

# Final Performance Evaluation of the Nuyok Resilience Food Security Activity in Uganda



May 2024 | Volume II – Annexes 8, 9, & 10

IMPEL | Implementer-Led Evaluation & Learning Associate Award



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The Implementer-Led Evaluation & Learning Associate Award (IMPEL) works to improve the design and implementation of Bureau for Humanitarian Assistance (BHA)-funded resilience food security activities (RFSAs) through implementer-led evaluations and knowledge sharing. Funded by the USAID Bureau for Humanitarian Assistance (BHA), IMPEL will gather information and knowledge in order to measure performance of RFSAs, strengthen accountability, and improve guidance and policy. This information will help the food security community of practice and USAID to design projects and modify existing projects in ways that bolster performance, efficiency, and effectiveness. IMPEL is a eight-year activity (2019-2027) implemented by Save the Children (lead), TANGO International, Tulane University, Causal Design, Innovations for Poverty Action, and International Food Policy Research Institute.

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## TABLE OF CONTENTS

Acknowledgments .....	i
Acronyms .....	v
Annex 8: Regression Results .....	1
Annex 9: A .....	45
Annex 9: B .....	56
Annex 9: C1 .....	59
Annex 9: C2 .....	106
Annex 9: C3 .....	127
Annex 9: D1 .....	132
Annex 9: D2 .....	157
Annex 9: D3 .....	196
Annex 9: D4 .....	222
Annex 9: E .....	263
Annex 9: F1.....	266
Annex 9: F2.....	270
Annex 9: F3.....	274
Annex 9: F4.....	278
Annex 9: F5.....	282
Annex 10 .....	286

## LIST OF TABLES

### Annex 8

Table 1: Relationships between Nuyok participation and Household Dietary Diversity Score (HDDS) .....	1
Table 2: Relationships between Nuyok participation and project-promoted agricultural practices .....	2
Table 3: Relationships between project-promoted agricultural practices and HDDS .....	3
Table 4: Relationships between Nuyok participation and underweight women .....	4
Table 5: Relationships between Nuyok participation and women’s minimum dietary diversity (MDD-W) .....	5
Table 6: Relationships between decision-making around earned cash and HDDS .....	6

### Annex 9

Table 1 Endline PBS sample size, 2023 Uganda evaluations .....	19
Table 2: Procedures and safeguards for quantitative fieldwork oversight.....	33
Table 3: Evaluation Matrix .....	45
Table 4: List of Indicators .....	56
Table 5: Module R1 - Shocks and Stressors .....	106
Table 6: Shocks Codes List .....	108
Table 7: R105 How coped with shocks .....	108
Table 8: Shock exposure and severity (continued) .....	109
Table 9: Module R2 - Productive Assets .....	110
Table 10: Module R2A - Livestock Assets.....	111
Table 11: Module R3 - Access to Markets, Infrastructure, and Services .....	112
Table 12: Access to Markets, cont'd .....	112
Table 13: Module R6 - Access to Financial Services/Saving.....	115
Table 14: Module R7 - Access to Information.....	116
Table 15: Codes for R702 - Main Information Sources.....	117
Table 16: Module R9 - Collective Action .....	117
Table 17: Module R10 - Livelihood Activities.....	118
Table 18: Module R13 - Social and Capacity-building Support.....	119
Table 19: Module R14 - Aspirations and Confidence to Adapt.....	122
Table 20: Agree or Disagree Statements .....	123
Table 21: Module R15 - Government Support.....	124
Table 22: Module R16 - Gender Norms .....	126
Table 23: Module 1, Individual Identification .....	127
Table 24: Module 2, Role in Household Decision-making around Production and Income Generation..	128
Table 25: Module 3, Access to Credit .....	129
Table 26: Module 3, Access to Credit, cont'd .....	129
Table 27: Module 4, Group Membership .....	130
Table 28: Module 4, Group Membership cont'd .....	131
Table 29: List of BL clusters in CRS-NY areas .....	264
Table 30: List of EL clusters in MC-Apolou area .....	265

**Annex 10**

Table 1. Number of Sampled Households by RFSA Implementing Partner .....	247
Table 2. Procedures and safeguards for quantitative fieldwork oversight.....	253
Table 3. EL PBS Indicators .....	257
Table 4. Resilience capacity variables and sources.....	274
Table 5. Assumptions regarding BHA household questionnaire. ....	275
Table 6. Resilience response variables and sources. ....	287

## ACRONYMS

AVA	Agricultural Village Agent
ARR	Annual Results Report
BHA	Bureau for Humanitarian Assistance
BL	Baseline
CAHW	Community Animal Health Worker
CAPI	Computer-assisted Personal Interview
CRS	Catholic Relief Services
CSO	Civil Society Organization
DFAP	Development Food Assistance Program
DHS	Demographic and Health Survey
DFSA	Development Food Security Activity
DTAP	Data Treatment and Analysis Plan
EA	Enumeration Area
EL	Endline
FANTA	Food and Nutrition Technical Assistance Project III
FEG	Farmer Enterprise Group
FFP	Office of Food for Peace
FIES	Food Insecurity Experience Scale
FGD	Focus Group Discussion
GHT	Gendered Household Type
HDDS	Household Dietary Diversity Score
IDI	In-depth Interview
IFSS	Internet File Streaming System
IMPEL	Implementer-Led Evaluation & Learning Associate Award
IP	Implementing Partner
IPA	Innovations for Poverty Action
IPTT	Indicator Performance Tracking Table
IRB	Institutional Review Board
IRC	International Research Consortium of Uganda
KII	Key Informant Interview
LEG	Livestock Enterprise Group
MAD	Minimum Acceptable Diet
MCHN	Mother Child Health and Nutrition
MC	Mercy Corps
MCG	Mother Care Group
MDD-W	Minimum Dietary Diversity - Women
OFDA	Office of Foreign Disaster Assistance
PBS	Population-based Survey

PE	Performance Evaluation
PPS	Probability Proportional to Size
PREP	Pipeline and Resource Estimate Proposal
PWD	Persons with Disabilities
RAC	Resilience Action Committee
RFSA	Resilience Food Security Activity
SILC	Savings and Internal Lending Committee
TANGO	Technical Assistance to Non-Governmental Organizations
WASH	Water, Sanitation, and Hygiene



## ANNEX 8: REGRESSION RESULTS

**Table 8.1 Relationships between Nuyok participation and Household Dietary Diversity Score (HDDS)**

Variable	Coef.
<b>Nuyok participation</b>	
Count of Nuyok groups minus SILC, Mother Care Group (MCG), HIC	-0.0
Count of Nuyok trainings	0.0†
Nutrition vouchers (specifically for HHCGs)	-0.1**
Savings and Internal Lending Community (SILC)	-0.1**
Mothers Care Groups - MCGs	0.1
Home improvement campaign (HIC) promoting household latrines	0.0
<b>Shock exposure</b>	
Cumulative index of shock exposure (2-144)	0.0
<b>Household characteristics</b>	
Household size	0.0
Household size squared	-0.0
Female-headed household	0.1
Education and training	0.1*
Productive assets	0.0
Livestock assets	0.1**
Durable assets	0.1**
Availability of humanitarian assistance	0.1*
Social capital	-0.0
<b>District (ref.: Nakapiripirit)</b>	
Napak	-0.0
Nabilatuk	0.1
Abim	0.1
Observations	736

† p<0.1, \* p<0.05, \*\* p<0.01, \*\*\* p<0.001

NOTE: Analyzed using a poisson regression of HDDS.

[Nuyok RFS, Uganda, 2023]

**Table 8.2 Relationships between Nuyok participation and project-promoted agricultural practices**

Variable	Financial services	Value-chain practices	Sustainable agricultural practices	Sustainable storage practices
	Coef.	Coef.	Coef.	Coef.
<b>Nuyok participation</b>				
Count of Nuyok agriculture trainings	0.1	0.1	0.2*	0.2
Count of Nuyok agriculture groups	-0.1	-0.1	0.1	-0.0
Savings and Internal Lending Community (SILC)	0.4	0.3	-0.2	-0.2
Mothers Care Groups - MCGs	0.4	0.4+	0.0	0.1
<b>Shock exposure</b>				
Cumulative index of shock exposure	0.0	0.0	0.0	0.0
<b>Household characteristics</b>				
Household size	0.1	0.2	-0.1	-0.3
Household size squared	-0.0	-0.0	0.0	0.0
Female-headed household	-0.1	-0.4	0.0	-0.3
Education and training	-0.0	0.2	0.1	0.1
Productive assets	0.0	0.1+	0.1	0.1
Livestock assets	0.0	0.2*	0.4**	0.2*
Durable assets	0.4***	0.1+	0.1	0.2**
Availability of humanitarian assistance	0.0	0.6	0.0	0.1
Social capital	0.0**	0.0	0.0+	-0.0
Access to markets	-0.0	0.0	-0.0	-0.1
<b>District (ref.: Nakapiripirit)</b>				
Napak	-0.3	0.6*	-0.3	0.2
Nabilatuak	0.8**	-0.5+	0.8*	0.6+
Abim	0.7+	0.2	0.3	-0.6
Observations	957	957	957	957

† p&lt;0.1, \* p&lt;0.05, \*\* p&lt;0.01, \*\*\* p&lt;0.001

NOTE: Analyzed using multivariate logistic regression of project-promoted agricultural practice.

**Table 8.3 Relationships between project-promoted agricultural practices and HDDS**

Variable	Coef.
<b>Project promoted agricultural practices</b>	
Financial services	0.1*
Value chain practices	0.0
Sustainable agricultural practices	0.1*
Sustainable storage practices	0.1*
<b>Shock exposure</b>	
Cumulative index of shock exposure	0.0
<b>Nuyok participation</b>	
Savings and Internal Lending Community (SILC) Group	
Mothers Care Groups - MCGs	
Nutrition vouchers (specifically for HHCGs)	-0.1*
<b>Household characteristics</b>	
Household size	0.0
Household size squared	-0.0
Female-headed household	-0.0
Education and training	0.1
Productive assets	0.0
Livestock assets	0.0
Durable assets	0.0*
Availability of humanitarian assistance	0.1
Social capital	-0.0
Access to markets	0.0
<b>District(ref.: Nakapiripirit)</b>	
Napak	0.1
Nabilatuk	0.1
Abim	0.1
Observations	905

† p&lt;0.1, \* p&lt;0.05, \*\* p&lt;0.01, \*\*\* p&lt;0.001

NOTE: Analyzed using a poisson regression of HDDS.

**Table 8.4 Relationships between Nuyok participation and underweight women**

Variable	Coef.
<b>Nuyok participation</b>	
Count of Nuyok health and nutrition trainings	0.1
Count of Nuyok health and nutrition groups	-0.3 <sup>†</sup>
<b>Shock exposure</b>	
Cumulative index of shock exposure	0.0*
<b>Household characteristics</b>	
Household size	0.4*
Household size squared	-0.0*
Female-headed household	-0.0
Woman's age	0.0**
Education and training	-0.1
Productive assets	0.0
Livestock assets	-0.2 <sup>†</sup>
Durable assets	-0.1
Availability of humanitarian assistance	0.1
Social capital	-0.0
<b>District (ref.: Nakapiripirit)</b>	
Napak	-0.6*
Nabilatuak	-1.2***
Abim	0.2
Observations	495

<sup>†</sup> p<0.1, \* p<0.05, \*\* p<0.01, \*\*\* p<0.001

NOTE: Analyzed using multivariate logistic regression of women's underweight.

**Table 8.5 Relationships between Nuyok participation and women's minimum dietary diversity (MDD-W)**

Variable	Coef.
<b>Nuyok participation</b>	
Count of Nuyok health and nutrition trainings	-0.2
Count of Nuyok health and nutrition groups	0.4†
Savings and Internal Lending Community (SILC)	-0.0
Mothers Care Groups - MCGs	-0.1
<b>Shock exposure</b>	
Cumulative index of shock exposure	-0.0
<b>Household characteristics</b>	
Household size	0.2
Household size squared	-0.0
Female-headed household	0.2
Woman's age	-0.0
Education and training	0.1
Productive assets	-0.0
Livestock assets	0.2†
Durable assets	0.2*
Availability of humanitarian assistance	0.1
Social capital	-0.0
<b>District (ref.: Nakapiripirit)</b>	
Napak	0.2
Nabilatuak	0.2
Abim	-0.7
Observations	606

†  $p < 0.1$ , \*  $p < 0.05$ , \*\*  $p < 0.01$ , \*\*\*  $p < 0.001$

NOTE: Analyzed using multivariate logistic regression of MDD-W.

**Table 8.6 Relationships between decision-making around earned cash and HDDS**

Variable	Coef.	Coef.	Coef.
<b>Decision-making</b>			
Women in union and earning cash who report self or spouse/partner participation in decisions about the use of self-earned cash	-0.0		
Women in union and earning cash who report participation in decisions about the use of spouse/partner's self-earned cash		0.1	
Men in union and earning cash who report spouse/partner participation in decisions about the use of self-earned cash			0.0
<b>Shock exposure</b>			
Cumulative shock exposure			0.0
<b>Nuyok activities</b>			
Savings and Internal Lending Community (SILC)	-0.2†	-0.2†	-0.1
Mothers Care Groups - MCGs	0.0	-0.0	-0.0
Nutrition vouchers (specifically for HHCGs)		-0.1†	
<b>Household characteristics</b>			
Household size	-0.1	-0.2	-0.4
Household size squared	0.0	0.0	0.0
Female-headed household	-0.0	-0.0	-0.0
Education and training	0.1**	0.1*	0.1*
Productive assets	0.0*	0.0†	0.0
Livestock assets	-0.0	-0.0	0.0
Durable assets	-0.0	0.0	0.0
Availability of humanitarian assistance	0.0	0.0	0.0
Social capital	-0.0	-0.0	-0.0
<b>District/Nakapiripirit</b>			
Napak	0.1	0.1	0.1
Nabilatuak	-0.0	-0.0	0.1
Abim	0.1†	0.1	0.1
Observations	334	274	249

† p&lt;0.1, \* p&lt;0.05, \*\* p&lt;0.01, \*\*\* p&lt;0.001

NOTE: Analyzed using a poisson regression of HDDS.

## **ANNEX 9: EVALUATION PROTOCOL**

See next page for Annex 9.



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# Final Performance Evaluations of the Apolou and Nuyok Resilience Food Security Activities in Uganda

## Evaluation Protocol

### Office of Bureau of Humanitarian Assistance (BHA)

June 30, 2023

This publication was produced for review by the U.S. Agency for International Development. It was prepared by TANGO International.



## Acronyms

ARR	Annual Results Report
AVA	Agriculture Village Agent
BHA	Bureau for Humanitarian Assistance
BL	Baseline
CAHW	Community Animal Health Worker
CAPI	Computer-assisted personal interview
CRS	Catholic Relief Services
CSO	Civil Society Organization
DFAP	Development food assistance program
DHS	Demographic and Health Survey
DFSA	Development Food Security Activity
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FFP	Office of Food for Peace
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FIES	Food insecurity experience scale
GHT	Gendered household type
HDDS	Household dietary diversity score
IDI	In-depth interview
IFSS	Internet file streaming system
IMPEL	Implementer-Led Evaluation and Learning
IP	Implementing partner
IPA	Innovations for Poverty Action
IPTT	Indicator Performance Tracking Table

IRB	Institutional Review Board
IRC	International Research Consortium of Uganda
KII	Key informant interview
LEG	Livestock Enterprise Group
MAD	Minimum acceptable diet
MC	Mercy Corps
MCG	Mother Care Group
MCHN	Maternal and child health and nutrition
MDD-W	Minimum dietary diversity - women
OFDA	Office of Foreign Disaster Assistance
PBS	Population-based survey
PE	Performance Evaluation
PPS	Probability proportional to size
PREP	Pipeline and Resource Estimate Proposal
PWD	Persons with disabilities
RAC	Resilience Action Committee
RFSA	Resilience Food Security Activity
SILC	Savings and Internal Lending Community
TANGO	Technical Assistance to Non-Governmental Organizations
USAID	U.S. Agency for International Development
WASH	Water, sanitation, and hygiene

## Table of Contents

Acronyms .....	Error! Bookmark not defined.
<b>Table of Contents .....</b>	<b>11</b>
<b>List of Annexes .....</b>	<b>13</b>
<b>Table of Tables .....</b>	<b>13</b>
<b>1. UNDERSTANDING OF THE STATEMENT OF WORK .....</b>	<b>14</b>
<b>2. EVALUATION DESIGN .....</b>	<b>15</b>
2.1 Evaluation Questions and Sub-Questions .....	15
Overall Activity Achievement.....	15
Effectiveness and Efficiency of Interventions.....	15
Sustainability of Outcomes .....	15
Unintended Consequences, Lessons Learned, and Best Practices .....	16
2.2 Data Sources .....	16
Secondary Data Sources .....	16
Sources of Primary Quantitative Data .....	16
Sources of Primary Qualitative Data.....	17
2.3 Quantitative Data Collection Methods .....	17
Indicators to be Measured.....	17
2.4 Quantitative Sample Design and Selection .....	18
Sampling Frame.....	18
Quantitative Sample Size .....	18
Quantitative Sample Selection .....	20
Quantitative Data Collection Tool (Questionnaire).....	22
2.5 Qualitative Data Collection Methods .....	23
Overview.....	23
Desk Review of Secondary Data Sources .....	23
Key Informant Interviews.....	24
Focus Group Discussions.....	24
In-depth Interviews .....	24
Observation.....	25
2.6 Qualitative Site Selection Criteria and Stakeholder Consultation .....	25
2.7 Evaluation Team Composition and Management.....	25
<b>3. TRAINING AND DATA COLLECTION PROTOCOLS .....</b>	<b>26</b>
3.1 Quantitative Component .....	26
Overview.....	26
Field Manuals .....	26
Training of Trainers .....	27
Main Training and Anthropometry Training.....	27

Pilot .....	28
Data Entry .....	28
Quantitative Data Collection Timeline .....	29
3.2 Qualitative Component .....	29
Training and Pilot.....	29
Fieldwork .....	30
Data Entry .....	30
3.3 Data Collection and Quality Assurance Protocols .....	30
Community Engagement Plan .....	30
Quantitative Data Collection Quality Assurance Protocols.....	31
Qualitative Data Collection Quality Assurance Protocol.....	34
Potential Risks and Mitigation Measures .....	34
COVID-19 Risk Mitigation Plan .....	36
<b>4. DATA PROCESSING AND ANALYSIS .....</b>	<b>37</b>
4.1 Data Transmission .....	37
4.2 Quantitative Data Analysis .....	38
4.3 Qualitative Data Analysis .....	39
4.4 Limitations and Challenges .....	39
4.5 Dissemination of Findings.....	40
<b>5. ETHICAL CONSIDERATIONS.....</b>	<b>41</b>
5.1 Ethics Approval.....	41
5.2 Written Informed Consent .....	41
5.3 Compensation for Evaluation Participants.....	42
<b>6. TIMELINE AND DELIVERABLES .....</b>	<b>43</b>

## List of Annexes

Annex A. Evaluation Matrix

Annex B. PBS Indicator List

Annex C1. Main Household Questionnaire

Annex C2. Resilience Questionnaire

Annex C3. Module L Gender Household Decision Making, Access to Credit and Group Participation

Annex D1. Topical Outlines Apolou: FGDs

Annex D2. Topical Outlines Apolou: KIIs

Annex D3. Topical Outlines Nuyok: FGDs

Annex D4. Topical Outlines Nuyok: KIIs

Annex E. Sampling Frames

Annex F1. Informed Consent Form: Household Survey

Annex F2. Assent Form: Household Survey

Annex F3. Informed Consent Form: KIIs

Annex F4. Informed Consent Form: FGDs

Annex F5. Assent Form: FGDs

## Table of Tables

Table 1: Endline PBS sample size, 2023 Uganda evaluations

Table 2: Procedures and safeguards for quantitative fieldwork oversight

## UNDERSTANDING OF THE STATEMENT OF WORK

The United States Agency for International Development (USAID) Bureau for Humanitarian Assistance (BHA) supports multi-year Resilience Food Security Activities (RFSAs) around the world that improve and sustain the food and nutrition security of vulnerable populations. In 2017, BHA<sup>1</sup> funded two RFSAs in the Karamoja region of Uganda: Nuyok, implemented by Catholic Relief Services (CRS) and partners, and Apolou, implemented by Mercy Corps and partners. The RFSAs were originally planned for five years, to end in 2022, but both were extended one year.

Nuyok seeks to improve and sustain the food and nutrition security of 181,053 vulnerable people in three western districts of Karamoja (Abim, Nakapiripirit, Napak, and Nabilatuk), and targets women, men, and youth. It has four interrelated purposes that focus on: i) governance improvements and gender transformation; ii) building resilience to shocks and stresses; iii) building resilience of on-farm, off-farm, and non-farm livelihoods, including improved production for income and consumption; and iv) improving nutrition outcomes of pregnant and lactating women (PLW), adolescent girls, and children under 5 (CU5). Nuyok layers gender transformation, environmental protection, and youth interventions into its programming.

Apolou seeks to improve the food and nutrition security of 310,000 activity participants in four eastern districts of Karamoja: Amudat, Kotido, Kaabong, Karenga, and Moroto. Apolou targets transformative change at the population level, with a focus on PLW, CU5, and adolescent girls. The activity layers its four purposes: i) Inclusive and effective governance contributes to food and nutrition security, ii) adolescent girls, PLW and CU5 are nutritionally secure, iii) reduced incidences of water, sanitation and hygiene (WASH)- related diseases, and iv) Improved livelihoods and income support for household food security. The activity emphasizes social behavior change, resilience, adolescent inclusion, and gender mainstreaming as cross-cutting themes.

Under the Implementer-Led Evaluation and Learning (IMPEL) activity to improve the design and implementation of the USAID BHA RFSAs, Technical Assistance to NGOs (TANGO) International will conduct mixed-methods performance evaluations (PEs) of the BHA RFSAs in Uganda. The implementer-led approach provides greater ownership of the evaluation process and promotes wider dissemination and learning within the implementer community. TANGO has subcontracted the International Research Consortium of Uganda (IRC), a local data collection firm, to support the field implementation of the evaluations.

The purpose of the evaluation is to measure the performance and development outcomes of Apolou and Nuyok. The evaluation's scope of work outlines four overarching objectives:

- I. Evaluate the RFSAs' performance in achieving their goals, strategic objectives, and intermediate results.

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<sup>1</sup> In 2020, BHA was formed by merging the office of Food for Peace (FFP) with the Office of Foreign Disaster Assistance (OFDA) to streamline USAID humanitarian responses. Funding for the RFSAs was initially provided by FFP.

2. Assess the performance of activity management, systems, and processes established by the RFSAs including the sustainability strategy and its implementation, and strategies to improve gender equality, environmental considerations, and conflict sensitivity.
3. Evaluate the effectiveness of technical interventions in achieving activity outcomes.
4. Identify unintended consequences, lessons learned, and best practices that BHA and the Mission may consider in the design and development of the future activities to achieve food and nutrition security and strengthen household and community resilience capacities.

This protocol describes the design, tools and implementation approach of the two PEs in Uganda.

## EVALUATION DESIGN

### 2.1 Evaluation Questions and Sub-Questions

The evaluation questions and sub-questions are presented below, by category. These questions are reflected in the evaluation matrix in Annex A which describes the data sources, data collection methods and data analysis methods for each question.

#### Overall Activity Achievement

EQ1. To what extent have the interventions of the two RFSAs met their goals, purposes, and desired outcomes, and what factors promoted or inhibited their achievement?

EQ 1.1 Did interventions reach the poorest and most vulnerable households within the target population areas (landless, land-poor, women and girls – including divorced and widowed older females in female headed households, youth, persons with disabilities [PWD])?

EQ 1.2 Based on available evidence, among the priority interventions, what were the most effective pathways to achieving outcomes?

#### Effectiveness and Efficiency of Interventions

EQ2. In each technical sector addressed by the activities (inclusive and effective governance; food and nutrition security; maternal and child health; adolescent sexual and reproductive health; water and sanitation; livelihoods; resilience; gender equality), what were the most effective and most efficient implementation methods and approaches among those selected by IPs?

2.1 What are the strengths of and challenges to the activities' overall implementation approach, management, communication, and collaboration? What steps were taken by the IPs to address challenges?

2.2 Who was targeted by and who benefited from each activity's interventions, and how effective was /were the selected targeting approach(es) in achieving their respective goals?

2.3 How are the quality, frequency, effectiveness, and suitability of the services provided by the activity perceived by the beneficiaries and their communities? Are there major differences in these perceptions of service delivery across key beneficiary sub-groups, and what are the reasons why?

#### Sustainability of Outcomes

EQ3. Based on the evidence, what interventions and outcomes are likely to be sustained, and why?

3.1 What processes, systems, and institutional arrangements (especially linkages and coordination with other USG and non-USG investments) were made by the IPs or members of the target population to sustain the necessary and critical services required to achieve and sustain activity outcomes?

3.2 What is the level of motivation of the service providers to continue providing services after the activity ends, and of the beneficiaries to receive and pay (or invest time) for these services?

### **Unintended Consequences, Lessons Learned, and Best Practices**

4. What are the positive or negative unintended consequences of each of the activities, if any, and how were these consequences identified and addressed by the IPs?

5. What key lessons learned and best practices should inform future activities in Karamoja, and possibly the country?

## **2.2 Data Sources**

The findings of the PEs will be drawn from three types of data: i) secondary information obtained from a systematic review of relevant RFSA documents; ii) primary qualitative data obtained from key informant interviews (KIIs), in-depth interviews (IDIs) and focus group discussions (FGDs); and iii) statistical analysis of primary quantitative data from the population-based survey (PBS) baseline and endline studies, and review of activity-specific Indicator Performance Tracking Table (IPTT) data.

### **Secondary Data Sources**

The evaluations will involve a desk review of the following types of documents and secondary data sources:

- Proposals and proposal extension documents
- Pipeline and Resource Estimate Proposals (PREPs)
- Annual Results Reports (ARRs)
- Quarterly reports
- Indicator Performance Tracking Table (IPTT) data
- Logframes
- Theory of change
- Institutional Review Board (IRB) documents
- Gender and youth analyses, e.g., Nuyok Gender and Youth Analysis, 2018; Mercy Corps Uganda Apolou Gender Assessment Report, 2019
- Additional IP formative research (if applicable)
- Assorted relevant activity documents as available, e.g., sustainability and exit strategy documents, baseline and midterm reports
- Relevant outside research and literature useful to explaining context and findings, such as academic literature, government studies, research by other organizations and research institutions

### **Sources of Primary Quantitative Data**

- Standard BHA indicators obtained from the Uganda baseline and endline PBS data
- IPTT annual monitoring data



## Sources of Primary Qualitative Data

The evaluation team will seek to include the following categories of informants in qualitative data collection activities:

- community health workers
- agriculture extension officers, veterinary officers, community animal health workers
- financial service providers
- village savings and internal lending group organizers
- lead mothers
- lead farmers
- district local government officials
- community and traditional leaders
- community-based monitors
- male change agents, Male Action Groups
- program staff (WASH, nutrition, gender, livelihoods, and governance specialists)
- female and male household heads
- mothers and fathers of children under five
- pregnant women
- youth (male and female)
- farmers
- livestock producers
- members of cooperatives and producer marketing groups
- village disaster management committee
- village health team
- peace and development groups
- civil society organizations
- local private sector service providers

## 2.3 Quantitative Data Collection Methods

The endline PBS serves as the second phase of a pre-post survey cycle for the RFSA awards. The pre-post design allows for the determination of statistically significant change in indicators; however, it does not allow statements to be made about attribution or causation relating to program impact. The primary purpose of the PBS is to provide population-level estimates on standard BHA indicators that will be compared with the baseline surveys conducted in each RFSA/IP area to assess their performance.

### Indicators to be Measured

The PBS will collect data to measure key BHA impact and outcome indicators including anthropometric measurements for all non-pregnant women 15-49 years and children under five, and custom indicators developed by the IPs (if applicable). Additional questions will be included to capture behavior related to RFSA-specific interventions and participation to explore differences in key indicators between direct and indirect participants. The baseline indicators were calculated using the 2015 edition of the FFP Indicator

Handbook,<sup>2</sup> which BHA updated in 2021.<sup>3</sup> For consistency, TANGO will calculate the endline indicators using the methodology described in the 2015 FFP Indicator Handbook, unless otherwise suggested by BHA. The full list of baseline-endline indicators by RFSA is provided in Annex B.

## 2.4 Quantitative Sample Design and Selection

### Sampling Frame

The PBS for the Uganda endline evaluations will utilize a cross-sectional design and be conducted among a sub-sample of clusters surveyed at the 2018 baseline,<sup>4</sup> resulting in a cluster panel.<sup>5</sup> The target population for the endline PBS is representative of all households in the activity areas. However, the sampling frame for the endline survey excludes inaccessible and insecure baseline clusters, baseline clusters that did not end up receiving any interventions, and baseline clusters in which major interventions ceased or discontinued within two years after the start of activity implementation. The section below on Quantitative Sample Selection provides additional details on the steps taken to finalize the sampling frame and conduct the first-stage selection of endline clusters.

### Quantitative Sample Size

The baseline sample size for each RFSA was calculated to ensure adequate statistical power to test for differences in the prevalence of stunting among children under five (0-59 months) because stunting is a key measure of food insecurity. The target sample size for the endline survey uses the same criteria and formula as the baseline (comparative proportions) but is derived using actual estimates from the 2018 baseline survey for the following input parameters: 1) prevalence of stunting; 2) design effect; and 3) household size and proportion of children under five for estimating the number of children per household.<sup>6</sup> This results in a final sample of 840 households from 28 clusters in the CRS areas and 810

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<sup>2</sup> Food and Nutrition Technical Assistance III Project (FANTA III). 2015. *FFP Indicators Handbook Part I: Indicators for Baseline and Final Evaluation Surveys*. April 2015. Washington, DC.

<sup>3</sup> USAID. 2023. Bureau for Humanitarian Assistance Indicator Handbook. Revised June 2021.

[https://www.usaid.gov/sites/default/files/2022-05/USAID-BHA\\_Handbook\\_Part\\_I\\_Baseline\\_and\\_Endline\\_Surveys\\_June\\_2021.pdf](https://www.usaid.gov/sites/default/files/2022-05/USAID-BHA_Handbook_Part_I_Baseline_and_Endline_Surveys_June_2021.pdf)

<sup>4</sup> For details on the baseline sampling approach, refer to the Baseline Study Report:

[https://pdf.usaid.gov/pdf\\_docs/PA00TJ9W.pdf](https://pdf.usaid.gov/pdf_docs/PA00TJ9W.pdf)

<sup>5</sup> Although a household panel design would reduce variation at the household level, thus reducing the sample size requirements, the benefits of a household panel are offset by two associated challenges: logistical challenges locating households from the baseline and the need to resample due to attrition; and difficulty conducting subgroup analyses and further disaggregation of indicators due to substantially smaller sample sizes of a household panel design. Furthermore, the household panel design would not hold for individual-level indicators because certain household members for whom the baseline survey collected data on (e.g., women 15-49 and children under five) would have “aged out” of the target sample at endline.

<sup>6</sup> baseline sample size derived using estimates from the 2011 Uganda Demographic and Health Survey (DHS) for the two input parameters to the sample size calculation: 1) prevalence of stunting in rural households, and 2) number of children per household.

households from 27 clusters in the MC areas for a total sample size of 1,650 households (see Table 1, and table note regarding rounding).<sup>7</sup>

**Table 1 Endline PBS sample size, 2023 Uganda evaluations**

	Indicator	Estimate at time point 1 (PE1)	Estimate of proportion at time point 2 (PE2)	Design effect (DEFF)	Ave. number of children under 5 per HH*	Number of children under 5 needed per RFSA	Number of HHs needed per RFSA	Number of HHs needed per RFSA with a 5 % non-response adjustment	Total number of clusters**
BL1	Prevalence of stunting	0.360	0.280	2.0	0.98	829	1,157	1,230	101 (MC 56, CRS 45)
EL2	CRS - Prevalence of stunting	0.357	0.277	1.44	1.064	601	786	827	28
	MC - Prevalence of stunting	0.405	0.325	1.21	0.974	541	759	799	27

NOTE: Assumptions for all calculations: one-sided test, alpha=0.05, beta=0.80, households per cluster=30, and a minimum 8 percentage point reduction in stunting per the baseline protocol.

\* Estimated household size is given as CRS, 5.4; MC, 5.5. Estimated proportion of children under five years of age is given as: CRS, 0.197; MC, 0.177.

\*\*Number of clusters was rounded up to arrive at 30 households per cluster, resulting with slightly higher final sample sizes (CRS/Nuyok 28 \* 30 = 840 households; MC/Nuyok 27 \* 30 = 810 households).

Sources: Input parameters for the baseline PBS are based on the 2011 Uganda DHS; see Uganda Joint Baseline/Endline PBS Protocol. Input parameters for the endline PBS are based on the 2018 baseline survey of the BHA RFSA in Uganda.

The sample size for the endline survey was calculated based on the number of children needed to detect an 8 percent reduction in stunting over the life of the program (between baseline and endline). The prevalence of stunting at baseline was 35.7 percent in CRS and 40.5 percent for MC.<sup>8</sup> Using these parameters with design effect for prevalence of stunting at 1.44 and 1.21 for CRS and MC respectively, the number of children needed at endline is 601 and 541 for CRS and MC, respectively. Inflating to the household level yields a sample size of 1,626 (827 CRS and 799 MC) households across both programs (assuming an average household size of 5.4 (CRS) and 5.5 (MC) persons, a percentage of children under five of 19.4 percent (CRS) and 17.7 percent (MC)<sup>9</sup>, and a 5 percent non-response rate).

<sup>7</sup> The target sample size for the Uganda endline PBS is substantially smaller than that of the baseline PBS because: (1) the design effect parameter used to calculate the endline sample size is lower compared to baseline; and (2) the average number of children per household used in the sample size calculator was higher for endline compared to the one considered for baseline.

<sup>8</sup> These parameters were obtained from the 2018 FFP baseline survey in Uganda.

<sup>9</sup> Ibid.

## Quantitative Sample Selection

The sample for each RFSAs will be selected using multi-stage cluster sampling with two stages of sampling: 1) selection of clusters, and 2) selection of households. In the first stage, clusters are selected from among the clusters in which the baseline survey was conducted using probability proportional to size (PPS).<sup>10</sup> IRC will conduct a full listing in the subsample of baseline clusters selected for the endline survey. In the second sampling stage, households are selected within each selected cluster from completed lists of all households compiled through the household listing. A total of 30 households will be selected per cluster using systematic random sampling from the household listing.

**First stage sampling of clusters:** Prior to conducting the first-stage sampling of clusters, TANGO consulted with the IPs to identify baseline sampled clusters that were inaccessible or likely inaccessible due to insecurity at the time of the endline survey. TANGO also consulted with IPs to determine if any baseline sampled clusters should be excluded from the endline sampling frame for any other reason. Based on the IPs’ feedback and BHA’s suggestions, TANGO applied the following exclusion criteria before finalizing the sampling frame for the endline PBS:

- Enumeration areas (EAs) where RFSAs programming did not occur or was discontinued within two years from the start of activity implementation

- EAs that are too remote/isolated or inaccessible due to security concerns

Annex E provides the sampling frames for each RFSAs. These annexes also identify clusters that are currently not accessible due to security reasons, clusters that did not receive interventions and/or received interventions only for a short time (1-2 years), and clusters that received “light touch” interventions after a certain time. Specifically, MC/Apolou has seven clusters that are currently inaccessible due to security, seven that did not receive any intervention, and one that stopped receiving interventions in 2020. These 15 clusters were excluded from the MC/Apolou sampling frame. Of the remaining clusters, seven have received “light touch” interventions since 2021.<sup>11</sup> Similarly, CRS/Nuyok has one cluster currently inaccessible due to security reasons, four clusters that were not part of Nuyok implementation, and one cluster that is next to a game reserve and people from that cluster have moved away.

Applying these criteria resulted in the inclusion of the following count of clusters in each RFSAs’ endline sampling frame: 41 of the 56 baseline clusters in MC/Apolou and 39 of the 45 baseline clusters in CRS/Nuyok.<sup>12</sup> Out of these frames, TANGO selected 35 clusters (27 required and 8 reserve) in MC/Apolou and 36 (28 required plus 8 reserve) clusters in CRS/Nuyok using PPS based on the count of

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<sup>10</sup> The evaluation team will follow the “two-phase” approach for the first stage of sampling as described in the FTF Sampling Guide. In Phase One, PPS methods are used to sample the total number of clusters inclusive of the number of reserves (30 percent). In the second phase, reserve clusters are selected using fractional interval sampling.

<sup>11</sup> MC/Apolou defines “light touch” interventions as having only one active group within an EA receiving interventions since 2021 (M&E Director’s email dated May 22, 2023).

<sup>12</sup> In the MC/Apolou strata, nine clusters were excluded: seven clusters were deemed by the RFSAs to be insecure; one cluster was not ultimately part of the Apolou program; and one cluster stopped receiving interventions in 2020. Similarly, in the CRS/Nuyok strata, six clusters were excluded: four were not part of implementation, people moved out of one cluster due to a game reserve, and people moved out from another cluster due to security reasons.

households from the baseline listing.<sup>13</sup> The eight reserve clusters in each strata represent 30 percent of the required clusters, which should be sufficient if one or more clusters need to be replaced at the time of the household listing or survey due to insecurity or other reasons.

The reserve sample was randomly drawn from each stratum's sampled clusters (35 for MC, 36 for CRS) using the two-phase approach suggested in the Feed the Future PBS Sampling Guide. In the first stage, the required clusters and reserves were drawn from the list of baseline sampled clusters, after removing clusters that were identified as ineligible for inclusion in the endline for the reasons mentioned above. In the second stage, the reserve clusters, i.e., eight in each stratum, were selected using the fractional sampling approach.<sup>14</sup>

**Second-stage sampling of households:** At the second stage of sampling, 30 households will be randomly selected per cluster using systematic sampling. Before this selection can take place, IRC will conduct a listing exercise to identify and count each household in the cluster. GPS coordinates taken during the baseline will be used to locate the sampled clusters. During the listing exercise, enumerators will collect basic information on the household, including the name and age of the household head, the name of the spouse, the number of household members, and a telephone number, if available. GPS coordinates for each cluster will be taken from a commonly accepted central point in the cluster. GPS coordinates will also be taken for each surveyed household to facilitate locating sampled households during the main data collection. The listing exercise is expected to take about 10 days. At the end of the listing exercise, TANGO will provide a file of the sampled EAs with the GPS information, similar to the file provided at baseline, as part of the data documentation submission.

As at baseline, a household for the purpose of endline household survey is defined, as follows:

A person or group of people who live together and share meals (“eating from the same pot”). This is not the same as a family. A family includes people who are related, but a household includes any people who live together, whether or not they are related. For example, three unrelated men who live and cook meals together would not be considered one family, but they would be considered one household.

For men with more than one wife (polygamous situations), households will be treated in accordance with the definition below:

If the wives live in the same homestead (dwelling structures and adjoining land occupied by family members) and share the same eating arrangements, they will be treated as the same household. If the wives live independently and do not share the same eating arrangements, they will be treated as separate households.

As noted in the preceding paragraph, these definitions were the same for the baseline survey.

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<sup>13</sup> The sampling frame for each RFSA was sorted by district prior to the PPS sampling procedure.

<sup>14</sup> The eight reserve EAs selected in the second phase are numbered 1 through 8 in the order in which they were randomly sampled to define the sequence of their release. If only one reserve EA is needed, the reserve EA labeled “number 1” will replace the first EA from among the original EAs that cannot be accessed. Inaccessible EAs are replaced with reserve EAs using this approach as needed to achieve the overall number of required EAs for each strata. For additional details see: <https://www.fantaproject.org/sites/default/files/resources/FTF-PBS-Sampling%20Guide-Apr2018.pdf>

**Third-stage selection of individuals within sampled households:** The household roster will be completed at the beginning of the interview, thus identifying all members of the selected household. The selection of individuals within households will depend on the questionnaire module (see next section) for which individuals are eligible. The protocol for the selection of individuals within households (and their potential proxy respondents) will be as follows:

For the modules requiring data about the household (C, CC, F, H, and P), no individuals are sampled since the household is the sampling unit. The head of household, spouse, or the adult most knowledgeable about the module topic (e.g., the adult responsible for food preparation, for the module on food security or food consumption expenditures).

For the children’s module (D), and anthropometry, measures will be collected for all eligible children. The mother or caregiver of the selected children under five years of age will be interviewed as a proxy respondent. For questions related to children’s feeding practices, all children under 24 months will be selected. The mother or caretaker of the eligible children (i.e., all children under 24 months) will be interviewed as a proxy respondent.

For the woman’s module (E), all women between the ages of 15-49 will be selected. No proxy respondents are allowed. For women’s anthropometry, only non-pregnant women will be measured.

For the agricultural module (G), all farmers within the household who have ownership or decision-making power over all plots of land and/or livestock that are part of the “farm” will be interviewed. If a farmer has migrated for an extended period to work outside of the household, the spouse and/or another responsible adult farmer who can answer the agricultural questions can be interviewed as a proxy respondent.

For the gender modules (J and K), all cash earners that are married or in a union and all parents of children under two years of age that are married or in a union will be interviewed. No proxy respondents are allowed.

### **Quantitative Data Collection Tool (Questionnaire)**

The endline PBS utilizes the baseline questionnaires, except for some updates to Module CC and the inclusion and customization of Module P on RFSA interventions.<sup>15</sup> The questionnaire consists of separate modules covering the following topics:

Module A: Household identification and informed consent

Module B: Household roster

Module C: Household food security

Module CC: Mobility, local government responsiveness

Module D1: Children’s nutritional status and feeding practices

Module D2: Diarrhea and oral rehydration therapy

Module E: Women’s nutrition, breastfeeding and antenatal care

Module F: Water, sanitation, and hygiene

Module G: Agriculture

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<sup>15</sup> Module P (participation in RFSA interventions) was adapted from BHA’s standard module after consulting with the IPs to ensure the module captures the primary mechanisms through which the RFSA engaged with households. It includes questions on key interventions, particularly community group participation, training, and direct service provision. This module will be further contextualized during the enumerator training.

Module H: Poverty

Module J: Gender – Cash

Module K: Gender – Maternal and Child Health and Nutrition (MCHN)

Module L: Gender – Household decision-making, access to credit and group participation

Module R: Resilience

Module P: Activity participation (endline)

The questionnaire will be translated into three local languages (Karamojong, Pokot, and Lethur). The total time for completing the survey in each household is expected to be two to three hours, depending on the size of the household.<sup>16</sup> Annexes C1, C2, and C3 provide the main household; resilience; and Household decision-making, access to credit and group participation questionnaires.

## 2.5 Qualitative Data Collection Methods

### Overview

The qualitative component of the PEs considers questions around program achievement, effectiveness, and sustainability, including strategies to improve gender equality, environmental considerations, and conflict sensitivity. Qualitative research will help interpret the PBS results and address evaluation questions that cannot be answered quantitatively. In addition, qualitative research will provide insights into factors contributing to the achievement of the RFSAs' goals, unintended consequences, lessons learned, and best practices.

The qualitative fieldwork (including training, pilot, and data collection) is expected to start approximately seven days following the end of quantitative data collection and to end in August 2023. This timing avoids seasonal differences with the quantitative survey; the harvest starts in late August and peaks in September. Qualitative data collection is expected to take approximately two weeks.

Primary qualitative research will rely on multiple methods, including document review, KIIs, in-depth interviews, FGDs, and observation, as described in the next sections.

The qualitative work will be guided by the evaluation questions, which are reflected and expounded in qualitative tools (topical outlines) tailored to sector, stakeholder category and interview type (i.e., KII vs FGD). In addition, the sequencing of the qualitative work after the household survey allows the preliminary and emerging quantitative survey findings to inform the evolution of qualitative inquiry by identifying topics for further exploration and interpretation.

Annex D1-D4 provides topical outlines for the FGDs and KIIs. The outlines were refined based on input from the IPs and further finetuned during the training and after piloting the instruments. They will be translated into three local languages (Ngakaramojong, Pokot and Lebthur) and back-translated into English to ensure accuracy.

### Desk Review of Secondary Data Sources

The qualitative team will review the documents listed in Section 2.2, Secondary Data Sources, for background, to inform the design of the tools, and to ground and triangulate results.

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<sup>16</sup> As noted in Section 5.2, There are different respondents for each module and therefore no individual respondent will be interviewed for more than two hours.

## Key Informant Interviews

The qualitative team will conduct 60-70 KIIs per RFSA, with informants spanning the categories listed below:

- community health workers
- agriculture extension officers
- Agriculture Village Agents (AVAs)
- Community Animal Health Workers (CAHWs)
- Livestock champions
- financial service providers
- village and savings loan group organizers
- input providers
- lead mothers
- lead farmers
- government officials
- community leaders
- village agents
- neighbor women, program staff (WASH, nutrition, gender, livelihoods, and governance specialists)

## Focus Group Discussions

The qualitative team will conduct 45 FGDs per RFSA, with groups of eight to twelve people per focus group. Approximately 450 FGD participants in total are anticipated. Separate FGDs will be held for men and women. FGDs will be conducted by interviewers/facilitators of the same sex to the extent logistically feasible. FGDs will be conducted with a range of stakeholders, including:

- female and male household heads
- mothers and fathers of children under five
- pregnant women
- youth
- farmers
- livestock producers
- members of cooperatives
- community health workers
- members of structures/groups, e.g.:
  - Resilience Action Committee (RAC)
  - Farmer Enterprise Group (FEG)
  - Livestock Enterprise Group (LEG)
  - Mother Care Group (MCG)
  - Savings and Internal Lending Community (SILC)

FGDs may be further organized by other characteristics where feasible such as age, livelihood group or female-headed households. FGDs will seek to include a mix of direct and indirect beneficiaries.

## In-depth Interviews

Certain key informants and participants will be selected for longer in-depth interviews (IDIs) based on criteria including but not limited to:



Knowledge or experience valuable to understanding specific activity outcomes

Expertise/depth of knowledge on a particular theme of interest

Contextual and historical knowledge

Participants identified as “positive deviants” or “most significant change stories” to document the circumstances, context, strategies or behaviors that enabled them to succeed in their activities above and beyond that of their peer beneficiaries.

### **Observation**

The local team will also gather information by observing group interventions and interventions at service delivery points. Direct observation will be employed where possible without disrupting normal activities.

## **2.6 Qualitative Site Selection Criteria and Stakeholder Consultation**

Using the stakeholder categories described in Section 2.2, the evaluation team will select participants for qualitative data collection activities from a subset of the same communities selected for the quantitative survey. Interviews will be conducted with different study participants than the household survey to avoid respondent fatigue.

The sample will be drawn purposively to ensure representation across the following criteria: (a) range of RFSA interventions, (b) urban and rural settings or distance to the nearest market, (c) livelihood zones, and (d) climatic and agroecological areas. The evaluation team will finalize the sample site selection strategy and the number of selected sites based on input from the IPs regarding the characteristics of the selected clusters.

## **2.7 Evaluation Team Composition and Management**

**Overview.** TANGO’s Qualitative Lead is responsible for the overall design and implementation of quantitative and qualitative data collection. The Qualitative Lead will work closely with the Quantitative Lead (more detail on these roles, below) to integrate qualitative and quantitative data. While the local qualitative team leaders are responsible for drafting their own reports, the Qualitative Lead will compile the sections and draft the full report.

IRC will conduct the fieldwork, including obtaining necessary permissions and approvals; identifying and hiring field personnel; organizing and training field staff; organizing, managing, and implementing pre-fieldwork and data collection activities; managing and supervising field teams; and ensuring the quality of the fieldwork. In addition, TANGO will hire local independent survey monitors to accompany the data collection teams for the duration of data collection to provide quality control and support in overseeing fieldwork. TANGO will provide leadership and support to the local firm and independent survey monitors. This includes regular communication with IRC and a daily debrief form that the teams complete to inform TANGO of progress in collecting the data needed.

**Qualitative.** The qualitative component of the evaluations is implemented by a Qualitative Lead from TANGO’s headquarters staff who will support both PEs and two local teams, one per RFSA. Each qualitative team is comprised of one team leader, 12 senior qualitative researchers with subject matter expertise relevant to the evaluation, and 12 notetakers.

The local data collection firm conducting the household survey will recruit qualitative team leaders, interviewers, and notetakers. TANGO will participate in the recruitment process, vetting CVs and

conducting interviews of qualitative researchers as necessary to ensure the expertise of the team covering each RFSAs is balanced across all technical subjects relevant to the activities. The firm shall prioritize recruiting gender-balanced and multidisciplinary teams from the study districts, who know the areas and cultural characteristics of the sample sites and are fluent in the local languages.

Team leaders are expected to have prior experience leading qualitative evaluations of multisectoral food security and nutrition activities. Qualitative interviewers will possess subject matter expertise in at least one of the following topical areas: agriculture, food security, MCHN, poverty, governance, and WASH.

Team leaders will accompany the teams throughout the qualitative data collection period, conducting KIs with activity staff and meeting with the local qualitative teams regularly. The team leaders will be supported by local qualitative supervisors and interviewers who are well-versed in the local languages and knowledgeable of the communities where data collection will occur.

**Quantitative.** The quantitative component of the evaluation is led by a Quantitative Lead from TANGO’s headquarters staff. The quantitative lead is responsible for adapting the survey tools, monitoring PBS data quality through ongoing review of data quality and consistency during fieldwork and designing and conducting the analyses of the PBS data.

## TRAINING AND DATA COLLECTION PROTOCOLS

### 3.1 Quantitative Component

#### Overview

TANGO will allocate approximately three weeks of quantitative training, including a pilot, for the field teams to become proficient in the survey instrument and field procedures. Pre-fieldwork activities will include a 6-day training of trainers (ToT) in Kampala, followed by a 10-day training of enumerators. Anthropometry training will be conducted in Kampala in parallel with the ToT and enumerator training. At the end of the 10-day enumerator training, there will be a one-day pilot test conducted in rural areas (Karamoja), followed the next day by a discussion session of challenges (e.g., skip logic, wording, sequence/clarity of questions) and needed modifications to the survey, as well as final logistical planning.

Using the field manuals described in the next section, the TANGO team will work together with IRC to conduct in-depth training for supervisors, enumerators, and anthropometry specialists. Prior to the start of training, the field team (TANGO Quantitative Lead, IRC’s survey director, and the anthropometry specialist) will develop a detailed training curriculum and timeline for supervisors and enumerators’ trainings and the anthropometry training and standardization testing, including local sites where the anthropometry standardization testing will take place. The organization and flow of the training will be adapted to fit the situation and logistics in Uganda. The training curriculum and timeline and all training manuals will be submitted to BHA for approval prior to the start of training.

#### Field Manuals

Prior to the start of training and fieldwork, the TANGO team will update the baseline training manuals to suit the endline. The manuals will be used for household survey training and field reference and provide guidance to field staff on survey protocol and procedures. The supervisors’ manual will describe the study design and objectives, supervisors’ roles and responsibilities, rules and regulations, ethics,

fieldwork preparations, and quality control requirements and procedures. The enumerator's manual will include guidelines for survey implementation and fieldwork procedures, including interview techniques and procedures for completing the questionnaires. The latter manual will also include detailed explanations and instructions for each question.

The anthropometry training manual will include detailed instructions for all anthropometry specialists on proper procedures for taking accurate anthropometry measures (height/length and weight) and procedures to conduct anthropometry standardization testing.

### **Training of Trainers**

TANGO staff members will lead the ToT remotely<sup>17</sup>, and the same TANGO staff will be available to serve as resource persons during the enumerator training that the local firm will lead. The ToT will be conducted over six days via Zoom. Local firm supervisors, team leads, and independent survey monitors will participate in the training. The ToT will focus on roles and responsibilities, organization and supervision of fieldwork, data quality assurance and performance monitoring. TANGO will also perform a question-by-question review of the instrument. Participants will conduct mock interviews and role-playing using the tablets to ensure they are well-versed in the instrument and navigating the Computer-Assisted Personal Interviewing (CAPI) program to effectively lead the enumerator training.

### **Main Training and Anthropometry Training**

The main (enumerator) training will be conducted in-person over 10 days. Local firm field supervisors previously trained by TANGO during the ToT will conduct the main training with remote support from TANGO. The CPro programmer will be available remotely during the main training (as well as the field pilot and main fieldwork) to address all CAPI-related issues. The enumerator training will include a review of the questionnaires, module by module, and practical sessions on handling and entering data into tablets using the CAPI template and transferring data from interviewers' tablets to supervisors' tablets. Interviewers will participate in role playing and mock interviews and the questionnaires will be further checked for content, consistency and flow, as well as validity and reliability. Revisions to the questionnaire will be made at the end of the training as needed.

The anthropometry training will include instruction on taking accurate measurements, types of possible measurement errors, and reading and recording measurements, followed by practice sessions. Anthropometry training will also include a training session for anthropometry assistants, which requires them to hold children two to five years of age to ensure that their feet and knees are in the correct position for standing measurement, and to hold children younger than two years of age to ensure that their heads are correctly positioned for recumbent length measurement. Anthropometry standardization testing will be conducted for all anthropometrists after the anthropometry training is completed. This involves objectively testing anthropometrists' accuracy (ability to obtain anthropometric weights and measurements as close to the true weight and measurement as possible with minimal variation in comparison to the trainer's weights and measurements), and precision (the ability for an anthropometrist to repeat his/her own weights and measurements with minimal variation).

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<sup>17</sup> The ToT will be led by the Quantitative Lead with co-facilitation by other TANGO experts who have led similar trainings for past BHA/FFP studies.

In addition, all participants will be trained in Do No Harm principles and COVID-19-sensitive data collection protocols.

## **Pilot**

Upon completion of the training, all survey staff will participate in a one-day pilot in pre-selected non-sample villages in Karamoja. The pilot test will provide the survey team practice on:

- Locating selected villages and selected households by supervisors
- GPS data collection at household level
- CAPI data entry and respondent selection routines by interviewers
- CAPI data editing, survey management by supervisor
- CAPI data transmission to control room by interviewers
- Appropriate interviewing behavior
- Team dynamics
- Distribution of work assignments and coordination by supervisors
- Completion of field control sheets by supervisors

Each enumerator will complete at least two full interviews with the tablet during the pilot test. Supervisors will observe the interviewers in their teams during the pilot test and take notes on their performance. IRC's survey coordinator and field supervisors, the local independent survey monitors, and the anthropometry trainer will also participate in the pilot test. Together with the supervisors, they will debrief the team members the day after the pilot study. They will provide feedback and clarify/troubleshoot any issues encountered during the pilot. Based on the discussion at the debrief session, TANGO will make final modifications to field procedures and manuals, if required. The TANGO Quantitative Lead and Senior Activity Lead will work directly with the local survey coordinator and local survey monitors throughout pre-field work and data collection to remain abreast of the training and survey progress, and to address issues as they arise. Section 6 summarizes the sequence of field preparation activities.

Prior to the start of data collection, the field team will ensure that all required permissions and ethical review approvals have been obtained. They will develop a detailed field movement plan that will describe the location and schedule for each field team throughout the data collection period. The field movement plan will be submitted to BHA and IPs prior to the start of data collection.

## **Data Entry**

The data for the endline PBS will be collected with tablets using CAPI. CAPI versions of the baseline paper questionnaires are available in English and three local languages (Ngakaramojong, Pokot and Lebtur). IRC will revise the CAPI English and local language questionnaires based on updates to the baseline tools. IRC is also responsible for testing the program and incorporating edits, corrections, and other modifications as needed.<sup>18</sup> All data will be entered directly into the tablets and edited while interviewing in the field.

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<sup>18</sup> TANGO staff will also conduct independent testing of the CAPI program.

## Quantitative Data Collection Timeline

Data collection will start immediately after the pilot study. To collect data from the sampled 1,650 households for the endline, there will be eleven field teams, each consisting of eight members: one supervisor/team lead, five enumerators, one anthropometry measurer, and one anthropometry specialist. Accordingly, IRC will hire a total of 55 enumerators, 11 anthropometry assistants, 11 anthropometry measurers, and 11 supervisors/team lead. In addition, IRC will recruit four field supervisors (two per RFSA), four anthropometry supervisors (two per RFSA) one survey coordinator (for the overall performance evaluation), one anthropometry specialist, one CSPro programmer, and two IT specialists, for a total of 101 field personnel.

Estimating that each enumerator can complete two household interviews per day, approximately 15 survey days will be required to complete the data collection from 1,650 households, including travel time.

## 3.2 Qualitative Component

### Training and Pilot

Prior to the start of qualitative data collection, the qualitative team will participate in a three-day training, followed by a one-day pilot. The TANGO Qualitative Lead will design and lead the qualitative training in collaboration with the team leaders, participating remotely in the training and as a resource person for the pilot.<sup>19</sup> The training will include an overview of the objectives of the study and research questions, in-depth review and refinement of topical outlines for FGDs and KIIs, translation exercises, mock interviews, review of participant recruitment criteria and processes (including consent procedures), data entry training and practice, and discussion of implementation logistics and protocols. In addition, participants will be trained in Do No Harm principles and COVID-19-sensitive data collection protocols.

The one-day pilot will be conducted near the training venue to field test the qualitative topical outlines, practice data entry, and experience the daily debrief process. This will be followed by a one-day debrief and refinement of the topical outlines and their implementation, logistics planning, and distribution of final topical outlines, data collection templates, deployment plans, and other critical materials.

For both the pilot and for data collection, qualitative data collection teams will work in pairs, whereby one interviewer facilitates the interview and the other takes notes. KIIs, FGDs and IDIs may also be audio-recorded to facilitate transcription and ensure the accuracy of notetaking. The recordings can also be used for quality assurance: the supervisor can listen to the recording and verify that notes and summaries are representative and of good quality. Audio recordings will only proceed pursuant to informed consent procedures. For confidentiality reasons, audio recordings will be deleted once the report is finalized.

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<sup>19</sup> In discussions with IPs during the inception phase, it was noted that the presence of international evaluators in the RFSA areas would be a security risk to the international evaluators and to the local teams given the insecurity in Karamoja; this was a substantial factor in deciding that the participation of the international team would be remote, with the national team managing and mobilizing evaluation activities on the ground.

## Fieldwork

The local qualitative interviewers will conduct structured KIIs, FGDs, and IDIs with a broad and representative range of stakeholders (see Section 2.2, Sources of Primary Qualitative Data). All FGDs and KIIs will be guided by sector-specific topical outlines developed by TANGO, reviewed by BHA staff, and field-tested during the training. The local team will also gather information by observing interventions at service delivery points and group-level interventions. Direct observation will be employed where possible without disrupting normal activities.

## Data Entry

The local teams will input all data collected through KIIs, FGDs, and IDIs using a structured template for organizing data. TANGO will develop the template to be aligned with the topical outlines. Team leaders will submit completed templates to TANGO on a rolling basis so that TANGO can provide timely review and feedback.

Following the completion of qualitative fieldwork, the qualitative team leaders will submit the following deliverables:

- Write-ups of qualitative interviews with each KII and FGD using TANGO's template (45 FGDs per RFSA and 70 KIIs per RFSA)
- Qualitative Excel matrices
- One report per RFSA summarizing key themes.

TANGO will provide templates for the qualitative matrices and report in advance of data analysis.

## 3.3. Data Collection and Quality Assurance Protocols

### Community Engagement Plan

**Contacting local authorities:** IRC will send a formal introductory letter that was provided by USAID Uganda to the Chief Administrative Officers of the targeted districts. The listers and quantitative and qualitative data collection teams will also follow up with the local officials contacted by the programs before starting work in an area. They will approach the local authority to request an endorsement before listing and data collection exercises begin. Supervisors will contact local authorities upon arrival in any cluster to advise authorities of the team's arrival.

**Community sensitization.** The quantitative and qualitative data collection teams will meet with a community leader in each selected EA to explain the purpose of the research and to request community cooperation. The teams will provide the community leader with a letter from IRC describing the research and the benefits that will accrue to the country and community from research findings. While in the communities and surrounding areas, the teams will identify options for food and lodging, ascertain availability of electricity and Internet access, and identify the languages or dialects spoken in the communities.

## Quantitative Data Collection Quality Assurance Protocols

### Data Capture and Structure

The 2023 endline PBS data will be collected by IRC with tablets using Computer-Assisted Personal Interviewing (CAPI). Tablets will be loaded with a CSPro data entry application developed at IRC and tailored to fit the PBS questionnaire. All data will be entered directly into the tablets and edited dynamically while interviewing in the field.

The CSPro data capture and processing program is designed to allow only valid data ranges to check questionnaire logic (skips and filters) and to flag data inconsistencies during data entry. The CSPro program will also make comprehensive reviews of the data at the cluster level.

Within CSPro, a hierarchical structure is used to store the survey data; each module corresponds to a unique record within the CSPro dictionary (codebook). For singly-occurring modules (i.e., one set of values per sampled household) such as C, CC, F, H, P and R, there will be one line of data in the ASCII file corresponding to the CSPro record where those variables have been defined. For modules where more than one person is included (such as the household roster, Module B), the anthropometry modules for children and women, and modules D, E, G, J, K and L), there will be one line of data per household corresponding to each person eligible for that roster/module. For example, if there are five persons in the household, there will be five lines of data in the data file corresponding to the record created to represent Module B.

The complete suite of quality control checks used during the data processing cycle is as follows:

- I) Data Capture
  - a) Range checking for numeric responses: Based on all possible values being listed in the CSPro dictionary, CSPro automatically ensures that values cannot be entered outside that range. For example, once the variable "sex" has been assigned to the codes 1 (male) and 2 (female), no other value can be entered.
  - b) Range checking for alphabetic responses: For questions that allow multiple responses to be selected (corresponding to the alphabetic responses), a specially-programmed function has been added, which ensures that: (1) only the letters listed can be entered; (2) allowable letters only appear once ("A", but not "AA"); (3) responses requiring an "other" text entry (generally indicated with the "X" and sometimes "W" characters) are captured; (4) responses that must appear in isolation from any other response (usually "Y" (no one) or "Z" (don't know)) do not appear in combination with any other letter; and (5) the field cannot be left blank.
  - c) Consistency checks: In selected fields when applicable, answers will be cross-checked against other fields for validity. For example, in modules D and E and the anthropometry sections, age and date of birth will be compared to one another to ensure agreement. In addition, in any module that asks for a person's age, this will be cross-checked against the age given in the household roster (Module B); if an age difference exists, a warning message is issued, and the interviewer must verify the correct age.
  - d) Skips: If a skip is present, then based on the respondent's answer to the question, the skip will be applied by the CAPI system. Responses that are skipped will be designated "missing" by the CAPI system. For numeric responses, "missing" is indicated by filling the entire field with the

- number "9". For alpha fields, "missing" is indicated by filling the field with "X" to indicate "text missing."
- e) Filters: If a question should not be asked, it will be skipped. For example, persons under the age of 15 are not asked their marital status in the household roster. Therefore, the question will be skipped over for those under-age persons.
  - f) Identifier integrity: A file containing the geographic identifiers will be created for each county. The file provides, for any given cluster, all levels of geographic identifiers. This information will be prefilled from the sample files. This step ensures that the correct identifier is associated with each record.
- 2) Structure Checks
- a) Files are created at the cluster level. They are concatenated into a single file at the very end of closing the clusters. The final data are then transmitted to the central office. When closing the clusters, the total number of households with complete (result=1) and incomplete (result <> 1) result codes are also logged in. A check is applied that compares the number of households found within their data file against what was expected from the sample file; an error is generated if the two are not the same. Likewise, if the total number of households found is correct, but there are some partially completed households, an error message is generated. The cluster cannot be closed until these problems have been resolved.
  - b) In addition to checking for result codes and total number of households, the program will ensure for each household that the required number of individual records exists, based on the eligibility of the persons within Module B. For example, if the household roster indicates three persons should be administered Module D, then three records must exist in the file before the structure check can succeed. The cluster cannot advance to the consistency editing stage until any identified problems have been resolved.
- 3) Miscellaneous Data Quality Measures (during fieldwork)
- a) Field-check tables will be run on a weekly basis during fieldwork that will report on several key items measuring fieldwork quality. These tables will show data at the team level. For example, a table will be generated that shows the age distribution of female respondents between 12-18 years, to allow survey managers to determine if teams are dropping respondents under age 15 to disqualify women from Module E. This helps to identify underperforming teams.
  - b) Frequencies will be generated to ensure reasonable distribution of the data and that no out-of-range values exist.
- 4) Consistency Checks (after fieldwork is complete)
- a) More complex issues are handled after fieldwork is complete. Once a cluster has been closed in the field and data have been transmitted to the central office, a secondary (consistency) edit program will be run against the data in the central office. Many of the checks made during the interviewing process will be repeated here. All error messages are assigned a unique number.
  - b) The central office will be provided a secondary editing manual that lists all error messages in numerical order. It will describe the problem that prompted the error and possible methods to resolve the conflict. In general, the method is to review the data collected, compare the variables (questions) involved, and look for any notes the interviewer may have made, or changes the field supervisor or field coordinators may have made, that created/exacerbated the problem. Checks for missing values are not made at this time, as it is too late for the field team to resolve this type of error.



TANGO will conduct a quality control review of the raw and edited data as the data are received from the central office in Kampala. Data transfers will take place weekly from the central office to the TANGO US office via the secure file transfer protocol. Data cleaning will take place based on secondary (consistency) editing reports generated in-country, and per TANGO's feedback. TANGO will review incoming raw data for quality assurance at different phases: first when 20-30 percent data are completed, second when 50-60 percent data collected, and finally, when all (100%) data are collected. Final data cleaning will take place at TANGO upon receipt of the final clean datasets. The final raw CSPro datasets will be accompanied by a data dictionary/codebook with all variables clearly labeled. The raw CSPro datasets will be converted to facilitate data analysis using SAS, Stata or SPSS statistical software.

### Coordination and Management Oversight

Working in close partnership with IRC, the TANGO team will ensure high-quality PBS data through a strong focus on training field staff and monitoring data collection. The TANGO team will use CAPI data collection, which allows for real-time editing of data, frequent uploading of collected data, continuous data quality review, and correction of field staff behavior as data collection proceeds. TANGO requires that the field teams upload collected data from completed clusters at minimum on a weekly basis. During critical periods, including training, anthropometry standardization testing, piloting, and at the beginning of fieldwork, the TANGO Quantitative Lead will provide guidance and support virtually. IRC is working with the CSPro programmer to test all the CAPI applications and data transmission systems before fieldwork begins. The local survey monitors will oversee fieldwork and closely update the TANGO Quantitative Lead on fieldwork progress and any issues encountered during data collection. More specifically, the Quantitative Lead will interact with the survey monitors daily via a WhatsApp group chat for daily updates, especially those that require immediate attention, and via Zoom calls for daily debriefs. The survey monitors will provide fieldwork updates daily during data collection. Each monitor will also submit a summary report at the end of data collection. Table 2 provides survey procedures and safeguards for field supervision.

**Table 2: Procedures and safeguards for quantitative fieldwork oversight**

Goal	Procedure or Safeguard
<b>Proper fieldwork oversight</b>	Maximum ratio of one team lead for every five interviewers and two anthropometry staff. IRC will provide two field supervisors to oversee every five or six survey teams and two anthropometry supervisors to oversee five or six survey teams
<b>Proper selection of households and respondent</b>	Adherence to household and respondent selection methods per TANGO protocol
<b>Assurance of questionnaire accuracy</b>	Complete data review immediately after the interview is conducted In the event of errors or omissions, required corrections will be made before the interviewer proceeds to the next household
<b>Prevention of fraud in interviewing</b>	<ul style="list-style-type: none"> <li>• Observation of at least 10 percent of interviews, with the heaviest observation happening at the beginning and toward the end of data collection when errors are the most likely to happen</li> <li>• Spot-checks with households on the day of the interview to ensure honesty on the part of the interviewer. Proper spot-checks involve verifying demographic information of the household respondents and other information to make sure that interviewers are recording data that is accurate</li> </ul>

Goal	Procedure or Safeguard
	and truthful. Fifteen percent of the completed interviews should be randomly selected for spot-checks. <ul style="list-style-type: none"> <li>In the event of fabrication or falsification of data collected, the enumerator will be fired immediately</li> </ul>
<b>Completion of interviews</b>	If the entire interview is not completed on the first visit, interviewers will make up to three visits to the household to complete the interview. The interviewer will plan one or two follow-up visits with the respondents to successfully complete the interview. The supervisor will ensure that each household survey is appropriately completed. All interview items should be 100 percent complete.

### Qualitative Data Collection Quality Assurance Protocol

Throughout data collection, qualitative interviewers will conduct daily internal debriefs to communicate regularly on the content, quality, and relevance of emerging data, the extent to which the approach facilitates the flow of information, and the scope of changes, if any, that are needed to improve data quality and thoroughness. The local team will regularly submit its field notes in electronic format to the TANGO Qualitative Lead and team leaders for review and quality assurance.

The local team will also communicate regularly with BHA and IP field staff to coordinate field visits and ensure smooth field logistics. The team leaders will accompany the data collection teams to conduct KILs with activity staff and meet regularly with the local qualitative interviewers to review data quality and discuss any issues or challenges, including emergent themes.

### Potential Risks and Mitigation Measures

IRC will respond to risks and unexpected or adverse events that may occur during the study in the following ways to minimize their impact on the study outcome:

#### **Security and safety risks.**

The RFSA areas in Karamoja have recently experienced insecurity and that the security situation continues to be uncertain. One proactive security measure, as noted in Section 3.2, is that insecure clusters were removed from the sampling frame. IRC continuously assesses the security situation to ensure that there is minimal security risk to data collection teams. Unforeseeable risks or interruptions, particularly in the Karamoja region, may result in schedule adjustments to maximize data quality and personnel safety. These interruptions may include social and political unrest in Uganda, livestock raiding in Karamoja that poses risks to human safety, as well as sudden weather events that prevent safe physical access to study sites. Periodic reviews will be implemented to learn and adjust especially if conditions in an area might put staff, households, or communities in danger by exacerbating underlying tensions and vulnerabilities. IRC team members have extensive prior experience in the Karamoja region, including contact with community leaders, and are sensitive to the need to adapt quickly to changing conditions. If conditions shift unexpectedly, for example due to unrest, adjustments will be made as necessary to better assure team safety and data quality.

IRC and TANGO mention upfront, whenever teams are working in insecure locations to enable employees/contractors to accept the risks inherent in their work. As the team on the ground, IRC shall identify and monitor dangerous settings and ensure that staff are aware of ways to reduce the risks. The

threat from common criminals will also be considered. Regular briefings and the sharing of information on the security situation will be very important. Regarding vehicles and driving safety:

- IRC vehicles shall not be driven at night
- They shall be driven as per the standard speeds as guided by the road safety act.
- IRC will ensure that vehicles are regularly maintained, as necessary.
- All vehicles shall have a minimum of two functional spare tires at all times.
- Ill-considered behavior from staff can have a dramatic impact on the safety and security of the team and as such will be punishable with immediate suspension of the concerned individual.

**Inaccessible EAs.** During fieldwork, some EAs may become inaccessible to the field teams. This can happen for a number of reasons, including physical limitations, such as a rainy season that washes out the access roads to the EA, and security issues, such as political instability, which make it unsafe for interviewers. Consequently, data may not be collected in the affected EAs. IRC will consult TANGO on the need for replacement EAs in such circumstances.

**Dropouts or temporary absences.** IRC will train extra Interviewers, field supervisors, and quality control staff who will serve as back-up in case anyone drops out of the survey. In addition, all field supervisors will be trained in all aspects of data collection and will serve as back-up for temporary absences of interviewers due to health or family emergencies.

**CAPI issues.** TANGO/IRC will have systems in place to handle any potential CAPI failure-related issues. All survey data will be collected and maintained on the password-protected tablets of both the interviewers and their field supervisors, as well as on IRC's cloud server. If during fieldwork a tablet becomes inoperable or lost, the collected data will exist on the secure server. If the server connection fails, the collected information is retained on the tablet's password-protected hard drive. In the event of both server connection failure, followed by tablet inoperability or loss, the collected data will be preserved on password-protected thumb drives, used by the field teams as a back-up system. Damaged tablets will be returned to IRC's office for data extraction. Extensive efforts shall be undertaken to recover data from any tablets that are damaged. Field supervisors and interviewers will be trained in these procedures to manage the risk of losing equipment and preserving the collected data. As noted in Section 3.1, the CSPro programmer will be available remotely during the main training, field pilot and main fieldwork to address all CAPI-related issues.

## COVID-19 Risk Mitigation Plan

### Overview

In line with guidance from Uganda National Council of Science and Technology (UNCST) for the prevention of COVID 19, field teams will adhere to COVID-19 mitigation and safety protocols both during fieldwork and outside official business hours as much as possible in the evenings when they are not working and may be more likely to be exposed to the virus. The COVID-19 mitigation strategy includes the following:

- Avoid/minimize travel between regions and between regions and the capital.
- Minimize duration of contact between data collection teams and households and time spent in the communities.
- Abide by social/physical distancing guidelines.
- Avoid large gatherings and minimize proximity.
- Ensure adequate training of all staff and data collection teams on Do No Harm and safe approaches for face-to-face interviewing and knowledge of COVID-19 transmission and mitigation (including frequent handwashing with water and soap).
- Ensure availability of needed equipment/materials to mitigate virus spread (i.e., face covers, hand sanitizer, soap, and thermometers).
- Close oversight and adherence to Do No Harm protocols by field coordinators, local survey monitors.
- Provide information on what to do/whom to contact in the event of a suspected COVID case (i.e., referral to health clinic).

The data collection teams will adhere to the following COVID-19 safety guidance during fieldwork:

- Be respectful if households express concern or apprehension to participate in the interview.
- Perform temperature checks every day before deploying.
- Wear a mask or facial cover before, during, and after the interview.
- Encourage the respondent to wear a face cover.
- Conduct the interview outside or in a well-ventilated space.
- Discourage other household members from congregating; if this is not possible, try to minimize the number of people present.
- Maintain at least one-meter distance apart throughout the interview.
- Avoid handshakes or physical contact.
- Wash hands with water and soap or use sanitizer/hand alcohol – before and after the interview.
- Sanitize frequently touched surfaces (e.g., tablets).

In case a member of the data collection teams is suspected to have contracted COVID-19, we shall immediately refer the suspected individual to Moroto Regional Referral, a government facility accredited to manage COVID-19 patients. If a team member tests positive, they will be asked to self-isolate for 14 days. All participants with whom they interacted within 14 days will also be informed and asked to self-isolate, as will all study team members who had close interactions with the affected staff. We will also continue to pay the salary of any study team member who exhibits symptoms, which incentivizes testing and reporting of symptoms.

### **Training**

IRC will conduct the training of data collection teams in a large training room to avoid crowded conditions and outside if possible. Before entering the training room, all trainees will be screened for high temperature. They will also be required to wash their hands with a sanitizer and to wear a face mask at all times.

### **Public Empowerment**

Data collection teams will be trained on how to sensitize participants on the key preventive techniques and common signs and symptoms of COVID-19. This will help to ensure that our participants have been equipped with the necessary information to protect themselves.

## **DATA PROCESSING AND ANALYSIS**

### **4.1 Data Transmission**

IRC will upgrade the irc.co.ug domain server to store all survey data, with about 250 GB of storage, unmetered bandwidth and public network of 1000 Mbps. IRC already engaged a local IT service provider to undertake the following: i) server upgrade and testing; ii) training of at least two IRC administrators; and iii) maintenance support including scheduled backup of data, system back-up and 24-hour system monitoring.

IRC will use this server to securely transmit survey data from the field. Data will be uploaded to the cloud server daily subject to connectivity and once every three days at a minimum. Field teams will use mobile hotspots so they can transmit data from areas with no Internet service. The data transmission will be accompanied by a report describing the data being transmitted.

The IRC CSPro programmer and IT specialists will work to set up and test the cloud-based data transmission system and provide technical support during the first week of data collection to ensure that tablets and the transmission system are operating smoothly.

For the final dataset, the CSPro programmer will develop a program to run quality control checks and convert the raw data exported from the CSPro application into the data format needed for analysis using Stata, SPSS or SAS.

As noted in Section 3.2, team leaders for the qualitative teams will submit completed data templates to TANGO on a rolling basis so that TANGO can provide timely review and feedback. Completed interviews will be uploaded to a cloud server via secure transmission. TANGO will download raw data

from the server to Dropbox. Final datasets will be received from the local firm via a password-protected folder in Dropbox.

## 4.2 Quantitative Data Analysis

TANGO will generate endline estimates for all BHA and activity-specific indicators, along with additional analyses that address the evaluation questions as outlined in the evaluation matrix. All descriptive, bivariate, and multivariate analyses to be conducted will be discussed with BHA and clearly defined in the Data Treatment and Analysis Plan (DTAP) while recognizing that after the analysis begins, there may be other interesting analyses to pursue. The data analysis plan will be developed and submitted to BHA for approval prior to the start of data analysis. The general approach of data analysis includes the following:

**Data cleaning:** TANGO will clean and analyze household survey data, using Stata data analysis and statistical software. Data from both RFSA's will be reviewed, cleaned and analyzed as one dataset, but the indicator estimate calculations and further statistical analysis will be done for each RFSA separately.

**Endline point estimates:** Point estimates and variance estimations will be derived using Taylor series expansion and consider the design effect associated with the complex sampling design; 95 percent confidence intervals are provided for all indicators.

**Comparison of baseline and endline indicators:** For all indicators, the endline estimates will be statistically compared with baseline estimates to detect the average (mean or proportion) change of indicator values. The baseline and endline datasets will be appended before running the test of comparisons of means (or proportions).

**Bivariate and multivariate analyses:** TANGO will conduct additional analyses to explore associations with key outcome indicators for a select number of indicators with different interventions and population characteristics. All multivariate analyses will be determined following the preliminary calculation of the endline indicators; statistical differences of means (or proportion) between baseline and endline will be presented to BHA for approval prior to the start of data analysis.

**Sampling weights:** Separate weights are calculated for endline indicators and adjusted to compensate for household and individual non-response.

**Missing data:** Missing data points are not included in calculations for BHA and program-specific indicators (i.e., they are excluded from the denominator and numerator). "Don't Know" responses are recoded to the null value and included in the denominator, i.e., "Yes," "No" and "Don't Know" responses are included in the denominator, but only "Yes" responses are counted in the numerator. Final data files and documentation will be delivered to BHA following the completion of the data analysis and vetting of the PBS results with all stakeholders. All personal identifying information will be removed from the datasets prior to delivery to BHA to protect the confidentiality of survey respondents.

The final data files will include:

- Sampling frames for each RFSA
- Raw datasets generated from the CSPro data entry application
- Edit rules and programming specifications for data cleaning
- Data dictionary/code book for each final dataset
- Syntax for all analyses and variable transformations

Final analytic datasets, including sampling weights and all derived indicators, in Stata format and comparable datasets in CSV format that have been anonymized to protect individual confidentiality, for use as a public data file in the USAID Open Data warehouse.

### 4.3 Qualitative Data Analysis

Qualitative iterative analysis for all data collected through KIIs, FGDs, IDIs and observation will be undertaken using a structured matrix for organizing and triangulating data. The matrix serves as a review template: it is aligned with the topical outlines and encourages the identification of emerging topics. Team members will apply a real-time analysis process via daily debriefs among the TANGO team that updates preliminary findings across qualitative sources every time new interview batches are added.

From the start of the analysis and reporting phase, TANGO team leaders will organize regular team triangulation and sense-making meetings to review analytical progress and discuss highlights and emerging themes. After completing the data collection phase, the evaluation team will provide a debriefing to in-country BHA staff and, where possible, other partners, beneficiaries, or community and local government stakeholders. The team will present a summary of the data collection phase and preliminary observations and findings, with an opportunity to discuss, validate, and refine emerging themes. This participatory mechanism feeds back preliminary results to those closest to the field and to field staff or other stakeholders who may be impacted by the results of the activities, enhancing evaluation-related accountability to affected populations. As appropriate, additional structured validation meetings will be organized with BHA and/or IP stakeholders to discuss preliminary results before progressing to deeper levels of analysis and – at the later stages of analysis – to formulate actionable and complete recommendations to include in the draft report.

Other actions to engage BHA and IPs in the analytical phase include, but are not limited to, sharing the draft report and soliciting comments, advance sharing of draft recommendations to review and refine via teleconference and/or email communications, and other teleconferences as needed.

### 4.4 Limitations and Challenges

**Potential sampling bias.** Several baseline clusters were excluded from the endline sampling frame due to insecurity and programming-related factors (see Section 2.4, Quantitative Sample Selection for additional details). The exclusion of these clusters could bias endline indicator estimates and influence the interpretation of baseline-endline comparisons if these communities differed in characteristics from the baseline clusters that remained in the sampling frame. Therefore, the evaluation team will use the baseline PBS data to compare the excluded and remaining baseline clusters to determine whether they differ statistically on underlying sociodemographic characteristics.

**Differences in seasonality between baseline and endline survey data.** Data collection for the endline survey is expected to take place from July 11 to July 31, 2023. Fieldwork for the baseline PBS took place from June 7 to July 6, 2018. Although the timing of the surveys differs, baseline and endline PBS data collection periods coincide with the end of the typical lean season, which runs from March to July in the Karamoja region. During these months, rainfall is expected to be heavy, and flooding could be a problem in many areas. If data collection for the PBS is delayed into August, it will overlap with the main harvest. In this case, indicators that are sensitive to seasonality, such as the household dietary diversity score (HDDS), the women's dietary diversity (MDD-W), and the children's minimum acceptable diet (MAD), may have higher values at the endline compared to baseline. To avoid differences

in seasonality and maintain the expected timeline, the evaluation team is adopting measures to facilitate rapid start-up such as adapting baseline data collection tools and guidance documents to meet the needs of the evaluation. TANGO's partnership with IRC as the local sub-contractor is also expected to contribute to rapid start-up and implementation, given the firm's experience conducting the 2018 joint baseline/endline survey and qualitative data collection in the study areas.

**Recall issues.** Some evaluation topics, such as perceptions about participant selection processes that occurred early in program implementation, and some PBS questions, such as participation in RFSA interventions over the five years, may be difficult for respondents to remember accurately. Careful development and wording of interview guides, probing for clarification, and triangulation across FGDs and KII will be used to mitigate the potential for recall bias in qualitative interviews. Furthermore, sector specialists from each RFSA will be invited to participate in the training and provide presentations on their RFSA's interventions so that field personnel are well-versed in the key interventions and can probe and accurately record survey participants' responses.

**Selection bias in qualitative interviews.** Site selection for the qualitative data collection will aim to represent the diversity of the study areas and the breadth of RFSA interventions. However, the purposive nature of qualitative data collection is inherently non-representative. FGD and KII participants willing to share their views may not represent all RFSA participants and stakeholders. To mitigate the risk of selection bias, the evaluation team will work closely with RFSA staff to recruit focus group discussants with different backgrounds and experiences and triangulate information across FGDs with different types of RFSA participants and stakeholders.

**Activity close-out.** Data collection for the performance evaluations is scheduled after the RFSA have closed out. Most RFSA staff are likely to have transitioned to other employment opportunities. To minimize the impact of RFSA close-out on the evaluation, the team plans to identify and conduct interviews with the remaining RFSA staff as early as possible, using phone or video-call interviews if necessary. Additionally, the evaluation team will coordinate with the IPs to identify and recruit former RFSA staff on a per diem basis to facilitate community entry and mobilization.

**Lack of valid counterfactual and attribution.** The pre-post survey design and the lack of baseline and endline data for a valid control group imply that changes in program indicators cannot be attributed to the RFSA. The lack of a valid counterfactual is not a limitation per se since this study is intended to be a performance rather than an impact evaluation. However, qualitative data collection conducted at the endline can assist in corroborating PBS findings, highlighting potential confounding factors, and understanding participants' perceptions regarding if and how RFSA interventions helped to elicit change in key outcome indicators.

## 4.5 Dissemination of Findings

TANGO will prepare two endline performance evaluation reports, one for each of the two RFSA programs. Additionally, two virtual briefing sessions will be organized, one for each RFSA, with USAID/Uganda, relevant Uganda government agencies and the IP organizations to present, validate and further contextualize results. The reports will be reviewed by USAID and the IPs and finalized by the evaluation team following the briefings. BHA will upload the final reports and other materials to online platforms per BHA protocols. The study findings will be disseminated to USAID and implementers of NUYOK and APOLOU and national-level stakeholders. District government officials and local civil



society organizations will receive the study reports and be requested to share the study findings with project communities and with sub counties and parishes.

## **ETHICAL CONSIDERATIONS**

### **5.1 Ethics Approval**

Methods used throughout the evaluation will observe ethical principles for evaluators such as informed consent, systematic inquiry, respect for people, and responsibilities for public welfare. Annex F1-F5 provide the Informed Consent and Assent forms.

Ethical approval will be obtained from Mildmay Uganda Research Ethics Committee (MUREC) by mid or late June and thereafter the protocol will be registered with the Uganda National Council for Science and Technology. Permission to access the study communities will be obtained after obtaining approval from the offices of the Chief Administrative Officers for the targeted districts as well as the USAID BHA Office in Uganda.

### **5.2 Written Informed Consent**

All evaluation team members are required to obtain participant consent before proceeding with any type of interview. Consent procedures will be covered and emphasized in the training of both the household survey team and the qualitative teams.

Written informed consent/assent to participate in the quantitative survey and qualitative interviews will be obtained before each interview after explaining to each respondent the objectives and purposes of the study and other information safeguards. Illiterate respondents who are unable to write will be asked to provide a fingerprint in lieu of a signature. Each respondent will be given one signed/fingerprinted copy of the consent/assent form for their records and IRC will retain another copy for their records. Guidelines for requesting verbal consent are included in Module A of the household survey instrument and in the introduction section of the topical outlines. There are separate consent forms for the household survey for adults, household survey for participants 15-17 years, key informant interviews and in-depth interviews, focus group discussion for adults, and focus group discussion for participants 15-17 years. The interviewer will read to each eligible respondent a statement of informed consent that clearly outlines the subject's rights. Participation in the interviews is completely voluntary. If there is any question that the respondent does not want to answer, the respondent can choose to skip to the next question. Additionally, respondents can choose to terminate the interviews at any time during the interview. Household survey interviewers are required to certify that i) each eligible survey respondent has given his/her informed consent before being personally interviewed, ii) the adult caregiver in the household has given his/her consent before any child under 5 years of age is measured, and iii) adult guardians of eligible respondents of minors under 18 years of age have given consent before they are interviewed. The adult guardians normally will be the parents or other close family members living in the household (e.g., grandparents or aunts/uncles). All children 15 years of age and above will be required to assent to participate in the study and this will be done after obtaining the parent's/guardian's consent. The child's assent or dissent will take precedence over the parent's or guardian's consent.

Qualitative team interviewers will obtain verbal consent from all informants before commencing any interview or focus group as described above. In cases where the informant is under 18 (such as a youth focus group), the interviewer will obtain consent from an adult household member.

**Risks and benefits:** The study presents no direct risks to the participants as they will not undergo any invasive procedures. The study carries a relatively low burden. There are different respondents for each module and therefore no individual respondent will be interviewed for more than two hours. The consent/assent forms clarify that participation is voluntary and that respondents can decline to answer any questions and can terminate the interview at any time without penalty. Respondents will not benefit directly from the study but study findings will be used to improve future projects to better respond to their needs.

### 5.3 Compensation for Evaluation Participants

Consistent with requirements of the Uganda National Council of Science and Technology, all survey respondents will be compensated for their time with an in-kind payment of a bar of White Star laundry soap; one bar of soap will be given to each person interviewed and each person from whom anthropometric measurements are taken, including adults and children. FGD participants will receive refreshments. Participants will not incur transportation costs because they will be interviewed in their community.

## TIMELINE AND DELIVERABLES

Tasks	Deliverables	Due Date
Develop Protocol including evaluation matrix and qualitative and quantitative data collection tools	Evaluation Protocol Topical Outlines (FGDs, KIIs) PBS Questionnaires (Main Household and Resilience)	May 10, 2023
Update survey manuals	Listing Manual Enumerator's Manual Supervisor's (Team Lead) Manual Anthropometry Manual	May 18, 2023
Conduct household survey listing training and exercise		June 1 – June 3 (Listing Training) June 5 – June 15 (Listing Exercise)
Data Treatment and Analysis Plan (DTAP)	DTAP	July 7, 2023
Field Work Monitoring Plan	Field Work Monitoring Plan	July 7, 2023
Obtain IRB clearance and host country approvals	Pertinent Permissions and Approvals	June 1, 2023 (application submitted) June 26, 2023 (conditional approval received) July 14, 2023 (full MUREC Ethics Approval Letter received)
Conduct Training of Trainers		June 19 – June 24
Conduct Quantitative Training		June 26 – July 6
Conduct survey pilot, debrief, and adjustments to tools		July 10 – July 12
Conduct Quantitative Data Collection		July 13 – July 31
Final raw data sets available for processing		August 2, 2023

Tasks	Deliverables	Due Date
Conduct Qualitative Training <sup>1</sup>		August 7 – August 9
Conduct Qualitative Data Collection		August 10 – August 20 (CRS/Nuyok) August 10 – August 21 (MC/Apolou)
Prepare preliminary EL indicators estimates (excluding poverty and resilience)		September 8
Receipt of qualitative interviews, matrices and summary reports from IRC		September 27, 2023 (summary reports) September 29 (qualitative matrices)
Processing and analysis of quantitative and qualitative data; mixed method analysis using qualitative and quantitative data		September – October 2023
Submit Draft Report – MC/Apolou	Draft Evaluation Report – MC/Apolou	November 30, 2023
Submit Draft Report – CRS/Nuyok	Draft Evaluation Report – CRS/Nuyok	December 8, 2023
Briefing – MC/Apolou	Briefing Power Point – MC/Apolou	January 2024
Briefing – CRS/Nuyok	Briefing Power Point – CRS/Nuyok	January 2024
Submit Final PE Reports	Final Evaluation Report – MC/Apolou Final Evaluation Report – CRS/Nuyok	February 2024
Briefing BHA/Washington	Briefing Power Point – BHA/Washington	February/March 2024
Submit data deliverables	Data Deliverables	March 2024
Submit briefs	Brief – MC/Apolou Brief – CRS/Nuyok	March 2024
Prepare 508 compliant PE reports and upload to DEC	508 compliant PE reports	TBD

NOTES: <sup>1</sup>To ensure qualitative data collection is completed on schedule, the first set of qualitative interviews were considered to be the pilot. TANGO and the IRC qualitative team leaders reviewed the interviews closely and made adjustments as needed to the topical outlines and field procedures.

## ANNEX 9: A

**Table 3: Evaluation Matrix**

	Type of Answers Needed	Data Source(s)	Collection Methods	Data Analysis Methods
<b>Overall Activity Achievement</b>				
1. To what extent have the interventions of the two RFSAs met their goals, purposes, and desired outcomes; and what factors promoted or inhibited their achievement?	Comparative, descriptive and normative	<p><b>Qualitative:</b></p> <ul style="list-style-type: none"> <li>- Direct and indirect beneficiaries</li> <li>- IP staff</li> <li>- USAID BHA staff</li> <li>- USAID Uganda staff</li> <li>- National government staff including Ministries of Karamoja Affairs; Health; Gender, Labour and Social Development; and Agriculture, Animal Industry and Fisheries; Water and Environment; Education</li> <li>- District government officials and staff</li> <li>- Local partners (community-based organizations and private sector)</li> <li>- Local community leaders</li> <li>- IP documentation (e.g., proposals, annual and quarterly reports)</li> </ul>	<p><b>Qualitative:</b></p> <ul style="list-style-type: none"> <li>- Desk review</li> <li>- KIIs using semi-structured instruments specific to given respondent category</li> <li>- FGDs using semi-structured instruments specific to given respondent category</li> <li>- Observation by field teams</li> </ul> <p><b>Quantitative:</b></p> <ul style="list-style-type: none"> <li>Baseline and end-line surveys, monitoring processes</li> </ul>	<p><b>Qualitative:</b></p> <ul style="list-style-type: none"> <li>- Content analysis of beneficiary responses (FGDs) and stakeholder responses (KIIs) to assess their views on the extent to which key outputs and outcomes have been achieved, and on what factors promoted or inhibited interventions and outcomes</li> <li>- Content analysis of IP Annual Reports that describes achievements to date and factors related to performance</li> <li>- Content analysis of RFSAs midterm evaluations describing findings and conclusions on achievements to date and factors related to progress to date. Additionally, will determine the extent to which midterm recommendations informed subsequent activity improvements.</li> </ul> <p><b>Quantitative:</b></p> <ul style="list-style-type: none"> <li>- Statistical analysis and comparison of PBS BL/EL indicators disaggregated by beneficiary status, and comparative analysis of endline indicators against IPTT BL/EL indicators (targets versus actual). Differences in population means (or proportions, depending on the outcome/impact variable) will be measured between the baseline</li> </ul>

	Type of Answers Needed	Data Source(s)	Collection Methods	Data Analysis Methods
		- RFSA midterm evaluation reports <u>Quantitative:</u> - Uganda PBS BL/EL data - IPTT BL/EL data		and endline survey rounds to determine the significance of any changes over time.  - Multivariate regression models that include village fixed effects and key socio-economic and intervention-specific factors as covariates will be used to explore socio-economic and intervention-specific factors that may have influenced the observed outcome/impact changes, while controlling for village-specific influences that are unrelated to the activity.  - Triangulation of information from different sources to determine the level of achievement for different objectives.
1.1. Did interventions reach the poorest and most vulnerable households within the target population areas (landless, land poor, women and girls including divorced and widowed older females in female-headed households, adolescent girls and boys (youth), persons with disabilities [PWD]?)?)	Comparative, descriptive, and normative	Same as EQ1	Same as EQ1  +  Case study communities and households	Same as EQ1 for both qualitative and quantitative analyses, with further disaggregation by each beneficiary sub-group for sub-groups analysis.  Narrative/thematic analysis will further determine the contribution of the targeting strategies to achieving the activity goal and objectives especially with regard to gender and reaching the most vulnerable.  For the quantitative analyses, disaggregation of key outcomes such as resilience capacities, WASH, and food security by poverty status. Additionally, comparison of beneficiary/non-beneficiary households will also be done.

