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# **Final Evaluation of the Programme to Strengthen the Socio-Economic Resilience of Smallholder Farmers and Vulnerable Populations in the Democratic Republic of Congo (2018-2024)**

Decentralized Evaluation Report – Volume II (Annexes)  
WFP, FAO, and UNICEF offices in the Democratic  
Republic of Congo

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# Disclaimer

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# Annex 1. Summary Terms of Reference

## Introduction

1. These Terms of Reference (ToR) relate to the final evaluation of the joint programme aimed at strengthening the socio-economic resilience of smallholder farmers and vulnerable populations in the territories of the provinces of North Kivu and South Kivu in the Democratic Republic of Congo (DRC). The joint evaluation was requested by WFP, FAO, and UNICEF agencies in the DRC and will take place from September 2023 to March 2024. The ToR provide stakeholders with key information on the evaluation, guidance to the evaluation team and clarify expectations during the different phases of the evaluation.

## Purpose and reason for the evaluation

2. The evaluation will focus on the support provided by the three United Nations agencies WFP, FAO, and UNICEF to achieve the four main functions: (1) increasing agricultural production and productivity through sustainable and nutrition-sensitive approaches, (2) strengthening the livelihoods of vulnerable communities and households, (3) improving the health of families, and (4) strengthening community structures and organizations.

3. For each of these four functions, the evaluation will assess the relevance of the choices made in terms of (i) targeting beneficiaries, and (ii) operational support. While the last three result areas are carried out jointly by the three agencies, the first function will be carried out entirely by FAO. The results of the WFP-FAO-UNICEF Joint Resilience Programme (JSP) covered by the evaluation are as follows:

4. **Strategic Outcome 1:** Vulnerable smallholder farmers increase their agricultural production and productivity through sustainable and nutrition-sensitive approaches. Smallholder farmers in eastern DRC face a variety of challenges, including limited access to land; low production; lack of quality seeds; lack of knowledge, resources, and connections to markets; post-high harvests: limited access to animal protein due to opportunities for smallholder farmers to engage in animal husbandry; etc.

5. **Strategic Outcome 2:** Strengthened livelihoods of vulnerable communities and households, especially female-headed households, through improved access to markets and income diversification. This outcome aims to address the needs of smallholder households in terms of post-harvest management, rehabilitation of productive assets, access to loans and microfinance, diversification of income-generating activities, and increased/assured market for their products. It is an integrated response to the needs of smallholder farming communities in the target area and will involve the collaboration of the three partner agencies working together for better results.

6. **Strategic Outcome 3:** Improved health and well-being of families through improved access to basic social services for households and communities (quality nutrition, water, sanitation and hygiene (WASH)). The project will use this finding to address the high rate of wasting in targeted communities, as well as the link between food security, resilience, and nutrition. Support will be provided to improve access to basic social services such as clean water, adequate sanitation and nutrition services in health centres to improve the nutrition, well-being and health of families.

7. **Strategic Outcome 4:** Strengthened community-based structures and organizations to promote gender equity, peace and social cohesion. The project will be implemented in a context affected by inter-communal tensions, conflicts and gender-based violence where women are most affected. Thus, in order to provide an integrated package of assistance, the project will seek to strengthen community structures to enable them to promote and maintain social cohesion, facilitate integration and peace.

## Objectives and stakeholders of the evaluation

This evaluation serves the dual objectives of accountability and learning:



- **Accountability** – The purpose of the evaluation is to review and report on the performance and results of the WFP-FAO-UNICEF joint programme as a whole (multi- sectoral approach) and its various components on the dynamics of population well-being and resilience.
- **Learning** – The evaluation also aims to determine why certain outcomes have or have not occurred, to draw lessons, to identify good practices, and to make recommendations for learning. It will also provide evidence-based findings to inform operational and strategic decision-making. The results will be actively disseminated, and lessons learned will be incorporated into relevant lessons-sharing systems.

8. The evaluation has been commissioned to assess the results achieved by the JRP in DRC on the dynamics of population well-being and resilience, to help partners generate evidence on the overall effect and the effect of individual components to guide the design of new resilience projects based on the same model, scaling up or adjusting an ongoing intervention.

9. Several stakeholders, both internal and external from the three implementing agencies (WFP, FAO, UNICEF), are interested in the results of the evaluation, and some of them will be invited to play a role in the evaluation process.

10. Internal stakeholders include WFP, FAO and UNICEF country offices in the DRC; their sub-offices in eastern DRC; regional offices, headquarters divisions and evaluation offices. These different levels of entities are interested in the lessons learned from this evaluation, many of which may be relevant beyond the geographical area concerned.

11. External stakeholders, such as government, have a vested interest in aligning the activities of the three agencies with their priorities, aligning with other partners, and achieving expected results. Non-governmental organizations (NGOs) that are partners will use the findings and lessons learned from the evaluation to inform implementation modalities, strategic directions and future partnerships. Donors will use the results of the evaluation for accountability purposes. Finally, beneficiaries, as end-users, are interested in evaluation to determine whether the assistance provided is adequate and effective.

### **Evaluation questions**

12. The evaluation will address the following key questions according to the evaluation criteria. The questions will be developed and adapted by the evaluation team into a detailed evaluation matrix during the initial phase.

**Relevance:** To what extent and how do program objectives and design respond to the needs, policies and priorities of recipients at the national, provincial, community, family and individual levels, and do they continue to do so as circumstances change?

Question 1: To what extent are the results of the project relevant to the strategic priorities of the country, the donor and the implementing agencies?

Question 2: To what extent and how did the multi-sectoral approach to the implementation of the resilience programme achieve the objectives (outputs, outcomes and impacts) that were assigned to the programme?

Question 3: To what extent is the programme as a whole (multi-sectoral approach), as well as its different components, aligned with resilience building at the community and household level?

Question 4: To what extent and how does the programme meet the needs of beneficiary households and communities in terms of strengthening agricultural production capacities, improving access to markets, agricultural technologies and inputs, basic social services, educating women (literacy) and developing income- generating activities.

Question 5: How have activities related to gender and vulnerable youth been identified, agreed with beneficiaries and implemented?

**Coherence:** To what extent and how do WFP, FAO and UNICEF interventions produce mutually reinforcing (interfering) results – internal coherence – and that are complementary to those implemented by other partners (NGOs, UN agencies) and government structures – external coherence?

Question 6: Are the program's interventions complementary and coordinated to achieve the objectives of the "Humanitarian-Development-Peace" nexus approach?

Question 7: How have peacebuilding activities contributed to building the resilience of the health, nutrition, education, agriculture and other non-agricultural income-generating sectors?

Question 8: Are partners' interventions complementary to those implemented by other partners and governments to reach the most vulnerable?

**Effectiveness: To what extent and how did the resilience program achieve its objectives and outcomes, including differential outcomes between groups?**

Question 9: To what extent has the program achieved its objectives of strengthening the socio-economic resilience capacities of smallholder farmers and vulnerable populations in targeted communities in the provinces of North and South Kivu in the areas of (i) food security, (ii) livelihoods and (iii) access to basic social services?

Question 10: To what extent and how has the programme contributed to the overall objective of peace and stabilisation?

Question 11: To what extent and how has the programme strengthened the empowerment of women and youth?

Question 12: To what extent has the program strengthened organizational, individual and institutional capacity to support the achievement of outcomes?

Question 13: Have the programme's interventions led to improved knowledge and the adoption of practices conducive to a good, diversified diet, health, management of natural resources, improvement of cultivation practices, diversification of sources of income?

**Efficiency: To what extent and how were financial, human resources, and supplies sufficient (quantity), adequate (quality), distributed/deployed in a cost- effective and timely manner?**

Question 14: To what extent have partnerships reduced program delivery costs?

Question 15: Are there other alternative strategies that could have been put in place to achieve the same level of result, but at a lower cost?

Question 16: Were the different M&E strategies adapted to measure the results of the approach and to adjust the implementation of the programme? And how could they be improved?

**Impact: To what extent and how has the program generated significant positive or negative, intended or unintentional, higher-level effects?**

Question 17: Has the Program made a significant contribution to the observed results?

Question 18: Why did the outcome(s) occur?

Question 19: What shows that the Program has influenced the observed results?

Question 20: Are there any indications that other factors/interventions other than those of the resilience programme have contributed to improving the resilience of the smallholder food system and good nutrition agricultural production?

**Sustainability: To what extent do net benefits continue, or are likely to be sustainable, after the program closes?**

Question 21: Has the programme implemented measures and mechanisms to ensure that activities requiring financial resources continue in the future without the support of BMZ-KfW?

Question 22: Has the programme identified the major risks that could threaten sustainability and put in place conditions and mechanisms to manage these risks?

Question 23: Are the strategic, budgetary and operational choices made likely to ensure effective and sustainable support of the BMZ-KfW Resilience Programme by the government?

Question 24: How have beneficiary communities and institutional partners taken ownership of the programme and its achievements?

Question 25: Is the buy-in of beneficiaries and other stakeholders to the adoption of the resilience programme and its components influenced by internal and external factors?

Question 26: Are the observed effects or changes likely to induce other hoped-for changes?

### **Methodology and ethical considerations**

13. The methodology will be designed by the evaluation team during the initial phase. It should:

- Use the relevant evaluation criteria listed above.
- Use an evaluation matrix designed to address key evaluation questions, while taking into account challenges related to data availability, budget, program status, and time constraints.
- Use appropriate methods to assess impacts based on the existence, quality and reliability of baseline data, including the use of case studies, etc.
- Ensure, through the use of mixed methods, that women, girls, men and boys from different groups participate and that their voices are heard and used.

14. The methodology should pay attention to impartiality and minimization of bias, relying on mixed methods (quantitative, qualitative, participatory, etc.) and different sources of systematically triangulated primary and secondary data. It will examine any challenges regarding data availability, validity, and/or reliability, as well as budget, site access, or time constraints.

15. The Qualitative Impact Evaluation (QUIP) Protocol will be one of the methods used in this joint evaluation to assess the contribution of the program to the expected changes in the lives of beneficiaries. Given its importance, the evaluation team will need to produce evidence of the quality of similar work it has done at a high level in the past.

16. Given the security situation in eastern DRC, the methodology should present a matrix of risks and mitigation measures. If necessary, the evaluation will use remote data collection using a variety of approaches.

17. The evaluation conforms to WFP and 2020 UNEG ethical guidelines. This includes, but is not limited to, ensuring informed consent, protecting privacy, confidentiality and anonymity of participants, ensuring cultural sensitivity, respecting the autonomy of participants, ensuring fair recruitment of participants (including women and socially excluded groups) and ensuring that the evaluation results in no harm to participants or their communities.

18. Therefore, the firm selected to conduct the evaluation is responsible for preserving and ensuring ethical considerations at all stages of the evaluation process.

### **Evaluability assessment**

19. An evaluability assessment (EA) will be conducted. As part of the start-up or scoping report, a document review will be conducted to narrow down the evaluation and identify appropriate methods. The EA will include key questions on:

- **Design and Results Framework.** This will examine the extent to which the current logical framework of the program and the theory of change is robust and incorporates all outcomes relevant to the program.
- **Measurability.** This will examine whether appropriate indicators, tools, systems and resources have been put in place and used for monitoring, reporting and learning on progress and results. Is the existing data appropriate to cover the intended scope of the evaluation?

20. The environmental assessment will explicitly analyse data collection methods, including review of existing data, its completeness and reliability (including baseline data), difficulties in comparing datasets, gaps in the quality of sex-disaggregated data, including data on gender-specific outcomes, frequent staff turnover,



the limitation of institutional memory, the clarity of the frame of reference against which the evaluation will be conducted, and the applicability of the logical framework to the subject matter of the evaluation.

## Roles and responsibilities

21. **Evaluation team:** This evaluation will be carried out by a team that respects gender parity and is culturally and geographically diverse. Team members should have appropriate skills to examine the dimensions related to the topic, as specified in the sections of the ToRs regarding the scope, approach and methodology of the evaluation.
22. The team will be multidisciplinary, and its members will ensure an appropriate balance between technical expertise and practical knowledge in the areas of resilience, agriculture, rural/community development, community health, sociology of health, public health or nutrition, social science methodologies, quality assurance and proven experience in qualitative impact assessment (QulP). The evaluation team will need to ensure the quality of the data (validity, consistency and accuracy) throughout the analysis and reporting phases.
23. **Evaluation manager:** The evaluation process will be managed by Mr. Issaka Amadou based at the WFP Country Office for the Democratic Republic of Congo (DRC).
24. **Evaluation Committee:** The evaluation committee (EC) is chaired by the Deputy Director of WFP in the DRC. This committee will oversee the evaluation process, ensure the independence and impartiality of the evaluation, and review evaluation products submitted for approval by the President.
25. **Evaluation Reference Group:** The Evaluation Reference Group (ERG), composed of representatives from WFP, FAO and UNICEF, the government, implementing partners and other stakeholders in the focus areas, is chaired by the Deputy Director of WFP in the DRC. The ERG acts as an advisory body, reviews and comments on draft evaluation products, and ensures that the evaluation process is transparent, impartial and credible.

## Evaluation organization, timeline and key milestones

26. During the preparatory phase, key partners participated in the preparation and took precautions that meet the quality criteria of WFP and the United Nations Evaluation Group (UNEG) to ensure impartiality in all phases of the evaluation. The evaluation will take place according to the following sequence:
27. **Inception: 9 September to 9 November 2023.** This phase will include a literature review of secondary data and initial discussions with key stakeholders. The expected output is an inception report that will detail how the team plans to conduct the evaluation, with a particular focus on the methodological and planning aspects of data collection, analysis and report writing.
28. **Data collection: 10 November to 12 December 2023.** The data collection work will take place over three weeks and will mainly include stakeholder consultations and field visits in South Kivu. Two debriefing sessions to present preliminary findings will be held at the end of the mission.
29. **Reporting & Analysis: 13 December 2023 to 4 March 2024.** The evaluation report will present the findings, conclusions and recommendations. A stakeholder workshop will be held in March 2024 to ensure a transparent evaluation process and promote ownership of the findings and preliminary recommendations by stakeholders. Once the evaluation report is approved, a mini-documentary (3 minutes) will be produced summarizing the findings and results of the evaluation, in consultation with the WFP team in DRC.
30. **Dissemination: April 2024.** The country office will prepare a management response detailing the actions that will be taken to address each recommendation with a timeline. Findings will be actively disseminated, and the final evaluation report will be publicly available on WFP's website.

Full Terms of Reference are available at [Democratic Republic of Congo, Evaluation of the program to strengthen the socio-economic resilience of small-scale farmers and vulnerable populations | World Food Programme](#)

## Annex 2. Timeline

Main phases	Timeline	Tasks and deliverables
Inception	<b>25 March 2024 – 29 May 2024</b>	Document review Stakeholder meetings Inception report finalization Inception report presentation
Data collection	<b>10 June 2024 – 28 June 2024</b>	Brief evaluation team at CO Organization of evaluation missions and finalization of field visits planning Data collection / Fieldwork Fieldwork debrief
Reporting	<b>18 June 2024 – 31 Nov 2024</b>	Presentation of preliminary findings Drafting and finalization of the ER, including comments process French translation of report
Dissemination	<b>Nov 2024 – February 2025</b>	Production of short video on evaluation findings Stakeholder workshop Preparation of management response

## Annex 3. Methodology

31. This annex contains a more detailed description of the quantitative and qualitative approaches, including the sampling design, data collection and analysis, as well as the approach to triangulating the two methods. This annex also includes further information on ethical considerations which complement key notions of informed consent and data privacy that are discussed in the main text.

32. **Quantitative approach.** The quantitative approach aims to estimate key programme outcomes and compare the endline values to baseline indicators where available. For this the evaluation team uses the available baseline data reported in the results framework. The approach is not designed to estimate the causal impact of the Joint Resilience Program (JRP); rather, it highlights important evidence of programme performance, changes in indicators with baseline and factors associated with changes.

33. The quantitative approach complements qualitative findings on programme relevance through descriptive analyses of household socio-demographic characteristics and perceptions of the JRP's ability to address their needs (See evaluation question (EQ) on relevance; or EQ 1.4 in Annex 4 Evaluation Matrix). These analyses contribute to understanding the targeting approach of the different activities and whether the programme is deemed valuable and appropriate by the intended beneficiaries. In addition, descriptive statistics on the JRP's operational performance (self-reported by the intended beneficiary households) contributes to assessing questions related to both coherence and effectiveness, because it tells us the extent to which the suite of activities was delivered to the targeted population. Finally, the descriptive analysis on gender-related variables such as women's empowerment indicators (e.g., women's time use, participation in women's groups, women's perceptions of how each of the different JRP activities, resilience, and the Women's Empowerment in Agriculture Index [WEAI]) provides the WFP, UNICEF, and FAO with valuable information of the gender context and it can help inform future programming.

34. **Quantitative sample and data collection.** Quantitative primary endline data were gathered via a comprehensive, face-to-face household survey by the local data collection partner, Dalberg Research. AIR staff supported Dalberg throughout the data collection process, for example, through assistance with the training, technical support and quality checks. The fieldwork was conducted from June 14 until June 25, 2024. The Fieldwork Agenda in Annex 5 elaborates further on the timeline and coverage.

35. The field team collected data through a household survey using tablets to limit data entry errors and ensure fast processing. The enumerators surveyed the household head (or most knowledgeable person about livelihood activities, agriculture and the household) and an available woman who would be able to answer questions on women's empowerment and maternal and child health of a child below age 2.

36. The data collection tool includes the following: household roster; survey questions to construct the WFP-approved indicators for agricultural production, dietary diversity, food security, livelihoods strengthening, and coping strategies for external shocks; health and well-being indicators (including WASH); a shortened version of the WEAI and participation in savings and women's groups; amongst other modules. The indicators are aligned with indicators and information from the baseline data.

37. The original sampling plan incorporated a two-stage approach in which the first stage represents the selection of communities (i.e. villages) in each accessible territory (defined as catchment areas for the targeted intervention villages and households), and the second stage is the selection of households within the selected communities based on the participant list that was shared by WFP. Following the initial sample calculations, the evaluation team aimed at a total sample of 600 households equally distributed over the participating territories (i.e. 150 households in each of the four accessible territories). Accessibility challenges greatly limited the available villages to sample from, and a random selection of villages was no longer feasible. Local experts and guidance from WFP indicated which villages were safe to sample.

38. The territory participant lists provided by WFP were sorted by village and gender of household head, and 150 households from each territory were randomly selected (60 percent households headed by women). The randomization gave equal weight to all villages for which an adequate number of participants were listed, and samples from villages with inadequate numbers of participants were proportionately reassigned to larger villages. Given that the participant lists had limited or outdated contact information, the field team worked together with local authorities to identify the participants. If participants were not found, they used a

replacement list which was also constructed randomly from the participant list. In total 578 households were surveyed, with 59.6 percent female headed households and 40.4 percent male headed households according to the WFP participant list demographic data. Upon survey completion, about 26 percent of households self-identified as headed by women.

39. **Quantitative analysis.** The quantitative team conducted a theory-based descriptive analysis to provide descriptive quantitative evidence on the effectiveness, impact, sustainability and efficiency of the JRP across the various outcome domains and theorized pathways. This analysis includes summary statistics of performance framework indicators at endline. In addition, subgroup analyses by gender and geography (at the territory levels) were conducted for key indicators. These analyses may help to identify heterogeneity in outcomes between beneficiaries by geography, respondent gender, or household income that may therefore be important for programme adjustments and/or future programme development. Where possible, the evaluation team examined change over time by comparing endline values with baseline data on indicators for dietary diversity, food security, and coping strategies for external shocks. For indicators where there is no comparable baseline information (e.g. the WEIA) the team leveraged complementary information from monitoring data and previous studies to further contextualize findings. Lastly, the evaluation team also used regression analyses to investigate linkages between household characteristics, beliefs, and behaviours to key JRP outcomes.

40. **Qualitative approach.** During the process of qualitative data collection, coding, analysis, and triangulation with the quantitative data, the evaluation team employed elements of the Qualitative Impact Assessment Protocol (QuIP) method. The QuIP method has two core elements: (a) the method elicits narrative accounts of change from programme participants, and (b) it seeks to reduce bias in the focus group and interview process through “blindfolding” interviewers and participants (through providing limited knowledge to interviewers about which activities the beneficiary participates in and by limiting the information to the participant about which aspects of the programme the interview questions are about) and by using open-ended questioning about perceived changes in their lives.<sup>1</sup> The evaluation used key informant interviews (KIIs) and focus group discussions (FGDs) as the anchor qualitative methods, according to QuIP guidance. The QuIP methodology was especially appropriate for the evaluation of the JRP because of its time and cost efficiency advantages (INTRAC, 2021).

