

Process Evaluation Report of the Resilience Food Security Activity Graduating to Resilience in Uganda, Cohort 2



March 2023

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 United States Agency for International Development (USAID) 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 an 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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ACRONYMS

AIR	American Institutes for Research
BHA	Bureau for Humanitarian Assistance
CBT	Community-based trainer
FFBS	Farmer Field Business School
FM	Field Manager
HH	Household
IGA	Income-generating Activities
IMPEL	Implementer Led Evaluation and Learning
IPA	Innovations for Poverty Action
IPT-G	Interpersonal Psychotherapy in Groups
M&E	Monitoring and Evaluation
MUAC	Mid-upper Arm Circumference
NGO	Non-governmental organizations
RA	Research Associate
RCT	Randomized Controlled Trial
RFSA	Resilience Food Security Activities
SPM	Selection Planning and Management
UGX	Ugandan Shilling
USAID	United States Agency for International Development
VSLA	Village Savings and Loan Association
WHO	World Health Organization

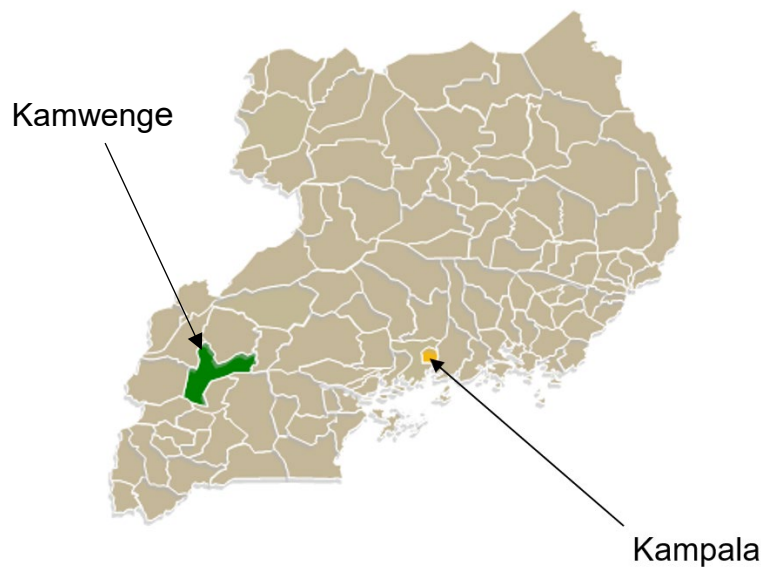
1. CONTEXT AND INTERVENTION

1.1 Background on Graduating to Resilience Activity

In October 2017, the United States Agency for International Development (USAID) Bureau for Humanitarian Assistance (BHA) awarded the implementation of the Graduating to Resilience activity in Kamwenge District, Uganda, to the AVSI Foundation, an international non-governmental organization (NGO) operating in Uganda since the early 1980s, together with a consortium including Trickle Up and IMPAQ International (now American Institutes for Research–AIR). The Graduating to Resilience activity is part of a portfolio of resilience food security activities (RFSAs) that BHA supports in low-income countries across Africa. The Graduating to Resilience RFSAs aim to improve food and nutrition security and self-reliance among extremely poor households in refugee settlements and host communities.

As shown in Figure 1, Kamwenge District is in southwest Uganda. It is home to approximately 86,848 mostly Congolese refugees,¹ as well as a non-refugee population facing chronic food insecurity.

Figure 1. Kamwenge district, 2018



Graduating to Resilience is based on the “graduation from extreme poverty” approach, which is a holistic set of services for targeted “ultra-poor” households, designed to help recipients build new livelihoods while building skills, confidence, and an asset base to diversify income, as well as protecting themselves from shocks and sustaining well-being.

As a part of the USAID/BHA-funded Implementer-Led Evaluation and Learning (IMPEL) Associate Award, Innovations for Poverty Action (IPA) designed a randomized controlled trial (RCT) on the 7-year (2017–2024) Graduating to Resilience RFSAs to measure the impact and cost-effectiveness of different variations of graduation programming for refugees and host communities. With the completed results

¹ UNCHR Uganda comprehensive refugee response portal. Accessed November 22, 2022. <https://data2.unhcr.org/en/country/uga>

from the RCT in Year Four, the RFSA is now implementing a refined version of the Graduation Approach based on findings from the Cohort 1 endline with households not previously participating in interventions of the activity. As such, the Graduating to Resilience RFSA has two cohorts of participants: Cohort 1 (2018–2021) and Cohort 2 (2022–2024). Each cohort includes extremely poor households from refugee and host communities in the Kamwenge district.

1.2 Overview of the Activity

In 2021, the IMPEL Associate Award granted IPA the evaluation of Phase 2, which includes a round of follow-up surveys of Cohort-1 study participants to measure longer-term impacts and an evaluation designed specifically around Cohort 2 interventions. The latter aims to provide new evidence on how to amplify the impact of the refined Graduation Approach by incorporating low-cost mental health treatments using the Interpersonal Psychotherapy in Groups (IPT-G) methodology. This report focuses on a recent round of baseline surveying conducted as part of the design to evaluate Cohort 2.

Cohort 2’s study area is the same as Cohort 1. This includes the entire refugee settlement community and six sub-counties in the host community contiguous to the settlement: Nkoma, Biguli, Bihanga, Bwizi, Nkoma Katalyeba Town Council, and Lyakahungu Town Council.

Cohort 2 participants receive a package of interventions offered to about 7,200 households, split approximately evenly between the refugee and host community. The interventions are informed by the knowledge acquired during the first cohort’s implementation and its accompanying multi-arm RCT. To distinguish the package of interventions administered in Cohort 2 from those of Cohort 1, the approach of this second cohort will be referenced in this document as “Refined Graduation.”

The key interventions of the Refined Graduation Approach are:

1. **Consumption support:** a small, regular cash transfer provided over 12 months to stabilize incomes and enable households to focus on new livelihoods, as well as prevent the consumption of productive assets. This cash transfer is approximately \$45 per household member per month. The total transfer per household throughout the cash transfer period is equivalent to approximately \$300.
2. **Productive asset transfer:** a lump sum cash transfer for any small-scale income-generating activity of about \$300 that takes place about 6 months after the beginning of the graduation program.
3. **Training on technical skills:** including financial literacy, enterprise selection, planning and management, improved agricultural skills (crop and livestock), and bank linkages. These training sessions occur in the first 6 months of the graduation program before asset distribution.
4. **Coaching on various themes:** including health, nutrition, gender, life skills, and sanitation. Each participant attends 48 group coaching sessions over 24 months and has eight quarterly individual coaching sessions (called “individual touch points”) over the same period.
5. **Access to savings:** creating a village savings and loan association (VSLA) and facilitating meetings to create a secure place to save income and access low-interest loans.

6. **Referrals and linkages:** referrals to local organizations providing services related to domestic violence, protection, health, nutrition, and linkages to services within the public and private sectors like extension services, energy, finance, markets, and agricultural inputs.

One difference between Cohort 1 and Cohort 2 programming is the coaching intensity. Cohort 1 participants received two different coaching approaches—individual coaching (every 2 weeks) and group coaching (weekly). Graduating to Resilience is employing a hybrid approach for Cohort 2 programming, with group coaching sessions every 2 weeks and quarterly individual coaching sessions to maintain individual contact between participants and coaches.

For Cohort 2 programming, Graduating to Resilience added IPT-G, a group-based psychotherapy intervention component. In a study conducted by the RFSA in the Palabek refugee settlement in Northern Uganda, 35% of respondents indicated that they were experiencing depression at the time, and 64% of these individuals reported that their depression was interfering with their daily lives. Furthermore, up to 23% of all respondents said they had had suicidal thoughts within the last 2 weeks. In addition, during Cohort 2 sensitization sessions, the RFSA collected data that indicated that up to 80% of refugees had experienced depression at some point in their lives, as had 60% of host community members surveyed.

Against this backdrop of substantial mental health concerns, Graduating to Resilience will implement IPT-G with half of the Cohort 2 participants. This therapeutic approach is participatory and group-based, empowering isolated and vulnerable women (94% of primary participants are women, see section 3) to improve relationships, develop communication and conflict resolution skills, and foster lasting support networks. Within these groups, participants share their own challenges, discuss actions they have taken to manage these challenges, and provide support to one another. There are eight sessions, one per week across 2 months. The first session started in April 2022. Each session lasts for 60 minutes.

IPT-G has three phases, each with distinct objectives:

- **Initial Phase:** Group sessions 1–2. This phase focuses on creating initial bonds among group members and building rapport with one another so women feel comfortable sharing personal information and discussing the reasons for their depression.
- **Middle Phase:** Group sessions 3–6. This phase ensures that all members are actively engaged and helping each other by making suggestions regarding one another’s problems. This is also the phase where important progress is made for members to fully understand all the symptoms and triggers of depression.
- **Termination Phase:** Group sessions 7–8. These sessions prepare members to end formal sessions. Members are reminded to continually identify their own triggers of depression in the future and what they should do to respond. Individual action plans are created and reviewed.

The timeline for the Graduating to Resilience RFSA is as follows:

- Beneficiary registration and forming groups: February 2022
- Intervention kickoff: February 2022
- Consumption support cash transfer: February 2022 to February 2023
- Coaching sessions (groups and individuals): February 2022 to February 2024

- IPT-G sessions: April to July 2022
- Farmer Field Business School (FFBS), VSLA, and other intervention elements: February 2022 to February 2024

2. METHODOLOGY

2.1 Process Evaluation Purpose and Research Questions

This evaluation aims to understand the extent to which the RFSA recipient implemented the second cohort of the Graduating the Resilience activity as planned. Therefore, findings from this process evaluation will be critical for interpreting the impact evaluation results.

Figure 2. Evaluation questions

Construct	Evaluation questions
Implementation fidelity and quality	<ol style="list-style-type: none"> 1. Did the RFSA recipient consortium deliver all aspects of the activity to participants in each treatment arm as planned? What was the quality of the delivery of each of the activity's components? 2. Did the intended beneficiaries receive the activity? Which intervention components did beneficiaries participate in, and to what extent? 3. Did activity attrition occur, in which groups, and why?
Context	<ol style="list-style-type: none"> 1. What external factors influenced the activity implementation?

2.2 Methodology and Data Collection

The data used in this evaluation were collected using a range of methods, including site visits and observations, face-to-face interviews, discussion groups, desk-based research, and a review of existing reports and monitoring data from Graduating to Resilience. Respondents were sampled using a mix of random assignment and convenience sampling.

IPA used the following data or collection methods:

- Spot checks on activities
- Key informant interviews
- Participant interviews
- Focus group discussions
- Graduating to Resilience's monitoring data
- Notes and reports from the RFSA recipient consortium
- Notes and reports from meetings with Graduating to Resilience (for instance, steering committee meetings)

In this evaluation, IPA focuses on the following Graduating to Resilience core interventions:

1. Targeting process
2. Coaching sessions
3. Consumption cash transfer
4. IPT-G sessions

5. Livelihoods skills training and support
 - 5.1 Selection, planning, management (SPM) training
 - 5.2 FFBS
6. Enterprise/livelihood selection
7. Asset cash transfer

The Graduating to Resilience activity includes additional activities that are not covered in this current version of the report, such as:

1. VSLAs
2. Referral and linkages
3. Market events

2.3 Timeline

The Graduating to Resilience activity covers a period of 24 months, but this process evaluation covers the first 8 months of the activity to inform any necessary adjustments to subsequent activity design.

Data collection for the process evaluation took place between the beginning of the Cohort 2 implementation period in February 2022 and September 2022. A first draft of the report with findings from the quantitative and qualitative data collected during the process evaluation was shared in November 2022. Discussions will be facilitated with USAID and the RFSa following the report.

2.4 Process Evaluation Activities

To complete the process evaluation, IPA conducted the following activities.

Table 1. Desk review process evaluation materials

Activity component	Reviewed materials
Overall process evaluation	Meeting notes
	Activity documents, including the programming guide
	Graduating to Resilience’s administrative and monitoring and evaluation (M&E) data
	Discussions with the AVSI Foundation management team
Coaching session	Graduating to Resilience’s M&E attendance data
	Coaching manual
IPT-G sessions	IPT manual
FFBS	Graduating to Resilience’s M&E data on selected livelihoods
SPM	Graduating to Resilience’s M&E data on selected livelihoods
	Business plan template
Consumption support	Graduating to Resilience’s M&E cash transfer data
Asset transfer	Graduating to Resilience’s M&E cash transfer data

Table 2. Field activities of the process evaluation

Activity component	Process evaluation activity	Number of interviews
Coaching sessions	Spot checks	39

Activity component	Process evaluation activity	Number of interviews
IPT sessions	Spot checks	29
Consumption support	Consumption support participants interviews	110
FFBS	Spot checks	10
VSLA	Spot checks	10
SPM	Livelihood selection survey participants interviews	266
Market event	Visit	1

2.4.1 Process Evaluation Notes

IPA maintained regular documentation of a) non-regular activities (i.e., one-time events), b) activities related to the launch of the second cohort of the Graduating to Resilience activity, c) the RFSA's steering committee meetings, and d) eligibility targeting activities.

2.4.2 Topic-list Semi-structured Interviews

IPA used topic guides organized into key categories representative of activity components, including (1) coaching/case management; (2) access to networks or business linkages; (3) project adaptation; (4) enterprise selection and training; and (5) cash transfer/asset transfer. These topic guides were further grouped and targeted according to the organization or individuals interviewed, including activity management staff, coaches, and beneficiaries. Semi-structured guides allowed interviewers to explore unforeseen avenues of inquiry that may arise.

2.4.3 Administrative Data Review

IPA collected and documented existing processes within the AVSI Foundation related to asset delivery, consumption support, and training, as well as information on coaching staff hiring, turnover, work schedules, group meeting frequency, and similar information related to other field staff. The RFSA collected this data as part of its post-distribution monitoring and evaluation activities. These data included the delivery modality of the cash transfer, target date of delivery, date of receipt, and the amount received. For training, IPA will collect data related to the number and frequency of attendance by participants.

2.4.4 Cash and Asset Transfer Interview

IPA interviewed participants to assess the quality, frequency, associated costs, and challenges of the cash transfer process. Questions included, but were not limited to: (1) how much did you expect to receive? (2) how much did you actually receive? (3) were there any costs associated with the withdrawal of the cash transfer? (4) what were these costs? (5) how much did it cost in total to withdraw the cash transfer?

2.4.5 Coaching and Interpersonal Psychotherapy Session Spot Checks

IPA conducted spot checks of coaching and IPT-G sessions to assess quality, frequency, content, and attendance. Data collected included the following:

- General information about the session: type of session; additional support provided to households by the coach, if any, outside the sessions; serious crises experienced by households in the group and how the coach handled these challenges; and any advice or guidance the coach needs to carry out during the coaching sessions, as well as observations of the general level of rapport with beneficiaries, energy, and engagement.
- Attendance of the sessions: target versus actual.
- Coach fidelity to the session’s objective: How well the coach follows the order of activities in the session and how the coach facilitates the session.
- Characteristics of the coach: Is the coach prepared for the session? How does the coach encourage participation in the session? Is the coach a confident facilitator? Does the coach use the appropriate materials? Rating of overall session quality.
- How engaged was each person during the session? How well do you think the coach is able to convey the message of the session?

2.4.6 Document Review

IPA conducted a document review to help analyze the content of key documents such as the programming guide, manual, and standard operating procedures for the different interventions. See Annex A for the list of documents used.

2.4.7 Enterprise/Livelihood Selection Survey

IPA surveyed a sample of beneficiaries following the finalization of enterprise selection to determine the quality of the selection process and how the process was perceived by participants. Data collected included information on the types of enterprise options presented to participants, what influenced a participant’s decision to select a specific enterprise, and how the selection process took place.

2.5 Process Evaluation Team and Training

The process evaluation team was composed of a Research Associate (RA), a Field Manager (FM), and two experienced Field Officers. The RA and FM consulted activity documents, visited activity sites, designed survey instruments, and trained field officers. Field Officers visited the activities, conducted spot checks, and interviewed respondents.

2.6 Limitations and Challenges

Self-reported data have limitations, such as the possibility of exaggeration or omission of information, inaccurate recollection of experiences or events, reporting of untruthful information, and reduced validity when respondents do not fully understand a question. This is especially true in areas such as refugee settlements where a high density of assistance programming may encourage respondents to believe they may receive a benefit for providing one answer over another. As outlined above in data quality, IPA deployed audit surveys to check the validity of answers.

Visits to the different interventions may not give a full representation of the interventions, as coaches, community-based trainers (CBTs), and participants may change their behaviors as they are observed. IPA tried to mitigate that risk by giving little notice to coaches and CBTs before visiting their activities.

3. ACTIVITY PARTICIPANT SELECTION AND TARGETING

The Graduating to Resilience activity targets poor and extremely poor households that have an economically active woman or a male youth. To identify households satisfying these criteria and eligible for participation in Cohort 2, Graduating to Resilience conducted an eligibility assessment on all Cohort 1 households that had not received any intervention.

Graduating to Resilience administered a scorecard questionnaire to calculate a poverty score, from 0 (poorest) to 8 (richest). In addition, the RFSA completed a bucketing exercise with community members to ask them to categorize households into three categories in terms of poverty: “Extremely poor,” “Poor,” and “Moderate.” The RFSA recipient considered households as poor or extremely poor if a) their scorecard score was less than six or b) their scorecard was equal to 6, but the household had been classified by the community as poor or extremely poor.

Table 3. Eligibility criteria

		Community bucket exercise		
		Extremely poor	Poor	Moderate
Scorecard score	Less than or equal to 5	Eligible	Eligible	Eligible
	Equal to 6	Eligible	Eligible	Not eligible
	More than 6	Not eligible	Not eligible	Not eligible

Eligible households were those who satisfied the above poverty criteria and had an economically active woman or a male youth to be the designated primary participant in the household. The primary participant is the individual who receives cash and participates in the activity interventions, including VSLAs, coaching sessions, IPT-G, and training. Women accounted for 94% of the individuals that Graduating to Resilience selected as primary participants.

4. ACTIVITY ATTRITION

At the beginning of the Graduating to Resilience activity Cohort 2, IPA received a list of eligible households, randomly selected 7,051 participant households, and shared that list with Graduating to Resilience. The RFSa then used these data to start the enrollment process. Some 165 households (2% of the 7,051 initial households) could not be enrolled at that time because their status had changed since the eligibility assessment conducted in January 2022. Between February and June 2022, 149 households (2%) (46 refugee households and 103 host households) dropped out of the activity, mostly due to relocation outside of the activity area. Between July and September, an additional 72 households (1%) dropped out of the activity. A household that dropped out of the activity would stop receiving any service related to the activity. Activity attrition over time, based on attrition data the RFSa recipient shared, is shown in Figure 3. By September 2022, around 5% of the households initially selected to be part of the activity had dropped out. There were no major differences in terms of attrition between households receiving IPT-G and those who did not receive that intervention. Attrition was slightly higher in the host community than in the refugee community, as shown in Figure 4.