	Type of Answers Needed	Data Source(s)	Collection Methods	Data Analysis Methods
				Triangulation of information from different sources, including comparisons, across case study communities and households.
1.2. Based on available evidence, among the priority interventions, what were the most effective pathways to achieving outcomes?	Descriptive and normative	Same as EQ1	Same as EQ1 + Communities and household case studies	<p><b>Qualitative:</b></p> <ul style="list-style-type: none"> <li>- Document review using each IP's RFSa results framework and descriptive narrative of the theory of change as the reference point. Assess how well IPs' implementation of activities followed or deviated from the causal pathways in the BHA results framework.</li> <li>- Supplement analysis with data from KIIs and FGDs.</li> </ul> <p>Narrative/thematic analysis of documentation to determine the following:</p> <ul style="list-style-type: none"> <li>• Coherence of the pathways/ToC</li> <li>• Outcome mapping to determine the contribution of RFSa to USAID's efforts to reduce food insecurity among chronically food insecure households</li> <li>• Identify the key determinants for achieving the key outcomes including any unforeseen pathways leading to unintended positive or negative consequences of the activity</li> </ul> <p><b>Quantitative:</b></p> <ul style="list-style-type: none"> <li>- Same as EQ1. Multivariate regression models of a few select outcome/impact indicators will be conducted to empirically test the hypothesized associations underlying the activities' theory of change. Note that it is difficult</li> </ul>

	Type of Answers Needed	Data Source(s)	Collection Methods	Data Analysis Methods
				<p>to conduct causal analyses with cross-sectional data. The regressions will control for key socio-economic variables and intervention-specific factors and include cluster dummies to control for community-specific conditions outside of the activity.</p> <p>- Triangulation of information from different sources including different communities and households</p>
<b>Effectiveness and Efficiency of Interventions</b>				
<p>2. In each technical sector addressed by the activities (maternal and child health and nutrition; agriculture / livelihoods; early warning systems / disaster risk / resilience, and governance), what were the most effective and most efficient implementation methods and approaches among those selected by IPs?</p>	<p>Comparative, descriptive and normative</p>	<p><b>Qualitative:</b></p> <ul style="list-style-type: none"> <li>- Direct and indirect beneficiaries</li> <li>- IP staff</li> <li>- USAID BHA staff</li> <li>- USAID Uganda staff</li> <li>- National government staff including Ministries of Karamoja Affairs; Health; Gender, Labour and Social Development; and Agriculture, Animal Industry and Fisheries; Water and Environment; Education;</li> <li>- District government</li> </ul>	<p><b>Qualitative:</b></p> <ul style="list-style-type: none"> <li>- Desk review</li> <li>- KIIs using semi-structured instruments specific to given respondent category</li> <li>- FGDs using semi-structured instruments specific to given respondent category</li> <li>-Community case studies</li> </ul> <p><b>Quantitative:</b></p>	<p><b>Qualitative:</b></p> <ul style="list-style-type: none"> <li>- Content analysis of beneficiary responses (FGDs) and stakeholder responses (KIIs) to assess their views on effectiveness and efficiency of ' implementation methods across the multiple technical sectors, as well as for specific interventions for which USAID indicated particular interest via its comments.</li> <li>- Content analysis of IPs' RFSA proposals, annual reports and midterm evaluation report(s) to understand changes in implementation approaches, costs associated with specific technical sector and activity, etc.</li> <li>- Content analysis will also determine the coherence of technical approaches/methods with local context, timeliness of technical</li> </ul>



	Type of Answers Needed	Data Source(s)	Collection Methods	Data Analysis Methods
		officials and staff - Local community leaders - Local partners (community-based organizations and private sector) - IP documentation (e.g., proposals, annual and quarterly reports) - Previous evaluation reports (e.g., RFSAs, RFSAs midterm evaluation reports)  <u><b>Quantitative:</b></u> - RFSAs Uganda PBS BL/EL data - IPTT BL/EL data	Desk review, baseline and end-line surveys	interventions, quality of services offered, implementation challenges and contextual factors that affected quality of outputs. <u>-Triangulation of information from different sources including different communities</u>  <u><b>Quantitative:</b></u> - Multivariate regression analysis will be used to explore the association between select outcome/impact variables and different combinations of interventions (group participation, trainings, and/or services received). This will help in understanding the effectiveness of different implementation approaches.
2.1. What are the strengths of and challenges to the activities' overall implementation approach, management, communication, and collaboration? What steps were taken by the IPs to address challenges?	Descriptive	<u><b>Qualitative:</b></u> - IP documentation - Previous evaluation reports - IP staff - USAID BHA staff - USAID Uganda staff - National government staff including Ministries of Karamoja Affairs; Health; Gender, Labour and Social Development;	<u><b>Qualitative:</b></u> - Desk review - KIIs using semi-structured instruments specific to given respondent category	<u><b>Qualitative:</b></u> - Content analysis of relevant KIIs (e.g., IP staff, Uganda government staff, USAID BHA staff, other NGO/donor staff implementing in same area) to assess their views on strengths and challenges associated with each activity. - Content analysis of KIIs (e.g., IP staff, Uganda government staff, USAID BHA staff, other NGO/donor staff implementing in same area, local partners) to address challenges in activity management, partnership, M&E, decision-making processes, and adaptations

	Type of Answers Needed	Data Source(s)	Collection Methods	Data Analysis Methods
		and Agriculture, Animal Industry and Fisheries; Water and Environment; Education; <ul style="list-style-type: none"> <li>- District government officials and staff</li> <li>- Staff at other NGOs and donors implementing activities in same areas</li> <li>- Private sector service providers</li> <li>- Local community leaders</li> <li>- Local partners (community-based organizations and private sector)</li> </ul>		<ul style="list-style-type: none"> <li>- Content analysis of RFSA proposals describing implementation approach, management, communication and collaboration to be compared with annual reports to identify strengths and challenges and steps IPs took to address challenges</li> <li>- Review of midterm evaluation reports that identify strengths, challenges and weaknesses of implementation approach, management, communication, collaboration. Compare with subsequent IP annual reports to determine if these strengths are still evident and what steps IPs have taken to address challenges., how they have been overcome (and if so, how)</li> <li>- Compare results of these reviews with content analysis of KII data.</li> </ul>
2.2. Who was targeted by and benefited from each activity’s intervention activities, and how effective was /were the selected targeting approach(es) in achieving its respective goals?	Comparative and descriptive	<u>Qualitative:</u> <ul style="list-style-type: none"> <li>- IP documentation</li> <li>- Previous evaluation reports</li> <li>- IP staff</li> <li>- USAID BHA staff</li> <li>- USAID Uganda staff</li> <li>- Staff at Ugandan Ministries of Health, Education, and Agriculture</li> <li>- Communal and Departmental staff</li> </ul>	<u>Qualitative:</u> <ul style="list-style-type: none"> <li>- Desk review</li> <li>- KIIs using semi-structured instruments specific to given respondent category</li> </ul> <u>Quantitative:</u> <ul style="list-style-type: none"> <li>Desk review, baseline and end-line surveys</li> </ul>	<u>Qualitative:</u> <ul style="list-style-type: none"> <li>- Content analysis of IP activity documents (e.g., proposals and progress reports, IPTTs) to understand logic and intent of targeting, as well as approaches selected and their relative effectiveness</li> <li>- Content analysis of relevant KIIs (e.g., IP staff, USAID staff) and FGDs to understand effect and intent of targeting</li> <li>-Comparison of findings related to targeting in the midterm evaluations with those found in this round</li> </ul> <u>Quantitative:</u>

	Type of Answers Needed	Data Source(s)	Collection Methods	Data Analysis Methods
		<ul style="list-style-type: none"> <li>- Local community leaders</li> <li>- Local partners</li> </ul> <p><b><u>Quantitative:</u></b></p> <ul style="list-style-type: none"> <li>- RFSAs Uganda PBS BL/EL data</li> <li>- IPTT BL/EL data</li> </ul>		<p>- Statistical analysis of data from PBS BL/EL. Data from the PBS will be disaggregated and compared by sex and household poverty status to address the question of who benefited from each intervention. Determination of potential differences in program benefits by sex/gendered household type, and household poverty status, will be further informed by multivariate regressions.</p>
2.3. How are the quality, frequency, effectiveness, and suitability of the services provided by the activity perceived by the beneficiaries and their communities? Are there major differences in these perceptions of service delivery across key beneficiary sub-groups, and what are reasons why?	Comparative and descriptive	<p><b><u>Qualitative:</u></b></p> <ul style="list-style-type: none"> <li>- Direct and indirect beneficiaries</li> <li>- Previous evaluation reports</li> <li>- IP activity documentation</li> <li>- Private sector actors</li> <li>- USAID BHA staff</li> <li>- USAID Uganda staff</li> <li>- Communal and departmental staff</li> <li>- Local community leaders</li> <li>- Local partners</li> </ul>	<p><b><u>Qualitative:</u></b></p> <ul style="list-style-type: none"> <li>- Desk review</li> <li>- KIIs using semi-structured instruments specific to a given respondent category.</li> <li>- FGDs using semi-structured instruments specific to a given respondent category</li> </ul>	<p><b><u>Qualitative:</u></b></p> <ul style="list-style-type: none"> <li>- Content analysis of FGDs with direct and indirect beneficiaries by select subgroups to assess their perception of the activities they were involved in</li> <li>- Content analysis of relevant KIIs (e.g., local community leaders, private-sector actors) to assess their perception of the activities they or their peers were involved in</li> <li>- Comparison of findings related to the perception of activities in previous evaluations with those found in this round.</li> </ul>

	Type of Answers Needed	Data Source(s)	Collection Methods	Data Analysis Methods
<b>Sustainability of Outcomes</b>				
3.1. What processes, systems, and institutional arrangements (especially linkages and coordination with other USG and non-USG investments) were made by the IPs or members of the target population to sustain the necessary and critical services required to achieve and sustain activity outcomes?	Descriptive	<p><b>Qualitative:</b></p> <ul style="list-style-type: none"> <li>- IP activity documentation</li> <li>- Midterm evaluation reports</li> <li>- IP staff</li> <li>- USAID BHA staff</li> <li>- USAID Uganda staff</li> <li>- Staff at Ugandan Ministries of Health, Education, and Agriculture</li> <li>- Staff at other NGOs and donors</li> <li>- Communal and Departmental staff</li> <li>- Local community leaders</li> <li>- Local partners</li> </ul>	<p><b>Qualitative:</b></p> <ul style="list-style-type: none"> <li>- Desk review</li> <li>- KIIs using semi-structured instruments specific to a given respondent category.</li> <li>- FGDs using semi-structured instruments specific to a given respondent category</li> </ul>	<p><b>Qualitative:</b></p> <ul style="list-style-type: none"> <li>- Content analysis of IP activity documents and relevant KIIs (e.g., IP staff, Ministries' and Departmental staff, USAID staff, staff at other donors and NGOs) to assess the type, strength, and nature of processes, systems, and linkages in place, and their level of importance in sustaining the activities.</li> <li>- Content analysis of IP Sustainability Plans and Exit Strategies</li> <li>- Review of RFSA midterm evaluation reports that discuss the likelihood of sustainability based on IP Sustainability Plans and Exit Strategies</li> <li>- Review of subsequent IP annual reports to determine if IPs followed up on findings/conclusions/recommendations from midterm evaluations to ensure the sustainability of activities and outcomes</li> </ul>

	Type of Answers Needed	Data Source(s)	Collection Methods	Data Analysis Methods
3.2. What is the level of motivation of the service providers to continue providing services after the activity ends and of the beneficiaries to receive and pay (or invest time) for these services?	Descriptive	<p><b>Qualitative:</b></p> <ul style="list-style-type: none"> <li>- Direct and indirect beneficiaries</li> <li>- IP activity documentation</li> <li>- Midterm evaluation reports</li> <li>- IP staff</li> <li>- USAID BHA staff</li> <li>- USAID Uganda staff</li> <li>- Staff at Ugandan Ministries of Health, Education, and Agriculture</li> <li>- Communal and Departmental staff</li> <li>- Staff at other NGOs and donors</li> <li>- Private sector service providers</li> <li>- Local community leaders</li> <li>- Local partners</li> </ul>	<p><b>Qualitative:</b></p> <ul style="list-style-type: none"> <li>- Desk review</li> <li>- KIIs using semi-structured instruments specific to a given respondent category.</li> <li>- FGDs using semi-structured instruments specific to a given respondent category</li> </ul>	<p><b>Qualitative:</b></p> <ul style="list-style-type: none"> <li>- Content analysis of KIIs with service providers and FGDs with beneficiaries to assess motivation to invest (money and/or time) into providing and/or purchasing services, as well as their perception of the value of activities</li> <li>- Content analysis of relevant KIIs (e.g., local community leaders, IP staff, Ugandan Ministries' staff) to assess their motivation to continue services and fund them.</li> <li>- Review IP activity documents to identify indications that beneficiaries are already investing time and/or money into certain activities (e.g., cost-share, volunteering, resumption of discontinued activity).</li> <li>- Content analysis of IP sustainability plans and exit strategies</li> <li>- Review of RFSA midterm evaluation reports that discuss the likelihood of sustainability based on IP Sustainability Plans and Exit Strategies</li> <li>- Review of subsequent IP Annual Reports to determine if IPs followed up on findings/conclusions/recommendations from midterm evaluations to ensure sustainability of activities and outcomes</li> </ul>

	Type of Answers Needed	Data Source(s)	Collection Methods	Data Analysis Methods
<b>Unintended Consequences, Lessons Learned, and Best Practices</b>				
4. What are the positive or negative unintended consequences of each of the activities, if any, and how were these consequences identified and taken into account by the IPs?	Descriptive	<p><b>Qualitative:</b></p> <ul style="list-style-type: none"> <li>- Direct and indirect beneficiaries</li> <li>- IP activity documentation</li> <li>- Previous evaluation reports</li> <li>- IP staff</li> <li>- USAID BHA staff</li> <li>- USAID Uganda staff</li> <li>- Staff at Ugandan Ministries of Health, Education, and Agriculture</li> <li>- Communal and Departmental staff</li> <li>- Staff at other NGOs and donors</li> <li>- Private sector actors</li> <li>- Local community leaders</li> </ul> <p><b>Quantitative:</b></p> <ul style="list-style-type: none"> <li>- RFSAs Uganda PBS BL/EL data</li> </ul>	<p><b>Qualitative:</b></p> <ul style="list-style-type: none"> <li>- Desk review</li> <li>- KIIs using semi-structured instruments specific to given respondent category.</li> <li>- FGDs using semi-structured instruments specific to given respondent category.</li> </ul> <p><b>Quantitative:</b></p> <ul style="list-style-type: none"> <li>Desk review, baseline and end-line surveys</li> </ul>	<p><b>Qualitative:</b></p> <ul style="list-style-type: none"> <li>- Content analysis of FGDs with direct and indirect beneficiaries, and relevant KIIs (e.g., Ugandan IPs, IP staff, USAID BHA staff) to identify and assess their views on negative or positive unintended consequences</li> <li>- Content analysis of select KIIs for lesson learned, adaptive management in activity implementation to address such consequences, and recommendations to minimize negative consequences (if identified)</li> <li>- Content analysis of activity documents to identify unintended consequences, and of previous evaluation reports to assess whether any previously identified unintended consequences remain relevant and how their magnitude may have evolved</li> </ul> <p><b>Quantitative:</b></p> <ul style="list-style-type: none"> <li>- Analysis of “spill-over” effects using PBS BL-EL data. Select outcome/impact indicators will be disaggregated by beneficiary status using self-reported data (i.e., direct and indirect participation) and compared to determine change in indicator estimates for each subgroup</li> <li>- If applicable, additional tailored statistical analysis of BL-EL PBS data to identify certain types of unintended consequences, as pointed by the qualitative team, and quantify them</li> </ul>

	Type of Answers Needed	Data Source(s)	Collection Methods	Data Analysis Methods
5. What key lessons learned and best practices should inform future activities in Karamoja, and possibly the in the country?	Descriptive and normative	<u>Qualitative:</u> <ul style="list-style-type: none"> <li>- IP activity documentation</li> <li>- Previous evaluation reports</li> <li>- IP staff</li> <li>- USAID BHA staff</li> <li>- USAID Uganda staff</li> <li>- Staff at Ugandan Ministries of Health, Education, and Agriculture</li> <li>- Communal and departmental staff</li> <li>- Private sector actors</li> <li>- Local community leaders</li> </ul>	<u>Qualitative:</u> <ul style="list-style-type: none"> <li>- Desk review</li> <li>- KIIs using semi-structured instruments specific to given respondent category.</li> </ul>	<u>Qualitative:</u> <ul style="list-style-type: none"> <li>- Content analysis of relevant KIIs (e.g., IP staff, Ugandan IPs, USAID BHA staff) to assess their views on lessons learned and best practices for future design of food and nutrition security activities</li> <li>- Content analysis of activity documents to identify lessons learned and review of midterm evaluation reports to avoid duplicating previous lessons and best practices, as well as identifying those that seem to have not held over time</li> </ul>

## ANNEX 9: B

**Table 4: List of Indicators**

Indicator	Disaggregation	2018 BL	2023 EL
<b>FOOD SECURITY</b>			
1. Average Household Dietary Diversity Score (HDDS)	None	✓	✓
2. Prevalence of moderate and severe food insecurity in the population, based on the Food Insecurity Experience Scale (FIES) [12-month recall]	GHT	✓	✓
<b>POVERTY</b>			
3. Per capita expenditures (as a proxy for income) of USG-assisted areas	GHT	✓	✓
4. Prevalence of Poverty: Percent of people living on less than \$1.25/day 2005 PPP (EL) or \$1.90/day 2011 PPP (BL)	GHT	✓	✓
5. Depth of Poverty: Mean percent shortfall relative to the \$1.25/day (EL) or \$1.90/day (BL) poverty line	GHT	✓	✓
6. Depth of Poverty of the Poor: Mean percent shortfall of the poor relative to the \$1.90/day 2011 PPP poverty line	GHT	✓	✓
<b>WATER, SANITATION, AND HYGIENE</b>			
7. Percentage of households using an improved drinking water source	Available on premise, Available in 30 minutes or less (round trip), Available in more than 30 minutes (round trip)	✓	✓
8. Percent of households in target areas practicing correct use of recommended household water treatment technologies	None	✓	✓
9. Percent of households that can obtain drinking water in less than 30 minutes (round	None	✓	✓
10. Percentage of households with access to a basic sanitation facility	GHT	✓	✓
11. Percent of households in target areas practicing open defecation	GHT	✓	✓
12. Percent of households with soap and water at a handwashing station commonly used by family members	None	✓	✓
<b>AGRICULTURE</b>			
13. Percentage of farmers who used financial services (savings, agricultural credit, and/or agricultural insurance in the past 12 months	Sex	✓	✓
14. Percentage of farmers who practiced the value chain activities promoted by the project in the past 12 months	Sex	✓	✓
15. Percentage of farmers who used at least [3 CRS, 5 MC] sustainable agriculture (crop, livestock, and NRM) practices and/or technologies in the past 12 months	Sex, type of practice, type	✓	✓
16. Percentage of farmers who used at least [3 CRS, 3 MC] sustainable crop practices and/or technologies in the past 12 months	Sex	✓	✓
17. Percentage of farmers who used at least [3 CRS, 4 MC] sustainable livestock practices and/or technologies in the past 12 months	Sex	✓	✓



Indicator	Disaggregation	2018 BL	2023 EL
18. Percentage of farmers who used at least [2 CRS, 2 MC] sustainable NRM practices and/or technologies in the past 12 months	Sex	✓	✓
19. Percentage of farmers who used improved storage practices in the past 12 months	Sex	✓	✓
<b>WOMEN'S HEALTH AND NUTRITION</b>			
20. Prevalence of underweight (BMI < 18.5) women of reproductive age	None	✓	✓
21. Prevalence of women of reproductive age consuming a diet of minimum diversity	None	✓	✓
22. Percentage of women of reproductive age who are currently using, or whose sexual partner is currently using, at least one contraceptive method, regardless of the	None	✓	✓
23. Percent of births receiving at least four antenatal care (ANC) visits during pregnancy	Modern methods, Traditional methods	✓	✓
24. Prevalence of women of reproductive age who consume targeted nutrient-rich commodities	Sex, type of commodity	✓	✓
<b>CHILDREN'S HEALTH AND NUTRITION</b>			
25. Prevalence of healthy weight (WHZ ≤ 2 and ≥ -2) among children under five (0-59)	Sex	✓	✓
26. Prevalence of underweight children (WAZ < -2) children under five (0-59 months)	Sex	✓	✓
27. Prevalence of stunted children (HAZ < -2) children under five (0-59 months)	Sex	✓	✓
28. Prevalence of wasted children (WHZ < -2) children under five (0-59 months)	Sex	✓	✓
29. Percentage of children under age five who had diarrhea in the past two weeks	Sex	✓	✓
30. Percentage of children under five years old with diarrhea treated with oral	Sex	✓	✓
31. Prevalence of exclusive breastfeeding of children under six months of age	Sex	✓	✓
32. Prevalence of children 6-23 months receiving a minimum acceptable diet	Sex	✓	✓
33. Prevalence of children 6- 23 months who consume targeted nutrient-rich commodities	Sex, type of commodity	✓	✓
<b>GENDER</b>			
34. Percentage of men and women <u>in union</u> who earned cash in the past 12 months	Sex	✓	✓
35. Percentage of women in union and earning cash who report participation in decisions about the use of self-earned cash	None	✓	✓
36. Percentage of women in union and earning cash who report participation in decisions about the use of spouse/partner's self-earned cash	None	✓	✓
37. Percentage of men in union and earning cash who report spouse/partner participation in decisions about the use of self-earned cash	None	✓	✓
38. Percentage of men and women <u>in union</u> with children under two who have knowledge of maternal and child health and nutrition (MCHN) practices	Sex	✓	✓
39. Percentage of men/women in union with children under two who make maternal health and nutrition decisions alone	Sex	✓	✓
40. Percentage of men/women in union with children under two who make maternal health and nutrition decisions jointly with spouse/partner	Sex	✓	✓
41. Percentage of men/women in union with children under two who make child health and nutrition decisions alone	Sex	✓	✓
42. Percentage of men/women in union with children under two who make child health and nutrition decisions jointly with spouse/partner	Sex	✓	✓
<b>RESILIENCE</b>			
43. Shock exposure index	None	✓	✓

Indicator	Disaggregation	2018 BL	2023 EL
44. Cumulative impact of shock exposure index	None	✓	✓
45. Absorptive capacity index	None	✓	✓
46. Adaptive capacity index	None	✓	✓
47. Transformative capacity index	None	✓	✓
48. Ability to recover from shocks and stresses index	None	✓	✓
49. Proportion of households participating in group-based savings, micro-finance or	None	✓	✓
50. Index of Social Capital at the household level	None	✓	✓
<b>CUSTOM INDICATORS (MC/Apolou only)</b>			
51. Average rating of government's ability to be responsive to citizens' needs (including transparency, inclusivity, effectiveness) as measured on scorecard	Sex	✓	✓
52. Percent of target population who can state at least one health benefit of waiting at least two years after last live birth before attempting the next pregnancy	Sex, Age	✓	✓

## **ANNEX 9: C1**

See next page.

## 2023 UGANDA EL QUESTIONNAIRE

### Module A. Identification and Informed Consent (Head of HH or Responsible Adult)

#### IDENTIFICATION (1)

A01 CLUSTER CODE .....

--	--	--

A02 HOUSEHOLD NUMBER (HH) .....

--	--	--

A03 DISTRICT

AMUDAT	1	KAABONG	2	KOTIDO	3	MOROTO	4
NAKAPIRIPIRIT	5	NAPAK	6	KARENGA	7	NABILATUK	8
ABIM	9						


#### INTERVIEWER VISITS

	FIRST VISIT	SECOND VISIT	THIRD VISIT	FINAL VISIT				
A05 DATE	_____	_____	_____	A09 DAY <table border="1" style="display: inline-table; width: 30px; height: 20px; vertical-align: middle;"></table>				
A06 ENUMERATOR	_____	_____	_____	A10 MONTH <table border="1" style="display: inline-table; width: 30px; height: 20px; vertical-align: middle;"></table>				
A07 DAY OF VISIT	_____	_____	_____	A11 YEAR <table border="1" style="display: inline-table; width: 100px; height: 20px; vertical-align: middle; text-align: center;"> <tr> <td style="width: 20px;">2</td> <td style="width: 20px;">0</td> <td style="width: 20px;">2</td> <td style="width: 20px;">3</td> </tr> </table>	2	0	2	3
2	0	2	3					
A08 RESULT USE CODES BELOW	<table border="1" style="width: 40px; height: 40px;"></table>	<table border="1" style="width: 40px; height: 40px;"></table>	<table border="1" style="width: 40px; height: 40px;"></table>	A12 INT. NUMBER <table border="1" style="display: inline-table; width: 60px; height: 20px; vertical-align: middle;"></table>				
NEXT VISIT: DATE	_____	_____		A13 TOTAL NUMBER OF VISITS <table border="1" style="display: inline-table; width: 30px; height: 20px; vertical-align: middle;"></table>				
TIME	_____	_____						

A14 FINAL OUTCOME OF INTERVIEW (CIRCLE ONE)

- |   |                                 |
|---|---------------------------------|
| 1 COMPLETED   | 3 ENTIRE HOUSEHOLD ABSENT       |
| 2 NO HOUSEHOLD MEMBER AT HOME<br>OR NO COMPETENT RESPONDENT<br>AT HOME AT TIME OF VISIT | 4 POSTPONED/PARTIALLY COMPLETED |
| 9 OTHER _____<br>(SPECIFY)  | 5 REFUSED                       |

A17 TOTAL PERSONS  
IN THE HOUSEHOLD

A18 LINE NO. OF  
RESPONDENT TO  
HOUSEHOLD ROSTER

A19 TOTAL CHILD-  
REN UNDER FIVE

A15A. MALE PRIMARY DECISION-MAKER'S NAME AND LINE NUMBER

--	--

A20 TOTAL ELIG.  
WOMEN 15-49 YRS

A15B. FEMALE PRIMARY DECISION-MAKER'S NAME AND LINE NUMBER

--	--

A21 TOTAL NO. OF  
FARMERS

A22 SUPERVISOR

NAME \_\_\_\_\_

CODE

--	--	--

A00: START TIME

		:		
HOUR			MINUTE	

### INFORMED CONSENT

IT IS NECESSARY TO INTRODUCE THE SURVEY TO THE RESPONDENT HOUSEHOLD AND OBTAIN THE CONSENT OF ALL RESPONDENTS BEFORE ASKING ANY QUESTIONS. FIRST IDENTIFY THE HEAD OF HOUSEHOLD AND READ THE INFORMED CONSENT WITH HIM/HER. AFTER READING THE INFORMED CONSENT, IF THE PERSON AGREES THEN CONTINUE WITH THE QUESTIONS IN MODULE B TO IDENTIFY ADDITIONAL HOUSEHOLD MEMBERS. IF THE PERSON REFUSES TO ANSWER, ASK IF THERE IS ANOTHER





LINE NO.	USUAL RESIDENTS	RELATIONSHIP TO HEAD OF HOUSEHOLD	SEX	AGE	ELIGIBILITY										MARITAL STATUS	SURVIVORSHIP AND RESIDENCE OF BIOLOGICAL PARENTS				IF AGE 5 YEARS OR OLDER		IF AGE 5-24 YEARS	
					MODULE C H1	MODULE D	PRIMARY CAREGIVER	MODULE E	MODULE CC, F, H2, H5, R, L, P	MODULE J	MODULE J	MODULE K	MODULE G	B15		B16	B17	B18	B19	B20	B21	B22	B23
B01	B02	B03	B04	B05	B06	B07	B08	B09	B10	B11	B12	B13	B14	B15	B16	B17	B18	B19	B20	B21	B22	B23	
Please tell me the name and sex of each person who lives here, starting with the head of the household. For our purposes today, members of a household are adults or children that live together and eat from the "same pot". It should include anyone who has lived in your house for at least 6 of the last 12 months, but it does not include anyone who lives here but eats elsewhere. AFTER LISTING NAMES, RELATIONSHIP, SEX, AGE, CASTE FOR EACH PERSON ASK QUESTIONS 2A-2C TO BE SURE THAT THE LISTING IS COMPLETE. THEN ASK QUESTIONS B06 TO B23 FOR EACH PERSON	What is the relationship of (NAME) to the head of the household?  SEE CODES BELOW.	Is (NAME) male or female?  IF 95 OR MORE, RECORD '95'.  '98'=DON'T KNOW. USE ONLY FOR PERSONS WHO ARE ≥ 50.  USE '00' IF CHILD IS LESS THAN 1 YEAR	How old is (NAME)?	Is (NAME) responsible for food preparation in the household?	IS THIS PERSON UNDER 5 YEARS OF AGE?	Who is the primary caregiver of (NAME)? *SEE DEFINITION BELOW  ENTER LINE NUMBER OF PRIMARY CAREGIVER	IS THIS A WOMAN 15-49 YEARS OF AGE?	IS THIS PERSON THE HEAD OF THE HH OR A RESPONSIBLE ADULT IF HEAD OF HH IS ABSENT?	Has (NAME) done any work in the last 12 months?	During the last 12 months, was (NAME) usually paid in cash or kind for this work or was (NAME) not paid at all?	Is (NAME) the parent of a child under 2 years of age who is living in this household?	Is (NAME) a farmer?	What is (NAME)'s current marital status?  1 = MARRIED OR LIVING TOGETHER 2 = DIVORCED/ SEPARATED 3 = WIDOWED 4 = NEVER- MARRIED AND NEVER LIVED TOGETHER	Is (NAME)'s natural mother alive?  Does (NAME)'s natural mother usually live in this household?  IF "YES": What is her name? RECORD MOTHER'S LINE NUMBER.  IF "NO", RECORD '00'.	Is (NAME)'s natural father alive?  Does (NAME)'s natural father usually live in this household?  IF "YES": What is his name? RECORD FATHER'S LINE NUMBER.  IF NO, RECORD '00'.	Has (NAME) ever attended school?	What is the highest grade (NAME) has completed?  SEE CODES BELOW.	Did (NAME) attend school at any time during the 2023 school year?	During this school year, what grade is (NAME) attending?  SEE CODES BELOW.				
GO TO 13										1	2	1	2	1	2	1	2	1	2	1	2	1	2
13			1 2		1 2	1 2		1 2	1 2	1 2		1 2	1 2		1 2	1 2	1 2	1 2	1 2			1 2	
GO TO 13										1	2	1	2	1	2	1	2	1	2	1	2	1	2
14			1 2		1 2	1 2		1 2	1 2	1 2		1 2	1 2		1 2	1 2	1 2	1 2	1 2			1 2	
GO TO 13										1	2	1	2	1	2	1	2	1	2	1	2	1	2
15			1 2		1 2	1 2		1 2	1 2	1 2		1 2	1 2		1 2	1 2	1 2	1 2	1 2			1 2	
GO TO 13										1	2	1	2	1	2	1	2	1	2	1	2	1	2
16			1 2		1 2	1 2		1 2	1 2	1 2		1 2	1 2		1 2	1 2	1 2	1 2	1 2			1 2	
GO TO 13										1	2	1	2	1	2	1	2	1	2	1	2	1	2
17			1 2		1 2	1 2		1 2	1 2	1 2		1 2	1 2		1 2	1 2	1 2	1 2	1 2			1 2	
GO TO 13										1	2	1	2	1	2	1	2	1	2	1	2	1	2
18			1 2		1 2	1 2		1 2	1 2	1 2		1 2	1 2		1 2	1 2	1 2	1 2	1 2			1 2	
GO TO 13										1	2	1	2	1	2	1	2	1	2	1	2	1	2
2A) Just to make sure that I have a complete listing: are there any other persons such as small children or infants that we have not listed?	YES →	ADD TO TABLE	NO																				
2B) Are there any other people who may not be members of your family, such as domestic servants, lodgers, or friends who usually live here?	YES →	ADD TO TABLE	NO																				
2C) Does anyone else live here even if they are not at home now? INCLUDE CHILDREN IN SCHOOL OR HOUSEHOLD MEMBERS AT WORK OR MIGRATED.	YES →	ADD TO TABLE	NO																				
DEFINITIONS										CODES FOR Qs. B21 AND B23: EDUCATION													
*The primary caregiver is the person who knows the most about how and what the child is fed. Usually, but not always, this will be the child's mother.										LEVEL													
**Work includes jobs in the formal and/or informal sector, full time, part time, or seasonal work that is done within and/or outside the home. It includes, but is not limited to agricultural daily wage labor, off-farm daily wage labor, income generation activities, sale of goods produced or processed outside the home or at the home, homestead garden or farm (e.g., vegetables, eggs, fish, livestock, artisanal goods), or petty trading. It can also include participating in cash for work, food for work, or conditional cash transfers and/or productive safety net programs. For this indicator, work does not include caring for own children, cooking, cleaning or doing other routine chores for own household (e.g., fetching water, collecting firewood) or being involved in agricultural production solely for household consumption.										GRADE													
***Farmers, including herders and fishers, are: 1) men and women who have access to a plot of land (even if very small) over which they make decisions about what will be grown, how it will be grown, and how to dispose of the harvest; AND/OR 2) men and women who have animals and/or aquaculture products over which they have decision-making power. Farmers produce food, feed, and fiber, where "food" includes agronomic crops (crops grown in large scale, such as grains), horticulture crops (vegetables, fruit, nuts, berries, and herbs), animal and aquaculture products, as well as natural products (e.g., non-timber forest products, wild fisheries). These farmers may engage in processing and marketing of food, feed, and fiber and may reside in settled communities, mobile pastoralist communities, or refugee/internally displaced person camps. An adult member of the household who does farm work but does not have decision-making responsibility over the plot OR animals would not be considered a "farmer." For instance, a woman working on her husband's land who does not control a plot of her own would not be interviewed.										00 = LESS THAN 1 YEAR COMPLETED (USE '00' FOR B21 ONLY. THIS CODE IS NOT ALLOWED FOR B23.) 98 = DON'T KNOW													
CODES FOR B03: RELATIONSHIP TO HEAD OF HOUSEHOLD										B24: END TIME													
01 = HEAD OF HOUSEHOLD 02 = WIFE OR HUSBAND 03 = SON OR DAUGHTER 04 = SON-IN-LAW OR DAUGHTER-IN-LAW 05 = GRANDCHILD 06 = PARENT										07 = PARENT-IN-LAW 08 = BROTHER OR SISTER 09 = OTHER RELATIVE 10 = ADOPTED/FOSTER/STEPCHILD 11 = NOT RELATED 98 = DON'T KNOW													
										HOUR <input type="text"/> <input type="text"/> MINUTE <input type="text"/> <input type="text"/> → GO TO MODUE C													

**Module C. Food Security**  
**(Person responsible for food preparation)**

NO.	QUESTIONS AND FILTERS	CODING CATEGORIES	
C00	INSERT TIME MODULE STARTED	HOUR <input type="text"/> <input type="text"/>	MINUTE <input type="text"/> <input type="text"/>
C01	CLUSTER CODE AND HOUSEHOLD NUMBER	CLUSTER <input type="text"/> <input type="text"/> <input type="text"/>	HH <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
C02A	PERSON IN CHARGE OF FOOD PREPARATION FROM THE HOUSEHOLD ROSTER (B06) = 1)	LINE NUMBER (B01)	<input type="text"/> <input type="text"/>
C02B	OBTAIN CONSENT. DOES [NAME] AGREE TO PARTICIPATE IN THE SURVEY?	YES .....	1
		NO .....	2
		NOT AVAILABLE	3

→ C24

**HDDS QUESTIONS**

	<p>Now I would like to ask you about the types of foods that you or anyone else in your household ate yesterday during the day and at night.</p> <p>READ THE LIST OF FOODS. RECORD "YES" IF ANYONE IN THE HOUSEHOLD ATE THE FOOD IN QUESTION.</p> <p>RECORD "NO" IF NO ONE IN THE HOUSEHOLD ATE THE FOOD.</p> <p>THE FOODS LISTED SHOULD BE THOSE PREPARED IN THE HOUSEHOLD AND EATEN IN THE HOUSEHOLD OR TAKEN ELSEWHERE TO EAT. DO NOT INCLUDE FOODS CONSUMED OUTSIDE THE HOME THAT WERE PREPARED ELSEWHERE.</p>		
C03	Was yesterday an unusual or special day (Festival, Funeral, fasting etc.) or were most household members absent?	YES .....	1
		NO .....	2
			→ C16Y
C04	Any bread, biscuits, rice, noodles, posho, porridge, cereals or other foods made from wheat, maize, rice, sorghum, millet?	YES .....	1
		NO .....	2
C05	Any Irish potatoes, yams, sweet potatoes, cassava, matoke, or any other foods made from roots or tubers?	YES .....	1
		NO .....	2
C06	Any vegetables? (pumpkin, squash, etc.)	YES .....	1
		NO .....	2
C07	Any fruits? (watermelon, jackfruit, etc.)	YES .....	1
		NO .....	2
C08	Any beef, pork, lamb, goat, rabbit, field rats, wild game, chicken, duck, or other birds, liver, kidney, heart, or other organ meats or blood?	YES .....	1
		NO .....	2
C09	Any eggs?	YES .....	1
		NO .....	2
C10	Any fresh or dried fish or shellfish?	YES .....	1
		NO .....	2
C11	Any foods made from beans, peas, lentils, green grams, cowpeas, pigeon peas, nuts, or sunflower seeds?	YES .....	1
		NO .....	2
C12	Any cheese, yogurt, milk, or other milk products?	YES .....	1
		NO .....	2
C13	Any foods made with oil, fat, or butter?	YES .....	1
		NO .....	2
C14	Any sugar or honey?	YES .....	1
		NO .....	2



<b>Module C. Food Security</b> <b>(Person responsible for food preparation)</b>			
NO.	QUESTIONS AND FILTERS	CODING CATEGORIES	
C15	Any other foods, such as condiments, coffee or tea?	YES .....	1
		NO .....	2
<b>FOOD INSECURITY EXPERIENCE SCALE (FIES)</b>			
	Now, I would like to ask you some questions about your food consumption in the past 12 MONTHS.		
C16Y	During the past 12 MONTHS, was there a time when you or others in your household were worried you would not have enough food to eat because of a lack of money or other resources?	YES .....	1
		NO .....	2
C17Y	During the past 12 MONTHS was there a time when you or others in your household were unable to eat healthy and nutritious food because of a lack of money or other resources?	YES .....	1
		NO .....	2
C18Y	During the past 12 MONTHS was there a time when you or others in your household ate only a few kinds of foods because of a lack of money or other resources?	YES .....	1
		NO .....	2
C19Y	During the past 12 MONTHS was there a time when you or others in your household had to skip a meal because there was not enough money or other resources to get food?	YES .....	1
		NO .....	2
C20Y	During the past 12 MONTHS was there a time when you or others in your household ate less than you thought you should because of a lack of money or other resources?	YES .....	1
		NO .....	2
C21Y	During the past 12 MONTHS was there a time when your household did not have food because of a lack of money or other resources?	YES .....	1
		NO .....	2
C22Y	During the past 12 MONTHS was there a time when you or others in your household were hungry but did not eat because there was not enough money or other resources for food?	YES .....	1
		NO .....	2
C23Y	During the past 12 MONTHS was there a time when you or others in your household went without eating for a whole day because of a lack of money or other resources?	YES .....	1
		NO .....	2
C24	<b>INSERT TIME MODULE ENDED</b>	HOUR <input type="text"/> <input type="text"/>	MINUTE <input type="text"/> <input type="text"/> <span style="float: right;">→ GO TO MODULE CC</span>

<b>Module CC. Mobility and Local Government Responsiveness (Head of HH or Responsible Adult)</b>			
NO.	QUESTIONS AND FILTERS	CODING CATEGORIES	
CC00	INSERT TIME MODULE STARTED	HOUR <input style="width: 20px;" type="text"/> <input style="width: 20px;" type="text"/>	MINUTE <input style="width: 20px;" type="text"/> <input style="width: 20px;" type="text"/>
CC01	CLUSTER CODE AND HOUSEHOLD NUMBER	CLUSTER <input style="width: 20px;" type="text"/> <input style="width: 20px;" type="text"/> <input style="width: 20px;" type="text"/>	HH <input style="width: 20px;" type="text"/> <input style="width: 20px;" type="text"/> <input style="width: 20px;" type="text"/>
CC02A	HEAD OF HOUSEHOLD OR RESPONSIBLE ADULT (B10 = 1) FROM HOUSEHOLD ROSTER	LINE NUMBER (B01) <input style="width: 20px;" type="text"/> <input style="width: 20px;" type="text"/>	
CC02B	OBTAIN CONSENT. DOES [NAME] AGREE TO PARTICIPATE IN THE SURVEY?	YES ..... 1 NO ..... 2 NOT AVAILABLE ..... 3	→ CC27
<b>MOBILITY AND SECURITY</b>			
CC04	Are there areas in your community that you were unable to visit in 2012 due to insecurity, that you are now able to access, such as grazing land, farmland, markets, or social events?	YES ..... 1 NO ..... 2 DON'T KNOW ..... 8	
<b>LOCAL GOVERNMENT RESPONSIVENESS</b>			
	Now, I will ask you about your impressions on the performance of representatives from local government. On a scale of 1 to 10, with 10 being the best and 1 being the worst, how would you rank officials in local government in the following categories?		
CC05	Local government officials share important information that helps my household to make better decisions.	1 2 3 4 5 6 7 8 9 10	
CC06	Local government officials are available to me if I want to express my opinion or solve a problem.	1 2 3 4 5 6 7 8 9 10	
CC07	Local government are actively working to solve problems and meet needs of people like me and my community.	1 2 3 4 5 6 7 8 9 10	
CC08	Local government officials are aware of the issues of most concern to people like me.	1 2 3 4 5 6 7 8 9 10	
CC09	Local government officials speak regularly with people like me and interact with us.	1 2 3 4 5 6 7 8 9 10	
CC10	Local government officials try their best to listen to what people like me have to say.	1 2 3 4 5 6 7 8 9 10	
CC11	Local government officials are working in the interest of the people, and not their own self-interest.	1 2 3 4 5 6 7 8 9 10	
CC12	Local government officials are competent and professional in performing their jobs.	1 2 3 4 5 6 7 8 9 10	
CC13	Local government officials are accountable to the public for the quality of their job performance and the decisions that they take.	1 2 3 4 5 6 7 8 9 10	
CC14	Local government officials are open and honest about their work and the decisions that they take.	1 2 3 4 5 6 7 8 9 10	
CC15	Local government officials are willing to share information about their work with me and my community	1 2 3 4 5 6 7 8 9 10	
CC16	Local government officials have taken action to improve health and water services in my community.	1 2 3 4 5 6 7 8 9 10	
CC27	INSERT TIME MODULE ENDED	HOUR <input style="width: 20px;" type="text"/> <input style="width: 20px;" type="text"/>	MINUTE <input style="width: 20px;" type="text"/> <input style="width: 20px;" type="text"/> → GO TO MODULE F

Module D1. Children's Nutritional Status and Feeding Practices (Primary Caregivers)				
D00	INSERT TIME MODULE STARTED	HOUR	<input type="text"/> <input type="text"/>	MINUTE <input type="text"/> <input type="text"/>
D01	CLUSTER CODE AND HOUSEHOLD NUMBER	CLUSTER	<input type="text"/> <input type="text"/> <input type="text"/>	HH <input type="text"/> <input type="text"/> <input type="text"/>
NO.	QUESTIONS AND FILTERS	FIRST ELIGIBLE CHILD FROM ROSTER	SECOND ELIGIBLE CHILD FROM ROSTER	THIRD ELIGIBLE CHILD FROM ROSTER
		NAME	NAME	NAME
D02	CHILD UNDER 5 YEARS OLD (B07= 1) FROM THE HOUSEHOLD ROSTER	LINE NO. CHILD (B01) <input type="text"/> <input type="text"/>	LINE NO. CHILD (B01) <input type="text"/> <input type="text"/>	LINE NO. CHILD (B01) <input type="text"/> <input type="text"/>
D03A	CAREGIVER'S LINE NUMBER FROM THE HOUSEHOLD ROSTER (B08)	LINE NO. CAREGIVER <input type="text"/> <input type="text"/>	LINE NO. CAREGIVER <input type="text"/> <input type="text"/>	LINE NO. CAREGIVER <input type="text"/> <input type="text"/>
D03B	OBTAIN CONSENT. DOES [NAME] AGREE TO PARTICIPATE IN THE SURVEY?	YES ..... 1 NO ..... 2 (SKIP TO D65) ← NOT AVAILABLE ..... 3	YES ..... 1 NO ..... 2 (SKIP TO D65) ← NOT AVAILABLE ..... 3	YES ..... 1 NO ..... 2 (SKIP TO D65) ← NOT AVAILABLE ..... 3
D04	What is [CHILD NAME]'s sex?	MALE ..... 1 FEMALE ..... 2	MALE ..... 1 FEMALE ..... 2	MALE ..... 1 FEMALE ..... 2
D05	I would like to ask you some questions about [CHILD'S NAME].  Does [CHILD'S NAME] have a health/vaccination card or other document with the birth date recorded?  IF A DOCUMENT WITH THE BIRTHDATE IS SHOWN RECORD THE DAY, MONTH AND YEAR AS DOCUMENTED.  RECORD AGE IN YEARS IN D06  IF A DOCUMENT WITH THE BIRTHDATE IS NOT SHOWN THEN ASK: In what month and year was [CHILD'S NAME] born? What is [HIS/HER] birthday? RECORD BIRTH DAY, MONTH AND YEAR  IF THE CAREGIVER DOES NOT KNOW THE EXACT DAY OF BIRTH, ENTER "98", INDICATING "DON'T KNOW" FOR DAY. YOU DO NOT NEED TO PROBE FURTHER FOR DAY OF BIRTH. NOTE THAT YOU ARE NOT ALLOWED TO ENTER "DON'T KNOW" FOR MONTH OR YEAR OF BIRTH.	DAY <input type="text"/> <input type="text"/> MONTH <input type="text"/> <input type="text"/>  YEAR <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	DAY <input type="text"/> <input type="text"/> MONTH <input type="text"/> <input type="text"/>  YEAR <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	DAY <input type="text"/> <input type="text"/> MONTH <input type="text"/> <input type="text"/>  YEAR <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
D06	How old was [CHILD'S NAME] at [HIS/HER] last birthday? RECORD AGE IN COMPLETED YEARS	YEARS <input type="text"/> <input type="text"/>	YEARS <input type="text"/> <input type="text"/>	YEARS <input type="text"/> <input type="text"/>
D07	How many months old is [CHILD'S NAME]? RECORD AGE IN COMPLETED MONTHS	MONTHS <input type="text"/> <input type="text"/>	MONTHS <input type="text"/> <input type="text"/>	MONTHS <input type="text"/> <input type="text"/>
D08	CHECK D05, D06, AND D07 TO VERIFY CONSISTENCY.  A) IS THE YEAR RECORDED IN D05 CONSISTENT WITH THE AGE IN YEARS RECORDED IN D06?  B) ARE YEAR AND MONTH OF BIRTH RECORDED IN D05 CONSISTENT WITH AGE IN MONTHS RECORDED IN D07? USE BIRTHDATE CONVERSION TABLE TO CHECK.  IF THE ANSWER TO A OR B IS "NO" RESOLVE ANY INCONSISTENCIES.			
EXCLUSIVE BREAST FEEDING AND MINIMUM ACCEPTABLE DIET				
D14	CHECK D07: IS THE CHILD UNDER 60 MONTHS (5 YEARS)?	YES ..... 1 NO ..... 2 (GO TO D02 FOR NEXT CHILD OR TO D66 IF NO MORE CHILDREN) ← DON'T KNOW ..... 8	YES ..... 1 NO ..... 2 (GO TO D02 FOR NEXT CHILD OR TO D66 IF NO MORE CHILDREN) ← DON'T KNOW ..... 8	YES ..... 1 NO ..... 2 (GO TO D02 ON NEW PAGE FOR NEXT CHILD OR TO D66 IF NO MORE CHILDREN) ← DON'T KNOW ..... 8
D15	CHECK D07:	YES ..... 1	YES ..... 1	YES ..... 1

NO.	QUESTIONS AND FILTERS	FIRST ELIGIBLE CHILD FROM ROSTER	SECOND ELIGIBLE CHILD FROM ROSTER	THIRD ELIGIBLE CHILD FROM ROSTER
		NAME _____ NO ..... 2 (SKIP TO D54) ← DON'T KNOW ..... 8	NAME _____ NO ..... 2 (SKIP TO D54) ← DON'T KNOW ..... 8	NAME _____ NO ..... 2 (SKIP TO D54) ← DON'T KNOW ..... 8
D16	Has [CHILD'S NAME] ever been breastfed?	YES ..... 1 NO ..... 2 (SKIP TO D18) ← DON'T KNOW ..... 8	YES ..... 1 NO ..... 2 (SKIP TO D18) ← DON'T KNOW ..... 8	YES ..... 1 NO ..... 2 (SKIP TO D18) ← DON'T KNOW ..... 8
D17	Was [CHILD'S NAME] breastfed yesterday during the day or at night?	YES ..... 1 (SKIP TO D19) ← NO ..... 2 DON'T KNOW ..... 8	YES ..... 1 (SKIP TO D19) ← NO ..... 2 DON'T KNOW ..... 8	YES ..... 1 (SKIP TO D19) ← NO ..... 2 DON'T KNOW ..... 8
D18	Sometimes babies are breastfed by another woman or given breast milk from another woman by spoon, cup, bottle, or some other way. This can happen if a mother cannot breastfeed her own baby for various reasons, such as the mother is sick or away, mastitis, etc.  Did [CHILD'S NAME] consume breast milk in any of these ways yesterday during the day or at night?	YES ..... 1 NO ..... 2 DON'T KNOW ..... 8	YES ..... 1 NO ..... 2 DON'T KNOW ..... 8	YES ..... 1 NO ..... 2 DON'T KNOW ..... 8
D19	Now I would like to ask you about some medicines and vitamins that are sometimes given to infants.  Was [CHILD'S NAME] given any vitamin drops or other medicines as drops yesterday during the day or at night?	YES ..... 1 NO ..... 2 DON'T KNOW ..... 8	YES ..... 1 NO ..... 2 DON'T KNOW ..... 8	YES ..... 1 NO ..... 2 DON'T KNOW ..... 8
D20	Was [CHILD'S NAME] given oral rehydration solution yesterday during the day or at night?	YES ..... 1 NO ..... 2 DON'T KNOW ..... 8	YES ..... 1 NO ..... 2 DON'T KNOW ..... 8	YES ..... 1 NO ..... 2 DON'T KNOW ..... 8
	Next I would like to ask you about some liquids that [CHILD'S NAME] may have had yesterday during the day or at night.  Did [CHILD'S NAME] have:			
D21	Plain water?	YES ..... 1 NO ..... 2 DON'T KNOW ..... 8	YES ..... 1 NO ..... 2 DON'T KNOW ..... 8	YES ..... 1 NO ..... 2 DON'T KNOW ..... 8
D22	Any kind of Infant formula like Nani, SMA, Nestle?	YES ..... 1 NO ..... 2 (SKIP TO D24) ← DON'T KNOW ..... 8	YES ..... 1 NO ..... 2 (SKIP TO D24) ← DON'T KNOW ..... 8	YES ..... 1 NO ..... 2 (SKIP TO D24) ← DON'T KNOW ..... 8
D23	How many times yesterday during the day or at night did [CHILD'S NAME] consume any formula?	TIMES .... <input type="text"/> <input type="text"/>	TIMES .... <input type="text"/> <input type="text"/>	TIMES .... <input type="text"/> <input type="text"/>
D24	Did [CHILD'S NAME] have any milk such as tinned, powdered or fresh animal milk?	YES ..... 1 NO ..... 2 (SKIP TO D26) ← DON'T KNOW ..... 8	YES ..... 1 NO ..... 2 (SKIP TO D26) ← DON'T KNOW ..... 8	YES ..... 1 NO ..... 2 (SKIP TO D26) ← DON'T KNOW ..... 8
D25	How many times yesterday during the day or at night did [CHILD'S NAME] consume any milk?	TIMES .... <input type="text"/> <input type="text"/>	TIMES .... <input type="text"/> <input type="text"/>	TIMES .... <input type="text"/> <input type="text"/>
D26	Did [CHILD'S NAME] have any juice or juice drinks?	YES ..... 1 NO ..... 2 DON'T KNOW ..... 8	YES ..... 1 NO ..... 2 DON'T KNOW ..... 8	YES ..... 1 NO ..... 2 DON'T KNOW ..... 8
D27	Clear broth?	YES ..... 1 NO ..... 2 DON'T KNOW ..... 8	YES ..... 1 NO ..... 2 DON'T KNOW ..... 8	YES ..... 1 NO ..... 2 DON'T KNOW ..... 8
D28	Yogurt drinks?	YES ..... 1 NO ..... 2 (SKIP TO D30) ← DON'T KNOW ..... 8	YES ..... 1 NO ..... 2 (SKIP TO D30) ← DON'T KNOW ..... 8	YES ..... 1 NO ..... 2 (SKIP TO D30) ← DON'T KNOW ..... 8
D29	How many times yesterday during the day or at night	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>

NO.	QUESTIONS AND FILTERS	FIRST ELIGIBLE CHILD FROM ROSTER	SECOND ELIGIBLE CHILD FROM ROSTER	THIRD ELIGIBLE CHILD FROM ROSTER
		NAME _____ TIMES ..... <input type="text"/> <input type="text"/> <input type="text"/>	NAME _____ TIMES ..... <input type="text"/> <input type="text"/> <input type="text"/>	NAME _____ TIMES ..... <input type="text"/> <input type="text"/> <input type="text"/>
	did [CHILD'S NAME] consume any yogurt?			
D30	Did [CHILD'S NAME] have any thin porridge? PROBES: EUGI  LIMIT TO PORRIDGE MIXED VERY THIN OR THICK DRINKS MADE FROM CEREAL. THICKER LESS LIQUID PORRIDGE IS INCLUDED UNDER ITEM D33.	YES ..... 1 NO ..... 2 DON'T KNOW ..... 8	YES ..... 1 NO ..... 2 DON'T KNOW ..... 8	YES ..... 1 NO ..... 2 DON'T KNOW ..... 8
D31	Any other liquids?	YES ..... 1 NO ..... 2 DON'T KNOW ..... 8	YES ..... 1 NO ..... 2 DON'T KNOW ..... 8	YES ..... 1 NO ..... 2 DON'T KNOW ..... 8
D32	Now I would like to ask you about (other) liquids or foods that (NAME) ate yesterday during the day or at night. I am interested in whether your child had the item even if it was combined with other foods. For example, if (NAME) ate a millet porridge made with a mixed vegetable sauce, you should reply yes to any food I ask about that was an ingredient in the porridge or sauce.  Please do not include any food used in a small amount for seasoning or condiments (like chilies, spices, herbs, or fish powder), I will ask you about those foods separately.  Yesterday, during the day or at night, did [CHILD'S NAME] eat any (ASK QUESTIONS D33A-D49)?			
D33	Bread, biscuits, cereals/porridge, noodles, rice, chapati, posho, sorghum mash/residue or other foods made from grains such as maize, millet, sorghum, wheat, bullrush?	YES ..... 1 NO ..... 2 DON'T KNOW ..... 8	YES ..... 1 NO ..... 2 DON'T KNOW ..... 8	YES ..... 1 NO ..... 2 DON'T KNOW ..... 8
D34	Pumpkin, carrots, squash, orange flesh sweet potatoes or or any other dark yellow or orange fleshed roots, tubers and vegetables?	YES ..... 1 NO ..... 2 DON'T KNOW ..... 8	YES ..... 1 NO ..... 2 DON'T KNOW ..... 8	YES ..... 1 NO ..... 2 DON'T KNOW ..... 8
D35	White irish potatoes, white yams, white sweet potato, cassava, matoke, or any other foods made from roots?	YES ..... 1 NO ..... 2 DON'T KNOW ..... 8	YES ..... 1 NO ..... 2 DON'T KNOW ..... 8	YES ..... 1 NO ..... 2 DON'T KNOW ..... 8
D36A	Any dark green leafy vegetables such as spinach, lettuce, chard, dodo (amaranthis), pumpkin leaves, cassava leaves, bean leaves, kales/sukumawiki, cowpea leaves or	YES ..... 1 NO ..... 2 DON'T KNOW ..... 8	YES ..... 1 NO ..... 2 DON'T KNOW ..... 8	YES ..... 1 NO ..... 2 DON'T KNOW ..... 8
D36B	Any indigenous vegetables such as eboo, alilote, ekamalakang, ekoreete seeds and/or leaves, ngadekela seeds and/or leaves?	YES ..... 1 NO ..... 2 DON'T KNOW ..... 8	YES ..... 1 NO ..... 2 DON'T KNOW ..... 8	YES ..... 1 NO ..... 2 DON'T KNOW ..... 8
D36C	Any other vegetables, like cucumbers, tomatoes, cauliflower, cabbage, broccoli, eggplant, etc.?	YES ..... 1 NO ..... 2 DON'T KNOW ..... 8	YES ..... 1 NO ..... 2 DON'T KNOW ..... 8	YES ..... 1 NO ..... 2 DON'T KNOW ..... 8
D37A	Ripe mangoes, ripe papaya, melon, passionfruit or other fruits that are dark yellow or orange inside?	YES ..... 1 NO ..... 2 DON'T KNOW ..... 8	YES ..... 1 NO ..... 2 DON'T KNOW ..... 8	YES ..... 1 NO ..... 2 DON'T KNOW ..... 8
D37B	Any indigenous fruits like ekoreete, ngadekela (white watermelon), ngimongo, ngakamuria, ngikajika, hgikaruka or ngalam?	YES ..... 1 NO ..... 2 DON'T KNOW ..... 8	YES ..... 1 NO ..... 2 DON'T KNOW ..... 8	YES ..... 1 NO ..... 2 DON'T KNOW ..... 8
D37C	Any other fruits like watermelon, tamarind, or jackfruit?	YES ..... 1 NO ..... 2 DON'T KNOW ..... 8	YES ..... 1 NO ..... 2 DON'T KNOW ..... 8	YES ..... 1 NO ..... 2 DON'T KNOW ..... 8
D38A	Any liver, kidney, heart, blood or other organ meats from domesticated animals such as cow, pig, goat, chicken or duck?	YES ..... 1 NO ..... 2 DON'T KNOW ..... 8	YES ..... 1 NO ..... 2 DON'T KNOW ..... 8	YES ..... 1 NO ..... 2 DON'T KNOW ..... 8
D38B	Any meat from domesticated animals, such as beef, pork, lamb, goat, chicken, or duck?	YES ..... 1 NO ..... 2 DON'T KNOW ..... 8	YES ..... 1 NO ..... 2 DON'T KNOW ..... 8	YES ..... 1 NO ..... 2 DON'T KNOW ..... 8
D39A	Any organs from wild animals, such as game meat, bush rats, birds, wild pigeons, guinea fowl, deer, wild boar, wild goat?	YES ..... 1 NO ..... 2 DON'T KNOW ..... 8	YES ..... 1 NO ..... 2 DON'T KNOW ..... 8	YES ..... 1 NO ..... 2 DON'T KNOW ..... 8
D39B	Any flesh from wild animals, such as game meat, bush rats, birds, wild pigeons, guinea fowl, deer, wild boar, wild goat?	YES ..... 1 NO ..... 2 DON'T KNOW ..... 8	YES ..... 1 NO ..... 2 DON'T KNOW ..... 8	YES ..... 1 NO ..... 2 DON'T KNOW ..... 8
D40	Eggs?	YES ..... 1	YES ..... 1	YES ..... 1

NO.	QUESTIONS AND FILTERS	FIRST ELIGIBLE CHILD FROM ROSTER	SECOND ELIGIBLE CHILD FROM ROSTER	THIRD ELIGIBLE CHILD FROM ROSTER
		NAME _____ NO ..... 2 DON'T KNOW ..... 8	NAME _____ NO ..... 2 DON'T KNOW ..... 8	NAME _____ NO ..... 2 DON'T KNOW ..... 8
D41	Fresh or dried fish, shellfish or seafood?	YES ..... 1 NO ..... 2 DON'T KNOW ..... 8	YES ..... 1 NO ..... 2 DON'T KNOW ..... 8	YES ..... 1 NO ..... 2 DON'T KNOW ..... 8
D42	Any foods made from beans, peas, lentils, peanuts or other legumes such as cowpeas, pigeon peas, green grams or simsim?	YES ..... 1 NO ..... 2 DON'T KNOW ..... 8	YES ..... 1 NO ..... 2 DON'T KNOW ..... 8	YES ..... 1 NO ..... 2 DON'T KNOW ..... 8
D43	Any foods made from nuts and seeds such as pumpkin, sunflower seeds?	YES ..... 1 NO ..... 2 DON'T KNOW ..... 8	YES ..... 1 NO ..... 2 DON'T KNOW ..... 8	YES ..... 1 NO ..... 2 DON'T KNOW ..... 8
D44	Cheese, yogurt or other milk products?	YES ..... 1 NO ..... 2 DON'T KNOW ..... 8	YES ..... 1 NO ..... 2 DON'T KNOW ..... 8	YES ..... 1 NO ..... 2 DON'T KNOW ..... 8
D45	Any shea nut oils, other oils, fats, butter or foods made with any of these?	YES ..... 1 NO ..... 2 DON'T KNOW ..... 8	YES ..... 1 NO ..... 2 DON'T KNOW ..... 8	YES ..... 1 NO ..... 2 DON'T KNOW ..... 8
D46	Any sugary foods such as chocolates, sweets, candies, pastires, cakes or biscuits?	YES ..... 1 NO ..... 2 DON'T KNOW ..... 8	YES ..... 1 NO ..... 2 DON'T KNOW ..... 8	YES ..... 1 NO ..... 2 DON'T KNOW ..... 8
D47	Condiments for flavor, such as chilies, spices, herbs, or fish powder?	YES ..... 1 NO ..... 2 DON'T KNOW ..... 8	YES ..... 1 NO ..... 2 DON'T KNOW ..... 8	YES ..... 1 NO ..... 2 DON'T KNOW ..... 8
D48	Grubs, snails or insect?	YES ..... 1 NO ..... 2 DON'T KNOW ..... 8	YES ..... 1 NO ..... 2 DON'T KNOW ..... 8	YES ..... 1 NO ..... 2 DON'T KNOW ..... 8
D49	Foods made with red palm oil, red palm nut, or red palm nut pulp sauce?	YES ..... 1 NO ..... 2 DON'T KNOW ..... 8	YES ..... 1 NO ..... 2 DON'T KNOW ..... 8	YES ..... 1 NO ..... 2 DON'T KNOW ..... 8
	<b>CHECK QUESTIONS D33-D49:</b>	IF "NO" TO ALL → D50 IF AT LEAST ONE "YES" OR "DK" TO ALL → D51	IF "NO" TO ALL → D50 IF AT LEAST ONE "YES" OR "DK" TO ALL → D51	IF "NO" TO ALL → D50 IF AT LEAST ONE "YES" OR "DK" TO ALL → D51
D50	Did [CHILD'S NAME] eat any solid, semi-solid, or or soft foods yesterday during the day or at night?  IF "YES" PROBE: What kind of solid, semi-solid, or soft foods did [CHILD'S NAME] eat?	YES ..... 1 GO BACK TO D33-D47 AND RECORD FOODS EATEN. THEN CONTINUE WITH D51. NO ..... 2 GO TO D52 ←   DON'T KNOW ..... 8	YES ..... 1 GO BACK TO D33-D47 AND RECORD FOODS EATEN. THEN CONTINUE WITH D51. NO ..... 2 GO TO D52 ←   DON'T KNOW ..... 8	YES ..... 1 GO BACK TO D33-D47 AND RECORD FOODS EATEN. THEN CONTINUE WITH D51. NO ..... 2 GO TO D52 ←   DON'T KNOW ..... 8
D51	How many times did [CHILD'S NAME] eat solid, semi-solid, or soft foods other than liquids yesterday during the day or at night?	TIMES .... <input type="text"/> <input type="text"/> DON'T KNOW ..... 98	TIMES .... <input type="text"/> <input type="text"/> DON'T KNOW ..... 98	TIMES .... <input type="text"/> <input type="text"/> DON'T KNOW ..... 98
<b>SPECIFIC TARGETED NUTRIENT-RICH COMMODITIES</b>				
D52a	Did [CHILD'S NAME] eat any foods made from bio-fortified beans yesterday during the day or at night?	YES ..... 1 NO ..... 2 DON'T KNOW ..... 8	YES ..... 1 NO ..... 2 DON'T KNOW ..... 8	YES ..... 1 NO ..... 2 DON'T KNOW ..... 8
D52b	Did [CHILD'S NAME] eat any foods made from bio-fortified maize or sorghum yesterday during the day or at night?	YES ..... 1 NO ..... 2 DON'T KNOW ..... 8	YES ..... 1 NO ..... 2 DON'T KNOW ..... 8	YES ..... 1 NO ..... 2 DON'T KNOW ..... 8
D52c	Did [CHILD'S NAME] eat any orange flesh sweet potatoes (OFSP) or foods made with OFSP yesterday during the day or at night?	YES ..... 1 NO ..... 2 DON'T KNOW ..... 8	YES ..... 1 NO ..... 2 DON'T KNOW ..... 8	YES ..... 1 NO ..... 2 DON'T KNOW ..... 8
		GO TO D54 FIRST COLUMN	GO TO D54 SECOND COLUMN	GO TO D54 THIRD COLUMN

Module D2. Children's Diarrhea and Oral Rehydration Therapy (Primary Caregivers)				
NO.	QUESTIONS AND FILTERS	FIRST ELIGIBLE CHILD FROM ROSTER NAME _____	SECOND ELIGIBLE CHILD FROM ROSTER NAME _____	THIRD ELIGIBLE CHILD FROM ROSTER NAME _____
D54	Has [CHILD'S NAME] had diarrhea in the last 2 weeks? (1)  DIARRHEA IS DEFINED AS 3 OR MORE WATERY STOOLS IN A DAY.	YES ..... 1 NO ..... 2  (GO TO D02 FOR NEXT CHILD OR TO D66 IF NO MORE CHILDREN) DON'T KNOW ..... 8	YES ..... 1 NO ..... 2  (GO TO D02 FOR NEXT CHILD OR TO D66 IF NO MORE CHILDREN) DON'T KNOW ..... 8	YES ..... 1 NO ..... 2  (GO TO D02 ON NEW PAGE FOR NEXT CHILD OR TO D66 IF NO MORE CHILDREN) DON'T KNOW ..... 8
D62	Was he/she given any of the following to drink at any time since he/she started having the diarrhea:  a) A fluid made from a special packet called ORS sachet such as Zinkid or RESTORE?  b) A reconstituted ORS liquid provided through government health facilities?  c) A government-recommended homemade fluid? (Probe: salt and sugar solution (SSS))	YES NO DK FLUID FROM ORS PKT..... 1 2 8  RECONSTITUTED ORS FROM GOVT 1 2 8  HOMEMADE FLUID..... 1 2 8	YES NO DK FLUID FROM ORS PKT..... 1 2 8  RECONSTITUTED ORS FROM GOVT 1 2 8  HOMEMADE FLUID..... 1 2 8	YES NO DK FLUID FROM ORS PKT..... 1 2 8  RECONSTITUTED ORS FROM GOVT 1 2 8  HOMEMADE FLUID..... 1 2 8
D63	Was anything (else) given to treat the diarrhea?	YES ..... 1 NO ..... 2  (GO TO D02 FOR NEXT CHILD OR TO D66 IF NO MORE CHILDREN) DON'T KNOW ..... 8	YES ..... 1 NO ..... 2  (GO TO D02 FOR NEXT CHILD OR TO D66 IF NO MORE CHILDREN) DON'T KNOW ..... 8	YES ..... 1 NO ..... 2  (GO TO D02 ON NEW PAGE FOR NEXT CHILD OR TO D66 IF NO MORE CHILDREN) DON'T KNOW ..... 8
D64	What (else) was given to treat the diarrhea?  RECORD ALL TREATMENTS GIVEN.  UPDATED FROM DHS	<b>PILL OR SYRUP</b> ANTIBIOTIC ..... A ANTIMOTILITY ..... B OTHER (NOT ANTIBIOTIC, ANTIMOTILITY, OR ZINC) ..... C UNKNOWN PILL OR SYRUP ..... D  <b>INJECTION</b> ANTIBIOTIC ..... E NON-ANTIBIOTIC ..... F UNKNOWN INJECTION ..... G (IV) INTRAVENOUS (DRIPS) ..... H  HOME REMEDY/ HERBAL MEDICINE . I OTHER _____ X (SPECIFY)	<b>PILL OR SYRUP</b> ANTIBIOTIC ..... A ANTIMOTILITY ..... B OTHER (NOT ANTIBIOTIC, ANTIMOTILITY, OR ZINC) ..... C UNKNOWN PILL OR SYRUP ..... D  <b>INJECTION</b> ANTIBIOTIC ..... E NON-ANTIBIOTIC ..... F UNKNOWN INJECTION ..... G (IV) INTRAVENOUS (DRIPS) ..... H  HOME REMEDY/ HERBAL MEDICINE . I OTHER _____ X (SPECIFY)	<b>PILL OR SYRUP</b> ANTIBIOTIC ..... A ANTIMOTILITY ..... B OTHER (NOT ANTIBIOTIC, ANTIMOTILITY, OR ZINC) ..... C UNKNOWN PILL OR SYRUP ..... D  <b>INJECTION</b> ANTIBIOTIC ..... E NON-ANTIBIOTIC ..... F UNKNOWN INJECTION ..... G (IV) INTRAVENOUS (DRIPS) ..... H  HOME REMEDY/ HERBAL MEDICINE . I OTHER _____ X (SPECIFY)
D65	THERE ARE NO MORE QUESTIONS FOR THIS CHILD.	GO TO <b>D02</b> FOR NEXT CHILD OR, IF NO MORE CHILDREN, GO TO D66	GO TO <b>D02</b> FOR NEXT CHILD OR, IF NO MORE CHILDREN, GO TO D66	GO TO <b>D02 ON NEW PAGE</b> FOR NEXT CHILD OR, IF NO MORE CHILDREN, GO TO D66
D66	INSERT TIME MODULE ENDED	HOUR <input type="text"/> <input type="text"/>	MINUTE <input type="text"/> <input type="text"/> →	<b>GO TO MODULE E</b>

(1) The term(s) used for diarrhea should encompass the expressions used for all forms of diarrhea, including bloody stools (consistent with dysentery), watery stools, etc.

**Module E. Women's Nutrition, Breastfeeding and Antenatal Care (Women 15-49)**

NO.	QUESTIONS AND FILTERS	WOMAN'S NAME	WOMAN'S NAME	WOMAN'S NAME
E00	INSERT TIME MODULE STARTED	HOUR <input type="text"/> <input type="text"/> MINUTE <input type="text"/> <input type="text"/>	HOUR <input type="text"/> <input type="text"/> MINUTE <input type="text"/> <input type="text"/>	HOUR <input type="text"/> <input type="text"/> MINUTE <input type="text"/> <input type="text"/>
E01	CLUSTER CODE AND HOUSEHOLD NUMBER	CLUSTER <input type="text"/> <input type="text"/> <input type="text"/> HH <input type="text"/> <input type="text"/>	CLUSTER <input type="text"/> <input type="text"/> <input type="text"/> HH <input type="text"/> <input type="text"/>	CLUSTER <input type="text"/> <input type="text"/> <input type="text"/> HH <input type="text"/> <input type="text"/>
E02A	LINE NUMBER OF WOMAN 15-49 YEARS OF AGE FROM ROSTER (B09=1)	LINE NUMBER (B01) <input type="text"/> <input type="text"/>	LINE NUMBER (B01) <input type="text"/> <input type="text"/>	LINE NUMBER (B01) <input type="text"/> <input type="text"/>
E02B	OBTAIN CONSENT. DOES [NAME] AGREE TO PARTICIPATE IN THE SURVEY?	YES ..... 1 NO ..... 2 SKIP TO E49A ← NOT AVAILABLE ..... 8	YES ..... 1 NO ..... 2 SKIP TO E49A ← NOT AVAILABLE ..... 8	YES ..... 1 NO ..... 2 SKIP TO E49A ← NOT AVAILABLE ..... 8
E03	In what month and year were you born?  IF DON'T KNOW MONTH RECORD "98" IF DON'T KNOW YEAR RECORD "9998"	MONTH <input type="text"/> <input type="text"/>  YEAR <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	MONTH <input type="text"/> <input type="text"/>  YEAR <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	MONTH <input type="text"/> <input type="text"/>  YEAR <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
E04	Please tell me how old you are. What was your age at your last birthday? RECORD AGE IN COMPLETED YEARS AND SKIP TO E06. IF RESPONDENT CANNOT REMEMBER HOW OLD SHE IS, CIRCLE 98 AND ASK QUESTION E05.	AGE IN YEARS <input type="text"/> <input type="text"/> (SKIP TO E06) ←  DONT KNOW ..... 98	AGE IN YEARS <input type="text"/> <input type="text"/> (SKIP TO E06) ←  DONT KNOW ..... 98	AGE IN YEARS <input type="text"/> <input type="text"/> (SKIP TO E06) ←  DONT KNOW ..... 98
E05	Are you between the ages of 15 and 49 years old?	YES ..... 1 NO ..... 2 DONT KNOW ..... 8	YES ..... 1 NO ..... 2 DONT KNOW ..... 8	YES ..... 1 NO ..... 2 DONT KNOW ..... 8
E06	CHECK E03, E04 AND E05 (IF APPLICABLE): IS THE RESPONDENT BETWEEN THE AGES OF 15 AND 49  IF ANSWER IS 'NO' AND ANOTHER WOMAN IS INCLUDED, THAN QUESTIONS E02-E05 MUST BE REPEATED FOR THE NEW  IF THE INFORMATION IN E03, E04 AND E05 CONFLICTS, DETERMINE WHICH IS MOST ACCURATE.	IF YES, THEN CONTINUE.  IF NO, THEN GO TO E49A	IF YES, THEN CONTINUE.  IF NO, THEN GO TO E49A	IF YES, THEN CONTINUE.  IF NO, THEN GO TO E49A
<b>WOMAN'S DIETARY DIVERSITY</b>				
Now I would like to ask you about liquids or foods that you ate yesterday during the day or at night. I am interested in whether you had the item even if it was combined with other foods. For example, if you ate a millet porridge made with a mixed vegetable sauce, you should reply yes to any food I ask about that was an ingredient in the porridge or sauce. Please do not include any food used in a small amount for seasoning or condiments (like chilies, spices, herbs, or fish powder), I will ask you about those foods separately.  Yesterday during the day or night did you drink/eat any [ASK QUESTIONS E07 to E25]?				
E07	Bread, biscuits, cereals/porridge, noodles, rice, chapati, posho, sorghum mash/residue or other foods made from grains such as maize, millet, sorghum, wheat, bullrush?	YES ..... 1 NO ..... 2 DONT KNOW ..... 8	YES ..... 1 NO ..... 2 DONT KNOW ..... 8	YES ..... 1 NO ..... 2 DONT KNOW ..... 8
E08	Pumpkin, carrots, squash, orange flesh sweet potatoes or or any other dark yellow or orange fleshed roots, tubers and vegetables?	YES ..... 1 NO ..... 2 DONT KNOW ..... 8	YES ..... 1 NO ..... 2 DONT KNOW ..... 8	YES ..... 1 NO ..... 2 DONT KNOW ..... 8
E09	White irish potatoes, white yams, white sweet potato, cassava, matoke, or any other foods made from roots?	YES ..... 1 NO ..... 2 DONT KNOW ..... 8	YES ..... 1 NO ..... 2 DONT KNOW ..... 8	YES ..... 1 NO ..... 2 DONT KNOW ..... 8
E10	Any dark green leafy vegetables such as spinach, lettuce, chard, dodo (amaranthis), pumpkin leaves, cassava leaves, bean leaves, kales/sukumawiki, cowpea leaves or okra?	YES ..... 1 NO ..... 2 DONT KNOW ..... 8	YES ..... 1 NO ..... 2 DONT KNOW ..... 8	YES ..... 1 NO ..... 2 DONT KNOW ..... 8
E10A	Any indgenous vegetables such as eboo, allote, ekamalakang, ekoreete seeds and/or leaves, ngadekela seeds and/or leaves?	YES ..... 1 NO ..... 2 DONT KNOW ..... 8	YES ..... 1 NO ..... 2 DONT KNOW ..... 8	YES ..... 1 NO ..... 2 DONT KNOW ..... 8
E11	Any other vegetables, like cucumbers, tomatoes, cauliflower, cabbage, broccoli, eggplant, etc.?	YES ..... 1 NO ..... 2 DONT KNOW ..... 8	YES ..... 1 NO ..... 2 DONT KNOW ..... 8	YES ..... 1 NO ..... 2 DONT KNOW ..... 8
E12	Ripe mangoes, ripe papaya, melon, passionfruit or other fruits that are dark yellow or orange inside?	YES ..... 1 NO ..... 2 DONT KNOW ..... 8	YES ..... 1 NO ..... 2 DONT KNOW ..... 8	YES ..... 1 NO ..... 2 DONT KNOW ..... 8
E12A	Any indigenous fruits like ekoreete, ngadekela (white watermelon), ngimongo, ngakamura, ngikajika, hgikaruka or ngalam?	YES ..... 1 NO ..... 2 DONT KNOW ..... 8	YES ..... 1 NO ..... 2 DONT KNOW ..... 8	YES ..... 1 NO ..... 2 DONT KNOW ..... 8
E13	Any other fruits like watermelon, tamarind, jackfruit, ngimongo, ngakamura, ngikajika, hgikaruka, or ngalam?	YES ..... 1 NO ..... 2 DONT KNOW ..... 8	YES ..... 1 NO ..... 2 DONT KNOW ..... 8	YES ..... 1 NO ..... 2 DONT KNOW ..... 8
E14	Any liver, kidney, heart, blood or other organ meats from domesticated animals such as cow, pig, goat, chicken or duck?	YES ..... 1 NO ..... 2 DONT KNOW ..... 8	YES ..... 1 NO ..... 2 DONT KNOW ..... 8	YES ..... 1 NO ..... 2 DONT KNOW ..... 8
E15	Any meat from domesticated animals, such as beef, pork, lamb, goat, chicken, or duck?	YES ..... 1 NO ..... 2 DONT KNOW ..... 8	YES ..... 1 NO ..... 2 DONT KNOW ..... 8	YES ..... 1 NO ..... 2 DONT KNOW ..... 8
E16	Any organs from wild animals, such as game meat, bush rats, birds, wild pigeons, guinea fowl, deer, wild boar, wild goat?	YES ..... 1 NO ..... 2	YES ..... 1 NO ..... 2	YES ..... 1 NO ..... 2



**Module E. Women's Nutrition, Breastfeeding and Antenatal Care (Women 15-49)**

NO.	QUESTIONS AND FILTERS	WOMAN'S NAME	WOMAN'S NAME	WOMAN'S NAME
		DON'T KNOW . . . . . 8	DON'T KNOW . . . . . 8	DON'T KNOW . . . . . 8
E17	Any flesh from wild animals, such as game meat, bush rats, birds, wild pigeons, guinea fowl, deer, wild boar, wild goat?	YES . . . . . 1 NO . . . . . 2 DON'T KNOW . . . . . 8	YES . . . . . 1 NO . . . . . 2 DON'T KNOW . . . . . 8	YES . . . . . 1 NO . . . . . 2 DON'T KNOW . . . . . 8
E18	Eggs?	YES . . . . . 1 NO . . . . . 2 DON'T KNOW . . . . . 8	YES . . . . . 1 NO . . . . . 2 DON'T KNOW . . . . . 8	YES . . . . . 1 NO . . . . . 2 DON'T KNOW . . . . . 8
E19	Fresh or dried fish, shellfish or seafood?	YES . . . . . 1 NO . . . . . 2 DON'T KNOW . . . . . 8	YES . . . . . 1 NO . . . . . 2 DON'T KNOW . . . . . 8	YES . . . . . 1 NO . . . . . 2 DON'T KNOW . . . . . 8
E20	Any foods made from beans, peas, lentils, peanuts or other legumes such as cowpeas, pigeon peas, green grams or simsim?	YES . . . . . 1 NO . . . . . 2 DON'T KNOW . . . . . 8	YES . . . . . 1 NO . . . . . 2 DON'T KNOW . . . . . 8	YES . . . . . 1 NO . . . . . 2 DON'T KNOW . . . . . 8
E21	Any foods made from nuts and seeds such as pumpkin, sunflower seeds?	YES . . . . . 1 NO . . . . . 2 DON'T KNOW . . . . . 8	YES . . . . . 1 NO . . . . . 2 DON'T KNOW . . . . . 8	YES . . . . . 1 NO . . . . . 2 DON'T KNOW . . . . . 8
E22	Milk, cheese, yogurt or other milk products?	YES . . . . . 1 NO . . . . . 2 DON'T KNOW . . . . . 8	YES . . . . . 1 NO . . . . . 2 DON'T KNOW . . . . . 8	YES . . . . . 1 NO . . . . . 2 DON'T KNOW . . . . . 8
E23	Any shea nut oils, other oils, fats, butter or foods made with any of these	YES . . . . . 1 NO . . . . . 2 DON'T KNOW . . . . . 8	YES . . . . . 1 NO . . . . . 2 DON'T KNOW . . . . . 8	YES . . . . . 1 NO . . . . . 2 DON'T KNOW . . . . . 8
E24	Any sugary foods such as chocolates, sweets, candies, pastires, cakes or biscuits?	YES . . . . . 1 NO . . . . . 2 DON'T KNOW . . . . . 8	YES . . . . . 1 NO . . . . . 2 DON'T KNOW . . . . . 8	YES . . . . . 1 NO . . . . . 2 DON'T KNOW . . . . . 8
E25	Condiments for flavor, such as chilies, spices, herbs, or fish powder?	YES . . . . . 1 NO . . . . . 2 DON'T KNOW . . . . . 8	YES . . . . . 1 NO . . . . . 2 DON'T KNOW . . . . . 8	YES . . . . . 1 NO . . . . . 2 DON'T KNOW . . . . . 8
E26	Grubs, snails or insects?	YES . . . . . 1 NO . . . . . 2 DON'T KNOW . . . . . 8	YES . . . . . 1 NO . . . . . 2 DON'T KNOW . . . . . 8	YES . . . . . 1 NO . . . . . 2 DON'T KNOW . . . . . 8
E27	Foods made with red palm oil, red palm nut, or red palm nut pulp sauce?	YES . . . . . 1 NO . . . . . 2 DON'T KNOW . . . . . 8	YES . . . . . 1 NO . . . . . 2 DON'T KNOW . . . . . 8	YES . . . . . 1 NO . . . . . 2 DON'T KNOW . . . . . 8
	<b>SPECIFIC TARGETED NUTRIENT-RICH COMMODITIES</b>			
E27a	Any foods made from bio-fortified beans yesterday during the day or at night?	YES . . . . . 1 NO . . . . . 2 DON'T KNOW . . . . . 8	YES . . . . . 1 NO . . . . . 2 DON'T KNOW . . . . . 8	YES . . . . . 1 NO . . . . . 2 DON'T KNOW . . . . . 8
E27b	Any foods made from bio-fortified sorghum or maize yesterday during the day or at night?	YES . . . . . 1 NO . . . . . 2 DON'T KNOW . . . . . 8	YES . . . . . 1 NO . . . . . 2 DON'T KNOW . . . . . 8	YES . . . . . 1 NO . . . . . 2 DON'T KNOW . . . . . 8
E27c	Any orange flesh sweet potatoes (OFSP) or foods made with OFSP yesterday during the day or at night	YES . . . . . 1 NO . . . . . 2 DON'T KNOW . . . . . 8	YES . . . . . 1 NO . . . . . 2 DON'T KNOW . . . . . 8	YES . . . . . 1 NO . . . . . 2 DON'T KNOW . . . . . 8
	<b>HISTORY OF PREGNANCIES AND BIRTHS</b>			
E28	Now I would like to ask you about pregnancies and births you may have had.  Are you currently pregnant?	YES . . . . . 1 NO . . . . . 2 DON'T KNOW . . . . . 8  (SKIP TO E30) ←	YES . . . . . 1 NO . . . . . 2 DON'T KNOW . . . . . 8  (SKIP TO E30) ←	YES . . . . . 1 NO . . . . . 2 DON'T KNOW . . . . . 8  (SKIP TO E30) ←
E29	Have you ever been pregnant?	YES . . . . . 1 NO . . . . . 2 (SKIP TO E45) ←	YES . . . . . 1 NO . . . . . 2 (SKIP TO E45) ←	YES . . . . . 1 NO . . . . . 2 (SKIP TO E45) ←
E30	Have you ever given birth?	YES . . . . . 1 NO . . . . . 2 (SKIP TO E45) ←	YES . . . . . 1 NO . . . . . 2 (SKIP TO E45) ←	YES . . . . . 1 NO . . . . . 2 (SKIP TO E45) ←
E31	When was the last time you gave birth to a boy or girl who was born alive?  IF THE RESPONDENT DOES NOT KNOW THE BIRTHDATE ASK: Do you have a health/vaccination card for that child with the birthdate recorded?  IF THE HEALTH/VACCINATION CARD IS SHOWN, RECORD THE DATE OF BIRTH AS DOCUMENTED ON THE CARD	Date of Last Live Birth DAY..... [ ][ ] If day is not known, enter '98' above  MONTH..... [ ][ ]  YEAR..... [ ][ ][ ][ ]	Date of Last Live Birth DAY..... [ ][ ] If day is not known, enter '98' above  MONTH..... [ ][ ]  YEAR..... [ ][ ][ ][ ]	Date of Last Live Birth DAY..... [ ][ ] If day is not known, enter '98' above  MONTH..... [ ][ ]  YEAR..... [ ][ ][ ][ ]
	<b>CHECK ANSWER TO QUESTION E31. DID THE RESPONDENT'S LAST LIVE BIRTH OCCUR WITHIN THE PAST 5 YEARS, THAT IS, SINCE [INSERT MONTH OF INTERVIEW] 2018?</b>	IF YES, THEN CONTINUE.  IF NO, THEN SKIP TO E45	IF YES, THEN CONTINUE.  IF NO, THEN SKIP TO E45	IF YES, THEN CONTINUE.  IF NO, THEN SKIP TO E45
E32	What is the name of your child who was born on (DATE INDICATED IN E31)? ADD LINE NUMBER (B01) FROM HH ROSTER. WRITE 00 IF CHILD NOT IN HH.	NAME _____ LINE NUMBER (B01) [ ][ ]	NAME _____ LINE NUMBER (B01) [ ][ ]	NAME _____ LINE NUMBER (B01) [ ][ ]
	<b>ANTENATAL CARE AND CONTRACEPTIVE PREVALENCE</b>			
E38	Did you see anyone for antenatal care during the pregnancy?	YES . . . . . 1 NO . . . . . 2 (SKIP TO E45) ←	YES . . . . . 1 NO . . . . . 2 (SKIP TO E45) ←	YES . . . . . 1 NO . . . . . 2 (SKIP TO E45) ←
E39	Whom did you see?	<b>HEALTH PERSONNEL</b> DOCTOR . . . . . A	<b>HEALTH PERSONNEL</b> DOCTOR . . . . . A	<b>HEALTH PERSONNEL</b> DOCTOR . . . . . A

**Module E. Women's Nutrition, Breastfeeding and Antenatal Care (Women 15-49)**

NO.	QUESTIONS AND FILTERS	WOMAN'S NAME	WOMAN'S NAME	WOMAN'S NAME
	Anyone else?	NURSE ..... B MIDWIFE ..... C OTHER HEALTH OFFICER .... D HEALTH EXTENSION WORKER COMMUNITY HEALTH WORKER / VILLAGE HEALTH TEAM .... E <b>OTHER PERSON</b> TRADITIONAL BIRTH ATTENDANT ..... F OTHER PERSON _____ X (SPECIFY)	NURSE ..... B MIDWIFE ..... C OTHER HEALTH OFFICER .... D HEALTH EXTENSION WORKER COMMUNITY HEALTH WORKER / VILLAGE HEALTH TEAM .... E <b>OTHER PERSON</b> TRADITIONAL BIRTH ATTENDANT ..... F OTHER PERSON _____ X (SPECIFY)	NURSE ..... B MIDWIFE ..... C OTHER HEALTH OFFICER .... D HEALTH EXTENSION WORKER COMMUNITY HEALTH WORKER / VILLAGE HEALTH TEAM .... E <b>OTHER PERSON</b> TRADITIONAL BIRTH ATTENDANT ..... F OTHER PERSON _____ X (SPECIFY)
E40	Where did you receive antenatal care for this pregnancy?  Anywhere else?  PROBE TO IDENTIFY EACH TYPE OF FACILITY AND RECORD ALL MENTIONED.	<b>HOME</b> YOUR HOME..... A OTHER HOME..... B  <b>PUBLIC SECTOR</b> GOVT HOSPITAL..... C GOVT HEALTH CENTER/STATIO ..... D GOVT HEALTH POST ..... E OTHER PUBLIC ..... F _____ F (SPECIFY)  <b>NON-GOVT (NGO) SECTOR</b> HEALTH FACILITY G OTHER NGO FACILITY ..... H _____ H (SPECIFY)  <b>PRIVATE MED. SECTOR</b> PVT. HOSPITAL ..... I PVT. CLINIC ..... J OTHER PRIVATE MED. .... K _____ K (SPECIFY)  <b>OTHER</b> ..... X (SPECIFY)	<b>HOME</b> YOUR HOME..... A OTHER HOME..... B  <b>PUBLIC SECTOR</b> GOVT HOSPITAL..... C GOVT HEALTH CENTER/STATIO ..... D GOVT HEALTH POST ..... E OTHER PUBLIC ..... F _____ F (SPECIFY)  <b>NON-GOVT (NGO) SECTOR</b> HEALTH FACILITY G OTHER NGO FACILITY ..... H _____ H (SPECIFY)  <b>PRIVATE MED. SECTOR</b> PVT. HOSPITAL ..... I PVT. CLINIC ..... J OTHER PRIVATE MED. .... K _____ K (SPECIFY)  <b>OTHER</b> ..... X (SPECIFY)	<b>HOME</b> YOUR HOME..... A OTHER HOME..... B  <b>PUBLIC SECTOR</b> GOVT HOSPITAL..... C GOVT HEALTH CENTER/STATIO ..... D GOVT HEALTH POST ..... E OTHER PUBLIC ..... F _____ F (SPECIFY)  <b>NON-GOVT (NGO) SECTOR</b> HEALTH FACILITY G OTHER NGO FACILITY ..... H _____ H (SPECIFY)  <b>PRIVATE MED. SECTOR</b> PVT. HOSPITAL ..... I PVT. CLINIC ..... J OTHER PRIVATE MED. .... K _____ K (SPECIFY)  <b>OTHER</b> ..... X (SPECIFY)
E41	How many months pregnant were you when you first received antenatal care during this pregnancy?	MONTHS <input type="text"/> <input type="text"/>	MONTHS <input type="text"/> <input type="text"/>	MONTHS <input type="text"/> <input type="text"/>
E42	How many times did you receive antenatal care during this pregnancy?	NUMBER OF TIMES <input type="text"/> <input type="text"/>	NUMBER OF TIMES <input type="text"/> <input type="text"/>	NUMBER OF TIMES <input type="text"/> <input type="text"/>
E43	At this time, do you know of a place where you can go to receive services for family planning? ?	YES ..... 1 NO ..... 2	YES ..... 1 NO ..... 2	YES ..... 1 NO ..... 2
E45	<b>CHECK ANSWER TO QUESTION E28. IS THE WOMAN CURRENTLY PREGNANT?</b>	IF YES, THEN SKIP TO E49A  IF NO, THEN CONTINUE.	IF YES, THEN SKIP TO E49A  IF NO, THEN CONTINUE.	IF YES, THEN SKIP TO E49A  IF NO, THEN CONTINUE.
E47	Are you or your partner currently doing something or using any method to delay or avoid getting pregnant?	YES ..... 1 NO ..... 2 (SKIP TO E49A) ←	YES ..... 1 NO ..... 2 (SKIP TO E49A) ←	YES ..... 1 NO ..... 2 (SKIP TO E49A) ←
E48	Which method are you using?  RECORD ALL MENTIONED.         NOTE: MOON BEADS ARE LOCALLY USED FOR STANDARD DAYS METHOD	FEMALE STERILIZATION .....A MALE STERILIZATION .....B IUD.....C INJECTABLES .....D IMPLANTS.....E PILL.....F CONDOM.....G FEMALE CONDOM.....H EMERGENCY CONTRACEPTION .....I STANDARD DAYS METHOD .....J LACTATIONAL AMEN. METHOD.....K RHYTHM METHOD.....L WITHDRAWAL .....M	FEMALE STERILIZATION .....A MALE STERILIZATION .....B IUD.....C INJECTABLES .....D IMPLANTS.....E PILL.....F CONDOM.....G FEMALE CONDOM.....H EMERGENCY CONTRACEPTION .....I STANDARD DAYS METHOD .....J LACTATIONAL AMEN. METHOD.....K RHYTHM METHOD.....L WITHDRAWAL .....M	FEMALE STERILIZATION .....A MALE STERILIZATION .....B IUD.....C INJECTABLES .....D IMPLANTS.....E PILL.....F CONDOM.....G FEMALE CONDOM.....H EMERGENCY CONTRACEPTION .....I STANDARD DAYS METHOD .....J LACTATIONAL AMEN. METHOD.....K RHYTHM METHOD.....L WITHDRAWAL .....M
E49A	THERE ARE NO MORE QUESTIONS FOR THIS WOMAN.	GO TO E02A FOR NEXT WOMAN OR, IF NO MORE WOMEN, GO TO E49B.	GO TO E02A FOR NEXT WOMAN OR, IF NO MORE WOMEN, GO TO E49B.	GO TO E02A FOR NEXT WOMAN OR, IF NO MORE WOMEN, GO TO E49B.
E49B	<b>INSERT TIME MODULE ENDED</b>  HOUR <input type="text"/> <input type="text"/> MINUTE	→ GO TO ANTHROPOMETRY		



Module F. Water, Sanitation and Hygiene (Head of HH or Responsible Adult)			
NO.	QUESTIONS AND FILTERS	CODING CATEGORIES	SKIP
		DON'T KNOW ..... Z	
F10a.	What types of containers do you use for water storage?  RECORD ONE ANSWER ONLY	No containers (water used on delivery, not stored) 1 Open containers (bucket/drum/Jerry-can without lid) 2 Containers with lid (bucket/drum/Jerry with lid) ..... 3 Containers with and without lid ..... D OTHER _____ X (SPECIFY)	
<b>SANITATION</b>			
F11	What kind of toilet facility do members of your household usually use ?  IF RESPONDENT CANNOT GIVE CLEAR RESPONSE, THEN OBSERVE THE TOILET AND RECORD THE CORRECT RESPONSE.	<b>FLUSH OR POUR FLUSH TOILET</b> FLUSH TO PIPED SEWER SYTEM ..... 11 FLUSH TO SEPTIC TANK ..... 12 FLUSH TO PIT LATRINE ..... 13 FLUSH TO SOMEWHERE ELSE ..... 14 FLUSH, DON'T KNOW WHERE ..... 15 <b>PIT LATRINE</b> VENTILATED IMPROVED PIT LATR ..... 21 PIT LATRINE WITH SLAB ..... 22 PIT LATRINE WITHOUT SLAB/OPEN F ..... 23 ECOSAN LATRINE ..... 31 BUCKET TOILET ..... 41 HANGING TOILET/HANGING LATRINE ..... 51 DESIGNATED AREA NOT ALREADY LISTED ..... 61 DIG AND BURY ..... 62 NO FACILITY/BUSH/FIELD ..... 71 OTHER _____ 96 (SPECIFY)	→ F13A
F12	Does your household share the toilet facility with other households?	YES ..... 1 NO ..... 2	→ F13A
F13	How many households share that toilet facility?	NUMBER OF HOUSEHOLDS 0 <input type="text" value="0"/> <input type="text"/> IF LESS THAN 10 ..... 10 OR MORE HOUSEHOLDS ..... 95 DON'T KNOW ..... 98	
F13A	Do the children of this household use a different toilet facility as the adult members?	YES ..... 1 NO ..... 2	→ F14
F13B	What kind of facility do children use?	<b>FLUSH OR POUR FLUSH TOILET</b> FLUSH TO PIPED SEWER SYTEM ..... 11 FLUSH TO SEPTIC TANK ..... 12 FLUSH TO PIT LATRINE ..... 13 FLUSH TO SOMEWHERE ELSE ..... 14 FLUSH, DON'T KNOW WHERE ..... 15 <b>PIT LATRINE</b> VENTILATED IMPROVED PIT LATR ..... 21 PIT LATRINE WITH SLAB ..... 22 PIT LATRINE WITHOUT SLAB/OPEN F ..... 23 ECOSAN LATRINE ..... 31 BUCKET TOILET ..... 41 HANGING TOILET/HANGING LATRINE ..... 51 DESIGNATED AREA NOT ALREADY LISTED ..... 61 DIG AND BURY ..... 62 NO FACILITY/BUSH/FIELD ..... 71 OTHER _____ 96 (SPECIFY)	
<b>HANDWASHING</b>			
F14	Please show me where members of your household most often wash their hands.	OBSERVED ..... 1 NOT OBSERVED,	

Module F. Water, Sanitation and Hygiene (Head of HH or Responsible Adult)			
NO.	QUESTIONS AND FILTERS	CODING CATEGORIES	SKIP
		NOT IN DWELLING/YARD/PLO ..... 2 NOT OBSERVED, NO PERMISSION TO SEE ..... 3 NOT OBSERVED, OTHER REASON ..... 4 (SKIP TO F17) ←	
F15	<u>OBSERVATION ONLY:</u> OBSERVE PRESENCE OF WATER AT THE PLACE FOR HANDWASHING.	WATER IS AVAILABLE ..... 1 WATER IS NOT AVAILABLE ..... 2	
F16	<u>OBSERVATION ONLY:</u> OBSERVE PRESENCE OF SOAP, DETERGENT, OR OTHER CLEANSING AGENT AT THE PLACE FOR HANDWASHING.	SOAP OR DETERGENT (BAR, LIQUID, POWDER, PASTE) ..... 1 ASH, MUD, SAND ..... 2 NONE ..... 3	
F17	INSERT TIME MODULE FINISHED	HOUR <input type="text"/> <input type="text"/> MINUTE <input type="text"/> <input type="text"/> →	<b>GO TO MODULE G</b>

<b>Module G. Agriculture (All Farmers)</b>					
G00	INSERT TIME MODULE STARTED	HOUR	<input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/>	MINUTE	<input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/>
G01	CLUSTER CODE AND HOUSEHOLD NUMBER	CLUSTER	<input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/>	<input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/>	
NO.	QUESTIONS AND FILTERS	FIRST FARMER NAME _____	SECOND FARMER NAME _____	THIRD FARMER NAME _____	
<p><b>REGISTER NAME, SEX AND LINE NUMBER FROM THE HOUSEHOLD ROSTER FOR THE FIRST FARMER (B14=1). START WITH QUESTION G02 FOR THE FIRST FARMER. IF THERE IS MORE THAN ONE FARMER IN THE HOUSEHOLD THEN INTERVIEW ALL ADDITIONAL FARMERS AS NEEDED. QUESTIONS G03A-G03D ARE ONLY USED IF THE FARMER IS ABSENT AFTER THREE TRIES AND THERE IS AN ALTERNATE RESPONDENT THAT IS KNOWLEDGABLE ABOUT THE FARMER'S AGRICULTURAL PRACTICES AND DECISIONS.</b></p>					
G02A	FARMER FROM THE HOUSEHOLD ROSTER (B14 = 1)	LINE NO. (B01)	<input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/>	LINE NO. (B01)	<input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/>
G02B	FARMER'S SEX FROM THE HOUSEHOLD ROSTER (B04)	MALE ..... 1 FEMALE ..... 2	MALE ..... 1 FEMALE ..... 2	MALE ..... 1 FEMALE ..... 2	MALE ..... 1 FEMALE ..... 2
G02C	OBTAIN CONSENT. DOES [NAME] AGREE TO PARTICIPATE IN THE SURVEY?	YES ..... 1 (SKIP TO G04) ← NO ..... 2 (SKIP TO G26) ← NOT AVAILABLE ..... 3	YES ..... 1 (SKIP TO G04) ← NO ..... 2 (SKIP TO G26) ← NOT AVAILABLE ..... 3	YES ..... 1 (SKIP TO G04) ← NO ..... 2 (SKIP TO G26) ← NOT AVAIL..... 3	YES ..... 1 (SKIP TO G04) ← NO ..... 2 (SKIP TO G26) ← NOT AVAIL..... 3
G03A	ARE YOU INTERVIEWING AN ALTERNATE RESPONDENT ?	YES ..... 1 NO ..... 2 (SKIP TO G26) ←	YES ..... 1 NO ..... 2 (SKIP TO G26) ←	YES ..... 1 NO ..... 2 (SKIP TO G26) ←	YES ..... 1 NO ..... 2 (SKIP TO G26) ←
G03B	ALTERNATE RESPONDENT'S LINE NUMBER FROM THE HH ROSTER (B01)	LINE NUMBER.....	<input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/>	LINE NUMBER.....	<input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/>
G03C	ALTERNATE RESPONDENT'S SEX FROM THE HH ROSTER (B04)	MALE ..... 1 FEMALE ..... 2	MALE ..... 1 FEMALE ..... 2	MALE ..... 1 FEMALE ..... 2	MALE ..... 1 FEMALE ..... 2
G03D	OBTAIN WRITTEN CONSENT. DOES [NAME] AGREE TO PARTICIPATE IN THE SURVEY?	YES ..... 1 NO ..... 2 (SKIP TO G26) ←	YES ..... 1 NO ..... 2 (SKIP TO G26) ←	YES ..... 1 NO ..... 2 (SKIP TO G26) ←	YES ..... 1 NO ..... 2 (SKIP TO G26) ←
<p><b>INSTRUCTION TO RESPONDENT WHEN THE FARMER IS ABSENT:</b> I want to know about all farming activities in this household. Because [NAME OF ABSENT FARMER] is absent, please answer these questions about [HIS/HER] farming.</p>					
G04	Do you have access to a plot of land (even if very small) over which you make decisions about what will be grown, OR how it will be grown, OR how to dispose/store/sell the harvest?  INCLUDES PLOTS OF LAND ALLOCATED TO FARMERS FOR GROWING CROPS BUT NOT OWNED.	YES ..... 1 NO ..... 2 (SKIP TO G05) ←	YES ..... 1 NO ..... 2 (SKIP TO G05) ←	YES ..... 1 NO ..... 2 (SKIP TO G05) ←	YES ..... 1 NO ..... 2 (SKIP TO G05) ←
G04A	Do you own, rent, or sharecrop the land over which you make decisions?	OWN ..... 1 RENT ..... 2 SHARECROP ..... 3 NONE OF THESE ..... 4 (SKIP TO G05) ←	OWN ..... 1 RENT ..... 2 SHARECRO ..... 3 NONE OF THESE ..... 4 (SKIP TO G05) ←	OWI ..... 1 RENT ..... 2 SHAREC ..... 3 NONE OF THE ..... 4 (SKIP TO G05) ←	OWI ..... 1 RENT ..... 2 SHAREC ..... 3 NONE OF THE ..... 4 (SKIP TO G05) ←
G04B	What was your farm size (the largest total area of your farmland) in any cropping season in the past 12 months?  INCLUDE LAND THAT IS OWNED, RENTED OR SHARE CROPPED	<input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/> . <input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/> ACRES	<input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/> . <input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/> ACRES	<input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/> . <input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/> ACRES	
G05	Do you have animals and/or aquaculture products over which you make decisions about their management OR how to dispose/store/sell of the production? NOTE: BEEKEEPING IS INCLUDED	YES ..... 1 NO ..... 2	YES ..... 1 NO ..... 2	YES ..... 1 NO ..... 2	YES ..... 1 NO ..... 2
G06	CHECK ANSWERS TO QUESTIONS G04 AND G05. IS THE ANSWER TO QUESTION G04 OR G05 "YES"?	IF YES, THEN CONTINUE.  IF NO, SKIP TO G26.	IF YES, THEN CONTINUE.  IF NO, SKIP TO G26.	IF YES, THEN CONTINUE.  IF NO, SKIP TO G26.	IF YES, THEN CONTINUE.  IF NO, SKIP TO G26.