41. While retaining its core elements, the evaluation team adapted the QuIP approach to the context of JRP and its implementation. For instance, the QuIP method entailed some risk that perceived changes could not be attributed to the JRP because of its open-ended approach in conjunction with project-related factors like the time lag between some JRP activities and the evaluation and the large number of activities in the JRP. For this reason, the evaluation team supplemented the QuIP method through a more direct line of questions about experiences with the JRP. In interviews and focus groups with programme beneficiaries, questionnaires began with the QuIP style open-ended questions and proceeded to asking more directly about specific programme elements, maintaining “blindness” for almost all of the interview or focus group and turning to ask about JRP feedback in the final 5-10 minutes. The evaluation team found that this approach capitalized on the benefits of QuIP’s inductive nature while also ensuring that respondents shared important information about their direct experiences (e.g., likes, dislikes, recommendations) with the JRP.

42. To maximize learnings throughout this evaluation, the evaluation team used the results from the desk review (including results from annual reports) and incorporated feedback from conversations held during the inception phase to develop instruments for qualitative interviews and focus groups. By closely reviewing existing reports and identifying important findings from previous analyses, qualitative instruments built on the existing knowledge base and complement it rather than duplicate previous research efforts.

43. **Key informant interviews and focus groups with organizational stakeholders.** The evaluation team conducted a total of fourteen KIIs and two FGDs with stakeholders involved in the design, delivery, and monitoring of the JRP (see Table 1). One-on-one interviews with key informants are designed to engage people who possess expert knowledge about a programme or a topic related to a programme. For instance, key

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<sup>1</sup> Copestake, J., Morsink, M., & Remnant, F. (2019). *Attributing development impact* (pp. 117-139). Practical Action, Warwickshire, Rugby.

informants provide valuable insights into the ways a programme interacts with other services. KIIs explored the relevance and coherence of the JRP as well as its efficiency, effectiveness, sustainability, and impact. During some interviews, enumerators explicitly asked about gender, human rights, equity, and inclusion aspects of the programme design and implementation. Not all KIIs covered all topics in full, but instead the evaluation team developed individualized KII protocols based on inception conversations and the initial desk review for each type of respondent. Developing individualized KII protocols helps ensure that respondents are asked about the topics they are most knowledgeable about, and that topics are explored in sufficient detail during each interview. The evaluation team conducted KIIs with government stakeholders who had been implicated in the JRP design and/or implementation and with staff at a subset of NGOs charged with implementing the JRP in partnership with WFP, FAO, or UNICEF.

44. While traditionally organizational stakeholders included as key informants for one-on-one interviews, the evaluation team has found that, in some cases, organizational FGDs serve to stimulate a more engaging conversation than one-on-one interviews when many different people and organizations are involved in the delivery of a programme. FGDs are more appropriate for discussing the collaborative nature of projects like JRP because they give staff the opportunity to discuss their different roles and responsibilities together. This approach is also more cost-effective than conducting many individual interviews. Despite this, the evaluation team encountered challenges scheduling focus groups with implementing stakeholders, leading the team to rely more on individual interviews (KIIs) in place of some planned FGDs. In the end, the team successfully conducted FGDs among staff at the country office (1 FGD) and field office (1 FGD) levels, while conducting KIIs with the remaining stakeholders.

**Table 1: Stakeholder interviews and focus groups (excluding programme participants)**

Informant type	Number
<b>Internal stakeholder</b>	
Headquarter staff—WFP, FAO, UNICEF	3 KIIs
Regional office staff—WFP (Johannesburg)	1 KII
Country office staff—WFP, FAO, UNICEF	1 FGD
Field office staff—WFP, FAO, UNICEF (selected territories in North and South Kivu)	1 FGD and 2 KIIs
<b>External stakeholder</b>	
NGO staff*	5 KIIs
Representative of Ministry of Education (e.g., Provincial)	1 KII
Representative of Ministry of Agriculture	1 KII
Representative of Ministry of Gender, Family and Children	1 KII
<b>TOTAL</b>	<b>2 FGDs; 14 KIIs</b>

*\*We purposefully sampled NGOs working toward different project outcomes and partnering with different implementing partners. A full list of NGOs is contained in Annex 10*

45. **Key informant interviews and focus group discussions with beneficiaries.** The evaluation team conducted a total of 28 KIIs and 9 FGDs with programme participants (see Table 2) in four communes of South Kivu. To capture a diversity of perspectives, each commune in the qualitative sample was in a different territory (Walungu, Mwenga, Uvira, and Kalehe). According to a “single QulP” approach, the sample comprised

28 semi-structured interviews with beneficiaries. (The sample included more than the recommended four focus groups, to provide a larger, and more meaningful, dataset.) In particular, the evaluation team conducted 12 KIIs with members of COPA, teachers, and community health workers. While these participants are not considered final beneficiaries, they are intermediate beneficiaries who are directly involved with JRP through activities in schools (i.e., peacebuilding trainings) and health facilities (i.e., PNEVA certification). These respondents crucially shared their perspectives on the influence of these specific programme components on themselves, the beneficiary households, and the community.

46. The KIIs with intermediate beneficiaries followed the narrative approach as recommended by the QuIP method in which participants were asked open-ended questions about the changes in their lives with regards to aspects such as livelihood activities, agricultural productivity, WASH outcomes, and the capacity of community institutions. The topics were aligned with the TOC and the evaluation questions on effectiveness, relevance, and impact. KII questionnaires also employed blindfolding, such that respondents were not (at first) informed that the interview was about JRP, nor told which elements of the JRP the interviewer was asking about. As described above, the questionnaires asked directly about experiences with JRP at the end of the interview.

**Table 2: QuIP assessment and beneficiary sample**

Informant type	South Kivu				TOTAL
	Mwenga	Kalehe	Walungu	Uvira	
Key informant interviews					
Women smallholder farmers (including women part of literacy training)	2	2	2	2	8 KIIs
Men smallholder farmers (including cash-for-work participants)	2	2	2	2	8 KIIs
Members of parents’ committees (COPA)*	1	1	1	1	4 KIIs
Teachers*	1	1	1	1	4 KIIs
Community health workers*	1	1	1	1	4 KIIs
Focus group discussions					
Men smallholder farmers		1		1	2 FGDs
Women smallholder farmers with at least one infant (0–59 months)	1		1		2 FGDs
Women smallholder farmers with at least one primary school aged child		1		1	2 FGDs
Out-of-school adolescents targeted for the socio-economic reintegration interventions (separate boys and girls FGDs)	1	0**	1	1	3 FGDs
TOTAL	28 KIIs; 9 FGDs				

\* These respondents are not part of the QuIP methodology, but rather serve as key informants who can provide insights into education or health-specific community context and interventions.

\*\* During data collection, the implementing partner confirmed that activities with out-of-school adolescents were not conducted in Kalehe.



47. The evaluation team convened nine FGDs to delve deeper into the relevant experiences of programme participants and their family members. The focus group format enabled the evaluators to understand the experiences of a greater number of beneficiaries and stakeholders in a short period of time—and in a group environment with their peers, in which facilitators can observe interactions amongst group participants. Focus groups are ideal for beneficiary-level respondents; the format reflects a broader range of experiences with programme implementation than one-on-one interviews. For this reason, the evaluation team sampled four key groups of beneficiaries with valuable insight on the programme: men smallholder farmers, women smallholder farmers with at least one infant (age 0–59 months), women smallholder farmers with at least one primary school aged child, and out-of-school adolescents targeted for the socio-economic reintegration interventions. These FGDs covered topics such as livelihoods, family and child nutrition and health, peace and conflict, and the capacity of community services and institutions.

48. The evaluation team convened separate focus groups for female and male smallholder farmers to ensure that participants felt comfortable fully participating. While adhering to our strict ethical guidelines, the evaluation team instructed data collectors to purposefully recruit participants experience an array of vulnerabilities such as households with a family member living with a disability. As the team did not collect demographic data of qualitative participants, it is unclear the extent to which such groups were present in FGDs. Further, qualitative methods are traditionally limited in their representativeness and cannot fully achieve participation of all dimensions of equity. For this evaluation, the evaluation team focused on using qualitative data collection to explore the perspectives of key vulnerable groups (e.g., women farmers, out of school adolescents) relevant to the evaluation.

49. **Participatory approaches during FGDs.** Participatory learning and action approaches focus on enabling and empowering participants to share their knowledge and experience by “handing over the stick” to participants.<sup>2</sup> These approaches are particularly well suited for research involving marginalized, vulnerable, or underrepresented groups, and these methods were an important data collection tool for evaluating the JRP. The evaluation team incorporated two participatory approaches, adapted to the target respondent and to topics relevant to JRP, as depicted in Table 3. These activities proved useful for helping participants feel comfortable, allowing them to share their perspectives in a more equitable way, and eliciting useful information relevant to the evaluation questions.

**Table 3: Participatory approaches used during FGDs with JRP participants**

Participatory Approach	Description	Purpose for the Evaluation
<b>Problem trees</b>	Participants analyse a particular phenomenon or outcome (tree trunk) by elaborating the causes (roots) and broader impact (branches) of the phenomenon.	Problem trees were used during FGDs with (male and female) smallholder farmers to record respondent perceptions of the causes and impacts related to community-level conflict.
<b>Card ranking and scoring exercises</b>	Participants categorize a set of cards to depict their perceptions and choices of the topics depicted on the cards.	Ranking and scoring were used during FGDs with out-of-school adolescents to engage them in a ranking of the accessibility and profitability of livelihood opportunities (which were listed on cards) in their communities.

<sup>2</sup> Chambers, R. (2002). Relaxed and participatory appraisal: Notes on practical approaches and methods for participants. *Institute of Development Studies, University of Sussex*. [http://courses.washington.edu/pbaf531/Chambers\\_PRA\\_Notes.pdf](http://courses.washington.edu/pbaf531/Chambers_PRA_Notes.pdf)

50. **Qualitative analysis.** All data from interviews and focus groups was coded and analysed using the NVivo qualitative software programme. Following QulP, the evaluation team, which is separate from the data collection team, created a preliminary coding structure based on the evaluation questions, interview and focus group protocols, and memos of ideas that emerge during data collection. The evaluation team organized the coding framework according to the evaluation criteria on coherence, relevance, effectiveness, impact, and sustainability. The outline was further modified as new themes and findings emerged during data analysis, for instance, through the addition of new nodes to capture aspects of implementation emphasized by organizational respondents. A list of definitions for the codes accompanied the outline to ensure that multiple coders could use the same standards to categorize data. After inputting the raw data into NVivo, coders selected a sample of interviews to double code to ensure interrater reliability. The team then coded the data as per the thematic structure. During this process of data reduction, researchers characterized the prevalence of responses, examined differences amongst groups, and identified key findings and themes related to the evaluation questions. The qualitative researchers then discussed and compared findings amongst themselves, before triangulating with the quantitative researchers to ensure the validity of the findings.

51. To analyse the participatory activities, data enumerators collected and shared photos of the activity results. Analysts on the evaluation team then tabulated the results of the card scoring to generate an average score for each of the livelihood activities included in the activity. For the problem trees, the evaluation team conducted a content analysis to produce findings about the prevalence of perceptions related to conflict.

52. **Triangulation.** The evaluation team triangulated findings from the quantitative assessment, desk review of secondary data, and qualitative approach when responding to the evaluation questions. This process took place through several, iterative triangulation meetings whereby the quantitative and qualitative team members shared emerging findings, posed questions to one another, and ensured the coherence of the findings. Overall, the quantitative and qualitative methods are weighted equally and are considered to complement each other in terms of creating a more comprehensive set of findings on the programme. For example, quantitative methods are typically better suited to answering questions about what happened, whereas qualitative methods can better answer why or how something happened. In case of contradicting findings between various data sources, the evaluation team sought further information to corroborate the findings, but both are still incorporated in the findings.

53. **Inclusive and gender-responsive approach.** In alignment with AIR's mission to contribute to a better, more equitable world, the organization emphasizes using an inclusive and gender-responsive approach in all work. This approach implicates various steps in the evaluation process, from framing the research questions to designing the data collection and collecting the data to analysing and disseminating the results.

54. For this evaluation, the evaluation team incorporated gender, human rights, disability inclusion, and equity implications within the evaluation tools, for instance, by collecting data on these aspects of participant demographics in the survey and by asking about differential impacts of the programme in the qualitative data collection. In terms of sampling, the evaluation aimed to purposefully sample beneficiaries reflecting the ethnic, linguistic, socioeconomic, and gender diversity of the JRP beneficiary population, while also ensuring participant security during data collection. In addition, the data was *collected* in a gender-sensitive way which considered the gender-based risks that women and female youth may face when participating in—or serving as respondents during—the data collection processes. For example, qualitative focus groups were gender-separated. The evaluation also incorporated participatory approaches to empower respondents during the research process and elicit nuanced perceptions and experiences. Finally, a gender-responsive approach requires gender-focused data analysis. Data should be analysed by gender, age, and other important identifying characteristics that relate to gender inequality and power imbalances. The findings presented in this report have disaggregated data and results by gender and age whenever possible to examine differential impacts by these characteristics. These subgroup analyses help to ensure that nuanced outcomes are observed (e.g., outcomes that are observed only for a subpopulation, or outcomes that are substantially larger for a subpopulation than for the overall sample) and will aid in the examination of equity and human rights outcomes resulting from the JRP programme.

## **Additional ethical considerations**

55. Besides compliance with ethical considerations which are discussed in section 1.4, the evaluation team also took some additional measures to ensure that the data was collected in accordance with best practices of research in conflict-affected areas and ensuring inclusivity.

56. **Research in conflict-affected states.** The World Bank (2021a) classifies the DRC as a fragile and conflict-affected situation of medium intensity. The conditions in fragile and conflict-affected situations such as these require that ethical protocols undertake consideration of the vulnerabilities that participants face. Vulnerabilities may include heightened risk of mental and physical distress, potential for suffering consequences as a result of participating in the research, high risk of social stigmatization, and greater power differentials between the participant and researchers (Ford et al., 2009). Such conditions require that informed consent, anonymity, data protection, and the risks of participation be carefully considered, discussed, and refined in the ethical review process.

57. **Ensuring inclusivity and building trust during data collection.** Ensuring that a diverse spectrum of respondents—especially the most disadvantaged and powerless—participate in the research is critical to the integrity of the evaluation. Enabling a diverse group of programme participants to articulate their opinions and aspirations is critical to ensuring that the research yields accurate, complete, and reliable data (UNHCR, 2010). It is imperative for the research not only to account for the perspectives of the gatekeepers of any one community but to find ways to represent the experiences of vulnerable and disenfranchised groups (e.g., women and girls, individuals with disabilities). AIR and Dalberg have ample experience in collecting data from vulnerable groups and will ensure that the evaluation includes a diverse and representative sample of the evaluation population, for instance, by randomly selecting participants, when at all possible.

58. Furthermore, when conducting research with people who have been affected by conflict, it can be difficult to establish rapport and build trust. To participate fully, respondents must trust the facilitator or enumerator, feel safe and secure in the location of the interview, and fully understand and agree to the purpose and use of the research. Although building trust and a sense of safety can be difficult, particularly when discussing sensitive issues such as conflict and gender and in contexts where trust in outsiders is low, taking concrete measures to do so is vital for successful evaluations. Once it is determined that research in a given context will be safe for all concerned, it is important to ensure that the following take place:

- Intended evaluation participants are approached through gatekeepers whom they find trustworthy.
- The members of the evaluation team who are interacting with these participants and the broader community have characteristics (for example, age, linguistic skills, cultural and ethnic background, gender) that help people feel safe and that they can communicate openly.
- These team members are aware of sensitivities and are highly trained in ways to gain and maintain the trust of participants.
- The setting for data collection is viewed by participants as safe and appropriate (e.g., female participants not alone with male enumerators, minors never out of sight or hearing of responsible adults while interacting with the evaluation team, interviews taking place where responses will not be overheard, FGDs conducted separately for male and female participants).
- The nature of the evaluation and its activities are transparent to the broader community and to individual participants.

59. The evaluation team will make certain that these conditions are met to ensure the comfort of participants. Where possible the evaluation team worked with local enumerators and translators who speak the languages and understand the cultures of the evaluation populations to increase trust and comfort.

60. **Ensuring data security.** Respondents in fragile contexts are often particularly vulnerable to a potential loss of confidentiality. AIR follows a series of steps to help ensure that all data collected in the field are secure. After the signing of this contract, the research team submitted a data governance plan that guided data security throughout the evaluation. All data collected were de-identified by the enumerators, so that no names or other personal information were included on the transcripts or survey data. When transmitting files digitally, all files were encrypted and password-protected. During the data analysis phase, access to the data has been limited to approved members of the evaluation team.

## Annex 4. Evaluation matrix

61. The evaluation matrix below presents key evaluation questions by OECD-DAC criteria, as well as sub-questions, indicators and data sources and analysis. The questions as well as the criteria were refined during the inception phase and reviewed by the ERG and relevant stakeholders.

Evaluation Questions	Criteria		
<b>Relevance:</b> To what extent and how do the programme objectives and design respond to the needs, policies, and priorities of beneficiaries at the national, provincial, community, household, and individual levels, and do they continue to do so if circumstances change?			
Sub-questions	Indicators	Data collection method/data source	Data analysis methods/ triangulation
1.1 To what extent are the project results relevant to the strategic priorities of the country, the donor, and the implementing agencies?	<ul style="list-style-type: none"><li>Perceived relevance of JRP for the government/donors/implementers</li></ul>	<ul style="list-style-type: none"><li>FGDs with WFP FAO, UNICEF staff</li><li>KIIs with government and implementing NGOs</li><li>Document review</li></ul>	Transcripts coded and analysed in NVivo for perceived relevance of JRP  Synthesis of government, donor, and implementer policy documents  Comparison of policy priorities and JRP results
1.2 To what extent and how has the multisectoral approach to implementing the resilience programme helped to achieve the objectives (outputs, outcomes, and impacts) assigned to the programme?	<ul style="list-style-type: none"><li>Perceived success of multisectoral approach</li><li>Alignment of various components (sectors) with overall objectives</li></ul>	<ul style="list-style-type: none"><li>FGDs with WFP, FAO, UNICEF staff</li><li>KIIs with government and implementing NGOS</li><li>Document review</li></ul>	Transcripts coded and analysed in NVivo for perceived relevance of the multisectoral approach  Synthesis of programme documents

1.3 To what extent is the programme as a whole (multisectoral approach) and its various components aligned with building resilience at the community and household levels?	<ul style="list-style-type: none"> <li>Perceived alignment of JRP components and goals with resilience at community and household levels.</li> <li>Extent to which the programme has been aligned with environmental and social sustainability plans</li> </ul>	<ul style="list-style-type: none"> <li>FGDs with WFP, FAO, UNICEF staff</li> <li>KIIs with government and implementing NGOs</li> <li>KIIs and FDGs with beneficiaries</li> <li>Document review</li> </ul>	<p>Transcripts coded and analysed in NVivo for perceived relevance of the multisectoral approach</p> <p>Examine differences between groups (e.g., female farmers)</p> <p>Synthesis of programme documents and relevant resilience research</p>
1.4 To what extent and how does the programme address the needs of beneficiary households and communities in terms of capacity-strengthening for agricultural production, improved access to markets, agricultural technologies and inputs, basic social services, instruction for women (literacy), and development of income-generating activities?	<ul style="list-style-type: none"> <li>Extent to which beneficiaries felt JRP helped to strengthen capacity for agricultural production, improve access to markets, agricultural technologies and inputs, and basic social services, provide instruction for women (literacy), and develop income-generating activities</li> </ul>	<ul style="list-style-type: none"> <li>KIIs and FDGs with beneficiaries</li> <li>KIIs with teachers, health workers, parent-teacher association (COPA) members</li> <li>Document review</li> </ul>	<p>Transcripts coded and analysed in NVivo for beneficiary household and community needs</p> <p>Examine differences between groups</p> <p>Comparison of beneficiaries' reported needs and JRP design</p>
<b>Effectiveness:</b> To what extent and how has the resilience programme achieved its objectives and results, including differential results between groups?			
Sub-questions	Indicators	Data collection method/data source	Data analysis methods/ triangulation
2.1 To what extent has the programme achieved its objectives of strengthening the socio-economic resilience of smallholder farmers and vulnerable populations in targeted communities in the provinces of North and South Kivu in the areas of (a) food	<ul style="list-style-type: none"> <li>Food Insecurity Experienced Scale</li> <li>Livelihoods Coping Strategies Index</li> <li>Percentage of beneficiaries with access to market infrastructure</li> </ul>	<ul style="list-style-type: none"> <li>Household Survey</li> <li>KIIs and FDGs with beneficiaries</li> <li>Monitoring data</li> </ul>	<p>Summary statistics</p> <p>Examine differences between groups</p> <p>Transcripts coded and analysed in NVivo for</p>

security, (b) livelihoods, and (c) access to basic social services?	<ul style="list-style-type: none"> <li>Access to basic and improved WASH services</li> </ul> <p><i>Note: Indicators are disaggregated by gender where possible</i></p>		<p>perceived programme effects</p> <p>Comparison and reconciliation of quantitative and qualitative findings</p>
2.2 To what extent and how has the programme contributed to the overall objective of peace and stabilization?	<ul style="list-style-type: none"> <li>Experience with conflict</li> <li>Perceived contribution to peace and stabilization in the communities</li> </ul>	<ul style="list-style-type: none"> <li>Household Survey</li> <li>Programme reports or administrative data</li> <li>FGDs with WFP, FAO, UNICEF field staff</li> <li>KIIs with government and implementing NGOs</li> <li>KIIs with teachers, health workers, COPA members</li> <li>Monitoring data</li> </ul>	<p>Summary statistics</p> <p>Transcripts coded and analysed in NVivo for perceived programme effects</p> <p>Examine differences between groups</p> <p>Comparison and reconciliation of quantitative and qualitative findings</p>
2.3 To what extent has the programme strengthened organizational, individual, and institutional capacities to achieve results?	<ul style="list-style-type: none"> <li>Participation in community groups</li> <li>access to markets and services (e.g. storage facilities)</li> </ul>	<ul style="list-style-type: none"> <li>Household Survey</li> <li>Programme reports or administrative data</li> <li>FGDs with WFP, FAO, UNICEF staff</li> <li>KIIs with government and implementing NGOs</li> <li>Monitoring data</li> </ul>	<p>Summary statistics</p> <p>Transcripts coded and analysed in NVivo for perceived programme effects</p> <p>Examine differences between groups (e.g., female farmers)</p> <p>Comparison and reconciliation of quantitative and qualitative findings</p>