Figure 3. Participation over time, by arm

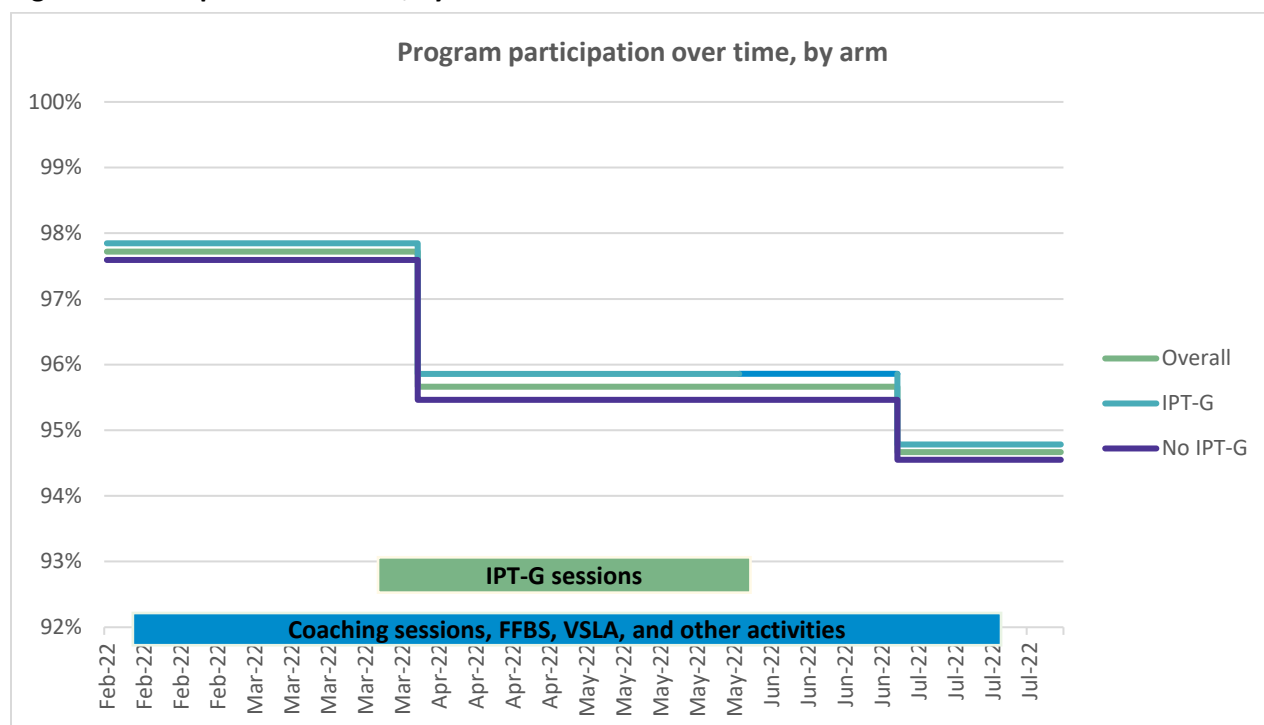
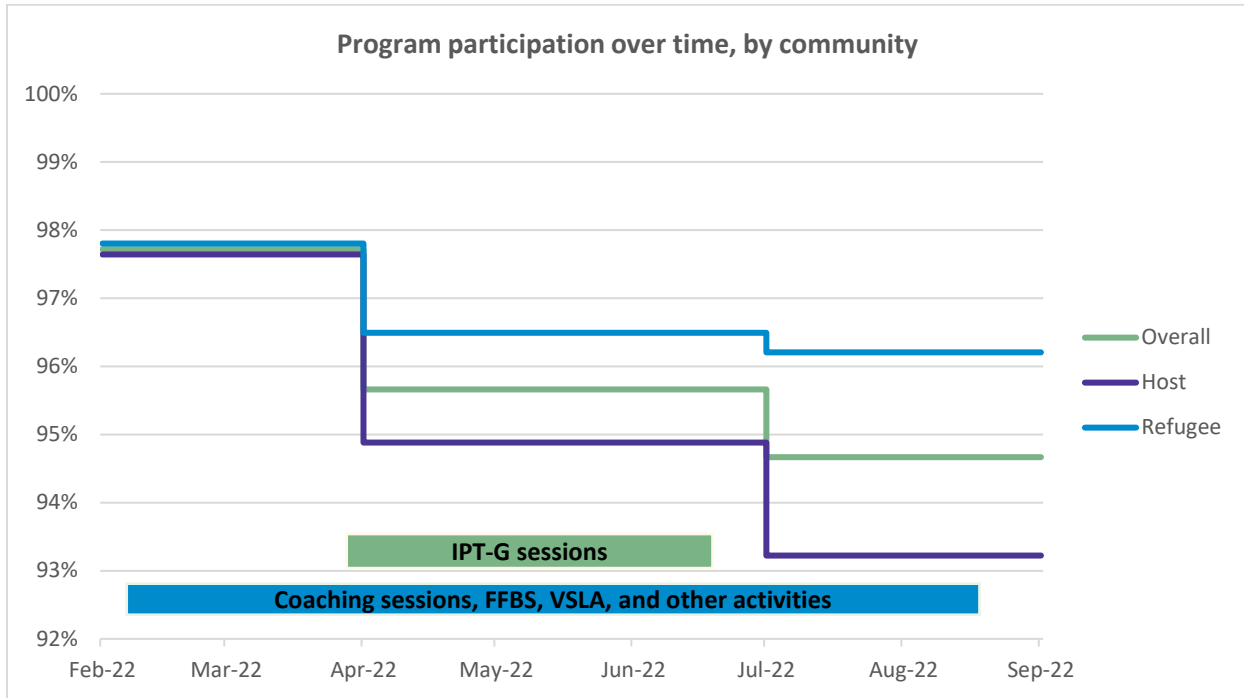


Figure 4. Participation over time, by community



5. IMPLEMENTATION STAFF, COMMUNITY-BASED TRAINERS, AND COACHES

In Graduating to Resilience, activities are facilitated by coaches and CBTs. This section explains these roles and how they work together.

5.1 Community-based Trainers

CBTs were in charge of technical training and mentorship support, including VSLA and livelihood training sessions covering FFBS, SSPM, and financial literacy. They were assigned approximately three intervention groups (groups of 25 participants). They were recruited based on the following attributes:

- Academic background and experience in agricultural extension
- Resident within the activity areas of operation
- Ability to communicate with target participants in a language they understand
- Physically able to lead practical sessions
- An adult (over 18) of sound mind and appropriate character

CBTs were trained by Graduating to Resilience staff before starting their role.

5.2 Coaches

Coaches were in charge of facilitating individual and group coaching sessions. They were trained in facilitation skills, nutrition, gender, prevention of sexual exploitation and harassment (PSEAH), and the coaching approach, including different topics of the structured coaching curriculum, to support primary participants and their households.

The qualifications for coaches were bachelor's degrees or diplomas. In addition, most refugee coaches have a diploma in pedagogy. Women accounted for 61% of the coaching staff.

5.3 Team Organization

Coaches and CBTs worked in pairs. Graduating to Resilience recruited 70 coaches and 70 CBTs to facilitate the activities with the 288 participant groups. Each pair was assigned four groups of about 25 beneficiaries. Every weekday was assigned to one group. On Fridays, CBTs and coaches would meet with their supervisors. On a given day, they would implement all the activities with a particular group, from FFBS in the early morning to coaching or IPT-G sessions in the afternoon. CBTs and coaches facilitated activities in turn. For IPT-G sessions, the groups of about 25 were split into two, and CBTs and coaches would each facilitate one group.

6. COACHING SESSIONS

6.1 Description of the Activity

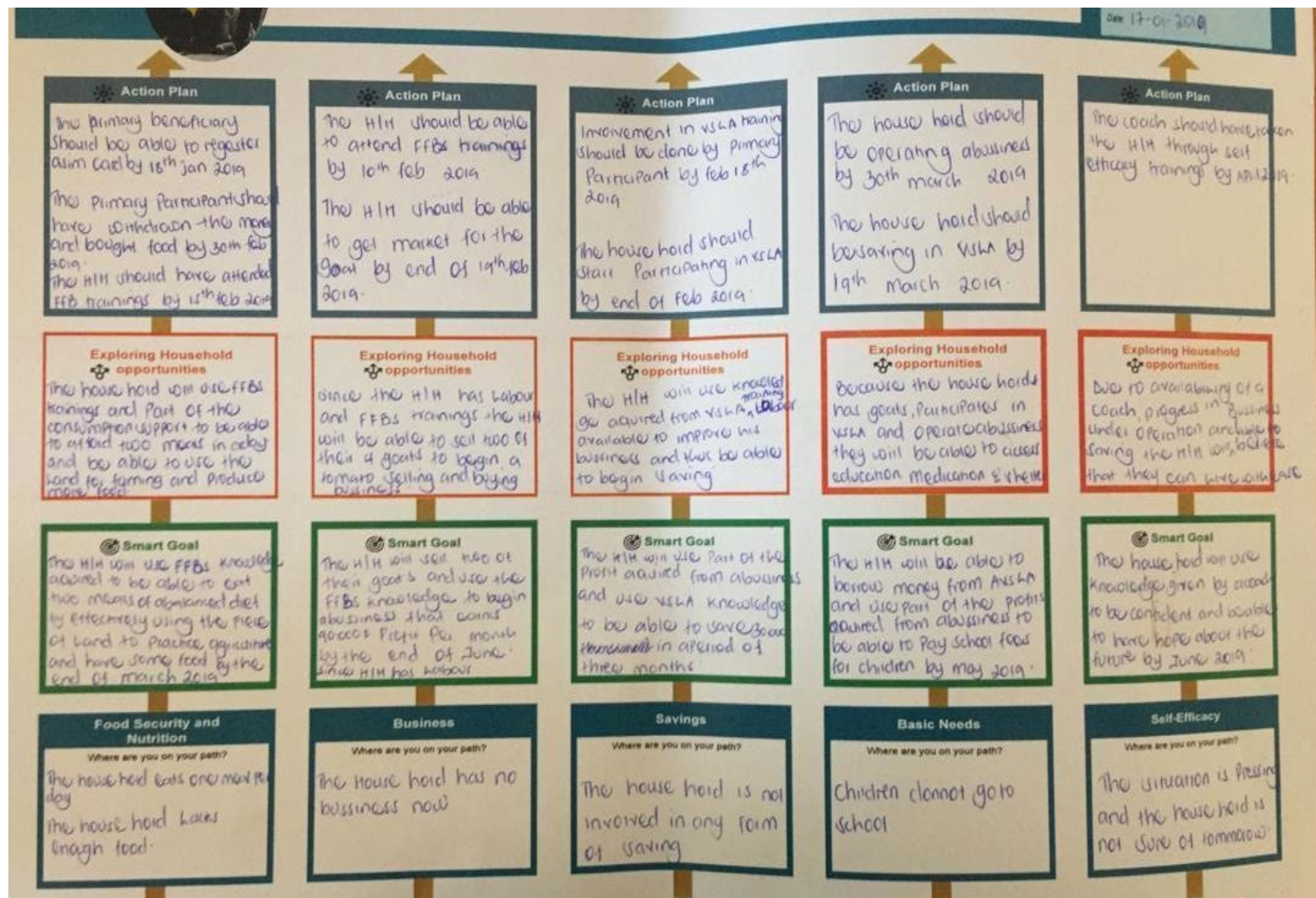
Coaching is one of the core components of the Graduating to Resilience activity. During coaching sessions, coaches and CBTs shared information on various topics with their participants. Coaching sessions started at the beginning of Cohort 2 in February 2022 and ended in February 2024. The curriculum includes topics on food security, business, savings, basic needs, and self-efficacy; for more details on the coaching session curriculum and timeline, see Table 32 in Annex A.

At the beginning of the activity, participants filled out a graduation map, a visual aid intended to help them document their current situation, their goals for the future, and how they plan to achieve those goals. During coaching sessions, participants used the graduation map to record their progress in terms of goals related to food security, business, savings, basic needs, and self-efficacy. Figure 5 shows the graduation map.

Picture 1. A coaching session where participants develop their graduation maps



Figure 5. Graduation map



6.2 Data Collection

Between May and September of 2022, IPA conducted spot checks of coaching sessions to observe attendance and the overall quality of the sessions. In total, IPA attended 40 group coaching sessions, 15 in the host community and 25 in the refugee settlement.

IPA also requested the RFSA's monitoring data on coaching session attendance. Coaches and CBTs collected this data during the sessions.

6.3 Attendance

During the process evaluation, IPA observed attendance through group coaching session spot-checks. In the 39 coaching sessions observed by IPA, 89.9% of the 25.4 expected households attended. Most expected participants were female, with about three men expected per session. Men were almost always present.

Table 4. Attendance in session visited by IPA

Variable	Mean	Percentage
Number of participants expected	25.4	
Number of women expected	24.1	
Number of men expected	2.6	
Percentage of participants present		89.9%
Percentage of women present		89.5%
Percentage of men present		98.7%
The coach has an attendance tracker		100%
The coach fills out attendance tracker		100%
The coach is well-prepared for the session*		100%
The coach is confident*		100%

*Based on data collection as described in section 2.4.5

During spot-check visits, IPA observed a few cases where primary participants could not attend and sent their spouse or another adult household member as a proxy. Reasons for not being able to attend included dropping out of the activity, having gone for food distribution (in the settlement), taking care of sick family member(s), or visiting a relative in the hospital. Coaches and CBTs filled out the attendance tracker with these data points on their tablets in each session.

Graduating to Resilience collected coaching session attendance data and shared it with IPA. IPA analyzed it and produced attendance data segmented by coaching topic. Table 5 shows the number of households out of 7,238, the total number of participants, that attended at least one group coaching session on a particular topic. Attendance is relatively high, oscillating between 80 and 90%.

Table 5. Coaching session attendance by topic

#	Coaching Topics	N	%
2	Pre-coaching—Introduction	6,910	95%

#	Coaching Topics	N	%
5	Exploring and Sharing Household Responsibilities, Training on Family Mid-upper arm circumference (MUAC), and IPT-G pre-group	6,220	86%
6	Basics of Gender and Problem Treatment Session 3	6,049	84%
7	Discovering Reality and Problem Treatment Session 4 and 5	6,651	92%
8	Intro. to the Self-Reflection Tool and Problem Treatment Session 6	5,650	78%
9	Setting SMART Goals and IPT-G Termination Session 7	6,524	90%
10	Exploring Household Opportunities	6,004	83%
12	Action Planning	5,995	83%

6.4 Additional Support Provided to Households by Coaches

In all 39 coaching groups visited, coaches also mentioned that they provided support primarily with activity materials and literacy issues. In some groups, the coaches made referrals in cases where they did not have the knowledge or skills necessary to respond to the challenges in question. In one group, the coach gave an example of a participant who was experiencing domestic violence. The coach called both the husband and wife and talked to them and reported that they are now living peacefully without any more reported issues of domestic violence. Table 6 below details additional support provided to participants.

Table 6. Additional support provided by coaches

Variable	Meeting Percentage
Coaches provided additional support/assistance with ...	
activity materials—e.g., understanding the graduation map	75%
literacy challenges—e.g., helping write their names	68%
mobile money—e.g., help to check mobile money balance	55%
feature phone—e.g., demonstrate how to operate a phone	47%

6.5 Coaches and Community-Based Trainers' Preparation

IPA observed the overall quality of the group coaching sessions, the fidelity to the curriculum, and the engagement of participants by coaches and CBTs. Overall, coaches and CBTs were prepared for the session and followed the curriculum using the coaching guide. They actively engaged the participants, were confident in the delivery of key messages and their ability to respond to questions, and conveyed the information as intended.

7. INTERPERSONAL PSYCHOTHERAPY IN GROUPS

7.1 Description of the Intervention

IPT was developed by Gerald Klerman and Myrna Weissman in the 1970s to treat major depressive disorders.² Donker et al. in their article in the American Journal of Psychiatry describe IPT as focused on stressful life events: grief, interpersonal disputes, life transitions, social isolation, and deficits associated with the onset, exacerbation, or perpetuation of current symptoms. The authors also explain that IPT helps patients to connect with social support. They separate IPT into three phases. The beginning phase includes forming the IPT group and assessing the patient’s condition. During the middle phase, interpersonal problem-specific therapeutic guidelines are applied. In the concluding phase, gains are consolidated and adaptive interpersonal strategies and contingency plans are reviewed in the event of relapse.³

Graduating to Resilience adapted the existing IPT model to include it in the graduation activity by adding IPT-G sessions after the group coaching sessions. Graduating to Resilience’s IPT-G manuals were developed under the guidance of Strong Minds, an organization specializing in mental health. For the IPT-G sessions, coaching groups of 25 were split into groups of 12 and 13 participants, one of which was facilitated by the coach and the other by the CBT. Coaches and CBTs divided their participants into these groups before the launch of IPT-G sessions.

In January 2022—before the launch of IPT-G sessions—the RFSA conducted a mental health assessment on all graduation participants to assess their levels of depression and anxiety. After the assessment, the RFSA categorized 1,611 participants as moderately depressed, 287 as moderately severely depressed, and 97 as severely depressed.

Graduating to Resilience conducted IPT-G sessions from February to July 2022. Each group received 12 IPT-G sessions. For more detail on the IPT-G curriculum, see Table 32 in Annex A, highlighted in yellow.

IPT-G sessions were facilitated by coaches and CBTs and lasted, on average, 90 minutes. IPT-G sessions happened once every 2 weeks, as the World Health Organization (WHO) IPT manual recommended.⁴ In a typical IPT-G session, some participants shared their problems with the group members and the facilitator—a coach or a CBT. Then, the facilitator guided the discussion as group members tried to come up with a solution.

² Markowitz, J and Weissman, M. 2012. Interpersonal Psychotherapy: Past, Present and Future. NIH. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3427027/>.

³ Cuijpers, P; Donker, T; Weissman, M; Ravitz, P and Cristea, I. 2016. Interpersonal Psychotherapy for Mental Health Problems: A Comprehensive Meta-Analysis . American Journal of Psychiatry. <https://ajp.psychiatryonline.org/doi/10.1176/appi.ajp.2015.15091141>.

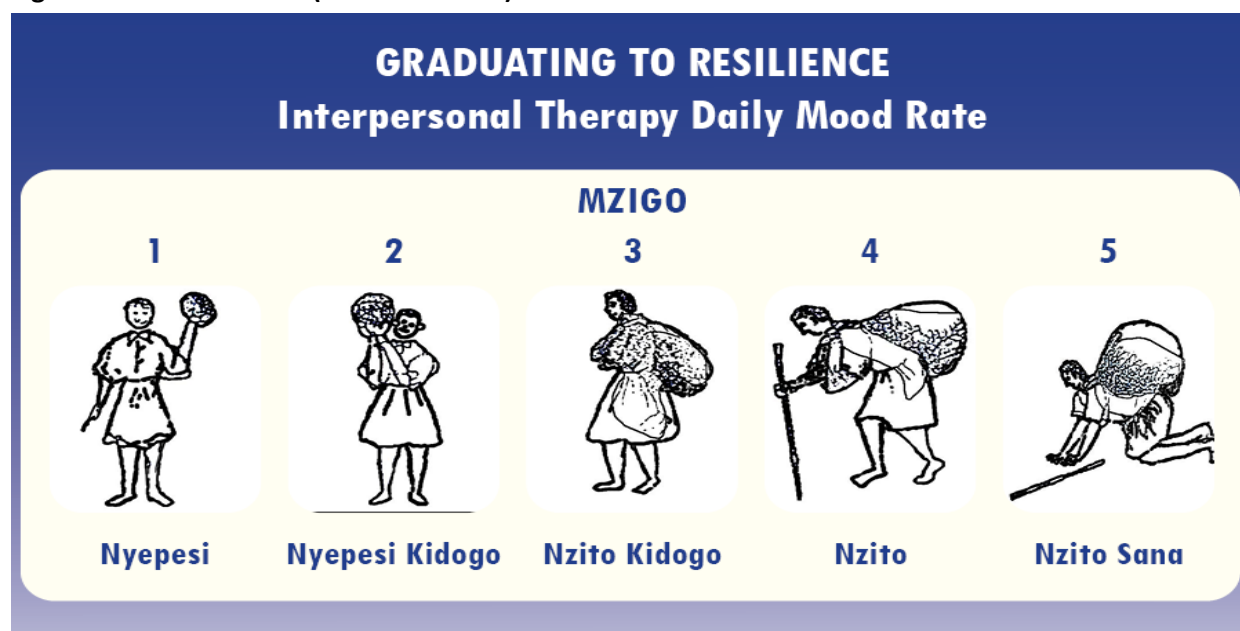
⁴ Group Interpersonal Therapy (IPT) for depression, World health Organization generic field-trial version 1.0, 2016

7.2 Interpersonal Psychotherapy in Groups Visits

Between June 2022 and September 2022, IPA visited 27 IPT-G sessions, 7 in the host community and 20 in the refugee community, to observe the quality of those sessions and understand how they can improve participants' mental health.

Visits showed that coaches and CBTs followed the IPT-G process described in the coaching guide. Coaches started with opening prayers and songs and then asked respondents to rate their mood using the mood scale (see Figure 6). Then, they reviewed any homework that had been assigned in the previous sessions. Next, they picked three or four participants who reported the greatest level of stress and asked them to share their problems with the group. The coach or CBT and group participants would try to come up with solutions or offer their support. Finally, the coach or CBT followed up by giving homework to participants who had shared their problems. This homework typically incorporated the groups' suggestions into concrete steps for solving their problems. The success of these solutions was reviewed at the beginning of the next session.

Figure 6. IPT mood scale (Swahili version)



7.3 Interviews of Coaches and Community-Based Trainers About Their Interpersonal Psychotherapy in Groups Participants

7.3.1 Research Question

To better understand the content of IPT-G sessions, IPA added an additional process evaluation activity and interviewed coaches and CBTs about their IPT-G participants. IPA sent experienced enumerators to

conduct these interviews to understand the problems that participants faced and the solutions that coaches and participants proposed. In February and March 2023, IPA interviewed 10 CBTs and 10 coaches about their participants in general, and randomly selected 5 participants to ask about in detail.

Coaches and CBTs were asked to assess participants' psychological distress, describe the issues they face, and discuss solutions that the group proposed for participants that face dire problems.

Coaches and CBTs were also asked about common strategies they used for common issues such as grief, conflicts and disputes, trauma, alcohol abuse, and financial and health challenges.