NO.	QUESTIONS AND FILTERS	FIRST FARMER NAME _____	SECOND FARMER NAME _____	THIRD FARMER NAME _____
<b>FINANCIAL SERVICES</b>				
G07	Did you take any agricultural credit, in cash or in kind, in the [PAST 12 MONTHS]? PROBES: Village savings and credit groups, farmers group, MFI, Bank, RUSACCO etc.	YES ..... 1 NO ..... 2	YES ..... 1 NO ..... 2	YES ..... 1 NO ..... 2
G08	Did you save any cash in the [PAST 12 MONTHS]? PROBES: village savings and credit group, MFI, cooperatives, bank, mobile banking, etc.	YES ..... 1 NO ..... 2	YES ..... 1 NO ..... 2	YES ..... 1 NO ..... 2
G09	Some people insure their agricultural production against negative unexpected circumstances, such as drought, floods, and pests by paying for this service.  Did you buy agricultural insurance in the [PAST 12 MONTHS] ?	YES ..... 1 NO ..... 2	YES ..... 1 NO ..... 2	YES ..... 1 NO ..... 2
<b>VALUE CHAIN ACTIVITIES</b>				
	Now I want to ask you about farming and livestock practices about which you make decisions. This includes practices about crops, animals and aquaculture products.			
G10A	Do you plant any crops or raise/buy livestock with the specific intention to sell or resell to earn income?	YES ..... 1 NO ..... 2  (SKIP TO G11) ←	YES ..... 1 NO ..... 2  (SKIP TO G11) ←	YES ..... 1 NO ..... 2  (SKIP TO G11) ←
G10B	Which of the following activities related to farming and/or animal husbandry have you practiced or received services for during [PAST 12 MONTHS]?  READ EACH ACTIVITY. RECORD RESPONSES IN THE CELL BELOW THE RESPONSE LIST FOR EACH FARMER. <b>DO NOT CIRCLE THE CODE IN THE RESPONSE LIST.</b>  IF NONE OF THESE ACTIVITIES WERE PRACTICED, THEN CIRCLE Y.  CIRCLE ALL ACTIVITIES STATED.	Purchase inputs for crops A Purchase inputs for livestock B Tillage of land C Bulk transporting of inputs produced D Bulk transporting of animals (on foot or by vehicle) E Sorting produce F Grading produce G Drying or processing produce H Trading or marketing (wholesale, retail, or export) for either animals or crops I Use of supplements to increase livestock production J Feed production K Other activity Specify _____ L Other activity Specify _____ M  DID NOT PRACTICE ANY OF THESE ACTIVITIES IN PAST 12 MONTHS..... Y  A B C D E F G H I J K L M Y    A B C D E F G H I J K L M Y    A B C D E F G H I J K L M Y		
<b>AGRICULTURAL PRACTICES</b>				
G11	REFER TO G04 TO DETERMINE WHETHER THE RESPONDENT HAS ACCESS TO A PLOT OF LAND OVER WHICH HE/SHE MAKES DECISIONS.	<input type="checkbox"/> "YES"    NO <input type="checkbox"/> CIRCLED    CIRCLED (SKIP TO G14) ←	<input type="checkbox"/> "YES"    NO <input type="checkbox"/> CIRCLED    CIRCLED (SKIP TO G14) ←	<input type="checkbox"/> "YES"    NO <input type="checkbox"/> CIRCLED    CIRCLED (SKIP TO G14) ←
G12	In the past 12 months, did you plant any crops in the plot(S) over which you make decisions?	YES ..... 1 NO ..... 2 (SKIP TO G14) ← DON'T KNOW ..... 8	YES ..... 1 NO ..... 2 (SKIP TO G14) ← DON'T KNOW ..... 8	YES ..... 1 NO ..... 2 (SKIP TO G14) ← DON'T KNOW ..... 8
G13	What crops did you plant during the [PAST 12 MONTHS] in the plot(S) over which you make decisions.  REGISTER THE NAME OF ALL CROPS NAMED BY THE RESPONDENT  REGISTER RED SORGHUM AND WHITE SORGHUM AS TWO DIFFERENT CROPS	1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____	1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____	1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____
G13A	For each crop you planted, did you use	SOIL PREPARATION BY HAND..... A		

NO.	QUESTIONS AND FILTERS	FIRST FARMER	SECOND FARMER	THIRD FARMER	
		NAME _____	NAME _____	NAME _____	
	any of these practices in the [PAST 12 MONTHS]?  CIRCLE ALL PRACTICES THAT ARE MENTIONED FOR EACH CROP   PROBE TO IDENTIFY ANY OTHER PRACTICES  REGISTER ALL PRACTICES THAT RESPONDENT MENTIONS	SOIL PREPARATION WITH OX PLOW..... B SOIL PREPARATION WITH TRACTOR..... C BROADCASTING SEED..... D PLANTING SEEDS IN ROWS..... E CROP ROTATION..... F APPLY FERTILIZER..... G INTERCROPPING..... H PEST AND DISEASE CONTROL..... I WEED CONTROL..... J MULCHING..... K THINNING..... L CONTOURING LAND WITH BERMS AND SWALES..... M OTHER PRACTICE _____ N (SPECIFY NAME AND TYPE OF PRACTICE) OTHER PRACTICE _____ O (SPECIFY NAME AND TYPE OF PRACTICE) DID NOT USE ANY OF THESE PRACTICES IN PAST 12 MONTHS..... Y			
		CROP #1	ABCDEFGHIJKLMNOY	ABCDEFGHIJKLMNOY	ABCDEFGHIJKLMNOY
		CROP #2	ABCDEFGHIJKLMNOY	ABCDEFGHIJKLMNOY	ABCDEFGHIJKLMNOY
		CROP #3	ABCDEFGHIJKLMNOY	ABCDEFGHIJKLMNOY	ABCDEFGHIJKLMNOY
		CROP #4	ABCDEFGHIJKLMNOY	ABCDEFGHIJKLMNOY	ABCDEFGHIJKLMNOY
		CROP #5	ABCDEFGHIJKLMNOY	ABCDEFGHIJKLMNOY	ABCDEFGHIJKLMNOY
		CROP #6	ABCDEFGHIJKLMNOY	ABCDEFGHIJKLMNOY	ABCDEFGHIJKLMNOY
G14	CHECK G05:  DETERMINE WHETHER THE RESPONDENT HAS ANY ANIMALS OR AQUACULTURAL PRODUCTS OVER WHICH HE/SHE MAKES DECISIONS	<input type="checkbox"/> CODE "YES" CIRCLED <input type="checkbox"/> CODE "NO" CIRCLED (SKIP TO G18)	<input type="checkbox"/> CODE "YES" CIRCLED <input type="checkbox"/> CODE "NO" CIRCLED (SKIP TO G18)	<input type="checkbox"/> CODE "YES" CIRCLED <input type="checkbox"/> CODE "NO" CIRCLED (SKIP TO G18)	
G15	What animal species did you raise/care for and make decisions about during the [PAST 12 MONTHS]?  REGISTER THE NAME OF ALL ANIMAL SPECIES LISTED BY THE RESPONDENT. NOTE: IF THE RESPONDENT MENTIONS BEEKEEPING, DO NOT INCLUDE HERE. IT WILL BE COVERED IN QUESTIONS 17A, 17B, 17C AND 17D.	1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____	1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____	1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____	
G16A	Did you use any of the following practices when you cared for the animals during the [PAST 12 MONTHS]?  CIRCLE ALL THE PRACTICES THAT ARE MENTIONED FOR EACH SPECIES	ANIMAL SHELTERS..... A KRAALS..... B VACCINATIONS..... C DEWORMING..... D HOMEMADE ANIMAL FEEDS MADE OF LOCALLY AVAILABLE PRODUCTS..... E USED THE SERVICES OF COMMUNITY ANIMAL HEALTH WORKERS..... F PURCHASED DRUGS/MEDICINES TO GIVE TO ANIMALS..... G ROTATIONAL GRAZING..... H DEHORNING..... I CASTRATION..... J DID NOT PRACTICE ANY OF THESE ACTIVITIES IN PAST 12 MONTHS..... Y			
		SPECIES #1	ABCDEFGHIY	ABCDEFGHIY	ABCDEFGHIY
		SPECIES #2	ABCDEFGHIY	ABCDEFGHIY	ABCDEFGHIY
		SPECIES #3	ABCDEFGHIY	ABCDEFGHIY	ABCDEFGHIY
		SPECIES #4	ABCDEFGHIY	ABCDEFGHIY	ABCDEFGHIY
		SPECIES #5	ABCDEFGHIY	ABCDEFGHIY	ABCDEFGHIY
		SPECIES #6	ABCDEFGHIY	ABCDEFGHIY	ABCDEFGHIY
G16B	If you purchased drugs or medicines to give to animals, where did you purchase the drugs?  THAT ANSWERED "G" TO QUESTION G16A.	VETERINARIAN..... 1 COMMUNITY ANIMAL HEALTH WORKER... 2 OTHER SOURCE..... 3 _____ (SPECIFY) DID NOT PURCHASE DRUGS/MEDICINES 9	VETERINARIAN..... 1 COMMUNITY ANIMAL HEALTH WORKER... 2 OTHER SOURCE..... 3 _____ (SPECIFY) DID NOT PURCHASE DRUGS/MEDICINES 9	VETERINARIAN..... 1 COMMUNITY ANIMAL HEALTH WORKER... 2 OTHER SOURCE..... 3 _____ (SPECIFY) DID NOT PURCHASE DRUGS/MEDICINES 9	



NO.	QUESTIONS AND FILTERS	FIRST FARMER	SECOND FARMER	THIRD FARMER
		NAME _____	NAME _____	NAME _____
G17A	Did you keep bees during the [PAST 12 MONTHS]?	YES ..... 1 NO ..... 2 (SKIP TO G18) ←	YES ..... 1 NO ..... 2 (SKIP TO G18) ←	YES ..... 1 NO ..... 2 (SKIP TO G18) ←
G17B	Which hive did you use?	KENYAN TOP BAR 1 TRADITIONAL BEEHIVE 2 LOG HIVE 3 TREE SWARM HARVES 4 OTHER ..... 5	KENYAN TOP BAR 1 TRADITIONAL BEEHIVE 2 LOG HIVE 3 TREE SWARM HARVEST 4 OTHER ..... 5	KENYAN TOP BAR 1 TRADITIONAL BEEHIVE 2 LOG HIVE 3 TREE SWARM HARVEST 4 OTHER ..... 5
G17C	Which equipment did you use to harvest honey?	SMOKER 1 BEE SUIT 2 HIVE TOOL/KNIFE 3 OTHER ..... 4 DID NOT HARVEST ..... 9	SMOKER 1 BEE SUIT 2 HIVE TOOL/KNIFE 3 OTHER ..... 4 DID NOT HARVEST ..... 9	SMOKER 1 BEE SUIT 2 HIVE TOOL/KNIFE 3 OTHER ..... 4 DID NOT HARVEST ..... 9
G17D	How did you store your honey?	USED JERRY CAN 1 USED HONEY BUCKET 2 OTHER ..... 3 DID NOT STORE ..... 9	USED JERRY CAN 1 USED HONEY BUCKET 2 OTHER ..... 3 DID NOT STORE ..... 9	USED JERRY CAN 1 USED HONEY BUCKET 2 OTHER ..... 3 DID NOT STO ..... 9
G18	Did you use any of the following natural resources management practices or techniques that were not related directly to your on-farm production during the [PAST 12 MONTHS]?	MANAGEMENT OF WATERSHED OR REFORESTATION ..... A		
		AGRO-FORESTRY OR CULTIVATION OF FRUIT TREES ..... B		
		MANAGEMENT OF FOREST PLANTATION ..... C		
		MANAGEMENT OF NATURAL REGENERATION ..... D		
		COLLECTING PRODUCTS FROM FOREST PLANTS (SUCH AS GUM ARABIC) ..... E		
		SOIL CONSERVATION ON HILLSIDES ..... F		
		CONSTRUCTION OF WATER CATCHMENTS ..... G		
		DID NOT PRACTICE ANY OF THESE ACTIVITIES FOR THE PAST 12 MONTHS ..... Y		
CIRCLE ALL PRACTICES MENTIONED BY THE RESPONDENT		A B C D E F G Y	A B C D E F G Y	A B C D E F G Y
<b>IMPROVED STORAGE PRACTICES</b>				
G19	CHECK G04:  DETERMINE WHETHER THE RESPONDENT HAS ACCESS TO A PLOT OF LAND OVER WHICH HE/SHE MAKES DECISIONS.	CODE CODE "YES" "NO" CIRCLED CIRCLED (SKIP TO G26) ←	CODE CODE "YES" "NO" CIRCLED CIRCLED (SKIP TO G26) ←	CODE CODE "YES" "NO" CIRCLED CIRCLED (SKIP TO G26) ←
G20	During [THE LAST 12 MONTHS], did you store any crops from the plot over which you make decisions?	YES ..... 1 NO ..... 2 (SKIP TO G26) ← DON'T KNOW ..... 8	YES ..... 1 NO ..... 2 (SKIP TO G26) ← DON'T KNOW ..... 8	YES ..... 1 NO ..... 2 (SKIP TO G26) ← DON'T KNOW ..... 8
G21	Did you store sorghum?	YES ..... 1 NO ..... 2 (SKIP TO G22) ←	YES ..... 1 NO ..... 2 (SKIP TO G22) ←	YES ..... 1 NO ..... 2 (SKIP TO G22) ←
G21A	What was the main method that you used to store sorghum?	CEREAL BANK 1 GRANARY ..... 2 SUPER GRAIN BAGS/ PICS BAGS 3 MANUFACTURED SILO 4 OTHER METHOD ..... 5  (SPECIFY)	CEREAL BANK 1 GRANARY ..... 2 SUPER GRAIN BAGS/ PICS BAGS 3 MANUFACTURED SILO 4 OTHER METHOD ..... 5  (SPECIFY)	CEREAL BANK 1 GRANARY ..... 2 SUPER GRAIN BAGS/ PICS BAGS 3 MANUFACTURED SILO 4 OTHER METHOD ..... 5  (SPECIFY)
G22	Did you store maize?	YES ..... 1 NO ..... 2 (SKIP TO G23) ←	YES ..... 1 NO ..... 2 (SKIP TO G23) ←	YES ..... 1 NO ..... 2 (SKIP TO G23) ←
G22A	What was the main method that you used to store maize?	MANUFACTURED SILO 1 GRANARY ..... 2 SUPER GRAIN BAGS/ PICS BAGS 3 OTHER METHOD ..... 4  (SPECIFY)	MANUFACTURED SILO 1 GRANARY ..... 2 SUPER GRAIN BAGS/ PICS BAGS 3 OTHER METHOD ..... 4  (SPECIFY)	MANUFACTURED SILO 1 GRANARY ..... 2 SUPER GRAIN BAGS/ PICS BAGS 3 OTHER METHOD ..... 4  (SPECIFY)

NO.	QUESTIONS AND FILTERS	FIRST FARMER	SECOND FARMER	THIRD FARMER
		NAME _____	NAME _____	NAME _____
G23	Did you store legumes (beans, cowpeas, pigeon peas, or green grams/mung beans)?	YES ..... 1 NO ..... 2 (SKIP TO G24) ←	YES ..... 1 NO ..... 2 (SKIP TO G24) ←	YES ..... 1 NO ..... 2 (SKIP TO G24) ←
G23A	What was the main method that you used to store legumes (beans, cowpeas, pigeon peas, or green grams/mung beans)?	MANUFACTURED SILO 1 GRANARY ..... 2 SUPER GRAIN BAGS/ PICS BAGS ..... 3 OTHER METHOD..... 4  (SPECIFY) _____	MANUFACTURED SILO 1 GRANARY ..... 2 SUPER GRAIN BAGS/ PICS BAGS ..... 3 OTHER METHOD..... 4  (SPECIFY) _____	MANUFACTURED SILO 1 GRANARY ..... 2 SUPER GRAIN BAGS/ PICS BAGS ..... 3 OTHER METHOD..... 4  (SPECIFY) _____
G24	Did you store rice?	YES ..... 1 NO ..... 2 (SKIP TO G25) ←	YES ..... 1 NO ..... 2 (SKIP TO G25) ←	YES ..... 1 NO ..... 2 (SKIP TO G25) ←
G24A	What was the main method that you used to store rice?	MANUFACTURED SILO 1 GRANARY ..... 2 SUPER GRAIN BAGS/ PICS BAGS ..... 3 OTHER METHOD..... 4  (SPECIFY) _____	MANUFACTURED SILO 1 GRANARY ..... 2 SUPER GRAIN BAGS/ PICS BAGS ..... 3 OTHER METHOD..... 4  (SPECIFY) _____	MANUFACTURED SILO 1 GRANARY ..... 2 SUPER GRAIN BAGS/ PICS BAGS ..... 3 OTHER METHOD..... 4  (SPECIFY) _____
G25	In addition to sorghum, maize, rice and legumes, did you store any additional crops from the plot over which you make decisions during the [PAST 12 MONTHS]?	YES ..... 1 NO ..... 2 (SKIP TO G26) ←	YES ..... 1 NO ..... 2 (SKIP TO G26) ←	YES ..... 1 NO ..... 2 (SKIP TO G26) ←
G25A	What other crops did you store during the [PAST 12 MONTHS]  REGISTER THE NAMES OF THE ADDITIONAL CROPS THAT WERE STORED BY EACH RESPONDENT	1 _____ 2 _____ 3 _____ 4 _____	1 _____ 2 _____ 3 _____ 4 _____	1 _____ 2 _____ 3 _____ 4 _____
G25B	What was the main method that you used to store each of the additional crops?  CIRCLE THE MAIN METHOD MENTIONED TO STORE ANY ADDITIONAL CROPS	CEREAL BANK ..... 1 MANUFACTURED SILO ..... 2 GRANARY ..... 3 SUPER GRAIN BAGS/PICS BAGS ..... 4 OTHER METHOD ..... 5  (SPECIFY) _____		
	ADDITIONAL CROP #1	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	ADDITIONAL CROP #2	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	ADDITIONAL CROP #3	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	ADDITIONAL CROP #4	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
G26	THERE ARE NO MORE QUESTIONS FOR THIS FARMER.	GO TO G02 FOR ANOTHER FARMER. IF THERE ARE NO MORE FARMERS, GO TO G27.	GO TO G02 FOR ANOTHER FARMER. IF THERE ARE NO MORE FARMERS, GO TO G27.	GO TO G02 FOR ANOTHER FARMER. IF THERE ARE NO MORE FARMERS, GO TO G27.
G27	INSERT TIME MODULE ENDED	HOUR <input type="text"/> <input type="text"/>	MINUTE <input type="text"/> <input type="text"/> →	GO TO MODULE D1

### MODULE H. POVERTY MEASUREMENT

HOUSEHOLD NUMBER FROM MODULE A ..... 


CLUSTER NUMBER FROM MODULE A ..... 


INFORMANT'S LINE NUMBER IN HOUSEHOLD ROSTER (COLUMN 6) ..... 

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INSERT TIME MODULE STARTED

HOUR 


MINUTES 


### MODULE H1. FOOD, BEVERAGES AND TOBACCO CONSUMPTION OVER PAST 7 DAYS

ITEM CODE	PRODUCT	YES = 1 NO = 2	FOOD CONSUMPTION OVER PAST 7 DAYS		FROM PURCHASES		TOTAL SPENT	FROM AGRICULTURAL PRODUCTION		ESTIMATED COST	FROM GIFTS AND OTHER SOURCES		ESTIMATED COST
			How much in total did your household eat in the past week?		How much from [ITEM] came from purchases?  (IF H1.04A =0 THEN SKIP TO H1.06A)			How much came from own production?  (IF H1.06A =0 THEN SKIP TO H1.07A)			How much came from gifts and other sources?  (IF H1.07A =0 THEN SKIP TO NEXT ITEM)		
H1.01		H1.02	H1.03A QUANTITY	H1.03B UNIT	H1.04A QUANTITY	H1.04B UNIT	H1.05 SHILLING/UGX	H1.06A QUANTITY	H1.06B UNIT	H1.06C SHILLING/UGX	H1.07A QUANTITY	H1.07B UNIT	H1.07C SHILLING/UGX
101	Matooke	1 2											
105	Sweet Potatoes	1 2											
107	Cassava	1 2											
109	Irish Potatoes	1 2											
110	Rice	1 2											
111	Maize	1 2											
111a	Maize flour	1 2											
111b	Maize grain	1 2											
111c	Green Maize	1 2											
111d	Samp/Mealie Rice	1 2											
114	Bread	1 2											
115	Millet	1 2											
116	Sorghum	1 2											
119	Goat Meat	1 2											
120	Other Meat	1 2											
121	Chicken	1 2											
122	Fish	1 2											
124	Eggs	1 2											
125	Fresh Milk	1 2											
126	Infant Formula Foods	1 2											
127	Cooking oil	1 2											
129	Margarine, Butter, Ghee, etc	1 2											
130	Fruits	1 2											
			<b>UNIT CODES</b>										
			Kilogramme . . . . 1	NO.12 PLATE . 7	BASKET (DENGU)	LITRE. . . . . 15	BASIN. . . . . 21						
			50 kg. Bag . . . . 2	BUNCH. . . . . 8	(SHELLED). . . . . 12	CUP. . . . . 16	SATCHET/TUBE. . . 22						

**MODULE H1. FOOD, BEVERAGES AND TOBACCO CONSUMPTION OVER PAST 7 DAYS**

ITEM CODE	PRODUCT	YES = 1 NO = 2	FOOD CONSUMPTION OVER PAST 7 DAYS		FROM PURCHASES		TOTAL SPENT	FROM AGRICULTURAL PRODUCTION		ESTIMATED COST	FROM GIFTS AND OTHER SOURCES		ESTIMATED COST
			H1.03A QUANTITY	H1.03B UNIT	H1.04A QUANTITY	H1.04B UNIT		H1.06A QUANTITY	H1.06B UNIT		H1.07A QUANTITY	H1.07B UNIT	
	Over the past one week (7 days), did you or others in your household eat any [ITEM]? INCLUDE FOOD BOTH EATEN COMMUNALLY IN THE HOUSEHOLD AND SEPARATELY BY INDIVIDUAL HOUSEHOLD MEMBERS. DO NOT INCLUDE FOOD OR DRINKS EATEN IN RESTAURANTS.	IF "NO" SKIP TO NEXT ITEM	How much in total did your household eat in the past week?		How much from [ITEM] came from purchases?  (IF H1.04A =0 THEN SKIP TO H1.06A)		How much did you spend on what was eaten last week? If the family ate part but not all of something they purchased, estimate only cost of what was consumed.	How much came from own production?  (IF H1.06A =0 THEN SKIP TO H1.07A)		Please tell me how much it would have cost to buy that much [FOOD ITEM] if you had to purchase it in the market today.	How much came from gifts and other sources?  (IF H1.07A =0 THEN SKIP TO NEXT ITEM)		Please tell me how much it would have cost to buy that much [FOOD ITEM] if you had to purchase it in the market today.
<b>H1.01</b>		<b>H1.02</b>	<b>H1.03A QUANTITY</b>	<b>H1.03B UNIT</b>	<b>H1.04A QUANTITY</b>	<b>H1.04B UNIT</b>	<b>H1.05 SHILLING/UGX</b>	<b>H1.06A QUANTITY</b>	<b>H1.06B UNIT</b>	<b>H1.06C SHILLING/UGX</b>	<b>H1.07A QUANTITY</b>	<b>H1.07B UNIT</b>	<b>H1.07C SHILLING/UGX</b>
			90 kg. Bag . . . .3 Pail (small) . . .4 Pail (large) . . .5 No. 10 plate . . .6	PIECE . . . . .9 HEAP . . . . .10 BALE . . . . .11	BASKET (DENGU) (UNSHELLED) . .13 OX-CART (UNSHELLED) . .14	TIN. . . . .17 GRAM . . . . .18 MILLILITRE . . .19 TEASPOON. . . .20	TOTAL . . . . .23 OTHER . . . . .96 (SPECIFY)						
								Bags: Uganda normally uses 100kg bags.					
135	Onions	1 2											
136	Tomatoes	1 2											
139	Other vegetables	1 2											
140	Beans	1 2											
142	Ground nuts	1 2											
145	Peas	1 2											
146	Sim sim	1 2											
147	Sugar	1 2											
148	Coffee	1 2											
149	Tea	1 2											
150	Salt	1 2											
151	Soda (NOT AT RESTAURANTS)	1 2											
152	Alcoholic Drinks (NOT AT RESTAURANTS)	1 2											
154	Other drinks	1 2											
155	Cigarettes	1 2											
156	Other Tobacco	1 2											
	EXPENDITURE AT RESTAURANTS												
157	Food	1 2											
158	Drinks	1 2											
	OTHER FOOD NOT LISTED												
161	SPECIFY _____	1 2											
161	SPECIFY _____	1 2											
161	SPECIFY _____	1 2											
			<b>UNIT CODES</b>										
			Kilogramme . . .1 50 kg. Bag . . .2 90 kg. Bag . . .3 Pail (small) . .4 Pail (large) . .5 No. 10 plate . .6	NO.12 PLATE .7 BUNCH . . . .8 PIECE . . . . .9 HEAP . . . . .10 BALE . . . . .11	BASKET (DENGU) (SHELLED) . . .12 BASKET (DENGU) (UNSHELLED) . .13 OX-CART (UNSHELLED) . .14	LITRE . . . . .15 CUP . . . . .16 TIN. . . . .17 GRAM . . . . .18 MILLILITRE . . .19 TEASPOON. . . .20	BASIN . . . . .21 SATCHET/TUBE . .22 TOTAL . . . . .23 OTHER . . . . .96 (SPECIFY)						

<b>MODULE H2. NON-DURABLE GOODS AND FREQUENTLY PURCHASED SERVICES OVER PAST MONTH</b>			
H2.01	HOUSEHOLD AND CLUSTER NUMBER HH. <input type="text"/> <input type="text"/> VN..... <input type="text"/> <input type="text"/>		
H2.02	LINE NUMBER IN THE HOUSEHOLD LISTING (COLUMN 10) OF HEAD OF HOUSEHOLD OR RESPONSIBLE ADULT ..... <input type="text"/> <input type="text"/>		
ITEM NO.	QUESTIONS FOR A REFERENCE PERIOD OF ONE MONTH	CODING CATEGORIES	COST IN SHILLING/UGX
	Over the past <u>one month</u> , did your household use or buy any [ITEM]:		How much did you pay (how much did they cost) in total?
	<b>HOUSE/FUEL/POWER</b>		
304	Maintenance and repair expenses?	YES..... 1 NO ..... 2 (NEXT ITEM)	TOTAL COST _____
305	Water?	YES..... 1 NO ..... 2 (NEXT ITEM)	TOTAL COST _____
306	Electricity?	YES..... 1 NO ..... 2 NEXT ITEM)	TOTAL COST _____
307	Generators/lawn mower fuels?	YES..... 1 NO ..... 2 (NEXT ITEM)	TOTAL COST _____
308	Paraffin (Kerosene)?	YES..... 1 NO ..... 2 (NEXT ITEM)	TOTAL COST _____
309	Charcoal?	YES..... 1 NO ..... 2 (NEXT ITEM)	TOTAL COST _____
310	Firewood?	YES..... 1 NO ..... 2 (NEXT ITEM)	TOTAL COST _____
311	Other expenditures? What?	YES..... 1 NO ..... 2 (NEXT ITEM)	TOTAL COST _____
	<b>NON-DURABLE OR PESONAL GOODS</b>		
451	Matches?	YES..... 1 NO ..... 2 (NEXT ITEM)	TOTAL COST _____
452	Soap?	YES..... 1 NO ..... 2 (NEXT ITEM)	TOTAL COST _____
453	Sanitary towels?	YES..... 1 NO ..... 2 (NEXT ITEM)	TOTAL COST _____
454	Tooth paste?	YES..... 1 NO ..... 2 (NEXT ITEM)	TOTAL COST _____
455	Cosmetics?	YES..... 1 NO ..... 2 (NEXT ITEM)	TOTAL COST _____
456	Handbags, travel bags, etc?	YES..... 1 NO ..... 2 (NEXT ITEM)	TOTAL COST _____
457	Batteries (Dry cells)?	YES..... 1 NO ..... 2	TOTAL COST

<b>MODULE H2. NON-DURABLE GOODS AND FREQUENTLY PURCHASED SERVICES OVER PAST MONTH</b>			
H2.01	HOUSEHOLD AND CLUSTER NUMBER HH. <input type="text"/> <input type="text"/> VN..... <input type="text"/> <input type="text"/>		
H2.02	LINE NUMBER IN THE HOUSEHOLD LISTING (COLUMN 10) OF HEAD OF HOUSEHOLD OR RESPONSIBLE ADULT ..... <input type="text"/> <input type="text"/>		
ITEM NO.	QUESTIONS FOR A REFERENCE PERIOD OF ONE MONTH	CODING CATEGORIES	COST IN SHILLING/UGX
	Over the past <u>one month</u> , did your household use or buy any [ITEM]:		How much did you pay (how much did they cost) in total?
		(NEXT ITEM)	_____
458	Newspapers and Magazines?	YES..... 1 NO ..... 2 (NEXT ITEM)	TOTAL COST _____
459	Safety Assurance for household and property	YES..... 1 NO ..... 2 (NEXT ITEM)	TOTAL COST _____
460	Other non-durable and personal goods? What?	YES..... 1 NO ..... 2 (NEXT ITEM)	TOTAL COST _____
	<b>TRANSPORT AND COMMUNICATION</b>		
461	Tires, tubes, spares, etc	YES..... 1 NO ..... 2 (NEXT ITEM)	TOTAL COST _____
462	Petrol, diesel etc	YES..... 1 NO ..... 2 (NEXT ITEM)	TOTAL COST _____
463	Transport Fares (taxi, bus, boda boda, hired bicycle)?	YES..... 1 NO ..... 2 (NEXT ITEM)	TOTAL COST _____
466	Stamps, envelopes?	YES..... 1 NO ..... 2 (NEXT ITEM)	TOTAL COST _____
467	Phone fees (fixed/ mobile phones)?	YES..... 1 NO ..... 2 (NEXT ITEM)	TOTAL COST _____
469	Mobile money fees	YES..... 1 NO ..... 2 (NEXT ITEM)	TOTAL COST _____
471	Other transport and communications expenditures? What?  LIST EXPENDITURE _____  LIST EXPENDITURE _____	YES..... 1 NO ..... 2     (NEXT ITEM)	TOTAL COST  _____  _____
	<b>HEALTH AND MEDICAL CARE</b>		
501	Health and medical care services?	YES..... 1 NO ..... 2 (NEXT ITEM)	TOTAL COST _____
502	Medicines, etc?	YES..... 1 NO ..... 2 (NEXT ITEM)	TOTAL COST _____
	<b>OTHER SERVICES</b>		
601	Sports, theaters, etc?	YES..... 1	TOTAL COST

<b>MODULE H2. NON-DURABLE GOODS AND FREQUENTLY PURCHASED SERVICES OVER PAST MONTH</b>			
H2.01	HOUSEHOLD AND CLUSTER NUMBER HH. <input type="text"/> <input type="text"/> VN..... <input type="text"/> <input type="text"/>		
H2.02	LINE NUMBER IN THE HOUSEHOLD LISTING (COLUMN 10) OF HEAD OF HOUSEHOLD OR RESPONSIBLE ADULT ..... <input type="text"/> <input type="text"/>		
ITEM NO.	QUESTIONS FOR A REFERENCE PERIOD OF ONE MONTH	CODING CATEGORIES	COST IN SHILLING/UGX
	Over the past <u>one month</u> , did your household use or buy any [ITEM]:		How much did you pay (how much did they cost) in total?
		NO ..... 2 (NEXT ITEM)	_____
602	Dry cleaning and laundry?	YES ..... 1 NO ..... 2 (NEXT ITEM)	TOTAL COST _____
603	Houseboys/ girls, Shamba boys etc?	YES ..... 1 NO ..... 2 (NEXT ITEM)	TOTAL COST _____
604	Barber and beauty shops?	YES ..... 1 NO ..... 2 (NEXT ITEM)	TOTAL COST _____
605	Expenses in hotels, lodging, etc?	YES ..... 1 NO ..... 2 (NEXT ITEM)	TOTAL COST _____
606	Other expenditures? What? LIST EXPENDITURE _____ LIST EXPENDITURE _____	YES ..... 1 NO ..... 2  (NEXT MODULE)	TOTAL COST _____ _____

<b>MODULE H3. NON-FOOD EXPENDITURES OVER PAST 12 MONTHS</b>			
<b>ITEM NO.</b>	<b>QUESTIONS AND FILTERS (ONE YEAR REFERENCE)</b>	<b>CODING CATEGORIES</b>	<b>TOTAL COST IN SHILLING/UGX</b>
	Over the past <u>twelve months</u> (one year), did your household use or buy any [ITEM]:		How much did you pay (how much did they cost) in total?
	<b>CLOTHING AND FOOTWEAR</b>		
201	Clothing (mens, womens, childrens)	YES ..... 1 NO ..... 2 (NEXT ITEM)	TOTAL COST _____
202	Other clothing and clothing materials	YES ..... 1 NO ..... 2 (NEXT ITEM)	TOTAL COST _____
203	Tailoring and Materials	YES ..... 1 NO ..... 2 (NEXT ITEM)	TOTAL COST _____
204	Footwear (mens, womens, childrens)	YES ..... 1 NO ..... 2 (NEXT ITEM)	TOTAL COST _____
205	Other Footwear and repairs	YES ..... 1 NO ..... 2 (NEXT ITEM)	TOTAL COST _____
	<b>FURNITURE, CARPET, FURNISHING, ETC.</b>		
301	Furniture Items	YES ..... 1 NO ..... 2 (NEXT ITEM)	TOTAL COST _____
302	Carpets, mats, etc.	YES ..... 1 NO ..... 2 (NEXT ITEM)	TOTAL COST _____
303	Bedding (curtains, bed sheets, mattresses, blankets, etc.)	YES ..... 1 NO ..... 2 (NEXT ITEM)	TOTAL COST _____
304	Others and Repairs	YES ..... 1 NO ..... 2 (NEXT ITEM)	TOTAL COST _____
	<b>HOUSEHOLD APPLIANCES AND EQUIPMENT</b>		
401	Charcoal and Kerosene Stoves	YES ..... 1 NO ..... 2 (NEXT ITEM)	TOTAL COST _____
402	Electronic Appliances or Equipment (iron, kettle, TV, etc.) EXCLUDE RADIOS - COVERED UNDER ITEM 404.	YES ..... 1 NO ..... 2 (NEXT ITEM)	TOTAL COST _____
403	Transport equipment (bicycles, motor cycles, motors, pick-ups, etc.)	YES ..... 1 NO ..... 2 (NEXT ITEM)	TOTAL COST _____
404	Radio	YES ..... 1 NO ..... 2 (NEXT ITEM)	TOTAL COST _____
405	Computers for household use	YES ..... 1 NO ..... 2 (NEXT ITEM)	TOTAL COST _____
406	Phone Handsets (both fixed and mobile)	YES ..... 1 NO ..... 2	TOTAL COST _____



<b>MODULE H3. NON-FOOD EXPENDITURES OVER PAST 12 MONTHS</b>			
<b>ITEM NO.</b>	<b>QUESTIONS AND FILTERS (ONE YEAR REFERENCE)</b>	<b>CODING CATEGORIES</b>	<b>TOTAL COST IN SHILLING/UGX</b>
	Over the past <u>twelve months</u> (one year), did your household use or buy any [ITEM]:	(NEXT ITEM)	How much did you pay (how much did they cost) in total? _____
407	Agricultural tools	YES ..... 1 NO ..... 2 (NEXT ITEM)	TOTAL COST _____
408	Security/protection - weapons, bows, bullets	YES ..... 1 NO ..... 2 (NEXT ITEM)	TOTAL COST _____
409	Other equipment and repairs	YES ..... 1 NO ..... 2 (NEXT ITEM)	TOTAL COST _____
410	Jewelry, Watches, etc	YES ..... 1 NO ..... 2 (NEXT ITEM)	TOTAL COST _____
	<b>GLASS/TABLEWARE/UTENSILS, ETC</b>		
501	Plastics (basins, plates, tumblers, buckets, jerry canes)	YES ..... 1 NO ..... 2 (NEXT ITEM)	TOTAL COST _____
504	Enamel and metallic utensils	YES ..... 1 NO ..... 2 (NEXT ITEM)	TOTAL COST _____
505	Switches, plugs, cables, etc	YES ..... 1 NO ..... 2 (NEXT ITEM)	TOTAL COST _____
506	Others and repairs	YES ..... 1 NO ..... 2 (NEXT ITEM)	TOTAL COST _____
	<b>EDUCATION EXPENDITURES</b>		
601	Educational expenses (fees, PTA, boarding, uniforms, books & supplies)	YES ..... 1 NO ..... 2 (NEXT ITEM)	TOTAL COST _____
602	Other educational expenses	YES ..... 1 NO ..... 2 (NEXT ITEM)	TOTAL COST _____
	<b>SERVICES NOT ELSEWHERE SPECIFIED</b>		
701	Expenditure on household functions	YES ..... 1 NO ..... 2 (NEXT ITEM)	TOTAL COST _____
702	Expenditure on agricultural services	YES ..... 1 NO ..... 2 (NEXT ITEM)	TOTAL COST _____
703	Other services N.E.S.	YES ..... 1 NO ..... 2 (NEXT ITEM)	TOTAL COST _____
	<b>NON-CONSUMPTION EXPENDITURES</b>		

<b>MODULE H3. NON-FOOD EXPENDITURES OVER PAST 12 MONTHS</b>			
<b>ITEM NO.</b>	<b>QUESTIONS AND FILTERS (ONE YEAR REFERENCE)</b>	<b>CODING CATEGORIES</b>	<b>TOTAL COST IN SHILLING/UGX</b>
	Over the past <u>twelve months</u> (one year), did your household use or buy any [ITEM]:		How much did you pay (how much did they cost) in total?
801	Taxes (income, local services, etc.)	YES ..... 1 NO ..... 2 (NEXT ITEM)	TOTAL COST _____
802	Property rates (taxes)	YES ..... 1 NO ..... 2 (NEXT ITEM)	TOTAL COST _____
803	User fees and charges	YES ..... 1 NO ..... 2 (NEXT ITEM)	TOTAL COST _____
805a	Pension and social security payments	YES ..... 1 NO ..... 2 (NEXT ITEM)	TOTAL COST _____
805b	Insurance premiums	YES ..... 1 NO ..... 2 (NEXT ITEM)	TOTAL COST _____
806	Remittances, gifts, and other transfers	YES ..... 1 NO ..... 2 (NEXT ITEM)	TOTAL COST _____
807	Funerals and other social functions	YES ..... 1 NO ..... 2 (NEXT ITEM)	TOTAL COST _____
808	Interest on Loans	YES ..... 1 NO ..... 2 (NEXT ITEM)	TOTAL COST _____
809	Dowry and/or debt payments	YES ..... 1 NO ..... 2 (NEXT ITEM)	TOTAL COST _____
810	Animal sales letter/market fee	YES ..... 1 NO ..... 2 (NEXT ITEM)	TOTAL COST _____
811	Other expenditures, what?  LIST EXPENDITURE _____  LIST EXPENDITURE _____	YES ..... 1 (GO TO NEXT MODULE)	TOTAL COST  _____  _____

MODULE H4. HOUSING EXPENDITURES			
NO.	QUESTIONS AND FILTERS	CODING CATEGORIES	SKIP
101	Do you own or are you purchasing this house, is it provided to you by an employer, do you use it for free, or do you rent this house?	OWN ..... 01 BEING PURCHASED ..... 02 EMPLOYER PROVIDES ..... 03 → 104 FREE, AUTHORIZED ..... 04 → 104 FREE, NOT AUTHORIZED ..... 05 → 104 RENTED ..... 06 → 105 OTHER _____ 96 → 104 (SPECIFY) DON'T KNOW/NO RESPONSE/ NOT APPLICABLE ..... 98 → H5	
102	If you <u>sold this dwelling today</u> , how much would you receive for it?	SHILLING/UGX _____ DON'T KNOW/NO RESPONSE/ NOT APPLICABLE ..... 98	
103	How many years ago was this house built?  How old is it?	YEARS..... <input type="text"/> <input type="text"/> DON'T KNOW ..... 98	
104	If you <u>rented this dwelling today</u> , how much rent would you receive?	SHILLING/UGX _____ DAY ..... 1 → H5 WEEK ..... 2 → H5 MONTH ..... 3 → H5 YEAR ..... 4 → H5 DON'T KNOW/NO RESPONSE/ NOT APPLICABLE ..... 8 → H5	
105	How much do you pay to rent this dwelling?	SHILLING/UGX _____ DAY ..... 1 WEEK ..... 2 MONTH ..... 3 YEAR ..... 4 DON'T KNOW/NO RESPONSE/ NOT APPLICABLE ..... 8	

<b>MODULE H5. VALUE OF ASSETS</b>							
<b>ITEM CODE</b>	<b>PRODUCT</b>	<b>YES = 1 NO = 2</b>	<b>NUMBER OF UNITS OF EACH ITEM</b>	<b>AGE OF ITEMS</b>	<b>PRICE IF SOLD</b>	<b>ITEMS BOUGHT IN LAST 12 MONTHS</b>	<b>AMOUNT PAID FOR ALL ITEMS BOUGHT IN THE LAST 12 MONTHS</b>
	Does your household own a [ITEM]?  CIRCLE 1 (YES) OR 2 (NO) IN THE FOLLOWING COLUMN. IF THE ANSWER IS "NO" ASK THE QUESTIONS FOR THE FOLLOWING ITEM.		How many [ITEMS] do you own?	What is the age of these [ITEM]s?  IF MORE THAN ONE ITEM, AVERAGE AGE	If you wanted to sell one of these [ITEM]s today, how much would you receive?  IF MORE THAN ONE ITEM, AVERAGE VALUE	Did you purchase or pay for any of these [ITEM]s in the last 12 months?  "NO": CIRCLE "2" AND GO TO NEXT ITEM.	How much did you pay for all these [ITEM]s all together (total) in the last 12 months?
<b>H5.1</b>		<b>H5.2</b>	<b>H5.3 NUMBER OF ITEMS</b>	<b>H5.4 NUMBER OF YEARS</b>	<b>H5.5 SHILLING/UGX</b>	<b>H5.6</b>	<b>H5.7 SHILLING/UGX</b>
02	Other Buildings besides House	1 2				1 2	
03	Land	1 2				1 2	
04	Furniture/Furnishings	1 2				1 2	
05	Household Appliances e.g. Kettle, Flat iron, etc.	1 2				1 2	
06	Television	1 2				1 2	
07	Radio/Cassette	1 2				1 2	
08	Generators	1 2				1 2	
09	Solar panel/electric inverters	1 2				1 2	
10	Bicycle	1 2				1 2	
11	Motor cycle	1 2				1 2	
12	Motor vehicle	1 2				1 2	
13	Boat	1 2				1 2	
14	Other Transport equipment	1 2				1 2	
15	Jewelry and Watches	1 2				1 2	
16	Mobile phone	1 2				1 2	
17	Computer	1 2				1 2	
18	Internet Access	1 2				1 2	
19	Other electronic equipment	1 2				1 2	
20	Solar lanterns/chargers	1 2				1 2	
21	Fuel efficient stoves (charcoal or kerosene)	1 2				1 2	
22	Mosquito nets	1 2				1 2	
23	Other household assets e.g. lawn mowers, etc.	1 2				1 2	
24	Other, what? _____	1 2				1 2	
25	Other, what? _____	1 2				1 2	
33	Other, what? _____	1 2				1 2	

<b>MODULE H5. VALUE OF ASSETS</b>							
<b>ITEM CODE</b>	<b>PRODUCT</b>	<b>YES = 1 NO = 2</b>	<b>NUMBER OF UNITS OF EACH ITEM</b>	<b>AGE OF ITEMS</b>	<b>PRICE IF SOLD</b>	<b>ITEMS BOUGHT IN LAST 12 MONTHS</b>	<b>AMOUNT PAID FOR ALL ITEMS BOUGHT IN THE LAST 12 MONTHS</b>
	Does your household own a [ITEM]?  CIRCLE 1 (YES) OR 2 (NO) IN THE FOLLOWING COLUMN. IF THE ANSWER IS "NO" ASK THE QUESTIONS FOR THE FOLLOWING ITEM.		How many [ITEMS] do you own?	What is the age of these [ITEM]s?  IF MORE THAN ONE ITEM, AVERAGE AGE	If you wanted to sell one of these [ITEM]s today, how much would you receive?  IF MORE THAN ONE ITEM, AVERAGE VALUE	Did you purchase or pay for any of these [ITEM]s in the last 12 months?  "NO": CIRCLE "2" AND GO TO NEXT ITEM.	How much did you pay for all these [ITEM]s all together (total) in the last 12 months?
<b>H5.1</b>		<b>H5.2</b>	<b>H5.3 NUMBER OF ITEMS</b>	<b>H5.4 NUMBER OF YEARS</b>	<b>H5.5 SHILLING/UGX</b>	<b>H5.6</b>	<b>H5.7 SHILLING/UGX</b>
H5.8	<b>INSERT TIME MODULE ENDED</b>	<b>HOUR</b>	<input type="text"/>	<b>MINUTE</b>	<input type="text"/>		

CLUSTER CODE

HH NUMBER

AN00: START TIME

HOUR:

MINUTE:

**ANTHROPOMETRY - Children under 5 years of age**

**CHECK QUESTION D14 IN EACH COLUMN OF MODULE D. IF THE CHILD IS LESS THAN 5 YEARS OLD (D14= YES), THE CHILD SHOULD BE MEASURED. TRANSFER THE INFORMATION FOR EACH CHILD LESS THAN 5 YEARS OLD FROM MODULE D TO QUESTIONS D67 TO D72 BELOW.**

CHILDREN LESS THAN 5 YEARS OF AGE						WEIGHT AND HEIGHT OF CHILDREN				
D67	D68	D69	D70	D71	D72	D73	D74	D75	D76	D77
LINE NO. FROM HH ROSTER (B01)	NAME	SEX 1. MALE 2. FEMALE	AGE IN MONTHS	CHILD'S BIRTH DATE (DDMMYY)	SOURCE BIRTH DATE	HEIGHT (CM) 9994 = NOT PRESENT 9995 = REFUSED	HEIGHT MEASURED: 1. LAYING DOWN 2. STANDING UP	WEIGHT (KG) 9994 = NOT PRESENT 9995 = REFUSED	RESULT 1. MEASURED 2. NOT PRESENT 3. REFUSED 6. OTHER (explain in comments #1)	EDEMA 1. YES 2. NO
<input type="text"/>		<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>		<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>		<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>		<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>		<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>		<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>		<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>		<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>		<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>		<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

D78: COMMENTS #1

SOURCE OF BIRTH DATE

- 1. BIRTH CERTIFICATE
- 2. BAPTISMAL/CHURCH RECORD
- 3. HEALTH REGISTRATION CARD
- 4. HOME RECORD
- 5. PARENT STATEMENT
- 6. OTHER \_\_\_\_\_

EA CODE

HH NUMBER

**ANTHROPOMETRY - Non-pregnant women 15-49 years of age**

**CHECK QUESTIONS E04, E05 AND E28 IN MODULE E. IF THE WOMAN IS 15-49 YEARS OLD AND NOT PREGNANT (E28 = NO OR DK), SHE SHOULD BE MEASURED. TRANSFER THE INFORMATION FOR EACH NON-PREGNANT WOMAN 15-49 YEARS FROM MODULE E TO QUESTIONS E50 TO E52 BELOW.**

SELECTED WOMAN'S (15-49) INFORMATION			WEIGHT AND HEIGHT OF SELECTED WOMAN (15-49)				
E50	E51	E52	E53	E54	E55		
LINE NO. FROM HH ROSTER (B01)	NAME	AGE IN YEARS	HEIGHT (CM) 9994 = NOT PRESENT 9995 = REFUSED	WEIGHT (KG) 99994 = NOT PRESENT 99995 = REFUSED	RESULT 1. MEASURED 2. NOT PRESENT 3. REFUSED 6. OTHER (Explain in comment #2)		
<input type="text"/>		<input type="text"/>	<input type="text"/> . <input type="text"/> CM	<input type="text"/> . <input type="text"/> KG	<input type="text"/>		
<input type="text"/>		<input type="text"/>	<input type="text"/> . <input type="text"/> CM	<input type="text"/> . <input type="text"/> KG	<input type="text"/>		
<input type="text"/>		<input type="text"/>	<input type="text"/> . <input type="text"/> CM	<input type="text"/> . <input type="text"/> KG	<input type="text"/>		
<input type="text"/>		<input type="text"/>	<input type="text"/> . <input type="text"/> CM	<input type="text"/> . <input type="text"/> KG	<input type="text"/>		
<input type="text"/>		<input type="text"/>	<input type="text"/> . <input type="text"/> CM	<input type="text"/> . <input type="text"/> KG	<input type="text"/>		
<input type="text"/>		<input type="text"/>	<input type="text"/> . <input type="text"/> CM	<input type="text"/> . <input type="text"/> KG	<input type="text"/>		
<input type="text"/>		<input type="text"/>	<input type="text"/> . <input type="text"/> CM	<input type="text"/> . <input type="text"/> KG	<input type="text"/>		
<input type="text"/>		<input type="text"/>	<input type="text"/> . <input type="text"/> CM	<input type="text"/> . <input type="text"/> KG	<input type="text"/>		
E56: COMMENTS #2					AN01: END TIME <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> GO TO MODULE J MINUTE: <input type="text"/> <input type="text"/>		
ANTHROPOMETRIST PRINT NAME:		SIGNATURE:		AN02 <input type="text"/> <input type="text"/> ID NO.	AN03 <input type="text"/> <input type="text"/> DAY	<input type="text"/> <input type="text"/> MONTH	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> YEAR
SUPERVISOR PRINT NAME:		SIGNATURE:		AN04 <input type="text"/> <input type="text"/> ID NO.	AN05 <input type="text"/> <input type="text"/> DAY	<input type="text"/> <input type="text"/> MONTH	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> YEAR

Module J. Gender - Cash (All Men and Women who Earned Cash)				
NO.	QUESTIONS AND FILTERS	FIRST ELIGIBLE PERSON FROM ROSTER	SECOND ELIGIBLE PERSON FROM ROSTER	THIRD ELIGIBLE PERSON FROM ROSTER
J00	INSERT TIME MODULE STARTED	HOUR <input type="text"/> <input type="text"/>	MINUTE <input type="text"/> <input type="text"/>	
J01	CLUSTER CODE AND HOUSEHOLD NUMBER	CLUSTER <input type="text"/> <input type="text"/> <input type="text"/>	HH <input type="text"/> <input type="text"/> <input type="text"/>	
J02	MAN/WOMAN WHO EARNED CASH (B12 = 1 OR 2) FROM THE HOUSEHOLD ROSTER	LINE NO. (B01) <input type="text"/> <input type="text"/>	NO. (B01) <input type="text"/> <input type="text"/>	NO. (B01) <input type="text"/> <input type="text"/>
J03A	CHECK HOUSEHOLD ROSTER QUESTION B15 (MARITAL STATUS). IS RESPONDENT MARRIED OR LIVING TOGETHER (B15=1)?	YES ..... 1 NO ..... 2 GO TO J12 ←	YES ..... 1 NO ..... 2 GO TO J12 ←	YES ..... 1 NO ..... 2 GO TO J12 ←
J03B	OBTAIN CONSENT. DOES [NAME] AGREE TO PARTICIPATE IN THE SURVEY?	YES ..... 1 NO ..... 2 GO TO J12 ← NOT AVAILABLE ..... 3	YES ..... 1 NO ..... 2 GO TO J12 ← NOT AVAILABLE ..... 3	YES ..... 1 NO ..... 2 GO TO J12 ← NOT AVAILABLE ..... 3
J04	RESPONDENT'S SEX FROM HOUSEHOLD ROSTER (B04)	MALE ..... 1 FEMALE ..... 2	MALE ..... 1 FEMALE ..... 2	MALE ..... 1 FEMALE ..... 2
J05	RESPONDENT'S AGE FROM HOUSEHOLD ROSTER (B05)	YEARS <input type="text"/> <input type="text"/>	YEARS <input type="text"/> <input type="text"/>	YEARS <input type="text"/> <input type="text"/>
J06	Have you done any work in the past 12 months? READ DEFINITION OF WORK FROM MODULE B.	YES ..... 1 NO ..... 2 GO TO J12 ←	YES ..... 1 NO ..... 2 GO TO J12 ←	YES ..... 1 NO ..... 2 GO TO J12 ←
J07	During the past 12 months, were you usually paid in cash or kind for this work or were you not paid at all?	CASH ONLY ..... 1 CASH AND KIND ..... 2 IN KIND ONLY ..... 3 GO TO J12 ← NOT PAID ..... 4	CASH ONLY ..... 1 CASH AND KIND ..... 2 IN KIND ONLY ..... 3 GO TO J12 ← NOT PAID ..... 4	CASH ONLY ..... 1 CASH AND KIND ..... 2 IN KIND ONLY ..... 3 GO TO J12 ← NOT PAID ..... 4
J08	When you were paid in cash for this work, was the payment usually made directly to you, to your spouse/partner or to someone else in your household?  IF RESPONSE IS SOMEONE ELSE IN HH OR OTHER, THEN SPECIFY THE RELATIONSHIP TO THE RESPONDENT.	RESPONDENT ..... 1 SPOUSE/PARTNER ..... 2 SOMEONE ELSE IN HH ..... 3  _____ (SPECIFY) OTHER ..... 4 _____ (SPECIFY)	RESPONDENT ..... 1 SPOUSE/PARTNER ..... 2 SOMEONE ELSE IN HH ..... 3  _____ (SPECIFY) OTHER ..... 4 _____ (SPECIFY)	RESPONDENT ..... 1 SPOUSE/PARTNER ..... 2 SOMEONE ELSE IN HH ..... 3  _____ (SPECIFY) OTHER ..... 4 _____ (SPECIFY)
J09A	Do you usually discuss with someone about how the cash you earn will be used?	YES ..... 1 NO ..... 2 (SKIP TO J10) ←	YES ..... 1 NO ..... 2 (SKIP TO J10) ←	YES ..... 1 NO ..... 2 (SKIP TO J10) ←
J09B	With whom do you usually talk about how the cash you earn will be used? CIRCLE ALL THAT APPLY. FOR RESPONSES B AND C, SPECIFY THE RELATIONSHIP TO THE RESPONDENT.	SPOUSE/PARTNER ..... A SOMEONE ELSE IN HH ..... B (SPECIFY RELATIONSHIP) OTHER ..... C _____ (SPECIFY)	SPOUSE/PARTNER ..... A SOMEONE ELSE IN HH ..... B (SPECIFY RELATIONSHIP) OTHER ..... C _____ (SPECIFY)	SPOUSE/PARTNER ..... A SOMEONE ELSE IN HH ..... B (SPECIFY RELATIONSHIP) OTHER ..... C _____ (SPECIFY)
J10	Who usually decides how the cash you earn will be used?  READ ALL RESPONSES AND SELECT ONLY ONE.  FOR RESPONSES #4 AND #5, SPECIFY THE RELATIONSHIP TO THE RESPONDENT.	YOURSELF ..... 1 SPOUSE/PARTNER ..... 2 YOURSELF AND SPOUSE/PARTNER JOINTLY ..... 3 YOURSELF AND OTHER JOINTLY ..... 4 _____ (SPECIFY) OTHER ..... 5 _____ (SPECIFY)	YOURSELF ..... 1 SPOUSE/PARTNER ..... 2 YOURSELF AND SPOUSE/PARTNER JOINTLY ..... 3 YOURSELF AND OTHER JOINTLY ..... 4 _____ (SPECIFY) OTHER ..... 5 _____ (SPECIFY)	YOURSELF ..... 1 SPOUSE/PARTNER ..... 2 YOURSELF AND SPOUSE/PARTNER JOINTLY ..... 3 YOURSELF AND OTHER JOINTLY ..... 4 _____ (SPECIFY) OTHER ..... 5 _____ (SPECIFY)
	CHECK RESPONSE TO QUESTION J04. IS THE RESPONDENT A FEMALE?	IF YES CONTINUE IF NO GO TO J11.	IF YES CONTINUE IF NO GO TO J11.	IF YES CONTINUE IF NO GO TO J11.
J10A	Has your spouse/partner done any work in the past 12 months?  READ DEFINITION OF WORK FROM MODULE B.	YES ..... 1 NO ..... 2 GO TO J11 ← DON'T KNOW ..... 9	YES ..... 1 NO ..... 2 GO TO J11 ← DON'T KNO ..... 9 GO TO J11	YES ..... 1 NO ..... 2 GO TO J11 ← DON'T KNO ..... 9
J10B	During the past 12 months, was he usually paid in cash	CASH ONLY ..... 1	CASH ONLY ..... 1	CASH ONLY ..... 1



<b>Module J. Gender - Cash (All Men and Women who Earned Cash)</b>				
<b>NO.</b>	<b>QUESTIONS AND FILTERS</b>	<b>FIRST ELIGIBLE PERSON FROM ROSTER</b>	<b>SECOND ELIGIBLE PERSON FROM ROSTER</b>	<b>THIRD ELIGIBLE PERSON FROM ROSTER</b>
	or kind for this work or you not paid at all?	CASH AND KIND . 2 IN KIND ONLY ..... 3 GO TO J11 ← NOT PAID..... 4	CASH AND KIND .. 2 IN KIND ONLY ..... 3 GO TO J11 ← NOT PAID ..... 4	CASH AND KIND .. 2 IN KIND ONLY .... 3 GO TO J11 ← NOT PAID .. .... 4
J10C	Who usually decides how the cash he earns will be used?  READ ALL RESPONSES AND SELECT ONLY ONE.  FOR RESPONSES #4 AND #5, SPECIFY THE RELATIONSHIP TO THE RESPONDENT.	YOURSELF ..... 1 SPOUSE/PARTNER . 2 YOURSELF AND SPOUSE/PARTNER JOINTLY ..... 3 YOURSELF AND OTHER JOINTLY . 4 OTHER _____ (SPECIFY) 5 OTHER _____ (SPECIFY)	YOURSELF ..... 1 SPOUSE/PARTNER .. 2 YOURSELF AND SPOUSE/PARTNER JOINTLY ..... 3 YOURSELF AND OTHER JOINTLY .. 4 OTHER _____ (SPECIFY) 5 OTHER _____ (SPECIFY)	YOURSELF ..... 1 SPOUSE/PARTNER .. 2 YOURSELF AND SPOUSE/PARTNER JOINTLY ..... 3 YOURSELF AND OTHER JOINTLY .. 4 OTHER _____ (SPECIFY) 5 OTHER _____ (SPECIFY)
J11	Who usually makes decisions about making major household purchases?  READ ALL RESPONSES AND SELECT ONLY ONE.  FOR RESPONSES #4 AND #5, SPECIFY THE RELATIONSHIP TO THE RESPONDENT.	YOURSELF ..... 1 SPOUSE/PARTNER . 2 YOURSELF AND SPOUSE/PARTNER JOINTLY ..... 3 YOURSELF AND OTHER JOINTLY . 4 OTHER _____ (SPECIFY) 5 OTHER _____ (SPECIFY)	YOURSELF ..... 1 SPOUSE/PARTNER .. 2 YOURSELF AND SPOUSE/PARTNER JOINTLY ..... 3 YOURSELF AND OTHER JOINTLY .. 4 OTHER _____ (SPECIFY) 5 OTHER _____ (SPECIFY)	YOURSELF ..... 1 SPOUSE/PARTNER .. 2 YOURSELF AND SPOUSE/PARTNER JOINTLY ..... 3 YOURSELF AND OTHER JOINTLY .. 4 OTHER _____ (SPECIFY) 5 OTHER _____ (SPECIFY)
J12	THERE ARE NO MORE QUESTIONS FOR THIS CASH EARNER.	CASH EARNER, OR J13 IF NO MORE CASH EARNERS	GO TO J02 FOR NEXT CASH EARNER, OR J13 IF NO MORE CASH EARNERS	GO TO J02 FOR NEXT CASH EARNER, OR J13 IF NO MORE CASH EARNERS
J13	INSERT TIME MODULE ENDED	HOUR <input type="text"/> <input type="text"/>	MINUTE <input type="text"/> <input type="text"/>	→ GO TO MODULE K

Module K. Gender - MCHN (All Men and Women with Child Under 2 Years)				
NO.	QUESTIONS AND FILTERS	FIRST ELIGIBLE PERSON FROM ROSTER	SECOND ELIGIBLE PERSON FROM ROSTER	THIRD ELIGIBLE PERSON FROM ROSTER
K00	INSERT TIME MODULE STARTED	HOUR <input type="text"/> <input type="text"/>	MINUTE <input type="text"/> <input type="text"/>	
K01	CLUSTER CODE AND HOUSEHOLD NUMBER	CLUSTER <input type="text"/> <input type="text"/> <input type="text"/>	HH <input type="text"/> <input type="text"/> <input type="text"/>	
K02A	MAN/WOMAN WITH A CHILD UNDER 2 YEARS (B13=1) FROM THE HOUSEHOLD ROSTER	LINE NO. (B01) <input type="text"/> <input type="text"/>	NO. (B01) <input type="text"/> <input type="text"/>	NO. (B01) <input type="text"/> <input type="text"/>
K02B	OBTAIN CONSENT. DOES [NAME] AGREE TO PARTICIPATE IN THE SURVEY?	YES ..... 1 NO ..... 2 SKIP TO K17 ← NOT AVAILABLE 3	YES ..... 1 NO ..... 2 SKIP TO K17 ← NOT AVAILABLE 3	YES ..... 1 NO ..... 2 SKIP TO K17 ← NOT AVAILABLE 3
K03	RESPONDENT'S SEX FROM HOUSEHOLD ROSTER (B04)	MALE ..... 1 FEMALE ..... 2	MALE ..... 1 FEMALE ..... 2	MALE ..... 1 FEMALE ..... 2
K04A	RESPONDENT'S AGE FROM HOUSEHOLD ROSTER (B05)	YEARS <input type="text"/> <input type="text"/>	YEARS <input type="text"/> <input type="text"/>	YEARS <input type="text"/> <input type="text"/>
K04B	RESPONDENT'S MARITAL STATUS FROM HOUSEHOLD ROSTER (B15)	MARITAL STATUS <input type="text"/>	MARITAL STATUS <input type="text"/>	MARITAL STATUS <input type="text"/>
K05	Do you have a child under 2 years of age living in the household?	YES ..... 1 NO ..... 2 GO TO K17 ←	YES ..... 1 NO ..... 2 GO TO K17 ←	YES ..... 1 NO ..... 2 GO TO K17 ←
K06	What is the name of your (youngest) child under 2 years of age? ADD LINE NUMBER (B01) FROM HH ROSTER	NAME _____ LINE NO. (B01) <input type="text"/> <input type="text"/>	NAME _____ LINE NO. (B01) <input type="text"/> <input type="text"/>	NAME _____ LINE NO. (B01) <input type="text"/> <input type="text"/>
K07	How many times should a pregnant woman go for antenatal check-ups during the pregnancy?	NUMBER OF TIMES <input type="text"/> <input type="text"/> DON'T KNOW 98	NUMBER OF TIMES <input type="text"/> <input type="text"/> DON'T KNOW .. 98	NUMBER OF TIMES <input type="text"/> <input type="text"/> DON'T KNOW . 98
K08	In your opinion, do you think pregnant women, overall, need to eat more, less or the same amount of food as they did before they got pregnant?	MORE ..... 1 LESS ..... 2 SAME ..... 3 DON'T KNOW 8	MORE ..... 1 LESS ..... 2 SAME ..... 3 DON'T KNOW .. 8	MORE ..... 1 LESS ..... 2 SAME ..... 3 DON'T KNOW . 8
K09	How long after birth should a mother first put her baby to the breast?	IMMEDIATELY ..... 1 LESS THAN 1 HOUR AFTER DELIVERY . 2 SOME HRS LATER BUT LESS THAN 24 HRS 3 1 DAY LATER ..... 4 MORE THAN 1 DAY LATER ..... 5 BABY SHOULD NOT BE BREASTFED . 6 DON'T KNOW ..... 8	IMMEDIATELY ..... 1 LESS THAN 1 HOUR AFTER DELIVER' ..... 2 SOME HRS LATER BUT LESS THAN 24 HRS 3 1 DAY LATE ..... 4 MORE THAN 1 DAY LATER ..... 5 BABY SHOULD NOT BE BREASTFED ..... 6 DON'T KNOW ..... 8	IMMEDIATELY ..... 1 LESS THAN 1 HOUR AFTER DELIVER' ..... 2 SOME HRS LATER BUT LESS THAN 24 HRS 3 1 DAY LATE ..... 4 MORE THAN 1 DAY LATER ..... 5 BABY SHOULD NOT BE BREASTFED ..... 6 DON'T KNOW ..... 8
K10	At what age should a breast-fed child be introduced to semi-solid or solid foods?	AGE IN MONTHS <input type="text"/> <input type="text"/> DON'T KNOW 98	AGE IN MONTHS <input type="text"/> <input type="text"/> DON'T KNOW .. 98	AGE IN MONTHS <input type="text"/> <input type="text"/> DON'T KNOW . 98
K11	Can you please list the benefits of waiting at least two years after the last live birth before attempting the next pregnancy?  DO NOT READ THE ANSWERS. IF THE RESPONDEND INDICATES THAT S/HE DOES NOT KNOW DO NOT PROBE FOR ADDITIONAL RESPONSES.  CIRCLE ALL THAT APPLY. AFTER RECORDING ALL RESPONSES, PROBE TWICE ASKING FOR ANY OTHER BENEFITS.	REDUCED RISK OF MATERNAL DEATH A REDUCED RISK OF CHILD DEATH B REDUCED RISK OF MISCARRIAGE C REDUCED RISK OF PREMATURE DELIVERY D CHILD WILL GROW HEALTHIER E HEALTH OF OTHER CHILDREN F ECONOMIC BENEFIT G INCREASED EDUCATIO H FOR OTHER CHILDREN	REDUCED RISK OF MATERNAL DEATH A REDUCED RISK OF CHILD DEATH B REDUCED RISK OF MISCARRIAGE C REDUCED RISK OF PREMATURE DELIVERY D CHILD WILL GROW HEALTHIER E HEALTH OF OTHER CHILDREN F ECONOMIC BENEFIT G INCREASED EDUCATION H FOR OTHER CHILDREN	REDUCED RISK OF MATERNAL DEATH A REDUCED RISK OF CHILD DEATH B REDUCED RISK OF MISCARRIAGE C REDUCED RISK OF PREMATURE DELIVERY D CHILD WILL GROW HEALTHIER E HEALTH OF OTHER CHILDREN F ECONOMIC BENEFIT G INCREASED EDUCATIOI H FOR OTHER CHILDREN

Module K. Gender - MCHN (All Men and Women with Child Under 2 Years)				
NO.	QUESTIONS AND FILTERS	FIRST ELIGIBLE PERSON FROM ROSTER	SECOND ELIGIBLE PERSON FROM ROSTER	THIRD ELIGIBLE PERSON FROM ROSTER
		OTHER _____ X (SPECIFY) DON'T KNOW ..... Y	OTHER _____ X (SPECIFY) DON'T KNO ..... Y	OTHER _____ X (SPECIFY) DON'T KNO . . . . . Y
	CHECK K04B ABOVE, MARITAL STATUS  IS PERSON MARRIED/LIVING TOGETHER (K04B=1)?	YES ..... 1 NO ..... 2 GO TO K17 ←	YES ..... 1 NO ..... 2 GO TO K17 ←	YES ..... 1 NO ..... 2 GO TO K17 ←
K12	IF FEMALE RESPONDENT ASK: Is there someone with whom you usually discuss your or [NAME OF INDEX CHILD]'s health and nutrition?  IF MALE RESPONDENT ASK: Is there someone with whom you usually discuss your spouse/partner's or [NAME OF INDEX CHILD]'s health and nutrition?	YES ..... 1 NO ..... 2 (SKIP TO K14) ←	YES ..... 1 NO ..... 2 (SKIP TO K14) ←	YES ..... 1 NO ..... 2 (SKIP TO K14) ←
K13	With whom do you usually discuss this?  CIRCLE ALL THAT APPLY. FOR RESPONSES B AND C, SPECIFY THE RELATIONSHIP TO THE RESPONDENT.	SPOUSE/PARTNER . . . . . A SOMEONE ELSE IN HH (SPECIFY RELATIONSHIP) _____ B OTHER _____ C (SPECIFY)	SPOUSE/PARTNER . . . . . A SOMEONE ELSE IN HH (SPECIFY RELATIONSHIP) _____ B OTHER _____ C (SPECIFY)	SPOUSE/PARTNER . . . . . A SOMEONE ELSE IN HH (SPECIFY RELATIONSHIP) _____ B OTHER _____ C (SPECIFY)
K14	IF FEMALE RESPONDENT ASK: Who usually makes decisions about your health and nutrition?  IF MALE RESPONDENT ASK: Who usually makes decisions about your spouse/partner's health and nutrition?  READ ALL RESPONSES AND SELECT ONLY ONE.  FOR RESPONSES #4 AND #5, SPECIFY THE RELATIONSHIP TO THE RESPONDENT.	Yourself ..... 1 Spouse/partner . . . . . 2 Yourself and Spouse/partner Jointly ..... 3 Yourself and other jointly . . . . . 4 (SPECIFY) Other _____ 5 (SPECIFY)	Yourself ..... 1 Spouse/partner . . . . . 2 Yourself and Spouse/partner Jointly ..... 3 Yourself and other jointly . . . . . 4 (SPECIFY) Other _____ 5 (SPECIFY)	Yourself ..... 1 Spouse/partner . . . . . 2 Yourself and Spouse/partner Jointly ..... 3 Yourself and other jointly . . . . . 4 (SPECIFY) Other _____ 5 (SPECIFY)
K15	Who usually makes decisions about [NAME OF INDEX CHILD]'s health and nutrition?  READ ALL RESPONSES AND SELECT ONLY ONE.  FOR RESPONSES #4 AND #5, SPECIFY THE RELATIONSHIP TO THE RESPONDENT.	Yourself ..... 1 Spouse/partner . . . . . 2 Yourself and Spouse/partner Jointly ..... 3 Yourself and other jointly . . . . . 4 (SPECIFY) Other _____ 5 (SPECIFY)	Yourself ..... 1 Spouse/partner . . . . . 2 Yourself and Spouse/partner Jointly ..... 3 Yourself and other jointly . . . . . 4 (SPECIFY) Other _____ 5 (SPECIFY)	Yourself ..... 1 Spouse/partner . . . . . 2 Yourself and Spouse/partner Jointly ..... 3 Yourself and other jointly . . . . . 4 (SPECIFY) Other _____ 5 (SPECIFY)
K16	Who usually makes decisions about making major household purchases?  READ ALL RESPONSES AND SELECT ONLY ONE.  FOR RESPONSES #4 AND #5, SPECIFY THE RELATIONSHIP TO THE RESPONDENT.	Yourself ..... 1 Spouse/partner . . . . . 2 Yourself and Spouse/partner Jointly ..... 3 Yourself and other jointly . . . . . 4 (SPECIFY) Other _____ 5 (SPECIFY)	Yourself ..... 1 Spouse/partner . . . . . 2 Yourself and Spouse/partner Jointly ..... 3 Yourself and other jointly . . . . . 4 (SPECIFY) Other _____ 5 (SPECIFY)	Yourself ..... 1 Spouse/partner . . . . . 2 Yourself and Spouse/partner Jointly ..... 3 Yourself and other jointly . . . . . 4 (SPECIFY) Other _____ 5 (SPECIFY)
	THERE ARE NO MORE QUESTIONS FOR THIS RESPONDENT.	GO TO K02A FOR NEXT RESPONDENT, OR K18 IF NO MORE RESPONDENTS	GO TO K02A FOR NEXT RESPONDENT, OR K18 IF NO MORE RESPONDENTS	GO TO K02A FOR NEXT RESPONDENT, OR K18 IF NO MORE RESPONDENTS
K17	INSERT TIME MODULE ENDED	HOUR <input type="text"/> <input type="text"/>	MINUTE <input type="text"/> <input type="text"/>	→ GO TO MODULE R

Module P. Activity Participation (Head of HH or Responsible Adult)			
NO.	QUESTIONS AND FILTERS	CODING CATEGORIES	
P00	INSERT TIME MODULE STARTED	HOUR <input type="text"/> <input type="text"/>	MINUTE <input type="text"/> <input type="text"/>
P01	CLUSTER AND HOUSEHOLD NUMBER	STE R <input type="text"/> <input type="text"/> <input type="text"/>	HH <input type="text"/> <input type="text"/> <input type="text"/>
P02A	HEAD OF HOUSEHOLD OR RESPONSIBLE ADULT (B10 = 1) FROM HOUSEHOLD ROSTER	LINE NUMBER (B01)	<input type="text"/> <input type="text"/>
P02B	OBTAIN CONSENT. DOES [NAME] AGREE TO PARTICIPATE IN THE SURVEY?	YES . 1 NO . 2 NOT AVAILABLE 3	<input type="checkbox"/> → P80
	<b>Now I would like to ask you some questions about your household's social assistance participation.</b>		
P03A	Did you or a member of your household participate in any projects funded by the government, an NGO, or other organizations in the past 5 years?  (This question is not for USAID projects)	YES . 1 NO . 2 DON'T KNOW . 8	
P03B	Did you or a member of your household participate in any projects funded by USAID in the past 5 years, such as [NUYOK or APOLOU] or another USAID project?	YES . 1 NO . 2 DON'T KNOW . 8	<input type="checkbox"/> → P80
P04	Which USAID project have you or a member of your household participated in/ benefited from in the past 5 years? <b>[SELECT THE APPROPRIATE RFSA AND/OR OTHER AS MANY AS APPROPRIATE; AND USE APPROVED PROJECT LOGOS AS APPROPRIATE TO REMIND RESPONDENTS ABOUT THE ACTIVITY/PROJECT].</b>  <b>FILL IN RFSA NAMES AND ANY OTHER USAID FUNDED PROJECTS CONDUCTED IN THE AREA IN THE PAST 5 YEARS</b>	RFSA-NUYOK . 1 RFSA-APOLOU . 2 OTHER (Specify) _____ . 3 DON'T KNOW . 8	<input type="checkbox"/> → P05 <input type="checkbox"/> → P80
P05	How many months/years did you participate in [NUYOK or APOLOU] activities?	12 months or less . 1 13 - 24 months (2 yrs) . 2 25 - 36 months (3 yrs) . 3 37 - 48 months (4 yrs) . 4 49 months or more (4+yrs) . 5 DON'T KNOW . 8	
P05a	<b>CHECK QUESTION P04. IF P04=1, CONTINUE TO P06, IF P04=2 SKIP TO P50a.</b>		
	<b>Now I will ask you some questions about activities you or a member of your household may have participated in/received from the [NUYOK] project over the past five years.</b>  <b>READ THE LIST OF INTERVENTIONS. RECORD "YES" IF ANYONE IN THE HOUSEHOLD PARTICIPATED IN THE INTERVENTION.</b>  <b>RECORD "NO" IF NO ONE IN THE HOUSEHOLD PARTICIPATED IN THE INTERVENTION.</b>		
P06	Did you or a member of your household participate in a Savings and Internal Lending Community (SILC) Group?	YES . 1 NO . 2	
P07	Did you or a member of your household participate in Producer Marketing Groups (PMG)?	YES . 1 NO . 2	
P08	Did you or a member of your household participate in a Livestock cluster or Livestock producer group (LPG)?	YES . 1 NO . 2	

P09	Did you or a member of your household participate in groups intended for mothers such as groups promoting child nutrition (Mothers Care Groups - MCGs)?	YES . NO .	1 2	
P10	Did you or a member of your household participate in a Village Disaster Management Committee (VDMCs)?	YES . NO .	1 2	
P11	Did you or a member of your household participate in a Water User Committee?	YES . NO .	1 2	
P12	Did you or a member of your household participate in an "Akiyar" Drama Group?	YES . NO .	1 2	
P13	Did you or a member of your household participate in a Community Animal Health Workers Group?	YES . NO .	1 2	
P14	Did you or a member of your household participate in a Village Health Team (VHT)?	YES . NO .	1 2	
P15	Are you or a member of your household part of a Rural Entrepreneurs Access Project (REAP) Business Group?	YES . NO .	1 2	
P16	Did you or a member of your household participate in a Conflict Mitigation and Management Committees (CMMC)?	YES . NO .	1 2	
P17	Did you or a member of your household participate in a home improvement campaign (HIC) meant to promote construction of household latrines?	YES . NO .	1 2	
P18	Are you or a member of your household part of a Lead Couple Farmers (LCF)?	YES . NO .	1 2	
P19	Were you or a member of your household a lead farmer?	YES . NO .	1 2	
P20	Were you or a member of your household a Male Change Agent (MCA)?	YES . NO .	1 2	
P21	Did you or a member of your household participate in Male Change Agent (MCA) peer group activities?	YES . NO .	1 2	
P22	Did you or a member of your household participate in Public Works Activities (PWAs) or Cash for Work activities?	YES . NO .	1 2	
P23	Did you or a member of your household participate in Farmer Managed Natural Regeneration (FMNR) Activities?	YES . NO .	1 2	
P24	Did you or a member of your household participate in Youth entrepreneurship activities in Abim?	YES . NO .	1 2	
P25	Were you or a member of your household a hand pump mechanic?	YES . NO .	1 2	
P26	Were you or a member of your household a Community Based Monitor (CBM)?	YES . NO .	1 2	
P27	Have you participated in any other groups of NUYOK that have not been listed?	YES . NO .	1 2	→ P30
P28	If yes, please specify what group you participated in.	Specify .	—	
P30		Community based monitoring initiatives led Training on leadership and decision making Male change agent sessions or peer group Effective communication as a couple led by Natural resource management training incl Community managed disaster risk manager Conflict management and mitigation Vocational skills Life skills and business management	A B C D E F G H I	

	In which trainings and/or services offered by NUYOK during the Activity period did you or your household participate?  [ENUMERATOR TO READ OUT ALL OPTIONS TO RESPONDENT. SELECT MULTIPLE OPTIONS AS APPLICABLE]	Savings and internal lending communities ( J Improved crop production practices K Improved post harvest handling and storage L Kitchen/backyard vegetable gardening M Improved livestock (cattle, shoats and poul N Improved Essential Nutrition and Hygiene A O improved water, sanitation and hygiene (W/ P Agriculture seeds and vines (through DINEF Q Village Health Outreaches R Cash for work/Conditional cash transfers S Bee keeping/Apiary T Disaster risk reduction or climate change ac U Receive Early Warning information on disea V Market-related support, (access to market p W Water user committee led activities X Hand pump mechanic training Y Nutrition vouchers (specifically for HHCGs) Z Animal health services (from CAHWs) AA None of these YZ	
P31	Have you participated in any other trainings and or services offered by NUYOK that were not listed?	YES . 1 NO . 2	→ P80
P32	If yes, please specify what training and/or service you participated in.	Specify _____	→ P80
P50a	<b>Now I will ask you some questions about activities you or a member of your household may have participated in/received from the [APOLOU] project over the past five years.</b>  <b>READ THE LIST OF INTERVENTIONS. RECORD “YES” IF ANYONE IN THE HOUSEHOLD PARTICIPATED IN THE INTERVENTION.</b>  <b>RECORD “NO” IF NO ONE IN THE HOUSEHOLD PARTICIPATED IN THE INTERVENTION.</b>		
P50	Did you or a member of your household participate in a Saving and Internal Lending Committee (SILC)?	YES . 1 NO . 2	
P51	Did you or a member of your household participate in a Livestock Enterprise Group (LEG)?	YES . 1 NO . 2	
P52	Did you or a member of your household participate in groups intended for mothers, such as 1,000 day mother groups or groups promoting child nutrition (Mothers Care Groups-MCGs)??	YES . 1 NO . 2	
P53	Did you or a member of your household participate in a Resilience Action Committee (RAC) at the village level?	YES . 1 NO . 2	
P54	Did you or a member of your household participate in a Peace Committee (PC)?	YES . 1 NO . 2	
P55	Did you or a member of your household participate in a Women and Youth Coalition group?	YES . 1 NO . 2	
P56	Did you or a member of your household participate in a health unit management committee?	YES . 1 NO . 2	
P57	Did you or a member of your household participate in a sub-county nutrition coordination committee?	YES . 1 NO . 2	
P58	Did you or a member of your household participate in a district nutrition coordination committee?	YES . 1 NO . 2	
P59	Did you or a member of your household participate in a water user committee?	YES . 1 NO . 2	

P60	Did you or a member of your household engage in a farmer enterprise group (FEG)?	YES . NO .	1 2	
P61	Did you or a member of your household participate in an economic empowerment group?	YES . NO .	1 2	
P62	Did you or a member of your household participate in a safe space group?	YES . NO .	1 2	
P63	Did you or a member of your household participate in an integrated natural resource management committee?	YES . NO .	1 2	
P64	Have you participated in any other groups offered by Apolou that were not listed?	YES . NO .	1 2	→ P66
P65	If yes, please specify what group did you participate?	Specify .	—	
P66	Did you or a member of your household receive unconditional cash transfers such as food vouchers, seedlings or seeds?	YES . NO .	1 2	
P70	In which trainings offered by APOLOU during the Activity period did you or your household participate?  [ENUMERATOR TO READ OUT ALL OPTIONS TO RESPONDENT. SELECT MULTIPLE OPTIONS AS APPLICABLE]	Community planning and resources mgmt Peace advocacy and conflict mgmt Women and youth coalition Promoter roles (mother care group) Male change agent roles & responsibilities Improved nutrition practices Health system strengthening Village health team for community health Savings and internal lending related Farming enterprise group related Permagarden Agroforestry Valley tanks water sources mgmt Safe pesticides use and handling Apiary Livestock enterprise group related training Quality standards training for LEGs, trader as Pastoralism practice and policy training CAHW and livestock as a business training Poultry training Safe space group related Gender dynamics Natural resource management and water use Community led total sanitation related Hand pump mechanics training Entrepreneurship in WASH Masons training Water board Interpersonal communication Training on adolescent youth friendly services Reusable menstrual sanitary pads Essential WASH action Clean household approach Water user committee related None of these	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 AA AB AC AD AE AF AG AH YZ	
P71	Have you participated in any other training offered by Apolou that were not listed?	YES . NO .	1 2	→ P73
P72	If Yes, please specify what training you received?	Specify .	—	
P73		Early warning information dissemination and Market information sharing and use	A B	

	<p>In which services offered by APOLOU during the Activity period did you or your household participate or receive?</p> <p>[ENUMERATOR TO READ OUT ALL OPTIONS TO RESPONDENT. SELECT MULTIPLE OPTIONS AS APPLICABLE]</p>	<p>Animal health services C                  Water quality testing and analysis D                  Health outreach support to government E                  Food voucher distribution F                  Agriculture seedlings distribution G                  Farm equipment distribution H                  Livestock service providers grants I                  Startup capital to AVAs for providing agricu J                  Startup inputs for WASH entrepreneurs K                  None of these Z</p>	
P74	<p>Have you participated in any other services offered by Apolou that were not listed?</p>	<p>YES . 1                  NO . 2</p>	<p>→ P80</p>
P75	<p>If Yes, please specify what training and/or services you received?</p>	<p>Specify . —</p>	
P80	<p><b>MODULE END TIME</b></p> <p style="text-align: center;">HOUR <input type="text"/> <input type="text"/> MINUTE <input type="text"/> <input type="text"/></p>		



INTERVIEWER'S OBSERVATIONS

TO BE FILLED IN AFTER COMPLETING INTERVIEW

COMMENTS ABOUT RESPONDENT:

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COMMENTS ON SPECIFIC QUESTIONS:

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ANY OTHER COMMENTS:

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SUPERVISOR'S OBSERVATIONS

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NAME OF TEAM LEADER: \_\_\_\_\_ DATE: \_\_\_\_\_

EDITOR'S OBSERVATIONS

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NAME OF EDITOR: \_\_\_\_\_ DATE: \_\_\_\_\_

## ANNEX 9: C2

Cluster code (Module A)  HH number (from Module A)  Start time: Hour  Minute

### UGANDA 2023 EL PBS - MODULE R – RESILIENCE

The resilience module questions will be asked to the household head, or other responsible HH member

R02A. Respondent's line number (B01) from Module B, Question B10

R02B. DOES [NAME] AGREE TO PARTICIPATE IN THE SURVEY?