2.4 Have the programme's interventions led to improved knowledge and the adoption of practices conducive to a diversified diet, health, natural resource management, improved farming practices and diversification of income sources?	<ul style="list-style-type: none"> <li>Percentage/perception of beneficiaries adopting food conservation techniques</li> <li>Change in number of income sources</li> <li>Adoption of healthy maternal and child feeding practices</li> <li>Use of exclusive breastfeeding for children under 6 months</li> </ul>	<ul style="list-style-type: none"> <li>Household Survey</li> <li>KIIs and FGDs with beneficiaries</li> <li>Secondary studies</li> <li>Monitoring data</li> </ul>	<p>Summary statistics</p> <p>Transcripts coded and analysed in NVivo for perceived programme effects</p> <p>Examine differences between groups</p> <p>Comparison and reconciliation of quantitative and qualitative findings</p>
<b>Efficiency:</b> To what extent and how were financial resources, human resources, and supplies sufficient (quantity), adequate (quality), economically distributed/deployed, and timely?			
Sub-questions	Indicators	Data collection method/data source	Data analysis methods/ triangulation
3.1 To what extent did partnerships reduce programme implementation costs?	<ul style="list-style-type: none"> <li>Perceived success of partnerships in reducing costs</li> <li>Extent of integrated programme delivery and convergence on beneficiaries</li> </ul>	<ul style="list-style-type: none"> <li>FGDs with WFP, FAO, UNICEF staff</li> <li>KIIs with implementing NGOs</li> <li>Programme reports or administrative data</li> <li>Monitoring data</li> </ul>	<p>Transcripts coded and analysed in NVivo for perceived cost-effectiveness</p> <p>Examine differences between groups</p> <p>Synthesis of programme documents</p>
3.2 Were there alternative strategies that could have been implemented to achieve the same level of results, but at a lower cost?	<ul style="list-style-type: none"> <li>Perceptions of stakeholders on alternatives</li> <li>Alternatives considered during programme design</li> </ul>	<ul style="list-style-type: none"> <li>FGDs with WFP, FAO, UNICEF staff</li> <li>KIIs with implementing NGOs</li> </ul>	<p>Transcripts coded and analysed in NVivo for perceived cost-effectiveness</p>

		<ul style="list-style-type: none"> <li>Programme reports or administrative data</li> </ul>	Characterizing the prevalence of responses  Examine differences between groups  Synthesis of programme documents
3.3 Were the various monitoring and evaluation strategies adapted to measure the results of the approach, enabling adjustments to be made to programme implementation? And how could they be improved?	<ul style="list-style-type: none"> <li>Gaps in current monitoring strategies identified</li> <li>New methods implemented due to monitoring processes</li> </ul>	<ul style="list-style-type: none"> <li>FGDs with WFP, FAO, UNICEF staff</li> <li>KIIs with implementing NGOs</li> </ul>	Transcripts coded and analysed in NVivo for perceived effectiveness of monitoring systems  Synthesis of programme documents
<b>Impact:</b> To what extent and how has the programme generated significant positive or negative, intended or unintended, higher-level effects?			
Sub-questions	Indicators	Data collection method/data source	Data analysis methods/triangulation
4.1 Has the programme made a significant contribution to the results observed?	<ul style="list-style-type: none"> <li>Perceived contribution of JRP on key outcomes</li> <li>Estimated change over time between endline and recall values for key outcomes</li> </ul>	<ul style="list-style-type: none"> <li>KIIs and FGDs with beneficiaries</li> <li>KIIs with teachers, health workers, COPA members</li> <li>Household survey</li> <li>Secondary data review</li> </ul>	Transcripts coded and analysed in NVivo for perceived programme impacts  Summary statistics  Examine differences between groups (e.g., female farmers, youth)  Comparison and reconciliation of quantitative and qualitative findings

4.2 Why did the result(s) occur? And how is this linked to the influence of the programme?*	<ul style="list-style-type: none"> <li>Attributed reasons for change in key outcomes</li> <li>Perceived mechanisms of change, according to beneficiaries</li> <li>Perceived contribution of JRP on key outcomes by beneficiaries</li> </ul>	<ul style="list-style-type: none"> <li>KIIs and FGDs with beneficiaries</li> <li>KIIs with teachers, health workers, COPA members</li> <li>FGDs with WFP, FAO, UNICEF field staff</li> <li>Programme reports or administrative data</li> </ul>	<p>Transcripts coded and analysed in NVivo for perceived programme impacts</p> <p>Examine differences between groups</p> <p>Synthesis of programme documents</p> <p>Comparison and reconciliation of quantitative and qualitative findings</p>
4.3 Are there indications that factors/interventions other than those of the resilience programme contributed to improving the resilience of the smallholder food system and of agricultural production, guaranteeing good nutrition?	<ul style="list-style-type: none"> <li>Other interventions mentioned by stakeholders during the programme period</li> <li>Socio-economic or environmental factors affecting smallholder farmers</li> <li>Other interventions within programme area</li> </ul>	<ul style="list-style-type: none"> <li>KIIs and FGDs with beneficiaries</li> <li>KIIs with teachers, health workers, COPA members</li> <li>Document review</li> <li>Secondary data review</li> </ul>	<p>Transcripts coded and analysed in NVivo for perceived programme impacts</p> <p>Examine differences between groups</p> <p>Synthesis of programme documents and relevant resilience research</p>
<b>Sustainability:</b> To what extent do the net benefits continue, or are likely to be sustained, after programme closure?			
Sub-questions	Indicators	Data collection method/data source	Data analysis methods/triangulation
5.1 Has the programme implemented measures and mechanisms (strategic, budgetary, and operational) to ensure that activities requiring financial resources can continue in the future without BMZ-KfW support?	<ul style="list-style-type: none"> <li>Existence of operational plans for the transition of the JRP from BMZ-KfW to the government</li> </ul>	<ul style="list-style-type: none"> <li>Programme reports or administrative data</li> </ul>	<p>Transcripts coded and analysed in NVivo for perceived sustainability</p>

	<ul style="list-style-type: none"> <li>Existence of funding plans for the programme into the government budget</li> </ul>	<ul style="list-style-type: none"> <li>FGDs with WFP, FAO, UNICEF staff</li> <li>KIIs with government representatives</li> </ul>	Synthesis of programme documents
5.2 Has the programme identified the major risks that could threaten sustainability and put in place conditions and mechanisms to manage these risks?	<ul style="list-style-type: none"> <li>Anticipated challenges or obstacles to continuing JRP components or sustaining results</li> </ul>	<ul style="list-style-type: none"> <li>Programme reports or administrative data</li> <li>FGDs with WFP, FAO, UNICEF staff</li> </ul>	<p>Transcripts coded and analysed in NVivo for perceived sustainability</p> <p>Synthesis of programme documents</p>
5.3 How have beneficiary communities and institutional partners appropriated the programme and its achievements?	<ul style="list-style-type: none"> <li>Extent of incorporation of programme achievements into institutional communication</li> </ul>	<ul style="list-style-type: none"> <li>Programme reports or administrative data</li> <li>FGDs with WFP, FAO, UNICEF staff</li> <li>KIIs with government representatives</li> </ul>	<p>Transcripts coded and analysed in NVivo for perceived sustainability</p> <p>Synthesis of programme documents</p>
5.4 Are internal and external factors influencing the adoption of the resilience programme and its components by beneficiaries and other stakeholders?	<ul style="list-style-type: none"> <li>Extent of community participation, ownership, and support for JRP</li> <li>Identified obstacles that influence adoption of the JRP</li> </ul>	<ul style="list-style-type: none"> <li>KIIs and FGDS with beneficiaries</li> <li>KIIs with teachers, health workers, COPA members</li> <li>FGDs with WFP, FAO, UNICEF field staff</li> </ul>	<p>Transcripts coded and analysed in NVivo for perceived sustainability</p> <p>Examine differences between groups</p>
5.5 Are the effects or changes observed likely to induce other hoped-for changes?	<ul style="list-style-type: none"> <li>Alignment of results with Theory of Change pathways</li> <li>Unintended environmental or social effects</li> </ul>	<ul style="list-style-type: none"> <li>Household survey</li> <li>Programme reports or administrative data</li> </ul>	<p>Summary statistics</p> <p>Examine differences between groups</p> <p>Comparison and reconciliation of desk</p>

			review and quantitative findings
<b>Coherence:</b> To what extent and how do the WFP, FAO, and UNICEF interventions produce results that are mutually reinforcing (cross-fertilizing)—internal coherence—and complementary to those implemented by other partners (NGOs, United Nations agencies) and government structures—external coherence?			
Sub-questions	Indicators	Data collection method/data source	Data analysis methods/ triangulation
6.1 Are programme interventions complementary and coordinated to achieve the objectives of the humanitarian–development–peace nexus approach?	<ul style="list-style-type: none"> <li>Perceived alignment between humanitarian and development objectives of WFP, FAO, UNICEF, and other stakeholders</li> <li>Existence of explicit coordination plan</li> </ul>	<ul style="list-style-type: none"> <li>FGDs with WFP, FAO, UNICEF field staff</li> <li>KIIs with government and implementing NGOs</li> <li>Programme reports or administrative data</li> </ul>	<p>Transcripts coded and analysed in NVivo for perceived effectiveness of coordination</p> <p>Synthesis of programme documents</p>
6.2 How have peace-building activities contributed to strengthening the resilience of the health, nutrition, education, agriculture, and other non-agricultural income-generating sectors?	<ul style="list-style-type: none"> <li>Perceived contribution of peace-building activities to other resilience outcomes</li> </ul>	<ul style="list-style-type: none"> <li>Household survey</li> <li>KIIs and FGDs with beneficiaries</li> <li>KIIs with teachers, health workers, COPA members</li> </ul>	<p>Summary statistics</p> <p>Transcripts coded and analysed in NVivo for perceived effects</p> <p>Comparison and reconciliation of desk review and quantitative findings</p>
6.3 Do partners' interventions complement those implemented by other partners and governments to reach the most vulnerable?	<ul style="list-style-type: none"> <li>Perceived alignment between partner components and other efforts reaching the most vulnerable</li> </ul>	<ul style="list-style-type: none"> <li>FGDs with WFP, FAO, UNICEF staff</li> <li>KIIs with government representatives</li> <li>Programme reports or administrative data</li> </ul>	<p>Transcripts coded and analysed in NVivo for complementarity of interventions</p> <p>Synthesis of programme documents</p>

<b>Gender, Human Rights, Equity &amp; Inclusion:</b> How and to what extent has the programme contributed to the dimensions of gender, human rights, and equity?			
<b>Sub-questions</b>	<b>Indicators</b>	<b>Data collection method/data source</b>	<b>Data analysis methods/ triangulation</b>
7.1 Is the targeting of interventions, including beneficiaries, and the choice of modalities and values to be transferred based on relevant analyses? And were there any unintended effects from targeting these beneficiaries?	<ul style="list-style-type: none"> <li>• Perception of programme design features such as modality and value</li> <li>• Existing evidence on design features such as modality and value</li> <li>• Perception of exclusion and inclusion error of currently targeted beneficiaries</li> </ul>	<ul style="list-style-type: none"> <li>• FGDs with WFP, FAO, UNICEF staff</li> <li>• Programme reports or administrative data</li> <li>• Document review</li> <li>• KIIs with implementing NGOs</li> </ul>	<p>Transcripts coded and analysed in NVivo for design considerations</p> <p>Synthesis of programme documents</p>
7.2 Has the programme strategically, programmatically, and operationally analysed and managed risks and opportunities, e.g., related to the contextual dynamics of the areas of intervention, protection, and gender?	<ul style="list-style-type: none"> <li>• Existence of risk assessment and/or risk mitigation strategies for programme implementation</li> </ul>	<ul style="list-style-type: none"> <li>• FGDs with WFP, FAO, UNICEF staff</li> <li>• KIIs with government and implementing NGOs</li> <li>• Programme reports or administrative data</li> </ul>	<p>Transcripts coded and analysed in NVivo for design considerations (including adaptive learning)</p> <p>Synthesis of programme documents</p>
7.3 Have gender, human rights, and equity principles been duly integrated into programme design, implementation, equitable participation, and capacity-strengthening?	<ul style="list-style-type: none"> <li>• Explicit integration of gender, human rights, and equity principles in programme design</li> <li>• Perceived support of integration of gender, human rights, and equity principles in implementation</li> </ul>	<ul style="list-style-type: none"> <li>• FGDs with WFP, FAO, UNICEF staff</li> <li>• KIIs with government and implementing NGOs</li> <li>• Programme reports or administrative data</li> </ul>	<p>Transcripts coded and analysed in NVivo for design considerations</p> <p>Synthesis of programme documents</p>



7.4 To what extent and how has the programme empowered women and young people and reduced inequalities that prevent girls, women, vulnerable people and/or others from various social strata from participating?*	<ul style="list-style-type: none"> <li>• Women's Empowerment in Agriculture (WEAI) score</li> <li>• Percentage of management positions held by women in community-based organizations</li> <li>• Perceived contribution to empowerment of women and young people</li> <li>• Perceived success of enabling girls, women, and other vulnerable people into programme components</li> <li>• Perceived decision-making power</li> </ul>	<ul style="list-style-type: none"> <li>• Household Survey</li> <li>• Programme reports or administrative data</li> <li>• KIIs and FGDs with beneficiaries</li> </ul>	<p>Summary statistics</p> <p>Transcripts coded and analysed in NVivo for perceived programme effects</p> <p>Examine differences between groups</p> <p>Comparison and reconciliation of quantitative and qualitative findings</p>
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Note: questions marked with an \* are adaptations from the original ToR. The adjustments focused on consolidating questions with expected overlap and categorizing gender-related questions under one criterion

## Annex 5. Fieldwork agenda

62. The data collection process started on 14<sup>th</sup> June 2024 to 25<sup>th</sup> June 2024 for quantitative data collection, while for the qualitative team the last interviews were done on 19<sup>th</sup> July 2024. Prior to this the field coordinators had been part of a training of the trainers, and all enumerators participated in an in-person training in Bakavu followed by a pilot.

Days/dates	Team member	Locations/sites	Stakeholders
<b>June 5-9</b> Enumerator Training including pilot	Cody Bock/Hannah Ring  Marlous de Milliano Dalberg	Virtual/ Bakavu	Dalberg enumerators, representatives from WFP  AIR team members will be virtual leading the training of the trainers and assisted with the enumerator training.
<b>Jun 11-June 21</b> National and regional level stakeholder interviews	Hannah Ring  Cody Bock Dalberg – qualitative team	Virtual	HQ, regional level and country office representatives of WFP, FAO and UNICEF.  NGOs and government representatives.
<b>June 14-25</b> Quantitative Data Collection	Dalberg – quantitative team	South Kivu  Team 1: Kalehe (Bushushu, Kasheke1, Mukwija, Nyabibwe, Tshofi)  Team 2: Mwenga (Kalole 1, Kataraka, Kitamba, Nyamona)  Team 3: Uvira (Lubarika, Luvungi Sange, Uvira)  Team 4: Walungu (Kaniola center, Mulamba, Izege)	Household members (e.g. household head, primary female caregivers).
<b>June 14- July 19</b> Qualitative Data Collection	Dalberg – qualitative team	South Kivu: Mwenga, Walungu, Uvira and Kalehe	Smallholder farmers, teachers, COPA, community health workers, out-of-school adolescents.

# Annex 6. Findings, conclusions and recommendations mapping

Recommendation	Conclusions	Findings
<b>Recommendation 1:</b> Consider the level of accessibility and stability needed for full implementation of activities.	<b>Conclusion 1</b>  Appears under <b>effectiveness</b> (both in the executive summary and conclusion)	Findings appear under EQ 2.1
<b>Recommendation 2:</b> Consider focusing on a smaller number of interventions to ensure that all are implemented fully and that beneficiaries receive multiple complementary interventions as opposed to just one.  Select activities that are the most promising in terms of building resilience. While the evaluation did not assess all interventions, the ET observed that the following activities showed the most promise: the agricultural and vocational trainings, support for IYCF and maternal nutrition, access to market and storage.	<b>Conclusion 9,</b>  Appears under <b>coherence</b> (both in the executive summary and conclusion)	Findings appear under EQ 6.1
<b>Recommendation 3.</b> Increase coverage of peacebuilding activities (beyond specific individuals or groups) or develop a protocol for wider dissemination across the community.	<b>Conclusion 2, 4, 8, 11</b>  Appears under <b>effectiveness</b> (both in the executive summary and conclusion)	Findings appear under EQ 2.2
<b>Recommendation 4.</b> Align evaluation strategies across agencies based on shared learning objectives and include elements of convergence to increase learning across organization.  Align M&E strategies and adopt unique identifiers across activities so that programme convergence can be tracked at the household level.	<b>Conclusion 5, 6, 7, 8, 10</b>  Appears under <b>efficiency</b> (both in the executive summary and conclusion)	Findings appear under EQ 3.3
<b>Recommendation 5.</b> Ensure sustainability of the JRP by increasing government ownership and participation within the programme's	<b>Conclusion 8</b>	Findings appear under EQs 5.1-5.4

Recommendation	Conclusions	Findings
sustainability strategy. Include further details within the sustainability strategy on how to mitigate the effects of shocks.	Appears under <b>sustainability</b> (both in the executive summary and conclusion)	
<p><b>Recommendation 6:</b> Select crops based on value chain analysis that identify those that are the most financially beneficial and viable for the region to promote in agricultural training.</p> <p>Broaden the focus of livelihood and income generating activities by including more non-agricultural opportunities and ensure that vocational trainings align with the sectors/vocations perceived to be most accessible and profitable.</p>	<p>Conclusion 1, 2, 4</p> <p>Appear under <b>relevance</b> (both in the executive summary and conclusion)</p>	Findings appear under EQ 1.4.
<b>Recommendation 7:</b> Reinforce farmers' knowledge and practice in natural resource management and climate resilient agricultural production in South Kivu (and North Kivu if feasible).	<p><b>Conclusion 1, 3, 4, 8</b></p> <p>Appears under <b>sustainability</b> (both in the executive summary and conclusion)</p>	Findings appear under EQ 5.4
<b>Recommendation 8.</b> Adjust procedures to facilitate the timely flow down of funds for implementation and to accelerate the approval process for expenditures to NGO partners to avoid any delays with financing the implementation of activities. For instance, explore options to allow for pre-financing at the start of implementation; and ensure that the reimbursement process is clear to implementing partners so that they are aware of the timing when claims should be submitted.	<p><b>Conclusion 6</b></p> <p>Appears under <b>efficiency</b> (both in the executive summary and conclusion)</p>	Findings appear under EQ 3.1
<b>Recommendation 9.</b> Establish a coordination mechanism (for example, regular meetings or a WhatsApp group) for NGO partners at the community level to get to know one another, coordinate activities, and reduce duplication of effort.	<p><b>Conclusion 9</b></p> <p>Appears under <b>coherence</b> (both in the executive summary and conclusion)</p>	Findings appear under EQ 6.1
<b>Recommendation 10.</b> Increase communication and transparency around the JRP's targeting rationale at the community level including beneficiaries and other (non-beneficiary) community members.	<p><b>Conclusion 11</b></p> <p>Appears under <b>gender, human rights, equity and inclusion</b> (both in the executive summary and conclusion)</p>	Findings appear under EQ 7.1