7.3.2 Types of Participants' Issues

Table 7. Most common participants' issues

Participant Issues	All		Refugee		Host	
	Count (N=102)	%	Count (N=62)	%	Count (N=40)	%
Financial challenges	55	54%	28	45%	27	68%
Lack of money to afford basic needs	49	48%	26	42%	23	58%
Lack of income-generating activity	7	7%	3	5%	4	10%
Debt	1	1%	0	0%	1	3%
Interpersonal conflicts and disputes	39	38%	27	44%	12	30%
With spouse	25	25%	19	31%	6	15%
Over money	6	6%	3	5%	3	8%
Related to gender-based violence	13	13%	10	16%	3	8%
With community members	8	8%	6	10%	2	5%
With other members of the household	6	6%	2	3%	4	10%
Personal issues	20	20%	14	23%	6	15%
Grief, or the loss of a loved one	12	12%	7	11%	5	13%
Trauma*	4	4%	4	6%	0	0%
Difficulty adjusting to life changes	4	4%	4	6%	0	0%
Loneliness	3	3%	2	3%	1	3%
Health issues	13	13%	7	11%	6	15%
Illness of self	7	7%	4	6%	3	8%
Illness of other members of household	6	6%	3	5%	3	8%
Alcohol issues	8	8%	5	8%	3	8%
Use by self	2	2%	1	2%	1	3%
Use by other members of household	6	6%	4	6%	2	5%
Did not report specific problems	7	7%	4	6%	3	8%

*Trauma includes forced displacement, exposure to violence, and sexual assault, among others.

The most important issues reported by coaches and CBTs were financial challenges and interpersonal conflicts and disputes. Examples of financial challenges included a lack of money to afford basic needs, such as food and health expenses. One participant reported that she could not afford to pay for basic needs, which caused her stress. Other participants mentioned health expenses, as well as a lack of support from their husbands. Interpersonal disputes were mostly marital. Participants reported

domestic violence, sometimes involving alcohol, as well as conflict over money issues and use. Conflict with other household members involved other wives or mothers-in-law. Issues with community members mostly involved neighbors.

Table 8. Emotional distress prevalence

	All		Refugee		Host	
	N	%	N	%	N	%
Actively experiencing severe emotional distress during the IPT-G sessions (such as uncontrollable crying)?	80	13%	60	15%	20	5%

7.3.3 Solutions and Advice from Groups and Coaches/Community-Based Trainers

IPA asked coaches and CBTs about the solutions and advice that they and other participants proposed. Those questions were first focused on a subset of participants that are experiencing dire issues and then opened to all participants. Advice from other participants was mostly about praying, ad hoc solutions to address specific problems, and focusing on income-generating activities (IGAs) to address general financial problems. Advice from coaches and CBTs was mostly about focusing on IGAs, discussing with the husband to address disputes, and normalizing (advice similar to “everyone experiences this”).

Table 9. Most common strategies groups proposed to address participants’ issues.

Commonly Proposed Strategies from Groups	All		Refugee		Host	
	Count (N=43)	%	Count (N=20)	%	Count (N=23)	%
Save and focus on IGAs	11	26%	5	25%	6	26%
Prayers	9	21%	4	20%	5	22%
Ad hoc practical solution	5	12%	3	15%	2	9%
Go to be with other people	5	12%	3	15%	2	9%
Normalizing	5	12%	1	5%	4	17%
Discuss with the husband	4	9%	1	5%	3	13%
Relocate	2	5%	2	10%	0	0%
Leave the husband	1	2%	0	0%	1	4%
Report the case to the police	1	2%	1	5%	0	0%

Table 10. Most common strategies coaches and CBTs proposed to address participants’ issues

Commonly proposed strategies from coaches and CBTs	All		Refugee		Host	
	Count (N=43)	%	Count (N=20)	%	Count (N=23)	%
WHO-recommended strategies	40	93%	18	90%	22	96%
Save and focus on IGAs	14	33%	8	40%	6	26%
Go be with other people	5	12%	3	15%	2	9%
Mediation with husband	4	9%	2	10%	2	9%
Prayer	4	9%	1	5%	3	13%

Commonly proposed strategies from coaches and CBTs	All		Refugee		Host	
	Count (N=43)	%	Count (N=20)	%	Count (N=23)	%
Normalizing	3	7%	2	10%	1	4%
Keep attending IPT-G sessions	3	7%	0	0%	3	13%
Referral to partners or authorities	2	5%	1	5%	1	4%
Give hope and carry on	2	5%	2	10%	0	0%
Go to a health provider	2	5%	0	0%	2	9%
Discuss distress causes	2	5%	0	0%	2	9%
Contraindicated strategies	5	12%	3	15%	2	9%
Move on	4	9%	3	15%	1	4%
Submission to husband	1	2%	0	0%	1	4%

The WHO IPT handbook prescribes solutions for participants who experience issues related to a) interpersonal issues, b) grief, c) trauma, and d) loneliness.

7.3.3.1 Grief

In case of interpersonal-related issues, WHO recommends the following strategies:⁵

- Educate the client about the grieving process.
- At times people do not want to give up their grief. They may feel afraid that they will lose their connection with their deceased loved one if they do.
- Explain that you will not take their grief away; they will live with the grief.
- Encourage group members to describe the circumstances of the loved one's death, how they learned about it, what they witnessed, and who was around to support them.
- Encourage people to tell the story of their relationship with the deceased.
- While the group member is mourning, encourage them to discuss their feelings about the future, including unrealized plans and changes in their social or family status.
- Set aside some time to mourn and perform rituals you had not done.

In the IPT-G sessions, coaches and CBTs reported that a few respondents expressed grief, mostly in the refugee community. Normalizing was the most common strategy. Coaches and CBTs also recommended activities that can help participants to take their minds off their grief, like spending time with others or focusing on their income-generating activities.

Table 11. Coaches and CBTs' individual advice to participants experiencing grief

Common strategies given as advice to participants experiencing grief	All		Refugee		Host	
	Count (N=12)	%	Count (N=7)	%	Count (N=5)	%
WHO-recommended strategies	9	75%	5	71%	4	80%
Save and focus on IGAs	4	33%	2	29%	2	40%
Normalizing	2	17%	1	14%	1	20%
Go be with other people	2	17%	2	29%	0	0%

⁵ WHO handbook and the AVSI Foundation Group Interpersonal Therapy Basic Guideline

	All		Refugee		Host	
Common strategies given as advice to participants experiencing grief	Count (N=12)	%	Count (N=7)	%	Count (N=5)	%
Prayer	1	8%	0	0%	1	20%
Contraindicated strategies	2	17%	1	14%	1	20%
Move on	2	17%	1	14%	1	20%

We also asked coaches about common strategies that they used in case of grief. The most common strategy was to recommend participants move on.

Table 12. Coaches and CBTs' most common strategies for grief

	All		Refugee		Host	
Common strategies for grief	Count (N=22)	%	Count (N=13)	%	Count (N=9)	%
WHO-recommended strategies	16	73%	10	77%	6	67%
Normalize	6	27%	4	31%	2	22%
Ask the group to share their experience	5	23%	4	31%	1	11%
Encourage them to be with other people	4	18%	2	15%	2	22%
Encourage them to speak out	3	14%	3	23%	0	0%
Give a shoulder/reassure	3	14%	1	8%	2	22%
Carry on and give hope	2	9%	1	8%	1	11%
Pray	2	9%	1	8%	1	11%
Contraindicated strategies	5	23%	2	15%	3	33%
Move on	5	23%	2	15%	3	33%

7.3.3.2 Disputes

In case of interpersonal-related issues, WHO recommends the following strategies

- Identify the phase of the disagreement (still negotiating, being stuck, or ending the relationship).
- Ask the group member to describe in detail their view of the problem and what they would like to change. Also, ask what they want to stay the same in the relationship.
- Ask the group member to describe the problem from the other person's point of view and the other person's reactions and feelings.
- Help the group member to understand (but not necessarily to accept) what the other person wants or expects
- Find out what the group member has tried to change about the problem and encourage them to think about what they want to do and what options there are, potentially including identifying somebody who has more power and can help with the conflict.
- Throughout this process, the group member is encouraged to give specific examples of recent exchanges with the other person.

In the IPT-G sessions, most interpersonal issues were conflicts with husbands. Therefore, coaches and CBTs advised participants to discuss with their husbands and provided counseling in person to the couple. They also reported some cases to authorities.

Table 13. Coaches and CBTs' individual advice to participants for disputes

Common strategies given as advice to participants experiencing disputes	All		Refugee		Host	
	Count (N=11)	%	Count (N=5)	%	Count (N=6)	%
WHO-recommended strategies	10	91%	5	100%	5	83%
Mediation with husband	3	27%	2	40%	1	17%
Save and focus on IGAs	2	18%	1	20%	1	17%
Referral to partners or authorities	2	18%	1	20%	1	17%
Prayer	1	9%	0	0%	1	17%
Go be with other people	1	9%	1	20%	0	0%
Discuss distress causes	1	9%	0	0%	1	17%
Contraindicated strategies	1	9%	0	0%	1	17%
Submission to husband	1	9%	0	0%	1	17%

We also asked coaches about common strategies that they used in case of disputes. The most common strategy was to meet the couple to do mediation.

Table 14. Coaches and CBTs' most common strategies for disputes

Common strategies for disputes*	All		Refugee		Host	
	Count (N=22)	%	Count (N=13)	%	Count (N=9)	%
WHO-recommended strategies	18	82%	10	77%	8	89%
Mediation with spouse	13	59%	7	54%	6	67%
Encourage them to understand or tell the cause	3	14%	2	15%	1	11%
Ask the group	2	9%	1	8%	1	11%
Encourage them to speak out	1	5%	1	8%	0	0%
Refer to authorities if necessary	1	5%	1	8%	0	0%
Contraindicated strategies	6	27%	6	46%	0	0%
Forgive the spouse	5	23%	5	38%	0	0%
Understand that no one is perfect	2	9%	2	15%	0	0%
Be respectful to your husband	1	5%	1	8%	0	0%

*Some coaches and CBTs mentioned more than one strategy

7.3.4 Challenges

7.3.4.1 Contraindicated Strategies

In some cases, coaches did not adhere to the WHO manual and used contraindicated strategies to advise participants. Some coaches mentioned strategies that are contraindicated during interviews as well.

7.3.4.2 Confidentiality Issues

During the Graduating to Resilience-organized focus group discussion that the IPA team was allowed to attend, coaches and CBTs reported that some participants did not feel comfortable sharing issues because they feared confidentiality breaches and stigma.

7.3.4.3 Timing

Initially, IPT sessions were the last activity of the day, happening in the early afternoon, after all the other activities of the day. Since groups usually start with FFBS very early in the morning, by the time they would get to IPT, they were hungry and tired. Graduating to Resilience decided to move that activity to earlier in the day.

7.3.5 Conclusion

It is clear that there is a need. According to coach reports, 13% of participants experienced severe emotional distress at some point during the groups.

Problems faced by participants mostly centered around financial issues and, secondarily, around intrahousehold interpersonal conflicts. Both of these issues were being addressed. Graduating to Resilience's coaches and CBTs' top two strategies addressed these areas, and the RFSA's main programming is focused on livelihoods.

8. CONSUMPTION SUPPORT

8.1 Description of the Activity

The consumption support intervention consisted of monthly cash transfers sent to households to help them smooth their consumption and prevent them from selling their assets in case of a shock. These transfers started in February 2022 and ended in February 2023, for a total of 12 monthly transfers. Each household received 18,000 Ugandan Shillings (UGX) per household member in the settlement and UGX 15,000 per household member in the host community. On average, households had 6 members.

8.2 Innovations for Poverty Action's Consumption Support Interviews

In September 2022, IPA interviewed consumption support participants to ask them about potential delays, which device they received the transfer on, transfer costs, challenges to withdrawing money, safety at the collection point, and general issues related to the activity. A total of 110 surveys were conducted, 50 in the settlement and 60 in the host community. Table 16, Table 17, Table 18, and Table 19 show the results of this survey.

Table 15. Number of consumption support interviews

Group	Count	Percentage
Settlement	50	45%
Host Community	60	55%
Total Number	110	

8.2.1 Timing

IPA conducted the consumption support interviews in mid-September 2022. At the time of the survey, the last transfer that refugee participants had received was in August, which was on time for most participants. In the host community, most participants had just received their August cash transfer when IPA interviewed them. The average delay in the host community was 19 days at the time of the survey.

Table 16. Cash transfer timing

Cash transfer timing	All		Refugee		Host	
	Mean	Total N	Mean	Total N	Mean	Total N
Average delay in days	11		0		19	
Respondent reported that frequency fit household's (HH) needs	81%	100	80%	50	82%	60

8.2.2 Cost

Participant households paid transportation costs to travel to the cash collection point and withdrawal fees to the mobile money agent. No households reported paying bribes or other social costs to access their consumption support. Throughout our process evaluation period, respondents reported paying, on

average, UGX 3,682 in withdrawal fees and UGX 5,045 in transportation costs. Transportation costs were higher in the host community (UGX 7,154) than in the settlement (UGX 2,000), as distances are further in the host community.

Table 17. Consumption support costs

Costs associated with receiving consumption support	All		Refugee		Host	
	Mean	Total N	Mean	Total N	Mean	Total N
Paid any cost	96%	110	100%	50	93%	60
Paid any transportation costs	20%	110	18%	50	22%	60
Total transportation cost (UGX)	5,045	22	2,000	9	7,154	13
Paid any withdrawal costs	90%	110	98%	50	83%	60
Total withdrawal cost (UGX)	3,682	99	3,783	49	3,584	50
Paid any bribe	0%	110	0%	50	0%	60
The ease of collecting cash was						
Good	90%	110	100%	50	82%	60
Fair	10%	110	0%	50	18%	60

8.2.3 Medium of Delivery

Respondents reported receiving their consumption support on their personal mobile devices. At the time of the survey, 19% of the participants were still receiving consumption support in cash. Later, all participants transitioned to mobile money (see section 8.5). Mobile money can be withdrawn in cash at a mobile money agent.

Table 18. Medium of delivery of consumption support

	All		Refugee		Host	
	%	Total N	%	Total N	%	Total N
Received funds on personal phone	90%	110	98%	50	83%	60
Received funds in cash or pre-paid card	10%	110	2%	50	17%	60
Received funds on someone else's phone	0%	110	0%	50	0%	60

8.2.4 Challenges and Safety Around Collecting Consumption Support

Few households reported experiencing any challenges around collecting consumption support. 5% of respondents reported experiencing challenges while withdrawing the cash, including agent liquidity challenges, paying an unexpected fee, queuing for long times at the agent since many people wanted to withdraw at the same time, and the distance to the mobile money agent. On average, households reported spending 11 minutes waiting in the queue to access their consumption support.

Table 19 captures protection issues that participant households encountered when accessing their consumption support. Almost no household reported feeling unsafe while waiting for their cash at the mobile money agent or while traveling to the mobile money agent. In addition, most households did not report any difficulties collecting their cash or frustrations with the frequency with which Graduating to Resilience's staff distributed the cash.

In about 90% of the households, the consumption support did not create intra-household conflicts. However, 30% of the participants reported either the perception of community jealousy because of consumption support or inter-household conflict. Moreover, the percentage of households reporting jealousy was twice as high in the host community (40%) as in the settlement (18%).

Table 19. Challenges and safety

	All		Refugee		Host	
	%	Total N	%	Total N	%	Total N
Experienced any challenge withdrawing funds	7%	110	16%	50	0%	60
Waiting time to withdraw cash (minutes)	7	110	7	50	7	60
Time spent traveling to collect the cash is acceptable.	94%	110	100%	50	88%	60
The participant feels safe ...						
on the way to withdraw money	98%	110	100%	50	97%	60
while waiting for cash	100%	110	100%	50	100%	60
on the way back	96%	110	100%	50	93%	60
Control over the cash has caused conflict in the HH	5%	110	2%	50	7%	60
Other members of the community are jealous of me	34%	110	16%	50	48%	60

8.3 Graduating to Resilience's Monitoring Data

In November 2022, Graduating to Resilience shared its consumption support data with IPA. The data includes cash transfer data from February 2022 to September 2022. Table 20 represents data from February, and Table 21 represents data from September. Out of the 7,051 initial participants, 6,799, or 96%, received the first consumption support cash transfer in February 2022.

In February, 72% of the participants received consumption support via mobile money, and the others received it in cash or pre-paid card. In September, all participants transitioned to mobile money after Graduating to Resilience distributed phones to all participants.

Table 20. Graduating to Resilience's February 2022 consumption support data

	Overall		Refugee		Host	
	Mean	Total N	Mean	Total N	Mean	Total N
HH Size	6	6,799	6	3,328	6	3,471
Transfer amount	102,094	6,799	110,737	3,328	93,807	3,471
Transfer per HH member	16,456	6,857	18,000	3,373	15,000	3,484
Tax	4,559	6,799	4,731	3,328	4,395	3,471
Total transfer with tax	106,653	6,799	115,467	3,328	98,202	3,471
Withdrawal charges	2,091	6,799	2,103	3,328	2,080	3,471

	Overall		Refugee		Host	
	Mean	Total N	Mean	Total N	Mean	Total N
Total amount	108,745	6,799	117,570	3,328	100,282	3,471
Medium						
Mobile money	72%	6,799	73%	3,328	72%	3,471
Prepaid card	17%	6,799	13%	3,328	22%	3,471
Cash	10%	6,799	15%	3,328	6%	3,471

Table 21. Graduating to Resilience’s September 2022 consumption support data

	Overall		Refugee		Host	
	Mean	Total N	Mean	Total N	Mean	Total N
HH size	6	6,857	6	3,373	6	3,484
Transfer amount	104,717	6,857	114,916	3,373	94,844	3,484
Transfer per HH member	16,483	6,857	18,000	3,373	15,000	3,484
Tax	525	6,857	576	3,373	475	3,484
Total transfer with tax	10,5242	6,857	115,493	3,373	9,5318	3,484
Withdrawal charges	2,392	6,857	2,634	3,373	2,157	3,484
Total amount	10,7634	6,857	118,127	3,373	97,475	3,484
Cash transfer medium:						
Mobile money	100%	6,857	100%	3,373	100%	3,484
Prepaid card	0%	6,857	0%	3,373	0%	3,484
Cash	0%	6,857	0%	3,373	0%	3,484

9. LIVELIHOODS SKILLS TRAINING AND SUPPORT

Livelihoods skills training is one of the key components in the Graduating to Resilience activity. It includes SPM training and agronomic training through the FFBS.

9.1 Farmer Field Business School

9.1.1 Training Description

The AVSI Foundation programming guide defines FFBS as “a hands-on and participatory learning-by-doing approach, by which groups of farmers meet regularly throughout the selected crop season or livestock growth period to experiment and learn about new production and marketing options.”⁶ The FFBS intervention is a theoretical and practical training to encourage farmers to adopt improved agricultural practices to increase their agricultural income. Participants apply new techniques on a demonstration plot under the supervision of a CBT. They can then replicate these techniques on their farm. The RFSA recipient promoted the cultivation of Irish potatoes, groundnuts, and cassava on demonstration plots. FFBS also included training on livestock and promotion of goat and pig rearing. IPA visited 10 FFBS sessions on demonstration plots and took pictures (see Picture 2).

Picture 2. FFBS training on a demonstration plot



⁶ Graduating to Resilience, programming guide 2017-2024, version 5.

9.1.2 Training Attendance

Graduating to Resilience shared FFBS registration data with IPA. Overall, most participants registered in FFBS sessions. Participants who did not register are those who dropped out at the beginning of the activity (see section 4. Activity Attrition).

Table 22. FFBS registration data

Gender	Refugee		Host		All	
	%	Total N	%	Total N	%	Total N
Female	95%	3,163	90%	3,394	93%	6,557
Male	92%	259	79%	235	86%	494
Overall	95%	3,422	90%	3,629	92%	7,051

9.1.3 Farmer Field Business School Livelihood Selection

Graduating to Resilience formed 249 FFBS groups. Each group selected livestock or crop enterprises.

For livestock livelihoods, FFBS groups could choose either goats or pigs. The RFSA recipient then distributed a female goat or pig to each group. Most refugee FFBS groups opted for pig rearing, while most host FFBS groups opted for goats. Graduating to Resilience also distributed male goats and male pigs to be shared by groups for breeding, at a ratio of one male animal for two groups.

Table 23. FFBS groups livestock enterprise selection

Animal selected	Overall		Refugee		Host	
	%	Total N	%	Total N	%	Total N
Pigs	51%	249	68%	114	36%	135
Goats	49%	249	32%	114	64%	135

For crop livelihoods, FFBS groups could choose between cassava, ground nuts, and Irish potatoes. Most FFBS groups selected Irish potatoes. Each group received seeds to start their chosen livelihood.

Table 24. FFBS group crop enterprise selection

Crop selected	Overall		Refugee		Host	
	%	Total N	%	Total N	%	Total N
Irish Potatoes	75%	249	75%	114	74%	135
Ground Nuts	19%	249	18%	114	19%	135
Cassava	6%	249	6%	114	7%	135

9.2 Selection, Planning, and Management

SPM aims to train participants to strengthen their business skills and help them select, plan, and manage the most appropriate income-generating activity that they will engage in after receiving the asset cash transfer.

After approximately 5 months of training on how to select and manage a business, participants submitted their business plans (for more detail on the business plan categories, see Figures 7 and 8 in Annex A).

9.3 Innovations for Poverty Action's Livelihood Selection Survey

Between July and September 2022, IPA conducted a livelihood selection survey among 150 Ugandan and 116 refugee households across 47 villages, looking at the reasons why households may have chosen a particular livelihood.