1=Yes

2=No → Go to Module H

3=Not available → Go to Module H

**Table 5: Module R1 - Shocks and Stressors**

	R101	R102	R103	R104	R105	R106
	Over the <b>last year (12 months)</b> did your household experience [the shock]?  1= Yes 2 = No 99 -= Don't know  <b>&gt;&gt;If 2 or 99, Next shock</b>	In which month did [the shock] start?  Note: If experienced [the shock] more than once, use the month of the most recent occurrence  <b>Enter code from list</b>	How severe was the overall impact on your household (income)  <b>Enter code from list</b>  <b>Only ask if R101=1</b>	How severe was the impact on your household's food consumption?  <b>Enter code from list</b>	How did you cope with the [shock]?  <b>Enter code from list</b>  <b>Select all that apply</b>  <b>Only ask if R101=1</b>	To what extent has your household been able to recover?  <b>Enter code from list</b>  <b>Only ask if R103=2,3, or 4</b>
<b>Climatic shocks</b>						
a. Excessive rains						
b. Flooding						
c. Too little rain/drought						
d. variable rain (early/late)						
e. Hail/frost						

	R101	R102	R103	R104	R105	R106
f. Landslides/erosion						
ff. Destruction of crops by wildfire						
<b>Biological shocks</b>						
g. Crop disease (rust on wheat, sorghum)						
h. Crop pests (locusts)						
i. Weeds (e.g., associated with striga)						
j. Livestock disease						
k. Human disease outbreaks (from contaminated water)						
kk. Destruction of crops by wildlife						
<b>Conflict shocks</b>						
l. Theft or destruction of assets						
m. Theft of livestock (raids)						
Land conflict						
Water conflict						
Gender Based Violence						
<b>Economic shocks</b>						
n. Delay in food assistance						
o. Increasing food prices						
p. Increased prices of agricultural or livestock inputs						
q. Decreased prices for agricultural or livestock products						
r. Loss of land/rental property						
s. Unemployment						
t. Death or long-term illness of household member						
u. Non-function of borehole						

**Table 6: Shocks Codes List**

R102		R103, R104	R106
Month in which shock started		Severity of impact	Ability to recover
1. June 2022	8. January 2023	1. None (the same)	1. Did not recover
2. July	9. February	2. Slight decrease	2. Partially recovered
3. August	10. March	3. Severe decrease	3. Fully recovered,
4. September	11. April	4. Worst ever	same as before the shock
5. October	12. May	happened	4. Fully recovered and better than before the shock
6. November	13. June 2023	99. Don't know	5. Not affected by [event]
7. December	99. Don't know		99. Don't know

**Table 7: R105 How coped with shocks**

R105 (How coped with the shock)	
<b>LIVESTOCK AND LAND HOLDINGS</b>	<b>COPING STRATEGIES TO GET MORE FOOD OR MONEY</b>
a. Send livestock in search of pasture	m. Take up new/additional work (casual labor, wage labor)
b. Sell livestock	n. Sell household items (e.g., radio, bed)
c. Slaughter livestock	o. Sell productive assets (e.g., plough, water pump)
d. Lease out land	p. Take out a loan (with interest) from a (formal) bank
<b>MIGRATION</b>	q. Take out a loan (with interest) from an MFI or village savings group
e. HH member migrated	r. Take out a loan (with interest) from a money-lender
f. Migrate (the whole family)	s. Take out a loan (no interest) from friends or relatives within the community (bonding)
g. Send children or an adult to stay with relatives	t. Take out a loan (no interest) from friends or relatives outside of the community (bridging)
	u. Gift of money (not remittances) or food from family, friends, church or other group within community (bonding)
<b>COPING STRATEGIES TO REDUCE CURRENT EXPENDITURE</b>	v. Gift of money (not remittances) or food from family, friends, church or other group outside of community (bridging)
h. Take children out of school (to work, or can't pay school)	w. Send children to work for money (e.g., domestic service)
i. Move to less expensive housing	x. Receive emergency food aid from the government or NGO
j. Reduce food consumption (quantity/meal; # of meals/day)	y. Receive emergency cash transfer from the government or NGO
k. Reduced non-essential HH expenses	z. Participate in government or NGO food-for-work or cash-for-work activities
l. Gotten food on credit from a local merchant	aa. Use money from savings
	bb. Remittances from a relative that migrated
	cc. Other (specify)
	dd. Did nothing

**Table 8: Shock exposure and severity (continued)**

<b>Shock exposure and severity (cont'd)</b>	
<b>R107</b>	To what extent has your ability to meet food needs returned to the level it was before all the shocks and stressors you experienced in the last 12 months?  <i>[PROMPT]</i>
	Ability to meet food needs is the same as before the shock.....1
	Ability to meet food needs is better than before the shock.....2
<b>R108</b>	In light of the shocks and stressors you faced in the last 12 months, to what extent do you believe you will be able to meet your food needs in the next year?  <i>[PROMPT]</i>
	Ability to meet food needs will be the same as before the shock.....1
	Ability to meet food needs will be better than before the shock.....2
	Ability to meet food needs will be worse than before the shock.....3
<b>R109</b>	What have you done to protect your household from the impact of shocks in the future?  <b>[Read list; select all that apply]</b>
	Nothing.....1
	Increased savings.....2
	Put aside grains (for HH or animals).....3
	Put water aside.....4
	Planted different crops.....5
	Purchased different animals.....6
	Changed livelihood.....7
	Added different livelihood activity.....8
	Acquired crop insurance.....9
	Relocated temporarily.....10
	Relocated permanently.....11
Other .....12	
99 Don't know	

**Table 9: Module R2 - Productive Assets**

		<b>R201</b>
		Number owned now 99 Don't know
a.	Plough (oxen-pulled)	
b.	Mechanical plough	
c.	Sickle	
d.	Pick axe	
e.	Axe	
f.	Pruning/cutting shears	
g.	Hoe	
h.	Spade or shovel	
i.	Water trough	
j.	Traditional beehive	
k.	Modern beehive	
l.	Knapsack chemical sprayer	
m.	Mechanical water pump	
n.	Motorized water pump	
o.	Stone grain mill	
p.	Motorized grain mill	
q.	Broad bed maker (oxen-pulled)	
r.	Small tractor	
s.	Hand-held motorized tiller	
t.	Individual granary (at homestead) traditional	
u.	Modern silo	
v.	Grain bag	
w.	Tarpaulin	
x.	Agricultural land (hectares)	

**Table 10: Module R2A - Livestock Assets**

		<b>R201A</b>
		Number owned now 9999 Don't know
a.	Oxen	
b.	Cattle	
c.	Goats	
d.	Sheep	
e.	Donkey/mule	
f.	Poultry (Chicken, ducks, Guinea fowls, turkeys)	
h.	Horses	
i.	Honey bees (hives)	
j.	pigs	

**Table 11: Module R3 - Access to Markets, Infrastructure, and Services**

		<b>R301</b>
		Are the following services available <b>IN</b> or <b>WITHIN FIVE KM</b> of your village? <sup>a</sup> 1= yes 2= no 99 Don't know
a.	Institutions where people can borrow money	<b>If yes, go to R302</b>
b.	Institutions where people can save money (including VSLA)	<b>If yes, go to R302a</b>
c.	Primary school	<b>If yes, go to R303a</b>
d.	Health services (at least level 3 facility)	<b>If yes, go to R304a</b>
e.	Agricultural extension services	<b>If yes, go to R305a</b>
f.	Veterinary services (CAHWs, mobile vet, vet center, etc.)	<b>If yes, go to R306a</b>
g.	Electricity from public utility (main grid)	<b>If yes, go to R307</b>
h.	Mobile phone service	
j.	Public transport service (boda/boda, bus, taxi)	<b>Go to R308</b>

<sup>a</sup>Interviewer: if respondent cannot estimate distance, ask how long to walk to the location. Assume that 60 minutes walking is equal to 5 KM.

**Table 12: Access to Markets, cont'd**

<b>ASK ONLY IF R301a = YES</b>		
<b>R302</b>	Who provides this service?  <b>Select all that apply</b>	<ol style="list-style-type: none"> <li>1. Banks</li> <li>2. MFI (SACCO)</li> <li>3. Community savings/loan group</li> <li>4. Shops/merchants</li> <li>5. Money lender</li> <li>6. Other (specify):</li> <li>99. Don't know</li> </ol>



		>> <b>Go to R301b</b>
<b>ASK ONLY IF R301b = YES</b>		
<b>R302a</b>	Who provides this service?  <b>Select all that apply</b>	1. Banks 2. MFI (SACCO) 3. Community savings/loan group 4. Other (specify): 99. Don't know <b>&gt;&gt; Go to R301c</b>
<b>ASK ONLY IF R301c = Yes</b>		
<b>R303a</b>	Are there enough teachers for the primary school that children in this village attend?	1. Yes 2. No 99. Don't know
<b>R303b</b>	What is the physical condition of the primary school that the children in this village attend?	1. Very good 2. Good 3. Poor 4. Very poor 99. Don't know <b>&gt;&gt; Go to R301d</b>
<b>ASK ONLY IF R301d = Yes</b>		
<b>R304a</b>	What is the physical condition of the health service used by people in this village?	1. Very good 2. Good 3. Poor 4. Very poor 99. Don't know
<b>R304b</b>	In the last year was there a time when your household needed health services but could not get them?	1. Yes 2. No 99. Don't know } → <b>Go to R301e</b>
<b>R304c</b>	If yes, why were you not able to get the health services?  <b>Select all that apply</b>	1. No beds, facility was full 2. No staff in the facility 3. Health facility was destroyed 4. Security problem (e.g., armed conflict) 5. No transportation 6. No road or poor road condition 7. No drugs at the health center 8. No money for services 9. Quality of the service is very poor 10. Other (specify):

		99. Don't know >> <b>Go to R301e</b>
<b>ASK ONLY IF R301e = Yes</b>		
<b>R305a</b>	In the last year was there a time when you needed agricultural extension services but could not get them?	1. Yes 2. No 99. Don't know } → <b>Go to R301f</b>
<b>R305b</b>	Is yes, why were you not able to get agricultural extension services?  <b>Select all that apply</b>	1. No service provider in area 2. No equipment/inputs available from service provider 3. No road or poor road condition 4. Too busy/bad timing of ext agent visit 5. Quality of the services is poor 6. Other (specify): 99. Don't know >> <b>Go to R301f</b>
<b>ASK ONLY IF R301f = Yes</b>		
<b>R306a</b>	In the last year was there a time when you needed veterinary services but could not get them?	1. Yes 2. No 99. Don't know } → <b>Go to R301g</b>
<b>R306b</b>	If yes, why were you not able to get the veterinary services?  <b>Select all that apply</b>	1. No service provider (vet center, veterinarian) in area 2. Service provision too expensive 3. No vaccines/medicines available 4. No road or poor road condition 5. No money for services 6. Quality of the services is poor 7. Other (specify): 99. Don't know >> <b>Go to R301g</b>
<b>ASK ONLY IF R301g = Yes</b>		
<b>R307</b>	Does your household have electricity from a public utility (main grid)?	1. Yes 2. No 99. Don't know >> <b>Go to R301h</b>

<b>ASK AFTER COMPLETING R301j</b>		
<b>R308</b>	Can the village be reached by a tarmac road all year around?	1. Yes 2. No 99. Don't know
<b>R308a</b>	Can the village be reached murrum (graded) road	1. Yes 2. No 99. Don't know
<b>R309</b>	How far away is the nearest livestock market from this village?	_____ km 99. Don't know
<b>R310</b>	How far away is the nearest market for selling agricultural products from this village?	_____ km 99. Don't know
<b>R311</b>	How far away is the nearest market for purchasing agricultural inputs from this village?	_____ km 99. Don't know

**Table 13: Module R6 - Access to Financial Services/Saving**

<b>Number</b>	<b>Question</b>	<b>Response</b>
<b>R601</b>	Do you or any other household member regularly save cash?	1. Yes 2. No 99. Don't know } → <b>Skip to next module</b>
<b>R602</b>	Where are the savings primarily held? <b>Select only one</b>	1. At home 2. MFI (SACCO) 3. Village savings/credit group (e.g., VSLA) 4. Bank 5. Mobile banking 6. Other 99. Don't know

**Table 14: Module R7 - Access to Information**

		R701	R702
		Did you receive any information on [topic] in the last 12 months?  1. Yes 2. No 99 Don't know <b>If 2, 99, skip to next topic</b>	What was your main source of information about [topic]?  <b>See codes below</b>
a.	Early warning for natural hazards (flooding, hail, landslide)		
b.	Long-term changes in weather patterns		
c.	Rainfall/ weather prospects for coming season		
d.	Water prices and availability in local boreholes, shallow wells etc		
e.	Animal health (e.g., disease, epidemic) threats/prevention		
f.	Crop health (e.g., pest outbreaks, disease) threats/prevention		
		R701	R702
g.	Improved crop production practices/technologies (CCA, seeds)		
h.	Improved livestock production practices (fodder, husbandry)		
i.	Current market prices for live animals in the area		
j.	Market prices for animal products (milk, hides, skins, etc.)		
k.	Grazing conditions in nearby areas		
l.	Conflict or security issues		
m.	Business and investment opportunities		
n.	Opportunities for borrowing money		
o.	Market prices of the food that you buy		
p.	Child nutrition and health information		
q.	Equal rights for women and men		
r.	Gender-based violence		
s.	Natural resource management		

**Table 15: Codes for R702 - Main Information Sources**

CODES FOR R702 - Main Information sources			
1	Relatives, friends, neighbors	8	Local market
2	Gov't officials	9	Gov't: rural development agents, health/agriculture ext.
3	Village Development Committee	10	NGOs
4	School teachers	11	Newspaper /Radio / TV
5	Group in community (e.g., VSLAs, forest users, farmers coop, Area Land committee, etc.)	12	Internet or SMS or social media
6	Religious leaders	13	Private sector (input supplier, veterinarian, etc.)
7	Clan Elders	99	Don't know
14	Health facility	15	Other

**Table 16: Module R9 - Collective Action**

<b>R901</b>	In the last 12 months, have you worked with others in your village to do something for the benefit of everyone in the village?	1. Yes 2. No 99. Don't know } → <b>skip to next module</b>
<b>R902</b>	What activities did you participate in that benefit the village?  <b>Read list; select all that apply</b>	1. Soil conservation (terracing, bunds, half-moons, gabions, etc.) 2. Flood diversion activities 3. Repaired/built schools 4. Repaired/built health posts or centers 5. Road maintenance/construction 6. Planted trees on communal land 7. Formed a cooperative 8. Area enclosure 9. Improving community access to drinking water for humans 10. Repaired/built communal irrigation system 11. Other (specify) 99. Don't know

**Table 17: Module R10 - Livelihood Activities**

		<b>R1001</b>
		What were the sources of your household’s food/income over the last 12 months?  <b>Read each source</b>
a.	Farming/crop production and sales	
b.	Livestock production/fattening and sales	
c.	Agricultural wage labor	
d.	Non-agricultural wage labor	
e.	Salaried work	
f.	Sale of wild/bush products (including charcoal, firewood)	
g.	Honey production and sales	
h.	Petty trade (selling other products, e.g., grain, veggies, oil, sugar, etc.)	
i.	Petty trade (selling own products, e.g., local beer, sex work)	
j.	Other self-employment/own business (agricultural, e.g., buying/reselling goods)	
k.	Other self-employment/own business (non-agricultural, e.g., stone cutting, hair braiding, etc.	
l.	Rental of land, house, rooms	
m.	Remittances	
n.	Gifts/inheritance	
o.	Safety net food/cash assistance	
p.	Artisanal mining/quarrying	
p.	Other (specify):	
<b>Note: Enumerator does not record; number is automatically generated</b>		<b>R1003</b>
		Total number of sources

Table 18: Module R13 - Social and Capacity-building Support

Number	Question	Response
<b>INFORMAL SOURCES OF SOCIAL SUPPORT</b>		
<b>R1300</b>	During the drought members of my community have helped each other to cope	(Scale:1-5; 1=Strongly disagree to 5=Strongly agree)
<b>R1301</b>	<b>Read list, single response</b>	<ul style="list-style-type: none"> <li>1 Strongly disagree</li> <li>2 Somewhat disagree</li> <li>3 No opinion</li> <li>4 Somewhat agree</li> <li>5 Strongly agree</li> </ul>
<b>R1302</b>	During the drought members from different communities have helped each other to cope	(Scale:1-5; 1=Strongly disagree to 5=Strongly agree)
<b>R1303</b>	<b>Read list, single response</b>	<ul style="list-style-type: none"> <li>1 Strongly disagree</li> <li>2 Somewhat disagree</li> <li>3 No opinion</li> <li>4 Somewhat agree</li> <li>5 Strongly agree</li> </ul>
<b>R1304</b>	<p>If your household had a problem and needed help urgently (e.g., food, money, labor, transport, etc.), <b>who IN THIS VILLAGE</b> could you turn to for help?</p> <p><b>Read list; select all that apply</b></p>	<ul style="list-style-type: none"> <li>1. Relatives</li> <li>2. Non-relatives in my ethnic group/clan</li> <li>3. Non-relatives in other ethnic group/clan</li> <li>4. No one</li> <li>5. Other (specify)</li> <li>99. Don't know</li> </ul>
<b>R1305</b>	<p>If your household had a problem and needed help urgently (e.g., food, money, labor, transport, etc.), <b>who OUTSIDE THIS VILLAGE</b> could you turn to for help?</p> <p><b>Read list; select all that apply</b></p>	<ul style="list-style-type: none"> <li>1. Relatives</li> <li>2. Non-relatives in my ethnic group/clan</li> <li>3. Non-relatives in other ethnic group/clan</li> <li>4. No one</li> <li>5. Other (specify)</li> <li>99. Don't know</li> </ul>
<b>R1306</b>	Compared to one year ago has your ability to get this type of help (from someone within or outside of your village):	<ul style="list-style-type: none"> <li>1. Increased</li> <li>2. Stayed the same</li> <li>3. Decreased</li> <li>99. Don't know</li> </ul>

Number	Question	Response
R1307	Who <b>INSIDE THIS VILLAGE</b> would you help if they needed help urgently (e.g., food, money, labor, transport, etc.)?  <b>Read list; select all that apply</b>	1. Relatives 2. Non-relatives in my ethnic group/clan 3. Non-relatives in other ethnic group/clan 4. No one 5. Other (specify): 99. Don't know
R1308	Who <b>OUTSIDE THIS VILLAGE</b> would you help if they needed help urgently (e.g., food, money, labor, transport, etc.)?  <b>Read list; select all that apply</b>	1. Relatives 2. Non-relatives in my ethnic group/clan 3. Non-relatives in other ethnic group/clan 4. No one 5. Other (specify): 99. Don't know
<b>LINKING SOCIAL CAPITAL</b>		
R1309	Do you or does anyone else in your household personally know an elected government official?	1. Yes 2. No 99. Don't know <span style="font-size: 2em; vertical-align: middle;">}</span> → <b>Skip to R1312</b>
R1310	How do you (or other household member) know the government official? Is he or she a...  <b>Read list; select all that apply</b>	1. Family member or relative 2. Friend /neighbor 3. Acquaintance (members of a group, friend of a friend, etc.) 4. Other (specify): 99. Don't know
R1311	Could you ask the official to help your family or village if help was needed?	1. Yes 2. No 99. Don't know
R1312	Do you or does anyone else in your household personally know a staff member of an NGO?	1. Yes 2. No 99. Don't know <span style="font-size: 2em; vertical-align: middle;">}</span> → <b>Skip to R1315</b>
R1313	How do you (or another household member) know the NGO staff member? Is he or she a...	1. Family member or relative 2. Friend /neighbor



Number	Question	Response
	<b>Read list; select all that apply</b>	3. Acquaintance (members of a group, friend of a friend, etc.) 4. Other (specify): 99. Don't know
R1314	Could you ask the NGO staff member to help your family or community if help was needed?	1. Yes 2. No 99. Don't know
<b>EDUCATION AND TRAINING SUPPORT</b>		
R1327	Have you or anyone in your household ever received any vocational (job) or skills training?	1. Yes 2. No 99. Don't know } → <b>Skip to R1329</b>
R1329	Have you or anyone in your household ever received any business development training (including financial literacy)?	1. Yes 2. No 99. Don't know } → <b>Skip to R1331</b>
R1331	Have you or anyone in your household ever received any early warning training?	1. Yes 2. No 99. Don't know } → <b>Skip to R1333</b>
R1333	Have you ever or anyone in your household received any natural resource management training?	1. Yes 2. No 99. Don't know } → <b>Skip to R1335</b>
R1335	Have you or anyone in your household ever received adult education (literacy or numeracy or financial education)?	1. Yes 2. No 99. Don't know } → <b>Skip to R1338</b>
R1337	Have you or anyone in your household ever received training in how to use your mobile phone to get market information like prices?	1. Yes 2. No 99. Don't know } → <b>Skip to R1340</b>

**Table 19: Module R14 - Aspirations and Confidence to Adapt**

<b>R1401</b>	Please tell me which one of these two views you most agree with.	<ol style="list-style-type: none"> <li>1. "Each person is primarily responsible for his/her success or failure in life".</li> <li>2. "One's success or failure in life is a matter of his/her destiny".</li> </ol>
<b>R1402</b>	Please tell me which one of these two views you most agree with.	<ol style="list-style-type: none"> <li>1. "To be successful, above all one needs to work very hard".</li> <li>2. "To be successful above all one needs to be lucky".</li> </ol>
<b>R1403</b>	Are you willing to move somewhere else to improve your life?	<ol style="list-style-type: none"> <li>1. Yes</li> <li>2. No</li> </ol>
<b>R1404</b>	Are you hopeful about your children's future?	<ol style="list-style-type: none"> <li>1. Yes</li> <li>2. No</li> </ol>
<b>R1405</b>	What level of education do you want for your children?	<ol style="list-style-type: none"> <li>1. No preference</li> <li>2. Any level of primary (but not graduated)</li> <li>3. Graduated from primary</li> <li>4. Graduated from secondary</li> <li>5. Post-secondary (college, university)</li> </ol>
<b>R1406</b>	Do you agree that one should always follow the advice of the elders?	<ol style="list-style-type: none"> <li>1. Yes</li> <li>2. No</li> </ol>
<b>R1407</b>	Do you communicate regularly with at least one person outside the village?	<ol style="list-style-type: none"> <li>1. yes</li> <li>2. No</li> </ol>
<b>R1408</b>	During the past week, have you engaged in any economic activities with other villages or clans? For example, farming, trading, employment, borrowing or lending money.	<ol style="list-style-type: none"> <li>1. Yes</li> <li>2. No</li> </ol>
<b>R1409</b>	How many times in the past month have you gotten together with friends, family, neighbors, etc. to discuss issues or share food/drinks, either in someone's home or in a public place?	
<b>R1410</b>	How many times in the past month have you attended a church/ mosque or other religious service?	
<b>R1411</b>	In the last year, how many times have you stayed more than 2 days outside your village?	

**Below is a series of statements that you may agree or disagree with. Using the scales below indicate your agreement with each item.**

**Table 20: Agree or Disagree Statements**

		Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
<b>R1412</b>	My experience in my life has been that what is going to happen will happen.	1	2	3	4	5	6
<b>R1413</b>	My life is chiefly controlled by other powerful people.	1	2	3	4	5	6
<b>R1414</b>	It is not always wise for me to plan too far ahead because many things turn out to be a matter of good or bad fortune.	1	2	3	4	5	6
<b>R1415</b>	I can mostly determine what will happen in my life.	1	2	3	4	5	6
<b>R1416</b>	When I get what I want, It is usually because I worked hard for it.	1	2	3	4	5	6
<b>R1417</b>	My life is determined by my own actions.	1	2	3	4	5	6
<b>R1418</b>	Most people are basically honest.	1	2	3	4	5	6
<b>R1419</b>	Most people can be trusted.	1	2	3	4	5	6
<b>R1420</b>	I trust my neighbors to look after my house if I am away.	1	2	3	4	5	6

**Table 21: Module R15 - Government Support**

Number	Question	Response
R1501	Are there any government or NGO programs in this village?	1. Yes 2. No 99. Don't know } → <b>Skip to 1503</b>
R1502	What types of programming do they provide?  <b>Read list; Select all that apply</b>	1. Emergency food/cash assistance 2. Food/cash transfers 3. Household materials and non-food items 4. Educational assistance 5. Agricultural inputs (seeds, fertilizer, etc.) 6. Livestock inputs (feed, fodder, medicine, etc.) 7. WASH 8. Disaster planning/response 9. Safety net (FFW/CFW) 10. Child malnutrition/infant feeding 11. Other 99 Don't know
R1503	In the last 12 months, did you or your household receive any government or NGO assistance?	1. Yes 2. No 99. Don't know } → <b>Skip to 1505</b>
R1504	What type(s) of assistance did you or your household receive?  <b>Read list; Select all that apply</b>	1. Emergency food/cash assistance 2. Food/cash transfers 3. Household materials and non-food items 4. Educational assistance 5. Agricultural inputs (seeds, fertilizer, etc.) 6. Livestock inputs (feed, fodder, medicine, etc.) 7. WASH 8. Disaster planning/response 9. Safety net (FFW/CFW) 10. Child malnutrition/infant feeding 11. Install water points

Number	Question	Response
		12. Install latrines 13. Other 99 Don't know
R1505	Is there an emergency plan for livestock offtake if a drought hits your village?	1. Yes 2. No 99 Don't know
R1506	Do you have an active Peace Committee in your village?	1. Yes 2. No 99. Don't know
R1506a	Do you have an active Area Land Committee in your village?	1. Yes 2. No 99. Don't know
R1507	Does this village have a security or police force?	1. Yes 2. No <b>module</b> } → <b>Skip to next</b> 99. Don't know
R1508	Who provides the nearest security/police force?	1. Subcounty government 2. District government 3. National government 4. Local militia 5. Community members 6. Other (specify): 99. Don't know
R1509	How long does it take for the nearest security/police force to reach this village?	1. Over one hour 2. About one hour 3. Half an hour 4. Minutes 99. Don't know

**Table 22: Module R16 - Gender Norms**

Number	Question	Response
R1601	Generally, do adult men and women sit and eat together within households?  <b>Select only one</b>	1. Yes, regularly 2. Yes, occasionally 3. No 99. Don't know
R1602	Generally, do you and your spouse sit and eat together?  <b>Select only one</b>	1. Yes, regularly 2. Yes, occasionally 3. No 4. No spouse/spouse absent 99. Don't know
R1603	Generally, do adult men and women sit together at public meetings?  <b>Select only one</b>	1. Yes, regularly 2. Yes, occasionally 3. No 99. Don't know
R1605	Generally, do men in the village help with childcare around the household?  <b>Select only one</b>	1. Yes, regularly 2. Yes, occasionally 3. No 99. Don't know
R1606	Generally, who cares for your children?  <b>Select only one</b>	1. Yourself 2. Your spouse/partner 3. You help your spouse/partner 4. Your spouse/partner helps you 5. No children in household 6. Other (specify) 99. Don't know
R1607	Generally, do men in the village help collect firewood or carry water for your household?  <b>Select only one</b>	1. Yes, regularly 2. Yes, occasionally 3. No 99. Don't know
R1608	Generally, who collects firewood for your household?  <b>Select only one</b>	1. Yourself 2. Your spouse/partner 3. You help your spouse/partner 4. Your spouse/partner helps you 5. No need 6. Other (specify) 99. Don't know
R1609	Generally, who fetches water for your household?  <b>Select only one</b>	1. Yourself 2. Your spouse/partner 3. You help your spouse/partner 4. Your spouse/partner helps you 5. No need 6. Other (specify) 99. Don't know

## ANNEX 9: C3

### MODULE L. GENDER – HOUSEHOLD DECISION-MAKING, ACCESS TO CREDIT AND GROUP PARTICIPATION

Enumerator: This questionnaire should be administered separately to the primary and secondary respondents identified in the household questionnaire. You should complete this coversheet for each individual identified in the “selection section” even if the individual is not available to be interviewed for reporting purposes. Please double check to ensure:

- You have completed the roster section of the household questionnaire to identify the correct primary and/or secondary respondent(s);
- You have noted the household number and line number correctly for the person you are about to interview;
- You have gained informed consent for the individual in the household questionnaire;
- You have sought to interview the individual in private or where other members of the household cannot overhear or contribute answers.
- Do not attempt to make responses between the primary and secondary respondent the same—it is ok for them to be different.

**Table 23: Module 1, Individual Identification**

	<b>Code</b>		<b>Code</b>					
1.01. Household Number:.....	<table border="1" style="width: 100px; height: 20px; margin: auto;"> <tr> <td style="width: 33px;"></td> <td style="width: 33px;"></td> <td style="width: 33px;"></td> </tr> </table>				1.08. Type of household	Male and female adult.....1 Female adult only.....2 Male adult only.....3 Child only (no adults 15 or older)...4		
1.02. Cluster number	<table border="1" style="width: 100px; height: 20px; margin: auto;"> <tr> <td style="width: 33px;"></td> <td style="width: 33px;"></td> <td style="width: 33px;"></td> </tr> </table>				1.09a. Name of respondent currently being interviewed (Line number from Module B, Household Roster): <b>Surname, First Name</b>	<table border="1" style="width: 100px; height: 20px; margin: auto;"> <tr> <td style="width: 33px;"></td> <td style="width: 33px;"></td> </tr> </table>		
1.05 District Number	KAABONG .....1 KOTIDO .....2 ABIM .....3 MOROTO.....4 NAPAK..... 5 NAKAPIRITPIRIT..... 6 AMUDAT..... 7	1.09b. Sex of Respondent	Male .....1 Female .....2					
		1.10. Outcome of interview	Completed .....1 Incomplete .....2 Absent .....3 Refused .....4 Could not locate.....5					
		1.11. Ability to be interviewed alone:	Alone.....1 With adult females present .....2 With adult males present .....3 With adults mixed sex present ...4 With children present.....5 With adults mixed sex and children present.....6					
1.06. Primary Decision-Maker Name and ID (from Module A and B)	<table border="1" style="width: 100px; height: 20px; margin: auto;"> <tr> <td style="width: 33px;"></td> <td style="width: 33px;"></td> </tr> </table>							
1.07. Secondary Decision-Maker Name and ID (from Module A and B)	<table border="1" style="width: 100px; height: 20px; margin: auto;"> <tr> <td style="width: 33px;"></td> <td style="width: 33px;"></td> </tr> </table>							

The **primary and secondary decision makers** are those who self-identify as the primary male and female (or female only) members responsible for the decision making, both social and economic, within the household. In Male and Female Adult Households, they are usually the husband and wife; however they can also be other household members as long as they are aged 15 and over. In Female Adult Only households, there will only be one Primary Decision-Maker -- the principal female decision-maker aged 15 or older. Primary and Secondary Decision-Makers do not need to be noted for Male Adult Only and Child Only Households, and **the WEAI should not be applied in Male Adult Only and Child Only Households.**

**Table 24: Module 2, Role in Household Decision-making around Production and Income Generation**

Activity		Did you (singular) participate in [ACTIVITY] in the past 12 months? Yes..... 1 No ..... 2 →next activity	How much input did you have in making decisions about [ACTIVITY]? No input ..... 1 Input into very few decisions ..... 2 Input into some decisions ..... 3 Input into most decisions ..... 4 Input into all decisions ..... 5 No decision made ..... 6	How much input did you have in decisions on the use of income generated from [ACTIVITY]? No input ..... 1 Input into very few decisions ..... 2 Input into some decisions ..... 3 Input into most decisions ..... 4 Input into all decisions ..... 5 No decision made ..... 6
Activity Code	Activity Description	2.01	2.02	2.03
<b>A</b>	Food crop farming: crops that are grown primarily for household food consumption	1 ←2	1 2 3 4 5 6	1 2 3 4 5 6
<b>B</b>	Cash crop farming: crops that are grown primary for sale in the market	1 ←2	1 2 3 4 5 6	1 2 3 4 5 6
<b>C</b>	Livestock raising (including beekeeping)	1 ←2	1 2 3 4 5 6	1 2 3 4 5 6
<b>D</b>	Non-farm economic activities: Small business, self-employment, buy-and-sell	1 ←2	1 2 3 4 5 6	1 2 3 4 5 6
<b>E</b>	Wage and salary employment: in-kind or monetary work both agriculture and other wage work	1 ←2	1 2 3 4 5 6	1 2 3 4 5 6
<b>F</b>	Fishing or fishpond culture	1 ←2	1 2 3 4 5 6	1 2 3 4 5 6

**GO TO MODULE 3** ←



**Table 25: Module 3, Access to Credit**

<b>3.01</b>	Have you taken out a cash loan in the last 12 months?	1. Yes → <b>3.07A</b> 2. No 8 Don't know → <b>3.07A</b>
<b>3.02</b>	Why not?  <b>CONTINUE TO 3.07A</b>	01. Didn't need 02. Couldn't find a loan that met my needs" (i.e. "is appropriate" in terms of size, terms, etc.); 03. Afraid I couldn't pay back 04. No loan providers in my area 05. Other (specify) 98 Don't know

**Table 26: Module 3, Access to Credit, cont'd**

Lending sources		Has anyone in your household taken any loans or borrowed cash/in-kind from [SOURCE] in the past 12 months? Yes, cash.....1 Yes, in-kind.....2 Yes, cash and in-kind.....3 No.....4 Don't know.....5 } <b>Go to next item</b>	Who made the decision to borrow from [SOURCE]?	Who makes the decision about what to do with the money/ item borrow from [SOURCE]?
Lending source names		<b>3.07</b>	<b>3.08</b>	<b>3.09</b>
<b>A</b>	Non-governmental organization (NGO)	1 2 3 → <b>3.08</b> 4 5 → <b>next item</b>	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
<b>B</b>	Informal lender	1 2 3 → <b>3.08</b> 4 5 → <b>next item</b>	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
<b>C</b>	Formal lender (bank/financial institution)	1 2 3 → <b>3.08</b> 4 5 → <b>next item</b>	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
<b>D</b>	Friends or relatives	1 2 3 → <b>3.08</b> 4 5 → <b>next item</b>	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
<b>E</b>	Group based micro-finance or lending including VSLAs / SACCOs/ merry-go-rounds	1 2 3 → <b>3.08</b> 4 5 → <b>next item</b>	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
<b>GO TO MODULE 4</b>			<b>3.08/3.09: Decision-making and control over credit</b> Self.....1 Partner/Spouse.....2 Self and partner/spouse jointly.....3 Other household member.....4 Self and other household member(s).....5 Partner/Spouse and other household member(s).....6 Someone (or group of people) outside the household...7 Self and other outside people.....8 Partner/Spouse and other outside people.....9 Self, partner/spouse and other outside people.....10	

**Table 27: Module 4, Group Membership**

Group membership		Is there a [GROUP] in your community? Yes..... 1 No .....2 → next group	Are you an active member of this [GROUP]? Yes ..... 1 No ..... 2	
Group Categories		4.04	4.05	
A	Agricultural / livestock/ fisheries producer's group (including marketing groups)	1    2 → Next group	1    2	→ Next group
B	Water users' group (Water User Committee)	1    2 → Next group	1    2	<b>GO TO 4.06a</b>
C	Forest users' group	1    2 → Next group	1    2	→ Next group
D	Credit or microfinance group (including SACCOs/merry-go-rounds/ VSLAs)	1    2 → Next group	1    2	→ Next group
E	Savings groups (VSLA, merry-go-rounds, etc.)	1    2 → Next group	1    2	→ Next group
F	Mutual help or insurance group (including burial societies)	1    2 → Next group	1    2	→ Next group
G	Trade and business association	1    2 → Next group	1    2	→ Next group
H	Civic groups (improving community) or charitable group (helping others)	1    2 → Next group	1    2	→ Next group
I	Local government	1    2 → Next group	1    2	→ Next group
J	Religious group (e.g. Mother's Union)	1    2 → Next group	1    2	→ Next group
K	Mother's group	1    2 → Next group	1    2	→ Next group
L	Youth group	1    2 → Next group	1    2	→ Next group
M	Farmers'/cattle rearing cooperative	1    2 → Next group	1    2	→ Next group
N	Communal grazing land users' group (Communal Land Association)	1    2 → Next group	1    2	<b>GO TO 4.07</b>
O	Communal natural resources group (Area Land Committee)	1    2 → Next group	1    2	<b>GO TO 4.08</b>
P	Disaster planning /response group (Resilience Action Committee)	1    2 → Next group	1    2	→ Next group
Q	Peace committee	1    2 → Next group	1    2	→ Next group
R	Other women's group (only if it does not fit into one of the other categories)	1    2 → Next group	1    2	→ Next group
X	Other (specify) _____	1    2 → GO TO 5.01	1    2	→ Next group

**Table 28: Module 4, Group Membership cont'd**

<b>ASK ONLY IF 4.04B =Yes</b>		
<b>4.06a</b>	Does the water user's group manage communal water for livestock in this village?	1. Yes 2. No 99. Don't know
<b>4.06b</b>	Does the water user's group manage communal water for irrigation in this village?	1. Yes 2. No 99. Don't know >> <b>Go to 4.04C</b>
<b>ASK ONLY IF 4.04N = Yes</b>		
<b>4.07</b>	Does the group decide who in the village can use communal grazing land and when they can use it?	1. Yes – who can use (not when) 2. Yes – who can use and when 3. No 99. Don't know >> <b>Go to 4.04O</b>
<b>ASK ONLY IF 4.04O = Yes</b>		
<b>4.08</b>	Does the communal natural resources group decide who in the village can gather firewood and how much?	1. Yes- who can gather (not how much) 2. Yes – who can gather and how much 3. No 99. Don't know >> <b>Go to 4.04P</b>

## ANNEX 9: D1

### Apolou – Topical Outlines for Focus Group Discussions

FGD TO 1. Civil Society Organizations (CSOs), Resilience Action Committees (RACs), Women and Youth Coalition members, and other citizens

#### *PURPOSE 1: Governance*

*Civil Society Organizations (CSOs), Resilience Action Committees (RACs), Women and Youth Coalition members, and other citizens*

- **SP 1.1: Communities take collective action on identified needs and priorities.**
  - **SP 1.2: Duty bearers (including private sector) responsive to community demands.**
  - **SP 1.3: Community Responds to conflict and context-specific stressors.**
1. Please provide a brief description of the nature of your work with Apolou. *(Probe for which activities they participated in, level of engagement, etc.)*
  2. Which activities implemented by Apolou worked well/were of the greatest benefit to communities and why? *(Note: interviewers can also ask people to rank activities by level of acceptability to community, with 1 = most acceptable). (Probe for safety nets, conflict management, DRR, EW, etc.)*
    - a. Governance: Linkage to DLG offices, Community Action Plans (CAPs), financial grants for community development projects, integration of RACs in Parish Development Model (PDM) and Parish Development Committees (PDCs), engagement meetings, Service Improvement Contracts (SIPs).
    - b. Conflict Management: Peace Committees.
    - c. Women and youth participation: leadership training
    - d. Which activities did not work (were the least beneficial), and why?
    - e. What were the negative effects, if any, of the project’s activities? What should have been done differently?
  3. How effective was targeting the most vulnerable/poorest? How could targeting have been improved? *(Probe for who was missed, approaches for reaching men, women, youth, the disabled, etc.)*
  4. How has the government’s capacity to deliver services and respond to community needs changed? Please describe the changes (better/worse) at district, county, sub-county levels. *(Probe for improvements in public performance and service delivery as a result of Apolou)*
    - a. What has caused this change in government capacity? *(Probe for training, e.g., accountability, transparency, etc.)*
    - b. What challenges remain? How will you address these challenges in the future?
  5. How has the government/traditional authorities’ capacity to manage conflict within communities changed? Between communities? Please explain. *(Probe for types of conflict experienced by communities, improved conflict monitoring, improved peace structure coordination, etc.)*

- a. Where have these activities been most effective and why? Least effective and why? *(Probe for types of conflict, actions taken, results, differential effects on women/youth, etc.)*
  - b. To what degree do you think these changes will be sustained? Why or why not?
6. What effect do you think the Resilience Action Committees (RACs) have had on government service delivery? Please describe.
7. How have you or your organization used this training (in governance, social cohesion, peace committees, communications) to get improved public service delivery and accountability from local authorities?
  - a. What were the results? Please give examples.
  - b. To what extent do you think these results are sustainable now that Apolou has ended? Please explain.
8. How do citizens and citizen groups (e.g., your group) hold the government accountable for responses to problems? Please provide examples. *(Probe re: CAPs, how citizens/citizen groups communicate with gov't and their responses them)*
  - a. How has your group contributed to or influenced government plans?
9. What has changed as a result of the project in terms of community capacity in:
  - a. Holding government accountable
  - b. inclusively gathering and analyzing information and solving problems
  - c. building consensus and taking collective action
  - d. increasing social harmony and solidarity
  - e. preventing violence and resolving disputes peacefully
  - f. mobilizing resources
  - g. engaging external actors for additional resources and support
  - h. What has changed as a result of your/your organization's contributions?
10. How has overall public performance and service delivery improved? Why or why not has public service delivery improved?
11. What has changed as a result of the project in terms of the equitable participation of women in governance structures? *(Probe for changes in barriers to women's participation, changes in attitudes, etc.)*
  - a. If no change, why not?
12. Based on your experience with Apolou, what are some of the lessons, best practices and approaches that should be considered in future projects?

*Cross-cutting theme: gender and youth: Gender Issues (for male and female FGDs)*

13. What gender-related training and/or other support did you receive from the project?
  - a. How have you applied what you learned?
  - b. How effective was it in addressing your needs and priorities?
14. Have you/members of this group received mentorship or training on making household decisions?
15. What changes have you seen in gender roles since you/your village started participating in Apolou? *(Probe for changes gender roles, relationships, decision-making power, division of household responsibilities, communication between couples, gender-based violence, alcohol consumption)*
  - a. What are the biggest positive changes for women? Please describe what changed.
  - b. What are the biggest positive changes for men? Please describe what changed.
  - c. What are the biggest positive changes for youth (adolescent girls and boys)?

16. What negative effects, if any, have occurred as a result of these changes? Why? How were they managed? (*Probe, e.g., any perceived effects on women's time poverty, etc.*)
17. Have influential members of the community changed their attitudes towards women's roles in the household, use of contraceptives, family nutrition, hygiene, and health? (*Probe for elders, village leaders, traditional birth attendants, traditional healers*). Please explain.
18. How sustainable do you think the positive changes in gender roles and relations are now that Apolou has ended? (*Probe for support from community leaders and traditional authorities, local beliefs and priorities, etc.*)
  - a. What are the biggest threats to sustaining positive behavior changes in gender relations?
  - b. How could these threats be addressed? What resources, capacities, and institutional relationships would help sustain them?
19. What challenges remain in terms of attitudes towards gender roles (e.g., what challenges were not addressed by Apolou)?
20. How did men/family members/community members perceive women's participation in Apolou? (*Probe for men misappropriating or increasing their control of resources women obtained through Apolou, etc.*)
21. How have non-participants (in Apolou) changed their attitudes about gender roles as a result of the project?
22. For women leaders: How has the way you are treated as a woman leader in your community changed as a result of Apolou? (*Probe regarding attitudes of local government traditional authorities, men, young women, young men, other male leaders*)
  - a. What have been the biggest challenges you encountered as members and leaders of a community group? (*Probe for community resistance (i.e., due to attitudes), time, etc.*)
  - b. Did you share any feedback about these challenges with Apolou? If so, what was the response? If not, why not?

### *Sustainability*

The following questions are a guide for interviews and discussions around analyzing sustainability. Interviewers should probe for in-depth answers when they feel it is appropriate. For those KIs and FGDs that already include questions related to sustainability, do not repeat.

23. For any changes that occurred because of program activities, which changes do you think will continue (or not continue) now that the program has ended? Why do you think these changes will continue, or not continue?
  - a. What are the biggest threats to sustaining positive changes resulting from Apolou?
  - b. How can these threats be addressed by communities and other stakeholders?
24. What resources will be required in the future to help sustain the changes (e.g., financial resources, equipment, training, etc.)? Where do you think the resources will come from now that Apolou has ended?
  - a. How motivated do you think beneficiaries / communities will be to maintain these changes in the future without external support?
25. What relationships or connections are required for the community to sustain these changes (e.g., in technical support, inputs, marketing, social capital, political influence)?
  - a. What role has the Apolou Program played in helping communities to develop these relationships in a sustainable way? Now that the program has ended, how do you think these relationships will change?

26. How sustainable do you think the systems, processes, capacities, and/or institutional arrangements are that Apolou put into place? Why or why not? (*Probe especially in relation to government structures.*)

## 2. MCHN AND MCG beneficiaries

*PURPOSE 2: Adolescent girls, PLW and CU5 are nutritionally secure*

- **SP 2.1: PLW, CU5, and adolescent girls consume an adequate and diverse diet.**
- **SP 2.2: Adolescents, women & men adopt appropriate sexual & reproductive health and MCHN behaviors (including health-seeking behaviors).**
- **SP 2.3: Adolescents, women and men adopt appropriate positive gender behaviors for nutrition and food security.**

**FGD: MCHN AND MCG beneficiaries**

1. What types of support, inputs and/or services did you/your group receive from the Apolou project? Please describe.
  - a. How was the quality of the support, inputs and/or services you mentioned?
  - b. How was the timeliness of the support?
  - c. How was the frequency of the support?
  - d. How was the effectiveness of the support?
  - e. What could be improved in future projects? *(Probe for types of support needed but not provided by the project, etc.)*
  
2. What changes, positive or negative, have occurred in your lives and the lives of your children as a result of participation in Apolou's health and nutrition activities? *(Probe for Growth Monitoring (MUAC screening) and Promotion services, Training on health-seeking behavior for mother and children, Institutional delivery, Training on use of contraceptives, Training on key family nutrition behavior, Cooking demonstrations, Food Ration Distribution, Permagardens, Keeping Poultry, Participation and training in Mother Care Groups (MCG), SILC, etc.)*
  - a. Which activities were most useful to you/your family and why?
  - b. Which were the least useful and why?
  - c. Which changes do you think you/your family will be able to sustain now that Nuyok has ended? Why or why not?
  
3. How effective was targeting pregnant and lactating women and children under age two with food rations to reduce children malnutrition? How could it be improved in future projects?
  - a. Have you noticed any reduction in child malnutrition cases in your village? If yes, why do you think that might be the case? *(Probe whether Apolou had any effect and how, e.g., which activities might have contributed to that result)*
  - b. Were food rations discontinued? If yes, how did discontinuation of food rations impact women's participation in MCG and health facility access for pregnant women and children? Why or why not?
  
4. How effective were the services and training you received in your MCG for preventing and reducing malnutrition? Why or why not were they effective?
  - a. the creation of MCGs and its training sessions
  - b. preventative blanket feeding program
  - c. the access to safe water, community latrines and handwashing stations
  - d. handwashing at critical times
  - e. permagardens
  - f. poultry/husbandry
  - g. access to health facility (delivery of health services)



5. Which activities have been least effective? Why?
6. What changes, positive or negative, have occurred for women and children who did not participate in a MCG, receive food assistance, and / or benefit from other activities promoted by the project?
7. How motivated are you to continue to participate in your MCG?
  - a. In applying what you learned in your mother care group?
  - b. What constraints are there to your continued participation in the MCG and how will you address them now that the project has ended?

*Use of health facilities*

8. What has changed as a result of the project in terms of how often and why you use the nearest health facility? *(Probe reasons for visiting, how often, what activities contributed to their awareness, improvements in the health facility and what types of improvements, ability to make decision about self and children, etc.)*

*Sources and use of own grown household food*

9. What changes have occurred for you/your family as a result of having a vegetable garden and/or keeping poultry? *(Probe for increase food diversity at HH level, increased profit by selling surplus eggs or vegetables, etc.)*
  - a. What are the reasons you/women in your community might not have a garden or keep poultry? *(Probe for lack of access to seeds, tools, chicks; doesn't have decision making power, etc.)*
  - b. How have you used knowledge learned from cooking demonstrations to benefit your family? How have your family's food consumption behaviors changed as a result? *(Probe for dietary diversity, larger portions, more equitable access to foods, etc.)*

*Cross-cutting theme: gender and youth: Gender Issues (for male and female FGDs)*

10. What gender-related training and/or other support did you receive from the project?
  - a. How have you applied what you learned?
  - b. How effective was it in addressing your needs and priorities?
11. Did a Male Change Agent talk with you at some point during the project? With your spouse?
  - a. If yes, how has your spouse changed her/his attitudes about family nutrition, hygiene and health, or use of contraceptives since talking with the Male Change Agent?
12. How have decisions about which foods are purchased and/or who eats which foods at mealtime changed in your household as a result of the project, if at all? *(Probe for changes in awareness/acceptance of equitable decision-making in a household)*
  - a. What caused this change?
  - b. How have decisions about other major household issues changed in your household over the last two years? What caused this change?
13. How has the way you and your spouse treat each other changed as a result of the project, if at all? Please explain. What caused these changes?
14. Have you/members of this group received mentorship or training on making household decisions alone or with your spouse? To take a greater role in improving conditions in your village?

- a. If yes, how have you applied the knowledge you received through mentorship or training? What have been the results?
  - b. How have you changed because of this encouragement/training?
  - c. Has it affected your children's (sons and daughters) behavior? Please describe.
  - d. For women: How have changes in men's attitudes and behaviors affected your life and the lives of your children?
  - e. To what extent do you think these changes in attitude and behavior will be permanent? Please explain your answer.
15. What changes have you seen in gender roles since you/your village started participating in Apolou? *(Probe for changes gender roles, relationships, decision-making power, division of household responsibilities, communication between couples, gender-based violence, alcohol consumption)*
- a. What are the biggest positive changes for women? Please describe what changed.
  - b. What are the biggest positive changes for men? Please describe what changed.
  - c. What are the biggest positive changes for youth (adolescent girls and boys)?
16. What negative effects, if any, have occurred as a result of these changes? Why? How were they managed? *(Probe, e.g., any perceived effects on women's time poverty, etc.)*
17. Have influential members of the community changed their attitudes towards women's roles in the household, use of contraceptives, family nutrition, hygiene, and health? *(Probe for elders, village leaders, traditional birth attendants, traditional healers). Please explain*
18. How sustainable do you think the positive changes in gender roles and relations are now that Apolou has ended? *(Probe for support from community leaders and traditional authorities, local beliefs and priorities, etc.)*
- a. What are the biggest threats to sustaining positive behavior changes in gender relations?
  - b. How could these threats be addressed? What resources, capacities, and institutional relationships would help sustain them?
19. What challenges remain in terms of attitudes towards gender roles (e.g., what challenges were not addressed by Apolou)?
20. How did men/family members/community members perceive women's participation in Apolou? *(Probe for men misappropriating or increasing their control of resources women obtained through Apolou, etc.)*
21. How have non-participants (in Apolou) changed their attitudes about gender roles as a result of the project?
22. For women leaders: How has the way you are treated as a woman leader in your community changed as a result of Apolou? *(Probe regarding attitudes of local government traditional authorities, men, young women, young men, other male leaders)*
- a. What have been the biggest challenges you encountered as members and leaders of a community group? *(Probe for community resistance (i.e., due to attitudes), time, etc.)*
  - b. Did you share any feedback about these challenges with Apolou? If so, what was the response? If not, why not?

### *Sustainability*

23. For any changes that occurred because of program activities, which changes do you think will continue (or not continue) now that the program has ended? Why do you think these changes will continue, or not continue?
  - a. What are the biggest threats to sustaining positive changes resulting from Apolou?
  - b. How can these threats be addressed by communities and other stakeholders?
24. What resources will be required in the future to help sustain the changes (e.g., financial resources, equipment, training, etc.)? Where do you think the resources will come from now that Apolou has ended?
  - a. How motivated do you think beneficiaries / communities will be to maintain these changes in the future without external support?
25. What relationships or connections are required for the community to sustain these changes (e.g., in technical support, inputs, marketing, social capital, political influence)?
  - a. What role has the Apolou Program played in helping communities to develop these relationships in a sustainable way? Now that the program has ended, how do you think these relationships will change?
26. How sustainable do you think the systems, processes, capacities, and/or institutional arrangements are that Apolou put into place? Why or why not? (*Probe especially in relation to government structures.*)

### 3. Mother Care Group Members

*PURPOSE 3: Reduced incidences of WASH-related diseases*

- **SP 3.1: Households practice improved sanitation and hygiene behaviors.**
- **SP 3.2: Household access to safe and clean water**

1. What types of support, inputs and/or services did you/your group receive from the Apolou project? Please describe.
  - a. How was the quality of the support, inputs and/or services you mentioned?
  - b. How was the timeliness of the support?
  - c. How was the frequency of the support?
  - d. How was the effectiveness of the support?
  - e. What could be improved in future projects? (*Probe for types of support needed but not provided by the project, etc.*)
  
2. What changes have occurred in your own family’s sanitation and hygiene behaviors as a result of the project? What changes have occurred at the community level? (*Probe for which behaviors (e.g., handwashing, using latrine, etc.) changed, how, and why*)
  - a. What have been the results of such changes in behavior / practices and for whom?
  - b. How likely are these changes to be sustained now that Apolou has ended? Why or why not?
  
3. What types of efforts have been made in this village to dissuade or stop people from open defecation?
  - a. What, if any, changes have occurred as a result of these efforts?
  - b. How likely are they to be sustained now that Apolou has ended?
  
4. What changes to your/your children’s health have occurred as a result of the project building (or rehabilitating/repairing) latrines and hand-pumps? (*Probe for practicing good handwashing behavior (at least at 3 critical times), less illness/disease, etc.*)
  - a. What other benefits have you/your family experienced as a result of handwashing stations? Please describe.
  - b. Of using a latrine? Who in the family uses the latrine and why? Who does not and why?
  - c. What challenges are there with having handwashing stations or latrines? How are you addressing such challenges?
  
5. How will you be able to contribute to or pay for maintaining or repairing the village handpump? (*Probe for sources of income, level of motivation, “male” decision, etc.*)
  - a. How motivated do you think the community/village is to do this? What might help sustain their interest over time?
  
6. Can you give us a success story about your village or family since the latrines/handwashing/hand pump were constructed/rehabilitated?

*Cross-cutting theme: gender and youth: Gender Issues (for male and female FGDs)*

7. What gender-related training and/or other support did you receive from the project?
  - a. How have you applied what you learned?
  - b. How effective was it in addressing your needs and priorities?

8. Did a Male Change Agent talk with you at some point during the project? With your spouse?
  - a. If yes, how has your spouse changed her/his attitudes about family nutrition, hygiene and health, or use of contraceptives since talking with the Male Change Agent?
9. How have decisions about which foods are purchased and/or who eats which foods at mealtime changed in your household as a result of the project, if at all? (*Probe for changes in awareness/acceptance of equitable decision-making in a household*)
  - a. What caused this change?
  - b. How have decisions about other major household issues changed in your household over the last two years? What caused this change?
10. How has the way you and your spouse treat each other changed as a result of the project, if at all? Please explain. What caused these changes?
11. Have you/members of this group received mentorship or training on making household decisions alone or with your spouse? To take a greater role in improving conditions in your village?
  - a. If yes, how have you applied the knowledge you received through mentorship or training? What have been the results?
  - b. How have you changed because of this encouragement/training?
  - c. Has it affected your children's (sons and daughters) behavior? Please describe.
  - d. For women: How have changes in men's attitudes and behaviors affected your life and the lives of your children?
  - e. To what extent do you think these changes in attitude and behavior will be permanent? Please explain your answer.
12. What changes have you seen in gender roles since you/your village started participating in Apolou? (*Probe for changes gender roles, relationships, decision-making power, division of household responsibilities, communication between couples, gender-based violence, alcohol consumption*)
  - a. What are the biggest positive changes for women? Please describe what changed.
  - b. What are the biggest positive changes for men? Please describe what changed.
  - c. What are the biggest positive changes for youth (adolescent girls and boys)?
13. What negative effects, if any, have occurred as a result of these changes? Why? How were they managed? (*Probe, e.g., any perceived effects on women's time poverty, etc.*)
14. Have influential members of the community changed their attitudes towards women's roles in the household, use of contraceptives, family nutrition, hygiene, and health? (*Probe for elders, village leaders, traditional birth attendants, traditional healers*). Please explain
15. How sustainable do you think the positive changes in gender roles and relations are now that Apolou has ended? (*Probe for support from community leaders and traditional authorities, local beliefs and priorities, etc.*)
  - a. What are the biggest threats to sustaining positive behavior changes in gender relations?
  - b. How could these threats be addressed? What resources, capacities, and institutional relationships would help sustain them?
16. What challenges remain in terms of attitudes towards gender roles (e.g., what challenges were not addressed by Apolou)?

17. How did men/family members/community members perceive women's participation in Apolou? *(Probe for men misappropriating or increasing their control of resources women obtained through Apolou, etc.)*
18. How have non-participants (in Apolou) changed their attitudes about gender roles as a result of the project?
19. For women leaders: How has the way you are treated as a woman leader in your community changed as a result of Apolou? *(Probe regarding attitudes of local government traditional authorities, men, young women, young men, other male leaders)*
  - a. What have been the biggest challenges you encountered as members and leaders of a community group? *(Probe for community resistance (i.e., due to attitudes), time, etc.)*
  - b. Did you share any feedback about these challenges with Apolou? If so, what was the response? If not, why not?

### *TOPICAL OUTLINE: Sustainability*

The following questions are a guide for interviews and discussions around analyzing sustainability. Interviewers should probe for in-depth answers when they feel it is appropriate. For those KIs and FGDs that already include questions related to sustainability, do not repeat.

20. For any changes that occurred because of program activities, which changes do you think will continue (or not continue) now that the program has ended? Why do you think these changes will continue, or not continue?
  - a. What are the biggest threats to sustaining positive changes resulting from Apolou?
  - b. How can these threats be addressed by communities and other stakeholders?
21. What resources will be required in the future to help sustain the changes (e.g., financial resources, equipment, training, etc.)? Where do you think the resources will come from now that Apolou has ended?
  - a. How motivated do you think beneficiaries / communities will be to maintain these changes in the future without external support?
22. What relationships or connections are required for the community to sustain these changes (e.g., in technical support, inputs, marketing, social capital, political influence)?
  - a. What role has the Apolou Program played in helping communities to develop these relationships in a sustainable way? Now that the program has ended, how do you think these relationships will change?
23. How sustainable do you think the systems, processes, capacities, and/or institutional arrangements are that Apolou put into place? Why or why not? *(Probe especially in relation to government structures.)*

## 4. SILC and internal group organizers

### *PURPOSE 4: Improved livelihoods and income support for household food security*

- **SP 4.1: Increased FEG and LEG viability and sales from Farming and Livestock.**
- **SP 4.2: Private Service Providers operate sustainable businesses.**
- **SP 4.3: Women have increased control over products resources and earnings.**
- **SP 4.4: Pastoral households have reduced livestock disease prevalence.**

1. What types of support, inputs and/or services did you/your group receive from the Apolou project? Please describe.
  - a. How was the quality of the support, inputs and/or services you mentioned?
  - b. How was the timeliness of the support?
  - c. How was the frequency of the support?
  - d. How was the effectiveness of the support?
  - e. What could be improved in future projects? (*Probe for types of support needed but not provided by the project, etc.*)
2. What types of support / training were most useful for setting up (if relevant) and/or helping you to operate the SILC effectively? (*Probe for whether new (established through Apolou) or continuing (established prior to Apolou) SILC*)
  - a. How was this training/support useful? (e.g., to recruit members, improve services to members, improve management, etc.)
  - b. What training or support was less useful?
3. How has membership in the SILC changed as a result of Apolou? (*Probe for ability to attract new members, inclusion of youth/disabled/etc., ability to support members with loans, etc.*)
  - a. What, if any, services do you provide to non-members? Why or why not? Please explain.
4. How has the ability of your SILC to support member demand for loans changed as a result of the project?
  - a. To what degree are members able to repay SILC loans within the specified time frame? (*Probe for percentage of members with timely repayment, differences between men, women, youth, FHHs, etc.*)
  - b. What are the main reasons people join a SILC? (*Probe for access to savings or loans, differences between men, women, youth, PLWs, disabled, etc.*)
  - c. What accommodations does your SILC make for the disabled or other marginalized groups to encourage their participation?
5. What, if any, changes have you observed in the lives of your members as a result of the SILC activities? (*Probe for differences between men, women, youth, disabled, PLWs, etc.*)

### *Cross-cutting theme: gender and youth: Gender Issues (for male and female FGDs)*

6. What gender-related training and/or other support did you receive from the project?
  - a. How have you applied what you learned?
  - b. How effective was it in addressing your needs and priorities?

7. Did a Male Change Agent talk with you at some point during the project? With your spouse?
  - a. If yes, how has your spouse changed her/his attitudes about family nutrition, hygiene and health, or use of contraceptives since talking with the Male Change Agent?
8. How have decisions about which foods are purchased and/or who eats which foods at mealtime changed in your household as a result of the project, if at all? *(Probe for changes in awareness/acceptance of equitable decision-making in a household)*
  - a. What caused this change?
  - b. How have decisions about other major household issues changed in your household over the last two years? What caused this change?
9. How has the way you and your spouse treat each other changed as a result of the project, if at all? Please explain. What caused these changes?
10. Have you/members of this group received mentorship or training on making household decisions alone or with your spouse? To take a greater role in improving conditions in your village?
  - a. If yes, how have you applied the knowledge you received through mentorship or training? What have been the results?
  - b. How have you changed because of this encouragement/training?
  - c. Has it affected your children's (sons and daughters) behavior? Please describe.
  - d. For women: How have changes in men's attitudes and behaviors affected your life and the lives of your children?
  - e. To what extent do you think these changes in attitude and behavior will be permanent? Please explain your answer.
11. What changes have you seen in gender roles since you/your village started participating in Apolou? *(Probe for changes gender roles, relationships, decision-making power, division of household responsibilities, communication between couples, gender-based violence, alcohol consumption)*
  - a. What are the biggest positive changes for women? Please describe what changed.
  - b. What are the biggest positive changes for men? Please describe what changed.
  - c. What are the biggest positive changes for youth (adolescent girls and boys)?
12. What negative effects, if any, have occurred as a result of these changes? Why? How were they managed? *(Probe, e.g., any perceived effects on women's time poverty, etc.)*
13. Have influential members of the community changed their attitudes towards women's roles in the household, use of contraceptives, family nutrition, hygiene, and health? *(Probe for elders, village leaders, traditional birth attendants, traditional healers). Please explain.*
14. How sustainable do you think the positive changes in gender roles and relations are now that Apolou has ended? *(Probe for support from community leaders and traditional authorities, local beliefs and priorities, etc.)*
  - a. What are the biggest threats to sustaining positive behavior changes in gender relations?
  - b. How could these threats be addressed? What resources, capacities, and institutional relationships would help sustain them?
15. What challenges remain in terms of attitudes towards gender roles (e.g., what challenges were not addressed by Apolou)?



16. How did men/family members/community members perceive women's participation in Apolou? *(Probe for men misappropriating or increasing their control of resources women obtained through Apolou, etc.)*
17. How have non-participants (in Apolou) changed their attitudes about gender roles as a result of the project?
18. For women leaders: How has the way you are treated as a woman leader in your community changed as a result of Apolou? *(Probe regarding attitudes of local government traditional authorities, men, young women, young men, other male leaders)*
  - a. What have been the biggest challenges you encountered as members and leaders of a community group? *(Probe for community resistance (i.e., due to attitudes), time, etc.)*
  - b. Did you share any feedback about these challenges with Apolou? If so, what was the response? If not, why not?

### *Sustainability*

19. For any changes that occurred because of program activities, which changes do you think will continue (or not continue) now that the program has ended? Why do you think these changes will continue, or not continue?
  - a. What are the biggest threats to sustaining positive changes resulting from Apolou?
  - b. How can these threats be addressed by communities and other stakeholders?
20. To what extent do you think your SILC will continue to operate now that Apolou has ended? *(Probe for what resources might be needed, where those resources might come from, etc.)*
21. What resources will be required in the future to help sustain the changes (e.g., financial resources, equipment, training, etc.)? Where do you think the resources will come from now that Apolou has ended?
  - a. How motivated do you think beneficiaries / communities will be to maintain these changes in the future without external support?
22. What relationships or connections are required for the community to sustain these changes (e.g., in technical support, inputs, marketing, social capital, political influence)?
  - a. What role has the Apolou Program played in helping communities to develop these relationships in a sustainable way? Now that the program has ended, how do you think these relationships will change?
23. How sustainable do you think the systems, processes, capacities, and/or institutional arrangements are that Apolou put into place? Why or why not? *(Probe especially in relation to government structures.)*

## 5. Fe/male household heads, youth, farmers, Producer Marketing groups, Community Animal Health Workers, Lead Couple Farmers, off-farm project participants (women, youth, men)

### *PURPOSE 4: Improved livelihoods and income support for household food security*

- **SP 4.1: Increased FEG and LEG viability and sales from Farming and Livestock.**
- **SP 4.2: Private Service Providers operate sustainable businesses.**
- **SP 4.3: Women have increased control over products resources and earnings.**
- **SP 4.4: Pastoral households have reduced livestock disease prevalence.**

1. What types of support, inputs and/or services did you/your group receive from the Apolou project? Please describe.
  - a) How was the quality of the support, inputs and/or services you mentioned?
  - b) How was the timeliness of the support?
  - c) How was the frequency of the support?
  - d) How was the effectiveness of the support?
  - e) What could be improved in future projects? (*Probe for types of support needed but not provided by the project, etc.*)
2. What changes (positive or negative) have occurred for you/your household/the community as a result of the project? Probe for changes brought about by the project relating to:
  - a. Income (e.g., changes in amount, seasonal/permanent, sources (diversification, on/off-farm), women's/youth's engagement, etc.)
  - b. Food (e.g., changes in availability, access, utilization, household decisions, etc.)
  - c. Health (e.g., changes in attitudes, household decisions, illness, etc.)
  - d. Water and sanitation (e.g., changes in hygiene behavior/practices, infrastructure, etc.)
  - e. Women's rights and gender equity for women and girls (e.g., changes in participation in IGAs, community decision making activities, access to resources, health decisions, etc.)
  - f. Youth (male youth and female youth) (e.g., engagement in IGAs, changes in attitudes / behaviors, skills acquisition, participation in community decisions, etc.)
  - g. Agricultural production (e.g., changes in types of crops/livestock produced (consumption vs sale), availability of crop/livestock products in local markets, ag extension agents, financial services, etc.)
  - h. Market systems development (e.g., changes in marketing skills, links to business/financial services, availability of vet drugs, ag inputs, etc.)
3. What changes have occurred in the roles and responsibilities of women, girls, boys, and men as a result of the project? Please explain. (*Probe for adoption of more inclusive and gender-equitable norms, attitudes, and behaviors, influence of traditional leaders/male change agents (MCAs), etc.*)
4. How has the project changed people's ability to access resources or move around freely and safely? (*Probe for whether there are still locations or resources that people would like to access but not because of security issues or potential for conflict, etc.*)
  - a. How has community capacity for addressing security challenges changed as a result of the project? Please describe.
5. How have household productive decisions related to farming and off-farm IGAs changed as a result of the project? (*Probe for changes in participation, roles and responsibilities of men, women,*

youth, disabled, etc.)

- a. What other activities implemented by Apolou do you think have contributed to these changes and why? *(Probe regarding Male Change Agents, social accountability, community leadership/capacity, etc.)*
6. Which new techniques / technologies promoted by the project worked well and why? *(Probe in relation to e.g., small-scale irrigation; improved pre-and post-harvest handling practices; agricultural techniques; labor-saving tools and technologies; animal health services; fodder/hay/silage production, pasture management and improved feeding practices; Multi-Use Systems (MUSs) to make water available for both farmers and pastoralists; Climate Smart Agriculture; links to NRM; drought management; gender roles; herd health days.*
  - a. Which techniques or activities did not work well and why?
  - b. What types of unintended negative consequences occurred from using any of these techniques or technologies? How – and by whom – were they addressed?
7. How have you applied what you learned through Apolou’s business management / marketing training activities and what are the results? *(Probe for Business Development Plans, changes in value chain activities or marketing approaches, etc.)*
  - a. What has been the most useful and why?
  - b. What has been the least useful and why?
8. What has changed (as a result of the project) in terms of where you obtain information to make production and marketing decisions? *(Probe for decisions on inputs, weather risks, climate change challenges, price information, marketing, payments, etc.)*
9. How sustainable are the linkages to Private Agriculture Service Providers (PASPs) facilitated by the project?
  - a. Which of these services do you currently use? What services do you need that they do not provide? Are you able to get such services elsewhere? If yes, how convenient are they?
  - b. How has the quality of PASP service/products changed as a result of Apolou?
10. How has your/your family’s/group members off-farm income changed as a result of the project? *(Probe for increased/decreased/more variable/same, types of off-farm income earned, who participates from household, etc.)*
  - a. What types of off-farm income do you earn?
  - b. What training/resources did you receive to improve your off-farm income?
  - c. Do men, women, youth, the disabled, etc. engage in different value chains? If yes, why and what are they?

*Cross-cutting theme: gender and youth: Gender Issues (for male and female FGDs)*

11. What gender-related training and/or other support did you receive from the project?
  - a. How have you applied what you learned?
  - b. How effective was it in addressing your needs and priorities?
12. Did a Male Change Agent talk with you at some point during the project? With your spouse?
  - a. If yes, how has your spouse changed her/his attitudes about family nutrition, hygiene and health, or use of contraceptives since talking with the Male Change Agent?
13. How have decisions about which foods are purchased and/or who eats which foods at mealtime

- changed in your household as a result of the project, if at all? *(Probe for changes in awareness/acceptance of equitable decision-making in a household)*
- a. What caused this change?
  - b. How have decisions about other major household issues changed in your household over the last two years? What caused this change?
14. How has the way you and your spouse treat each other changed as a result of the project, if at all? Please explain. What caused these changes?
15. Have you/members of this group received mentorship or training on making household decisions alone or with your spouse? To take a greater role in improving conditions in your village?
- a. If yes, how have you applied the knowledge you received through mentorship or training? What have been the results?
  - b. How have you changed because of this encouragement/training?
  - c. Has it affected your children's (sons and daughters) behavior? Please describe.
  - d. For women: How have changes in men's attitudes and behaviors affected your life and the lives of your children?
  - e. To what extent do you think these changes in attitude and behavior will be permanent? Please explain your answer.
16. What changes have you seen in gender roles since you/your village started participating in Apolou? *(Probe for changes gender roles, relationships, decision-making power, division of household responsibilities, communication between couples, gender-based violence, alcohol consumption)*
- a. What are the biggest positive changes for women? Please describe what changed.
  - b. What are the biggest positive changes for men? Please describe what changed.
  - c. What are the biggest positive changes for youth (adolescent girls and boys)?
17. What negative effects, if any, have occurred as a result of these changes? Why? How were they managed? *(Probe, e.g., any perceived effects on women's time poverty, etc.)*
18. Have influential members of the community changed their attitudes towards women's roles in the household, use of contraceptives, family nutrition, hygiene, and health? *(Probe for elders, village leaders, traditional birth attendants, traditional healers).* Please explain.
19. How sustainable do you think the positive changes in gender roles and relations are now that Apolou has ended? *(Probe for support from community leaders and traditional authorities, local beliefs and priorities, etc.)*
- a. What are the biggest threats to sustaining positive behavior changes in gender relations?
  - b. How could these threats be addressed? What resources, capacities, and institutional relationships would help sustain them?
20. What challenges remain in terms of attitudes towards gender roles (e.g., what challenges were not addressed by Apolou)?
21. How did men/family members/community members perceive women's participation in Apolou? *(Probe for men misappropriating or increasing their control of resources women obtained through Apolou, etc.)*
22. How have non-participants (in Apolou) changed their attitudes about gender roles as a result of the project?

23. For women leaders: How has the way you are treated as a woman leader in your community changed as a result of Apolou? *(Probe regarding attitudes of local government traditional authorities, men, young women, young men, other male leaders)*
- What have been the biggest challenges you encountered as members and leaders of a community group? *(Probe for community resistance (i.e., due to attitudes), time, etc.)*
  - Did you share any feedback about these challenges with Apolou? If so, what was the response? If not, why not?

### *Sustainability*

The following questions are a guide for interviews and discussions around analyzing sustainability. Interviewers should probe for in-depth answers when they feel it is appropriate. For those KIs and FGDs that already include questions related to sustainability, do not repeat.

24. How sustainable are any of the changes you described earlier as resulting from participation in Nuyok now that it has ended? *(Probe for changes in on-/off-farm income, production practices/outcomes, marketing, business skills, and in the systems, processes, linkages, institutional arrangements, etc. facilitated by the project)*
- What are the challenges to sustaining any of these positive changes without support from Apolou?
  - How can these threats be addressed by communities and other stakeholders?
25. What resources will be required in the future to help sustain the changes (e.g., financial resources, equipment, training, etc.)? Where do you think the resources will come from now that Apolou has ended?
- How motivated do you think beneficiaries / communities will be to maintain these changes in the future without external support?
26. What relationships or connections are required for the community to sustain these changes (e.g., in technical support, inputs, marketing, social capital, political influence)?
- What role has the Apolou Program played in helping communities to develop these relationships in a sustainable way? Now that the program has ended, how do you think these relationships will change?
27. How sustainable do you think the systems, processes, capacities, and/or institutional arrangements are that Apolou put into place? Why or why not? *(Probe especially in relation to government structures.)*

## 6. Project households and community members; participants trained in early warning information/safety nets/NRM, safety nets

### *Cross-cutting theme: resilience*

1. What types of support, inputs and/or services did you/your group receive from the Apolou project? Please describe.
  - a) How was the quality of the support, inputs and/or services you mentioned?
  - b) How was the timeliness of the support?
  - c) How was the frequency of the support?
  - d) How was the effectiveness of the support?
  - e) What could be improved in future projects? *(Probe for types of support needed but not provided by the project, etc.)*
2. What types of training and orientation in DRR/resilience, NRM, and/or conflict did you receive from Apolou? How did you use the knowledge learned? *(Probe for activities)*
3. Have you/your household/community participated in the preparation of a village disaster preparedness plan (including identifying shocks and stressors), VDP, CMM, or NRM plan as a result of Apolou?
  - a. If yes, what was the process followed in developing the plan(s)? *(Probe for participation of women, youth, other marginalized groups)*
  - b. Which disaster preparedness or risk reduction measures have been implemented in your community/village (e.g., which risks have been reduced or minimized and for whom)?
  - c. Describe any challenges the community/village faced in implementing the measures. What steps were taken to address these challenges?
  - d. Has the community used this plan to respond to a disaster? If yes, what was the result? *(Probe for how well it worked, challenges, how challenges were addressed, etc.)*
4. How are the risks (e.g., DRR plan) and/or constraints to access (e.g., NRM plan) for women and adolescents as well as other disadvantaged groups addressed in the plan(s)?
  - a. To what extent were women, adolescents and other disadvantaged groups included in developing such plans?
  - b. How were constraints to participation by women, people with disabilities, and other vulnerable groups (e.g., time burden, accessibility) dealt with in order to make it easier for them to participate?
5. How has the way households manage their productive assets changed as a result of Apolou? *(Probe for positive and negative changes, e.g., women's control, strategies promoted by the project)*
  - a. How have linkages between communities and local authorities changed households' understanding of the services available to them for protecting their assets?
6. How have households changed / adapted their coping mechanisms for dealing with shocks/stressors as a result of Apolou?
7. How successful have your community leaders been in helping to provide vulnerable

- households with access to formal safety nets?
- a. To informal, traditional safety nets (e.g., providing food or labor to families in need)?
  - b. What could be improved?
8. How effective are the links (promoted through Apolou) with the VDMC, SDMC, or the DMC with regards to the community-based early warning system for floods, droughts, or other emergencies? Why or why not are they effective?
    - a. What has changed in how warnings are disseminated? To what degree are they useful? *(Probe for changes in relationship between communities and DRM structures/systems)*
  9. How effective has the VDMC been in terms of disaster risk management as a result of Apolou? *(Probe for what has changed in terms of their role or capacities in DRM)*
    - a. To what degree is the community able to hold the VDMC accountable? Why or why not?
  10. How effective are the interventions implemented by Apolou at promoting intra-community and cross-community social cohesiveness?
    - a. What changes have you seen in the DRR planning and prevention processes to strengthen inter-personal relationships within the home and between communities? For strengthening intra-community and cross-community social cohesiveness?
    - b. Which non-violent methods promoted by the project to address conflict have been the most effective and why? Which ones are the least effective and why? What could be improved?
  11. To what extent have communities developed Conflict Management and Mitigation (CMM) plans and/or committees? How effective have the CMM groups been at preventing or resolving conflict in your community? *(Probe for what types of conflicts have arisen during the course of the project, how they were resolved, what could be improved, etc.)*

*Cross-cutting theme: gender and youth: Gender Issues (for male and female FGDs)*

12. What gender-related training and/or other support did you receive from the project?
  - a. How have you applied what you learned?
  - b. How effective was it in addressing your needs and priorities?
13. Did a Male Change Agent talk with you at some point during the project? With your spouse?
  - a. If yes, how has your spouse changed her/his attitudes about family nutrition, hygiene and health, or use of contraceptives since talking with the Male Change Agent?
14. How have decisions about which foods are purchased and/or who eats which foods at mealtime changed in your household as a result of the project, if at all? *(Probe for changes in awareness/acceptance of equitable decision-making in a household)*
  - a. What caused this change?
  - b. How have decisions about other major household issues changed in your household over the last two years? What caused this change?
15. How has the way you and your spouse treat each other changed as a result of the project, if at all? Please explain. What caused these changes?
16. Have you/members of this group received mentorship or training on making household decisions alone or with your spouse? To take a greater role in improving conditions in your village?

- a. If yes, how have you applied the knowledge you received through mentorship or training? What have been the results?
  - b. How have you changed because of this encouragement/training?
  - c. Has it affected your children's (sons and daughters) behavior? Please describe.
  - d. For women: How have changes in men's attitudes and behaviors affected your life and the lives of your children?
  - e. To what extent do you think these changes in attitude and behavior will be permanent? Please explain your answer.
17. What changes have you seen in gender roles since you/your village started participating in Apolou? (*Probe for changes gender roles, relationships, decision-making power, division of household responsibilities, communication between couples, gender-based violence, alcohol consumption*)
- a. What are the biggest positive changes for women? Please describe what changed.
  - b. What are the biggest positive changes for men? Please describe what changed.
  - c. What are the biggest positive changes for youth (adolescent girls and boys)?
18. What negative effects, if any, have occurred as a result of these changes? Why? How were they managed? (*Probe, e.g., any perceived effects on women's time poverty, etc.*)
19. Have influential members of the community changed their attitudes towards women's roles in the household, use of contraceptives, family nutrition, hygiene, and health? (*Probe for elders, village leaders, traditional birth attendants, traditional healers*). Please explain.
20. How sustainable do you think the positive changes in gender roles and relations are now that Apolou has ended? (*Probe for support from community leaders and traditional authorities, local beliefs and priorities, etc.*)
- a. What are the biggest threats to sustaining positive behavior changes in gender relations?
  - b. How could these threats be addressed? What resources, capacities, and institutional relationships would help sustain them?
21. What challenges remain in terms of attitudes towards gender roles (e.g., what challenges were not addressed by Apolou)?
22. How did men/family members/community members perceive women's participation in Apolou? (*Probe for men misappropriating or increasing their control of resources women obtained through Apolou, etc.*)
23. How have non-participants (in Apolou) changed their attitudes about gender roles as a result of the project?
24. For women leaders: How has the way you are treated as a woman leader in your community changed as a result of Apolou? (*Probe regarding attitudes of local government traditional authorities, men, young women, young men, other male leaders*)
- a. What have been the biggest challenges you encountered as members and leaders of a community group? (*Probe for community resistance (i.e., due to attitudes), time, etc.*)
  - b. Did you share any feedback about these challenges with Apolou? If so, what was the response? If not, why not?



### *Sustainability*

25. For any changes that occurred because of program activities, which changes do you think will continue (or not continue) now that the program has ended? Why do you think these changes will continue, or not continue?
  - a. What are the biggest threats to sustaining positive changes resulting from Apolou?
  - b. How can these threats be addressed by communities and other stakeholders?
26. What resources will be required in the future to help sustain the changes (e.g., financial resources, equipment, training, etc.)? Where do you think the resources will come from now that Apolou has ended?
  - a. How motivated do you think beneficiaries / communities will be to maintain these changes in the future without external support?
27. What relationships or connections are required for the community to sustain these changes (e.g., in technical support, inputs, marketing, social capital, political influence)?
  - a. What role has the Apolou Program played in helping communities to develop these relationships in a sustainable way? Now that the program has ended, how do you think these relationships will change?
28. How sustainable do you think the systems, processes, capacities, and/or institutional arrangements are that Apolou put into place? Why or why not? (*Probe especially in relation to government structures.*)

## 7. VDMC/SDMC/DMC/CMM/PEACE chair and committee members, EWA platform member

### *Cross-cutting theme: resilience*

1. What types of support, inputs and/or services did you/your group receive from the Apolou project? Please describe.
  - a) How was the quality of the support, inputs and/or services you mentioned?
  - b) How was the timeliness of the support?
  - c) How was the frequency of the support?
  - d) How was the effectiveness of the support?
  - e) What could be improved in future projects? *(Probe for types of support needed but not provided by the project, etc.)*
2. What kind of support did your group receive from local government institutions and how effective was it?
  - a. How sustainable is your group now that Apolou has ended?
  - b. What is needed to help it maintain its function in your community and where do you think the resources will come from?
3. How has the community-based early warning system for floods, droughts and other emergencies changed as a result of the project? *(Probe for changes in dissemination of EWs, recommendations, linkages with other stakeholders at the village, sub district and district levels, etc.)*
  - a. How are EW messages used by people who receive them?
4. What has changed as a result of Apolou's activities in DRR, NRM, conflict, e.g., how have Nuyok households and communities benefitted? *(Probe for knowledge/skills in DRR, NRM, conflict mitigation; social cohesion; linkages to resources, tools, inputs; use of technology / improved practices; infrastructure (e.g., water); women/youth participation; etc.)*
  - a. What could be improved in future projects?
5. How effective is the village disaster preparedness/NRM/CMM plan developed as a result of the project?
  - a. What have you experienced from using the plan(s) in your area (e.g., in responding to disasters, mitigating the impact of shocks/stressors, conflict, management of/access to NRs)?
  - b. What could be improved?
6. What, if any, negative changes have occurred as a result of Apolou's activities in DRM, NRM, CMM? How might they be addressed? *(Probe for community capacity to address vs the need for external support, and what types of support/resources are needed, etc.)*
7. What interventions implemented by Apolou to promote intra-community and cross-community social cohesiveness and or conflict mitigation have been the most effective / successful and why?

- a. What did not work and why? Were there any unintended (positive or negative) consequences? If yes, what?
8. What changes have you seen as a result of the project in how communities are linked to DRM structures (e.g., DMCs) at the village, sub district, and district levels?
  - a. To what degree are any positive changes likely to be sustained now that Apolou has ended? How could any negative changes be addressed now that Apolou has ended?
  - b. What changes have you seen in how communities are linked to national systems (e.g., national Climate Early Warning Systems)?
  - c. To what degree are any positive changes likely to be sustained now that the project has ended? How could any negative changes be addressed now that Apolou has ended?
9. How well are the DMCs, CCM, NRM, and/or EWAP performing? Why do you think they are performing well or not so well? How effective have these committees been in engaging and delivering services to the communities? Why or why not?
10. How successful have you/your community leaders been in ensuring access to safety nets for the most vulnerable households?

*Cross-cutting theme: gender and youth: Gender Issues (for male and female FGDs)*

11. What changes have you seen in gender roles since you/your village started participating in Apolou? (*Probe for changes gender roles, relationships, decision-making power, division of household responsibilities, communication between couples, gender-based violence, alcohol consumption*)
  - a. What are the biggest positive changes for women? Please describe what changed.
  - b. What are the biggest positive changes for men? Please describe what changed.
  - c. What are the biggest positive changes for youth (adolescent girls and boys)?
12. What negative effects, if any, have occurred as a result of these changes? Why? How were they managed? (*Probe, e.g., any perceived effects on women's time poverty, etc.*)
13. Have influential members of the community changed their attitudes towards women's roles in the household, use of contraceptives, family nutrition, hygiene, and health? (*Probe for elders, village leaders, traditional birth attendants, traditional healers*)
  - a. What effect have changes in men's attitudes and behaviors had on your spouse? You? Your children? Your community?
  - b. To what extent do you think these changes in attitude and behavior will continue now that Apolou has ended? Why or why not?
14. How sustainable do you think the positive changes in gender roles and relations are now that Apolou has ended? (*Probe for support from community leaders and traditional authorities, local beliefs and priorities, etc.*). Please explain.
15. What challenges remain in terms of attitudes towards gender roles (e.g., what challenges were not addressed by Apolou)?
16. How did men/family members/community members perceive women's participation in Apolou? (*Probe for men misappropriating or increasing their control of resources women obtained through Apolou, etc.*)

17. How have non-participants (in Apolou) changed their attitudes about gender roles as a result of the project?
18. For women leaders: How has the way you are treated as a woman leader in your community changed as a result of Apolou? (*Probe regarding attitudes of local government traditional authorities, men, young women, young men, other male leaders*)
  - a. What have been your biggest challenges as members and leaders of a community group? (*Probe for community resistance (i.e., due to attitudes), time, etc.*)
  - b. Did you share any feedback about these challenges with Apolou? If so, what was the response? If not, why not?

## ANNEX 9: D2

### Apolou – Topical Outlines for Key Informant Interviews

#### 1. Former Apolou staff / Apolou staff / MC staff responsible for DRR /Resilience

##### TOPICAL OUTLINE: Former Apolou staff members

###### Overview

1. Please describe your role in the Apolou project (e.g., community-based early warning system for floods, droughts and other emergencies) and the activities/practices that you/your group engaged in as part of the project?
  - a. How did you/your group promote these activities/practices?
2. What do you consider to be the Apolou project’s greatest achievements in terms of reaching the activity’s goals / objectives / outcomes?
  - a. What were the factors that promoted these achievements?
  - b. What challenges were overcome in reaching these achievements?
3. In which areas was the project less successful in reaching its goals / objectives / outcomes?
  - a. What were the factors that limited achievement in these areas?
  - b. What do you think could have been done differently?
  - c. What unintended negative consequences, if any, happened as a result of the project? How did you address them?
4. For the technical sector that you were working on, how effective were the interventions in achieving project goals/ outcomes.
  - a. Did any interventions lead to any unintended positive or negative consequences? [*Probe regarding food security and nutrition, other unintended consequences, etc.*]
  - b. What were some of the strengths and challenges in terms of the design of the intervention? Of implementation? (e.g., *approach/methods used, management, collaboration with other stakeholders, the context, the acceptance by beneficiary communities, etc.*)
5. What changes have you seen in target communities since Apolou began? (*Probe for different purpose areas and activities in governance, peace, accountability by authorities, gender relations, WASH, livelihoods, food security, adolescents, disaster preparedness and mitigation, etc.*)

##### TOPICAL OUTLINE: PURPOSE 1: Governance

- **SP 1.1: Communities take collective action on identified needs and priorities.**
  - **SP 1.2: Duty bearers (including private sector) responsive to community demands.**
  - **SP 1.3: Community responds to conflict and context-specific stressors.**
  - **KII. Apolou staff (governance)**
6. What changes in governance did you notice in target communities over the duration of the Apolou activity? (*Probe for changes related to formation of groups, the way groups govern themselves and make decisions, citizen participation in government and community affairs, government, and traditional authority response to community needs, etc.*)

- a. How did the changes in governance impact outcomes in food security? Nutrition, including for PLW and children U5? WASH? Gender equity? Etc.
- b. What, if any, positive and/or negative effects occurred as a result of these changes? (*Probe effect on women, youth, people living with disabilities.*) If there were negative effects, how were they addressed?
7. Which governance-related activities implemented by Apolou do you think were most successful and why? (*Probe for activity design, implementation, situational context, women and youth participation, etc.*)
  - a. Which governance-related activities were least successful? Why?
8. What were the key governance challenges and how were they addressed by the project? (*Probe activity design, implementation, and external context?*)
9. How do local government structures and civil society coordinate to address food and security issues? What are the strengths? Gaps?
10. How have individual and community-level barriers to the equitable participation of women in governance structures changed as a result of Apolou? If no change, why not?
  - a. How have barriers to young men participating in governance changed as a result of the project? If no change, why not?