Recommendation	Conclusions	Findings
<p><b>Recommendation 11.</b> Develop a structured approach for including vulnerable populations such as persons with disabilities, elderly, extremely poor within programme targeting (e.g. by adding identifiers in beneficiary targeting lists) and ensure that accommodations are provided if needed to guarantee equitable access to the activity.</p>	<p><b>Conclusion 11</b></p> <p>Appears under <b>gender, human rights, equity and inclusion</b> (both in the executive summary and conclusion)</p>	<p>Findings appear under EQ 7.3</p>
<p><b>Recommendation 12.</b> Continue efforts to increase women's access to credit through further supporting VSLAs to enhance women's resource empowerment.</p>	<p><b>Conclusion 12</b></p> <p>Appears under <b>gender, human rights, equity and inclusion</b> (both in the executive summary and conclusion)</p>	<p>Findings appear under EQ 7.4</p>

## Annex 7. Key informants' overview

Participants of Inception Stakeholder Meeting	
Organization	Programme Area
WFP	Evaluation Manager - JRP
WFP	JRP Interagency coordination in Goma
WFP	Resilience programme in Goma
WFP	Resilience programme in Goma
WFP	Resilience programme in Goma
WFP	Resilience programme in Goma
WFP	Resilience programme in Goma
UNICEF	Evaluation specialist

Organizational Stakeholders Interviewed for Data Collection			
Respondent(s)	Location	KII or FGD	No. of participants
1. Headquarters-level staff at FAO	Virtual	KII	1
2. Headquarters-level staff at UNICEF	Virtual	KII	1
3. Headquarters-level staff at UNICEF	Virtual	KII	1
4. Regional-level staff at WFP	Virtual	KII	1
5. Country-level staff from FAO, UNICEF, and WFP	Virtual	FGD	10
6. Field-level staff from UNICEF	Virtual	KII	1
7. Field-level staff from WFP	Virtual	KII	1
8. Field-level staff from FAO	Virtual	FGD	3
9. Staff member at NGO partner (sub to UNICEF)	Virtual	KII	1



10. Staff member at NGO partner (sub to FAO)	Virtual	KII	1
11. Staff member at NGO partner (sub to FAO)	Virtual	KII	1
12. Staff member at NGO partner (sub to WFP)	Virtual	KII	1
13. Staff member at NGO partner (sub to WFP)	Virtual	KII	1
14. Staff member at Ministry of Provincial Affairs	Virtual	KII	1
15. Staff member at Ministry of Agriculture (province)	Virtual	KII	1
16. Staff member at Ministry of Education/EPST (province)	Virtual	KII	1

Beneficiaries Interviewed for Data Collection			
Respondent(s)	Location	KII or FGD	No. of participants
1. Members of parents' committees (COPA)	Mwenga	KII	1
2. Members of parents' committees (COPA)	Walungu	KII	1
3. Members of parents' committees (COPA)	Kalehe	KII	1
4. Members of parents' committees (COPA)	Uvira	KII	1
5. Teacher	Mwenga	KII	1
6. Teacher	Uvira	KII	1
7. Teacher	Walungu	KII	1
8. Teacher	Kalehe	KII	1
9. Community health worker	Mwenga	KII	1
10. Community health worker	Uvira	KII	1
11. Community health worker	Kalehe	KII	1
12. Community health worker	Walungu	KII	1
13. Female smallholder farmer	Mwenga	KII	1
14. Female smallholder farmer	Mwenga	KII	1
15. Female smallholder farmer	Walungu	KII	1

16. Female smallholder farmer	Walungu	KII	1
17. Female smallholder farmer	Kalehe	KII	1
18. Female smallholder farmer	Kalehe	KII	1
19. Female smallholder farmer	Uvira	KII	1
20. Female smallholder farmer	Uvira	KII	1
21. Male smallholder farmer	Mwenga	KII	1
22. Male smallholder farmer	Mwenga	KII	1
23. Male smallholder farmer	Walungu	KII	1
24. Male smallholder farmer	Walungu	KII	1
25. Male smallholder farmer	Kalehe	KII	1
26. Male smallholder farmer	Kalehe	KII	1
27. Male smallholder farmer	Uvira	KII	1
28. Male smallholder farmer	Uvira	KII	1
29. Out-of-school adolescents	Mwenga	FGD	8
30. Out-of-school adolescents	Walungu	FGD	8
31. Out-of-school adolescents	Uvira	FGD	8
32. Women smallholder farmers w/ infant	Walungu	FGD	8
33. Women smallholder farmers w/ infant	Uvira	FGD	6
34. Women smallholder farmers w/ primary-school age child	Mwenga	FGD	8
35. Women smallholder farmers w/ primary-school age child	Kalehe	FGD	6
36. Men smallholder farmers	Kalehe	FGD	8
37. Men smallholder farmers	Walungu	FGD	7

## Annex 8. Overview of JRP achievements by year

63. Below are summary tables for the achievements of the JRP as provided in the programme's annual reports. The tables include results by year from the first phase of the JRP (2018-2020) and the second phase (2020-2024) of the JRP with the number of beneficiaries listed disaggregated by geography (province and territory) as well as by gender where relevant. Note that the list of activities and outputs are not exhaustive but intended to capture a portion of the diverse set of services offered in this programme.

### 2018<sup>3</sup>

Indicator	North Kivu	South Kivu	Total	Target
Number of beneficiary households registered	14 521	13 835	28 356	30 000
Percent of beneficiary households that were female headed	62%	67%	64.7%	N/A
Number of FOs registered	245	542	787	N/A
Community consultations	9	3	12	N/A

### 2019<sup>4</sup>

Indicator	North Kivu			South Kivu		Total	Target
	Nyiragongo	Masisi	Rutshuru	Kalehe	Uvira		
Number of Dimitra Clubs created	80	115	55	133	117	500	500
Number of women members of the clubs	2 024	1 807	899	2 716	2 408	9 854	9 000
Number of male members of the clubs	422	1 466	537	1 190	1 026	4 641	6 000
Percentage of women members of the clubs	83%	55%	63%	70%	70%	66%	60%
Number of VSLAs created	120	0	80	175	200	575	750
Number of VSLA members who are women	2 630	N/A	1 479	3 668	3 517	11 294	15 000
Number of VSLA members who are men	769	N/A	773	1 318	2 456	5 316	3 750

<sup>3</sup> WFP, FAO, and UNICEF. 2018. Transitional Development through Agricultural Value Chains and Livelihood Recover and Diversification Project 2018-2020: Annual Report 2018 [Project Document]. WFP, FAO, and UNICEF.

<sup>4</sup> WFP, FAO, and UNICEF. (2019). Stabilization of the Post-Conflict Priority Areas of the DRC: Transitional Development Through Agricultural Value Chains and Livelihood Recovery And Diversification Project (2017-2020): Annual Report 2019 [Project Document]. WFP, FAO, and UNICEF.

Indicator	North Kivu			South Kivu		Total	Target
	Nyiragongo	Masisi	Rutshuru	Kalehe	Uvira		
Ha of land reforested	0	0	0	33	12	45	750
Number of nurseries/ germinators established	3	3	2	5	1	14	39
Kg of seeds planted	12	18	12	40	32	114	N/A
Number of FFS established	27	57	18	123	120	345	N/A
Number of female members of FFS planting A 2020	69.8%	70.3%	53.3%	72.4%	70.8%	69.2%	N/A
Total number of FFS members in planting season A 2020	885	1 658	1 214	3 439	3 468	10 664	N/A
Number of FOs assisted in seed multiplication	91	107	50	110	120	478	478
Quantities of beans seeds distributed in Kgs (planting season B 2019 & A 2020)	4 240	4 640	1 150	4 925	883	15 838	15 838
Quantities of basic peanut seeds distributed in kg (season B 2019 et A 2020)	0	0	0	1 549	4 865	6 414	6 414
Quantities of nucleus maize seeds distributed in kg (season B 2019 & A 2020)	2 780	4 230	1 720	0	1 880	10 610	10 610
Quantities of basic soybean seed in kg distributed (season B 2019 & A 2020)	1 055	1 605	640	0	0	3 300	3 300
Quantities of rabbits distributed	0	0	0	212	0	2 490	6 000
Quantities of chicken distributed	0	0	0	937	1 341		
Number of beneficiaries supported in small ruminants breeding	0	0	0	255	302	557	1000

**2020:**<sup>5</sup> A target column was not included in this table as targets for these activities were not provided in the annual report.

Indicator	North Kivu			South Kivu		Total
	Nyiragongo	Masisi	Rutshuru	Kalehe	Uvira	
Number of VSLAs finalized the cycle	120	0	80	175	200	575

<sup>5</sup> WFP, FAO, and UNICEF. (2020). Stabilization of the Post-Conflict Priority Areas of the DRC: Transitional Development Through Agricultural Value Chains and Livelihood Recovery And Diversification Project (2017-2020): Annual Report 2019 [Project Document]. WFP, FAO, and UNICEF.

Indicator	North Kivu			South Kivu		Total
	Nyiragongo	Masisi	Rutshuru	Kalehe	Uvira	
Number of VSLA members who are women	2 630	N/A	1 479	3 668	3 517	11 294
Number of VSLA members who are men	769	N/A	773	1 318	2 456	5 316
Number of women who developed IGA	1 935	0	586	2 054	3 166	7 741
Number of beneficiaries from reforestation	1 908	2 965	2 385	3 230	2 275	12 763
Number of FFS set up	30	37	39	145	202	453
Number of female members of FFS planting A 2020	66.7%	61.9%	69.7%	76.1%	69.9%	71.0%
Total number of FFS members in planting season A 2020	792	1 178	1 081	4 269	5 829	13 149
Quantities of rabbits distributed	0	0	0	212	0	212
Quantities of chicken distributed	0	0	0	937	1 059	1 996
Number of beneficiaries supported with livestock	0	0	0	458	260	718

64. With the introduction of UNICEF in 2020, in the first year of the second phase of the JRP, some of the activities and its beneficiaries included the following:

**2020:** It should be noted that COVID-19 prevented some activities from starting due to lack of needed supplies and to the inability for large gatherings to take place.<sup>6</sup>

Indicator	North Kivu	South Kivu		Total	Target
	Walikale	Mwenga	Walungu		
Number of FOs registered	245	147	79	471	693
Number of households reached	6 785	2 903	1 936	11 624	26 615
Number of FOs who received inputs	54	0	155	209	N/A
Kilogram of bean seed distributed (season A 2021)	4 120	0	3 490	7 610	N/A
Kilogram of maize seed distributed (season A 2021)	1 325	0	325	1 650	N/A
Kilogram of soybean seed distributed (season A 2021)	830	0	360	1 190	N/A

<sup>6</sup> WFP, FAO, and UNICEF. (2020). Strengthening the socio-economic resilience of smallholder farmers and vulnerable populations in the Democratic Republic of the Congo: Annual Report 2020 [Project Document]. WFP, FAO, and UNICEF.

**2021:**<sup>7</sup> From 2021 and onwards, the tables will only make geographic distinctions at the province level, since some activities took place in territories and others in health zones.

Indicator	North Kivu	South Kivu	Total	Target
Number of households that received vegetable seeds in season B 2021	8 500	16 432	24 932	N/A
Number of FOs who benefitted from tools and hygiene kits	415	433	848	N/A
Number of households who benefitted from tools and hygiene kits	13 315	17 285	30 635	N/A
Number of installed FFS	26	109	135	N/A
Percent of female members in FFS	63.5%	71.4%	68.6%	N/A
Percent of female learners who attended courses in literacy centres	87.6%	91.7%	89.8%	N/A
Number of children 6-59 months treated for moderate acute malnutrition (MAM)	8 334	10 154	18 488	23 319
Number of pregnant and breastfeeding women treated for MAM	6 670	9 373	16 043	15 996
Number of preschool consultations achieved	16 361	19 857	36 218	55 442
Percent of pregnant women who received iron folate during antenatal and postnatal care	34.72%	91%	62.86%	72.5%
Number of children aged 6-23 months who received prevention activities for chronic malnutrition	4 000	1 968	5 968	7 966
Number of pregnant and breastfeeding women who received prevention activities for chronic malnutrition	4 000	3 877	7 877	16 397
Number of schools reached in school feeding programmes	54	51	105	121
Number of students reached in school feeding programmes	26 986	16 929	43 915	38 000
Number of awareness and cooking demonstrations in the community	757	757	1 514	1 728
Number of awareness and culinary demonstrations in health centers	216	464	680	680

<sup>7</sup> WFP, FAO, and UNICEF. (2021). Strengthening the socio-economic resilience of smallholder farmers and vulnerable populations in the Democratic Republic of the Congo: Annual Report 2021 [Project Document]. WFP, FAO, and UNICEF.

2022<sup>8</sup>

Indicator	North Kivu	South Kivu	Total	Target
Number of households that received seeds and tools for season B 2022	13 261	8 377	21 638	N/A
Percent of households that received seeds and tools for season B 2022 that were headed by women	57.7%	64.3%	60.3%	N/A
Number of FFS set up	48	113	161	N/A
Percent of FFS participants who were female	64.3%	69.7%	68.1%	N/A
Number of FOs trained in agricultural practices and handling post-harvest losses	663	443	1 106	N/A
Percent of female FO members trained in agricultural practices and handling post-harvest losses	61.4%	67.5%	63.3%	N/A
Number of learners attending functional literacy courses	2 272	1 992	4 264	4 312
Percent female learners attending functional literacy courses	87.8%	91.9%	89.7%	N/A
Number of out-of-school adolescents benefitting from vocational/professional training	375	705	1075	1205
Number of VSLA created	170	250	420	N/A
Percent of female participants in VSLAs	68.0%	70.2%	69.3%	N/A
Number of children aged 6-59 months treated for MAM	8 695	19 625	28 320	38 594
Number of pregnant and breastfeeding women and girls treated for MAM	5 132	13 880	19 012	26 946
Quantity of nutrition products to treat acute and chronic malnutrition (MT)	578.964	609.614	1 188.578	2 346.074
Number of children age 6-23 months reached in prevention of chronic malnutrition	13 200	16 965	30 165	36 785
Number of pregnant and breastfeeding women	9 220	20 562	29 782	35 057
Number of girls referred for management of malnutrition	397	4 355	4 752	5 160
Number of boys referred for management of malnutrition	365	5 168	5 533	5 740
Number of cases referred for management of malnutrition	879	9 988	10 867	10 900

<sup>8</sup> WFP, FAO, and UNICEF. (2022). Strengthening the socio-economic resilience of smallholder farmers and vulnerable populations in the Democratic Republic of the Congo: Annual Report 2022 [Project Document]. WFP, FAO, and UNICEF.

Indicator	North Kivu	South Kivu	Total	Target
Number of cooking demonstrations	661	2 509	3 170	3 870
Number of active infant and young child feeding groups	250	793	1 043	1 052
Number of villages receiving WASH services support	50	220	270	N/A
Number of health facilities receiving WASH services support	21	45	66	N/A
Number of schools received WASH services support	21	60	81	N/A
Number of individuals (students, teachers, cooks) reached in school feeding programmes in 2022-2023 school year	14 415	18 013	32 428	39 270
Total MT of food distributed during 2022-2023 school year	223.6	147.6	371.2	2 319.30
Number of community outreach sessions on social cohesion and gender equity	36	204	240	N/A
Percent of female participants in community outreach sessions on social cohesion and gender equity	24.3%	70.5%	69.9%	N/A
Number of community dialogues	21	26	47	N/A
Percent of female participants in community dialogues	40.6%	42.3%	41.4%	N/A
Number of children reached by peacebuilding education	7 449	45 860	53 309	53 309
Number of girls reached by peacebuilding education	3 780	23 648	27 428	N/A

## 2023<sup>9</sup>

Indicator	North Kivu	South Kivu	Total	Target
Number of households that received seeds for season A 2024	8 588	9 361	17 949	N/A
Percent of households that received seeds for season A 2024 that were headed by women	55.1%	28.2%	41.1%	N/A
Number of beneficiaries of market gardening activities	550	3 368	3 915	N/A
Number of households that received breeding livestock	830	886	1 716	N/A
Number of beneficiaries trained in agricultural practices and handling post-harvest losses	23 048	27 431	50 479	58 000

<sup>9 9</sup> WFP, FAO, and UNICEF. (2023). Strengthening the socio-economic resilience of smallholder farmers and vulnerable populations in the Democratic Republic of the Congo: Annual Report 2023 [Project Document]. WFP, FAO, and UNICEF.



Indicator	North Kivu	South Kivu	Total	Target
Percent of female beneficiaries trained in agricultural practices and handling post-harvest losses	66.9%	29.6%	66.4%	N/A
Number of post-harvest management units distributed	14 233	48 353	62 586	64 586
Number of individuals trained on post-harvest techniques in the mushroom value chain	2 893	196	3 089	3 089
Percent of individuals who are women trained on post-harvest techniques in the mushroom value chain	54.9%	60.7%	55.3%	N/A
Number of households reached by cash transfer	716	12 528	13 244	13 990
Number of out-of-school adolescents benefitting from vocational/professional training	300	730	1 030	1 630
Percent of out-of-school adolescents who were girls who received vocational/professional training	71.3%	70.3%	70.6%	N/A
Number of individuals who received IGA kits	3 272	1 985	5 257	5 264
Percent of individuals who received IGA kits who were women	91.3%	89.1%	90.5%	90.4%
Number of children aged 6-59 months treated for MAM	8 506	16 022	24 528	28 782
Number of pregnant and breastfeeding women and girls treated for MAM	22 297	13 953	36 250	19 163
Number of CACs implementing community-based nutrition (CBN) activities	686	488	1 174	984
Number of villages supported by CBN activities	703	488	1 191	984
% coverage of the CBN	98%	100%	99%	100%
Number of women sensitized by community health workers	175 265	56 684	231 949	N/A
Number of functional infant and young child feeding support groups	838	679	1 517	1,337
Number of culinary demonstrations	2 209	3 366	5 575	9 119
Number of children screened for acute malnutrition by caregivers and community health workers	12 325	47 667	59 992	N/A
Number of individuals (students, teachers, cooks) reached in school feeding programmes in 2023-2024 school year	41 235	39 646	80 881	71 105
Percent of individuals reached through school feeding	50.1%	49.8%	49.9%	48.2%

Indicator	North Kivu	South Kivu	Total	Target
programmes in 2023-2024 school year who were women/girls				
Total MT of food distributed during 2023-2024 school year	894.40	836.72	1 731.11	2 636.6
Number of awareness programmes spread on radio	20	37	57	N/A
Number of active Dimitra Clubs	165	283	448	N/A
Number of CACs established	372	488	860	N/A

65. **2024**<sup>10</sup>: A no-cost extension was provided for this programme, and although activities for 2024 are ongoing and subject to change, the following lists some, but not all, of the activities planned for 2024:

1. Official handover of infrastructure to communities in both provinces
2. Continuation of nutritional screening and provision of SAM treatment to children in both provinces
3. Supply inputs to those affected by the M23 crisis and the Kalehe disaster
4. Issuance of cash transfers to promote natural resource management and reforestation
5. Support schools, villages, and health facilities in promoting WASH-friendly practices and infrastructure

<sup>10</sup> <sup>10</sup> WFP, FAO, and UNICEF. (2023). Strengthening the socio-economic resilience of smallholder farmers and vulnerable populations in the Democratic Republic of the Congo: Annual Report 2023 [Project Document]. WFP, FAO, and UNICEF.

