to vacate any dwelling and not just physical removal from an occupied dwelling.

GD15. Cʜᴇᴄᴋ GD1: Ownership status of dwelling

Confirm the ownership status of the dwelling and continue to GD16 if GD1 was 2 or 6. If the respondent has answered questions on dwelling ownership, they are not eligible to answer the next set of questions in this module, which are on tenancy.

GD16. Do you have any documentation or agreement for the rental of this dwelling?

If the dwelling unit is rented, inquire whether the respondent has any documentation or agreement on the terms of the lease or rent.

GD17. What kind of document or rental / lease agreement do you have for the rental of this dwelling?

Record the kind of documentation the respondent possesses for tenancy.

GD18. Do you feel secure from eviction from this dwelling?

This question refers to whether the respondent feels secure from eviction from the dwelling unit.

GD19. How strongly do you feel the authorities would protect you if somebody tried to evict you from your dwelling?

This question uses a Likert score to grade the level of protection that the respondent perceives he would receive if someone attempted to evict him from his rented dwelling. 'Very strongly' represents total confidence in the authorities whereas 'not at all' represents total lack of confidence in the authorities.

GD20. Have you ever been evicted from your home at any time during the past five years?

This question is similar to GD14 above; however, it is

only applicable to tenants who have rented a dwelling unit. Inquire whether the respondent has ever been evicted from his / her dwelling during the last five years. The eviction does not refer to the current dwelling but rather refers to any dwelling that the respondent may have stayed in for the past five years. The answer to this question should also include the notice to vacate any dwelling and not just physical removal from an occupied dwelling.

HH19. Record the time.

Record the time of the day you finish the household interview using the 24-hour system. If the hour or minutes are less than 10, put a zero in front of the hour or minute.

If the interview is interrupted for more than 15 minutes or it is not completed on your first visit and you visit the household again to continue the interview, the amount of time between HH18 and HH19 will not reflect the correct duration of the interview. You should take a note of this next to the question HH19 and if necessary provide additional explanation at the end of the household questionnaire.

SELECTION OF ONE HOUSEHOLD MEMBER FOR THE LAND OWNERSHIP MODULE

This module is used to list all adults older than 16 years eligible for land ownership module. You will review the List of Household Members and record each of adults older than 16 in SL2A in order according to their line number (HL1). You should not include other household members aged below 16 years. Then you will use the table in SL8 to select one adult who also owns land randomly.

This module has a unique structure and approach. You will complete the whole module yourself and will not need to ask any questions. This module helps you select one adult who also owns land randomly and collect information on land ownership module.

It is critical that you follow the instructions and perform the random selection perfectly. Random selection means that the selection is unbiased. When random selection is correctly applied, it will represent all other people, including those who have not been selected.

SL1. Check HL6 and HL7 in the List of Household Members and write the total number of adults older than 16 years who also own land

Count the number of adults who own land from HL6 and HL7 in the List of Household Members and write the total number here.

SL2. Check the number of land owning adults in SL1

If there are no landowning adults in SL1, check the corresponding box and go to Household Characteristics module. If there is only one adult, go to SL9, record the rank number as '1' and enter the adults' line number, name and age. This means that since there is only one land owning adult in the household, random selection will not need to be carried out.

If there are two or more children, continue with SL2A, to perform random selection.

SL2A. List each of the adults 16 years and above in the order they appear in the List of Household Members. Do not include other household members below 16 years. Record the line number, name, sex and age of the landowning adult.

SL3. Rank number

This is the number used to identify the one adult randomly chosen for this module. You will use this number later to complete the selection. You do not need to fill in or do anything in this column since the numbers are already provided.

SL4. Line number from HL1

This is the number used to identify each adult from the List of Household Members who is eligible for this module. Go to the List of Household Members and record below each of the adults older than 16 years in the same order of their line numbers (HL1).

Note that once you have entered the name of a household member here, you automatically assign a rank number to this person (SL3).

It is very important that you list all eligible adults in order according to their line number. Failure to do so may result in failure to select an adult randomly and may introduce bias in the selection process.

SL5. Name from HL2

Insert the name of each eligible adult in this column next to his/her line number, copying from the List of Household Members, column HL2.

