



SURVEYING JUSTICE:

A Practical Guide to Household Surveys

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Abstract

Though household surveys have long been an established part of development practice and regularly used to gather data on poverty incidence and the range of associated indicators, they have not yet become a common tool of justice reform practitioners.

This guide aims to be a practical starting point for integrating justice work and household data collection, targeted both towards justice practitioners interested in survey design, as well as survey researchers interested in incorporating justice questions into their work. It provides guidance on designing a survey, suggested topics and questions, and ideas to facilitate a constructive engagement in discussions around justice in development practice.

Household survey data can be beneficial to understanding justice questions as household surveys ordinarily cover a large, randomly selected cross-section of people - including the rich and poor, urban and rural dwellers - capturing a population's most common justice issues. Household survey questions commonly ask respondents about their most frequently experienced justice issues, issues when seeking redress, and knowledge and opinions of the law. Household surveys thus complement data collection techniques more familiar to justice practitioners (such as user surveys or sector assessments) that tend to focus on institutions of the justice sector and hence capture only the views of those who manage to access such institutions and privilege the perspectives of system incumbents.

Household surveys have their limitations – not least significant cost, time and complexity implications. In addition, the standardized nature of surveys limits the type of information that can be gleaned and hence household surveys are generally most useful for gaining a picture of the “what” when it comes to justice issues, with complementary research methods often needed to properly understand the “why.” Nevertheless, surveys can represent a useful starting point for engagement in a particular context, providing a snap shot of the justice landscape from which more detailed qualitative and quantitative studies can be undertaken.

Surveying Justice

A Practical Guide to Household Surveys

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1. Background

It is not self-evident why one would want to conduct a household survey that attempts to measure justice. Justice is an innately difficult issue to define (Sen 2009), let alone measure, and unlike some other concerns of development, such as vaccination rates, literacy levels, or household income, justice is inherently hard to ascertain through standardized, preformatted questions—such as those that constitute the core of Living Standards Measurement Study (LSMS) surveys and other quantitative approaches. Justice is arguably inherently locally framed and contextually specific, thereby rendering problematic the establishment of standard indicators and comparable statistics (such as those informing the Millennium Development Goals) across countries, regions, and the globe.² As a result, initiatives such as the World Bank’s Justice for the Poor (J4P) program actively promote intensive, context-specific qualitative research as a means of better understanding justice in development, both in its own right and for the purpose of informing policy.

All this may make this guide seem somewhat unusual, especially compared with other work that focuses on developing household survey instruments to assess more orthodox topics (see, for example, Grosh and Glewwe 2000). Despite the conceptual challenges of measuring justice and the limitations of quantitative approaches, there remains an important role for surveys. Household surveys cover a large (often randomly selected) cross section of the population, commonly including rural and urban communities, the rich and the poor, and women and men. Justice modules in household surveys regularly ask respondents what type of disputes they experience, who (if anyone) they seek out to resolve them, how long this takes, how much it costs, and their level of satisfaction with the results.

By using this methodology to ask these types of questions, household surveys have the benefit of being able to capture a snapshot of the most prevalent and pressing issues affecting the population at large, wherever people may live and regardless of whether they have access to justice services. Household surveys therefore serve as a useful complement to some data collection tools more familiar to justice practitioners, for example, sector assessments (which rely on assessors’ assumptions about the institutions that constitute “the justice sector” and may therefore overlook popular and useful fora for dispute resolution), court user surveys (which capture the views of those who manage to access justice services—likely to be only a small subset of those who need access), and interviews with system incumbents (judges, lawyers, officials, and so on, whose views are important but do not necessarily reflect the whole picture).

Justice surveys have their limitations, not least being significant cost, time, and complexity implications. The standardized nature of surveys limits the type of questions that can be asked and the type of data that can be collected, which in turn may not always capture a fully nuanced picture of the contextually specific nature of justice. “Piggybacking” modules of justice questions onto broader household surveys can address some of these issues and has the added benefit of allowing the construction of a richer picture of the justice context, as results can be analyzed in the context of the larger set of indicators collected. Even so, household surveys are generally only useful for gaining a picture of the “what” when it comes to justice issues, with complementary research methods often needed to properly understand the “why.”

² The eight Millennium Development Goals were agreed to by all the world’s countries and leading development institutions in 2000, and set global benchmarks to be achieved by 2015. For more details, see <http://www.un.org/millenniumgoals/>.

When assessing justice, household surveys provide one means of gathering certain useful types of information. As such, they complement qualitative research and constitute part of a larger suite of tools in a mixed-methods research strategy. Household surveys represent a useful starting point for engagement in a particular context, as they provide an overview of the justice landscape, allowing preconceptions and anecdotes about the most prevalent and pressing justice issues to be tested, while also determining the most common pathways for resolution. The data gleaned from this has a myriad of applications, including providing the foundation for the development of national justice strategies, guiding the allocation of justice funding and services, grounding regulatory reform measures, and framing the design of more in-depth analysis of issues, communities, and institutions.

Notwithstanding the challenges of defining “justice” and our view that this is best done locally, based on citizens’ views (which the conduct of household surveys can help inform), for the sake of some up-front clarity it should be noted that this guide takes an expansive view of what is encompassed by “justice.” It thus includes questions of rights and entitlements, as well as issues of equity and the means of resolving disputes and managing conflict, whether inside or outside state institutions.

This guide aims to capture some of the experience of the World Bank’s J4P³ and LSMS⁴ teams in designing, implementing, and evaluating surveys on justice issues in developing countries.⁵ It also represents a collaborative reflection on our experiences over a number of years, which continue to grow. As such, the views expressed here will no doubt develop further and should by no means be considered at this stage definitive; in this sense, they are the “second word” rather than the final word on the subject. They are presented in the spirit of inviting others doing related work to contribute to the ongoing conversation, and of providing a basic initial platform for those launching their own research programs on justice issues.

Nevertheless, it is important to stress that implementing household surveys to capture the justice aspects of development is a complex and specialized endeavor. Household surveys should ideally be undertaken with the advice and input of experienced survey experts in partnership with justice reform specialists. This guide aims not to substitute for such expertise but hopefully provides a useful starting point for those thinking about including surveys in their justice research or justice questions in their surveys. Through this guide, we hope to bring two fields together: on one side, the raft of expertise (including in the World Bank) on the implementation of household surveys, and on the other, the coterie of practitioners and scholars (also both within and external to the World Bank) concerned with justice reform in developing countries. These different groups of specialists, however, have infrequently come together to undertake good household justice surveys.

When it comes to actually designing household surveys on justice, a disparate range of stakeholders needs to be brought together. These commonly include government and judicial representatives, those working with international donors, peacekeeping and relief operations, and people working with community and non-governmental organizations (NGOs) within the justice and advocacy sector, as well

³ J4P is based in the World Bank’s Justice Reform Practice Group in the Legal Vice Presidency, but is structured as a cross-sectoral and cross-institutional endeavor, with participation from the Development Economics Research Group (DECRG), the Social Development Department (SDV), and the Poverty Reduction and Economic Management (PREM) Vice Presidency. For further details on the rationale, structure, and activities of the J4P program, see Sage, Menzies, and Woolcock, “Taking the Rules of the Game Seriously,” and www.worldbank.org/justiceforthe poor

⁴ The LSMS team is based in the World Bank’s Development Research Group.

⁵ J4P and DECRG have experience in conducting justice surveys in Timor-Leste, Indonesia, Sierra Leone, Kenya, and Papua New Guinea.

as the survey experts themselves and the researchers who will implement the survey. Each of these groups has its own professional objectives and ways of working and seeing the world—and often little or no experience of completing the task at hand, namely designing and implementing a justice survey. Coming to an agreement on objectives, what should be included (and omitted), and how best to carry it out can be a challenging task. We hope this guide can help bridge some of these differences by outlining an overview of professional perspectives and practices, thus encouraging greater collaboration by providing a concrete basis for doing so.

1.1. Surveying the Field of Surveys

We are hardly the first to conduct surveys on justice issues. Many have come before us, looking at a range of issues in a variety of both developed and developing country contexts. Despite a common concern with justice issues, these surveys differ significantly both from each other and from the household surveys described in this guide, most notably with respect to their starting point (how they understand “justice”) and their approach (how issues of injustice can be most appropriately ascertained).⁶ We do not seek to formally review this large body of surveys, but rather to place our endeavors in its broader context; to this end, and to guide readers as to the most appropriate instruments for their purposes, it is instructive to highlight some of the approaches used in previous justice surveys:

- **Legal Needs Surveys** have been pioneered in developed countries and emphasize non-criminal matters. They examine the incidence of legal issues and individuals’ responses through the proxy measure of “justiciable events.” They seek to develop a foundation of data upon which to improve legal services. They are conducted by way of household surveys, internet questionnaires, national telephone surveys, and in-depth interviews.⁷
- **Justice Sector (Needs) Assessments** are popular with donor agencies and assess institutional constraints, the political and social context for justice issues, and broader governance challenges.⁸ They are often done in advance of development interventions and seek to determine and recommend specific reform needs, priorities, and possibilities. Needs assessments frequently rely on expert evaluation of institutional performance, as well as any institutional performance data that may exist. Separate guides are available for assessing sub-sections of the justice sector, such as the courts.⁹
- **Perception Surveys** are undertaken to assess general awareness of, capacity to access, and attitudes towards justice institutions (among other matters) and are commonly undertaken at either country¹⁰ or regional levels. They can also be targeted at specific sections of the

⁶ See Annex C for a list of other organizations that have conducted household surveys that include justice issues.

⁷ The pioneer in this area is Genn, *Paths to Justice*.

⁸ See Reiling, Hammegren, and Di Giovanni, “Justice Sector Assessments” for the World Bank’s guide to carrying out justice sector needs assessments.

⁹ See, for example, the International Consortium for Court Excellence, “International Framework for Court Excellence,” to be used by courts to assess and improve the quality of justice and court administration.

¹⁰ Just two country-level examples, from a developing and developed context, are the Regional Assistance Mission to Solomon Islands People’s Survey (www.ramsi.org/node/313) and the United States National Center for State Courts survey on public expectations to solving justice issues (<http://contentdm.ncsconline.org/cgi-bin/showfile.exe?CISOROOT=/ctcomm&CISOPTR=118>).

population, such as business operators.¹¹ These surveys are frequently conducted via telephone or face-to-face interviews with individuals as well as focus groups.

- **System Indicators** are increasingly finding favor in the wake of the *Doing Business Report* (an annual measure of regulations governing the life cycle of a business). *Doing Business* includes many topics of interest to justice reform practitioners such as employment regulation, property registration, and contract enforcement. System indicators are regularly used to rank countries against each other. As with *Doing Business*, data is most commonly gleaned from professional respondents, many of whom happen to be lawyers. Further examples include: the *Measuring Access to Justice Project*, which is currently developing a methodology for measuring the cost and quality (both process and outcomes) of justice, with a focus on the perspective of “users”;¹² draft *United Nations Rule of Law Indicators*, which focus on criminal justice matters (particularly in post-conflict situations), attempt to cover both formal and customary justice systems, aim to influence UN programming priorities, and are gleaned from a combination of expert opinion, institutional data, and public perceptions; the influential *World Bank Governance Indicators*,¹³ which are a composite of measures compiled from different surveys, include “rule of law” as one of six dimensions of governance, and measure “rule of law” based on surveys conducted by a range of institutions (both public and private) with varying objectives, methodologies (including household surveys, expert opinion, and institutional data), and geographic focus; and the *Index of African Governance*, which is a measure of justice related matters (rule of law, public safety, corruption) collected as part of a broader basket of indicators for all African countries.¹⁴
- **User Surveys** are conducted to assess the experiences of those who come into contact with formal institutions and processes.¹⁵ By their very nature they exclude those who may have a justice issue but are denied access.

Within this context, this guide’s approach (expanded upon in section 2.1 below) understands that issues of law and justice arise across all aspects of society, not only outside of the state law and formal justice sector (and its institutions) but also frequently outside the purview of the state altogether. What follows from this is that any assessment of justice issues in a country must start with an evaluation of the most pressing needs of the entire population, wherever those people may be and in whatever contexts those issues arise. Thus, rather than starting with an assessment of the efficacy of any justice institutions (however defined) that may exist, or with the opinions of professionals and users who operate in or can access these institutions, justice surveys should best commence with what people themselves (especially the poorest and most marginalized) understand as their most pressing justice issues, and explore the avenues and fora in which they currently seek redress and their opinions on how more just outcomes could be achieved.

To set out this approach in more depth, this guide is structured as follows:

¹¹ See, for example, the Business Environment and Enterprise Performance Survey, which has a limited number of justice-related questions. <http://www.ebrd.com/country/sector/econo/surveys/beeps.htm>.

¹² See <http://www.measuringaccesstojustice.com/index.php/Theproject>

¹³ <http://info.worldbank.org/governance/wgi/index.asp>

¹⁴ <http://www.worldpeacefoundation.org/africangovernance.html>.

¹⁵ See, for example, the European Commission for the Efficiency of Justice Work Group on the Quality of Justice, which has prepared a draft handbook on the carrying out of court-user satisfaction surveys in Europe.

- Section 2 (**Surveys and Justice in Development**) expands upon J4P's approach to justice, addressing why justice issues are important to development and why data from household surveys can make an important contribution to "doing" justice in development. It outlines a theory of thinking about justice and then covers the limited but important ways in which household surveys can contribute to such an understanding.
- Section 3 (**What a Survey Can and Cannot Do**) outlines what practitioners can reasonably expect from a household survey (what it can usefully do and what it cannot) and some of the key questions to ask when considering whether to commence a survey, as well as some practical and ethical issues that may arise during implementation.
- Section 4 (**How to Design a Survey**) covers some overarching matters to consider when designing a survey, such as choosing indicators, picking a survey type, and sampling and designing questions.
- Section 5 (**Survey Topics**) summarizes five areas common to surveys we have conducted, and discusses some of the specific questions used under these topics and the ways they may (or may not) reveal information of interest.

2. Surveys and Justice in Development

This section touches upon the importance of justice to development processes, how best to address justice issues as a development practitioner (an approach that can be called "justice in development"), and how data from household surveys can make an important contribution to this approach.

Effective and equitable justice systems are central to good governance and sustainable development (World Bank 2005), and they contribute to a range of positive development outcomes. Justice systems play a key role in shaping the distribution of rights, responsibilities, and power; they underpin the provision of public services, mediate conflict, and facilitate institutional change. Despite this emerging consensus, however, there is limited understanding of how equitable justice systems emerge, and thus how (and by whom) they can be promoted (Carothers 2006). One of the biggest challenges facing development practitioners is a lack of sufficient evidence with which to design or implement policies related to justice issues, evidence of either the most pressing issues that people face or adequate understanding of the existing means by which they are dealt (or not dealt) with. While rigorous research and reliable evidence alone are not sufficient for making good policy, it becomes extremely difficult without them (Carden 2009).

The mixed record of justice reform efforts has in part been attributed to the privileging of support for existing "supply-side", "top-down" state structures and the transplantation of ideas (best practices, capacity building, and training), people (experts), and institutional forms from other jurisdictions (Haggard, MacIntyre, and Tiede 2008). Prevailing state justice systems often fail to reflect the aspirations and interests of a broad cross section of society and as such, their processes are often misunderstood, if not seen as unjust. In this sense, information from household surveys can help to identify and promote local, "bottom-up" demand and understandings about issues and possible means of redress. Household surveys of justice issues underscore the importance of understanding such issues

from a citizen's perspective.¹⁶ This information provides an empirical basis for assessing the efficacy of efforts to enhance the quality and accessibility of justice systems, especially at the local level.

Justice in Development

Issues of law, regulation, rights, and rules underpin all development work, whether improving education or health outcomes, undertaking land reform, or developing infrastructure. Despite this, issues of law and justice are commonly overlooked when undertaking development projects. As development, by its nature, is about the redistribution of rights, responsibilities, resources, and power, a failure to properly consider the role of law and justice can undermine project effectiveness and exacerbate tendencies for conflict. As development agencies support development programming in many sectors, there is a clear role for justice practitioners to ensure these programs take an integrated approach to justice reform efforts. Classic justice sector work and, as important, development programs more generally, can benefit from a deeper analysis and understanding of the role of law in society and the ways in which justice institutions develop. Conducting rigorous, in-depth social science research is a basic precursor to this analysis and understanding. Household surveys are an important tool in this process, as they assess citizens' justice issues as the issues arise in the context of their development experience.

Engaging Law in Context

In its broadest sense, "law" incorporates the range of rules systems that are relevant for governing communities and resolving disputes. Even a quick look at most developing countries highlights the continuing importance of legal orders outside the state in governing people's lives and the difficulty the state has, and in many contexts will continue to have, in providing justice services to the majority of its population. Household surveys can be a useful means of gauging people's general awareness of, access to, and experience of participation in the range of legal orders people encounter in their daily life (including if they engage with none), precisely because such surveys rely directly on the experience of a broad cross section of citizens.

By explicitly focusing on the particular context, justice reformers should start with "what is" rather than perpetuating the common practice of importing normative assumptions about what "should be" or jumping to an idealized end product. In this sense, it is the underlying function of rules and institutions (that is, what they "do") that is important, not the form that they may take in any one place (what they "look like"). An approach that unpacks the role of law in society, and not just its legislative or institutional manifestation, will emphasize context. Given this approach, then, the household surveys described in this guide span a range of issues (for example, the fact that justice is not restricted to a household's interaction with state legal institutions) and are country or region specific (since justice will be tied in different ways to different areas across settings). Those using this guide are thus strongly encouraged to invest in the effort required to adapt it to the contexts in which they are working.

Importance of Demand

Prevailing rules systems reflect local norms and are often most responsive to them. Their content and legitimacy rests on being "home grown" and as such, in-country demand is particularly important for bringing about sustained efforts to engage in justice reform. To this end, the ways in which development actors support such justice reform are critical to their ability to have a positive influence; it also means that the modalities assistance used for other types of development programs may not necessarily be applicable. Ascertaining and disseminating community perspectives on justice empowers citizens' voices

¹⁶ Eric Scheye argues that the experience of citizens (as garnered through surveys) can act as a "pivotal guidepost" for justice reform work. See Scheye, "Rule of Law in Fragile and Conflict Affected Countries," 2.

to inform policy. Household surveys privilege citizens' perspectives, thus both reflecting demand and legitimating policy responses made on their basis.

Building the research and analytical and advocacy capacity of local research organizations (including with regard to household surveys) is a means by which development agencies can sensitively foster demand for reform. Development agencies often have access to the knowledge and resources to conduct rigorous social science research that, when married with local insight and personnel, can help create a detailed empirical basis on which to stimulate and engage in the process of reform.