## Annex 9. Programme activities by agency

Outcomes	Outputs	Activities	Leading agency
1. Vulnerable smallholder farmers increase agricultural production and productivity through sustainable and nutrition-sensitive approaches	1.1 Smallholder farmers have improved and sustainable access to productive land	1.1.1 Facilitate access to land through Participatory and Negotiated Territorial Development for access to land (PNTD)	FAO
	1.2 Smallholder farmers and their organizations have increased access to quality agricultural inputs, tools and bio-fortified/nutrient rich seeds	1.2.1 Facilitate access to nutrient rich crop and vegetable quality seeds	FAO
		1.2.2 Facilitate access to quality agricultural tools	FAO
		1.2.3 Capacity strengthening of FOs in agricultural production through technical supervision by grassroots organizations	FAO
		1.2.4 Rehabilitation / Construction of input shops	FAO
		1.2.5 Capacity strengthening of farmer organizations in input shops management	FAO
		1.2.6 Establishment, supervision, and monitoring of seed multiplication fields	FAO
	1.3 Improved food processing and conservation techniques are promoted	1.3.1 Facilitate access to food processing / transformation and conservation techniques	FAO, WFP

Outcomes	Outputs	Activities	Leading agency
	and adopted to improve diet diversity and increase agricultural income in the targeted area	1.3.2 Capacity strengthening of farmer organizations in the use and maintenance of processing/ transformation units and conservation techniques	FAO
	1.4 Smallholder farmers and their organizations have strengthened their skills and capacities to improve sustainable nutrition-sensitive agricultural production	1.4.1 Technical capacity strengthening of targeted farmer organizations through the farmer field schools approach	FAO
	1.5 Animal protein availability for consumption is increased through support to smallholders' livestock breeding	1.5.1 Support farmer organizations in small livestock production, fish farming and aquaculture	FAO
		1.5.2 Carry out livestock vaccination campaigns	FAO
		1.5.3 Capacity strengthening of farmer organizations in small livestock, aquaculture, and fish farming management	FAO
		1.5.4 Support to beekeeping for honey production	FAO
	1.6 The capacity of the seeds sector in DRC is strengthened	1.6.1 Support the institutionalization of a seed's platform (COPROSEM)	FAO
		1.6.2 Support capacities analysis of seeds sector governmental actors	FAO
		1.6.3 Capacity strengthening of INERA to produce pre basic and R1 seeds	FAO
		1.6.4 Capacity strengthening of SENASEM	FAO
		1.6.5 Increasing production/ multiplication of good quality seeds	FAO

Outcomes	Outputs	Activities	Leading agency
2. Communities are provided with sustainable and inclusive livelihoods opportunities related to agriculture and food production and processing		1.6.6 Strengthening the seeds private sector through the development of input distribution and agro dealers' networks	FAO
		1.6.7 Improving seeds selling networks	FAO
	2.1 Smallholder farmers have increased capacities in food safety and post-harvest handling good practices for food conservation	2.1.1 Promote commodity quality management and post-harvest handling best practices, focusing on food conservation and storage.	WFP
		2.1.2 Provide equipment and necessary tools for post-harvest handling including pallets, scales, price board, etc. to the Farmers Organizations (FO), Union of Farmers and Cooperatives.	WFP
		2.1.3 Construct appropriate commodity warehouses and market-related infrastructure for the participating farmer organizations.	WFP
		2.1.4 Develop market information sharing systems to facilitate commodity marketing and trading in favour of smallholders.	WFP
		2.1.5 Create linkage between commodity buyers and participating Cooperatives.	WFP
		2.1.6 Facilitate WFP procurement from smallholder farmers and ensure connection with great buyers.	WFP
	2.2 Increase households' income to address basic needs	2.2.1 Strengthen the price information system campaigns using among others community radios.	WFP
		2.2.2 Market rehabilitation	WFP

Outcomes	Outputs	Activities	Leading agency
	2.3 Access to market is improved and improved access to quality crop	2.2.3 Put in place a guarantee and forward contracting system to facilitate the crop trading; facilitating access to financial institutions and opportunities for crop purchase.	WFP
		2.3.1 Provide cash or food assistance to farmers and to vulnerable households through food assistance for assets (FFA) and food assistance for training (FFT) modalities.	WFP
		2.3.2 Rehabilitate community productive assets that improve livelihoods through cash/food-for-work and cash/food-for-training.	WFP
	2.4 Smallholder farmers, especially women-headed households, have diversified their income and improved food consumption habits	2.3.3 Community day care for children	WFP
		2.4.1 Conduct a diagnosis of issues and women specific challenges to empowerment	UNICEF
		2.4.2 Implement functional literacy trainings focused on women groups	WFP
		2.4.3 Rehabilitate women's centres	WFP
		2.4.4 Support women groups and farmer organizations in conducting income-generating activities	WFP
	2.5 Communities are provided with sustainable and inclusive livelihoods opportunities related to agriculture and food production and processing (including vulnerable out-of-school	2.5.1 Provide vulnerable out-of-school adolescents among targeted communities with long-term "life skills" for their social reintegration in society	UNICEF
		2.5.2 Provide out-of-school adolescents among targeted communities with technical training in agriculture and food	FAO, UNICEF

Outcomes	Outputs	Activities	Leading agency
	adolescents through vocational and professional training)	production/ transformation related activities for their socio-economic reintegration	
		2.5.3 Support to the creation of agricultural income generating activities (IGAs) and value chains analysis	FAO
	2.6 Beneficiaries investment capacities are reinforced through Community based savings and loans associations	2.6.1 Creation of village savings and loans association (VSLA)	FAO
		2.6.2 Increase cooperatives access to credit through the establishment of a guarantee fund	FAO
	2.7 Smallholder farmers adopt good natural resources management practices to contribute to protect their environment	2.7.1 Strengthening rural livelihoods through swamps rehabilitation	FAO
		2.7.2 Strengthening rural livelihoods through sustainable management of natural resources and landscape restoration	FAO
		2.7.3 Strengthening rural livelihoods and production capacities through erosion control	FAO
3. Improved family health and wellbeing through increased access to basic social services for households and communities	3.1 Increased access to improved nutrition services at health facilities	3.1.1 Strengthen healthcare facilities capacity for treatment of Severe Acute Malnutrition (SAM)	UNICEF
		3.1.2 Provide support for treatment of moderate acute malnutrition (MAM) including the provision of specialized nutritious foods	WFP
		3.1.3 Carry out bi-monthly joint quality assurance and monitoring visits with ministry of health counterparts (DPS/PRONANUT)	UNICEF

Outcomes	Outputs	Activities	Leading agency
(Quality nutrition, essential WASH)		3.1.4 Provide health facilities with adequate nutrition supplies including ready to use therapeutic feeding and micronutrients	UNICEF
		3.1.5 Strengthen health facilities to promote improved infant and young children feeding practices (IYCFP) , growth monitoring and supplementation (Vitamin A and MNP) in health facilities	UNICEF
	3.2 Increased access to improved community- based nutrition services	3.2.1 Support communities to implement and provide community-based nutrition (CBN)	UNICEF
		3.2.2 Protect the nutritional status of children 6-23 months and pregnant and breastfeeding women with prevention of malnutrition during lean seasons	WFP
		3.2.3 Management of kitchen gardens for health centres	FAO, UNICEF
		3.2.4 Installation of vegetable gardens for FOs	FAO, UNICEF, WFP
		3.2.5 Installation of vegetable school gardens in schools supported by the school feeding program	FAO, UNICEF, WFP
		3.2.6 Installation of small livestock breeding infrastructures	FAO, UNICEF, WFP
	3.3 Increased and improved access to WASH services	3.3.1 Support villages throughout the implementation of the step-by-step PNEVA process until obtaining the "healthy village" certification	UNICEF
		3.3.2 Support healthcare facilities throughout the implementation of the step-by-step PNEVA process until obtaining the "healthy health centre" certification	UNICEF



Outcomes	Outputs	Activities	Leading agency
	3.4 Increased access to improved school-based nutrition services	3.3.3 Support schools throughout the implementation of the step-by-step PNEVA process until obtaining the "healthy school" certification	UNICEF
		3.4.1 Mapping of schools and identification of vulnerable primary school children	FAO, UNICEF, WFP
		3.4.2 Establish the school feeding management team and school gardens	FAO, UNICEF, WFP
		3.4.3 Training of schools' managers on the school feeding management	FAO, WFP
		3.4.4 Improve food cooking and storage	WFP
		3.4.5 Food consumption continued verification	WFP
		3.4.6 Sensitization of the community on the school feeding management component and their role in ensuring its sustainability	WFP
		3.4.7 Campaign for girls' and school-age children attendance in schools	WFP, UNICEF
4. Enhanced community structures and organizations to promote gender equity, peace and social cohesion	4.1 Community-based organizations are reinforced through structuration, capacity building and administrative support	4.1.1 Assess the existing farmer groups and community level organizations to determine capacity and/or organizational gaps that could be addressed by the project	WFP, UNICEF
		4.1.2 Strengthening and formalization of Farmers Organizations	FAO, UNICEF, WFP
		4.1.3 Establishment, strengthening and formalization Farmers Unions	FAO

Outcomes	Outputs	Activities	Leading agency
	4.2 Community based organizations are strengthened to contribute to building social cohesion, promote peace and prevent, reduce and cope with conflict	4.1.4 Establishment, strengthening and formalization of cooperatives	WFP
		4.2.1 Establish community dialogue and participatory mechanisms for peace and reconciliation through community-based organizations such as women groups, farmer organizations, and Local Development Committees (LDCs), CAC	FAO, UNICEF, WFP
		4.2.2 Organization of community radio and establishment of Dimitra community listeners clubs to strengthen conflict prevention and mitigation.	FAO
		4.2.3 Support to community radios	FAO, UNICEF, WFP
		4.2.4 Establish early warning and conflict mitigation system at community-level	WFP
	4.3 Increased capacity of children, parents and teachers to prevent, reduce and cope with conflict and promote peace.	4.3.1 Support the creation of peace clubs in targeted schools for social cohesion and conflict resolution	UNICEF
		4.3.2 Provide teachers and parents with training on education for peacebuilding	UNICEF
		4.3.3 Engage children as peace agents and equip them with peacebuilding competencies	UNICEF
		4.3.4 Provide schools with educational materials on peacebuilding and conflict resolution	UNICEF

## Annex 10. Stakeholder analysis

Stakeholder	Involvement with JRP	Involvement in with evaluation of JRP	Participation in data collection?
<b>Internal project stakeholders</b>			
<b>WFP (HQ)</b>	<ul style="list-style-type: none"> <li>Deployment of guidelines on programme themes/activities/modalities</li> </ul>	Primary stakeholders and key informants – will use the evaluation for broader learning and accountability purposes, with a view to potential use outside the region.	<ul style="list-style-type: none"> <li>Virtual FGD with FAO and UNICEF staff (HQ)</li> <li></li> </ul>
<b>WFP Country Office</b>	<ul style="list-style-type: none"> <li>Planning and implementation of WFP interventions at the national level</li> <li>Using experiential learning to inform decision-making</li> <li>Commissioned the external evaluation</li> </ul>	Primary stakeholders and key informants - will use the evaluation to make evidence-based decisions for programme implementation, to make decisions about future programmes, partnerships and interventions. Staff participate in the ERG.	<ul style="list-style-type: none"> <li>1 FGD with FAO and UNICEF country office staff</li> </ul>
<b>WFP Offices in Eastern DRC</b>	<ul style="list-style-type: none"> <li>Day-to-day implementation of the programme</li> <li>Liaising with stakeholders and beneficiaries</li> </ul>	Primary stakeholders and key informants – will use the evaluation to make evidence-based decisions and for internal and external reporting.	<ul style="list-style-type: none"> <li>4 FGDs with FAO and UNICEF staff on the ground in selected territories in North and South Kivu</li> </ul>
<b>FAO (HQ)</b>	<ul style="list-style-type: none"> <li>Deployment of guidelines on programme themes/activities/modalities</li> </ul>	Primary stakeholders and key informants – will use the evaluation for broader learning and accountability purposes, for potential use outside the region.	<ul style="list-style-type: none"> <li>Virtual FGD with WFP and UNICEF (HQ) staff</li> <li></li> </ul>

Stakeholder	Involvement with JRP	Involvement in with evaluation of JRP	Participation in data collection?
<b>FAO Country Office</b>	<ul style="list-style-type: none"> <li>• Planning and implementation of FAO interventions at the country level</li> <li>• Using experiential learning to inform decision-making</li> <li>• Commissioning the external evaluation</li> </ul>	Primary stakeholders and key informants - will use the evaluation to make evidence-based decisions for programme implementation, to make decisions about future programmes, partnerships and interventions. Staff participate in the ERG.	<ul style="list-style-type: none"> <li>• 1 FGD with WFP and UNICEF country office staff</li> </ul>
<b>FAO offices in eastern DRC</b>	<ul style="list-style-type: none"> <li>• Day-to-day implementation of the program</li> <li>• Liaising with stakeholders and beneficiaries</li> </ul>	Primary stakeholders and key informants – who will use the evaluation to make evidence-based decisions and to report internally and externally.	<ul style="list-style-type: none"> <li>• 4 FGDs with WFP and UNICEF staff on the ground in selected territories in North and South Kivu</li> </ul>
<b>UNICEF (HQ)</b>	<ul style="list-style-type: none"> <li>• Deployment of guidelines on programme themes/activities/modalities</li> </ul>	Primary stakeholders and key informants – will use the evaluation for broader learning and accountability purposes, with a view to potential use outside the region.	<ul style="list-style-type: none"> <li>• Virtual FGD with WFP and FAO staff (HQ)</li> </ul>
<b>UNICEF Country Office</b>	<ul style="list-style-type: none"> <li>• Planning and implementation of UNICEF interventions at the country level</li> <li>• Using experiential learning to inform decision-making</li> <li>• Commissioning the external evaluation</li> </ul>	Primary stakeholders and key informants - will use the evaluation to make evidence-based decisions for programme implementation, to make decisions about future programmes, partnerships and interventions. Staff participate in the ERG.	<ul style="list-style-type: none"> <li>• 1 FGD with WFP and FAO Country Office staff</li> </ul>

Stakeholder	Involvement with JRP	Involvement in with evaluation of JRP	Participation in data collection?
<b>UNICEF offices in eastern DRC</b>	<ul style="list-style-type: none"> <li>Day-to-day implementation of the programme</li> <li>Liaising with stakeholders and beneficiaries</li> </ul>	Primary stakeholders and key informants – who will use the evaluation to make evidence-based decisions and to report internally and externally.	<ul style="list-style-type: none"> <li>4 FGDs with WFP and FAO staff on the ground in selected territories in North and South Kivu</li> <li>1 staff per province and section (WASH, SBC, Nutrition, Education)</li> </ul>
<b>WFP (Johannesburg, South Africa), FAO (Accra, Ghana) and UNICEF (Dakar, Senegal) Regional Offices</b>	<ul style="list-style-type: none"> <li>Provide supervision/mentoring/technical support to country offices</li> <li>Provide support to country/regional offices for decentralized evaluations</li> </ul>	Primary stakeholders and Informants - will use the evaluation for future programming and for application to other country offices. Staff participate in the ERG.	Virtual FGD with WFP, UNICEF and FAO staff
<b>WFP, FAO and UNICEF Evaluation Offices</b>	<ul style="list-style-type: none"> <li>Provide support to country/regional offices for decentralized evaluations</li> </ul>	Primary stakeholders - They provide oversight to the evaluation process to ensure high-quality, credible and useful evidence related to JRP. They may use the results of the evaluation to contribute to centralized evaluations, evaluation syntheses, or other learning products.	N/A
<b>Stakeholders external to the project</b>			
<b>Local and national governments</b>  The main ministries are:	<ul style="list-style-type: none"> <li>National governments and line ministries have provided leadership and oversight of the JRP's activities</li> </ul>	Primary stakeholders and key informants with a particular interest in the evaluation findings related to capacity and sustainability.	<ul style="list-style-type: none"> <li>1 KII with a staff member of the Ministry of Primary, Secondary and Vocational Education</li> <li>1 KII with a staff member from the Ministry of Agriculture</li> </ul>

Stakeholder	Involvement with JRP	Involvement in with evaluation of JRP	Participation in data collection?
<ul style="list-style-type: none"> <li>Ministry of Agriculture</li> <li>Ministry of Livestock and Fisheries</li> <li>Ministry of Rural Development</li> <li>Ministry of Public Health</li> <li>Ministry of Gender, Women and Children</li> <li>Ministry of Social Affairs, Humanitarian Action and National Solidarity</li> <li>Ministry of Environment and Sustainable Development</li> <li>Ministry of Primary, Secondary and Vocational Education</li> </ul>	<ul style="list-style-type: none"> <li>Some government agencies, agencies, and employees have been the direct and indirect beneficiaries of the JRP's activities</li> <li>Participated in the design and implementation of JRP resilience activities with UN partner agencies</li> </ul>		<ul style="list-style-type: none"> <li>1 KII with a staff member from the Ministry of Gender, Women and Children</li> </ul>
<b>UN Country Team</b>	<ul style="list-style-type: none"> <li>Implementing agencies are part of the Country Team</li> </ul>	Secondary Stakeholder – Will use the evaluation to assess the relevance and alignment of the JRP with the achievement of the government's development goals and other UN efforts. Staff participate in the ERG.	N/A
<b>Trust Merchant Bank (TMB)</b>	<ul style="list-style-type: none"> <li>Distribution of money to beneficiaries</li> </ul>	Secondary stakeholders will use the evaluation to determine the efficiency of provision to beneficiaries.	N/A

Stakeholder	Involvement with JRP	Involvement in with evaluation of JRP	Participation in data collection?
<b>Federation of Enterprises of Congo (FEC)</b>	<ul style="list-style-type: none"> <li>Provide marketing advice</li> </ul>	Secondary stakeholders will use the evaluation to assess the effectiveness of service delivery to recipients.	N/A
<b>BMZ Germany / KfW (German Credit Institution for Reconstruction)</b>	<ul style="list-style-type: none"> <li>Funding of the JRP through individual grant agreements with each agency</li> </ul>	Primary stakeholders will use the assessment to see if objectives have been met and if beneficiaries have become more socio-economically resilient. Staff participate in the ERG.	N/A
<b>Non-Governmental Organizations (NGOs):</b>  73 organizations with industry expertise. The main NGOs are: <ul style="list-style-type: none"> <li>- Comite d'Appui a l'Autopromotion (CAAP Tujenge)</li> <li>- ActionAid</li> <li>- Centre de Developpement Rural de Kibututu (CEDERU)</li> <li>- Umoja in Action</li> <li>- Union pour la Promotion, la Défense des Droits Humains et l'Environnement (UPDDHE)</li> <li>- Appui aux Femmes Démunies et Enfants</li> </ul>	<ul style="list-style-type: none"> <li>Support and implementation of the CEC's activities with intermediate and final recipients.</li> </ul>	Primary Stakeholders and Key Informants - will use the evaluation to make evidence-based decisions. Staff participate in the ERG.	<ul style="list-style-type: none"> <li>5 KIIs with the staff of the organizations</li> </ul>

Stakeholder	Involvement with JRP	Involvement in with evaluation of JRP	Participation in data collection?
Marginalisés en République Démocratique du Congo (AFEDDEM)			
<b>Beneficiaries</b> (smallholder farmers, out-of-school adolescents, caregivers, small children, working women, etc.)	<ul style="list-style-type: none"> <li>Direct and indirect beneficiaries of JRP activities</li> </ul>	Primary stakeholders and key informants with an interest in determining whether the assistance provided was appropriate and effective. <ul style="list-style-type: none"> <li>Caregivers and working women's interests lie in their ability to promote the wellbeing of themselves and their families, whether that's through financial stability (having a livelihoods that earns money and having more decision-making power) or through education (having the literacy and knowledge to pursue income-generating activities, make informed financial decisions, and implement best nutritional/hygiene practices).</li> <li>Out-of-adolescents received interventions pertaining to livelihood empowerment. The main interest here is having access to jobs and possessing skills to earn livelihoods/experience</li> </ul>	In each region (South and North Kivu): <ul style="list-style-type: none"> <li>2 KIIs with each of the following actors: a member of the parents' committee, a teacher and a community health worker</li> <li>6 KIIs and 1 FGD with a male smallholder farmer</li> <li>6 KIIs and 1 FGD with a smallholder farmer</li> <li>2 FGDs with women farmers with small children (0-59 months)</li> <li>2 FGDs with women farmers with children of primary school age</li> <li>2 FGDs with out-of-school adolescents targeted by socio-economic reintegration interventions</li> </ul>



Stakeholder	Involvement with JRP	Involvement in with evaluation of JRP	Participation in data collection?
		<p>socioeconomic mobility without a formal education.</p> <ul style="list-style-type: none"> <li>Smallholder farmers are likely to be concerned with the programme's ability to provide them access to critical inputs (such as arable land, tools, and seeds), markets to sell their goods, technology/infrastructure to promote and safely store their agriculture production, and sustainable farming practices. Female farmers have a vested interest in the programme's gender equity dimension, as female farmers are less likely to have access to land and resources due to gender inequities.</li> </ul>	
<p><b>Stakeholders of the programme at the community level</b></p> <p>(Health centre workers, parents, farmer organizations, women's groups, teachers, other community-based organizations)</p>	<ul style="list-style-type: none"> <li>Direct and indirect beneficiaries of JRP activities</li> <li>Support and implementation of CEC activities for beneficiaries</li> </ul>	<p>Primary stakeholders and key informants with an interest in determining whether the assistance provided was appropriate and effective.</p>	

# Annex 11. Additional quantitative results

**Table 4: Proportion of female membership and leadership by group type**

Type of group	Proportion of women who are members	Observations	Proportion of female members who make most decisions of group	Observations
Agriculture/farming group	0.49	537	0.11	265
Water users group	0.16	537	0.17	84
Forest users group	0.04	537	0.17	24
Credit/micro-finance group	0.44	537	0.18	236
Insurance group	0.09	537	0.15	49
Trade/business association	0.14	537	0.10	77
Civic group	0.16	537	0.07	86
Religious group	0.61	537	0.11	329
Other group	0.24	537	0.16	129

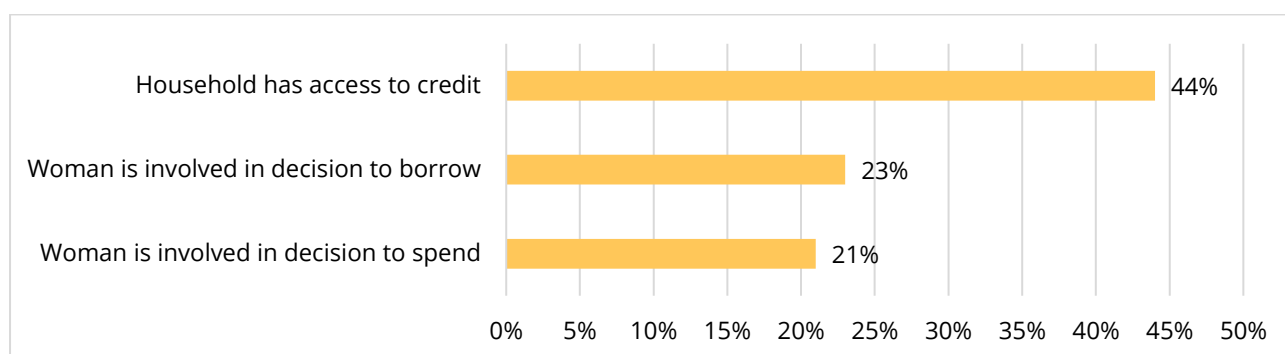
**Table 5: Adequacy in five A-WEAI domains and overall empowerment, disaggregated by territory and sex of household head**

	Kalehe	Mwenga	Uvira	Walungu	Households headed by men <sup>b</sup>	Households headed by women	All
Adequacy in production domain <sup>a</sup>	0.88	0.89	0.96	0.73	0.85	0.90	0.86
Adequacy in resources domain	0.56	0.57	0.65	0.59	0.61	0.55	0.59
Adequacy in income domain <sup>a</sup>	0.69	0.84	0.79	0.56	0.74	0.68	0.73
Adequacy in leadership domain	0.89	0.89	0.83	0.92	0.89	0.87	0.88

	Kalehe	Mwenga	Uvira	Walungu	Households headed by men <sup>b</sup>	Households headed by women	All
Adequacy in time domain	0.19	0.27	0.22	0.15	0.21	0.20	0.20
Proportion of empowered women	0.15	0.34	0.25	0.11	0.20	0.22	0.21
Observations	145	123	137	132	362	148	537

<sup>a</sup> Total sample sizes for production and income domains are 412 and 492, respectively, due to lack of participation in agricultural activities and/or decision-making data. <sup>b</sup> Gender data were not available for a small proportion of household heads (5%); these households were not considered female-headed and instead grouped with the households headed by men.