SL6. Sex from HL4

Record the eligible adult's sex from HL4.

SL7. Age from HL6

Record the eligible adult's age from HL6.

SL8. Check the last digit of the household number (HH2) from the cover page. This is the number of the row you should go to in the table below.

Check the total number of adults in SL1 above. This is the number of the column you should go to in the table below.

Find the box where the row and the column meet and circle the number that appears in the box. This is the rank number (SL3) of the selected adult.

The instructions provided in this question should be self-explanatory. Proper use of the table here leads to an unbiased selection of one adult from all those recorded in SL2A.

Note that if there are more than eight adult landowners older than 16 years in the household, then you should be using the column '8+' in this table and perform the selection accordingly.

SL9. Record the rank number (SL3), line number (SL4), name (SL5) and age (SL7) of the selected child

LAND OWNERSHIP MODULE

GL1. Cluster number:
Enter the cluster number from the Household Questionnaire, question HH1.

GL2. Household number:
Enter the household number from the Household Questionnaire, question HH2.

GL3. Respondent's name:
Enter the respondent's name from the Household Questionnaire, column HL2 of the List of Household Members.

GL4. Respondent's line number:
Enter the respondent's line number from the Household Questionnaire, column HL1 of the List of Household Members.

GL5. Result of land ownership interview:
Complete this question once you have concluded the interview with the respondent. Circle the code corresponding to the result of the interview. If the questionnaire is completed, circle '01' for 'Completed'. If you have not been able to contact the person after repeated visits, circle '02' for 'Not at home'. If the person refuses to be interviewed, circle '03' for 'Refused'. If you were able to only partly complete the questionnaire, circle '04' for 'Partly completed'. If the person is incapacitated (mentally or physically incapacitated), circle '05'. If you have not been able to complete this interview for another reason, you should circle '96' for 'Other' and specify the reason in the space provided.

GL6. Interviewer's name and number:
Leave this space blank. The field editor will later enter his/her name and number in the space provided when checking the completed questionnaires.

GL7. Day / Month / Year of interview:
Leave this space blank. The data clerk will enter his/her name and number in the space provided.

GL8. Record the start time.
As already mentioned above, record the time of the day you start the interview using the 24-hour system. If the hour or minutes are less than 10, put a zero in front of the hour or minute.

GL9. Do you own any land?
This question may be repeated for people identified by the KISH grid. If the person does not own any land thank the respondent and end the module.

GL10. How many parcels of land do you own?
Record the total number of parcels of land the respondent owns. If the respondent owns more than three parcels of land, an extra questionnaire should be used to capture responses for the additional pieces.

GL12. How many hectares is each of the parcels of land?
Record the total number of hectares of land owned by all members of the household that can be used for agriculture. If 95 or more hectares are owned, record '95'. If unknown, record '98'.

Many respondents may not know the exact measurements of their pieces of land, in addition there may be different measurement units of land sizes based on the locality. The respondent should be allowed to provide the measurement of land size based on the units they understand and the interviewer converts these units based on the agreed translation.

GL13. What kind of document do you have for ownership of each of the parcels?

Inquire about the kind of documents the respondent has for ownership of each parcel of land. Be careful that each response is selected for the corresponding parcel of land.

In instances where the respondent is not sure what kind of document they have for ownership or when the respondent is illiterate, ask to see the document if it can be accessed quickly so that you can determine what kind of document it is. If the answer to this question is 'no document' skip to GL15.

GL14. Do any of the ownership documents describe precisely the dimensions, coordinates, size or location of the parcel of land?

Ask whether the document owned refers to the dimensions, coordinates or the size of the land parcel. If the ownership document is accompanied by a map (drawn to scale) showing the location and shape of the parcel of land, then select 'yes' for this question.

GL15. Is your piece of land demarcated by any physical signs?

Ask whether each piece of land is demarcated. If 'yes', move to the next question and record the type of demarcation used. If 'no', skip to question GL16.

GL15a. What type of physical signs has demarcated your land?

Ask whether the parcel is demarcated by any physical signs. Select one of the options listed. If the physical sign is not in the list provided, select '96' and record specifically what has been used to demarcate the land.