TOPICAL OUTLINE: Cross-cutting theme: Resilience

KIs: MC Staff Responsible for DRR/Resilience;

11. If you/your office engaged in activities/practices in risk reduction and community asset management:
  - a. How did you/your group promote these activities/practices?
  - b. Which activities do you think were most successful/most effective, and why? Please give examples.
  - c. Which activities do you think were not successful/not effective, and why? Please explain.
  - d. What, if any, unintended positive or negative consequences occurred as a result of these activities? Please explain.
12. How have Apolou households and communities benefitted, and what changes have occurred at the household and community level in terms of disaster preparedness and conflict mitigation? (*probe for increased capacity of Village Development Committees, community-based early warning systems training, drills and other actions to reduce risks; improved disaster preparation and response, community conflict mitigation; training on conflict mitigation*).
  - a. How have the types of shocks experienced by communities changed over the course of the project?
  - b. How have the coping strategies used by households changed as a result of the project? Please provide examples.
13. What changes do you see as a result of project support to strengthen Village Development Committees? Please provide examples. (*Probe for participation by women, youth, the disabled, etc.*)
14. What linkages have been established between communities and DMC / CMM / NRM committees at the village, sub district and district level as a result of the project?
  - a. Why or why not have these linkages benefitted the community?
  - b. How are traditional leaders and other stakeholders engaged in maintaining these linkages now that the project has ended?

- c. How likely are these linkages to continue now that Apolou has ended? Why or why not?
15. What links have been established by the project between communities and national systems (e.g., national Climate Early Warning Systems)?
- What changes have occurred as a result of these linkages?
  - How likely are these changes to continue now that Apolou has ended? Why or why not?
16. How has participation of female community members in these efforts changed as a result of the project? Please explain why or why not.
- How have the needs of women, youth, the disabled, etc. been addressed in these efforts at the community level? At the district level?
17. How has the government's capacity to deliver services and respond to community needs changed? Please describe the changes (better/worse) at district, county, sub-county level. *(Probe for improvements in public performance and service delivery as a result of Nuyok)*
- What has caused this change in government capacity? *(probe for training on transparency and accountability practices)*
  - What challenges remain? How will you address these challenges in the future?
18. How has training related to conflict mitigation helped reduce conflicts within communities? Between communities? Please explain. *(probe for types of conflict experienced by communities, improved conflict monitoring, improved peace structure coordination).*
- Where have these activities been most effective? Why? Least effective? Why?
  - Why or why not do you think any changes achieved in conflict mitigation will be sustained now that the project has ended?

### Gender

19. What are the most significant changes that have occurred in gender attitudes, practices, and relations as a result of the project? What caused these changes?
- What constraints to gender equity and gender integration remain at the end of Apolou? How do you think these constraints could be addressed in future projects? *(Probe for differences in attitude between groups (men, women, wealthy, poor, etc.), by activity, etc.)*
20. To what extent have non-project participants or other communities been influenced by Apolou gender activities? Please explain. *(Probe for differences between men, women, youth, the disabled, etc.)*
21. Which gender-related outcomes (e.g., behavior change, participation, etc.) do you think will be sustained now that the project has ended? Why or why not?
- What gender-related **services** (e.g., by government, FSPs, health, etc.) do you think will be sustained and why or why not?
  - What constraints are there, if any, to sustaining these outcomes and/or services?
  - How has Apolou supported communities to address these threats now that the project has ended?
22. What lessons have you learned from Apolou's gender work? What would you do differently in future projects?

### Sustainability

The following questions are a guide for interviews and discussions around analyzing sustainability. Interviewers should probe for in-depth answers when they feel it is appropriate. For those KIIs and FGDs that already include questions related to sustainability, do not repeat.

23. For any changes that occurred because of program activities, which changes do you think will continue (or not continue) now that the program has ended? Why do you think these changes will continue, or not continue?
  - c. What are the biggest threats to sustaining positive changes resulting from Apolou?
  - d. How can these threats be addressed by communities and other stakeholders?
24. What resources will be required in the future to help sustain the changes (e.g., financial resources, equipment, training, etc.)? Where do you think the resources will come from now that Apolou has ended?
  - b. How motivated do you think beneficiaries / communities will be to maintain these changes in the future without external support?
25. What relationships or connections are required for the community to sustain these changes (e.g., in technical support, inputs, marketing, social capital, political influence)?
  - a. What role has the Apolou Program played in helping communities to develop these relationships in a sustainable way? Now that the program has ended, how do you think these relationships will change?
26. Which systems, processes, capacities, and/or institutional arrangements from Apolou do you think will continue after the project ends? Why or why not? (*Probe especially in relation to government structures.*)
27. What have been the key lessons learned from the project?
28. Which aspects of the Apolou project do you think will be sustained over time? Why or why not? (*Probe for the systems, processes, capacities, and/or institutional arrangements put into place by Apolou (e.g., linkages with local gov't authorities, etc.), community motivation, access to resources, conflict, etc.*)



## 2. Government officials

### General/Introduction

Before we begin our conversation, I want to learn a little bit about who you are, your position and your engagement with Apolou (*interviewers adjust questions 1-3 as appropriate*).

1. Please provide a brief description of the nature of your work with Apolou. (*Probe for which activities they participated in, level of engagement, etc.*)
2. Which activities implemented by Apolou worked well/were of the greatest benefit to your community, and why? (*Note: interviewers can also ask people to rank activities by level of acceptability to community, with 1 = most acceptable*). (*Probe for safety nets, conflict management, DRR, EW, etc.*)
  - a. Which activities did not work (were the least beneficial), and why?
  - b. What were the negative effects, if any, of the project's activities? What should have been done differently?
3. How effective was the targeting in reaching the most vulnerable/poorest? How could targeting have been improved?
4. How do local government structures and civil society coordinate to address food and security issues? What are the strengths? Gaps?

### PURPOSE 1: Governance

- **SP 1.1: Communities take collective action on identified needs and priorities.**
- **SP 1.2: Duty bearers (including private sector) responsive to community demands.**
- **SP 1.3: Community responds to conflict and context-specific stressors.**

### General/introduction

5. How has the government's capacity to deliver services and respond to community needs changed? Please describe the changes (better/worse) at district, county, sub-county levels. (*Probe for improvements in public performance and service delivery as a result of Apolou*)
  - a. What has caused this change in government capacity? (*Probe for training, e.g., accountability, transparency, etc.*)
  - b. What challenges remain? How will you address these challenges in the future?
6. How has the government/traditional authorities' capacity to manage conflict within communities changed? Between communities? Please explain. (*Probe for types of conflict experienced by communities, improved conflict monitoring, improved peace structure coordination, etc.*)
  - a. Where have these activities been most effective and why? Least effective and why? (*Probe for women, youth, etc.*)
  - b. To what degree do you think these changes will be sustained? Why or why not?
7. What effect do you think the Resilience Action Committees (RACs) have had on government service delivery? Please describe.
8. How do citizens and citizen groups hold you accountable for government responses to problems? Please provide examples and explain how you responded to them.
9. Based on your experience with Apolou, what are some of the lessons, best practices and approaches that should be considered in future projects?

### Cross-cutting theme: Gender and Youth (G&Y)

- The following questions are a guide for interviews and discussions around gender and youth. Interviewers should probe for in-depth answers when they feel it is appropriate.
10. What are the most significant changes that have occurred in gender attitudes, practices, and relations as a result of the project? What caused these changes?
    - a. What constraints to gender equity and gender integration remain at the end of Apolou? How do you think these constraints could be addressed in future projects? (*Probe for differences in attitude between groups (men, women, wealthy, poor, etc.), by activity, etc.*)
  11. To what extent have non-project participants or other communities been influenced by Apolou gender activities? Please explain. (*Probe for differences between men, women, youth, the disabled, etc.*)
  12. Which gender-related outcomes (e.g., behavior change, participation, etc.) do you think will be sustained now that the project has ended? Why or why not?
    - a. What gender-related **services** (e.g., by government, FSPs, health, etc.) do you think will be sustained and why or why not?
    - b. What constraints are there, if any, to sustaining these outcomes and/or services?
    - c. How has Apolou supported communities to address these threats now that the project has ended?
  13. What lessons have you learned from Apolou's gender work? What would you do differently in future projects?
  14. How has women's participation in governance structures changed at the community level as a result of Apolou? At the individual level?
    - a. Now that the project has ended, what barriers remain to the equal participation of women in governance structures at community level? At the individual level?
    - b. How has participation of young men in governance activities changes as a result of the project? Of young women? If no change, why not?
  15. How have gender norms and equal opportunities (e.g., economic, educational) for young women/adolescent girls changed, if at all, as a result of the project? What, if any, impact have these changes had on young women/adolescent girls? On young men/adolescent boys (positive or negative)? Please explain.

### Sustainability

The following questions are a guide for interviews and discussions around analyzing sustainability. Interviewers should probe for in-depth answers when they feel it is appropriate. For those KIs and FGDs that already include questions related to sustainability, do not repeat.

16. For any changes that occurred because of program activities, which changes do you think will continue (or not continue) now that the program has ended? Why do you think these changes will continue, or not continue?
  - a. What are the biggest threats to sustaining positive changes resulting from Apolou?
  - b. How can these threats be addressed by communities and other stakeholders?
17. What resources will be required in the future to help sustain the changes (e.g., financial resources, equipment, training, etc.)? Where do you think the resources will come from now that Apolou has ended?
  - a. How motivated do you think beneficiaries / communities will be to maintain these changes in the future without external support?
18. What relationships or connections are required for the community to sustain these changes (e.g., in technical support, inputs, marketing, social capital, political influence)?

- a. What role has the Apolou Program played in helping communities to develop these relationships in a sustainable way? Now that the program has ended, how do you think these relationships will change?
19. Which systems, processes, capacities, and/or institutional arrangements from Apolou do you think will continue after the project ends? Why or why not? (*Probe especially in relation to government structures.*)

### 3. Traditional Authorities

#### General/Introduction

Before we begin our conversation, I want to learn a little bit about who you are, your position and your engagement with Apolou (*interviewers adjust questions 1-3 as appropriate*).

1. Please provide a brief description of the nature of your work with Apolou. (*Probe for which activities they participated in, level of engagement, etc.*)
2. Which activities implemented by Apolou worked well/were of the greatest benefit to your community, and why? (*Note: interviewers can also ask people to rank activities by level of acceptability to community, with 1 = most acceptable*). (*Probe for safety nets, conflict management, DRR, EW, etc.*)
  - a. Which activities did not work (were the least beneficial), and why?
  - b. What were the negative effects, if any, of the project's activities? What should have been done differently?
3. How effective was the targeting in reaching the most vulnerable/poorest? How could targeting have been improved?
4. How do local government structures and civil society coordinate to address food and security issues? What are the strengths? Gaps?

#### PURPOSE 1: Governance

- **SP 1.1: Communities take collective action on identified needs and priorities.**
  - **SP 1.2: Duty bearers (including private sector) responsive to community demands.**
  - **SP 1.3: Community responds to conflict and context-specific stressors.**
5. How has the government's capacity to deliver services and respond to community needs changed? Please describe the changes (better/worse) at district, county, sub-county levels. (*Probe for improvements in public performance and service delivery as a result of Apolou*)
    - a. What has caused this change in government capacity? (*Probe for training, e.g., accountability, transparency, etc.*)
    - b. What challenges remain? How will you address these challenges in the future?
  6. How has the government/traditional authorities' capacity to manage conflict within communities changed? Between communities? Please explain. (*Probe for types of conflict experienced by communities, improved conflict monitoring, improved peace structure coordination, etc.*)
    - a. Where have these activities been most effective and why? Least effective and why? (*Probe for women, youth, etc.*)
    - b. To what degree do you think these changes will be sustained? Why or why not?
  7. What effect do you think the Resilience Action Committees (RACs) have had on government service delivery? Please describe.
  8. How do citizens and citizen groups hold you accountable for government responses to problems? Please provide examples and explain how you responded to them.
  9. Based on your experience with Apolou, what are some of the lessons, best practices and approaches that should be considered in future projects?

Cross-cutting theme: Gender and Youth (G&Y)

10. What gender norms and roles have changed at the community level as a result of the project? Please describe.
  - i. In household decision-making,
  - ii. sharing roles and responsibilities,
  - iii. involving men in family health, nutrition, and hygiene responsibilities
  - iv. improving communication between couples
  - v. reducing gender-based violence
  - vi. other areas?
  - a. Which activities have been most successful at changing attitudes and/or behavior? What challenges remain?
  - b. Which activities were not successful? Why?
11. How has your involvement with Apolou changed your own attitudes about gender norms? Please describe. *(Probe for changes in attitude about the above)*
  - a. How have you applied what you learned through the project?
  - b. How has the way you and your spouse treat each other changed over the course of the project?
12. What role have the Male Change Agents played in changing individual and community attitudes about gender roles [see list]? Please describe. *(Probe for changes in attitudes of men, local authorities, religious leaders, changes in who makes decisions, especially decisions made only by women, etc.)*
  - i. In household decision-making,
  - ii. sharing roles and responsibilities,
  - iii. involving men in family health, nutrition, and hygiene responsibilities
  - iv. improving communication between couples
  - v. reducing gender-based violence
  - vi. other areas?
  - a. How sustainable do you think the Male Change Agents will be now that Apolou has ended? Why or why not? *(Probe for importance of formal relationship between MCAs and Community Development Officers, etc.)*
13. How has women's participation in governance structures changed at the community level as a result of Apolou? At the individual level?
  - a. Now that the project has ended, what barriers remain to the equal participation of women in governance structures at community level? At the individual level?
  - b. How has participation of young men in governance activities changes as a result of the project? Of young women? If no change, why not?
14. What has changed for young women (ages 20-25) and adolescent girls (ages 10-14 & 15-19) in Karamoja as a result of the project (positive and negative)? *(Probe for changes in gender norms, bodily autonomy, economic opportunities, participation in community decisions, access to household food (e.g., who eats first, etc.), early marriage, education, etc.)*
  - a. What has changed (positive and negative) for young men and adolescent boys as a result of the project?
15. How have gender norms and equal opportunities (e.g., economic, educational) for young women/adolescent girls changed, if at all, as a result of the project? What, if any, impact have these changes had on young women/adolescent girls? On young men/adolescent boys (positive or negative)? Please explain.
16. To what extent has young women's engagement in on-and-off farm livelihoods activities changed as a result of the project? What, if any, effect has this had on young men?

- a. If changes have not occurred, why not? (probe for differences in types of livelihoods available for each, differences in levels of income, gender attitudes, conflict, etc.)

### Sustainability

The following questions are a guide for interviews and discussions around analyzing sustainability. Interviewers should probe for in-depth answers when they feel it is appropriate. For those KIs and FGDs that already include questions related to sustainability, do not repeat.

17. For any changes that occurred because of program activities, which changes do you think will continue (or not continue) now that the program has ended? Why do you think these changes will continue, or not continue?
  - a. What are the biggest threats to sustaining positive changes resulting from Apolou?
  - b. How can these threats be addressed by communities and other stakeholders?
18. What resources will be required in the future to help sustain the changes (e.g., financial resources, equipment, training, etc.)? Where do you think the resources will come from now that Apolou has ended?
  - a. How motivated do you think beneficiaries / communities will be to maintain these changes in the future without external support?
19. What relationships or connections are required for the community to sustain these changes (e.g., in technical support, inputs, marketing, social capital, political influence)?
  - a. What role has the Apolou Program played in helping communities to develop these relationships in a sustainable way? Now that the program has ended, how do you think these relationships will change?
20. Which systems, processes, capacities, and/or institutional arrangements from Apolou do you think will continue after the project ends? Why or why not? (Probe especially in relation to government structures.)

## 4. Lead Mothers

### General/introduction

Before we begin our conversation, I want to learn a little bit about who you are, your position and your engagement with Apolou (*interviewers adjust questions 1-3 as appropriate*).

1. Please provide a brief description of the nature of your work with Apolou. (*Probe for which activities they participated in, level of engagement, etc.*)
2. Which activities implemented by Apolou worked well/were of the greatest benefit to your community, and why? (*Note: interviewers can also ask people to rank activities by level of acceptability to community, with 1 = most acceptable*). (*Probe for safety nets, conflict management, DRR, EW, etc.*)
  - a. Which activities did not work (were the least beneficial), and why?
  - b. What were the negative effects, if any, of the project's activities? What should have been done differently?
3. How effective was the targeting in reaching the most vulnerable/poorest? How could targeting have been improved?

### PURPOSE 2: Adolescent girls, PLW and CU5 are nutritionally secure

- **SP 2.1: PLW, CU5, and adolescent girls consume an adequate and diverse diet.**
  - **SP 2.2: Adolescents, women & men adopt appropriate sexual & reproductive health and MCHN behaviors (including health-seeking behaviors).**
  - **SP 2.3: Adolescents, women and men adopt appropriate positive gender behaviors for nutrition and food security.**
4. Is your Mother Care Group still functional? (*Probe for when it was formed, number of members, etc.*)
  5. What kind (if any) training did you receive to be a Lead Mother?
    - a. What other additional training or guidance did you feel you needed?
  6. What changes, positive or negative, have occurred in women's and children's lives as a result of your MCG? (*Probe for changes among group members as well as for other women and children in the community*)
  7. Which activities do you think were most effective in facilitating change for PLWs and children U2 and why? (*Probe for*):
    - a. ANC/Institutional deliveries
    - b. Children Nutrition
    - c. MUAC screening
    - d. Immunization
    - e. Growth monitoring
    - f. Family Planning
    - g. Cooking demonstration
    - h. Gender equity
    - i. Permagardening
    - j. Which activities do you think were least effective and why?
  8. How effective was targeting pregnant and lactating mothers and children under 2 with food rations and behavior change messages to reduce children malnutrition?

- a. Which new behaviors promoted by the project have you observed women, caregivers and/or others practicing? Please give examples. *(Probe for how widely adopted the new practice/behavior is, differences among FHHs, married women, widows, youth, etc.)*
9. How does your MCG empower women in this community? Please give examples.
  - a. How has the care group helped the most vulnerable mothers in your community? Give an example.
  - b. Has it been enough? Please explain. What else could be done in future projects?
10. To what degree have Male Change Agents worked with husbands in this community? Please explain. *(Probe for interaction of agents with the Lead Mother and MCG, etc.)*
  - a. What has been the result (e.g., are men taking a greater role in the health and nutrition of their wives, infants, and children)? Please explain.
11. What were the main challenges you faced as the lead mother for this care group and how did you address them? *(Probe for support from Apolou)*

*Cross-cutting theme: Gender and Youth (G&Y)*

- The following questions are a guide for interviews and discussions around gender and youth. Interviewers should probe for in-depth answers when they feel it is appropriate. KII: Lead Mothers
12. How have household and community attitudes and practices around gender changed because of the activities you/your group promoted as part of Apolou? *(Probe for changes in participation of women in community decisions, household decision-making, attitudes on health and nutrition for women and children, gender norms, household food consumption, dietary diversity, etc.)*
    - a. What did not change, and why?
    - b. What activities were most successful? Least successful? Why?
    - c. What, if any, unintended positive or negative consequences occurred as a result of these activities, if any? Please explain.
  13. What types of support, inputs and/or services did you/your group receive from the Apolou project? *(Ask the respondent to describe and give examples)*
    - a. How was the quality of the support?
    - b. Timeliness
    - c. Frequency
    - d. Effectiveness
  14. To what extent did community/group members pay for/invest in any of the support/ input/ services provided through the project? Why were they willing (or not) to pay?
    - a. What would help motivate people to pay for such services generally? *(Probe for attitudes about confidence/reliance on external support, impacts of recurring conflict, lack of gov't accountability, etc.)*
  15. Prior to Apolou, who provided any of these support/input/services to communities? *(Probe for how they were provided e.g., on a commercial basis or through government structures or a different project)*
    - a. Approximately what proportion of mothers/community members currently use/purchase these support/input/services?
  16. What changes (in attitude or practice) do you think will continue now that the project has



ended and why? Which changes do you think are less likely to last, and why?

*Cross-cutting theme: Gender and Youth (G&Y) The following questions are a guide for interviews and discussions around gender and youth. Interviewers should probe for in-depth answers when they feel it is appropriate. Gender issues (for male and female KIIs)*

17. Did a Male Change Agent talk with you at some point during the project? With your spouse?
  - a. If yes, how has your spouse changed her/his attitudes about family nutrition, hygiene and health, or use of contraceptives since talking with the Male Change Agent?
18. How have decisions about which foods are purchased and/or who eats which foods at mealtime changed in your household as a result of the project, if at all? (*Probe for changes in awareness/acceptance of equitable decision-making in a household*)
  - a. What caused this change?
  - b. How have decisions about other major household issues changed in your household over the last two years? What caused this change?
19. How has the way you and your spouse treat each other changed as a result of the project, if at all? Please explain. What caused these changes?
20. Have influential members of the community changed their attitudes towards women's roles in the household, use of contraceptives, family nutrition, hygiene, and health? (*Probe for elders, village leaders, traditional birth attendants, traditional healers*)
  - a. What effect have changes in men's attitudes and behaviors had on your spouse? You? Your children? Your community?
  - b. To what extent do you think these changes in attitude and behavior will continue now that Apolou has ended? Why or why not?
21. Have you/members of this group received mentorship or training on making household decisions alone or with your spouse? To take a greater role in improving conditions in your village?
  - a. If yes, how have you applied the knowledge you received through mentorship or training? What have been the results?
  - b. How have you changed because of this encouragement/training?
  - c. Has it affected your children's (sons and daughters) behavior? Please describe.
  - d. **For women:** How have changes in men's attitudes and behaviors affected your life and the lives of your children?
  - e. To what extent do you think these changes in attitude and behavior will be permanent? Please explain your answer.

### Sustainability

The following questions are a guide for interviews and discussions around analyzing sustainability. Interviewers should probe for in-depth answers when they feel it is appropriate. For those KIIs and FGDs that already include questions related to sustainability, do not repeat.

22. For any changes (e.g., improved attitudes and outcomes) you think occurred because of Apolou activities, which do you think will continue now that the project has ended? Why or why not?

- a. What are the biggest threats to sustaining positive changes resulting from Apolou?
  - b. How can these threats be addressed by communities and other stakeholders?
23. What will be required to help sustain these changes in the future (e.g., financial resources, equipment, training, etc.)? Where do you think the resources will come from now that Apolou has ended?
  - a. How motivated do you think the beneficiaries/communities will be to maintain these changes in the future without external support?
24. What relationships or connections are required for the community to sustain these changes (e.g., in technical support, inputs, marketing, social capital, political influence)?
  - a. What role has the Apolou Program played in helping communities to develop these relationships in a sustainable way? Now that the program has ended, how do you think these relationships will change?
25. Why (or why not) will you continue to lead your MCG now that the project has ended? How motivated are the MCG members to continue meeting and why?
26. What have you learned as lead mother that should be applied to helping mother care groups be more successful? Are they (whatever the lead mother mentions) being applied now to the mother care group you lead?
27. Which systems, processes, capacities, and/or institutional arrangements from Apolou do you think will continue after the project ends? Why or why not? (*Probe especially in relation to government structures.*)

## 5. District health officer / sub-district health assistant, MCHN or health facility provider (e.g., health worker in-charge at facility)

### General/introduction

Before we begin our conversation, I want to learn a little bit about who you are, your position and your engagement with Apolou (*interviewers adjust questions 1-3 as appropriate*).

1. Please provide a brief description of the nature of your work with Apolou. (*Probe for which activities they participated in, level of engagement, etc.*)
2. Which activities implemented by Apolou worked well/were of the greatest benefit to your community, and why? (*Note: interviewers can also ask people to rank activities by level of acceptability to community, with 1 = most acceptable*). (*Probe for safety nets, conflict management, DRR, EW, etc.*)
  - a. Which activities did not work (were the least beneficial), and why?
  - b. What were the negative effects, if any, of the project's activities? What should have been done differently?
3. How effective was the targeting in reaching the most vulnerable/poorest? How could targeting have been improved?

### PURPOSE 2: Adolescent girls, PLW and CU5 are nutritionally secure

- **SP 2.1: PLW, CU5, and adolescent girls consume an adequate and diverse diet.**
  - **SP 2.2: Adolescents, women & men adopt appropriate sexual & reproductive health and MCHN behaviors (including health-seeking behaviors).**
  - **SP 2.3: Adolescents, women and men adopt appropriate positive gender behaviors for nutrition and food security.**
4. What changes, positive or negative, have occurred in the lives of women and children as a result of Apolou's activities in health and nutrition? (*Probe for changes in food security, dietary diversity, women's nutrition, child malnutrition, hygiene practices, etc.*)
    - a. Which activities/approaches worked well for achieving such changes and why?
    - b. Which activities/approaches did not work well and why?
  5. How effective were Apolou's MCHN and WASH activities in targeting the most vulnerable and why? (*Probe for different activities*)
    - a. If NOT effective, why not?
    - b. Which activities promoted by the project do you think had the greatest impact on affecting change for women and children and why?
  6. How effective were the following interventions at supporting health service delivery? Why or why was an activity effective? What could be improved?
    - a. Training of the health providers
    - b. Deployment of medical students
    - c. Collaboration with the HUMC and VHT
    - d. Support of the Health Management Information System
    - e. Community Dialogues
  7. How effective has working with the HUMC been in terms of improving and/or maintaining quality health service provision?

- a. How will you maintain the collaboration with the HUMC now that the project has ended?

### Sustainability

The following questions are a guide for interviews and discussions around analyzing sustainability. Interviewers should probe for in-depth answers when they feel it is appropriate. For those KIs and FGDs that already include questions related to sustainability, do not repeat.

8. What barriers remain for women and households to adopt improved practices in health, nutrition, and hygiene? *(Probe for attitudes/cultural constraints, gender constraints, traditional healers, traditional birth attendants, out-of-pocket expenses, etc.)*
  - a. What do you think could be done differently in future projects?
9. To what degree were Apolou activities aligned with national strategies (e.g., to reduce child malnutrition)? *(Probe for the name of the strategies/policies and what aspects were aligned and which were not, etc.)*
10. To what extent will you/your office continue to work with/provide services to Apolou communities now that the project has ended?
  - a. What other organizations (local, international, private, etc.), if any, are working in the same communities as Apolou are implementing child health/nutrition projects?
11. In your opinion, what lessons and best practices should be considered in implementing MCHN and WASH programs? *(Probe for which aspects were most / least successful and why, etc.)*
  - a. What would you like to see done differently in future projects and why? *(Probe for changes in design and implementation of projects, activity management, communication, collaboration, etc.)*
12. Which systems, processes, capacities, and/or institutional arrangements from Apolou do you think will continue after the project ends, especially in relation to government structures? Why do you think these changes will continue, or not continue?
  - a. What are the biggest threats to sustaining positive changes resulting from Apolou?
  - b. How can these threats be addressed by communities and other stakeholders?
13. What resources will be required in the future to help sustain the changes (e.g., financial resources, equipment, training, etc.)? Where do you think the resources will come from now that Apolou has ended?
  - a. How motivated do you think beneficiaries / communities will be to maintain these changes in the future without external support?
14. What relationships or connections are required for the community to sustain these changes (e.g., in technical support, inputs, marketing, social capital, political influence)? What role has the Apolou Program played in helping communities to develop these relationships in a sustainable way? Now that the program has ended, how do you think these relationships will change?

## 6. Village health team members/community health workers

### General/introduction

Before we begin our conversation, I want to learn a little bit about who you are, your position and your engagement with Apolou (*interviewers adjust questions 1-3 as appropriate*).

1. Please provide a brief description of the nature of your work with Apolou. (*Probe for which activities they participated in, level of engagement, etc.*)
2. Which activities implemented by Apolou worked well/were of the greatest benefit to your community, and why? (*Note: interviewers can also ask people to rank activities by level of acceptability to community, with 1 = most acceptable*). (*Probe for safety nets, conflict management, DRR, EW, etc.*)
  - a. Which activities did not work (were the least beneficial), and why?
  - b. What were the negative effects, if any, of the project's activities? What should have been done differently?
3. How effective was the targeting in reaching the most vulnerable/poorest? How could targeting have been improved?

### PURPOSE 2: Adolescent girls, PLW and CU5 are nutritionally secure

- **SP 2.1: PLW, CU5, and adolescent girls consume an adequate and diverse diet.**
- **SP 2.2: Adolescents, women & men adopt appropriate sexual & reproductive health and MCHN behaviors (including health-seeking behaviors).**
- **SP 2.3: Adolescents, women and men adopt appropriate positive gender behaviors for nutrition and food security.**

#### **KII: Village health teams / community health extension workers**

4. How effective was the training you received through the project?
  - a. Was the training enough for your own development and to make a difference in your work? If yes, how? If not, what is needed?
  - b. What type of support, if any, did you receive through the project? (*Probe for transport, non-monetary incentives, ag tools/mini-grants, stipend*)
5. What would you like to see done differently in future projects with regard to training, health equipment, and in general, the support you received from Apolou? Why?
6. How have household decisions around health changed as a result of Apolou?
  - a. What changes (if any) have occurred in men's attitudes towards health and nutrition of women and children? (*Probe on whether men support women's access to health and nutrition services, and why their attitudes changed – or not*)
  - b. What decisions on health and nutrition are now made by women as a result of the project (i.e., what has change for women in terms of health decisions)?
  - c. How have men's attitudes changed with respect to women's knowledge and autonomy in health and nutrition behaviors? Please explain.
7. What changes, positive or negative, have there been in local customs or beliefs regarding:

- a. Changes in beliefs about the kinds of foods children need when they are sick?
  - b. What other beliefs and behaviors regarding breastfeeding, child feeding, illness, health providers, etc. have changed as a result of the project? Why or why not have they changed?
8. How have caregivers' beliefs about malnutrition in children changed, positively or negatively, as a result of the project? *(Probe for whether child malnutrition is considered a problem, differences in foods eaten by male vs female children, etc.)*
    - a. Have there been any changes in the types or quantities of food that male and female children consume? If yes, how has this changed as a result of the project and why? *(Probe for children 0-5 months, 6-23 months, and 24-59 months)*
  9. How have attitudes about gender that affect access to adequate, nutritious food in the household changed as a result of the project? *(Probe for attitudes in men, women, youth, etc.)*
  10. What changes, if any, have occurred in people's understanding and practices regarding dietary diversity? *(Probe for customs/beliefs about food, differences between men, women, youth, the disabled, etc.)*
    - a. What challenges remain in improving people's understanding and practices? *(probe for activity management, communication, and collaboration with other stakeholders)*
  11. In your opinion, how has household food security changed for project beneficiaries (i.e., as a result of their participation in the project)? Why or why not has it changed? *(Probe for differences between male-, female-, youth-headed households, for the disabled, etc.)*
    - a. What are the key constraints remaining that prevent households from accessing sufficient food?

### PURPOSE 3: Reduced incidences of WASH-related diseases

- **SP 3.1: Households practice improved sanitation and hygiene behaviors.**
  - **SP 3.2: Household access to safe and clean water.**
- KIIs: VHT, CHW, health workers, health assistants**
12. How has the practice of open defecation changed as a result of the project? If not, why not?
    - a. Why do you think some communities still engage in open defecation?
    - b. What types of interventions can help change people's minds?
  13. What are the biggest challenges that remain preventing women and members of their households to adopt improved nutrition, health, and hygiene practices? *(Probe for traditional healers, traditional birth attendants, 3-delays model, out-of-pocket)*
  14. What changes, positive or negative, have occurred in women and children's lives as a result of Apolou's WASH activities, such as CLTS, CHAST training, open defecation free awareness, VIP latrines in schools, boreholes drilling and reparation? *(Probe for reduced illness/disease, better nutrition, better attitudes, less diarrhea, etc.)*
  15. Which WASH interventions promoted by the project were most acceptable to Apolou beneficiaries and why? *(Probe for CLTS, CHAST training, open defecation free awareness, VIP latrines in schools, boreholes drilling and reparation; differences in acceptance by men, women, youth, the disabled, etc.)*

- a. Which were least acceptable and why?
16. How effective was the coordination with the organizations involved in the WASH component such as Water Sanitation Committees, Sub-County and District Water Supply Service Boards, etc.?
17. What are the perceptions of the communities about the quality of toilets constructed by households as a result of the activity?
18. During implementation, communities paid fees to WUCs for borehole operations and maintenance.
  - a. What factors contribute to their willingness to pay for these services?
  - b. How likely are they to be willing to pay now that the project has ended?
19. Apolou has invested significant efforts in the creation of linkages with WASH private service providers (e.g., hand pump mechanics and spare part dealers). To what extent will your office and the private services providers be able to continue service provision in the communities targeted by the project now that the project has ended?
  - a. What limitations prevent continued service provision and how can they be addressed?
  - b. What other organizations (local, international, private, etc.) are working in the same communities as Apolou that are providing similar services?
20. What are the lessons learned and best practices that should be considered in implementing MCHN and WASH programs in the future?
  - a. What would you like to see done differently in future projects? (*Probe for activity management, communication, and collaboration with other stakeholders*)

PURPOSE 3: Reduced incidences of WASH-related diseases

- **SP 3.1: Households practice improved sanitation and hygiene behaviors.**
  - **SP 3.2: Household access to safe and clean water**
- KIIs: VHTs, health workers, health assistants**
21. What changes, if any, have you seen in household sources and the use of drinking water? In the dry season? In the rainy season? (*Probe for access to water (including distance, safety, quality, etc.), differences between type of household, e.g., male headed, female headed, youth headed, etc.*)
    - a. What changes have you seen in the incidence of illness, child diarrhea, etc. as a result of project activities? (*Probe for differences between men, women, youth, children, the disabled, etc.*)
  22. What changes have occurred as a result of the project in the availability and utilization of WASH services and commodities in the community? Why or why not have these changes occurred?
    - a. Why or why not do you think these changes will persist now that the project has ended?
  23. Has the practice of open defecation changed? How?
    - a. What caused people to change their practices, if they did change? (*probe for impact of project*)
    - b. What do you think about the use of latrines in this community? *Probe for why communities have not been able to use them.*
    - c. Why do some communities still engage in open defecation?

24. Are there major differences in access to and utilization of WASH services in the community by males and females? Please explain.
25. What are the major challenges related to access to and use of WASH services in the community?
  - a. How has the project helped people to address these challenges?
26. How can the community itself address these challenges, and what kind of support do they need from the local government and implementing partners?
27. What are the perceptions of the communities about the quality of toilets constructed by households as a result of the activity?
28. During implementation, communities paid fees to WUCs for borehole operations and maintenance. What factors contribute to their willingness to pay for these services?
29. Apolou has invested significant efforts in the creation of linkages with WASH private service providers (e.g., hand pump mechanics and spare part dealers). To what extent will you/your office and the private services providers be able to continue service provision in the communities targeted by the project?
30. What limitations prevent continued service provision and how can they be addressed?

### Sustainability

The following questions are a guide for interviews and discussions around analyzing sustainability. Interviewers should probe for in-depth answers when they feel it is appropriate. For those KIs and FGDs that already include questions related to sustainability, do not repeat.

31. For any changes that occurred because of program activities, which changes do you think will continue (or not continue) now that the program has ended? Why do you think these changes will continue, or not continue?
  - a. What are the biggest threats to sustaining positive changes resulting from Apolou?
  - b. How can these threats be addressed by communities and other stakeholders?
32. What resources will be required in the future to help sustain the changes (e.g., financial resources, equipment, training, etc.)? Where do you think the resources will come from now that Apolou has ended?
  - a. How motivated do you think beneficiaries / communities will be to maintain these changes in the future without external support?
33. What relationships or connections are required for the community to sustain these changes (e.g., in technical support, inputs, marketing, social capital, political influence)?
  - a. What role has the Apolou Program played in helping communities to develop these relationships in a sustainable way? Now that the program has ended, how do you think these relationships will change?
34. How sustainable do you think the systems, processes, capacities, and/or institutional arrangements are that Apolou put into place? Why or why not? (*Probe especially in relation to government structures.*)



## 7. Health Unit Management Committee (HUMCs)

### General/introduction

Before we begin our conversation, I want to learn a little bit about who you are, your position and your engagement with Apolou (*interviewers adjust questions 1-3 as appropriate*).

1. Please provide a brief description of the nature of your work with Apolou. (*Probe for which activities they participated in, level of engagement, etc.*)
2. Which activities implemented by Apolou worked well/were of the greatest benefit to your community, and why? (*Note: interviewers can also ask people to rank activities by level of acceptability to community, with 1 = most acceptable*). (*Probe for safety nets, conflict management, DRR, EW, etc.*)
  - a. Which activities did not work (were the least beneficial), and why?
  - b. What were the negative effects, if any, of the project's activities? What should have been done differently?
3. How effective was the targeting in reaching the most vulnerable/poorest? How could targeting have been improved?

### PURPOSE 2: Adolescent girls, PLW and CU5 are nutritionally secure

- **SP 2.1: PLW, CU5, and adolescent girls consume an adequate and diverse diet.**
- **SP 2.2: Adolescents, women & men adopt appropriate sexual & reproductive health and MCHN behaviors (including health-seeking behaviors).**
- **SP 2.3: Adolescents, women and men adopt appropriate positive gender behaviors for nutrition and food security.**

#### **KII. Health Unit Management Committees (HUMCs)**

4. How has the training you received as part of Apolou helped your work? (*Probe for types of training, how it was used, results, etc.*)
5. How has your committee been able to work with health facilities staff to improve financial and managerial practice, accountability, and quality health service delivery?
  - a. Which factors enabled your committee to better manage the health facility?
6. How effective was the support Apolou gave to the health facility (e.g., medical equipment, integrated health outreach to villages beyond 5 km radius, etc.) in promoting healthcare provision?
  - a. Which factors enabled your committee to better manage the health facility?
7. How did the following interventions contribute to improving the quality of health service delivery? (*Probe for effectiveness, challenges (e.g., in implementation), etc.*)
  - a. Participatory planning and budgeting
  - b. Health Management Information System
  - c. Monitoring, supervision, and reporting
  - d. Community dialogues training (*Probe for topics discussed, who participates, results, etc.*)
  - e. Other

8. What changes, positive or negative, have occurred in women and children's lives as a result of HUMC/Health Facility activities?
9. How effective has the creation of gender-based groups (mother care groups, MCAs, etc.) been in promoting health facility access/demand? What could be improved?
10. How effective was your role in supporting/collaborating with the VHTs? Why or why not?
  - a. How can this collaboration be maintained or strengthened now that the project has ended?
11. What key activities are in place to ensure the health facility will continue to provide health services to the communities? (*Probe for what resources might be needed, who will provide such resources, etc.*)
12. What would you like to see done differently in future projects with regard to training, health facility management support and capacity building? (*probe for activity management, communication, and collaboration with other stakeholders*)

### Sustainability

- The following questions are a guide for interviews and discussions around analyzing sustainability. Interviewers should probe for in-depth answers when they feel it is appropriate. For those KIIs and FGDs that already include questions related to sustainability, do not repeat.
13. For any changes that occurred because of program activities, which changes do you think will continue (or not continue) now that the program has ended? Why do you think these changes will continue, or not continue?
    - a. What are the biggest threats to sustaining positive changes resulting from Apolou?
    - b. How can these threats be addressed by communities and other stakeholders?
  14. What resources will be required in the future to help sustain the changes (e.g., financial resources, equipment, training, etc.)? Where do you think the resources will come from now that Apolou has ended?
    - a. How motivated do you think beneficiaries / communities will be to maintain these changes in the future without external support?
  15. What relationships or connections are required for the community to sustain these changes (e.g., in technical support, inputs, marketing, social capital, political influence)?
    - a. What role has the Apolou Program played in helping communities to develop these relationships in a sustainable way? Now that the program has ended, how do you think these relationships will change?
  16. Which systems, processes, capacities, and/or institutional arrangements from Apolou do you think will continue after the project ends? Why or why not? (*Probe especially in relation to government structures.*)

## 8. District WASH and water officers, sub-district WASH assistants

### General/introduction

Before we begin our conversation, I want to learn a little bit about who you are, your position and your engagement with Apolou (*interviewers adjust questions 1-3 as appropriate*).

1. Please provide a brief description of the nature of your work with Apolou. (*Probe for which activities they participated in, level of engagement, etc.*)
2. Which activities implemented by Apolou worked well/were of the greatest benefit to your community, and why? (*Note: interviewers can also ask people to rank activities by level of acceptability to community, with 1 = most acceptable*). (*Probe for safety nets, conflict management, DRR, EW, etc.*)
  - a. Which activities did not work (were the least beneficial), and why?
  - b. What were the negative effects, if any, of the project's activities? What should have been done differently?
3. How effective was the targeting in reaching the most vulnerable/poorest? How could targeting have been improved?

### PURPOSE 3: Reduced incidences of WASH-related diseases

- **SP 3.1: Households practice improved sanitation and hygiene behaviors.**
  - **SP 3.2: Household access to safe and clean water**
4. What changes, positive or negative, have occurred in women and children's lives as a result of Apolou's WASH activities, such as CLTS, CHAST training, open defecation free awareness, VIP latrines in schools, boreholes drilling and reparation? (*Probe for reduced illness/disease, better nutrition, better attitudes, less diarrhea, etc.*)
  5. Which WASH interventions promoted by the project were most acceptable to Apolou beneficiaries and why? (*Probe for CLTS, CHAST training, open defecation free awareness, VIP latrines in schools, boreholes drilling and reparation; differences in acceptance by men, women, youth, the disabled, etc.*)
    - a. Which were least acceptable and why?
  6. How effective was the coordination with the organizations involved in the WASH component such as Water Sanitation Committees, Sub-County and District Water Supply Service Boards, etc.?
  7. What are the perceptions of the communities about the quality of toilets constructed by households as a result of the activity?
  8. During implementation, communities paid fees to WUCs for borehole operations and maintenance.
    - a. What factors contribute to their willingness to pay for these services?
    - b. How likely are they to be willing to pay now that the project has ended?

### Sustainability

- The following questions are a guide for interviews and discussions around analyzing sustainability. Interviewers should probe for in-depth answers when they feel it is

appropriate. For those KIIs and FGDs that already include questions related to sustainability, do not repeat.

9. For any changes (e.g., improved outcomes) you think occurred because of Apolou activities, which do you think will continue (or not) after the project ends? Why or why not?
  - a. What are the biggest threats to sustaining positive changes resulting from the project?
  - b. How can these threats be addressed by communities and other stakeholders?
10. What will be required to help sustain these changes in the future (e.g., financial resources, equipment, training, etc.)? Where do you think the resources will come now that Apolou has ended?
  - a. How motivated do you think beneficiaries / communities will be to maintain these changes in the future without external support?
11. Which systems, processes, capacities, and/or institutional arrangements from Apolou do you think will continue after the project ends? Why or why not? (*Probe especially in relation to government structures.*)
12. What relationships or connections did Apolou help communities develop (e.g., with technical support, inputs, marketing, social capital, political influence) that are required to sustain any positive changes resulting from the project?
  - a. What role has the Apolou Program played in helping communities to develop these relationships in a sustainable way?
  - b. How do you think these relationships will be maintained or changed now that the project has ended?
13. Apolou has invested significant efforts in the creation of linkages with WASH private service providers (e.g., hand pump mechanics and spare part dealers). To what extent will your office and the private services providers be able to continue service provision in the communities targeted by the project now that the project has ended?
  - a. What limitations prevent continued service provision and how can they be addressed?
  - b. What other organizations (local, international, private, etc.) are working in the same communities as Apolou that are providing similar services?
14. What are the lessons learned and best practices that should be considered in implementing MCHN and WASH programs in the future?
  - a. What would you like to see done differently in future projects? (*probe for activity management, communication, and collaboration with other stakeholders*)
15. Which systems, processes, capacities, and/or institutional arrangements from Apolou do you think will continue after the project ends? Why or why not? (*Probe especially in relation to government structures.*)

## 9. Maternal and child health nurse or in-charge of nearby health facility

### General/introduction

Before we begin our conversation, I want to learn a little bit about who you are, your position and your engagement with Apolou (*interviewers adjust questions 1-3 as appropriate*).

1. Please provide a brief description of the nature of your work with Apolou. (*Probe for which activities they participated in, level of engagement, etc.*)
2. Which activities implemented by Apolou worked well/were of the greatest benefit to your community, and why? (*Note: interviewers can also ask people to rank activities by level of acceptability to community, with 1 = most acceptable*). (*Probe for safety nets, conflict management, DRR, EW, etc.*)
  - a. Which activities did not work (were the least beneficial), and why?
  - b. What were the negative effects, if any, of the project's activities? What should have been done differently?
3. How effective was the targeting in reaching the most vulnerable/poorest? How could targeting have been improved?

### PURPOSE 3: Reduced incidences of WASH-related diseases

- **SP 3.1: Households practice improved sanitation and hygiene behaviors.**
  - **SP 3.2: Household access to safe and clean water.**
- KI: Maternal and child health nurse or in-charge of nearby health facility**
4. What changes, if any, have you seen in household sources and the use of drinking water? In the dry season? In the rainy season? (*Probe for access to water (including distance, safety, quality, etc.), differences between type of household, e.g., male headed, female headed, youth headed, etc.*)
    - a. What changes have you seen in the incidence of illness, child diarrhea, etc. as a result of project activities? (*Probe for differences between men, women, youth, children, the disabled, etc.*)
  5. What changes have occurred as a result of the project in the availability and utilization of WASH services and commodities in the community? Why or why not have these changes occurred?
    - a. Why or why not do you think these changes will persist now that the project has ended?
  6. Has the practice of open defecation changed? How?
    - a. What caused people to change their practices, if they did change? (*probe for impact of project*)
    - b. What do you think about the use of latrines in this community? *Probe for why communities have not been able to use them.*
    - c. Why do some communities still engage in open defecation?
  7. Are there major differences in access to and utilization of WASH services in the community by males and females? Please explain.
  8. What are the major challenges related to access to and use of WASH services in the

community?

- a. How has the project helped people to address these challenges?
9. How can the community itself address these challenges, and what kind of support do they need from the local government and implementing partners?
10. What are the perceptions of the communities about the quality of toilets constructed by households as a result of the activity?
11. During implementation, communities paid fees to WUCs for borehole operations and maintenance. What factors contribute to their willingness to pay for these services?
12. Apolou has invested significant efforts in the creation of linkages with WASH private service providers (e.g., hand pump mechanics and spare part dealers). To what extent will you/your office and the private services providers be able to continue service provision in the communities targeted by the project?
  - a. What limitations prevent continued service provision and how can they be addressed?

### Sustainability

The following questions are a guide for interviews and discussions around analyzing sustainability. Interviewers should probe for in-depth answers when they feel it is appropriate. For those KIs and FGDs that already include questions related to sustainability, do not repeat.

13. For any changes that occurred because of program activities, which changes do you think will continue (or not continue) now that the program has ended? Why do you think these changes will continue, or not continue?
  - a. What are the biggest threats to sustaining positive changes resulting from Apolou?
  - b. How can these threats be addressed by communities and other stakeholders?
14. What resources will be required in the future to help sustain the changes (e.g., financial resources, equipment, training, etc.)? Where do you think the resources will come from now that Apolou has ended?
  - a. How motivated do you think beneficiaries / communities will be to maintain these changes in the future without external support?
15. What relationships or connections are required for the community to sustain these changes (e.g., in technical support, inputs, marketing, social capital, political influence)?
  - a. What role has the Apolou Program played in helping communities to develop these relationships in a sustainable way? Now that the program has ended, how do you think these relationships will change?
16. Which systems, processes, capacities, and/or institutional arrangements from Apolou do you think will continue after the project ends? Why or why not? (*Probe especially in relation to government structures.*)

## 10. District production officer, agriculture extension officer

### General/introduction

Before we begin our conversation, I want to learn a little bit about who you are, your position and your engagement with Apolou (*interviewers adjust questions 1-3 as appropriate*).

1. Please provide a brief description of the nature of your work with Apolou. (*Probe for which activities they participated in, level of engagement, etc.*)
2. Which activities implemented by Apolou worked well/were of the greatest benefit to your community, and why? (*Note: interviewers can also ask people to rank activities by level of acceptability to community, with 1 = most acceptable*). (*Probe for safety nets, conflict management, DRR, EW, etc.*)
  - a. Which activities did not work (were the least beneficial), and why?
  - b. What were the negative effects, if any, of the project's activities? What should have been done differently?
3. How effective was the targeting in reaching the most vulnerable/poorest farmers/livestock producers? How could targeting have been improved? (*economically poorer farmers/livestock producers, widows, single mothers, youth, etc.*)?
  - a. which approaches were most helpful for reaching them?

### PURPOSE 4: Improved livelihoods and income support for household food security

- **SP 4.1: Increased FEG and LEG viability and sales from Farming and Livestock.**
- **SP 4.2: Private Service Providers operate sustainable businesses.**
- **SP 4.3: Women have increased control over products resources and earnings.**
- **SP 4.4: Pastoral households have reduced livestock disease prevalence.**

#### **KII: District production officer, agriculture extension officer**

4. What changes (positive or negative) have you observed in the lives of
  - a. Farmers as a result of the project's activities? (*Probe for changes due to specific activities, differences between men, women, and youth farmers*)
  - b. Livestock producers a result of the project's activities? (*Probe for changes due to specific activities, differences between men, women, and youth livestock herders; milk production, poultry, large animals*)
    - i. *Markets and market opportunities for livestock producers? For farmers?*
  - c. *Government responsiveness in service provision for livestock owners? For farmers?*
5. Which of the practices promoted by Apolou do you think have been most adopted by farmers and livestock owners, and why?
  - a. Use of recommended practices and inputs (row planting, weed management, intercropping, seeds, etc.)
  - b. Adoption of new recommended crops
  - c. Soil conservation (crop rotation etc.), rainwater harvesting
  - d. Post-Harvest Handling and storage
  - e. Market linkages and collective marketing
  - f. Financial management and record-keeping
  - g. Use of weather information for planning and management

- h. Other practices?
  - i. Which ones were least adopted and why?
- 6. Which of the practices promoted by Apolou do you think have been most adopted by livestock producers and why?
  - j. Use of recommended inputs
  - k. Adoption of new practices, breeding program
  - l. Animal health and veterinary care, willingness to pay PVPs and other providers
  - m. Market linkages and collective marketing
  - n. Financial management and record-keeping
  - o. Use of weather information for planning and management
  - p. Other practices?
  - q. Which ones were least adopted and why?
- 7. How did male farmers, female farmers and youth farmers differ in the practices they adopted and why? (*Probe for which practices were adopted by male, female, and youth farmers*)
- 8. How did male farmers, female, and youth livestock producers differ in the practices they adopted and why? (*Probe for which practices were adopted by male, female, and youth livestock producers*)
- 9. How effective were the demonstration gardens and lead farmers for improving adoption of new technologies / practices by program beneficiaries and non-beneficiaries?
  - a. Nutrition sensitive practices for crops and vegetable gardens
  - b. Climate-smart techniques (*use of swales and berms for soil and water conservation, agroforestry, and crop rotation and permaculture and post-harvest handling techniques*) ?
- 10. How sustainable do you think the linkages between farmers and input agents are now that the project has ended? What types of resources, processes, linkages, etc. might be needed to maintain these linkages?
- 11. How sustainable do you think the linkages between livestock producers and input agents are now that the project has ended? What types of resources, processes, linkages, etc. might be needed to maintain these linkages?
- 12. What was the role of smart subsidies in increasing adoption of recommended practices (in particular, use of seed and post-harvest & storage materials)?
- 13. What changes, if any, in household food security have you seen as a result of the project? What are the main challenges remaining for households in terms of achieving food and nutrition security?
- 14. How do you think project beneficiaries will be able to protect their access to safe nutritious food in the face of shocks / stressors now that the project has ended?
- 15. How has the project affected men's and women's understanding and practices around dietary diversity? Please explain.
  - a. What changes, positive or negative, have occurred in household consumption of nutritious / more diverse foods as a result of the project? (*Probe for attitudes about gender and access to food*)
  - b. How has the project improved household access to adequate supplies of nutritious / more diverse food? Please explain.
- 16. What changes (positive or negative) have you observed in the lives of farmers as a result of other Apolou activities such as linkage to SILCs and SACCOs?
  - a. SILCs
  - b. SACCOs
  - c. Other



- d. Are the changes different for male, female, and youth farmers? If yes, how and/or why do they differ?
17. What changes (positive or negative) have you observed in the lives of livestock producers as a result of other Apolou activities?
18. How has the integration of gender messages into agricultural extension services improved women empowerment?
  - a. Do more male or female farmers come to you for advice? Why? (Probe for differences between men and women, e.g., freedom of movement, education, decision-making, conflict, time burden, etc.)
  - b. How did you reach out to female farmers versus male farmers? How effective was your approach and why?
  - c. Will you continue reaching out to/working with female farmers now that Apolou has ended? If not, why not?
19. What, if any, benefits to farmers have resulted from coordinating with the sub county agricultural officers and district agricultural office? With government livestock support services?
  - a. What were the challenges in coordinating with the sub-county and district agricultural and livestock offices?
20. To what extent will you continue to provide extension services to Apolou communities now that the program has ended? (Probe for reasons and/or limitations, e.g., resources, conflict, transport, etc.).
  - a. What support and/or resources will enable you to keep providing advisory services to farmers?
  - b. What support and/or resources will enable you to keep providing advisory services to livestock producers?
  - c. Where can you access them now that Apolou has ended (who will provide them)?
  - d. To what extent are farmers willing to pay for your services without the project's support? Why or why not? What could be done to motivate farmers to pay for such services?
  - e. To what extent are livestock producers willing to pay for your services without the project's support? Why or why not? What could be done to motivate farmers to pay for such services?
21. What lessons have you learned from Apolou that you are applying in your role as an agricultural extension agent now?

### Sustainability

- The following questions are a guide for interviews and discussions around analyzing sustainability. Interviewers should probe for in-depth answers when they feel it is appropriate. For those KIIs and FGDs that already include questions related to sustainability, do not repeat.
22. For any changes that occurred because of program activities, which changes do you think will continue (or not continue) now that the program has ended? Why do you think these changes will continue, or not continue?
    - a. What are the biggest threats to sustaining positive changes resulting from Apolou?
    - b. How can these threats be addressed by communities and other stakeholders?

23. What resources will be required in the future to help sustain the changes (e.g., financial resources, equipment, training, etc.)? Where do you think the resources will come from now that Apolou has ended?
  - a. How motivated do you think beneficiaries / communities will be to maintain these changes in the future without external support?
24. What relationships or connections are required for the community to sustain these changes (e.g., in technical support, inputs, marketing, social capital, political influence)?
  - a. What role has the Apolou Program played in helping communities to develop these relationships in a sustainable way? Now that the program has ended, how do you think these relationships will change?
25. Which systems, processes, capacities, and/or institutional arrangements from Apolou do you think will continue after the project ends? Why or why not? (*Probe especially in relation to government structures.*)

## 11. Agro-vet and other service providers

### General/introduction

Before we begin our conversation, I want to learn a little bit about who you are, your position and your engagement with Apolou (*interviewers adjust questions 1-3 as appropriate*).

1. Please provide a brief description of the nature of your work with Apolou. (*Probe for which activities they participated in, level of engagement, etc.*)
2. Which activities implemented by Apolou worked well/were of the greatest benefit to your community, and why? (*Note: interviewers can also ask people to rank activities by level of acceptability to community, with 1 = most acceptable*). (*Probe for safety nets, conflict management, DRR, EW, etc.*)
  - a. Which activities did not work (were the least beneficial), and why?
  - b. What were the negative effects, if any, of the project's activities? What should have been done differently?
3. How effective was the targeting in reaching the most vulnerable/poorest? In your view, how effective was Apolou in reaching the most vulnerable farmers / pastoralists (widows, single mothers, and youth)?
  - a. Which approaches were most helpful for reaching them and why?
  - b. What could be done differently in future projects to improve targeting?

### PURPOSE 4: Improved livelihoods and income support for household food security

**SP 4.1: Increased FEG and LEG viability and sales from Farming and Livestock.**

**SP 4.2: Private Service Providers operate sustainable businesses.**

**SP 4.3: Women have increased control over products resources and earnings.**

**SP 4.4: Pastoral households have reduced livestock disease prevalence.**

### **KIIs: Agro-vet and other service providers**

4. In what ways / how did the Apoyou project support you / your business? What types of support, capacity-strengthening, inputs and/or services did you/your business receive from the project? (*Probe for linkages with other suppliers, service providers, gov't entities, projects, PAsPs, CAHWs, etc.*)
5. How did you / your business benefit? (*Probe for changes in income, number of employees, types of products, quality of products, etc.*)
6. What types of processes, linkages (e.g., to suppliers, service providers, etc.), institutional arrangements, etc. put into place by Apolou will help you continue to provide agro-vet inputs and services now that the project has ended?
7. At the community level, how did Apolou build up the demand for your inputs/services, and are people willing and able to pay for your inputs/services? What were the successes and challenges in this regard?
8. What is the most significant change that you have observed (at the household or community level) as a result of the project? What do you think is the main reason for these changes?
9. For those farmers who adopted new practices, do you know if any of them:
  - a. have increased the productivity of the crops they planted? If so, how (i.e., which practices were used)?

- b. planted new kinds of crops? If so, which ones? (Probe for crops promoted by the project)
  - c. increased their households' income as a result of adopting new practices?
  - d. had difficulty accessing their fields/livestock/pastures due to safety issues (e.g., conflict)? If yes, do you know how they dealt with it?
10. For those livestock producers who adopted new practices, do you know if any of them:
- a. have increased the productivity as a result of their engagement with the project? If so, how (i.e., which practices were used)?
  - b. increased their households' income as a result of adopting new practices?
  - c. had difficulty accessing their fields/livestock/pastures due to safety issues (e.g., conflict)? If yes, do you know how they dealt with it?
11. How did women, youth, and men differ in terms of which practices they adopted (e.g., did women adopt different ones than men)? What are the reasons for these differences?
- a. Do you have any success stories in how men and women in the same households are working better together? Within the same community? (Probe for joint decision-making, women's control over production and/or income, etc.)
12. What could be done differently (e.g., in a future project) to encourage farmers / pastoralists to adopt new practices for crops and/or livestock?
13. What changes (positive or negative) have you observed in the lives of farmers / pastoralists as a result of the above activities?
- a. Are the changes different for in the lives of male, female, and youth farmers? If yes, how and/or why? Please describe.

### Sustainability

The following questions are a guide for interviews and discussions around analyzing sustainability. Interviewers should probe for in-depth answers when they feel it is appropriate. For those KIIs and FGDs that already include questions related to sustainability, do not repeat.

14. For any changes that occurred because of program activities, which changes do you think will continue (or not continue) now that the program has ended? Why do you think these changes will continue, or not continue?
- a. What are the biggest threats to sustaining positive changes resulting from Apolou?
  - b. How can these threats be addressed by communities and other stakeholders?
15. What resources will be required in the future to help sustain the changes (e.g., financial resources, equipment, training, etc.)? Where do you think the resources will come from now that Apolou has ended?
- a. How motivated do you think beneficiaries / communities will be to maintain these changes in the future without external support?
16. What relationships or connections are required for the community to sustain these changes (e.g., in technical support, inputs, marketing, social capital, political influence)?
- a. What role has the Apolou Program played in helping communities to develop these relationships in a sustainable way? Now that the program has ended, how do you think these relationships will change?
17. Which systems, processes, capacities, and/or institutional arrangements from Apolou do you think will continue after the project ends? Why or why not? (Probe especially in relation to government structures.)

## 12. Lead/model farmers / former group leaders / former group members/

### General/introduction

Before we begin our conversation, I want to learn a little bit about who you are, your position and your engagement with Apolou (*interviewers adjust questions 1-3 as appropriate*).

1. Please provide a brief description of the nature of your work with Apolou. (*Probe for which activities they participated in, level of engagement, etc.*)
2. Which activities implemented by Apolou worked well/were of the greatest benefit to your community, and why? (*Note: interviewers can also ask people to rank activities by level of acceptability to community, with 1 = most acceptable*). (*Probe for safety nets, conflict management, DRR, EW, etc.*)
  - a. Which activities did not work (were the least beneficial), and why?
  - b. What were the negative effects, if any, of the project's activities? What should have been done differently?
3. How effective was the targeting in reaching the most vulnerable/poorest? How could targeting have been improved?

### PURPOSE 4: Improved livelihoods and income support for household food security

- **SP 4.1: Increased FEG and LEG viability and sales from Farming and Livestock.**
  - **SP 4.2: Private Service Providers operate sustainable businesses.**
  - **SP 4.3: Women have increased control over products resources and earnings.**
  - **SP 4.4: Pastoral households have reduced livestock disease prevalence.**
- KII: Lead/model farmers / former group leaders / former group members**
4. How effective has your work as a lead farmer been in promoting farmers to:
    - a. Adopt new crop and soil management practices?
    - b. use improved seeds and fertilizers?
    - c. pay for improved seeds and fertilizer
    - d. use improved livestock management practices (*animal and herd health, feeding and watering, fodder production, selective breeding, rangeland management, appropriate care for calf and dairy cows*)?
    - e. Build business skills for farmers and livestock owners?
  5. What have been the main constraints farmers and livestock owners: (*Probe for inability to access fields or livestock due to conflict, especially for women, etc.*)
    - a. adopting new crop and soil management practices?
    - b. Adopting new livestock management and marketing practices?
    - c. Using improved seeds and fertilizer?
    - d. Improved post-harvest handling and storage?
    - e. How has the project helped farmers and livestock owners face their main constraints? (*Probe*)
  6. Which is the most significant change that you have observed among project beneficiaries/communities as a result of the project? What do you think is the main reason for these changes?
  7. In addition to using lead farmers which of Apolou's approaches used were most useful for [read from list below] and why?

- a. Learning about crop and soil management practices? (including demonstration plots)
- b. Learning about improved livestock management and marketing practices?
- c. Working with Livestock Enterprise Groups?
- d. Adopting the use of improved seeds, fertilizers, etc.?
- e. Increasing the willingness of farmers to pay for improved seeds and fertilizer?
- f. Encouraging adoption of practices promoted by Apolou?
- g. Behavior changes in how men and women work together in households?
8. Which approaches were least useful and why?
  - a. Which ones do you think farmers and livestock owners in your community will continue to use after the project ends and why? (*Probe for differences between women, youth, and men*)
9. For those farmers and livestock owners who adopt new practices, do you know if any of them:
  - a. Have increased the productivity of crops or animals? If so, how (i.e., which practices were used)?
  - b. Planted new kinds of crops? (*Probe for crops promoted by the project*)
  - c. Improved livestock health, marketing, veterinary care, or income from the sale of livestock?
  - d. Increased households' income as a result of adopting new practices?
  - e. Had difficulty accessing their fields or livestock due to safety concerns (e.g., conflict)? If yes, do you know how they dealt with it?
10. How did women, youth, and men differ in terms of which practices they adopted (e.g., did women adopt different ones than men)? What are the reasons for these differences?
11. Do you have any success stories in how men and women in the same household are working better together? Within the same community? (*Probe for joint decision-making, women's control over production and/or income, etc.*)

### *Cross-cutting theme: Gender and Youth (G&Y)*

The following questions are a guide for interviews and discussions around gender and youth. Interviewers should probe for in-depth answers when they feel it is appropriate. Gender issues (for male and female KIIs)

12. Did a Male Change Agent talk with you at some point during the project? With your spouse?
  - a. If yes, how has your spouse changed her/his attitudes about family nutrition, hygiene and health, or use of contraceptives since talking with the Male Change Agent?
13. How have decisions about which foods are purchased and/or who eats which foods at mealtime changed in your household as a result of the project, if at all? (*Probe for changes in awareness/acceptance of equitable decision-making in a household*)
  - a. What caused this change?
  - b. How have decisions about other major household issues changed in your household over the last two years? What caused this change?
14. How has the way you and your spouse treat each other changed as a result of the project, if at all? Please explain. What caused these changes?
15. Have influential members of the community changed their attitudes towards women's roles in the household, use of contraceptives, family nutrition, hygiene, and health? (*Probe for elders, village leaders, traditional birth attendants, traditional healers*)

- a. What effect have changes in men’s attitudes and behaviors had on your spouse? You? Your children? Your community?
  - b. To what extent do you think these changes in attitude and behavior will continue after Apolou has ended? Why or why not?
16. Have you/members of this group received mentorship or training on making household decisions alone or with your spouse? To take a greater role in improving conditions in your village?
- a. If yes, how have you applied the knowledge? What have been the results?
  - b. How have you changed because of this encouragement/training?
  - c. Has it affected your children’s (sons and daughters) behavior? Please describe.
  - d. For women: How have changes in men’s attitudes and behaviors affected your life and the lives of your children?
  - e. To what extent do you think these changes in attitude and behavior will be permanent? Please explain your answer.

### Sustainability

The following questions are a guide for interviews and discussions around analyzing sustainability. Interviewers should probe for in-depth answers when they feel it is appropriate. For those KIIs and FGDs that already include questions related to sustainability, do not repeat.

17. For any changes that occurred because of program activities, which changes do you think will continue (or not continue) now that the program has ended? Why do you think these changes will continue, or not continue?
  - a. What are the biggest threats to sustaining positive changes resulting from Apolou?
  - b. How can these threats be addressed by communities and other stakeholders?
18. Which aspects of your work as a lead farmer will you continue to do for yourself without assistance now that Apolou has ended?
  - a. Which ones will be very difficult for you to continue, and why?
  - b. Will you continue to act as a lead farmer nafter the project has ended? Please explain.
  - c. To what degree do you think you will be able to continue working with agricultural agents / officers and livestock agents?
19. What resources will be required in the future to help sustain the changes (e.g., financial resources, equipment, training, etc.)? Where do you think the resources will come from now that Apolou has ended?
  - b. How motivated do you think beneficiaries / communities will be to maintain these changes in the future without external support?
20. What relationships or connections are required for the community to sustain these changes (e.g., in technical support, inputs, marketing, social capital, political influence)?
  - a. What role has the Apolou Program played in helping communities to develop these relationships in a sustainable way? Now that the program has ended, how do you think these relationships will change?
21. What could be done differently (e.g., in a future project) to encourage farmers to adopt new agricultural / livestock practices?

## 13. Financial Service Provider

### General/introduction

Before we begin our conversation, I want to learn a little bit about who you are, your position and your engagement with Apolou (*interviewers adjust questions 1-3 as appropriate*).

1. Please provide a brief description of the nature of your work with Apolou. (*Probe for which activities they participated in, level of engagement, etc.*)
2. Which activities implemented by Apolou worked well/were of the greatest benefit to your community, and why? (*Note: interviewers can also ask people to rank activities by level of acceptability to community, with 1 = most acceptable*). (*Probe for safety nets, conflict management, DRR, EW, etc.*)
  - a. Which activities did not work (were the least beneficial), and why?
  - b. What were the negative effects, if any, of the project's activities? What should have been done differently?
3. How effective was the targeting in reaching the most vulnerable/poorest? How could targeting have been improved?

### PURPOSE 4: Improved livelihoods and income support for household food security

- **SP 4.1: Increased FEG and LEG viability and sales from Farming and Livestock.**
  - **SP 4.2: Private Service Providers operate sustainable businesses.**
  - **SP 4.3: Women have increased control over products resources and earnings.**
  - **SP 4.4: Pastoral households have reduced livestock disease prevalence.**
- KII: Financial service providers**
4. Which of the following areas of support or training provided by Apolou have been the most useful for increasing service provision to Apolou beneficiaries / communities (and explain why)? (*Probe for differences between men, women, youth, the disabled, etc.*)
    - a. loan guarantees
    - b. tools, equipment
    - c. training in credit management, financial management
    - d. training in marketing
    - e. training in governance
    - f. training to increase number of female members
    - g. security
    - h. which have been most useful to you/your organization and why?
  5. Which of those areas of training or support have been the most effective for helping you / your organization extend services to [read list] and why? (*Probe for what services different groups tend to use, special needs, etc.*)
    - a. Women farmers? Men farmers?
    - b. Livestock owners?
    - c. The poorest communities in the district
    - d. Women
    - e. Youth (young men versus young women)
  6. What, if any, changes in your customer base (i.e., who you are providing services to) have occurred as a result of Apolou? (*Probe for men, women, youth, disabled, the poor, etc.*)
    - a. To what degree do you think Apolou beneficiaries will continue to use your services now that the project has ended? Why or why not will they continue?



- b. To what degree will your organization continue to develop products targeting women, youth, the poor, etc. now that the project has ended? Why or why not?
7. What changes, if any, have you seen in new memberships/clients? *(Probe for differences between men, women, youth, the disabled, etc.)*
  - a. In loan applications? To what degree are borrowers paying back their debt? *(Probe for differences between men, women, youth, the disabled, etc.)*
  - b. In opening savings accounts?
  - c. What changes have you seen for other types of services/products? *(Probe for types of products, who is using them, for what, etc.)*
  - d. In farmers (men, women)? In livestock owners?
8. Other than interest from loans to members, how is the organization sustained financially? *(Probe for linkages to commercial banks, etc.)*
  - a. What impact on your ability to continue providing services to Apolou beneficiaries / communities does the end of Apolou have?
9. To your knowledge, what are the main reasons for borrowing? *(Probe for differences between men, women, youth, the disabled, etc.)*
10. How has the organization's participation in the project helped to promote: *(Probe for changes in production/businesses, differences between men, women, youth, the disabled, etc.)*
  - a. Farmer crop production
  - b. Livestock production activities
  - c. Small businesses in rural communities
11. What lessons have you learned from Apolou that you are applying in your organization as a result of the project? Please explain.

### Sustainability

The following questions are a guide for interviews and discussions around analyzing sustainability. Interviewers should probe for in-depth answers when they feel it is appropriate. For those KIIs and FGDs that already include questions related to sustainability, do not repeat.

12. For any changes that occurred because of program activities, which changes do you think will continue (or not continue) now that the program has ended? Why do you think these changes will continue, or not continue?
13. Which systems, processes, capacities, and/or institutional arrangements from Apolou do you think will continue after the project ends? Why or why not? *(Probe especially in relation to government structures.)*

## 14. Male Change Agents, Male Action Groups

### General/introduction

Before we begin our conversation, I want to learn a little bit about who you are, your position and your engagement with Apolou (*interviewers adjust questions 1-3 as appropriate*).

1. Please provide a brief description of the nature of your work with Apolou. (*Probe for which activities they participated in, level of engagement, etc.*)
2. Which activities implemented by Apolou worked well/were of the greatest benefit to your community, and why? (*Note: interviewers can also ask people to rank activities by level of acceptability to community, with 1 = most acceptable*). (*Probe for safety nets, conflict management, DRR, EW, etc.*)
  - a. Which activities did not work (were the least beneficial), and why?
  - b. What were the negative effects, if any, of the project's activities? What should have been done differently?
3. How effective was the targeting in reaching the most vulnerable/poorest? How could targeting have been improved?

### Cross-cutting theme: Gender and Youth (G&Y)

- The following questions are a guide for interviews and discussions around gender and youth. Interviewers should probe for in-depth answers when they feel it is appropriate.  
KII: Male change agents, lead mothers, male action groups
4. How have household and community attitudes and practices around gender changed because of the activities you/your group promoted as part of Apolou? (*Probe for changes in participation of women in community decisions, household decision-making, attitudes on health and nutrition for women and children, gender norms, household food consumption, dietary diversity, etc.*)
    - a. What did not change, and why?
    - b. What activities were most successful? Least successful? Why?
    - c. What, if any, unintended positive or negative consequences occurred as a result of these activities, if any? Please explain.
  5. What types of support, inputs and/or services did you/your group receive from the Apolou project? (*Ask the respondent to describe and give examples*)
    - a. How was the quality of the support?
    - b. Timeliness
    - c. Frequency
    - d. Effectiveness
  6. To what extent did community/group members pay for/invest in any of the support/ input/ services provided through the project? Why were they willing (or not) to pay?
    - a. What would help motivate people to pay for such services generally? (*Probe for attitudes about confidence/reliance on external support, impacts of recurring conflict, lack of gov't accountability, etc.*)

7. Prior to Apolou, who provided any of these support/input/services to communities? (*Probe for how they were provided e.g., on a commercial basis or through government structures or a different project*)
  - a. Approximately what proportion of mothers/community members currently use/purchase these support/input/services?

### Sustainability

The following questions are a guide for interviews and discussions around analyzing sustainability. Interviewers should probe for in-depth answers when they feel it is appropriate. For those KIs and FGDs that already include questions related to sustainability, do not repeat.

8. For any changes that occurred because of program activities, which changes do you think will continue (or not continue) now that the program has ended? Why do you think these changes will continue, or not continue?
  - a. What are the biggest threats to sustaining positive changes resulting from Apolou?
  - b. How can these threats be addressed by communities and other stakeholders?
9. What changes (in attitude or practice) do you think will continue now that the project has ended and why? Which changes do you think are less likely to last, and why?
10. What resources will be required in the future to help sustain the changes (e.g., financial resources, equipment, training, etc.)? Where do you think the resources will come from now that Apolou has ended?
  - a. How motivated do you think beneficiaries / communities will be to maintain these changes in the future without external support?
11. What relationships or connections are required for the community to sustain these changes (e.g., in technical support, inputs, marketing, social capital, political influence)?
  - a. What role has the Apolou Program played in helping communities to develop these relationships in a sustainable way? Now that the program has ended, how do you think these relationships will change?
12. Which systems, processes, capacities, and/or institutional arrangements from Apolou do you think will continue after the project ends? Why or why not? (*Probe especially in relation to government structures.*)

## ANNEX 9: D3

### Nuyok – Topical Outlines for Focus Group Discussions

TOPICAL OUTLINE: FOUNDATION PURPOSE: Governance, Sub-Purpose F.1: Government responsiveness to community needs increased. **Communities sustained improvements in food and nutrition security Sub-Purpose (SP) F.1: Government responsiveness to community needs increased.**

FGD: Community-based Monitors, local government staff and traditional leaders

1. What changes have occurred in how the government responds to community needs (e.g., service delivery, accountability) as a result of Nuyok?
  - b. For any changes you think occurred as a result of Nuyok, which do you think will continue (or not) now that the project has ended? Why or why not?
2. Which activities implemented by Nuyok were most effective in facilitating improved responsiveness by local authorities (e.g., public service delivery, accountability) and why? (Note: interviewers can also the group to rank activities by level of acceptability to community, with 1 = most acceptable).
  - a. Governance: community score cards and citizen parliaments (*barazas*) for monitoring and promoting service delivery.
  - b. Social Cohesion: Building capacities of Conflict Mitigation and Management community groups to design and implement activities on conflict hotspot mapping, peace building, referrals and managing conflicts from land, and livestock.
  - c. Peace Committees: mediation, facilitation and restorative justice techniques using a 3Bs approach (Binding, Bonding and Bridging).
  - d. Communications: Implementation of an SBCC radio program on the importance of food production, natural resource management, gender and Gender Based Violence, Health Nutrition and WASH.
  - e. Community-based monitoring (for CBMs)
3. Which activities did not work well and why?
  - a. What were the negative effects, if any, from activities? What should be done differently in future projects?
4. How effective was the training you received from Nuyok (in governance, social cohesion, peace committees, communications) in strengthening community capacity for :
  - a. Holding government accountable
  - b. inclusively gathering and analyzing information and solving problems
  - c. building consensus and taking collective action
  - d. increasing social harmony and solidarity
  - e. preventing violence and resolving disputes peacefully
  - f. mobilizing resources
  - g. engaging external actors for additional resources and support
5. Was the training enough for your own development and to make any difference in your work? If yes, how? If not, what is needed?

6. What challenges have not been addressed (in governance, social cohesion, peace committees, communications) by the project and why? What should be done in future projects?
7. How sustainable do you think the systems, processes, capacities, and/or institutional arrangements are that Nuyok put into place? Why or why not?
  - a. Which ones do you think have worked well and why? Which ones have not worked well and why?
  - b. What will be required to help sustain these in the future? (*Probe for financial resources, equipment, training, etc.*)

#### TOPICAL OUTLINE: Sustainability (for all KIIs and FGDs)

The following questions are a guide for interviews and discussions around analyzing sustainability. Interviewers should probe for in-depth answers when they feel it is appropriate. **For those KIIs and FGDs that already include questions related to sustainability, do not repeat.**

8. For any changes (e.g., improved outcomes) you think occurred because of Nuyok activities, which do you think will continue (or not) after the project ends? Why or why not?
  - a. What are the biggest threats to sustaining positive changes resulting from Nuyok?
  - b. How can these threats be addressed by communities and other stakeholders?
9. What will be required to help sustain these changes in the future (e.g., financial resources, equipment, training, etc.)? Where do you think the resources will come from after Nuyok ends?
  - a. How motivated do you think beneficiaries / communities will be to maintain these changes in the future without external support?
10. How sustainable do you think the systems, processes, capacities, and/or institutional arrangements are that Nuyok put into place? Why or why not? (*Probe especially in relation to government structures.*)
11. What relationships or connections did Nuyok help communities develop (e.g., with technical support, inputs, marketing, social capital, political influence) that are required to sustain any positive changes resulting from the project? How do you think these relationships will be maintained or changed now that the project has ended?

#### TOPICAL OUTLINE: Gender issues (for all relevant KIIs and FGDs)

The following questions are a guide for interviews and discussions around analyzing gender attitudes/practices. Interviewers should probe for in-depth answers when they feel it is appropriate. **For those KIIs and FGDs that already include questions related to gender, do not repeat.**

1. What gender-related training and/or other support did you receive from the project?
  - c. How have you applied what you learned?
  - d. How effective was it in addressing your needs and priorities?
2. What changes have you seen in gender roles since you/your village started participating in Nuyok? (*Probe for changes gender roles, relationships, decision-making power, division of household responsibilities, communication between couples, gender-based violence, alcohol consumption*)
  - a. What are the biggest positive changes for women? Please describe what changed.
  - b. What are the biggest positive changes for men? Please describe what changed.

- c. What are the biggest positive changes for youth (adolescent girls and boys)?
3. What negative effects, if any, have occurred as a result of these changes? Why? How were they managed? *(Probe, e.g., any perceived effects on women's time poverty, etc.)*
4. How sustainable do you think the positive changes in gender roles and relations are now that Nuyok has ended? *(Probe for support from community leaders and traditional authorities, local beliefs and priorities, etc.)*
  - a. What are the biggest threats to sustaining positive behavior changes in gender relations?
  - b. How could these threats be addressed? What resources, capacities, and institutional relationships would help sustain them?
5. How did men/family members/community members perceive women's participation in Nuyok? *(Probe for men misappropriating or increasing their control of resources women obtained through Nuyok, etc.)*
6. How have non-participants (in Nuyok) changed their attitudes about gender roles as a result of the project?
7. For women leaders: How has the way you are treated as a woman leader in your community changed as a result of Nuyok? *(Probe regarding attitudes of local government traditional authorities, men, young women, young men, other male leaders)*
  - c. What have been the biggest challenges you encountered as members and leaders of a community group? *(Probe for community resistance (i.e., due to attitudes), time, etc.)*
  - d. Did you share any feedback about these challenges with Nuyok? If so, what was the response? If not, why not?

## 2. Local government staff

TOPICAL OUTLINE: FOUNDATION PURPOSE: Governance, Sub-Purpose F.1: Government responsiveness to community needs increased. Communities sustained improvements in food and nutrition security Sub-Purpose (SP) F.1: Government responsiveness to community needs increased.

### FGD: Local government staff and traditional leaders

1. What changes have occurred in how the government responds to community needs (e.g., service delivery, accountability) as a result of Nuyok?
  - a. For any changes you think occurred as a result of Nuyok, which do you think will continue (or not) now that the project has ended? Why or why not?
2. Which activities implemented by Nuyok were most effective in facilitating improved responsiveness by local authorities (e.g., public service delivery, accountability) and why? (Note: interviewers can also the group to rank activities by level of acceptability to community, with 1 = most acceptable).
  - a. Governance: community score cards and citizen parliaments (*barazas*) for monitoring and promoting service delivery.
  - b. Social Cohesion: Building capacities of Conflict Mitigation and Management community groups to design and implement activities on conflict hotspot mapping, peace building, referrals and managing conflicts from land, and livestock.
  - c. Peace Committees: mediation, facilitation and restorative justice techniques using a 3Bs approach (Binding, Bonding and Bridging).
  - d. Communications: Implementation of an SBCC radio program on the importance of food production, natural resource management, gender and Gender Based Violence, Health Nutrition and WASH.
  - e. Community-based monitoring (for CBMs)
3. Which activities did not work well and why?
  - a. What were the negative effects, if any, from activities? What should be done differently in future projects?
4. How effective was the training you received from Nuyok (in governance, social cohesion, peace committees, communications) in strengthening community capacity for :
  - a. Holding government accountable
  - b. inclusively gathering and analyzing information and solving problems
  - c. building consensus and taking collective action
  - d. increasing social harmony and solidarity
  - e. preventing violence and resolving disputes peacefully
  - f. mobilizing resources
  - g. engaging external actors for additional resources and support
5. Was the training enough for your own development and to make any difference in your work? If yes, how? If not, what is needed?

- a. What type of support, if any, did you receive through the project? (*Probe for transport, non-monetary incentives, etc.*)
6. What challenges have not been addressed (in governance, social cohesion, peace committees, communications) by the project and why? What should be done in future projects?

#### TOPICAL OUTLINE: Sustainability (for all KIIs and FGDs)

The following questions are a guide for interviews and discussions around analyzing sustainability. Interviewers should probe for in-depth answers when they feel it is appropriate. **For those KIIs and FGDs that already include questions related to sustainability, do not repeat.**

7. For any changes (e.g., improved outcomes) you think occurred because of Nuyok activities, which do you think will continue (or not) after the project ends? Why or why not?
  - a. What are the biggest threats to sustaining positive changes resulting from Nuyok?
  - b. How can these threats be addressed by communities and other stakeholders?
8. What will be required to help sustain these changes in the future (e.g., financial resources, equipment, training, etc.)? Where do you think the resources will come from after Nuyok ends?
  - a. How motivated do you think beneficiaries / communities will be to maintain these changes in the future without external support?
9. How sustainable do you think the systems, processes, capacities, and/or institutional arrangements are that Nuyok put into place? Why or why not? (*Probe especially in relation to government structures.*)
10. What relationships or connections did Nuyok help communities develop (e.g., with technical support, inputs, marketing, social capital, political influence) that are required to sustain any positive changes resulting from the project? How do you think these relationships will be maintained or changed now that the project has ended?

#### TOPICAL OUTLINE: Gender issues (for all relevant KIIs and FGDs)

The following questions are a guide for interviews and discussions around analyzing gender attitudes/practices. Interviewers should probe for in-depth answers when they feel it is appropriate. **For those KIIs and FGDs that already include questions related to gender, do not repeat.**

8. What changes have you seen in gender roles since you/your village started participating in Nuyok? (*Probe for changes gender roles, relationships, decision-making power, division of household responsibilities, communication between couples, gender-based violence, alcohol consumption*)
  - a. What are the biggest positive changes for women? Please describe what changed.
  - b. What are the biggest positive changes for men? Please describe what changed.
  - c. What are the biggest positive changes for youth (adolescent girls and boys)?
9. What negative effects, if any, have occurred as a result of these changes? Why? How were they managed? (*Probe, e.g., any perceived effects on women's time poverty, etc.*)
10. How sustainable do you think the positive changes in gender roles and relations are now that Nuyok has ended? (*Probe for support from community leaders and traditional authorities, local beliefs and priorities, etc.*)
  - a. What are the biggest threats to sustaining positive behavior changes in gender relations?



- b. How could these threats be addressed? What resources, capacities, and institutional relationships would help sustain them?
- I 1. How did men/family members/community members perceive women's participation in Nuyok? *(Probe for men misappropriating or increasing their control of resources women obtained through Nuyok, etc.)*
- I 2. How have non-participants (in Nuyok) changed their attitudes about gender roles as a result of the project?
- I 3. For women leaders: How has the way you are treated as a woman leader in your community changed as a result of Nuyok? *(Probe regarding attitudes of local government traditional authorities, men, young women, young men, other male leaders)*
- a. What have been the biggest challenges you encountered as members and leaders of a community group? *(Probe for community resistance (i.e., due to attitudes), time, etc.)*
  - b. Did you share any feedback about these challenges with Nuyok? If so, what was the response? If not, why not?

### 3. Traditional leaders

TOPICAL OUTLINE: FOUNDATION PURPOSE: Governance, Sub-Purpose F.1: Government responsiveness to community needs increased. **Communities sustained improvements in food and nutrition security Sub-Purpose (SP) F.1: Government responsiveness to community needs increased.**

**FGD: Community-based Monitors, local government staff and traditional leaders**

1. What changes have occurred in how the government responds to community needs (e.g., service delivery, accountability) as a result of Nuyok?
  - a. For any changes you think occurred as a result of Nuyok, which do you think will continue (or not) now that the project has ended? Why or why not?
2. Which activities implemented by Nuyok were most effective in facilitating improved responsiveness by local authorities (e.g., public service delivery, accountability) and why? (Note: interviewers can also the group to rank activities by level of acceptability to community, with 1 = most acceptable).
  - a. Governance: community score cards and citizen parliaments (*barazas*) for monitoring and promoting service delivery.
  - b. Social Cohesion: Building capacities of Conflict Mitigation and Management community groups to design and implement activities on conflict hotspot mapping, peace building, referrals and managing conflicts from land, and livestock.
  - c. Peace Committees: mediation, facilitation and restorative justice techniques using a 3Bs approach (Binding, Bonding and Bridging).
  - d. Communications: Implementation of an SBCC radio program on the importance of food production, natural resource management, gender and Gender Based Violence, Health Nutrition and WASH.
  - e. Community-based monitoring (for CBMs)
3. Which activities did not work well and why?
  - a. What were the negative effects, if any, from activities? What should be done differently in future projects?
4. How effective was the training you received from Nuyok (in governance, social cohesion, peace committees, communications) in strengthening community capacity for:
  - a. Holding government accountable
  - b. inclusively gathering and analyzing information and solving problems
  - c. building consensus and taking collective action
  - d. increasing social harmony and solidarity
  - e. preventing violence and resolving disputes peacefully
  - f. mobilizing resources
  - g. engaging external actors for additional resources and support
5. Was the training enough for your own development and to make any difference in your work? If yes, how? If not, what is needed?
  - a. What type of support, if any, did you receive through the project? (*Probe for transport, non-monetary incentives, etc.*)

6. What challenges have not been addressed (in governance, social cohesion, peace committees, communications) by the project and why? What should be done in future projects?
7. How sustainable do you think the systems, processes, capacities, and/or institutional arrangements are that Nuyok put into place? Why or why not?
  - a. Which ones do you think have worked well and why? Which ones have not worked well and why?
  - b. What will be required to help sustain these in the future? (*Probe for financial resources, equipment, training, etc.*)

#### TOPICAL OUTLINE: Sustainability (for all KIIs and FGDs)

The following questions are a guide for interviews and discussions around analyzing sustainability. Interviewers should probe for in-depth answers when they feel it is appropriate. **For those KIIs and FGDs that already include questions related to sustainability, do not repeat.**

8. For any changes (eg., improved outcomes) you think occurred because of Nuyok activities, which do you think will continue (or not) after the project ends? Why or why not?
  - a. What are the biggest threats to sustaining positive changes resulting from Nuyok?
  - b. How can these threats be addressed by communities and other stakeholders?
9. What will be required to help sustain these changes in the future (e.g., financial resources, equipment, training, etc.)? Where do you think the resources will come from after Nuyok ends?
  - a. How motivated do you think beneficiaries / communities will be to maintain these changes in the future without external support?
10. How sustainable do you think the systems, processes, capacities, and/or institutional arrangements are that Nuyok put into place? Why or why not? (*Probe especially in relation to government structures.*)
11. What relationships or connections did Nuyok help communities develop (e.g., with technical support, inputs, marketing, social capital, political influence) that are required to sustain any positive changes resulting from the project? How do you think these relationships will be maintained or changed now that the project has ended?

#### TOPICAL OUTLINE: Gender issues (for all relevant KIIs and FGDs)

The following questions are a guide for interviews and discussions around analyzing gender attitudes/practices. Interviewers should probe for in-depth answers when they feel it is appropriate. **For those KIIs and FGDs that already include questions related to gender, do not repeat.**

14. What changes have you seen in gender roles since you/your village started participating in Nuyok? (*Probe for changes gender roles, relationships, decision-making power, division of household responsibilities, communication between couples, gender-based violence, alcohol consumption*)
  - a. What are the biggest positive changes for women? Please describe what changed.
  - b. What are the biggest positive changes for men? Please describe what changed.
  - c. What are the biggest positive changes for youth (adolescent girls and boys)?
15. What negative effects, if any, have occurred as a result of these changes? Why? How were they managed? (*Probe, e.g., any perceived effects on women's time poverty, etc.*)

16. How sustainable do you think the positive changes in gender roles and relations are now that Nuyok has ended? *(Probe for support from community leaders and traditional authorities, local beliefs and priorities, etc.)*
  - a. What are the biggest threats to sustaining positive behavior changes in gender relations?
  - b. How could these threats be addressed? What resources, capacities, and institutional relationships would help sustain them?
17. How did men/family members/community members perceive women's participation in Nuyok? *(Probe for men misappropriating or increasing their control of resources women obtained through Nuyok, etc.)*
18. How have non-participants (in Nuyok) changed their attitudes about gender roles as a result of the project?
19. For women leaders: How has the way you are treated as a woman leader in your community changed as a result of Nuyok? *(Probe regarding attitudes of local government traditional authorities, men, young women, young men, other male leaders)*
  - a. What have been the biggest challenges you encountered as members and leaders of a community group? *(Probe for community resistance (i.e., due to attitudes), time, etc.)*
  - b. Did you share any feedback about these challenges with Nuyok? If so, what was the response? If not, why not?

#### 4. Women, men beneficiaries; youth; women leaders (women leaders from SILC, Lead Mothers, VDMC, etc.)

TOPICAL OUTLINE: FOUNDATION PURPOSE: Governance, Sub-Purpose F.2: Gender/community food security needs prioritized.

**FGD: Women, men beneficiaries; youth; women leaders (SILC, Lead Mothers, VDMC, etc.)**

1. Please describe the activities or groups you were involved in as part of Nuyok? Did your spouse or any of your family participate in the project? How?
2. What gender-related training and/or other support did you receive from the project?
  - a. How have you applied what you learned?
  - b. How effective was it in addressing your needs and priorities?
3. What changes have you seen in gender roles since you/your village started participating in Nuyok? *(Probe for changes gender roles, relationships, decision-making power, division of household responsibilities, communication between couples, gender-based violence, alcohol consumption)*
  - a. What are the biggest positive changes for women? Please describe what changed.
  - b. What are the biggest positive changes for men? Please describe what changed.
  - c. What are the biggest positive changes for youth (adolescent girls and boys)?
4. What negative effects, if any, have occurred as a result of these changes? Why? How were they managed? *(Probe, e.g., any perceived effects on women's time poverty, etc.)*
5. How sustainable do you think the positive changes in gender roles and relations are now that Nuyok has ended? *(Probe for support from community leaders and traditional authorities, local beliefs and priorities, etc.)*
  - a. What are the biggest threats to sustaining positive behavior changes in gender relations?
  - b. How could these threats be addressed? What resources, capacities, and institutional relationships would help sustain them?
6. What challenges remain in terms of attitudes towards gender roles (e.g., what challenges were not addressed by Nuyok)?
7. How did men/family members/community members perceive women's participation in Nuyok? *(Probe for men misappropriating or increasing their control of resources women obtained through Nuyok, etc.)*
8. How have non-participants (in Nuyok) changed their attitudes about gender roles as a result of the project?
9. For women leaders: How has the way you are treated as a woman leader in your community changed as a result of Nuyok? *(Probe regarding attitudes of local government traditional authorities, men, young women, young men, other male leaders)*
  - a. What have been the biggest challenges you encountered as members and leaders of a community group? *(Probe for community resistance (i.e., due to attitudes), time, etc.)*

- b. Did you share any feedback about these challenges with Nuyok? If so, what was the response? If not, why not?

#### TOPICAL OUTLINE: Sustainability (for all KIIs and FGDs)

The following questions are a guide for interviews and discussions around analyzing sustainability.

Interviewers should probe for in-depth answers when they feel it is appropriate. **For those KIIs and FGDs that already include questions related to sustainability, do not repeat.**

10. For any changes (e.g., improved outcomes) you think occurred because of Nuyok activities, which do you think will continue (or not) after the project ends? Why or why not?
  - a. What are the biggest threats to sustaining positive changes resulting from Nuyok?
  - b. How can these threats be addressed by communities and other stakeholders?
11. What will be required to help sustain these changes in the future (e.g., financial resources, equipment, training, etc.)? Where do you think the resources will come from after Nuyok ends?
  - a. How motivated do you think beneficiaries / communities will be to maintain these changes in the future without external support?
12. How sustainable do you think the systems, processes, capacities, and/or institutional arrangements are that Nuyok put into place? Why or why not? (*Probe especially in relation to government structures.*)
13. What relationships or connections did Nuyok help communities develop (e.g., with technical support, inputs, marketing, social capital, political influence) that are required to sustain any positive changes resulting from the project? How do you think these relationships will be maintained or changed now that the project has ended?