**Figure 1: Household access to credit and women's involvement in borrowing decisions**



# Annex 12. Data collection tools

## QUALITATIVE TOOLS



1400 Crystal Drive  
Arlington, VA 22202-3289  
[www.air.org](http://www.air.org)

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### Consent form for Participants in FGDs

This informed consent form is to be obtained before conducting FGDs with [participants]. You must read this entire consent form aloud exactly as written. After you have read this form to the participants, you must complete and sign the verification of consent form.

#### PART I: Information about the research

Hello, my name is (data collector name). I work for a company called Dalberg Research. I am here to ask you to participate in a study about the health and nutrition of women and children in this community. This study is funded by the German Federal Government. Please let me tell you more about the study, and then you can tell me whether you will participate in this study.

I am asking if you want to participate in a focus group discussion. A focus group is an interview with about 6-8 people, and I'd like to ask you about the needs of their community and your experience with a set of services offered through the Joint Resilience Programme (JRP). The focus group can last up to 1.5 hours. We will be taking notes, and if you are comfortable, we would like to record this focus group. We will use the audio recording to fill in any gaps in our notes and then immediately delete the recording.

There are no known risks to you if you take part in this study. The knowledge gained through this research may help the Government and UNICEF improve the quality of services available in your area.

Nothing bad will happen if you do not want to be in this study. You can decide to stop being in the study any time. You will never have to pay anything to be in the study.

If you choose to participate, we will never share your family's or child's personal information outside of the study team. We will never include your family's or child's names in information shared with the government, the JRP staff, or in any reports. For this focus group, it is also important to respect other people's privacy and not tell anyone else what we talked about today.

If you have concerns or questions about your rights as a participant, you can contact:

American Institutes for Research (AIR) Institutional Review Board

- Email: [IRB@air.org](mailto:IRB@air.org)
- Tel: +1 202-403-5542

Dalberg Research

- Name: XXXX
- Email: XXXX
- Tel: XXXX

Do you have any questions about the study or about what I have told you?

*Answer all of the participants' questions and make sure they have no further questions before asking whether or not consent is given. Leave the study contact information with the participant.  
Do not read out the contact details.*

## **PART II: Certificate of Consent**

***Instructions to data collector: Please note down each participant's full name and his or her response to participating in the study. If consent is not given, try to learn more about the person's concerns – you may be able to address them and still gain consent. If consent is not given, note the stated reason for refusal if possible. However, a participant should never be forced to provide a reason if he/she says no to the study.***

If you have understood the information above, please say "yes" or "no" for each of my questions:

1. May I please have your permission to be in this study?
2. Do you give permission to record this session?



1400 Crystal Drive  
Arlington, VA 22202-3289  
[www.air.org](http://www.air.org)

## Consent Form – FGDs with Adolescents

**Instructions to enumerator:** You must read this entire consent form and exactly as written. After you have read this form to the participant, you must obtain verbal consent from the participant.

### Step 1: Parental Consent

Dear Parent/Caregiver/Guardian:

Hello. My name is [enumerator name]. I work for the Dalberg Research and the American Institutes for Research. I am here to ask your permission for your child to participate in a study about a programme called the Joint Resilience Programme (JRP). We are asking some adolescents in this community to participate in the study. The study will focus on youth participation in JRP and the needs of youth in the areas of work, health, training, and so on. This study is funded by WFP, UNICEF, and FAO.

This letter serves to ask for your permission to conduct a focus group with your child. A focus group includes 6-8 participants who answer a set of questions through discussion. The information in the focus group discussion includes:

- Background information
- Job and work opportunities
- Peace and conflict
- Participation in local organizations
- Access and use of services

The information will be used only for research and will be kept private, so the risk of participation is very small. On the other hand, the benefit of this focus group is that speaking to your child may help us understand and improve services for your community in the future.

Nothing your child shares with us will be told to anyone else. We will share it with the research team, but they will only see the information without your child's name on it. We will not include their name in any reports or include any information in reports that could be traced back to you.

The focus group will take about 90 minutes. Your child's participation is voluntary, and they are free to stop the focus group at any time. I would like to take notes and audio record the focus group.

If you do not want us to speak to your child, you do not need to do anything. There will be no penalty to you or your child, and there will be no effect on your relationship with service providers in this community.

If you would like more information about this study, you may contact my supervisor with Dalberg Research at [#####]. For questions regarding your rights as a research participant, please contact the Institutional Review Board at [IRBChair@air.org](mailto:IRBChair@air.org) or at +1 800 634 0797. We hope that you will allow your child to participate in this important study.

Do you have any questions about the study or about what I have read to you?

Do you give permission for your child to participate? If yes, please provide verbal consent by saying "I consent" aloud. If not, please say "I do not consent."

Enumerator: Please gather the following information from the parent/guardian.

Name of Student: \_\_\_\_\_

First name(s)

Family name(s)

Student Grade Level: \_\_\_\_\_

Printed Name of Parent or Guardian: \_\_\_\_\_

## **Step 2: Adolescent Assent**

### **Introduction**

I work for Dalberg Research and the American Institutes for Research. I would like to ask you to help me by being in a study. But before I do, I want to explain what will happen if you decide to participate.

### **Participation**

I will ask you to participate in a discussion about your experiences with work, peace and conflict, local organizations, and other aspects of living in this community. The discussion will take about 90 minutes. I will ask you a series of questions, and there are no right or wrong answers. By being in this study, you will help me learn more about your community, school, and your experiences with education.

I will be taking notes and if you are comfortable, and I would also like to record our discussion.

### **Risk**

You do not have to be a part of this study if you do not want to be. What you decide won't affect your participation in any programs or services in anyway. I won't be upset and no one else will be upset if you don't want to be a part of the study. If you decide to participate, you can stop at any time. If there's any question that you don't want to answer, you don't have to answer it. If there is anything you don't understand let me know so I can explain it to you.

### **Benefits**

I do not have anything to give you when we finish our discussion. But this information may help us improve the services and supports available in your community.

### **Confidentiality**

No one will not know what you have said. When I tell other people about my study, I will not use your name, and no one will be able to tell who I am talking about.

### **Voluntary Participation**

Your parents said it is ok for you to be a part of my study. But if you do not want to be in the study, you do not have to be. If you want to be in the study now and change your mind later, that is okay.

You can say no to being a part of this study. It is up to you. And if you say 'yes' now, you can change your mind later.

### **More Information**

If you have any questions about this study, please ask your parent to reach out to the research team. We have provided your parent with the contact information: Dalberg Research, [#####]

## **Informed Consent**

Do you understand what I have told you or have any questions?

Would you like to participate? If yes, please provide verbal consent by saying "I consent" aloud.

Do you give permission to record this session? If yes, please provide verbal consent by saying "I consent" aloud.





1400 Crystal Drive  
Arlington, VA 22202-3289  
[www.air.org](http://www.air.org)

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## **Consent form for Participants in Key Informant Interviews (KIIs)**

This informed consent form is to be obtained before conducting KIIs with [participant]. You must read this entire consent form aloud exactly as written. After you have read this form to the participant, you must complete and sign the verification of consent form.

### **PART I: Information about the research**

Hello, my name is (data collector name). I work for a company called Dalberg Research. I am here to ask you to participate in a study about the needs of communities in South and North Kivu and their experience with the services offered by the Joint Resilience Programme (JRP). This study is funded by German Federal Government. Please let me tell you more about the study, and then you can tell me whether you will participate in this study.

I am asking if you want to participate in an interview. Based on your position, we believe that you can provide very useful expertise for our study. The interview should last between 45-60 minutes. We will be taking notes, and if you are comfortable, we would like to record this interview. We will use the audio recording to fill in any gaps in our notes and then immediately delete the recording.

There are no known risks to you if you take part in this study. The knowledge gained through this research may help the Government and its partners better support you in your role.

Nothing bad will happen if you do not want to be in this study. You can decide to stop being in the study any time. You will never have to pay anything to be in the study.

If you choose to participate, we will never share your personal information outside of the study team. We will never include your name in information shared with the government, the JRP staff, or in any reports.

If you have concerns or questions about your rights as a participant, you can contact:

American Institutes for Research (AIR) Institutional Review Board

- Email: [IRB@air.org](mailto:IRB@air.org)
- Tel: +1 202-403-5542

Dalberg Research

- Name: XXXX
- Email: XXXX
- Tel: XXXX

Do you have any questions about the study or about what I have told you?

*Answer the participant's questions and make sure he/she has no further questions before asking whether or not consent is given. Leave the study contact information with the participant. Do not read out the contact details.*

## **PART II: Certificate of Consent**

**Instructions to data collector:** Please note down the Participant's full name and his or her response to participating in the study. *If consent is not given, try to learn more about the person's concerns – you may be able to address them and still gain consent. If consent is not given, note the stated reason for refusal if possible. However, a participant should never be forced to provide a reason if he/she says no to the study.*

If you have understood the information above, please say "yes" or "no" for each of my questions:

1. May I please have your permission to be in this study?
2. Do you give permission to record this session?

## Card Ranking and Scoring Activity

**Purpose:** In this activity, you will encourage participants to categorize a set of cards representing different livelihood/income-earning opportunities. They will categorize the cards according to the accessibility and the income-earning potential of each opportunity. In the end, the activity will map out youth's perceptions of the livelihood landscape, including the vocational activities which they see as the most attractive (profitable) and accessible.

**Duration:** This activity should take 10-15 minutes.

**Preparation:** You will need a blank flipchart paper, markers, note cards, and tape. Before the activity, prepare the flipchart and cards. To prepare the flipchart, write the three categories along the top edge of the page (see example below). To prepare the note cards, write each of the phrases below on a different sticky note or note card.

- Shoemaking
- Masonry
- Mechanics
- Carpentry
- Bakery
- Hair Salons
- Soap-Making
- Beekeeping
- Farming/Gardening
- Animal Husbandry
- Moto Taxi
- Trade
- Shopkeeping/Retail
- Handicrafts
- Forestry
- Fishing
- Mining

### Instructions:

1. Card Sorting: In the first part of the activity, you will take each card out one at a time, define it with the group, and use tape to attach it to the flipchart paper under one of three categories: 1) "There are many barriers to doing this activity," 2) "there are some barriers to doing this activity," and 3) "there are few or no barriers to doing this activity." Explain to participants that "barriers" can refer to knowledge or resource barriers, such as lacking the skills or the tools to engage in a particular income-earning activity. Gender can also be a barrier to certain activities, with some being typically suited for men or for women.

- Let the participants tell you which category each card belongs in. As they categorize the cards, ask them “*What are the barriers related to this activity?*” and make note of the barriers they list.
- Ask participants if they can think of any other income-earning activities which are missing. Add these cards to the activity.
- Make sure that each card is categorized and that everyone agrees with the categorization before proceeding to the second step.

There are <b>many</b> barriers to doing this activity.	There are <b>some</b> barriers to doing this activity.	There are <b>few</b> or <b>no</b> barriers to doing this activity.

**2. Card Ranking:** In the second part of the activity, you will move the cards up and down *within* each category, according to the income-earning potential of each card.

- In the “many barriers” category, which card lists the activity which earns the most money? Which card lists the next biggest income earner? ...
- In the “some barriers” category, which card lists the activity which earns the most money? Which card lists the next biggest income earner? ...
- In the “few or no barriers” category, which card lists the activity which earns the most money? Which card lists the next biggest income earner? ...

Ensure that everyone agrees with the ranking before thanking participants and concluding the activity.

#### **Other notes:**

\*\* Be sure to take a clear photo of the final position of the cards at the end of the FGD. Write the name of the community on the flipchart before taking a photo.

\*\*Please take note of any conversation between participants during the activity. Include your notes and the photo in the final transcription of the FGD.

## Problem Tree Activity

**Purpose:** This activity is called a “problem tree,” and it is a tool for understanding the causes and effects of an issue. Using the tree as a guide, you will encourage participants to define an issue and identify some causes and broader effects of that issue. This problem tree will focus on the issue of interpersonal and community conflict, which is a topic that some JRP activities tried to address through trainings and sensitizations. By completing this activity, we hope to understand participants’ understanding of conflict and to find out if any trainings or sensitizations have informed their analysis of conflict.

**Duration:** This activity should take 10-15 minutes.

**Preparation:** Before beginning the activity, please draw a tree, such as the one below, on a large flipchart or black board. Write “conflict” on the trunk/middle of the tree.



### Instructions

1. Introduce the activity. Explain to participants that you’d like them to share their experiences with insecurity and conflict through a guided activity.
2. Define conflict. Ask participants if they understand the meaning of this term. If participants are not sure what this term refers to, you can use the following definition: “A conflict is a state of tension, disagreement, or struggle between individuals or groups of people. There are many kinds of conflict, but today, we will be discussing conflict between members of a community.”
3. Start with the trunk. Ask participants to name some signs or examples of conflict and insecurity. Write these things next to the trunk of the tree. You can probe respondents through questions such as the below, but please avoid giving them answers:
  - a. *What are some examples of conflict that you’ve seen or heard of?*
  - b. *Are there specific events that come to mind when you think of conflict or disagreements in your community? If so, what are they?*
4. Identify the roots. Ask participants to name some causes of conflict and insecurity. Write these things below the tree, near its roots. You can probe respondents through questions such as the below, but please avoid giving them answers:
  - a. *What are some events or issues that lead to conflict between individual or groups in your community?*
  - b. *What do you think are the main reasons why there is sometimes fighting between different groups in your community?*
5. Identify the branches. Ask participants to name some of the effects of conflict and insecurity. Write these things above the tree, near its branches and leaves. You can probe respondents through questions such as the below, but please avoid giving them answers:
  - a. *How do you notice the effects of disagreements and fighting in your community?*

- b. How are children, women, elderly people, or other groups in your community affected by conflicts?*
- 6. Reflection and questions. When participants have finished defining the trunk, roots, and branches, ask them one more time if they have anything they would like to add to the tree. If so, continue to add to the problem tree. If not, ask the questions below
  - a. How did you come up with the answers you gave me? Where did you learn these things about the causes (roots) and impacts (branches) of conflict?*
  - b. Are there any of you who didn't know this information or hadn't thought about this topic before today? Please explain.*
- 7. Conclude the activity. Thank everyone for participating in the activity, and continue with the focus group.

**Other notes:**

\*\* Be sure to take a clear photo of the tree diagram at the end of the FGD. Write the name of the community on the flipchart before taking a photo.

\*\*Please take note of any conversation between participants during the activity. Include your notes and the photo in the final transcription of the FGD.

## Focus Group Discussion with Women Smallholder Farmers

**\* Note on Recruitment:** FGDs should be conducted among groups of women with children aged 0-59 months and, separately, among groups of women with primary school age children who are not in COPA leadership.

[Consent form]

### Introduction

1. Please introduce yourself by telling me your name, your age, and how long you've lived in this community.
2. Who else lives with you in your households?
  - a. What are the ages of your children? Are they boys or girls?
3. In general, what do you do to earn income? Do you do these activities all year long or during certain months?
  - a. If you are married, can you tell me what your spouse(s) do to earn income?
4. What are some of the challenges you face in providing financially for your family? (*Probe: extreme weather, conflict, etc.*)

### Agricultural livelihoods

I'd now like to ask you about your work in agricultural activities such as farming, beekeeping, or raising livestock.

5. What type of agricultural activities do you do? Why did you choose these in particular? (*Probe for specific types of crops, species of fish, etc.*)
6. Are you satisfied with your income from these agricultural activities? Why or why not?
7. What are some skills and techniques you use to ensure that you produce a large harvest/yield? How did you learn these things?
  - a. Have you ever participated in any training to learn new agricultural production skills or techniques? If so, what did you learn? (*Probe for the source of the training, such as an organization, project, extension worker, etc.*)
8. Do you find it easy or difficult to access things like seeds, agricultural tools, fertilizer, antibiotics (for livestock), or other inputs? Why?
  - a. Are there any services or programs which help you obtain inputs like this? If so, what are they?
9. Do any of you own land? If so:
  - a. When and how did you come to own land? (*Probe: purchase, inheritance*)
  - b. *If the respondent(s) purchased land:* Was there any person or group which helped you purchase your land?
10. In the last 12 months, did any of you sell your agricultural products (honey, fish, vegetables, livestock, etc.) to other people? If not, why not? If so:
  - a. Where do you sell your products?
  - b. Who buys your products?
  - c. How much of your product do you usually sell? How much do you keep for yourself and your family?
11. For those of you who sell your agricultural products: What are some ways you try to make sure that your products will be attractive to a buyer? How did you learn these things? (*Probe for each: price, freshness, transport to market, buyer relationships*)
12. Do you know any techniques for taking care of land so that it can continue to be fertile and produce large harvests/yields? If so, what are they? And how did you learn these things?

13. Aside from the things you've already mentioned, are there any other factors that make it difficult to earn income through agriculture? If so, what are they?
14. Do you feel that you need any additional skills or information to know how to earn income in agriculture? If so, which skills or what information?

### **Nutrition and health**

Next, I have some questions about the health and nutrition of your families.

\*\*For FGDs with women with young children (0-59 months):

15. Do you feel that you have enough information about how to support the health and nutrition of your young children (up to age five)? Why or why not?
16. To your knowledge, what can parents do to ensure that children are well nourished when they are less than 6 months old? How did you learn these things?
17. To your knowledge, what can parents do to ensure that children are well nourished when they are 6 months and older (up to age five)? How did you learn these things?
18. What are common illnesses among babies and small children (up to age 5) in your community?
  - a. How do they catch these illnesses?
  - b. What are some things that parents can do to prevent young children from falling ill?
19. What are your main sources of information which help you know how to help your young children be healthy and well nourished? *(Probe for all answers: friends, family, neighbors, health center, religious/community leaders, programs or trainings, TV/radio, social media)*
  - a. In particular, have you or your child/ren used any services at a health clinic in the last 12 months? If so, which ones?