Table 25. Livelihood section in the livelihood survey

Livelihood selection	Overall		Refugee		Host	
	%	Total N	%	Total N	%	Total N
Off-farm activity	55%	266	72%	116	42%	150
Livestock	39%	266	27%	116	49%	150
Farming	6%	266	1%	116	9%	150

As shown in Table 25, most households selected off-farm businesses and very few households selected farming as a business. When asked about the reason why they did not choose that livelihood, almost a third of respondents mentioned the lack of land to engage in farming as a business. Many households in the host community mentioned that they were already engaging in farming as a business, but refugee participants did not mention this as a reason. Other reasons included that profits only come at the end of the agricultural season and that farming is risky or not profitable.

Table 26. Most common reasons why participants did not select farming as a business

	Overall		Refugee		Host	
	%	Total N	%	Total N	%	Total N
Not enough land	28%	251	23%	115	32%	136
Already doing it as a business	13%	251	0%	115	24%	136
Profits come at the end of the season	9%	251	13%	115	6%	136

Participants were asked whether they felt free to choose their livelihood or whether they were pushed to choose a particular type. All respondents responded that they felt free to select their livelihoods.

Table 27. Participants' satisfaction

	Overall		Refugee		Host	
	%	Total N	%	Total N	%	Total N
Felt free to choose livelihood	100%	251	100%	115	100%	136

Participants were asked whether they had heard of or know of anybody who paid someone to help with their business plan. In the refugee community, 9% of respondents said yes, and 3 respondents mentioned Graduating to Resilience staff.

Table 28. Participants who paid to get help with their business plan

	Overall		Refugee		Host	
	%	Total N	%	Total N	%	Total N
Heard or know of anybody who paid somebody to help with their business plan	4%	251	9%	115	0%	136
The person paid ...						
Local person in my community	64%	11	64%	11	0%	0
Graduating to Resilience staff	37%	11	37%	11	0%	0
Neighbor	10%	11	10%	11	0%	0

9.4 Graduating to Resilience’s Monitoring Data on Livelihood Selected

A total of 6,809 participants selected their activity and submitted a business plan. As shown in Table 29, the most popular livelihoods were animal trading (19%) and farming production (16%) in the refugee community, and cattle rearing (32%) and animal trading (16%) in the host community.

Table 29. Livelihoods selected by participants

Business Type	Overall	Refugee	Host
Cattle rearing	22%	12%	32%
Animal trading	18%	19%	16%
Farming/crop production and sales	14%	16%	12%
Produce trading	12%	14%	9%
Piggery	6%	5%	7%
Petty trade	5%	9%	1%
Retail shop	5%	2%	7%
Clothes	4%	4%	3%
Cassava flour trading	3%	7%	0%
Tailoring	2%	2%	2%
Shoes (sell & repair)	2%	3%	1%
Grocery	2%	0%	3%
Butcher	1%	2%	0%
Salon (hairdressing & barber)	1%	1%	1%
Restaurant	1%	0%	1%
Fermented porridge	0%	1%	0%
Selling maize flour	0%	1%	0%
Other specify	2%	2%	2%
Total N	6,809	3,345	3,464

10. ASSET TRANSFER

10.1 Description of the Activity

The asset transfer is a one-off cash transfer of UGX 1 million (approximately \$270). This cash transfer aims to enable participants to invest in their IGA to create or reinforce alternative sources of income.

Graduating to Resilience had initially scheduled asset transfer in August 2022 after completing business skills and agriculture training, submission of business plans, and the market event. However, technical training took longer than expected, affecting the timeline. In addition, the RFSA conducted an asset transfer sensitization meeting that was not initially planned. As a result, the asset transfer happened in October 2022, with 6,700 households receiving it, representing 95% of the 7,051 initial participants.

10.2 Graduating to Resilience's Data

In November 2022, Graduating to Resilience shared its asset transfer data, including the number of participants, the amount received, and the transfer modality. As shown in Table 30, almost all participants received the asset transfer by mobile money, thanks to the phones distributed by the RFSA.

Table 30. Number of participants who received asset transfer

	Overall	Refugee	Host
Asset transfer received by mobile money	6,698	3,262	3,436
Asset transfer received by pre-paid card	2	2	0
Total N	6,700	3,264	3,436

Table 31. Cash transfer amount

	Amount
Asset transfer	1,000,000
Tax (5%)	5,000
Withdrawal Charges	15,000
Total wired	1,020,000

11. EXTERNAL FACTORS

The process evaluation took place from February to September 2022, a period during which Uganda was recovering from COVID-19 and experienced inflation of around 10%. In Cohort 2, Graduating to Resilience did not report major activity modifications caused by those factors.

12. CONCLUSION

From February to September 2022, IPA observed and obtained data on core interventions of the Graduating to Resilience activity. IPA visited coaching and IPT-G sessions and technical trainings such as FFBS, SPM, and savings groups. IPA interviewed respondents on their perception of the process of receiving cash transfers and obtained data from Graduating to Resilience on coaching session attendance, livelihood selection, and cash transfers. IPA also obtained detailed documentation of the activity from the RFSA recipient and participated in several meetings with the RFSA's management team, obtaining in-depth knowledge and contextualized understanding of both the design and implementation of the Graduating to Resilience activity.

Overall, the process evaluation reveals that the activity implementation is progressing well. Data shows that attrition rates remain low at roughly 5%. Coaching session attendance is high (about 90% of all participants), and coaches and CBTs were well trained and successfully executing the coaching curriculum as intended. Cash transfers are being effectively deployed and reaching 95% of participants almost exclusively through mobile money platforms.

IPA found the documentation of the activity to be comprehensive, clear, and especially helpful in understanding the Graduating to Resilience activity in order to design a robust evaluation and inform subsequent surveys.

The process evaluation indicates that the RFSA recipient consortium are faithfully implementing this complex activity according to the intended design.

ANNEX A: ACTIVITY DOCUMENTS

For this process evaluation, IPA used the following documents:

- The AVSI Foundation programming guide
- The AVSI Foundation Manuals
 - Coaching manual
 - IPT manual
- WHO manual about IPT
- The Graduating to Resilience adaptation of WHO IPT manual

Annex Table 32 Coaching sessions curriculum (IPT-G modules highlighted in yellow)

	Content	Duration (minutes)	Number of sessions	Group or HH	Dates
1	Household Baseline survey	120	1	Group	January
2	Pre-coaching—Introduction	240	2	Group	February
3	Topic 1: Developing a coaching agreement and pre-coaching messages on conflict management and negotiation, digital literacy, alcohol, and drug abuse	60	1	HH	February: week 1–2 March: Week 3–4
4	Topic 7: Training, Data collection, Graduation Map and Self-Reflection Tool Update	90	1	Group	March: Week 5 and Week 6
5	Topic 3: Exploring and Sharing Household Responsibilities, Training on Family MUAC and IPT-G pre-group	90	1	Group	April: Week 7
6	Topic 3: Basics of Gender and Problem Treatment session 3	150	1	Group	April: Week 8
7	Topic 4: Discovering Reality and Problem Treatment session 4 and 5	300	2	Group	April: Week 9–10
8	Topic 5: Introduction to the Self-Reflection Tool and Problem Treatment session 6	150	1	Group	May: Week 11
9	Topic 6: Setting SMART Goals and IPT-G Termination Session 7 and 8	300	2	Group	May: Week 12 and Week 13
10	Topic 8: Exploring Household Opportunities	90	1	Group	May: Week 14
11	Topic 9: Conflict Management and Negotiation	60	1	HH	June: Week 15
12	Topic 10: Action Planning	90	1	Group	June: Week 16
13	Topic 7: Training, Data collection, Graduation Map and Self-Reflection Tool Update	90	1	Group	June: Week 17

	Content	Duration (minutes)	Number of sessions	Group or HH	Dates
14	Topic 7: Training, Data collection, Graduation Map and Self-Reflection Tool Update	90	1	Group	June: Week 18
15	Topic 9: Conflict Management and Negotiation	60	1	HH	July: Week 19
16	Topic 11: Savings	90	1	Group	July: Week 20
17	Topic 9: Conflict Management and Negotiation	60	1	HH	July: Week 21
18	Topic 12: Basics of Food and Nutrition	90		Group	July: Week 22
19	Topic 9: Conflict Management and Negotiation	60	1	HH	Aug.: Week 23
20	Topic 13: Nutrition	90	1	Group	Aug.: Week 24
21	Household catch up—Struggling households	60	1	HH	Aug.: Week 25
22	Market event	240	1	HH	Sep.: Week 26
23	Training and Data collection and Graduation Map Update	90	1	Group	Sep.: Week 27
24	Data Collection and Graduation Map Update	90	1	Group	Sep.: Week 28
25	Data Collection and Graduation Map Update	90	1	Group	Oct.: Week 29
26	Topic 14: Business Plan Review	90	1	Group	Oct.: Week 30
27	Topic 15: Water, Sanitation and Hygiene (WASH)	60	1	HH	Oct.: Week 31
25	Topic 16: Meal Planning	90	1	Group	Oct.: Week 32
26	Topic 15: Water, Sanitation and Hygiene (WASH)	60	1	HH	Nov.: Week 33
27	Topic 17: Cooking Demonstration	90	1	Group	Nov.: Week 34
28	Topic 15: Water, Sanitation and Hygiene (WASH)	60	1	HH	Nov.: Week 35
29	Topic 18: Malnutrition	90	1	Group	Nov.: Week 36
30	Topic 15: Water, Sanitation and Hygiene (WASH)	60	1	HH	Dec.: Week 37
31	Household catch up—Struggling households	60	1	HH	Dec.: Week 38

	Content	Duration (minutes)	Number of sessions	Group or HH	Dates
32	Topic 7: Training, Data collection, Graduation Map and Self-Reflection Tool Update	90	1	Group	Jan.: Week 39
33	Topic 7: Training, Data collection, Graduation Map and Self-Reflection Tool Update	90	1	Group	Jan.: Week 40
34	Topic 19: Infant and Young Child Feeding—Breast feeding	90	1	Group	Jan.: Week 41
35	Topic 20: Infant and Young Child Feeding—Complementary feeding	90	1	Group	Jan.: Week 42
36	Topic 21: Preventive Health	90	1	Group	Feb.23: Week 43
37	Repeat of Topics based on needs			Group & HH	Feb. 23: Week 44–Week 112
38	Topic 22: Pre-Close Out	60	1	HH	Jun. 24
39	Topic 23: Close Out	60	1	HH	Jun. 24: Week 117–120

Annex Figure 7. Business plan, page 1



GRADUATING TO RESILIENCE

Business Plan

Date prepared	
---------------	--

1. Details of Owner(s)

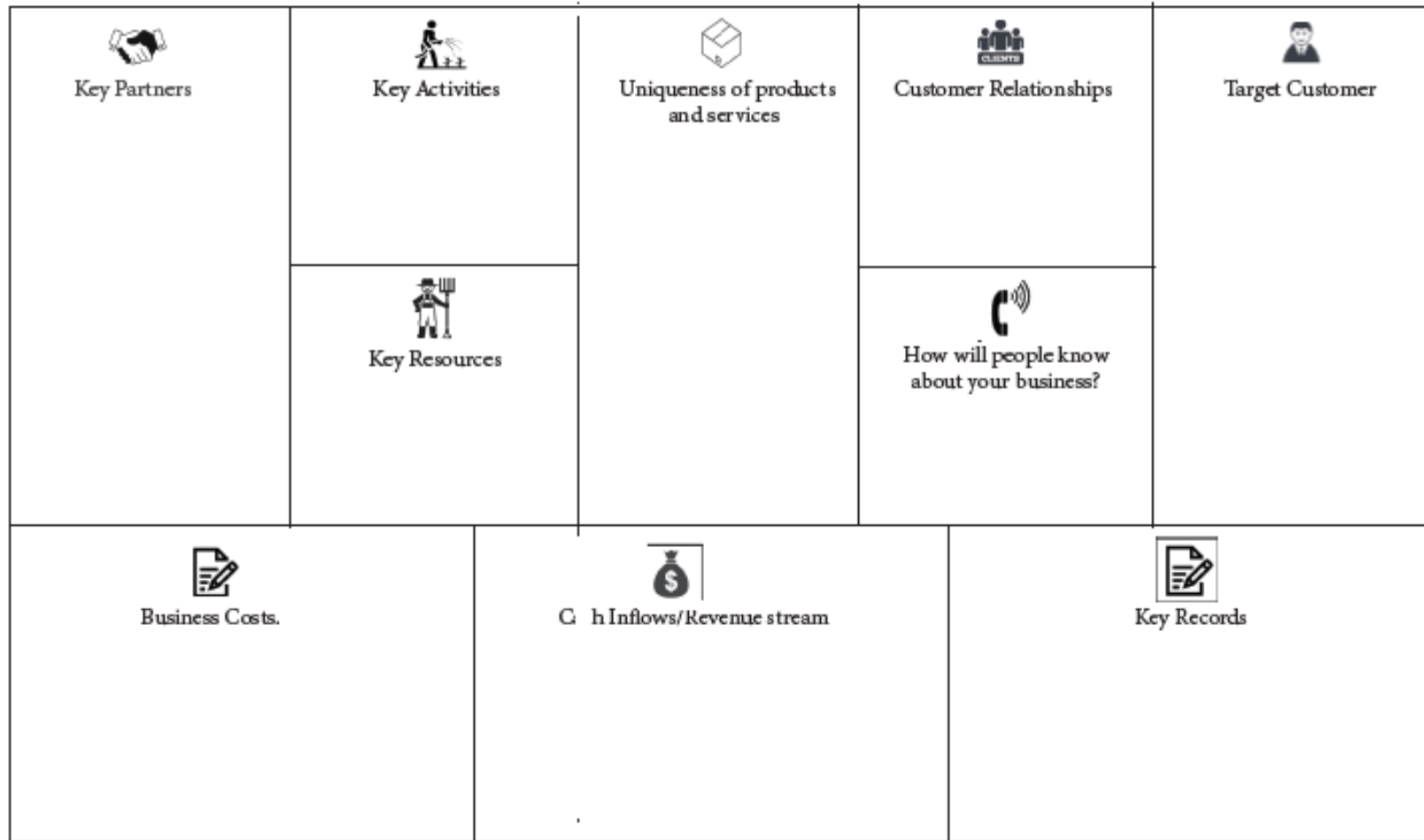
Name		ID number	
Address			
Contact number			

2. Business Information

Name of business				
Type of business				
Ownership	Individual		Group	
Physical location/Address				
When was your business established?	New (established in 2019)		Existing (established prior to 2019)	

Annex Figure 8. Business plan, page 2

3. Business Model Canvas



ANNEX B: STAKEHOLDERS CONSULTED

For this evaluation, IPA consulted the following stakeholders:

- The AVSI Foundation senior management team
 - Chief of Party
 - Coaching technical advisor
 - M&E team
- Program Officers
- Coaches and CBTs

ANNEX C: SURVEY INSTRUMENTS

This annex includes the following IPA process evaluation tools:

- Interpersonal Psychotherapy coach and community-based trainer interviews
- Coaching and Interpersonal Psychotherapy spot check survey
- Consumption support survey
- Livelihood selection survey

Interpersonal Psychotherapy Coach and Community-Based Trainer Interviews

Field	Question	Answer				
project	<p>Project Information</p> <p>Name: UGS IPT ST Coach Survey</p>					
meta_note	<p>Additional Meta Data Collected</p> <ul style="list-style-type: none"> • Text Audit • Audio Audits • Percentage of Conversation • Percentage of Quiet Time • Stream of Conversation 					
intronote	<p style="text-align: center;">UGS Coh2 IPT ST Coach Survey</p> <p style="text-align: center;">February 2023</p>					
intronote_enum	<p>Welcome to the UGS IPT ST Coach Survey</p> <p>Reminder of the codes used in this questionnaire: Don't know: -99 Refuse to answer : -88</p> <p>Only read out options when instructed to do so</p>					
group25_c2_uniqid <i>(required)</i>	<p>Coach Group Number group25_c2_uniqid from the list</p> <p><i>Question relevant when: \${password} !=9334</i></p>					
group25_c2_uniqid_confirm <i>(required)</i>	<p>Confirm Coach Group Number group25_c2_uniqid from the list</p> <p><i>Question relevant when: \${password} !=9334</i></p> <p><i>Response constrained to: .= \${group25_c2_uniqid}</i></p>					
category_grp	Select a mini-group category	<table border="1"> <tr> <td>1</td> <td>Coach</td> </tr> <tr> <td>2</td> <td>CBT</td> </tr> </table>	1	Coach	2	CBT
1	Coach					
2	CBT					
confirm_info <i>(required)</i>	<p>Please confirm the following details:</p> <p>Coach Group Number: [group25_c2_uniqid] Minigroup category (coach/CBT): CBT Group ID: CBT_ Name of the coach/CBT: [coach_name]</p> <p><i>Question relevant when: \${password} !=9334</i></p>	<table border="1"> <tr> <td>1</td> <td>yes</td> </tr> <tr> <td>0</td> <td>no</td> </tr> </table>	1	yes	0	no
1	yes					
0	no					
password	SKIP THIS UNLESS INDICATED OTHERWISE					

Field	Question	Answer
consent	<p>Introduction: Hello, my name is Andrew Chemonges. I am working for Innovations for Poverty Action - a non-profit development research organization based in the US and Uganda. We are currently conducting a research study funded by the United States Agency for International Development and previously We contacted you in November or December 2021 to ask you questions about your household and your current situation. We are now contacting you again to follow up about your household's livelihood and wellbeing to better understand the welfare of people like yourself over time. This study covers approximately 9,000 households like yours in the Kamwenge area.</p> <p>Invitation to participate: We would like to invite you to participate in this survey. I would like to remind you that this study involves research, which is different from just receiving routine care or other program services, since we are trying to learn about households' welfare over time rather than only providing services.</p> <p>If you agree to participate, I will ask you questions about your household, for example your income sources and your wellbeing. Your participation is completely voluntary. You can refuse to answer the entire survey, stop the survey at any time by informing me that you wish to do so, or can tell us when a question makes you uncomfortable and we will skip that question. You will not lose any benefits that you currently receive if you decide not to participate in this survey.</p> <p>The survey will take approximately 90 minutes to answer. All identifying information will be encrypted and will not be made public. Only the members of the research team will have access to them.</p> <p>As part of the study we may use information about you that we receive from other organizations and combine it with the data we collect today.</p> <p>We would also like to use the tablet computer to record our current location and make audio recordings of your answers. This information will help us collect accurate information and may also be used to take into account respondents' cultural backgrounds and other information that can tell us more about how someone is doing. As with all information we collect, it will be used for research purposes only. All the recordings will be encrypted and kept confidential. The recordings are voluntary and are not a requirement of participation in this survey. We will not record them against your will, and you will be asked to confirm if you agree at the beginning of the survey. All recordings will be destroyed after the end of the study.</p> <p>We will return again in [x] for a follow-up survey, but you are free to decline participation in the follow-up if you wish.</p> <p>Risks: If any question in today's survey makes you uncomfortable, please remember that you are free to skip any question you don't want to answer or stop this interview at any time.</p> <p>As with all research, there is a chance that confidentiality could be compromised; however, we are taking precautions to minimize this risk. Your information or information that may identify you participation in this study will be kept as confidential as possible, to the extent allowed by local standards. We will disclose this information only with your permission or as required by law. and tThe answers you provide will be stored securely in electronic form. Your name and any other identifying information will only be accessible to the affiliated researchers and will never appear in any sort of report that might be published or shared with organizations who may be interested in the results.</p> <p>There are no other anticipated risks from your participation in the study. This study has been approved by the accredited Ugandan based Research Ethics Committee MUREC.</p> <p>Benefits: You will receive a bar of soap as a token of appreciation for your participation. Apart from that, you will not receive any program or services just by participating in this study. However, the information you provide will be very valuable in understanding more about the people in this area.</p> <p>Withdrawal: You may withdraw from this study or skip any question at any time and without any explanation. There will be no consequences for deciding to withdraw or skip a question. You can use the contacts that we have provided you with to inform the research team that you would like to withdraw after the interview. There are no circumstances under which the research team will withdraw you from this study against your wishes.</p> <p>Questions & Concerns: Please ask us anything you want to know about this project now or later. If you have questions in the future regarding the research, please contact one of the members of our team: Andrew Chemonges, Field Manager at IPA Uganda, Tel: 0775 549282. If you have questions about your rights as a research subject or regarding any damage attributable to the research and wish to discuss this with someone not involved in the study, you may contact the Mildmay Uganda Research Ethics Committee (MUREC) at 0392174236 or the Uganda National Council of Sciences and Technology (UNCST) at 0414705500.</p> <p>Sponsor: This research is funded by the United States Agency for International Development Office of Food for Peace,</p>	