## 5. Participants trained in early warning information/safety nets/Disaster Risk Management, access to safety nets

TOPICAL OUTLINE: PURPOSE 1: DRR/Resilience FGD: Participants trained in early warning information/safety nets/DRM, NRM, access to safety nets, Community Based Monitors, VDMCs, CMMs

1. What types of training and orientation in DRR/resilience, NRM, and/or conflict did you receive from Nuyok? How did you use the knowledge learned? *(Probe for [list activities])*
2. Have you/your household/community participated in the preparation of a village disaster preparedness plan (including identifying shocks and stressors), VDP, CMM, or NRM plan as a result of Nuyok?
  - e. If yes, what was the process followed in developing the plan(s)? *(Probe for participation of women, youth, other marginalized groups)*
  - f. Which disaster preparedness or risk reduction measures have been implemented in your community/village (e.g., which risks have been reduced or minimized and for whom)?
  - g. Describe any challenges the community/village faced in implementing the measures. What steps were taken to address these challenges?
  - h. Has the community used this plan to respond to a disaster? If yes, what was the result? *(Probe for how well it worked, challenges, how challenges were addressed, etc.)*
3. How are the risks (e.g., DRR plan) and/or constraints to access (e.g., NRM plan) for women and adolescents as well as other disadvantaged groups addressed in the plan(s)?
  - c. To what extent were women, adolescents and other disadvantaged groups included in developing such plans?
  - d. How were constraints to participation by women, people with disabilities, and other vulnerable groups (e.g., time burden, accessibility) dealt with in order to make it easier for them to participate?
4. How has the way households manage their productive assets changed as a result of Nuyok? *(Probe for positive and negative changes, e.g., women's control)*
  - b. How have linkages between communities and local authorities changed households' understanding of the services available to them for protecting their assets?
5. How have households changed / adapted their coping mechanisms for dealing with shocks/stressors as a result of Nuyok?
6. How successful have your community leaders been in helping to provide vulnerable households with access to formal safety nets?
  - c. To informal, traditional safety nets (e.g., providing food or labor to families in need)?
  - d. What could be improved?
7. How effective are the links (promoted through Nuyok) with the VDMC, SDMC, or the DMC with regards to the community-based early warning system for floods, droughts, or other emergencies? Why or why not are they effective?

- b. What has changed in how warnings are disseminated? To what degree are they useful?  
(Probe for changes in relationship between communities and DRM structures/systems)
- 8. How effective has the VDMC been in terms of disaster risk management as a result of Nuyok?  
(Probe for what has changed in terms of their role or capacities in DRM)
  - b. To what degree is the community able to hold the VDMC accountable? Why or why not?
- 9. How effective are the interventions implemented by Nuyok at promoting intra-community and cross-community social cohesiveness?
  - c. What changes have you seen in the DRR planning and prevention processes to strengthen inter-personal relationships within the home and between communities? For strengthening intra-community and cross-community social cohesiveness?
  - d. Which non-violent methods promoted by the project to address conflict have been the most effective and why? Which ones are the least effective and why? What could be improved?
- 10. To what extent have communities developed Conflict Management and Mitigation (CMM) plans and/or committees? How effective have the CMM groups been at preventing or resolving conflict in your community? (Probe for what types of conflicts have arisen during the course of the project, how they were resolved, what could be improved, etc.)

#### TOPICAL OUTLINE: Sustainability

The following questions are a guide for interviews and discussions around analyzing sustainability. Interviewers should probe for in-depth answers when they feel it is appropriate. **For those KIIs and FGDs that already include questions related to sustainability, do not repeat.**

- 11. For any changes (eg., improved outcomes) you think occurred because of Nuyok activities, which do you think will continue (or not) after the project ends? Why or why not?
  - a. What are the biggest threats to sustaining positive changes resulting from Nuyok?
  - b. How can these threats be addressed by communities and other stakeholders?
- 12. What will be required to help sustain these changes in the future (e.g., financial resources, equipment, training, etc.)? Where do you think the resources will come from after Nuyok ends?
  - a. How motivated do you think beneficiaries / communities will be to maintain these changes in the future without external support?
- 13. How sustainable do you think the systems, processes, capacities, and/or institutional arrangements are that Nuyok put into place? Why or why not? (Probe especially in relation to government structures.)
- 14. What relationships or connections did Nuyok help communities develop (e.g., with technical support, inputs, marketing, social capital, political influence) that are required to sustain any positive changes resulting from the project? How do you think these relationships will be maintained or changed now that the project has ended?



## 6. VDMC/ CMM

### TOPICAL OUTLINE: PURPOSE 1: DRR/Resilience. FGD: VDMC/ CMM

1. What kind of support did your group receive from local government institutions and how effective was it? *(Probe for financial, technical, equipment, training, and other types of support)*
  - a. How sustainable is your group now that Nuyok has ended?
  - b. What is needed to help it maintain its function in your community and where do you think the resources will come from?
2. How has the community-based early warning system for floods, droughts and other emergencies changed as a result of the project? *(Probe for changes in dissemination of EWs, recommendations, linkages with other stakeholders at the village, sub district and district levels, etc.)*
  - a. How are EW messages used by people who receive them?
3. What has changed as a result of Nuyok's activities in DRR, NRM, conflict, e.g., how have Nuyok households and communities benefitted? *(Probe for knowledge/skills in DRR, NRM, conflict mitigation; social cohesion; linkages to resources, tools, inputs; use of technology / improved practices; infrastructure (e.g., water); women/youth participation; etc.)* What could be improved in future projects?
4. How effective is the village disaster preparedness/NRM/CMM plan developed as a result of the Nuyok Project?
  - c. What have you experienced from using the plan(s) in your area (e.g., in responding to disasters, mitigating the impact of shocks/stressors, conflict, management of/access to NRs)?
  - d. What could be improved?
5. What, if any, negative changes have occurred as a result of Nuyok's activities in DRM, NRM, CMM? How might they be addressed? *(Probe for community capacity to address vs the need for external support, and what types of support/resources are needed, etc.)*
6. What interventions implemented by Nuyok to promote intra-community and cross-community social cohesiveness and or conflict mitigation have been the most effective / successful and why?
  - b. What did not work and why? Were there any unintended (positive or negative) consequences? If yes, what?
7. What changes have you seen as a result of Nuyok in how communities are linked to DRM structures (e.g., DMCs) at the village, sub district, and district levels?
  - a. To what degree are any positive changes likely to be sustained now that Nuyok has ended? How could any negative changes be addressed now that Nuyok has ended?
  - b. What changes have you seen in how communities are linked to national systems (e.g., national Climate Early Warning Systems)?
  - c. To what degree are any positive changes likely to be sustained now that the project has ended? How could any negative changes be addressed now that Nuyok has ended?
8. How well are the DMCs, CCM, NRM, and/or EWAP performing? Why do you think they are performing well or not so well? How effective have these committees been in engaging and delivering services to the communities? Why or why not?

### TOPICAL OUTLINE: Sustainability (for all KIIs and FGDs)

The following questions are a guide for interviews and discussions around analyzing sustainability. Interviewers should probe for in-depth answers when they feel it is appropriate. **For those KIIs and FGDs that already include questions related to sustainability, do not repeat.**

9. For any changes (e.g., improved outcomes) you think occurred because of Nuyok activities, which do you think will continue (or not) after the project ends? Why or why not?
  - a. What are the biggest threats to sustaining positive changes resulting from Nuyok?
  - b. How can these threats be addressed by communities and other stakeholders?
10. What will be required to help sustain these changes in the future (e.g., financial resources, equipment, training, etc.)? Where do you think the resources will come from after Nuyok ends?
  - a. How motivated do you think beneficiaries / communities will be to maintain these changes in the future without external support?
11. How sustainable do you think the systems, processes, capacities, and/or institutional arrangements are that Nuyok put into place? Why or why not? (*Probe especially in relation to government structures.*)
12. What relationships or connections did Nuyok help communities develop (e.g., with technical support, inputs, marketing, social capital, political influence) that are required to sustain any positive changes resulting from the project? How do you think these relationships will be maintained or changed now that the project has ended?

### TOPICAL OUTLINE: Gender issues (for all relevant KIIs and FGDs)

The following questions are a guide for interviews and discussions around analyzing gender attitudes/practices. Interviewers should probe for in-depth answers when they feel it is appropriate. **For those KIIs and FGDs that already include questions related to gender, do not repeat.**

14. What changes have you seen in gender roles since you/your village started participating in Nuyok? (*Probe for changes gender roles, relationships, decision-making power, division of household responsibilities, communication between couples, gender-based violence, alcohol consumption*)
  - a. What are the biggest positive changes for women? Please describe what changed.
  - b. What are the biggest positive changes for men? Please describe what changed.
  - c. What are the biggest positive changes for youth (adolescent girls and boys)?
15. What negative effects, if any, have occurred as a result of these changes? Why? How were they managed? (*Probe, e.g., any perceived effects on women's time poverty, etc.*)
16. How sustainable do you think the positive changes in gender roles and relations are now that Nuyok has ended? (*Probe for support from community leaders and traditional authorities, local beliefs and priorities, etc.*)
  - a. What are the biggest threats to sustaining positive behavior changes in gender relations?
  - b. How could these threats be addressed? What resources, capacities, and institutional relationships would help sustain them?
17. How did men/family members/community members perceive women's participation in Nuyok? (*Probe for men misappropriating or increasing their control of resources women obtained through Nuyok, etc.*)

18. How have non-participants (in Nuyok) changed their attitudes about gender roles as a result of the project?
19. For women leaders: How has the way you are treated as a woman leader in your community changed as a result of Nuyok? *(Probe regarding attitudes of local government traditional authorities, men, young women, young men, other male leaders)*
  - a. What have been the biggest challenges you encountered as members and leaders of a community group? *(Probe for community resistance (i.e., due to attitudes), time, etc.)*
  - b. Did you share any feedback about these challenges with Nuyok? If so, what was the response? If not, why not?

## 7. Fe/male household heads, youth, farmers, Producer Marketing groups, Community Animal Health Workers, Lead Couple Farmers, off-farm project participants (women, youth, men)

TOPICAL OUTLINE: PURPOSE 2: Livelihoods. FGD: Fe/male household heads, youth, farmers, Producer Marketing groups, Community Animal Health Workers, Lead Couple Farmers, off-farm project participants (women, youth, men)

1. What changes (positive or negative) in the community occurred as a result of the project? Probe for changes brought about by the project relating to:
  - i. Income (e.g., changes in amount, seasonal/permanent, sources (diversification, on/off-farm), women's/youth's engagement, etc.)
  - j. Food (e.g., changes in availability, access, utilization, household decisions, etc.)
  - k. Health (e.g., changes in attitudes, household decisions, illness, etc.)
  - l. Water and sanitation (e.g., changes in hygiene behavior/practices, infrastructure, etc.)
  - m. Women's rights and gender equity for women and girls (e.g., changes in participation in community decision making activities, access to resources, health decisions, etc.)
  - n. Youth (male youth and female youth) (e.g., engagement in IGAs, changes in attitudes / behaviors, skills acquisition, participation in community decisions, etc.)
  - o. Agricultural production (e.g., changes in types of crops/livestock produced (consumption vs sale), availability of crop/livestock products in local markets, ag extension agents, financial services, etc.)
  - p. Market systems development (e.g., changes in marketing skills, links to business/financial services, availability of vet drugs, ag inputs, etc.)
2. What changes have occurred in the roles and responsibilities of women, girls, boys and men over the past few years? Please explain. (probe for adoption of more inclusive and gender-equitable norms, attitudes, and behaviors, influence of traditional leaders/male change agents (MCAs), etc.)
3. How has the project changed people's ability to access resources or move around freely and safely? (*Probe for whether there are still locations or resources that people would like to access but do not because of security issues or potential for conflict, etc.*)
  - b. How has community capacity for addressing security challenges changed over the past few years as a result of Nuyok? Please describe.
4. How have household productive decisions related to farming and off-farm IGAs changed as a result of the project? (*Probe for changes in participation, roles and responsibilities of men, women, youth, disabled, etc.*)
  - b. What other activities implemented by Nuyok do you think have contributed to these changes and why? (*Probe regarding Male Change Agents, social accountability, community leadership/capacity, etc.*)
5. Which new techniques / technologies promoted by Nuyok work well and why? (*Probe in relation to e.g., small-scale irrigation; improved pre-and post-harvest handling practices; agricultural techniques; labor-saving tools and technologies; animal health services; fodder/hay/silage production, pasture*)

management and improved feeding practices; Multi-Use Systems (MUSs) to make water available for both farmers and pastoralists; Climate Smart Agriculture; links to NRM; drought management; gender roles; herd health days.

- c. Which techniques or activities did not work well and why?
  - d. What types of unintended negative consequences occurred from using any of these techniques or technologies? How – and by whom – were they addressed?
6. How have you applied what you learned through Nuyok’s business management / marketing training activities and what are the results? (*Probe for Business Development Plans, changes in value chain activities or marketing approaches, etc.*)
    - c. What has been the most useful and why?
    - d. What has been the least useful and why?
  7. What has changed (as a result of the project) in terms of where you obtain information to make production and marketing decisions? (*Probe for decisions on inputs, weather risks, climate change challenges, price information, marketing, payments, etc.*)
  8. How sustainable are the linkages to Private Agriculture Service Providers (PASPs) facilitated by the project?
    - a. Which of these services do you currently use? What services do you need that they do not provide? Are you able to get such services elsewhere? If yes, how convenient are they?
    - b. How has the quality of PASP service/products changed as a result of Nuyok?
  9. How has your/your family’s/group members off-farm income changed as a result of the project? (*Probe for increased/decreased/more variable/same, types of off-farm income earned, who participates from household, etc.*)
  10. How sustainable are any of the changes you just described as resulting from participation in Nuyok now that it has ended? (*Probe for changes in on-/off-farm income, production practices/outcomes, marketing, business skills, and in the systems, processes, linkages, institutional arrangements, etc. facilitated by the project*)
    - c. What are the challenges to sustaining any of these positive changes without support from Nuyok?

### TOPICAL OUTLINE: Sustainability

The following questions are a guide for interviews and discussions around analyzing sustainability. Interviewers should probe for in-depth answers when they feel it is appropriate. **For those KIIs and FGDs that already include questions related to sustainability, do not repeat.**

11. For any changes (eg., improved outcomes) you think occurred because of Nuyok activities, which do you think will continue (or not) after the project ends? Why or why not?
  - a. What are the biggest threats to sustaining positive changes resulting from Nuyok?
  - b. How can these threats be addressed by communities and other stakeholders?
12. What will be required to help sustain these changes in the future (e.g., financial resources, equipment, training, etc.)? Where do you think the resources will come from after Nuyok ends?
  - a. How motivated do you think beneficiaries / communities will be to maintain these changes in the future without external support?

13. How sustainable do you think the systems, processes, capacities, and/or institutional arrangements are that Nuyok put into place? Why or why not? (*Probe especially in relation to government structures.*)
14. What relationships or connections did Nuyok help communities develop (e.g., with technical support, inputs, marketing, social capital, political influence) that are required to sustain any positive changes resulting from the project? How do you think these relationships will be maintained or changed now that the project has ended?

#### TOPICAL OUTLINE: Gender issues

The following questions are a guide for interviews and discussions around analyzing gender attitudes/practices. Interviewers should probe for in-depth answers when they feel it is appropriate. **For those KIIs and FGDs that already include questions related to gender, do not repeat.**

15. Did a Male Change Agent talk with you at some point during the project? With your spouse?
  - a. If yes, how has your spouse changed her/his attitudes about family nutrition, hygiene and health, or natural family planning since talking with the Male Change Agent? Please describe.
16. Have you/members of this group received mentorship or training on making household decisions alone or with your spouse? To take a greater role in improving conditions in your village?
  - b. If yes, how have you applied the knowledge you received from mentorship or training? What have been the results?
17. How have decisions about which foods are purchased and/or who eats which foods at mealtime changed in your household as a result of the project, if at all? (*Probe for changes in awareness/acceptance of equitable decision-making in a household*)
  - a. What caused this change?
  - b. How have decisions about other major household issues changed in your household over the last two years? What caused this change?
18. How has the way you and your spouse treat each other changed as a result of the project, if at all? Please explain. What caused these changes?
19. How have influential members of the community changed their attitudes towards women's roles in the household, natural family planning, family nutrition, hygiene and health, resources? (*Probe for elders, village leaders, traditional birth attendants, traditional healers*)
  - a. What effect have changes in men's attitudes and behaviors had on your spouse? You? Your children? Your community?
  - b. Do you think these changes in attitude and behavior will continue now that Nuyok has ended? Please explain your answer.

## 8. SILC members, SILC leaders

TOPICAL OUTLINE: PURPOSE 2: Livelihoods FGD: SILC members, SILC leaders

1. What types of support, inputs and/or services did you/your group receive from the Nuyok project? Please describe.
  - a. How was the quality of the support, inputs and/or services you mentioned?
  - b. How was the timeliness of the support?
  - c. How was the frequency of the support?
  - d. How was the effectiveness of the support?
  - e. What could be improved in future projects? *(Probe for types of support needed but not provided by the project, etc.)*
2. What types of support / training were most useful for setting up (if relevant) and/or helping you to operate the SILC effectively? *(Probe for whether new (established through Nuyok) or continuing (established prior to Nuyok) SILC)*
  - a. How was this training/support useful? (e.g., to recruit members, improve services to members, improve management, etc.)
  - b. What training or support was less useful?
3. How has membership in the SILC changed as a result of Nuyok? *(Probe for ability to attract new members, inclusion of youth/disabled/etc., ability to support members with loans, etc.)*
  - a. What, if any, services do you provide to non-members? Why or why not? Please explain.
4. How has the ability of your SILC to support member demand for loans changed as a result of the project?
  - a. To what degree are members able to repay SILC loans within the specified time frame? *(Probe for percentage of members with timely repayment, differences between men, women, youth, FHHs, etc.)*
  - b. What are the main reasons people join a SILC? *(Probe for access to savings or loans, differences between men, women, youth, PLWs, disabled, etc.)*
  - c. What accommodations does your SILC make for the disabled or other marginalized groups to encourage their participation?
5. What, if any, changes have you observed in the lives of your members as a result of the SILC activities? *(Probe for differences between men, women, youth, disabled, PLWs, etc.)*
6. To what extent do you think your SILC will continue to operate now that Nuyok has ended? *(Probe for what resources might be needed, where those resources might come from, etc.)*

TOPICAL OUTLINE: Sustainability (for all KIIs and FGDs)

The following questions are a guide for interviews and discussions around analyzing sustainability.

Interviewers should probe for in-depth answers when they feel it is appropriate. **For those KIIs and FGDs that already include questions related to sustainability, do not repeat.**

7. For any changes (e.g., improved outcomes) you think occurred because of Nuyok activities, which do you think will continue (or not) after the project ends? Why or why not?
  - a. What are the biggest threats to sustaining positive changes resulting from Nuyok?
  - b. How can these threats be addressed by communities and other stakeholders?

8. What will be required to help sustain these changes in the future (e.g., financial resources, equipment, training, etc.)? Where do you think the resources will come from after Nuyok ends?
  - a. How motivated do you think beneficiaries / communities will be to maintain these changes in the future without external support?
9. How sustainable do you think the systems, processes, capacities, and/or institutional arrangements are that Nuyok put into place? Why or why not? (*Probe especially in relation to government structures.*)
10. What relationships or connections did Nuyok help communities develop (e.g., with technical support, inputs, marketing, social capital, political influence) that are required to sustain any positive changes resulting from the project? How do you think these relationships will be maintained or changed now that the project has ended?

#### TOPICAL OUTLINE: Gender issues (for all relevant KIIs and FGDs)

The following questions are a guide for interviews and discussions around analyzing gender attitudes/practices. Interviewers should probe for in-depth answers when they feel it is appropriate. **For those KIIs and FGDs that already include questions related to gender, do not repeat.**

11. Did a Male Change Agent talk with you at some point during the project? With your spouse?
  - a. If yes, how has your spouse changed her/his attitudes about family nutrition, hygiene and health, or natural family planning since talking with the Male Change Agent? Please describe.
12. Have you/members of this group received mentorship or training on making household decisions alone or with your spouse? To take a greater role in improving conditions in your village?
  - a. If yes, how have you applied the knowledge you received from mentorship or training? What have been the results?
13. How have decisions about which foods are purchased and/or who eats which foods at mealtime changed in your household as a result of the project, if at all? (*Probe for changes in awareness/acceptance of equitable decision-making in a household*)
  - a. What caused this change?
  - b. How have decisions about other major household issues changed in your household over the last two years? What caused this change?
14. How has the way you and your spouse treat each other changed as a result of the project, if at all? Please explain. What caused these changes?
15. How have influential members of the community changed their attitudes towards women's roles in the household, natural family planning, family nutrition, hygiene and health, resources? (*Probe for elders, village leaders, traditional birth attendants, traditional healers*)
  - a. What effect have changes in men's attitudes and behaviors had on your spouse? You? Your children? Your community?
  - b. Do you think these changes in attitude and behavior will continue now that Nuyok has ended? Please explain your answer.



## 9. MCHN and Mother Care Group beneficiaries

### TOPICAL OUTLINE: PURPOSE 3. FGD: MCHN and Mother Care Group beneficiaries

1. What changes, positive or negative, have occurred in your lives and the lives of your children as a result of participation in Nuyok's health and nutrition activities? *(Probe for Male Change Agents, receiving food assistance, Mother Care Groups, training on health-seeking and/or family nutrition behavior, Food Ration Distribution, kitchen gardens, cooking demonstrations, Integrated Health Outreach, WASH, MUAC screening, natural family planning, poultry/husbandry, etc.)?*
  - a. Which activities were most useful to you/your family and why?
  - b. Which were the least useful and why?
  - c. Which changes do you think you/your family will be able to sustain now that Nuyok has ended? Why or why not?
2. How effective was targeting pregnant and lactating women and children U5 to reduce child malnutrition? How could it be improved in future projects?
  - a. Have you noticed any reduction in children malnutrition cases in your village? If yes, why do you think that might be the case? *(Probe whether Nuyok had any effect and how, e.g., which activities might have contributed to that result)*
3. How effective were the services and training you received in your mother care group for treating members' children who were malnourished? *(Probe for different activities, e.g., MUAC monthly screening)*
4. What changes, positive or negative, have occurred for women and children that are not members of an MCG? For women and children who did not participate in Nuyok?
5. Has the discontinuation of food rations impacted women's participation in MCG and health facility access for pregnant women and children? How?
6. What is your motivation to continue to participate in your MCG?

#### *Use of health facilities*

7. What has changed as a result of the project in terms of how often and why you use the nearest health facility? *(Probe reasons for visiting, how often, what activities contributed to their awareness, improvements in the health facility and what types of improvements, ability to make decision about self and children, etc.)*

#### *Sources and use of own grown household food*

8. What changes have occurred for you/your family as a result of having a vegetable garden and/or keeping poultry? *(Probe for increase food diversity at HH level, increased profit by selling surplus eggs or vegetables, etc.)*
  - c. What are the reasons you/women in your community might not have a garden or keep poultry? *(Probe for lack of access to seeds, tools, chicks; doesn't have decision making power, etc.)*

- d. How have you used knowledge learned from cooking demonstrations to benefit your family? How have your family's food consumption behaviors changed as a result? *(Probe for dietary diversity, larger portions, more equitable access to foods, etc.)*

WASH

- 9. What changes have occurred in your own family's sanitation and hygiene behaviors as a result of the project? What changes have occurred at the community level? *(Probe for which behaviors changed, how, and why)*
  - c. How likely are these changes to be sustained now that Nuyok has ended? Why or why not?
- 10. What types of efforts have been made in this village to dissuade or stop people from open defecation?
  - c. What, if any, changes have occurred as a result of these efforts?
  - d. How likely are they to be sustained now that Nuyok has ended?
- 11. What changes to your/your children's health have occurred as a result of the project building (or rehabilitating/repairing) latrines and hand-pumps? *(Probe for practicing good handwashing behavior (at least at 3 critical times), less illness/disease, etc.)*
  - d. What other benefits have you/your family experienced as a result of handwashing stations? Please describe.
  - e. Of using a latrine? Who in the family uses the latrine and why?
  - f. What challenges are there with having handwashing stations or latrines? How are you addressing such challenges?
- 12. How will you be able to contribute to or pay for maintaining or repairing the village handpump? *(Probe for sources of income, level of motivation, "male" decision, etc.)*
  - b. How motivated do you think the community/village is to do this? What might help sustain their interest over time?
- 13. Can you give us a success story about your village or family since the latrines/handwashing/hand pump were constructed/rehabilitated?

TOPICAL OUTLINE: Sustainability (for all KIIs and FGDs)

The following questions are a guide for interviews and discussions around analyzing sustainability.

Interviewers should probe for in-depth answers when they feel it is appropriate. **For those KIIs and FGDs that already include questions related to sustainability, do not repeat.**

- 14. For any changes (eg., improved outcomes) you think occurred because of Nuyok activities, which do you think will continue (or not) after the project ends? Why or why not?
  - a. What are the biggest threats to sustaining positive changes resulting from Nuyok?
  - b. How can these threats be addressed by communities and other stakeholders?
- 15. What will be required to help sustain these changes in the future (e.g., financial resources, equipment, training, etc.)? Where do you think the resources will come from after Nuyok ends?
  - a. How motivated do you think beneficiaries / communities will be to maintain these changes in the future without external support?
- 16. How sustainable do you think the systems, processes, capacities, and/or institutional arrangements are that Nuyok put into place? Why or why not? *(Probe especially in relation to government structures.)*

17. What relationships or connections did Nuyok help communities develop (e.g., with technical support, inputs, marketing, social capital, political influence) that are required to sustain any positive changes resulting from the project? How do you think these relationships will be maintained or changed now that the project has ended?

TOPICAL OUTLINE: Gender issues (for all relevant KIIs and FGDs)

The following questions are a guide for interviews and discussions around analyzing gender attitudes/practices. Interviewers should probe for in-depth answers when they feel it is appropriate. **For those KIIs and FGDs that already include questions related to gender, do not repeat.**

18. Did a Male Change Agent talk with you at some point during the project? With your spouse?
- If yes, how has your spouse changed her/his attitudes about family nutrition, hygiene and health, or natural family planning since talking with the Male Change Agent? Please describe.
19. Have you/members of this group received mentorship or training on making household decisions alone or with your spouse? To take a greater role in improving conditions in your village?
- If yes, how have you applied the knowledge you received from mentorship or training? What have been the results?
20. How have decisions about which foods are purchased and/or who eats which foods at mealtime changed in your household as a result of the project, if at all? (*Probe for changes in awareness/acceptance of equitable decision-making in a household*)
- What caused this change?
  - How have decisions about other major household issues changed in your household over the last two years? What caused this change?
21. How has the way you and your spouse treat each other changed as a result of the project, if at all? Please explain. What caused these changes?
22. How have influential members of the community changed their attitudes towards women's roles in the household, natural family planning, family nutrition, hygiene and health, resources? (*Probe for elders, village leaders, traditional birth attendants, traditional healers*)
- What effect have changes in men's attitudes and behaviors had on your spouse? You? Your children? Your community?
  - Do you think these changes in attitude and behavior will continue now that Nuyok has ended? Please explain your answer.

## 10. Water Users Committee (WUC) Members

TO specific to WUCs

15. What types of support, inputs and/or services did you/your group receive from the Nuyok project? Please describe.
  - a. How was the quality of the support, inputs and/or services you mentioned?
  - b. How was the timeliness of the support?
  - c. How was the frequency of the support?
  - d. How was the effectiveness of the support?
  - e. What could be improved in future projects? (Probe for types of support needed but not provided by the project, etc.)
16. What types of training and orientation in water source management (including management of collecting fees, maintenance/repair of water points, etc.) did you receive from Nuyok? How did you use the knowledge learned? (*Probe for [list activities]*)
17. What types of support / training were most useful for setting up (if relevant) and/or helping you to operate the WUC effectively? (Probe for whether new (established through Nuyok) or continuing (established prior to Nuyok) WUC)
  - a. How was this training/support useful? (e.g., to recruit members, improve services to members, improve management, etc.)
  - b. What training or support was less useful?
18. How has membership in the WUC changed as a result of Nuyok? (Probe for ability to attract new members, inclusion of youth/disabled/etc., ability to support members with loans, etc.)
  - a. What, if any, services do you provide to non-members? Why or why not? Please explain.
  - b. How has the ability of your WUC to support member demand for water changed as a result of the project?
  - c. What are the main reasons people join a WUC?
  - d. What accommodations does your WUC make for the disabled or other marginalized groups to encourage their participation?
19. What, if any, changes have you observed in the lives of your members as a result of the WUC activities? (*Probe for differences between men, women, youth, disabled, PLWs, etc.*)
20. To what extent do you think your WUC will continue to operate now that Nuyok has ended? (*Probe for what resources might be needed, where those resources might come from, etc.*)
  - a. What are the biggest threats to sustaining positive changes resulting from Nuyok?
  - b. How can these threats be addressed by communities and other stakeholders?
21. To what extent will linkages with other groups/offices/agents continue now that Nuyok has ended?
  - a. Probe for linkages with government agents, such as subcounty health assistants;
  - b. Probe for linkages with hand pump mechanics and other repair technicians involved in the maintenance/operation of water sources.

### TOPICAL OUTLINE: Sustainability

The following questions are a guide for interviews and discussions around analyzing sustainability. Interviewers should probe for in-depth answers when they feel it is appropriate. **For those KIIs and FGDs that already include questions related to sustainability, do not repeat.**

22. For any changes (e.g., improved outcomes) you think occurred because of Nuyok activities, which do you think will continue (or not) after the project ends? Why or why not?
  - c. What are the biggest threats to sustaining positive changes resulting from Nuyok?
  - d. How can these threats be addressed by communities and other stakeholders?
  
23. What will be required to help sustain these changes in the future (e.g., financial resources, equipment, training, etc.)? Where do you think the resources will come from after Nuyok ends?
  - b. How motivated do you think beneficiaries / communities will be to maintain these changes in the future without external support?
  
24. How sustainable do you think the systems, processes, capacities, and/or institutional arrangements are that Nuyok put into place? Why or why not? (*Probe especially in relation to government structures.*)
  
25. What relationships or connections did Nuyok help communities develop (e.g., with technical support, inputs, marketing, social capital, political influence) that are required to sustain any positive changes resulting from the project? How do you think these relationships will be maintained or changed now that the project has ended?

## ANNEX 9: D4

### Nuyok – Topical Outlines for Key Informant Interviews

#### 1. Nuyok staff members

##### TOPICAL OUTLINE: Nuyok staff members (all)

###### Overview

1. What do you consider to be Nuyok’s greatest achievements in terms of reaching the project’s goals / objectives / outcomes?
  - a. What were the factors that promoted these achievements?
  - b. What challenges were overcome in reaching these achievements?
2. In which areas was the project less successful in reaching its goals / objectives / outcomes? *(Probe for effects on marginalized groups, including women, youth, and people living with disabilities)*
  - a. What were the factors that limited achievement in these areas?
  - b. What do you think could have been done differently?
  - c. What unintended negative consequences, if any, happened as a result of the project? How did you address them?
3. For the technical sector that you were working on, how effective were the interventions in achieving project goals / objectives?
  - a. Did any interventions lead to any unintended positive or negative consequences? Please describe.
  - b. What were some of the strengths and challenges in terms of the design of the interventions? Of implementation (e.g., approach/methods used, context, acceptance by beneficiary communities, conflict, etc.)
4. What have been the changes to food security as a result of the project?
  - a. To what degree has food provisioning by other stakeholders (e.g., WFP) affected project outcomes in terms of food security, dietary diversity, malnutrition, etc.?
  - b. What, if any, effect has food provisioning had on implementation of Nuyok?
5. What changes have you seen in target communities since Nuyok began? *(probe for different purpose areas (e.g., disaster preparedness and mitigation, resilience, livelihoods, health and nutrition) and activities in governance, peace, accountability by authorities, gender relations, food security, etc.)*
6. What have been the key lessons learned from the project?
7. Which aspects of the Nuyok project do you think will be the most sustainable over time? Why or why not? *(Probe for the systems, processes, capacity, and/or institutional arrangements put into place by Nuyok (e.g., linkages with local gov’t, traditional authorities, etc.); community motivation, access to resources, conflict, etc.)*

##### TOPICAL OUTLINE: Sustainability

The following questions are specific to Nuyok’s activities as they relate to longer-term sustainability of project outcomes, processes, etc. and can be skipped if previously discussed. Interviewers should probe for in-depth answers when they feel it is appropriate.

8. For the changes that occurred because of project activities, which changes do you think will continue (or not continue) now that Nuyok has ended?
  - a. Why do you think these changes will continue, or not continue?
  - b. How motivated will communities be to continue to maintain the changes?
9. What resources are required in the future to help sustain these changes? *(Probe for relationships / linkages, technical support, inputs, marketing, social capital, political influence, etc.)*
  - a. Where do you think the resources will come from now that Nuyok has ended?
10. What are the biggest threats to sustaining the positive changes supported by Nuyok?
  - a. How can these threats be addressed by communities and other stakeholders?
11. How sustainable do you think the systems, processes, capacities, and/or institutional arrangements are that Nuyok put into place? Why or why not? *(Probe especially in relation to government structures.)*
12. What relationships or connections did Nuyok help communities develop (e.g., with technical support, inputs, marketing, social capital, political influence) that are required to sustain any positive changes resulting from the project? How do you think these relationships will be maintained or changed now that the project has ended?

#### TOPICAL OUTLINE: Gender issues

The following questions are specific to Nuyok's gender activities but can be skipped if previously discussed.

13. What are the most significant changes that have occurred as a result of the project in terms of gender attitudes, practices, and relations over the course of the project? *(Probe for changes in participation of women in community decisions, household decision-making, attitudes on health and nutrition for women and children, gender norms, household food consumption, dietary diversity, etc.)*
14. What caused these changes?
  - b. What constraints to gender equity and gender integration remain at the end of Nuyok?
  - c. How do you think these constraints could be addressed in future projects? *(Probe for differences in attitude between groups (men, women, wealthy, poor, etc.), by activity, etc.)*
15. To what extent have non-project participants or other communities been influenced by Nuyok's gender activities? Please explain.
16. Which gender-related outcomes (e.g., behavior change, participation, etc.) do you think will be sustained now that the project has ended? What gender-related services do you think will be sustained?
  - a. What constraints are there, if any, to sustaining such outcomes and/or services? How has Nuyok supported communities to address these threats now that the project has ended?
17. What lessons have you learned from Nuyok's gender work? What would you do differently?
18. How have household and community attitudes and practices around gender changed because of the activities you/your group promoted as part of Nuyok?
  - a. What did not change, and why?
  - b. What activities were most successful? Least successful? Why?

- c. What, if any, unintended positive or negative consequences occurred as a result of these activities, if any? Please explain.
19. What types of support, inputs and/or services did you/your group provide from the Nuyok project? (Ask the respondent to describe and give examples)
  - a. How was the quality of the support?
  - b. Timeliness
  - c. Frequency
20. What role have the Male Change Agents played in changing individual and community attitudes about gender? Please describe. (Probe for changes in attitudes of men, local authorities, religious leaders, changes in who makes decisions, especially decisions made only by women, etc.)
  - a. How sustainable do you think the Male Change Agents will be now that Nuyok has ended? Why or why not?
21. How has women's participation in governance structures changed at the community level as a result of Nuyok? At the individual level?
  - a. Now that Nuyok has ended, what barriers remain to the equal participation of women in governance structures at community level? At the individual level?
  - b. How has participation of young women and men in governance activities changes as a result of the project? If no change, why not?
22. What has changed for young women and adolescent girls as a result of the project (positive and negative)? (Probe for changes in gender norms, bodily autonomy, economic opportunities, participation in community decisions, access to household food (e.g., who eats first, etc.), early marriage, education, etc.) /adolescent boys?
  - a. What is the impact of any changes in gender norms on young men and adolescent boys? (positive or negative)? Please explain.
  - b. How have influential members of the community changed their attitudes towards women's roles in the household, natural family planning, family nutrition, hygiene and health, resources? (Probe for elders, village leaders, traditional birth attendants, traditional healers)



## 2. Local government officials

TOPICAL OUTLINE: FOUNDATION PURPOSE: Governance, Sub-Purpose F.1: Government responsiveness to community needs increased. **Communities sustained improvements in food and nutrition security**

### KII: Local government officials

1. Please provide a brief description of the nature of your work with Nuyok. *(Probe for which activities they participated in, level of engagement, etc.)*
2. Which activities implemented by Nuyok worked well/were of the greatest benefit to your community, and why? (Note: interviewers can also ask people to rank activities by level of acceptability to community, with 1 = most acceptable). *(Probe for food security, safety nets, conflict management, DRR, EW, etc.)*
  - a. Which activities did not work (were the least benefit), and why?
  - b. What were the negative effects, if any, from the project's activities? What should have been done differently?
  - c. What, if any, positive changes to people's food security have happened as a result of the project?
  - d. What food and nutrition security challenges remain?
3. How effective was the targeting in reaching the most vulnerable/poorest individuals? How could targeting have been improved?
4. How has the government's capacity to deliver services and respond to community needs changed? Please describe the changes (better/worse) at district, county, sub-county level. *(Probe for improvements in public performance and service delivery as a result of Nuyok)*
  - a. What has caused this change in government capacity? *(probe for training on transparency and accountability practices)*
  - b. What challenges remain? How will you address these challenges in the future?
5. How has the project helped community members reduce or avoid conflicts? Please explain. *(Probe for improved conflict monitoring, improved peace structure coordination).*
  - a. Where have these activities been most effective? Why? Least effective? Why?
  - b. Do you think these changes achieved in conflict mitigation will be sustained? Why or why not?
6. What effect do you think the Community Based Monitors (CBM) have had on service delivery by government? Please describe.
7. To what degree do citizens and citizen groups hold you accountable for government responses to problems? Please provide examples and explain how you responded to them.
8. How has training related to conflict mitigation helped reduce conflicts within communities? Between communities? Please explain. *(probe for types of conflict experienced by communities, improved conflict monitoring, improved peace structure coordination).*
  - a. Where have these activities been most effective? Why? Least effective? Why?

- b. Do you think these changes achieved in conflict mitigation will be sustained? Why or why not?
9. Based on your experience with the Nuyok project, what are some of the lessons, best practices and approaches that should be considered in future projects?

**TOPICAL OUTLINE: FOUNDATION PURPOSE: Governance, Sub-Purpose F.2: Gender/community food security needs prioritized.**

**KII: Government officials**

10. What gender norms and roles [see list below] have changed in communities as a result of the project? Please describe (probe for:):
  - *In household decision-making,*
  - *sharing roles and responsibilities,*
  - *involving men in family health, nutrition, and hygiene responsibilities*
  - *improving communication between couples*
  - *reducing gender-based violence*
  - *use of household resources*
  - *other areas?*
  - a. Which activities have been most successful? What challenges remain?
  - b. Which activities were not successful? Why?
11. What role have the Male Change Agents played in changing individual and community attitudes about gender roles [see list]? Please describe. (*Probe for changes in attitudes of men, local authorities, religious leaders, changes in who makes decisions, especially decisions made only by women, etc.*)
  - a. How sustainable do you think the Male Change Agents will be now that Nuyok has ended? Why or why not?
12. How has women's participation in governance structures changed at the community level as a result of Nuyok? At the individual level?
  - a. Now that Nuyok has ended, what barriers remain to the equal participation of women in governance structures at community level? At the individual level?
  - b. How has participation of young men in governance activities changes as a result of the project? Of young women? If no change, why not?
13. What has changed (positive and negative) for young women and young men are a result of the project? How have gender norms and equal opportunities (e.g., economic, educational) for young women/adolescent girls changed, if at all, as a result of the project? Please explain.
14. How have influential members of the community changed their attitudes towards women's roles in the household, natural family planning, family nutrition, hygiene and health, resources? (*Probe for elders, village leaders, traditional birth attendants, traditional healers*)
  - a. What effect have changes in men's attitudes and behaviors had on your community?
  - b. Do you think these changes in attitude and behavior will continue now that Nuyok has ended? Please explain your answer.
15. When you consider the changes in gender norms, attitudes, and roles as a result of the project, which changes do you think will continue now that Nuyok has ended and why?

### TOPICAL OUTLINE: Sustainability

The following questions are a guide for interviews and discussions around analyzing sustainability. Interviewers should probe for in-depth answers when they feel it is appropriate. **For those KIIs and FGDs that already include questions related to sustainability, do not repeat.**

16. For any changes (eg., improved outcomes) you think occurred because of Nuyok activities, which do you think will continue (or not) after the project ends? Why or why not?
  - e. What are the biggest threats to sustaining positive changes resulting from Nuyok?
  - f. How can these threats be addressed by communities and other stakeholders?
  
17. What will be required to help sustain these changes in the future (e.g., financial resources, equipment, training, etc.)? Where do you think the resources will come from after Nuyok ends?
  - c. How motivated do you think beneficiaries / communities will be to maintain these changes in the future without external support?
  
18. How sustainable do you think the systems, processes, capacities, and/or institutional arrangements are that Nuyok put into place? Why or why not? (*Probe especially in relation to government structures.*)
  
19. What relationships or connections did Nuyok help communities develop (e.g., with technical support, inputs, marketing, social capital, political influence) that are required to sustain any positive changes resulting from the project? How do you think these relationships will be maintained or changed now that the project has ended?

### 3. Traditional authorities, Community Based Monitors

TOPICAL OUTLINE: FOUNDATION PURPOSE: Governance, Sub-Purpose F.1: Government responsiveness to community needs increased. **Communities sustained improvements in food and nutrition security**

#### KII: Traditional authorities; Community Based Monitors

1. Please provide a brief description of the nature of your work with Nuyok. *(Probe for which activities they participated in, level of engagement, etc.)*
2. Which activities implemented by Nuyok worked well/were of the greatest benefit to your community, and why? (Note: interviewers can also ask people to rank activities by level of acceptability to community, with 1 = most acceptable). *(Probe for safety nets, conflict management, DRR, EW, etc.)*
  - a. Which activities did not work (were the least benefit), and why?
  - b. What were the negative effects, if any, from the project's activities? What should have been done differently?
  - c. What, if any, positive changes to people's food security have happened as a result of the project?
  - d. What food and nutrition security challenges remain?
3. How effective was the targeting in reaching the most vulnerable/poorest individuals? How could targeting have been improved?
4. How has the government's capacity to deliver services and respond to community needs changed? Please describe the changes (better/worse) at district, county, sub-county level. *(Probe for improvements in public performance and service delivery as a result of Nuyok)*
  - a. What has caused this change in government capacity? *(probe for training on transparency and accountability practices)*
  - b. What challenges remain? How will you address these challenges in the future?
5. How has the project helped community members reduce or avoid conflicts? Please explain. *(Probe for improved conflict monitoring, improved peace structure coordination).*
  - a. Where have these activities been most effective? Why? Least effective? Why?
  - b. Do you think these changes achieved in conflict mitigation will be sustained? Why or why not?
6. What effect do you think the Community Based Monitors (CBM) have had on service delivery by government? Please describe.
7. To what degree do citizens and citizen groups hold you accountable for government responses to problems? Please provide examples and explain how you responded to them.
8. How has training related to conflict mitigation helped reduce conflicts within communities? Between communities? Please explain. *(probe for types of conflict experienced by communities, improved conflict monitoring, improved peace structure coordination).*
  - a. Where have these activities been most effective? Why? Least effective? Why?
  - b. Do you think these changes achieved in conflict mitigation will be sustained? Why or why not?

9. Based on your experience with the Nuyok project, what are some of the lessons, best practices and approaches that should be considered in future projects?

TOPICAL OUTLINE: FOUNDATION PURPOSE: Governance, Sub-Purpose F.2: Gender/community food security needs prioritized.

KII: Traditional authorities, Community Based Monitors

10. What gender norms and roles [see list below] have changed in communities as a result of the project? Please describe. Probe for: *In household decision-making, sharing roles and responsibilities, involving men in family health, nutrition, and hygiene responsibilities, improving communication between couples, reducing gender-based violence, use of household resources, other areas?*
- *In household decision-making,*
  - *sharing roles and responsibilities,*
  - *involving men in family health, nutrition, and hygiene responsibilities*
  - *improving communication between couples*
  - *reducing gender-based violence*
  - *use of household resources*
  - *other areas?*
- a. Which activities have been most successful? What challenges remain?
- b. Which activities were not successful? Why?
11. How has your involvement with Nuyok changed your own attitudes about gender norms? Please describe. (*Probe for changes in attitude about the above*)
- a. How have you applied what you learned through the project?
- b. How has the way you and your spouse treat each other changed over the course of the project?
12. What role have the Male Change Agents played in changing individual and community attitudes about gender? Please describe. (*Probe for changes in attitudes of men, local authorities, religious leaders, changes in who makes decisions, especially decisions made only by women, etc.*)
- a. How sustainable do you think the Male Change Agents will be now that Nuyok has ended? Why or why not?
13. How has women's participation in governance structures changed at the community level as a result of Nuyok?
- a. Now that Nuyok has ended, what barriers remain to the equal participation of women in governance structures at community level? At the individual level?
- b. How has participation of young women and men in governance activities changes as a result of the project? If no change, why not?
14. What has changed for young women and adolescent girls as a result of the project (positive and negative)? (*Probe for changes in gender norms, bodily autonomy, economic opportunities, participation in community decisions, access to household food (e.g., who eats first, etc.), early marriage, education, etc.*) /adolescent boys?
15. What is the impact of any changes in gender norms on young men and adolescent boys? (positive or negative)? Please explain.
16. To what extent has young women's engagement in on-and-off farm livelihoods activities changed as a result of the project? What, if any, effect has this had on young men?
- a. If changes have not occurred, why not? (*probe for differences in types of livelihoods available for each, differences in levels of income, gender attitudes, conflict, etc.*)

17. When you consider the changes in gender norms, attitudes, and roles as a result of the project, which changes do you think will continue now that Nuyok has ended and why?

### Sustainability

The following questions are a guide for interviews and discussions around analyzing sustainability. Interviewers should probe for in-depth answers when they feel it is appropriate. **For those KIIs and FGDs that already include questions related to sustainability, do not repeat.**

18. For any changes (e.g., improved outcomes) you think occurred because of Nuyok activities, which do you think will continue (or not) after the project ends? Why or why not?
  - a. What are the biggest threats to sustaining positive changes resulting from Nuyok?
  - b. How can these threats be addressed by communities and other stakeholders?
19. What will be required to help sustain these changes in the future (e.g., financial resources, equipment, training, etc.)? Where do you think the resources will come from after Nuyok ends?
  - a. How motivated do you think beneficiaries / communities will be to maintain these changes in the future without external support?
20. What relationships or connections did Nuyok help communities develop (e.g., with technical support, inputs, marketing, social capital, political influence) that are required to sustain any positive changes resulting from the project? How do you think these relationships will be maintained or changed now that the project has ended?

## 4. Religious leaders

TOPICAL OUTLINE: FOUNDATION PURPOSE: Governance, Sub-Purpose F.2: Gender/community food security needs prioritized.

### KII: Religious leaders

1. What gender norms and roles [see list below] have changed in communities as a result of the project? Please describe. *Probe for: household decision-making, sharing roles and responsibilities, involving men in family health, nutrition, hygiene responsibilities, improving communication between couples, reducing gender-based violence, use of household resources, other areas?*
  - *In household decision-making,*
  - *sharing roles and responsibilities,*
  - *involving men in family health, nutrition, and hygiene responsibilities*
  - *improving communication between couples*
  - *reducing gender-based violence*
  - *use of household resources*
  - *other areas?*
  - a. Which activities have been most successful? What challenges remain?
  - b. Which activities were not successful? Why?
2. How has your involvement with Nuyok changed your own attitudes about gender norms? Please describe. *(Probe for changes in attitude about the above)*
  - a. How have you applied what you learned through the project?
  - b. How has the way you and your spouse treat each other changed over the course of the project?
3. What role have the Male Change Agents played in changing individual and community attitudes about gender roles [see list]? Please describe. *(Probe for changes in attitudes of men, local authorities, religious leaders, changes in who makes decisions, especially decisions made only by women, etc.)*
  - a. How sustainable do you think the Male Change Agents will be now that Nuyok has ended? Why or why not?
4. How has women's participation in governance structures changed at the community level as a result of Nuyok? At the individual level?
  - a. Now that Nuyok has ended, what barriers remain to the equal participation of women in governance structures at community level? At the individual level?
  - b. How has participation of young men in governance activities changes as a result of the project? Of young women? If no change, why not?
5. What has changed for young women and adolescent girls as a result of the project (positive and negative)? *(Probe for changes in gender norms, bodily autonomy, economic opportunities, participation in community decisions, access to household food (e.g., who eats first, etc.), early marriage, education, etc.)*
6. What has changed (positive and negative) for young men and adolescent boys as a result of the project? Please explain.
7. When you consider the changes in gender norms, attitudes, and roles as a result of the project, which changes do you think will continue now that Nuyok has ended and why?

## TOPICAL OUTLINE: Sustainability

The following questions are a guide for interviews and discussions around analyzing sustainability. Interviewers should probe for in-depth answers when they feel it is appropriate. **For those KIIs and FGDs that already include questions related to sustainability, do not repeat.**

8. For any changes (e.g., improved outcomes) you think occurred because of Nuyok activities, which do you think will continue (or not) after the project ends? Why or why not?
  - c. What are the biggest threats to sustaining positive changes resulting from Nuyok?
  - d. How can these threats be addressed by communities and other stakeholders?
9. What will be required to help sustain these changes in the future (e.g., financial resources, equipment, training, etc.)? Where do you think the resources will come from after Nuyok ends?
  - b. How motivated do you think beneficiaries / communities will be to maintain these changes in the future without external support?
10. What relationships or connections did Nuyok help communities develop (e.g., with technical support, inputs, marketing, social capital, political influence) that are required to sustain any positive changes resulting from the project? How do you think these relationships will be maintained or changed now that the project has ended?



## 5. Male Change Agents

TOPICAL OUTLINE: FOUNDATION PURPOSE: Governance, Sub-Purpose F.2: Gender/community food security needs prioritized.

### KII: Male Change Agents

1. How have household and community attitudes and practices around gender changed because of the activities you/your group promoted as part of Nuyok? (*Probe for changes in participation of women in community decisions, household decision-making, attitudes on health and nutrition for women and children, gender norms, household food consumption, dietary diversity, etc.*)
  - d. What did not change, and why?
  - e. What activities were most successful? Least successful? Why?
  - f. What, if any, unintended positive or negative consequences occurred as a result of these activities, if any? Please explain.
2. What types of support, inputs and/or services did you/your group receive from the Nuyok project? (*Ask the respondent to describe and give examples*)
  - a. How was the quality of the support?
  - b. Timeliness
  - c. Frequency
3. What gender norms and roles [see list below] have changed in communities as a result of the project? Please describe.
  - In household decision-making,
  - sharing roles and responsibilities,
  - involving men in family health, nutrition, and hygiene responsibilities
  - improving communication between couples
  - reducing gender-based violence
  - use of household resources
  - other areas?
  - a. Which activities have been most successful? What challenges remain?
  - b. Which activities were not successful? Why?
4. How has your involvement with Nuyok changed your own attitudes about gender norms? Please describe. (*Probe for changes in attitude about the above*)
  - a. How have you applied what you learned through the project?
  - b. How has the way you and your spouse treat each other changed over the course of the project?
5. What role have the Male Change Agents played in changing individual and community attitudes about gender? Please describe. (*Probe for changes in attitudes of men, local authorities, religious leaders, changes in who makes decisions, especially decisions made only by women, etc.*)
  - a. How sustainable do you think the Male Change Agents will be now that Nuyok has ended? Why or why not?
6. How has women's participation in governance structures changed at the community level as a result of Nuyok? At the individual level?

- a. Now that Nuyok has ended, what barriers remain to the equal participation of women in governance structures at community level? At the individual level?
  - b. How has participation of young women and men in governance activities changes as a result of the project? If no change, why not?
7. What has changed for young women and adolescent girls as a result of the project (positive and negative)? *(Probe for changes in gender norms, bodily autonomy, economic opportunities, participation in community decisions, access to household food (e.g., who eats first, etc.), early marriage, education, etc.) /adolescent boys?*
  8. What is the impact of any changes in gender norms on young men and adolescent boys? (positive or negative)? Please explain.
  9. When you consider the changes in gender norms, attitudes, and roles as a result of the project, which changes do you think will continue now that Nuyok has ended and why? Which changes do you think are less likely to last, and why?

### TOPICAL OUTLINE: Sustainability

The following questions are a guide for interviews and discussions around analyzing sustainability. Interviewers should probe for in-depth answers when they feel it is appropriate. **For those KIIs and FGDs that already include questions related to sustainability, do not repeat.**

10. For any changes (e.g., improved outcomes) you think occurred because of Nuyok activities, which do you think will continue (or not) after the project ends? Why or why not?
  - a. What are the biggest threats to sustaining positive changes resulting from Nuyok?
  - b. How can these threats be addressed by communities and other stakeholders?
11. What will be required to help sustain these changes in the future (e.g., financial resources, equipment, training, etc.)? Where do you think the resources will come from after Nuyok ends?
  - a. How motivated do you think beneficiaries / communities will be to maintain these changes in the future without external support?
12. How sustainable do you think the systems, processes, capacities, and/or institutional arrangements are that Nuyok put into place? Why or why not? *(Probe especially in relation to government structures.)*
13. What relationships or connections did Nuyok help communities develop (e.g., with technical support, inputs, marketing, social capital, political influence) that are required to sustain any positive changes resulting from the project? How do you think these relationships will be maintained or changed now that the project has ended?

## 6. Lead Mothers

TOPICAL OUTLINE: FOUNDATION PURPOSE: Governance, Sub-Purpose F.2: Gender/community food security needs prioritized.

KII: Lead Mothers

1. How have household and community attitudes and practices around gender changed because of the activities you/your group promoted as part of Nuyok? *(Probe for changes in participation of women in community decisions, household decision-making, attitudes on health and nutrition for women and children, gender norms, household food consumption, dietary diversity, etc.)*
  - a. What did not change, and why?
  - b. What activities were most successful? Least successful? Why?
  - c. What, if any, unintended positive or negative consequences occurred as a result of these activities, if any? Please explain.
2. What types of support, inputs and/or services did you/your group receive from the Nuyok project? *(Ask the respondent to describe and give examples)*
  - a. How was the quality of the support?
  - b. Timeliness
  - c. Frequency
  - d. Effectiveness

TOPICAL OUTLINES: PURPOSE 3: Nutrition of pregnant and lactating women (PLW), adolescent girls and children under 2 (CU2) improved. **Sub-Purpose 3.1: Household consumption of sufficient, diverse and quality foods (especially during the first 1,000 days) improved. Sub-Purpose 3.2: Illness in children under two, adolescent girls, pregnant and lactating women reduced.**

KII: Lead Mothers

3. Is your Mother Care Group still functional? *(Probe for when it was formed, number of members, etc.)*
4. What kind of training (if any) did you receive as a Lead Mother?
  - b. Was there additional training or guidance you felt you needed?
5. What changes, positive or negative, have occurred in women and children's lives as a result of your mother care group? *(Probe for changes among group members as well as for other women and children in the community)*
6. Which activities do you think were most effective in facilitating change for PLWs and children U2 and why? *(Probe for):*
  - k. ANC/Institutional deliveries
  - l. Children Nutrition
  - m. MUAC screening
  - n. Immunization
  - o. Growth monitoring

- p. *Natural Family Planning*
  - q. *Cooking demonstration*
  - r. *Gender equity*
  - a. Which activities do you think were least effective and why?
7. How effective was targeting pregnant and lactating mothers and children under 2 with behavior change messages to reduce child malnutrition?
  8. How does your Mother Care Group empower women in this community? Please give examples.
    - a. How has the care group helped the most vulnerable mothers in your community? Give an example.
    - b. Has it been enough? Please explain. What else could be done in future projects?
  9. To what degree have Male Change Agents worked with husbands in this community? Please explain. (*Probe for interaction of agents with the Lead Mother and MCG*)
    - a. What has been the result (e.g., are men taking a greater role in the health and nutrition of their wives, infants and children)? Please explain.
  10. What challenges have you faced as the lead mother for this care group?
    - a. How were you able to address these challenges? Please explain.

### Sustainability

11. For any changes (e.g., improved attitudes and outcomes) you think occurred because of Nuyok activities, which do you think will continue (or not) after the project ends? Why or why not?
  - c. What are the biggest threats to sustaining positive changes resulting from Nuyok?
  - d. How can these threats be addressed by communities and other stakeholders?
12. What will be required to help sustain these changes in the future (e.g., financial resources, equipment, training, etc.)? Where do you think the resources will come from now that Nuyok has ended?
  - b. How motivated do you think beneficiaries / communities will be to maintain these changes in the future without external support?
13. Why or why not will you continue to lead your MCG now that the project has ended? How motivated are the MCG members to continue meeting and why?
14. What have you learned as lead mother that should be applied to helping mother care groups be more successful? Are they (whatever the lead mother mentions) being applied now to the mother care group you lead?

### TOPICAL OUTLINE: Gender issues

The following questions are a guide for interviews and discussions around analyzing gender attitudes/practices. Interviewers should probe for in-depth answers when they feel it is appropriate. **For those KIIs and FGDs that already include questions related to gender, do not repeat.**

15. Have you/members of this group received mentorship or training on making household decisions alone or with your spouse? To take a greater role in improving conditions in your village?
  - a. If yes, how have you applied the knowledge you received from mentorship or training? What have been the results?

16. How have decisions about which foods are purchased and/or who eats which foods at mealtime changed in your household as a result of the project, if at all? *(Probe for changes in awareness/acceptance of equitable decision-making in a household)*
  - a. What caused this change?
  - b. How have decisions about other major household issues changed in your household over the last two years? What caused this change?
17. How have influential members of the community changed their attitudes towards women's roles in the household, natural family planning, family nutrition, hygiene and health, resources? *(Probe for elders, village leaders, traditional birth attendants, traditional healers)*
  - a. What effect have changes in men's attitudes and behaviors had on your spouse? You? Your children? Your community?
18. Do you think these changes in attitude and behavior will continue now that Nuyok has ended? Please explain your answer.

## 7. CRS Responsible for DRR/Resilience

### TOPICAL OUTLINE: Nuyok staff members (all)

#### Overview

1. What do you consider to be Nuyok's greatest achievements in terms of reaching the project's goals / objectives / outcomes?
  - a. What were the factors that promoted these achievements?
  - b. What challenges were overcome in reaching these achievements?
2. In which areas was the project less successful in reaching its goals / objectives / outcomes? *(Probe for effects on marginalized groups, including women, youth, and people living with disabilities)*
  - a. What were the factors that limited achievement in these areas?
  - b. What do you think could have been done differently?
  - c. What unintended negative consequences, if any, happened as a result of the project? How did you address them?
3. For the technical sector that you were working on, how effective were the interventions in achieving project goals / objectives?
  - a. Did any interventions lead to any unintended positive or negative consequences? Please describe.
  - b. What were some of the strengths and challenges in terms of the design of the interventions? Of implementation (e.g., approach/methods used, context, acceptance by beneficiary communities, conflict, etc.)
4. To what degree has food provisioning by other stakeholders (e.g., WFP) affected project outcomes in terms of food security, dietary diversity, malnutrition, etc.?
  - a. What, if any, effect has food provisioning had on implementation of Nuyok?
5. What changes have you seen in target communities since Nuyok began? *(probe for different purpose areas (e.g., disaster preparedness and mitigation, resilience, livelihoods, health and nutrition) and activities in governance, peace, accountability by authorities, gender relations, food security, etc.)*

6. What have been the key lessons learned from the project?
7. Which aspects of the Nuyok project do you think will be the most sustainable over time? Why or why not? *(Probe for the systems, processes, capacity, and/or institutional arrangements put into place by Nuyok (e.g., linkages with local gov't, traditional authorities, etc.); community motivation, access to resources, conflict, etc.)*

#### Gender

The following questions are specific to Nuyok's gender activities but can be skipped if previously discussed.

8. What are the most significant changes that have occurred as a result of the project in terms of gender attitudes, practices, and relations over the course of the project? What caused these changes?
  - a. What constraints to gender equity and gender integration remain at the end of Nuyok? How do you think these constraints could be addressed in future projects? *(Probe for differences in attitude between groups (men, women, wealthy, poor, etc.), by activity, etc.)*
9. To what extent have non-project participants or other communities been influenced by Nuyok's gender activities? Please explain.
10. Which gender-related outcomes (e.g., behavior change, participation, etc.) do you think will be sustained now that the project has ended? What gender-related services do you think will be sustained?
  - a. What constraints are there, if any, to sustaining such outcomes and/or services? How has Nuyok supported communities to address these threats now that the project has ended?
11. What lessons have you learned from Nuyok's gender work? What would you do differently?

#### Sustainability

The following questions are specific to Nuyok's activities as they relate to longer-term sustainability of project outcomes, processes, etc. and can be skipped if previously discussed. Interviewers should probe for in-depth answers when they feel it is appropriate.

12. For the changes that occurred because of project activities, which changes do you think will continue (or not continue) now that Nuyok has ended?
  - a. Why do you think these changes will continue, or not continue?
  - b. How motivated will communities be to continue to maintain the changes?
13. What resources are required in the future to help sustain these changes? *(Probe for relationships / linkages, technical support, inputs, marketing, social capital, political influence, etc.)*
  - a. Where do you think the resources will come from now that Nuyok has ended?
14. What are the biggest threats to sustaining the positive changes supported by Nuyok?
  - a. How can these threats be addressed by communities and other stakeholders?

**TOPICAL OUTLINES: PURPOSE 1: DRR/Resilience. Communities sustained improvements in food and nutrition security. Sub-Purpose 1.1: Community vulnerability to risks reduced. Sub-Purpose 1.2 Community asset management sustainably improved.**

KIIs: CRS Responsible for DRR/Resilience

15. Please describe your role in the Nuyok project (e.g., community-based early warning system for floods, droughts and other emergencies) and the activities/practices in risk reduction and community asset management that you/your group engaged in as part of Nuyok?
  - a. How did you/your group promote these activities/practices?
  - b. Which activities do you think were most successful/most effective, and why? Please give examples.
  - c. Which activities do you think were not successful/not effective, and why? Please explain.
  - d. What, if any, unintended positive or negative consequences occurred as a result of these activities? Please explain.
16. How have Nuyok households and communities benefited from the project, and what changes have occurred at the household and community level in terms of disaster risk reduction, climate risk adaptation, and community preparedness/readiness? (*probe for increased capacity of Village Disaster Management Committees (VDMCs), drills and other actions to reduce risks; improved disaster preparation and response*)
  - a. How have the types of shocks experienced by communities changed over the course of the project?
  - b. How have the coping strategies used by households changed as a result of the project?
17. What linkages have been established between communities and DMC/ CMM / NRM committees at the village, sub district and district levels as a result of the project?
  - a. How have these linkages benefited the community?
  - b. How are traditional leaders and other stakeholders engaged in maintaining these linkages now that the project has ended?
  - c. How likely are these linkages to continue now that Nuyok has ended? Why or why not?
18. What linkages have been established by the project between communities and national systems (e.g., Uganda National Meteorological Authority)?
  - a. What changes have occurred as a result of these linkages?
  - b. How likely are these linkages to continue now that Nuyok has ended? Why or why not?
19. How has participation of female community members in disaster risk reduction efforts changed as a result of the project? Please explain.
  - a. How have the needs of women, youth, the disabled, etc. been addressed in these disaster risk reduction efforts?

### TOPICAL OUTLINE: Sustainability (for all KIIs and FGDs)

The following questions are a guide for interviews and discussions around analyzing sustainability. Interviewers should probe for in-depth answers when they feel it is appropriate. **For those KIIs and FGDs that already include questions related to sustainability, do not repeat.**

20. For any changes (eg., improved outcomes) you think occurred because of Nuyok activities, which do you think will continue (or not) after the project ends? Why or why not?
  - a. What are the biggest threats to sustaining positive changes resulting from Nuyok?
  - b. How can these threats be addressed by communities and other stakeholders?
21. What will be required to help sustain these changes in the future (e.g., financial resources, equipment, training, etc.)? Where do you think the resources will come from after Nuyok ends?
  - a. How motivated do you think beneficiaries / communities will be to maintain these changes in the future without external support?
22. How sustainable do you think the systems, processes, capacities, and/or institutional arrangements are that Nuyok put into place? Why or why not? (*Probe especially in relation to government structures.*)
23. What relationships or connections did Nuyok help communities develop (e.g., with technical support, inputs, marketing, social capital, political influence) that are required to sustain any positive changes resulting from the project? How do you think these relationships will be maintained or changed now that the project has ended?



## 8. Early Warning Partners: Uganda National Integrated Early Warning System, FEWS Platform, Acted's Drought EW, National Met

TOPICAL OUTLINES: PURPOSE 1: DRR/Resilience. **Communities sustained improvements in food and nutrition security. Sub-Purpose 1.1: Community vulnerability to risks reduced. Sub-Purpose 1.2 Community asset management sustainably improved.**

KIs: Early Warning Partners: Uganda National Integrated Early Warning System, FEWS Platform, Acted's Drought EW, National Met

1. Please describe your role in the Nuyok project (e.g., community-based early warning system for floods, droughts and other emergencies) and the activities/practices in risk reduction and community asset management that you/your group engaged in as part of Nuyok?
  - a. How did you/your group promote these activities/practices?
  - b. Which activities do you think were most successful/most effective, and why? Please give examples.
  - c. Which activities do you think were not successful/not effective, and why? Please explain.
  - d. What, if any, unintended positive or negative consequences occurred as a result of these activities? Please explain.
2. How have Nuyok households and communities benefited from the project, and what changes have occurred at the household and community level in terms of disaster risk reduction, climate risk adaptation, and community preparedness/readiness? (*probe for increased capacity of Village Disaster Management Committees (VDMCs), drills and other actions to reduce risks; improved disaster preparation and response*)
  - a. How have the types of shocks experienced by communities changed over the course of the project?
  - b. How have the coping strategies used by households changed as a result of the project?
3. What linkages have been established between communities and DMC/ CMM / NRM committees at the village, sub district and district levels as a result of the project?
  - a. How have these linkages benefited the community?
  - b. How are traditional leaders and other stakeholders engaged in maintaining these linkages now that the project has ended?
  - c. How likely are these linkages to continue now that Nuyok has ended? Why or why not?
4. What linkages have been established by the project between communities and national systems (e.g., Uganda National Meteorological Authority)?
  - a. What changes have occurred as a result of these linkages?
  - b. How likely are these linkages to continue now that Nuyok has ended? Why or why not?
5. How has participation of female community members in disaster risk reduction efforts changed as a result of the project? Please explain.

- c. How have the needs of women, youth, the disabled, etc. been addressed in these disaster risk reduction efforts?

**TOPICAL OUTLINE: Sustainability (for all KIIs and FGDs)**

The following questions are a guide for interviews and discussions around analyzing sustainability. Interviewers should probe for in-depth answers when they feel it is appropriate. **For those KIIs and FGDs that already include questions related to sustainability, do not repeat.**

6. For any changes (e.g., improved outcomes) you think occurred because of Nuyok activities, which do you think will continue (or not) after the project ends? Why or why not?
  - a. What are the biggest threats to sustaining positive changes resulting from Nuyok?
  - b. How can these threats be addressed by communities and other stakeholders?
7. What will be required to help sustain these changes in the future (e.g., financial resources, equipment, training, etc.)? Where do you think the resources will come from after Nuyok ends?
  - a. How motivated do you think beneficiaries / communities will be to maintain these changes in the future without external support?

## 10. Caritas Morito & Kotido: (Resilience MGRs, IWRM and NRM and DRR)

### TOPICAL OUTLINE: Nuyok Caritas staff members

#### Overview

1. What do you consider to be Nuyok's greatest achievements in terms of reaching the project's goals / objectives / outcomes?
  - a. What were the factors that promoted these achievements?
  - b. What challenges were overcome in reaching these achievements?
2. In which areas was the project less successful in reaching its goals / objectives / outcomes? *(Probe for effects on marginalized groups, including women, youth, and people living with disabilities)*
  - a. What were the factors that limited achievement in these areas?
  - b. What do you think could have been done differently?
  - c. What unintended negative consequences, if any, happened as a result of the project? How did you address them?
3. What, if any, positive changes to people's food security have happened as a result of the project?
  - a. What food and nutrition security challenges remain?
4. For the technical sector that you were working on, how effective were the interventions in achieving project goals / objectives?
  - a. Did any interventions lead to any unintended positive or negative consequences? Please describe.
  - b. What were some of the strengths and challenges in terms of the design of the interventions? Of implementation (e.g., approach/methods used, context, acceptance by beneficiary communities, conflict, etc.)
5. What changes have you seen in target communities since Nuyok began? *(probe for different purpose areas (e.g., disaster preparedness and mitigation, resilience, livelihoods, health and nutrition) and activities in governance, peace, accountability by authorities, gender relations, food security, etc.)*
6. What have been the key lessons learned from the project?
7. Which aspects of the Nuyok project do you think will be the most sustainable over time? Why or why not? *(Probe for the systems, processes, capacity, and/or institutional arrangements put into place by Nuyok (e.g., linkages with local gov't, traditional authorities, etc.); community motivation, access to resources, conflict, etc.)*

#### Gender

The following questions are specific to Nuyok's gender activities but can be skipped if previously discussed.

8. What are the most significant changes that have occurred as a result of the project in terms of gender attitudes, practices, and relations over the course of the project? What caused these changes?
  - a. What constraints to gender equity and gender integration remain at the end of Nuyok? How do you think these constraints could be addressed in future projects? *(Probe for differences in attitude between groups (men, women, wealthy, poor, etc.), by activity, etc.)*
9. To what extent have non-project participants or other communities been influenced by Nuyok's gender activities? Please explain.

10. Which gender-related outcomes (e.g., behavior change, participation, etc.) do you think will be sustained now that the project has ended? What gender-related services do you think will be sustained?
  - a. What constraints are there, if any, to sustaining such outcomes and/or services? How has Nuyok supported communities to address these threats now that the project has ended?
11. What lessons have you learned from Nuyok's gender work? What would you do differently?

### *Sustainability*

The following questions are specific to Nuyok's activities as they relate to longer-term sustainability of project outcomes, processes, etc. and can be skipped if previously discussed. Interviewers should probe for in-depth answers when they feel it is appropriate.

12. For the changes that occurred because of project activities, which changes do you think will continue (or not continue) now that Nuyok has ended?
  - a. Why do you think these changes will continue, or not continue?
  - b. How motivated will communities be to continue to maintain the changes?
13. What resources are required in the future to help sustain these changes? *(Probe for relationships / linkages, technical support, inputs, marketing, social capital, political influence, etc.)*
  - a. Where do you think the resources will come from now that Nuyok has ended?
14. What are the biggest threats to sustaining the positive changes supported by Nuyok?
  - a. How can these threats be addressed by communities and other stakeholders?

**TOPICAL OUTLINES: PURPOSE 1: DRR/Resilience. Communities sustained improvements in food and nutrition security. Sub-Purpose 1.1: Community vulnerability to risks reduced. Sub-Purpose 1.2 Community asset management sustainably improved.**

**KIIs: Caritas Morito & Kotido: (Resilience MGRs, IWRM and NRM and DRR)**

15. Please describe your role in the Nuyok project (e.g., community-based early warning system for floods, droughts and other emergencies) and the activities/practices in risk reduction and community asset management that you/your group engaged in as part of Nuyok?
  - a. How did you/your group promote these activities/practices?
  - b. Which activities do you think were most successful/most effective, and why? Please give examples.
  - c. Which activities do you think were not successful/not effective, and why? Please explain.
  - d. What, if any, unintended positive or negative consequences occurred as a result of these activities? Please explain.
16. How have Nuyok households and communities benefited from the project, and what changes have occurred at the household and community level in terms of disaster risk reduction, climate risk adaptation, and community preparedness/readiness? *(probe for increased capacity of Village Disaster Management Committees (VDMCs), drills and other actions to reduce risks; improved disaster preparation and response)*

- a. How have the types of shocks experienced by communities changed over the course of the project?
  - b. How have the coping strategies used by households changed as a result of the project?
17. What linkages have been established between communities and DMC/ CMM / NRM committees at the village, sub district and district levels as a result of the project?
- a. How have these linkages benefited the community?
  - b. How are traditional leaders and other stakeholders engaged in maintaining these linkages now that the project has ended?
  - c. How likely are these linkages to continue now that Nuyok has ended? Why or why not?
18. What linkages have been established by the project between communities and national systems (e.g., Uganda National Meteorological Authority)?
- a. What changes have occurred as a result of these linkages?
  - b. How likely are these linkages to continue now that Nuyok has ended? Why or why not?
19. How has participation of female community members in disaster risk reduction efforts changed as a result of the project? Please explain.
- a. How have the needs of women, youth, the disabled, etc. been addressed in these disaster risk reduction efforts?

## 11. Agro-vet service providers, Private Agriculture Service Providers (PASPs), Private Service Providers (PSPs)

TOPICAL OUTLINES: PURPOSE 2: Vulnerable households' livelihoods sustainably improved. **Sub-Purpose 2.1: Household production of profitable, safe and nutritious foods sustainably increased. Sub-Purpose 2.2: Households' income increased.**  
**KII: Agro-vet service providers, Private Agriculture Service Providers (PASPs), Private Service Providers (PSPs)**

1. In what ways / how did Nuyok support you / your business? What types of support, capacity-strengthening, inputs, services, and/or other resources did you/your business receive from Nuyok? *(Probe for linkages with other suppliers / service providers / government entities / projects, PASPs,*
  - a. Where did people obtain services like yours before Nuyok?
2. How did you / your business benefit? *(Probe for changes in income, number of employees, types of products, quality of products, etc.)*
3. What types of processes, linkages (e.g., to suppliers, service providers, etc.), institutional arrangements, etc. put into place by Nuyok will help you continue to provide agro-vet inputs and services now that Nuyok has ended?
4. At the community level, how did Nuyok build up the demand for your inputs/services, and are people willing and able to pay for your inputs/services? What were the successes and challenges in this regard?

5. What is the most significant change that you have observed in your village as a result of the project? What do you think is the main reason for these changes?
6. For those farmers who adopted new practices, do you know if any of them: (probe for women vs men farmers)
  - a. have increased the productivity of the crops they planted? If so, how (i.e., which practices were used)?
  - b. planted new kinds of crops? If so, which ones? (*Probe for crops promoted by the project*)
  - c. increased their households' income as a result of adopting new practices?
  - d. had difficulty accessing their fields due to safety issues (e.g., conflict)? If yes, do you know how they dealt with it?
7. How did women (including widows), youth, and men differ in terms of which practices they chose to adopt (Probe: e.g., did women adopt different ones than men)? What are the reasons for these differences?
  - a. Do you have any success stories in how men and women in the same household are working better together? Within the same community? (*Probe for joint decision-making, women's control over production and/or income, etc.*)
8. What could be done differently (e.g., in a future project) to encourage farmers to adopt new agricultural practices (soil and crop management) and improved seeds and fertilizers?
9. In your view, how effective was Nuyok in reaching the most vulnerable farmers (widows, single mothers, youth)?
  - a. Which approaches were most helpful for reaching them and why?
  - b. What could be done differently in future projects to improve targeting?
10. What changes (positive or negative) have you observed in the lives of farmers as a result of the above activities?

#### TOPICAL OUTLINE: Sustainability

The following questions are a guide for interviews and discussions around analyzing sustainability. Interviewers should probe for in-depth answers when they feel it is appropriate. **For those KIIs and FGDs that already include questions related to sustainability, do not repeat.**

11. For any changes (e.g., improved outcomes) you think occurred because of Nuyok activities, which do you think will continue (or not) after the project ends? Why or why not?
  - a. What are the biggest threats to sustaining positive changes resulting from Nuyok?
  - b. How can these threats be addressed by communities and other stakeholders?
12. What will be required to help sustain these changes in the future (e.g., financial resources, equipment, training, etc.)? Where do you think the resources will come from after Nuyok ends?
  - a. How motivated do you think beneficiaries / communities will be to maintain these changes in the future without external support?
13. How sustainable do you think the systems, processes, capacities, and/or institutional arrangements are that Nuyok put into place? Why or why not? (*Probe especially in relation to government structures.*)
14. What relationships or connections did Nuyok help communities develop (e.g., with technical support, inputs, marketing, social capital, political influence) that are required to sustain any positive changes resulting from the project? How do you think these relationships will be maintained or changed now that the project has ended?

## 12. Lead/model farmers / former group leaders / former farmer producer group members

TOPICAL OUTLINES: PURPOSE 2: Vulnerable households' livelihoods sustainably improved. **Sub-Purpose 2.1: Household production of profitable, safe, and nutritious foods sustainably increased. Sub-Purpose 2.2: Households' income increased.**

**KII:** lead/model farmers / former group leaders / former farmer producer group members

1. How effective has your work as a lead farmer been in promoting farmers to:
  - a. adopt new crop and soil management practices?
  - b. use improved seeds and fertilizers?
  - c. pay for improved seeds and fertilizer?
  - d. adopt better post-harvest handling and storage practices?
  - e. Improve their food security?

*(Probe for DiNER Fairs, etc.)*

2. What have been the main constraints to farmers: *(Probe for inability to access fields due to conflict – especially for women, etc.)*
  - a. adopting new crop and soil management practices?
  - b. using improved seeds and fertilizers?
  - c. paying for improved seeds and fertilizers?
  - d. improved post-harvest handling and storage?
  - e. How has the project helped farmers face their main constraints to [read from list]? *(Probe for DRR, NRM, conflict mitigation, gov't responsiveness, etc.)*
3. What is the most significant change that you have observed among project beneficiaries/communities as a result of the project? What do you think is the main reason for these changes? *(probe for differences in women vs. men)*
4. What, if any, positive changes to people's food security have happened as a result of the project?
5. What food and nutrition security challenges remain?
6. In addition to using lead farmers / demonstration plots, which of Nuyok's approaches (e.g., *male change agents, mother care groups, savings groups, capacity building of input agents, smart subsidies, and gender messages e.g., "couples who make farming decisions and share farm work get more yields"*) do you think were most useful for: *[read from list below]* and why?
  - a. Learning about crop and soil management practices?
  - b. Adopting the use of improved seeds, fertilizers, etc.?
  - c. Increasing the willingness of farmers to pay for improved seeds and fertilizer?
  - d. Encouraging adoption of practices promoted by Nuyok?
  - e. Behavior change in how men and women work together in households?
7. Which approaches were least useful and why?
  - a. which ones do you think farmers in your community will continue to use after the project ends and why? *(Probe for differences between women, youth, and men)*

8. For those farmers who adopted new practices, do you know if any of them:
  - a. have increased the productivity of the crops they planted? If so, how (i.e., which practices were used)?
  - b. planted new kinds of crops? If so, which ones? (*Probe for crops promoted by the project*)
  - c. increased their households' income and/or food security as a result of adopting new practices?
  - d. had difficulty accessing their fields due to safety issues (e.g., conflict)? If yes, do you know how they dealt with it?
9. How did women (including widows), youth, and men differ in terms of which practices they chose to adopt (e.g., did women adopt different ones than men)? What are the reasons for these differences?
  - a. Do you have any success stories in how men and women in the same household are working better together? Within the same community? (*Probe for joint decision-making, women's control over production and/or income, etc.*)
10. Which aspects of your work as a lead farmer will you continue to do (for yourself) without assistance now that Nuyok has ended?
  - a. which ones will be very difficult for you to continue and why?
  - b. will you continue to act as a lead farmer now that the project has ended? Please explain.
  - c. To what degree do you think you will be able to continue working with agricultural agents / officers (at which levels)?
11. What could be done differently (e.g., in a future project) to encourage farmers to adopt new agricultural/livestock practices?

#### TOPICAL OUTLINE: Sustainability (for all KIIs and FGDs)

The following questions are a guide for interviews and discussions around analyzing sustainability. Interviewers should probe for in-depth answers when they feel it is appropriate. **For those KIIs and FGDs that already include questions related to sustainability, do not repeat.**

12. For any changes (e.g., improved outcomes) you think occurred because of Nuyok activities, which do you think will continue (or not) after the project ends? Why or why not?
  - a. What are the biggest threats to sustaining positive changes resulting from Nuyok?
  - b. How can these threats be addressed by communities and other stakeholders?
13. What will be required to help sustain these changes in the future (e.g., financial resources, equipment, training, etc.)? Where do you think the resources will come from after Nuyok ends?
  - a. How motivated do you think beneficiaries / communities will be to maintain these changes in the future without external support?
14. What relationships or connections did Nuyok help communities develop (e.g., with technical support, inputs, marketing, social capital, political influence) that are required to sustain any positive changes resulting from the project? How do you think these relationships will be maintained or changed now that the project has ended?

#### TOPICAL OUTLINE: Gender issues (for all relevant KIIs and FGDs)

The following questions are a guide for interviews and discussions around analyzing gender attitudes/practices. Interviewers should probe for in-depth answers when they feel it is appropriate. **For those KIIs and FGDs that already include questions related to gender, do not repeat.**



15. Have you/members of this group received mentorship or training on making household decisions alone or with your spouse? To take a greater role in improving conditions in your village or home?
  - a. If yes, how have you applied the knowledge you received from mentorship or training? What have been the results?
16. How have decisions about which foods are purchased and/or who eats which foods at mealtime changed in your household as a result of the project, if at all? (*Probe for changes in awareness/acceptance of equitable decision-making in a household*)
  - a. What caused this change?
  - b. How have decisions about other major household issues changed in your household over the last two years? What caused this change?
17. How have members of the community changed their attitudes towards women's roles in the household, farming, extension, acquiring new farming practices, and resources? (*Probe for elders, village leaders, household heads*)
  - a. What effect have changes in attitudes and behaviors had on women farmers? You?
  - b. Do you think these changes in attitude and behavior will continue now that Nuyok has ended? Please explain your answer.

### 13. Agriculture extension agents

TOPICAL OUTLINES: PURPOSE 2: Vulnerable households' livelihoods sustainably improved  
 Sub-Purpose 2.1: Household production of profitable, safe and nutritious foods sustainably increased.  
 Sub-Purpose 2.2: Households' income increased.

#### KII: Agriculture extension agents

1. Which of the practices promoted by Nuyok do you think have been most adopted by farmers and why?
  - a. Use of recommended inputs (improved seed, fertilizer)
  - b. Adoption of new recommended crops
  - c. Soil conservation (crop rotation, etc.)
  - d. Post-Harvest Handling and storage
2. Which ones were the least adopted and why?
3. How did male farmers, female farmers, and youth farmers differ in which practices they adopted and why? *(Probe for which practices were adopted by male, female, and youth farmers)*
4. How effective were DiNER Fairs in increasing adoption of recommended practices (in particular use of seed and post-harvest & storage materials)? *(Probe for how they might be more effective, especially for women and youth)*
  - a. How effective were demonstration plots / lead farmers and why (or why not)?
5. How effective were input agents in helping to increase adoption of improved technologies? Was their effectiveness different for male, female, or youth farmers? Please explain.
  - a. How did you work with the input agents?
  - b. How sustainable do you think the linkages between farmers and the input agents are now that the project has ended? What types of resources, processes, linkages, etc. might be needed to maintain these linkages?
6. In your view, how effective was Nuyok in reaching the most vulnerable farmers (widows, single mothers, youth)?
  - a. Which approaches were most helpful for reaching them?
7. What changes (positive or negative) have you observed in the lives of farmers as a result of the above activities?
  - a. Are the changes different for male, female, and youth farmers? If yes, how and/or why? Please describe.
8. What, if any, positive changes to people's food security have happened as a result of the project?
  - a. What food and nutrition security challenges remain?
9. How has the project affected men's and women's understanding and practices around dietary diversity?
10. What changes, positive or negative, have occurred in household consumption of nutritious / more diverse foods as a result of the project? *(Probe for attitudes about gender and access to food)*
11. How has the project improved household access to adequate supplies of nutritious / more diverse food? Please explain.
12. What changes (positive or negative) have you observed in the lives of farmers as a result of Nuyok's other activities? Please describe the changes.
  - a. SILCs

- b. SACCOs
  - c. Repair of Feeder Roads
  - d. Rehabilitation of ponds
  - e. Other
  - f. Are the changes different for male, female, or youth farmers? If yes, how and/or why do they differ?
13. How has the integration of gender messages into agricultural extension services improved the situation of women farmers? Please describe.
- a. Do more male or female farmers come to you for advice? Why? (*Probe for differences between men and women, e.g., freedom of movement, education, decision-making, conflict, time burden, etc.*)
  - b. How did you reach out to female farmers versus male farmers? How effective was your approach and why?
  - c. Will you continue reaching out to/working with female farmers now that Nuyok has ended? If no, why not?
14. What, if any, benefits to farmers have resulted from coordinating with the sub-county and district agricultural offices?
- a. What were the challenges in coordinating with the sub-county and district agricultural offices?
15. To what extent will you continue to provide extension services to Nuyok communities now that Nuyok has ended? (*Probe for reasons and/or limitations, e.g., resources, conflict, transport, etc.*)
- a. What support and/or resources will enable you to keep providing advisory services to farmers?
  - b. Where can you access them (who will provide them)?
  - c. To what extent are farmers willing to pay for your services without the project's support? Why or why not? What could be done to motivate farmers to pay for such services?
  - d. What lessons have you learned from Nuyok that you are applying in your role as an agricultural extension agent now?

#### TOPICAL OUTLINE: Sustainability

The following questions are a guide for interviews and discussions around analyzing sustainability. Interviewers should probe for in-depth answers when they feel it is appropriate. **For those KIIs and FGDs that already include questions related to sustainability, do not repeat.**

16. For any changes (e.g., improved outcomes) you think occurred because of Nuyok activities, which do you think will continue (or not) after the project ends? Why or why not?
- a. What are the biggest threats to sustaining positive changes resulting from Nuyok?
  - b. How can these threats be addressed by communities and other stakeholders?
17. What will be required to help sustain these changes in the future (e.g., financial resources, equipment, training, etc.)? Where do you think the resources will come from after Nuyok ends?
- a. How motivated do you think beneficiaries / communities will be to maintain these changes in the future without external support?
18. How sustainable do you think the systems, processes, capacities, and/or institutional arrangements are that Nuyok put into place? Why or why not? (*Probe especially in relation to government structures.*)
19. What relationships or connections did Nuyok help communities develop (e.g., with technical support, inputs, marketing, social capital, political influence) that are required to sustain any positive

changes resulting from the project? How do you think these relationships will be maintained or changed now that the project has ended?

**TOPICAL OUTLINE: Gender issues (for all relevant KIIs and FGDs)**

The following questions are a guide for interviews and discussions around analyzing gender attitudes/practices. Interviewers should probe for in-depth answers when they feel it is appropriate. **For those KIIs and FGDs that already include questions related to gender, do not repeat.**

20. How have members of the community changed their attitudes towards women's roles in the household, farming, extension, acquiring new farming practices, and resources? (*Probe for elders, village leaders, household heads*)
  - a. What effect have changes in attitudes and behaviors had on women farmers? You?
  - b. Do you think these changes in attitude and behavior will continue now that Nuyok has ended? Please explain your answer.
21. Do you think these changes in attitude and behavior will continue now that Nuyok has ended? Please explain your answer.

## 14. District Health Officers, Sub County Health Assistants, MCHN or other health worker / in-charge at facility

TOPICAL OUTLINES: PURPOSE 3: Nutrition of pregnant and lactating women (PLW), adolescent girls and children under 2 (CU2) improved. **Sub-Purpose 3.1: Household consumption of sufficient, diverse and quality foods (especially during the first 1,000 days) improved. Sub-Purpose 3.2: Illness in children under two, adolescent girls, pregnant and lactating women reduced.**

### KII: District Health Officers, Sub County Health Assistants, MCHN or other health worker / in-charge at facility

1. What changes, positive or negative, have occurred in the lives of PLW and children U2 as a result of Nuyok's activities in health and nutrition? (*Probe for changes in food security, dietary diversity, women's nutrition, child malnutrition, hygiene practices, etc.*)
  - a. What activities / approaches worked well for achieving such changes and why?
  - b. What activities / approaches did not work well and why?
2. To what degree do you think any of these positive changes can be sustained now that the project has ended? Please explain why or why not.
3. Which of the systems, processes, capacities, and/or institutional arrangements, especially in relation to government structures, put into place by Nuyok do you think will be the most sustainable now that the project has ended, and why?
4. How effective were Nuyok's health and nutrition activities in targeting PLW and children U2 with behavior change messages and why? (*Probe for: IMAM and IYCF training, Leader Mothers training, support and supervision; referrals to health facility for births, ANC, malnutrition, diarrhea; monthly meeting reviews, MUAC monthly screening, family planning, community dialogues; Male Change Agents, etc.*)
  - a. If NOT effective, why not?
  - b. Which health and nutrition and/or behavior change activities promoted by Nuyok do you think had the greatest impact on affecting change for women and children?
5. To what degree has food provisioning by other stakeholders (e.g., WFP) affected project outcomes in terms of food security, dietary diversity, malnutrition, etc.?
  - a. What, if any, effect has food provisioning had on implementation of Nuyok?
6. What barriers / challenges remain for women and households to adopt improved practices in nutrition, health, and hygiene? (*Probe for attitudes/cultural constraints, gender constraints, traditional healers, traditional birth attendants, out-of-pocket expenses, etc.*)
  - a. What do you think could be done differently in future projects?
7. In your opinion, what lessons or best practices should be considered for effective MCHN projects?
  - a. What would you like to see done differently in future projects and why? (*Probe for changes in the design and implementation of projects*)
8. How effective were the following activities / interventions for improving health service delivery?

- a. Integrated Health Outreaches
  - b. RED micro-planning
  - c. Training of the health providers
  - d. Collaboration with the HUMC and VHT
9. How did collaboration with the HUMC contribute to improving and maintaining quality health service provision?
- a. How will you maintain the collaboration with the HUMC in the future?
10. To what extent will you / your office continue to work with / provide services to Nuyok communities now that the project has ended?
- a. With the disbanding of government-provided village health teams, what resources are there to continue providing services at the village level?
  - b. What other organizations (local, international, private, etc.), if any, are working in the same communities as Nuyok are implementing child health/nutrition projects? (4.5)
11. For any changes (eg., improved outcomes) you think occurred because of Nuyok activities, which do you think will continue (or not) after the project ends? Why or why not?
- a. What are the biggest threats to sustaining positive changes resulting from Nuyok?
  - b. How can these threats be addressed by communities and other stakeholders?
12. What will be required to help sustain these changes in the future (e.g., financial resources, equipment, training, etc.)? Where do you think the resources will come from after Nuyok ends?
- a. How motivated do you think beneficiaries / communities will be to maintain these changes in the future without external support?
13. How sustainable do you think the systems, processes, capacities, and/or institutional arrangements are that Nuyok put into place? Why or why not? (Probe especially in relation to government structures.)
14. What relationships or connections did Nuyok help communities develop (e.g., with technical support, inputs, marketing, social capital, political influence) that are required to sustain any positive changes resulting from the project? How do you think these relationships will be maintained or changed after the project ends?

#### TOPICAL OUTLINE: Sustainability (for all KIIs and FGDs)

The following questions are a guide for interviews and discussions around analyzing sustainability.

Interviewers should probe for in-depth answers when they feel it is appropriate. **For those KIIs and FGDs that already include questions related to sustainability, do not repeat.**

15. For any changes (e.g., improved outcomes) you think occurred because of Nuyok activities, which do you think will continue (or not) after the project ends? Why or why not?
- a. What are the biggest threats to sustaining positive changes resulting from Nuyok?
  - b. How can these threats be addressed by communities and other stakeholders?
16. What will be required to help sustain these changes in the future (e.g., financial resources, equipment, training, etc.)? Where do you think the resources will come from after Nuyok ends?
- a. How motivated do you think beneficiaries / communities will be to maintain these changes in the future without external support?

17. How sustainable do you think the systems, processes, capacities, and/or institutional arrangements are that Nuyok put into place? Why or why not? *(Probe especially in relation to government structures.)*
18. What relationships or connections did Nuyok help communities develop (e.g., with technical support, inputs, marketing, social capital, political influence) that are required to sustain any positive changes resulting from the project? How do you think these relationships will be maintained or changed now that the project has ended?

**TOPICAL OUTLINE: Gender issues (for all relevant KIIs and FGDs)**

The following questions are a guide for interviews and discussions around analyzing gender attitudes/practices. Interviewers should probe for in-depth answers when they feel it is appropriate. **For those KIIs and FGDs that already include questions related to gender, do not repeat.**

19. How have influential members of the community changed their attitudes towards women's roles in the household, natural family planning, family nutrition, hygiene and health, resources? *(Probe for elders, village leaders, traditional birth attendants, traditional healers)*
  - a. What effect have changes in men's attitudes and behaviors had on households and communities?
20. Do you think these changes in attitude and behavior will continue now that Nuyok has ended? Please explain your answer.

