

SOCIAL TENURE DOMAIN MODEL (STDM) TRAINING GUIDEBOOK FOR LOCAL ENUMERATORS AND FACILITATORS:



**As applied in the context of Indigenous
Peoples and Migrant Settlers
in the Philippines**





Founded in 1979, the Asian NGO Coalition for Agrarian Reform and Rural Development (ANGOC) is a regional association of national and regional networks of civil society organizations (CSOs) in Asia actively engaged in promoting food sovereignty, land rights and agrarian reform, sustainable agriculture, participatory governance, and rural development. ANGOC member networks and partners work in 10 Asian countries together with 3,000 CSOs and community-based organizations (CBOs). ANGOC actively engages in joint field programs and policy discussions with national governments, intergovernmental organizations (IGOs), and international financial institutions (IFIs).

ANGOC is a member of the Global Land Tool Network (GLTN), Global Forum on Agricultural Research (GFAR), Indigenous Peoples' and Community Conserved Areas and Territories (ICCA) Consortium, and the International Land Coalition (ILC).

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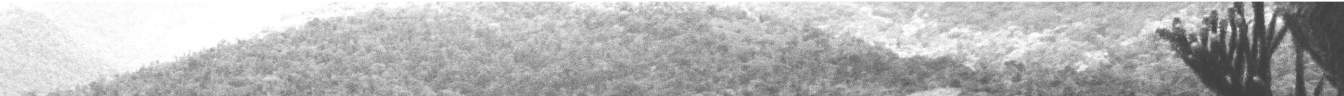
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LIST OF ACRONYMS

AD	Ancestral Domain
ADR	Alternative Dispute Resolution
ADSDPP	Ancestral Domain Sustainable Development and Protection Plan
AL	Ancestral Land
ANGOC	Asian NGO Coalition for Agrarian Reform and Rural Development
BLGU	<i>Barangay</i> (village) Local Government Unit
BSQ	Baseline Survey Questionnaire
CADC	Certificate of Ancestral Domain Claim
CADT	Certificate of Ancestral Domain Title
CALT	Certificate of Ancestral Land Title
CBFM	Community-Based Forest Management
CBFMA	Community-Based Forest Management Agreement
CDeO	Cagayan de Oro City
CSO	civil society organization
DAR	Department of Agrarian Reform
DENR	Department of Environment and Natural Resources
GLTN	Global Land Tool Network
GPS	Global Positioning System
HSQ	Household Survey Questionnaire
IPs	indigenous peoples
IPO	Indigenous Peoples Organization
IPRA	Indigenous Peoples' Rights Act
PC	personal computer
LGU	Local Government Unit
MILALITTRA	Miarayon-Lapok-Lirongan-Tinaytayan Tribal Association, Inc.
NAMAMAYUK	Nakahiusang Manobong Manununod sa Yutang Kabilin, Inc.
NCIP	National Commission on Indigenous Peoples
PTTA	Portulin Talaandig Tribal Association, Inc.
RLUC	Regional Land Use Committee
SALaR	Securing Access to Land and Resources
STDM	Social Tenure Domain Model
XSF	Xavier Science Foundation, Inc.

FOREWORD

This knowledge product *Social Tenure Domain Model (STDM) Training Guidebook for Local Enumerators and Facilitators: As applied in the context of Indigenous Peoples and Migrant Settlers in the Philippines* is a result of the four-year journey of Xavier Science Foundation, Inc. (XSF) and the Asian NGO Coalition for Agrarian Reform and Rural Development (ANGOC) in partnership with three Indigenous Peoples Organizations – NAMAMAYUK, MILALITTRA, and PTTA, and the local government units of *Barangays* Bacusanon and Nabaliwa of the municipality of Pangantucan, and *Barangays* Miarayon, Lapok, Lirongan, and San Miguel of the municipality of Talakag. Both municipalities are in the province of Bukidnon, in Mindanao, south of the Philippines.

Developed by the Global Land Tool Network (GLTN), STDM is a pro-poor, participatory and gender responsive land information system for capturing person/s to land relationships cognizant of the land rights continuum. This tool aims to close the gap between the formal system and those tenure arrangements that are not recognized by the statutory and legal system. (More information may be accessed in the STDM website: www.stdm.glt.n.net.)

Through the Secure Access to Land and Resources (SALaR) program of GLTN, ANGOC in partnership with XSF piloted STDM in the context of indigenous peoples and migrant settlers in Bukidnon, Philippines. Inspired by such experience, this training guidebook aims to equip the users with the necessary knowledge, attitude, and skills on participatory mapping and enumeration. It is intended for CSOs as an added tool to increase transparency in land ownership or stewardship status, to address land disputes, and to manage the use of land and natural resources.

This publication is designed to impart the key concepts of STDM and participatory enumeration, an overview of the training course and modules, the application of technical devices and software, conduct of participatory validation of data generated, and awarding of certificates of customary land occupancy. We have added a section on frequently asked questions as well as tools and templates used in our initiative.

This training guidebook is not prescriptive but aims to contribute to the empowerment process of communities. It is a work-in-progress and shall welcome feedback from practitioners to further enhance the tools, methods, and processes presented in this publication. At the same time, this initiative contributes to the efforts of ANGOC in sharing of experiences, approaches, and tools on enhancing tenurial security of the rural poor.

We acknowledge the Technical Assistance Movement for People and Environment, Inc. (TAMPEI) for preparing the STDM User's Guide Tagalog Version which we translated into English as part of this guidebook.

Finally, our sincere appreciation to Thieza Verdijo for preparing the contents of this training guide, and the rest of the production team for helping assemble the various parts of this document. We thank GLTN for making this publication possible.

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CHAPTER 1

Introduction to the STDM Training Guidebook for Local Enumerators and Facilitators



Training of trainers workshop, December 2018, CDeO. ©XSF

STDM and Participatory Enumeration as Land Tools

The Social Tenure Domain Model (STDM) and participatory enumeration are global land tools used to increase the uptake of approaches, frameworks, and policy guidelines that are pro-poor, fit-for-purpose, and gender-responsive. These tools strengthen the capacity of change agents and rural poor women, men, and vulnerable groups. It also improves awareness among stakeholders on issues and measures for improving land and natural resource tenure security.

How this Training Guidebook was Developed

This training guidebook was developed from a collective and participatory approach, where contributions from the project team, local enumerators, and stakeholders were integrated.

Prior to the conduct of the first round of training activities, members of the project team developed modules with the goal of thoroughly preparing the local enumerators recruited and deployed to conduct the participatory household enumeration.

The modules were reviewed, approved, and applied during the actual trainings courses and workshops. The project team then documented the gaps, best practices, lessons learned, challenges encountered, and recommendations generated throughout the implementation of the SALaR project activities.

Scope and Importance of this Training Guidebook

This training guidebook covers the step-by-step guide on the concepts, technical terms, processes, and procedures in the implementation of STDM and Participatory Enumeration activities outlined in the various modules and topics, as well as best practices experienced from the field. FAQs (frequently asked questions) are outlined in the guidebook to respond to the general inquiries of the communities and other stakeholders about the project, particularly in its land tools component. It also presents the involvement of various local partners, i.e., Indigenous Peoples Organizations (IPOs), Local Government Units (LGUs), civil society organizations (CSOs), as well as national and global partners at the various stages of the project implementation.

The guidebook does not include the detailed process of generating individual household certificates using the STDM software. However, it touches on the basics of encoding, generating, and printing of certificates.

Intended Users of this STDM Training Guidebook

This training guidebook has been primarily prepared for local enumerators and community facilitators to assist them in the implementation of STDM and participatory enumeration in the context of indigenous peoples and migrant settlers in the Philippines. Local enumerators are selected from the partner communities and facilitators are trained by the XSF and ANGO staff. Other civil society organizations (CSOs) may use this guidebook as a reference in replicating or scaling up on this initiative, or in the conduct of similar activities.



How to Use this STDM Training Guidebook

This training guidebook has six (6) chapters that cover the entire process of implementing the STDM and conducting participatory enumeration. Enumerators and facilitators may refer to specific chapters to guide them during the implementation of each activity. The guidebook only outlines the standard process as observed and tested in the conduct of field activities based on the experience of the SALaR project in the Philippines. Each enumerator and facilitator may vary in terms of presentation and actual display of learning during fieldwork. A sample program flow for a three-day training-workshop is also provided in the next chapter.

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CHAPTER 2

Training Program and Modules



STD training of trainers workshop, February 2019, CdeO. ©XSF

Introduction to the Training Modules and How to Use It

The training modules were developed to provide the general concepts, technical terms, processes, and procedures in implementing STDM and participatory enumeration.

There are six (6) modules presented in this training guidebook covering the following topics:

Module 1: Introduction to Secure Access to Land and Resources (SALaR) and its Project Proponents;

Module 2: Introduction to Baseline and Household Survey Questionnaire;

Module 3: Introduction to STDM and Handheld Devices;

Module 4: Documentation on Lesson Learned;

Module 5: Coaching and Mentoring; and,

Module 6: Practicum.

Each module outlines the program flow as facilitated in the field. The modules in terms of materials, examples, and methodology may be modified based on the context of the communities and participants.

Lists of references are also shared for a more in-depth research about the topics. Graphics and illustrations are designed to support the learning of every participant combining visual and narrative information.

The time allotment per module will depend on each topic. Some topics require more time while some less. The approximate time per module will run to one (1) hour minimum and about five (5) hours maximum.

The Training Program

The training program flow may vary depending on the number of days allotted per module and for the entire training course. The program design presented here is a three-day activity based on the actual course conducted by ANGOC and XSF.

Essentially, the course covers: (a) general program orientation and introduction of participants; (b) training proper; and, (c) practicum and culmination. A concept note is developed to outline the purpose of the training, daily activities, and people responsible for running the event provided. (*Refer to Attachment A for the Sample Concept Note*)

Conducting the training program requires logistical and secretariat preparations. It is important to have a venue that is accessible and conducive to learning, as well as a community that is willing to host the said training course. Field application or practicum is necessary and highly recommended when implementing the STDM to ensure that participants are able to apply hands-on the knowledge and skills presented during classroom lectures.

Moreover, training participants must be willing to learn, and staff should be readily available for consultations.

Learning Objectives

At the end of the training-workshop, the local enumerators will be able to:

- understand the general concept of the GLTN-SALaR project, including its implementing local partners and other stakeholders;
- acquire the necessary knowledge and skills to conduct household enumeration, basic mapping and use of GIS, encoding, data analysis, and certificate generation; and,
- actualize the knowledge and skills through a practicum on participatory enumeration and conducting a baseline survey.

Table 1. Module Overview

# of hours	Session	Remarks
4 hours	Preliminaries	Prayer Ritual, House Rules, introduction of participants, expectation-setting, team-building
30 mins	Intro to SALaR and its Project Proponents	Presentation of project overview
3 hours and 15 Mins	Intro to Baseline & Household Survey Questionnaires	Composition of Baseline and Household Survey Questionnaires
4 hours and 30 Mins	Introduction to STDM and Handheld Devices	Introduction to STDM Familiarization of field devices: a) Camera b) GPS c) Desktop & Software d) Tablet & Software
1 hour and 30 Mins	Documentation on Lessons Learned	Writeshop and <i>Dos and Don'ts</i> in Documentation
3 hours	Coaching and Mentoring	Recap of lecture notes; practice mapping and Interviewing
4 hours and 30 minutes	Field practicum with Debriefing and Evaluation	Actual field application; household interview, mapping

Preliminaries

Arrival and billeting of training participants must be ensured by the implementing staff. Accommodations are to be prepared ahead of time and room assignments are to be set in place. Depending on the context, this stage of the program will vary accordingly. In the case of the SALaR project implemented by ANGOC and XSF, a prayer ritual may be performed since the project is conducted in partnership with the indigenous peoples (IP) of Bukidnon.

The prayer ritual is led by the tribal ritualist together with the tribal chieftain and members of the Council of Elders. The ritual is performed with an offering of the blood of a native chicken. The training participants, staff, and community members must partake in the offering.

An assigned facilitator may direct the training participants to the training hall where house rules, safety protocols, and other general guidelines are presented.

Module # 1: Introduction to SALaR and its Project Implementers

This module presents the overall objective of the global project Secure Access to Land and Resources (SALaR) implemented by the Global Land Tool Network (GLTN) in partnership with the ANGOC and XSF in the Philippines.

It highlights the importance of land and how it relates to poverty and hunger. The project hopes to increase food security and heighten secure access to land through the use of land tools, as well as capacity development for partners and other stakeholders. It includes women and youth in various project activities emphasizing the importance of their participation and how this benefits community engagements.

The module includes a short background about ANGOC and XSF as local implementing institutions. It emphasizes how the project aligns with the vision and mission of both institutions, paving way to enhance the tenurial security of indigenous smallholder farmers in the province of Bukidnon, Northern Mindanao, Philippines.

It outlines the five components of the project as follows: (a) Land Tools Implementation; (b) Capacity Development; (c) Fostering Multi-stakeholder Dialogues; (d) Knowledge, Learning and Dissemination; and, (e) Coordination and Management.

Box 1. Module 1: Introduction to SALaR

Duration: 30 minutes
Materials Needed: Visual aid (power point presentation)

Outline:

Overview of SALaR Initiative

- Importance of Land
- Global Hunger Map
- Status of Land Tenure and Property Right
- What we hope to achieve
- Ways of achieving our goals
- Inclusion of women and youth

Presentation of the Philippine SALaR Project

- Project Background, Specific Objectives
- General Project Components
- Context and Background
- Project Partners
- Lessons Learned

Module # 2: Introduction to Baseline and Household Survey Questionnaires

This module presents the tool used in the conduct of household enumeration. A Baseline Survey Questionnaire (BSQ) and a Household Survey Questionnaire (HSQ) were developed for this purpose.

Both questionnaires both have similar contents but vary in terms of application and purpose.

Box 2. Module 2: Introduction to Baseline and Household Survey Questionnaires

Duration: 2 hours and 30 minutes

Materials Needed: Visual aid (power point presentation), metacards, masking tape, markers, LCD projector and screen, speaker and microphone

Learning methods: Lecture, workshop, testimony, and simulation

Session Objectives: By the end of the session, the participants should be able to:

- assess the important relationships between the enumerators and respondents;
- discuss and deliver the content of the BSQ and HSQ effectively; and,
- outline and familiarize the contents of the BSQ and HSQ.

Session Outputs:

- Deeper understanding and appreciation of the tools – BSQ and HSQ in the conduct of participatory enumeration.
- Participants become confident in building ownership towards the project.

Procedure:

Start the session by giving each participant a copy of the BSQ and HSQ. Instruct them to place it face down on the table. Then the facilitator will also distribute three (3) colors of metacards randomly to the participants (e.g., pink, green, yellow). Ensure each participant has one metacard. Explain to them that each metacard will correspond to one question.

The questions to be answered are: (1) What do you think are the roles and responsibilities of the enumerator to the respondents? – Pink metacard, (2) What do you think are the roles and responsibilities of the respondents to the enumerators? – Yellow, (3) Do you think an enumerator can help his/her fellow community? How? – Green.

Set a non-threatening environment so that the participants will be open to answer.

Assure the participants that there is no wrong answer, and that they are entitled to give their own opinion. Allot five minutes to answer the said questions. Then, ask them to group themselves according to the color of their metacards.

The participants will then be given another five minutes to collectively discuss their answers. Each group will assign one presenter. The presenter will be given three minutes to present the group's answer to the plenary. The facilitators may then proceed to the lectures.

The facilitator will show the enumerators the contents of the BSQ and HSQ. During the presentation, ask and encourage them to participate by asking them what the possible questions the BSQ and HSQ could contain.

Gain participants' interaction by letting them read the PPT slides. Give them time to ask questions and answer each question. The session will end with a question-and-answer portion.

Outline:

- Introductory Part
- Location of the Respondents
- Enumerator's Data
- Respondent's Data
- Family Members' Data
- Household's Data
- House/Structure Data
- Garden
- Home Lot Ownership Data
- House Structure Ownership Data
- Tenurial Types Occupied
- Farmland Ownership Data

How to conduct the Participatory Enumeration

The facilitator shall present the *Dos and Don'ts* that every enumerator must keep in mind in conducting the participatory enumeration. It outlines the key items that every enumerator must remember before starting to administer the interviews; reminds them to carry with them good manners and respect in visiting other people's homes; and, prompts them to ensure safety at all times and abide by health protocols as needed.



Enumerators are encouraged to wear presentable clothing whenever they do an interview. Included in the checklist are things to bring during fieldwork: enumerator's kit, bottled water, cap, raincoat, umbrella, boots, and jacket. They are advised to also review the questionnaire beforehand to ensure familiarity with the items.

Pens, pencils, a notebook, a sharpener, and devices like a camera, a tablet, and a GPS, medicine kits, extra batteries should likewise be readily available. It is important that enumerators wear their issued field IDs every time they go on field work. A semi-filled up questionnaire, which includes the essential details of the enumerator, must be done in advance to manage interview time.



It is emphasized that in the questionnaires (BSQ and HSQ), the items marked with an asterisk (*) are required to be filled in. Specific details like the name, date, time are required. In circumstances when the respondents could not provide specific responses, or if the question does not apply to the respondent, "N/A" may be indicated.

Enumerators may show the sample certificate for the information of the interviewees. Questions that are difficult to respond to must be rephrased in order for the interviewee to better understand it and provide a definite response. An enumerator must also take down notes. Enumerators are also advised to inform their respondents about the Privacy Act, and assure the respondents that all data gathered will be kept confidential by the project team.

Before leaving the interviewee's house, the enumerator/s must check if all questions have been answered. Photo files and GPS files must be saved accordingly before moving to the next house.

The Baseline Survey Questionnaire

The BSQ has an introductory spiel to guide the enumerators. The BSQ is composed of nine (9) parts:

- enumerator and respondent information;
- household member profile;
- house, homelot, and farm ownership status;
- source of livelihood/income;
- source of food and perception of food and nutrition security;
- perception of tenure security;
- perception of community problems;
- involvement of youth in land; and,
- involvement of women in land.

(Refer to attachment B for the Sample BSQ).

The Household Survey Questionnaire

Similarly, the HSQ has an introductory spiel to guide the enumerators. The HSQ is composed of 12 parts:

- respondent's location details;
- enumerator's details;
- respondent details;
- household member profile;
- household details;
- house details;
- garden details;
- homelot tenure;
- house structure tenure;
- type of farm lot;
- farm lot tenure; and;
- farm production.

(Refer to attachment C for the Sample HSQ).

Module # 3: Introduction to STDM and Handheld Devices

This module presents the basic introduction to the STDM and the handheld devices used to facilitate the mapping and survey of land areas during participatory enumeration.

Global Positioning System (GPS)

A Global Positioning System Device or GPS is a gadget that was invented to make use of the satellites constellations in orbit to conduct navigation, location, and mapping. This form of technology was mainly used in military applications and was developed by the USA Department of Defense in the 1970s before it was released to the public for commercial use in the 1990s. Today, the GPS technology is widely available for use.

It is built-in our smart phones and tablets to help us navigate unfamiliar locations, and even to track our loved ones in case of emergencies. However, a dedicated GPS device such as the one used in the SALaR project is much more reliable than a tablet or smart phone.



Local enumerators training, Bukidnon, April 2019 ©XSF

A GPS navigation device, or also known as GPS receiver, is capable of receiving information from satellites to calculate the device's geographical position. With the use of appropriate and reliable software, the device can display the position on a map installed within the device, and also offer general directions or routes where the user/operator can go take in order to reach a desired location.



Local enumerators training, Bukidnon, April 2019 ©XSF

The device can record and or store GPS system location or coordinates with real-time information and weather conditions anywhere on or near the Earth. However, the device requires an unobstructed line of sight at least three or four satellites for better signal or reception and can be improved further if more satellites are detected by the device. Areas such as highly urbanized areas with huge structures or areas with a dense tree canopy

cover will tend to make it difficult for the device to be locked on to satellites on the account of no clear line of sight, therefore the device must be first be given time to acquire a strong reception for the accuracy to be at its optimum. (Refer to attachment D for the GPS User's Field Manual).

Personal Desktop Computer (PC)

A desktop, or as it is commonly known, a PC, is a device that allows us to process data that we obtain in the real world and we either compile, share, or make use of the data that we process. In the early days of PCs, the only thing it could do was process word and numeric documents even without the use of display monitors. The PC was mainly developed and used for computing large amounts of data in a fast and efficient rate with minimal errors that would otherwise be committed by humans.



Data encoding, Bukidnon ©XSF

Today, the desktop PC is a common household appliance that may be used for research, homework, gaming, and most importantly, work and livelihood. In the case of the SALaR project, the PC is used to make a database out of the information obtained through enumeration and mapping to produce a certificate that will serve as proof of tenure. (Refer to attachment E for the PC User's Field Manual).

Tablet Device

A tablet or tablet computer is a lightweight mobile device that has similar capabilities as a laptop but in a much smaller form. A tablet is a wireless touch screen personal computer that is smaller than a laptop but larger than a smartphone. Modern tablets are built with wireless internet or local area networks (LAN) and a variety of software applications, including business applications, web browsers, and games.

Camera Device

A camera is an optical instrument to capture still images or to record moving images, which are stored in a digital system or on photographic film. Main components of cameras include a lens which focuses light from the scene, and a camera body which contains the image capture mechanisms.



Still images stored in digital form are called "image files," while moving images similarly stored are called "video files." In the case of using photographic film for image storage, still images are simply called "photographs," and moving images are called "films." Still image cameras are the main instrument used in the art of photography.

The camera is an important tool that we use to document our daily activities, both the important and mundane. It gives a clear picture of what happened during an event and an exact picture of a certain person, object, or place. In the case of the SALaR project, cameras are used to produce supporting documents such as pictures of the family, of documents, and pictures of the owned house, lot, and farm to add to the database used to issue the certificates of customary land occupancy. (Refer to attachment G for the *Camera User's Field Manual*).

Box 3. Module 3: Introduction to STDM

Learning methods: Lecture, workshop, testimony, simulation

Learning materials to be used: Laptop, LCD projector, white screen, manila paper, masking tape, markers, crayons, used paper, handouts, speaker, microphone

Session duration: 1 hour and 30 minutes

Expected group size: 15 pax

Session objectives: By the end of this session, the participants should be able to:

- outline the steps for data collection;
- simulate the enumeration process; and,
- enumerate the protocols.

Lecture Outline:

- Proper guidelines before leaving your house
- Proper guidelines during interviewing a respondent
- Ethical standard and values during and after field enumeration
- Guidelines and protocols for safety and security during field enumeration

Module # 4: Documentation of Lessons Learned

This module aims to encourage the enumerators to document narratives from their personal experiences on field and their respective local environment or assigned areas.

By the end of this session, the local enumerators should be able to: a) acknowledge the importance of writing; b) build enthusiasm and develop motivation towards writing; and, c) communicate effectively in different situations and experiences.

Learning methods: Lecture, workshop

Session outputs:

Knowledge on writing

Enthusiasm towards writing

Commitment to write a weekly journal entry

Learning materials to be used:

Laptop, LCD projector, white screen, PowerPoint presentation, pens, and notebooks

Session duration: 1 hour

Expected group size: 15 pax

Procedure:

Start the session by asking the participants if they consider writing as one of their leisure interests. Let two participants share their thoughts and personal experiences about writing and its importance.

Following the discourse on the importance of writing and its relevance to the project will be a conversational strategy in discussing the basic structure (introduction-body-conclusion) and 5 Ws (Who, What, Where, When, and Why) to provide an idea of an article content.

Correspondingly, important things to consider include weighing up the significance and purpose of the topic, planning what and how to write, and understanding what the readers need to know for them to comprehend the full scope of the chosen topic or subject. Moreover, if applicable, recommend the enumerators to take photographs of their subjects – may it be a person, place, or an object.

Through the participants' familiar contexts, they will be asked to work in pairs, and come up with a topic they can share with their respective partners. Let one volunteer share her/his idea on how he would structure a narrative based on the information relayed to her/him. Afterwards, ask them about their observation on the activity. As they say, good stories use detail. This will allow them to realize the power detailed descriptions can give to a particular story or narrative.

The current enumerators shall share their relevant experiences with the respondents, community leaders, and project in general. Using at least three video clips of interviews based on the project video production can provide ideas and examples of possible scenarios on field.

Lastly, ask the participants about their insights and suggestions about the module. Close the session by encouraging them, as would-be enumerators - and as the ones to experience the wider range of a community firsthand to consider writing as a hobby. Earn their commitment to write a weekly journal entry of any significant experience they desire to share with the team.

Module # 5: Coaching & Mentoring


This module details how the facilitator may provide further support to the local enumerators through coaching and mentoring sessions. Here, the facilitator and local enumerators will be able to simulate participatory enumeration activity, conduct interviews, practice the use of devices, and even share tips on how to handle various enumeration situations.



Start the session by asking the participants if they have prior experiences with enumeration. Call two to three volunteers to share their experiences. After this, ask them about their expectations as enumerators. Give them two colors of metacards, one for *negative* expectations and the other one for *positive* expectations. Afterwards, ask them to stick their metacards to the wall provided. Ask two random participants to share their answers. Assign the participants with prior enumeration experience to enact possible scenarios during field enumeration.

Instruct the audience (participants) to list down their observations from the enactment. After this activity, ask the participants to keep their notes and the facilitator may proceed in conducting the lecture. Lectures will be given using a PowerPoint Presentation. During the lecture, select random participants to read the slides, allowing them to practice oral communication and gain self-confidence. The lecture will be followed by a workshop that will give the enumerators a clearer understanding of how they are going to do interview themselves while collecting data within their communities.

Ask them to group themselves into two and answer the following questions from their observations during the enactment and hearing the lecture. On a screen, flash the following guide questions: (1) What were the *Dos* and *Don'ts* you have observed during the enactment activity? (2) How would you establish rapport and carry out personal interactions with the respondents? (3) How would you clearly deliver the project goals and objectives to the respondents? Give each group 5-10 minutes to discuss. Each group will creatively simulate the enumeration process to the plenary. Comments will be given after every presentation. A former enumerator will be invited to share his/her experience. The session will end with a question-and-answer portion.



Module # 6: Practicum

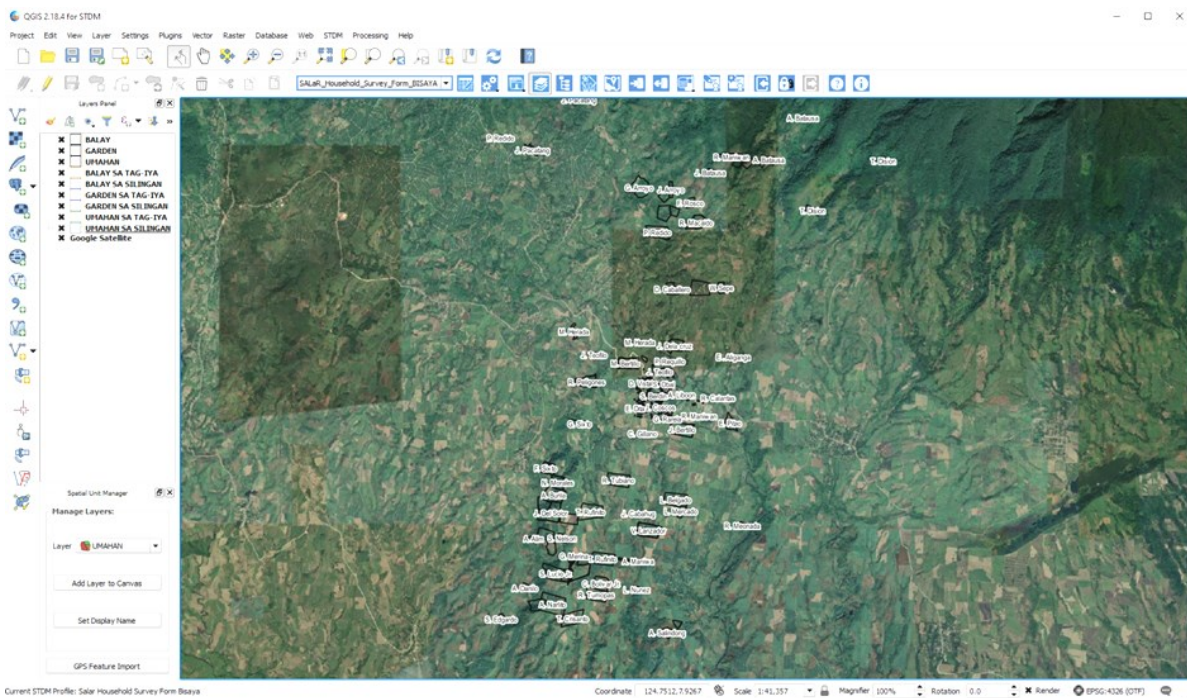
This module will test the knowledge and skills which participants have gained from the classroom lectures and basic hands-on exercises. The practicum session is a whole day simulation of enumeration activities to be conducted in the actual partner community. Prior to this leg of the training course, it is important for the project team to coordinate with the local government unit (LGU) or village leaders. The LGU or village leaders will identify the host families that will be visited by the training participants.

The host families will act as the respondents. They will be thoroughly briefed about the project's goals and why some sensitive questions may be asked by the training participants during the simulation. The training participants will be assigned into pairs. Each pair will collect data from one host community. A project staff must be present to observe the pair as they do the enumeration simulation.


The pair will also use the handheld devices by measuring the host family's home lot and backyard garden. The field simulation usually lasts until noon time. In the afternoon, the training participants will gather, then a facilitator will conduct a debriefing session. The project staff who observed the participants will share their comments and observations. After this, a brief culmination program will be conducted.

CHAPTER 3

Social Tenure Domain Model (STDM) Tool



Screenshot QGIS 2.18.4 for STDM, ©XSF



This chapter presents the overall concept of the Social Tenure Domain Model (STDM) tool as implemented in the context of indigenous peoples and migrant settlers in Bukidnon, Philippines.

Introduction to STDM Tool

The concept of STDM is closing the gap, a standard for flexible “people to land” relationships.

The STDM is an initiative of the Global Land Tool Network to support pro-poor land administration. STDM was crafted specifically for developing countries, countries with very little cadastral coverage in urban areas with slums, or rural customary areas. It is also meant for post-conflict areas. STDM as a tool recognizes all relationships between people and land, independent from the level of formalization, or legality of those relationships.

The STDM is under development as a “specialization” of the Land Administration Domain Model (LADM). The word “specialization” entails differences in terminology: what a “real estate right” is in a formal system is considered as a “social tenure relationship” in STDM. Note that a formal right is also a social tenure relationship, but not all social tenure relationships are formal land rights.

“People to land” relationships can be expressed in terms of *persons (or parties) having social relationships to spatial units.*

Parties may be persons, groups of persons, or non-natural persons, that compose an identifiable single entity. A non-natural person may be a tribe, a family, a village, a company, a municipality, the State, a farmer’s cooperation, or a church community. This list may be extended, and it can be adapted to local situations.

Land rights may be formal ownership, apartment rights, usufruct, freehold, leasehold, or rights to State land. Land rights may also mean social tenure relationships like occupation, tenancy, non-formal and informal rights, customary rights (which may be of many different types with specific names), indigenous rights, and possession.

STDM Step-by-Step Guide


The STDM step-by-step guide is presented in a separate manual. XSF translated the STDM User’s Guide Tagalog Version prepared by the Technical Assistance Movement for People and Environment, Inc. (TAMPEI) into English. (*Refer to attachment H for the STDM Manual*).

CHAPTER 4

Participatory Community Validation



Community Validation in Barangay Nabaliwa, Pangantucan, Bukidnon. February 2021 ©XSF



This chapter will discuss the process of conducting participatory community validation. However, actual experiences and facilitation may vary depending on local partners, i.e., will depend on the IPO, BLGU, and even the place where it will be held. The general process may also vary depending on the context.

Here, facilitators must maintain close coordination with local/community partners to ensure that the validation is effectively and efficiently conducted.

Introduction to Participatory Community Validation

The participatory community validation is a necessary step before the awarding of certificates to beneficiary households. This process ensures that correct data or information are included in the certificate before final printing.

The validation process involves the stakeholders like the household members, BLGU officials, and the IPO representatives, if applicable. It is usually completed in two to three days, depending on the number of households to be validated.

General Process Flow of Validation

The general process flow of validation includes but is not limited to the following:

- The technical team will generate the certificates and finalize the list of households whose certificates are to be validated.
- The list will be presented to the BLGU or IPO, whichever is applicable. Then, the appropriate authority shall issue its approval or consent to schedule the validation activity with the project staff.
- The list of households to participate in the validation are posted ahead of time (at least three days prior to the validation activity) in strategic areas within the *sitio* or village, for the information of everyone.
- The validation team, usually composed of project staff and local enumerators, shall ensure that community leaders, household heads, and neighbors are present during the activity.
- Validated certificates are collected and returned to the technical team for finalization or rectification (in case there are corrections).

Roles of Enumerators and other stakeholders

The validation process is not complete without the presence of the local enumerators and other stakeholders.

The local enumerators are vital to the validation process. They ensure that the data or information printed on the certificates are accurate since they are the ones who conducted the household enumeration. Given that they are familiar with the households that were surveyed and interviewed, they can direct the placement of the data or photo images taken of a particular household. Since they are also familiar with the farm lots and the neighbors, they may point out possible errors in the given data. The enumerators also support the household and even the local officials in managing conflicts related to home or farm lot delineations.

Other stakeholders include the local leaders such as District *Kagawads*, Tribal Chieftains, or IPO Chairman, if applicable, as well as the households' respective neighbors. These stakeholders are essential to the validation process since it will be their task to verify and recognize the individual households and affirm the data or information provided in the certificates. Towards the awarding of certificates, these stakeholders will also provide their signatures as an affirmation of the correctness of the information printed.

CHAPTER 5

Certificate Awarding Ceremony



NAMAMAYUK Indigenous Peoples Organization awarding ceremony on 23 July 2020 ©XSF

This chapter presents the general process of conducting the awarding ceremony. However, actual experiences and facilitation may vary depending on local partners, i.e., may depend on the IPO, BLGU, and even the place where it will be held. The process may also vary depending on the context.

The program presented below is based on actual experience but may be modified according to the agreed plan among stakeholders.

Box 4. Sample Program of Awarding Ceremony

AWARDING OF CUSTOMARY LAND OCCUPANCY CERTIFICATES

Under the Improving Tenure Security of Smallholder Security Farmers in Select Areas
in the Philippines Project of XSF, ANGOC and GLTN

24 November 2019

Sitio San Guinto, Brgy. Bacusanon, Pangantucan, Bukidnon

PROVISIONAL PROGRAM

1:30PM	Prayer	Datu Herminio Guinto Tribal Adviser, NAMAMAYUK, Inc.
1:35PM	Welcome Message	Hon. Rodelio M. Lucero Chairman, Barangay Bacusanon
1:40PM	Brief Background	Roel Ravanera Executive Director, XSF, Inc.
1:50PM	Roll Call of Awardees	Thieza Verdijo Deputy Director, XSF, Inc.
2:30PM	Response from Awardee	*Selected Awardee
2:40PM	Message	Hon. Vilma Loboan Chairwoman, Barangay Nabaliwa
2:50PM	Closing Message	Datu Elpidio Suclatan President, NAMAMAYUK, Inc.
3:00PM	Group Photo	

Emcee/Translator: Thieza

CHAPTER 6

Frequently Asked Questions



What is/are the objective/s of the project?

The overall objective of the project is to enhance the tenurial security of smallholder farmers. It seeks to contribute to:

- Increased uptake of land tools, approaches, frameworks, and policy guidelines that are pro-poor, fit-for-purpose, and gender-responsive;
- Strengthened capacity of change agents and rural poor women, men, and vulnerable groups to implement pro-poor, fit-for-purpose, and gender-responsive land tools and approaches; and,
- Improved awareness among stakeholders on issues and measures for improving land and natural resource tenure security for poor women, men, and vulnerable groups.

In what way is the project legal?

The project becomes a legal endeavor among the stakeholders within the respective community. The project has been approved among the respective Local Government Unit (LGU) officials whether at the Barangay or Municipal levels. The issued Certificates of Customary Land Occupancy are recognized among the signatory individuals and institutions since this is a social recognition initiative. Thus, groups seeking to replicate this endeavor should also seek approval from local government units, as well as local or traditional authorities.

How accurate is the mapping and delineation of the farm lots?

The project uses new equipment and technology (like Tracks, Geocam, OruxMaps, GeoODK) in the various devices handled by the local enumerators. However, accuracy still depends on the weather during conduct of mapping and delineation activity and on the availability of satellite signals received by the devices.

Why did XSF (NGO) take the lead in this project? Will XSF not take the lands?

The XSF as the local implementing agency envisions to alleviate communities from poverty through its programs and projects. One of the main diminishing factors for community development is the lack of tenurial security of the households. It cannot be denied that the process of land titling is long and expensive. Together with like-minded partners, the project was initiated to support the households in enhancing their tenurial security over the customary lands they have been occupying.

Ever since, XSF has not taken any lands from the smallholder farmers. Instead, it worked to enhance the steps and process by supporting those who need recognition of their home lots, garden lots and farm lots to ensure tenurial and food security.

Why are the enumerators not a graduate of Geodetic Engineering?

Upon the introduction of the project to the different institutions of the government, it was viewed that it is effective to have local personnel working in their respective localities, i.e., *barangays*. The youth are highly involved in the enumeration and data gathering processes. The youth have been trained to become effective local enumerators. There is also weekly coaching, monitoring, and evaluation conducted by XSF. The enumerators are supervised by a qualified XSF staff to ensure that the data taken from the field are accurate.

At the same time, capacitating the community members is one effective strategy in achieving sustainability of the project's interventions.

Are lots with titles still included in the enumeration?

Yes. If the respective household owners are willing to be enumerated. This initiative is voluntary in nature. The difference between the land title and the Certificate of the Customary Land Occupancy issued under this project is that the latter is not a *legal* document. The certificates, though, include the list of family members, the photograph of the family, as well as those of the house, garden, and farm lots.

Is it possible for family communal lots to be divided already?