Theories of Change

Analysis of field-research data needs to be grounded in an explicit theory of social change. In-depth qualitative research—informed by history, the political economy, and the socio-cultural context in which reform is being undertaken—is central to this task. The trajectory of social change is often very non-linear, irregular, and idiosyncratic, violating some of the most common assumptions underpinning the assessment of project efficacy (Woolcock 2009). Knowledge of such trajectories is important not only for understanding processes of social change at the local level, but also for discerning the impact of policy/project interventions designed in response to them. Many development fields and organizations, including the World Bank, tend to favor quantitative data that can produce cross-country or cross-time indicators, but accurately assessing the justice sector requires a wider lens, which is why this guide emphasizes a mixed-methods approach (see Bamberger, Rao, and Woolcock forthcoming). In Indonesia, a full arsenal of social science tools—from ethnographic investigation and newspaper analysis to household surveys and case studies—has been deployed to better understand and document these processes (see Barron, Diprose, and Woolcock 2010).¹⁷

Because the legitimacy of justice systems (state and non-state) is so central to their efficacy, and because it is hard to know, *ex ante*, exactly which of any number of legal reform measures will “work” and over what time period this will become apparent, it is important to work with existing justice systems as part of a broader reform process that rests on the core principle of equity (World Bank 2005). As noted above, a theory of change based on transplanting and accelerating “best practice” is often antithetical to this aspiration. The first steps along this path—for example, reforming labor law in Cambodia or local governance norms in Indonesia—may appear decidedly “non-best practice” to certain eyes, but building these “interim institutions” (Adler, Sage, and Woolcock 2009) through a process of equitable contestation (or “good struggles”) between contending parties is how many effective institutions arose in today’s developed countries, and provides the mechanism through which both the content and the legitimacy of reforms is determined.

Policies are by definition decisions that affect large numbers of people, sometimes entire populations, and thus efforts to inform the design of these policies and assess their efficacy on primary development outcomes (such as poverty reduction or health) must rest in no small measure on comparable data carefully selected from samples of these populations—which is to say, on data collected from household surveys. Precisely because policy options are often difficult and contentious, researchers can make an important contribution by helping such deliberations to be informed by comprehensive and rigorous evidence. Not all aspects of “justice” can be captured by household surveys, but certain elements can and should be; moreover, any long-term agenda for mainstreaming justice must ultimately strive to have it incorporated into the standard battery of instruments that are used to design and assess mainstream development policy options—which means discerning how best to integrate them into

¹⁷ The documentation surrounding both the methodologies deployed and the outcomes from them are available at www.conflictanddevelopment.org and <http://www.justiceforthepeople.or.id/index.php?lang=en>.

household surveys. Some of the measures needed to achieve this will be relatively straightforward, requiring only minor adaptations of existing procedures; others, however, will be more complicated and require the sharing of accumulated experience.

3. What a Survey Can and Cannot Do

What should be expected from a household survey? What can it usefully do and what can it not do? While recognizing the valuable and distinctive information that can be discerned from a carefully designed household survey of justice issues, there are a number of ethical and practical questions to be considered before implementing such a survey. These include the following:

- **What a household survey can usefully show you / allow you to conclude:** The great strength of household surveys is that they provide a broad array of objective data. Carefully collected and analyzed, it allows researchers to assess relationships between component elements of this data, for example, how different groups within a population respond to economic shocks, or how large the difference is between poor rural and urban households with respect to their engagement with the state legal system. This type of data can be useful descriptively—that is, showing the associations between key demographic groups and selected outcomes—but it can also be used to make more formal causal claims, for example, that access to identity registration cards, controlling for other mitigating factors, caused women to make more effective claims for their rights (for example, to inheritance, to divorce, to protection against abuse).
- **What a household survey cannot do:** Even when a survey researcher has made a valid causal argument about the relationship between given variables, s/he cannot really explain *why* it occurred in the way it did without greater familiarity with the idiosyncrasies of the context. Moreover, the very strength of an aggregate relationship, which is vital for policy, may or may not be useful for providing specific guidance to specific people facing specific problems in specific places. For example, demonstrating that the provision of land titles in Uganda helped villagers make investments in productivity-enhancing agricultural technologies does not, in and of itself, explain why they did so, and provides little guidance as to whether and how a similar result could be achieved elsewhere. Similarly, many omitted and/or unobserved variables (variables that, by definition, were not collected by the household survey team) can bias quantitative results. Social networks and patronage political ties, for example, can heavily influence the behavior of poor households (and the placement of development projects), but data on these issues is rarely collected.
- **Key ethical issues:** It is imperative that any survey consider various aspects of human subjects review. How politically sensitive is the content and sequencing of questions? Will the information generated by the survey be kept confidential to ensure that it is not used against survey respondents? Can the safety and security of those implementing the survey be assured? Will specific questions, or may the very asking of any questions, pertaining to justice, trigger

actual or latent conflicts? Has adequate provision been made to train local research teams in the ethics of survey implementation generally, and justice survey implementation in particular?¹⁸

- **Practical issues:** Has the demand for a local justice survey come from country counterparts? Are they willing and able to provide adequate political support throughout the process of designing, implementing, analyzing, and reporting the results of the survey? Are there adequate time and resources to conduct the survey at a scale and level of professional quality sufficient to generate useful and useable data? Has adequate provision been made to faithfully translate questions into local languages, and to pilot test the format to ensure acceptable levels of reliability and validity?
- **Choosing an implementation strategy:** Three very different options are likely to face a team considering conducting a household survey of justice issues: whether to prepare one from scratch, to insert a module into an existing survey, or (combining elements of both) to give specific questions to a particular subset of a population that has already completed a large survey. The details and merits of each approach are outlined below, but it is worth considering up front which of these options is likely to be most suitable. Obviously each team must make the decision to implement its own survey or to partner with others on the basis of its time, budget, and human resource constraints. It is worth stressing, however, that managers of the larger and more prestigious survey instruments properly guard their turf—there is only so much time available to ask questions of respondents (which can already take many hours) and all manner of interest groups want data on “their” topic—yet the structural integrity and coherence of any survey (especially very large ones) are central to upholding its capacity to generate valid and reliable data. As such, one is likely to get a more sympathetic hearing from managers of large surveys if one can assure them that there is both high demand for information on an issue and that some initial testing of possible questions has been adequately undertaken.

If, having considered these issues, a research team decides that it does indeed wish to undertake a household survey of justice issues, how should it proceed?

4. How to Design a Survey

This section outlines some of the key lessons we have learned regarding how to design a household survey. It also touches upon some other types of surveys that may be useful for different development objectives. The collection of household survey data is a multistage process that requires careful planning and attention to detail to produce a quality product. The goal of this section is not to provide a comprehensive list of directions for conducting data collection exercises (see Grosh and Glewwe 2000 for more detailed instruction), but rather to flag potential common pitfalls in the planning process that

¹⁸ Because of such concerns, J4P expends considerable up-front resources on training local field researchers not only in the mechanics of social-science research (to ensure high quality and comparability of findings), but also in the practical ethics associated with engaging respondents on issues that are likely to be highly sensitive. Villagers in Cambodia and Sierra Leone, for example, have been through wrenching civil wars, making it extremely sensitive to pose questions pertaining to relations with local officials, perceptions of rival groups, experiences of conflict, and so forth.

can jeopardize the validity of the resulting data. Many of the issues are germane to any household survey, not only to those trying to capture justice issues.

4.1. Choosing a Hypothesis and Measurable Indicators

As noted in the previous section, it is important that the defined goals of the research initiative fall within the boundaries of what is reasonable to expect from a household survey. The most common strategy for determining these expectations is to articulate what one hopes to learn from the research in terms of clearly delineated hypotheses. These hypotheses will tend to reflect what is already known or believed (or hoped) about the relationship between key variables—for example, everyday disputes are less likely to become violent where channels for peaceful redress are readily available—but carefully stated they can also be used to explore issues in need of greater clarification and to test the efficacy of interventions introduced in response to particular problems. Initial qualitative research can help to specify more precisely the nature of the hypotheses to be considered, and again subsequently to help discern how and why key variables were significantly related (or not) to each other.

Having formulated a series of hypotheses, both general and specific, the next task is to devise a set of indicators by which the independent and dependent variables will be measured and the relationship(s) between them assessed. Hard choices are likely to be confronted between indicators that are desirable and those that are feasible to collect; how this trade-off is managed will be a function of the time, resources, and capacity of the research team.

4.2. Considering the Local Context¹⁹

The local context is hugely important in terms of shaping what questions to ask, and in what way. There is a temptation when designing quantitative data collection instruments to “import” questions from other surveys. There are certainly benefits to this, since these questions are likely to have been previously pilot tested and will enable cross-country comparisons. The drafting of a new household survey, moreover, almost always begins with a review of question types and phrasing that have been used previously (in the same country/region/context or covering the same topic). With justice issues, however, one must take extra care, and consider how these questions function in the very specific local context in which they are being asked. What may be a permissible subject to discuss with an outsider in one context (for example, dispute resolution procedures) may be quite taboo in another. At best, the respondent will feel uncomfortable and the flow of the interview may be disrupted; at worst, it may anger the household member and end the interview. Because of this concern, many household questionnaires are designed to ask the most sensitive information last, so that the interviewer can develop a rapport with the respondent during the non-controversial questions before moving on to the more sensitive topics. Also, if at any point the respondent does not wish to continue the interview, the majority of the information will have already been collected.

¹⁹ This section summarizes many of the points from Grosh et al., “Designing Modules and Assembling Them into Survey Questionnaires.” See original work for more details.

The best way to properly set questions within the local context is to work closely with local counterparts and pursue a process of iterative pilot testing. Generally pilot testing is a joint collaboration between the research and the data-collection teams. Sometimes there is a temptation, mainly due to time constraints, to focus only on new or experimental modules during the piloting. While this may provide a useful starting point, the questionnaire needs to be considered as a whole. Questions asked previously can influence a respondent's answers (see Sequencing in section 4.6), and there can be a strongly detrimental effect from respondent fatigue on later modules in long questionnaires. An effort should also be made, budget permitting, to both pre-test specific questions and pilot test the questionnaire (or sub-sections thereof) in multiple locations in order to capture as much diversity as possible. Following pilot testing, certain questions, or indeed entire sections, may be deemed inappropriate. It is better to redesign one indicator or re-evaluate what the relevant research questions are than to find oneself in a position where large sections of the data are unusable for the analysis due to a handful of poorly phrased questions.

Another factor to consider within questions of local context is the role of language. In many countries, the national language is the *lingua franca* for a population that speaks a variety of regional dialects or languages. Survey respondents may have difficulties understanding questions, particularly the carefully worded, nuanced questions common to many justice surveys—land “ownership,” for example, can mean very different things to villagers, politicians, and investors. Careful instruction should be given during the enumerator training as to the boundaries for translation. Clear rules must be defined as to whether the interviewer is allowed to re-phrase the question or to translate it into the local dialect, with the recognition that both are potential sources of interviewer bias in the finished data. In some surveys, while the questionnaire itself is produced in the main language, local translations for key terms or concepts are provided either in the questionnaire or in a companion interviewer manual.

A final aspect to consider is the procedure for selecting the survey respondent. Many household surveys target the head of the household as the main respondent, under the assumption that he or she would be the best person able to provide accurate information, if not for individuals then at least for household-level information. For justice, as with topics related to labor, health, and so forth, some or much of the relevant information may be at an individual level. In this case, the survey should consider asking all members (or all adult members) or randomly select an adult household member. This would allow for the measurement of opinions or impacts for non-heads (such as married women with husband present and unmarried young adults residing with parents). Otherwise, the results will be biased along the demographic traits of the household head (often prime-age married males). This then undermines the aforementioned view of justice from a citizen's perspective.

Justice questions may also cover sensitive topics that the respondent would not want to discuss in front of others. Leaving sensitive questions until the end of the survey, by which time most on-lookers will have lost interest and left, will help, but it is not a sufficient strategy to guarantee confidentiality. Also, often spouses or village leaders will remain present for the entire interview, limiting the respondent's willingness to discuss domestic abuse or local level corruption, for example. Working closely with local counterparts during pilot testing is the best way to develop effective protocols for ensuring interview confidentiality.

4.3. Picking an Implementation Strategy

While in some case it may be necessary to field a stand-alone survey, household data collection can be expensive. There may be benefits to designing the survey in such a way that costs may be reduced or shared among partners. In addition to these cost savings, interaction between justice researchers and other development actors during the design stage encourages dialogue on key issues and leads to a better integrated overall instrument. While there are many ways of structuring such an arrangement, we highlight three common methods: stand-alone surveys, adding a module to a larger survey, and fielding an extension survey.

As noted above, a stand-alone survey basically conducts the new survey independent of other efforts. The main benefit of a stand-alone survey is full discretion in designing the sample, developing the timeline, and constructing a questionnaire to match what is ideal for the specified research objectives. However, the research team bears the full costs of implementation. In addition to the expenses associated with this, the main drawback is that data collection generally requires expertise that may not be readily available internally to the team. Technical assistance may need to be sought for sampling, interviewer training, data capture, and quality control (among other issues).

The main benefit of inserting a series of questions or a full module into a planned household survey is a large reduction in cost as the core survey costs (sample design, data entry system, training for a questionnaire with base individual and household level information) will be borne (or can be shared) by the existing survey. With the reduction in cost, however, there is a loss of control over the form of the final questionnaire. Partners may limit the number or type of questions that they are willing to include, or they might not collect individual or household characteristics in the most efficient way for your research questions. There are also time constraints, as this method is only possible if there is another survey planned. Additionally, justice researchers should take into account the type of survey to which they will be adding questions; while an LSMS or other integrated household survey would collect information on a broad range of topics, specialized surveys, such as a Labor Force Survey or a Demographic and Health Survey, would collect a much narrower scope. A careful comparison of the necessary indicators and the survey instrument should be conducted to ensure that no gaps exist.

An extension survey revisits all or a subset of households interviewed previously in a recently conducted household survey. With an extension survey, it is not necessary to collect the full range of data, but only the additional information necessary specifically for your research objectives. As this is a hybrid of the two methods listed above, it retains some of the drawbacks of both survey methods in terms of expense, control, coordination, and timing.

4.4. Sample Design

As it would be impossible (and unnecessary) to interview every single household in a study area, household surveys select a subset of households through a systematic sampling process. The purpose of sampling is to study a portion of the population but be able to make quantitative statements about the entire population. Nearly all sampling methods use some element of random selection, though the degree of complexity can range from very basic to extremely complex, and all must be drawn from a sampling frame or a list of all the units in the selected population (for example, a national census). As uncorrectable bias can result from incorrectly selecting the sample, it is always recommended that a sampling expert be consulted on the design. A sampling expert can also advise on the calculation of

individual and household weights, which are necessary to make the survey results representative of the larger population.

Sample size calculations depend on a number of characteristics of the statistic to be measured in the population, specifically, the variability of the indicator, the maximum acceptable margin of error, and the level of confidence that the error of the estimation will not exceed that maximum. Variability measures how wide the range of possible responses would be in the population; wider variability increases the necessary sample size, even if the average remains the same. For example, it would require a larger sample to accurately estimate the average daily wage in a major city with a wide variety of professions than in a small company town where everyone is paid the same amount. The acceptable margin of error is how accurate the estimation must be. Less precise estimates require smaller sample sizes. The final variable in the sample size calculation is the level of confidence. It is always possible, though unlikely, that a highly unusual selection in the sample would give an incorrect estimation. The level of confidence measures how certain it is necessary to be that the estimation calculated with the final data is within the acceptable margin of error of the true value. A certainty of 95 percent requires a higher sample size than a certainty of 90 percent.

There are three important points that follow from the above description. First, perhaps contrary to how people think about samples, there is no minimum sample size to ensure that a household survey is “representative.” Any sample size will produce a sample mean. After all, one can always say with absolute certainty that the average lies somewhere in the range of all possible values. The issue, rather, is the confidence interval around that estimate with respect to the true population mean. Second, the sorts of power calculations described above (the minimum sample size to provide a certainty of, say, 95 percent around an acceptable margin of error of, say, five percentage points) must be conducted for each indicator separately. Most sample designs take into account perhaps two or three indicators. Clearly, however, the survey itself produces much more data than solely three indicators. Still, the sample itself will not have been designed with a large number of indicators in mind. Third, and perhaps most surprising, due to the central limit theorem, the population size, as long as it is normally distributed, does not enter into the calculations directly. While it is true that a very small population would require a smaller sample, it is extremely rare that the population of interest would be sufficiently small (below a value of approximately 30 to make an appreciable difference). The size of the population would therefore be a factor only indirectly if a larger population has a higher level of variation in the indicator being studied.

Since surveys are rarely true random samples but are most likely multi-stage designs (for example, in a two-stage design, first pick random sample of villages/communities, then randomly sample households therein), the computation of errors will need to consider the sample clustering (design effects). As the discussion of sample design quickly becomes increasingly complicated, the need to consult a sampling expert to oversee both the design and documentation of the calculations also increases. The sample size calculations give a required size for each level of disaggregation that will be used in the analysis. The value yielded in a basic sample size calculation would be a sample that is not disaggregated in any way. One level of disaggregation (urban-rural or treatment-control, for example) would double the required sample size. An additional level (urban-rural and north-south, for example) would double the required size again, necessitating a sample that is quadruple the original calculation. As these groups likely do not appear in equal portions in the population, it would be necessary to stratify the sample during the selection process, which has implications for the weighting calculations and for the information required in the sampling frame.

Stratification can also be used to gather information on rare populations, such as vulnerable and minority groups, that can be particularly difficult to identify in household surveys using standard random sampling techniques. By definition, minority groups make up a small part of the population and thus there may not be sufficient numbers within the sample to make inferences about the program's effectiveness on these groups. Following from the discussion above, it would be necessary to interview the same minimum number of households from the minority group, for example, disabled household heads, as the minimum requirement from the population as a whole to make comparisons between the two groups. If they make up only a small part of the population, a huge, randomly selected sample would be necessary to guarantee sufficient sample size. This may be problematic, as these groups are a main target of the program. In some cases, it may make sense to over sample these groups during the survey process, ensuring that this sample will be large enough to have sufficient power to detect changes. Weights must also be applied to these populations when doing the global analysis to prevent biasing the larger sample.²⁰

4.5. Cross-Sectional vs. Panel Analysis

One-off surveys will provide a snap-shot of justice issues for one point in time. Increasingly, however, analysts want to study how indicators change, either due to the impact of some specific program (as with impact evaluations) or simply to examine the evolution of system rules. Surveys that entail one interview of each sampled household provide cross-sectional data. When the same data is collected twice (say, two household surveys conducted three years apart) from two independently drawn samples of households, it is referred to as a repeated cross-sectional survey. Under certain maintained assumptions about the sample design and representativeness, analysts can compare the two surveys to draw inferences about changes in a population for indicators covered by the survey. Since even the best repeated cross-sectional sample surveys, however, are asked of different households, as a measure of change they are less precise than if the same indicators were collected over time from the same household.²¹ Panel surveys entail multiple interviews of the same household over time. In addition to offering more precision in measuring changes, panels can also rely on retrospective reporting (that is, asking individuals about events a few years ago).

The trade-off between a repeated cross-section and panel surveys is that the latter are often more challenging to conduct well, since they can suffer from attrition bias as households move or dissolve, which then raises questions of representativeness. Even with the most concerted efforts to track individuals (or entire households that move), it is usually not possible to find every household and member. The sample size will therefore necessarily decrease between the two waves and, if attrition is non-random, lose some of its representativeness to the population as a whole. Also, as new households are not added in panel surveys and deaths occur in the sample, demographic changes will lead to a further loss of representativeness in the later years of a panel. Despite these challenges, many analysts would choose a panel design over multiple cross-sections as the increased sampling error is outweighed

²⁰ Also related to vulnerability, extremely vulnerable groups, such as the youth, nomadic people, and others, may be missed entirely by the household survey process, as they do not have a fixed address and would therefore not be included on listing exercises from which sample household lists are drawn. In this case, a household survey may not be the best method of reaching these groups.