\*\*For FGDs with women with primary school aged children:

20. Are there any factors that make it difficult for children in your community to attend and do well in primary school? If so, what are they?
  - a. In particular, do girls face any challenges to completing primary school? Why or why not?
21. What are common illnesses among primary school aged children in your community?
  - b. How do they catch these illnesses?
22. Are you doing anything at home to help your children do well in primary school? If so, what? *(Probe: read or tell stories, help with homework, etc.)*
  - a. In particular, what are some ways that you try to keep your children primary school aged children clean and healthy? *(Probe: meals, food storage, doctor visits, vaccinations, bathing, handwashing, supervision)*
23. What are your main sources of information which help you know how to help your primary school aged children be healthy and well nourished? *(Probe for all answers: friends, family, neighbors, health center, religious/community leaders, programs or trainings, TV/radio, social media)*
  - a. In particular, have you or your child/ren used any services at a health clinic in the last 12 months? If so, which ones?
24. Are there any services or programs in your community which encourage children to attend primary school or support them at school? If so, what are they?
25. Can you tell me how active the COPA is in this community? What activities/trainings, if any, have they have done in the last/current school year?

### **Peace & Conflict**



### **[PROBLEM TREE ACTIVITY]**

*I have a few follow up questions from this activity.*

26. *If there is conflict or insecurity near your community, how will you learn about it?*
27. *Are you aware of any specific ways that community members like yourselves can help support peace and safety? If so, what are they? And how did you learn this?*

### **Community Institutions**

We're nearing the end of the interview. I just have a few final questions about the different community groups and organizations in this community.

28. Do you participate in any community groups? If so, which ones? *(Probe: village savings and loans associations (VSLAs), agricultural cooperatives, farmer's organizations, farmer's unions, local development committees (LDCs))*

Interviewer: For **each** group mentioned in question 27, please ask questions 28 to 30.

29. What do you see as the strengths and weaknesses of [group name]?
30. Would you recommend that other people join [group name]? Why or why not?
31. In your opinion, has [group name] changed at all in the past two years? If so, how and why?

### **Joint Resilience Project**

32. Have you heard of the Joint Resilience Project (JRP), which is implemented by WFP, FAO, and UNICEF? If so, please tell me what you know about it.
33. Can you think of any JRP activities that you've participated in? If so, which ones?

Interviewer: If the participants do not mention the activities below, please ask directly about them.

Women's groups and VSLAs	Training in food processing and crop storage
Childcare at markets	Providing seeds and agricultural tools
Health services for young children	Facilitating land purchases
Vegetable gardens	Literacy trainings
School lunch program	Sustainable land management (erosion control, swamp rehabilitation)
Farmer field schools	Peacebuilding skills training
Cash-for-work or food-for-work programs (market and road rehabilitation)	Conflict awareness

34. How did you hear about these activities?
35. ***What did you like about these activities?***
36. ***Do you feel these activities supported you or your families in any way? If so, how?***

***(Interviewer: Probe for each activity mentioned by the participant from the table above. And probe specifically about any infrastructure built by the project [warehouses, literacy centers, water and toilet structures, roads])***

37. ***Was there anything you disliked or would change about these activities? If so, what?***

### **Conclusion**

This brings me to the end of my questions. Is there anything else you would like to share with me today?

## Focus Group Discussion with Men Smallholder Farmers

[Consent form]

### Introduction

1. Please introduce yourself by telling me your name, your age, and how long you've lived in this community.
2. Who else lives with you in your households? (*Probe: children, spouse(s), siblings, parents, etc.*)
3. In general, what do you do to earn income? Do you do these activities all year long or during certain months?
  - a. If you are married, can you tell me what your spouse(s) do to earn income?
4. What are some of the challenges you face in providing financially for your family? (*Probe: extreme weather, conflict, etc.*)

### Agricultural livelihoods

I'd now like to ask you about your work in agricultural activities such as farming, beekeeping, or raising livestock.

5. What type of agricultural activities do you do? Why did you choose these in particular? (*Probe for specific types of crops, species of fish, etc.*)
6. Are you satisfied with your income from these agricultural activities? Why or why not?
7. What are some skills and techniques you use to ensure that you produce a large harvest/yield? How did you learn these things?
  - a. Have you ever participated in any training to learn new agricultural production skills or techniques? If so, what did you learn? (*Probe for the source of the training, such as an organization, project, extension worker, etc.*)
8. Do you find it easy or difficult to access things like seeds, agricultural tools, fertilizer, antibiotics (for livestock), or other inputs? Why?
  - a. Are there any services or programs which help you obtain inputs like this? If so, what are they?
9. Do any of you own land? If so:
  - a. When and how did you come to own land? (*Probe: purchase, inheritance*)
  - b. *If the respondent(s) purchased land:* Was there any person or group which helped you purchase your land?
10. In the last 12 months, did any of you sell your agricultural products (honey, fish, vegetables, livestock, etc.) to other people? If not, why not? If so:
  - a. Where do you sell your products?
  - b. Who buys your products?
  - c. How much of your product do you usually sell? How much do you keep for yourself and your family?
11. For those of you who sell your agricultural products: What are some ways you try to make sure that your products will be attractive to a buyer? How did you learn these things? (*Probe for each: price, freshness, transport to market, buyer relationships*)
12. Do you know any techniques for taking care of land so that it can continue to be fertile and produce large harvests/yields? If so, what are they? And how did you learn these things?
13. Aside from the things you've already mentioned, are there any other factors that make it difficult to earn income through agriculture? If so, what are they?

14. Do you feel that you need any additional skills or information to know how to earn income in agriculture? If so, which skills or what information?

### **Nutrition and health**

Next, I have some questions about the health and nutrition of your families.

15. What are some things you do to help keep yourself and your family healthy?
- What are some things your spouse does to keep your family healthy?
  - Is there anyone (e.g., older children, teachers, health workers) else who helps your family to be healthy? If so, what do they do?
16. Have any of you visited a doctor or health worker within the past six months? Or have any of you accompanied a family member to visit a doctor or health worker? If so:
- What was the reason for this visit?
  - What went well during your visit? Was there anything that you disliked about your visit?
17. What are your main sources of information which help you know how to help yourself and your families be healthy and well nourished? (*Probe for all answers: friends, family, neighbors, health center, religious/community leaders, programs or trainings, TV/radio, social media*)
- Have you ever participated in any training to learn new techniques for staying healthy? If so, please explain. (*Probe for the source of the training.*)

### **Peace & Conflict**

#### **[PROBLEM TREE ACTIVITY]**

***I have a few follow up questions from this activity.***

18. How, if at all, does the conflict affect your everyday life?
19. ***If there is conflict or insecurity near your community, how do you learn about it?***
20. ***Are you aware of any specific ways that community members like yourselves can help support peace and safety? If so, what are they? And how did you learn this?***

### **Community Institutions**

We're nearing the end of the interview. I just have a few final questions about the different community groups and organizations in this community.

21. Do you participate in any community groups? If so, which ones? (*Probe: agricultural cooperatives, farmer's organizations, farmer's unions, local development committees (LDCs)*)

Enumerator: For **each** group mentioned in question 29, please ask questions 30 to 32.

22. What do you see as the strengths and weaknesses of [group name]?
23. Would you recommend that other people join [group name]? Why or why not?
24. In your opinion, has [group name] changed at all in the past two years? If so, how and why?

### **Joint Resilience Programme**

25. Have you heard of the Joint Resilience Project (JRP), which is implemented by WFP, FAO, and UNICEF? If so, please tell me what you know about it.
26. Can you think of any JRP activities that you've participated in? If so, which ones?

Interviewer: If the participants do not mention the activities below, please ask directly about them.

Peacebuilding skills training	Training in food processing and crop storage
Conflict awareness	Providing seeds and agricultural tools

Health services for young children	Facilitating land purchases
Vegetable gardens	Farmer field schools
School lunch program	Sustainable land management (erosion control, swamp rehabilitation)
Market price information	Cash-for-work or food-for-work programs (market rehabilitation)

27. How did you hear about these activities?

28. ***What did you like about these activities?***

29. ***Do you feel these activities supported you or your families in any way? If so, how?***

***(Interviewer: Probe for each activity mentioned by the participant from the table above. And probe specifically about any infrastructure built by the project [warehouses, literacy centers, water and toilet structures, roads])***

30. ***Was there anything you disliked or would change about these activities? If so, what?***

### **Conclusion**

This brings me to the end of my questions. Is there anything else you would like to share with me today?

## Focus Group Discussion with Out-of-School Adolescents

[Consent form]

### Introduction

1. Please introduce yourself by telling me your name, your age, and how long you've lived in this community.
2. Have you attended school? If so:
  - a. How long has it been since you were enrolled in school?
  - b. What was the last grade you were enrolled in?
  - c. Can you tell me briefly why you no longer attend school?
3. Who lives with you in your household? (*Probe: children, spouse(s), parents, siblings, etc.*)

### Livelihoods

4. Do you do any agricultural activities to earn income (such as farming, beekeeping, or raising livestock)? If not, why not? If so, please explain what you do.
  - a. Do you do these activities all year long or only during certain months?
  - b. Why did you choose these agricultural activities in particular? (*Ask specifically about the type of crop, fish, or livestock chosen.*)
  - c. How did you obtain the skills needed for this work?
5. Aside from the agricultural activities you mentioned, do you do anything else to earn income?
  - a. Why did you choose these activities?
  - b. What skills are required for these activities? How did you learn these skills?
6. What are some of the challenges you face in earning income through these different activities?
7. Have you ever participated in any training to learn new skills or techniques which can help you earn an income? If so, please explain. (*Probe for the source of the training, such as an organization, project, extension worker, etc.*)
  - a. Where did the training take place?
  - b. How did you find out about the training?
  - c. What, if anything, did you like and dislike about these trainings?
  - d. Do you feel that you need any additional skills or information to improve your income? If so, which skills or what information?

### [CARD ACTIVITY]

### Peace & Conflict

I have a few questions about the conflict in this area and how it has affected you.

8. In your opinion, how does conflict particularly affect youth like yourselves? Please explain and provide examples if you can.

9. Are there any services, trainings, or groups which aim to promote peace in this community? If so, what are they? And what does each do?
10. If there is conflict or insecurity near your community, how will you learn about it?
11. Are you aware of any specific ways that community members like yourselves can help support peace and safety? If so, what are they? And how did you learn this?

### **Community Institutions**

We are nearing the end of the interview. I just have a few final questions about the different community groups and organizations in this community.

12. Do you participate in any community groups? If not, why not? If so, which ones? (*Probe: youth associations, village savings and loans associations (VSLAs), agricultural cooperatives, farmer's organizations, farmer's unions, local development committees (LDCs)*)

Interviewer: For **each** group mentioned in question 12, please ask questions 13 to 15.

13. What do you see as the strengths and weaknesses of [group name]?
14. Would you recommend that other people join [group name]? Why or why not?
15. In your opinion, has [group name] changed at all in the past two years? If so, how and why?

### **Joint Resilience Project**

16. Have you heard of the Joint Resilience Project (JRP), which is implemented by WFP, FAO, and UNICEF? If so, please tell me what you know about it.
17. Can you think of any JRP activities that you've participated in? If so, which ones?

Interviewer: If the participants do not mention the activities below, please ask directly about them.

Cash-for-work or food-for-work programs (market rehabilitation)	Vocational training
Life skills training	Peacebuilding skills training
Sustainable land management (erosion control, swamp rehabilitation)	Conflict awareness

18. How did you hear about these activities?
19. **What did you like about these activities?**
20. **Do you feel these activities supported you or your families in any way? If so, how?**
21. **Was there anything you disliked or would change about these activities? If so, what?**

### **Conclusion**

This brings me to the end of my questions. Is there anything else you would like to share with me today?

## Focus Group Discussion with Implementing Agencies (Country and Field Office)

[Consent form]

### **Introduction**

1. Could you all please introduce yourselves by sharing your title, your agency, and your role in the Joint Resilience Programme (JRP)?

### **Relevance**

2. What are the main barriers to socio-economic resilience for communities in South Kivu? What about in North Kivu?
  - a. Do the barriers to resilience differ between women and men? Please explain.
  - b. Do youth face any particular barriers to resilience? Please explain.
3. Were any of you involved in the design of JRP? If so, can you explain how the activities, beneficiaries, and communities were identified?
  - a. Can you tell me how the project incorporated gender, human rights, and equity considerations into its design?
  - b. In your opinion, did the JRP adequately support and incorporate women, disabled people, and other vulnerable groups in project activities? Why or why not?
  - c. Were there any reports or analyses that informed the design of JRP? If so, which ones and how?
4. In your opinion, how does JRP differ from and/or complement other programs and services in North Kivu and South Kivu?
5. Was the JRP aligned with the strategic priorities of your respective agencies? If so, how? If not, why not?

### **Coordination and Project Management**

6. What is your understanding of the implementation responsibilities for WFP, FAO and UNICEF?
  - a. Were these roles for each agency clear at the start of the project? Why or why not?
7. How did WFP, FAO, and UNICEF coordinate and collaborate during project implementation? Please explain.
  - a. What were the strengths and weaknesses of this collaboration? Please explain.
8. Were there any external partnerships that were crucial to the implementation of JRP? If so, which ones and why?
9. What is your understanding of the coordination between implementing agencies and the national government?
  - a. What about the local and territorial governments?
  - b. What were the strengths and weaknesses of this collaboration? Please explain.
10. What is your experience with the monitoring and evaluation systems on JRP? Please describe.
  - a. What are the strengths of these systems? And the weaknesses?
  - b. Can you think of a time when you made changes to the project because of the something you learned from monitoring/evaluation findings?
11. What is your experience with the project budgeting and financial management? Please describe.
12. Did the project adhere to its projected budget? Why or why not?
  - a. What are some factors that reduced project costs?

- b. What are some factors that increased project costs?
13. If JRP were to continue, do you have any recommendations for how coordination or project management can be improved? If so, please explain.

### ***Effectiveness & Impact***

14. To what extent, if at all, do you think JRP activities...
- a. Helped remove the barriers to socio-economic resilience in targeted communities? Please explain and cite specific activities.
  - b. Contributed to peace and stability in targeted communities? Please explain and cite specific activities.
  - c. Strengthened the capacity of organizations and institutions in targeted communities to support peace and prevent conflict? Please explain and cite specific activities.
15. Did the program impact different territories or communities in different ways? Please explain.
16. Did the program impact different groups of participants (e.g., women, youth, disabled persons) in different ways? If so, which ones and how? If not, why not?
17. Of the activities you were involved in, which ones do you think most effectively supported JRP participants? Why?
- a. Are there any activities you would change if you could? Which ones, and why?
  - b. Are there any activities that you would add to the program, if the JRP were to be continued? Which ones, and why?
18. In your opinion, did the large number of activities included in JRP help or hinder its effectiveness in target communities? Why or why not?

### ***Sustainability***

19. Is/was there a sustainability plan for JRP? Please describe.
- a. What measures, if any, has JRP taken to ensure that activities can continue in the future without financial support?
20. Have any JRP activities or policies been institutionalized as part of government/ministry operations? Which ones and how so?
21. Have communities and participants taken ownership of JRP activities? Which activities and to what extent?
22. What are the barriers to continuing JRP activities?
23. Do you have any recommendations for increasing the likelihood that ensuring that key/impactful JRP activities can continue?

***Conclusion. That brings me to the end of my questions. Is there anything else you would like to share with me?***

***Thank you for your time!***



## Focus Group Discussion with Implementing Agencies (Regional and HQ)

[Consent form]

### **Introduction**

1. Could you all please introduce yourselves by sharing your title, your agency, and your role in the Joint Resilience Programme (JRP)?

### **Relevance**

2. What are the main barriers to socio-economic resilience for communities in South Kivu? What about in North Kivu?
  - a. Do the barriers to resilience differ between women and men? Please explain.
  - b. Do youth face any particular barriers to resilience? Please explain.
3. Were any of you involved in the design of JRP? If so, can you explain how the activities, beneficiaries, and communities were identified?
  - a. Can you tell me how the project incorporated gender, human rights, and equity considerations into its design?
  - b. In your opinion, did the JRP adequately support and incorporate women, disabled people, and other vulnerable groups in project activities? Why or why not?
  - c. Were there any reports or analyses that informed the design of JRP? If so, which ones and how?
4. Was the JRP aligned with the strategic priorities of your respective agencies? If so, how? If not, why not?

### **Coordination and Project Management**

5. What is your understanding of the implementation responsibilities for WFP, FAO and UNICEF?
  - a. Were these roles for each agency clear at the start of the project? Why or why not?
6. How did WFP, FAO, and UNICEF coordinate and collaborate during project implementation? Please explain.
  - a. What were the strengths and weaknesses of this collaboration? Please explain.
7. Were there any external partnerships that were crucial to the implementation of JRP? If so, which ones and why?
8. What is your understanding of the coordination between implementing agencies and the national government?
  - a. What were the strengths and weaknesses of this collaboration? Please explain.
9. What is your experience with the monitoring and evaluation systems on JRP? Please describe.
  - a. What are the strengths of these systems? And the weaknesses?
  - b. Can you think of a time when you made changes to the project because of the something you learned from monitoring/evaluation findings?
10. What is your experience with the project budgeting and financial management? Please describe.
11. To your knowledge, did the project adhere to its projected budget? Why or why not?
  - a. What are some factors that reduced project costs?
  - b. What are some factors that increased project costs?
12. If JRP were to continue, do you have any recommendations for how coordination or project management can be improved? If so, please explain.

### **Effectiveness & Impact**

13. To what extent, if at all, do you think JRP activities...

- a. Helped remove the barriers to socio-economic resilience in targeted communities? Please explain and cite specific activities.
- b. Contributed to peace and stability in targeted communities? Please explain and cite specific activities.
- c. Strengthened the capacity of organizations and institutions in targeted communities to support peace and prevent conflict? Please explain and cite specific activities.

14. Of the different project activities, which ones do you think most effectively supported JRP participants? Why?

Interviewer: Refer to the list of project activities if necessary.

- a. Are there any activities you would change if you could? Which ones, and why?
- b. Are there any activities that you would add to the program, if the JRP were to be continued? Which ones, and why?

15. In your opinion, did the large number of activities included in JRP help or hinder its effectiveness in target communities? Why or why not?

### ***Sustainability***

16. Is/was there a sustainability plan for JRP? Please describe.

- a. What measures, if any, has JRP taken to ensure that activities can continue in the future without financial support?

17. Have any JRP activities or policies been institutionalized as part of government/ministry operations? Which ones and how so?

18. Have communities and participants taken ownership of JRP activities, for instance by incorporating activities into their regular work? Which activities and to what extent?

19. What are the barriers to continuing JRP activities?

20. Do you have any recommendations for increasing the likelihood that [the applicable/useful] JRP activities continue?

***Conclusion. That brings me to the end of my questions. Is there anything else you would like to share with me?***

***Thank you for your time!***

## Key Informant Interviews with Parents' Association (COPA) members

[Consent form]

### Introduction

1. Please introduce yourself and tell me how many children you have at [school name], their genders, and their ages.
2. What is your role in the parent association and how long have you been in that role?

### Education

3. Are there any factors that make it difficult for children in your community to attend and do well in primary school? If so, what are they?
  - c. In particular, do girls face any challenges to completing primary school? Why or why not?
  - d. What about secondary school?
4. In your opinion, what are some ways that you, as parents, can help your children do well in primary school? *(Probes, only if parents do not mention any: read or tell stories, help with homework, health and nutrition, etc.)*
5. On the other hand, what are some challenges that you, as a parent, face in supporting your children's education at the primary level?
  - a. Do you think there are additional challenges for other parents? Please describe.
6. How does the COPA try to support education in this community?
  - a. Do you do any specific activities to support girls' education? If so, what are they?
7. Was the COPA involved in providing school meals over the past year? If so:
  - a. Please explain the role of the COPA.
  - b. What worked well about the school meals?
  - c. What were the biggest challenges of school meals?
  - d. Do you see any changes in students, teachers, or parents as a result of the school meal program? Please describe.
8. Are there any other services, programs, or trainings in your community which provide support to primary school-aged children, their families, or their teachers? If so, what are they?

### Peace & Conflict

I have a few questions about the conflict in this area.

9. How, if at all, does the conflict affect your everyday life?
10. In your opinion, does conflict have any impact on education in this community? Why or why not? Please provide examples if you can.
11. Are there any services, trainings, or groups which aim to promote peace in this community? If so, what are they? And what does each do?
  - a. In your opinion, what is the most effective way to promote peace in the community?
12. If there is conflict or insecurity near your community, how do you learn about it?
13. Are you aware of any specific ways that teachers and parents can help support peace and safety? If so, what are they? And how did you learn this?