Field	Question	Answer
	which aims to reduce hunger and malnutrition.	
consentsurvey <i>(required)</i>	Have you understood everything, and do you agree to participate in this survey? <i>Question relevant when: \${password} !=9334</i>	1 yes 0 no
consentaudio <i>(required)</i>	Do you consent to a possible audio recording? <i>Question relevant when: \${password} !=9334</i>	1 yes 0 no
G-IPT Implementation: Coach <i>Group relevant when: \${consentsurvey} =1</i>		
coach_intro1	Now, I would like to talk about five participants of your G-IPT group.	
G-IPT Implementation: Coach > [targetresp_name] (1)		(Repeated group)
G-IPT Implementation: Coach > [targetresp_name] (1) > Coaching report		
participant_intro1	Now, I would like to talk about 1. [targetresp_name]:	
participant_intro2	1. [targetresp_name]: Now, I would like you to rate your assessment of her/his psychological distress at the end of the G-IPT sessions	
participant_distress <i>(required)</i>	1. [targetresp_name]: Please rate your assessment of this her/his psychological distress at the end of the G-IPT sessions <i>Question relevant when: \${password} !=9334</i>	1 Experiencing distress and little to no progress being made 2 Experiencing distress but progress is being made 3 Experiencing little to no distress
participant_issues <i>(required)</i>	1. [targetresp_name]: Please describe the client and the issues they discussed in the G-IPT sessions. <i>Question relevant when: \${password} !=9335</i>	
issues_intro	ENUMERATOR: Please categorize the types of issues that this participant faced (check all that apply):	
issues_category <i>(required)</i>	1. [targetresp_name]: Please categorize the types of issues that she/he faced <i>Question relevant when: \${password} !=9334</i>	1 Financial challenges—Lack of income generating activity 2 Financial challenges—Lack of money to afford basic needs 3 Financial challenges—Debt 4 Financial challenges—Others 5 Interpersonal conflicts and disputes—with spouse

Field	Question	Answer																										
		<table border="1"> <tr><td>6</td><td>Interpersonal conflicts and disputes—with other members of household</td></tr> <tr><td>7</td><td>Interpersonal conflicts and disputes—with community members</td></tr> <tr><td>8</td><td>Interpersonal conflicts related to neglect or absence of support from others</td></tr> <tr><td>9</td><td>Interpersonal conflicts related to Gender Based Violence</td></tr> <tr><td>10</td><td>Grief, loss of a loved one</td></tr> <tr><td>11</td><td>Trauma (forced displacement, exposure to violence, sexual assault, etc)</td></tr> <tr><td>12</td><td>Difficulty adjusting to life changes and transitions</td></tr> <tr><td>13</td><td>Loneliness</td></tr> <tr><td>14</td><td>Health—illness of self</td></tr> <tr><td>15</td><td>Health—illness of other members of household</td></tr> <tr><td>16</td><td>Alcohol use by self</td></tr> <tr><td>17</td><td>Alcohol use by other members of household</td></tr> <tr><td>-66</td><td>Other, specify</td></tr> </table>	6	Interpersonal conflicts and disputes—with other members of household	7	Interpersonal conflicts and disputes—with community members	8	Interpersonal conflicts related to neglect or absence of support from others	9	Interpersonal conflicts related to Gender Based Violence	10	Grief, loss of a loved one	11	Trauma (forced displacement, exposure to violence, sexual assault, etc)	12	Difficulty adjusting to life changes and transitions	13	Loneliness	14	Health—illness of self	15	Health—illness of other members of household	16	Alcohol use by self	17	Alcohol use by other members of household	-66	Other, specify
6	Interpersonal conflicts and disputes—with other members of household																											
7	Interpersonal conflicts and disputes—with community members																											
8	Interpersonal conflicts related to neglect or absence of support from others																											
9	Interpersonal conflicts related to Gender Based Violence																											
10	Grief, loss of a loved one																											
11	Trauma (forced displacement, exposure to violence, sexual assault, etc)																											
12	Difficulty adjusting to life changes and transitions																											
13	Loneliness																											
14	Health—illness of self																											
15	Health—illness of other members of household																											
16	Alcohol use by self																											
17	Alcohol use by other members of household																											
-66	Other, specify																											
G-IPT Implementation: Coach > [targetresp_name] (1) > Coaching report > Distress																												
issues_occur (required)	<p>1. [targetresp_name]: Approximately when did the main incident occur? <i>Question relevant when: \${password} !=9334</i></p>	<table border="1"> <tr><td>1</td><td>Ongoing</td></tr> <tr><td>2</td><td>Recent past (within the past year)</td></tr> <tr><td>3</td><td>Near past (1-3 years ago)</td></tr> <tr><td>4</td><td>Past (more 3 years ago)</td></tr> </table>	1	Ongoing	2	Recent past (within the past year)	3	Near past (1-3 years ago)	4	Past (more 3 years ago)																		
1	Ongoing																											
2	Recent past (within the past year)																											
3	Near past (1-3 years ago)																											
4	Past (more 3 years ago)																											
issues_severe (required)	<p>1. [targetresp_name]: Was she/he actively experiencing severe emotional distress during the IPT sessions (such as uncontrollable crying)? <i>Question relevant when: \${password} !=9334</i></p>	<table border="1"> <tr><td>1</td><td>yes</td></tr> <tr><td>0</td><td>no</td></tr> </table>	1	yes	0	no																						
1	yes																											
0	no																											
issues_specialist (required)	<p>1. [targetresp_name]: Did you refer her/him to a specialist/ specialized service provider? <i>Question relevant when: \${password} !=9334</i></p>	<table border="1"> <tr><td>1</td><td>yes</td></tr> <tr><td>0</td><td>no</td></tr> </table>	1	yes	0	no																						
1	yes																											
0	no																											
advice_person (required)	<p>1. [targetresp_name]: What was the specific counseling and advice that you offered to her/him? <i>Question relevant when: \${password} !=9334</i></p>																											
advice_group (required)	<p>1. [targetresp_name]: What was the specific counseling and advice that other group members offered to her/him? <i>Question relevant when: \${password} !=9334</i></p>																											
G-IPT Implementation: Coach > [targetresp_name] (1) > Coaching report > Alliance																												
alliance_intro1	<p>The following statements describe ways that you might think or feel about your participants. Think about how often these are true for you and each of your participants. For some participants these statements might be more true than for other participants. Please tell me whether it is never or rarely, sometimes, very often or always <i>[FOR SAMPLED PARTICIPANT]</i></p>																											
alliance_intro2	<p>Let us talk about 1. [targetresp_name]: .</p>																											

Field	Question	Answer
alliance_goals <i>(required)</i>	[targetresp_name] and I work together to set goals and track progress. <i>Question relevant when: \${password} !=9334</i>	1 Never or rarely 2 Sometimes 3 Very often 4 Always
alliance_agree <i>(required)</i>	[targetresp_name] and I agree on the most important goals for them and their family. <i>Question relevant when: \${password} !=9334</i>	1 Never or rarely 2 Sometimes 3 Very often 4 Always
alliance_accomplish <i>(required)</i>	The coaching sessions are helping [targetresp_name] to accomplish their goals. <i>Question relevant when: \${password} !=9334</i>	1 Never or rarely 2 Sometimes 3 Very often 4 Always
alliance_challenges <i>(required)</i>	The coaching sessions are helping [targetresp_name] to better understand their challenges. <i>Question relevant when: \${password} !=9334</i>	1 Never or rarely 2 Sometimes 3 Very often 4 Always
alliance_respect <i>(required)</i>	[targetresp_name] and I like and respect each other. <i>Question relevant when: \${password} !=9334</i>	1 Never or rarely 2 Sometimes 3 Very often 4 Always
alliance_steps <i>(required)</i>	I respect [targetresp_name] even when they are not able to take the steps we agreed on. <i>Question relevant when: \${password} !=9334</i>	1 Never or rarely 2 Sometimes 3 Very often 4 Always
alliance_success <i>(required)</i>	I am committed to [targetresp_name]'s success in the program. <i>Question relevant when: \${password} !=9334</i>	1 Never or rarely 2 Sometimes 3 Very often 4 Always
G-IPT Implementation: Coach > [targetresp_name] (2)		(Repeated group)
G-IPT Implementation: Coach > [targetresp_name] (2) > Coaching report		
patricipant_intro1	Now, I would like to talk about 2. [targetresp_name]:	
participant_intro2	2. [targetresp_name]: Now, I would like you to rate your assessment of her/his psychological distress at the end of the G-IPT sessions	
participant_distress <i>(required)</i>	2. [targetresp_name]: Please rate your assessment of this her/his psychological distress at the end of the G-IPT sessions <i>Question relevant when: \${password} !=9334</i>	1 Experiencing distress and little to no progress being made 2 Experiencing distress but progress is being made 3 Experiencing little to no distress
participant_issues <i>(required)</i>	2. [targetresp_name]: Please describe the client and the issues they discussed in the G-IPT sessions. <i>Question relevant when: \${password} !=9335</i>	
issues_intro	ENUMERATOR: Please categorize the types of issues that this participant faced (check all that apply):	
issues_category <i>(required)</i>	2. [targetresp_name]: Please categorize the types of issues that she/he faced <i>Question relevant when: \${password} !=9334</i>	1 Financial challenges—Lack of income generating activity

Field	Question	Answer																																		
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alliance_goals (required)	[targetresp_name] and I work together to set goals and track progress. <i>Question relevant when: \${password} !=9334</i>	<table border="1"> <tr><td>1</td><td>Never or rarely</td></tr> <tr><td>2</td><td>Sometimes</td></tr> <tr><td>3</td><td>Very often</td></tr> <tr><td>4</td><td>Always</td></tr> </table>	1	Never or rarely	2	Sometimes	3	Very often	4	Always		
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alliance_respect (required)	[targetresp_name] and I like and respect each other. <i>Question relevant when: \${password} !=9334</i>	<table border="1"> <tr><td>1</td><td>Never or rarely</td></tr> <tr><td>2</td><td>Sometimes</td></tr> <tr><td>3</td><td>Very often</td></tr> <tr><td>4</td><td>Always</td></tr> </table>	1	Never or rarely	2	Sometimes	3	Very often	4	Always		
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participant_intro2	3. [targetresp_name]: Now, I would like you to rate your assessment of her/his psychological distress at the end of the G-IPT sessions											
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Field	Question	Answer
		6 Interpersonal conflicts and disputes—with other members of household
		7 Interpersonal conflicts and disputes—with community members
		8 Interpersonal conflicts related to neglect or absence of support from others
		9 Interpersonal conflicts related to Gender Based Violence
		10 Grief, loss of a loved one
		11 Trauma (forced displacement, exposure to violence, sexual assault, etc)
		12 Difficulty adjusting to life changes and transitions
		13 Loneliness
		14 Health—illness of self
		15 Health—illness of other members of household
		16 Alcohol use by self
		17 Alcohol use by other members of household
		-66 Other, specify
G-IPT Implementation: Coach > [targetresp_name] (3) > Coaching report > Distress		
issues_occur (required)	3. [targetresp_name]: Approximately when did the main incident occur? <i>Question relevant when: \${password} !=9334</i>	1 Ongoing 2 Recent past (within the past year) 3 Near past (1-3 years ago) 4 Past (more 3 years ago)
issues_severe (required)	3. [targetresp_name]: Was she/he actively experiencing severe emotional distress during the IPT sessions (such as uncontrollable crying)? <i>Question relevant when: \${password} !=9334</i>	1 yes 0 no
issues_specialist (required)	3. [targetresp_name]: Did you refer her/him to a specialist/ specialized service provider? <i>Question relevant when: \${password} !=9334</i>	1 yes 0 no
advice_person (required)	3. [targetresp_name]: What was the specific counseling and advice that you offered to her/him? <i>Question relevant when: \${password} !=9334</i>	
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G-IPT Implementation: Coach > [targetresp_name] (3) > Coaching report > Alliance		
alliance_intro1	The following statements describe ways that you might think or feel about your participants. Think about how often these are true for you and each of your participants. For some participants these statements might be more true than for other participants. Please tell me whether it is never or rarely, sometimes, very often or always <i>[FOR SAMPLED PARTICIPANT]</i>	
alliance_intro2	Let us talk about 3. [targetresp_name]: .	
alliance_goals (required)	[targetresp_name] and I work together to set goals and track progress. <i>Question relevant when: \${password} !=9334</i>	1 Never or rarely 2 Sometimes 3 Very often 4 Always
alliance_agree (required)	[targetresp_name] and I agree on the most important goals for them and their family. <i>Question relevant when: \${password} !=9334</i>	1 Never or rarely 2 Sometimes 3 Very often 4 Always
alliance_accomplish (required)	The coaching sessions are helping [targetresp_name] to accomplish their goals. <i>Question relevant when: \${password} !=9334</i>	1 Never or rarely 2 Sometimes 3 Very often

Field	Question	Answer
		4 Always
alliance_challenges (required)	The coaching sessions are helping [targetresp_name] to better understand their challenges. <i>Question relevant when: \${password} !=9334</i>	1 Never or rarely 2 Sometimes 3 Very often 4 Always
alliance_respect (required)	[targetresp_name] and I like and respect each other. <i>Question relevant when: \${password} !=9334</i>	1 Never or rarely 2 Sometimes 3 Very often 4 Always
alliance_steps (required)	I respect [targetresp_name] even when they are not able to take the steps we agreed on. <i>Question relevant when: \${password} !=9334</i>	1 Never or rarely 2 Sometimes 3 Very often 4 Always
alliance_success (required)	I am committed to [targetresp_name]'s success in the program. <i>Question relevant when: \${password} !=9334</i>	1 Never or rarely 2 Sometimes 3 Very often 4 Always
G-IPT Implementation: Coach > [targetresp_name] (4)		(Repeated group)
G-IPT Implementation: Coach > [targetresp_name] (4) > Coaching report		
participant_intro1	Now, I would like to talk about 4. [targetresp_name]:	
participant_intro2	4. [targetresp_name]: Now, I would like you to rate your assessment of her/his psychological distress at the end of the G-IPT sessions	
participant_distress (required)	4. [targetresp_name]: Please rate your assessment of this her/his psychological distress at the end of the G-IPT sessions <i>Question relevant when: \${password} !=9334</i>	1 Experiencing distress and little to no progress being made 2 Experiencing distress but progress is being made 3 Experiencing little to no distress
participant_issues (required)	4. [targetresp_name]: Please describe the client and the issues they discussed in the G-IPT sessions. <i>Question relevant when: \${password} !=9335</i>	
issues_intro	ENUMERATOR: Please categorize the types of issues that this participant faced (check all that apply):	
issues_category (required)	4. [targetresp_name]: Please categorize the types of issues that she/he faced <i>Question relevant when: \${password} !=9334</i>	1 Financial challenges—Lack of income generating activity 2 Financial challenges—Lack of money to afford basic needs 3 Financial challenges—Debt 4 Financial challenges—Others 5 Interpersonal conflicts and disputes—with spouse 6 Interpersonal conflicts and disputes—with other members of household 7 Interpersonal conflicts and disputes—with community members 8 Interpersonal conflicts related to neglect or absence of support from others 9 Interpersonal conflicts related to Gender Based Violence 10 Grief, loss of a loved one 11 Trauma (forced displacement, exposure to violence, sexual assault, etc) 12 Difficulty adjusting to life changes and transitions 13 Loneliness 14 Health—illness of self

Field	Question	Answer
		15 Health—illness of other members of household
		16 Alcohol use by self
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G-IPT Implementation: Coach > [targetresp_name] (4) > Coaching report > Distress		
issues_occur (required)	4. [targetresp_name]: Approximately when did the main incident occur? <i>Question relevant when: \${password} !=9334</i>	1 Ongoing 2 Recent past (within the past year) 3 Near past (1-3 years ago) 4 Past (more 3 years ago)
issues_severe (required)	4. [targetresp_name]: Was she/he actively experiencing severe emotional distress during the IPT sessions (such as uncontrollable crying)? <i>Question relevant when: \${password} !=9334</i>	1 yes 0 no
issues_specialist (required)	4. [targetresp_name]: Did you refer her/him to a specialist/ specialized service provider? <i>Question relevant when: \${password} !=9334</i>	1 yes 0 no
advice_person (required)	4. [targetresp_name]: What was the specific counseling and advice that you offered to her/him? <i>Question relevant when: \${password} !=9334</i>	
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alliance_intro2	Let us talk about 4. [targetresp_name]: .	
alliance_goals (required)	[targetresp_name] and I work together to set goals and track progress. <i>Question relevant when: \${password} !=9334</i>	1 Never or rarely 2 Sometimes 3 Very often 4 Always
alliance_agree (required)	[targetresp_name] and I agree on the most important goals for them and their family. <i>Question relevant when: \${password} !=9334</i>	1 Never or rarely 2 Sometimes 3 Very often 4 Always
alliance_accomplish (required)	The coaching sessions are helping [targetresp_name] to accomplish their goals. <i>Question relevant when: \${password} !=9334</i>	1 Never or rarely 2 Sometimes 3 Very often 4 Always
alliance_challenges (required)	The coaching sessions are helping [targetresp_name] to better understand their challenges. <i>Question relevant when: \${password} !=9334</i>	1 Never or rarely 2 Sometimes 3 Very often 4 Always
alliance_respect (required)	[targetresp_name] and I like and respect each other. <i>Question relevant when: \${password} !=9334</i>	1 Never or rarely 2 Sometimes 3 Very often 4 Always
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alliance_success (required)	I am committed to [targetresp_name]'s success in the program. <i>Question relevant when: \${password} !=9334</i>	1 Never or rarely 2 Sometimes 3 Very often 4 Always
G-IPT Implementation: Coach > [targetresp_name] (5)		(Repeated group)
G-IPT Implementation: Coach > [targetresp_name] (5) > Coaching report		
participant_intro1	Now, I would like to talk about 5. [targetresp_name]:	
participant_intro2	5. [targetresp_name]: Now, I would like you to rate your assessment of her/his psychological distress at the end of the G-IPT sessions	

Field	Question	Answer																																				
participant_distress (required)	<p>5. [targetresp_name]: Please rate your assessment of this her/his psychological distress at the end of the G-IPT sessions</p> <p><i>Question relevant when: \${password} !=9334</i></p>	<table border="1"> <tr> <td>1</td> <td>Experiencing distress and little to no progress being made</td> </tr> <tr> <td>2</td> <td>Experiencing distress but progress is being made</td> </tr> <tr> <td>3</td> <td>Experiencing little to no distress</td> </tr> </table>	1	Experiencing distress and little to no progress being made	2	Experiencing distress but progress is being made	3	Experiencing little to no distress																														
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17	Alcohol use by other members of household																																					
-66	Other, specify																																					
G-IPT Implementation: Coach > [targetresp_name] (5) > Coaching report > Distress																																						
issues_occur (required)	<p>5. [targetresp_name]: Approximately when did the main incident occur?</p> <p><i>Question relevant when: \${password} !=9334</i></p>	<table border="1"> <tr> <td>1</td> <td>Ongoing</td> </tr> <tr> <td>2</td> <td>Recent past (within the past year)</td> </tr> <tr> <td>3</td> <td>Near past (1-3 years ago)</td> </tr> <tr> <td>4</td> <td>Past (more 3 years ago)</td> </tr> </table>	1	Ongoing	2	Recent past (within the past year)	3	Near past (1-3 years ago)	4	Past (more 3 years ago)																												
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2	Recent past (within the past year)																																					
3	Near past (1-3 years ago)																																					
4	Past (more 3 years ago)																																					
issues_severe (required)	<p>5. [targetresp_name]: Was she/he actively experiencing severe emotional distress during the IPT sessions (such as uncontrollable crying)?</p> <p><i>Question relevant when: \${password} !=9334</i></p>	<table border="1"> <tr> <td>1</td> <td>yes</td> </tr> <tr> <td>0</td> <td>no</td> </tr> </table>	1	yes	0	no																																
1	yes																																					
0	no																																					
issues_specialist (required)	<p>5. [targetresp_name]: Did you refer her/him to a specialist/ specialized service provider?</p> <p><i>Question relevant when: \${password} !=9334</i></p>	<table border="1"> <tr> <td>1</td> <td>yes</td> </tr> <tr> <td>0</td> <td>no</td> </tr> </table>	1	yes	0	no																																
1	yes																																					
0	no																																					
advice_person (required)	<p>5. [targetresp_name]: What was the specific counseling and advice that you offered to her/him?</p> <p><i>Question relevant when: \${password} !=9334</i></p>																																					
advice_group (required)	<p>5. [targetresp_name]: What was the specific counseling and advice that other group members offered to her/him?</p> <p><i>Question relevant when: \${password} !=9334</i></p>																																					
G-IPT Implementation: Coach > [targetresp_name] (5) > Coaching report > Alliance																																						
alliance_intro1	<p>The following statements describe ways that you might think or feel about your participants. Think about how often these are true for you and each of your participants. For some participants these statements might be more true than for other participants. Please tell me whether it is never or rarely, sometimes, very often or always</p> <p>[FOR SAMPLED PARTICIPANT]</p>																																					