The family who wishes to have their communal lots divided may be accommodated by the project. Given that the parents and/or other family members agree to it. Only the family members have the right to subdivide the lots that the project will map accordingly.

Can the certificate be used to sell or lease the lot?

The certificate provided is a non-formal document recognizing the respective household owners and neighbors within a particular area. It has no commercial value if sold or leased. However, if the *barangay*, the IPO, and even the family members agree to sell or lease the lot, the project is no longer accountable to this.

Can the certificate be used to apply for titling?

This can be used as a supporting document during the application of a formal title. However, it is the government agency that shall ultimately decide on what supporting documents would suffice.

Will this not be the reason that conflict may arise from the community in the future?

The project is initiated to avoid and prevent future land disputes and conflicts among the community members. It is implemented to provide social recognition between and among community members through a document specifying home, garden, and farm lot customary occupancy. The value of the document is that this is being recognized by the LGU officials, IP leaders, neighbors, and the household owners themselves. ■

Attachment A: Sample Concept Note

Local Enumerator's Training-Workshop

29-31 August 2020

NAMAMAYUK Tulugan, Sitio San Guinto, Bacusanon, Pangantucan, Bukidnon

Introduction

The *Enhancing Tenurial Security of Smallholder Farmers in Northern Mindanao, Philippines* project is part of the program on Securing Access to Land and Resources (SALaR) implemented by the Global Land Tool Network (GLTN) in three countries namely Uganda, Laos, and the Philippines.

In the Philippines, the said project is spearheaded by the Asian NGO Coalition for Agrarian Reform and Rural Development (ANGOC) and Xavier Science Foundation, Inc. (XSF). It aims to enhance the tenurial security of households of indigenous peoples and migrant settlers in the Bukidnon province through the issuance of certificates of customary land occupancy covering two villages or *barangays* in the municipality of Pangantucan in Bukidnon. The local government units are *Barangays* Nabaliwa and Bacusanon.

The project has four major components including (1) land tools implementation, (2) capacity development, (3) fostering multi-stakeholder dialogues, and (4) knowledge, learning, and dissemination. A key intervention is the training and eventual deployment of local enumerators for the conduct of participatory enumeration.

Objectives

At the end of the training-workshop, the local enumerators will be able to:

- understand the general concept of the SALaR project including the implementing local partners and institutions;
- acquire the necessary knowledge and skills to conduct household enumeration, basic mapping, and GIS survey, encoding and data analysis, and certificate generation; and,
- actualize the knowledge and skills through a practicum on participatory enumeration and baseline survey.

Training Program

The training-workshop is a three-day event with about 15 selected local enumerators representing the partner *barangays* including the local trainers and XSF staff who will facilitate and oversee the entire event.

Below is the program schedule:

Date/Time	Activity	PIC	Remarks
Day 0 – 28 August 2020 (Thursday)			
03:00 pm	Arrival & billeting of Participants	Melvin, Roy, Rey	XSF Team will arrive at the same time
04:00 pm	Preliminaries Ritual (1st half)	Angel, Datu Elpedio "Imbay-aw" Suclatan	

05:00 pm	House Rules of the Tulugan & community Safety Protocols; Attendance & General Guidelines	Roy, Angel	
06:00 pm	Ritual (2nd half) Dinner	Datu Elpedio "Imbay-aw" Suclatan	
07:00 pm	IPO orientation	Datu Elpedio "Imbay-aw" Suclatan and Datu Herminio "Tumanod" Guinto	Short background, history about the IPO, its vision-mission, activities, etc.
08:00 pm	Closing of 1st session & reminders	Angel	
8:30 pm	Lights Out		Team meeting in preparation for next day
Day 1 – 29 August 2020 (Friday)			
06:00 am	Wake-up Call Morning Prayer & Exercise	Rey with BYK	Perform simple exercises
07:00 am	Wash-up and preparations	Roy	
07:30 am	Breakfast and preparations	IPO women	Prepared menu plan
08:30 am	Start of 2nd session GTKY Expectation Setting	Melvin	
09:30 am	Intro to SALaR project & ANGOC-XSF local initiative	Thieza	
10:30 am	Module 1: Intro to Baseline and Household Survey Questionnaires	Angel	Sample baseline & HH survey forms
12:00 noon	Lunch Break	IPO women	Prepared menu plan
01:00 pm	Ice-Breaker & Teambuilding	Melvin	
01:30 pm	Continuation: Module 1: Baseline and Household Survey Questionnaires	Angel	Sample baseline & HH survey forms
02:30 pm	Module 2: Intro to STDM & Handheld Devices	Melvin, Roy & Rey	
06:00 pm	Dinner Break	IPO women	Prepared menu plan
07:00 pm	Module 3: Writeshop on Lessons Learned	Mari	
08:30 pm	Closing of 2nd session & reminders	Angel	Team meeting in preparation for next day
Day 2 – 30 August 2020 (Saturday)			
06:00 am	Wake-up Call Morning Prayer & Exercise	Rey with BYK	Perform simple exercises
07:00 am	Wash-up and preparations	Roy	
07:30 am	Breakfast and preparations	IPO women	Prepared menu plan
08:30 am	Start of 3 rd session Teambuilding & health check	Melvin	
09:00 am	Module 4: Coaching & Mentoring	Angel, Rey, Roy, and Melvin	Divide pax with trainers Discuss closely baseline/HH survey forms & handheld devices
12:00 noon	Lunch Break	IPO women	Prepared menu plan

01:30 pm	Practicum	Angel, Rey, Roy, and Melvin with trainees	Interview at least 1-2 HH per trainee
05:00 pm	End of Practicum; convene at Tulugan	Angel, Rey, Roy, and Melvin with trainees	
06:00 pm	Dinner Break		
07:00 pm	Feedbacking & Evaluation	Angel	
08:00 pm	Fellowship Night	Roy and Melvin	Prepare program/games, etc.
10:00 pm	Lights Out		Team meeting in preparation for next day
Day 3 – 31 August 2020 (Sunday)			
06:00 am	Wake-up Call Morning Prayer & Exercise	Rey with BYK	Perform simple exercises
07:00 am	Wash-up and preparations	Roy	
07:30 am	Breakfast and preparations	IPO women	Prepared menu plan
08:30 am	Training Evaluation	Mari	Prepare evaluation form
09:00 am	Culmination Program & Awarding of Training Certificates	Mari	Prepare program
11:00 am	Early lunch	IPO women	Prepared menu plan
12:00 noon	Home Sweet Home		Team meeting and training evaluation

Tasking and Logistical Preparations

Role	Responsibilities	PIC	Expected Output
Over-all Training Coordinator	<ul style="list-style-type: none"> ⇒ Oversee the smooth implementation of the training activity ⇒ Coordinates with respective BLGU and IPO partners, and training participants about the schedules & preparations 	Angel	Activity Accomplishment Report
Training Facilitators	<ul style="list-style-type: none"> ⇒ Handles the modular sessions of each topic ⇒ Ensures each module topic is delivered accordingly with support materials (PPT, gadgets/devices, forms, etc.) 	Angel, Rey, Roy, Melvin, Mari & Ting	Expectation Setting Module Evaluations Modules (PPT and other learning materials)
Documenters	<ul style="list-style-type: none"> ⇒ Ensures that the training activity is recorded (photos, videos, write-up) ⇒ Prepares all necessary equipment (camera, tripod, recorder, etc.) 	Angel, Mari & Ting	Article write-up Photo Gallery Video clips
Food Committee	<ul style="list-style-type: none"> ⇒ Prepares the food menu ⇒ Ensures timely preparations of food during mealtime 	Noel P. & 3 IPO women	Daily food menu
Peace & Order Committee	<ul style="list-style-type: none"> ⇒ Ensures the peace and order situation within the training venue ⇒ Controls crowd while sessions are on-going 	5 BYK volunteers	Safety & Security Report

Attachment B: Sample Baseline Survey Questionnaire



ENHANCING TENURE SECURITY OF SMALLHOLDERS FARMERS IN NORTHERN MINDANAO, PHILIPPINES

(Baseline Survey Questionnaire)

Introductory Spiel

Good Day Sir/Madam! The Global Land Tool Network (GLTN) with the Asian Non-Government Organization Coalition for Agrarian Reform and Rural Development (ANGOC) and Xavier Science Foundation, Inc. (XSF) is currently implementing a project entitled “Enhancing Tenure Security of Smallholder Farmers in Northern Mindanao, Philippines.”

Questions listed must be answered as much as possible. The data gathered regarding your status will be used to design and develop the activities based on community’s vision and needs. We would like to ask your time for approximately one (1) hour to answer several questions. The security of the information gathered from this survey will be strictly confidential. We may end this survey if you are not comfortable with our questions. Thank you for your cooperation. Sir/Madam, your response is very important to us and this will help us to achieve the objectives of the project.

Instruction: Write your answer in CAPITAL LETTERS; ENCIRCLE or PUT CHECK if necessary; and use the number code.

Household Survey Number: _____

A. ENUMERATOR INFORMATION		
A1. Name of Enumerator	Surname:	First Name:
A2. Sex	() Male	() Female
A3. Contact Number		
A4. Date of actual interview (MM/DD/YY)		
A5. Time started (Hour/Minute)		
A6. Time ended (Hour/Minute)		

B. RESPONDENT INFORMATION		
B1. Name of Respondent	Surname:	First Name:
B2. Sex	() Male	() Female
B3. Age		
B4. Sitio/Purok		
B5. Barangay		
B6. Municipality		
B7. Indigenous Peoples Organization		
B7. Position in the organization		
B8. List of Trainings, Seminars, Orientation participated/attended in the past 5 years:		
B8.1 Date conducted the Trainings, Seminars, Orientation	B8.2 Theme/Title	B8.3 Sponsor/Organizer

CODES:					
B5. Barangay: 1- Bacusanon 2- Nabaliwa					
B6. Indigenous Peoples Organization: 1- NAMAMAYUK 2- PTTA 3- CALUDA 4- DALUMA 5- Others, specify					
C2. Relationship to the Household Head: 1- Spouse 2- Son/Daughter 3- Relatives 4- No relationship 5- Others, specify					
C3. Sex: 1- Male 2- Female					
C5. Civil Status: 1- Single 2- Married 3- Widow 4- Live-in 5- Separated 6- Others, specify					
C6. Educational Status: 1- None 2- Elementary Level 3- Elementary Graduate 4- High School Level 5- High School Graduate 6- Vocational Graduate 7- College Level 8- College Graduate 9- Others, specify					

C. HOUSEHOLD MEMBER PROFILE					
C1. Complete Name (Surname, First Name)	C2. Relationship to HH	C3. Sex	C4. Age	C5. Civil Status	C6. Educational Level
1. Husband:					
2. Wife:					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

D. HOUSE, HOMELOT, and FARM OWNERSHIP STATUS

D1. Years of stay in present dwelling unit/residence: _____

D2. House structure ownership status?

1. Owned (can be sold)
2. Owner-like (can't be sold)
3. Rented
4. Used for free (with owner permission)
5. Squatting (illegally established)
6. Others, specify _____

D3. House structure details (visual inspection by interviewer)?

1. Temporary- made of light materials (Nipa Hut, Cogon, Bamboo)
2. Semi- temporary – made of light materials (Nipa Hut, Cogon, Bamboo, Wood)
3. Semi- permanent- made of (Wood, Nipa Hut, Concrete)
4. Permanent- made of (Concrete, GI Sheets)

D4. Homelot ownership status?

1. Owned (can be sold)
2. Owner-like (can't be sold)
3. Rented
4. Use for free (with owner permission)
5. Squatting
6. Others, specify _____

D5. Do you feel secure with the **homelot** you have on this day until the next 5 years?

- 1- Not all likely 2- Moderately unlikely 3- Neither likely nor unlikely 4- Moderately likely
5- Extremely likely

D5-1. Why or why not? (Give reasons for your answer):

D6. Do you have garden?

- 1-Yes 2- No

D6-1. If yes, what is mainly grown in the garden? (multiple selection)

- 1- Vegetables 2- Herbal 3- Flower 4- Fruits trees
5- Fibers 6- High Value Crops 7- Grains 8- Others, specify

D7. Source of potable water?

- 1- Rain Catchment 2- Spring 3- Deep-Well 4- Others, specify _____

D8. Do you own/have a farm lot?

- 1- Yes 2- No 3- Borrowed 4- Tenant

D9. How many farm lots do you have? _____

D10. How many farm lots do you till/cultivate? _____

D10. Approximate total hectares of farm lot being tilled/cultivated (by square meter/hectares): _____

D11. What is mainly crops planted in your farm lot?

- 1- Vegetables 2- Root crops 3- Flower 4- Fruits trees
5- Fibers 6- High Value Crops 7- Grains 8- Others, specify

D12. Do you feel secure with the **farm lot** you have on this day until the next 5 years?

- 1- Not all likely 2- Moderately unlikely 3- Neither likely nor unlikely 4- Moderately likely
5- Extremely likely


D13. In the community, is the distribution of land parcel of the female equal to the male?

- 1- Yes 2- No 3- I don't know

D13-1. If No, what are the following reasons? _____

E. SOURCE OF LIVELIHOOD INCOME

CODES:		
E3. Related to Agriculture 1. Farming 2. Fishing/Aquaculture 3. Livestock Raising 4. Agricultural Farm Laborer 5. Marketing (Agricultural Products) 6. Others, specify _____	E4. Not Related to Agriculture 1. Professional/Technical Job 2. Clerical Job 3. Marketing (Non-Agricultural Products) 4. Related to services (Parlor, Crew) 5. Construction Worker 6. Industrial Production 7. Government Employees 8. Others, specify _____	E6. Employment Status 1. Permanent/Regular 2. Temporary 3. Casual 4. Contractual 5. Seasonal 6. Others, specify _____
E2. Classification of Economic Activities 1. Main Livelihood Income 2. Secondary Livelihood Income	E5. Others, 1. From Overseas family members 2. Pension 3. 4P's/IP's 4. Others, specify _____	E7. Form of Payment 1. Cash 2. Kind 3. Cash and Kind 4. Others, specify _____
E1. Number of the Family Member refer to CI		

Source of Income						
E1	E2	E3	E4	E5	E6	E7
	 E8. Total number of family members with a source of income/living					

****Note: Please use the back blank space for additional information.**

F. SOURCE OF FOOD AND PERCEPTION OF FOOD AND NUTRITION SECURITY

F1. Main source of food consumption for your family? Check all that apply.

- 1- Derived from the surroundings (hunt, harvest, pick)
- 2- Derived from the farm
- 3- Derived from livelihood income not related to agriculture
- 4- Others, specify_____

F2. Is the food sufficient to your family needs in the next 6 months?

- 1- Yes 2- No 3- I don't know

F2-1. Why did you say so? _____

F3. List the foods you usually eat in a day and rate based on the family's most important needs (*1- is the most important and the highest number indicates least important*)

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

F4. In your opinion, what are the nutritious food that must be provided to your family on a daily consumption? List them down.

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

F5. How do you understand the term, **Food Security**? _____

F6. Who is more concerned about having food storage/reserve in the Family? 1- Male 2- Female

F6.1. Why did you say so? _____

F7. Over the past 12 months, was there a time, when because of lack of money or other resources: (multiple selection)

- 1- You were worried you would not have enough food to eat?
- 2- You were unable to eat healthy and nutritious food?
- 3- You ate only a few kinds of foods?
- 4- You had to skip a meal?
- 5- You ate less than you thought you should?
- 6- Your household ran out of food?
- 7- You were hungry but did not eat?
- 8- You went without eating for a whole day?

G. PERCEPTION OF TENURE SECURITY					
G1. What do you understand about Tenure Security?					
G2. Did you presently enjoy the following rights? 1. If Yes, (Encircle all that apply)					
G2-1. Right to Use			G2-2. Right to Control/Decision		G1-3. Right to Transfer
G2-1A. Access	G2-1B. Harvest	G2-1C. Exploitation	G2-2A. Manage	G2-2B. Exclusion	G1-3A. Alienate/ Bequeath
1. Free to go to your land 2. Right to occupy your land for a long time	1. Able to use the resources	1. Able to use the land for livelihood	1. Rights to develop, control, and use land and its territories 2. Rights to negotiate the terms and conditions for the exploration of natural resources 3. Rights to determine and decide current and future priorities for development	1. Rights to regulate entry of migrants 2. Allow equal opportunities for both women, men, and youth in the community 3. Recognizes solely cultural differences 4. Rights to demand Free and Prior Informed Consent (FPIC) for any activities by outsiders	1. Rights to bequeath land/property 2. Rights to redemption of land from non-member of the concerned ICCs/IPs
G3. 2. If No, why do you think so?					

G4. Do you own land that is used by other households? 1 - Yes 2 - No

G5. Does your land have a title (certificate)? 1 - Yes. 2 - No

G6. What kind of certificate do you have for your land?

Title/Certificate	Area (ha)	Validity (mm/dd/yyyy)	Issuing Organization
Ownership			
Lease right			
Right to Build			
Statement of customary land right			
Others, pls. specify			

G7. Do you presently feel that you are enjoying the following rights to civic engagement? Encircle all that apply.

- 1- Representing local councils in drafting policies and legislation
- 2- Become a member in a community organization (e.g., IPO)
- 3- Participate in community decision making within the community
- 4- Participate in community consultations

G8. Do **Women** and **Men** have equal treatment and have involvement in policy and decision making in the community?

1- Yes 2- No 3- I don't know

G9-1. Why do you think so? _____

G10. Are the youth involved in policy and decision making in the community?

1 – Yes (proceed to G10-1), 2 – No (proceed to G10 -2)

G10-1. How are youth involved in policy and decision making? _____

G10-2. Why are youth not involved in policy and decision making? _____

G11. Do you believe that your community preserves its tribal practices? Encircle all that apply.

1- Yes 2- No 3- I don't know

G11-1. If Yes, in what way?

- 1- Passing down indigenous knowledge and practices to younger generation
- 2- Continued practice of Indigenous Knowledge System and Practices (IKSP)
- 3- Use of customary law for decision making
- 4- Use of customary law for conflict resolution
- 5- Others, specify _____

G11-2. If No, Why not? _____

G12. Have you ever experienced any form of unfair treatment from the people outside of your community?

1- Yes 2- No 3- I don't know

G12-1. If Yes, what kind of treatment?

- 1- Use force/violence
- 2- Refuse to provide services/denial of services
- 3- Unequal treatment in services
- 4- Ridicule or Mocking
- 5- Others, specify _____

G12-2. If No, why do you think so? _____

G13. Were there instances that an IP or ICC group were able to successfully transfer through sale a land property **within** the community?

1- Yes, when? _____ 2- No 3- I don't know

G14. Were there instances that an IP or ICC group were able to successfully transfer through sale a land property **outside** the community? _____

G15. Do you presently feel that you have security of tenure over ancestral domain/land?

1- Yes 2- No 3- Not all the time 4- I don't know

G15-1. Why did you say so? _____

G16. Do **WOMEN** have access to land as observed in your community?

G16-1. If Yes, how? _____

G16-2. If No, why? _____

G17. Do **YOUTH** have access to land as observed in your community?

G17-1. If Yes, how? _____

G17-2. If No, why? _____

H. PERCEPTION OF COMMUNITY PROBLEM					
A. Conflicts and Displacement					
H1. Are there cases of conflicts existing/have existed/foresee to happen that involve(s) you or your family?					
[] Yes. Please provide information below:					
H1-1. Type/Cause of Conflict	H1-2. Duration of conflict	H1-3. Brief description and reason of conflict	H1-4. Were there mechanisms/ interventions to resolve the conflict? Please specify. From who?	H1-5. Results/ Recent Status	H1-6. What are your recommendations to resolve and prevent conflicts?
1. Armed conflict 2. Within family clan 3. IP vs. IP (of the same IP/ICC group) 4. IP vs. IP (of different IP/ICC groups) 5. IP to private sector conflict 6. IP to Government conflict 7. IP to non-IP migrant 8. Others, specify			1. No 2. Indigenous People Organization 3. NCIP Body 4. Legal Court 5. LGU 6. NGOs 7. Others, specify		
[] No. Why do you think so? What are the attributable factors?					
H2. What are the specific capacities do you need to resolve and prevent the conflict? (Multiple selection)					
	Type: 1. Knowledge 2. Planning 3. Way's to create (how to) 4. Negotiation 5. Others, specify	Specific Topic/Theme/Areas			
Capacity needs for conflict resolution					
Capacity needs for conflict prevention					
H3. Are there any instances that you/your family were displaced?					
[] Yes. Please provide information below:					
H3-1. Cause of displacement	H3-2. Brief description of the situation	H3-3. Approximate numbers of individual affected?	H3-4. Were there projects/ interventions to address displacement? Please specify. From who?	H3-5. Results/ Recent Status	H3-6. What are your recommendations to address the issue of displacement?
1. Natural disaster 2. Armed conflict 3. Extraction (mining, energy) 4. Construction (real estate, tourism, settlement) 5. Government projects 6. Agribusiness farming 7. Entry of migrants 8. Others, please specify			1. No 2. Indigenous People Organization 3. NCIP Body 4. Legal Court 5. LGU 6. NGOs 7. Others, specify		
[] No. Why do you think so? What are the attributable factors?					

B. Other Community Problems				
H4. Are there any other problems that have existed/are presently existing/are foreseen to exist in your community? [] Yes. Please provide information below:				
H4-1. Type	H4-2. Brief description of the problem including the causes	Were there projects/ interventions to address the problem? Please specify. From who?	H4-4. Results/Recent Status	H4-5. What are your recommendations to address the problem?
		1. No 2. Indigenous People Organization 3. NCIP Body 4. Legal Court 5. LGU 6. NGOs 7. Others, specify		
[] No. Why do you think so? What are the attributable factors?				

H5. What are the specific capacities do you need/your community needs to resolve and prevent the problems? (Multiple selection)		
	Type: 1. Knowledge 2. Planning 3. Ways to create (how to) 4. Negotiation 5. Others, specify	Specific Topic/Theme/Areas
Capacity needs for conflict resolution		
Capacity needs for conflict prevention		

I. INVOLVEMENT OF YOUTH

11. How do young people can access information about land? Multiple selection.

- 1- Through the Elders 2- Through documents 3- Through poster/tarpaulins
4- Through the BLGU 5- Through the 3D map 6- Others, specify _____

12. What would make the information more accessible to young people? _____

13. Which type of information regarding to land do youth have access to? (Multiple selection)

- 1- Land size 2- Land location 3- Land type
4- Land tenure 5- Land use 6- Others, specify _____

13-1. How relevant is the information to the concerns of the youth?

- 1 – Very Relevant 2 – Relevant 3 – Somewhat Relevant 4 – Not Relevant

14. Are there governance structures in place for young people to participate in the decision-making processes with regard to land issues? 1- Yes 2- No 3- I don't know

14-1. If No, why? _____

15. Are there designated spaces or established procedures in those processes for young people to participate in?

- 1- Yes 2- No

15-1. If No, why? _____

16. How do young people participate and get involved in the decision-making processes in these structures?

- 1- Attend monthly meeting 2- Attend to traditional rituals 3- Youth representation to IPO structural design
4- Engage to IPO strategic planning and operational decisions making 5- Is given a right/voice to establish, weigh, and evaluate decisions 6- Others, specify _____

16-1. Do the youth have a consultative role and/or an implementing role? 1 – Yes. 2 – No 3- I don't know

17. What forms of tenure are available for young people? _____

117-1. How do the youth acquire them (e.g. tradition, inheritance, etc.)? _____

18. Is it easy for youth to access land for income-generating activities? 1- Yes 2- No

18-1. If No, why? _____

19. For which income-generating activities do youth need access to land?

1- Crop production 2- Food processing 3- Storage 4- Leasing 5- Establishment of Enterprise facility
6- Others, specify _____

120. Which forms of tenure are available for young people?

1- Owned/being amortized 2- Owned/no amortization 3- Owned/inherited
4- Shared with payment 5- Shared without payment 6- Rented

121. How do different forms of tenure encourage the use of land for income-generating activities? Please explain.

J. INVOLVEMENT OF WOMEN

J1. How do women can access information about land? Multiple selection.

1- Through the Elders 2- Through documents 3- Through poster/tarpaulins
4- Through the BLGU 5- Through the 3D map 6- Others, specify _____

J2. What would make the information more accessible to women? _____

J3. Which type of information regarding to land do women have access to? (Multiple selection)

1- Land size 2- Land location 3- Land type
4- Land tenure 5- Land use 6- Others, specify _____

J4. Are there governance structures in place for women to participate in the decision-making processes with regard to land issues? 1- Yes 2- No

J4-1. If No, why? _____

J5. Are there designated spaces or established procedures in those processes for women to participate in?

1- Yes 2- No

J5-1. If No, why? _____

J6. How do women participate and get involved in the decision-making processes in these structures?

1- Attend monthly meetings 2- Attend to traditional rituals 3- Women representation to IPO structural design
4- Engage to IPO strategic planning and operational decisions making 5- Is given a right/voice to establish, weigh, and evaluate decisions 6- Others, specify _____

J7. Is it easy for women to access land for income-generating activities? 1- Yes 2- No

J7-1. If No, why? _____

J8. For which income-generating activities do women need access to land?

1- Crop production 2- Food processing 3- Storage 4- Leasing 5- Establishment of Enterprise facility
6- Others, specify _____

J9. Which forms of tenure are available for women?

1- Owned/being amortized 2- Owned/no amortization 3- Owned/inherited
4- Shared with payment 5- Shared without payment 6- Rented

J10. How do different forms of tenure encourage women the use of land for income-generating activities? Please explain. _____

Thank you!

Attachment C: Sample Household Survey Questionnaire



Enhancing Tenurial Security of Smallholders Farmers in Northern Mindanao, Philippines

Household Survey Questionnaire

Household Survey Form #: _____

Date (dd/mm/yyyy): _____

Household Number: _____

Time Started (hr/min): _____

Good Day Sir/Madam! The Global Land Tool Network with the Asian Non-Government Organization Coalition for Agrarian Reform and Rural Development (ANGOC) and Xavier Science Foundation, Inc. (XSF) is currently implementing a project specifically in Indigenous People Organization and Migrant Settlers in Pangantucan, Bukidnon entitled “Enhancing Tenurial Security of Smallholders Farmers in Northern Mindanao, Philippines”.

Questions listed must be answered as much as possible. The data gathered regarding your status will be used to design and develop the activities based on community’s vision and needs. We would like to ask for your time for approximately two (2) hours to answer this questionnaire. The security of the information gathered from this survey will be strictly confidential. Thank you!

Instruction: Please READ carefully and ANSWERS must be written into CAPITAL LETTERS. Place a check mark (✓) in the box that corresponds the respondents response.

NOTE: Field mandatory (*)

A. Respondents Location Details *

A1. Municipality:	A2. Barangay:	A3. Street/Sitio/Purok:	A4. Indigenous People’s Organization (IPO)
A5. District Councilor			
A6. Sitio/Purok Leader			

B. Enumerator Details *

B1. Name of Enumerator	Last Name:	First Name:
B2. Sex	<input type="checkbox"/> Male (1)	<input type="checkbox"/> Female (2)
B3. Cellular phone Number		
B4. Current Address		
B5. GPS ID number/Tablet		
B6. Camera ID number/Tablet		

C. Respondent Details *

C1. Name of Respondent	Last Name:	First Name:
C2. Sex	<input type="checkbox"/> Male (1)	<input type="checkbox"/> Female (2)
C3. Civil Status	<input type="checkbox"/> Single (1)	<input type="checkbox"/> Married (2) <input type="checkbox"/> Widow (3)
	<input type="checkbox"/> Separated (4)	<input type="checkbox"/> Live-in/Co-habiting (5)
C4. Date of Birth		
C5. Educational Status (See Code B.)		
C6. Type of Work (See Code C.)		
C7. Are you a “LUMAD”?	<input type="checkbox"/> Yes (1)	<input type="checkbox"/> No (2)
C8. If Yes, what is your Tribe? (See Code E.)		
C9. Estimated Monthly Income		
C10. Photo File Name		

Code A: Relationship to the Household Head		Code B: Educational Status		Code C: Type of Work		Code D: Civil Status				
(1) Spouse (2) Son/Daughter (3) Relatives (4) No relationship (5) Others, specify:		(1) None (2) Elementary Level (3) Elementary Graduate (4) Secondary Level (5) Secondary Graduate (6) Vocational Graduate (7) College Level (8) College Graduate (9) Post graduate (10) Post graduate diploma (11) Others, specify:		(1) Farmers (2) Laborer (3) Private Company/Household (4) Business Owner/Self-employed (5) Government Worker (6) OFW Worker (7) Unemployed (8) Student (9) Not applicable/child/infant (10) Others, specify:		(1) Single (2) Married (3) Widow (4) Separated (5) Live-in/Co-habiting (6) Others, specify:				
Code E: Type of Tribe (1) Talaandig (5) Matigsalug (2) Higaonon (6) Manobo (3) Bukidon (7) Tigwahanon (4) Umayamnon (8) Others, specify:										
D. Household Member Profile *										
D1. Full Name (Surname, First Name)	D2. Date of Birth (1) Male (2) Female	D3. Date of Birth (mm/dd/yyyy)	D4. Civil Status (See Code D)	D5. Relationship to the Household Head (See Code A) D6. Living/Staying with the Parents Yes (1) No (2)	D7. Educational Status (See Code B)	D8. Type of Work (See Code C)	D9. Are you a "Lumad"? Yes (1) No (2) D10. What is your Tribe? (See Code E)	D11. Do you have farm/lot other than your family owned? Yes (1) No (2)	D12. Estimated individual monthly income?	D13. Individual Photo Filename
01										
02										
03										
04										
05										
06										
07										
08										
09										
10										

E. Household Details *	
E1. Household properties (multiple selection)	<input type="checkbox"/> Sari-sari store (1) <input type="checkbox"/> Vehicle/s (2) <input type="checkbox"/> Farm inside of ancestral domain (3) <input type="checkbox"/> Farm outside of ancestral domain (4) <input type="checkbox"/> House/s (5) <input type="checkbox"/> Others, specify (6) :
E2. Estimated total monthly income from Farming for the last (6) months	
E3. Estimated total monthly income from Non-farming for the last (6) months	
E4 Estimated total monthly expenses for the last (6) months	
E5. Average monthly expenses for farm inputs for the last (6) months (farm animals, equipment, fertilizers, pesticides, etc.)	
E6. Which of these communal properties within the ancestral domain do you have access to? (multiple selection)	<input type="checkbox"/> Forestlands (1) <input type="checkbox"/> Burial grounds (2) <input type="checkbox"/> Rivers (3) <input type="checkbox"/> Lakes (4) <input type="checkbox"/> Spring (5) <input type="checkbox"/> Others, specify (6) :
E7. Which of these programs and services are you able to access and utilize? (multiple selection)	<input type="checkbox"/> Health (1) <input type="checkbox"/> Education (2) <input type="checkbox"/> Livelihood (3) <input type="checkbox"/> Market (4) <input type="checkbox"/> Formal credit (5) <input type="checkbox"/> Security (6) <input type="checkbox"/> 4Ps/UCT/IPs (7) <input type="checkbox"/> Others, specify (8):
E8. Source of programs and services (multiple selection)	<input type="checkbox"/> Government (1) <input type="checkbox"/> NGO (2) <input type="checkbox"/> Private (3) <input type="checkbox"/> Church (4) <input type="checkbox"/> Others, specify (5):
E9. Do you have family savings?	<input type="checkbox"/> Yes (1) <input type="checkbox"/> No (2) (Skip to E11)
E10. If Yes, what type of family savings? (multiple selection)	<input type="checkbox"/> Rural bank (1) <input type="checkbox"/> Cooperative (2) <input type="checkbox"/> At home (3) <input type="checkbox"/> Others, specify (4):
E11. Do you have community savings	<input type="checkbox"/> Yes (1) <input type="checkbox"/> No (2) (Skip to E13)
E12. If Yes, what type of community savings? (multiple selection)	<input type="checkbox"/> Rural bank (1) <input type="checkbox"/> Cooperative (2) <input type="checkbox"/> Others, specify (3):
E13. Household priorities (Choose top 3 priorities)	<input type="checkbox"/> Tenure security (1) <input type="checkbox"/> Food security (2) <input type="checkbox"/> Housing improvement (3) <input type="checkbox"/> Drinking water (4) <input type="checkbox"/> Education (5) <input type="checkbox"/> Electricity (6) <input type="checkbox"/> Farm inputs (7) <input type="checkbox"/> Toilet (8) <input type="checkbox"/> Peace and order (9) <input type="checkbox"/> Livelihood/Family business (10) <input type="checkbox"/> Health (11) <input type="checkbox"/> Others, specify (12):
E14. Barangay/Village priorities (Choose top 3 priorities)	<input type="checkbox"/> Tenure security (1) <input type="checkbox"/> Food security (2) <input type="checkbox"/> Health centers (3) <input type="checkbox"/> Roads (4) <input type="checkbox"/> Water system (5) <input type="checkbox"/> Drainage improvement (6) <input type="checkbox"/> School and educational facilities (7) <input type="checkbox"/> Sewerage (8) <input type="checkbox"/> Electricity (9) <input type="checkbox"/> Mobile network (10) <input type="checkbox"/> Peace and order (11) <input type="checkbox"/> Market (12) <input type="checkbox"/> Safety from natural disasters (typhoon, landslide, fire, etc.) (13) <input type="checkbox"/> Others, specify (14):
E15. Household/Family Group Photo file name	

F. House Details	
F1. Majority of materials used for structure (please select one)	<input type="checkbox"/> Concrete (1) <input type="checkbox"/> Semi-concrete (2) <input type="checkbox"/> Light materials (3)
F2. Use of structure (please select one)	<input type="checkbox"/> Residential (1) <input type="checkbox"/> Commercial (2) <input type="checkbox"/> Mixed-use (3)
F3. Number of floor/s (please select one)	<input type="checkbox"/> One (1) floor <input type="checkbox"/> Two (2) floors <input type="checkbox"/> Others, specify (3)
F4. Power source (can be multiple selection)	<input type="checkbox"/> Buseco (1) <input type="checkbox"/> Fibeco (2) <input type="checkbox"/> Solar panel (3) <input type="checkbox"/> No Electricity (4) <input type="checkbox"/> Others, specify (5):
F5. Drinking water source (can be multiple selection)	<input type="checkbox"/> Local water district (1) <input type="checkbox"/> Deep well (2) <input type="checkbox"/> Commercial vendor (3) <input type="checkbox"/> Others, specify (4):
F6. Domestic water source (can be multiple selection)	<input type="checkbox"/> Local water district (1) <input type="checkbox"/> Community Water Supply (2) <input type="checkbox"/> Deep well (3) <input type="checkbox"/> Rivers (4) <input type="checkbox"/> Lakes (5) <input type="checkbox"/> Spring (6) <input type="checkbox"/> Rain Catch Water (7) <input type="checkbox"/> Others, specify (8):
F7. Sanitation/toilet	<input type="checkbox"/> Owned/house (1) <input type="checkbox"/> Communal (2)
F8. Type of Toilet	<input type="checkbox"/> Flush (1) <input type="checkbox"/> Pit latrine (2) <input type="checkbox"/> Pit composting (3) <input type="checkbox"/> Bush (4) <input type="checkbox"/> Others, specify (5):
F9. Are the Residential House within/inside AD?	<input type="checkbox"/> Yes (1) <input type="checkbox"/> No (2)
F10. Where it is located (Barangay/Sitio/Purok)?	
F11. GPS point file name of Current residential house	
F12. GPS number	
F13. Photo File Name of the current Residential House	

G. Garden Details	
G1. Do you have a Garden?	<input type="checkbox"/> Yes (1) <input type="checkbox"/> No (2) <i>(skip to H1)</i>
G2. How many Garden do you have?	
G3. Do you have plant in the garden?	<input type="checkbox"/> Yes (1) <input type="checkbox"/> No (2)
G4. Use of the Garden <i>(can be multiple selection)</i>	<input type="checkbox"/> Food (1) <input type="checkbox"/> Income (2) <input type="checkbox"/> Medicine (3) <input type="checkbox"/> Aesthetic Beautification (4) <input type="checkbox"/> Others, specify (5):
G5. Plant/s in the garden <i>(can be multiple selection)</i>	<input type="checkbox"/> Vegetables (1) <input type="checkbox"/> Fruit trees (2) <input type="checkbox"/> Root crops (3) <input type="checkbox"/> Ornamental (4) <input type="checkbox"/> Medicinal Plants (5) <input type="checkbox"/> Others specify (6):
G6. Are the Garden within/inside AD?	<input type="checkbox"/> Yes (1) <input type="checkbox"/> No (2)
G7. Where it is located (Barangay/Sitio/Purok)?	
G8. Tenure type of the Garden	<input type="checkbox"/> Owned/being amortized (1) <input type="checkbox"/> Owned/no amortization (2) <input type="checkbox"/> Owned/inherited (3) <input type="checkbox"/> Shared with payment (4) <input type="checkbox"/> Shared without payment (5) <input type="checkbox"/> Rented (6) <input type="checkbox"/> Others, specify (7):
G9. GPS ID	
G10. GPS file name	

H. Homelot Tenure *	
H1. Tenure type of the land of residential house	<input type="checkbox"/> Owned/being amortized (1) <input type="checkbox"/> Owned/no amortization (2) <input type="checkbox"/> Owned/inherited (3) <input type="checkbox"/> Shared with payment (4) <input type="checkbox"/> Shared without payment (5) <input type="checkbox"/> Rented (6) <input type="checkbox"/> Others, specify (7):
H2. Type of land document of current residential house (multiple selection)	<input type="checkbox"/> Receipt of land tax (1) <input type="checkbox"/> Registered tenancy document (2) <input type="checkbox"/> Contract (3) <input type="checkbox"/> Lease (4) <input type="checkbox"/> No document (5) <input type="checkbox"/> Others, specify (6):
H3. Name of the person in the document (if only the name of the person is different from H2)	Last name: _____ First Name: _____
H4. Sex	<input type="checkbox"/> Male (1) <input type="checkbox"/> Female (2)
H5. Identification number of land document (if available)	
H6. Photo file name of any documents related to land of residential house	
H7. If Renter/Tenant, write the land owner's full name	Last name: _____ First Name: _____
H8. Sex	<input type="checkbox"/> Male (1) <input type="checkbox"/> Female (2)
H9. If Shared With or Without Payment, write the land owner's full name	Last name: _____ First Name: _____
H10. Sex	<input type="checkbox"/> Male (1) <input type="checkbox"/> Female (2)