## 15. CHEWS, VHTs

TOPICAL OUTLINES: PURPOSE 3: Nutrition of pregnant and lactating women (PLW), adolescent girls and children under 2 (CU2) improved. **Sub-Purpose 3.1: Household consumption of sufficient, diverse and quality foods (especially during the first 1,000 days) improved. Sub-Purpose 3.2: Illness in children under two, adolescent girls, pregnant and lactating women reduced.**

### KII: CHEWS and VHTs

1. What changes, positive or negative, have occurred in the lives of PLW and children U2 as a result of Nuyok's activities in health and nutrition? *(Probe for changes in food security, dietary diversity, women's nutrition, child malnutrition, hygiene practices, etc.)*
  - a. What activities / approaches worked well for achieving such changes and why?
  - b. What activities / approaches did not work well and why?
2. To what degree do you think any of these positive changes can be sustained now that the project has ended? Please explain why or why not.
3. Which of the systems, processes, capacities, and/or institutional arrangements, especially in relation to government structures, put into place by Nuyok do you think will be the most sustainable now that the project has ended, and why?
4. How effective were Nuyok's health and nutrition activities in targeting PLW and children U2 with behavior change messages and why? *(Probe for: IMAM and IYCF training, Leader Mothers training, support and supervision; referrals to health facility for births, ANC, malnutrition, diarrhea; monthly meeting reviews, MUAC monthly screening, family planning, community dialogues; Male Change Agents, etc.)*
  - a. If NOT effective, why not?
  - b. Which health and nutrition and/or behavior change activities promoted by Nuyok do you think had the greatest impact on affecting change for women and children?
5. To what degree has food provisioning by other stakeholders (e.g., WFP) affected project outcomes in terms of food security, dietary diversity, malnutrition, etc.?
  - a. What, if any, effect has food provisioning had on implementation of Nuyok?
6. What barriers / challenges remain for women and households to adopt improved practices in nutrition, health, and hygiene? *(Probe for attitudes/cultural constraints, gender constraints, traditional healers, traditional birth attendants, out-of-pocket expenses, etc.)*
  - a. What do you think could be done differently in future projects?
7. In your opinion, what lessons or best practices should be considered for effective MCHN projects?
  - a. What would you like to see done differently in future projects and why? *(Probe for changes in the design and implementation of projects)*
8. How effective were the following activities / interventions for improving health service delivery?
  - a. Integrated Health Outreaches
  - b. RED micro-planning



- c. Training of the health providers
  - d. Collaboration with the HUMC and VHT
9. How did collaboration with the HUMC contribute to improving and maintaining quality health service provision?
    - a. How will you maintain the collaboration with the HUMC in the future?
  10. To what extent will you / your office continue to work with / provide services to Nuyok communities now that the project has ended?
    - a. With the disbanding of government-provided village health teams, what resources are there to continue providing services at the village level?
    - b. What other organizations (local, international, private, etc.), if any, are working in the same communities as Nuyok and are implementing child health/nutrition projects? (4.5)
  11. For any changes (e.g., improved outcomes) you think occurred because of Nuyok activities, which do you think will continue (or not) after the project ends? Why or why not?
    - a. What are the biggest threats to sustaining positive changes resulting from Nuyok?
    - b. How can these threats be addressed by communities and other stakeholders?
  12. What will be required to help sustain these changes in the future (e.g., financial resources, equipment, training, etc.)? Where do you think the resources will come from after Nuyok ends?
    - a. How motivated do you think beneficiaries / communities will be to maintain these changes in the future without external support?
  13. How sustainable do you think the systems, processes, capacities, and/or institutional arrangements are that Nuyok put into place? Why or why not? (Probe especially in relation to government structures.)
  14. What relationships or connections did Nuyok help communities develop (e.g., with technical support, inputs, marketing, social capital, political influence) that are required to sustain any positive changes resulting from the project? How do you think these relationships will be maintained or changed after the project ends?

TOPICAL OUTLINES: PURPOSE 3: Nutrition of pregnant and lactating women (PLW), adolescent girls and children under 2 (CU2) improved. **Sub-Purpose 3.1: Household consumption of sufficient, diverse and quality foods (especially during the first 1,000 days) improved. Sub-Purpose 3.2: Illness in children under two, adolescent girls, pregnant and lactating women reduced**

## KII: CHEWS, VHTs

Some questions may already have been discussed above. If so, either skip or probe for more in-depth insights.

15. How effective was the training you received through the project?
  - a. Was the training enough for your own development and to make any difference in your work? If yes, how? If not, what is needed?
  - b. What type of support did you receive through the project? (Probe for: transport, non-monetary incentives, agro tools/mini-grants and stipend)?

16. What would you like to see done differently in future projects with regard to the training, health equipment and in general, the support you have received from Nuyok?
17. How have household decisions around health changed as a result of Nuyok?
  - a. What changes (if any) have occurred in men's attitudes towards health and nutrition behaviors? *(Probe on whether men support women's access to health and nutrition, and why their attitudes changed – or not)*
  - b. What decisions on health and nutrition are now made by women as a result of the project (i.e., what has changed for women in terms of health decisions)?
  - c. How have men's attitudes changed with respect to women's knowledge and autonomy in health and nutrition behaviors? Please explain.
18. How have caregivers' beliefs about malnutrition in children changed, positively or negatively, as a result of the project? *(Probe for whether child malnutrition is considered a problem)*
  - a. Have there been any changes in the types or quantities of food that male and female children consume? If yes, how has this changed as a result of the project and why? *(Probe for children 0-5 months, 6-23 months, and 24-59 months)*
19. What changes, positive or negative, have there been in local customs or beliefs that interfere with breastfeeding?
  - c. Changes in beliefs about the kinds of foods children need when they are sick?
  - d. What other beliefs and behaviors regarding breastfeeding, child feeding, illness, health providers, etc. have changed as a result of the project?
20. How has the practice of open defecation changed as a result of the project? If not, why not?
  - a. Why do you think some communities still engage in open defecation?
  - b. What types of interventions can help change people's minds?

#### TOPICAL OUTLINE: Gender issues (for all relevant KIIs and FGDs)

The following questions are a guide for interviews and discussions around analyzing gender attitudes/practices. Interviewers should probe for in-depth answers when they feel it is appropriate. **For those KIIs and FGDs that already include questions related to gender, do not repeat.**

21. How have influential members of the community changed their attitudes towards women's roles in the household, natural family planning, family nutrition, hygiene and health, resources? *(Probe for elders, village leaders, traditional birth attendants, traditional healers)*
  - a. What effect have changes in men's attitudes and behaviors had on your spouse? You? Your children? Your community?
22. Do you think these changes in attitude and behavior will continue now that Nuyok has ended? Please explain your answer.

## 16. Health Unit Management Committees (HUMCs)

TOPICAL OUTLINES: PURPOSE 3: Nutrition of pregnant and lactating women (PLW), adolescent girls and children under 2 (CU2) improved. **Sub-Purpose 3.1: Household consumption of sufficient, diverse and quality foods (especially during the first 1,000 days) improved. Sub-Purpose 3.2: Illness in children under two, adolescent girls, pregnant and lactating women reduced.**

### KII: Health Unit Management Committees (HUMCs)

1. How has the training you received as part of Nuyok helped your work? (*Probe for types of training, how it was used, results*)
2. How has your committee been able to work with health facilities staff to improve financial and managerial practice, accountability, and quality health service delivery?
  - a. Which factors enabled your committee to better manage the health facility?
3. How effective was the support Nuyok gave to the health facility (medical equipment, integrated health outreach to villages beyond 5km radius, etc.) in promoting healthcare provision?
4. How did the following project activities contribute to improving the quality of health service delivery? Please describe. (2.1)
  - a. Citizen Report Cards
- a. Participatory planning and budgeting
  - b. Health Management Information System
  - c. Monitoring, supervision and reporting
  - d. Other
5. How effective was community dialogue? (*Probe for topics discussed, who participates (e.g., health facility managers, MCG members, VHTs, CHEWS, Subdistrict health officers, HUMC staff, etc.), etc.*)
  - a. What, if any, changes have resulted from topics discussed in community dialogue?
6. What changes, positive or negative, have occurred in women and children's lives as a result of HUMC/Health Facility activities?
7. How effective has the creation of gender-based groups (mother care groups, Male Change Agents, etc.) been in promoting health facility access/demand?
8. How effective was your role in supporting/collaborating with the VHTs?
  - a. Can you identify better ways to strength this collaboration?
9. What key activities are in place to ensure the health facility will continue to provide health services to the communities?
10. What would you like to see done differently in future projects with regard to training, health facility management support and capacity building?

### Sustainability

11. For any changes (e.g., improved outcomes) you think occurred because of Nuyok activities, which do you think will continue (or not) after the project ends? Why or why not?
  - a. What are the biggest threats to sustaining positive changes resulting from Nuyok?
  - b. How can these threats be addressed by communities and other stakeholders?
12. What will be required to help sustain these changes in the future (e.g., financial resources, equipment, training, etc.)? Where do you think the resources will come from after Nuyok ends?
  - a. How motivated do you think beneficiaries / communities will be to maintain these changes in the future without external support?
13. How sustainable do you think the systems, processes, capacities, and/or institutional arrangements are that Nuyok put into place? Why or why not? (*Probe especially in relation to government structures.*)
14. What relationships or connections did Nuyok help communities develop (e.g., with technical support, inputs, marketing, social capital, political influence) that are required to sustain any positive changes resulting from the project? How do you think these relationships will be maintained or changed after the project ends?

#### TOPICAL OUTLINE: Gender issues (for all relevant KIIs and FGDs)

The following questions are a guide for interviews and discussions around analyzing gender attitudes/practices. Interviewers should probe for in-depth answers when they feel it is appropriate. **For those KIIs and FGDs that already include questions related to gender, do not repeat.**

15. How have influential members of the community changed their attitudes towards women's roles in the household, natural family planning, family nutrition, hygiene and health, resources? (*Probe for elders, village leaders, traditional birth attendants, traditional healers*)
  - a. What effect have changes in men's attitudes and behaviors had on households and communities?
16. Do you think these changes in attitude and behavior will continue now that Nuyok has ended? Please explain your answer.

## 17. District Water Officer, Assistant District Health Officer for Environmental Health

TOPICAL OUTLINES: PURPOSE 3: Nutrition of pregnant and lactating women (PLW), adolescent girls and children under 2 (CU2) improved. **Sub-Purpose 3.1: Household consumption of sufficient, diverse and quality foods (especially during the first 1,000 days) improved. Sub-Purpose 3.2: Illness in children under two, adolescent girls, pregnant and lactating women reduced.**

### KII: District Water Officer, Assistant District Health Officer for Environmental Health

1. What changes, positive or negative, have occurred in women and children's lives as a result of Nuyok's WASH activities, such as home improvement campaigns (HIC), borehole rehabilitation, Akiyar radio episodes, safe water chain awareness, ODF declarations and pit lining?
2. How effective was the coordination with the organizations involved in the WASH component such as C&D, Caritas Moroto, Caritas Kotido, HPMs, DWO and Sub County Health Assistants?
3. Which WASH interventions were more acceptable to Nuyok beneficiaries and why? (*Probe for home improvement campaign (HIC), borehole rehabilitation, safe water chain awareness, and pit lining*)
  - a. Which were least acceptable and why?
4. What are the perceptions of the communities about the quality of WASH infrastructure constructed by households as a result of the activity?
5. During implementation, communities paid fees to WUCs for borehole operations and maintenance. What factors contribute to their willingness to pay for these services?
6. Nuyok has invested significant efforts in the creation of linkages with WASH private service providers (e.g., hand pump mechanics and spare part dealers). To what extent will your office and the private services providers be able to continue service provision in the communities targeted by the project?
  - c. What limitations prevent continued service provision and how can they be addressed?

### Sustainability

7. For any changes (e.g., improved outcomes) you think occurred because of Nuyok activities, which do you think will continue (or not) after the project ends? Why or why not?
  - a. What are the biggest threats to sustaining positive changes resulting from Nuyok?
  - b. How can these threats be addressed by communities and other stakeholders?
8. What will be required to help sustain these changes in the future (e.g., financial resources, equipment, training, etc.)? Where do you think the resources will come from after Nuyok ends?
  - a. How motivated do you think beneficiaries / communities will be to maintain these changes in the future without external support?
9. How sustainable do you think the systems, processes, capacities, and/or institutional arrangements are that Nuyok put into place? Why or why not? (*Probe especially in relation to government structures.*)

10. What relationships or connections did Nuyok help communities develop (e.g, with technical support, inputs, marketing, social capital, political influence) that are required to sustain any positive changes resulting from the project? How do you think these relationships will be maintained or changed after the project ends

**TOPICAL OUTLINE: Gender issues (for all relevant KIIs and FGDs)**

11. How have influential members of the community changed their attitudes towards women's roles in the household, natural family planning, family nutrition, hygiene and health, resources? (*Probe for elders, village leaders, traditional birth attendants, traditional healers*)
  - a. What effect have changes in men's attitudes and behaviors had on your spouse?  
You? Your children? Your community?
12. Do you think these changes in attitude and behavior will continue now that Nuyok has ended?  
Please explain your answer.

## **ANNEX 9: E**

See next page.

Table 29: List of BL clusters in CRS-NY areas

district_2014	county_2014	subcounty_2014	parish_2014	village_2014	ean2014	hhs_2014 census	Corrected HH from Listing	Accessibl e for EL survey?	If not accessible, what is the reason?	Flag
ABIM	LABWOR	ABIM	ATUNGA	OTALABAR TRC	OTALABAR TRC	87	75	Yes		
ABIM	LABWOR	ABIM	KANU	ANGICHA	ANGICHA	48	39	Yes		
ABIM	LABWOR	ABIM TOWN COUNCIL	OYARO	ACHARAETHE	ACHARAETHE	33	31	Yes		
ABIM	LABWOR	ALEREK	LOYORIT	OLEM EAST	OLEM EAST	53	41	Yes		
ABIM	LABWOR	LOTUKEI	ACHANGALI	GOLOPONO EAST	GOLOPONO EAST	45	62	Yes		
ABIM	LABWOR	LOTUKEI	ACHANGALI	TYENOLAM	TYENOLAM	43	26	Yes		
ABIM	LABWOR	LOTUKEI	BARLYECH	PAMO	PAMO	33	34	Yes		
ABIM	LABWOR	LOTUKEI	OPOROTH	BARODAQO	BARODAGO	28	19	Yes		
ABIM	LABWOR	MORULEM	ADEA	ADEA CENTRAL	ADEA CENTRAL	646	113	Yes		
ABIM	LABWOR	MORULEM	ADEA	ALIR	ALIR (AYEYE)	234	238	No	This village is not part of Nuyok implementation villages.	1
ABIM	LABWOR	MORULEM	ANGOLEBWAL	UMLONGE WEST	UMLONGE WEST	75	56	Yes		
ABIM	LABWOR	MORULEM	AREMO	LOBOLWALA	LOBOLWALA 'A'	127	216	Yes		
ABIM	LABWOR	MORULEM	KATABOK EAST	KATABOK EAST	KATABOK EAST	36	45	Yes		
NAKAPIRIPIRIT	CHEKWII	KAKOMONGOLE	TOKORA	ACELEL	ACELEL	96	52	Yes		
NAKAPIRIPIRIT	CHEKWII	LOREGAE	LOREGAE	AJOKOKIPI	AJOKOKIPI 'B'	117	119	Yes		
NAKAPIRIPIRIT	CHEKWII	LOREGAE	NAKAALE	NAKAALE	NAKAALE 'C'	88	102	Yes		
NAKAPIRIPIRIT	CHEKWII	MORUITA	KATABOK	AYAS	AYAS	104	32	No	This village is not part of Nuyok implementation villages.	1
NAKAPIRIPIRIT	CHEKWII	NAMALU	KAIKU	MORU ALODUK	MORU ALODUK	98	127	Yes		
NAKAPIRIPIRIT	CHEKWII	NAMALU	KOKUWUAM	LOKOMAIT	LOKOMAIT	48	67	Yes		
NAKAPIRIPIRIT	CHEKWII	NAMALU	LOKATAPAN	NAKILORO	NAKILORO	96	88	Yes		
NAKAPIRIPIRIT	CHEKWII	NAMALU	LOPEROT	LOKITELA ALOKWA	LOKITELA ALOKWA 'B'	106	111	Yes		
NAKAPIRIPIRIT	CHEKWII	NAMALU	LOPEROT	MORUAJORE OKUDUD	MORUAJORE-OKUDUD 'A'	83	83	No	The village is next to a game reserve and people were moved from this area.	1
NAKAPIRIPIRIT*	PIAN	LOLACHAT	LOTARUK	NATHINYONOIT	NATHINYONOIT 'A'	64	84	Yes		
NAKAPIRIPIRIT	PIAN	LOLACHAT	NATIRAE	KANANGAKINOI	KANANGAKINOI 'A'	137	140	Yes		
NAKAPIRIPIRIT*	PIAN	LOLACHAT	NATIRAE	MOJUANGAMION	MORJUANGAMION 'D'	74	88	Yes		
NAKAPIRIPIRIT	PIAN	LORENGEDWAT	KAMATURU	LOKWAKWA	LOKWAKWA 'B'	86	142	Yes		
NAKAPIRIPIRIT	PIAN	LORENGEDWAT	NATHINYONOIT	LONANGAT	LONANGAT	94	82	Yes		
NAKAPIRIPIRIT	PIAN	NABILATUK	KOSIKE	LONGAROI	LONGAROI 'D'	62	87	No	This village is not part of Nuyok implementation villages.	1
NAKAPIRIPIRIT	PIAN	NABILATUK	NAKOBOKOBE	NAKOBOKOBE	NAKOBOKOBE 'A'	298	110	No	This village is not part of Nuyok implementation villages.	1
NAKAPIRIPIRIT	PIAN	NABILATUK	NAKOBOKOBE	NAPONGAE SOUTH	NAPONGAE SOUTH 'B'	129	176	Yes		
NAPAK	BOKORA	IRIRI	NABWAL	NAMINIT ALICIA	NAMINIT 'A'	28	71	Yes		
NAPAK	BOKORA	LOKOPO	KAYEPAS	NAPUSILIGOI	NAPUSILIGOI	230	185	Yes		
NAPAK	BOKORA	LOKOPO	NAMUGIT	LOPANA	LOPANA	72	109	No	Residents (including participants) migrated from this village due to insecurity.	1
NAPAK	BOKORA	LOPEEI	NAKWAMORU	NAOI	NAOI	72	94	Yes		
NAPAK	BOKORA	LORENGECORA	CHOLICHOL	NAWATOM	NAWATOM 'B'	72	30	Yes		
NAPAK	BOKORA	LORENGECORA	KOKIPURAT	NAKWAKWA	NAKWAKWA 'A'	197	74	Yes		
NAPAK	BOKORA	LOTOME	LOMUNO	ADWARAMUKUNY	ADWARAMUKUNY 'B'	53	67	Yes		
NAPAK	BOKORA	LOTOME	NARIAMAREGAE	NAKAALE	NAKAALE	86	146	Yes		
NAPAK	BOKORA	MATANY	LOKALI	LOPOPONGO	LOPOPONGO	62	60	Yes		
NAPAK	BOKORA	MATANY	LOKUWAS	KOLOLO	KOLOLO 'D'	75	29	Yes	At the trading Centre (Urban Dwellers)-Accessible but usually difficult to locate participants.	
NAPAK	BOKORA	MATANY	MORULINGA	NARO-APAOTIYARWO	NARO-APAOTIYARWO 'B'	65	29	Yes		
NAPAK	BOKORA	NAPAK TOWN COUNCIL**	KOPOPWA B	LOKITELA	LOKITELA	79	105	Yes		
NAPAK	BOKORA	NGOLERIE	LOKORETO	LOPIIDA A	LOPIIDA 'B'	83	94	Yes		
NAPAK	BOKORA	NGOLERIE	NAGULE-ANGOLOL	NAGULEAGOLOL	NAGULEAGOLOL	150	298	Yes		
NAPAK	BOKORA	NGOLERIE	NAWAIKOROT	LOMERIMONG	LOMERIMONG 'A'	34	137	Yes		

Total clusters=45

\* Nakapiripirit has changed to Nabilatuk

\*\* Napak Town County is changed to Lorengchora Town Council



Table 30: List of EL clusters in MC-Apolou area

district_2014	county_2014	subcounty_2014	parish_2014	village_2014	ean2014	ean20142	Corrected HHs from Listing	Accessible?	Why not?	Flag
AMUDAT	POKOT	KARITA	KARITA	MORUMODO	MORUMODO	137	61	yes	Not one of the Apolou intervention areas	1
AMUDAT	POKOT	KARITA	LOSIDOK	KANGONDI	KANGONDI	95	49	Yes	No Interventions	1
AMUDAT	POKOT	LOROO	ABILIEP	NAKIPON	NAKIPON	121	112	Yes		
AMUDAT	POKOT	LOROO	LOROO	LOBOROKOCHA	LOBOROKOCHA 'II'	80	95	Yes		
AMUDAT	POKOT	LOROO	LOROO	NAMOSING	NAMOSING 'I'	122	137	Yes		
KAABONG	DODOTH	KAABONG TOWN COUNCIL	BIAFRA	BIAFRA NORTH	BIAFRA NORTH 'B'	56	106	Yes	No Implementation	1
KAABONG	DODOTH	KAABONG TOWN COUNCIL	KOMURIA WEST	KOMURIA CENTRAL	KOMURIA CENTRAL	102	100	Yes	light touch	
KAABONG	DODOTH	KAABONG WEST	KAABONG	KANGIGETEI	KANGIGETEI	88	137	Yes	light touch	
KAABONG	DODOTH	KAABONG WEST	LOKERUI	KOBUIN	KOBUIN	75	103	Yes		
KAABONG	DODOTH	KAABONG WEST	LOMORUITAE	LOMORUITAE	LOMORUITAE 'A'	37	32	Yes	light touch	
KAABONG	DODOTH	KALAPATA	KALOBOKI	LOPIE	LOPIE	55	52	Yes	light touch	
KAABONG	DODOTH	KALAPATA	KOSUI	KOSUI WEST	KOSUI WEST	54	63	Yes	light touch	
KAABONG	DODOTH	KALAPATA	MEUS	NARIWOGUM EAST	NARIWOGUM EAST	61	64	Yes	No because of insecurity	1
KAABONG	DODOTH	KAMION	MORUNGOLE	USAKE	USAKE	165	75	Yes		
KAABONG*	DODOTH	KAPEDO	KOMOLICHERI	KACHOMIN	KACHOMIN*	46	58	Yes		
KAABONG	DODOTH	KATHILE	KATHILE	KATHILE EAST	KATHILE EAST	53	79	Yes		
KAABONG	DODOTH	KATHILE	NARENGPAK	NAKOREE	NAKOREE	98	93	Yes	light touch	
KAABONG	DODOTH	KATHILE	TEREGU (Kathile)	NAITAKWAI	NAITAKWAI	73	77	Yes		
KAABONG*	DODOTH	KAWALAKOL	LOMANOK	MATAKWAR	MATAKWAR*	61	62	Yes		
KAABONG*	DODOTH	LOBALANGIT	PIRE	NARIUPWAL	NARIUPWAL*	57	65	Yes		
KAABONG	DODOTH	LOLELIA	KAIMESE	MORUNYANG	MORUNYANG	102	111	Yes		
KAABONG	DODOTH	LOLELIA	NAROGOS (Kaimese)	NATOROKOKITO	NATOROKOKITO	38	48	Yes	light touch	
KAABONG*	DODOTH	NAPORE KARENGA	LOYORO	GEREMECH	GEREMECH*	55	79	Yes	light touch	
KAABONG	DODOTH	SIDOK	LOCHEREP	NARWAROT	NARWAROT	32	53	Yes		
KAABONG	DODOTH	SIDOK	LONGARO	KACHINGA	KACHINGA	38	35	Yes		
KOTIDO	JIE	KACHERI	KACHERI	LOKORWA	LOKORWA 'B'	66	76	Yes		
KOTIDO	JIE	KACHERI	LOKIDING	KANAMERIONGOR	KANAMERIONGOR 'A'	65	65	Yes		
KOTIDO	JIE	KACHERI	LOSAKUCHA	KOKORIA	KOKORIA 'D'	54	61	Yes	light touch	
KOTIDO	JIE	KOTIDO	LOKITELAEBU	KALOJUKA	KALOJUKA 'B'	91	93	Yes	No Interventions	1
KOTIDO	JIE	KOTIDO	LOSILANG	NAYESE	NAYESE 'A'	89	63	Yes		
KOTIDO	JIE	KOTIDO	ROM-ROM	LONGELEP	LONGELEP 'E'	68	57	Yes		
KOTIDO	JIE	KOTIDO TOWN COUNCIL	KOTIDO CENTRAL	ACHOLI INN	ACHOLI INN 'A'	138	48	Yes	No Interventions	1
KOTIDO	JIE	KOTIDO TOWN COUNCIL	KOTIDO EAST	ENTEBBE AREA	ENTEBBE AREA 'A'	120	176	Yes	No Interventions	1
KOTIDO	JIE	KOTIDO TOWN COUNCIL	KOTIDO NORTH WAR	OLD SHOPS	OLD SHOPS	59	13	Yes		
KOTIDO	JIE	KOTIDO TOWN COUNCIL	KOTIDO WEST WARD	NARIKAPET	NARIKAPET 'A'	153	212	Yes	No Interventions	1
KOTIDO	JIE	NAKAPELIMORU	POTONGOR	LONGELEP	LONGELEP 'A'	128	129	Yes		
KOTIDO	JIE	NAKAPELIMORU	WATAKAU	KAIRWATA	KAIRWATA	109	86	Yes		
KOTIDO	JIE	PANYANGARA	KAMOR	NATAPARAEEKAALE	NATAPARAEEKAALE	72	99		No because of insecurity	1
KOTIDO	JIE	PANYANGARA	LOLETIO	LODOKET	LODOKET 'D'	51	51		No because of insecurity	1
KOTIDO	JIE	PANYANGARA	LOPOSA	NAKONGMUTU NORTH	NAKONGMUTU NORTH 'A'	104	54		No because of insecurity	1
KOTIDO	JIE	PANYANGARA	RIKITAE	NAWAPET	NAWAPET 'A'	72	68		No because of insecurity	1
KOTIDO	JIE	RENGEN	KOTYANG	KAKULOI	KAKULOI	133	220	Yes		
KOTIDO	JIE	RENGEN	NAKWAKWA	LOKODOKODWOI	LOKODOKODWOI	105	49	Yes		
KOTIDO	JIE	RENGEN	NAKWAKWA	NASAPIR	NASAPIR 'B'	100	63	Yes		
KOTIDO	JIE	RENGEN	NAPONGA	KANAMWAR	KANAMWAR 'A'	140	161	Yes		
KOTIDO	JIE	RENGEN	NAPONGA	NAPONGA	NAPONGA 'B'	72	107	Yes		
MOROTO	MATHENIKO	NADUNGET	ACHERER	KAIPETAR	KAIPETAR	108	128	Yes		
MOROTO	MATHENIKO	NADUNGET	LOPUTUK	NACHOGOROM	NACHOGOROM 'A'	76	45	Yes		
MOROTO	MATHENIKO	NADUNGET	NADUNGET	LOKORIROT	LOKORIROT	75	124	Yes		
MOROTO	MATHENIKO	NADUNGET	NADUNGET	LOPUTIPUTI	LOPUTIPUTI 'B'	87	43	Yes		
MOROTO	MATHENIKO	NADUNGET	NAITAKWAE	NABOKAT	NABOKAT 'A'	75	104	Yes		
MOROTO	MATHENIKO	TAPAC	KATIKEKILE	KATIKEKILE	KATIKEKILE 'D'	61	133	Yes		
MOROTO	MATHENIKO	TAPAC	LOYARABOTH	NARACHUCH	NARACHUCH	241	104		No because of insecurity.	1
MOROTO	MATHENIKO	TAPAC	NAKWANGA (katike)	NAUT	NAUT	116	125	not certain	It is isolated so not very safe.	1
MOROTO	MATHENIKO	TAPAC	TAPAC	LONYILIK	LONYILIK 'A'	81	74	Yes		
MOROTO	MOROTO MU	SOUTHERN DIVISON	NEW_CAMP	LABOUR LINE	LABOUR LINE 'A'	77	41	Yes	Interventions ended in 2020 in this village.	1

Total clusters=56

\* The KAABONG district is split into two districts, KAABONG and KERENGA, through a national redistricting process recently (per Daniel's email). The EAs in rows 17, 21, 22, and 25 now fall in the KERENGA district.

light touch: light implementation characterized by formation of only one group in this village and less focus from 2021

## ANNEX 9: F1

### ENGLISH INFORMED CONSENT FORM FOR HOUSEHOLD SURVEY RESPONDENTS

PARTICIPANT IDENTIFICATION

NUMBER

**Study Title and Version: Final Performance Evaluations of the Apolou and Nuyok Resilience Food Security Activities in Uganda**

**Investigators:**

1. Ramu Bishwakarma[[rbishwak@tangointernational.com](mailto:rbishwak@tangointernational.com)]-Quantitative Lead, TANGO International, responsible for high-level technical support for all population-based household survey activities, from design to report writing, and will provide quality control for all survey deliverables.
2. Jeanne Downen[[jeanne@tangointernational.com](mailto:jeanne@tangointernational.com)]-Qualitative Lead, TANGO International, responsible for high-level technical support for all qualitative evaluation activities, from design to report writing, and will provide quality control for all qualitative deliverables.
3. Daniel Kibuuka Musoke[[kibuukamd76@gmail.com](mailto:kibuukamd76@gmail.com)]- Survey Director, International Research Consortium responsible for local field implementation and compliance with the evaluation protocol.

**Background and rationale for the study:** Hello. My name is \_\_\_\_\_. I am working with International Research Consortium (IRC) Uganda. We are conducting a survey to learn about household characteristics, agriculture, food security, expenditures, and nutrition of women and children. This study has been approved by Mildmay Uganda Ethics Research Committee (MUREC), which is an accredited Uganda based research ethics committee, and registered with Uganda National Council of Science and Technology (UNCST).

**Description of sponsors of the research project and the organizational affiliation of the researchers:** With funding from the United States Agency for International Development (USAID), TANGO International will be conducting the survey with local support from the International Research Consortium (IRC).

**Purpose of the research project:** This research study will help us understand changes in dwelling characteristics, food security, experience with difficult times, nutrition, agricultural inputs and processes, expenditures, and assets for households in your community. The study findings will be useful for planning and implementing better programmes focusing on economic and food security and experience with difficult times in your community.

**Why you are being asked to participate:** You are being asked to participate in this study because you reside in an area which is the focus of programmes to improve economic and

food security and experience with difficult times, and you or someone in your household may have taken part in such a program.

**Procedures:** Your household was selected with 1,650 other households that are in areas which are the focus for programmes on improving economic and food security and experience with difficult times. If you agree to participate in this survey, you will be interviewed face-to-face. Because your privacy is important to us, we will ask you to choose a place where we can talk without being overheard. The questions general to your household will take about 30 minutes to complete. If additional questions are relevant to members of your household, we will ask them to consent to be interviewed and then talk with them separately for those questions. The total time it may take for all your household members to be interviewed is about three hours.

**Who will participate in the study:** The intended participants in this survey will include the following: (i) Head of household (or another responsible adult member of the household 15 years or older if head of household is absent); (ii) Farmer who makes decisions about crops and livestock; (iii) Primary caregivers of children aged 0-59 months; (iv) All women aged 15-49; (v) All children aged 0-59 months; (vi) All adult men and women who earned cash in the past 12 months; and (vii) All adult parents of a child under 2 years old living in the household. Each of these household members will participate in different interview sessions, with each session lasting between 15-45 minutes.

**Risks / discomforts:** This study is designed to minimize any risk or discomfort to you as a participant. However, we understand that you may be uncomfortable responding to some questions. If you are uncomfortable with some questions, please remember that you can decline to answer any question, series of questions, modules, or the entire survey at any time with no penalty.

**Benefits:** Results from this survey will help us to learn about economic and food security and experiences with difficult times and to plan and implement better programmes for people to improve their wellbeing in the above areas.

**Protecting data confidentiality:** Your privacy is important to us. The researchers are legally required to protect your personal information and ensure that it is not publicly available. This refers to data that could be used to identify you, such as your name or the name of your village, your address, or your telephone number. If you agree to participate, any data attached to your personal information will be stored in a password-protected electronic format separate from your responses. The responses you provide will be entered into a database and will not contain your personal identifying information. Some of the information you provide will be available on a public website that researchers and others will be able to access without identifying you. The Mildmay Uganda Ethics Research Committee (MUREC) and the Uganda National Council of Science and Technology (UNCST) are mandated to oversee research in Uganda and may have access to private information that identifies research participants by name. No part of this interview will be videotaped or recorded.

**Protecting subject privacy during data collection:** We will ask you or a member of your household eligible for specific questions to choose a place where we can talk in private.

**Alternative or what happens if you leave the study?** If you choose to opt out of the study at the beginning or before completion, this data will be destroyed and will not contribute to the final analysis.

**Cost:** There are no cost that you incur for participating in this survey.

**Compensation for participation in the study:** As a study participant, you will be provided with a bar of WHITE STAR LAUNDRY SOAP as a thank you gift for your time that will be spent while being interviewed by the study team. You will not get any injuries or be harmed as a result of participating in any interview session.

**Reimbursement:** The survey interviewers will interview you from your household and therefore, you will not incur any travel related costs as a result of participating in the survey.

**Questions about the study:** If you have any questions regarding your participation in the study and questions about the study, please contact Dr. Daniel Kibuuka Musoke, one of the Principal Investigators on Telephone: 0772587094.

**Questions about participants rights:**

If you have questions as regards your rights as a research participant, you can contact Mildmay Uganda Research Ethics Committee (MUREC) Chairperson Ms. Susan Nakubulwa on +256 392-174 236, [murec@mildmay.or.ug](mailto:murec@mildmay.or.ug)

**Statement of voluntariness:**

Your participation in this study is purely voluntary and you may join on your free will. You have the right to withdraw from the study at any time without any penalty.

**Dissemination of results:** The study findings will be disseminated to USAID and implementers of NUYOK and APOLOU and national level stakeholders. District government officials and local civil society organizations will receive the study reports and be requested to share the study findings with project communities and with sub counties and parishes.

**Do you have any questions about the study or about your participation?** You or other respondents can ask any questions you may have about the study at any time.

**STATEMENT OF CONSENT**

..... has described to me what is going to be done, the risks, the benefits involved and my rights regarding this study. I understand that my decision to participate in this study will not affect the usual services I receive from the community. In the use of information from the study, my identity will be concealed. I am aware that I may withdraw at anytime. I understand that by signing this form, I do not waive

any of my legal rights but merely indicate that I have been informed about the research study in which I am voluntarily agreeing to participate. A copy of this form will be provided to me.

**Study Participant**

Name: \_\_\_\_\_  
Date: \_\_\_\_\_  
Signature: \_\_\_\_\_

**Study Participant (to be written by witness)**

Name: \_\_\_\_\_  
Date: \_\_\_\_\_  
Signature: \_\_\_\_\_

**Witness (if applicable)**

Name: \_\_\_\_\_  
Date: \_\_\_\_\_  
Signature: \_\_\_\_\_

**Interviewer/Person obtaining informed consent**

I have read and provided information about the study to the participant, I have allowed him/her time to comprehend and I have given him/her an opportunity to ask questions. They have voluntarily accepted to participate.

Name: \_\_\_\_\_  
Date: \_\_\_\_\_  
Signature: \_\_\_\_\_

Give one copy to the participant and keep one copy in the study records
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## ANNEX 9: F2

### ENGLISH ASSENT FORM FOR HOUSEHOLD SURVEY RESPONDENTS, 15-17 YEARS

PARTICIPANT IDENTIFICATION

NUMBER

**Study Title and Version: Final Performance Evaluations of the Apolou and Nuyok Resilience Food Security Activities in Uganda**

**Investigators:**

1. Ramu Bishwakarma[[rbishwak@tangointernational.com](mailto:rbishwak@tangointernational.com)]-Quantitative Lead, TANGO International, responsible for high-level technical support for all population-based household survey activities, from design to report writing, and will provide quality control for all survey deliverables.
2. Jeanne Downen[[jeanne@tangointernational.com](mailto:jeanne@tangointernational.com)]-Qualitative Lead, TANGO International, responsible for high-level technical support for all qualitative evaluation activities, from design to report writing, and will provide quality control for all qualitative deliverables.
3. Daniel Kibuuka Musoke[[kibuukamd76@gmail.com](mailto:kibuukamd76@gmail.com)]- Survey Director, International Research Consortium responsible for local field implementation and compliance with the evaluation protocol.

**Background and rationale for the study:** Hello. My name is \_\_\_\_\_. I am working with International Research Consortium (IRC) Uganda. We are conducting a survey to learn about household characteristics, agriculture, food security, expenditures, and nutrition of women and children. This study has been approved by Mildmay Uganda Ethics Research Committee (MUREC), which is an accredited Uganda based research ethics committee, and registered with Uganda National Council of Science and Technology (UNCST).

**Description of sponsors of the research project and the organizational affiliation of the researchers:** With funding from the United States Agency for International Development (USAID), TANGO International will be conducting the survey with local support from the International Research Consortium (IRC).

**Purpose of the research project:** This research study will help us understand changes in dwelling characteristics, food security, experience with difficult times, nutrition, agricultural inputs and processes, expenditures, and assets for households in your community. The study findings will be useful for planning and implementing better programmes focusing on economic and food security and experience with difficult times in your community.

**Why you are being asked to participate:** You are being asked to participate in this study because you reside in an area which is the focus of programmes to improve economic and

food security and experience with difficult times, and you or someone in your household may have taken part in such a program.

**Procedures:** Your household was selected with 1,650 other households that are in areas which are the focus for programmes on improving economic and food security and experience with difficult times. If you agree to participate in this survey, you will be interviewed face-to-face. Because your privacy is important to us, we will ask you to choose a place where we can talk without being overheard. The questions general to your household will take about 30 minutes to complete. If additional questions are relevant to members of your household, we will ask them to consent to be interviewed and then talk with them separately for those questions. The total time it may take for all your household members to be interviewed is about three hours.

**Who will participate in the study:** The intended participants in this survey will include the following: (i) Head of household (or another responsible adult member of the household 15 years or older if head of household is absent); (ii) Farmer who makes decisions about crops and livestock; (iii) Primary caregivers of children aged 0-59 months; (iv) All women aged 15-49; (v) All children aged 0-59 months; (vi) All adult men and women who earned cash in the past 12 months; and (vii) All adult parents of a child under 2 years old living in the household. Each of these household members will participate in different interview sessions, with each session lasting between 15-45 minutes.

**Risks / discomforts:** This study is designed to minimize any risk or discomfort to you as a participant. However, we understand that you may be uncomfortable responding to some questions. If you are uncomfortable with some questions, please remember that you can decline to answer any question, series of questions, modules, or the entire survey at any time with no penalty.

**Benefits:** Results from this survey will help us to learn about economic and food security and experiences with difficult times and to plan and implement better programmes for people to improve their wellbeing in the above areas.

**Protecting data confidentiality:** Your privacy is important to us. The researchers are legally required to protect your personal information and ensure that it is not publicly available. This refers to data that could be used to identify you, such as your name or the name of your village, your address, or your telephone number. If you agree to participate, any data attached to your personal information will be stored in a password-protected electronic format separate from your responses. The responses you provide will be entered into a database and will not contain your personal identifying information. Some of the information you provide will be available on a public website that researchers and others will be able to access without identifying you. The Mildmay Uganda Ethics Research Committee (MUREC) and the Uganda National Council of Science and Technology (UNCST) are mandated to oversee research in Uganda and may have access to private information that identifies research participants by name. No part of this interview will be videotaped or recorded.

**Protecting subject privacy during data collection:** We will ask you or a member of your household eligible for specific questions to choose a place where we can talk in private.

**Alternative or what happens if you leave the study?** If you choose to opt out of the study at the beginning or before completion, this data will be destroyed and will not contribute to the final analysis.

**Cost:** There are no cost that you incur for participating in this survey.

**Compensation for participation in the study:** As a study participant, you will be provided with a bar of WHITE STAR LAUNDRY SOAP as a thank you gift for your time that will be spent while being interviewed by the study team. You will not get any injuries or be harmed as a result of participating in any interview session.

**Reimbursement:** The survey interviewers will interview you from your household and therefore, you will not incur any travel related costs as a result of participating in the survey.

**Questions about the study:** If you have any questions regarding your participation in the study and questions about the study, please contact Dr. Daniel Kibuuka Musoke, one of the Principal Investigators on Telephone: 0772587094.

**Questions about participants rights:**

If you have questions as regards your rights as a research participant, you can contact Mildmay Uganda Research Ethics Committee (MUREC) Chairperson Ms. Susan Nakubulwa on +256 392-174 236, [murec@mildmay.or.ug](mailto:murec@mildmay.or.ug)

**Statement of voluntariness:**

Your participation in this study is purely voluntary and you may join on your free will. You have the right to withdraw from the study at any time without any penalty.

**Dissemination of results:** The study findings will be disseminated to USAID and implementers of NUYOK and APOLOU and national level stakeholders. District government officials and local civil society organizations will receive the study reports and be requested to share the study findings with project communities and with sub counties and parishes.

**Do you have any questions about the study or about your participation?** You or other respondents can ask any questions you may have about the study at any time.

**STATEMENT OF ASSENT**

..... has described to me what is going to be done, the risks, the benefits involved and my rights regarding this study. I understand that my decision to participate in this study will not affect the usual services I receive from the community. In the use of information from the study, my identity will be concealed. I am



aware that I may withdraw at anytime. I understand that by signing this form, I do not waive any of my legal rights but merely indicate that I have been informed about the research study in which I am voluntarily agreeing to participate. A copy of this form will be provided to me.

**Study Participant**

Name: \_\_\_\_\_  
Date: \_\_\_\_\_  
Signature: \_\_\_\_\_

**Parent/Guardian for Minors (if applicable)**

I have read or have been read the above considerations regarding the child's participation in the study. I have been given a chance to ask questions and the questions have been answered to my satisfaction. I agree to this discussion.

Name: \_\_\_\_\_  
Date: \_\_\_\_\_  
Signature: \_\_\_\_\_

**Study Participant (to be written by witness)**

Name: \_\_\_\_\_  
Date: \_\_\_\_\_

Signature: \_\_\_\_\_

**Witness (if applicable)**

Name: \_\_\_\_\_  
Date: \_\_\_\_\_  
Signature: \_\_\_\_\_

**Interviewer/Person obtaining informed consent**

I have read and provided information about the study to the participant, I have allowed him/her time to comprehend and I have given him/her an opportunity to ask questions. They have voluntarily accepted to participate.

Name: \_\_\_\_\_  
Date: \_\_\_\_\_  
Signature: \_\_\_\_\_

Give one copy to the participant and keep one copy in the study records
---

## ANNEX 9: F3

### ENGLISH INFORMED CONSENT FORM FOR KEY INFORMANT INTERVIEWS

PARTICIPANT IDENTIFICATION

NUMBER

#### Study Title and Version: Final Performance Evaluations of the Apolou and Nuyok Resilience Food Security Activities in Uganda

#### Investigators:

1. Ramu Bishwakarma[[rbishwak@tangointernational.com](mailto:rbishwak@tangointernational.com)]-Quantitative Lead, TANGO International, responsible for high-level technical support for all population-based household survey activities, from design to report writing, and will provide quality control for all survey deliverables.
2. Jeanne Downen[[jeanne@tangointernational.com](mailto:jeanne@tangointernational.com)]-Qualitative Lead, TANGO International, responsible for high-level technical support for all qualitative evaluation activities, from design to report writing, and will provide quality control for all qualitative deliverables.
3. Daniel Kibuuka Musoke[[kibuukamd76@gmail.com](mailto:kibuukamd76@gmail.com)]- Survey Director, International Research Consortium responsible for local field implementation and compliance with the evaluation protocol.

*THE SAME STATEMENT SHOULD BE USED FOR ALL KEY INFORMANT AT THE DISTRICT, SUB-COUNTY AND VILLAGE LEVELS.*

*THIS STATEMENT MUST BE READ AT THE BEGINNING OF EACH INTERVIEW BY THE PERSON LEADING THE INTERVIEW.*

**Background and rationale for the study:** Hello. My name is \_\_\_\_\_. I am working with International Research Consortium (IRC) Uganda. We are conducting a study to learn about household characteristics, agriculture, food security, expenditures, and nutrition of women and children. This study has been approved by Mildmay Uganda Ethics Research Committee (MUREC), which is an accredited Uganda based research ethics committee, and registered with Uganda National Council of Science and Technology (UNCST).

**Description of sponsors of the research project and the organizational affiliation of the researchers:** With funding from the United States Agency for International Development (USAID), TANGO International will be conducting the study with local support from the International Research Consortium (IRC).

**Purpose of the research project:** This research study will help us understand changes in dwelling characteristics, food security, experience with difficult times, nutrition, agricultural inputs and processes, expenditures, and assets for households in your community. The study

findings will be useful for planning and implementing better programmes focusing on economic and food security and experience with difficult times in your community.

**Why you are being asked to participate:** You are being asked to participate in this study because you reside in an area which is the focus of programmes to improve economic and food security and experience with difficult times, and you or someone in your household may have taken part in such a program.

**Study procedures:** If you agree to participate in this study, you will be interviewed face-to-face. Because your privacy is important to us, we will ask you to choose a place where we can talk without being overheard all your household members to be interviewed is about 60-90 minutes. I will take notes during this interview so that we will not forget this conversation, but we will not write down your names. These notes will not be shared with any other people. I would like to use a recorder to record our discussion to make sure I do not forget any important information.

**Who will participate in the study:** The intended participants for this study are community members who reside in an area which is the focus of NUYOK and APOLOU programmes, and you or someone in your household may have taken part in such a program. Other individuals who will participate in this study include: Staff of USAID and Government stakeholders, staff of District Local Governments at different levels, private sector individuals, staff of NUYOK and APOLOU and other collaborating partners.

**Risks / discomforts:** This study is designed to minimize any risk or discomfort to you as a participant. However, we understand that you may be uncomfortable responding to some questions. If you are uncomfortable with some questions, please remember that you can decline to answer any question, series of questions, modules, or the entire survey at any time with no penalty.

**Benefits:** Results from this survey will help us to learn about economic and food security and experiences with difficult times and to plan and implement better programmes for people to improve their wellbeing in the above areas.

**Protecting data confidentiality:** Your privacy is important to us. The researchers are legally required to protect your personal information and ensure that it is not publicly available. This refers to data that could be used to identify you, such as your name or the name of your village, your address, or your telephone number. If you agree to participate, any data attached to your personal information will be stored in a password-protected electronic format separate from your responses. The responses you provide will be entered into a database and will not contain your personal identifying information. Some of the information you provide will be available on a public website that researchers and others will be able to access without identifying you. The Mildmay Uganda Ethics Research Committee (MUREC) and the Uganda National Council of Science and Technology (UNCST) are mandated to oversee research in Uganda and may have access to private information that identifies research participants by name. No part of this interview will be videotaped. The interview

may be audio-recorded for quality control purposes; all audio files will be permanently deleted when the study is concluded.

**Protecting subject privacy during data collection:** We will ask you or a member of your household eligible for specific questions to choose a place where we can talk in private.

**Alternative or what happens if you leave the study?** If you choose to opt out of the study at the beginning or before completion, this data will be destroyed and will not contribute to the final analysis.

**Cost:** There are no cost that you incur for participating in this study.

**Compensation for participation in the study:** As a study participant, you will be provided with a bar of WHITE STAR LAUNDRY SOAP as a thank you gift for your time that will be spent while being interviewed by the study team. You will not get any injuries or be harmed as a result of participating in any interview session.

**Reimbursement:** The survey interviewers will interview you from your household and therefore, you will not incur any travel related costs as a result of participating in the survey.

**Questions about the study:** If you have any questions regarding your participation in the study and questions about the study, please contact Dr. Daniel Kibuuka Musoke, one of the Principal Investigators on Telephone: 0772587094.

**Questions about participants rights:**

If you have questions as regards your rights as a research participant, you can contact Mildmay Uganda Research Ethics Committee (MUREC) Chairperson Ms. Susan Nakubulwa on +256 392-174 236, [murec@mildmay.or.ug](mailto:murec@mildmay.or.ug)

**Statement of voluntariness:**

Your participation in this study is purely voluntary and you may join on your free will. You have the right to withdraw from the study at any time without any penalty.

**Dissemination of results:** The study findings will be disseminated to USAID and implementers of NUYOK and APOLOU and national level stakeholders. District government officials and local civil society organizations will receive the study reports and be requested to share the study findings with project communities and with sub counties and parishes.

**Do you have any questions about the study or about your participation?** You or other respondents can ask any questions you may have about the study at any time.

**STATEMENT OF CONSENT**

..... has described to me what is going to be done,

the risks, the benefits involved and my rights regarding this study. I understand that my decision to participate in this study will not affect the usual services I receive from the community. In the use of information from the study, my identity will be concealed. I am aware that I may withdraw at anytime. I understand that by signing this form, I do not waive any of my legal rights but merely indicate that I have been informed about the research study in which I am voluntarily agreeing to participate. A copy of this form will be provided to me.

**Study Participant**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Signature: \_\_\_\_\_

**Study Participant (to be written by witness)**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Signature: \_\_\_\_\_

**Witness (if applicable)**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Signature: \_\_\_\_\_

**Interviewer/Person obtaining informed consent**

I have read and provided information about the study to the participant, I have allowed him/her time to comprehend and I have given him/her an opportunity to ask questions. They have voluntarily accepted to participate.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Signature: \_\_\_\_\_

Give one copy to the participant and keep one copy in the study records
---

## ANNEX 9: F4

### ENGLISH INFORMED CONSENT FORM FOR FOCUS GROUP DISCUSSIONS

PARTICIPANT IDENTIFICATION

NUMBER

**Study Title and Version: Final Performance Evaluations of the Apolou and Nuyok Resilience Food Security Activities in Uganda**

**Investigators:**

1. Ramu Bishwakarma[[rbishwak@tangointernational.com](mailto:rbishwak@tangointernational.com)]-Quantitative Lead, TANGO International, responsible for high-level technical support for all population-based household survey activities, from design to report writing, and will provide quality control for all survey deliverables.
2. Jeanne Downen[[jeanne@tangointernational.com](mailto:jeanne@tangointernational.com)]-Qualitative Lead, TANGO International, responsible for high-level technical support for all qualitative evaluation activities, from design to report writing, and will provide quality control for all qualitative deliverables.
3. Daniel Kibuuka Musoke[[kibuukamd76@gmail.com](mailto:kibuukamd76@gmail.com)]- Survey Director, International Research Consortium responsible for local field implementation and compliance with the evaluation protocol.

*THE SAME STATEMENT SHOULD BE USED FOR ALL FOCUS GROUP DISCUSSIONS AT THE VILLAGE LEVEL.*

*THIS STATEMENT MUST BE READ BEFORE THE DISCUSSION BEGINS BY THE PERSON LEADING THE INTERVIEW.*

**Background and rationale for the study:** Hello. My name is \_\_\_\_\_. I am working with International Research Consortium (IRC) Uganda. We are conducting a study to learn about household characteristics, agriculture, food security, expenditures, and nutrition of women and children. This study has been approved by Mildmay Uganda Ethics Research Committee (MUREC), which is an accredited Uganda based research ethics committee, and registered with Uganda National Council of Science and Technology (UNCST).

**Description of sponsors of the research project and the organizational affiliation of the researchers:** With funding from the United States Agency for International Development (USAID), TANGO International will be conducting the study with local support from the International Research Consortium (IRC).

**Purpose of the research project:** This research study will help us understand changes in dwelling characteristics, food security, experience with difficult times, nutrition, agricultural

inputs and processes, expenditures, and assets for households in your community. The study findings will be useful for planning and implementing better programmes focusing on economic and food security and experience with difficult times in your community.

**Why you are being asked to participate:** You are being asked to participate in this study because you reside in an area which is the focus of programmes to improve economic and food security and experience with difficult times, and you or someone in your household may have taken part in such a program.

**Study procedures:** If you agree to participate in this study, you will be interviewed face-to-face with other members selected from your community. We shall interview you from a place where you will not be heard by other community members. The interview will last about 60-90minutes. I will take notes during this interview so that we will not forget this conversation, but we will not write down your names. These notes will not be shared with any other people. I would like to use a recorder to record our discussion to make sure I do not forget any important information.

**Who will participate in the study:** The intended participants for this study are community members who reside in an area which is the focus of NUYOK and APOLOU programmes, and you or someone in your household may have taken part in such a program. Other individuals who will participate in this study include: Staff of USAID and Government stakeholders, staff of District Local Governments at different levels, private sector individuals, staff of NUYOK and APOLOU and other collaborating partners.

**Risks / discomforts:** This study is designed to minimize any risk or discomfort to you as a participant. However, we understand that you may be uncomfortable responding to some questions. If you are uncomfortable with some questions, please remember that you can decline to answer any question, series of questions, modules, or the entire survey at any time with no penalty.

**Benefits:** Results from this survey will help us to learn about economic and food security and experiences with difficult times and to plan and implement better programmes for people to improve their wellbeing in the above areas.

**Protecting data confidentiality:** Your privacy is important to us. The researchers are legally required to protect your personal information and ensure that it is not publicly available. This refers to data that could be used to identify you, such as your name or the name of your village, your address, or your telephone number. If you agree to participate, any data attached to your personal information will be stored in a password-protected electronic format separate from your responses. The responses you provide will be entered into a database and will not contain your personal identifying information. Some of the information you provide will be available on a public website that researchers and others will be able to access without identifying you. The Mildmay Uganda Ethics Research Committee (MUREC) and the Uganda National Council of Science and Technology (UNCST) are mandated to oversee research in Uganda and may have access to private information that identifies

research participants by name. No part of this interview will be videotaped. The interview may be audio-recorded for quality control purposes; all audio files will be permanently deleted when the study is concluded.

**Protecting subject privacy during data collection:** We will ask you or a member of your household eligible for specific questions to choose a place where we can talk in private.

**Alternative or what happens if you leave the study?** If you choose to opt out of the study at the beginning or before completion, this data will be destroyed and will not contribute to the final analysis.

**Cost:** There are no cost that you incur for participating in this study.

**Compensation for participation in the study:** As a study participant, you will be provided with a bar of WHITE STAR LAUNDRY SOAP as a thank you gift for your time that will be spent while being interviewed by the study team. You will not get any injuries or be harmed as a result of participating in any interview session.

**Reimbursement:** This interview is conducted from within your village, and therefore, you will not incur any travel related costs as a result of participating in the interview.

**Questions about the study:** If you have any questions regarding your participation in the study and questions about the study, please contact Dr. Daniel Kibuuka Musoke, one of the Principal Investigators on Telephone: 0772587094.

**Questions about participants rights:**

If you have questions as regards your rights as a research participant, you can contact Mildmay Uganda Research Ethics Committee (MUREC) Chairperson Ms. Susan Nakubulwa on +256 392-174 236, [murec@mildmay.or.ug](mailto:murec@mildmay.or.ug)

**Statement of voluntariness:**

Your participation in this study is purely voluntary and you may join on your free will. You have the right to withdraw from the study at any time without any penalty.

**Dissemination of results:** The study findings will be disseminated to USAID and implementers of NUYOK and APOLOU and national level stakeholders. District government officials and local civil society organizations will receive the study reports and be requested to share the study findings with project communities and with sub counties and parishes.

**Do you have any questions about the study or about your participation?** You or other respondents can ask any questions you may have about the study at any time.

**STATEMENT OF CONSENT**

..... has described to me what is going to be done,



the risks, the benefits involved and my rights regarding this study. I understand that my decision to participate in this study will not affect the usual services I receive from the community. In the use of information from the study, my identity will be concealed. I am aware that I may withdraw at anytime. I understand that by signing this form, I do not waive any of my legal rights but merely indicate that I have been informed about the research study in which I am voluntarily agreeing to participate. A copy of this form will be provided to me.

**Study Participant**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Signature: \_\_\_\_\_

**Study Participant (to be written by witness)**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Signature: \_\_\_\_\_

**Witness (if applicable)**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Signature: \_\_\_\_\_

**Interviewer/Person obtaining informed consent**

I have read and provided information about the study to the participant, I have allowed him/her time to comprehend and I have given him/her an opportunity to ask questions. They have voluntarily accepted to participate.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Signature: \_\_\_\_\_

Give one copy to the participant and keep one copy in the study records
---

## ANNEX 9: F5

### ENGLISH INFORMED ASSENT FORM FOR FOCUS GROUP DISCUSSION PARTICIPANTS

PARTICIPANT IDENTIFICATION

NUMBER

**Study Title and Version: Final Performance Evaluations of the Apolou and Nuyok Resilience Food Security Activities in Uganda**

**Investigators:**

1. Ramu Bishwakarma[[rbishwak@tangointernational.com](mailto:rbishwak@tangointernational.com)]-Quantitative Lead, TANGO International, responsible for high-level technical support for all population-based household survey activities, from design to report writing, and will provide quality control for all survey deliverables.
2. Jeanne Downen[[jeanne@tangointernational.com](mailto:jeanne@tangointernational.com)]-Qualitative Lead, TANGO International, responsible for high-level technical support for all qualitative evaluation activities, from design to report writing, and will provide quality control for all qualitative deliverables.
3. Daniel Kibuuka Musoke[[kibuukamd76@gmail.com](mailto:kibuukamd76@gmail.com)]- Survey Director, International Research Consortium responsible for local field implementation and compliance with the evaluation protocol.

*THE SAME STATEMENT SHOULD BE USED FOR ALL FOCUS GROUP DISCUSSIONS AT THE VILLAGE LEVEL.*

*THIS STATEMENT MUST BE READ BEFORE THE DISCUSSION BEGINS BY THE PERSON LEADING THE INTERVIEW.*

**Background and rationale for the study:** Hello. My name is \_\_\_\_\_. I am working with International Research Consortium (IRC) Uganda. We are conducting a study to learn about household characteristics, agriculture, food security, expenditures, and nutrition of women and children. This study has been approved by Mildmay Uganda Ethics Research Committee (MUREC), which is an accredited Uganda based research ethics committee, and registered with Uganda National Council of Science and Technology (UNCST).

**Description of sponsors of the research project and the organizational affiliation of the researchers:** With funding from the United States Agency for International Development (USAID), TANGO International will be conducting the study with local support from the International Research Consortium (IRC).

**Purpose of the research project:** This research study will help us understand changes in dwelling characteristics, food security, experience with difficult times, nutrition, agricultural

inputs and processes, expenditures, and assets for households in your community. The study findings will be useful for planning and implementing better programmes focusing on economic and food security and experience with difficult times in your community.

**Why you are being asked to participate:** You are being asked to participate in this study because you reside in an area which is the focus of programmes to improve economic and food security and experience with difficult times, and you or someone in your household may have taken part in such a program.

**Study procedures:** If you agree to participate in this study, you will be interviewed face-to-face with other members selected from your community. We shall interview you from a place where you will not be heard by other community members. The interview will last about 60-90minutes. I will take notes during this interview so that we will not forget this conversation, but we will not write down your names. These notes will not be shared with any other people. I would like to use a recorder to record our discussion to make sure I do not forget any important information.

**Who will participate in the study:** The intended participants for this study are community members who reside in an area which is the focus of NUYOK and APOLOU programmes, and you or someone in your household may have taken part in such a program. Other individuals who will participate in this study include: Staff of USAID and Government stakeholders, staff of District Local Governments at different levels, private sector individuals, staff of NUYOK and APOLOU and other collaborating partners.

**Risks / discomforts:** This study is designed to minimize any risk or discomfort to you as a participant. However, we understand that you may be uncomfortable responding to some questions. If you are uncomfortable with some questions, please remember that you can decline to answer any question, series of questions, modules, or the entire survey at any time with no penalty.

**Benefits:** Results from this survey will help us to learn about economic and food security and experiences with difficult times and to plan and implement better programmes for people to improve their wellbeing in the above areas.

**Protecting data confidentiality:** Your privacy is important to us. The researchers are legally required to protect your personal information and ensure that it is not publicly available. This refers to data that could be used to identify you, such as your name or the name of your village, your address, or your telephone number. If you agree to participate, any data attached to your personal information will be stored in a password-protected electronic format separate from your responses. The responses you provide will be entered into a database and will not contain your personal identifying information. Some of the information you provide will be available on a public website that researchers and others will be able to access without identifying you. The Mildmay Uganda Ethics Research Committee (MUREC) and the Uganda National Council of Science and Technology (UNCST) are mandated to oversee research in Uganda and may have access to private information that identifies

research participants by name. No part of this interview will be videotaped. The interview may be audio-recorded for quality control purposes; all audio files will be permanently deleted when the study is concluded.

**Protecting subject privacy during data collection:** We will ask you or a member of your household eligible for specific questions to choose a place where we can talk in private.

**Alternative or what happens if you leave the study?** If you choose to opt out of the study at the beginning or before completion, this data will be destroyed and will not contribute to the final analysis.

**Cost:** There are no cost that you incur for participating in this study.

**Compensation for participation in the study:** As a study participant, you will be provided with a bar of WHITE STAR LAUNDRY SOAP as a thank you gift for your time that will be spent while being interviewed by the study team. You will not get any injuries or be harmed as a result of participating in any interview session.

**Reimbursement:** This interview is conducted from within your village, and therefore, you will not incur any travel related costs as a result of participating in the interview.

**Questions about the study:** If you have any questions regarding your participation in the study and questions about the study, please contact Dr. Daniel Kibuuka Musoke, one of the Principal Investigators on Telephone: 0772587094.

**Questions about participants rights:**

If you have questions as regards your rights as a research participant, you can contact Mildmay Uganda Research Ethics Committee (MUREC) Chairperson Ms. Susan Nakubulwa on +256 392-174 236, [murec@mildmay.or.ug](mailto:murec@mildmay.or.ug)

**Statement of voluntariness:**

Your participation in this study is purely voluntary and you may join on your free will. You have the right to withdraw from the study at any time without any penalty.

**Dissemination of results:** The study findings will be disseminated to USAID and implementers of NUYOK and APOLOU and national level stakeholders. District government officials and local civil society organizations will receive the study reports and be requested to share the study findings with project communities and with sub counties and parishes.

**Do you have any questions about the study or about your participation?** You or other respondents can ask any questions you may have about the study at any time.

**STATEMENT OF ASSENT**

..... has described to me what is going to be done,

the risks, the benefits involved and my rights regarding this study. I understand that my decision to participate in this study will not affect the usual services I receive from the community. In the use of information from the study, my identity will be concealed. I am aware that I may withdraw at anytime. I understand that by signing this form, I do not waive any of my legal rights but merely indicate that I have been informed about the research study in which I am voluntarily agreeing to participate. A copy of this form will be provided to me.

**Study Participant**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Signature: \_\_\_\_\_

**Parent/Guardian for Minors (if applicable)**

I have read or have been read the above considerations regarding the child's participation in the study. I have been given a chance to ask questions and the questions have been answered to my satisfaction. I agree to this discussion.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Signature: \_\_\_\_\_

**Study Participant (to be written by witness)**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Signature: \_\_\_\_\_

**Witness (if applicable)**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Signature: \_\_\_\_\_

**Interviewer/Person obtaining informed consent**

I have read and provided information about the study to the participant, I have allowed him/her time to comprehend and I have given him/her an opportunity to ask questions. They have voluntarily accepted to participate.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Signature: \_\_\_\_\_

Give one copy to the participant and keep one copy in the study records
---

## **ANNEX 10**

See next page.



**USAID**  
FROM THE AMERICAN PEOPLE

**Uganda Endline Population-based Survey Data  
Treatment and Analysis Plan  
Bureau of Humanitarian Assistance (BHA)  
FINAL**

December 12, 2023

This publication was produced by TANGO International for review by the U.S. Agency for International Development. It was adapted from Baseline Data Treatment and Analysis Plan developed by ICF.

## ACRONYMS

ANC	Antenatal care
BL	Baseline
CAPI	Computer-assisted personal interviewing
CHN	Child health and nutrition
CRS	Catholic Relief Services
DFAP	Development food assistance project
DFSA	Development food security activity
DTAP	Data treatment and analysis plan
EL	Endline
FANTA	Food and Nutrition Technical Assistance Project III
FFP	Office of Food for Peace
FIES	Food insecurity experience scale
GHG	Growth Health and Governance Program
GHT	Gendered household type
HDDS	Household dietary diversity score
ICF	ICF International
IP	Implementing partner
IRC	International Research Consortium of Uganda
MAD	Minimum acceptable diet
MC	Mercy Corps
MCHN	Maternal and child health and nutrition
MHN	Maternal health and nutrition
MDD-W	Minimum dietary diversity for women
ORT	Oral rehydration therapy
PBS	Population-based survey
PE	Performance evaluation
RFSA	Resilience and Food Security Activity
TANGO	Tango International
USAID	U.S. Agency for International Development
WASH	Water, sanitation and hygiene



## TABLE OF CONTENTS

1.	<a href="#">BACKGROUND</a>	244
2.	<a href="#">STUDY DESIGN AND SAMPLE</a>	245
3.	<a href="#">QUESTIONNAIRE</a>	247
4.	<a href="#">DATA COLLECTION AND QUALITY CONTROL</a>	248
	4.1. <a href="#">Data Collection Mode and Data Transmission Procedure</a>	248
	4.2. <a href="#">CAPI Data Entry Training</a>	249
	4.3. <a href="#">Field Quality Control Procedures</a>	249
	<a href="#">Data Capture and Structure</a>	249
	<a href="#">Coordination and Management Oversight</a>	253
	4.4. <a href="#">Data Security</a>	254
	<a href="#">Data Back-up</a>	255
	4.5. <a href="#">Server's security measures</a>	255
	4.6. <a href="#">Data Access and Disposal</a>	255
5.	<a href="#">DATA PREPARATION</a>	256
	5.1. <a href="#">Sampling Weights</a>	256
	5.2. <a href="#">BHA Indicator Definitions</a>	256
	5.3. <a href="#">Handling of Missing Data and “Don’t know” Responses</a>	259
6.	<a href="#">DATA ANALYSIS PLAN</a>	260
	6.1. <a href="#">Analyses for Performance Evaluations</a>	260
	6.1.1. <a href="#">Household Characteristics</a>	260
	6.1.2. <a href="#">Comparison of 2018 BL and 2023 EL Indicators</a>	261
	6.1.3. <a href="#">Bivariate and Multivariate Analysis</a>	261
	<a href="#">APPENDIX A. QUALITY ASSURANCE PROTOCOLS FOR REMOTE TRAINING AND DATA COLLECTION</a>	262
	<a href="#">APPENDIX B. SAMPLING WEIGHTS</a>	264
	<a href="#">APPENDIX C. METHODOLOGY TO DERIVE POVERTY INDICATORS</a>	267
	<a href="#">APPENDIX D. RESILIENCE INDICATORS AND ANALYSES</a>	272
	<a href="#">APPENDIX E. SUMMARY OF METHODOLOGICAL REVISIONS TO INDICATOR CALCULATIONS</a>	288
	<a href="#">APPENDIX F: EVALUATION MATRIX</a>	290

## • BACKGROUND

The United States Agency for International Development (USAID) Bureau for Humanitarian Assistance (BHA) supports multi-year Resilience Food Security Activities (RFSAs) around the world that improve and sustain the food and nutrition security of vulnerable populations. In 2017, BHA<sup>20</sup> funded two RFSAs in the Karamoja region of Uganda: Nuyok, implemented by Catholic Relief Services (CRS) and partners, and Apolou, implemented by Mercy Corps and partners. The RFSAs were originally planned for five years, to end in 2022, but both were extended one year.

Nuyok seeks to improve and sustain the food and nutrition security of 181,053 vulnerable people in three western districts of Karamoja (Abim, Nakapiripirit, Napak, and Nabilatuk), and targets women, men, and youth. It has four interrelated purposes that focus on: i) governance improvements and gender transformation; ii) building resilience to shocks and stresses; iii) building resilience of on-farm, off-farm, and non-farm livelihoods, including improved production for income and consumption; and iv) improving nutrition outcomes of pregnant and lactating women (PLW), adolescent girls, and children under 5 (CU5). Nuyok layers gender transformation, environmental protection, and youth interventions into its programming.

Apolou seeks to improve the food and nutrition security of 310,000 activity participants in four eastern districts of Karamoja: Amudat, Kotido, Kaabong, Karenga, and Moroto. Apolou targets transformative change at the population level, with a focus on PLW, CU5, and adolescent girls. The activity layers its four purposes: i) Inclusive and effective governance contributes to food and nutrition security, ii) adolescent girls, PLW and CU5 are nutritionally secure, iii) reduced incidences of water, sanitation and hygiene (WASH)- related diseases, and iv) Improved livelihoods and income support for household food security. The activity emphasizes social behavior change, resilience, adolescent inclusion, and gender mainstreaming as cross-cutting themes.

Under the Implementer-Led Evaluation and Learning (IMPEL) activity to improve the design and implementation of the USAID BHA RFSAs, Technical Assistance to NGOs (TANGO) International will conduct mixed-methods performance evaluations (PEs) of the BHA RFSAs in Uganda. The implementer-led approach provides greater ownership of the evaluation process and promotes wider dissemination and learning within the implementer community. TANGO has subcontracted the International Research Consortium of Uganda (IRC), a local data collection firm, to support the field implementation of the evaluations.

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<sup>20</sup> In 2020, BHA was formed by merging the office of Food for Peace (FFP) with the Office of Foreign Disaster Assistance (OFDA) to streamline USAID humanitarian responses. Funding for the RFSAs was initially provided by FFP.

The evaluation aims to measure the performance and development outcomes of Apolou and Nuyok. The evaluation’s scope of work outlines four overarching objectives:

5. Evaluate the RFSAs’ performance in achieving their goals, strategic objectives, and intermediate results.
6. Assess the performance of activity management, systems, and processes established by the RFSAs, including the sustainability strategy and its implementation and strategies to improve gender equality, environmental considerations, and conflict sensitivity.
7. Evaluate the effectiveness of technical interventions in achieving activity outcomes.
8. Identify unintended consequences, lessons learned, and best practices that BHA and the Mission may consider in designing and developing future activities to achieve food and nutrition security and strengthen household and community resilience capacities.

This document describes the quantitative data treatment and analysis plan for the two PEs in Uganda.

## • **STUDY DESIGN AND SAMPLE**

This section briefly describes the study design and sample. A more detailed description of the sampling design for the endline (EL) population-based survey (PBS) is available in the “Uganda Evaluation Protocol.”

The EL PBS serves as the second phase of a pre-post survey cycle for the RFSAs awards. The pre-post design (using the baseline (BL) component of the joint 2018 BL/EL PBS and the 2023 EL PBS) allows for the determination of statistically significant change in indicators between the BL and EL for the RFSAs; however, it does not allow statements about attribution or causation relating to project impact to be made.

The PBS for the Uganda endline evaluations will utilize a cross-sectional design and be conducted among a sub-sample of clusters surveyed at the 2018 baseline,<sup>21</sup> resulting in a cluster panel.<sup>22</sup> The target population for the endline PBS is representative of all households in the activity areas. However, the sampling frame for the endline survey excludes inaccessible and insecure baseline clusters, baseline clusters that did not end up receiving any interventions, and baseline clusters in which major interventions ceased or discontinued within two years after the start of activity implementation. The section below on Quantitative Sample Selection provides additional details on the steps taken to finalize the sampling frame and conduct the first-stage selection of endline clusters.

The endline sample size for each RFSAs was calculated to ensure adequate statistical power to test for differences in the prevalence of stunting among children under five (0-59 months) because stunting is a key measure of food insecurity. The target sample size for the endline survey uses the same criteria and

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<sup>21</sup> For details on the baseline sampling approach, refer to the Baseline Study Report: [https://pdf.usaid.gov/pdf\\_docs/PA00TJ9VW.pdf](https://pdf.usaid.gov/pdf_docs/PA00TJ9VW.pdf)

<sup>22</sup> Although a household panel design would reduce variation at the household level, thus reducing the sample size requirements, the benefits of a household panel are offset by two associated challenges: logistical challenges locating households from the baseline and the need to resample due to attrition; and difficulty conducting subgroup analyses and further disaggregation of indicators due to substantially smaller sample sizes of a household panel design. Furthermore, the household panel design would not hold for individual-level indicators because certain household members for whom the baseline survey collected data on (e.g., women 15-49 and children under five) would have “aged out” of the target sample at endline.

formula as the baseline (comparative proportions) but is derived using actual estimates from the 2018 baseline survey for the following input parameters: 1) prevalence of stunting; 2) design effect; and 3) household size and proportion of children under five for estimating the number of children per household.<sup>23</sup> This results in a final sample of 840 households from 28 clusters in the CRS areas and 810 households from 27 clusters in the MC areas for a total sample size of 1,650 households (see Table 1).<sup>24</sup>

The sample size for the endline survey was calculated based on the number of children needed to detect an 8 percent reduction in stunting over the program’s life (between baseline and endline). The prevalence of stunting at baseline was 35.7 percent in CRS and 40.5 percent for MC.<sup>25</sup> Using these parameters with design effect for prevalence of stunting at 1.44 and 1.21 for CRS and MC respectively, the number of children needed at endline is 601 and 541 for CRS and MC, respectively. Inflating to the household level yields a sample size of 1,626 (827 CRS and 799 MC) households across both programs (assuming an average household size of 5.4 (CRS) and 5.5 (MC) persons, a percentage of children under five of 19.4 percent (CRS) and 17.7 percent (MC)<sup>26</sup>, and a 5 percent non-response rate). The number of clusters needed to achieve the target sample size was rounded up to arrive at 30 households per cluster, resulting in slightly higher final sample sizes (CRS/Nuyok  $28 * 30 = 840$  households; MC/Nuyok  $27 * 30 = 810$  households).

The sample for each RFSA was selected using multi-stage cluster sampling with two sampling stages: 1) selection of clusters, and 2) selection of households. In the first stage, clusters were selected from among the clusters in which the baseline survey was conducted using probability proportional to size (PPS).<sup>27</sup> Prior to this, TANGO conducted a series of consultations with MC/Apolou and CRS/Nuyok to identify clusters that are inaccessible due to security reasons and/or those not covered by Activity interventions. This process resulted in excluding six clusters in the Nuyok area and 15 in the Apolou area. After excluding these areas, the remaining 59 baseline clusters (Apolou=41, Nuyok=39) were included in the final sampling frame for the endline survey.<sup>28</sup>

IRC conducted a complete listing in the subsample of clusters selected for the endline survey, including reserve clusters. In the second sampling stage, households were selected within each sampled cluster

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<sup>23</sup> Baseline sample size was derived using estimates from the 2011 Uganda Demographic and Health Survey (DHS) for the two input parameters to the sample size calculation: 1) prevalence of stunting in rural households, and 2) number of children per household.

<sup>24</sup> The target sample size for the Uganda endline PBS is substantially smaller than that of the baseline PBS because: (1) the design effect parameter used to calculate the endline sample size is lower compared to baseline; and (2) the average number of children per household used in the sample size calculator was higher for endline compared to the one considered for baseline.

<sup>25</sup> These parameters were obtained from the 2018 FFP baseline survey in Uganda.

<sup>26</sup> Ibid.

<sup>27</sup> The evaluation team followed the “two-phase” approach for the first stage of sampling as described in the FTF Sampling Guide. In Phase One, PPS methods were used to sample the total number of clusters inclusive of the number of reserves (30 percent). In the second phase, reserve clusters were selected using fractional interval sampling.

<sup>28</sup> The total number of BL sampled clusters for Nuyok was 45 and Apolou was 56.

from completed lists of all households compiled through the household listing. A total of 30 households were selected per cluster using systematic random sampling from the household listing.<sup>29</sup>

**Table 29. Number of Sampled Households by RFSA Implementing Partner**

DFSA Implementing Partner	Districts in Program Area	Number of households needed for the 2018 BL study	Number of households needed for the 2023 EL study
CRS	Kaabong, Kotido, Moroto, and Amudat	1,230	840
MC	Abim, Nakapiripirit and Napak	1,230	810
<b>TOTAL</b>		<b>2,460</b>	<b>1,650</b>

Note: Since the 2018 baseline, a national redistricting process has resulted in the Kaabong district splitting into two, Kaabong and Karenga, and Nakapiripirit into Nabilatuk and Nakapiripirit. The study will refer to the original districts for PE analysis and BL comparison purposes.

## QUESTIONNAIRE

The endline PBS utilizes the baseline questionnaires, except for some updates to Module CC and the inclusion and customization of Module P on RFSA interventions.<sup>30</sup> The questionnaire consists of separate modules covering the following topics:

Module A: Household identification and informed consent

Module B: Household roster

Module C: Household food security

Module CC: Mobility, local government responsiveness

Module D1: Children's nutritional status and feeding practices

Module D2: Diarrhea and oral rehydration therapy

Module E: Women's nutrition, breastfeeding, and antenatal care

Module F: Water, sanitation, and hygiene

Module G: Agriculture

Module H: Poverty

Module J: Gender – Cash

Module K: Gender – Maternal and Child Health and Nutrition (MCHN)

Module L: Gender – Household decision-making, access to credit, and group participation

Module R: Resilience

<sup>29</sup> Due to the application of PPS sampling procedures, some relatively larger clusters were selected more than once. In these cases, the number of households sampled was 30 times the number of times the cluster was selected. For example, if a cluster was selected twice, then 60 households (30 households per cluster x 2 = 60) were selected for interviewing.

<sup>30</sup> Module P (participation in RFSA interventions) was adapted from BHA's standard module after consulting with the IPs to ensure the module captures the primary mechanisms through which the RFSA engaged with households. It includes questions on key interventions, particularly community group participation, training, and direct service provision. This module will be further contextualized during the enumerator training.

### Module P: Activity participation (endline)

The questionnaire was translated into three local languages (Karamojong, Pokot, and Lethur).<sup>31</sup> The total time for completing the survey in each household is expected to be two to three hours, depending on the household size.

## • DATA COLLECTION AND QUALITY CONTROL

### ○ Data Collection Mode and Data Transmission Procedure

IRC will upgrade the irc.co.ug domain server to store all survey data, with about 250 GB of storage, unmetered bandwidth, and public network of 1000 Mbps. IRC already engaged a local IT service provider to undertake the following: i) server upgrade and testing; ii) training of at least two IRC administrators; and iii) maintenance support, including scheduled backup of data, system back-up, and 24-hour system monitoring.

Field supervisors will review all completed survey questionnaires on their tablets, and once satisfied with the completeness and quality of entered data, they will transmit the data from their tablet computers in encrypted files over secure channels to the IRC server, where all survey data will be stored.

Before starting fieldwork, the data transmission system (from the enumerator tablet - to the supervisor tablet to the IRC server) will be prepared and tested for receipt of data from the field. During training, field Supervisors will gain experience transmitting data from their tablet computers to the server. The data transmission system will be tested during the pilot test.

The data will be transmitted to the IRC server at least daily, depending on Internet availability. Field teams will use mobile hotspots to transmit data from areas without Internet service.

The data transmission will be accompanied by a report describing the transmitted data. Depending on Internet availability, the data will be transmitted as soon as possible. Sometimes problems can occur during the process of transmitting data from the field that can prevent successful transmission, such as low Internet bandwidth or problems with the tablets, including damaged hard drives and screens. The data transfer system will be developed in such a way that it accounts for and accommodates data transmission lapses, and as long as robust backup procedures are in place and diligently engaged, all problems of this nature can be successfully addressed.

Damaged tablets will be returned to IRC's office for data extraction. Extensive efforts shall be undertaken to recover data from any tablets that are damaged (refer to **Data Back-up** for additional details on measures IRC will data to safeguard and back up data). This will involve physically repairing the tablets and/or extracting completed survey data from enumerator's CAPI account. The IRC CSPro programmer and IT specialists will work to set up and test the cloud-based data transmission system and provide technical support during the first week of data collection to ensure that tablets and the transmission system are operating smoothly.

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<sup>31</sup> The endline survey utilized the local language questionnaires from the baseline. Newly added questions were translated and incorporated in the baseline versions.

For the final dataset, the CSPro programmer will develop a program to run quality control checks and convert the raw data exported from the CSPro application into the data format needed for analysis using Stata. The source datafiles (i.e., raw data) will be set up in a similar fashion as the baseline source data files.

## ○ **CAPI Data Entry Training**

All enumerators and supervisors will participate in a CAPI data entry training prior to the start of fieldwork to ensure the successful use of tablets during data collection. IRC IT specialists will lead the CAPI training sessions, which will include:

- Basic use of the tablet, including how to check and prepare the tablets, switching off/on, login, touch screen/keyboard, rotating screen, buttons to avoid, change of batteries, power management, click/double click, swiping, basic operating system tasks.
- Review of different types of responses to questions, including predetermined numeric, open-ended numeric, predetermined alpha, open text, and multiple response.
- Trouble spots in the questionnaire and troubleshooting, error messages .
- Anthropometry data entry with anthropometry measurement exercises
- Practice interviews with tablets in pairs, including starting/stopping the interview, reading questions, entering different types of responses, household rosters, use of calendar for age verification.
- Workflow, including assigning interviews, receiving assignments and sending completed interviews back to supervisors, supervisors transferring updates to enumerators.

## ○ **Field Quality Control Procedures**

### • **Data Capture and Structure**

The 2023 endline PBS data will be collected by IRC with tablets using Computer-Assisted Personal Interviewing (CAPI). Tablets will be loaded with a CSPro data entry application developed at IRC and tailored to fit the PBS questionnaire.<sup>32</sup> All data will be entered directly into the tablets and edited dynamically while interviewing in the field.

The CSPro data capture and processing program is designed to allow only valid data ranges to check questionnaire logic (skips and filters) and to flag data inconsistencies during data entry. The CSPro program will also make comprehensive reviews of the data at the cluster level.

Within CSPro, a hierarchical structure is used to store the survey data; each module corresponds to a unique record within the CSPro dictionary (codebook). For singly-occurring modules (i.e., one set of values per sampled household) such as C, CC, F, H, P and R, there will be one line of data in the ASCII file corresponding to the CSPro record where those variables have been defined. For modules where more than one person is included (such as the household roster, Module B), the anthropometry modules for children and women, and modules D, E, G, J, K and L), there will be one line of data per household corresponding to each person eligible for that roster/module. For example, if there are five

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<sup>32</sup> The EL CAPI application was developed using the BL CAPI applications and updated to correspond with modifications made to the paper questionnaire.

people in the household, there will be five lines of data in the data file corresponding to the record created to represent Module B.

The complete suite of quality control checks used during the data processing cycle is as follows:

## 5) Data Capture

- a) *Correct member selection*: The CSPro form was designed to auto-fill the respondent selection items with the names and line numbers of eligible members based on information collected from the household roster. This step ensures the correct identification and selection of eligible household members for each module. Discrepancies between self-reported information and information reported in the roster are flagged by the program, prompting the enumerator to verify and correct information if needed. This procedure ensures accurate and consistent reporting of eligibility criteria.
- b) *Range checking for numeric responses*: Based on all possible values being listed in the CSPro dictionary, CSPro automatically ensures that values cannot be entered outside that range. For example, once the variable "sex" has been assigned to the codes 1 (male) and 2 (female), no other value can be entered.
- c) *Range checking for alphabetic responses*: For questions that allow multiple responses to be selected (corresponding to the alphabetic responses), a specially-programmed function has been added, which ensures that: (1) only the letters listed can be entered; (2) allowable letters only appear once ("A", but not "AA"); (3) responses requiring an "other" text entry (generally indicated with the "X" and sometimes "W" characters) are captured; (4) responses that must appear in isolation from any other response (usually "Y" (no one) or "Z" (don't know)) do not appear in combination with any other letter; and (5) the field cannot be left blank.
- d) *Multiple responses*: For questions that allow multiple responses to be selected, the CSPro program was fitted so that responses that must appear in isolation from any other response do not appear in combination with any other letter/number.
- e) *"Other" responses*: For questions that allow "other" responses, the program was designed to ensure that responses requiring an "other" text entry are not skipped.
- f) *Blank responses*: The CSPro program was designed so that fields cannot be left blank. Enumerators could not move on to the next question without entering a valid response. The CSPro dictionary included pre-programmed codes for respondents who "don't know" (usually '8') and respondents who refuse to answer (usually '9').
- g) *Consistency checks*: In selected fields when applicable, answers will be cross-checked against other fields for validity. For example, in modules D and E and the anthropometry sections, age and date of birth will be compared to one another to ensure agreement. In addition, in any module that asks for a person's age, this will be cross-checked against the age given in the household roster (Module B); if an age difference exists, a warning message is issued, and the enumerator must verify the correct age.
- h) *Skips*: If a skip is present, then based on the respondent's answer to the question, the skip will be applied by the CAPI system. Responses that are skipped will be designated "missing" by the CAPI system. For numeric responses, "missing" is indicated by filling the entire field with the



number "9". For alpha fields, "missing" is indicated by filling the field with "X" to indicate "text missing."

- i) *Filters*: If a question should not be asked, it will be skipped. For example, persons under the age of 15 are not asked their marital status in the household roster. Therefore, the question will be skipped over for those under-age persons.
- j) *Identifier integrity*: A file containing the geographic identifiers will be created for each county. The file provides, for any given cluster, all levels of geographic identifiers. This information will be prefilled from the sample files. This step ensures that the correct identifier is associated with each record.

## 6) Structure Checks

- a) Files are created at the cluster level. They are concatenated into a single file at the very end of closing the clusters. The final data are then transmitted to the central office. When closing the clusters, the total number of households with complete (result=1) and incomplete (result <> 1) result codes are also logged in. A check is applied that compares the number of households found within their data file against what was expected from the sample file; an error is generated if the two are not the same. Likewise, if the total number of households found is correct, but there are some partially completed households, an error message is generated. The cluster cannot be closed until these problems have been resolved.
- b) In addition to checking for result codes and total number of households, the program will ensure for each household that the required number of individual records exists, based on the eligibility of the persons within Module B. For example, if the household roster indicates three persons should be administered Module D, then three records must exist in the file before the structure check can succeed. The cluster cannot advance to the consistency editing stage until any identified problems have been resolved.

## 7) Miscellaneous Data Quality Measures (during fieldwork)

- a) The IRC data processing staff will regularly engage with Field Coordinator and Survey Director to review quality control reports generated on data received, after the structure of the data has been checked at the receipt of data. The IRC Data Processing staff will review quality control reports at least every 2 days. Key issues will be identified and noted in the reports, which will be shared with field teams through the team supervisors.
- b) Field-check tables will be run every 48 hours starting day two of fieldwork and will continue throughout the data collection period. These tables will report on several key items measuring fieldwork quality.<sup>33</sup> Data will be reported at the team level. For example, a table will be generated that shows the age distribution of female respondents between 12-18 years, to allow

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<sup>33</sup> Field check tables will illustrate household nonresponse rates, age heaping, age displacement, and response rates per module. The IRC CSPro Programmer/Data Manager will generate the field check tables and distribute them to the TANGO Quantitative Lead, TANGO survey monitors and the IRC Survey Coordinators.

survey managers to determine if teams are dropping respondents under age 15 to disqualify women from Module E. This helps to identify underperforming teams.

- c) Frequencies will be generated to ensure reasonable distribution of the data and that no out-of-range values exist.
- d) If an error is caught and the team has not left the cluster, the interviewing team can return to the household and correct the observed error. The error discovered will be a topic for discussion during the team’s evening debrief, during which the error will be brought to the attention of the field team and some retraining will be implemented to ensure that the error does not recur.
- e) If an error is caught after the team has left the cluster, but the implications of the error are limited, for example, to a single household or a single respondent in a household, the response to the discovery of the error will be to bring the error to the attention of the field team and engage in some retraining to ensure that the error does not recur. However, the team will not return to the cluster in which the error was identified.
- f) If an error is caught after the team has left the cluster, and the implications of the error are significant (for example, interviewing teams do not interview selected households, or they record invalid household results such as “other” and then specify an invalid reason for not interviewing a household), the teams involved will be required to return to the clusters to rectify the problem.
- g) The IRC Survey Director, Field Coordinator, and Field Supervisors will work together to ensure that Interviewers receive retraining, when necessary, and to address any other issues that emerge during data collection.

## **8) Consistency Checks (after fieldwork is complete)**

- a) More complex issues are handled after fieldwork is complete. Once a cluster has been closed in the field and data have been transmitted to the central office, a secondary (consistency) edit program will be run against the data in the central office. Many of the checks made during the interviewing process will be repeated here. All error messages are assigned a unique number.
- b) The central office will be provided a secondary editing manual that lists all error messages in numerical order. It will describe the problem that prompted the error and possible methods to resolve the conflict. In general, the method is to review the data collected, compare the variables (questions) involved, and look for any notes the enumerator may have made, or changes the field supervisor or field coordinators may have made, that created/exacerbated the problem. Checks for missing values are not made at this time, as it is too late for the field team to resolve this type of error.

TANGO will conduct a quality control review of the raw and edited data as the data are received from the central office in Kampala. Data transfers will take place on a regular basis<sup>34</sup> from the central office to the TANGO US office via the secure file transfer protocol. Data cleaning will take place based on

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<sup>34</sup> IRC will provide TANGO with data at the following intervals: 20 percent completion of field work, 50 percent, 80 percent, and 100 percent.

secondary (consistency) editing reports generated in-country, and per TANGO’s feedback. Final review and data cleaning will take place at TANGO upon receipt of the final clean datasets. The final raw CSPro datasets will be accompanied by a data dictionary/codebook with all variables clearly labeled. The raw CSPro datasets will be converted to facilitate data analysis using SAS, Stata or SPSS statistical software.

- **Coordination and Management Oversight**

Working in close partnership with IRC, the TANGO team will ensure high-quality PBS data through a strong focus on training field staff and monitoring data collection. The TANGO team will use CAPI data collection, which allows for real-time editing of data, frequent uploading of collected data, continuous data quality review, and correction of field staff behavior as data collection proceeds. TANGO requires that the field teams upload collected data from completed clusters at minimum on a weekly basis. During critical periods, including training, anthropometry standardization testing, piloting, and at the beginning of fieldwork, the TANGO Quantitative Lead will provide guidance and support virtually. IRC is working with the CSPro programmer to test all the CAPI applications and data transmission systems before fieldwork begins. TANGO hired three survey monitors, independent of IRC, to provide additional quality assurance support. The survey monitors will travel with the field teams throughout the data collection period to oversee fieldwork and update the TANGO Quantitative Lead on fieldwork progress and any issues encountered during data collection.<sup>35</sup> More specifically, the TANGO Quantitative Lead will interact with the survey monitors daily via a WhatsApp group chat for field status updates, especially those that require immediate attention, and via Zoom calls for daily debriefs. The survey monitors will provide fieldwork updates daily during data collection. Each monitor will also submit a summary report on a weekly basis and at the end of data collection. Table 2 provides survey procedures and safeguards for field supervision. TANGO’s quality assurance protocols for remote training and oversight are summarized in Appendix A.

**Table 30. Procedures and safeguards for quantitative fieldwork oversight**

Goal	Procedure or Safeguard
Proper fieldwork oversight	Maximum ratio of one team lead for every five enumerators and two anthropometry staff. IRC will provide two field supervisors to oversee every five or six survey teams and two anthropometry supervisors to oversee five or six survey teams
Proper selection of households and respondent	Adherence to household and respondent selection methods per TANGO protocol
Assurance of questionnaire accuracy	Complete data review immediately after the interview is conducted In the event of errors or omissions, required corrections will be made before the enumerator proceeds to the next household
Prevention of fraud in interviewing	<ul style="list-style-type: none"> <li>• Observation of at least 10 percent of interviews, with the heaviest observation happening at the beginning and toward the end of data collection when errors are the most likely to happen</li> <li>• Spot-checks with households on the day of the interview to ensure honesty on the part of the enumerator. Proper spot-checks involve verifying demographic information of the household respondents and other information to make sure that enumerators are recording data that is</li> </ul>

<sup>35</sup> Survey monitors will travel in vehicles separate from the field teams to retain their independence, but they will coordinate visits to clusters based on the field movement plan developed by IRC.

Goal	Procedure or Safeguard
	accurate and truthful. Fifteen percent of the completed interviews should be randomly selected for spot-checks. <ul style="list-style-type: none"> <li>• In the event of fabrication or falsification of data collected, the enumerator will be fired immediately</li> </ul>
Completion of interviews	If the entire interview is not completed on the first visit, enumerators will make up to three visits to the household to complete the interview. The enumerator will plan one or two follow-up visits with the respondents to successfully complete the interview.  The supervisor will ensure that each household survey is appropriately completed. All interview items should be 100 percent complete.

○ **Data Security**

- a) Data will be sent daily from the field to IRC’s secure server. IRC will have systems in place to handle any potential CAPI failure-related issues. All survey data will be collected and maintained on the password protected tablets of both the Enumerators and their Field Supervisors, as well as on IRC’s cloud server. If during fieldwork a tablet becomes inoperable or lost, the collected data will exist on the secure server. If the server connection fails, the collected information is retained on the tablet’s password-protected hard drive. In the event of both server connection failure, followed by tablet inoperability or loss, the collected data will be preserved on password-protected thumb drives, used by the field teams as a back-up system. Field Supervisors and Enumerators will be trained in these procedures to manage the risk of losing equipment and preserving the collected data.
- b) Using a central data processing system (Central Office), the IRC data processing staff will generate a report on the data received to check the completion and structure of the data sent from the field.
- c) Data will only be checked from an entire cluster, after the cluster has been closed for data collection in the field.
- d) The IRC Data Processing staff will review the report for data received from the field on the IRC server daily. Discrepancies in the completion of data collection will be noted, and he will contact the Field Supervisor immediately to resolve the outstanding issues and retransmit the data to the server.
- e) The IRC Data Processing staff will work with the Field Coordinator and Survey Director to review and address the discrepancies in household records received.
- f) All data received from the field must be complete, and no interviews can remain outstanding in order for the data to pass structure checking.
- g) The CSPro programme will also develop a programme for generating quality control reports which will include field check tables of larger trends and secondary editing reports on internal consistencies in each questionnaire.
  - Field check tables will monitor age heaping and displacement and calculate response rates.