Field	Question	Answer								
alliance_intro2	Let us talk about 5. [targetresp_name]: .									
alliance_goals (required)	[targetresp_name] and I work together to set goals and track progress. <i>Question relevant when: \${password} !=9334</i>	<table border="1"> <tr><td>1</td><td>Never or rarely</td></tr> <tr><td>2</td><td>Sometimes</td></tr> <tr><td>3</td><td>Very often</td></tr> <tr><td>4</td><td>Always</td></tr> </table>	1	Never or rarely	2	Sometimes	3	Very often	4	Always
1	Never or rarely									
2	Sometimes									
3	Very often									
4	Always									
alliance_agree (required)	[targetresp_name] and I agree on the most important goals for them and their family. <i>Question relevant when: \${password} !=9334</i>	<table border="1"> <tr><td>1</td><td>Never or rarely</td></tr> <tr><td>2</td><td>Sometimes</td></tr> <tr><td>3</td><td>Very often</td></tr> <tr><td>4</td><td>Always</td></tr> </table>	1	Never or rarely	2	Sometimes	3	Very often	4	Always
1	Never or rarely									
2	Sometimes									
3	Very often									
4	Always									
alliance_accomplish (required)	The coaching sessions are helping [targetresp_name] to accomplish their goals. <i>Question relevant when: \${password} !=9334</i>	<table border="1"> <tr><td>1</td><td>Never or rarely</td></tr> <tr><td>2</td><td>Sometimes</td></tr> <tr><td>3</td><td>Very often</td></tr> <tr><td>4</td><td>Always</td></tr> </table>	1	Never or rarely	2	Sometimes	3	Very often	4	Always
1	Never or rarely									
2	Sometimes									
3	Very often									
4	Always									
alliance_challenges (required)	The coaching sessions are helping [targetresp_name] to better understand their challenges. <i>Question relevant when: \${password} !=9334</i>	<table border="1"> <tr><td>1</td><td>Never or rarely</td></tr> <tr><td>2</td><td>Sometimes</td></tr> <tr><td>3</td><td>Very often</td></tr> <tr><td>4</td><td>Always</td></tr> </table>	1	Never or rarely	2	Sometimes	3	Very often	4	Always
1	Never or rarely									
2	Sometimes									
3	Very often									
4	Always									
alliance_respect (required)	[targetresp_name] and I like and respect each other. <i>Question relevant when: \${password} !=9334</i>	<table border="1"> <tr><td>1</td><td>Never or rarely</td></tr> <tr><td>2</td><td>Sometimes</td></tr> <tr><td>3</td><td>Very often</td></tr> <tr><td>4</td><td>Always</td></tr> </table>	1	Never or rarely	2	Sometimes	3	Very often	4	Always
1	Never or rarely									
2	Sometimes									
3	Very often									
4	Always									
alliance_steps (required)	I respect [targetresp_name] even when they are not able to take the steps we agreed on. <i>Question relevant when: \${password} !=9334</i>	<table border="1"> <tr><td>1</td><td>Never or rarely</td></tr> <tr><td>2</td><td>Sometimes</td></tr> <tr><td>3</td><td>Very often</td></tr> <tr><td>4</td><td>Always</td></tr> </table>	1	Never or rarely	2	Sometimes	3	Very often	4	Always
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2	Sometimes									
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4	Always									
alliance_success (required)	I am committed to [targetresp_name]'s success in the program. <i>Question relevant when: \${password} !=9334</i>	<table border="1"> <tr><td>1</td><td>Never or rarely</td></tr> <tr><td>2</td><td>Sometimes</td></tr> <tr><td>3</td><td>Very often</td></tr> <tr><td>4</td><td>Always</td></tr> </table>	1	Never or rarely	2	Sometimes	3	Very often	4	Always
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2	Sometimes									
3	Very often									
4	Always									
G-IPT Implementation: Coach > For the entire G-IPT group										
desc_session (required)	How was the group run? What was the flow of activities in a typical session? For instance, how did you start the sessions, what did you discuss in the middle of the sessions, and how did you end the sessions? <i>Question relevant when: \${password} !=9334</i>									
coach_intro	For the following section, please write each strategy or challenge on a separate line. Note that not all lines need to be filled in, but please provide as much information as possible. [FOR COACH]									
coach_speak (required)	Were there any group members you gave extra speaking time to? <i>Question relevant when: \${password} !=9334</i>	<table border="1"> <tr><td>1</td><td>yes</td></tr> <tr><td>0</td><td>no</td></tr> </table>	1	yes	0	no				
1	yes									
0	no									
coach_member (required)	If so, who were these group members? <i>Question relevant when: \${password} !=9334</i>	<table border="1"> <thead> <tr> <th>group_member_id</th> <th>targetresp_name</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>none</td> </tr> <tr> <td>-88</td> <td>(Prefer not to say)</td> </tr> <tr> <td>-66</td> <td>Other specify</td> </tr> </tbody> </table>	group_member_id	targetresp_name	0	none	-88	(Prefer not to say)	-66	Other specify
group_member_id	targetresp_name									
0	none									
-88	(Prefer not to say)									
-66	Other specify									
coach_member_oth (required)	Please provide names of other group members and if possible, their household id <i>Question relevant when: \${password} !=9334</i>									
coach_strategies (required)	Coaches have different ideas about which strategies they use in their groups to help participants feel better. What strategies do you think were the most effective? <i>Question relevant when: \${password} !=9334</i>									
coach_grief (required)	What common strategies were used to counsel participants experiencing grief? <i>Question relevant when: \${password} !=9334</i>									
coach_dispute (required)	What common strategies were used to counsel participants experiencing interpersonal conflicts and disputes? <i>Question relevant when: \${password} !=9334</i>									
coach_trauma (required)	What common strategies were used to counsel participants experiencing trauma? <i>Question relevant when: \${password} !=9334</i>									
coach_abuse (required)	What common strategies were used to counsel participants experiencing issues of alcohol abuse? <i>Question relevant when: \${password} !=9334</i>									
coach_finance (required)	What common strategies were used to counsel participants experiencing financial challenges? <i>Question relevant when: \${password} !=9334</i>									
coach_health (required)	What common strategies were used to counsel participants experiencing health challenges? <i>Question relevant when: \${password} !=9334</i>									

IMPEL | Implementer-Led Evaluation and Learning

Field	Question	Answer																				
coach_gipt <i>(required)</i>	What were common challenges encountered during the G-IPT sessions? <i>Question relevant when: \${password} !=9334</i>																					
G-IPT Implementation: Coach > Coach Characteristics																						
characteristics_intro	We know that no coach is perfect. Even great coaches can improve. Our goal is to learn from coaches like you about what coach characteristics matter the most to clients' success. Please listen to the following statements and imagine a 10-step ladder of coaches in this program. Coaches on the bottom step, Step 1, have the most room for improvement, whereas coaches on the top step, Step 10, really excel. Where do you stand on the coaching ladder? <i>[FOR COACH]</i>																					
coach_passion <i>(required)</i>	I am very passionate about helping families succeed. <i>Question relevant when: \${password} !=9334</i>	<table border="1"> <tr><td>1</td><td>1-most room for improvement</td></tr> <tr><td>2</td><td>2</td></tr> <tr><td>3</td><td>3</td></tr> <tr><td>4</td><td>4</td></tr> <tr><td>5</td><td>5</td></tr> <tr><td>6</td><td>6</td></tr> <tr><td>7</td><td>7</td></tr> <tr><td>8</td><td>8</td></tr> <tr><td>9</td><td>9</td></tr> <tr><td>10</td><td>10- really excel</td></tr> </table>	1	1-most room for improvement	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10	10- really excel
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coach_private <i>(required)</i>	I respect confidentiality; my clients trust me to keep information private. <i>Question relevant when: \${password} !=9334</i>	<table border="1"> <tr><td>1</td><td>1-most room for improvement</td></tr> <tr><td>2</td><td>2</td></tr> <tr><td>3</td><td>3</td></tr> <tr><td>4</td><td>4</td></tr> <tr><td>5</td><td>5</td></tr> <tr><td>6</td><td>6</td></tr> <tr><td>7</td><td>7</td></tr> <tr><td>8</td><td>8</td></tr> <tr><td>9</td><td>9</td></tr> <tr><td>10</td><td>10- really excel</td></tr> </table>	1	1-most room for improvement	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10	10- really excel
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coach_model <i>(required)</i>	I am a role model who teaches by example. <i>Question relevant when: \${password} !=9334</i>	<table border="1"> <tr><td>1</td><td>1-most room for improvement</td></tr> <tr><td>2</td><td>2</td></tr> <tr><td>3</td><td>3</td></tr> <tr><td>4</td><td>4</td></tr> <tr><td>5</td><td>5</td></tr> <tr><td>6</td><td>6</td></tr> <tr><td>7</td><td>7</td></tr> <tr><td>8</td><td>8</td></tr> <tr><td>9</td><td>9</td></tr> <tr><td>10</td><td>10- really excel</td></tr> </table>	1	1-most room for improvement	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10	10- really excel
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coach_serve <i>(required)</i>	I am humble and serve people in a respectful way. <i>Question relevant when: \${password} !=9334</i>	<table border="1"> <tr><td>1</td><td>1-most room for improvement</td></tr> <tr><td>2</td><td>2</td></tr> <tr><td>3</td><td>3</td></tr> <tr><td>4</td><td>4</td></tr> <tr><td>5</td><td>5</td></tr> <tr><td>6</td><td>6</td></tr> <tr><td>7</td><td>7</td></tr> <tr><td>8</td><td>8</td></tr> <tr><td>9</td><td>9</td></tr> <tr><td>10</td><td>10- really excel</td></tr> </table>	1	1-most room for improvement	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10	10- really excel
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coach_interest <i>(required)</i>	I am trustworthy; I keep my promises and work in my participants' best interest. <i>Question relevant when: \${password} !=9334</i>	<table border="1"> <tr><td>1</td><td>1-most room for improvement</td></tr> <tr><td>2</td><td>2</td></tr> <tr><td>3</td><td>3</td></tr> <tr><td>4</td><td>4</td></tr> <tr><td>5</td><td>5</td></tr> <tr><td>6</td><td>6</td></tr> <tr><td>7</td><td>7</td></tr> <tr><td>8</td><td>8</td></tr> <tr><td>9</td><td>9</td></tr> <tr><td>10</td><td>10- really excel</td></tr> </table>	1	1-most room for improvement	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10	10- really excel
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coach_role <i>(required)</i>	I project confidence and comfortability in the coaching role <i>Question relevant when: \${password} !=9334</i>	<table border="1"> <tr><td>1</td><td>1-most room for improvement</td></tr> <tr><td>2</td><td>2</td></tr> <tr><td>3</td><td>3</td></tr> </table>	1	1-most room for improvement	2	2	3	3														
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Field	Question	Answer
		4 4
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		7 7
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		10 10- really excel
coach_accept (required)	I am non-judgmental and accept people for who they are. <i>Question relevant when: \${password} !=9334</i>	1 1-most room for improvement
		2 2
		3 3
		4 4
		5 5
		6 6
		7 7
		8 8
		9 9
		10 10- really excel
coach_knowledge (required)	I am knowledgeable and know how to help families succeed. <i>Question relevant when: \${password} !=9334</i>	1 1-most room for improvement
		2 2
		3 3
		4 4
		5 5
		6 6
		7 7
		8 8
		9 9
		10 10- really excel
coach_participants (required)	I am approachable and relatable (like a family member to my participants). <i>Question relevant when: \${password} !=9334</i>	1 1-most room for improvement
		2 2
		3 3
		4 4
		5 5
		6 6
		7 7
		8 8
		9 9
		10 10- really excel
coach_caring (required)	I am kind-hearted and caring. <i>Question relevant when: \${password} !=9334</i>	1 1-most room for improvement
		2 2
		3 3
		4 4
		5 5
		6 6
		7 7
		8 8
		9 9
		10 10- really excel
coach_struggle (required)	I am patient, even when people are struggling. <i>Question relevant when: \${password} !=9334</i>	1 1-most room for improvement
		2 2
		3 3
		4 4
		5 5
		6 6
		7 7
		8 8
		9 9
		10 10- really excel
coach_discussion (required)	I am engaging, able to capture my participants' attention and pull them into the discussion <i>Question relevant when: \${password} !=9334</i>	1 1-most room for improvement
		2 2

Field	Question	Answer																				
		<table border="1"> <tr><td>3</td><td>3</td></tr> <tr><td>4</td><td>4</td></tr> <tr><td>5</td><td>5</td></tr> <tr><td>6</td><td>6</td></tr> <tr><td>7</td><td>7</td></tr> <tr><td>8</td><td>8</td></tr> <tr><td>9</td><td>9</td></tr> <tr><td>10</td><td>10- really excel</td></tr> </table>	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10	10- really excel				
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coach_background <i>(required)</i>	I really understand my participants' background. <i>Question relevant when: \${password} !=9334</i>	<table border="1"> <tr><td>1</td><td>1-most room for improvement</td></tr> <tr><td>2</td><td>2</td></tr> <tr><td>3</td><td>3</td></tr> <tr><td>4</td><td>4</td></tr> <tr><td>5</td><td>5</td></tr> <tr><td>6</td><td>6</td></tr> <tr><td>7</td><td>7</td></tr> <tr><td>8</td><td>8</td></tr> <tr><td>9</td><td>9</td></tr> <tr><td>10</td><td>10- really excel</td></tr> </table>	1	1-most room for improvement	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10	10- really excel
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coach_encourage <i>(required)</i>	I am motivational and encourage people to believe in themselves. <i>Question relevant when: \${password} !=9334</i>	<table border="1"> <tr><td>1</td><td>1-most room for improvement</td></tr> <tr><td>2</td><td>2</td></tr> <tr><td>3</td><td>3</td></tr> </table>	1	1-most room for improvement	2	2	3	3														
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survey_complete <i>(required)</i>	What is the status of the interview? <i>Question relevant when: \${password} !=9334</i>	<table border="1"> <tr><td>1</td><td>Complete</td></tr> <tr><td>0</td><td>Incomplete</td></tr> </table>	1	Complete	0	Incomplete																
1	Complete																					
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survey_comments <i>(required)</i>	Please leave a comment about the interview <i>Question relevant when: \${password} !=9334</i>																					

Coaching and Interpersonal Therapy Spot Check Survey

Field	Question	Answer
generated_note_name_14	Welcome to the spotcheck questionnaire for the IPT-G AVSI sessions	
subcounty (required)	(A002) Select the subcounty	subcounty subcounty
parish (required)	(A003) Select the parish <i>Question relevant when: 0</i>	parish parish
village (required)	(A005) Select the village	village village
vil_clus (required)	(A004) Village Cluster	vil_clus vil_clus
session_coachorcbt (required)	(A001) Is the session facilitated by a coach or a CBT?	1 Coach 0 CBT
coachid (required)	Coach ID <i>Question relevant when: \${session_coachorcbt} =1</i>	coachid coachname
cbtid (required)	CBT ID <i>Question relevant when: \${session_coachorcbt} =0</i>	cbtid cbtname
groupid (required)	Select group	groupid groupid
confirm_arms (required)	Please confirm: this coach is currently a [group_type] coach working within treatment arm [arm] <i>Question relevant when: 0</i>	1 Yes 0 No
confirm_arms_no (required)	You indicated that the information provided about the coach is incorrect - that he or she is not a [group_type] coach working within treatment arm [arm]. Please go back and correct the coach ID information. <i>Question relevant when: \${confirm_arms} = 0</i>	
General Information		
observer (required)	Observer Name	1 Andrew Chemonges 2 Erika Buro James 3 Brian Tumisme Walusimbi
session (required)	Which type of IPT session is the coach facilitating?	3 G-IPT Problem Treatment session 3 4 G-IPT Problem Treatment session 4 5 G-IPT Problem Treatment session 5 6 G-IPT Problem Treatment session 6 -66 Other
session_oth (required)	Please specify what session. <i>Question relevant when: selected(\${session} , '-66')</i>	
add_support (required)	Since the program began, have there been any households in this group who the coach has provided with additional support?	1 Yes 0 No
coach_assist (required)	What did the coach do? <i>Question relevant when: \${add_support} =1</i>	1 Support/assistance with literacy challenges - e.g. help them write names 2 Support/assistance with mobile money - e.g. help checking mobile money balance 3 Support/assistance with feature phone - e.g. demonstrate how to operate telephone 4 Support/assistance with program materials - e.g. understanding the graduation map -66 Other
coach_assist_oth (required)	Please specify - what type/kind of additional support did the coach provide? <i>Question relevant when: selected(\${coach_assist} , '-66')</i>	

Field	Question	Answer
hh_challenged <i>(required)</i>	Are there any households in this group experiencing serious challenges?	1 Yes 0 No
hh_challenge <i>(required)</i>	What types of challenges? <i>Question relevant when: \${hh_challenged} =1</i>	1 Domestic violence 2 Family separations 3 Language barrier 4 Person relocating with the SIM card 5 Death of primary participant 6 Health 7 Theft 8 Struggles with livelihood -66 Other
hh_challenge_oth <i>(required)</i>	Please specify - what types of challenges? <i>Question relevant when: selected(\${hh_challenge} , '-66')</i>	
seek_support <i>(required)</i>	Have they sought the support of the coach on this? <i>Question relevant when: \${hh_challenged} =1</i>	1 Yes 0 No
coach_response <i>(required)</i>	What was the coaches response? <i>Question relevant when: \${seek_support} =1</i>	1 Record the case on the case management form 2 Refer case to AVSI staff - e.g. gender officer, program officer, administrative staff 3 [[if dispute] Attempt to settle the case between the parties him or herself 4 Work with participant to develop a plan to address the challenge -66 Other
coach_response_oth <i>(required)</i>	Please specify - what was the coach's response? <i>Question relevant when: selected(\${coach_response} , '-66')</i>	
coach_helpful <i>(required)</i>	Was the coach helpful in dealing with the challenge <i>Question relevant when: \${hh_challenged} =1</i>	1 Yes 0 No
coach_helpful_explain	Please explain how the coach was helpful or not.	
coach_advised <i>(required)</i>	Does the coach need any other advice or suggestions to carry out the sessions?	1 Yes 0 No
coach_advised_explain	Please explain what advice the coach needs <i>Question relevant when: \${coach_advised} =1</i>	
coach_advice <i>(required)</i>	What kind of advice/guidance does the coach need to carry out the sessions? <i>Question relevant when: \${coach_advised} =1</i>	1 Guidance/training on how to complete the graduation map 2 Guidance/training on how to complete the case management form 3 Guidance/training on how to construct five pathways on graduation map - e.g. household realities, smart goals and action plan 4 Guidance/training on how to support households to self reflect

Process Evaluation Report of the RFSA Graduating to Resilience in Uganda, Cohort 2

Field	Question	Answer								
		<table border="1"> <tr> <td>5</td> <td>Guidance/training on business plan development and enterprise selection</td> </tr> <tr> <td>6</td> <td>Better training in session content</td> </tr> <tr> <td>7</td> <td>Training in dealing with group facilitation (keeping people engaged, dealing with conflict, etc.)</td> </tr> <tr> <td>-66</td> <td>Other</td> </tr> </table>	5	Guidance/training on business plan development and enterprise selection	6	Better training in session content	7	Training in dealing with group facilitation (keeping people engaged, dealing with conflict, etc.)	-66	Other
5	Guidance/training on business plan development and enterprise selection									
6	Better training in session content									
7	Training in dealing with group facilitation (keeping people engaged, dealing with conflict, etc.)									
-66	Other									
coach_advice_oth <i>(required)</i>	Please specify - what advice does the coach need to carry out the sessions. <i>Question relevant when: selected(\${coach_advice} , '-66')</i>									
Attendance of the Session(s)										
attend_tracker <i>(required)</i>	Does the coach have the attendance device/tracker with him or her?	<table border="1"> <tr> <td>1</td> <td>Yes</td> </tr> <tr> <td>0</td> <td>No</td> </tr> </table>	1	Yes	0	No				
1	Yes									
0	No									
attend_tracker_fillregularly <i>(required)</i>	[Ask coach]: Does the coach fill the attendance tracker out regularly?	<table border="1"> <tr> <td>1</td> <td>Yes</td> </tr> <tr> <td>2</td> <td>Sometimes</td> </tr> <tr> <td>0</td> <td>No</td> </tr> </table>	1	Yes	2	Sometimes	0	No		
1	Yes									
2	Sometimes									
0	No									
attend_expect_hh <i>(required)</i>	How many households were supposed to attend today?									
attend_expect_women <i>(required)</i>	How many women were supposed to attend today?									
attend_expect_men <i>(required)</i>	How many men were supposed to attend today?									
attend_actual_hh <i>(required)</i>	How many households actually attended today? <i>Response constrained to: . <= \${attend_expect_hh}</i>									
attend_actual_women <i>(required)</i>	How many women actually attended today?									
attend_actual_men <i>(required)</i>	How many men actually attended today?									
absent_list	Which households did not attend today's session?	<table border="1"> <tr> <th>hhmem_id</th> <th>hhmem_info</th> </tr> <tr> <td>0</td> <td>None</td> </tr> </table>	hhmem_id	hhmem_info	0	None				
hhmem_id	hhmem_info									
0	None									
absent_list_display	HHIDs that did not attend today's session: [absent_list]									
Attendance of the Session(s) > Absent Houselds (1)		(Repeated group)								
absent_reason <i>(required)</i>	Why did [absent_hhmem_info] not attend the training today?	<table border="1"> <tr> <td>1</td> <td>Busy</td> </tr> <tr> <td>2</td> <td>Not interested</td> </tr> <tr> <td>3</td> <td>Out of town</td> </tr> <tr> <td>4</td> <td>Sick</td> </tr> </table>	1	Busy	2	Not interested	3	Out of town	4	Sick
1	Busy									
2	Not interested									
3	Out of town									
4	Sick									