I. House Structure Tenure *	
I1. How many residential houses do you have?	
I2. Tenure type of the residential house	<input type="checkbox"/> Owned/being amortized (1) <input type="checkbox"/> Owned/no amortization (2) <input type="checkbox"/> Owned/inherited (3) <input type="checkbox"/> Shared with payment (4) <input type="checkbox"/> Shared without payment (5) <input type="checkbox"/> Rented (6) <input type="checkbox"/> Others, specify (7):
I3. Type of document of residential house (multiple selection)	<input type="checkbox"/> Registered tenancy document (1) <input type="checkbox"/> Contract (2) <input type="checkbox"/> Lease/Rent (3) <input type="checkbox"/> No document (4) <input type="checkbox"/> Others, specify (5):
I4. Name of the person in the document (If only the name of the person is different from I3)	Last name: _____ First Name: _____
I5. Sex	<input type="checkbox"/> Male (1) <input type="checkbox"/> Female (2)
I6. Identification number of residential house document (if available)	
I7. Photo file name of any documents of residential house	
I8. If Renter/enant, write the house owner's full name	Last name: _____ First Name: _____
I9. Sex	<input type="checkbox"/> Male (1) <input type="checkbox"/> Female (2)
I10. If Shared With or Without Payment, write the residential house owner's full name	
I11. Sex	<input type="checkbox"/> Male (1) <input type="checkbox"/> Female (2)

J. Type of Farm Lot *	
J1. Type of land *	<input type="checkbox"/> Private land (1) <input type="checkbox"/> Trust land (2) <input type="checkbox"/> Institution land (3) <input type="checkbox"/> Government land (4) <input type="checkbox"/> Public land (5) <input type="checkbox"/> Communal land (6) <input type="checkbox"/> Others, specify (7):
J2. GPS ID *	
J3. GPS point file name of the Farm Lot	A: _____ B: _____ C: _____ D: _____ E: _____

K. Farm Lot Tenure *	
K1. How many farm lots do you tilled/occupied?	
K2. Are this located within/inside Ancestral Domain?	<input type="checkbox"/> Yes (1) <input type="checkbox"/> No (2)
K3. Are this located within/inside Protected Area?	<input type="checkbox"/> Yes (1) <input type="checkbox"/> No (2)
K4. Estimated total number of hectares?	
K5. Tenure type of the Farm Lot	<input type="checkbox"/> Owned/being amortized (1) <input type="checkbox"/> Owned/no amortization (2) <input type="checkbox"/> Owned/inherited (3) <input type="checkbox"/> Shared with payment (4) <input type="checkbox"/> Shared without payment (5) <input type="checkbox"/> Rented (6) <input type="checkbox"/> Others, specify (7):
K6. Type of land document of the Farm Lot	<input type="checkbox"/> Receipt of land tax (1) <input type="checkbox"/> Registered tenancy document (2) <input type="checkbox"/> Contract (3) <input type="checkbox"/> Lease (4) <input type="checkbox"/> No document (5) <input type="checkbox"/> Others, specify (6):
K7. Name of the person in the document (<i>If only the name of the person is different from K6</i>)	Last name: _____ First Name: _____
K8. Sex	<input type="checkbox"/> Male (1) <input type="checkbox"/> Female (2)
K9. Identification number of farm lot document (if available)	
K10. Photo file name of any documents related to farm lots ownership	
K11. If Renter, write the land owner's full name	Last name: _____ First Name: _____
K12. Sex	<input type="checkbox"/> Male (1) <input type="checkbox"/> Female (2)
K13. If Only Borrowing, write the land owner's full name	Last name: _____ First Name: _____
K14. Sex	<input type="checkbox"/> Male (1) <input type="checkbox"/> Female (2)
K15. If Caretaker/Custodian, write the land owner's full name	Last name: _____ First Name: _____
K16. Sex	<input type="checkbox"/> Male (1) <input type="checkbox"/> Female (2)
K17. If Caretaker/Custodian/Borrowing, number of household/s sharing the production	
K18. If Caretaker/Custodian/Borrowing, percent of production given to the landlord/s	
K19. Do you fear that you will be displaced/evicted from your house or farm in the next 5 years?	<input type="checkbox"/> Yes <input type="checkbox"/> No (skip to L1)
K20. If the reason for eviction is conflict on Ownership, with whom?	<input type="checkbox"/> Government (1) <input type="checkbox"/> Business/Private sector (2) <input type="checkbox"/> Migrants/settlers (3) <input type="checkbox"/> Neighbor (4) <input type="checkbox"/> Others, specify (5):
K21. If the reason for eviction is NATURAL DISASTER, what type?	<input type="checkbox"/> Flooding (1) <input type="checkbox"/> Landslide (2) <input type="checkbox"/> Others, specify (3):

L. Farm Production *	
L1. Crops planted (<i>multiple selection</i>)	<input type="checkbox"/> Vegetables (1) <input type="checkbox"/> Fruit trees (2) <input type="checkbox"/> Ornamental (3) <input type="checkbox"/> Rice (4) <input type="checkbox"/> Corn (5) <input type="checkbox"/> Root crops (6) <input type="checkbox"/> Agro-forest trees (7) <input type="checkbox"/> HVC (8) <input type="checkbox"/> Others, specify (9):
L2. Type of labor for farming	<input type="checkbox"/> Family (1) <input type="checkbox"/> Communal (2) <input type="checkbox"/> Cooperative (3) <input type="checkbox"/> Contract (<i>as employee</i>) (4) <input type="checkbox"/> Contract (<i>as employer</i>) (5) <input type="checkbox"/> Others, specify (6):
L3. Farm animals (<i>assist in farming may it be owned or not</i>)	<input type="checkbox"/> Carabao (1) <input type="checkbox"/> Horse (2) <input type="checkbox"/> Cow (3) <input type="checkbox"/> No animal/s (4) <input type="checkbox"/> Others, specify (5):
L4. Farm equipment "Heavy & Tools" (<i>multiple selection</i>)	<input type="checkbox"/> Tractor/Implements (1) <input type="checkbox"/> Animal-drawn Equipment (2) <input type="checkbox"/> No equipment (3) <input type="checkbox"/> Others, specify (4):
L5. Use of farm fertilizers and/or pesticides (<i>multiple selection</i>)	<input type="checkbox"/> Organic fertilizer (1) <input type="checkbox"/> Synthetic fertilizer (2) <input type="checkbox"/> Pesticides (3) <input type="checkbox"/> Others, specify (4):
L6. Priority farm inputs and services (<i>select top 3</i>)	<input type="checkbox"/> Fertilizers (1) <input type="checkbox"/> Seedlings (2) <input type="checkbox"/> Farm tools (3) <input type="checkbox"/> Pesticides (4) <input type="checkbox"/> Trainings (5) <input type="checkbox"/> Others, specify (6):
L7. Primary use of farm production (<i>multiple selection</i>)	<input type="checkbox"/> Household consumption (1) <input type="checkbox"/> Communal consumption (2) <input type="checkbox"/> Income (3) <input type="checkbox"/> Others, specify (4):
L8. If for INCOME, through which option do you sell your produce?	<input type="checkbox"/> Direct selling (1) <input type="checkbox"/> Middle-man (2) <input type="checkbox"/> Contract (3) <input type="checkbox"/> Government subsidy (4) <input type="checkbox"/> Others, specify (5):
L9. Farm irrigation (<i>can be multiple selection</i>)	<input type="checkbox"/> Individual irrigation (1) <input type="checkbox"/> Communal (2) <input type="checkbox"/> Rain-fed (3) <input type="checkbox"/> No irrigation (4) <input type="checkbox"/> Others, specify (5):
L10. Who provides the irrigation	<input type="checkbox"/> IP organization (1) <input type="checkbox"/> Government (2) <input type="checkbox"/> Private business (3) <input type="checkbox"/> Non-government organization (4) <input type="checkbox"/> Church (5) <input type="checkbox"/> Others, specify (6):

Thank You and God Bless!

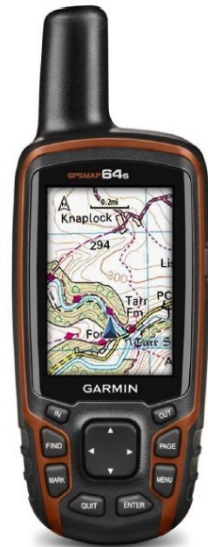
Attachment D: Handheld Global Positioning System (GPS) User's Field Manual

Introduction

A Global Positioning System Device or GPS is a gadget that was invented to make use of the satellites' constellations in orbit to conduct navigation, location, and mapping. This form of technology was mainly used in military applications and was developed by the USA Department of Defense in the 1970s before it was released to the public for commercial use in the 1990s. Today the GPS technology is widely available for use. It is already built-in to the smartphones and tablets to track in case of emergencies. Using a dedicated GPS device is much more reliable than a tablet or smartphone.

A GPS navigation device, also known as GPS receiver, is capable of receiving information from satellites to calculate the device's geographical position. With the use of appropriate and reliable software, the device can display the position on a map that is installed within the device, and also offer general directions or routes where the user/operator can go take in order to reach said position. It can record and/or store GPS location or coordinates with real-time information and weather conditions anywhere on or near the Earth. The GPS device shall be used by the enumerators to gather the data related to mapping the household area and farm lot areas.

The manual will illustrate a step-by-step use of the GPS device from its parts and functions, and how to collect during the field enumeration activities. This manual will also show a brief procedure to transfer data from the GPS device to a Desktop or laptop unit.



KEYS	PURPOSE
IN & OUT	To zoom in and out on map display
FIND	To open the search menu
PAGE	To scroll through the main pages
MARK	To save your current location as a waypoint
MENU	To open the menu for the menu that is open
QUIT	To cancel or return to the previous menu or page
ENTER	To select an option or acknowledge messages
▲▼◀▶	To navigate or move the map cursor

Device Overview

NO.	FEATURES
1)	Internal GPS/GLONASS antenna
2)	Display Screen
3)	Power Button
4)	Keypad
5)	Battery Cover D-ring
6)	Battery Compartment Cover
7)	Weather Cap
8)	Mini – USB Port
9)	MCX connector for GPS Antenna
10)	Mounting Spine
11)	Data Cord



Installing Battery and Memory Card

This handheld device runs on NiMA (Nickel Metal Hydride) or Lithium AA batteries, and has a Micro SD memory card slot for additional data storage. To install memory card and batteries please follow the steps:

Step 1: Turn the D-ring counter-clockwise, and pull up to remove cover.


Step 2: Check the memory card slot.

Step 3: Look for the word “OPEN” or this image , and slide the card holder to the direction of the arrow pointing, and then lift up.

Step 4: Insert the card the memory card face down on the gold contacts.

Step 5: Push down the card holder in place.

Step 6: Look of the word “LOCK” or this image , and slide the card holder to the direction of the arrow pointing.

Step 7: Observe the polarity in the compartment, and make sure that each battery is inserted with its positive with  polarity in place.

Step 8: Place back the battery cover to close the compartment.

Step 9: Turn the D-ring clockwise to lock and secure the cover.

Step 10: Hold/long press the power button  .

Note: If the user/operator does not have memory card skip steps 2 to 6.

Warning: Please do not use sharp objects to remove batteries and memory card.



Getting started

This procedure is intended for the field survey of the SALaR project and thus will only tackle the necessary process that the enumerators will use in gathering the data needed. The user/operator of the device must familiarize the sequence of steps and must practice the steps on the field to sharpen their skills. The first procedure is “Turning On the Device” and “Checking of Device Status.”

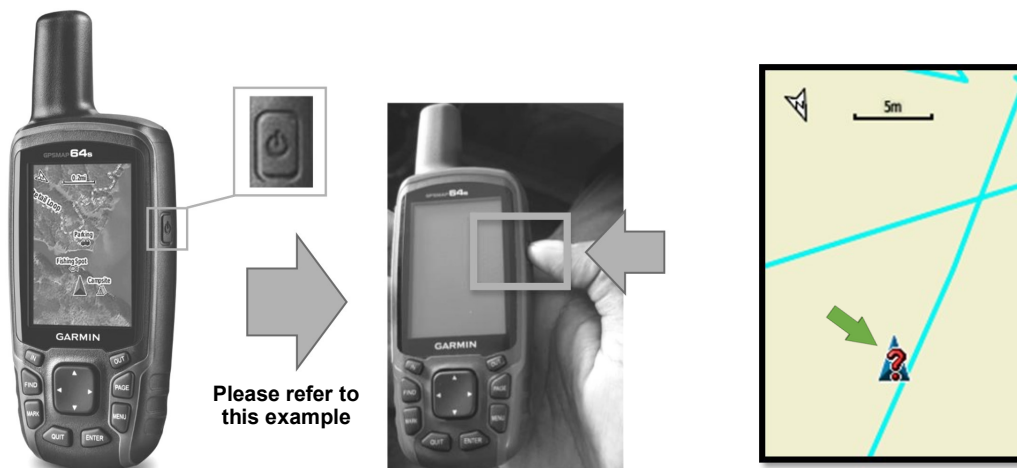
TURNING ON THE DEVICE

Step 1: Press and hold power button . The button is located at the right side of the device.

Step 2: Wait until it turns on.

The display screen will show the user/ operator’s location as a Triangle. If it shows a question mark ? it means the device has not yet acquired a signal lock.

Proceed to the next procedure “Check Status of the Device”.



CHECK STATUS OF THE DEVICE

Once the device is turned on, the user/operator should do a quick status check-up before going to the field. To do status check-up please follow the steps.

Step 1: Press power button  once, the status display will then appear.

Step 2: Check the date and time if it is correct.

Step 3: Press the left or right arrow keys   to adjust the backlight for screen illumination.

Step 4: Check the battery life. (If the battery life has less than 4 bars, please replace batteries before going to the field.)

Step 5: Check GPS/GLONASS signal strength. (To check satellite status please proceed to the “Checking Satellite Accuracy and Signal Strength” procedure.)



The device uses two global navigation satellite systems (GNSS): i) the Global Positioning System (GPS) of the United States of America, and ii) the Global Navigation Satellite System (GLONASS) of Russia. These two satellite systems go hand-in-hand in improving the positioning of the user/operator. This procedure will help the user in properly checking the signal strength of the device.

CHECKING SATELLITE ACCURACY AND SIGNAL STRENGTH

To check for the accuracy, follow METHOD-2. This method can be optional. It makes use of the “Page Sequence”. Please follow the steps.

Step 1: Select Profile Change Icon in the Main Menu.

Step 2: Use arrow keys to navigate to the Change Profile icon.

Step 3: Press “ENTER” to open. The Profile Page will appear.

Step 4: Press “ENTER” on the “GLTN SURVEY (GPS)” profile.

Step 5: Go outside to open area.

Step 6: Press “PAGE” to view page sequence. In the page sequence search for the “Satellite Page” by pressing the “PAGE” and or the “QUIT” key until you see Satellite Page. The user/operator can wait for 2 seconds for it to open automatically or press “ENTER” to open it manually.

Step 7: “Satellite Page” will show. Wait for GPS accuracy to reach 3m. Proceed to mark or track location.

Note: Check details on “Creating/ Change Profile” procedure.



To check for the accuracy, follow METHOD-2. This method can be optional. It makes use of the “Page Sequence.” Please follow the steps.

Step 1: Select Profile Change Icon in the Main Menu.

Step 2: Use arrow keys to navigate to the Change Profile icon.

Step 3: Press “ENTER” to open. The Profile Page will appear.

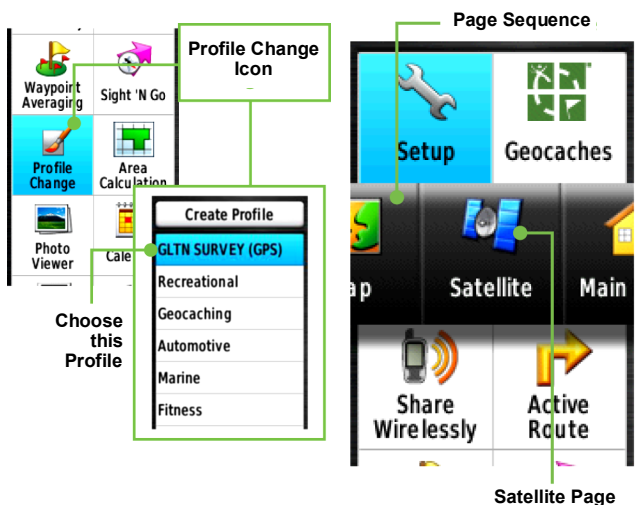
Step 4: Press “ENTER” on the “GLTN SURVEY (GPS)” profile.

Step 5: Go outside to open area.

Step 6: Press “PAGE” to view page sequence. In the page sequence search for the “Satellite Page” by pressing the “PAGE” and or the “QUIT” key until you see Satellite Page. The user/operator can wait for 2 seconds for it to open automatically or press “ENTER” to open it manually.

Step 7: “Satellite Page” will show. Wait for GPS accuracy to reach 3m. Proceed to mark or track location.

Note: Check details on “Creating/ Change Profile” procedure.



During field area surveys, the enumerators must record two distinct data types for Social Tenure Domain Model (STDM) software: i) the House/Farm Lot Boundaries, and ii) the Point Location of the area or corners of the boundaries. For this procedure, the user will learn how to record a house/farm lot boundary and familiarize him/herself with how to edit its details.

RECORDING TRACK/S

A track is a record of your path, and in this part of the manual the user/operator will use this function of the GPS to record the perimeter or boundary of the farm/house lot. Please follow the steps.

Step 1: Go to the starting point or corner of the farm/house lot.

Step 2: Check the screen if there is a track line on the map page. Press “PAGE” or “QUIT” key to navigate to the “Map Page” in the Page Sequence, and wait for 2 seconds or press “ENTER.”

Step 3: Press “MENU” twice and search for “Track Manager.”

Step 4: Press “ENTER” to select “Current Track.”

Step 5: Press the “DOWN ARROW” until you reach the “Clear current track.”

Step 6: A confirmation to delete the current track will then appear. Press “YES”.

Step 7: Press “PAGE” or “QUIT” key to navigate to the “Map Page.” Once the “Track Line” is deleted the User can now proceed to move along the boundary/corners of the lot to record.

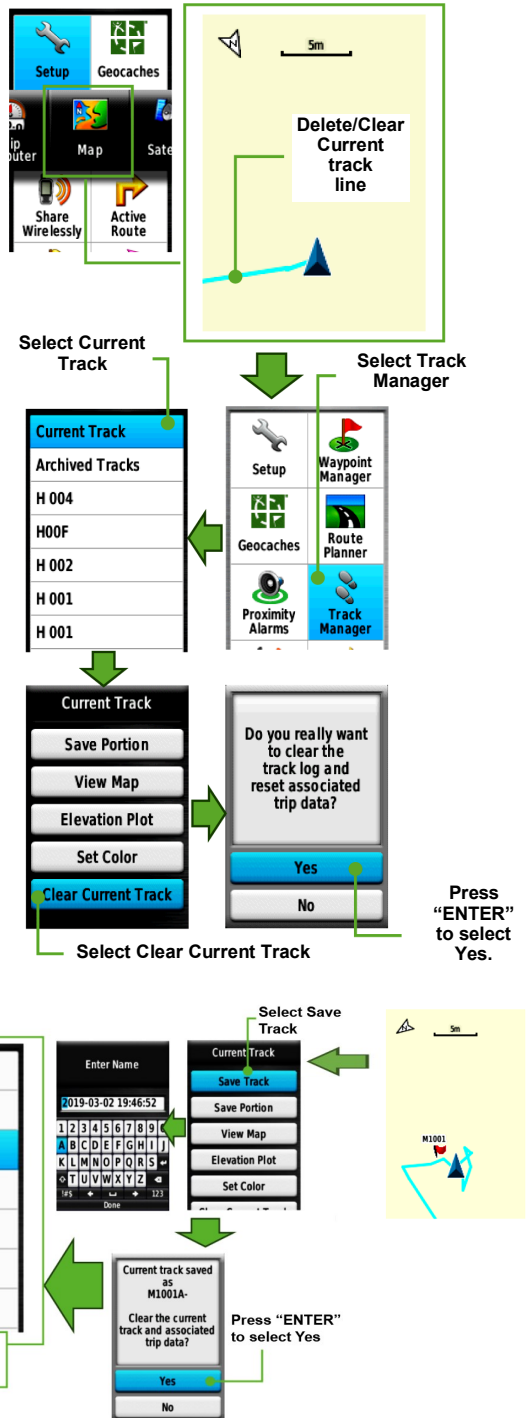
Step 8: Go to “Track Manager” in the Main Menu.

Step 9: Press “ENTER” on “Save Track.”

Step 10: Rename the File Name, use arrow keys to move to Letters. Rename it to the code of the specified in you manual.

Step 11: Press “ENTER” on Yes, so to clear and save current track.

Note: That user can check saved track in “Track Manager.”



AREA CALCULATION

Area Calculation is a tool in the GPS where the user can save a track line with a calculated area. This procedure will help the user/operator in estimating the lot area. Please follow the procedure.

Step 1: Go to the starting point or corner of the farm/house lot.

Step 2: Check the screen if there is a track line on the map page. Press “PAGE” or “QUIT” key to navigate to the “Map Page” in the Page Sequence.

If there is a track erase/clear it from the map display. (Follow steps 3 to 6 in the “Record Track Line” procedure to erase the current track.)

Step 3: Press “MENU” twice, search for the “Area Calculation Page” in the Main Menu.

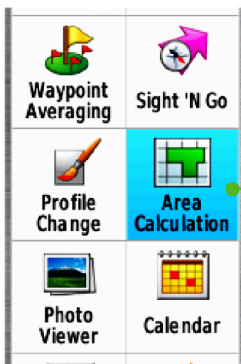
Step 4: Press “ENTER” to start the calculation.

Step 5: Move to each corner at a steady pace. Note be consistent with the pace, it should be not too fast and not too slow so that the satellite can record the track the user is moving.

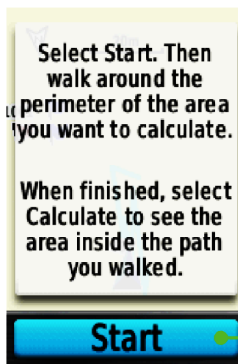
Step 6: Press again “ENTER” to calculate area.

Step 7: Press “ENTER” to save.

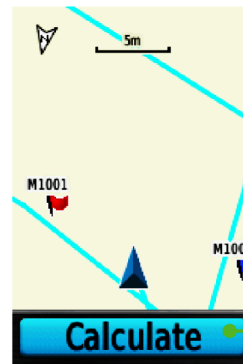
Note: the user can also select the “CHANGE UNITS” to change the units of the Area. (Ex. Square Meters to Hectares.)



Area Calculation Page



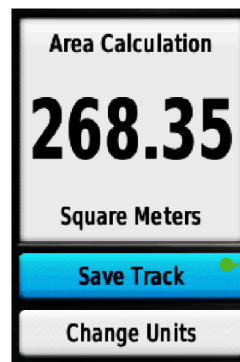
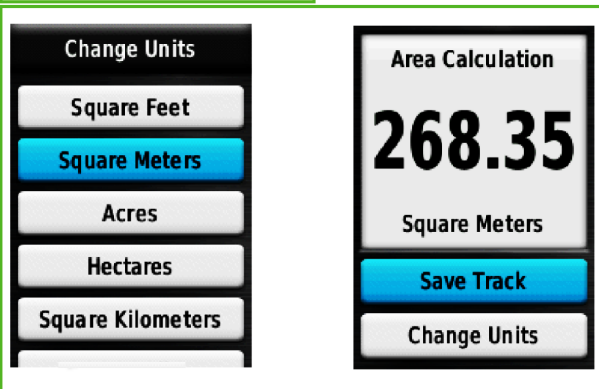
Press “ENTER” to start



Press “ENTER” to start



Optional Procedure



Press “ENTER” to save

This procedure is intended is for marking points or waypoints, which indicates the location or coordinates of the feature that the user wishes to geo-tag. A point can indicate either a small house, a small garden, and or corner/s of a farm/house lot. The procedure will help the user/operator to familiarize the process on how to record, and or customize/manage data on the field.

MARKING LOCATION OR WAYPOINT

A waypoint is the point location that will be recorded and stored in the device. Follow the step to Mark/Create a waypoint. In marking a waypoint, the user must view his progress in the map display. This function of the GPS will be used to mark the corners of the house/farm lot. Please Follow the steps.

Step 1: Press “PAGE” or “QUIT” to navigate to the “Map Page.”

Step 2: Go to location you wish to mark.

Step 3: Once you are at the location, press “MARK”. Details of the location will then appear.

Step 4: Press “ENTER” on the File Name of the waypoint to rename the file to the desired code. Please refer to the Code on your “Household Survey Form”.

Step 5: Press the “LEFT ARROW” to Highlight the waypoint “ICON,” and press “ENTER” to open. Select the desired icon for the mark image.

Step 6: Highlight the word “DONE,” and then press “ENTER.”

Step 7: Proceed to mark the rest of the corners of the lot. Note: The User can check the recorded waypoint in the “Waypoint Manager”

Waypoint Details

File Name: 004
 Note: [Blank]
 Location: N 08.45720° E 124.62546°
 Elevation: 116 m Depth: 0 m
 Map Function: Map Done
 Done Function

Waypoint Manager

Waypoint Recorded: M1001

Final details

M1001
 Note: [Blank]
 Location: N 08.45726° E 124.62530°
 Elevation: 124 m Depth: 0 m
 Map Done

Changing Icon

Use this icon for this example

Renaming of file name

004
 Note: [Blank]
 1 2 3 4 5 6 7 8 9 0
 A B C D E F G H I J
 K L M N O P Q R S
 T U V W X Y Z
 # \$ % & * () _ { } | ~ = < > [\] ; : ' " , . / ? * 123
 Done

Press “ENTER” to finish the record

This procedure is intended for the field survey of the SALaR project, and thus will only tackle the process of connecting the GPS device to the Desktop Unit or Laptop and transfer data for digitization and data processing.

DATA TRANSFER (FROM DEVICE TO PC)

In transferring data, the user/operator need a data cord to transfer data from the device to the desktop unit. Please follow the steps.

Step 1: Pull off the weather cap.

Step 2: Connect or plug-in the smaller plug into the USB port.

Step 3: Connect the data cord in the USB port.

Step 4: Plug-in the other connector to the desktop unit's USB-port.

Step 5: Go to the desktop and left-click on file explorer to open. (Refer to Fig 1.)

Step 6: Look for the GARMIN "GPSmap64s" on the left side of the File Explorer. Left-click once on it to open Garmin Folder. (Refer to Fig 2.)

Step 7: Look for "GARMIN" yellow folder. Double left-click to open. (Refer to Fig 3.)

Step 8: Look for "GPX" folder. Double left-click to open. (Refer to Fig 4.)

Step 9: Right-click on selected GPX and left-click on copy. (Refer to Fig 5.)

Step 10: Left-click on minus icon on upper right-side of the File Explorer. (Refer to Fig 6.)

Step 11: Right Click anywhere on desktop screen and left click on paste. (Refer to Fig 6.)



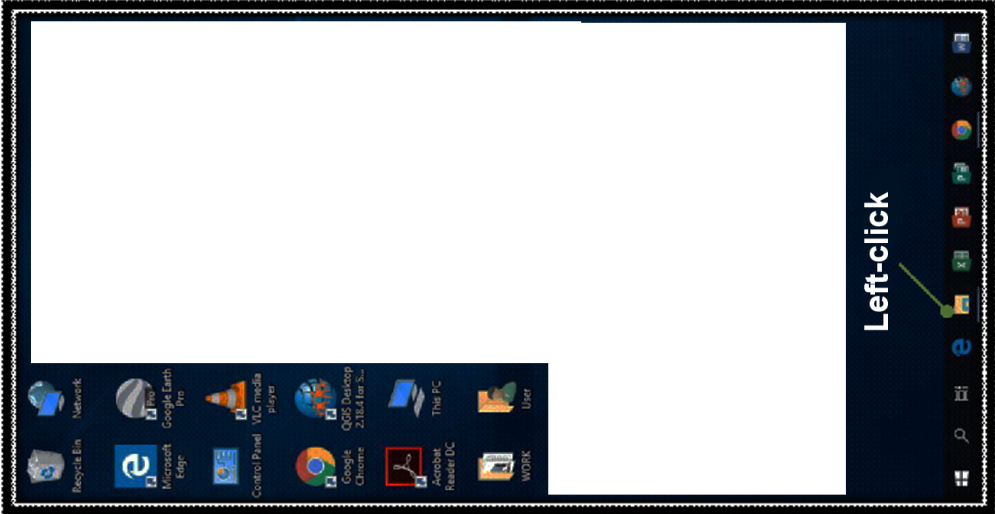


Figure 1. File Explorer on Step 5.

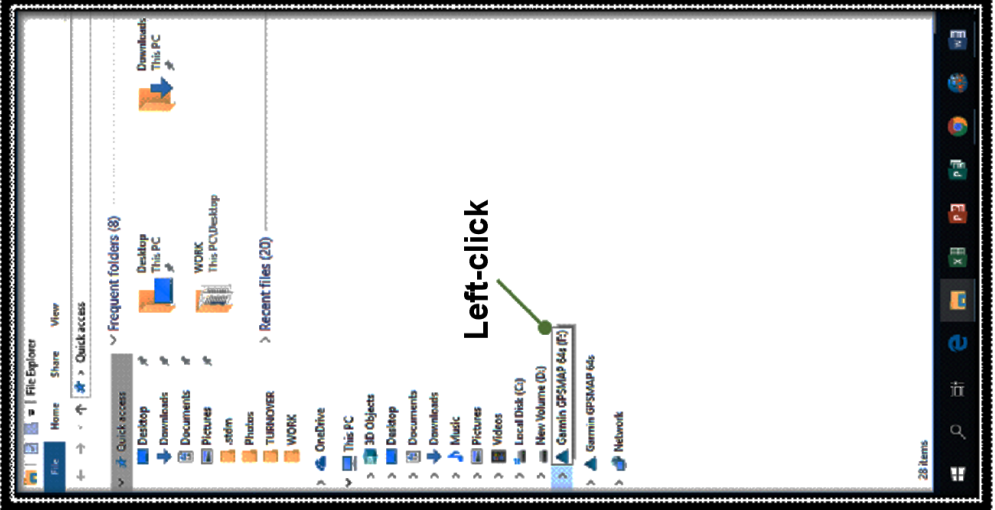


Figure 2. Click on GPSmap64s in Step 6.

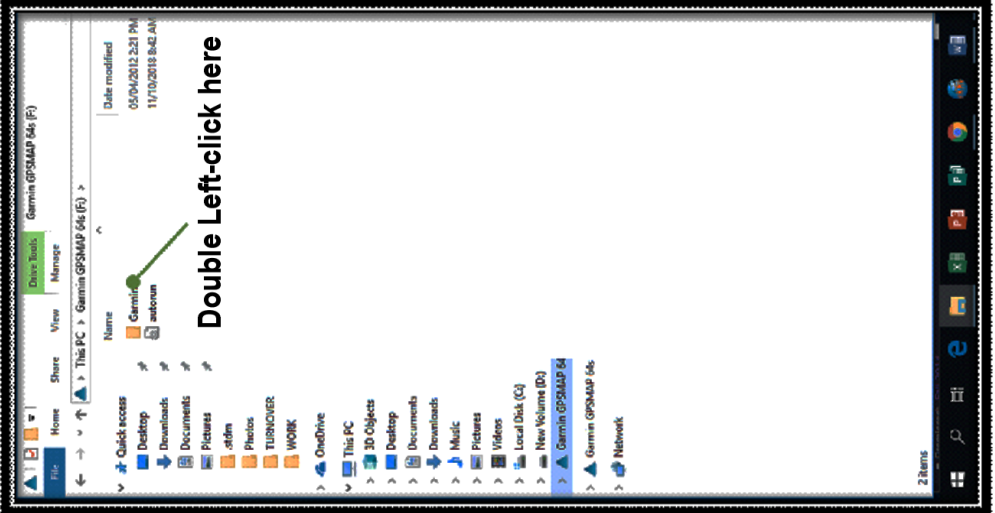


Figure 3. Click on GARMIN Folder on Step 7.

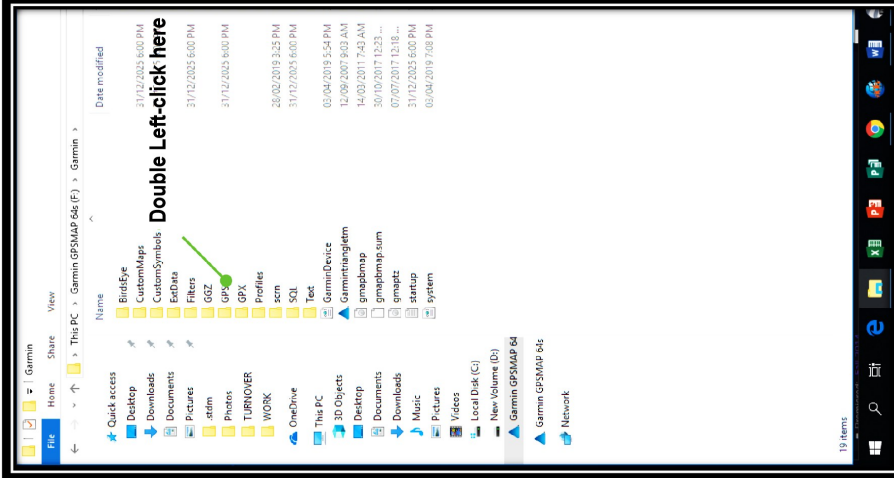


Figure 4. Click on GPS Folder on Step 8.

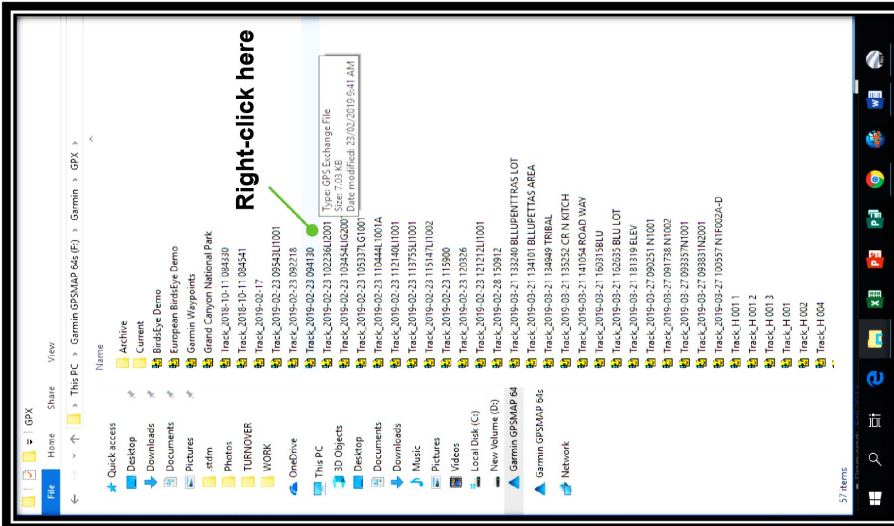


Figure 5. Right-click on selected GPX file in step 9

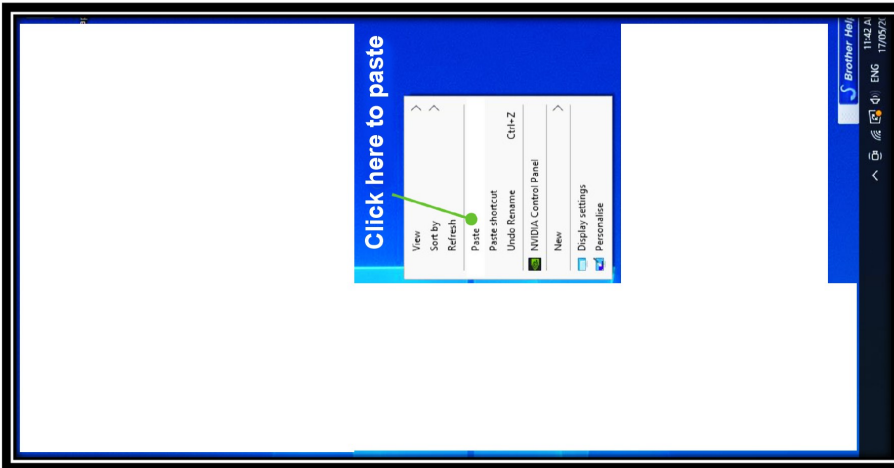


Figure 6. Click on GARMIN Folder on Steps 10 & 11.

References:

GPS images modified from: <https://www8.garmin.com>

Operational procedure modified from: <https://www8.garmin.com/>

Photographs: Xavier Science Foundation, Inc.

Attachment E: Personal Computer Manual

Introduction

What is a desktop personal computer (Desktop PC)? A Desktop or as it is commonly known, a PC, is a device that allows us to process data that we obtain in the real world and we either compile, share, or make use of the data that we processed. In the early days of PCs, the only thing it could do was process word and numeric documents even without the use of display monitors. The PC was mainly developed and used for computing large amounts of data at a fast and efficient rate with minimal errors that would otherwise be committed by us humans.

Today, the desktop PC is a common household appliance used for making projects, homework, gaming, and most importantly, work, and livelihood. In our case, we use the PC to make a database out of the information obtained through enumeration and mapping to produce a certificate that will serve as proof of tenure.

The Desktop Personal Computer

A personal computer (PC) is a multi-purpose computer whose size and capabilities make it feasible for individual use. Personal computers are intended to be operated directly by an end-user, rather than by a computer expert or technician. Unlike large and expensive minicomputers and mainframes, simultaneous time-sharing by many people is not used with personal computers.