²¹ Glewwe and Jacoby, provide an overview of advantages and disadvantages of collecting panel data. See Glewwe and Jacoby, "Recommendations for Collecting Panel Data."

by the higher levels of precision. It is also possible to design a sample that is a hybrid of the two methods, tracking some households or individuals while refreshing the sample with new households, though this is a complex sampling design and would require significant assistance from a sampling expert.

Often some surveys are initiated that are not necessarily intended to be part of a panel. If a survey is to become a panel (that is, if households and individuals therein are to be re-interviewed in the future), the quality of the panel itself depends on how the first survey (the cross-section) is conducted. Specifically, the quality of the re-contact information influences the ability to minimize attrition in the follow-up. One simple example is the inclusion of the names of each household member in the data file. In practice the actual names are not useful to an analyst or statistician and therefore they are often not actually entered during data entry, although they are recorded on the household roster. Also, when designing the questionnaire for the second survey, it is necessary to exactly repeat questions from the first survey, as the measures will need to be identical to be comparable across time.

4.6. Designing Questions

The term “household survey” can cover a range of question types, from loosely structured interviews with open ended questions to the very close-ended structured interview of an LSMS. This guide reflects the latter, where there are the following definitive implementation characteristics: 1) the questionnaire structure is set before the interview, limiting the scope of the information that can be collected on new issues that might arise during an interview, 2) almost all questions are close-form (not open-ended) such that responses are pre-coded, and 3) questions are narrowly and clearly defined and thus not open to different interpretation by interviewers or respondents.²² These conditions are set to minimize variability among interviewer styles and potential bias.

Pre-coded Responses

Because of the intrinsically qualitative nature of most justice research, there is some temptation to include a large number of open ended questions. These types of questions, however, can be problematic in large scale household surveys for a number of reasons. The interviewer needs to be well trained to record only the important information, yet in enough detail to be useful for the analysis. Responses such as “I was cheated” in a financial dispute, or “we fought over water” in a water resource conflict, do not add much value to the analysis. On the other hand, long-winded explanations, with too much detail, slow down the interview. Additionally, responses from surveys given in the local language normally need to be translated to be understood by the analysis team, an activity that can be potentially time-consuming, error-prone, and costly. It is generally more useful to limit the household survey to coded response answers, and to do additional, complementary qualitative work.

Pre-coded questions can take many forms, depending on the desired type of information. Most traditional survey questions ask the respondent to recall the frequency of relevant events over a given recall period. Examples of this form of question from a justice survey include: “Have you, or any member of your household, attended a community meeting in the last 12 months?”; or “Have you, or any member of your household, experienced a dispute with another party in the last 12 months?” While these questions are useful for collecting incidence data as screening questions for a longer set of follow-

²² See Grosh et al., “Designing Modules” for a more detailed study of designing household survey modules.

up questions, it may also be informative in justice surveys to explore non-traditional types of questions, as many relevant issues would occur relatively rarely in the population (for example, in poor rural communities, direct experience of the formal legal system).

One possible alternative would be to widen the scope of the question to include events the household has heard about but might not have experienced directly. A trade-off to using indirect measures, however, is that information collected is much more difficult to interpret. It cannot be used for incidence calculation, for example, as the same dispute might be cited by multiple respondents, leading to artificially high statistics. Even so, potential applications of this approach include research into variations among groups and their knowledge of violence, or correlates between perceptions of violence in the community and trust indicators. A J4P survey conducted in Timor-Leste asked who was involved in the violent conflicts experienced in the community: adults, youth, or both. Comparing these results to the existing social-science literature showed that youth were disproportionately perceived as the perpetrators of violence, particularly in urban areas.

Hypothetical Questions

Another alternative would be to offer the respondent a set of hypothetical situations. As the incidence of households personally experiencing justice issues during the recall period may be quite low, hypothetical situations may be used to measure how respondents would behave if confronted with a given situation. This methodology can be useful in a program evaluation survey, as a successful program would push the incidence to a level that is too low to be used in the analysis. Information from this section should be used, however, with the understanding that many people idealize their responses to these questions, and respondents' answers may not accurately reflect their true actions if confronted with a given situation. In a questionnaire setting, a respondent may believe that s/he would behave in a certain way, taking a risk to report a politically powerful employer or corrupt official, when, in reality, s/he would behave very differently. Hypothetical questions may therefore have a larger role in descriptive analysis rather than as hard indicators.

Acquiescence Bias

In addition to recording how respondents have behaved or would behave when confronted with certain circumstances, it may also be useful to ask about their attitudes and opinions on particular topics. In asking these questions, special attention should be paid to the wording of questions so as not to induce bias by suggesting or implying the "correct" answer to the respondent. In addition, the format of the question can introduce "acquiescence bias." Research by the Pew Research Center has shown less-educated and less-informed respondents are more likely to agree with the statement in agree-disagree questions than their more educated or more informed counterparts.²³ This bias can be reduced by using a forced choice format wherein respondents are offered a pair of logical but diametrically opposed statements, then asked to select the one with which they agree. The methodology has been widely used previously in Afrobarometer surveys and in J4P surveys in Kenya and Sierra Leone. By offering two equally reasonable alternatives, there is less scope for unintended interpretation by both the interviewer and the respondent.

The following is an example of the possible structures of a question related to bribery. Simply soliciting the respondent's opinion on bribery by asking, "Do you think bribery is wrong?" would likely elicit a reflexive "yes" response. The phrasing clearly indicates that the questioner believes that bribery is wrong and wants to know if the respondent agrees with him. Also, when phrased in this way, there can be multiple interpretations of the word "bribery"; the respondent may interpret bribery to refer to

²³ See <http://people-press.org/methodology/questionnaire>

large-scale corruption by politicians, for example, rather than the small-scale bribes paid on the local level. Alternatively, this question could be phrased as an agree/disagree question, such as asking if the respondent agrees or disagrees with the following statement: “It is not acceptable for public officials to ask for additional fees for their services.” This phrasing removes the implicit value judgment of the question, but could still be subject to acquiescence bias. A third phrasing would offer the respondent two plausible and neutrally phrased statements, and ask which one s/he feels is closest to his or her personal beliefs. In this case, the respondent is asked to choose with which of the following two statements s/he agreed:

- A. Public officials are not paid enough, so it is acceptable for them to ask for additional fees for good service.
- B. Public officials serve the public and it is not acceptable for them to ask for additional fees.

These statements are likely to relate directly to the experience of the respondent and offer a justification, being low paid, for the actions of the public official. They define the action of interest to be small-scale and local-level. Also, they use the phrasing “acceptable” rather than “right.” There are many things that the respondent may not consider right but still believes are acceptable.

Sequencing Effects

Finally, as was mentioned in the section on considering the local context, the sequencing of questions can have implications for the quality of the data collected. In addition to putting the most sensitive questions last to limit the repercussions of a respondent ending the interview before finishing, the order of questions and answer choices can affect responses. The sequencing can lead to greater differences in responses, a “contrast effect,” or reduced differences, an “assimilation effect.”²⁴ Experimentation with the order of questions and response choices should be done during the piloting phase of survey development to limit any potential bias.

4.7. Non-Household Surveys

Depending on the circumstances, household surveys may not be the best or sole method of collecting data on community justice issues. Household surveys may be made more effective through complementary data collection at the community level or through other data sources. This is particularly a concern in program evaluation, where the appropriate level at which to collect the data varies with expected outcomes of the program. For example, if the program is designed to reduce the incidents of violence at the community level, it may be useful to add a community component to the survey. Relatively few households would experience violence, so it would be unlikely that a household survey would be able to say anything meaningful about these groups. A village-level survey administered to a knowledgeable actor who would be familiar with incidents in the community as a whole may be able to tell you if violence has decreased.

Moreover, when programs operate at the village level in selected areas, the program makes a large difference to relatively few households, but these effects may be difficult to determine with a household survey that asks questions in only a few household in the community. Even community-level data may not suffice if the change at the overall village level is too diffuse to capture in the village mean. In these

²⁴ Again, a more complete discussion with further examples can be found at:
<http://people.press.org/methodology/questionnaire>

cases, it may be useful to stratify the sample by program participation, or to complement the quantitative analysis with information from facilities, project monitoring, or administrative sources. (Qualitative information could also be useful in these cases.)

Community Surveys

Community-level surveys can be useful in characterizing the economic, physical, and social aspects into which the individual household experiences are embedded.²⁵ These are traits that may not vary across households in the community (and therefore are more efficiently collected by a community survey) or that individual households are unable to report. They can include information on, among other topics, geographic isolation, access to public services, religious and ethnic composition, livelihood activities, active social and NGO programs, and so on, which may be useful in the later analysis. Community questionnaires can also record village-wide incidents (either within groups of individuals, or the village collectively with another village or government) that may not be widely enough experienced by individual households to warrant inclusion in the household questionnaire. Within the specific context of justice surveys, events such as violence within the community, disputes between communities, or difficulties in accessing national level development funds or public services would all be examples of events that may be more usefully captured at the community level.

Additionally, those interviewed for community questionnaires (generally called “informants” to distinguish them from household respondents) are not randomly selected during the sampling process. Field teams must choose one or more informants based on pre-defined criteria. Though the ideal composition of informant groups will vary with the specific context, issues of representativeness in terms of gender, religious or ethnic groups, and so on should be considered when developing interviewer instructions.

Key Informant Surveys

A key informant survey differs from a community survey in that this type of survey seeks the individual responses of influential people or opinion leaders within the community, rather than general information about the community. In some cases the key informants may be the same people who responded to the community questionnaire, responding, for example, as a focus group for the community survey and then separately as individual key informants.

A justice sector specific illustration of a possible use of key informant data would be in an impact evaluation survey. If the program directly targets community leaders, it would be necessary to measure the direct effects on these groups. For example, if the goal of the program is to improve community-level justice distribution, there are two ways this could be measured: at the user level, through household surveys, or at the distribution level, by decision makers. A combination of the two allows for the examination of the mechanisms of the program. If the decision makers show an improved knowledge of the law and fairness guidelines but those at the household level do not feel that rulings have become more equitable, perhaps the program does not have a sufficient focus on the implementation of the new knowledge.

A possible starting point would be to replicate the legal knowledge sections of the household survey, therefore allowing comparisons between the two groups. Additional questions that may be relevant include:

²⁵ See Frankenberg, “Community and Price Data,” for further details regarding the collection and use of community-level data, as well as a list of commonly collected indicators and a useful discussion on the definition of a “community.”

1. Have you had reason to seek information relating to the law in the past two years?
2. How many times have you sought information in relation to the law in the past two years?
3. Generally, was this for your own personal purposes or was it on behalf of someone else?
4. What topic of the law did you inquire about?
5. From whom did you seek information on your legal issue?
6. Were you satisfied with the information that you received?

Complementary Data Sources

Beyond household and community survey data, it might be useful to consider other sources of complementary data, such as program, facilities and official documentation (that is, administrative data). In context of a program evaluation, program data would include all monitoring data generated by the program itself. It could include reports on training and information session attendance, number of consultations requested from community paralegals, and requests from community decision makers. This information could then be interacted with success indicators to understand the roll of implementation in the change process. Other advantages to the use of monitoring data are low costs, because data must be collected in any case as part of the program; the fact that it covers the entire treated population instead of just the smaller sample captured in household surveys; and that it is collected regularly and therefore shows trends in program participation. Drawbacks include a lack of information for the control sample, variation in data quality, and difficulties in linking monitoring data to other socio-economic data.

Facilities data refers to information from schools, clinics, and other public institutions. Much of this data may already be readily available from institutional administrative records or through government facility surveys, making this a cost-effective way of increasing the amount of information available for analysis. Gaps may be filled through additional data collection as part of a community questionnaire.

Administrative data and official statistics are a third source of outside information that could be used in complement to survey data. Administrative data includes government statistics such as violent crime, school enrolment, and incidence of disease, as well as new applications and issuances of government documents and business licenses. Possible uses in the analysis could include examining whether women's empowerment training increases female school enrollment rates, or if violence de-escalation programs improve stability and the business climate as measured by applications for new business licenses (though in these instances, additional care would need to be taken to control for sources of bias when making claims about causal impact).

5. Survey Topics

There are a myriad of issues/topics that could be included in a household survey of justice issues and processes. After a careful examination of J4P data-collection work undertaken in Timor-Leste, Indonesia, Sierra Leone, Kenya, and Papua New Guinea, and a general review of other data on the subject, we propose the following four broad categories around which to structure survey modules on justice: 1) the development context; 2) local institutions; 3) knowledge and opinions of the law; 3) dispute resolution; and 4) violence. Though these topics are discussed in further detail below, it is important, for the reasons set out in 2.1 above, to first consider the broader development context within which the survey is taking place.

5.1. Considering Justice in the Broader Development Agenda

In addition to questions and modules specially designed for justice topics, many research questions require other household or individual information. Thus, it is often useful to include questions common to multi-topic household surveys in general. These questions are useful for positioning justice specific questions in a broader context, and can be copied or adapted from existing surveys. Common household questionnaires collect information on demographics of members, education, and livelihoods and income sources. In addition to the inclusion of these common multi-topic household survey modules, it may also be useful to include “uncommon” modules, such as those included in the Indonesia Family Life Surveys or the 2000 Guatemala LSMS, involving topics such as social capital and cohesion, access to information, intra-household relationships, and so forth. We discuss some of these below.

Demographic Information

Why: This information can be used to identify households that fall into vulnerable categories such as female-headed households, households headed by the very young or very old, and households with low levels of education, which can then be linked to indicators developed by justice-specific questions.

Examples: Nearly all household surveys include a household roster, which records the name, gender, age, level of education (if not in separate education section), and marital status of all household members. Additional individual characteristics that are sometimes also covered include: religion, ethnicity, language skills, literacy levels, and migration history.

Justice-related questions on current and previous positions of leadership in the community of each household member may also be considered for the roster, if they are not included elsewhere. Including this information in the roster section not only provides additional household level information for the analysis, but can also be used to examine the importance of intra-household relationships.

Basic Household Characteristics

Household surveys also generally collect information about a set of basic household characteristics, including physical characteristics of the dwelling (flooring and roofing materials, lighting source, water source, and sanitation) as well as land (size, productive uses, and specific owners in the household), productive and household assets, and non-farm business investments. In the case of a program evaluation with a short time horizon, increased investment or acquisition of productive assets can be used as a proxy for later increases in income. Justice surveys may also have a special interest in collecting information on land and business investments, as these two indicators are often closely tied to either local or state justice systems.

The question of whether to measure income (consumption/expenditure) will inevitably arise during the planning process and can be one of the most difficult to resolve.²⁶ Consumption/expenditure modules are complex and can more than double the time the questionnaire takes to complete, increasing respondent fatigue and perhaps jeopardizing the data quality from the remaining modules, but can also

²⁶ An income module measures household income from various sources during a specified recall period. This is the common way to assess the poverty status of a household in developed countries and in many middle income countries, particularly in Latin America. In low-income countries, especially in Asia and Africa, where home production and informal exchange economies are more prevalent, it is more common to assess poverty through consumption or expenditure information.

produce the most robust estimate of poverty (Deaton and Zaidi 2002). Though in some cases it may be unavoidable, such as if an increase in material well-being is a crucial project indicator,²⁷ an alternative would be to construct a proxy indicator of poverty status using household assets (Filmer and Pritchett 2001). If it is to be included, the income/consumption module should, if possible, replicate one that has been used previously in the survey country or region. Replication has benefits both for the technical design and for later analysis. Technically, expenditure modules can be extremely long and complex. Re-using a previous module saves the survey development team the time and expense of re-developing lists of common purchases, though attention should be paid to regional variation in purchases and diet that may limit comparability. Consistent survey modules are also helpful since the existing data for the country or region being studied can be used to establish trends in consumption, to compare the specific survey sample to a national sample, or as a baseline measure in ex post evaluations.

Sources of Information

Why: Since people's knowledge of formal legal systems and processes is partial and imperfect even in the best of circumstances, it is important to identify where and how any such information is acquired (especially by poor and marginalized groups) so that opportunities can be enhanced for improving its accessibility and quality.

Examples: Examples of sources of information questions include those touching on the frequency with which respondents listen to the radio, watch broadcast television (especially the news), and read national and/or local newspapers. Questions can also ask respondents for their main source for news about what is happening in the country [R: television news; radio; national newspaper; local newspaper; friends/ neighbors; political party; non-governmental organization; internet; other, specify].

Community Participation, Exclusion, and Trust²⁸

Why: The information from community participation and exclusion questions can be useful in determining the level of involvement in community decision-making activities. Participation levels may be correlated with levels of satisfaction or membership in vulnerable groups. These questions can be asked at the household-level, or, arguably more appropriately, at the individual level. Community trust questions are appropriate in contexts where the program is targeting divisions within the community, though caution should be used, as they may be controversial. Ideally, these questions are asked of individual members rather than simply asked of the household head (about him/herself or on behalf of anyone in the household).

Examples: Questions on community participation and exclusion that may be useful to an analysis of the justice sector include those related to the attendance of the respondent (or any household members) at

²⁷ A note of caution, however, as changes in expenditure related to programs can be difficult to isolate statistically due to wide variations among populations and the long time horizons of expenditure increases. Particularly in the case of a program evaluation, if the evaluation is designed to judge the project's success or failure based solely on its ability to raise expenditure levels, even effective projects may not show demonstrated improvements during the survey period. Also, benefits may not accrue linearly, having instead an exponential or J-curve. See Woolcock, "Toward a Plurality of Methods in Project Evaluation." An alternative would be to measure changes in intermediate outcomes. For example, a project that increases community stability through the establishment of equitable dispute resolution mechanisms could improve the business climate and encourage new income-generating activities. The welfare impacts of these new investments may take a number of years to be detected in aggregated village-level data, while new investment would be visible in the much shorter term.

²⁸ Details on how these types of issues can be addressed in household surveys can be found in Grootaert et al., "Measuring Social Capital." Strategies for engaging with them via qualitative methods are outlined in Dudwick et al., "Analyzing Social Capital in Context."

village administration or decision-making meetings in a specific reference period (such as the last 12 months). The type(s) of meetings attended can be asked (examples include farmer's group/trader's association/union/professional association; credit/finance group; religious group; cultural/ethnic association; political group/party; youth, student, or sports group), the main subject of the meeting most recently attended [Sample Responses: Project Decision Making; Aid Distribution; Community Administration; Other, specify], as well as whether the respondent (or household member) spoke or otherwise expressed an opinion at the meeting. Opinions as to how actively involved the respondent feels in community decision making processes [Sample Responses: Very Active; Somewhat Active; Not Very Active; Not At All Involved] can also be asked.

Examples: Examples of community trust questions include how safe the respondents feel with respect to physical threats or violence in their neighborhood, how safe are the goods that they own [Sample responses: Very safe, Safe, Unsafe, Very unsafe], how trustworthy respondents think the neighbors in their community are, and how trustworthy people from neighboring communities are [Sample responses: Everyone is trustworthy; Most of them are trustworthy; A few of them are trustworthy; No one is trustworthy].