GL16. In which administrative unit is your piece of land?

Record the region in which each parcel of land is located in. if land administration is devolved, record the administrative region within which each parcel of land lies.

GL17 How did you acquire your land?

Ask how each piece of land was acquired. Select a response corresponding to each parcel. In case the means of acquiring is not in the provided list, select '96' and record the method of land acquisition.

If a parcel of land was bought, proceed to the next question GL18. Otherwise, skip to GL19.

GL18. How did you obtain financing to buy the land?

This is answered if the piece of land was bought. Select from the list how finances for purchasing each piece of land were obtained.

GL19. From whom did you acquire this land?

Record where each parcel of land was acquired (individual/business/institution)

GL20. Can you restrict others (Apart from household members) from accessing your land?

Record whether the respondent can restrain others apart from household members and invited guests from entering each parcel?

GL21. Do you feel secure from eviction from your parcel of land?

This question is on whether the respondent feels secure from eviction each parcel of land they own. The respondent may not provide a 'yes' or 'no' answer. Go through the set of responses provided and determine whether there is perceived risk of eviction. If this is the case, answer 'No'.

GL22. How strongly do you feel the authorities would protect you if someone tried to evict you from your land?

This question uses a Likert-type score to grade the level of protection that the respondent perceives he or she would receive if someone attempted to evict him or her from the parcel of land. Very strongly represents

total confidence in the authorities, whereas 'not at all' represents total lack of confidence in the authorities.

GL23. Do you pay local rates or land taxes for your land?

Ask if the respondent has paid the local tax on each parcel of land, if it is applicable. During training, it is important to identify the local terms used to refer to taxes imposed on land and ask about each of the applicable taxes.

GL24. Are you allowed to develop your parcel of land?

Find out whether there are any restrictions to the respondent to developing each parcel of land if they wished to. This could be due to an on-going dispute or any other reason that the respondent may provide.

GL25. Are you allowed to sell your parcel?

Find out whether there are any restrictions on the respondent selling each parcel of land if they wished to. This could be due to an on-going dispute or any other reason that the respondent may provide. Development may include farming, setting up structures etc.

GL26. Should the owner of land die, how would the inheritance of the land be determined?

This question is sensitive and should be asked taking the cultural context into account so as not to be interpreted as wishing the death of the dwelling owner. However, inquire about the procedures that are followed for land inheritance once the owner of the land parcels dies.

GL27. Are there any restrictions on what you are able to own?

Inquire whether there are any restrictions regarding ownership of land in terms of the number of parcels, size of parcel or the location of the parcel.

GL28. Why do you think there are restrictions on what you can own or rent?

Inquire whether there are any restrictions regarding renting of land in terms of the number of parcels, size of parcel or the location of the parcel.

GL29. Have you personally ever inherited any land/property or other assets?

Record whether the respondent has ever inherited land or other assets.

GL30. Have your brothers or sisters ever inherited any land/property or other assets?

Also record whether the respondent's siblings have inherited land or any other assets.

GL31. Who is traditionally allowed to inherit land or other assets in your community

Ask who can traditionally inherit land following the customs of the respondent.

GL32. When decisions are made regarding aspects of household life, who normally takes the decision on?

Inquire about who takes important household decisions, including decisions on acquiring, disposing of and bequeathing property.

GL33. Have you ever been evicted from your land at any time during the past five years?

Inquire whether the respondent has ever been evicted from his / her parcel of land during the last five years. The eviction does not only refer to the current parcels only but rather refers to any parcels that the respondent may have owned /occupied in for the past five years. The answer to this question should also include the notice to vacate any parcel and not just physical removal from the currently occupied parcel.

Skip to question GL35 if the respondent has not been evicted from a parcel of land in the past five years.

GL34. If yes, by whom?

Record the person who evicted the respondent from the parcel of land.

GL35. Which of these forms of tenure is/are legally recognized in your community?

Record the existing land tenure systems in the community. Select responses from the list provided and select 'X' if the response is not in the list. Multiple responses are allowed for this question.

GL36. Which system of ownership is legally guarantees ownership of land in this community?

Record the type of land tenure systems that are legally enforceable in the community. Select responses from the list provided and select '96' if the response is not in the list.