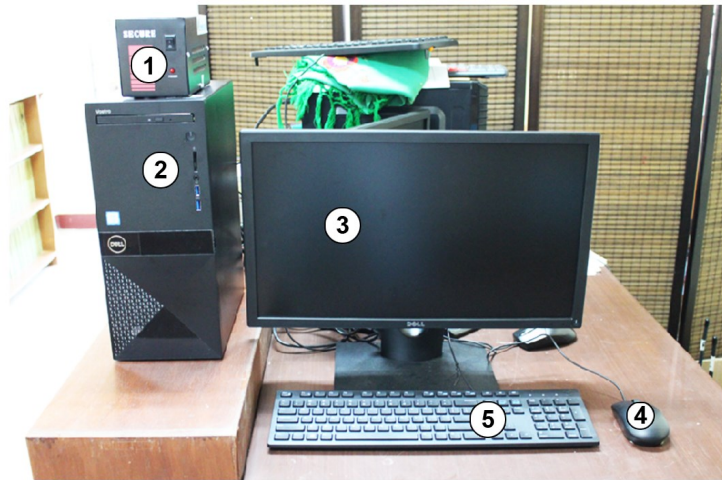
Institutional or corporate computer owners in the 1960s had to write their programs to do any useful work with the machines. While personal computer users may develop their applications, usually these systems run commercial software, free-of-charge software ("freeware"), or free and open-source software, which is provided in ready-to-run form. Software for personal computers is typically developed and distributed independently from the hardware or operating system manufacturers. Many personal computer users no longer need to write their programs to make any use of a personal computer, although end-user programming is still feasible.

In the early 1990s, Microsoft operating systems and Intel hardware have dominated much of the personal computer market, first with MS-DOS and then with Windows. Alternatives to Microsoft's Windows operating systems occupy a minority share of the industry. These include Apple's macOS and free and open-source Unix-like operating systems such as Linux. Advanced Micro Devices (AMD) provides the main alternative to Intel's processors.

The advent of personal computers and the concurrent digital revolution have significantly affected the lives of people in all countries.

Parts and Functions of the Desktop PC

Set up of the PC



1. AVR- Auto Voltage Regulator or AVR is a device designed to regulate voltage automatically – that is, to take a fluctuating voltage level and turn it into a constant voltage level.
2. CPU- Central Processing Unit or CPU is what makes the computer a computer. This part houses the components of the computer such as the motherboard, power supply, hard disk drives, etc.
3. Monitor- This is the screen in which the video output of the CPU is displayed and shows the desktop.
4. Mouse- Used to move the cursor and interact with the icons on the desktop and other applications.
5. Keyboard- Used to type in words using Microsoft office or the text program. It is also used to perform various short-cut commands to the PC.

Parts of the CPU



1. Power button - this turns on the computer and lights up to indicate that it is turned on.
2. DVD open button - opens the DVD tray.
3. SD card slot - a slot in which an SD card memory is inserted.
4. Front headphone jack - a slot in which you plug in headphones/headsets or speakers.
5. Front USB Ports - ports in which you attach USB Devices e.g. flash drives, mouse, keyboards, printers, smartphones, etc.

Back



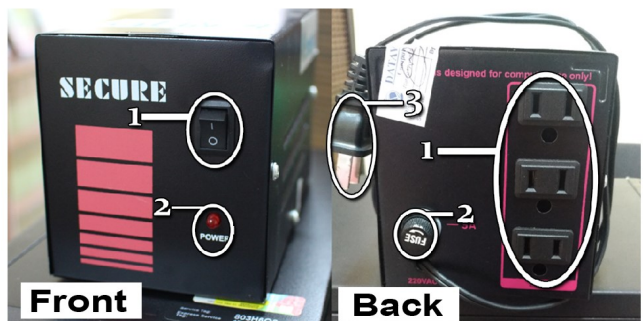
1. Microphone 3.5mm Jack - this is where you plug in a microphone that has a 3.5 mm input jack or webcams that have a microphone function.
2. Audio-out 3.5mm Jack - this is where you plug in headsets or speakers to hear the sounds played by the computer.
3. Audio-in 3.5mm Jack - this is where you plug in the audio input.
4. Motherboard HDMI out - a video and sound output slot that shows the display via an HDMI cable using the integrated graphics processor.
5. Motherboard VGA out- A video output slot that shows the display via a VGA cable using the integrated graphics processor.
6. USB ports - Ports in which you attach USB Devices e.g. flash drives, mouse, keyboards, printers, smartphones, etc.
7. Ethernet Port - a port in which you plug in an Ethernet cable to access an internet connection.
8. Graphics card VGA Out - a video output slot

- that shows the display via a VGA cable using the dedicated graphics processor.
9. Graphics card HDMI Out - a video and sound output slot that shows the display via an HDMI cable using the dedicated graphics processor.
 10. Graphics card DV-I Out - a video output slot that shows the display via a DV-I cable using the dedicated graphics processor.
 11. Power Supply Input Socket - this is where you connect the power cable for the computer to receive electricity.

Parts of the Automatic Voltage Regulator (AVR)

Front

1. Power Switch- Press this switch to turn on the AVR (Make sure it is plugged).
2. Power Indicator- Illuminates when the AVR is turned on.



Back

1. Input sockets- This is where you plug the monitor and the PC's power plug.
2. Fuse knob- This is removed if the AVR suffers electrical damage from fluctuations. This also prevents further damage to the AVR itself during that time.
3. Power plug- This is the plug that goes into the power outlet to provide power to the AVR.

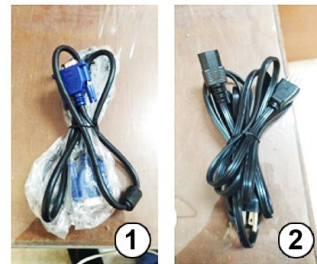
Parts of the Mouse

1. Left-click button - selects an icon on the desktop.
2. Mouse-wheel - scrolls up/down the current page in Microsoft office apps or internet browsers.
3. Right-click button - opens a pop-up menu

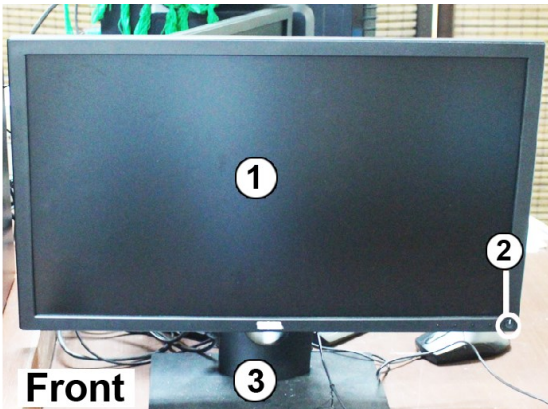


The Cables

1. Power Cables - Connect this to the Monitor, PC, and AVR.
2. VGA Cable - Connect this on the VGA Input slot on Monitor and the Graphics Card Output slot on the CPU.



Parts of the Monitor

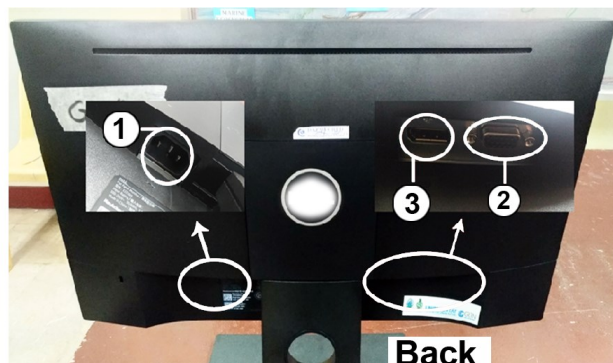


Front

1. Screen - this shows the desktop of the computer and will let you see your input to the computer.
2. Power Button - turns the monitor off or on.
3. Monitor stand - Supports the monitor up-right.

Back

1. Power input slot - this is where you plug in the power chord to turn on the monitor.
2. VGA input Slot - this is where you plug in your VGA cable that is connected to the computer.
3. HDMI input Slot - this is where you plug in the HDMI cable that is connected to the computer.



Steps on Operating the PC

Turning on the Desktop (Pag pa-andar sa Desktop)

1. These are the parts of the AVR that you need to look at.

(Mao ni nga mga parte sa AVR ang dapat lantawon.)



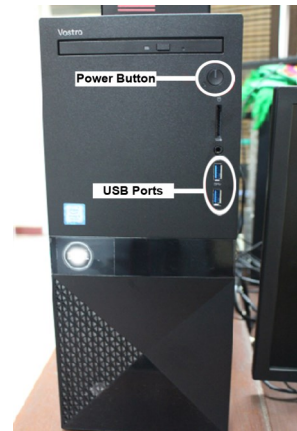
2. Press the switch to turn on the AVR.

(Tuploka ang On/Off switch para mu andar ang AVR.)



3. This is what you will see in the front panel of the CPU.

(Mao ning Makita nimu sa atubangan sa CPU.)



4. Press the 'Power' button. The button will light up when it is on.

(Tuploka ang 'Power' button. Musiga na siya inig human ug tuplok. Mao ning timailhan nga ni andar na ang Desktop.)



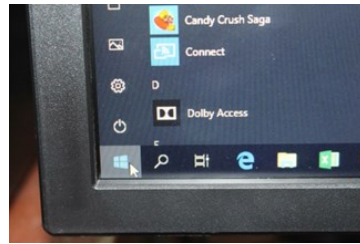
5. After powering up you wait a while until this shows on your screen. This is the 'Desktop.'"

(Inig human ug paandar, hulat ka taud2x, tas dapat mao ni inyong Makita sa screen. Mao ning gina tawag nga "Desktop.")



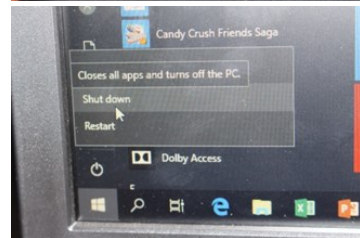
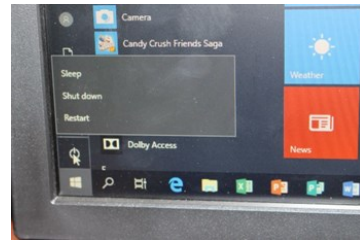
Shutting down the Desktop (Pagpalong sa Desktop)

1. Drag the cursor to the windows icon.
(I-drag ang kursor sa windows icon.)



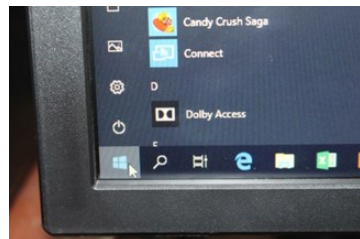
2. A window will pop out. Select and left-click on the 'shutdown'.

(Nay mupakita. Pilia ang Shut down ug I-left click.)



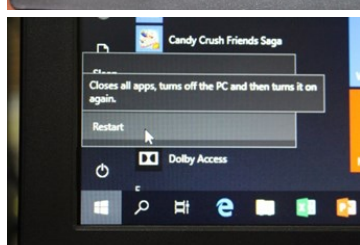
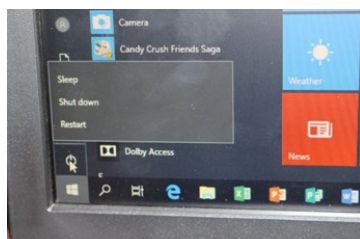
Resetting the Desktop (Pag Reset sa Desktop)

1. Drag the Cursor to the windows icon.
(I-Drage ang kursor sa windows icon.)



2. A window will pop out. Select and left-click on the 'Restart.' Wait until the computer takes you back to the desktop.

(Nay mupakita. Pilia ang 'Restart' ug I-leftclick. Hulati nga mubalik ug pakita ang desktop.)



Images By: Xavier Science Foundation, Inc.

Attachment F: Tablet User's Manual

Introduction

A tablet or tablet computer is a lightweight mobile device that has similar capabilities as a laptop but in a much smaller form factor. A tablet is a wireless touch screen personal computer (PC) that is smaller than a notebook but larger than a smartphone. Modern tablets are built with wireless Internet or local area networks (LAN) and a variety of software applications, including business applications, web browsers, and games.

The Tablet

A tablet computer, commonly shortened to "tablet," is a mobile device, typically with a mobile operating system and touchscreen display processing circuitry, and a rechargeable battery in a single thin, flat package. Tablets, being computers, do what other personal computers do, but lack some I/O capabilities that others have.

Modern tablets largely resemble modern smartphones, the only difference being that tablets are relatively larger than smartphones, with screens seven inches (18 centimeters) or larger, measured diagonally, and may not support access to a cellular network.

The touchscreen display is operated by gestures executed by finger or stylus instead of the mouse, trackpad, and keyboard of larger computers. Portable computers can be classified according to the presence and appearance of physical keyboards. The two types of tablets, the "slate" and "booklet," do not have physical keyboards and usually accept text and other input by use of a virtual keyboard shown on their touchscreen displays. To compensate for their lack of a physical keyboard, most tablets can connect to independent physical keyboards by wireless Bluetooth or USB; 2-in-1 PCs have keyboards, distinct from tablets.

The form of the tablet was conceptualized in the middle of the 20th century (Stanley Kubrick depicted fictional tablets in the 1968 science fiction film *2001: A Space Odyssey*) and prototyped and developed in the last two decades of that century. In 2010, Apple released the iPad, the first mass-market tablet to achieve widespread popularity. Thereafter tablets rapidly rose in ubiquity and briefly became a large product category used for personal, educational, and workplace applications, with sales stabilizing in the mid-2010s.

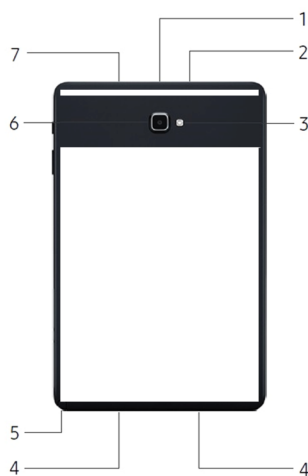
Parts and Functions of the Tablet

Front View



1. **Front camera:** Take self-portraits and record videos of yourself.
2. **Power key:** Press and hold to turn the device on or off, or to restart it. Press to lock or wake up the screen.
3. **Volume key:** Adjust the volume of your device's sounds and audio playback.
4. **Memory card tray:** Install an optional memory card (not included) for storage of files. For more information, see "Install an Optional Memory Card"
5. **Back:** Return to the previous screen, or close a dialog box, menu, or keyboard.
6. **Home key:** Return to the Home screen.
7. **Recent:** Tap to display recent apps, or touch and hold for Multi window™.
8. **Light sensor:** Use the ambient light level to adjust the screen brightness and contrast.

Back View

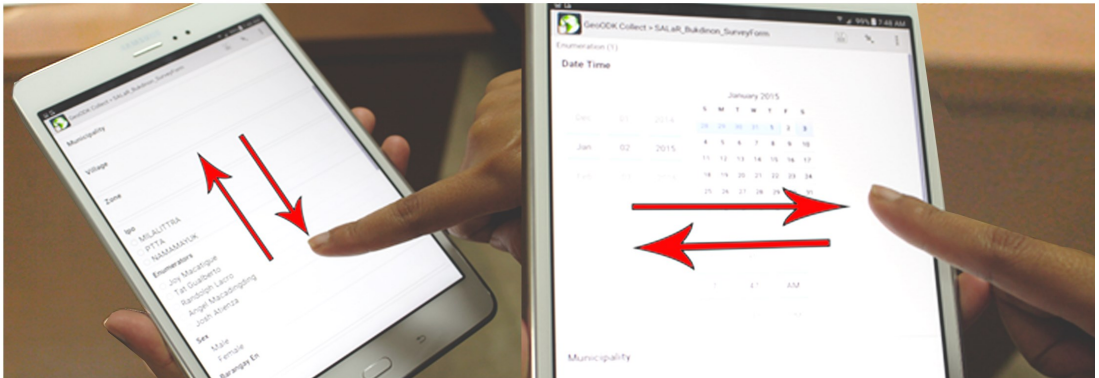


1. **USB charger/Accessory port:** Connect the USB charger (included) and other optional accessories (not included).
2. **Headset jack:** Connect an optional headset (not included).
3. **Flash:** Illuminate subjects in low-light environments when taking a photo or recording video.
4. **Speaker:** Play music and other sounds.
5. **S Pen:** Access a variety of powerful functions on your device with the versatile S Pen™.
6. **Rear camera:** Take pictures and record videos.
7. **Microphone:** Record audio and detect voice commands.

Usage of the Tablet

Navigating the Form in GeoODK Collect

When Swiping up/down or left/right, make sure to go in a straight direction because the software is very sensitive.

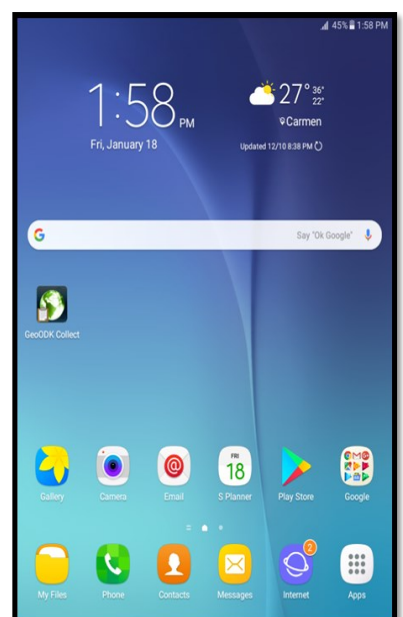
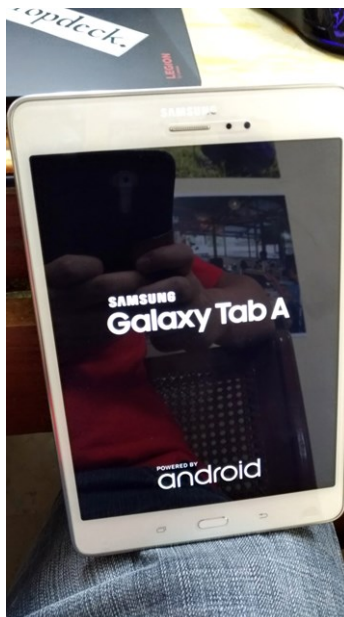


Turning on the Tablet

1. Long press the power button located on the upper right side of the device.

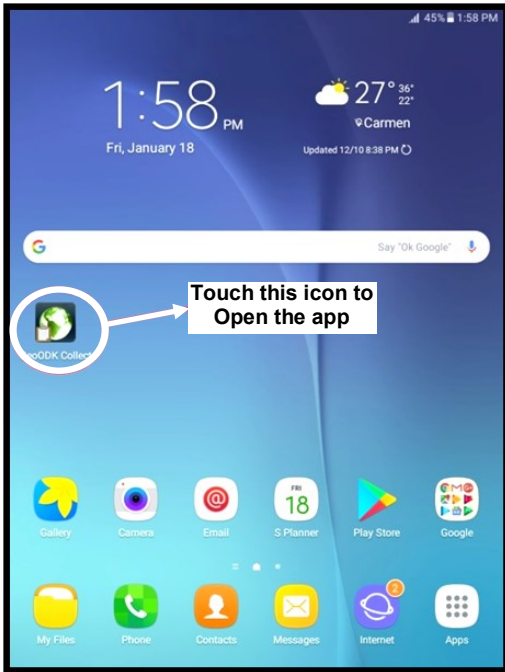
2. The device will vibrate to indicate that it is turning on. It will then show this screen.

3. It will then show you this Screen this is known as the “Home Page”



Using the GeoODK Collect Application

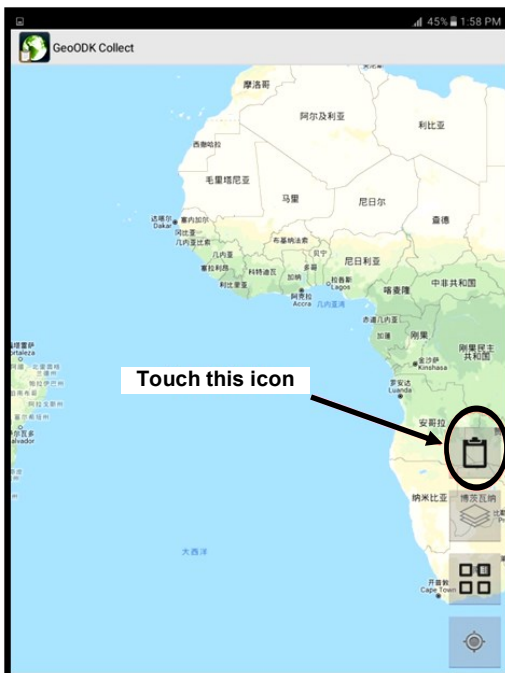
1. At the home, page screen touch the GeoODK Collect icon.



2. After touching it, it will then show this screen. This is the main screen of the Geo ODK Collect application.



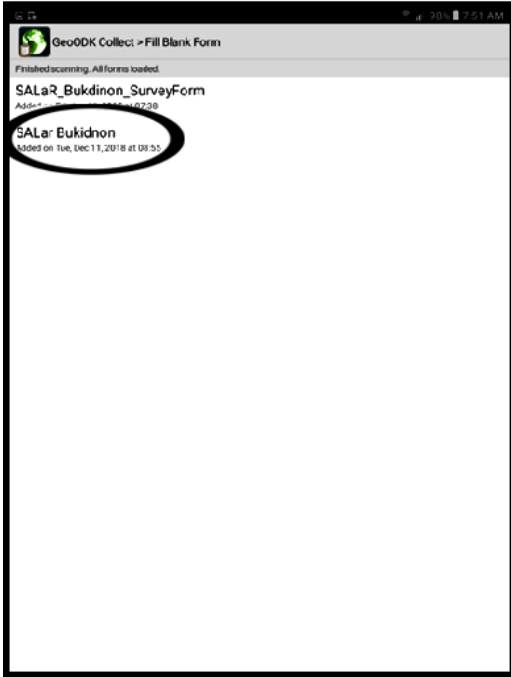
3. Touch the clipboard icon to open the survey form



4. It will then show this screen.



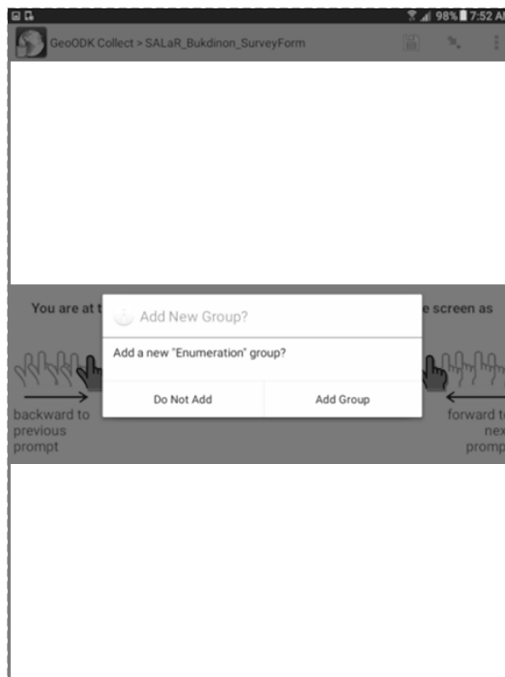
5. Select the survey form that is recently added. In this case, select the one shown below.



6. It will then take you initially to this screen shown below.



7. Swipe to the left to start the survey. You will be prompted to add an enumeration group as shown below. Touch "Add Group."



8. You will then be taken to this screen shown below. This is where you fill up your information as the Enumerator. (Swipe up to see the rest of the form.)

GeoODK Collect > SALaR_Bukdinon_SurveyForm

Enumeration (1)

Date Time

January 2015

S	M	T	W	T	F	S
Dec 01	02	03	28	29	30	31
Jan 01	02	03	04	05	06	07
08	09	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31	1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

6 51

7 52 AM

8 53 PM

Municipality

Village

Zone



GeoODK Collect > SALaR_Bukdinon_SurveyForm

Ipo

MILALITTRA

PTTA

NAMAMAYUK

Enumerators

Joy Macatigue

Tat Gualberto

Randolph Lacro

Angel Macadingding

Josh Atienza

Sex

Male

Female

Barangay En

Sitio En

Gps

GPS1

GPS2

GPS3

GPS4

TGPS1

TGPS2



GeoODK Collect > SALaR_Bukdinon_SurveyForm

GPS2

GPS3

GPS4

TGPS1

TGPS2

TGPS3

TGPS4

TGPS5

TGPS6

TGPS07

Camera

CAM1

CAM2

CAM3

CAM4

TC01

TC02

TC03

TC04

TC05

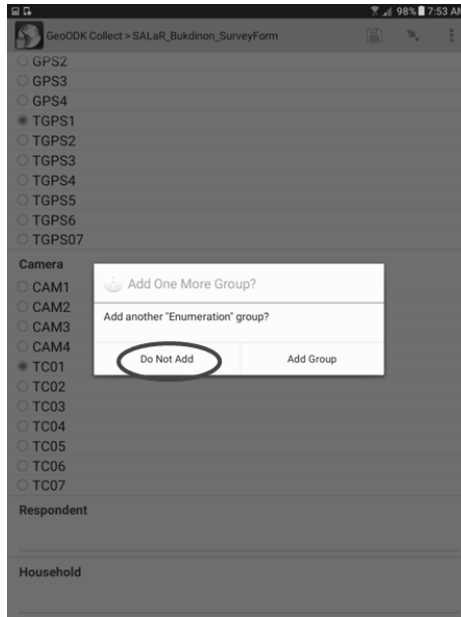
TC06

TC07

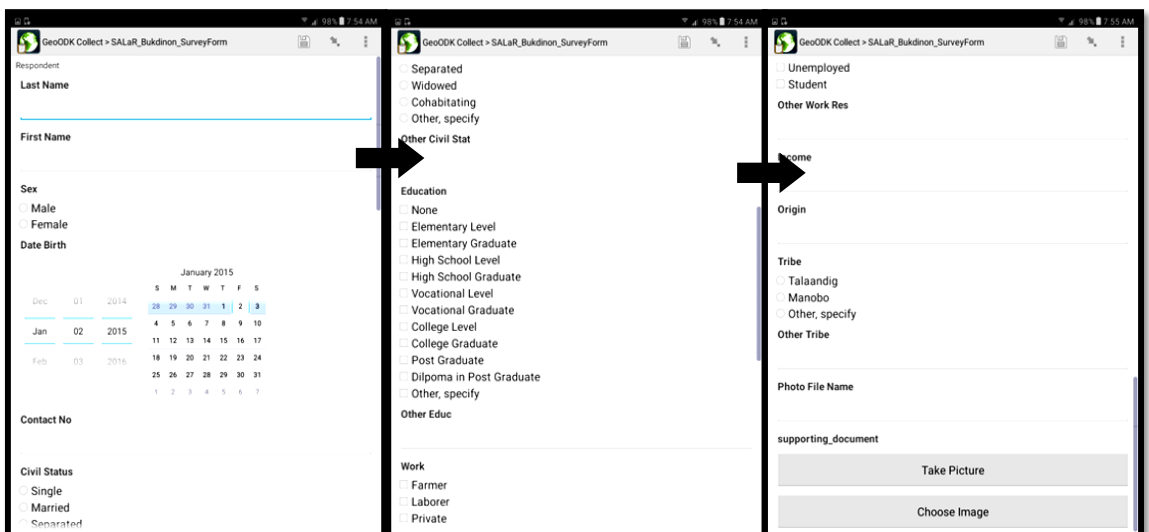
Respondent

Household

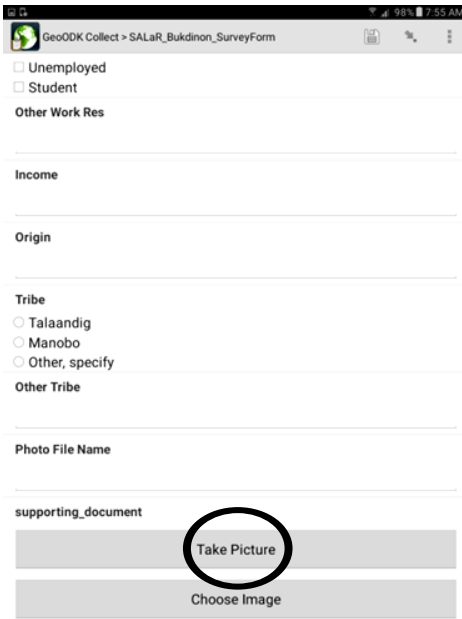
9. Swipe to the left again to proceed to the next page. You will be prompted again. This time select “Do not Add.”



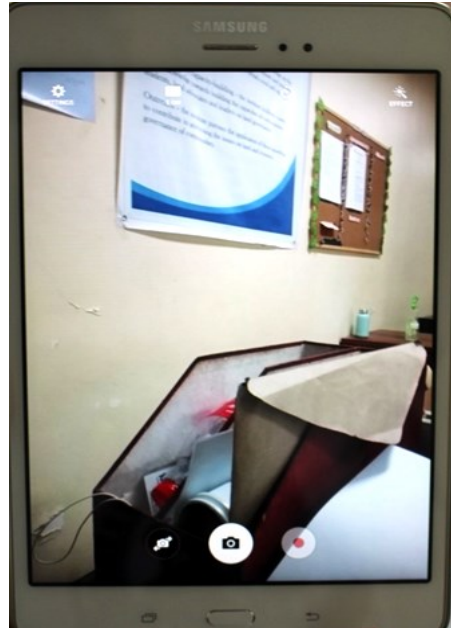
10. You will then be shown this screen; this is the respondent’s information. (Scroll up to see all the questions)



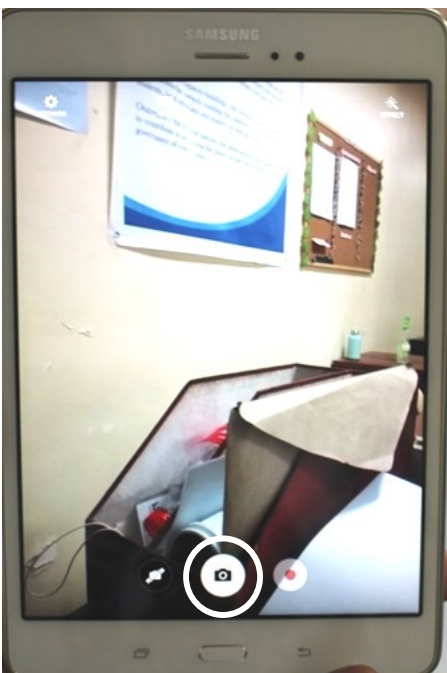
11. It is part of our enumeration to take a picture of the respondent, as shown below touch the “take picture” button



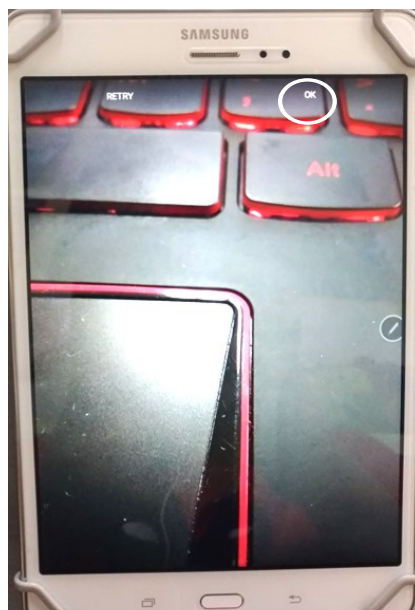
12. This will then take you to the camera app which will look like the picture shown below.



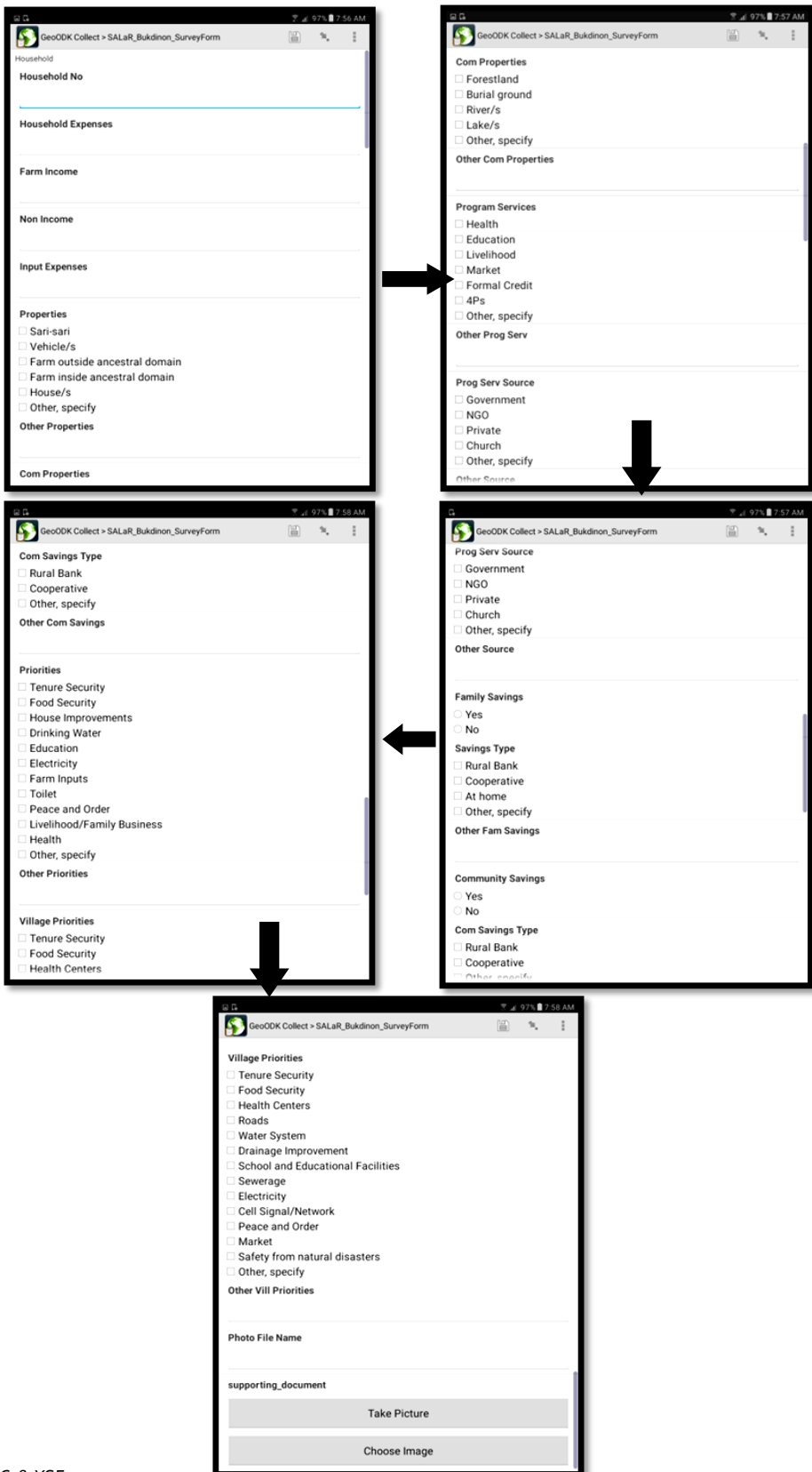
13. Following the standard, we use on taking portrait pictures. Position the tablet correctly and press the camera icon shown below to take a picture.



14. Then two options will pop up on the top of the screen as shown below. Touch the “OK” to proceed or the “Retry” to take the picture again. Once the “OK” icon is touched it will take you back to the questionnaire.



15. Once again swipe left to take you to the next part of the questionnaire which is the household part. Similarly, fill in all the necessary information as you go with the interview.



16. Once again swipe left to take you to the next part of the questionnaire which is the Household member part. Fill in all the necessary information as you go with the interview.

GeoODK Collect > SALaR_Bukdinon_SurveyForm

House Member

Last Name

First Name

Sex

Male

Female

Date Birth

January 2015						
S	M	T	W	T	F	S
Dec 01 2014	28	29	30	31	1	2
Jan 02 2015	4	5	6	7	8	9
Feb 03 2016	11	12	13	14	15	16
	18	19	20	21	22	23
	25	26	27	28	29	30
	1	2	3	4	5	6

Contact No

Civil Status

Single

Married

Separated

GeoODK Collect > SALaR_Bukdinon_SurveyForm

Separated

Widowed

Cohabiting

Other, specify

Other Civil Stat

Relation

Husband/Wife

Son/Daughter

Father/Mother

Brother/Sister

Uncle/Aunt

Nephew/Niece

Grandfather/Mother

other, specify

Cousin

Other Relation

Education

None

Elementary Level

Elementary Graduate

High School Level

High School Graduate

Vocational Level

GeoODK Collect > SALaR_Bukdinon_SurveyForm

Income

Origin

Tribe

Talaandig

Manobo

Other, specify

Other Tribe

Own Land

Yes

No

Photo File Name

supporting_document

Take Picture

Choose Image

GeoODK Collect > SALaR_Bukdinon_SurveyForm

Vocational Graduate

College Level

College Graduate

Post Graduate

Dilpoma in Post Graduate

Other, specify

Other Educ

Work Member

Farmer

Laborer

Private Company

Self-employed/Business Owner

Government employee

OFW

Unemployed

Student

Not-applicable/Infant/Child

Other Work

Income

Origin

17. Next, swipe left to take you to the part of the questionnaire which is the House part. Fill in all the necessary information as you go with the interview. (Do not touch the “Record Geoshape” button because we will be using a different app for mapping.)