Intra-Household Dynamics

Why: Questions on intra-household dynamics can be used to move the analysis beyond the household level to understanding decision-making processes and empowerment in the household. It should be noted, however, that these questions also complicate the implementation of the survey, as individual respondents have to be isolated from other household members in order for intra-household dynamic questions to yield useful information.

Examples: Perhaps the most general form of such questions come in the form of asking who in the household makes decisions about regular activities, including food expenditure, children's education, employment decisions, transfers to other family members outside the household, savings, investments, and time spent socializing. Multiple members can be identified (such as both a husband and wife jointly deciding on school expenditures). As noted above, it is important to ask this of individual members, since there is the possibility that people perceive decision making in the household differently.

5.2. Local Institutions

In developing country contexts where the formal legal system may be absent, corrupt, confusing, overwhelming, or too costly, local institutions and social norms may be the only options available to address justice issues. The use of non-formal institutions to resolve disputes is not unique to developing countries; in developed countries most disputes also do not reach or enter the formal legal system (see Ellickson 1991). A key difference, however, is the functionality of the overarching formal system. Even where the formal system is broadly functional in developing countries and local institutions are highly imperfect (for example, they have been captured by powerful elites), poor communities may still prefer to have their disputes addressed in local fora because of their accessibility, perceived legitimacy, and the timeliness with which they can render a verdict. Local institutions thus constitute a core site within which justice systems are mediated and experienced, especially by the poor, and properly the subject of investigation.

Satisfaction with Local Institutions

A main focus of most community justice programs is increasing equity and accountability in local level justice institutions. Therefore an important part of the baseline and diagnostic process is identifying the existing level of satisfaction with institutions such as traditional leaders, local government officials, sub-district level officials, police, state courts, and religious courts. The list should be tailored to institutions that exist in the country as a whole but focus on those institutions with which the respondents have the most experience and that have the most direct impact on their lives. The Timor-Leste J4P survey, for example, breaks the category of police down between local, national, and international police, due to the multiple levels of law enforcement currently active in the country.

A potential series of questions could be as follows:

- **The first question** offers the respondent five categories of satisfaction for the local institution, such as “Very Satisfied,” “Fairly Satisfied,” “Satisfied,” “Somewhat Unsatisfied,” and “Very Unsatisfied.”²⁹ Some surveys do not have the middle option of “Satisfied” and therefore prohibit people from being neutral on the issue. It is also possible to include a “Does not exist here” choice, or a “Does this service exist in this area?” filter question, to identify services either not existing in the community or of which the respondent has no knowledge. This information can also be examined against available service data from key informant surveys to identify knowledge blocks.
- For those respondents who indicate that a local service is unsatisfactory, **a follow-up question** is asked as to why they believe this to be true. The interviewer is asked to allow the respondent to complete an open-ended question without being offered choices; the interviewer will then select the response from the list that best corresponds with what the respondent has said.
- **A further question** asks where the respondent would go if s/he felt the local institution in question was not adequately performing its duties. This question targets both knowledge of the appropriate forum and a respondent’s preferences for redressing grievances.
- **The final question** asked for all local institutions is whether or not the respondent or anyone in the respondent’s household has ever had a personal experience with the institution in question. This is important to the analysis, as it allows for the breaking down of the satisfaction choices. For example, if the data indicates that most respondents are satisfied with the traditional authorities, this would not seem to be an area targeted for intervention. If, however, most people who have had an experience with the traditional authorities are not satisfied, particularly if this group is clustered on a particular ethnicity or vulnerable population, this might indicate that there is a lack of equity actions on the part of the traditional authorities.

Accessing Official Documentation

The key focus regarding access to official documentation relates to identifying the source of the constraints in accessing public services. One possibility is that problems lie in the availability of documents. Official prices or necessary bribes may make it impossible financially for the respondents to obtain documents. Similarly, the location of the government offices may be too distant from remote households to be physically or financially feasible. Alternatively, the problem could lie in the demand for documents. Respondents could feel that there is no need to obtain documentation, or that the expense would outweigh any benefits. Also included in this group would be those people who would obtain documentation if they knew the proper location or procedures.

²⁹ Hierarchical scales of this nature are subject to a certain degree of subjectivity based on the respondent’s individual experiences. King et al. “Enhancing the Validity” discusses some of literature related to political science and proposes using an “anchoring vignette” technique to adjust responses.

The following is an example of a possible series of questions for the obtainment of a government identity card, but a similar process could be used for access to other official documents, such as birth certificates, papers for marriage and divorce, and land certificates.

- An **initial screening question** asks if the respondent has an identity card. If s/he does have one, the interviewer proceeds to the next documentation type. (Optionally, an additional follow-up question could be included here as to whether the respondent had any difficulties obtaining this identity card.)
- **The next question** asks if the respondent has ever considered trying to obtain an identity card. This question goes directly to identifying the problem as one of availability or demand.
- **The final question** addresses respondents who have tried unsuccessfully to obtain an identity card. This question seeks to further identify the specifics of constraints with choices listed as common reasons someone would not be able to obtain an identity card. The following choices were developed specifically for Indonesia and may not be transferable to other contexts, but can be taken as a starting point. The first choice is “Did not know how/Did not know where to go,” linking directly to knowledge blocks in utilizing public services. The second and third options relate to official constraints, “Did not have appropriate supporting documentation” and “Official costs too high.” The fourth choice relates to bribery, “‘Actual’ costs too high.” (The phrasing of this question does not use the word “bribe” though it is implied.) The final category is “other, specify” to capture all responses that do not fit in the first five groups. It may also be useful to consider follow-up questions as to how long the respondent had been waiting and where in the application process the delay was occurring.

Corruption

Corruption in the provision of local services is an important but delicate topic. Questions should be phrased in a way to elicit the necessary information from the respondents without feeling that they are informing on local officials. This situation could lead to biased information for a number of reasons, from loyalty or friendship with officials to fears of possible retribution. It is also important to phrase these questions neutrally, as what might be classified as corrupt by an outside researcher might be well within the bounds of local traditional social norms.

These incidence questions ask about household members’ direct experience with various types of corruption. A possible format would be to list public service, local government, and non-governmental actors, then ask if the respondent, or any member of his/her household, has tried to access the stated service within a given recall period. If so, the respondent is asked if s/he personally experienced an incident of corruption during the process. It is crucial to emphasize that these questions refer only to actual events experienced by the household, not those that household members have only heard about from others. If careful instruction is not given, data will be biased and the incidence of corruption will be overestimated.

Listing examples within each category can help focus the respondents’ attention to incidents of interest to researchers. A possible list of activities may include obtaining official documents, registering a child in school, resolving a problem with police, obtaining assistance from the local health clinic, and accessing aid or development assistance from the government, NGOs, or other aid organizations. Researchers may also want to include a short section asking if the respondent has heard of incidents of corruption taking place in local institutions during a given recall period, though they should be careful about conclusions drawn from this data due to issues of double counting. The following are given as examples of corruption in a local school about which respondents may have heard: deviation of building rehabilitation fund, deviation of scholarship fund, parents giving a certain amount of money to the

principal/teacher to ensure their children go to school there, or parents giving a sum of money to ensure their children graduate from school/pass the test or to increase their grades.

Since corruption is a low frequency event, it might be useful to employ hypothetical questions to measure how respondents would behave if confronted with a given situation. The range of possible incidents could be chosen to include both village-level and national-level actors, and money that is taken from the country in general (no personal impact) to money that is taken directly from the respondent (completely personal). In addition to a code for “don’t know,” three responses are offered to the respondent: “The incident would be reported, but nothing would be done about it.” “The incident would be reported, and some attempts would be made but it would be forgotten.” “The incident would be reported, and the perpetrator punished.”

The hypothetical questions cover a range of levels of corruption, and include dollar amounts so that the respondent has a concrete picture of the scale of corruption. Examples from the Indonesian survey include:

1. The President of Indonesia takes Rp. 10 billion for his personal needs.
2. The head of the sub-district police embezzles Rp. 5 million from the police budget.
3. A committee member of a community development project embezzles Rp. 300,000 from the project budget.
4. The police ask that you pay Rp. 50,000 extra for your new motorbike license.

As mentioned earlier, respondents may behave differently in reality than they indicate in hypothetical questions, so care should be taken in interpreting the results.

5.3. Knowledge and Opinions of the Law

In order to engage with the formal legal system, citizens need to have a working knowledge of the law, their rights under it, and the procedures by which they can avail themselves of it. Indeed, such knowledge is also needed in order to challenge or to seek to change the law. The provision of basic legal services and the implementation of legal empowerment programs often entail helping citizens to acquire a better understanding of their rights and of the laws most central to their lives (such as those pertaining to marriage and property rights). To this end, eliciting an accurate sense of respondents’ knowledge of the law is vital, whether for designing the content of legal empowerment programs or establishing an initial baseline against which to assess impact.

Surveying citizens’ opinions of the law is one means of assessing how local norms and customs differ from or comport with the content of the formal law. In conjunction with more in-depth qualitative research, this can be a useful tool in assessing the incidence and manner of legal pluralism.

Though the phrasing of all survey questions is important, special attention should be paid to questions regarding knowledge and opinion. Opinion questions have a natural tendency to reflect the beliefs of question authors. Questions such as “Do you feel it is wrong to accept a bribe?” and “Should women and men have the same rights?” convey implicit value judgments. If the respondents are able to identify the “right” answer to the question, even subconsciously, their responses might be less reflective of their opinions and more of the questionnaire designer or survey interviewer. Alternatively, it is also possible that respondents will become defensive if they perceive the interviewer is criticizing their traditional

value system. There is also an additional layer of interpretation that will be added by the interviewer. It is therefore critical that the phrasing of questions is as value-neutral—and has the least possibility for alternative interpretations—as possible.

Knowledge of the Law

A key indicator for many justice programs is a demonstrated increase in the level of legal knowledge of the program participants. The indicator can be defined as the percentage of people who correctly answer “Knowledge of the Law” questions in a baseline survey. Also of interest to the analysis is the composition of those with the correct answer, disaggregated by gender, region, education level, and so on. The section has unambiguous instructions that the respondents indicate the correct choice according to the law as they understand it, not the choice that is morally correct in their opinion. This can be particularly important in areas such as family law, where personal or religious beliefs may not be consistent with national law. The following example asks the respondents to choose the response they believe is correct under national family law.

- A. A woman can obtain a divorce without the approval of the man.
- B. A man must agree to a woman’s petition for a divorce to be granted.

Other examples of questions of this type include:

- A. Traditional land claims and a [government] land ownership certificate are equal legal claims.
- B. A land ownership certificate from the [government] is a stronger legal claim than a traditional land claim.

- A. Companies must pay men and women the same daily wage for equal work.
- B. Companies are permitted to pay men and women different daily rates for equal work.

- A. Only a woman who has experienced physical violence can report to someone.
- B. A woman who experiences pressure and threats can also report to someone.

In addition to the A/B format questions, surveys can also include quantitative questions. These answers contain more detailed information than a binary correct/incorrect response, as they record how far from the true answer the respondent’s reply was. This section also contains a follow-up question asking the interviewer whether the respondent “Answered with Certainty” or “Guessed.” This question, which admittedly requires a subjective decision by the interviewer, is an attempt to gauge how confident the respondent is in his or her information.

Examples of three quantitative questions commonly used are those that ask the minimum legal age for a woman to marry; after how many years of disuse land can be appropriated by the government; and if a matter has been reported to the courts, within how many days must the court hold the initial hearings on the matter.

Opinions of the Law

A common example of this question type relates to the practice of bribery. In many developing countries, civil servants often ask for additional fees to process government paperwork. If the ability to access public services and to hold civil servants accountable are intervention areas in an upcoming program, it would be important to gauge the current public opinion on the acceptability of asking for and paying a bribe in the baseline survey. An end-line survey would then be able to use the same question to determine if the program had an impact in this area.

In an example of this type of question, the respondent is asked to choose which of the following two statements s/he agrees with:

- A. Public officials are not paid enough, so it is acceptable for them to ask for additional fees for good service.
- B. Public officials serve the public and it is not acceptable for them to ask for additional fees.

This format can also be used to ask about other issues, including these examples:

- A. Upon the death of her husband a widow is entitled to half of matrimonial assets.
 - B. Upon the death of husband, a widow is entitled to support as determined by her sons and brothers-in-law.
-
- A. A married daughter is not entitled to her father's estate because she's under the care of her husband.
 - B. All children are entitled to a portion of their parent's estate.

5.4. Dispute Resolution

A useful way of assessing the dynamics between different types of state and non-state justice systems is to ask questions about the nature and extent of disputes in everyday life, and the ways in which they are (or are not) resolved. Prevailing rules systems may not be able to be "observed" in an orthodox statistical sense, but their content, jurisdictional range, and legitimacy can be inferred from the ways in which they get called upon to address disputes between contending parties. In this sense, the most interesting (though also often the most distressing) disputes, such as those over land, make claims on (and appeal to) both state and non-state justice systems.

The two main objectives of the dispute resolution section are to a) identify the most common and most detrimental disputes experienced by the community and b) to document the current methods of resolving these disputes. How dispute identification enters differently into the analysis depends on the goals of the survey, program targeting during the diagnostic, or behavior change during program evaluation, but the types of questions employed can be similar for both objectives.

One methodology is to begin with a list of possible dispute situations divided into overall categories, from which the respondent is asked to identify those the household had experienced in the last year. As with all justice questions, the lists should be highly specific to the survey context and be developed through a thorough review of existing literature, extensive consultation with local partners, and a pilot survey if possible.

The following sample list was used in Papua New Guinea:

1. Resource : land/water; sea; forestry; agricultural production rights
2. Family : child support/custody; contested inheritance; domestic violence; bride price
3. Financial : enforcement of business agreement; repayment of loans
4. Crime/Disputes between Individuals : physical assault; theft
5. Development Project Disputes: distribution of aid; access to development resources; compensation associated with a development project or social program

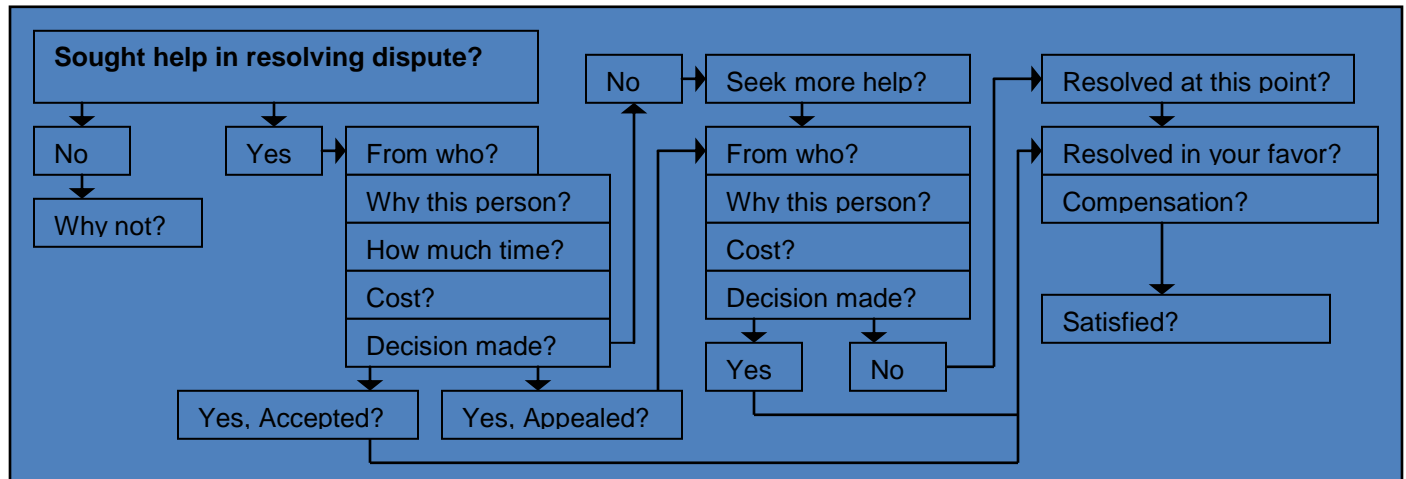
6. Government Decision Making: village decision made by a local authority; decision made by district or provincial authority; election disputes; other tribal disputes
7. Other (specify)

The follow-up questions for each dispute were designed to gauge the severity of the dispute. For each dispute the household has experienced, the respondent is asked: “Did the problem result in property damage?” “Did the problem result in injury to anyone?” and “Did the problem result in death?” This information can be used in conjunction with dispute incidence data in the analysis to develop a fuller picture of a program’s impact. For example, the success metric could be defined as a reduction in the number of disputes that turn violent, rather than a decrease in the total number of disputes.

The respondent can then be asked to list (in order) up to three disputes experienced by the household as having the biggest impact on the household’s well-being, which is not necessarily described only in economic terms, but to include various aspects of quality of life also. For the disputes identified, a short series of descriptive qualitative questions are asked, recoding a brief description and the other party to the dispute. The focus of these questions is not to record a full description of events—this is better addressed by accompanying qualitative work—but to record basic details that can later be coded in the analysis.

The second main objective of the dispute section after identification is to classify current mechanisms for dispute resolution. Again, here there is also a role for complementary qualitative methods. Dispute resolution can be broken down into a series of coded-response questions tracing the process.

The following is a stylized example from the Timorese survey:



5.5. Violence

Disputes are normal and ubiquitous, but violence is not. Violence represents the breakdown of agreed-upon norms and procedures for addressing disputes, and reducing it is a basic precursor to all development activities. Understanding how and why certain disputes become violent is thus a central task of both justice research and mainstream development policy.

Reducing violent disputes occurring in the community is a main project focus of many justice programs. A significant part of this research program is documenting which disputes become violent and how those disputes are eventually resolved. It is therefore important to document existing preferences and processes for dispute resolution during baseline and diagnostic surveys. Depending on the incidence of violence in the community, questions can be focused at the household level (violence actually experienced by the household), or at the community level (violence occurring in the community but not directly experienced by the household). Given the fact that household surveys are generally asked only to a small sub-set of the community's population, the incidence of violence would have to be extremely high to be captured with only direct experience measures. As mentioned previously, there is a trade-off in accuracy when recognizing indirect measures, as the same dispute cited by multiple households would be double-counted, giving artificially high statistics.

The Timor-Leste survey had a section devoted to the incidence of violence at the community level. The questions categorize violence into four groups: "Violence between Individuals," "Violence between Groups within the Community," "Violence between this Village and another Village," and "Violence between Citizens and the Police or Other Security Force." The respondent is asked to note the number and cause of violent incidents accruing in the last year. The respondent is then asked to indicate whether the violence is ongoing or closed. While it may be difficult to assess how accurate the respondent's characterization may be, it does provide assistance in identifying the continuing or isolated nature of the village conflict.

The final question in the Timor-Leste violence section asks whether the violence was caused by youth groups, adults, or mixed. This question is an example of a question particularly important to the Timorese context, which has a high incidence of youth violence. It also highlights a case in which a respondent may be hesitant to give sensitive information that could be turned over to the police. The likelihood of an accurate response should be taken into account during questionnaire design, as well as detailed in interviewer instructions.