Field	Question	Answer
		5 Deceased
		-99 Don't know
		-66 Other
absent_reason_oth (required)	Please, specify other. <i>Question relevant when: selected(\${absent_reason} , '-66')</i>	
Coach Fidelity to the Session's Intent/Objective		
coach_sched (required)	Is the coach doing the appropriate sessions according to the schedule?	1 Yes 2 Some 0 Not at all
sched_why (required)	Why not? <i>Question relevant when: \${coach_sched} =2 or \${coach_sched} =0</i>	1 AVSI administrative decision - e.g. prioritizing cash verification exercise and suspending coach sessions 2 Personal emergency 3 Trainings 4 Coach replacements/rotations - temporary or permanent e.g. maternity leave, illness 5 Behind schedule -66 Other
sched_why_oth (required)	Please, specify other. <i>Question relevant when: selected(\${sched_why} , '-66')</i>	
coach_fol_act (required)	How well does the coach follow to the order of activities in the session?	1 Follows exactly 2 Sometimes follows the order 0 Does not follow
coach_script (required)	Is there a script that the coach is following?	1 Yes 0 No
coach_fol_scri (required)	How well does the coach follow the script? <i>Question relevant when: \${coach_script} =1</i>	1 Follows exactly 2 Sometimes follows the order 0 Does not follow
coach_facil (required)	How is the coach facilitating the session? <i>Question relevant when: \${coach_fol_scri} =0</i>	1 The coach is taking discussion suggestions from the group 2 The coach is using his or her own script to facilitate the session 3 The coach does not seem to be adhering to any structure -66 Other
coach_facil_oth (required)	Please, specify other. <i>Question relevant when: selected(\${coach_facil} , '-66')</i>	
coach_time (required)	How well does the coach keep time?	1 Spends the right amount of time for each activity as suggested 2 Spends too little time for each activity 3 Spends too much time for each activity 4 Spends too little time for some activities and spends too much time for other activities
IPT-G script		
script_mood	Did the coach ask each participant to review their last week's mood and rate it on the burden scale?	1 Yes 0 No
script_moodexplain	Did the coach allow each participant to provide a brief explanation about their own rating?	1 Yes 0 No
script_moodexplain_details	What kind of explanation came up?	
script_mood4participants	Did the coach have 3 to 4 participants discuss details	1 Yes

Process Evaluation Report of the RFSA Graduating to Resilience in Uganda, Cohort 2

Field	Question	Answer
	about their moods in the session?	0 No
script_groupssupport	Did the coach ask participants who shared their situation how they feel about the support given by group members?	1 Yes 0 No
script_groupssupport_details	How did they feel?	
script_options	Did the coach ask the participants to share options they will explore to help them reach their treatment goal?	1 Yes 0 No
script_options_details	What kind of options? How feasible?	
script_homework	Did the coach give homework to the participants?	1 Yes 0 No
script_homework_details	What kind of homework?	
Coach/CBT Characteristics		
coach_prep (required)	Is the coach/CBT prepared for his or her session?	1 Very prepared 2 Somewhat prepared 0 Not prepared
coach_gender (required)	Does the coach/CBT encourage participation from both genders?	1 Yes 2 Sometimes 0 No
coach_gender_explain	Please explain how the coach encourage participation for both gender or not	
coach_gender_more (required)	Which gender do they encourage participation from more? <i>Question relevant when: \${coach_gender} !=1</i>	1 Female 0 Male
coach_confident (required)	Is the coach/CBT a confident facilitator?	1 Very confident 2 Somewhat confident 0 Not confident
coach_confident_explain	Please explain	
coach_listened (required)	Do the participants listen to the coach attentively?	1 Yes 2 Sometimes 0 No
coach_listened_explain	Please explain	
coach_respectfulconv (required)	Are the conversations between the households and the coach/CBT respectful?	1 Yes 2 Sometimes 0 No
coach_respectfulconv_explain	Please explain	
coach_tactful	Does the coach/CBT handle mental health related issues tactfully? IPT	1 Yes 2 Sometimes 0 No
coach_tactful_explain	Please explain	
Rating of the Session		
sess_engage (required)	How engaged was each person during the session? Engaged: participants are paying attention, listening (as opposed to chatting or sleeping), asking questions, responding to questions, and following requests)	1 Very engaged 2 Somewhat engaged 0 Not engaged at all
coach_scale (required)	How well do you think the coach is able to convey the message of the session you have spotchecked on a scale of 1-10, where 1 means coach is not able to convey the message at all and 10 means the coach conveys the message very well. <i>Response constrained to: >0 and <=10</i>	
good_session (required)	What parts of the session worked well for households? (What made them excited? What helped them learn?)	1 Introductions and greeting household members 2 Review of previous session 3 Technical topic of the day 4 Review of the day's session and action points 5 Addressing any additional questions and explanation of the next week's topic -66 Other
good_session_oth (required)	What other session worked well? <i>Question relevant when: selected(\${good_session} , '-66')</i>	

Field	Question	Answer												
bad_session (required)	What parts of the session didn't work well for participants? (What made them lose interest? What confused them?)	<table border="1"> <tr> <td>1</td> <td>Introductions and greeting household members</td> </tr> <tr> <td>2</td> <td>Review of previous session</td> </tr> <tr> <td>3</td> <td>Technical topic of the day</td> </tr> <tr> <td>4</td> <td>Review of the day's session and action points</td> </tr> <tr> <td>5</td> <td>Addressing any additional questions and explanation of the next week's topic</td> </tr> <tr> <td>-66</td> <td>Other</td> </tr> </table>	1	Introductions and greeting household members	2	Review of previous session	3	Technical topic of the day	4	Review of the day's session and action points	5	Addressing any additional questions and explanation of the next week's topic	-66	Other
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3	Technical topic of the day													
4	Review of the day's session and action points													
5	Addressing any additional questions and explanation of the next week's topic													
-66	Other													
bad_session_oth (required)	What other session did not work well? <i>Question relevant when: selected(\${bad_session} , '-66')</i>													
sharing_talk (required)	During the session, did the participants talk about sharing or discussing what they learn with other individuals (outside of the group)?	<table border="1"> <tr> <td>1</td> <td>Yes</td> </tr> <tr> <td>0</td> <td>No</td> </tr> </table>	1	Yes	0	No								
1	Yes													
0	No													
share_plans (required)	Can you share some comments on what participants planned on sharing with other individuals? <i>Question relevant when: \${sharing_talk} =1</i>													
session_mins (required)	How many minutes did the coach spend in facilitating the session? <i>Response constrained to: >0 and <=720</i>													
summarize	Summarize how the IPT-G session went, briefly describe the different steps, etc.													
comments	Write here any additional comments about the IPT-G session													

Consumption Support Survey

Field	Question	Answer
date_obs	Date of Observation	
enum	Enumerator	1 Solomon Otale
		-66 Other
enum_o	Please specify: other enumerator <i>Question relevant when: \${enum} = -66</i>	
hhid (required)	Household ID 59004	
hhid_confirm (required)	Confirm Household ID 59004 <i>Response constrained to: . = \${hhid}</i>	
hh_check (required)	Please confirm that the household you are at is where the following individuals live: [hhmem_1] and [hhmem_2] and [hhmem_3]. It is located in this village cluster: [vil_clus]. We have this information about the address: [address]. It is a intervention arm [arms] household.	1 Yes
		0 No
hh_check_incorrect (required)	You indicated that the information about this household is incorrect. Please go back and correct the HHID. If the HHID is correct, please discuss with your supervisor. <i>Question relevant when: \${hh_check} = 0</i>	
date_expect	When did you expect/were informed you would receive the cash transfer?	
date_actual	When did you actually receive or withdraw the cash transfer?	
transfer_know (required)	Do you know the exact amount that your household received?	1 Yes
		0 No
amount_rec (required)	How much did you receive? (in UGX) Please estimate if you do not know the exact amount. <i>Response constrained to: . >=0</i>	
amount_withd (required)	How much did you withdraw? (in UGX) Please estimate if you do not know the exact amount. <i>Response constrained to: . >=0</i>	
cost_any (required)	Any costs?	1 Yes
		0 No
amount_cost (required)	What were the costs? <i>Select all that apply.</i> <i>Question relevant when: \${cost_any} = 1</i>	1 Transport cost
		2 Withdrawal costs
		3 Social costs, e.g. bribes
		-66 Other costs
cost_num (required)	How many others costs? <i>Question relevant when: selected(\${amount_cost} , '-66')</i> <i>Response constrained to: . >0</i>	
Other cost (1) <i>Group relevant when: selected(\${amount_cost} , '-66')</i>		(Repeated group)
amount_cost_oth (required)	Please specify - what other cost #1 of [cost_num].	
cost_transport (required)	How much did it cost for transport in total (in UGX) <i>Question relevant when: selected(\${amount_cost} , '1')</i>	
cost_withdraw (required)	How much did it cost to withdraw in total (in UGX) <i>Question relevant when: selected(\${amount_cost} , '2')</i>	
cost_bribes (required)	How much did it cost to pay social costs or bribes in total (in UGX)? <i>Question relevant when: selected(\${amount_cost} , '3')</i>	
Costs (1) <i>Group relevant when: selected(\${amount_cost} , '-66')</i>		(Repeated group)
cost_other (required)	How much did it cost in terms of the [cal_costcs] that you mentioned? (in UGX)	
mobile_rec (required)	Did you receive these funds on your personal mobile device?	1 Yes
		0 No
mobile_who (required)	Whose device did you receive these funds on? <i>Question relevant when: \${mobile_rec} = 0</i>	1 Husband in the household
		2 Son/daughter in the household
		3 Sister/brother in the household
		4 Someone outside the household
		5 Cash

Field	Question	Answer
		-66 Other
mobile_who_oth (required)	Please specify - whose device did you receive these funds on? <i>Question relevant when: selected(\${mobile_who} , '-66')</i>	
exp_chall (required)	Did you experience any challenges in withdrawing these funds?	1 Yes 0 No
challenge (required)	What challenges? <i>Select all that apply</i> <i>Question relevant when: \${exp_chall} =1</i>	1 Distance to the MM agent 2 Agent liquidity (money running out at agent location) 3 Queuing at the MM agent 4 Technical challenges with device/Confusion about process 5 Received wrong amount 6 Unexpected fee -66 Other
challenge_oth (required)	Please specify - what other challenges? <i>Question relevant when: selected(\${challenge} , '-66')</i>	
help_chall (required)	Who helped you resolve these challenges? <i>Question relevant when: \${exp_chall} =1</i>	1 Agent 2 Coach 3 Husband in the household 4 Son/daughter in the household 5 Sister/brother in the household 6 Someone else outside the household -66 Other 7 Problem not yet resolved
help_chall_oth (required)	Please specify - who helped you resolve these challenges? <i>Question relevant when: selected(\${help_chall} , '-66')</i>	
queue_mm_minutes (required)	How many minutes you have to wait at the mobile money agent or distribution site to receive your cash? If you do not know the exact amount of time, please estimate.	
note_mm_agrdis	Now, I am going to ask you six questions about receiving the cash. Please note if you agree or disagree.	
travel_time_mm (required)	The length of time I spent travelling to collect the cash acceptable.	1 agree 0 disagree
travel_safety_tomm (required)	I felt safe on the way to the mobile money agent/collection centre/distribution point	1 agree 0 disagree
queue_safety_mm (required)	I felt safe while waiting for my cash at the mobile money agent/collection centre/distribution point	1 agree 0 disagree
travel_safety_frommm (required)	I felt safe on my way back from the mobile money agent/collection centre/distribution point	1 agree 0 disagree
freq_cash_dist (required)	The frequency with which the cash is distributed suits my household's needs	1 agree 0 disagree
control_cash_conflict (required)	Control over the cash has caused conflict within my household	1 agree 0 disagree
community_jealous_cash (required)	Other members of the community are jealous of me because my household received the cash transfer	1 agree 0 disagree
note_mm_rank	Now, I am going to ask you to rank your experience collecting cash and your security at the cash distribution site. Please select if you think the ease to be good, fair or poor	
rank_ease_collect_cash (required)	Rank the ease at which you collected your cash	1 Good 2 Fair 3 Poor
rank_level_security_cash (required)	Rank the level of security at the cash distribution site	1 Good 2 Fair 3 Poor
endnote	Thank you for your time.	

Livelihood Selection Survey

Field	Question	Answer																																		
date_obs	Date of Observation																																			
enum	Enumerator	<table border="1"> <tr><td>1</td><td>James</td></tr> <tr><td>2</td><td>Brian</td></tr> <tr><td>3</td><td>Andrew</td></tr> </table>	1	James	2	Brian	3	Andrew																												
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hh_check_incorrect (required)	You indicated that the information about this household is incorrect. Please go back and correct the HHID. If the HHID is correct, please discuss with your supervisor. <i>Question relevant when: \${hh_check} = 0</i>																																			
livelihood (required)	What type of livelihood did you choose?	<table border="1"> <tr><td>1</td><td>On-farm activity</td></tr> <tr><td>2</td><td>Off-farm activity</td></tr> <tr><td>3</td><td>Livestock</td></tr> </table>	1	On-farm activity	2	Off-farm activity	3	Livestock																												
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2	Off-farm activity																																			
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act1_choice (required)	Which activity did you choose? <i>Question relevant when: \${livelihood} = 1</i>	<table border="1"> <tr><td>1</td><td>Cultivating maize</td></tr> <tr><td>2</td><td>Cultivating beans</td></tr> <tr><td>3</td><td>Cultivating groundnuts</td></tr> <tr><td>4</td><td>Cultivating tomatoes</td></tr> <tr><td>5</td><td>Cultivating onions</td></tr> <tr><td>6</td><td>Cultivating mushrooms</td></tr> <tr><td>7</td><td>Cultivating passion fruit</td></tr> <tr><td>8</td><td>Cultivating irish potato</td></tr> <tr><td>-666</td><td>Other</td></tr> </table>	1	Cultivating maize	2	Cultivating beans	3	Cultivating groundnuts	4	Cultivating tomatoes	5	Cultivating onions	6	Cultivating mushrooms	7	Cultivating passion fruit	8	Cultivating irish potato	-666	Other																
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act1_choice_oth (required)	Please, specify other. <i>Question relevant when: \${act1_choice} = -666</i>																																			
act2_choice (required)	Which activity did you choose? <i>Question relevant when: \${livelihood} = 2</i>	<table border="1"> <tr><td>1</td><td>Selling second hand clothes/shoes</td></tr> <tr><td>2</td><td>Grocery business (selling beans, maize, fruits, vegetables)</td></tr> <tr><td>3</td><td>Butcher/selling flesh foods - meat, fish,</td></tr> <tr><td>4</td><td>Dealing in dairy products</td></tr> <tr><td>5</td><td>Retail business (selling soap, salt, etc)</td></tr> <tr><td>6</td><td>Producing/milling/selling flour products (e.g. grinding maize, sorghum)</td></tr> <tr><td>7</td><td>Mobile money business</td></tr> <tr><td>8</td><td>Pharmacy</td></tr> <tr><td>9</td><td>Veterinarian</td></tr> <tr><td>10</td><td>Selling animals/livestock</td></tr> <tr><td>11</td><td>Working in a restaurant, selling cooked food, tea, etc</td></tr> <tr><td>12</td><td>Bar/selling alcohol</td></tr> <tr><td>13</td><td>Barber/salon for cutting hair/hair dressing</td></tr> <tr><td>14</td><td>Shoe shining business</td></tr> <tr><td>15</td><td>Hawking</td></tr> <tr><td>16</td><td>Beekeeping</td></tr> <tr><td>17</td><td>Tailoring</td></tr> </table>	1	Selling second hand clothes/shoes	2	Grocery business (selling beans, maize, fruits, vegetables)	3	Butcher/selling flesh foods - meat, fish,	4	Dealing in dairy products	5	Retail business (selling soap, salt, etc)	6	Producing/milling/selling flour products (e.g. grinding maize, sorghum)	7	Mobile money business	8	Pharmacy	9	Veterinarian	10	Selling animals/livestock	11	Working in a restaurant, selling cooked food, tea, etc	12	Bar/selling alcohol	13	Barber/salon for cutting hair/hair dressing	14	Shoe shining business	15	Hawking	16	Beekeeping	17	Tailoring
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36	Photographer																																																					
37	Selling fuel/petrol																																																					
38	Community health worker/VHT																																																					
39	Buying and selling automobiles/motorcycles																																																					
40	Local medicine person																																																					
41	Buying and selling ag inputs																																																					
42	Football																																																					
43	Doctor																																																					
44	Owner/proprietor of a school																																																					
45	Driver																																																					
46	Metal worker/seller of scrap metal																																																					
47	Security guard																																																					
48	Extracting and selling natural resources																																																					
-666	Other																																																					
act2_choice_oth (required)	Please, specify other. <i>Question relevant when: \${act2_choice} = -666</i>																																																					
act3_choice (required)	Which activity did you choose? <i>Question relevant when: \${livelihood} = 3</i>	<table border="1"> <tr><td>1</td><td>Raising pigs</td></tr> <tr><td>2</td><td>Raising chickens</td></tr> <tr><td>3</td><td>Raising/keeping cattle</td></tr> <tr><td>4</td><td>Raising goats</td></tr> <tr><td>5</td><td>Raising sheep</td></tr> <tr><td>6</td><td>Raising ducks</td></tr> <tr><td>7</td><td>Raising turkeys</td></tr> <tr><td>8</td><td>Raising rabbits</td></tr> <tr><td>-666</td><td>Other</td></tr> </table>	1	Raising pigs	2	Raising chickens	3	Raising/keeping cattle	4	Raising goats	5	Raising sheep	6	Raising ducks	7	Raising turkeys	8	Raising rabbits	-666	Other																																		
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7	Raising turkeys																																																					
8	Raising rabbits																																																					
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act3_choice_oth (required)	Please, specify other. <i>Question relevant when: \${act3_choice} = -666</i>																																																					
invest_now_later_yn (required)	Are you planning to invest in your business as soon as your get the money or are you going to wait until you obtain the right inputs/training/other support?	<table border="1"> <tr><td>1</td><td>I will invest immediately in my business</td></tr> <tr><td>2</td><td>I will wait to invest until I obtain the correct inputs or training</td></tr> </table>	1	I will invest immediately in my business	2	I will wait to invest until I obtain the correct inputs or training																																																
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Process Evaluation Report of the RFSA Graduating to Resilience in Uganda, Cohort 2