GeoODK Collect > SALaR_Bukdinon_SurveyForm

House

House No

Gps

- GPS1
- GPS2
- GPS3
- GPS4
- TGPS1
- TGPS2
- TGPS3
- TGPS4
- TGPS5
- TGPS6
- TGPS07

Gps File Name

Materials

- Concrete
- Semi-concrete
- Light Materials

Structure Use

- Residential
- Commercial
- Mixed-use

GeoODK Collect > SALaR_Bukdinon_SurveyForm

Mixed-use

Storey

- One (1) Storey
- Two (2) Storey
- Other, specify

Other Storey

Power Source

- Buseco
- Solar Panel
- No elcetricity
- Other, specify

Other Power Source

Drinking Water

- Local Water District
- Deep well
- Commercial Vendor
- Other, specify

Other Water

Domestic Water

- Local Water District
- Community Water Supply

GeoODK Collect > SALaR_Bukdinon_SurveyForm

Municipality

Village

Zone

Garden

- Yes
- No

Gps Gar

- GPS1
- GPS2
- GPS3
- GPS4
- TGPS1
- TGPS2
- TGPS3
- TGPS4
- TGPS5
- TGPS6
- TGPS07

Gps File Name Gar

GeoODK Collect > SALaR_Bukdinon_SurveyForm

Domestic Water

- Local Water District
- Community Water Supply
- Deep Well
- River/s
- Lake/s
- Spring
- Rain Water
- Other, specify

Other Dom Water

Sanitation

- Owned
- Communal

Toilet Type

- Flush
- Pit Latrine
- Pit composting
- Bush
- Other, specify

Other Toilet Type

Municipality

GeoODK Collect > SALaR_Bukdinon_SurveyForm

Gps File Name Gar

Plants

- Vegetables
- Fruit Trees
- Roor Crops
- Ornamental
- Other, specify

Other Plants

Lot Tenure

- Owned/amortization
- Owned/no amortization
- Owned/inherited
- Shared with payment
- Shared without payment
- Rented
- Other, specify

Other Lot Tenure

Lot Docu Type

- Receipt of Land Tax
- Registered tenancy document
- Contract



GeoODK Collect > SALaR_Bukdinon_SurveyForm

Lot Docu Type

- Receipt of Land Tax
- Registered tenancy document
- Contract
- Lease
- No document
- Other, specify

Other Lot Docu

Last Name Person

First Name Person

Person Sex

- Male
- Female

Lot Docu Id

Photo File Name Doc

Photo File Name House



GeoODK Collect > SALaR_Bukdinon_SurveyForm

- Lease/Rent
- No document
- Other, specify

Other House Docu

Last Name Houes Per

First Name House Per

House Person Sex

- Male
- Female

Document Id

Photo File Name Docu

Last Name House Owner

First Name House Owner



GeoODK Collect > SALaR_Bukdinon_SurveyForm

Photo File Name House

Last Name Owner

First Name Owner

Sex Owner

House Tenure

- Owned/amortization
- Owned/no amortization
- Owned/inherited
- Shared with payment
- Shared without payment
- Rented
- Other, specify

Other House Tenure

House Docu Type

- Registered Tenancy Document
- Contract
- Lease/Rent



GeoODK Collect > SALaR_Bukdinon_SurveyForm

- Female

Document Id

Photo File Name Docu

Last Name House Owner

First Name House Owner

Sex House Owner

- Male
- Female

Geom Location

Record GeoShape

supporting_document

Take Picture

Choose Image

18. Swipe left to take you to the farmland part of the questionnaire. Fill in all the necessary information as you go with the interview. (Do not touch the “Record Geoshape” Button because we will be using a different app for mapping.)

GeoODK Collect > SALaR_Bukdinon_SurveyForm

Farm Land

Farm Land Type

- Private land
- Trust land
- Institutional land
- Government land
- Public land
- Communal land
- Other, specify

Other Farm Type

Farm No

Gps

- GPS1
- GPS2
- GPS3
- GPS4
- TGPS1
- TGPS2
- TGPS3
- TGPS4
- TGPS5
- TGPS6
- TGPS07

GeoODK Collect > SALaR_Bukdinon_SurveyForm

Gps File Name

No Farm Lots

Total Hectares

Farm Tenure

- Owned/amortization
- Owned/no amortization
- Owned/inherited
- Shared with payment
- Shared without payment
- Rented
- Other, specify

Other Farm Tenure

Municipality

Village

Zone



GeoODK Collect > SALaR_Bukdinon_SurveyForm

Photo File Name

Household Sharing

Production Percent

Last Name Owner

First Name Owner

Sex Owner

- Male
- Female

Possible Eviction

- Yes
- No

Reason Eviction

- Conflict on Ownership of land
- Natural Disaster
- Armed Conflict
- Other, specify

GeoODK Collect > SALaR_Bukdinon_SurveyForm

Zone

Farm Docu Type

- Receipt of Land Tax
- Registered tenancy document
- Contract
- Lease
- No document
- Other, specify

Other Farm Docu

Last Name Person

First Name Person

Person Sex

- Male
- Female

Document Id

Photo File Name



GeoODK Collect > SALaR_Bukdinon_SurveyForm

Reason Eviction

- Conflict on Ownership of land
- Natural Disaster
- Armed Conflict
- Other, specify

Other Reasons

Ownership Conflict

- Government
- Business/Private Sector
- Migrants/informal settlers
- Neighbor/s
- Other, specify

Other Conflict

Natural Disaster Evic

- Flooding
- Landslide
- Other, specify

Other Disaster Evic

Geom Location

Record GeoShape

GeoODK Collect > SALaR_Bukdinon_SurveyForm

Geom Location

Record GeoShape

Crops Planted

- Vegetables
- Fruit Trees
- Ornamental
- Corn
- Root Crops
- Timber Trees
- Other, specify

Other Crops

Labor Type

- Family
- Communal
- Cooperative
- Contract (as employee)
- Contract as (employer)
- Other, specify

Other Labor

Animals

GeoODK Collect > SALaR_Bukdinon_SurveyForm

Priority Inputs

- Fertilizers
- Seedlings
- Farm tools
- Pesticides
- Training/s
- Other, specify

Other Inputs

Production Use

- Household Consumption
- Communal Consumption
- Income
- Other, specify

Other Uses

Selling To

- Direct selling
- Middle-man
- Government subsidy
- Other, specify

Other Selling

Information

GeoODK Collect > SALaR_Bukdinon_SurveyForm

Animals

- Carabao
- Horse
- Cow
- No Animals
- Other, specify

Other Animals

Equipment

- Tactor
- Plower
- No equipment
- Other, specify

Other Equipment

Fertilizers

- Organic fertilizers
- Synthetic fertilizers
- Pesticides
- Other, specify

Other Fertilizers

Priority Inputs

- Fertilizers

GeoODK Collect > SALaR_Bukdinon_SurveyForm

- Other, specify

Other Selling

Irrigation

- Individual irrigation
- Communal
- Rain-fed
- No irrigation/s
- other, specify

Other Irrigation

Provider

- IP Organization
- Government
- NGO
- Other, specify

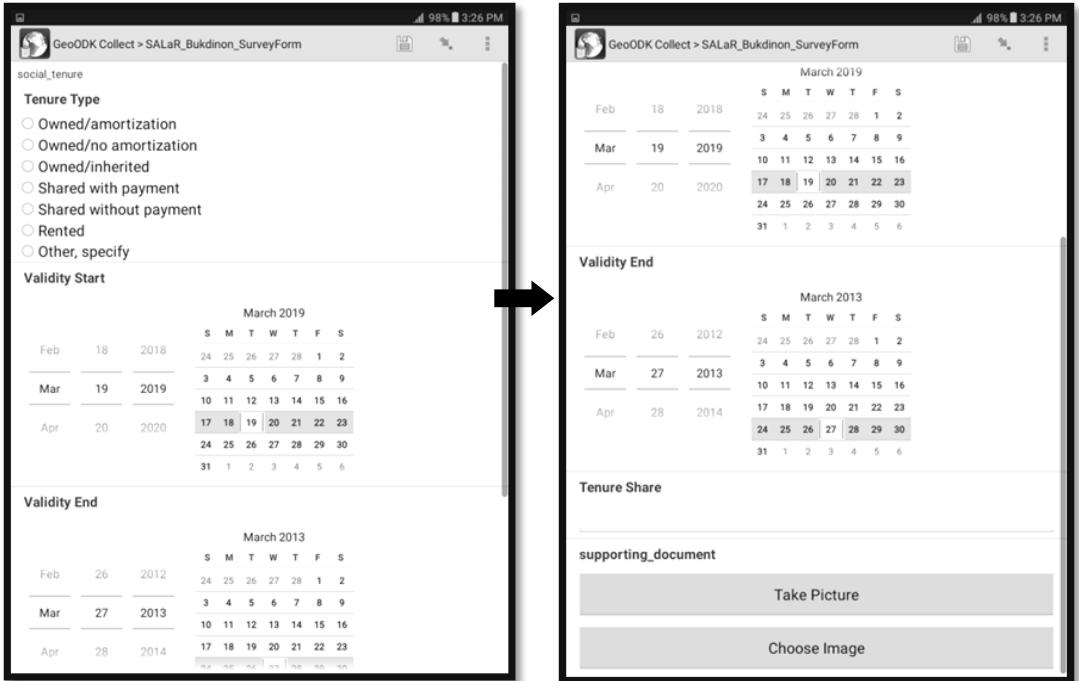
Other Providers

supporting_document

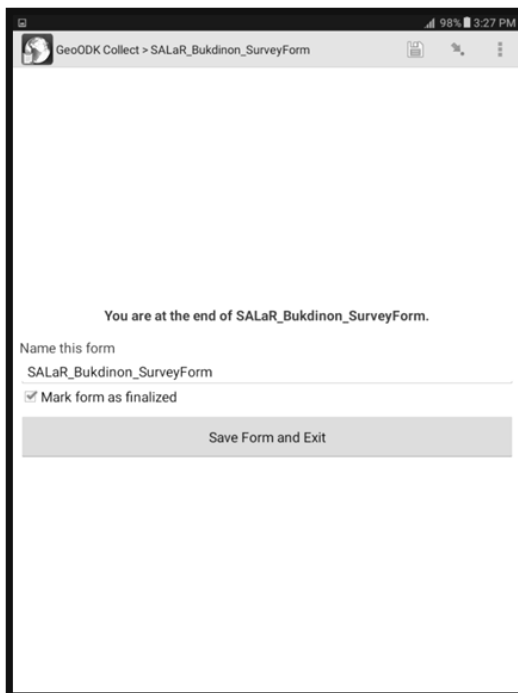
Take Picture

Choose Image

19. Lastly, swipe left for the next part of the questionnaire which is the social tenure part. Again fill in all the necessary information as you go with the interview.



20. Swipe to the left for the last time and you will be then shown the screen shown below.

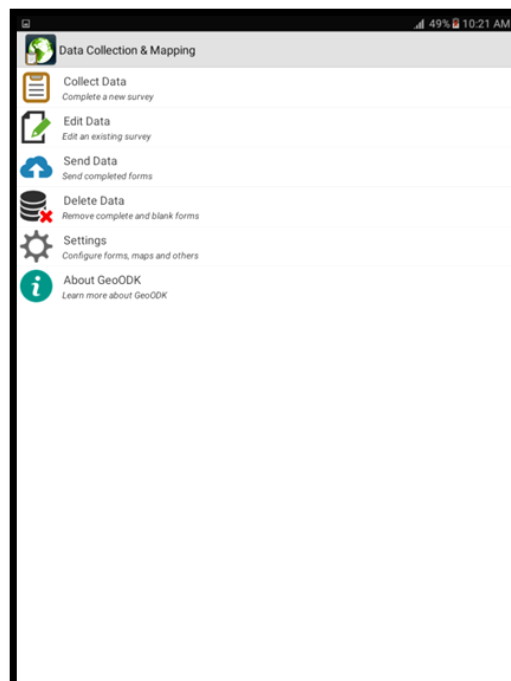


21. Touch the “SALaR Bukidnon Survey Form” to change its name to the name of the respondent ex; “Lacro, Randolph, Brgy, Bacusanon.” This is done for ease of searching when there are multiple forms already existing. Once done renaming, touch the “Save Form and Exit” button.

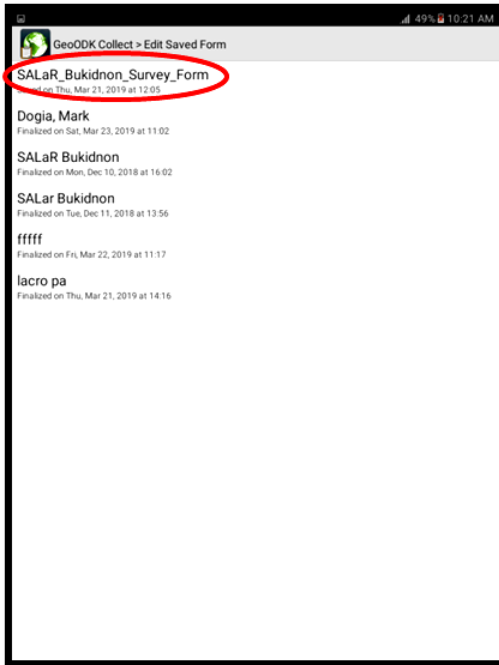
22. To edit the form/s press the icon shown.



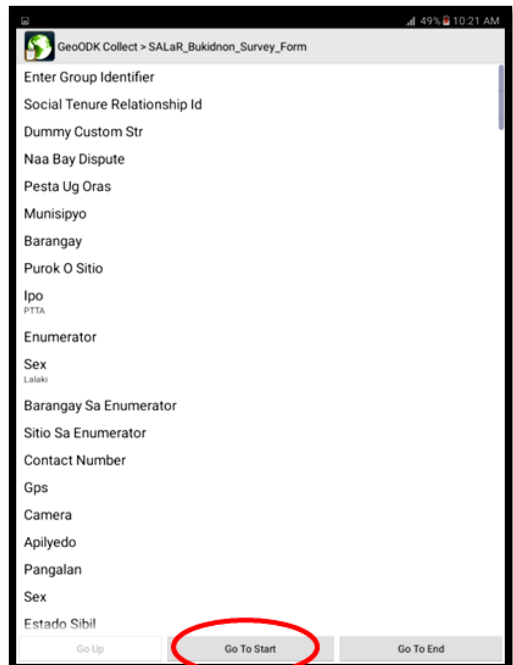
23. You will then be shown this screen. Select the option shown below.



24. You will then be shown the screen below. Select the form that you wish to edit. As an example, we will select the one shown below.



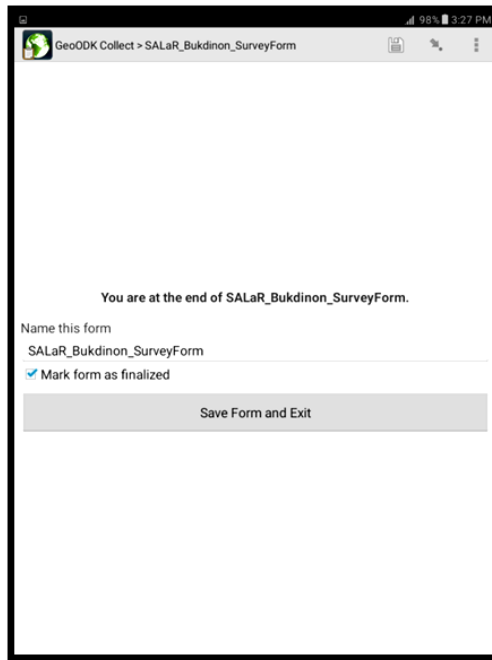
25. Once you have selected the form it will show you the screen presented below. Touch the “Go to Start” button to start editing the form.



26. You will then be taken to the page before starting the enumeration questionnaire.

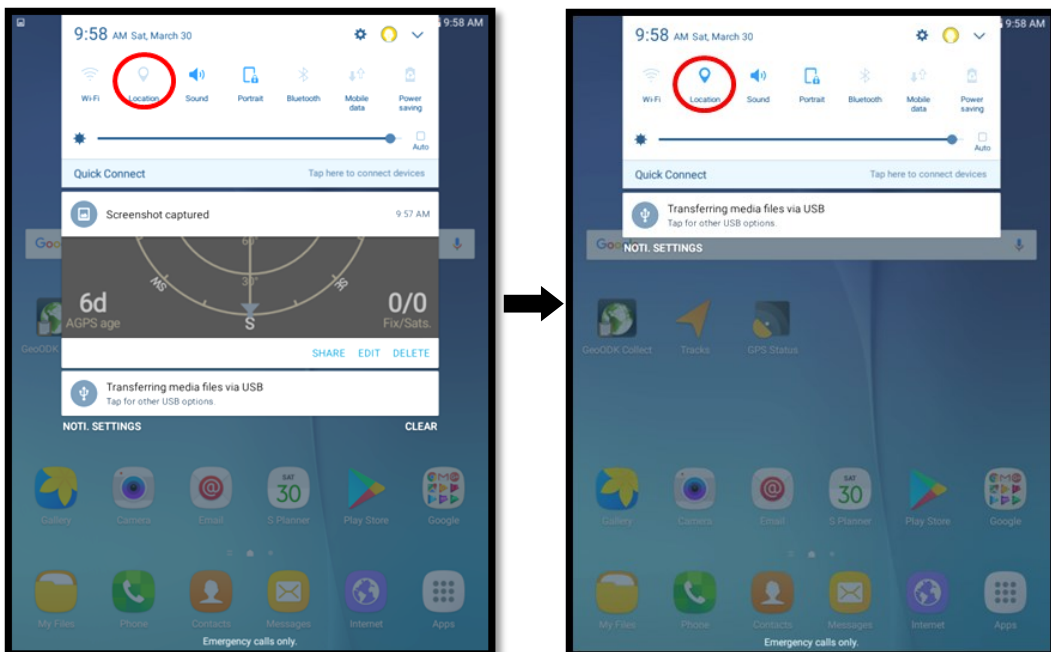


27. Navigate to the page where you want to add/change data. Then proceed to that last page and save the form.

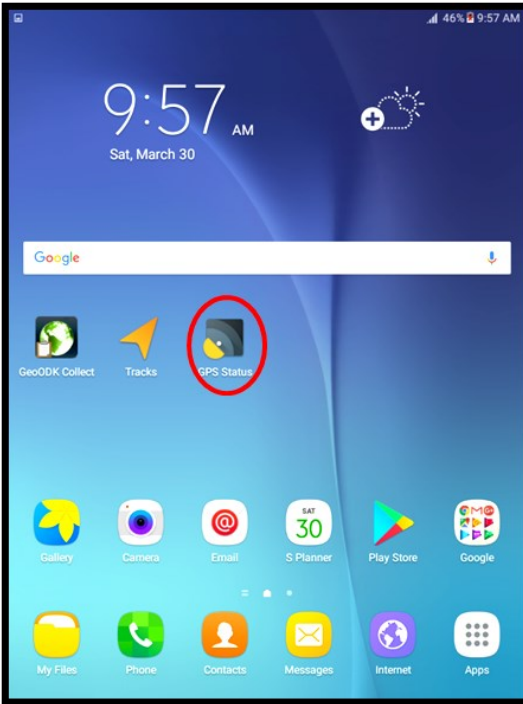


Using the GPS Function of the Tablet for Mapping

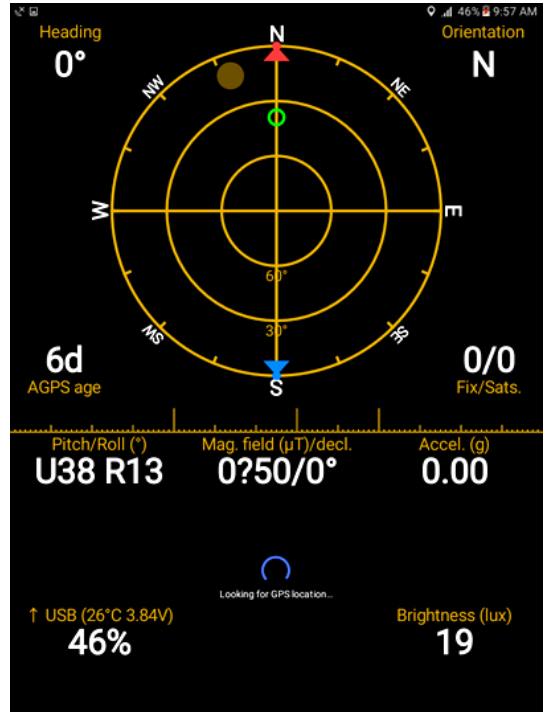
1. Make sure to turn on the Location Button on the tablet. Swipe down from the top to reveal the menu and touch the location button as shown below, it should turn blue.



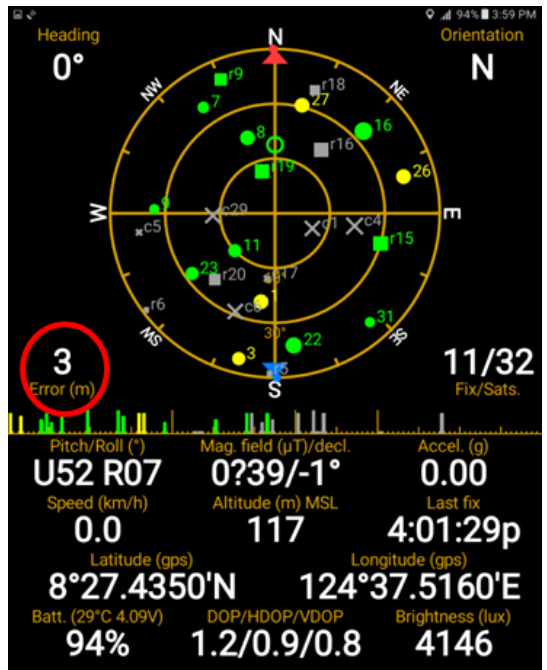
2. On the home screen select the GPS status icon.



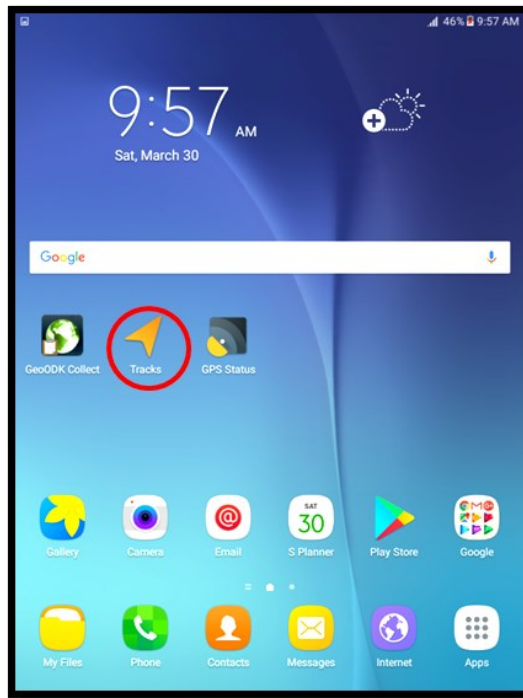
3. You will be then shown this screen. Wait for it to locate your location.



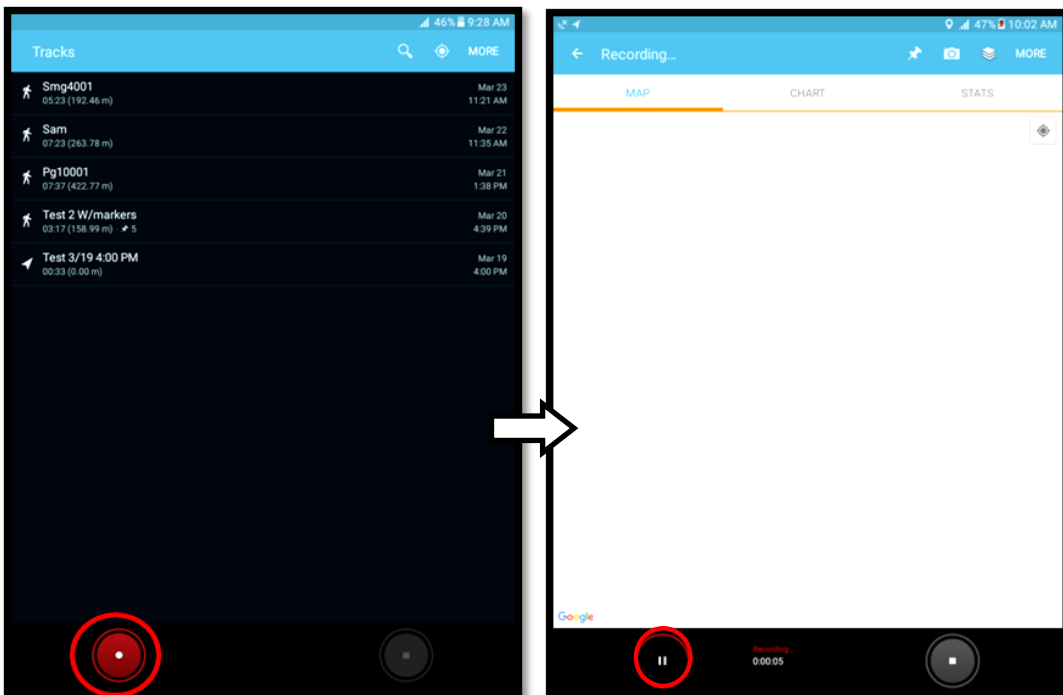
4. Once the location has been determined wait for the error to reduce to 3m.



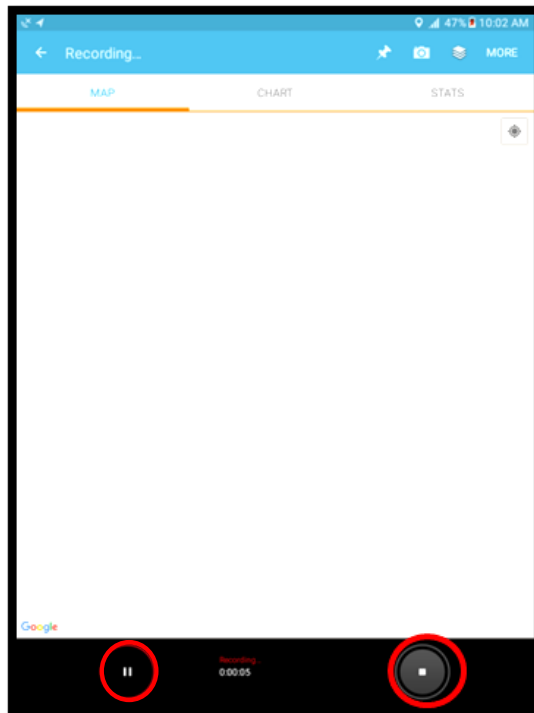
5. Press the back button and select the Tracks Icon shown.



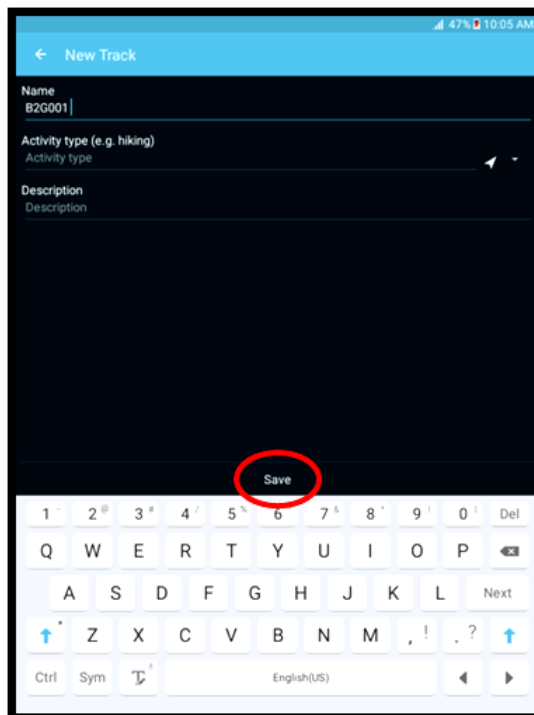
6. It will then take you to this screen. Press the red button to start recording. Once it starts, proceed to walk along the perimeter of the area to be mapped.



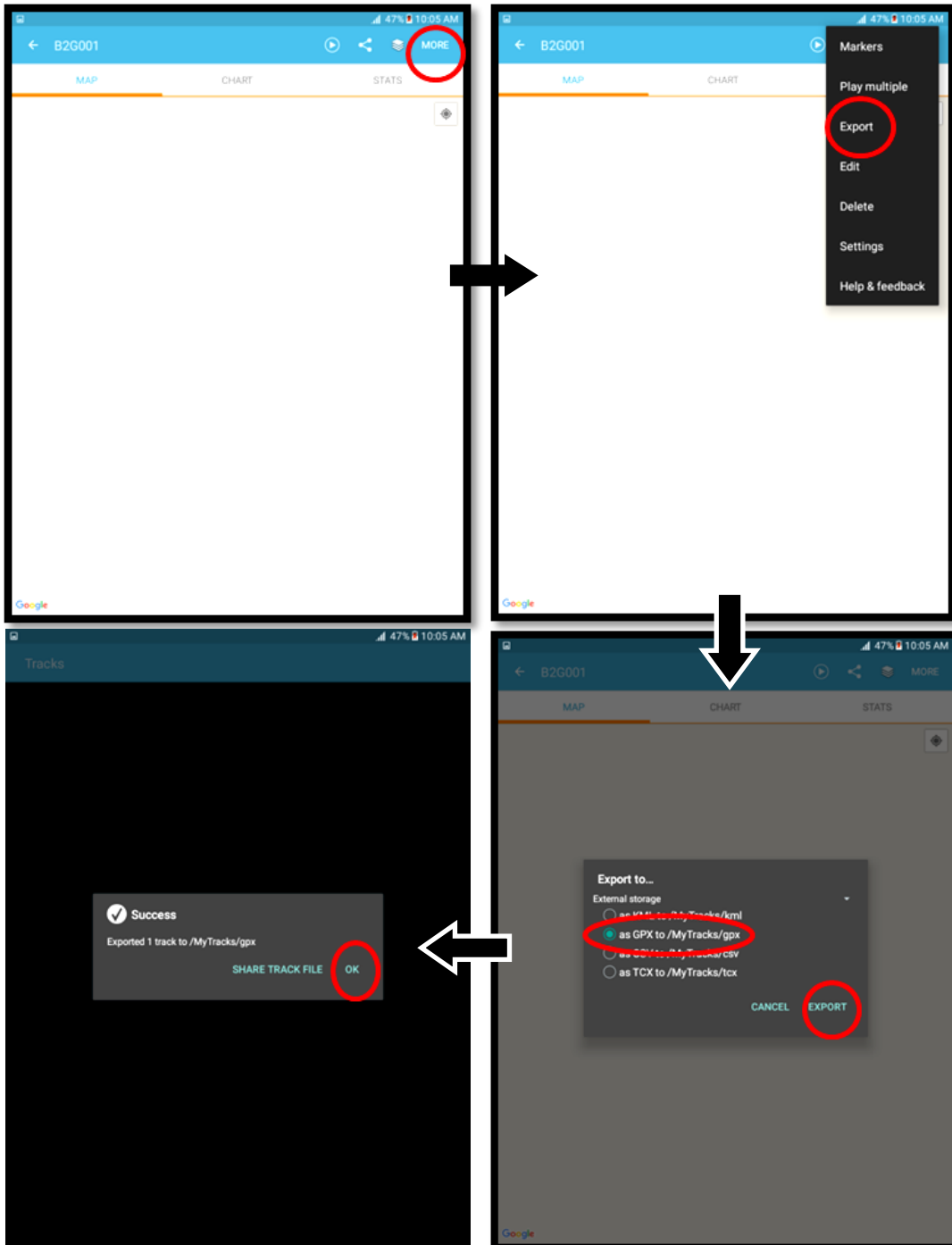
7. Once you are done walking the perimeter of the area, touch the stop button.



8. You will be then taken to this screen. Name the track using the code provided and press save.



9. You are then taken to the previous screen, press “More” and press “Export”. Then select the “as GPX to/MyTracks/gpx” and press export. It will then say “Success”, press ok. You have just mapped out an area.



References:

Photo & Screenshot images by: Xavier Science Foundation, Inc.

Operational procedure of SAMSUNG Tab A was modified from SAMSUNG Tab A Manual. (Please see link: www.samsung.com) by Emmanuel Randolph Lacro, XSF staff.

Operational procedure of GeoODK App was written by Emmanuel Randolph Lacro, XSF staff.

Attachment G: Camera User's Field Manual

Introduction

A camera is an optical instrument to capture still images or to record moving images, which are stored in a physical medium such as in a digital system or on photographic film. A camera consists of a lens that focuses light from the scene and a camera body that holds the image capture mechanism.

Still images stored in digital form are called "image files," while moving images similarly stored are called "video files." In the deprecated paradigm of photographic film for image storage, still images are simply called "photographs," and moving images are called "films." The still image camera is the main instrument in the art of photography and captured images may be reproduced later as a part of the process of photography, digital imaging, or photographic printing.

A camera is an important tool that we use to document our daily activities be it something important or mundane. It gives a clear picture of what happened during an event and an exact picture of a certain person or place. In this case, we use the camera as a tool to produce supporting documents such as family pictures, document pictures, and the picture of the owned house, lot, and farm to add to our database involving our partners in the local communities so we can issue them certificates of tenure.

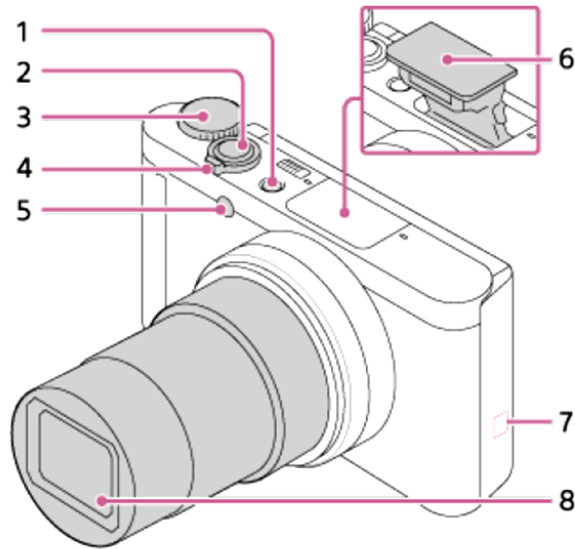
The Digital Camera



A digital camera or digicam is a camera that captures photographs in digital memory. Most cameras produced today are digital, and while there are still dedicated digital cameras, many more are now incorporated into devices ranging from mobile devices to vehicles. However, high-end, high-definition dedicated cameras are still commonly used by professionals.

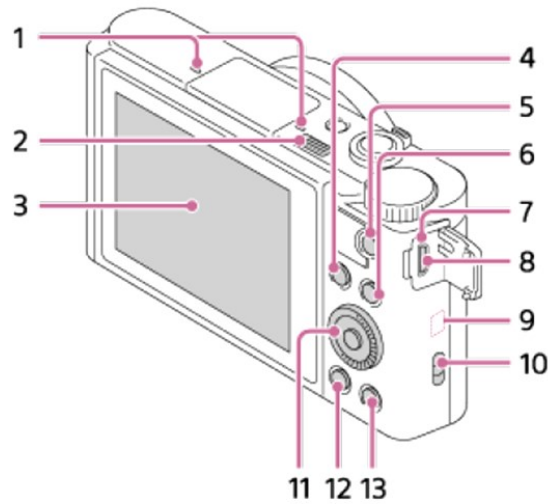
Digital and movie cameras share an optical system, typically using a lens with a variable diaphragm to focus light onto an image pickup device. The diaphragm and shutter admit the correct amount of light to the imager, just as with film but the image pickup device is electronic rather than chemical. However, unlike film cameras, digital cameras can display images on a screen immediately after being recorded, and store and delete images from memory. Many digital cameras can also record moving videos with sound. Some digital cameras can crop and stitch pictures, and perform basic image editing.

Parts and Functions of the Camera

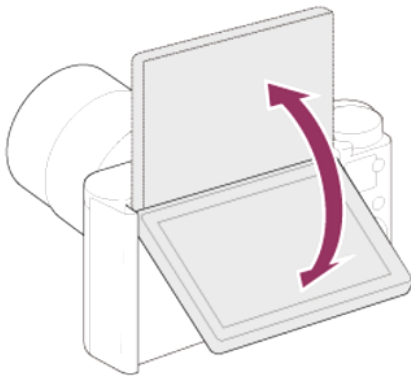
Basic parts of the Sony DSC-WX500 Digital Still Camera



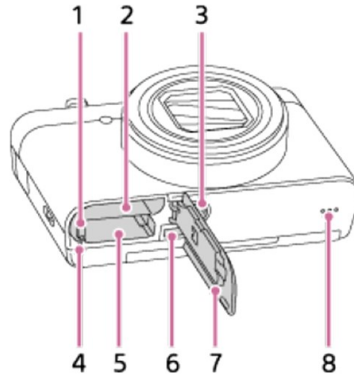
1. ON/OFF (Power) button
2. Shutter button
3. Mode dial
4. For shooting: W/T (zoom) lever
For viewing:  (Index) lever/Playback zoom lever
5. Self-timer lamp/AF Illuminator
6. Flash
 - Do not cover the flash with your finger.
 - If not using the flash, press it down manually.
7.  (N mark)
 - Align this mark when you connect the camera to a smartphone with an NFC function. For details, refer to the operating instructions supplied with your smartphone.
 - NFC (Near Field Communication) is an international standard of the short-range wireless communication technology.
8. Lens



1. Microphone
2. ⚡ (Flash pop-up) switch
 - When using the flash, slide the ⚡ (Flash pop-up) switch.
3. Monitor
 - When shooting from low angles or shooting self-portraits, adjust the monitor angle.



4. For shooting: Fn (Function) button
For viewing: 📱 (Send to Smartphone) button
5. MOVIE (Movie) button
6. MENU button
7. Charge lamp
8. Multi/Micro USB Terminal
 - Supports Micro USB compatible device.
9. Wi-Fi antenna (built-in)
10. Hook for strap
11. Control wheel
12. ▶ (Playback) button
13. ?/🗑️ (In-Camera Guide/Delete) button



1. Battery lock lever
2. Battery insertion slot
3. Tripod socket hole
 - Use a tripod with a screw less than 5.5 mm (7/32 inches) long. Otherwise, you cannot firmly secure the camera, and damage to the camera may occur.
4. Access lamp
5. Memory card slot
6. HDMI micro jack
7. Battery/Memory card cover
8. Speaker

Dial functions

Available functions

iA (Intelligent Auto):

Allows you to shoot with automatic scene recognition.

iA+ (Superior Auto):

Allows you to shoot with automatic scene recognition. This mode takes clear images of dark or backlit scenes.