6. Conclusion

As a development policy priority, the importance of "good governance" and "building the rule of law" now enjoys a broad consensus, both around the world and across the ideological spectrum. This consensus, however, is not matched by the volume or quality of evidence available to support or inform efforts to act upon it. Part of the reason for this is that these issues have emerged relatively recently, and it invariably takes time for sufficient amounts of high-quality research to emerge. Another part of the reason, however, is that "governance" and "justice" issues are inherently more complex than other familiar development issues, in the sense that their defining characteristics vary across time, space, and circumstance, do not map onto a single or obvious metric, and unfold on uncertain trajectories. This means that a broad but integrated array of social-science research tools will need to be brought together to provide a coherent evidence base to inform theory building and policy analysis alike.

In this guide, we have sought to provide a general overview of the central issues that need to be considered by those seeking to use a household survey to assess justice issues. We have stressed the importance of qualitative research as a necessary companion to such a task (both as a precursor to designing the survey instrument and interpreting the data it elicits), but for present purposes have

focused on the practical, ethical, and logistical issues associated with conducting household surveys, which are the main instrument used in development policy research. Though much work remains to be done, we hope the material presented here helps to consolidate some of the key lessons from initial attempts to assess justice issues using household surveys. We invite others to contribute their input and expertise to this ongoing endeavor. Whether they be legal practitioners seeking to establish an evidence base for their work or seasoned survey researchers branching out into the legal domain, all parties can contribute in cumulatively useful ways.

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Annexes

A. Justice for the Poor (Indonesia) – Baseline Survey

Version: 20 November 2008

Justice for the Poor - Baseline Survey

Questionnaire for Household Head

<p>A1. Household ID: _____</p> <p>A2. Name (Household Head): _____</p> <p>A3. Address: _____</p> <p style="text-align: center;">RT Rw postcode</p> <p>A4A. Telephone: Fixed <input type="text"/> Mobile <input type="text"/></p> <p>A4B. No. _____</p>	<p style="text-align: right;">B. Household Number >> use roster code</p> <p>A5. Household Part (Sections A - C) _____ <input type="text"/></p> <p>A6. Expenditure Part (Section D) _____ <input type="text"/></p> <p>A7. Individual Part (Section E - K) _____ <input type="text"/></p> <p style="text-align: right;">A. Respondent Name</p>
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>> Box to be completed by enumerator in field at time of interview.

A8. Date: _____ / _____ / 2008

A9. Starting Time: _____ : _____

A10. Ending Time: _____ : _____ code

A11. Name of Enumerator: _____

Signature of Enumerator: _____

code

A18. Province: _____

A19. District: _____

A20. Sub-district: _____

A21. Village: _____

>> To be completed by Field Supervisor in field at time questionnaire is reviewed. code

A12. Name of Field Supervisor: _____

Signature of Field Supervisor: _____

A13. Date: _____ / _____ / 2008

A22. Classification of Village:

Urban ☐ Rural ☐

>> To be completed by Data Entry at time questionnaire is entered. code

A14. Name of Data Entry Operator: _____

Signature of Data Entry Operator: _____

A15. Date: _____ / _____ / 2008

District			
Maluku Tengah	01	Aceh Barat	07
Seram Bagian Bara	02	Aceh Besar	08
Seram Bagian Timu	03	Aceh Utara	09
Maluku Tenggara	04	Pidie	10
Kepulauan Aru	05	Pidie Jaya	11
Kota Tual	06		

>> To be completed by Data Editor at time data entry is reviewed. code

A16. Name of Data Editor: _____

Signature of Data Editor: _____

A17. Date: _____ / _____ / 2008

B. Roster

	B1	B2	B3	B4	B5	B6		B7	B8		B9					
HH Member Number	HH Member Full Name?	Relationship with HH?	Gender?	Religion?	Ethnicity?	Age? (years)	>> If age<6, skip to next row	Highest education ever attended?	Marital Status	>> Skip if age<16	Do you now hold, or have ever held in the past, a position as [...]: >> Read positions from list below. Please indicate years for the three most important positions (e.g. 1998, 2008). If position is currently held, write in the start box only; if the position is no longer held, write in the start and end box.					
		>> use codes	3. Female	>> use codes	>> use codes			>> use codes	>> use codes		A. First position:		B. Second position:		C. Third position:	
											Code	Year	Code	Year	Code	Year
1		01									Start		Start		Start	
											Finish		Finish		Finish	
2											Start		Start		Start	
											Finish		Finish		Finish	
3											Start		Start		Start	
											Finish		Finish		Finish	
4											Start		Start		Start	
											Finish		Finish		Finish	
5											Start		Start		Start	
											Finish		Finish		Finish	
6											Start		Start		Start	
											Finish		Finish		Finish	
7											Start		Start		Start	
											Finish		Finish		Finish	
8											Start		Start		Start	
											Finish		Finish		Finish	
9											Start		Start		Start	
											Finish		Finish		Finish	
10											Start		Start		Start	
											Finish		Finish		Finish	

Relationships:

1. Household Head
2. Spouse / Partner
3. Child
4. Parent
5. Other Relative
6. Not Related

Religion:

1. Moslem
2. Catholic
3. Protestant
4. Buddhist
5. Hindu
95. Other

Marital Status:

1. Single
2. Married
3. Divorced
4. Separated
5. Widowed

Ethnicity:

1. Jawa
2. Sunda
3. Makassar
4. Bugis
5. Ambon
6. Maluku
7. Alune
8. Wemale
9. Naulu
10. Kei
11. Banjar
12. Buton
13. Manado
14. Aceh
15. Nias
16. Gayo
17. Batak
18. Indonesia
95. Other

Education:

1. No Schooling
2. Elementary (graduated)
3. Elementary (did not graduate)
4. Elementary (not yet graduated)
5. Madrasah Ibtidaiyah
6. Junior High/Vocational Junior High
7. Madrasah Tsanawiyah
8. High School
9. Madrasah Aliyah
10. Vocational
11. Special Needs School
12. Diploma I/II
13. Diploma III/Junior Bachelor
14. Diploma IV/University Bachelor
15. Masters Degree/Doctorate Degree
95. Other

Positions:

1. Civil Servant
2. Police/ Military
3. Village Head / Lurah
4. Community Representative (BPD/LMD or LKMD/LKMK/LPM)
5. Village Secretary / Other Village Official
6. Women's Leader (no PKK)
7. PKK Official
8. Religious Leader (ulama, imam, priest)
9. Customary Figure (tokoh adat or lembaga adat)
10. Community Figure (tokoh masyarakat)
11. Livelihood Ass. (of traders, farmers, fisherman)
12. Youth Leader
13. Head of Political Party Branch
14. Hamlet Head / RT / RW
95. Other

C. Household Characteristics

C1. What is the common language used in this home? >> read options to respondent	1. Java 2. Sunda 3. Makassar 4. Bugis	5. Melayu-Ambon 6. Alune 7. Wemale 8. Naulu	9. Kei 10. Banjar 11. Buton 12. Dobo	13. Tanimbar 14. Manado 15. Aceh 16. Gayo	17. Batak 18. Indonesia 95. Other, specify: _____	<input type="text"/>
C2. Ownership status of the dwelling place: >> read options to respondent	1. Private ownership 2. Leased	3. Rent 4. Rent Free	5. Official 6. Parent's / Relatives	95. Other, specify: _____	<input type="text"/>	
C3. Which material makes up the majority of the roof? >> read options to respondent	1. Concrete 2. Roof tile	3. Shingle 4. Zinc	5. Asbestos 6. Palm fiber/Sago palm	95. Other, specify: _____	<input type="text"/>	
C4. Which material composes the majority of the walls? >> read options to respondent	1. Masonry	2. Timber	3. Bamboo	95. Other, specify: _____	<input type="text"/>	
C5. What is the source of energy for lighting used in this house? >> read options to respondent	1. PLN Electricity 2. Non-PLN Electricity	3. Petromax	4. Oil lamp/flashlight/torch	95. Other, specify: _____	<input type="text"/>	
C6. What is the main source of drinking water for this household? >> read options to respondent	1. PAM water 2. Public hydrant	3. Protected Well 4. Unprotected Well	5. Protected Spring 6. Unprotected Spring	7. Surface water (e.g. river) 95. Other, specify: _____	<input type="text"/>	
C7. Has this household undertaken any of the following home improvement projects in the past two years?	Total Cost:				Total cost:	
A. Replacement / Upgrading of roofing materials	1. Yes <input type="text"/> 3. No <input type="text"/>	<input type="text"/> ,000	E. Building of New Rooms	1. Yes <input type="text"/> 3. No <input type="text"/>	<input type="text"/> ,000 Rp.	
B. Replacement / Upgrading of the floor	1. Yes <input type="text"/> 3. No <input type="text"/>	<input type="text"/> ,000	F. Repainting of the house	1. Yes <input type="text"/> 3. No <input type="text"/>	<input type="text"/> ,000 Rp.	
C. Replacement / Upgrading of Plumbing / Water Supply	1. Yes <input type="text"/> 3. No <input type="text"/>	<input type="text"/> ,000	G. Other, specify	1. Yes <input type="text"/> 3. No <input type="text"/>	<input type="text"/> ,000 Rp.	
D. Replacement / Upgrading of Windows and/or Doors	1. Yes <input type="text"/> 3. No <input type="text"/>	<input type="text"/> ,000				
C8. Does this household <u>own</u> any land used for farming, plantations, animal husbandry, or fish breeding?	1. Yes <input type="text"/> 3. No <input type="text"/>	<input type="text"/>	>> Enumerator: If household does not own any productive land, skip to question C10			
C9. What is the approximate size of this land?	<input type="text"/> hectares					<input type="text"/> m2
C10. Does this household <u>use</u> land but that is owned by someone else for farming, plantations, animal husbandry, or fish breeding?	1. Yes <input type="text"/> 3. No <input type="text"/>	<input type="text"/>	>> Enumerator: If household does not have access to any productive land, skip to next section (Section D).			
C11. What is the approximate size of this land?	<input type="text"/> hectares					<input type="text"/> m2
C12. Has the household undertaken any of the following activities <u>in the last year</u> ?						
A. Purchased more land (farming, plantation, animal husbandry, etc.)	1. Yes <input type="text"/> 3. No <input type="text"/>	<input type="text"/>	>> If yes, please indicate cost.		<input type="text"/> ,000 Rp.	
B. Leased / Rented more farmland (farming, plantation, animal husbandry, etc.)	1. Yes <input type="text"/> 3. No <input type="text"/>	<input type="text"/>	>> If yes, please indicate cost (to date).		<input type="text"/> ,000 Rp.	
C. Cleared and planted new land	1. Yes <input type="text"/> 3. No <input type="text"/>	<input type="text"/>	>> If yes, please indicate cost.		<input type="text"/> ,000 Rp.	
D. Planted trees (pohon tanaman keras)	1. Yes <input type="text"/> 3. No <input type="text"/>	<input type="text"/>	>> If yes, please indicate cost.		<input type="text"/> ,000 Rp.	
E. Built / Installed Fencing	1. Yes <input type="text"/> 3. No <input type="text"/>	<input type="text"/>	>> If yes, please indicate cost.		<input type="text"/> ,000 Rp.	
F. Used new land for planting dry crops	1. Yes <input type="text"/> 3. No <input type="text"/>	<input type="text"/>	>> If yes, please indicate cost.		<input type="text"/>	
G. Built / Rehabilitated fish ponds	1. Yes <input type="text"/> 3. No <input type="text"/>	<input type="text"/>	>> If yes, please indicate cost.		<input type="text"/> ,000 Rp.	
H. Build/Rehabilitated fish traps	1. Yes <input type="text"/> 3. No <input type="text"/>	<input type="text"/>	>> If yes, please indicate cost.		<input type="text"/>	
I. Establish / Increase animal husbandry activities	1. Yes <input type="text"/> 3. No <input type="text"/>	<input type="text"/>	>> If yes, please indicate cost.		<input type="text"/> ,000 Rp.	
J. Other, specify: _____	1. Yes <input type="text"/> 3. No <input type="text"/>	<input type="text"/>	>> If yes, please indicate cost.		<input type="text"/> ,000 Rp.	

D. Household Spending

Expenditure on food in the past 1 week (purchased, self-produced or gifts)

	Total (Rp)
D1. Grains	
a. Rice	_____,000 Rp.
b. Others (corn, flour, rice flour, maize flour, etc)	
D2. Tubers (cassava, sweet potato, potato, dried cassava, taro, sago palm, etc)	_____,000 Rp.
D3. Fish/Shrimp/squid/oyster	
a. Fresh	_____,000 Rp.
b. Salted/preserved	
D4. Meat (beef, carabao, goat, lamb, pork, chicken, innards, liver, spleen, shredded beef, jerked meat, etc)	_____,000 Rp.
D5. Egg and Milk	
a. Chicken/duck/quail egg	
b. Fresh milk, condensed milk, powdered milk, etc	_____,000 Rp.
D6. Vegetable (spinach, kangkung vegetable, cucumber, carrot, long bean, string bean, onion, chili, tomato, etc)	_____,000 Rp.
D7. Beans (peanut, mung bean, soybean, kidney bean, tunggak, cashew, tofu, tampe, tauco, oncom, etc)	_____,000 Rp.
D8. Fruits (orange, mango, apple, durian, rambutan, zalacca, lanseh, pineapple, watermelon, banana, papaya, etc)	_____,000 Rp.
D9. Oil and fat (cooking/coconut oil, coconut, butter, etc)	_____,000 Rp.
D10. Drinks (sugar, palm sugar, teas, coffee, chocolate, syrup, etc)	_____,000 Rp.
D11. Spices (salt, candlenut, coriander, peper, terasi, soy sauce, monosodium, glutamate, etc)	_____,000 Rp.
D12. Other consumption	
a. instant noodle, wet noodle, rice noodle, macaroni, dry noodle	_____,000 Rp.
b. Others (chips, mlinjo chip, etc)	
D13. Ready meal and drink	
a. Ready meal (bread, biscuits, cake, porridge, meatball, gado-gado, rice with mixed dishes, etc)	
b. Non Alcohol beverage (soft drink, syrup ice, lemonade, mineral water, etc)	_____,000 Rp.
c. Alcohol beverage (beer, wine, and other alcohol drink)	
D14. Tobacco and betel leaf	
a. Cigarette (clove cigarette, white cigarette, cigar)	_____,000 Rp.
b. Other (betel leaf, areca nut, tobacco, and others)	
D15. Amount of food (details 1 to 14)	_____,000 Rp.

Nonfood Expenditure (purchase, self-produced or gifts)

	A	B
	Total (past 1 month)	Total (past 12 months)
D16. Housing and household facility		
a. Rent, contract, estimated house rent (private, rent free, official, and s		
b. Home maintenance and light repair	_____,000 Rp.	_____,000 Rp.
c. Bills for electricity, water, gas, kerosene, firewood, etc.		
d. House telephone bill, cellphone voucher, public telephone, telecommunications shop, postage items, etc.		
D17. Goods and service		
a. Soap/detergent, cosmetics, hair/facial treatment, tissues, etc		
b. Medical cost (hospital, community health center, doctor's practice, practical healer, medicines and other)	_____,000 Rp.	_____,000 Rp.
c. Education cost (registration fee, SPP, POMG/BP3, admission fee/readmission fee, scout, prevocational, course and other)		
d. Transportation, gasoline, diesel fuel, lubricant		
e. Other services (salary for driver, maid, hotel, etc)		
D18. Clothes, footwear, and head covering (ready-made clothes, textile material, shoes, hat, and other)	_____,000 Rp.	_____,000 Rp.
D19. Durable goods (household appliance, household tools, kitchenware, entertainment equipment (electronic), sports equipment, jewelry, vehicle, umbrella, wristwatch, camera, cellphone, telephone installation, electricity installation, electronic goods etc)	_____,000 Rp.	_____,000 Rp.
D20. Tax, levy and insurance		
a. Tax (Land and Building Tax, vehicle tax)		
b. Levy/retribution	_____,000 Rp.	_____,000 Rp.
c. Life insurance		
d. Other (Other insurance, traffic ticket, Income Tax, etc)		
D21. Need for festivity and ceremony/ritual meal (marriage, birthday, Circum, religious ritual, traditional ritual, and other)	_____,000 Rp.	_____,000 Rp.
D22. Other Amount (gifts, religious contributions, etc) explain	_____,000 Rp.	_____,000 Rp.
D23. Amount of nonfood (details 16 to 22)	_____,000 Rp.	_____,000 Rp.

E. Individual Characteristics

E1. Are you able to read a newspaper in Indonesian?		1. Yes 3. No	<input type="text"/>
E2. Are you able to write a letter in Indonesian?		1. Yes 3. No	<input type="text"/>
E3. Where were you born?	1. In this village/kelurahan 2. In a different village/kelurahan in the same district/city 3. In a district/city in the same province 4. In other provinces 5. Abroad		<input type="text"/> If not in village, specify: _____
>> Enumerator, if E3 response is 1, skip to E5.			
E4. How long have you lived in this Village/Kelurahan?			<input type="text"/> years
E5. Have you worked <u>in the past year</u> ?		1. Yes 3. No	<input type="text"/>
E6. Which of the following best describes your main occupation?		1. Farmer 2. Farmer laborer 3. Fisherperson 4. Forester 5. Animal Husbandry 6. Day Laborer 7. Permanent Laborer 8. Civil Servant 9. Salaried Employee 10. Trader 11. Merchant 12. Babysitter 13. Midwife 14. Driver 15. Housewife 95. Other, specify: _____	<input type="text"/>
E7. Have you, or someone from your household, attended a village government meeting <u>in the past three months</u> ? (e.g., Village Decision-Making, Village Administration) >> Enumerator: If the response to E7 is no, skip to E11.		1. Yes 3. No	<input type="text"/>
E8. How many times <u>in the past three months</u> ?		1. Yes 3. No	<input type="text"/>
E9. Did you, or someone from your household, speak or give an opinion at these meetings?		1. Yes 3. No	<input type="text"/>
E10. Would you say that you, or someone from your household, have attended the majority of these meetings <u>in the past 12 months</u> ?		1. Yes 3. No	<input type="text"/>
E11. Have you, or someone from your household, attended any of the following meetings <u>in the past three months</u> ? >> read options to the respondent			
A. Farmer's Group / Trader's Association / Union / Professional Association	1. Yes 3. No	<input type="text"/>	G. Women's Group (non religious)
B. Credit / Finance Group	1. Yes 3. No	<input type="text"/>	H. Parent's Group
C. Religious Group (e.g., <i>pilpri</i> , <i>pilwan</i> , <i>majelis taklim</i> , <i>pengajian</i> , <i>wirid</i>)	1. Yes 3. No	<input type="text"/>	I. Other, specify: _____
D. Cultural / Ethnic Association	1. Yes 3. No	<input type="text"/>	
E. Political Group / Party	1. Yes 3. No	<input type="text"/>	
F. Youth, Student or Sports Group	1. Yes 3. No	<input type="text"/>	
E12. How involved do you feel that your household is in the village decision-making process?		1. Very Involved 2. Somewhat Involved 3. Neither Involved or Not Involved 4. Less Involved 5. Not Involved at all 6. Excluded	<input type="text"/>
>> Enumerator: Please read the options.			