Field	Question	Answer																		
option_pres (required)	Were options presented to you by AVSI staff?	<table border="1"> <tr> <td>1</td> <td>Yes</td> </tr> <tr> <td>0</td> <td>No</td> </tr> </table>	1	Yes	0	No														
1	Yes																			
0	No																			
options (required)	What options were presented to you by AVSI staff? <i>Question relevant when: \${option_pres} =1</i>	<table border="1"> <tr> <td>1</td> <td>Cultivating maize</td> </tr> <tr> <td>2</td> <td>Cultivating beans</td> </tr> <tr> <td>3</td> <td>Cultivating groundnuts</td> </tr> <tr> <td>4</td> <td>Raising pigs</td> </tr> <tr> <td>5</td> <td>Raising chickens</td> </tr> <tr> <td>6</td> <td>Off-farm activity</td> </tr> <tr> <td>7</td> <td>Raising goats</td> </tr> <tr> <td>8</td> <td>Raising cows</td> </tr> <tr> <td>-666</td> <td>Other</td> </tr> </table>	1	Cultivating maize	2	Cultivating beans	3	Cultivating groundnuts	4	Raising pigs	5	Raising chickens	6	Off-farm activity	7	Raising goats	8	Raising cows	-666	Other
1	Cultivating maize																			
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6	Off-farm activity																			
7	Raising goats																			
8	Raising cows																			
-666	Other																			
options_num (required)	How many other options were presented to you? <i>Question relevant when: selected(\${options} , '-666')</i> <i>Response constrained to: .>0</i>																			
Other option (1) <i>Group relevant when: \${options_num} >0</i>		(Repeated group)																		
options_oth (required)	Please specify other option #1 of [options_num]. <i>Question relevant when: selected(\${options} , '-666')</i>																			
selection (required)	When you first met with your coach, how did you select your activities for the farmer field business school?	<table border="1"> <tr> <td>1</td> <td>Program staff (including coaches and CBTS) guided groups to identify preferred value-chain options and then to reach consensus on one enterprise, through pairwise selection</td> </tr> <tr> <td>2</td> <td>Program staff (including coaches and CBTS) facilitated open-ended selection process that did not include curated options</td> </tr> <tr> <td>3</td> <td>Program staff (including coaches and CBTS) did not offer any guidance</td> </tr> <tr> <td>-666</td> <td>Other</td> </tr> </table>	1	Program staff (including coaches and CBTS) guided groups to identify preferred value-chain options and then to reach consensus on one enterprise, through pairwise selection	2	Program staff (including coaches and CBTS) facilitated open-ended selection process that did not include curated options	3	Program staff (including coaches and CBTS) did not offer any guidance	-666	Other										
1	Program staff (including coaches and CBTS) guided groups to identify preferred value-chain options and then to reach consensus on one enterprise, through pairwise selection																			
2	Program staff (including coaches and CBTS) facilitated open-ended selection process that did not include curated options																			
3	Program staff (including coaches and CBTS) did not offer any guidance																			
-666	Other																			
busplanguide_yn (required)	Did program staff (including coaches and CBTS) help you develop your business plan, taking into consideration costs, revenue and other components of a successful livelihood?	<table border="1"> <tr> <td>1</td> <td>Yes</td> </tr> <tr> <td>0</td> <td>No</td> </tr> </table>	1	Yes	0	No														
1	Yes																			
0	No																			
selection_oth (required)	Please, specify other - how did the selection process take place? <i>Question relevant when: selected(\${selection} , '-666')</i>																			
feel_select (required)	How did the selection process feel?	<table border="1"> <tr> <td>1</td> <td>I felt I was free to choose my livelihood</td> </tr> <tr> <td>2</td> <td>I felt I was pushed/directed by a coach to choose my livelihood</td> </tr> <tr> <td>3</td> <td>I was confused/unsure about which livelihood to choose</td> </tr> <tr> <td>4</td> <td>I felt I was not given enough time to decide about which livelihood to choose</td> </tr> </table>	1	I felt I was free to choose my livelihood	2	I felt I was pushed/directed by a coach to choose my livelihood	3	I was confused/unsure about which livelihood to choose	4	I felt I was not given enough time to decide about which livelihood to choose										
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Field	Question	Answer																				
		-666 Other																				
feel_select_oth (required)	Please, specify other. <i>Question relevant when: selected(\${feel_select} , '-666')</i>																					
feel_nchoice (required)	What do you think are the biggest challenges to your success with this livelihood?	<table border="1"> <tr><td>1</td><td>Lack of prior personal experience with livelihood</td></tr> <tr><td>2</td><td>High riskiness</td></tr> <tr><td>3</td><td>Expected profit</td></tr> <tr><td>4</td><td>Large Amount of time/effort required</td></tr> <tr><td>5</td><td>Capital required</td></tr> <tr><td>6</td><td>Lack of available inputs e.g. seeds, irrigation services</td></tr> <tr><td>7</td><td>Lack of available training/apprenticeship opportunities - e.g. hair salon</td></tr> <tr><td>8</td><td>Inadequate land for farming</td></tr> <tr><td>9</td><td>Not interested in agriculture</td></tr> <tr><td>-666</td><td>Other</td></tr> </table>	1	Lack of prior personal experience with livelihood	2	High riskiness	3	Expected profit	4	Large Amount of time/effort required	5	Capital required	6	Lack of available inputs e.g. seeds, irrigation services	7	Lack of available training/apprenticeship opportunities - e.g. hair salon	8	Inadequate land for farming	9	Not interested in agriculture	-666	Other
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-666	Other																					
feel_nchoice_oth (required)	Please, specify other. <i>Question relevant when: selected(\${feel_nchoice} , '-666')</i>																					
Repeat Group: Livelihoods Choice (1)		(Repeated group)																				
r_livelihoods_note	I would like to ask you about other livelihoods that you were considering pursuing for the program. We will discuss these activities one by one.																					
Repeat Group: Livelihoods Choice (1) > Group: Activities Spent the Money On																						
livelihoods_select (required)	Please tell me about one livelihood were you considering to pursue that you did not pursue? Please be specific as possible.																					
livelihoods_whynt (required)	Please describe why you did not pursue this livelihood																					
add_livelihoods_select (required)	Is there another livelihood to add that you were considering to pursue that you did not pursue?	<table border="1"> <tr><td>1</td><td>Yes</td></tr> <tr><td>0</td><td>No</td></tr> </table>	1	Yes	0	No																
1	Yes																					
0	No																					
Repeat Group: Reasons for Choice (1)		(Repeated group)																				

Process Evaluation Report of the RFSA Graduating to Resilience in Uganda, Cohort 2

Field	Question	Answer																										
r_reasons_note	I would like to ask you about the reasons/why you chose your particular livelihood. We will discuss these reasons one by one.																											
Repeat Group: Reasons for Choice (1) > Group: Reasons for Livelihood Choice																												
reasons_select (required)	Please tell me about one reason for why you chose your particular livelihood.																											
add_reasons_select (required)	Is there another reason to add for why you chose your livelihood?	<table border="1"> <tr> <td>1</td> <td>Yes</td> </tr> <tr> <td>0</td> <td>No</td> </tr> </table>	1	Yes	0	No																						
1	Yes																											
0	No																											
decide_imp (required)	Which of the following was important when making your decision about your livelihood choice?	<table border="1"> <tr> <td>1</td> <td>Prior personal experience with livelihood </td> </tr> <tr> <td>2</td> <td>Prior experience with livelihood of someone I know well </td> </tr> <tr> <td>3</td> <td>Riskiness </td> </tr> <tr> <td>4</td> <td>Expected profit </td> </tr> <tr> <td>5</td> <td>Amount of time/effort required </td> </tr> <tr> <td>6</td> <td>Capital required </td> </tr> <tr> <td>7</td> <td>Available inputs e.g. seeds, irrigation services </td> </tr> <tr> <td>8</td> <td>Available training/apprenticeship opportunities - e.g. hair salon </td> </tr> <tr> <td>9</td> <td>Enterprise could address problem in the community/social good </td> </tr> <tr> <td>10</td> <td>Relationship with potential purchasers of products (know where to sell) </td> </tr> <tr> <td>11</td> <td>Advice from household members </td> </tr> <tr> <td>12</td> <td>Success stories of the business idea from my village </td> </tr> <tr> <td>-666</td> <td>Other </td> </tr> </table>	1	Prior personal experience with livelihood 	2	Prior experience with livelihood of someone I know well 	3	Riskiness 	4	Expected profit 	5	Amount of time/effort required 	6	Capital required 	7	Available inputs e.g. seeds, irrigation services 	8	Available training/apprenticeship opportunities - e.g. hair salon 	9	Enterprise could address problem in the community/social good 	10	Relationship with potential purchasers of products (know where to sell) 	11	Advice from household members 	12	Success stories of the business idea from my village 	-666	Other 
1	Prior personal experience with livelihood 																											
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decide_imp_oth (required)	Please, specify other. <i>Question relevant when: selected(\${decide_imp} , '-666')</i>																											
decide_imp_effort (required)		<table border="1"> <tr> <td>1</td> <td>Yes</td> </tr> </table>	1	Yes																								
1	Yes																											

Field	Question	Answer																										
	You selected "amount of time/effort required" as important when making your decision about your livelihood choice. Is this because your choice will take very little time or effort to do? <i>Question relevant when: selected(\${decide_imp} , '5')</i>	0 No																										
decide_imp_most (required)	What is the most important for making your decision?	<table border="1"> <tr><td>1</td><td>Prior personal experience with livelihood </td></tr> <tr><td>2</td><td>Prior experience with livelihood of someone I know well </td></tr> <tr><td>3</td><td>Riskiness </td></tr> <tr><td>4</td><td>Expected profit </td></tr> <tr><td>5</td><td>Amount of time/effort required </td></tr> <tr><td>6</td><td>Capital required </td></tr> <tr><td>7</td><td>Available inputs e.g. seeds, irrigation services </td></tr> <tr><td>8</td><td>Available training/apprenticeship opportunities - e.g. hair salon </td></tr> <tr><td>9</td><td>Enterprise could address problem in the community/social good </td></tr> <tr><td>10</td><td>Relationship with potential purchasers of products (know where to sell) </td></tr> <tr><td>11</td><td>Advice from household members </td></tr> <tr><td>12</td><td>Success stories of the business idea from my village </td></tr> <tr><td>-666</td><td>... </td></tr> </table>	1	Prior personal experience with livelihood	2	Prior experience with livelihood of someone I know well	3	Riskiness	4	Expected profit	5	Amount of time/effort required	6	Capital required	7	Available inputs e.g. seeds, irrigation services	8	Available training/apprenticeship opportunities - e.g. hair salon	9	Enterprise could address problem in the community/social good	10	Relationship with potential purchasers of products (know where to sell)	11	Advice from household members	12	Success stories of the business idea from my village	-666	...
1	Prior personal experience with livelihood																											
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-666	...																											
Rank Expected Profit of Each Livelihood (1)		(Repeated group)																										
livelihood_profithigh	Choose the livelihood that you would rank as #1 in terms of expected profit - #1 having the highest expected profit. Please rank each livelihood from highest profit to lowest profit. <i>You have already selected:

[display_list]
</i>	<table border="1"> <tr><td>1</td><td>...</td></tr> <tr><td>2</td><td>...</td></tr> <tr><td>3</td><td>...</td></tr> <tr><td>4</td><td>...</td></tr> <tr><td>5</td><td>...</td></tr> <tr><td>6</td><td>...</td></tr> <tr><td>7</td><td>...</td></tr> <tr><td>8</td><td>...</td></tr> <tr><td>9</td><td>...</td></tr> <tr><td>10</td><td>...</td></tr> <tr><td>11</td><td>...</td></tr> </table>	1	...	2	...	3	...	4	...	5	...	6	...	7	...	8	...	9	...	10	...	11	...				
1	...																											
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8	...																											
9	...																											
10	...																											
11	...																											
Rank Expected Profit of Each Livelihood (2)		(Repeated group)																										
livelihood_profithigh	Choose the livelihood that you would rank as #2 in terms of expected profit - #1 having the highest expected profit. Please rank each livelihood from highest profit to lowest profit. <i>You have already selected:

1.
</i>	<table border="1"> <tr><td>1</td><td>...</td></tr> <tr><td>2</td><td>...</td></tr> <tr><td>3</td><td>...</td></tr> <tr><td>4</td><td>...</td></tr> <tr><td>5</td><td>...</td></tr> <tr><td>6</td><td>...</td></tr> <tr><td>7</td><td>...</td></tr> </table>	1	...	2	...	3	...	4	...	5	...	6	...	7	...												
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Field	Question	Answer
		8 ...
		9 ...
		10 ...
		11 ...
Rank Expected Risk of Each Livelihood (1)		(Repeated group)
livelihood_riskhigh	Choose the livelihood that you would rank as #1 in terms of riskiness - #1 being the most risky/most likely to fail. Please rank each livelihood from highest risk to lowest risk. <i>You have already selected:</i> [display_list_risk] 	1 ...
		2 ...
		3 ...
		4 ...
		5 ...
		6 ...
		7 ...
		8 ...
		9 ...
		10 ...
		11 ...
Rank Expected Risk of Each Livelihood (2)		(Repeated group)
livelihood_riskhigh	Choose the livelihood that you would rank as #2 in terms of riskiness - #1 being the most risky/most likely to fail. Please rank each livelihood from highest risk to lowest risk. <i>You have already selected:</i> 1. 	1 ...
		2 ...
		3 ...
		4 ...
		5 ...
		6 ...
		7 ...
		8 ...
		9 ...
		10 ...
		11 ...
Rank Experience With Each Livelihood (1)		(Repeated group)
livelihood_exphigh	Choose the livelihood that you would rank as #1 in terms of experience- #1 being the one that you have the most experience with. Please rank each livelihood from the one you have the most experience with to the one you have the least experience with. <i>You have already selected:</i> [display_list_exp] 	1 ...
		2 ...
		3 ...
		4 ...
		5 ...
		6 ...
		7 ...
		8 ...
		9 ...
		10 ...
		11 ...
Rank Experience With Each Livelihood (2)		(Repeated group)
livelihood_exphigh	Choose the livelihood that you would rank as #2 in terms of experience- #1 being the one that you have the most experience with. Please rank each livelihood from the one you have the most experience with to the one you have the least experience with. <i>You have already selected:</i> 1. 	1 ...
		2 ...
		3 ...
		4 ...
		5 ...
		6 ...
		7 ...
		8 ...
		9 ...
		10 ...
		11 ...
Rank Enjoyability With Each Livelihood (1)		(Repeated group)
livelihood_funhigh	Choose the livelihood that you would rank as #1 in terms of how much you enjoy working on the activity- #1 being the one that is the most enjoyable/pleasant to work on. Please rank each livelihood from the one that is the most enjoyable to the one that is the least enjoyable to work on.	1 ...
		2 ...
		3 ...

Field	Question	Answer
	<i>You have already selected:</i> $$ 	4 ... 5 ... 6 ... 7 ... 8 ... 9 ... 10 ... 11 ...
Rank Enjoyability With Each Livelihood (2)		(Repeated group)
livelihood_funhigh	Choose the livelihood that you would rank as #2 in terms of how much you enjoy working on the activity- #1 being the one that is the most enjoyable/pleasant to work on. Please rank each livelihood from the one that is the most enjoyable to the one that is the least enjoyable to work on. <i>You have already selected:</i> 1. 	1 ... 2 ... 3 ... 4 ... 5 ... 6 ... 7 ... 8 ... 9 ... 10 ... 11 ...
Rank Available Inputs With Each Livelihood (1)		(Repeated group)
livelihood_inpathigh	Choose the livelihood that you would rank as #1 in terms of how much available inputs your household has access to in order to work on it- #1 being the one that your household has access to the most inputs. Please rank each livelihood from the one that your household already as access to the most inputs to the one that your household has access to the least inputs <i>You have already selected:</i> $$ 	1 ... 2 ... 3 ... 4 ... 5 ... 6 ... 7 ... 8 ... 9 ... 10 ... 11 ...
Rank Available Inputs With Each Livelihood (2)		(Repeated group)
livelihood_inpathigh	Choose the livelihood that you would rank as #2 in terms of how much available inputs your household has access to in order to work on it- #1 being the one that your household has access to the most inputs. Please rank each livelihood from the one that your household already as access to the most inputs to the one that your household has access to the least inputs <i>You have already selected:</i> 1. 	1 ... 2 ... 3 ... 4 ... 5 ... 6 ... 7 ... 8 ... 9 ... 10 ... 11 ...
Rank Capital Requirements With Each Livelihood (1)		(Repeated group)
livelihood_capitalhigh	Choose the livelihood that you would rank as #1 in terms of how much capital/money is required to operate this business- #1 being the one that costs the most money/capital to operate/start profitably. Please rank each livelihood from the one that costs the most capital/money to the one that costs the least capital/money <i>You have already selected:</i> $$ 	1 ... 2 ... 3 ... 4 ... 5 ... 6 ... 7 ... 8 ... 9 ... 10 ... 11 ...

Field	Question	Answer
Rank Capital Requirements With Each Livelihood (2)		(Repeated group)
livelihood_capitalhigh	Choose the livelihood that you would rank as #2 in terms of how much capital/money is required to operate this business- #1 being the one that costs the most money/capital to operate/start profitably. Please rank each livelihood from the one that costs the most capital/money to the one that costs the least capital/money <i>You have already selected:

1.
</i>	1 ... 2 ... 3 ... 4 ... 5 ... 6 ... 7 ... 8 ... 9 ... 10 ... 11 ...
Rank Theft Risk With Each Livelihood (1)		(Repeated group)
livelihood_thefthigh	Choose the livelihood that you would rank as #1 in terms of which one is most susceptible/risk to theft- #1 being the one that has the greatest risk of theft. Please rank each livelihood from the one that is the most at risk/susceptible to theft and the one that is the least at risk/susceptible to theft. <i>You have already selected:

[display_list_theft]
</i>	1 ... 2 ... 3 ... 4 ... 5 ... 6 ... 7 ... 8 ... 9 ... 10 ... 11 ...
Rank Theft Risk With Each Livelihood (2)		(Repeated group)
livelihood_thefthigh	Choose the livelihood that you would rank as #2 in terms of which one is most susceptible/risk to theft- #1 being the one that has the greatest risk of theft. Please rank each livelihood from the one that is the most at risk/susceptible to theft and the one that is the least at risk/susceptible to theft. <i>You have already selected:

1.
</i>	1 ... 2 ... 3 ... 4 ... 5 ... 6 ... 7 ... 8 ... 9 ... 10 ... 11 ...
Rank Demand With Each Livelihood (1)		(Repeated group)
livelihood_demandhigh	Choose the livelihood that you would rank as #1 in terms of which would have the most demand in the market/village - #1 being the one that will have the most demand in the market/village. Please rank each livelihood from the one that will have the most demand in the market/village to the one that will have the least demand in the market/village <i>You have already selected:

[display_list_demand]
</i>	1 ... 2 ... 3 ... 4 ... 5 ... 6 ... 7 ... 8 ... 9 ... 10 ... 11 ...
Rank Demand With Each Livelihood (2)		(Repeated group)
livelihood_demandhigh	Choose the livelihood that you would rank as #2 in terms of which would have the most demand in the market/village - #1 being the one that will have the most demand in the market/village. Please rank each livelihood from the one that will have the most demand in the market/village to the one that will have the least demand in the market/village <i>You have already selected:

1.
</i>	1 ... 2 ... 3 ... 4 ... 5 ... 6 ... 7 ...

Field	Question	Answer
		8 ...
		9 ...
		10 ...
		11 ...
Rank Weather/Climate Risk With Each Livelihood (1)		(Repeated group)
livelihood_weatherhigh	Choose the livelihood that you would rank as #1 in terms of which has the most risk of being affected by climate/weather changes- #1 being the one that is most at risk of being affected by weather changes. Please rank each livelihood from the one that is at most risk of climate/weather changes the one that is the least at risk of climate/weather changes <i>You have already selected:</i> [display_list_weather] 	1 ...
		2 ...
		3 ...
		4 ...
		5 ...
		6 ...
		7 ...
		8 ...
		9 ...
		10 ...
		11 ...
Rank Weather/Climate Risk With Each Livelihood (2)		(Repeated group)
livelihood_weatherhigh	Choose the livelihood that you would rank as #2 in terms of which has the most risk of being affected by climate/weather changes- #1 being the one that is most at risk of being affected by weather changes. Please rank each livelihood from the one that is at most risk of climate/weather changes the one that is the least at risk of climate/weather changes <i>You have already selected:</i> 1. 	1 ...
		2 ...
		3 ...
		4 ...
		5 ...
		6 ...
		7 ...
		8 ...
		9 ...
		10 ...
		11 ...
Rank Weather/Climate Risk With Each Livelihood (1)		(Repeated group)
livelihood_stablehigh	Choose the livelihood that you would rank as #1 in terms of which one has the most stable income month to month- #1 being the one that is most stable. Please rank each livelihood from the one that is the most stable to the one that is the least stable <i>You have already selected:</i> [display_list_stable] 	1 ...
		2 ...
		3 ...
		4 ...
		5 ...
		6 ...
		7 ...
		8 ...
		9 ...
		10 ...
		11 ...
Rank Weather/Climate Risk With Each Livelihood (2)		(Repeated group)
livelihood_stablehigh	Choose the livelihood that you would rank as #2 in terms of which one has the most stable income month to month- #1 being the one that is most stable. Please rank each livelihood from the one that is the most stable to the one that is the least stable <i>You have already selected:</i> 1. 	1 ...
		2 ...
		3 ...
		4 ...
		5 ...
		6 ...
		7 ...
		8 ...
		9 ...
		10 ...
		11 ...
bribe_busplan_yn (required)	Did you hear or know of anybody who paid somebody to help them with their business plan?	1 Yes
		0 No
bribe_busplan_who (required)	If yes, who did the person pay to help them with their business plan? <i>Question relevant when: \${bribe_busplan_yn} = 1</i>	1 LC1 of my village
		2 Local government official

Field	Question	Answer								
		<table border="1"> <tr> <td data-bbox="1235 247 1305 275">3</td> <td data-bbox="1305 247 1520 275">AVSI staff member</td> </tr> <tr> <td data-bbox="1235 275 1305 302">4</td> <td data-bbox="1305 275 1520 302">Staff from another NGO</td> </tr> <tr> <td data-bbox="1235 302 1305 363">5</td> <td data-bbox="1305 302 1520 363">Local person in my community</td> </tr> <tr> <td data-bbox="1235 363 1305 390">-666</td> <td data-bbox="1305 363 1520 390">Other person</td> </tr> </table>	3	AVSI staff member	4	Staff from another NGO	5	Local person in my community	-666	Other person
3	AVSI staff member									
4	Staff from another NGO									
5	Local person in my community									
-666	Other person									
bribe_busplan_who_o <i>(required)</i>	Please specify: who did the person pay to help them with their business plan? <i>Question relevant when: selected(\${bribe_busplan_who} , '-666')</i>									
other_comment	Do you have any other comment about the livelihood selection process?									