P (Program Auto):

Allows you to shoot with the exposure adjusted automatically (both the shutter speed and the aperture value (F value)). Also you can select various settings using the menu.

A (Aperture Priority):

Allows you to adjust the aperture and shoot when you want to blur the background, etc.

S (Shutter Priority):

Allows you to shoot fast-moving subjects etc., by manually adjusting the shutter speed.

M (Manual Exposure):

Allows you to shoot still images with the desired exposure by adjusting the shutter speed and the aperture value.

MR (Memory recall):

Allows you to shoot an image after recalling often-used modes or numeric settings registered in advance.

MV (Movie):

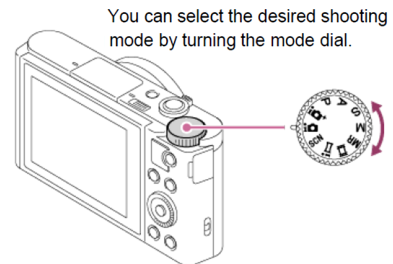
Allows you to change the setting for movie recording.

iP (iSweep Panorama):

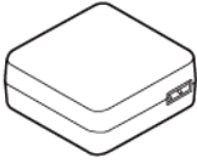
Allows you to shoot a panoramic image by compositing the images.

SCN (Scene Selection):

Allows you to shoot with preset settings according to the scene.

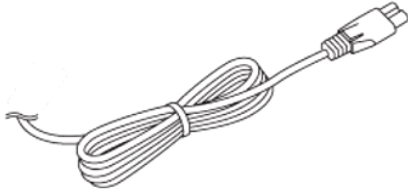


- AC-UB10C/UB10D AC Adaptor (1)



- Instruction Manual (1)
- Wi-Fi Connection/One-touch (NFC) Guide (1)

- Power cord (mains lead) (1)* (not supplied in the U.S.A. and Canada)



*Multiple power cords may be supplied with your camera. Use the appropriate one that matches your country/region.

- Wrist Strap (1)



Usage of the Camera

Turning on and turning off the camera

1. Press the on/off button



2. After a few seconds, it will look like this:

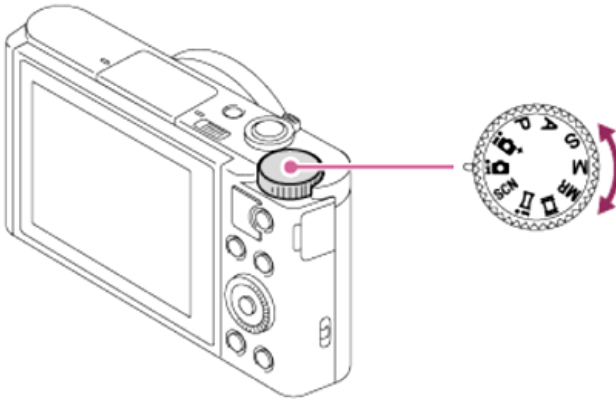


3. To turn off the camera press the on/off button again and it will look like this: →

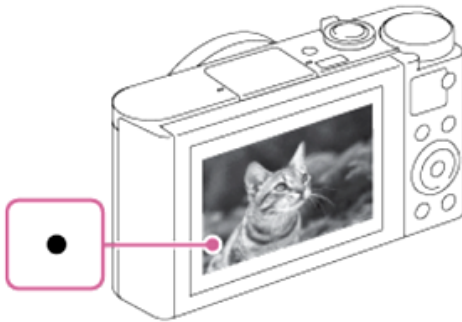


Taking still pictures

1. Set the shooting mode to **i** (Intelligent Auto).



2. Adjust the monitor angle, and hold the camera.
3. Press the shutter button halfway down to focus.
When the image is in focus, a beep sounds and the indicator (●) lights up.



- The shortest shooting distance is approximately 5 cm (0.16 ft) (W), 250 cm (8.20 ft) (T) (from the lens).

4. Press the shutter button fully down.

Taking portrait pictures

1. By following the instructions on how to take still pictures we apply it when taking pictures of individuals or portrait pictures.
2. As a Standard of taking portrait pictures the photo should look like this:



The only thing that should be seen in the photo should be the top half of the body.

Taking family or Group Photos

1. The photo should look like this:



www.shutterstock.com • 752276851


The people are grouped together and the whole body is shown.

Using Panorama function to take landscape shots

iSweep Panorama (Face/Motion Detection)

Allows you to create a single panoramic image from multiple images shot while panning the camera.



1. Set the mode dial to **i**  (iSweep Panorama).
2. Point the camera at the subject.
3. While pressing the shutter button halfway down, aim the camera at one end of the desired panoramic composition.



(A)

(A) This part will not be shot.

4. Press the shutter button fully down.
5. Pan the camera to the end of the guide in the direction of the arrow on the monitor.



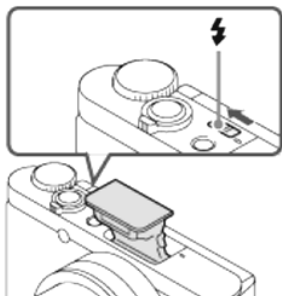
(B)

(B) Guidance bar

Using the Flash function

In dark environments, use the flash to light up the subject while shooting and to prevent camera-shake. When shooting against the sun, use the flash to lighten the image of the backlit subject.

1. Press the ⚡ (Flash pop-up) slide switch to pop up the flash.

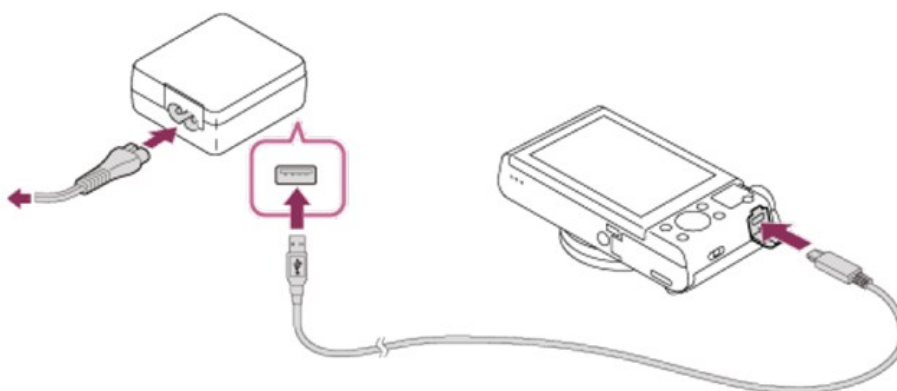


2. Press the shutter button fully down.

When you do not use the flash

When not using the flash, press it back into the camera body.

Charging the camera

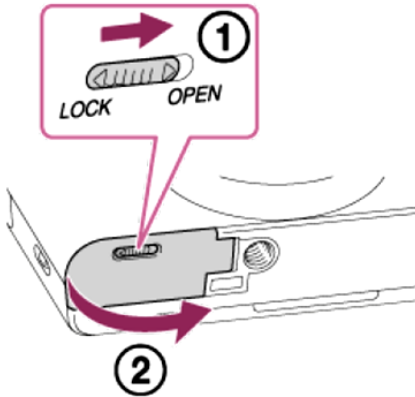


1. Connect the USB cord and power chord to the included AC adapter.
2. Connect the USB cord to the camera as shown above.
3. Plug in the power chord to a wall outlet.
4. The indicator light will illuminate red when charging and will turn off when the battery is full.
5. The charging time if the battery is drained is around three hours. (Make sure not to overcharge the camera.)

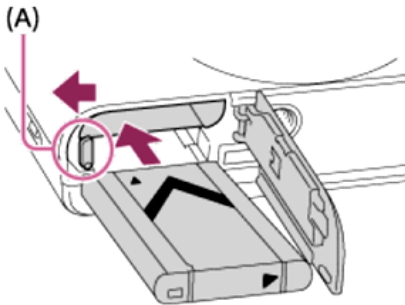
Inserting the Included Battery Pack

How to insert the battery pack into the camera

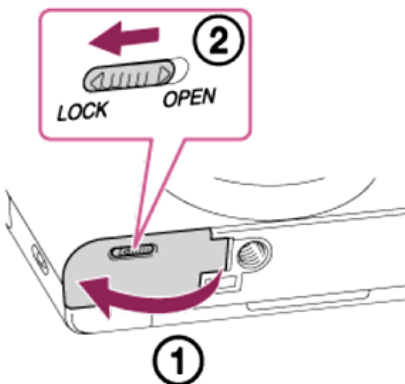
1. Open the battery cover.



2. Insert the battery pack while pressing the lock lever (A) with the tip of the battery until the battery locks into place.



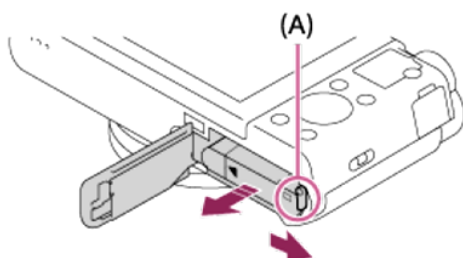
3. Close the cover.



Removing the Battery Pack


How to remove the battery pack

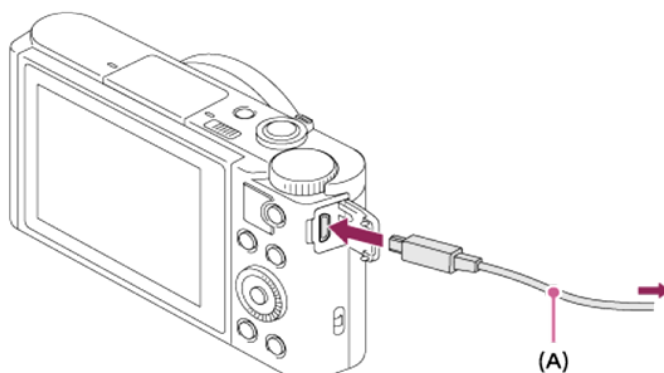
1. Make sure that the access lamp is not lit, and turn off the camera.
2. Slide lock lever **(A)** and remove the battery pack.



- Be careful not to drop the battery pack.

Connecting the camera to the computer

1. Insert a sufficiently charged battery pack into the product.
2. Turn on the product and the computer.
3. Check from  (Setup) that [USB Connection] is set to [Mass Storage].
4. Connect the product and your computer using the micro USB cable (supplied) **(A)** .



- If you connect the product to your computer using the micro USB cable when [USB Power Supply] is set to [On], power is supplied from your computer. (Default setting: [On])

References:

Operational procedure from SONY DSC-WX500 Digital Camera manual (Please see link: <https://www.sony.com/electronics/support/compact-cameras-dsc-wx-series/dsc-wx500/manuals>)

Photo, Text & Screenshot images by Xavier Science Foundation, Inc.

Attachment H: STDM User’s Guide¹

What is the STDM Tool?

The Social Tenure Domain Model (STDM) is a Land Information System developed by the Global Land Tool Network (GLTN) for anyone who wishes to use it. It is one of the 18 land tools developed and currently used by GLTN partners.

Characteristics of the STDM Tool:

- simple
- useful
- easy to use and understand
- free

Systems Requirement of the STDM Tool

Operating systems:

Windows 2000, Windows XP, Windows Vista or Windows 7, Windows 8

Hardware requirements:

- At least 2GB of RAM
- At least 2GB free disk space
- 1024x768 screen resolution or higher

How to know the System Type of a Computer?

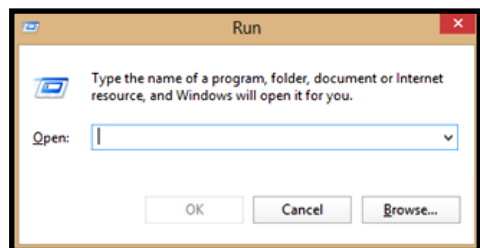
There are many ways to know the system type of a computer that depends on the Operating System being used. Here is the easiest way:

Step 1:

Click at the same time the "Window button" and "R" to pop the window out as shown below.



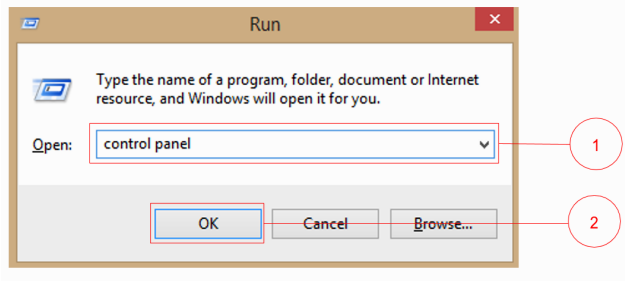
Click at the same time.



¹As translated by XSF, based on the STDM User’s Guide Tagalog Version prepared by TAMPEI

Step 2:

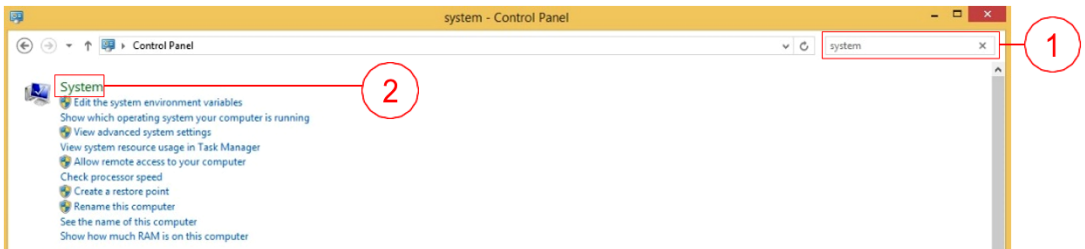
1. Type “Control Panel” in the searchbar.
2. Click “OK.”



Step 3:

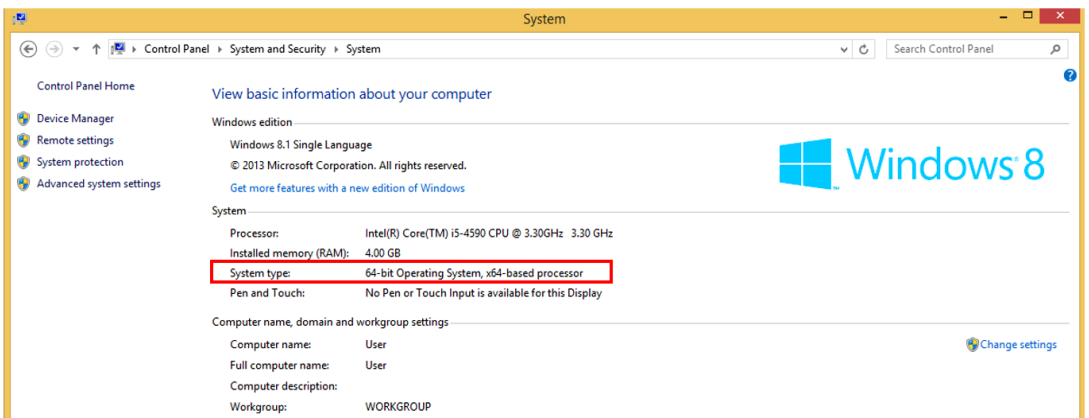
Search “System Menu” in the Control Panel.

1. Type “system” in the searchbar.
2. Click “system.”



Step 4:

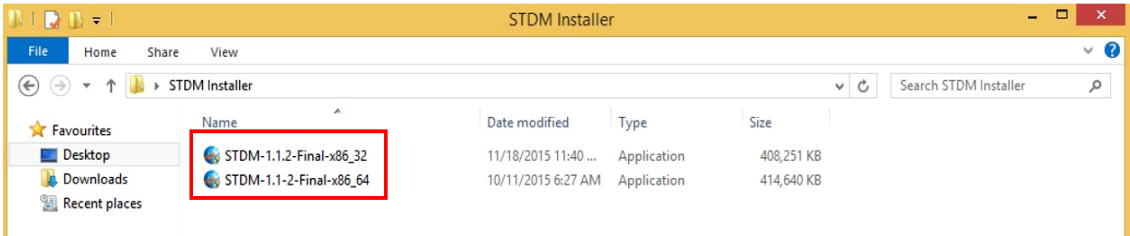
Know the System Type and specifications of the computer and check if this qualifies the System Requirements for the STDM Tool.



How to install the STDM?

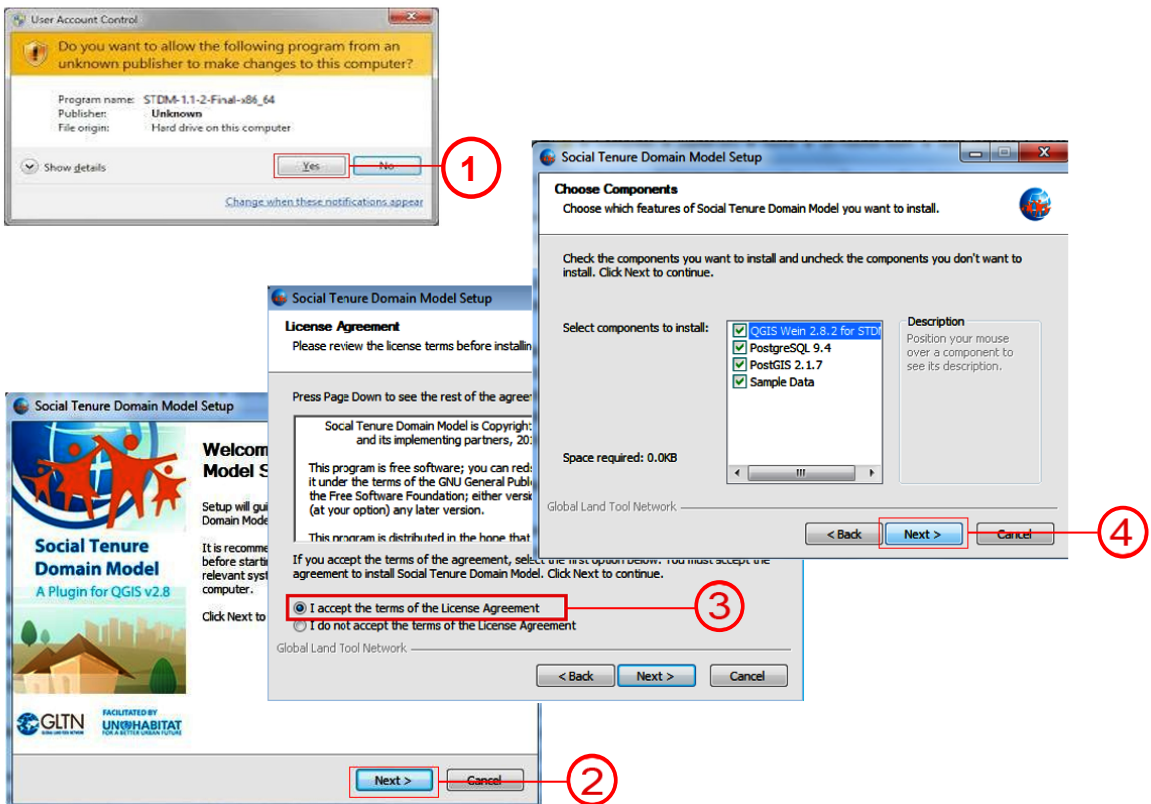
Step 1:

Click the STDM installer. Choose the appropriate installer for the computer based on the System type (64-bit o 32 Bit).



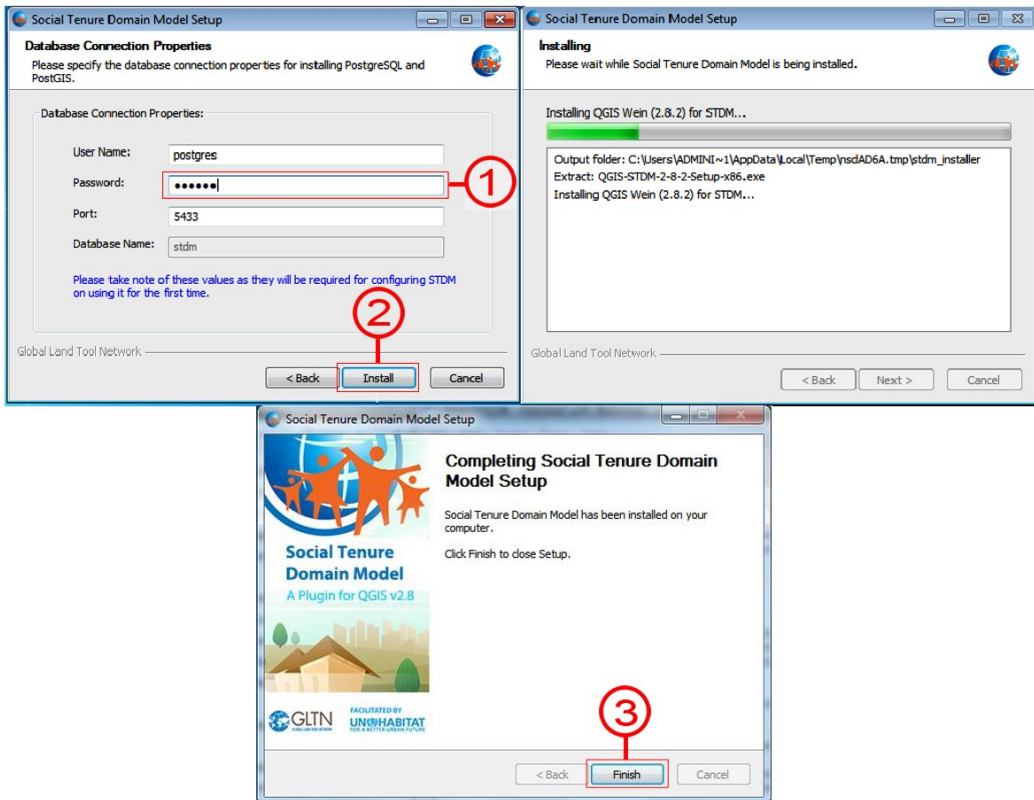
Step 2:

1. Click “Yes” of the pop-up window.
2. Click “Next” of the pop-up window.
3. Click “I accept the terms of the license agreement.”
4. Click “Next.”



Step 3:

1. Think of a “Password.” (Tip: Write it on a piece of paper to remember it.)
2. Click “Install,” and wait until the end of the installation process.
3. Click “Finish.”



How to use the STDm Tool?

After the installation of the software, you may now use the STDm Tool.

Here are the following topics and processes you need to know:

- User interface (QGIS)
- STDm Icons and how to use each one
- Login of STDm Database for the first time
- Making the Design Forms during the first use
- Importing the Data
- Spatial Unit Manager
- Making the Social Tenure Relationships (STR)
- Using the Document Designer, Document Generator, and Report Builder
- Exporting the Data
- Admin Settings
- Making the Administrative Units
- Changing Password and Resetting the Account.

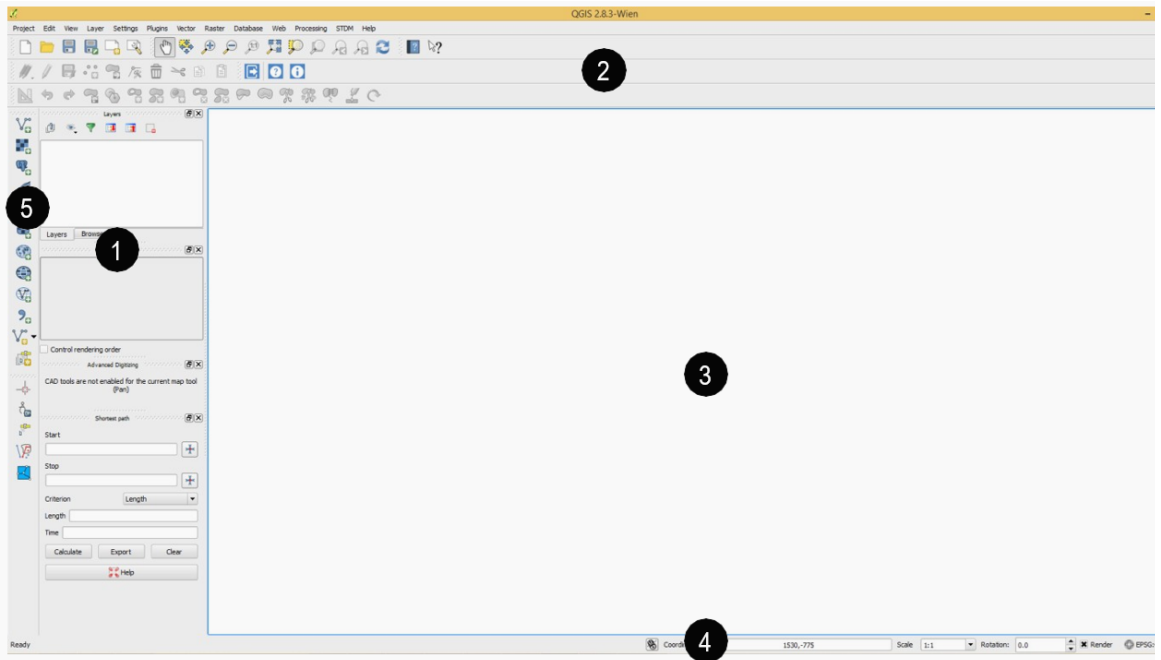
User's Interface (QGIS)

The Quantum Geographic Information System (QGIS) is a project of the Open Source Geospatial Foundation. This was started by Gary Sherman in 2002 and launch the first version in 2009.

The QGIS is an "APPLICATION" and within it are "PLUGIN" that are installed – one of which is the STDM Tool, which is the center of this manual. The QGIS formerly known as "Quantum GIS" is free compared to other GIS applications.

The QGIS is divided into several parts:

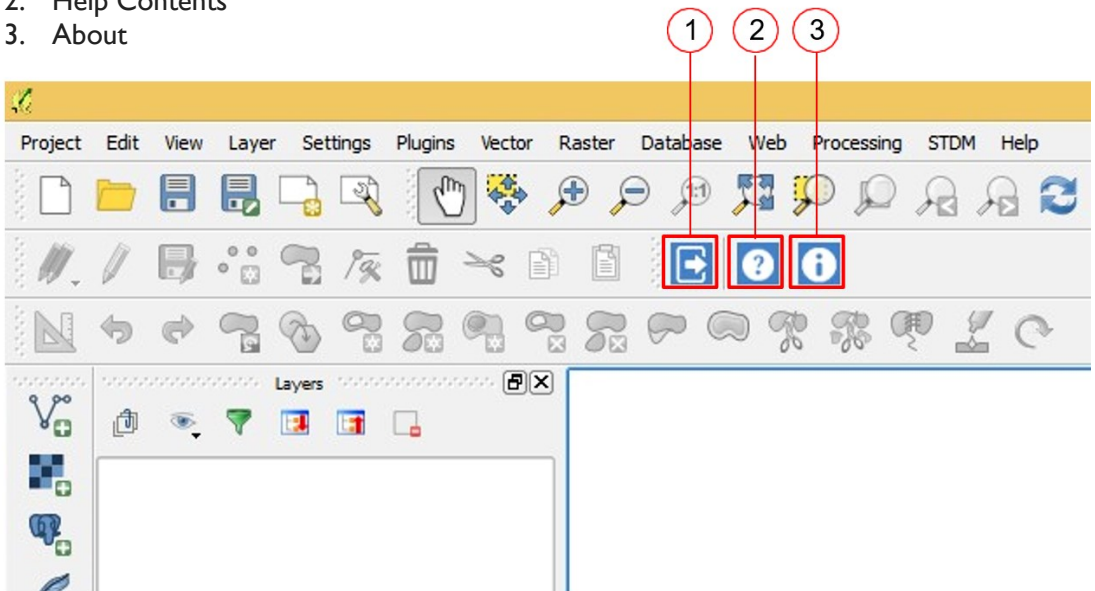
1. Layers List/Browser Panel.
2. Toolbars
3. Map Canvas
4. Status Bar
5. Side Toolbar






STDM Icons and their uses

The first time to use the QGIS, three (3) icons of the STDM Tool may be viewed (Default View). These are the following:

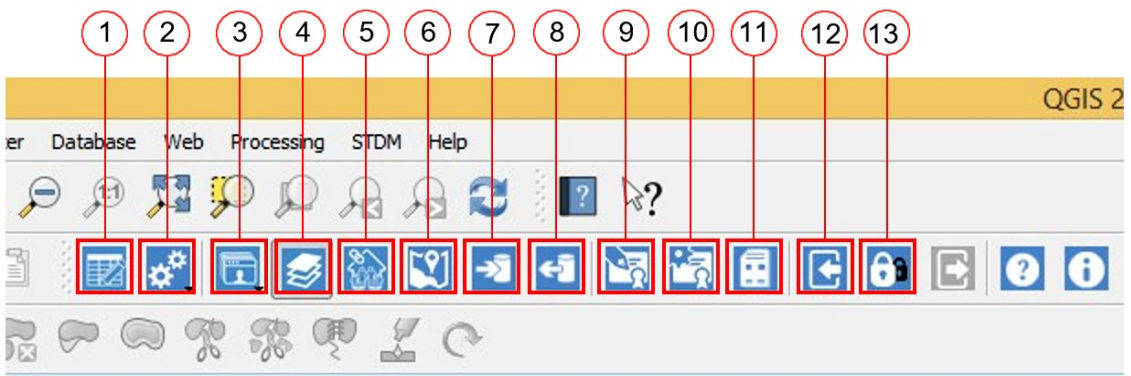
1. Log-in
2. Help Contents
3. About



1. Log-in 
 - The Icon of STDM where the username and password are put to activate the other STDM tool icons.
2. Help Contents 
 - The icon that may be clicked if needing help in the STDM Tool.
3. About 
 - The icon that provides information about the developer of the STDM tool.

After login, you may now access the “Full View” of the icons in the STDM Tool:

1. Design Forms
2. Admin Settings
3. Module Settings
4. Spatial Unit Manager
5. View Social Tenure Relationship
6. Manage Administrative Units
7. Import Data
8. Export Data
9. Document Designer
10. Document Generator
11. Report Builder
12. Logout
13. Change Password

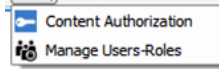


After login, you may now access the “Full View” of the icons in the STDM Tool.

Design Forms 

- Here you can create and design the structure of the database.

Admin Settings 



Content Authorization – gives authorization for the user to create, view and edit or delete other processes and features of the STDM.

Manage Users-Roles – here you can assign work to other users. With this, other users have limited access to other icons.

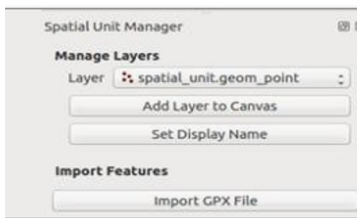
Module Settings 




Party – here you will find the data of the person or household

Social Tenure Relationship (STR) – here you can connect the data of the person and the structure they have

Spatial Unit Manager 



(If this icon is on auto-select, it will enable the Spatial Unit Manager Layer Manager, where you can add polygons to start the digitization of the structures.

View Social Tenure Relationship 

- Here you can view and search the connection between persons and structures.

Manage Administrative Units 

- Here you can list down the entire coverage of the project. This serves as a guide and directory.

Import Data 

- Gives way to importing the polygons in the CSV files of the STDM Database.

Export Data 

- Gives a way to export the output files from the STDM Database.

Document Designer 


- Gives way to creating the design of the template for the certificate, maps, and other documents.

Document Generator 

- Gives ways to the production of the certificates.

Report Builder 

- Using this icon to generate a particular data or record.

Logout 

- Gives a way to refresh the system and log out once done with the project.

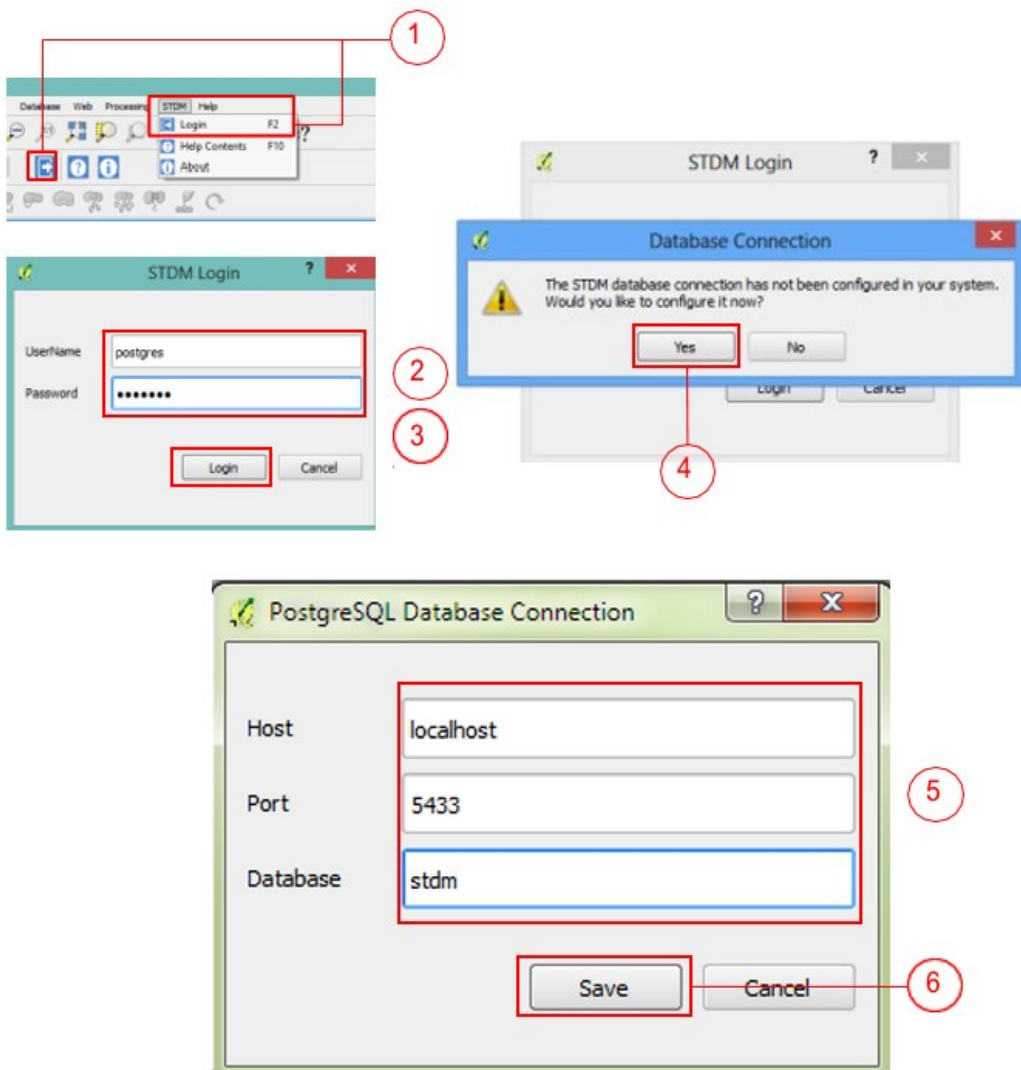
Change Password 

- Gives way to make changes with the current password.

Login in the STDM for the first time

The first time to login into the system, need to connect the database of the STDM.

1. Click the “Login icon”
2. Type the username and password.
3. Click the “Login.”
4. Once the window pops out “Database Connection” then click login, click “Yes.”
5. Type the following:
Host : localhost
Port 5433
Database: stdm
6. Click “Save.”

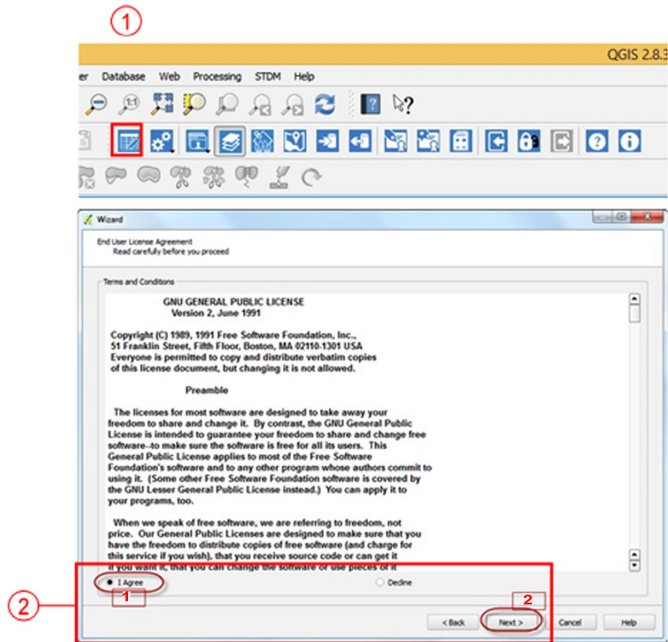


Making the Design Forms during first use

The first time to install the STDM, the database is still not available. As a first step, the STDM needs to be configured for the startup file before this can be used.

Steps to configure the STDM:

1. Click the “Design Forms.”
2. Accept the license agreement by clicking “I Agree” and “Next.”



3. The next pop-up window is “Path Setting Wizard.” Here you will view the Directory Path as follows:

Setting Path:

The location where all the files are saved.

Source Document Path:

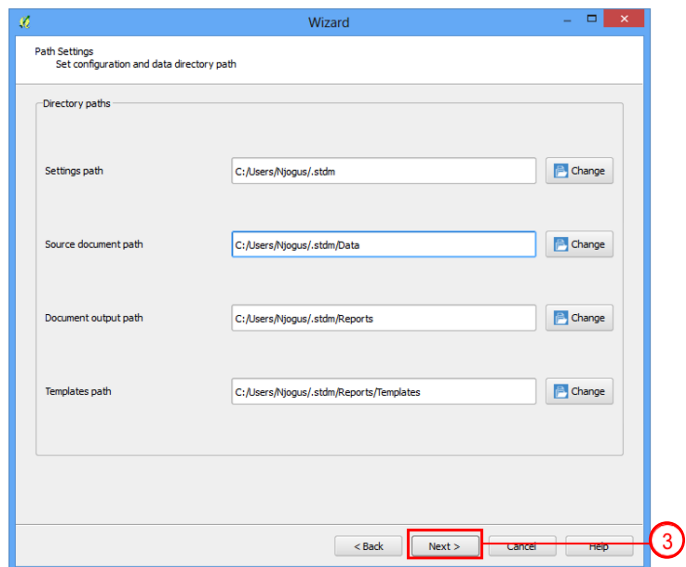
All the “Files” as stored here in the STDM. This will make it easy to browse the files because they will be directed to the STDM “Folder.”