F. Opinions, Knowledge and Understanding of the Law

Opinions of Justice

For each of the following pairs of statements, tell me which is closest to your view. Choose Statement A or Statement B.	
>> Enumerator: Mark as follows but do not read to respondent: 1 = agree with A; 2 = agree with B; 3 = agree with neither; 4 = agree with both. Remember, use Indonesian language only.	
F1.	A. I would insist that my daughter obtains a marriage certificate in order to safeguard her rights B. What is important is that the community recognizes the marriage and a marriage certificate is an unnecessary expense
F2.	A. Public officials are not paid enough, so it is acceptable for them to ask for additional fees for good service B. Public officials serve the public and it is not acceptable for them to ask for additional fees
F3.	A. A married man has complete authority over his spouse and it is up to his judgement how to discipline his spouse B. A community sometimes has a responsibility in certain circumstances to intervene in the household matters of others
F4.	A. Police have the right to use excessive force to apprehend those suspected of breaking the law B. Police must respect the rights of all people including those suspected of breaking the law
F5.	A. Upon the death of her husband a widow is entitled to half of matrimonial assets B. Upon the death of husband, a widow is entitled to support as determined by her sons and brothers-in-law
F6.	A. A married daughter is not entitled to her father's estate because she's under the care of her husband B. All children are entitled to a portion of their parent's estate
F7.	A. After marriage land ownership should be in the husband's name B. After marriage land ownership should be in the name of both the husband and wife

Knowledge of Law

For each of the following statements tell me which one is most appropriate to the law as you understand it. Remember, for these questions we want you to answer according to your knowledge of the law, and not your opinion of which option is appropriate.	
>> Enumerator: Mark as follows but do not read to respondent: 1 = agree with A; 2 = agree with B; 3 = agree with neither; 4 = agree with both. Remember, use Indonesian language only.	
F8.	A. Traditional land claims and a BPN land ownership certificate as equal legal claims B. A Land ownership certificate from BPN is a stronger legal claim than a traditional land claim
F9.	A. All household property is under the control of the head of the household B. Property acquired by the man or woman prior to marriage remains under their personal control throughout the marriage
F10.	A. In the event of a divorce men and women retain ownership of property acquired during the marriage with their own wages B. In the event of a divorce the wife can claim half of household property acquired during the marriage even if it was purchased solely with her husband's wages
F11.	A. A woman can obtain a divorce without the approval of the man B. A man must agree to a woman's petition for a divorce to be granted
F12.	A. Companies must pay men and women the same daily wage for equal work B. Companies are permitted to pay men and women different daily rates for equal work
F13.	A. Plantation companies are to required provide paid breaks for workers B. Planation companies are only required to pay workers for the time they are actually working
F14.	A. Only a woman who experienced physical violence can report to someone B. Aomen who experience pressure and threats can also report to someone
F15.	A. Parents must produce a birth certificate upon enrolling their children in primary school B. Parents are not required to produce birth certificates upon enroling their children in school
F16.	A. Corruption is a criminal offense and perpetrators can be sent to jail if convicted B. Corruption is a civil offense and perpetrators cannot be sent to jail if convicted
F17.	A. Only victims of an incident of corruption can report it for investigation B. Any concerned citizen who is aware of an incident of corruption can report it for investigation

Enumerator: When asking the questions below, indicate whether the respondent answered with certainty or guessed. If the respondent indicates that they do not know, request that they guess.

	Response	A	B	
		Answered with Certainty	Guessed	
F18.	According to national law, what is the minimum legal age for a woman to marry?	years		
F19.	According to the law, after how many years of disuse can land be appropriated by the government?	years		
F20.	If a matter has been reported to the courts, within how many days must the court hold the initial hearings on the matter? >> Enumerator: If respondent answers in months or years, convert and record answer in days only.	days		

		F21	F22	F23	
		Do you yourself have [...] 1. Yes >> Next row 3. No	Have you ever considered trying to obtain one? 1. Yes 3. No >> Skip to Next Row	Why were you not able to obtain one? 1. Did not know how / where to go 2. Did not have necessary documentation 3. Official costs too high 4. "Tired fee" too high 5. Still waiting 95. Other, specify	<input type="text"/>
A	National ID Card				<input type="text"/>
B	Government Marriage or Divorce Certificate				<input type="text"/>
	Only if married	Do your children have [...] 1. Yes >> Next row 3. No 5. Some children	Have you ever considered 1. Yes 3. No >> Skip to Next Row	Why were you not able to obtain one? >> use codes above	<input type="text"/>
C	Government Birth Certificate				
		>> Only if the household owns land			
		Does your household have [...] 1. Yes >> Next row 3. No	Have you ever considered 1. Yes 3. No >> Skip to Next Row	Why were you not able to obtain one? >> use codes above	
D	BPN Land Certificate for your House				
E	Written evidence of land ownership for your House				
F	Written evidence of land ownership for your farm or plantation land				
G	BPN Land Certificate for your farm or plantation land				

G. Disputes

I am going to list a number of disputes that a household may have with others, including family, individuals, other households, or the government. Please indicate all problems which your household has experienced in the last 2 years. Please note, these problems should have occurred with your household directly, not that you may have heard about from others.

>> Enumerator: Please complete question G1 and G2 for all types of problems/disputes before moving on to questions G3-G6, before then completing questions G7-G10.

	G1	G2
* Disputes	Has your household experienced disputes related to [...] in the past two years? 1. Yes 3. No	How many disputes related to [...] has your household experienced in the past two years? 1. 1 2. 2 3. 3 4. 4 5. 5 6. 6 7. 7 8. 8 9. 9 10. 10 11. 11 12. 12 13. 13 14. 14 15. 15 16. 16 17. 17 18. 18 19. 19 20. 20 21. 21 22. 22 23. 23 24. 24 25. 25 26. 26 27. 27 28. 28 29. 29 30. 30 31. 31 32. 32 33. 33 34. 34 35. 35 36. 36 37. 37 38. 38 39. 39 40. 40 41. 41 42. 42 43. 43 44. 44 45. 45 46. 46 47. 47 48. 48 49. 49 50. 50 51. 51 52. 52 53. 53 54. 54 55. 55 56. 56 57. 57 58. 58 59. 59 60. 60 61. 61 62. 62 63. 63 64. 64 65. 65 66. 66 67. 67 68. 68 69. 69 70. 70 71. 71 72. 72 73. 73 74. 74 75. 75 76. 76 77. 77 78. 78 79. 79 80. 80 81. 81 82. 82 83. 83 84. 84 85. 85 86. 86 87. 87 88. 88 89. 89 90. 90 91. 91 92. 92 93. 93 94. 94 95. 95 96. 96 97. 97 98. 98 99. 99 100. 100
Natural Resources		
A Land		
B Water		
C Forestry		
D Fishing rights		
Administrative		
E Problems obtaining ID cards		
F Problems obtaining marriage/divorce papers		
G Problems obtaining land title		
H Problems obtaining other official documents		
Family		
I Contested Divorce		
J Child Custody / Support		
K Contested Inheritance		
L Adultery		
M Domestic Violence		
Labor		
N Wages / Hours		
O Hiring / Firing		
Financial		
P Enforcement of Business Agreement		
Q Repayment of Loans		
Crime / Disputes Between Individuals		
R Physical Assault		
S Theft		
T Fight		
Government / Development		
U Distribution of Aid/Assistance		
V Unpaid Compensation from Government		
W Corruption / Extortion / Bribery		
X Other, Specify 1. _____ 2. _____		
>> Confirm the total number of disputes experienced Total:		

>> For each dispute identified in questions G1 and G2, write the dispute letter below, complete questions G3-6, and then move to G7-G10.

	G3	G4	G5	G6
#	Type Who was the dispute with?	Resulted in Death?	Resulted in Injury?	Property Damage?
1	Use 1. Family 7. Village Government			
2	2. Individual (this village) 8. Kecamatan Government			
3	3. Individual (other village) 9. Other Government	1. Yes	1. Yes	1. Yes
4	4. Group (this village) 95. Other	3. No	3. No	3. No
5	5. Group (other village)			
6	6. Company / Plantation			
7				
8				
9				
10				

G7	Of those that you experienced, indicate the top two most important to you.	Most Important: <input type="text"/>	Second Most Important: <input type="text"/>
G8	Please briefly describe your most important dispute: _____ _____ _____		
G9	Please briefly describe your second most important dispute: _____ _____ _____		
G10	Of the total list, please indicate the top two which you believe are of most concern to the village.	Most Important: <input type="text"/>	Second Most Important: <input type="text"/>

If your Household experienced no disputes proceed to Section H.

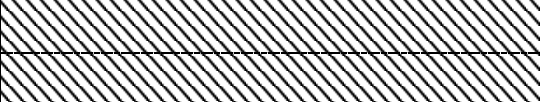
G. Trajectory and Resolution of Disagreements

I will now ask you some questions abouts how you resolved the dispute that you indicated was your most important.

>> Enumerator: Indicate Question Number of Disagreement Respondent Listed as **First Most Important** in question **G7**.

>> Enumerator: Please use the codes below for the questions indicated.

Codes for G13, G17, G18, G19			
A. Did nothing	F. Traditional Leader / Institution	J. Police	O. Camat
B. Family / Friends / Neighbours	G. Religious Leader	K. Women's Police Desk (RPK)	P. Bupati
C. Village Head / Lurah	H. Youth Leader	L. Prosecutor	Q. BPN
D. Hamlet Head / RT / RW	I. Reconstruction Committee	M. District Court	R. KUA / P3NTR
E. BPD/LMD or LKMD/LKM/LMK/LPM	N. Religious Court	W. Lawyer	X. Other, specify below
S. Paralegal			
T. Legal Aid Post			
U. Women's Center			
V. NGO			

G11. When the problem occurred, did you try to negotiate directly with the other party?	1. Yes	<input type="text"/>	
>> If yes, continue to G12. If no, jump to G13.	3. No	<input type="text"/>	
G12. Was the matter resolved through these direct negotiations?	1. Yes	<input type="text"/>	
>> If yes, jump to G20. If no continue to G13.	3. No	<input type="text"/>	
G13. When the dispute arose or after direct negotiations, where was the first place you went to resolve it?		<input type="text"/>	
>> Allow respondent to answer and then use codes from top of the page.			
>> If respondent answers "A" (did nothing), go to G14. For all other answers, go to G15.			
G14. Why did you not take any action?	>> Do not read the responses to the respondent. Choose the response that best suits their answer. Probe if necessary.		
1. Not important enough	6. It would cost too much	<input type="text"/>	
2. It would only waste time	7. The other party is much more powerful than I am, no chance of winning		
3. Did not have evidence	8. Afraid it would result in violence		
4. Did not know what to do / Did not know who could be of assistance	9. It would only create problems for my family		
5. The person who could assist was too far	10. It would damage the relationship with the other party	95. Other, specify: <input type="text"/>	
>> Enumerator: STOP! And go to next dispute. If no second dispute, skip to next section (Section H).			
G15. Why did you choose this?	>> Enumerator: Allow respondent to answer freely, then use codes below to classify the answer		
1. Cost	4. Would cause least disruption to life	7. They have responsibility/authority	
2. Party has community respect	5. "Always like that"	95. Other, specify: <input type="text"/>	
3. Party has skills / knowledge	6. Most comfortable with person		
G16. Was there anyone that assisted you to report or request assistance?	1. Yes	<input type="text"/>	
	3. No	If yes, specify: <input type="text"/>	
I will now ask you questions about each stage of the resolution process.	G17. First person or group to whom the dispute was taken: [enter the response from question G13]	G18. Second person or group to whom the dispute was taken: [use the codes from the top of the page]	G19. Third person or group to whom the dispute was taken: [use the codes from the top of the page]
A. Did you have the opportunity to state your opinion and participate in the first/second/third stage of the process?	1. Yes <input type="text"/> 3. No <input type="text"/>	1. Yes <input type="text"/> 3. No <input type="text"/>	1. Yes <input type="text"/> 3. No <input type="text"/>
B. As far as you know, was your opinion understood by the other disputing party during this stage of the process?	1. Yes <input type="text"/> 3. No <input type="text"/> 5. Don't know <input type="text"/>	1. Yes <input type="text"/> 3. No <input type="text"/> 5. Don't know <input type="text"/>	1. Yes <input type="text"/> 3. No <input type="text"/> 5. Don't know <input type="text"/>
C. As far as you know, was your opinion understood by the person to whom the dispute was taken in this stage of the process?	1. Yes <input type="text"/> 3. No <input type="text"/> 5. Don't know <input type="text"/>	1. Yes <input type="text"/> 3. No <input type="text"/> 5. Don't know <input type="text"/>	1. Yes <input type="text"/> 3. No <input type="text"/> 5. Don't know <input type="text"/>
D. How satisfied are you with the amount of respect you were given by the person to whom the dispute was taken?	1. Very satisfied <input type="text"/> 2. Fairly satisfied <input type="text"/> 3. Satisfied <input type="text"/> 4. Unsatisfied <input type="text"/> 5. Very unsatisfied <input type="text"/>	1. Very satisfied <input type="text"/> 2. Fairly satisfied <input type="text"/> 3. Satisfied <input type="text"/> 4. Unsatisfied <input type="text"/> 5. Very unsatisfied <input type="text"/>	1. Very satisfied <input type="text"/> 2. Fairly satisfied <input type="text"/> 3. Satisfied <input type="text"/> 4. Unsatisfied <input type="text"/> 5. Very unsatisfied <input type="text"/>
E. Did you feel that this stage of the process was fair?	1. Very fair <input type="text"/> 2. Fairly fair <input type="text"/> 3. Fair <input type="text"/> 4. Unfair <input type="text"/> 5. Very unfair <input type="text"/>	1. Very fair <input type="text"/> 2. Fairly fair <input type="text"/> 3. Fair <input type="text"/> 4. Unfair <input type="text"/> 5. Very unfair <input type="text"/>	1. Very fair <input type="text"/> 2. Fairly fair <input type="text"/> 3. Fair <input type="text"/> 4. Unfair <input type="text"/> 5. Very unfair <input type="text"/>
F. How long did this first / second / third process take?	<input type="text"/> days	<input type="text"/> days	<input type="text"/> days
G. How much money did it cost if anything?	<input type="text"/> Rp.	<input type="text"/> Rp.	<input type="text"/> Rp.
>> If nothing, note "00"			
H. If this problem occurred again, would you report to the same person?	1. Yes <input type="text"/> 3. No <input type="text"/> 5. Don't know <input type="text"/>	1. Yes <input type="text"/> 3. No <input type="text"/> 5. Don't know <input type="text"/>	1. Yes <input type="text"/> 3. No <input type="text"/> 5. Don't know <input type="text"/>
I. Was this dispute resolved during this stage of the process?	1. Yes >> jump to G20 <input type="text"/> 3. No <input type="text"/>	1. Yes >> jump to G20 <input type="text"/> 3. No <input type="text"/>	1. Yes >> jump to G20 <input type="text"/> 3. No >> continue to J <input type="text"/>
J. Did you request assistance from another person to resolve this problem?	1. Yes >> continue to G18 <input type="text"/> 3. No >> jump to G25 <input type="text"/>	1. Yes >> continue to G19 <input type="text"/> 3. No >> jump to G25 <input type="text"/>	1. Yes >> continue to K <input type="text"/> 3. No >> jump to G25 <input type="text"/>
K. In the end, did you manage to resolve this problem?			1. Yes >> continue to L <input type="text"/> 3. No >> jump to G25 <input type="text"/>
L. With whose help did you eventually resolve this problem? [use the codes from the top of the page]			<input type="text"/>

G20. Were you satisfied with the final decision?	1. Yes 3. No	<input type="text"/>
G21. Do you feel that the decision was in your favor?	1. Yes 3. No 5. Split Decision	<input type="text"/>
G22. Did you seek compensation during this process? >> If no, jump to G25.	1. Yes 3. No	<input type="text"/>
G23. Were you awarded compensation?	1. Yes 3. No	<input type="text"/>
G24. Have you as yet collected compensation?	1. Yes 3. No 5. Partially	<input type="text"/>

I will now ask you some questions about how you resolved the dispute that you indicated was your second most important.

>> Enumerator: Indicate Question Number of Disagreement Respondent Listed as **Second Most Important** in question G7.

>> If there is no second dispute jump to Section H

>> Enumerator: Please use the codes below for the questions indicated.

Codes for G27, G31, G32 and G33					
A. Did nothing	F. Traditional Leader / Institution	J. Police	O. Camat	S. Paralegal	X. Other, specify below
B. Family / Friends / Neighbours	G. Religious Leader	K. Women's Police Desk (RPK)	P. Bupati	T. Legal Aid Post	
C. Village Head / Lurah	H. Youth Leader	L. Prosecutor	Q. BPN	U. Women's Center	
D. Hamlet Head / RT / RW	I. Reconstruction Committee	M. District Court	R. KUA / P3NTR	V. NGO	
E. BPD/LMD or LKMD/LKML/KMK/LPM	N. Religious Court			W. Lawyer	

G25. When the problem occurred, did you try to negotiate directly with the other party?	1. Yes 3. No	<input type="text"/>
>> If yes, continue to G26. If no, jump to G27.		

G26. Was the matter resolved through these direct negotiations?	1. Yes 3. No	<input type="text"/>
>> If yes, jump to G34. If no continue to G27.		

G27. When the dispute arose or after direct negotiations, to who did you first report or request assistance to resolve the		<input type="text"/>
>> Enumerator: Allow respondent to answer and then use codes from top of the page.		

>> Enumerator: If respondent answers "1" (did nothing), go to G28. For all other answers, go to G29.