GL37. Are men and women equally allowed to own land by the law?

Record whether men and women are equally allowed to own land by law. If the answer is 'yes', move to the next question. Skip to GL39 if the answer to this question is 'no'.

GL38. Between men and women, who are more privileged by the law with regard to land ownership?

The purpose of this question is to determine whether there is privilege for any gender with regard to land ownership.

GL39. To whom does this family's real estate belong?

The family real estate refers to parcels of land or houses owned by the family. In patriarchal societies, the real estate is held by male members of that society. The purpose of this question is to determine whether family property is shared equally between the male and female members of the society or whether the family property is owned by one gender.

GL40. Who will you bequeath your parcels of land?

This question the respondent is asked who the heirs of his / her property will be if they have already been identified. If the heirs have not been identified, who are the potential heirs to the respondent's property?

GL41. What factors will influence your choice of who to bequeath?

Ask the respondent what factors will influence their choice of heir(s) to their property

GL42. Have you ever applied for title for any of your land parcels?

Inquire whether the respondent has applied for a title deed for any of their parcels of land discussed in the earlier questions. If the answer is 'yes' skip to GL44. Move on to GL43 if the answer to this question is 'no'.

GL43. If no, what was the reason?

Select the reason why the respondent has not applied for the titles of their parcels of land. If the answer is '96', record the reason and skip to GL51.

GL44. Have you completed the entire application process?

Inquire whether the application process for the title has been completed. This includes lodging all documents necessary to process a title. Skip to GL46 if the answer to this question is 'yes'.

GL45. If no, what was the reason for non-completion of the application process?
GL46. Approximately, how long did it take you to obtain a title for each of your parcels?

Record the approximate time in months that it takes to obtain a title for each parcel. If the respondent has several parcels, each of which took different a time to acquire, record the time for the parcel that took longest.

GL47. Approximately, how much money did you spend to obtain a title for each of your parcels?
Record the amount of money spent on obtaining the title. Include all the amounts used to pay for the title process.

GL48. Did you pay any undue amounts of money to facilitate the process?
Undue amounts are those that are normally not receipted when paid to the land registration officials. Skip to GL51 if the answer to this question is 'no'.

It is important to assure the respondent that the information provided will not be divulged to any other person apart from those involved in the survey. Also assure him or her that his / her name will not be used in the analysis and hence his confidentiality will be preserved.

GL49. Is this extra amount part of the money you have declared above?
Record whether the extra amounts paid were included in the amount declared above.

GL50. What was the reason for paying the extra amount?
Record the reason why the respondent paid the extra amount.

GL51. Is it important to obtain land title for a parcel of land?
Inquire from the respondent whether it is important to obtain a title for a parcel of land.

GL52. Do you know what it takes or the process of application for a title for a parcel of land?
Ask the respondent whether they know the process to get a title for a piece of land. This question is asked regardless of whether the respondent has previously applied for a title for any of their parcels of land.

GL53. Do you know the land tenure laws for the country?
Inquire whether the respondent knows the land tenure laws in the country. If the answer is 'no', skip to GL55.

GL54. How did you know about it?
Once the respondent answers 'yes' to question GL53 above, inquire about their source of knowledge on the

GL55. Do you know the agency responsible for land registration or issuance of title deeds?
Inquire whether the respondent knows the agency that has been tasked with issuing title deeds in the country.

GL56. Record the time.
Record the time of the day you finish the household interview using the 24-hour system. If the hour or minutes are less than 10, put a zero in front of the hour or minute.

If the interview is interrupted for more than 15 minutes or it is not completed on your first visit and you visit the household again to continue the interview. You should take a note of this and, if necessary, provide an additional explanation at the end of the land ownership questionnaire.

GLOBAL LAND INDICATORS INITIATIVE (GLII)

The need to step up monitoring of land governance issues led to the establishment of GLII in 2012 by Millennium Challenge Corporation, the World Bank and UN-Habitat. The platform is hosted and facilitated by the Global Land Tool Network (GLTN) at UN-Habitat. GLII is as a collaborative and inclusive process for development of Global Land Indicators that aims to making global scale monitoring of land governance and progress towards secure tenure for all a reality. In addition to developing land indicators, the GLII platform provides accompanying tools and guidelines for monitoring, reporting and capacity building, and a means of coordinating and convening land and data communities. The initiative has now grown to over 50 members, including non-governmental organizations, multi-lateral agencies, academia, research institutions and training institutions, farmers' organizations, United Nations agencies working on land governance, land data and statistical agencies.