Document Output Path:

All generated reports are stored.

Template Path:

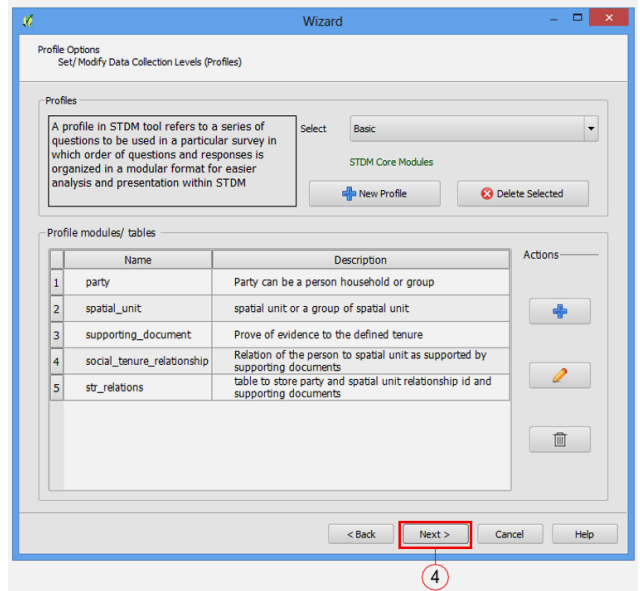
The “Template Files” are stored here that can be used in the Document Designer.



If there are no other changes here, then click “next.”

4. The next window is “STDM Profile Wizard.” The STDM has a default profile that is ready to use. The Profile has the Party, Spatial Unit, Supporting Document, Social Tenure Relationship at Social Tenure supporting documents (str_relations) tables that can be seen below. We can still create additional profiles and modules in the current profile.

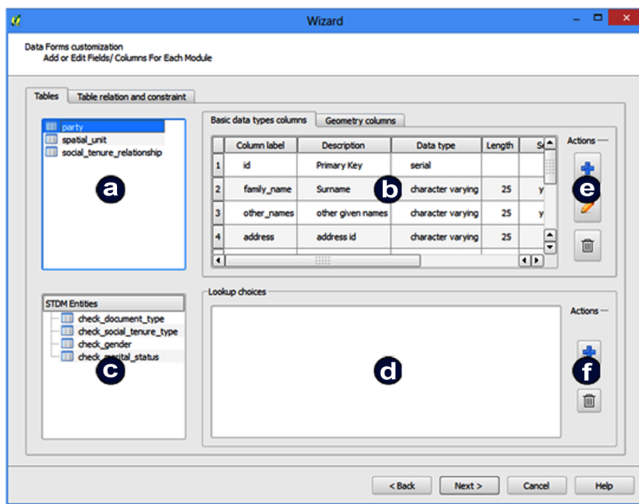
IF there are no other changes, then click “next.”



5. Creating Data Forms for the STDM.

The next window is the “Data Forms Customization Wizard” where the design and structure of the databases are made.


This is divided into six (6) parts. These are the following:





- a. List of tables in the default profile
- b. Column Editor Panel
- c. Data Categories or Look up tables
- d. Look up table choices
- e. Toolbars for the Column Editor Panel
- f. Toolbars for the Look up table choices



The “Icons” that are useful to modify the STDM Database.

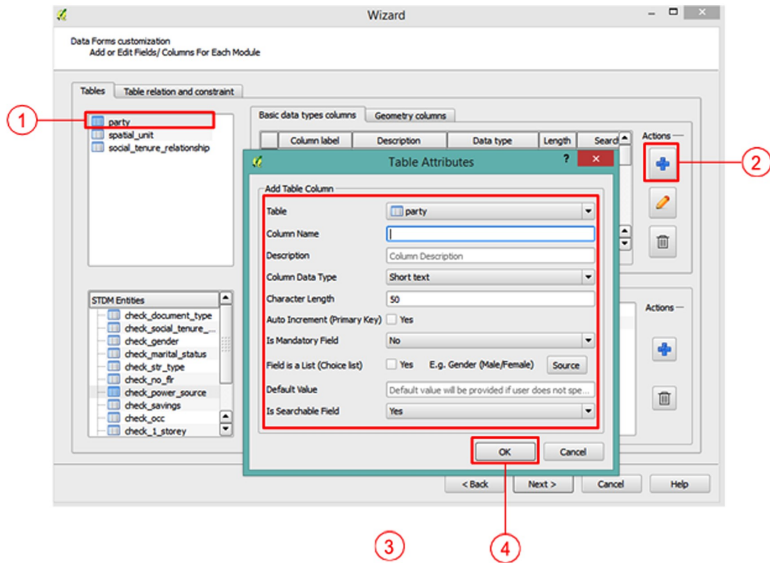
Add- allows adding of items 

Edit- allows editing of items 

Erase o Delete - allows deleting of items  

Adding table field/ columns:

1. Choose  a table to add columns in.
2. Click the  and the window will pop up “Table Attribute”
3. Fill in the Table Attributes.
4. Click the “Okay”.

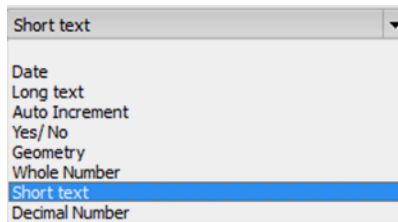


Filling up the “Table Attributes”

Column Name: This will serve as the “header” of the “Party Table” e.g. Type of Structure

Description: This will describe the “Column Name.” Serves as a guide to the encoder. e.g. Materials used in constructing the structure

Column Data Type: What type of data is inputted in the table.



Short Text

Character Length: Limit of the character including the “Space” and “Symbols.” This is disabled in the Data Type.

Auto Increment: Dictates how the data are arranged. No need to mark it because there is a table for the Auto numbering.

Is Mandatory Field: If this is “yes” it should be filled up to avoid error before saving.

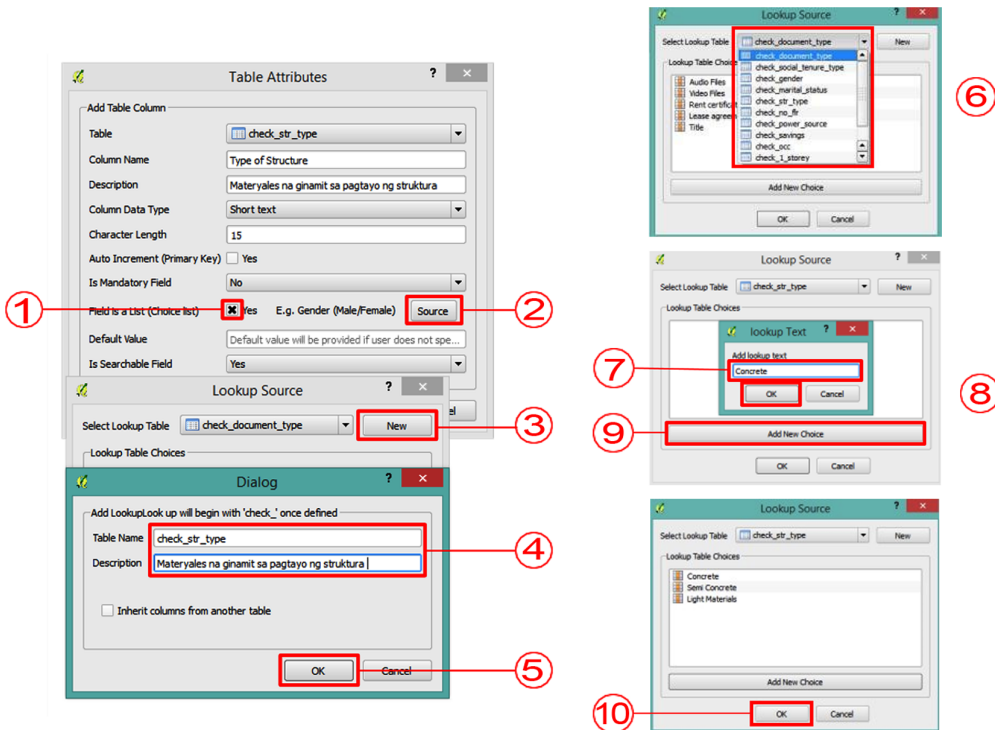
Field is a list (Choice list): This will be marked only if the column needs to have choices.

Steps in making a Choice List

1. Mark the “Yes”
2. Click the “Source”
3. To add a “Look up Choice,” click the “New”.
4. Type the Table Name and Description.

To put the name of the table of choices always start with “check ”

5. Click the “Ok.” 3
6. Click the “look up choice” made.
7. Click the “Add New Choice” to create the choices for the “Look up Table”
8. Type the choices.
9. Click the “Ok.”
10. If the choices are complete, click the “Ok” to end the process.



How to determine if the Column is searchable

If the searchable field of the column is in “Yes,” that particular column will show in the sorting options of the sorting panel in the “Party Records Manager.”



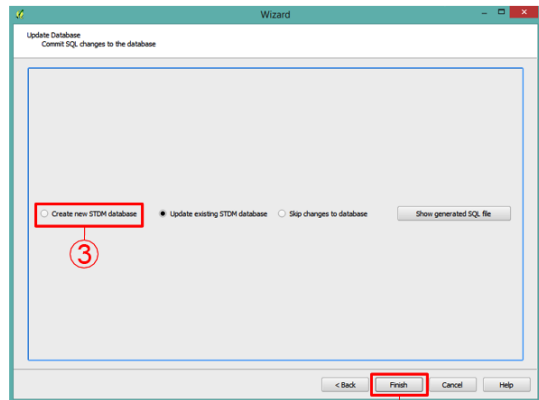
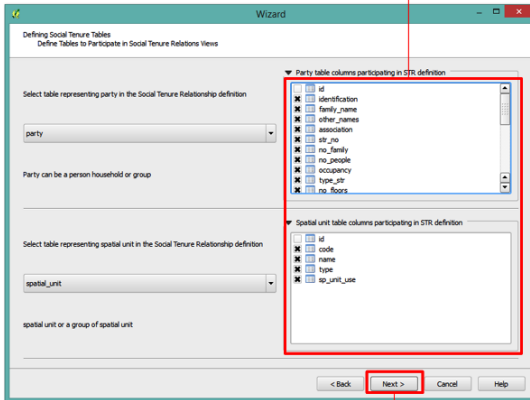
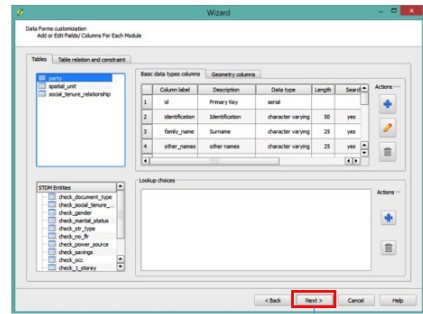
Sorting Panel: This is responsible for the sorting of data in the database, to facilitate fast and easy look up of a particular party data record of a person.

Search Bar: Here you will type the particular data that you need, it will show the data based on the sorting you input in the sorting panel.

Not all column is Searchable so you need to analyze well if this is needed to show in the Sorting Panel.

After making all the Columns, click the “next.”

1. Mark all those that need to be included in the Table of Party, do not mark the “id.”
2. Click the “next.”
3. Put a mark “Create new STDM database.”
4. Click the “Finish.”



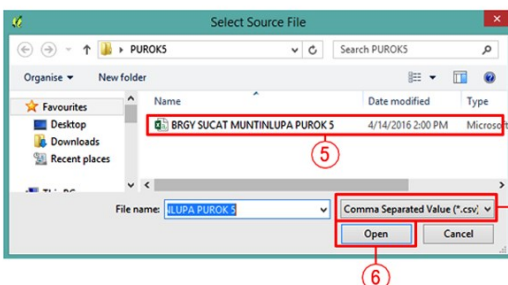
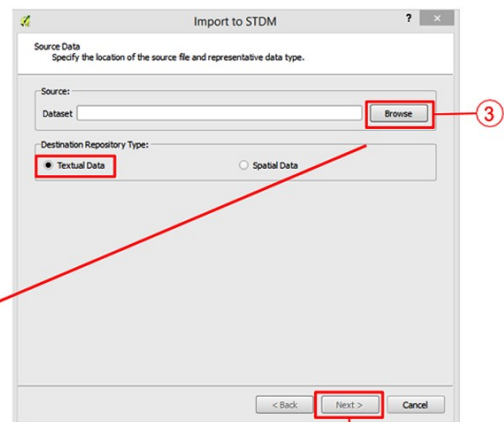
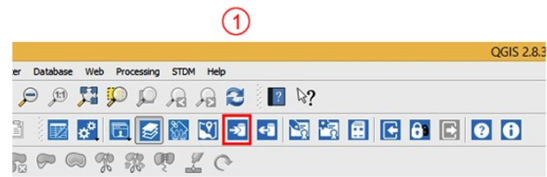
Importing the Data

Importing the “Textual Data”

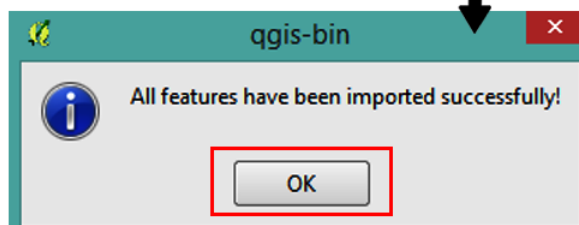
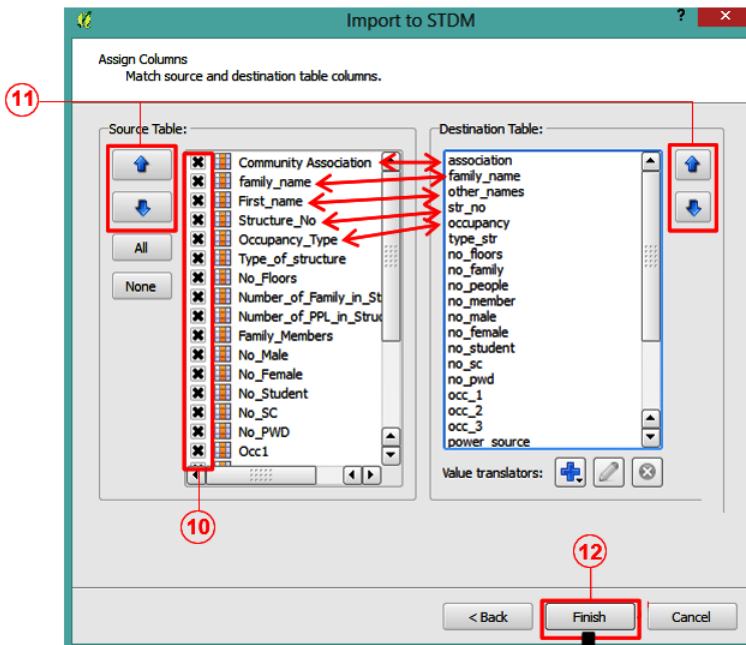
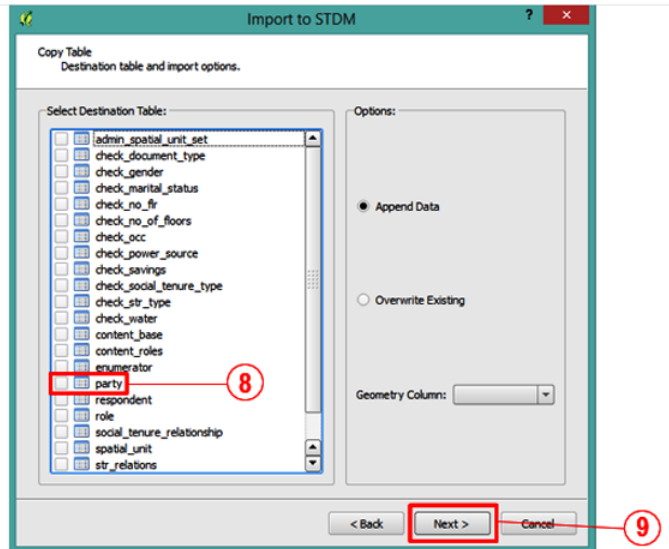
The Textual Data accepts the format in the STDM is the **CSV o Comma Separated Values**.

Steps:

1. Click the “Import Data.”
2. Put a mark on the “Textual Data.”
3. Click the “Browse.”
4. Click the sorting panel and choose “Comma Separated Values (*.csv).”
5. Choose the File to import.
6. Click the “Open.”
7. Click the “Next.”



8. Put a mark on the “PARTY.”
9. Click the “Next.”
10. Mark all the Columns that you wish to import.
11. Align the data using the arrow keys “up” at “down.”
12. Click the “Finish.” It must show “All features have been imported successfully.” Click the “ok”



Importing the “Spatial Data”

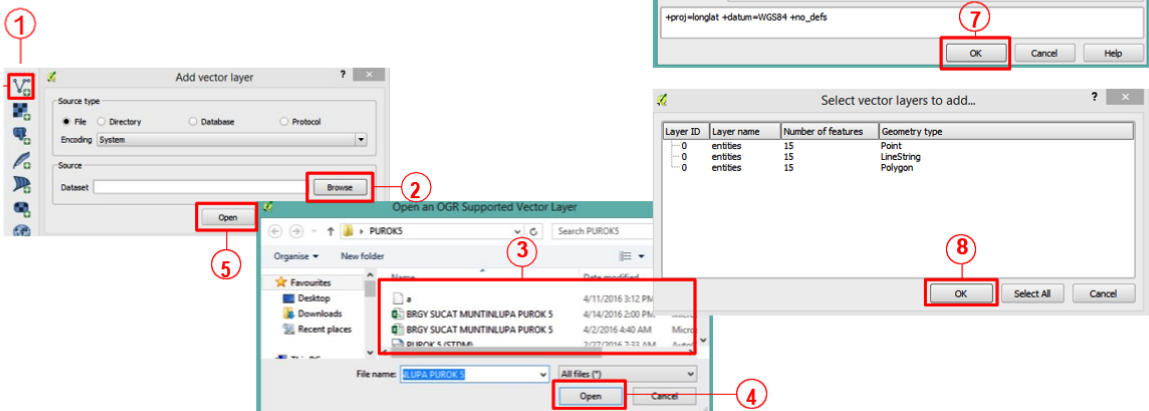
A. Using the - Add Vector Layer of QGIS.

Steps:


1. Click the “Add Vector Layer.”
2. Click the “Browse.”
3. Select the File you wish to import.
4. Click the “Open.”
5. Click the “Open.”
6. Select the “WGS 84”

NOTE: Always use the WGS 84 on what you import in the STDM.

7. Click the “ok.”
8. Click the “ok.”



Importing the “Raster Files”

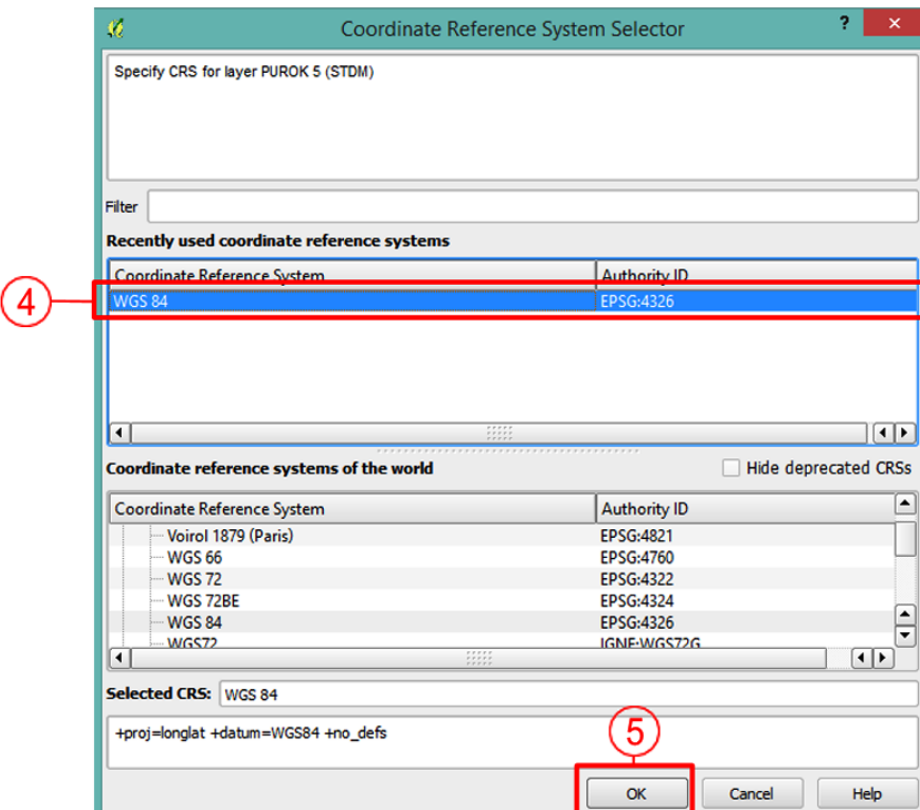
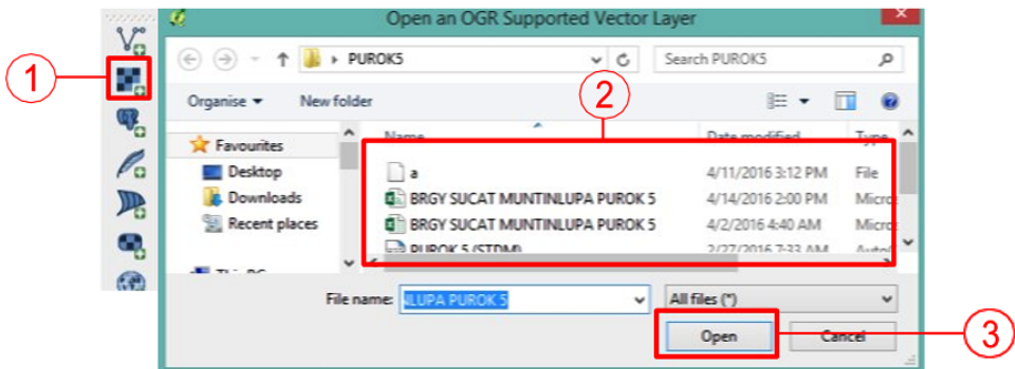
Using the  - Add Raster Layer in QGIS. These are the “Image Files”

Steps:

1. Click the “Add Raster Layer.”
2. Select the File you wish to import.
3. Click the “Open.”
4. Select the “WGS 84”

NOTE: Always use the WGS 84 on what you need to import in STDM.

5. Click the “ok.”



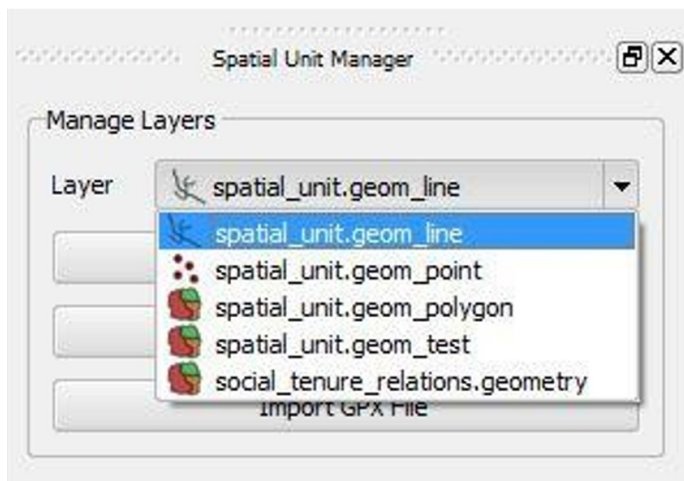
Spatial Unit Manager

The feature of this icon is to manage and import the layers. This can be used if the Spatial Unit Manager icon is clicked on. This is on the left side part of the QGIS Interface This will pop up upon opening.

What can be done in Spatial Unit Manager

1. The layer selection pulls down box gives way to select the geometry layer from the database.

ex. The point, line 00 for the polygon feature. Depends on the type of geometry needed.



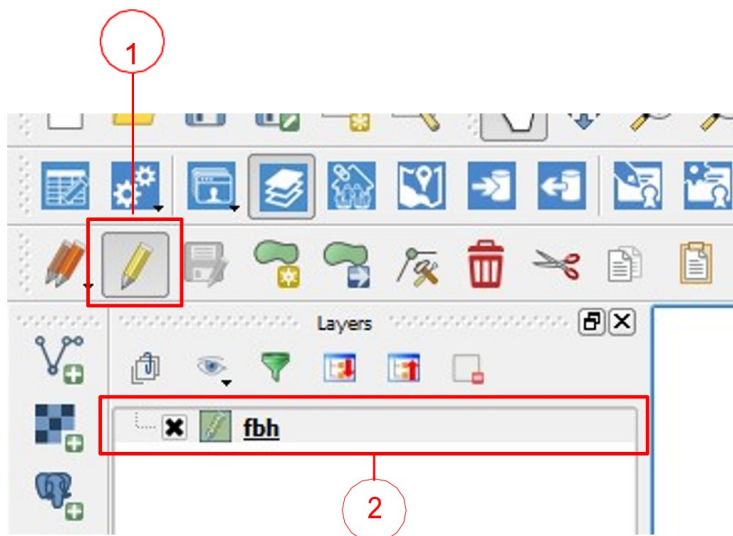
2. The **Add Layer to Canvas** gives way to add the selected layer in the spatial unit manager layer to the Layer list of QGIS for editing and customizing of its layer

3. The **Set Display Name** gives way to change the name of the selected spatial layer.

4. The **Import GPX File** gives way to import the data from the GPS Device.

Digitizing the Spatial Unit Layer

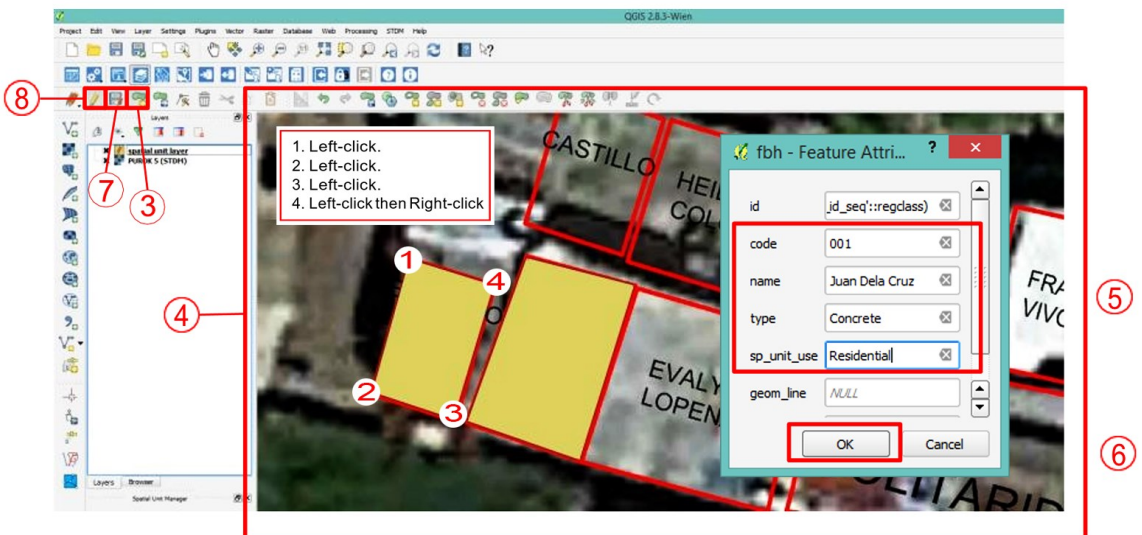
1. Select the Layer you wish to digitize.
2. Once selected, this will activate the “Toggle Editing Tool” of QGIS, click it for the icon to function.



Icon for Digitizing

	Current Edits	Editing Options are viewed here for the Digitizing Tool Bars
	Toggle Editing Tool	Serves as the “on” at “off” to activate the other tools for digitizing.
	Save Layer Edits	After digitizing all polygons, click this icon.
	Add Feature	This allows you to add new polygon.
	Move Features	This allows you to move the entire polygon to other are in the map canvass.
	Node Tool	Allows you to move one point of the polygon.
	Delete Selected	Allows you to delete the selected polygon.
	Cut Features	Allows you to delete and change the place of the selected polygon in the map canvass.
	Copy Features	Allows you to copy the selected polygon.
	Paste Features	Allows you to paste the copied polygon.

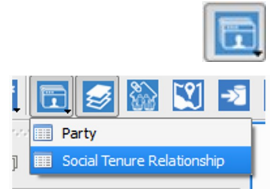
3. Click the “Add Features.”
4. Go to the map canvas and start to digitize. “Left Click” to start in the first corner, “Left-Click” for the second corner, and “Right-click” for the last corner.
5. After this, a window will pop up where you will input all information of the created structure. Fill up the information.
 - 5.1 Code- number of the structure.
 - 5.2 Name- Name of the owner of the house
 - 5.3 Type- materials used (e.g. Concrete)
 - 5.4 sp_unit_use- purpose of the structure (e.g. Residential)
6. Click the “ok”.
7. After all the Digitizing, Click the “Save Layer Edits.”
8. Click the “Toggle Editing Tool” to disable the Icons.



How to create Social Tenure Relations

Linking the Party data and Spatial data.

1. Click the Module settings. Select the “Social Tenure Relationship.”

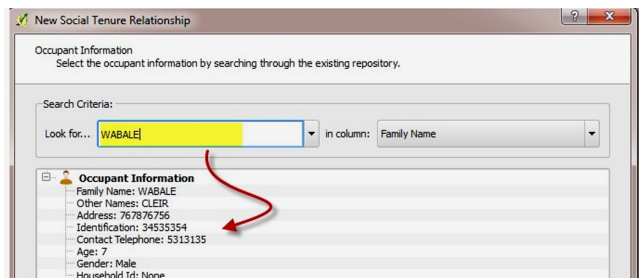


The “Social Tenure Wizard” will show.

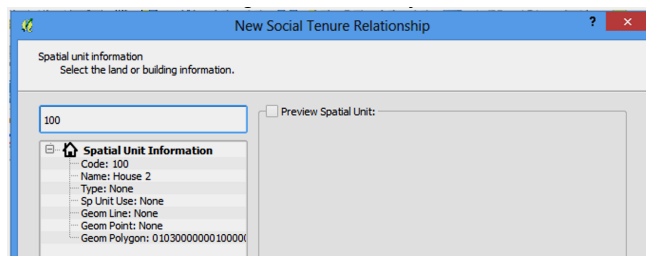
2. Click the “next” in the wizard to continue the process.



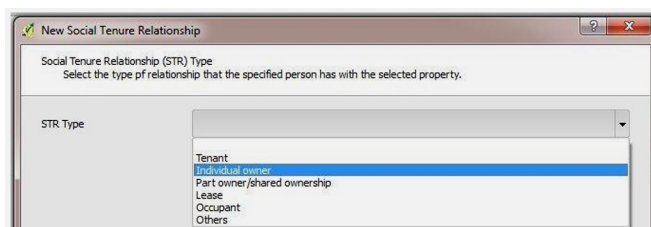
3. Search the person you wish to link to his structure using the “Search Bar.”
4. Click the “next” after choosing the person.



5. Search the “code” of the structure you wish to link to its owner.
6. Click the “next” after choosing the structure you wish to link to its owner.

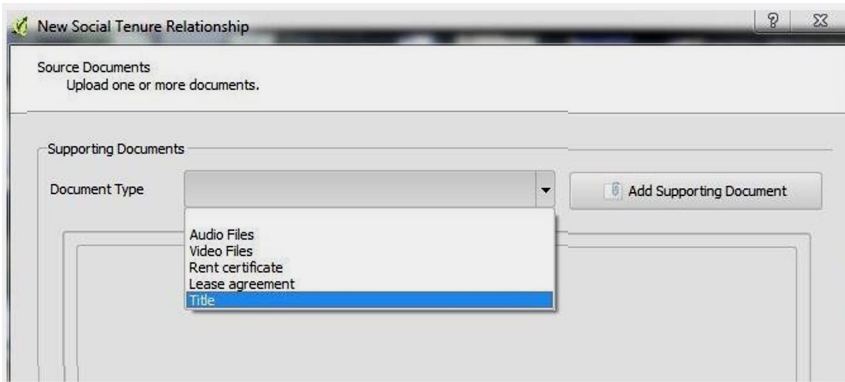


7. Click the “STR Type Pull Down Bar,” select the str type of the structure e.g. Individual Owner.
8. Click the “next.”

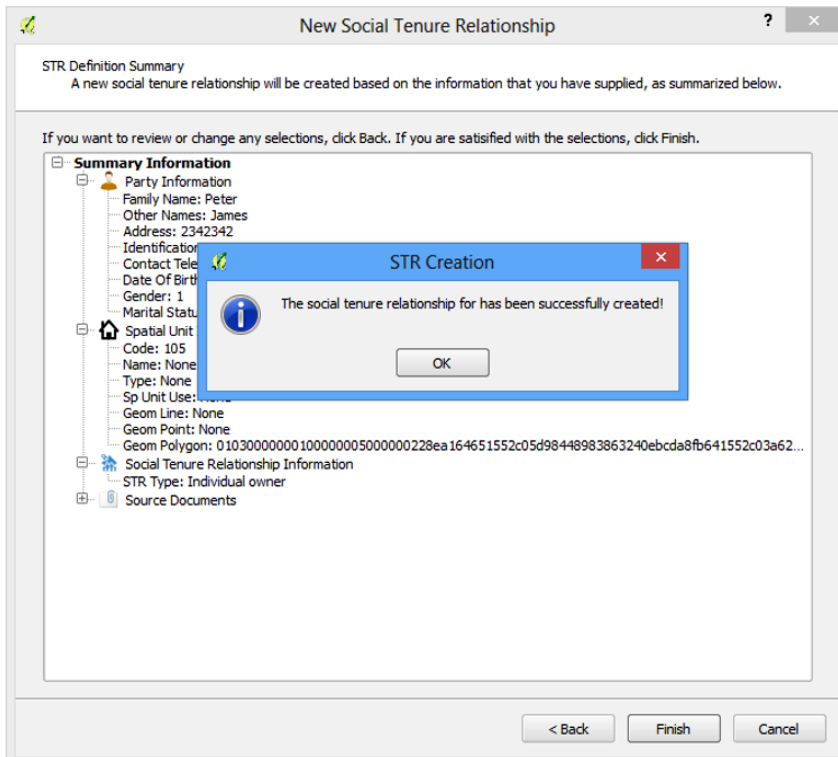


Supporting document wizard will show.

9. Choose the type of supporting document.
10. Browse the document you wish to attach.
11. Click the “next.”

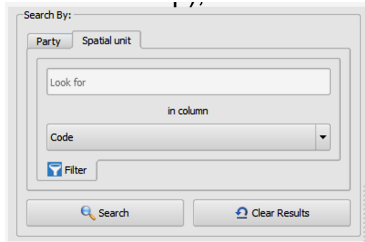


12. Click the “ok” to continue. A summary of what you have done will show.
13. Click the “Finish,” and “ok” in the next window.

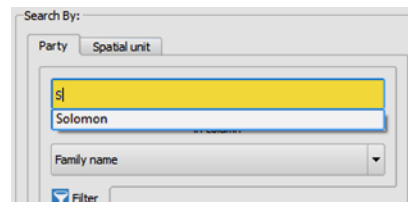
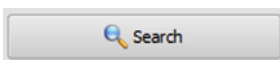


View Social Tenure Relationship

1. To view the STR (Social Tenure Relationship), click the View STR Button in STDM Toolbar. It should show the “View STR Wizard” where you can see the connection made between the person and structure.



2. Type in the name field the name of the occupant where the STR was made.
3. Click the chosen person in the search result.
4. Click “search” to view the STR.

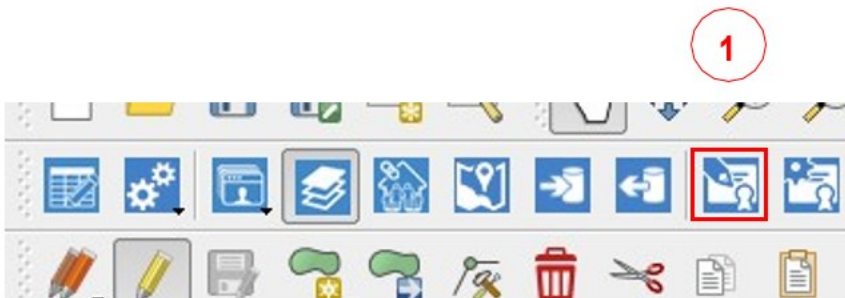


The result is viewed at the lower part.

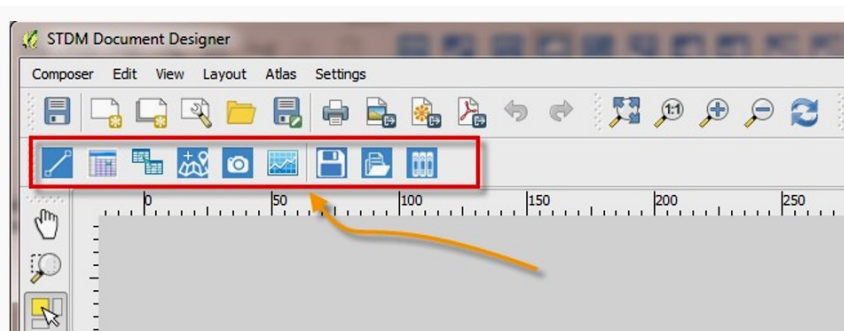
Using the Document Designer, Document Generator at Report Builder.

Designing the Document using STDM Tools.