G28. Why did you not take any action?	>> Do not read the responses to the respondent. Choose the response that best suits their answer. Probe if necessary.	
1. Not important enough 2. It would only waste time 3. Did not have evidence 4. Did not know what to do / Did not know who could be of assistance 5. The person who could assist was too far	6. It would cost too much 7. The other party is much more powerful than I am, no chance of winning 8. Afraid it would result in violence 9. It would only create problems for my family 10. It would damage the relationship with the other party	95. Other, specify: <input type="text"/>
>> Enumerator: Jump to next section		

G29. Why did you choose this person?	>> Enumerator: Allow respondent to answer freely, then use codes below to classify the answer	
1. Cost 2. Party has community respect 3. Party has skills / knowledge	4. Would cause least disruption to life 5. "Always like that" 6. Most comfortable with person	7. They have responsibility/authority 95. Other, specify: <input type="text"/>

G30. Was there anyone that assisted you to report or request assistance?	1. Yes 3. No	If yes, specify: <input type="text"/>
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I will now ask you questions about the resolution process.	G31. First person to whom the dispute was taken: [enter the response from question G27]	G32. Second person to whom the dispute was taken: [use the codes from the top of the page]	G33. Third person to whom the dispute was taken: [use the codes from the top of the page]
A. Did you have the opportunity to state your opinion and participate in the first/second/third stage of the process?	1. Yes 3. No	1. Yes 3. No	1. Yes 3. No
B. As far as you know, was your opinion understood by the other disputing party during this stage of the process?	1. Yes 5. Don't know 3. No	1. Yes 5. Don't know 3. No	1. Yes 5. Don't know 3. No
C. As far as you know, was your opinion understood by the person to whom the dispute was taken in this stage of the process?	1. Yes 5. Don't know 3. No	1. Yes 5. Don't know 3. No	1. Yes 5. Don't know 3. No
D. How satisfied are you with the amount of respect you were given by the person to whom the dispute was taken?	1. Very satisfied 4. Unsatisfied 2. Fairly satisfied 5. Very unsatisfied 3. Satisfied	1. Very satisfied 4. Unsatisfied 2. Fairly satisfied 5. Very unsatisfied 3. Satisfied	1. Very satisfied 4. Unsatisfied 2. Fairly satisfied 5. Very unsatisfied 3. Satisfied
E. Did you feel that this stage of the process was fair?	1. Very fair 4. Unfair 2. Fairly fair 5. Very unfair 3. Fair	1. Very fair 4. Unfair 2. Fairly fair 5. Very unfair 3. Fair	1. Very fair 4. Unfair 2. Fairly fair 5. Very unfair 3. Fair
F. How long did this first / second / third process take?	<input type="text"/> days	<input type="text"/> days	<input type="text"/> days
G. How much money did it cost if anything? >> If nothing, note "00"	<input type="text"/> Rp.	<input type="text"/> Rp.	<input type="text"/> Rp.
H. If this problem occurred again, would you report to the same person?	1. Yes 5. Don't know 3. No	1. Yes 5. Don't know 3. No	1. Yes 5. Don't know 3. No
I. Was this dispute resolved during this stage of the process?	1. Yes >> jump to G34 3. No	1. Yes >> jump to G34 3. No	1. Yes >> jump to G34 3. No
J. Did you request assistance from another person to resolve this problem?	1. Yes >> continue to G32 3. No >> jump to next section	1. Yes >> continue to G33 3. No >> jump to next section	1. Yes >> continue to K 3. No >> jump to next section
K. In the end, did you manage to resolve this problem?	<div style="background: repeating-linear-gradient(45deg, transparent, transparent 2px, black 2px, black 4px); width: 100%; height: 40px;"></div>		1. Yes >> continue to L 3. No >> jump to next section
L. With whose help did you eventually resolve this problem?			[use the codes from the top of the page]

G34. Where you satisfied with the final decision?	1. Yes 3. No	<input type="text"/>
G35. Do you feel that the decision was in your favor?	1. Yes 3. No 5. Split Decision	<input type="text"/>
G36. Did you seek compensation during this process? >> If no, jump to section H!	1. Yes 3. No	<input type="text"/>
G37. Were you awarded compensation?	1. Yes 3. No	<input type="text"/>
G38. Have you as yet collected compensation?	1. Yes 3. No 5. Partially	<input type="text"/>

H. Dispute Resolution Preferences

I will now read a number of hypothetical disputes and will then ask a number of questions about how you might resolve these disputes.

Dispute Resolution Actors: >> Enumerator: Please use the codes below for the questions indicated.					
A. Don't know	F. Traditional Leader / Institution	J. Police	O. Camat	S. Paralegal	X. Other, specify below
B. Family / Friends / Neighbours	G. Religious Leader	K. Women's Police Desk (RPK)	P. Bupati	T. Legal Aid Post	
C. Village Head / Lurah	H. Youth Leader	L. Prosecutor	Q. BPN	U. Women's Center	
D. Hamlet Head / RT / RW	I. Reconstruction Committee	M. District Court	R. KUA / P3NTR	V. NGO	
E. BPD/LMD or LKMD/LKM/LKMK/LPM	N. Religious Court			W. Lawyer	

HYPOTHETICAL #1 Your younger brother was beaten up by a group of youths from a neighbouring village.

H1. To who would you first request assistance to resolve this dispute? >> Enumerator: Allow respondent to answer and then use codes from top of the page. >> Enumerator: If respondent answers "A" ("don't know"), jump to H4. For all other answers, continue to H2.	<input type="text"/>
H2. If this first person was unsuccessful, to who would you next request assistance to resolve this dispute? >> Enumerator: Allow respondent to answer and then use codes from top of the page. >> Enumerator: If respondent answers "A" ("don't know"), go to H4. For all other answers, continue to H7.	<input type="text"/>
H3. If this second person was also unsuccessful, to who would you next request assistance to resolve this dispute? >> Enumerator: Allow respondent to answer and then use codes from top of the page.	<input type="text"/>

HYPOTHETICAL #2 Your father passed away a year ago, and just a month ago one of his brothers arrived back in the village to claim a share of the inheritance.

H4. To who would you first request assistance to resolve this dispute? >> Enumerator: Allow respondent to answer and then use codes from top of the page. >> Enumerator: If respondent answers "A" ("don't know"), jump to G7. For all other answers, continue to H5.	<input type="text"/>
H5. If this first person was unsuccessful, to who would you next request assistance to resolve this dispute? >> Enumerator: Allow respondent to answer and then use codes from top of the page. >> Enumerator: If respondent answers "A" ("don't know"), go to H7. For all other answers, continue to H6.	<input type="text"/>
H6. If this second person was also unsuccessful, to who would you next request assistance to resolve this dispute? >> Enumerator: Allow respondent to answer and then use codes from top of the page.	<input type="text"/>

HYPOTHETICAL #3 A female friend of yours has been experiencing domestic violence regularly and has asked you for help.

H7. To who would you first request assistance to resolve this dispute? >> Enumerator: Allow respondent to answer and then use codes from top of the page. >> Enumerator: If respondent answers "A" ("don't know"), jump to F41. For all other answers, continue to F39.	<input type="text"/>
H8. If this first person was unsuccessful, to who would you next request assistance to resolve this dispute? >> Enumerator: Allow respondent to answer and then use codes from top of the page. >> Enumerator: If respondent answers "A" ("don't know"), jump to H10. For all other answers, continue to H9.	<input type="text"/>
H9. If this second person was also unsuccessful, to who would you next request assistance to resolve this dispute? >> Enumerator: Allow respondent to answer and then use codes from top of the page.	<input type="text"/>

HYPOTHETICAL #4 Your household is experiencing a land dispute with a household from a neighbouring village.

H10. To who would you first request assistance to resolve this dispute? >> Enumerator: Allow respondent to answer and then use codes from top of the page. >> Enumerator: If respondent answers "A" ("don't know"), jump to H13. For all other answers, continue to H11.	<input type="text"/>
H11. If this first person was unsuccessful, to who would you next request assistance to resolve this dispute? >> Enumerator: Allow respondent to answer and then use codes from top of the page. >> Enumerator: If respondent answers "A" ("don't know"), jump to H13. For all other answers, continue to H12.	<input type="text"/>
H12. If this second person was also unsuccessful, to who would you next request assistance to resolve this dispute? >> Enumerator: Allow respondent to answer and then use codes from top of the page.	<input type="text"/>

HYPOTHETICAL #5 The quality of work performed by a local contractor on a community project is of extremely poor quality.

H13. To who would you first request assistance to resolve this dispute? >> Enumerator: Allow respondent to answer and then use codes from top of the page. >> Enumerator: If respondent answers "A" ("don't know"), jump to next section. For all other answers, continue to H14.	<input type="text"/>
H14. If this first person was unsuccessful, to who would you next request assistance to resolve this dispute? >> Enumerator: Allow respondent to answer and then use codes from top of the page. >> Enumerator: If respondent answers "A" ("don't know"), jump to next section. For all other answers, continue to H15.	<input type="text"/>
H15. If this second person was also unsuccessful, to who would you next request assistance to resolve this dispute? >> Enumerator: Allow respondent to answer and then use codes from top of the page.	<input type="text"/>

I. Government and Corruption

	I1	I2	I3
	How do you react to the following statement: "[...] can be trusted?" >> Read options 1-5 1 Strongly agree 2 Agree 3 Neither agree or disagree 4 Disagree 5 Strongly disagree	If you were to bring a dispute or issue to [...], how confident are you that the process and outcome would be fair? >> Read options 1-5 1 Very confident 2 Confident 3 Neither confident or not confident 4 Not confident 5 Not confident at all	If you were to bring a dispute or issue to [...], how likely is that you would have to pay additional "unofficial fees" or "tired money"? >> Read options 1-5 1 Highly likely 2 Likely 3 Unsure 4 Unlikely 5 Highly unlikely
A	Traditional adat leaders or institutions [in this area]		
B	Village government officials [in this village]		
C	Kecamatan government officials [in this kecamatan]		
D	Police [in this kecamatan]		
E	The State Court [in this district]		
F	The Religious / Shar'iyah Court [in this district]		
G	The BPN office [in this district]		

	I4
	Have you experienced or heard of an incident of corruption or embezzlement involving [...] in the past two years? 1. Yes 3. No
A	Local School (SD, SMP, SMA, atau lain) - deviation of building rehabilitation fund - deviation of scholarship fund - Parents giving certain amount of money to the Principal/Teacher to ensure their children to go to school there - Parents giving a sum of money to ensure their children graduate
D	Village Government - deviation of the Village/Kelurahan Budget/finance/fund - deviation of aid from the Government/other parties, such as RASKIN, PKPS-BBM - illegal request for funds to produce documents

	I5	I6
	Have you or anyone in your household tried to [...] in the past two years? 1. Yes >> continue to H6 3. No >> skip to next row	When you or someone from your household [...], was "unofficial fees" or "tired money" ever requested? 1. Yes 3. No
A	Obtain an official document in relation to land ownership or transfer	
B	Obtain or renew a KTP	
C	Obtain or renew a STNK	
D	Obtain a letter of recommendation, residence or anything other letter from the government	
E	Register or re-enrol a child at school	
F	Resolve a problem with the police	
G	Obtain assistance from the local health clinic	
H	Access aid/assistance from the government (RASKIN, BBM, other compensation, etc.)	

	I7	I8	I9
	If this occurred in your here, would you report it to the legal apparatus? 1. Yes, definitely >> H8 2. Yes, maybe >> H8 3. No >> next row 4. Don't know >> next row	To where would you report this incident? >> Use codes below >> Do not read the options below >> If "don't know", skip to next row	After you reported the incident, which of the following best describes how the matter would be resolved? 1. The report would be received, but nothing would be done about it 2. The report would be received, but no attempts would be made but it would be forgotten 3. The perpetrator would be punished, but the punishment would be too low 4. The perpetrator would be punished, and the punishment would be appropriate 5. Don't know 95. Other, specify below
A	The head of the local health clinic illegally sells medicine in the city rather than distribute it to the community		
B	The village head takes Rp. 2 million from a village development program for his personal needs		
C	A committee member of a community development project embezzles Rp. 300,000 from the project budget		
D	The police ask that you pay Rp. 50,000 extra for your new motorbike licence.		
E	The head of the sub-district police embezzles Rp. 5 million from the police budget		
F	Certain officials in the district government demand Rp. 8 million to become a civil servant		

Dispute Resolution Actors:

- | | | |
|-------------------------------------|---|-------------------------|
| A. Don't know | J. Police | S. Paralegal |
| B. Family / Friends / Neighbours | K. Women's Police Desk (RPK) | T. Legal Aid Post |
| C. Village Head / Lurah | L. Prosecutor | U. Women's Center |
| D. Hamlet Head / RT / RW | M. District Court | V. NGO |
| E. BPD/LMD or LKMD/LKM/LMK/LPM | N. Religious Court | W. Lawyer |
| F. Traditional Leader / Institution | O. Camat | X. Other, specify below |
| G. Religious Leader | P. Bupati | |
| H. Youth Leader | Q. BPN | |
| I. Reconstruction Committee | R. KUA / P3NTR | |
| J. Other community leader | T. Other government office, specify below | |

J. Community Conflict and Safety

		J1
We would now like to get your impression about how conflict affects this community		How strongly do you agree or disagree with the following statements? 1. Very strongly agree 4. Less than agree 2. Strongly agree 5. Disagree 3. Agree 6. Strongly disagree
A	People with money or power always win in a conflict, even if they are wrong.	<input type="text"/>
B	When a conflict involves a crime against a woman, the solution usually protects the woman's rights	<input type="text"/>
C	Most of the time, people in this village who have a conflict can find someone in the village to help them resolve the dispute	<input type="text"/>
D	When a conflict between families or groups occurs, the leaders in this village usually make the situation worse.	<input type="text"/>
E	Conflicts between households are a serious problem in this village.	<input type="text"/>
F	Conflicts between hamlets are a serious problem in this village.	<input type="text"/>
G	Conflicts between this village and other villages are a serious problem in this village.	<input type="text"/>
H	Conflicts between ethnic or religious groups are a serious problem in this village	<input type="text"/>
I	Conflicts between this village and companies or businesses are a serious problem in this village.	<input type="text"/>
J	Conflicts between former GAM combatants and other villagers are a serious problem in this village. [Aceh only]	<input type="text"/>
K	Conflicts between security forces and other villagers are a serious problem in this village.	<input type="text"/>
L	Conflicts involving villagers leaders are a serious problem in this village	<input type="text"/>
M	Conflicts involving political parties are a serious problem in this village	<input type="text"/>

J2	If you walked alone at night in this village, what are the chances that you would be the victim of a physical assault? A. There would be almost no chance. B. It could happen but is unlikely.	C. It would be unlucky but not uncommon. D. It would be unsurprising as assaults are common.	<input type="text"/>
J3	If you left your house for a week, how safe do you feel your belongings would be? A. Very safe, nothing would be taken. B. Somewhat safe, but nothing is assured.	C. It would be unsurprising if small things were taken. D. Very worried that expensive things could be damaged or stolen.	<input type="text"/>
J4	How likely is it that there will be riots or incidents of widespread violence in the next year in this village? A. Very unlikely B. Unlikely C. Possible	D. Likely E. Very Likely	<input type="text"/>

K. Household Decision Making

K1	Do you yourself receive money from working inside or outside the household, or from some other regular source?	1. Yes 3. No >> skip to I3	<input type="text"/>
K2	Are you free to spend this money to buy household necessities?	1. Yes 3. No	<input type="text"/>
K3	Does your spouse receive money from working inside or outside the household, or from some other regular source? (Do not include money you give your spouse)	1. Yes 3. No >> skip to I5	<input type="text"/>
K4	Is your spouse free to spend this money to buy household necessities?	1. Yes 3. No	<input type="text"/>

We would like to know how your household makes decisions about a number of issues		K5		
		In your household, who makes decision about [...]?		
		>> Enumerator: The respondent can choose more than one if decisions are made jointly.		
		1. Respondent	4. Daughter	7. Mother-in-law
		2. Spouse	5. Mother	8. Father-in-law
		3. Son	6. Father	95. Other, specify
Expenditure				
A	Food Expenditure	<input type="text"/>	<input type="text"/>	<input type="text"/>
B	Routine purchases for household	<input type="text"/>	<input type="text"/>	<input type="text"/>
Children >> Enumerator: Skip if there are no children in the household under the age of 15				
C	Your children's education	<input type="text"/>	<input type="text"/>	<input type="text"/>
Livelihoods				
D	Whether you work	<input type="text"/>	<input type="text"/>	<input type="text"/>
E	Giving money to your parents, parents-in-law, or other family members	<input type="text"/>	<input type="text"/>	<input type="text"/>
F	Saving money	<input type="text"/>	<input type="text"/>	<input type="text"/>
G	Whether your spouse works	<input type="text"/>	<input type="text"/>	<input type="text"/>
H	Whether you invest in land, tools, a business, etc.	<input type="text"/>	<input type="text"/>	<input type="text"/>
Time				
I	Time you spend socializing with friends outside the house	<input type="text"/>	<input type="text"/>	<input type="text"/>
J	Time your spouse spends socializing with friends outside the house	<input type="text"/>	<input type="text"/>	<input type="text"/>

B. Extract from 2008 Extension of Timor-Leste Survey of Living Conditions – Justice Questions

SECTION 5: JUSTICE

SECTION 5A: COMMUNITY TRUST AND DECISION MAKING

HOUSEHOLD INTERVIEWED BY: _____ CODE: _____

WRITE THE IDENTIFICATION CODE OF THE _____

INDICATING THE INFORMATION _____

RESPONDENT: HOUSEHOLD HEAD OR SPOUSE

The next section relates to issues to your experience of focusing on community trust and decision making, but asking about the access to information and community involvement. Please understand that all responses will be kept completely confidential. This information is for researcher purposes only and will not be shared with anyone.

ACCESS TO INFORMATION

(1) How often do you:

Everyday / almost everyday	1
Three or four days a week	2
One or two days a week	3
Less than once a week	4
Never	5

Listen to the Radio _____

Watch Broadcast Television (excluding movies, DVD, VCD, etc.) _____

Read a National Newspaper _____

Read a Local Newspaper _____

(2) Which of the following is your main source for news about what is happening in the country?

Television News	1
Radio	2
National Newspaper	3
Local Newspaper	4
Friends/Neighbors	5
Political Party	6
Non-Governmental Organization	7
Internet	8
Other, specify _____	9

INVOLVEMENT IN COMMUNITY DECISION MAKING

I am now going to ask you about community decision making in your village/neighborhood. These meetings could be with the other organizations about projects and activities in the village or with members of the community about village or administration.

(3) Have you attended a decision making meeting in the past 12 months?

YES	1 ▶ 6
NO	2

(4) Do you feel sufficiently involved in the community decision making process?

YES	1
NO	2 ▶ 11

(5) Please tell me in what way you are involved. ▶ 12

(6) How many have you attended in the past 12 months? IF NONE, ENTER "0"

(7) Did you speak at any of these meetings?

YES	1
NO	2

(8) Think about the most recent meeting you have attended, what was the main subject of this meeting?

Project/Decision Making	1
Aid Distribution	2
Community Administration	3
Other, specify _____	4

(9) Was anyone from outside the community represented at the meeting?

No one / Only community members present	1
Members of government	2
Members from Aid Organization	3
Other, specify _____	4

(10) Do you feel sufficiently involved in the community decision making process?

YES	1 ▶ 12
NO	2

(11) Why are you not more involved?

(12) How safe do you or other members of your household feel with respect to physical threat/violence in your neighborhood?

Very safe	1
Safe	2
Unsafe	3
Very unsafe	4

(13) How safe do you or other members of your household feel with respect to physical threat/violence in neighborhoods other than your own?

Very safe	1
Safe	2
Unsafe	3
Very unsafe	4

(14) How safe are the goods that you and other household members own?

Very safe	1
Safe	2
Unsafe	3
Very unsafe	4

(15) In general, how trustworthy are the neighbors in your community?

Everyone is trustworthy	1
Most of them are trustworthy	2
A few of them are trustworthy	3
No one is trustworthy	4

(16) In general, how trustworthy are people from neighboring communities?

Everyone is trustworthy	1
Most of them are trustworthy	2
A few of them are trustworthy	3
No one is trustworthy	4

SECTION 5A: COMMUNITY TRUST AND DECISION MAKING

RESPONDENT: HOUSEHOLD HEAD OR SPOUSE

COMMUNITY CONFLICT

I am now going to ask you a couple of questions about incidents involving violence in your village/neighborhood that has occurred since January 1, 2007.

(16) How many incidents of (INCIDENT) do you recall occurring since January 1, 2007?

(17) What was the main cause of this violence?

(18) Do you feel like this matter has been settled to the satisfaction of those involved?

(19) Which age group was mainly involved in the violence?