- Secondary editing reports will check value ranges, skip patterns, and consistency across variables; and identify missing data, outliers, and other consistency issues.
- **Data Back-up**
  - a) Data will be stored at 5 points which include the following:
    - Data on each interviewer’s tablet,
    - Each supervisors tablet,
    - IRC server
    - Central office
    - External flash drive.
  - b) Once Data has been sent from the supervisor’s tablet to the IRC server, the server will act as the first central repository of all data submitted from all teams. The central office will then receive data from the IRC server and this acts as the second data repository for all data.
  - c) IRC will also make an external back-up of the Central Office computer every day to a password-protected, flash memory.
- **Server’s security measures**

IRC will employ a comprehensive array of advanced measures on the IRC server. Some of the measures to be implemented include the following:

- Enabling Two-Factor Authentication (2FA) for an additional layer of authentication along with Secure Shell's key-based authentication with disabled root login restricted only to trusted IP addresses only while cPHulk monitors login activities round the clock identifying and thwarting any suspicious logins promptly employing both whitelist & blacklist techniques respectively.
- The server will run scheduled scans for malware using among other tools ImmunityAV and the server will undergo regular updates and patching on all critical systems.
- Our password policies designed around industry-standard best practices will enforce frequent password rotation with login attempts limited, providing added security measures on the server.
- Additionally, we shall implement SSL/TLS certificates on our server for secure communication between client-server facilitating encrypted data transmission hence protecting sensitive information from being intercepted by third parties.
- In addition to all this, the server will run regular backups to protect against data loss.

### ○ **Data Access and Disposal**

TANGO will access raw data from the beginning of data collection. Data transfers will take place on a regular basis<sup>36</sup> from the central office to the TANGO US office via the secure file transfer protocol.

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<sup>36</sup> IRC will provide TANGO with data at the following intervals: 20 percent completion of field work, 50 percent, 80 percent, and 100 percent.

After completion of data collection and data cleaning by the CSPro programmer, all data on the tablets and server will be backed up a hard disk drive, and thereafter, it will be erased from the tablets and the servers. The hard disk drive will be kept by IRC in secure location for future response to questions that will be raised by TANGO and USAID BHA.

## • DATA PREPARATION

### ○ Sampling Weights

Sampling weights will be computed and used in the data analyses. Weights will be computed according to the unique sampling scheme that is relevant to the associated sampled household or individual. This will involve computing an overall sampling weight for each distinct sampling group by taking the inverse of the product of the probabilities of selection from each stage of sampling (cluster selection and household selection). Weights will be calculated for the following distinct sampling groups:

- Households (used for indicators derived from Modules C, CC, F, H, L, P and R)
- Children under five years of age (Module D and Children’s Anthropometry)
- Women 15-49 years of age (Module E)
- Non-pregnant women 15-49 years (Women’s anthropometry)
- Farmers (Module G)
- Cash-earning adults (Module J)
- Parents of children under two years of age (Module K)

Weights will be calculated separately for each of the Activity areas and will be adjusted to compensate for household- and individual-level non-response, where appropriate. The household level nonresponse adjustment, relevant for all modules, is based on the total number of households with completed interviews and the total number of households in each cluster from the listing exercise. Individual level non-response adjustments for Modules D, E, G, J, K and the anthropometry data are based on the total number of completed interviews for each group of individuals and the total number of eligible individuals from the household roster.<sup>37</sup>

A more detailed description of the calculation for sampling weights is provided in Appendix B.

### ○ BHA Indicator Definitions

The BHA required indicators and custom indicators to be included in the data analysis are listed in Table 3. Definitions of the FFP indicators are provided in the *BHA Indicator Handbook*, and definitions for resilience indicators are described in this section. The methodology for deriving poverty indicators is described in Appendix C and the approach for calculating resilience indicators is found in Appendix D. All indicators will be compared with 2018 BL indicators to assess change over time for each RFSA.

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<sup>37</sup> Strictly speaking, a separate non-response adjustment should be made for all indicator subgroups, e.g., children 0-5 months, children 6-23 months, women married in a union, etc. However, nonresponse for these subgroups very closely mirrors nonresponse for the entire group, so one nonresponse adjustments for the entire group is used.

Table 31. EL PBS Indicators

Indicator	Disaggregation Level	2018 BL	2023 EL
<b>FOOD SECURITY</b>			
53. Average Household Dietary Diversity Score (HDDS)	None	✓	✓
54. Prevalence of moderate and severe food insecurity in the population, based on the Food Insecurity Experience Scale (FIES) [12-month recall]	GHT	✓	✓
<b>POVERTY</b>			
55. Per capita expenditures (as a proxy for income) of USG-assisted	GHT	✓	✓
56. Prevalence of Poverty: Percent of people living on less than \$1.90/day 2011 PPP	GHT	✓	✓
57. Depth of Poverty: Mean percent shortfall relative to the or \$1.90/day poverty line	GHT	✓	✓
58. Depth of Poverty of the Poor: Mean percent shortfall of the poor relative to the \$1.90/day 2011 PPP poverty line	GHT	✓	✓
<b>WATER, SANITATION, AND HYGIENE</b>			
59. Percentage of households using an improved drinking water source	Available on premise, Available in 30 minutes or less (round trip), Available in more than 30 minutes (round trip)	✓	✓
60. Percent of households in target areas practicing correct use of recommended household water treatment technologies		✓	✓
61. Percent of households that can obtain drinking water in less than 30 minutes (round trip)	None	✓	✓
62. Percentage of households with access to a basic sanitation	GHT	✓	✓
63. Percent of households in target areas practicing open defecation	GHT	✓	✓
64. Percent of households with soap and water at a handwashing station commonly used by family members	None	✓	✓
<b>AGRICULTURE</b>			
65. Percentage of farmers who used financial services (savings, agricultural credit, and/or agricultural insurance in the past 12	Sex	✓	✓
66. Percentage of farmers who practiced the value chain activities promoted by the project in the past 12 months	Sex	✓	✓
67. Percentage of farmers who used at least [3 CRS, 5 MC] sustainable agriculture (crop, livestock, and NRM) practices and/or technologies in the past 12 months	Sex, type of practice,	✓	✓
68. Percentage of farmers who used at least [3 CRS, 3 MC] sustainable crop practices and/or technologies in the past 12	Sex	✓	✓
69. Percentage of farmers who used at least [3 CRS, 4 MC] sustainable livestock practices and/or technologies in the past 12	Sex	✓	✓

Indicator	Disaggregation Level	2018 BL	2023 EL
70. Percentage of farmers who used at least [2 CRS, 2 MC] sustainable NRM practices and/or technologies in the past 12	Sex	✓	✓
71. Percentage of farmers who used improved storage practices in the past 12 months	Sex	✓	✓
<b>WOMEN'S HEALTH AND NUTRITION</b>			
72. Prevalence of underweight (BMI < 18.5) women of reproductive	None	✓	✓
73. Prevalence of women of reproductive age consuming a diet of	None	✓	✓
74. Percentage of women of reproductive age who are currently using, or whose sexual partner is currently using, at least one	None	✓	✓
75. Percent of births receiving at least four antenatal care (ANC) visits during pregnancy	Modern methods, Traditional methods	✓	✓
76. Prevalence of women of reproductive age who consume targeted nutrient-rich commodities (Bio-fortified beans, Bio-fortified maize or sorghum, Orange-flesh sweet potatoes)	Sex, type of commodity	✓	✓
<b>CHILDREN'S HEALTH AND NUTRITION</b>			
77. Prevalence of healthy weight (WHZ ≤ 2 and ≥ -2) among children under five (0-59 months)	Sex	✓	✓
78. Prevalence of underweight children (WAZ<-2) children under five (0-59 months)	Sex	✓	✓
79. Prevalence of stunted children (HAZ < -2) children under five (0-59 months)	Sex	✓	✓
80. Prevalence of wasted children (WHZ < -2) children under five (0-59 months)	Sex	✓	✓
81. Percentage of children under age five who had diarrhea in the past two weeks	Sex	✓	✓
82. Percentage of children under five years old with diarrhea treated with oral rehydration therapy	Sex	✓	✓
83. Prevalence of exclusive breastfeeding of children under six months of age	Sex	✓	✓
84. Prevalence of children 6-23 months receiving a minimum acceptable diet	Sex	✓	✓
85. Prevalence of children 6- 23 months who consume targeted nutrient-rich commodities (Bio-fortified beans, Bio-fortified maize or sorghum, Orange-flesh sweet potatoes)	Sex, type of commodity	✓	✓
<b>GENDER</b>			
86. Percentage of men and women <u>in union</u> who earned cash in the past 12 months	Sex	✓	✓
87. Percentage of women in union and earning cash who report participation in decisions about the use of self-earned cash	None	✓	✓
88. Percentage of women in union and earning cash who report participation in decisions about the use of spouse/partner's self-earned cash	None	✓	✓
89. Percentage of men in union and earning cash who report spouse/partner participation in decisions about the use of self-earned cash	None	✓	✓



Indicator	Disaggregation Level	2018 BL	2023 EL
90. Percentage of men and women <u>in union</u> with children under two who have knowledge of maternal and child health and nutrition (MCHN) practices	Sex	✓	✓
91. Percentage of men/women in union with children under two who make maternal health and nutrition decisions alone	Sex	✓	✓
92. Percentage of men/women in union with children under two who make maternal health and nutrition decisions jointly with spouse/partner	Sex	✓	✓
93. Percentage of men/women in union with children under two who make child health and nutrition decisions alone	Sex	✓	✓
94. Percentage of men/women in union with children under two who make child health and nutrition decisions jointly with spouse/partner	Sex	✓	✓
<b>RESILIENCE</b>			
95. Shock exposure index	None	✓	✓
96. Cumulative impact of shock exposure index	None	✓	✓
97. Absorptive capacity index	None	✓	✓
98. Adaptive capacity index	None	✓	✓
99. Transformative capacity index	None	✓	✓
100. Ability to recover from shocks and stresses index	None	✓	✓
101. Proportion of households participating in group-based	None	✓	✓
102. Index of Social Capital at the household level	None	✓	✓
<b>CUSTOM INDICATORS</b>			
103. Average rating of government's ability to be responsive to citizens' needs (including transparency, inclusivity, effectiveness) as measured on scorecard	Sex	✓	✓
104. Percent of target population who can state at least one health benefit of waiting at least two years after last live birth before attempting the next pregnancy	Sex, Age	✓	✓

GHT= Gendered Household Type, FIES = Food Insecurity Experience Scale

\* Pending confirmation of definition and feasibility with existing data

\*\*2018 BL indicator includes last birth within the past 5 years. 2018 EL indicator includes last birth within the past 2 years.

### ○ Handling of Missing Data and “Don’t know” Responses

Missing data points will be assessed and excluded from both the denominator and the numerator for the calculation of all indicators as applicable. “Don’t know” and “Refused” responses will be excluded from the numerators used in the calculation of the indicators. For example, for responses to questions relating to consumption of the various food groups in the HDDS component, “Yes,” “No,” and “Don’t know” responses will be included in the denominator, but only “Yes” responses will be counted in the numerator. For poverty indicators, there are special instructions for handling missing data (see Appendix B).

## • DATA ANALYSIS PLAN

Separate datasets will be prepared for each sampling strata (i.e., each RFSA) and data analyses will be conducted separately for each. Similar to the BL study, EL analyses will include examination of key demographic characteristics of the study population, calculation of all BHA and resilience indicators, bivariate analyses and multivariate analyses as appropriate. For the PEs, analyses of the 2023 EL PBS data will include BL-EL comparisons of key demographic characteristics and indicators estimates.

Following the methodology used in BL, all indicators will be generated using relevant sampling weights to represent the full target population and tabulated for each RFSA separately. All indicators will be disaggregated, as specified in Table 3. Variance estimation (derived using Taylor series expansion) will take into account the design effect associated with the complex sampling design; 95 percent confidence intervals will be provided for all BHA indicators for each RFSA separately.

EL indicators will be calculated separately for each Activity and all analyses will be weighted to reflect the full target population and will be compared with BL indicators. Stata version 15<sup>38</sup> will be used for all analyses and statistical testing.

### 6.1 Analyses for Performance Evaluations

Data analysis for the EL PBS includes examination of key demographic characteristics of the study population, calculation of all BHA and resilience indicators, and bivariate and multivariate analysis of indicators that can help address the evaluation questions as outlined in the evaluation matrix.<sup>39</sup> Bivariate analyses including disaggregation by key sub-populations will be conducted for each RFSA area separately. They will not be performed for the combined RFSA areas since the combined estimates will mask differences by RFSA area; and program targeting, and the design of interventions are RFSA-specific. Additional multivariate analyses will be conducted as appropriate to provide further insights on relationships between key indicators. In some cases, it may not be possible to conduct the proposed analyses due to sample size limitations.

#### • 6.1.1 Household Characteristics

The PE report will provide an overview of the size and sociodemographic characteristics of the population in the RFSA areas and an explanation for why or how these characteristics are different from BL indicators over time.

This includes the percentage of individuals in the following key target population groups by each RFSA:

- Adults (15+ years), total and by sex
- Cash earners (15+ years), total and by sex
- Farmers (15+ years), total and by sex
- Farmers (15+ years) who raised crops/livestock with the intention to sell
- Women of reproduction age (15-49 years)
  - Non-pregnant
  - Married or in a union

<sup>38</sup> StataCorp. 2015. *Stata Statistical Software: Release 15*. College Station, TX: StataCorp LP.

<sup>39</sup> For additional details refer to the Uganda Final Performance Evaluations Protocol.

- With a live birth in the past 5 years
- Pregnant and lactating women
- Children under 5 years, total and by sex
- Children under 2 years, total and by sex
- Children under 6 months, total and by sex
- Children 6-23 months, total and by sex

This analysis also includes the following household-level statistics for the combined RFSA areas and by each RFSA:

- Average household size (Number of persons)
- Average number of adults (15+ years) per household
- Percent of households with at least one child under 5 years of age
- Percent of households with at least one child 6-23 months of age
- Percent of households with at least one child under 6 months of age
- Gendered household type (Percent of households)
- Highest level of education achieved by any adult household member

### ● **6.1.2 Comparison of 2018 BL and 2023 EL Indicators**

A comparison of 2018 BL and 2023 EL Indicators will be conducted for each RFSA separately along with a statistical test of differences. A comparison of household characteristics described in Section 6.1.1 between the BL and EL samples will be conducted to determine if differences exist. If differences are found, an explanation for why or how these differences may influence change in indicators over time and the achievement of program targets will be provided.

### ● **6.1.3 Bivariate and Multivariate Analysis**

Relevant bivariate analyses will be conducted to explore relationships between indicators as appropriate in support of the PEs. Additional select multivariate analyses may be conducted if warranted by the BL-EL comparisons or bivariate analyses findings, to explore plausible determinants of key outcome indicators. Bivariate and multivariate analyses will largely be driven by PE questions as stated in PE protocol (see Appendix F for proposed analysis). The data will be interpreted based in part on BHA's conceptual model/framework, secondary data from other studies as available, and the qualitative data and within the context of the PEs.

## APPENDIX A. QUALITY ASSURANCE PROTOCOLS FOR REMOTE TRAINING AND DATA COLLECTION

### Recruitment of Independent Survey Monitors (Quality Assurance Consultants)

- TANGO recruits Survey Monitors to provide an extra layer of quality assurance independent of the quality assurance field supervisors hired by the local data collection firm. The survey monitors participate in the trainings to be well-versed in the survey tool, CAPI program, and BHA field protocols. The monitors accompany the field teams throughout the entirety of data collection. They observe supervisors and enumerators to ensure compliance with BHA field procedures and protocols. The monitors are empowered to provide feedback directly to the local firm field coordinator and quality assurance monitors, who in turn provide this feedback to the team supervisors.

### Quality Assurance for Remote Training

- **Participatory training approach:** TANGO uses a participatory approach for the Training of Trainers (ToT). The ToT is attended by the local firm key field personnel, including quality assurance supervisors. Typically the local firm quality assurance supervisors have substantial experience conducting surveys so that they can share common pitfalls and good practices. During the ToT, Quality Assurance Supervisors are invited to participate by sharing their experiences and asking questions. TANGO trainers pause periodically to allow participants to share experiences and provide examples of challenges encountered in the field and how they were addressed. A similar approach for the main training will be adopted so enumerators can ask questions and share experiences.
- **Google Sheet to record comments and feedback in real-time:** Ahead of each training, TANGO will set up and share a Google Sheet for participants to input their comments and questions. The TANGO quant team continuously monitors the Google Sheet and responds to queries as soon as possible, either during the training or later.
- **Ongoing remote participation of TANGO Quant Team:** Although the local firm leads the main enumerators' training, TANGO Quant team members will participate in afternoon sessions to review the training quality and respond to questions or comments.

### Regular and Frequent Communication with the IRC team and Independent Survey Monitors

- **Daily meetings with Survey Monitors:** TANGO will convene daily debriefs via Zoom with the independent survey monitors. The purpose of these meetings is to get updates on the progress of the trainings and field work, issues encountered and how they were handled, and any observations that the monitors want to share, including on local security conditions and the performance of IRC field personnel. TANGO will coordinate with BHA if any issues arise during the meetings requiring BHA's attention.
- **WhatsApp Groups**
  - *WhatsApp group with TANGO and IRC key staff:* In addition to weekly standing calls, TANGO has established a WhatsApp connection with IRC officials: Survey Director, Field Coordinator, and IT Specialists. The purpose of the WhatsApp group is to facilitate timely communications for urgent questions or issues. The TANGO Quant

Uganda PBS Data Treatment and Analysis Plan  
APPENDIX A – Remote Quality Assurance Protocols

lead will communicate with IRC daily via this channel for updates from the field. TANGO will coordinate with BHA if any issues arise during the meetings requiring BHA's attention.

- *WhatsApp group for TANGO and Independent Monitors:* TANGO has also created a WhatsApp group with independent monitors. TANGO will use the group to communicate with monitors about local security, data collection progress, supervisors' and enumerators' compliance with the protocol, etc.

### **Close Monitoring During Data Collection**

- **Field Movement plan:** TANGO closely coordinates and regularly communicates with IRC and Independent Monitors regarding the field movement plan to ensure effective implementation of data collection. IRC's field movement plan will be shared with BHA and Implementing Partners beforehand so that project staff can help with community entry and mobilization.
- **Daily data checks:** TANGO will review data uploaded to the server daily to check for response rates, outliers, and unexpected frequencies/distributions in the data. TANGO will flag any issues and discuss them with IRC.
- **Field check tables:** IRC's CSPRO Programmer/Data Manager will generate field check tables for each supervisor's team, which will include measures for assessing household non-response rate, age heaping, age displacement, and responses rates by module.
  - The CSPRO programmer/Data Manager will provide the TANGO Quant Lead and Independent Survey Monitors the field check tables.
  - The TANGO Quant Lead will review the field check tables and regularly provide feedback to the IRC Data Manager, Survey Director, and Survey Coordinator.
  - The IRC Field Coordinator will communicate issues to the field supervisors to address them with enumerators. Any response/action must be handled consistently across teams. Any new questions or issues encountered will be communicated to IRC's Field Coordinator for consensus on the appropriate response. In turn, the IRC Field Coordinator will check with IRC's Survey Director and the TANGO Quant Lead for guidance on how to disseminate information relating to any new guidance to the geographically dispersed teams.

## APPENDIX B. SAMPLING WEIGHTS

### HOUSEHOLD WEIGHTS

Household weights will be applied for household level indicators derived from Modules C, CC, F, H, L, P, and R and included in the construction of individual weights for all other modules.

Household design weights are calculated based on the separate sampling probabilities for each sampling stage and for each cluster (kebele).

The first-sampling probability is divided into three phases as follows:

$P_{1bli}$  = first-stage sampling probability of the  $i$ -th cluster in stratum  $h$ , as calculated during cluster selection for the baseline survey<sup>40</sup>

$P_{1ahi}$  = first-stage sampling probability of the  $i$ -th cluster in stratum  $h$  (cluster selection<sup>41</sup>)

$P_{1bhi}$  = second phase of first-stage sampling probability of the  $i$ -th cluster in stratum  $h$  (cluster selection)

Followed by the second-stage sampling probability:

$P_{2hi}$  = second-stage sampling probability within the  $i$ -th cluster (household selection<sup>42</sup>).

Sampling probability definitions:

Phase one of the first-stage probability of selecting cluster  $i$  in the sample is:  $P_{1bli} = \frac{m_{hbl} \times N_{hibl}}{N_{hbl}} \times b_{hi}$

Phase two of the first-stage probability of selecting cluster  $i$  in the sample is:  $P_{1bhi} = \frac{m_h \times N_{hi}}{N_h} \times b_{hi}$

Phase three of the first-stage probability of selecting cluster  $i$  in the sample is:  $P_{1ahi} = \frac{m_h^*}{m_h}$

The second-stage probability of selecting households in cluster  $i$  is:  $P_{2hi} = n_{hi} / L_{hi}$

Where:

$m_{hbl}$  = number of sample clusters selected in stratum  $h$ , at baseline.

$m_h$  = number of sample clusters selected in stratum  $h$  (endline clusters are selected from the list of clusters sampled for the baseline using probability proportional to size (PPS) techniques).

<sup>40</sup> The first-stage probability of selection of clusters at baseline is incorporated into the first-stage probability of selection of clusters at endline due to the “cluster-panel” design. Clusters selected and interviewed at baseline served as the sample frame of clusters at endline.

<sup>41</sup> The list of clusters sampled at baseline served as the sampling frame for the endline after excluding inaccessible areas or areas that received limited or no interventions. Subsequently, TANGO followed the “two-phase” approach for the first stage of sampling of clusters as described in the Feed the Future Sampling Guide. In phase one, TANGO used PPS to sample the total number of clusters, including the number of reserves (30 percent). Then in the second phase, TANGO selected reserve clusters using fractional interval sampling and set those clusters aside in case replacements are needed.

<sup>42</sup> A total of 30 households were selected from each sampled cluster after the household listing exercise was completed. Systematic random sampling was used to ensure that each household has an equal probability of selection. The starting random number was calculated by multiplying the sampling interval and a random number generated within the range of the first and last household listed in the cluster.

Uganda PBS Data Treatment and Analysis Plan  
APPENDIX B – SAMPLING WEIGHTS

$m_h^*$  = number of sample clusters at the second phase (from the clusters sampled at the first phases in stratum  $h$ )

$N_{hibl}$  = total households in the baseline frame for the  $i$ -th sample cluster in stratum  $h$ .

$N_{hbl}$  = total households in the baseline sample frame in stratum  $h$ ; i.e., total number of households based on the baseline listing exercise)

$N_{hi}$  = total households in the frame for the  $i$ -th sample cluster in stratum  $h$  (obtained from baseline listing operation).

$N_h$  = total households in the frame in stratum  $h$ ; i.e., total number of households based on the baseline listing exercise)

$b_{hi}$  = the number of selected segments divided by the total number of segments in the  $i$ -th sample cluster in stratum  $h$

$n_{hi}$  = number of sample households selected for the  $i$ -th sample cluster in stratum  $h$ .

$L_{hi}$  = number of households from the endline household listing exercise for the  $i$ -th sample cluster in stratum  $h$  (ideally, this is the same as  $N_{hi}$ , but most often is not in practice).

The overall selection probability of each household in cluster  $i$  of stratum  $h$  is the product of the selection probabilities of the three<sup>43</sup>:

$$P_{hi} = P_{1bli} \times P_{1ahi} \times P_{1bhi} \times P_{2hi} = \frac{m_h \times N_{hi}}{N_h} \times b_{hi} \times \frac{m_h^*}{m_h} \times \frac{N_{hi}}{L_{hi}}$$

The household design weight for each household in cluster  $i$  of stratum  $h$  is the inverse of its overall selection probability:

$$W_{hi} = \frac{1}{P_{hi}} = \frac{N_h \times L_{hi}}{m_h \times N_{hi} \times n_{hi} \times b_{hi} \times m_h^*}$$

The household sampling weight is calculated using the household design weight corrected for household non-response in each of the selected clusters. Weighted response rates are calculated at the cluster level as ratios of the weighted number of interviewed households divided by the weighted number of eligible households, where the weights used are the household design weights. The household sampling weight is calculated by dividing the household design weight by the weighted household response rate.

## INDIVIDUAL WEIGHTS

Individual sampling weights will be applied for indicators derived from Modules D (children), E (women of reproductive age), G (farmers), J (cash earners), K (parents of children under two years), and L.

Since all eligible individuals will be selected for each Module, the probability of selecting eligible individuals within sampled households is always one. Therefore, the individual weights will consist of an individual non-response adjustment only.

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<sup>43</sup> A final correction was applied to the total probability of selection to account for the fact that some clusters selected for the baseline survey were purposefully removed from the endline sample frame. Clusters removed were those known to be inaccessible at the time of the endline survey, and those identified as not having received programming from the RFSA. The correction was a multiplicative term included in the probability of selection equal to: total number of households in the endline sample frame, divided by the total number of households that would have been included in the endline sample frame if clusters were not purposefully removed (based on baseline listing).

The weighted individual nonresponse adjustment will be applied using the inverted proportion of the weighted total number of completed interviews for each group divided by the weighted total number of eligible individuals for each group. This non-response adjustment is calculated at the project level.

The final individual weights will then be computed as the product of the household weights and the weighted individual nonresponse adjustment.



## APPENDIX C. METHODOLOGY TO DERIVE POVERTY INDICATORS

The World Bank defines poverty as whether households or individuals have enough resources or abilities today to meet their needs. Poverty is usually measured based on consumption expenditures rather than income. Consumption expenditures are more closely related to well-being because households adopt strategies to meet their current basic needs. Also, in poor agrarian economies and in urban economies with large informal sectors, income may be difficult to estimate. It may be seasonal and erratic, and it may be difficult to estimate particularly for agricultural households whose income may not be monetized.

The prevalence of household poverty will be measured using information on household consumption expenditures to compute a household consumption aggregate. The consumption aggregates will be constructed following guidelines from Deaton & Zaidi (2002)<sup>44</sup> and Grosh & Muñoz (1996)<sup>45</sup> by adding together the various goods and services consumed by each household during a period of 12 months. The various components of consumption will be grouped together into 6 main categories, including food, usual expenses (expenses in the last 7 days), occasional expenses (expenses in the last 30 days), unusual expenses (expenses in the last 12 months), housing and durable assets.

In general, consumption will be calculated by adding the value in local currency units (LCU) of the items consumed by the household, as reported by household informants. These items will be collected according to different time horizons, but will be then transformed into a daily per capita consumption expenditure aggregate.

Whenever a household is missing data on the monetary value of an item it has consumed, that value will be imputed using the closest local median value for that item. That is, if a household is missing consumption information on a given item, it will be assigned the median value reported by other households in the vicinity. Whenever the item is reported frequently enough, this imputation will be done at the cluster level. However, some items may be consumed by few households. In those cases, the level of imputation would be at a higher level, depending on how rare the item is. These imputed amounts will be subject to checks that the imputed prices are plausible to avoid undue influence from outliers.

The reported values for each item and each consumption component will be checked for outliers to detect possible coding errors or extreme values. Depending on the distribution of variable, values that are 1 to 5 standard deviations (SD) over the average will be flagged and checked for plausibility. Values deemed implausible will be imputed using the methodology described above.

Besides this general methodology, some components require specific computations.

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<sup>44</sup> Deaton, A. and S. Zaidi (2002), A Guide to Aggregating Consumption Expenditures, Living Standards Measurement Study, Working Paper 135. Available at:  
<http://siteresources.worldbank.org/INTPA/Resources/429966-1092778639630/deatonZaidi.pdf>

<sup>45</sup> Margaret Grosh and Juan Muñoz (1996). A Manual for Planning and Implementing the Living Standards Measurement Study Surveys. LSMS Working Paper #126, The World Bank. Available at:  
<http://documents.worldbank.org/curated/en/1996/05/438573/manual-planning-implementing-living-standards-measurement-study-survey>

- **Food Consumption**

Computation of food consumption is complex because it involves products that are purchased in the market, where price information is available, and products that are home-produced or received as a gift, where price information is not available. Even when products are purchased, it is often difficult for household informants to report the precise market value of the amounts consumed by the household over the reference period, which often results in missing data.

The value of non-purchased food (and of any food missing value information), will be imputed by first transforming the amounts consumed by the household to a common reference unit, and multiplying the local median value of that unit times the amount consumed. If a product is reportedly consumed, but information on the quantity consumed is missing, the median daily per capita amount consumed by local households will be imputed.

- **Assets**

Purchases of durable goods represent large and relatively infrequent expenses. While almost all households incur relatively large expenditures on these at some point, only a small proportion of all households are expected to make such expenditures during the reference period covered by the survey. As indicated by Deaton & Zaidi (2002) “From the point of view of household welfare, rather than using expenditure on purchase of durable goods during the recall period, the appropriate measure of consumption of durable goods is the value of services that the household receives from all the durable goods in its possession over the relevant time period” (p. 33).

Consumption of durable goods will be calculated as the annual rental equivalent of owning the asset. This rental equivalent is computed as the price of the asset in its current shape multiplied by the sum of the real interest rate and the depreciation rate:

$$S_t P_t (r_t - \pi_t + \delta)$$

Where  $S_t P_t$  is the current price of the asset,  $r_t - \pi_t$  is the real rate of interest, and  $\delta$  is the depreciation rate for the durable good. Each of these components will be computed separately.

1. Current value of the asset ( $S_t P_t$ ): This will be obtained from household reports of the value of the asset in its current shape (second-hand).
2. Real rate of interest ( $r_t - \pi_t$ ): In theory,  $r_t$  is the general nominal rate at time  $t$ , and  $\pi_t$  is the specific rate of inflation for each asset at time  $t$ . However, in practice this is calculated as a single real rate of interest that is used for all goods, taken as an average over several years (see Deaton & Zaidi, 2002 p. 33). Data on real interest rates will be obtained from the World Bank<sup>46</sup> and averaged for the appropriate period to obtain a single real rate of interest.
3. Rate of depreciation ( $\delta$ ): The rate of depreciation for each of the items is given by the formula:

$$1 - \left( \frac{P_t}{P_{t-T}} \right)^{1/T}$$

<sup>46</sup> Data on the real interest rates for Uganda are available for the period 1995 - 2018. Estimates are based on the average real interest rate during 1995-2018, which is 13.39%. Source: <https://data.worldbank.org/indicator/FR.INR.RINR?locations=UG&view=chart>

Uganda PBS Data Treatment and Analysis Plan  
APPENDIX C - METHODOLOGY TO DERIVE POVERTY INDICATORS

Where  $P_t$  is the current value of the item at current time  $t$ ,  $P_{t-T}$  is the value of the item when purchased, and  $T$  is the age of the item in years. Inflation-adjusted rates of depreciation will be obtained using the local median price of an item at the time of purchase. In order to minimize the influence of outliers, the median  $\delta$  will be used for each of the durable assets for which data are collected (i.e., rather than using household-specific values of  $\delta$  calculated from the data).

A rental equivalent estimating the daily per capita flow of services from the durable goods is then derived by dividing the annual rental equivalent over the number of members in the household and the 365 days of the year.

- **Housing**

The case of housing is similar to other durable goods, in that it is better measured as an annual consumption of housing services, either annual rent expenditures for renters, or an annual rental equivalent for non-renters.

The household survey will collect information on rent paid among renters, and an estimated rental equivalent for non-renters. It is likely that the housing rental market is small and a significant amount of non-renters are unable to provide an estimated rental equivalent. These missing responses will be imputed using two approaches. First, the age of the house and its current replacement value will be used to estimate a housing rental equivalent, using the methodology described above for durable goods. For those cases where the estimated current value or age of the house are not available, a hedonic OLS (Ordinary Least Squares) regression model will be used (where “hedonic” regression is a preference method of estimating demand or value), as suggested by Grosh & Muñoz (1996). The model will be built on the sample of households reporting non-zero rent or rental equivalents, with the log of rent paid by renters as a dependent variable, and several sets of independent variables, that may include:

- Housing characteristics: number of members, type of water access, type of sanitation services, asset ownership.
- Location: District

The final model will be estimated based on the following regression equation,

$$\log(R_i) = \beta_0 + \beta X_i + \varepsilon_i$$

where  $R_i$  represents the reported non-zero rent paid by household  $i$ ,  $\beta_0$  is the constant term,  $X_i$  is the final vector of independent variables and  $\varepsilon_i$  is the error term accounting for unexplained variance. The initial model will contain consumption variables in log form and a set of dummies for all categorical variables. In order to avoid problems with multi-collinearity, a forward stepwise regression approach will be used to exclude variables that do not contribute to model fit and were thus statistically redundant. The unstandardized beta weights resulting from this regression equation will be applied to the vector of independent variables among non-renting households to estimate their annual rent equivalent.

- **Average daily per capita consumption expenditures**

In October 2015, the World Bank raised the poverty line to USD \$1.90 using 2011 purchasing power parity (PPP) rates. To facilitate the transition between the 2011 PPP rates and the prior framework based on 2005 PPP rates, this indicator will be computed as the average daily per capita consumption expenditures in constant 2010 US dollars, using the 2011 Purchasing Power Parity (PPP) exchange rates adjusted to 2010 US prices.

- **2011 PPP rates:** The steps to convert daily per capita consumption expenditures collected in local currency units (LCU) to constant 2010 US\$ (2011 PPP adjusted to 2010 US prices) are:
  - 1) Convert LCU at the time of the survey (June 2023) to LCU at 2011 prices, by dividing by the ratio of the CPI for the survey month (208.55 in June 2023) to the average annual CPI in 2011 for Uganda (116.19).<sup>47</sup>
  - 2) Convert 2011 LCU to 2011 US\$ by dividing by the 2011 PPP conversion rate of 946.89.<sup>48</sup>
  - 3) Convert US\$ in 2011 prices to US\$ in 2010 prices by dividing by 1.032, which is the ratio of the US CPI in 2011 (224.94) to the US CPI in 2010 (218.06).<sup>49</sup>

Note that average daily per capita consumption expenditure is expressed in US\$ in 2010 prices in order to enable comparisons with other countries – so a common standard is essential.

- **Prevalence of Poverty**

The prevalence of poverty, or poverty headcount ratio, is the proportion of the population in the survey area living in extreme poverty, defined as per capita consumption of less than US\$1.90 at 2011 prices.

- 1) Consumption data in the endline PBS will be collected in Ugandan *Shilling*. In order to compare the Uganda consumption expenditure data in Ugandan *Shilling* to the international poverty lines, the poverty lines first need to be converted into the LCU. However, if we use current market exchange rates, we would underestimate consumption. One Ugandan *Shilling* can buy more products and services in Uganda than the equivalent amount in US\$ (1 Ugandan *Shilling* = \$0.0003 USD)<sup>50</sup> can purchase in the US. The conversion of LCUs to US\$ should use an exchange rate that takes into account the differences in purchasing power of different currencies. This exchange rate is referred to as the Purchasing Power Parity (PPP) exchange rate. The poverty line will need to be further adjusted for cost-of-living differences in the FFP survey area since the PPP rates are constructed for entire country. Specifically, the poverty line to estimate the proportion of the population living in extreme poverty will be computed as following: The \$1.90 line will be converted into LCU by multiplying it by the 2011 PPP conversion factor for private consumption for Uganda (946.89).
- 2) The resulting figure ( $\$1.90 * 946.89 = 1,799.09$ ) will be adjusted for cumulative price inflation since 2011. The adjustment will be done using the consumer price index (CPI) for the survey month as the numerator, and the average annual CPI for 2011 for Uganda as the base factor. The US\$1.90 poverty line is equal to  $1,799.09 * (208.55/116.19) = 3,229.19$  in June 2023 Ugandan Shilling.
- 3) Finally, resulting figure will be adjusted by the factor of cost-of-living difference in Karamoja since the cost of basic needs required to live Karamoja could be different than the rest of the country and urban centers in particular. The CPIs in Uganda are constructed based on the prices in urban centers, they don't take an account of price differences in Karamoja. The price adjustment process involves multiple steps. First, the key food items (food bundle) that contribute to major share of overall households' food consumption will be identified from the

<sup>47</sup> CPI for the month of June 2023 for Uganda 208.5 CPI are publicly available . CPI 2011 : <http://data.imf.org/?sk=6ac22ea7-e792-4687-b7f8-c2df114d9fdc&slid=1390030341854>; CPI for April 2023: <https://data.imf.org/?sk=4c514d48-b6ba-49ed-8ab9-52b0c1a0179b&slid=1390030341854> <https://www.ubos.org/publications/statistical/30/>

<sup>48</sup> PPP conversion factor, private consumption (LCU per international\$), 2011 International Comparison Program. Source: <https://data.worldbank.org/indicator/PA.NUS.PRVT.PP>

<sup>49</sup> Source: [https://www.bls.gov/cpi/cpi\\_dr.htm](https://www.bls.gov/cpi/cpi_dr.htm)

<sup>50</sup> <https://www.xe.com/currencyconverter/convert/?Amount=1&From=UGX&To=USD>, accessed on June 8, 2023.

Uganda PBS Data Treatment and Analysis Plan  
APPENDIX C - METHODOLOGY TO DERIVE POVERTY INDICATORS

survey data. Second, average per standard unit (KG) price of the food bundle will be computed for the Karamoja region and for the rest of the country using the price data from the Uganda National Household Survey 2016/17. The ratio of the food bundle price of Karamoja over rest of the country will then be used to adjust poverty line (3,229.19 2011 PPP) for the Karamoja region. Cost of living could also vary by the type of dwelling structures and assets owned by the households. Such adjustment is not possible due to lack of price information in UNHS survey. Further, since a major share of household consumptions in poor rural communities go to food consumption, adjustment by food bundle prices would likely suffice for this study.

- **Depth of Poverty of the poor: Mean percent shortfall relative to the \$1.90/day 2011 PPP poverty line**

This indicator is useful to understand the average gaps between poor people's living standards and the poverty line. It indicates the extent to which individuals fall below the poverty line (if they do).

Depth of poverty is sometimes also called the poverty gap index (PGI). The PGI is computed as the average of the differences between an individual's total daily per capita consumption and the poverty line, divided by the poverty line, with individuals over the poverty line excluded from the calculation. The PGI is given by the formula:

$$PGI = \left( \frac{1}{N} \sum_{i=1}^N \left( \frac{z - y_i}{z} \right) \right) \times 100$$

Where N is the total number of poor individuals in the population, z is the poverty line and  $y_i$  is the daily per capita consumption of poor individual i. As noted in previous paragraph, all the individuals above the poverty line will be excluded from the numerator and denominator.

## APPENDIX D. RESILIENCE INDICATORS AND ANALYSES

Resilience is viewed as a set of capacities that enable households and communities to effectively function in the face of shocks and stresses and still meet a set of well-being outcomes. The ability to measure resilience involves measuring the relationship between shocks, capacities, responses, and future states of well-being. **Thus, there is no single indicator that measures resilience.** There is a need for a number of variables to be used as part of a measurement framework. There are four key factors to consider in measuring resilience:

- Identify the well-being outcomes to be achieved and measure resilience in relation to these outcomes.
- Identify the shocks and stresses that individuals, households, communities and systems are exposed to and the severity and duration of these shocks and stresses.
- Measure the absorptive, adaptive and transformative capacities in relation to these shocks and stresses at different levels.
- Identify the responses of individuals, households, communities and systems to these shocks and stresses and trajectory of well-being outcomes.

The key questions to be explored through measurement of resilience are:

- Does shock exposure have a negative impact on food security and child nutritional status?
- Does greater resilience capacity have a positive impact on these outcomes?

### Resilience and Resilience Capacity Indicators

Computation of endline resilience and resilience capacities will follow baseline syntax and USAID guidance.<sup>51</sup> However, revisions were made to several BL resilience indicator estimates. BL resilience indicator estimates were updated due to two broad issues: (1) sample lost during endline data collection, primarily in Module L<sup>52</sup>; and (2) corrections made based on the review of methodological guidance. See Appendix E for the list of the indicators affected and a more detailed description of the revisions made and reasons behind the revisions.

<sup>51</sup> USAID, Food for Peace Indicators for Baseline and Endline Surveys for Development Food Security Activities Part I: 2018 updated in 2020, and Food for Peace Indicators Handbook Part II: Monitoring Indicators for Development Food Security Activities. 2019.

<sup>52</sup> During data processing, the evaluation team identified an issue with Module L endline data that impacts the comparability of some endline resilience indicators with the baseline estimates because of sample size loss. Roughly one-half of the households do not have data for Module L (LM/LF) at the endline. Although field teams interviewed all members in all households eligible for Module L, an endline CS Pro programming error resulted in only data for men and women in households with children under two being retained. The data loss occurred when the interviews were finalized. A typo in the CSPro syntax erased information for Module L for all HHs that were not eligible for Module K (instead of Module L). This condition was included as a final internal consistency check.

### ○ Well-being Outcomes

A number of outcome indicators can be used for measuring well-being:

1. Depth of Poverty: The mean percent shortfall relative to the \$1.25 poverty line
2. Prevalence of households with moderate or severe hunger (Household Hunger Scale - HHS)
3. Prevalence of wasted children under five years of age
4. Average Household Dietary Diversity Score (HDDS)
5. Prevalence of stunted children under five years of age
6. Ability to recover from shocks/stressors

### ○ Shocks and Stresses

The shock exposure index measures the overall degree of shock exposure for each household. The shocks should be those that are experienced by the target population and may include: flooding /excessive rainfall; landslides/erosion; drought or unpredictable or insufficient rain; hail or frost; pests or disease outbreak (crop or livestock); human disease outbreaks (e.g., cholera); death in the HH; unemployment for youths; market price fluctuation; and theft/ conflict. The index is based on household data regarding:

- Number of shocks to which a HH is exposed in the past 12 months
- Perceived severity of the shocks

### ○ Resilience capacities

Resilience capacities are measured as a set of indices, one for each of the three dimensions of resilience capacity—absorptive capacity, adaptive capacity, and transformative capacity—and one overall index combining these three indexes.

**Absorptive capacity index.** Absorptive capacity is the ability to minimize exposure to shocks and stresses through preventative measures and appropriate coping strategies to avoid permanent, negative impacts. The absorptive capacity index will be constructed from eight variables, some of which are themselves indices. The variables to be used include:

- Availability of informal safety nets
- Bonding social capital
- Access to cash savings
- Access to remittances
- Asset ownership
- Shock preparedness and mitigation
- Access to insurance
- Availability of humanitarian assistance

**Adaptive capacity index.** Adaptive capacity is the ability to make proactive and informed choices about alternative livelihood strategies based on an understanding of changing conditions. This index is constructed from the following ten variables, again some of which are themselves indices. The variables are:

- Bridging social capital
- Linking social capital
- Social network index
- Education/training
- Livelihood diversification

- Exposure to information
- Adoption of improved practices
- Asset ownership
- Availability of financial services
- Aspirations/confidence to adapt index

**Transformative capacity index.** Transformative capacity involves the governance mechanisms, policies/ regulations, infrastructure, community networks, and formal and informal social protection mechanisms that constitute the enabling environment for systemic change. This index is constructed from fourteen variables, including some that are indices. The variables are:

- Availability of formal safety nets
- Availability of markets
- Access to communal natural resources
- Access to basic services
- Access to infrastructure
- Access to agricultural services
- Access to livestock services
- Bridging social capital
- Linking social capital
- Collective action
- Gender equitable decision-making index
- Participation in local decision-making
- Local government responsiveness
- Gender index

## Resilience capacity variables and their corresponding questions

**Table I** presents the resilience capacity variables and their respective survey questions. Questions sourced from the FFP/FTF core household baseline questionnaire are preceded by “BL” and those from the household resilience module are preceded by “R”.

**Table 32. Resilience capacity variables and sources.**

Resilience capacity variable	Questions
Ability to recover	R107, R108
<b>Shock exposure index</b>	
<b>Exposure:</b> Number of shocks experienced in the past 12 months	R101
<b>Shock severity:</b> Impact of shock on income security Impact of shock food consumption	R103 R104
<b>Absorptive capacity index</b>	
Availability of informal safety nets	R801, R802
Bonding social capital	R1304, R1307
Access to cash savings	R601
Access to remittances	R1001 (m)
Asset ownership	BL H7.02, H7.03, R201, R201A
Shock preparedness and mitigation	R901, R902, R109, R1502, R1505



Resilience capacity variable	Questions
Access to insurance	BL G09
Availability of humanitarian assistance	R1501, R1502 (1,2)
<b>Adaptive capacity index</b>	
Bridging social capital	R1305, R1308
Linking social capital	R1309-R1314
Social network index	R801, R807-R809
Education/training	BL B21, R1327, R1329, R1331, R1333, R1335, R1337
Livelihood diversification	R1001
Adoption of improved practices	BL G13b, G16, G18, G21
Exposure to information	R701, R702
Asset ownership	See above
Availability of financial institutions	R301
Aspirations/confidence to adapt	R1401-R1405, R1407-R1412, R1413, R1415, R1416, R1417
<b>Transformative capacity index</b>	
Availability of formal safety nets	R1502
Availability of markets	R309-R311
Access to communal natural resources	R801a-R801d, R803, R804, R806
Access to basic services	R301a-R301d, R302, R303a, R303b, R304a-R304c, R1506, R1507
Access to infrastructure	BL F04, R301h-R301j, R307, R308
Access to agricultural services	R301e, R305a, R305b
Access to livestock services	R301f, R306a, R306b
Bridging social capital	See above
Linking social capital	See above
Collective action	R901, R902
Gender equitable decision making index	R603, BL J07, J10, J11, K05, K14, K15
Participation in local decision-making	R801, R802
Local government responsiveness	R801c, R801d, R805, R806, R1504, R1506, R1507

In order to eliminate duplication of questions between the BHA core questionnaire and resilience modules, **Table 2** maps specific changes to the BHA household questionnaire assumed as part of this analysis plan. If questions in the BHA core questionnaire are deleted that should be included, then these questions need to be added to the relevant section in the resilience module. Similarly, those sections/questions identified as not necessary in the BHA core questionnaire must be deleted in order to not duplicate those in the resilience modules, which are designed specifically with a resilience focus.

**Table 33. Assumptions regarding BHA household questionnaire.**

Includes: <sup>53</sup>		Does not include: <sup>54</sup>	
FFP/FTF modules/sections	Questions	FFP/FTF modules/sections	Questions
Identification and Informed Consent	Module A	HHS	C16-C21

<sup>53</sup> If the FFP/FTF questionnaire does NOT include modules/questions listed here, they need to be added in the resilience module or elsewhere.

<sup>54</sup> Items listed here are preferred in the resilience module and need to be removed from the FFP/FTF questionnaire.

Household roster, with maximum level of education	B2I	Humanitarian Assistance	C22-C24
HDSS	C3-C15	Shocks/stresses	C25
Main source of drinking water	F04	Livestock care/raising	G15
Improved practices for crops	G13B	Access to hazard insurance	G09
Improved practices for livestock	G16		
Improved practices for natural resources	G18		
Improved practices for crop storage	G21		
Gender - Cash	J07, J10, J11		
Gender - MCHN	K05, K14, K15		
Durable goods expenditures	H7.02, F7.03		

## Calculation of shock exposure and measures of resilience capacity

Throughout this document, the explanation for how each index or variable is calculated is followed by the relevant questions from the baseline survey and proposed resilience modules used for each index (in red print). Those from the baseline household questionnaire are preceded by “BL” and those from the household resilience module are preceded by “R”.

It should be noted that the specific calculations for how each resilience element is calculated can change slightly, depending on the data. Thus, this document outlines the basic construction of the three resilience capacity indices but may vary slightly once the data have been collected and cleaned.

### ○ Ability to recover

**1. Ability to recover index.** Ability to recover index is based on estimation of the ability of households to recover from the typical types of shocks that occur in the Title II program areas based on data regarding the shocks households experienced in the year prior to the survey.

The index is calculated based on responses to two questions:

“To what extent has your ability to meet food needs returned to the level it was before the shocks and stressors you experienced in the last 12 months?” With possible responses and weighted values:

- Ability to meet food needs is the same as before the shocks (= value of 2)
- Ability to meet food needs is better than before the shocks (= value of 3)
- Ability to meet food needs is worse than before the shocks (= value of 1)

AND

“In light of the shocks you faced in the last 12 months, to what extent do you believe you will be able to meet your food needs in the next year?”, with possible responses and weighted values:

- Ability to meet food needs will be the same as before the shocks (= value of 2)
- Ability to meet food needs will be better than before the shocks (= value of 3)
- Ability to meet food needs will be worse than before the shocks (= value of 1)

The responses to the two questions are combined into one variable that has a minimum value of 2 and a maximum value of 6.

Survey questions: R107, R108

#### ○ **Index of shock exposure**

A measure of shock/ stressor exposure and severity is created that takes into account the shocks or stressors to which a household is exposed out of the total number of shocks or stressors (e.g., 18), and the perceived severity of the shock on household income and food consumption.

Perceived severity is measured using two variables: impact on income security and impact on food consumption. The variables are based on respondents' answers to the questions, "How severe was the impact on your income?" and "How severe was the impact on household food consumption?" which are asked of each shock or stressor experienced. The possible responses are:

- No impact = value of 1
- Slight decrease = value of 2
- Severe decrease = value of 3
- Worst ever = value of 4

The responses to the two questions are combined into one variable that has a minimum value of 2 and a maximum value of 8.

The shock exposure measure is then a weighted average of the incidence of experience of each shock (a variable equal to 1 if the shock was experienced and zero otherwise), weighted by the perceived severity of the shock. The shock exposure index ranges from 1 to 144 (i.e., 8\*total number of shocks).

Survey questions: R103, R104

#### ○ **Proportion of HH participating in group-based savings, micro-finance, or lending programs**

This Indicator (EG.4.2) is calculated from the responses to questions BL 3.07 A, E and R602. The indicator value has a value of '1' if BL3.07A or BL3.07E has value of 1-3, or if R602 has value of 2 or 3.

Survey questions: BL3.07A, BL3.07E, R602

#### ○ **Absorptive capacity index**

The absorptive capacity index is constructed from eight variables, some of which are themselves indices. The variables and explanations of their calculation are as follows.

**1. Availability of informal safety nets.** This variable is the total number of community organizations that typically serve as informal safety nets that are available and have been active within the community during the 12 months prior to the survey. The six groups are:

- Credit or micro-finance group
- Savings group
- Mutual help group (e.g., ritban, afoosha, ofera/webera, burial, eqqub, etc.)

- Religious group
- Mothers' group
- Women's group

Survey question: R801, R802

**2. Bonding social capital index.** The bonding social capital index is based on the responses to two questions:

- whether the household indicates it would be able to **get help** from various categories of people living WITHIN their community if they needed it;
- whether the household indicates it would be able to **give help** to people living WITHIN their community who needed it.

The possible responses for whom a household could get help from or to whom they would give help are: “relatives”, “non-relatives/neighbors within my ethnic group/clan”, “non-relatives/neighbors of other ethnic groups/clan” and “no one”. An additive index ranging from 0 to 6 is calculated based on these responses.

Survey questions: R1304, R1307

**3. Access to cash savings.** This is a binary (dummy) variable equal to 1 if the respondent reported that a household member regularly saves cash.

Survey questions: R601

**4. Access to remittances.** This is a binary (dummy) variable equal to 1 if the respondent reported that receiving remittances as a source of livelihood.

Survey questions: R1001 (m)

**5. Asset ownership index.** Asset ownership is measured using the number of consumer durables, productive assets, and livestock owned.

Survey questions: BL H7.02, H7.03, R201, R201A

**6. Shock preparedness and mitigation.** Summary variable ranging from 0 to 4 based on the following:

- There is a government and/or NGO disaster planning and/or response program in the village (1); **Survey question: R1502 (8)**
- There is an emergency plan for livestock off-take in the village if a drought hits (1); **Survey question: R1505**
- Household reports participating in any of the following activities: soil conservation activities, flood diversion structures (i.e., protection of land/infrastructure from flooding), planting trees on communal land, or improving access to health services (1); **Survey questions: R901, R902**
- Household reports engaging in any of the following ways of protecting their household from the impact of future shocks: increasing savings, putting aside grains/fodder, switching to

different crops/livestock, added ag activity to non-ag activity, added non-ag activity to ag activity, acquiring crop insurance (1); **Survey question: R109**

**7. Access to insurance.** This is a binary (dummy) variable equal to 1 if the household has agricultural insurance.

**Survey question: BL G09**

**8. Availability of humanitarian assistance.** This is a binary (dummy) variable equal to 1 if government or NGO emergency food or cash assistance is available in the respondent's village OR the household reported receiving emergency food or cash assistance from the government or NGO during the 12 months prior to the survey.

**Survey questions: R1501, R1502 (1,2)**

Combine the eight variables described into an absorptive capacity index using polychoric factor analysis.

### ○ **Adaptive capacity index**

The adaptive capacity index is constructed from ten variables, including some which are indices. The variables and calculations are as follows.

**1. Aspirations/confidence to adapt index.** This index is based on variables of the underlying concepts around people's aspirations, confidence to adapt, and a sense of control over one's life.

The **aspirations** component is based on questions regarding an absence of fatalism and belief in the future. The absence of fatalism is based on two sets of binary variables: the first is based on two yes/no questions about whether the respondent agrees that:

- Each person is responsible for his/her own success or failure in life.
- To be successful one needs to work very hard rather than rely on luck.

The second set of variables regarding fatalism is based on a 6-point agreement scale regarding the statements:

- My experience in life has been that what is going to happen will happen.
- It is not always good for me to plan too far ahead because many things turn out to be a matter of good or bad fortune.

Belief in the future is based on two binary variables regarding the respondent's view of the future.

- Whether they are hopeful for their children's future.
- The level of education they want for their children.

**Survey questions: R1401, R1402, R1412, R1414, R1404, R1405**

The **confidence to adapt** component is based on six variables regarding the degree to which the respondent is exposed to alternatives. Three binary variables involve whether the respondent:

- Is willing to move somewhere else to improve his/her life.
- Communicates regularly with at least one person outside of the village.
- Engaged in any economic activities with members of other villages or clans during the week prior to the survey.

The remaining three variables are based on answers to the following:

- How many times in the past month have you gotten together with people to have food or drinks, either in their home or in a public place?
- How many times in the past month have you attended a church/mosque or other religious service?
- How many times in the past month have you stayed more than two days outside of this kebele?

Survey questions: R1403, R1407, R1408-R1411

The **locus of control** component is based on four variables constructed from a 6-point agreement scale regarding the following:

- My life is chiefly controlled by other powerful people.
- I can mostly determine what will happen in my life.
- When I get what I want, it is usually because I worked hard for it.
- My life is determined by my own actions.

Survey questions: R1413, R1415, R1416, R1417

The variables are combined into an index using polychoric factor analysis.

**2. Bridging social capital.** The bridging social capital index is based on the responses to two questions:

- whether the household indicated it would be able to **get help** from various categories of people living OUTSIDE OF their community if they needed it;
- whether the household indicated it would be able to **give help** to people living OUTSIDE OF their community who needed it.

The possible responses for whom a household could get help from or to whom they would give help are: “relatives”, “non-relatives within my ethnic group/clan”, “non-relatives of other ethnic groups/clan” and “no one”. An additive index ranging from 0 to 6 is calculated based on these responses.

Survey questions: R1305, R1308

**3. Linking social capital.** The linking social capital index is based on answers to questions regarding whether household members know a government official and/or NGO leader, how well they know them, and whether they believe the official/leader would help their family or community if help was needed. The index ranges from 0 to 6.

Survey questions: R1309-R1314

**4. Social network index.** This index is a sum ranging from 0 to 6 based on a series of binary (dummy) variables as follows:

- There is a savings group in the village (1);
- There is a mutual help group in the village (1);
- There is a women’s group in the village (1);
- The HH reports that any household member participated in a group that provided food to someone in that village at least once in the last 12 months (1);
- The HH reports that any household member participated in a group that provided labor to someone in that village at least once in the last 12 months (1);

- The HH reports that any household member participated in a group that provided some other type of help to someone in that village at least once in the last 12 months (1);

Survey questions: R801, R807-R809

**5. Education/training.** A summary variable ranging from 0 to 8 as follows:

- A binary (dummy) variable is equal to 1 if any household adult has a primary or higher education (1) Survey question: BL B21
- The total number of trainings (ranging from 0 to 6) the respondent or any adult household member has had, where the possibilities are: vocational (job) training, business development training (including financial literacy), early warning training, natural resources management training, adult education (literacy or numeracy), or how to use your cell phone to get market information (e.g., prices) Survey questions: R1327, R1329, R1331, R1333, R1335, R1337

**6. Livelihood diversification.** The total number of livelihood activities engaged in over the last year. The question asked to identify these livelihoods is “What were the sources of your household’s food/income over the last 12 months?” The possible options are:

- Own farming/crop production and sales
- Own livestock production and sales
- Ag wage labor (within the village)
- Ag wage labor (outside the village)
- Non-ag wage labor (within the village)
- Non-ag wage labor (outside the village)
- Salaried work
- Sale of wild/bush products (e.g., charcoal, firewood)
- Honey production
- Petty trade (reselling other products, e.g., grains, veggies, oil, sugar, etc.)
- Petty trade (own products, e.g., local beer, sex work)
- Other self-employment/own business (agricultural, e.g., buying/selling chat)
- Other self-employment/own business (non-agricultural, e.g., stone cutting, hair braiding, etc.)
- Rental of land, house, rooms
- Remittances
- Gifts/inheritance
- Safety net food assistance
- Other

Survey questions: R1001

**7. Exposure to information.** The number of topics the respondent has received information on in the last year.

Survey questions: R701, R702

**8. Adoption of improved practices.** This binary (dummy) variable is equal to 1 if respondents report adopting three or more improved practices for crop production (including vegetables) OR respondents report adopting three or more improved practices for livestock production OR

respondents report following one natural resource management practice or technique not related directly to on-farm production OR respondents report using any improved storage method.

Survey questions: BL G13b, G16, G18, G21

9. **Asset ownership index.** See above.

10. **Availability of financial institutions.** The variable is equal to zero if there is no institution in a village that provides credit or savings support, to one if there is one only, and to two if there are both types of support.

Survey questions: R301

The overall adaptive capacity index is calculated using polychoric factor analysis.

○ **Transformative capacity index**

The transformative capacity index is constructed from fourteen variables, some of which are indexes. The variables and calculations are as follows.

1. **Availability of formal safety nets.** This variable is a sum ranging from 0 to 9 of the number of formal safety nets available in a household's village.

Survey question: R1502 (excluding 'WASH')

2. **Availability of markets.** A summary variable based on the number of markets available within 5 kms of a village:

- Markets for selling agricultural products
- Markets for purchasing agricultural inputs
- Livestock market

Survey questions: R309-R311

3. **Access to communal natural resources.** This variable is a sum ranging from 0 to 4 based on the number of communal natural resources that are managed by the community as follows:

- A water users' group who manages the community's communal water for livestock (1)  
Survey questions: R801a, R803
- A water users' group who manages the community's communal water for irrigation (1)  
Survey questions: R801a, R804
- A group who manages the community's communal grazing lands (1) Survey questions: R801c, R805
- A group who manages the community's firewood resources (1) Survey questions: R801d, R806

4. **Access to basic services.** This variable is the number of basic services available in a village and that were either in good condition or accessible during the 12 months prior to the survey.

➤ Primary schools. A 4-point scale is constructed as follows:

- No primary school within 5 km (0)



- A primary school within 5 km but its physical condition is “poor” or “very poor” AND there are not enough teachers (1)
- A primary school within 5 km but its physical condition is “poor” or “very poor” OR there are not enough teachers (2)
- A primary school within 5 km and its physical condition is “good” or “very good” AND there are enough teachers (3)

Survey questions: R301c, R303a, R303b

- Health services (post, clinic, center). A 4-point scale is constructed as follows:
  - No health services within 5 km (0)
  - Health services within 5 km but its physical condition is “poor” or “very poor” AND there was time over the last year that people needed health services but could not get them because of problems with the quality of service (1)
  - Health services within 5 km but its physical condition is “poor” or “very poor” OR there was time over the last year that people needed health services but could not get them because of problems with the quality of service (2)
  - Health services within 5 km and its physical condition is “good” or “very good” AND there were no problems accessing services over the last year (3)

Survey questions: R301d, R304a, R304b, R304c

- Police/security force. A binary (dummy) variable regarding the presence of government security forces (local or national) that can reach a village within one hour.

Survey questions: R1506, R1507

- Financial services. A binary (dummy) variable equal to 1 if there are formal institutions (i.e., government regulated banks) in a village where people can borrow or save money.

Survey questions: R301a, R301b, R302

**5. Access to infrastructure.** This variable is the number of types of infrastructure available in the respondent’s village or accessed by the respondent’s household, as determined by the following conditions:

- At least one-half of households in the village have access to piped water;
- At least one-half of households in the village have electricity from the main grid;
- The village either has mobile phone service/network coverage OR a public telephone/kiosk;
- The village can be reached with a paved road all year round OR is served by a public transportation system

Survey questions: BL F04, R301h, R301i, R301j, R307, R308

**6. Access to agricultural extension services.** This variable is based on whether agricultural extensions services are available in a village and were accessible over the 12 months prior to the survey. A 3-point scale is constructed as follows:

- No agricultural extension services within 5 km (0)
- Agricultural extension services available within 5 km but there was a time in the last year when people were unable to get extension services when they needed them (1)

- Agricultural extension services available within 5 km and people were able to get the services they needed over the last year (2)

Survey questions: R301e, R305a, R305b

**7. Access to livestock services.** This variable is based on whether livestock veterinary services are available in a village and were accessible over the 12 months prior to the survey. A 3-point scale is constructed as follows:

- No veterinary services within 5 km (0)
- Veterinary services available within 5 km but there was a time in the last year when people were unable to get veterinary services when they needed them (1)
- Veterinary services available within 5 km and people were able to get the services they needed over the last year (2)

Survey questions: R301f, R306a, R306b

**8. Bridging social capital.** See above.

**9. Linking social capital.** See above.

**10. Collective action.** A household-level summary variable based on the number of types of collective action a household engaged in over the last 12 months to benefit the entire community.

Survey questions: R901, R902

**11. Gender equitable decision-making index.** Recent experience in Bangladesh, Mali, and Nepal suggest data used to construct this index may be too limited (i.e., respondent restrictions result in a large reduction in sample size). Thus, the following analysis may not be possible, depending on the actual data collected.

This community-level variable<sup>55</sup> is based on binary (dummy) variables created regarding four types of decision-making control within households: control of income, control over use of savings, control over household purchases and control over health and nutrition decisions.

The first variable, **gender-equitable control of income**, uses responses from the first male and female eligible persons from the roster who state they have been paid in “cash only” or “cash and kind” for work done in the past 12 months. Households without a male and female responding to Module J are excluded. The variable is equal to 1 if male respondents report they participate (solely or jointly) in decisions on how cash they themselves have earned is used AND female respondents also report they participate (solely or jointly) in decisions on how cash they themselves have earned is used. The variable is equal to 0 if either males or females in a household report that “spouse/partner” or “other person” makes this decision.

Survey questions: BL J07, J10

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<sup>55</sup> This variable cannot be calculated at the household level because all households do not satisfy the conditions for inclusion. For example, not all households have male and female adults, and not all households have both male and female adults who earn cash income. After the data are collected, it will become clearer whether the proposed method of measuring gender-equitable decision-making at the community level will be viable in practice.

The variable **gender-equitable decision-making control over savings** is equal to 1 if respondents report that males and females jointly determine how savings will be used.

Survey questions: R603

The variable **gender-equitable control over health and nutrition decisions** uses responses from the first male and female from the household roster who state they have a child under 2 years (K05). Households without a male and female responding “yes” to K05 are excluded. The variable is equal to 1 if female respondents report they make decisions about their own health and nutrition (response 1 “yourself” is only valid response) AND female respondents also report they participate jointly in decisions about their child’s health and nutrition AND male respondents report they participate jointly in decisions about their child’s health and nutrition. The variable is equal to 0 if all three conditions are not met.

Survey questions: BL K05, K14, K15

The variable **gender-equitable household decision-making** uses responses from the first male and female eligible persons from the roster who state they have been paid in “cash only” or “cash and kind” for work done in the past 12 months. Households without a male and female responding to Module J are excluded. The variable is equal to 1 if male respondents report they participate (solely or jointly) in decisions on major household purchases AND female respondents also report they participate (solely or jointly) in decisions on major household purchases. The variable is equal to 0 if either males or females in a household report that “spouse/partner” or “other person” makes this decision.

Survey questions: BL J07, J11

The information from the survey households in each community is used to create the community-level index as follows: The four dummy variables are employed to calculate the percentage of eligible households (i.e., who the dummy variable can be calculated for) in each community satisfying the condition for gender-equitable decision making. Subsequently, the mean of the four indexes is used as the measure of gender-equitable decision-making control for each community.

**12. Local government responsiveness.** Summary variable ranging from 0 to 2 as follows:

- A security/police force provided by the local government that can reach the village in less than one hour (1) Survey questions: R1506, R1507
- A conflict resolution committee (1) Survey question: R1504

**13. Gender index.** This index is a summary variable ranging from 0 to 3 based on binary (dummy) variables regarding gender-neutral practices at the community level. Each binary variable is equal to 1 if there are no constraints to gender-neutral behavior at the community level:

- Men and women regularly sit and eat together within their households (1)
- Men and women regularly sit together at public meetings (1)
- Men in the village help with childcare (1)

Survey questions: R1601, R1603, R1605

A household-level gender variable may also be calculated.<sup>56</sup> For those households with husband and wife, the household-level component is a summary variable ranging from 0 to 6 based on the degree to which the household engages in gender-neutral behavior. A 3-point scale is constructed for whether the respondent and his/her spouse/partner sit and eat together within their household and whether they sit together at public meetings as follows:

- Not culturally acceptable = 0
- Culturally acceptable and the household engages in the behavior = 1
- Not culturally acceptable but the household engages in the behavior = 2

One binary (dummy) variable is based on who helps with childcare as follows:

- Male respondents
  - report they themselves care for OR help their spouse/partner care for the children (1);
- Female respondents
  - report their spouse/partner cares for OR helps them care for the children (1);

Survey questions: R1602, R1604, R1606

**14. Participation in local decision-making.** A binary (dummy) variable equal to 1 if the respondent reports any household member’s level of participation in any group’s decision-making as “leader”, “very active”, or “somewhat active”.

Survey questions: R801, R802

Combine the variables into a transformative capacity index using polychoric factor analysis.

#### ○ **Index of household resilience capacity**

The overall index of resilience capacity is calculated using polychoric factor analysis, with the indexes of absorptive capacity, adaptive capacity, and transformative capacity as inputs.

## Responses to Shocks and Stresses

Program interventions that focus on resilience strengthening should be designed and implemented so that they lead to intermediate outcomes (e.g., strengthened resilience capacity of the target population), which themselves should then lead to appropriate response outcomes. Fundamentally, resilience interventions are about strengthening the ability of households (or society) to choose – from a whole 'portfolio' of options – what they perceive at that time as the “right” response(s). An appropriate response (e.g., using social capital, accessing savings) increases the chances of positive well-being outcomes, while an inappropriate or ill-chosen one often leads to vulnerability. Resilience analysis should measure the effect of different resilience responses at multiple levels (i.e., households, communities, local, provincial and national authorities). The current analysis involves only the household level.

In the context of food security, the Coping Strategies Index (CSI) represents a viable response indicator as it measures the occurrence of specific detrimental coping strategies. However, the CSI focuses on

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<sup>56</sup> It might be possible to combine the community and household gender variables into a single gender index, depending on the sample size of households with both husband and wife, etc. but can only be explored during analysis of the data.

short-term consumption-related behavior after a shock or stressor. Other short-term ex-post responses might also be relevant such as those focusing on cash or money-borrowing strategies, easily measured by variables that capture access to or utilization of financial services (e.g., savings groups, credit). Improved resilience capacity, however, is not simply about avoiding detrimental short-term response strategies. It is also about nurturing or fostering the ability of actors to engage in positive and sustainable responses that improve all three resilience capacities, i.e., absorptive, adaptive, and transformative capacity.

Thus, a reduction in the adoption of detrimental coping strategies (i.e., a lower CSI) might serve as one universal indicator in resilience programs for improving absorptive responses. However, resilience response variables should also measure changes in adaptive and transformative behavior (**Table 3**). These responses have to be understood in relation to the specific social and ecological contexts and constraints within which these households are operating.

**Table 34. Resilience response variables and sources.**

Resilience response variables	Questions
<b>Absorptive responses</b>	
Coping Strategy Index (CSI)	R1201
Use of savings to deal with shocks	R106 (aa), R604
Use of remittances to deal with shock	R106 (bb), R1108
Use of hazard insurance	BL G09
Use of bonding social capital	R106 (s,u), R1315-R1320
Receipt of humanitarian assistance	R106 (x,y)
<b>Adaptive Responses</b>	
Application of information	R703
Adoption of improved agricultural practices	BL G13b, G16, G18, G21
Use of bridging social capital	R106 (t,v), R1321-R1326
<b>Transformative Responses</b>	
Participation in local decision-making	R802 (3,4,5)
Participation in collective action	R901, R902
Gender equitable decision making index	BL J07, J10, J11, K05, K14, K15, R604
Participation in safety net program	R106 (z)

## APPENDIX E. SUMMARY OF METHODOLOGICAL REVISIONS TO INDICATOR CALCULATIONS

Several revisions were made to baseline (BL) resilience indicator estimates. BL resilience indicator estimates were updated due to two broad issues: (1) sample lost during endline data collection, primarily in Module L; and (2) corrections made based on the review of methodological guidance. Following is a list of the indicators affected and a more detailed description of the revisions made and reasons behind the revisions:

- **Proportion of households participating in group-based savings, micro-finance or lending:**
  - **Issue 1:** Review of the PIRS for this indicator suggests the denominator should include all households with relevant data. The denominator for the BL estimate was limited to those respondents indicating that credit/microfinance or savings groups existed in the community (LM4.04==Yes or LF4.04==Yes).
  - **Issue 2:** Roughly one-half of the households do not have data for Module L (LM/LF) at endline (EL). Although field teams interviewed all members in all households that were eligible for Module L, an error in the EL CS Pro programming resulted in only data for men and women in households with children under two being retained.
  - **Result:** BL indicator was revised in accordance with the PIRS and EL indicator was calculated accordingly to include all households with relevant data in the denominator. The comparability of the BL and EL estimates for the indicator is affected by the fact that the endline estimate is based on a subsample of the eligible population.
- **Absorptive capacity index:**
  - **Issue 1:** Calculation of the access to informal safety nets sub-indicator was impacted by the Module L data loss at EL.
  - **Issue 2:** Module L data loss also impacted the shock preparedness and mitigation sub-indicator to a lesser extent (only one of three dimensions was impacted, only involving a revision to the dimension and not a full loss of the dimension).
  - **Result:** Inclusion of the informal safety nets sub-indicator at EL would have resulted in losing roughly one-half the sample for the absorptive capacity index estimate at EL. The BL estimate for the absorptive capacity index was revised to exclude the access to informal safety nets sub-indicator and incorporated the revision to the shock preparedness and mitigation sub-indicator. The EL estimate was calculated accordingly. The exclusion of informal safety nets allows for the retention of the full sample at EL and facilitates full comparability of the BL and EL estimates. The revision of the calculation of shock preparedness and mitigation contributed to a small decrease in the BL estimate. Comparability of the BL and EL estimates of the informal safety nets indicator was impacted by the loss of Module L data. The BL index revision is downward.
- **Adaptive capacity index:**
  - **Issue 1:** At BL, one of three dimensions of the access to education and training sub-indicator (women's literacy) was calculated using data from questions related to the PPI (custom indicators module). The PPI indicator was only reported for the Uganda DFSA 2018 EL and was not reported in the 2018 RFSA BL, thus this information was not collected in the 2023 EL survey.

- **Result:** BL estimate for the adaptive capacity index was recalculated to include a revised version of the education and training sub-indicator that only includes two dimensions, instead of three (in other words, women’s literacy was dropped). The EL education and training sub-indicator and adaptive capacity index were calculated accordingly. The revision facilitates full comparability of the BL and EL estimates for both the sub-indicator and index. The BL revision is slightly upward for the index and slightly downward for access to education.
- **Transformative capacity index:**
  - **Issue 1:** Calculation of the participation in local decision-making and access to natural resources sub-indicators was impacted by the Module L data loss at EL.
  - **Issue 2:** BL calculation of the access to agricultural extension and access to livestock services sub-indicators errantly coded missing values equal to achievement for those sub-indicators.
  - **Issue 3:** At BL, the bridging social capital and local government responsiveness sub-indicators had negative factor loadings (index weights), which according to methodological guidance, requires exclusion of those sub-indicators from the index calculation. The BL estimate included the two sub-indicators with negative loadings when they should have been left out. If left in, any improvement in either of the sub-indicators would cause the estimate of the transformative capacity index to decline between BL and EL due to the negative weights of those two sub-indicators.
  - **Result:** BL estimate of the index was revised as follows: (a) exclude the participation in local decision-making and access to communal natural resource sub-indicators due to EL sample loss, (b) re-calculate access to agricultural extension and access to livestock services sub-indicators correctly, and (c) exclude bridging social capital and local government responsiveness due to negative weights. The revised BL index estimate better aligns the index with methodological guidance, corrects BL coding errors, and facilitates full comparability of BL and EL estimates (due to removal of sub-indicators missing sample at EL). The comparability of BL and EL estimates for participation in local decision-making and access to communal natural resources was affected by the EL data loss. The BL estimates of access to agricultural extension and access to livestock services resulted in downward revisions for those sub-indicators. The BL index revision was also downward in nature.

## APPENDIX F: EVALUATION MATRIX

	Type of Answers Needed	Data Source(s)	Collection Methods	Data Analysis Methods
<b>Overall Activity Achievement</b>				
I. To what extent have the interventions of the two RFSA met their goals, purposes, and desired outcomes; and what factors promoted or inhibited their achievement?	Comparative, descriptive and normative	<p><b>Qualitative:</b></p> <ul style="list-style-type: none"> <li>- Direct and indirect beneficiaries</li> <li>- IP staff</li> <li>- USAID BHA staff</li> <li>- USAID Uganda staff</li> <li>- National government staff including Ministries of Karamoja Affairs; Health; Gender, Labour and Social Development; and Agriculture, Animal Industry and Fisheries; Water and Environment; Education</li> <li>- District government officials and staff</li> <li>- Local partners (community-based organizations and private sector)</li> <li>- Local community leaders</li> <li>- IP documentation</li> </ul>	<p><b>Qualitative:</b></p> <ul style="list-style-type: none"> <li>- Desk review</li> <li>- KIIs using semi-structured instruments specific to given respondent category</li> <li>- FGDs using semi-structured instruments specific to given respondent category</li> <li>- Observation by field teams</li> </ul> <p><b>Quantitative:</b></p> <ul style="list-style-type: none"> <li>Baseline and end-line surveys, monitoring processes</li> </ul>	<p><b>Qualitative:</b></p> <ul style="list-style-type: none"> <li>- Content analysis of beneficiary responses (FGDs) and stakeholder responses (KIIs) to assess their views on the extent to which key outputs and outcomes have been achieved, and on what factors promoted or inhibited interventions and outcomes</li> <li>- Content analysis of IP Annual Reports that describes achievements to date and factors related to performance</li> <li>- Content analysis of RFSA midterm evaluations describing findings and conclusions on achievements to date and factors related to progress to date. Additionally, will determine the extent to which midterm recommendations informed subsequent activity improvements.</li> </ul> <p><b>Quantitative:</b></p> <ul style="list-style-type: none"> <li>- Statistical analysis and comparison of PBS BL/EL indicators disaggregated by beneficiary status, and comparative analysis of endline indicators against IPTT BL/EL indicators (targets versus actual). Differences in population means (or proportions, depending on the outcome/impact variable) will be measured between the baseline and endline survey rounds to determine the significance of any changes over time.</li> <li>- Multivariate regression models that include village fixed effects and key socio-economic and intervention-specific factors as covariates will be used to explore socio-economic and intervention-specific factors that may have influenced the observed outcome/impact changes, while</li> </ul>



	Type of Answers Needed	Data Source(s)	Collection Methods	Data Analysis Methods
		(e.g., proposals, annual and quarterly reports) - RFSA midterm evaluation reports  <b>Quantitative:</b> - Uganda PBS BL/EL data - IPTT BL/EL data		controlling for village-specific influences that are unrelated to the activity.  - Triangulation of information from different sources to determine the level of achievement for different objectives.
I.1. Did interventions reach the poorest and most vulnerable households within the target population areas (landless, land poor, women and girls including divorced and widowed older females in female-headed households, adolescent girls and boys (youth), persons with disabilities [PWD]?)?)	Comparative, descriptive, and normative	Same as EQI	Same as EQI  + Case study communities and households	Same as EQI for both qualitative and quantitative analyses, with further disaggregation by each beneficiary sub-group for sub-groups analysis.  Narrative/thematic analysis will further determine the contribution of the targeting strategies to achieving the activity goal and objectives especially with regard to gender and reaching the most vulnerable.  For the quantitative analyses, disaggregation of key outcomes such as resilience capacities, WASH, and food security by poverty status. Additionally, comparison of beneficiary/non-beneficiary households will also be done.  Triangulation of information from different sources, including comparisons, across case study communities and households.
I.2. Based on available evidence, among the priority interventions, what were the most effective pathways to achieving outcomes?	Descriptive and normative	Same as EQI	Same as EQI  + Communities and household case studies	<b>Qualitative:</b> - Document review using each IP's RFSA results framework and descriptive narrative of the theory of change as the reference point. Assess how well IPs' implementation of activities followed or deviated from the causal pathways in the BHA results framework.

	Type of Answers Needed	Data Source(s)	Collection Methods	Data Analysis Methods
				<p>- Supplement analysis with data from KIIs and FGDs.</p> <p>Narrative/thematic analysis of documentation to determine the following:</p> <ul style="list-style-type: none"> <li>• Coherence of the pathways/ToC</li> <li>• Outcome mapping to determine the contribution of RFSA to USAID's efforts to reduce food insecurity among chronically food insecure households</li> <li>• Identify the key determinants for achieving the key outcomes including any unforeseen pathways leading to unintended positive or negative consequences of the activity</li> </ul> <p><b>Quantitative:</b></p> <p>- Same as EQI. Multivariate regression models of a few select outcome/impact indicators will be conducted to empirically test the hypothesized associations underlying the activities' theory of change. Note that it is difficult to conduct causal analyses with cross-sectional data. The regressions will control for key socio-economic variables and intervention-specific factors and include cluster dummies to control for community-specific conditions outside of the activity.</p> <p>- Triangulation of information from different sources including different communities and households</p>

	Type of Answers Needed	Data Source(s)	Collection Methods	Data Analysis Methods
<b>Effectiveness and Efficiency of Interventions</b>				
2. In each technical sector addressed by the activities (maternal and child health and nutrition; agriculture / livelihoods; early warning systems / disaster risk / resilience, and governance), what were the most effective and most efficient implementation methods and approaches among those selected by IPs?	Comparative, descriptive and normative	<p><b>Qualitative:</b></p> <ul style="list-style-type: none"> <li>- Direct and indirect beneficiaries</li> <li>- IP staff</li> <li>- USAID BHA staff</li> <li>- USAID Uganda staff</li> <li>- National government staff including Ministries of Karamoja Affairs; Health; Gender, Labour and Social Development; and Agriculture, Animal Industry and Fisheries; Water and Environment; Education;</li> <li>- District government officials and staff</li> <li>- Local community leaders</li> <li>- Local partners (community-based organizations and private sector)</li> <li>- IP documentation (e.g., proposals, annual and</li> </ul>	<p><b>Qualitative:</b></p> <ul style="list-style-type: none"> <li>- Desk review</li> <li>- KIIs using semi-structured instruments specific to given respondent category</li> <li>- FGDs using semi-structured instruments specific to given respondent category</li> <li>-Community case studies</li> </ul> <p><b>Quantitative:</b></p> <ul style="list-style-type: none"> <li>Desk review, baseline and end-line surveys</li> </ul>	<p><b>Qualitative:</b></p> <ul style="list-style-type: none"> <li>- Content analysis of beneficiary responses (FGDs) and stakeholder responses (KIIs) to assess their views on effectiveness and efficiency of ' implementation methods across the multiple technical sectors, as well as for specific interventions for which USAID indicated particular interest via its comments.</li> <li>- Content analysis of IPs' RFSA proposals, annual reports and midterm evaluation report(s) to understand changes in implementation approaches, costs associated with specific technical sector and activity, etc.</li> <li>- Content analysis will also determine the coherence of technical approaches/methods with local context, timeliness of technical interventions, quality of services offered, implementation challenges and contextual factors that affected quality of outputs.</li> </ul> <p><u>-Triangulation of information from different sources including different communities</u></p> <p><b>Quantitative:</b></p> <ul style="list-style-type: none"> <li>- Multivariate regression analysis will be used to explore the association between select outcome/impact variables and different combinations of interventions (group participation, trainings, and/or services received). This will help in understanding the effectiveness of different implementation approaches.</li> </ul>

	Type of Answers Needed	Data Source(s)	Collection Methods	Data Analysis Methods
		quarterly reports) - Previous evaluation reports (e.g., RFSAs midterm evaluation reports)  <u><b>Quantitative:</b></u> - RFSAs Uganda PBS BL/EL data - IPTT BL/EL data		
2.1. What are the strengths of and challenges to the activities' overall implementation approach, management, communication, and collaboration? What steps were taken by the IPs to address challenges?	Descriptive	<u><b>Qualitative:</b></u> - IP documentation - Previous evaluation reports - IP staff - USAID BHA staff - USAID Uganda staff - National government staff including Ministries of Karamoja Affairs; Health; Gender, Labour and Social Development; and Agriculture, Animal Industry and Fisheries; Water and Environment; Education; - District government	<u><b>Qualitative:</b></u> - Desk review - KIs using semi-structured instruments specific to given respondent category	<u><b>Qualitative:</b></u> - Content analysis of relevant KIs (e.g., IP staff, Uganda government staff, USAID BHA staff, other NGO/donor staff implementing in same area) to assess their views on strengths and challenges associated with each activity. - Content analysis of KIs (e.g., IP staff, Uganda government staff, USAID BHA staff, other NGO/donor staff implementing in same area, local partners) to address challenges in activity management, partnership, M&E, decision-making processes, and adaptations - Content analysis of RFSAs describing implementation approach, management, communication and collaboration to be compared with annual reports to identify strengths and challenges and steps IPs took to address challenges - Review of midterm evaluation reports that identify strengths, challenges and weaknesses of implementation approach, management, communication, collaboration. Compare with subsequent IP annual reports to determine if these strengths are still evident and what steps IPs have taken

	Type of Answers Needed	Data Source(s)	Collection Methods	Data Analysis Methods
		officials and staff - Staff at other NGOs and donors implementing activities in same areas - Private sector service providers - Local community leaders - Local partners (community-based organizations and private sector)		to address challenges., how they have been overcome (and if so, how) - Compare results of these reviews with content analysis of KII data.
2.2. Who was targeted by and benefited from each activity's intervention activities, and how effective was /were the selected targeting approach(es) in achieving its respective goals?	Comparative and descriptive	<u><b>Qualitative:</b></u> - IP documentation - Previous evaluation reports - IP staff - USAID BHA staff - USAID Uganda staff - Staff at Ugandan Ministries of Health, Education, and Agriculture - Communal and Departmental staff - Local community leaders - Local partners	<u><b>Qualitative:</b></u> - Desk review - KIIs using semi-structured instruments specific to given respondent category  <u><b>Quantitative:</b></u> Desk review, baseline and end-line surveys	<u><b>Qualitative:</b></u> - Content analysis of IP activity documents (e.g., proposals and progress reports, IPTTs) to understand logic and intent of targeting, as well as approaches selected and their relative effectiveness - Content analysis of relevant KIIs (e.g., IP staff, USAID staff) and FGDs to understand effect and intent of targeting - Comparison of findings related to targeting in the midterm evaluations with those found in this round  <u><b>Quantitative:</b></u> - Statistical analysis of data from PBS BL/EL. Data from the PBS will be disaggregated and compared by sex and household poverty status to address the question of who benefited from each intervention. Determination of potential differences in program benefits by sex/gendered household type, and household

	Type of Answers Needed	Data Source(s)	Collection Methods	Data Analysis Methods
		<p><b>Quantitative:</b></p> <ul style="list-style-type: none"> <li>- RFSAs</li> <li>- Uganda PBS BL/EL data</li> <li>- IPTT BL/EL data</li> </ul>		poverty status, will be further informed by multivariate regressions.
<p>2.3. How are the quality, frequency, effectiveness, and suitability of the services provided by the activity perceived by the beneficiaries and their communities? Are there major differences in these perceptions of service delivery across key beneficiary sub-groups, and what are reasons why?</p>	Comparative and descriptive	<p><b>Qualitative:</b></p> <ul style="list-style-type: none"> <li>- Direct and indirect beneficiaries</li> <li>- Previous evaluation reports</li> <li>- IP activity documentation</li> <li>- Private sector actors</li> <li>- USAID BHA staff</li> <li>- USAID Uganda staff</li> <li>- Communal and departmental staff</li> <li>- Local community leaders</li> <li>- Local partners</li> </ul>	<p><b>Qualitative:</b></p> <ul style="list-style-type: none"> <li>- Desk review</li> <li>- KII using semi-structured instruments specific to a given respondent category.</li> <li>- FGDs using semi-structured instruments specific to a given respondent category</li> </ul>	<p><b>Qualitative:</b></p> <ul style="list-style-type: none"> <li>- Content analysis of FGDs with direct and indirect beneficiaries by select subgroups to assess their perception of the activities they were involved in</li> <li>- Content analysis of relevant KIIs (e.g., local community leaders, private-sector actors) to assess their perception of the activities they or their peers were involved in</li> <li>- Comparison of findings related to the perception of activities in previous evaluations with those found in this round.</li> </ul>
<b>Sustainability of Outcomes</b>				
<p>3.1. What processes, systems, and institutional arrangements (especially linkages and coordination with other USG and non-USG investments) were made by the IPs or members of the target population to sustain the necessary and</p>	Descriptive	<p><b>Qualitative:</b></p> <ul style="list-style-type: none"> <li>- IP activity documentation</li> <li>- Midterm evaluation reports</li> <li>- IP staff</li> <li>- USAID BHA staff</li> <li>- USAID Uganda staff</li> <li>- Staff at Ugandan Ministries of</li> </ul>	<p><b>Qualitative:</b></p> <ul style="list-style-type: none"> <li>- Desk review</li> <li>- KIIs using semi-structured instruments specific to a given respondent category.</li> <li>- FGDs using semi-structured instruments</li> </ul>	<p><b>Qualitative:</b></p> <ul style="list-style-type: none"> <li>- Content analysis of IP activity documents and relevant KIIs (e.g., IP staff, Ministries' and Departmental staff, USAID staff, staff at other donors and NGOs) to assess the type, strength, and nature of processes, systems, and linkages in place, and their level of importance in sustaining the activities.</li> <li>- Content analysis of IP Sustainability Plans and Exit Strategies</li> </ul>

	Type of Answers Needed	Data Source(s)	Collection Methods	Data Analysis Methods
critical services required to achieve and sustain activity outcomes?		Health, Education, and Agriculture - Staff at other NGOs and donors - Communal and Departmental staff - Local community leaders - Local partners	specific to a given respondent category	-Review of RFSA midterm evaluation reports that discuss the likelihood of sustainability based on IP Sustainability Plans and Exit Strategies  - Review of subsequent IP annual reports to determine if IPs followed up on findings/conclusions/recommendations from midterm evaluations to ensure the sustainability of activities and outcomes
3.2. What is the level of motivation of the service providers to continue providing services after the activity ends and of the beneficiaries to receive and pay (or invest time) for these services?	Descriptive	<b>Qualitative:</b> - Direct and indirect beneficiaries - IP activity documentation - Midterm evaluation reports - IP staff - USAID BHA staff - USAID Uganda staff - Staff at Ugandan Ministries of Health, Education, and Agriculture - Communal and Departmental staff - Staff at other NGOs and donors - Private sector service providers - Local	<b>Qualitative:</b> - Desk review - KIs using semi-structured instruments specific to a given respondent category. - FGDs using semi-structured instruments specific to a given respondent category	<b>Qualitative:</b> - Content analysis of KIs with service providers and FGDs with beneficiaries to assess motivation to invest (money and/or time) into providing and/or purchasing services, as well as their perception of the value of activities  - Content analysis of relevant KIs (e.g., local community leaders, IP staff, Ugandan Ministries' staff) to assess their motivation to continue services and fund them. -Review IP activity documents to identify indications that beneficiaries are already investing time and/or money into certain activities (e.g., cost-share, volunteering, resumption of discontinued activity).  - Content analysis of IP sustainability plans and exit strategies  - Review of RFSA midterm evaluation reports that discuss the likelihood of sustainability based on IP Sustainability Plans and Exit Strategies  - Review of subsequent IP Annual Reports to determine if IPs followed up on findings/conclusions/recommendations from midterm evaluations to ensure sustainability of activities and

	Type of Answers Needed	Data Source(s)	Collection Methods	Data Analysis Methods
		community leaders - Local partners		outcomes
<b>Unintended Consequences, Lessons Learned, and Best Practices</b>				
4. What are the positive or negative unintended consequences of each of the activities, if any, and how were these consequences identified and taken into account by the IPs?	Descriptive	<p><b>Qualitative:</b></p> <ul style="list-style-type: none"> <li>- Direct and indirect beneficiaries</li> <li>- IP activity documentation</li> <li>- Previous evaluation reports</li> <li>- IP staff</li> <li>- USAID BHA staff</li> <li>- USAID Uganda staff</li> <li>- Staff at Ugandan Ministries of Health, Education, and Agriculture</li> <li>- Communal and Departmental staff</li> <li>- Staff at other</li> </ul>	<p><b>Qualitative:</b></p> <ul style="list-style-type: none"> <li>- Desk review</li> <li>- KIs using semi-structured instruments specific to given respondent category.</li> <li>- FGDs using semi-structured instruments specific to given respondent category.</li> </ul> <p><b>Quantitative:</b></p> <ul style="list-style-type: none"> <li>Desk review, baseline and end-line surveys</li> </ul>	<p><b>Qualitative:</b></p> <ul style="list-style-type: none"> <li>- Content analysis of FGDs with direct and indirect beneficiaries, and relevant KIs (e.g., Ugandan IPs, IP staff, USAID BHA staff) to identify and assess their views on negative or positive unintended consequences</li> <li>- Content analysis of select KIs for lesson learned, adaptive management in activity implementation to address such consequences, and recommendations to minimize negative consequences (if identified)</li> <li>- Content analysis of activity documents to identify unintended consequences, and of previous evaluation reports to assess whether any previously identified unintended consequences remain relevant and how their magnitude may have evolved</li> </ul> <p><b>Quantitative:</b></p> <ul style="list-style-type: none"> <li>- Analysis of “spill-over” effects using PBS BL-EL data. Select</li> </ul>



	Type of Answers Needed	Data Source(s)	Collection Methods	Data Analysis Methods
		NGOs and donors - Private sector actors - Local community leaders  <u><b>Quantitative:</b></u> - RFSAs Uganda PBS BL/EL data		outcome/impact indicators will be disaggregated by beneficiary status using self-reported data (i.e., direct and indirect participation) and compared to determine change in indicator estimates for each subgroup - If applicable, additional tailored statistical analysis of BL-EL PBS data to identify certain types of unintended consequences, as pointed by the qualitative team, and quantify them
5. What key lessons learned and best practices should inform future activities in Karamoja, and possibly the in the country?	Descriptive and normative	<u><b>Qualitative:</b></u> - IP activity documentation - Previous evaluation reports - IP staff - USAID BHA staff - USAID Uganda staff - Staff at Ugandan Ministries of Health, Education, and Agriculture - Communal and departmental staff - Private sector actors - Local community leaders	<u><b>Qualitative:</b></u> - Desk review - KIIs using semi-structured instruments specific to given respondent category.	<u><b>Qualitative:</b></u> - Content analysis of relevant KIIs (e.g., IP staff, Ugandan IPs, USAID BHA staff) to assess their views on lessons learned and best practices for future design of food and nutrition security activities - Content analysis of activity documents to identify lessons learned and review of midterm evaluation reports to avoid duplicating previous lessons and best practices, as well as identifying those that seem to have not held over time