1. Click the “Document Designer in the QGIS Toolbar.”



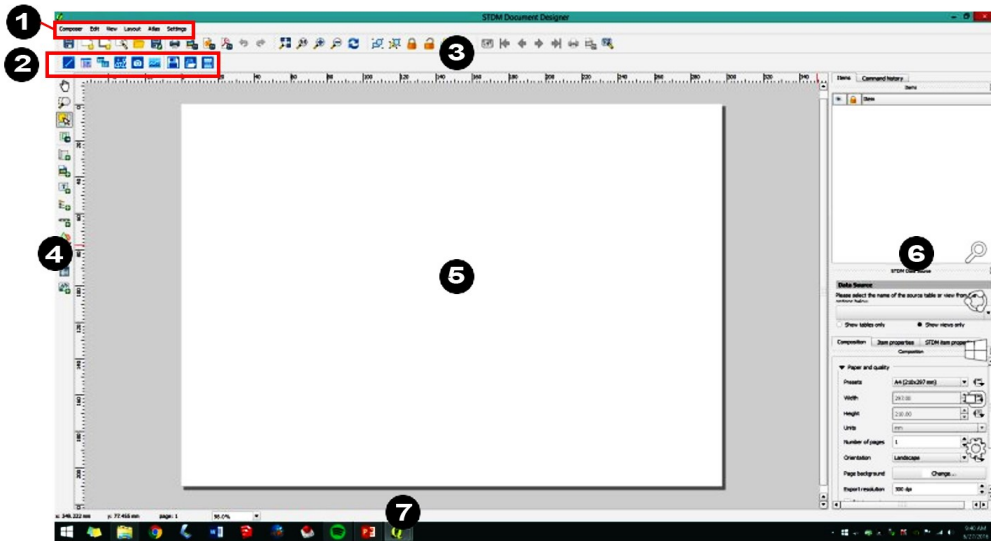
The Design Tools for the document designer will show how to make a template.












The designer starts with an “Empty Field.”

STDM Document Designer Interface

1. Pulldown Menu
2. STDM Document Designer Tools
3. Toolbars
4. Side Toolbars
5. Canvas/Workspace
6. Panel List
7. Status bar

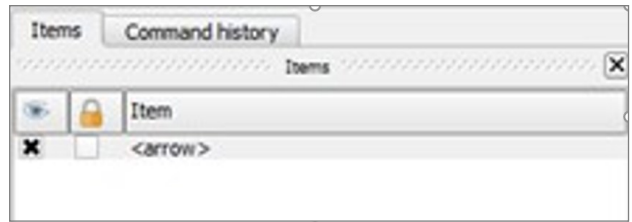


STDM Document Designer Tools:

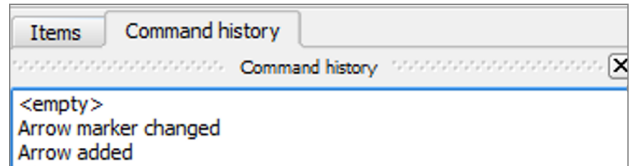
	Add line	A tool to make lines.
	Add Data Label	Tool to create Labels of various graph, pictures, and others.
	Add Attribute Table	Tool to add an attribute table in the template.
	Add Map	Tool to add Map in the template.
	Add Photo .	Tool to add photos of owner and structure in the template
	Add Chart	Tool to add chart in the template.
	Save Document Template	Tool to save the template
	Open Document Template	Tool to open the template that was saved.
	Manage Document Template	Tool to edit, delete, and others.

What is included in the Panel List:

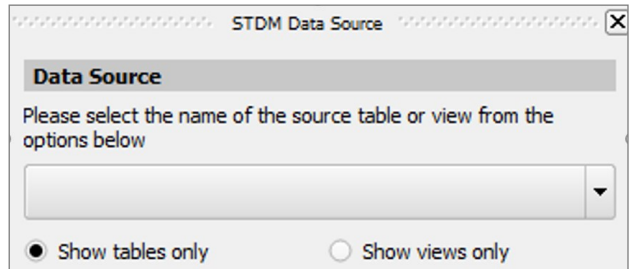
1. Items – You can see here all that is done in the canvas, you can hide or lock a particular item, put a mark in the box on what you want to do with the item.



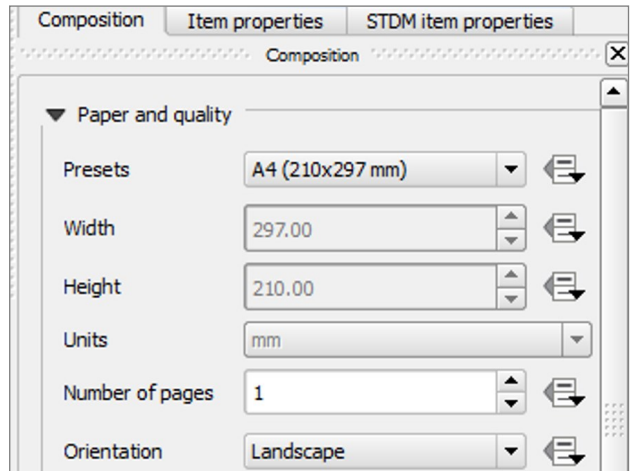
2. Command History – You will see the History of what has been done in the STDM Document Designer.



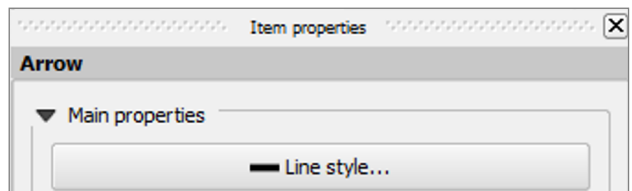
3. STDM Data Source – You can select here the source of data you wish to include this is connected to the database of the person or structure.



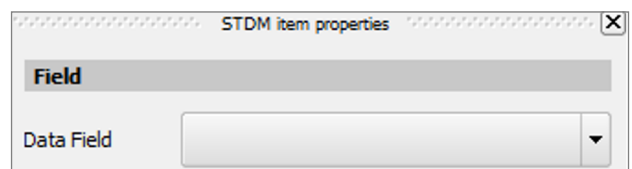
4. Composition – You can choose the size of the paper, pages and even orientation.



5. Item properties – You can customize the item not coming from STDM database. (eg. Lines, picture)

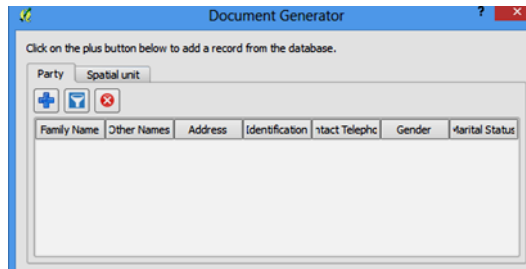



6. STDM Item Properties – You can customize the item not coming from the STDM database. (eg. Map, tables etc.)



How to generate the Document

1. Click the “Document Generator” button. Document generator browser will show.

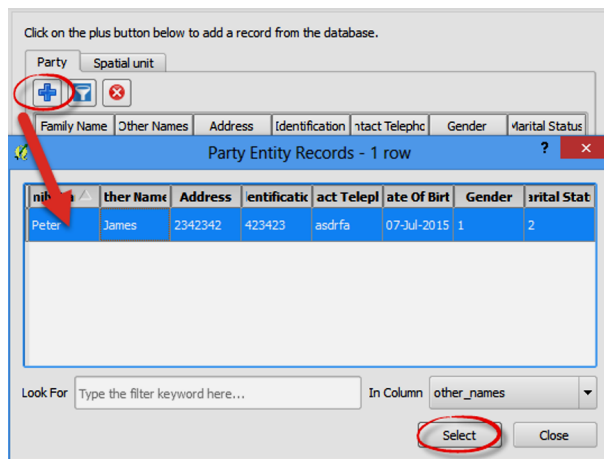


2. In the wizard, click the  button to add the data of the person you wish to generate. It will show the “Party Records.”

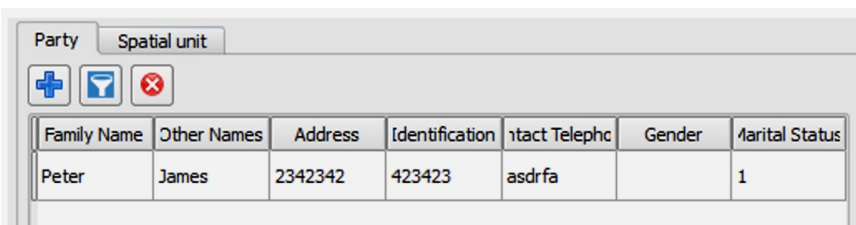
3. Select the data of the person you wish to generate.

4. Click “Select” button to continue the process. It will show “Record has been selected”

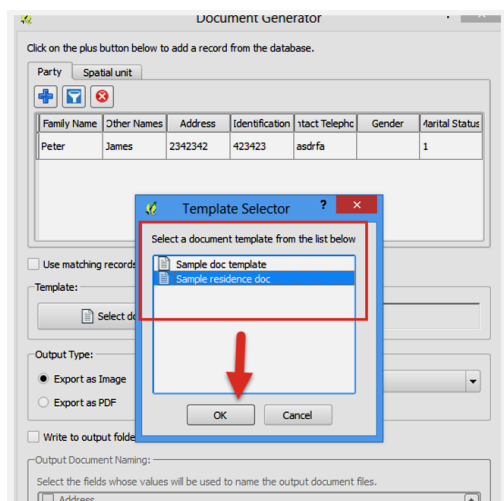
5. Click the “close button.”



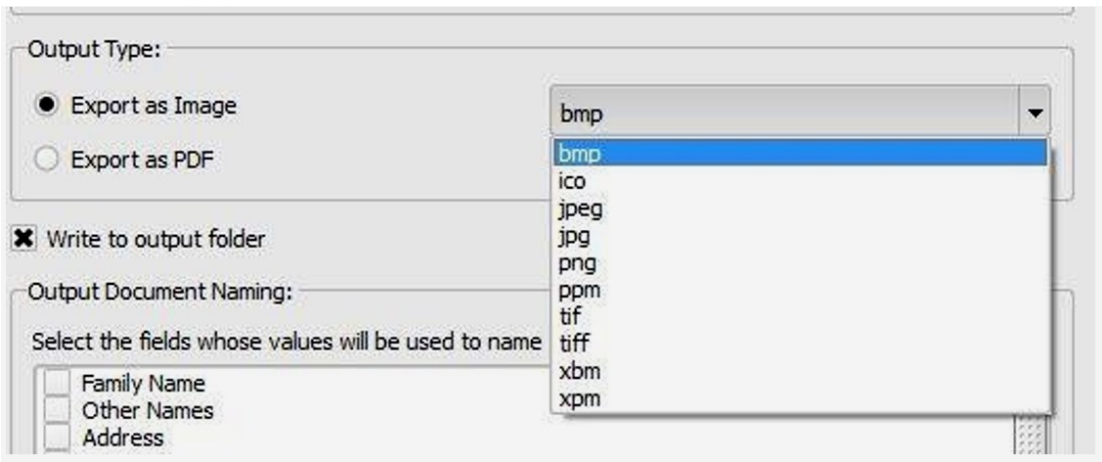
A dialog box pops up showing the data generated. You can select more than one person.



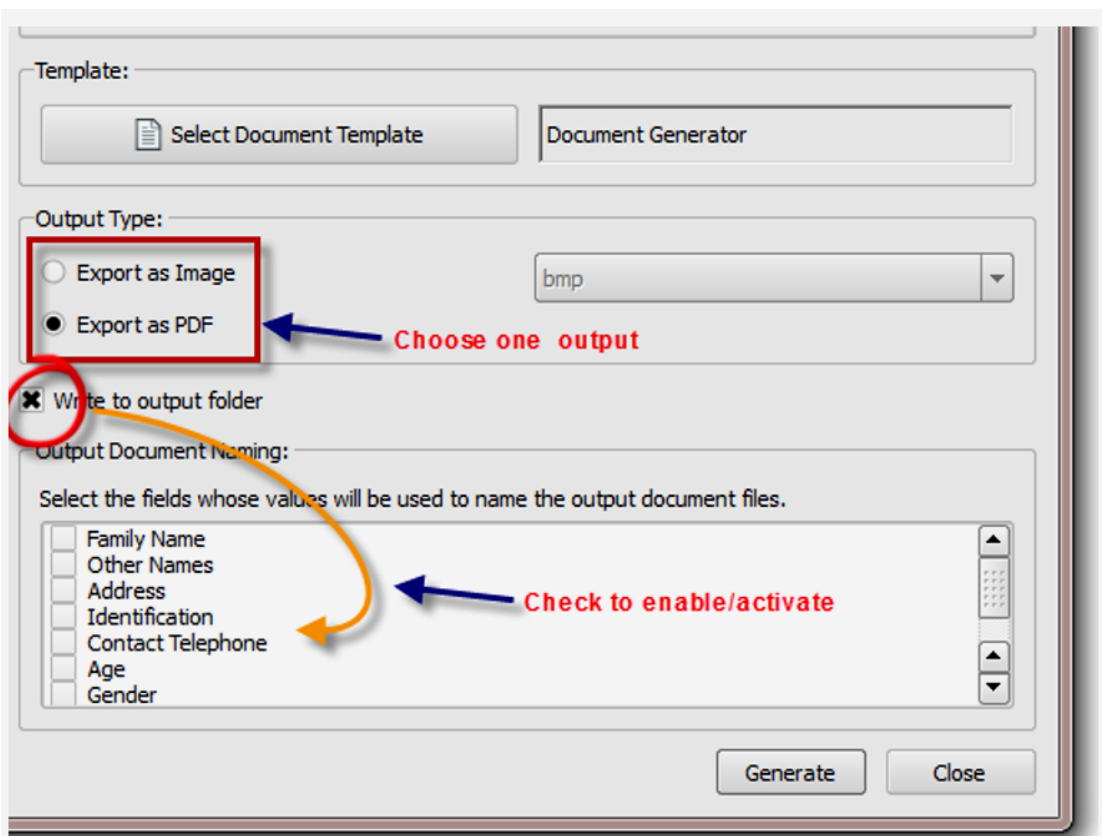
6. Select the document template you wish to use. The template selector will pop up, it will show the template you wish to use. You can choose the type of document output you wish to use, “image” or “pdf.”



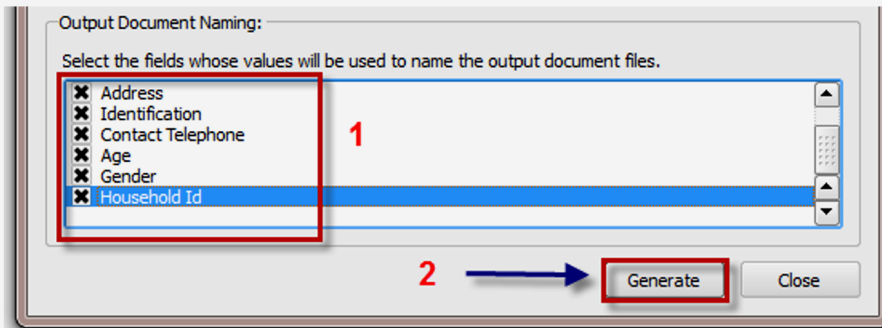
- 7. Click the “Ok”
- 8. Choose the output file type.



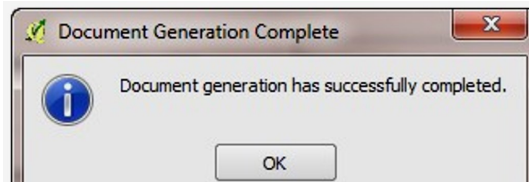
- 9. Put a “mark” on the “write to output folder” to select the way of naming the output file.



10. Put a “mark” on fields that will show in the output file.
11. Click the “Generate.”



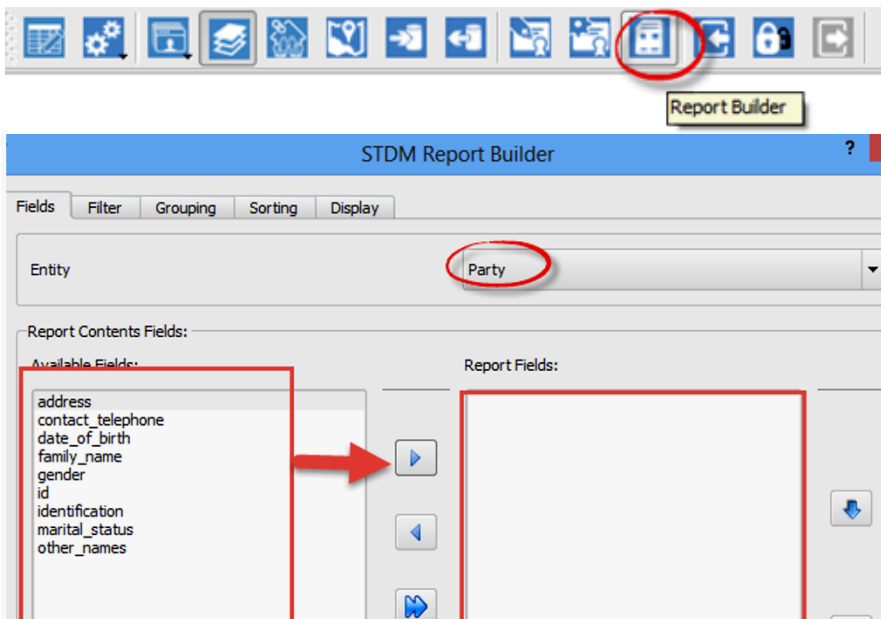
12. A notification will pop up showing you have successfully generated. Click the “ok.”



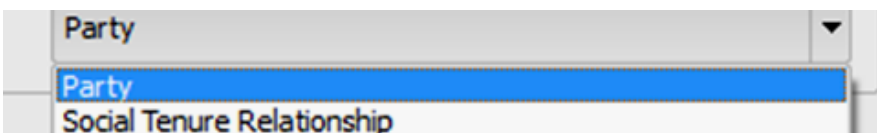
Report Builder

1. Click the “Report Builder” button in STDM Toolbar.

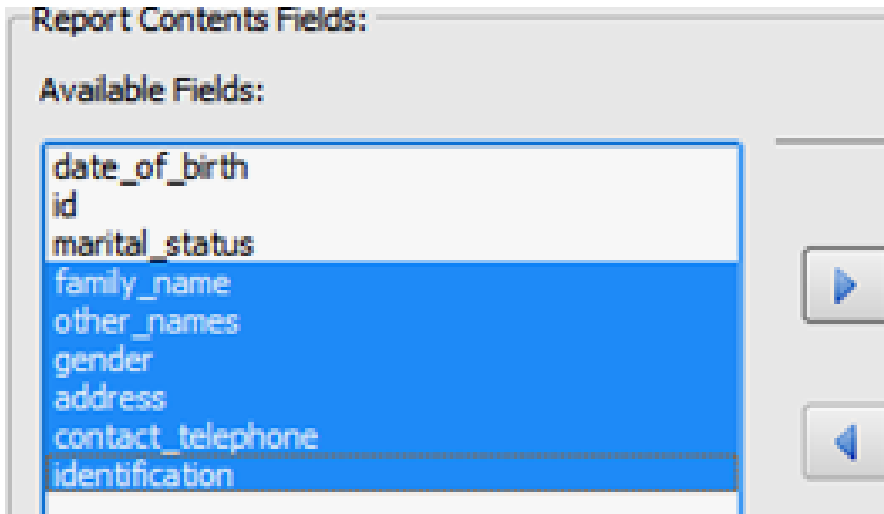
Report Builder Wizard will show



2. In wizard, select the Entity you wish to generate.

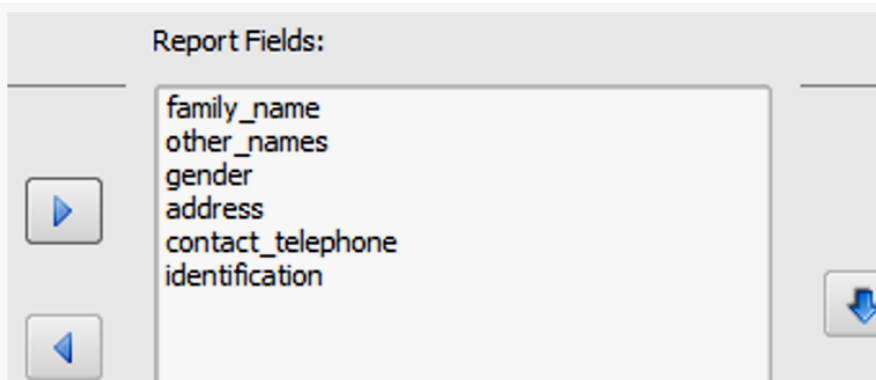


3. Select the Attributes.



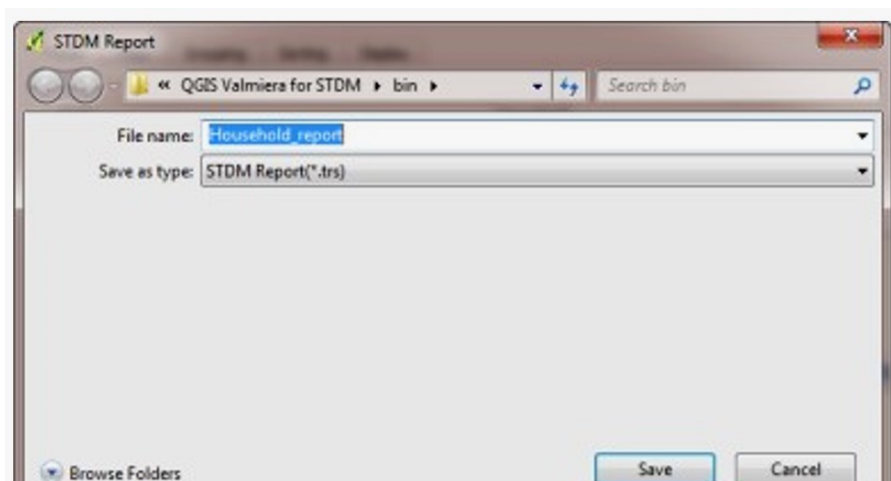
4. Using the “Forward Button,” click to change the selected in the Reports Panel Fields.

5. Click the “Save”



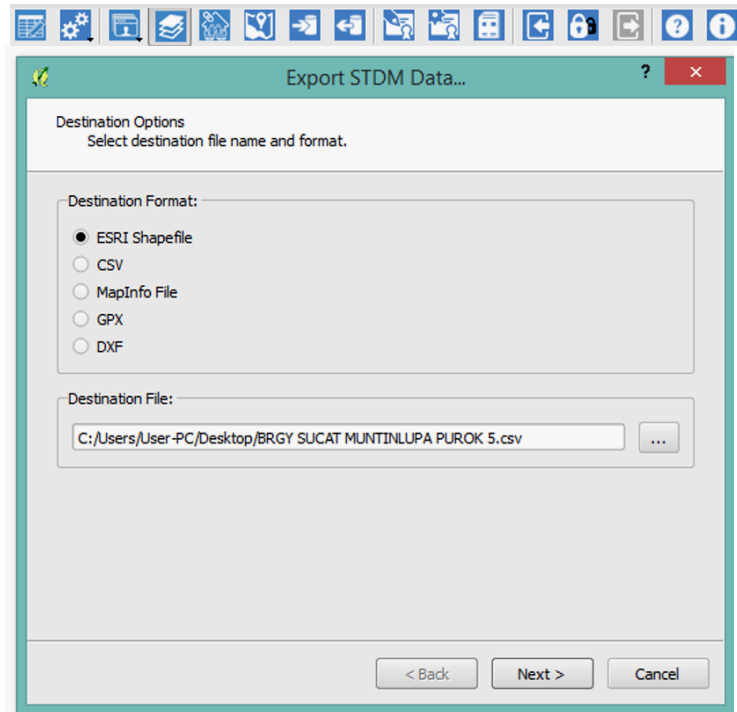
6. Click the “Generate Report”

7. Click the “Ok.”

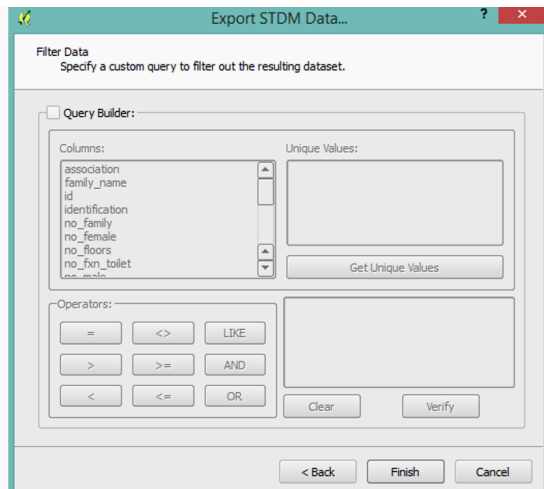
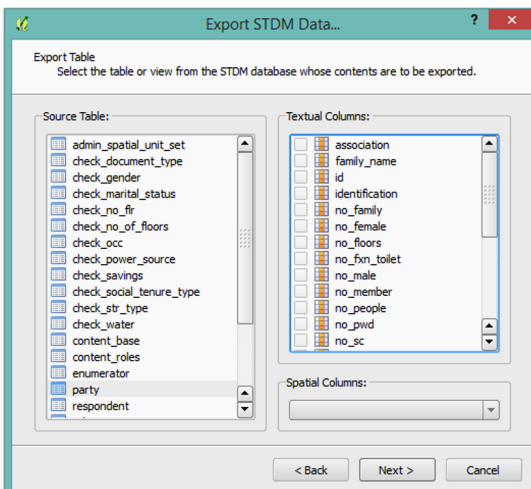


Exporting the Data

1. Click the “Export Data” Button in STDM.
2. Select the type of file you wish to export.
3. Place it where you want to save the files.
4. Click the “next”



5. Select which table where the exported file comes from.
6. Select the column you wish to export.
7. Click the “Next.”
8. Click the “Finish.”



What are Admin Settings

User Management

9. Click the “Admin Setting” Button in STDM.

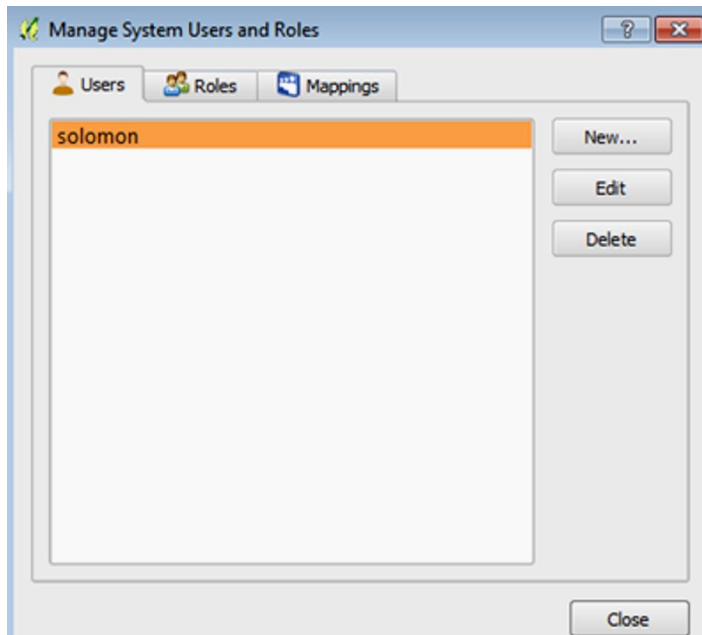
10. Select the “Manage User Roles”



A dialog box below will show after clicking the “manage user roles.”

The user has the right and capability to manage and manipulate the content set up in the configuration wizard.

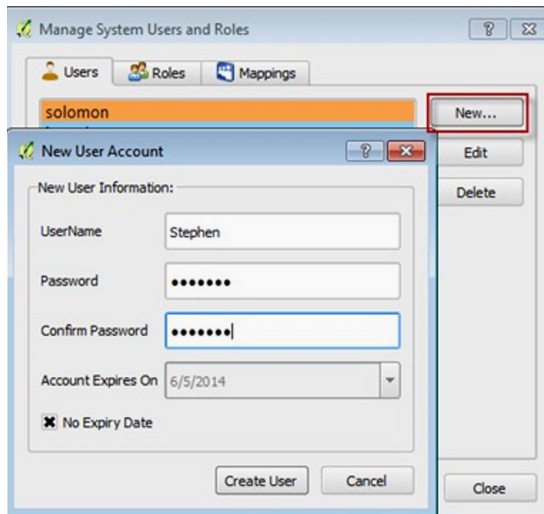
The data management dialog will show including the default user done, however the user can create a new account.



11. To make a new user, click the “new” button to input the information of the new user.

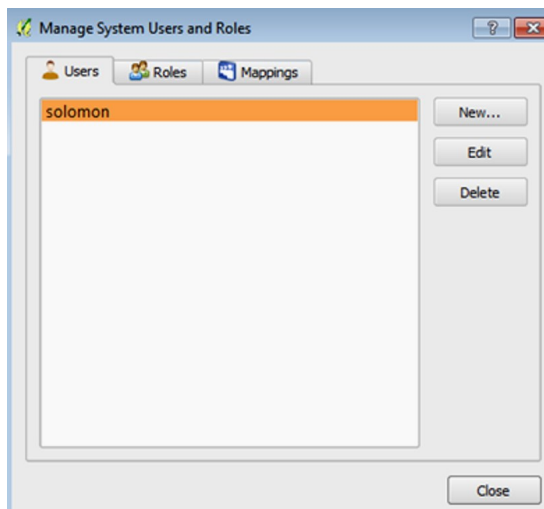
Outside the dialog box, input the following:

- a. User Name
- b. Password
- c. Confirmed password
- d. Expiration Date of Account
If no account expiration, put a mark in the box “No Expiry Date”



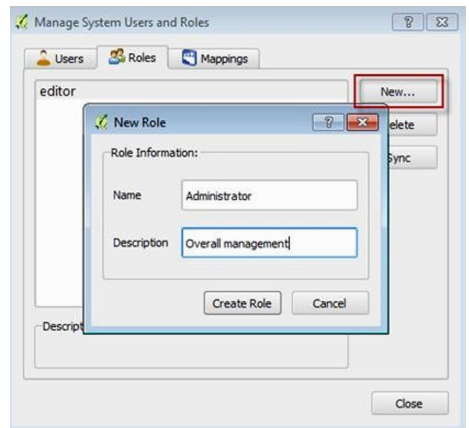
12. After this, click the “Create User” button to save the new account.

“Edit” – to edit the account “Delete” – to delete the account



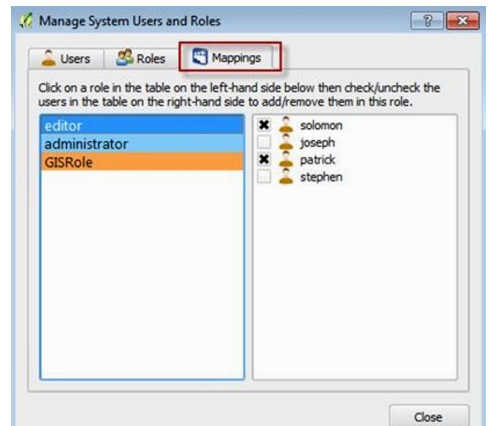
Role Management

1. To manage the roles of user, click the “roles” button.
2. To make a new role, click the “new” button in the dialog.
3. For the new role dialog, type the following:
 - a. Name
 - b. Description
4. Click the “Create Role” to save the new role.




User Mappings

1. Click the “Mapping” button
The role will show at the left side of dialog box and the users will show at the right side.
2. Select the role for an assigned user, click, put a mark of the you wish to assign a role.




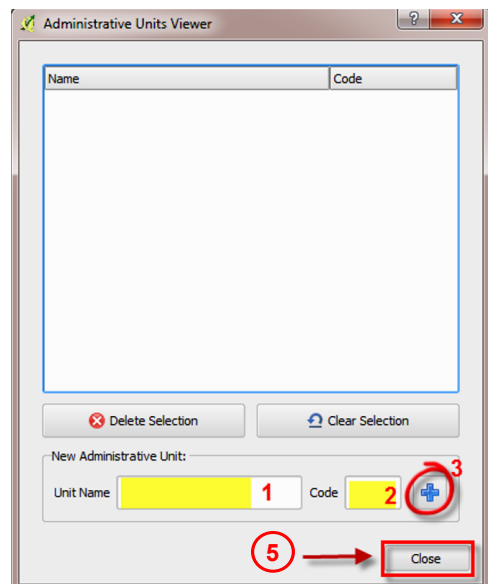
Making the Administrative Units

This is the arrangement based on its size.
Ex: country region, province, city or town, barangay and hamlet.

Click the “Manage Administrative Unit” button 

It will show the Administrative Unit Viewer.
It will allow you to add administrative units.


1. Type the Unit name. e.g. the Philippines
2. Put a code. e.g. PH
3. Click the 
4. Repeat this process until you finish all the units.
5. Click the close.



NOTE: If you wish to add a unit under a higher unit, click it first before typing.

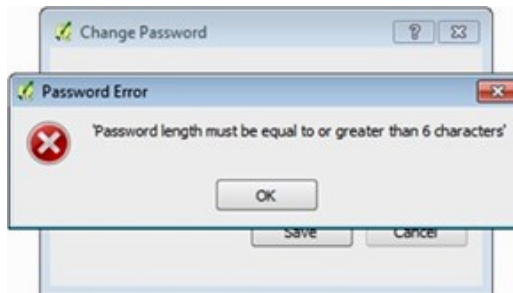
Changing the Password

To do this, you need to login in to STDM.

1. To change the password, click the change password button . A change password dialog will show.



2. Type the new password and repeat this in the confirmation. Click the “save” button to fully change the password. The password should have six (6) or more characters.



PARTNER PEOPLE'S ORGANIZATIONS



MILALITTRA, Inc.

The Miarayon Lapok Lirongan Talaandig Tribal Association, Inc. (MILALITTRA, Inc.) covers four barangays in the municipality of Talakag, in the province of Bukidnon, Philippines. The group was awarded a Certificate of Ancestral Domain Title for 11,367 hectares in 2003. The group's Ancestral Domain Sustainable Development and Protection Plan (ADSDPP) is being updated. MILALITTRA, Inc. is composed of approximately 2,500 households. The community's major source of income is farming. It is estimated that around 1,500 hectares within their ancestral domain are devoted to farming.



Nagkahiusang Manobong Manununod
sa Yutang Kabilin
(NAMAMAYUK, Inc.)

NAMAMAYUK

The Nagkahiusang Manobong Manununod sa Yutang Kabilin (NAMAMAYUK) covers barangays Bacusanon and Nabaliwa in the municipality of Pangantucan, in the province of Bukidnon, Philippines. NAMAMAYUK has applied for a Certificate of Ancestral Domain Title for 3,506 hectares and has already formulated its Ancestral Domain Sustainable Development and Protection Plan (ADSDPP). The community is composed of 208 households. Their livelihoods revolve around farming and other agricultural activities.



PTТА, Inc.

The Portulin Talaandig Tribal Association, Inc. (PTТА, Inc.) covers barangays Portulin, New Eden, Concepcion, and Dagolos in the municipality of Pangantucan, in the province of Bukidnon, Philippines. It has 165 family members. PTТА's main goal is to deter illegal logging within the sacred forests of their ancestral domain. It has applied for a Certificate of Ancestral Domain Title for 6,679.83 hectares and has already completed its Ancestral Domain Sustainable Development and Protection Plan (ADSDPP). The community's livelihoods involve farming, eco-tourism, and implementing externally funded community development programs.

From 2018 to 2021, ANGOC and XSF, through the Secure Access to Land and Resources (SALaR) Project of the Global Land Tool Network (GLTN), implemented the Social Tenure Domain Model (STDM) in the context of indigenous peoples and migrant settlers in Bukidnon, Philippines. The STDM is a land tool and information system that documents and recognizes "people to land" relationships independent of the level of formality or legality.

This training guidebook serves to assist local enumerators and community facilitators in the implementation of STDM and participatory enumeration under the SALaR project. It contains the key concepts of STDM and participatory enumeration, an overview of the training course for enumerators and accompanying modules, the application of technical devices and software, conduct of participatory validation of data generated, and awarding of certificates of customary land occupancy. Other civil society organizations may also use this guidebook as a reference in replicating or scaling up on the SALaR initiative, or in the conduct of similar activities.



The **Asian NGO Coalition for Agrarian Reform and Rural Development (ANGOC)** is a regional coalition of national and regional CSOs in Asia actively engaged in promoting food sovereignty, land rights and agrarian reform, sustainable agriculture, participatory governance, and rural development. For more information, refer to www.angoc.org.



The **Xavier Science Foundation, Inc. (XSF)** is a legal, non-stock, non-profit, non-government organization advocating programs and projects that will alleviate poverty and promote social empowerment. XSF serves as a conduit of funds to support development projects, innovative programs, fora, and dialogues. For more information, refer to www.xsfoundationinc.org.



The **United Nations Human Settlements Programme (UN Habitat)** helps the urban poor by transforming cities into safer, healthier, greener places with better opportunities where everyone can live in dignity. UN-Habitat works with organizations at every level, including all spheres of government, civil society and the private sector to help build, manage, plan and finance sustainable urban development. Our vision is cities without slums that are liveable places for all, which do not pollute the environment or deplete natural resources. For more information, refer to www.unhabitat.org.



The **Global Land Tool Network (GLTN)** is an alliance of global, regional, and national partners contributing to poverty alleviation and the Sustainable Development Goals through increased access to land and tenure security for all. The Network's partnership of organizations is drawn from the rural and urban civil society, international research and training institutions, bilateral and multilateral organizations, and international professional bodies. GLTN takes a more holistic approach on land issues and improves on global land coordination through development, dissemination and implementation of pro-poor and gender responsive land tools. These tools and approaches contribute to land reform, good land governance, inclusive land administration, sustainable land management, and functional land sector coordination. For more information, refer to www.gltn.net.



The **German Federal Ministry for Economic Cooperation and Development (BMZ)** is the primary State development body in Germany. BMZ's governing principle is the protection of human rights, which includes the right to live in peace and freedom, and to help address the poverty issues in the world. For more information, refer to www.bmz.de.