Through a series of consultations in 2012-16 amongst land professionals and development practitioners from civil society, United Nations and donor agencies, research institutions and independent experts, GLII has developed a set of harmonized land indicators intended to measure progress towards tenure security and better land governance at country level and globally. As a result, GLII has become established and continues to develop as a stakeholder platform for knowledge generation and learning on land monitoring.

GLII platform members alongside the Global Donor Working Group on Land (GDWGL) and other agencies contributed strongly to securing inclusion of land indicators in the framework for monitoring progress towards the Sustainable Development Goals. The GLII set of 15 nationally applicable and global comparable land indicators goes beyond the provisions for tracking the SDG land indicators to cover four key areas of land governance: land tenure security; land disputes and conflicts; land administration services; and sustainable land use management. In collaboration with platform members, GLII has developed a series of working papers on land monitoring; facilitated the development and piloting of methodology and tools for data collection on tenure security in several countries in Africa; and developed a Training Curriculum on Methodology for Data Collection and Reporting on Land Indicators fostering global learning and knowledge sharing on land monitoring. Find more information at www.gltn.net

Members of the GLII platform continue to explore innovative means of land data collecting, monitoring and reporting, including steering land and data community consultationson harmonized indicators and methodologies for data collection, in-country monitoring and analysis and regional and global discussions on land governance monitoring at scale. GLII now continues to work towards realising its mission of making global scale monitoring of land governance a reality focused on common global indicators, globally comparable data sources and harmonized monitoring and reporting processes, aligned with the globally agreed Voluntary Guidelines on the Governance of Tenure and regional frameworks such as the Framework & Guidelines on Land Policy in Africa, the Sustainable Development Goals and the New Urban Agenda.

UNITED NATIONS HUMAN SETTLEMENTS PROGRAMME (UN-HABITAT)

UN-Habitat helps the urban poor by transforming cities into safer, healthier, greener places with better opportunities where everyone can live in dignity. UN-Habitat works with organizations at every level, including all spheres of government, civil society and the private sector to help build, manage, plan and finance sustainable urban development. Our mission is to promote socially and environmentally sustainable human settlements development and the achievement of adequate shelter for all. For more information, visit the UN-Habitat web site at *www.unhabitat.org*

THE GLOBAL LAND TOOL NETWORK (GLTN)

GLTN is a dynamic alliance committed to increasing access to land and tenure security for all, with special focus on the poor and women. The Network's global land partnership is drawn from international civil society organizations, international finance institutions, international research and training institutions, donors and professional bodies. GLTN develops, disseminates and implements pro-poor and gender-responsive land tools. These tools and approaches contribute to land reform, good land governance, inclusive land administration, sustainable land management, and functional land sector coordination. For more information, visit the GLTN web site at *www.gltn.net*

ABOUT THIS PUBLICATION

This publication is about how to monitor tenure security for all using comparable land indicator. The publication includes the three land questionnaire modules tested and the How-To-Do-Data Collection Manual for survey data collection practitioners.

Tenure security indicator is one of the GLII's set of 15 indicators for monitoring land governance issues; developed by GLII platform members. This indicator was successfully proposed by GLII platform members and with the support of other development actors secured inclusion in the SDGs monitoring framework under Sustainable Development Goal 1, Ending poverty in all its form, everywhere.

This report therefore, presents key lessons learnt in undertaking comprehensive land tenure data collection of tenure security of land and dwellings at individual, household and community level in rural and urban areas. It documents household survey processes used in data collection, testing comparability, level of customization required on the questions, and provide key lessons in the application of the questionnaires in measuring tenure security in three geographical and culturally different countries. This publication is linked to *GLII Working Paper No. 5 (2017)* Training Curriculum Sourcebook: Methodologies for Data Collection and Reporting on Land Indicators, For Data Producers and Users.