Land Conflict _____ 2

Water Conflict _____ 3

Other Natural Resource Conflict, specify _____ 4

Nothing Underlying / Isolated Incident _____ 5

Other, specify _____ 6

INCIDENTS

A. Violence between individuals

B. Violence between groups within the community (e.g. hamlets, families, formal/informal organizations and groups)

C. Violence between this village and another village

D. Violence between citizens and the police or other security force

SECTION 5B: OPINION AND PERCEPTIONS OF THE LAW

RESPONDENT: HOUSEHOLD HEAD OR SPOUSE

Enumerator: If respondents says "A", fill in "A", if the respondent says "B", fill in "B". These are the only two responses that should be offered to the respondent. If the respondent answers "neither", fill in "C", if the respondent answers "both", fill in "D". Also note if the respondent doesn't know, or refuses to answer.

OPINIONS ABOUT JUSTICE	
For each of the following pairs of statements, tell me which is closest to your view. There are no right or wrong answers to these questions, they are only about your opinions.	
A. Public officials are not paid enough, so it is acceptable for them to ask for additional payments beyond what is legally allowed in exchange for good service	<input type="text"/>
B. Public officials serve the public and it is not acceptable for them to ask for additional payments beyond allowable rates.	
A. The <u>main</u> responsibility for maintaining law and order in the community is with the police.	<input type="text"/>
B. The <u>main</u> responsibility for maintaining law and order in the community is with the chefe de suco and the community itself.	
A. A woman should be able to speak for herself in the traditional adat process.	<input type="text"/>
B. The head of the family should represent the family in the traditional adat process.	
A. It is better for non-violent disputes to be resolved within the community.	<input type="text"/>
B. The formal court system is designed to be fair to all citizens, and is the best place to take non-violent disputes.	
A. A process of land titling would help to draw definite boundaries, and reduce conflict in the community.	<input type="text"/>
B. A land titling process would cause more problems that it solves by stirring up old problems and offering the opportunity to steal land with fake claims.	

PERCEPTIONS OF THE LAW & JUSTICE SYSTEM	
For each of the following pairs of statements, tell me which you think is more accurate for Timor Leste today. This is not a test of your skills, as there might not necessarily be a right or wrong answer. If you don't know, or aren't sure, you should guess. We are most interested in how you think the system would work in the circumstances below, or what you believe to be true under the current Timorese law and constitution.	
(6) A. When pursuing a land claim in the court system, the strongest claim is an official paper land title.	<input type="text"/>
B. When pursuing a land claim in the court system, an official paper land title is not regarded as a stronger claim than a community-recognized traditional land claim.	
(7) A. According to the constitution, the <i>adat</i> process must be within certain guidelines.	<input type="text"/>
B. According to the constitution, <i>adat</i> is based on local custom and therefore not subject to national standards.	
(8) A. According to national law, all household property is under the control of the head of the household.	<input type="text"/>
B. According to national law, property acquired by the man or woman prior to marriage remains under their personal control throughout the marriage.	
(9) A. A woman can obtain a divorce without the approval of the man in certain circumstances.	<input type="text"/>
B. It is not possible for a woman to be granted a divorce without the consent of her husband.	
(10) A. According to national law, men and women are entitled to equal daily wage for the same tasks.	<input type="text"/>
B. According to national law, men and women may be paid different daily rates for the same tasks.	

(11) A. According to national law, only a woman who experienced physical violence can report to someone	<input type="text"/>
B. According to national law, women who experience pressure and threats can also report to someone	
(12) A. Parents must produce a birth or baptism certificate upon enrolling their children in primary school.	<input type="text"/>
B. Parents are not required to produce birth or baptism certificate upon enrolling their children in school.	

SECTION 5C: LOCAL INSTITUTIONS
RESPONDENT: HOUSEHOLD HEAD OR SPOUSE

	(1) How satisfied are you with [INSTITUTION]?	(2) Generally speaking, why are you not satisfied? SELECT MAIN REASON	(3) To whom else would you ask for help if [INSTITUTION] were not doing its job properly?	(4) Have you, or anyone in your household, ever had a personal experience with [INSTITUTION]?
I am now going to ask you about how satisfied you are with different local institutions where you might take a disagreement between people.	Very Satisfied 1 ► 3	Disputes are not settled 1	National Police A	Chefe de aldeia / Chefe de suco I
	Fairly Satisfied 2 ► 3	The process is unfair 2	International Police B	Traditional Leader / Adat J
	Fairly Unsatisfied 3	It cost too much 3	GNR C	Provedor's Office K
	Very Unsatisfied 4	The process takes too long 4	District Courts D	No where / Nothing to be done L
	Not available here 5 ► Next Row	Other, specify: _____ 5	Appellate Court E	Direct Negotiations M
		Lawyer / Paralegal F	Sub-district / District Authority N	YES 1
		State Prosecutor G	Other, specify: O	NO 2
		Judge H		
INSTITUTION			CIRCLE ALL THAT APPLY	
1 Traditional adat process / Traditional leader			A B C D E F G H I J K L M N O	
2 Chefe de aldeia / Chefe de suco			A B C D E F G H I J K L M N O	
3 Provedor's office conflict resolution facilities			A B C D E F G H I J K L M N O	
4 National Police			A B C D E F G H I J K L M N O	
5 International Police			A B C D E F G H I J K L M N O	
6 GNR			A B C D E F G H I J K L M N O	
7 Paralegal / Lawyer / Legal aid NGO			A B C D E F G H I J K L M N O	
8 Courts / Judges			A B C D E F G H I J K L M N O	
9 Sub-district Level Government Officials			A B C D E F G H I J K L M N O	

HYPOTHETICAL DISAGREEMENTS

I am going to ask you about a series of hypothetical situation. I would like you to imagine yourself in the situation that I describe, and answer the questions about how you would proceed in trying to resolve this situation.
 USE CODES FOR ABOVE QUESTION (3). ALL RESPONDENT TO ANSWER WITHOUT READING CHOICES, THEN INDICATE APPROPRIATE LETTER CORRESPONDING TO THEIR FIRST CHOICE.

	(5) Where would you take this dispute?	(6) If you decided to engage in the formal legal sector, who would be the first person you approached?
1 Your younger brother was beaten up by a group of people from a neighboring village.		
2 Your household is experiencing a property boundary dispute with another household.		
3 Your village is experiencing a boundary dispute with another village, which involves part of the land on which you farm.		
4 Someone is claiming ownership over your land.		
5 An official at the sub-district level is asking for triple the official price to process government documents.		

SECTION 5D: DISPUTE RESOLUTION

RESPONDENT: HOUSEHOLD HEAD OR SPOUSE

I am now going to ask you about how satisfied you are with different local institutions where you might take a disagreement between people.

I am going to read a list of disputes that could arise for a household. After each one, please tell me if you or anyone in your household has experienced this problem since January 1, 2007.

Please limit your response only to disputes that your household has experienced, not those that you have heard about from others.

COMPLETE (1) (ASKING ABOUT ALL THE PROBLEMS) BEFORE MOVING ON TO (2)-(4).		AFTER YOU HAVE FINISHED COMPLETELY WITH (1), READING ALL DISPUTES, ASK QUESTIONS (2)-(4) FOR THOSE INDICATED AS "YES" IN (1).			AFTER YOU HAVE COMPLETED (2) - (4) FOR ALL DISPUTES, ASK FOLLOWING QUESTIONS.		
	(1)	(2)	(3)	(4)	(5)	(6)	(7)
DISPUTE	Have you or anyone in your household experienced a dispute with [DISPUTE] in the past year? Yes 1 No 2	Did the problem result in property damage? Yes 1 No 2	Did the problem result in injury to anyone? Yes 1 No 2	Did the problem result in death? Yes 1 No 2	Which of the following disputes that you experienced have had the most impact on your household. LIST UP TO 3. USE LETTER TO DISPUTE.	Who was primary party this dispute was with? [USE CODES FROM BOTTOM OF PAGE.]	Please briefly describe this dispute in a few sentences. Include: the time of origin and a few specifics on what was in dispute.
<i>Resource</i>					(A) First:		
A. Land					<input type="checkbox"/>	<input type="checkbox"/>	
B. Water					<input type="checkbox"/>		
C. Forestry					<input type="checkbox"/>		
D. Agricultural Production Rights	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<i>Family</i>					<input type="checkbox"/>		
E. Child Custody / Support	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
F. Contested Inheritance	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
G. Domestic Violence					<input type="checkbox"/>		
H. Bride Price	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<i>Financial</i>					(B) Second:		
I. Enforcement of Business Agreement	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
J. Repayment of Loans	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<i>Crime / Disputes Between Individuals</i>					<input type="checkbox"/>		
K. Physical Assault	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
L. Theft	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<i>Development Project Disputes</i>					<input type="checkbox"/>		
M. Distribution of Aid	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
N. Access to Development Resources					<input type="checkbox"/>		
O. Compensation associated with a development project or social program	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<i>Government Decision Making</i>					(C) Third:		
P. Village decision made by local authority	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Q. Decision made by sub-district or district authority	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<i>Other</i>					CODES FOR OTHER PARTY		
R. Other, specify _____					Family Member 1	Company / Plantation 4	Other, specify 7
					Other Individual 2	Village Government 5	
					Other Village 3	Provincial or National Government 6	
	IF ALL '2' <input type="checkbox"/>						

SECTION 5D: DISPUTE RESOLUTION

RESPONDENT: HOUSEHOLD HEAD OR SPOUSE

Please ask the following questions about the FIRST dispute listed in (5A).

<p>(8) Did you seek help in resolving this dispute?</p> <table style="width: 100%;"> <tr> <td>YES</td> <td>1</td> <td>▶ 10</td> </tr> <tr> <td>NO</td> <td>2</td> <td></td> </tr> </table>	YES	1	▶ 10	NO	2		<p>### How much money did it cost, if anything? (Do Not include money paid as restitution to other party.) \$ <input style="width: 50px;" type="text"/></p> <p>WRITE "0" IN THE BOX IF IT DID NOT COST ANYTHING.</p>	<p>(21) Were you awarded compensation?</p> <table style="width: 100%;"> <tr> <td>YES</td> <td>1</td> </tr> <tr> <td>NO</td> <td>2 ▶ 23</td> </tr> </table>	YES	1	NO	2 ▶ 23																								
YES	1	▶ 10																																		
NO	2																																			
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<p>(9) Why not?</p> <table style="width: 100%;"> <tr> <td>Did not know what to do / Did not think anything could be done</td> <td>1</td> </tr> <tr> <td>The matter was solved through direct negotiation with other party</td> <td>2</td> </tr> <tr> <td>It would take too much time</td> <td>3</td> </tr> <tr> <td>It would cost too much money</td> <td>4</td> </tr> <tr> <td>The other party is much more powerful than I am, no chance of winning</td> <td>5</td> </tr> <tr> <td>Afraid pursuing would lead to violence</td> <td>6</td> </tr> <tr> <td>Did not have evidence</td> <td>7</td> </tr> <tr> <td>It would cause problems for me and my family</td> <td>8</td> </tr> <tr> <td>Other, specify</td> <td>9</td> </tr> </table> <p style="text-align: right;">▶ 24</p>	Did not know what to do / Did not think anything could be done	1	The matter was solved through direct negotiation with other party	2	It would take too much time	3	It would cost too much money	4	The other party is much more powerful than I am, no chance of winning	5	Afraid pursuing would lead to violence	6	Did not have evidence	7	It would cause problems for me and my family	8	Other, specify	9	<p>### Did this party make a decision in this case?</p> <table style="width: 100%;"> <tr> <td>No, the matter is pending.</td> <td>1 ▶ 23</td> </tr> <tr> <td>No, this party decided not to rule on this case.</td> <td>2</td> </tr> <tr> <td>Yes, and the matter is resolved.</td> <td>3 ▶ 20</td> </tr> <tr> <td>Yes, but the decision was appealed.</td> <td>4</td> </tr> <tr> <td>Yes, but the matter remains unresolved.</td> <td>5</td> </tr> </table>	No, the matter is pending.	1 ▶ 23	No, this party decided not to rule on this case.	2	Yes, and the matter is resolved.	3 ▶ 20	Yes, but the decision was appealed.	4	Yes, but the matter remains unresolved.	5	<p>(22) Have you as yet collected compensation?</p> <table style="width: 100%;"> <tr> <td>YES</td> <td>1</td> </tr> <tr> <td>NO</td> <td>2</td> </tr> </table>	YES	1	NO	2		
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YES	1																																			
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<p>HELP SOUGHT</p> <p>(10) Who was the first person from which you sought help to resolve this dispute?</p> <table style="width: 100%;"> <tr> <td>Family Member / Neighbor / Friend</td> <td>1</td> </tr> <tr> <td>Priest</td> <td>2</td> </tr> <tr> <td>Legal Aid Group / NGO</td> <td>3</td> </tr> <tr> <td>Chefe de aldeia / Chefe de suco</td> <td>4</td> </tr> <tr> <td>Adat Process</td> <td>5</td> </tr> <tr> <td>Police</td> <td>6</td> </tr> <tr> <td>Local Government Official</td> <td>7</td> </tr> <tr> <td>Provincial / National Government Official</td> <td>8</td> </tr> <tr> <td>Court Official</td> <td>9</td> </tr> <tr> <td>Other, specify</td> <td>10</td> </tr> </table>	Family Member / Neighbor / Friend	1	Priest	2	Legal Aid Group / NGO	3	Chefe de aldeia / Chefe de suco	4	Adat Process	5	Police	6	Local Government Official	7	Provincial / National Government Official	8	Court Official	9	Other, specify	10	<p>### RESOLUTION</p> <p>Did you seek help from another group after you consulted the first party?</p> <table style="width: 100%;"> <tr> <td>YES</td> <td>1</td> </tr> <tr> <td>NO</td> <td>2 ▶ 23</td> </tr> </table>	YES	1	NO	2 ▶ 23	<p>(23) How satisfied were you with the process?</p> <table style="width: 100%;"> <tr> <td>Very Satisfied</td> <td>1</td> </tr> <tr> <td>Somewhat Satisfied</td> <td>2</td> </tr> <tr> <td>Neither Satisfied nor Unsatisfied</td> <td>3</td> </tr> <tr> <td>Somewhat Unsatisfied</td> <td>4</td> </tr> <tr> <td>Very Unsatisfied</td> <td>5</td> </tr> </table>	Very Satisfied	1	Somewhat Satisfied	2	Neither Satisfied nor Unsatisfied	3	Somewhat Unsatisfied	4	Very Unsatisfied	5
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<p>(11) Why did you choose this person / group?</p> <p>ALLOW THE RESPONDENT TO ANSWER, THEN FILL IN CODE FROM LIST BELOW.</p> <table style="width: 100%;"> <tr> <td>Cost</td> <td>1</td> </tr> <tr> <td>Party has community respect</td> <td>2</td> </tr> <tr> <td>Party has technical skill</td> <td>3</td> </tr> <tr> <td>Would cause least disruption to life</td> <td>4</td> </tr> <tr> <td>Most comfortable with person</td> <td>5</td> </tr> <tr> <td>Other, specify</td> <td>6</td> </tr> </table>	Cost	1	Party has community respect	2	Party has technical skill	3	Would cause least disruption to life	4	Most comfortable with person	5	Other, specify	6	<p>### Has this dispute been resolved at this time?</p> <table style="width: 100%;"> <tr> <td>YES</td> <td>1</td> </tr> <tr> <td>NO</td> <td>2 ▶ 23</td> </tr> </table>	YES	1	NO	2 ▶ 23	<p>(24) INTERVIEWER: CHECK FRONT COVER OF QUESTIONNAIRE. IS THIS AN:</p> <p>PRIMARY INTERVIEWER EVEN HOUSEHOLD</p> <p>THANK THE HEAD AND ASK TO TALK TO SPOUSE AND ALL OTHER ADULTS 15 AND OLDER IN HOUSEHOLD</p> <p style="text-align: center;">▶ SECTION 3B</p> <p>SECONDARY INTERVIEWER ODD HOUSEHOLD</p> <p>STOP! PRIMARY INTERVIEWER WILL HAVE COMPLETED ALL OTHER SECTIONS OF QUESTIONNAIRE.</p>																		
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YES	1																																			
NO	2 ▶ 23																																			
<p>(12) How much time did this process take?</p> <p style="text-align: right;">Days: <input style="width: 50px;" type="text"/></p>	<p>### How much money overall has this dispute cost you? (Do Not include money paid as restitution to other party.) \$ <input style="width: 50px;" type="text"/></p> <p>WRITE "0" IN THE BOX IF IT DID NOT COST ANYTHING.</p>																																			
	<p>### How much time overall has this taken?</p> <p style="text-align: right;">Days: <input style="width: 50px;" type="text"/></p>																																			
	<p>### Was the issue resolved in your favor?</p> <table style="width: 100%;"> <tr> <td>YES</td> <td>1</td> </tr> <tr> <td>NO</td> <td>2</td> </tr> <tr> <td>SPLIT DECISION</td> <td>3</td> </tr> </table>	YES	1	NO	2	SPLIT DECISION	3																													
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Selected List of Household Surveys with Justice Aspects

Afrobarometer (www.afrobarometer.org) Afrobarometer is a public opinion survey that has been conducted in multiple waves across the continent since 1999. Countries surveyed in this project include Benin, Botswana, Burkina Faso, Cape Verde, Ghana, Kenya, Lesotho, Liberia, Madagascar, Malawi, Mali, Mozambique, Namibia, Nigeria, Senegal, South Africa, Tanzania, Uganda, Zambia and Zimbabwe. Topics included are democracy, governance, livelihoods, macro-economics and markets, social capital, conflict and crime, participation, and national identity.

Asia Foundation (<http://asiafoundation.org/>): The Asia Foundation is a non-governmental organization working widely in the Asia-Pacific Region that collects primary data in some countries as part of its governance program. Projects topics include conflict management, counter-corruption, decentralization and local governance, development of central executive institutions of government, legislative development, civil society development, media development, information and communication technology, and Islam and development.

Gallup Polls (www.gallup.com): Gallup is a long-established polling organization that collects social and political information in developing world countries as part of its international division.

Latin American Public Opinion Project (<http://www.vanderbilt.edu/lapop>): LAPOP has been conducted in two round since 2004, and have been conducted in the following countries: Albania, Argentina, Bolivia, Belize, Brazil, Chile, Canada, Colombia, Costa Rica, Dominican Republic, Ecuador, Guatemala, Guyana, Haiti, Honduras, Israel, Jamaica, Madagascar, Mexico, Nicaragua, Panama, Paraguay, Peru, El Salvador, United States, Uruguay, and Venezuela. Topics covered include corruption victimization, citizen participation in and evaluation of local government, trust in government institutions, political tolerance, civil society participation, evaluation of the economy, and support for democracy.

Latinobarómetro (www.latinobarometro.org): Latinobarómetro is an annual public opinion survey that involves some 19,000 interviews in 18 Latin American countries, covering topics such as the development of democracy and economies as well as societies, using indicators of opinion, attitudes, behaviour and values. Its results are used by social and political actors, international organizations, governments and the media.

World Bank (www.worldbank.org): A number of programs within the World Bank Group can be useful to researchers designing a primary data collection project. Two potential points of entry for access to justice surveys would be the Justice for the Poor Program (www.worldbank.org/justiceforthe poor) and the Living Standards Measurement Survey (www.worldbank.org/l sms).