### **Joint Resilience Programme**

14. Have you heard of the Joint Resilience Project (JRP), which is implemented by WFP, FAO, and UNICEF? If so, please tell me what you know about it.
15. Can you think of any JRP activities that you've participated in? If so, which ones?

Interviewer: If the participants do not mention the activities below, please ask directly about them.

School lunch program	Peacebuilding skills trainings
Healthy schools certification	

16. How did you hear about these trainings/activities?
17. What did you learn as part of the activities?
18. What did you like about these activities?
19. Was there anything you disliked or would change about these activities? If so, what?
20. To your knowledge, did women, disabled people, and other vulnerable people in your community participate in JRP activities? Please explain.
21. Have you communicated anything you learned with any other parents in the community who did not attend trainings?
22. Have you changed anything you do in your daily life as a result of what you learned from the trainings? Please describe.

### **Conclusion**

This brings me to the end of my questions. Is there anything else you would like to share with me?

## Key Informant Interview with Ministry Staff

[Consent form]

### **Introduction**

1. Could you please introduce yourself by sharing your name, title, and your main job responsibilities?
2. What is your level of involvement in the Joint Resilience Programme (JRP) of WFP, FAO, and UNICEF? Please tell me about how you've participated in this project.

### **Relevance**

3. What are the main barriers to socio-economic resilience for communities in South Kivu and North Kivu?
  - a. Do the barriers to resilience differ between women and men? Please explain.
  - b. Do youth face any particular barriers to resilience? Please explain.
4. Were any of you involved in the design of JRP? If so, can you explain how the activities, beneficiaries, and communities were identified?
  - a. Can you tell me how the project incorporated gender, human rights, and equity considerations into its design?
  - b. In your opinion, did the JRP adequately support and incorporate women, disabled people, and other vulnerable groups in project activities? Why or why not?
5. In your opinion, how does JRP differ from and/or complement other programs or government services in North Kivu and South Kivu?
6. In your opinion, is the JRP aligned with the strategic priorities of your ministry? Please explain.
  - a. Does your ministry offer any services to reach the populations (e.g., smallholder farmers, women, out-of-school adolescents) by the JRP? If so, which services and populations?
7. How would you describe the effectiveness of the collaboration between the implementing agencies (WFP, FAO, and UNICEF) and your ministry on the JRP? Please explain.
  - a. What are some specific ways that your ministry coordinates with these agencies at the national, territorial, and local levels?

### **Effectiveness & Impact**

8. To what extent, if at all, do you think JRP activities...
  - a. Helped remove the barriers to socio-economic resilience in targeted communities? Please explain and cite specific activities.
  - b. Contributed to peace and stability in targeted communities? Please explain and cite specific activities.
  - c. Strengthened the capacity of organizations and institutions in targeted communities? Please explain and cite specific activities.
9. Did the program impact different territories or communities in different ways? Please explain.
10. Did the program impact different groups of beneficiaries (e.g., women, youth, disabled persons) in different ways? If so, which ones and why? If not, why not?
11. Of the activities you were involved in, which ones do you think most effectively supported JRP beneficiaries? Why?
  - a. Are there any activities you would change if you could? Which ones, and why?

- b. Are there any activities that you would add to the program, if the JRP were to be continued? Which ones, and why?
- 12. Were you or someone at your ministry involved in the design of JRP? If so, can you explain how the activities, beneficiaries, and communities were identified? If not, why not?
- 13. Were you or someone at your ministry involved the project budgeting and financial management processes? If so, please explain your involvement. If not, why not?

### ***Sustainability***

- 14. Is/was there a sustainability plan for JRP? Please describe.
  - a. What measures, if any, has JRP taken to ensure that activities can continue in the future without financial support from the project?
- 15. Have any JRP activities or policies been institutionalized as part of government/ministry operations? Which ones and how so?
- 16. Have communities and beneficiaries taken ownership of JRP activities? Which activities and to what extent?
- 17. What are the barriers to sustaining JRP activities?
- 18. Do you have any recommendations for ensuring that JRP activities are sustained?

***Conclusion. That brings me to the end of my questions. Is there anything else you would like to share with me?***

***Thank you for your time!***

## Key Informant Interviews with Health Service Providers

[Consent form]

### Introduction

1. Please introduce yourself by telling me your job title and how long you have been in this role.
  - a. What are your primary responsibilities in this role?
2. What are some things you enjoy about your job?
3. On the other hand, what are some things that make it challenging to do your job?

### Health & Nutrition Context

4. In your opinion, what are some things that parents in this community do well when it comes to supporting the health and nutrition of young children (ages 0 to 5)?
  - a. What about for older children and adults?
5. On the other hand, what are some challenges parents in this community face in supporting the health and nutrition of young children (ages 0 to 5)?
6. What are some available health and nutrition supports for older children and adults, from parents or otherwise in the community? Please describe.
7. Where do people in this community get information about health and nutrition? (*Probe: trainings and programs, friends and family, traditional healers, social media, etc.*)
  - a. In your view, do families in this community have sufficient information about health and nutrition? Why or why not?

### Health Services

8. In general, what kind of services does this clinic provide? Can you particularly describe the services you offer for the following groups?
  - a. Infants and small children (up to age 5)
  - b. Adolescent girls and boys
  - c. Pregnant women and their families
  - d. Disabled persons
  - e. People experiencing displacement or conflict
9. How do families hear about your clinic's services?
10. Does your clinic successfully reach all families in this community? Why or why not? (*Probe: cost to user, cultural acceptability, quality of the service, effectiveness of the service*)
  - a. Is there any particular group of people that does not use your clinic's services? If so, who? And why?
11. Do you feel you have enough resources (time, materials, knowledge, etc.) to fulfill your job responsibilities? Why or why not?
  - a. Do you feel that you have enough resources related to health and nutrition (e.g., breastfeeding, growth monitoring, etc.)? Why or why not?
  - b. Do you feel that you need any additional skills or information to do your job well? If so, which skills or what information?

12. In the past two years, have you participated in any training to learn new skills or techniques for supporting health and nutrition in this community? If so, please explain. (*Probe for the source of the training, such as an organization, project, extension worker, etc.*)
- a. What did you learn?
13. Aside from the services offered at your clinic, are there any other services, programs, or trainings in this community which support families' health and nutrition? If so, what are they?

### ***Peace & Conflict***

I have a few questions about the conflict in this area.

14. How, if at all, does the conflict affect your everyday life?
15. In your opinion, does conflict have any impact on health and nutrition in this community? Why or why not? Please provide examples if you can.
16. Are there any services, trainings, or groups which aim to promote peace in this community? If so, what are they? And what does each do?
- a. In your opinion, what is the most effective way to promote peace in the community?
17. If there is conflict or insecurity near your community, how do you learn about it?
18. Are you aware of any specific ways that health service providers can help support peace and safety? If so, what are they? And how did you learn this?

### ***Joint Resilience Programme***

19. Have you heard of the Joint Resilience Project (JRP), which is implemented by WFP, FAO, and UNICEF? If so, please tell me what you know about it.
20. Have you participated in any trainings or activities organized by this project? If so:

Interviewer: If the participants do not mention the activities below, please ask directly about them.

Kitchen gardens	Supplies for treating malnutrition
Healthy health centre certification	Community-based nutrition training

21. Which ones? How did you hear about these activities?
22. What did you like about these activities?
23. Was there anything you disliked or would change about these activities? If so, what?
24. To your knowledge, did women, disabled people, and other vulnerable people in your community participate in JRP activities? Please explain.
25. ***Have you communicated anything you learned with any other people in the community who did not attend trainings?***
26. ***Have you changed how you do your work as a result of what you learned from the trainings? Please describe.***

### ***Conclusion***

This brings me to the end of my questions. Is there anything else you would like to share with me?



## Key Informant Interview with NGO Implementing Partner Staff

[Consent form]

### Introduction

1. Could you please introduce yourself by telling me your organization, your title, and your role in the Joint Resilience Programme (JRP)?

### Relevance

2. What are the main barriers to socio-economic resilience for communities in South Kivu and North Kivu?
  - a. Do the barriers to resilience differ between women and men? Please explain.
  - b. Do youth face any particular barriers to resilience? Please explain.
3. In your opinion, how does JRP differ from and/or complement other programs and services in North Kivu and South Kivu?
4. How would you describe the effectiveness of the collaboration and coordination between your organization and the project staff at WFP, UNICEF, and/or FAO? What about the coordination between your organization and other implementing NGOs (e.g., CAAP, UPDHHE, ActionAid, AFEDEM, etc.)?
  - a. What were the strengths and weaknesses of coordination on the project?
5. To your knowledge, how did the JRP project incorporate gender, human rights, and equity considerations into its design?
  - a. In your opinion, did the JRP adequately support and incorporate women, disabled people, and other vulnerable people in project activities? Why or why not?
6. Was your organization responsible for mobilizing communities for JRP? If so, please explain your experience.
7. What were the strengths and weaknesses of community engagement in the JRP?
8. Was your organization involved in monitoring the project activities or outcomes? If so, please explain your experience.
9. What were the strengths and weaknesses of the monitoring and evaluation systems of the JRP?
10. Did you face any challenges with your organization's budget allocated to implementing the JRP? (*probes if needed: not receiving funds on time, not enough budget for certain categories*) If so, please explain.

### Effectiveness & Impact

11. To what extent, if at all, do you think JRP activities...
  - a. Helped remove the barriers to socio-economic resilience in targeted communities? Please explain and cite specific activities.
  - b. Contributed to peace and stability in targeted communities? Please explain and cite specific activities.
  - c. Strengthened the capacity of organizations and institutions in targeted communities? Please explain and cite specific activities.
12. Did the program impact different territories or communities in different ways? Please explain.
13. Did the program impact different groups of beneficiaries (e.g., women, youth, disabled persons) in different ways? If so, which ones and why? If not, why not?
14. Of the JRP activities you were involved in, which ones do you think most effectively supported JRP beneficiaries? Why?
  - a. Are there any activities you would change if you could? Which ones, and why?

- b. Are there any activities that you would add to the program, if the JRP were to be continued? Which ones, and why?
- 15. In your opinion, did the large number of activities included in JRP help or hinder its effectiveness in target communities? Please describe.

***Sustainability***

- 16. Have communities and beneficiaries taken ownership of JRP activities? Which activities and to what extent?
- 17. What are the barriers to sustaining JRP activities?
- 18. Do you have any recommendations for ensuring that JRP activities are sustained?

***Conclusion. That brings me to the end of my questions. Is there anything else you would like to share with me?***

***Thank you for your time!***

## Key Informant Interviews with Teachers

[Consent form]

### Introduction

1. Please introduce yourself by telling me about your role at this school and how long you have been in this role.
2. What are some things you enjoy about your job?
3. On the other hand, what are some things that make it challenging to do your job?

### Education

4. Are there any factors that make it difficult for children in your community to attend and do well in primary school? If so, what are they?
  - e. In particular, do girls face any challenges to completing primary school? Why or why not?
  - f. What about secondary school?
5. In your opinion, what are some ways that parents help their children do well in primary school? (*Probe: read or tell stories, help with homework, health and nutrition, etc.*)
6. On the other hand, what are some challenges parents face in supporting their children's education at the primary level?
7. To what extent, if at all, have you worked with the COPA? Why?
  - a. In your opinion, what are the strengths and weaknesses of the COPA?
8. Were you or your school involved in providing school meals over the past year? If so:
  - a. Please explain how this worked and who was involved.
  - b. What worked well about the school meals?
  - c. What were the biggest challenges of school meals?
  - d. Do you see any changes in students, teachers, or parents as a result of the school meal program? Why or why not?
9. Are there any other services, programs, or trainings in your community which provide support to primary school-aged children, their families, or teachers? If so, what are they?

### Peace & Conflict

I have a few questions about the conflict in this area.

10. How, if at all, does the conflict affect your everyday life?
11. In your opinion, does conflict have any impact on education in this community? Why or why not? Please provide examples if you can.
12. Are there any services, trainings, or groups which aim to promote peace in this community? If so, what are they? And what does each do?
  - a. In your opinion, what is the most effective way to promote peace in the community?
13. If there is conflict or insecurity near your community, how do you learn about it?
14. Are you aware of any specific ways that teachers, parents, or school children can help support peace and safety? If so, what are they? And how did you learn this?

### ***Joint Resilience Programme***

15. Have you heard of the Joint Resilience Project (JRP), which is implemented by WFP, FAO, and UNICEF? If so, please tell me what you know about it.
16. Can you think of any JRP activities that you've participated in? If so, which ones?

Interviewer: If the participants do not mention the activities below, please ask directly about them.

School lunch program	Peacebuilding skills trainings
Healthy schools certification	Girls' education sensitization

17. How did you hear about these trainings/activities?
18. What did you learn as part of the activities?
19. What did you like about these activities?
20. Was there anything you disliked or would change about these activities? If so, what?
21. To your knowledge, did women, disabled people, and other vulnerable people in your community participate in JRP activities? Please explain.
22. Have you communicated anything you learned with any other parents in the community who did not attend trainings?
23. Have you changed anything you do in your daily life as a result of what you learned from the trainings? Please describe.

### ***Conclusion***

This brings me to the end of my questions. Is there anything else you would like to share with me?

QUANTITATIVE TOOL

# **DRC JRP HOUSEHOLD SURVEY**

*HOUSEHOLD INSTRUMENT*

2024

- Order of modules is illustrative and can be programmed in CAPI in different sequence

## SECTION 0. COVERSHEET / META DATA: DRC JRP HOUSEHOLD SURVEY

No	Question	Response	No	Question	Response
1	Date of interview [CAPI pre-fill]	_ _  -  _ _  -  _ _	7	Health Zone	
2	Time start (MM:HH) [CAPI pre-fill]	_ _  :  _ _  24-hour clock	8	Village	
3	Name of supervisor / code		9	Is this household a beneficiary of the project	1 = Yes 2 = No >> Skip to Q11
4	Name of enumerator / code		10	What is the Beneficiary ID?	
5	Province		11	Is the household available to be interviewed?	1 = Yes 2 = No >> End of interview (Section 00)
6	Territory				

## SECTION 00: END OF INTERVIEW

No	Question	Response	No	Question	Response
1	Response status	1 = Complete interview 2 = Partially complete 3 = Non-contact (location unknown) 4 = Refusal 5 = Female respondent unable to complete interview 6 = Other (specify:_____)	3a	Latitude	N  _ _ _ _ _ .  _ _ _ _ _ _ _ _ _ _
			3b	Longitude	E  _ _ _ _ _ .  _ _ _ _ _ _ _ _ _ _
			4	Contact number	_ _

2	Overall Comments/ Observations (If refused, or partially complete, give reasons for refusal; If moved, and within the study districts, give details on contact / location information)		5	What was the main language of the interview?	French ..... 1 Swahili ..... 2 Other ..... 9
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## SECTION 0A. INFORMED CONSENT

The informed consent is administered to all main respondents. In the case the primary respondent is a legal minor (<18 years), the informed consent is administered to his/her legal guardian and they are administered the assent form. In the case no female respondent is available, or another member of the household is expected to be the primary respondent for household-level modules, the informed consent is also administered to this member.

### [ENUMERATOR: READ SCRIPT BELOW]

Hello. My name is \_\_\_\_\_ from [organization], based in [location]. In collaboration with the American Institutes for Research, we are conducting a study to understand the experiences of households in this area. Because you live in the catchment area of the JRP project, you have qualified for this survey and we would like you to answer questions about the activities, education, and economic situation of your household as well as questions about nutrition and access to services.

The answers provided will help the World Food Programme and partners to understand the experiences and needs of families like your own. The information will be used to improve services in your territory.

I want to be clear that there is no direct benefit to you or your household for participating in the survey. If you do not agree to take part in the study, it will not change any services or benefits that your household or any of its members receives now, or may receive in the future. If you agree to participate, you can stop at any time without penalty and without giving me an explanation. You may feel uncomfortable answering some of the questions I may ask you. Please know that you do not have to answer any question you do not want to answer. Simply tell me when you do not want to answer a specific question and I will move to the next. We will not share your answers with anyone in your household or your community. Only the researchers leading this study will have access to the personal details of participants. Your name will be kept separately from your answers in a private, secure location.

The questions may take up to 1-2 hours of your time. We will leave a card with information about the study and with telephone numbers in case you would like to know more or you have questions even after our visit. Also, after the interview we may offer you information or a direct referral to services, for example health or other social action services, which could help you in the future. In the case we believe you, or any of the children in your household, are in immediate harm or danger, we are mandated by law to directly refer you to these services.

Do you agree to participate?

Signature of Respondent\_\_\_\_\_

Date\_\_\_\_\_

Signature of Enumerator\_\_\_\_\_

Date\_\_\_\_\_

Enumerator: Sign above to witness the verbal consent of the participant. Keep one copy for the PIs records and leave the second copy with the participant.

### Questions about this study?

If you have questions about this study, you may contact [NAME] (Tel: [###]) from [org]. If you have questions about your rights you may reach out to the [org] (Tel: [##]) or the American Institutes for Research Institutional Review Board (Tel: +1 2024035542).



## SECTION 0B. INFORMED ASSENT (MOTHER & HOUSEHOLD, LEGAL MINORS)

The assent is administered to all respondents who are legal minors (<18 years), while the informed consent is administered to the legal guardian.

### [ENUMERATOR: READ SCRIPT BELOW]

Hello. My name is \_\_\_\_\_ from [organization], based in [location]. In collaboration with the American Institutes for Research, we are conducting a study to understand the experiences of households in this area. Because you live in the catchment area of the JRP project, you have qualified for this survey and we would like you to answer questions about the activities, education, and economic situation of your household as well as questions about nutrition and access to services.

The answers provided will help the World Food Programme and partners to understand the experiences and needs of families like your own. The information will be used to improve services in your territory.

I want to be clear that there is no direct benefit to you or your household for participating in the survey. If you do not agree to take part in the study, it will not change any services or benefits that your household or any of its members receives now, or may receive in the future. If you agree to participate, you can stop at any time without penalty and without giving me an explanation. You may feel uncomfortable answering some of the questions I may ask you. Please know that you do not have to answer any question you do not want to answer. Simply tell me when you do not want to answer a specific question and I will move to the next. We will not share your answers with anyone in your household or your community. Only the researchers leading this study will have access to the personal details of participants. Your name will be kept separately from your answers in a private, secure location.

The questions may take up to 1-2 hours of your time. We will leave a card with information about the study and with telephone numbers in case you would like to know more or you have questions even after our visit. Also, after the interview we may offer you information or a direct referral to services, for example health or other social action services, which could help you in the future. In the case we believe you, or any of the children in your household, are in immediate harm or danger, we are mandated by law to directly refer you to these services.

Do you agree to participate?

Signature of Respondent\_\_\_\_\_

Date\_\_\_\_\_

Signature of Enumerator\_\_\_\_\_

Date\_\_\_\_\_

Enumerator: Sign above to witness the verbal consent of the participant. Keep one copy for the PIs records and leave the second copy with the participant.

### Questions about this study?

If you have questions about this study, you may contact [NAME] (Tel: [###]) from [org]. If you have questions about your rights you may reach out to the [org] (Tel: [##]) or the American Institutes for Research Institutional Review Board (Tel: +1 2024035542).

## SECTION 1: HOUSEHOLD ROSTER

**Instruction:** Please give me the names of all members who now live with this household and eat from the same pot or share economic resources. To qualify as new members, they should have lived with the household for six months or more. Include usual members, who are away visiting, in hospital, at boarding schools or college or university, etc but who may not be here at this moment. The respondent should be the first row, followed by the rest of the household members.

1	2a	2b	3	4	5	7	7a	8	9	10
								<b>ONLY FOR MEMBERS AGE 10 AND OLDER</b>		
ID	First name of the member	Last name of the member	Sex 1 = Male 2 = Female	What is [NAME'S] relationship with the head?  1 = Head 2 = Spouse 3 = Son/Daughter 4 = Grandchild 5 = Parent/Parent-in-law 6 = Son/Daughter-in-law 7 = Other relative 8 = Adopted/Foster/Stepchild 9 = House help 10 = Non-relative	How old is [NAME] now?  Record exact age in completed years for all members. For those under 36 months, also record the number of months since the last birthday (use child health book or birth certificate if available.)	Does [NAME] have any disability that limits their full participation in life activities: such as seeing, hearing, walking, remembering, self-care or communicating?  1=YES 2=NO (>>Q8)	What type of disability does [NAME] have?  1=Blind 2=Deaf/Mute 3=Mental Deficiency 4=Paralyzed 5=Stunted or amputated arm 6=Stunted or amputated leg 7=Other, specify  [Record up to 3 disabilities]	What is [NAME'S] present marital status?  1 = Married or living together, monogamous 2 = Married or cohabiting, polygamous 3 = Divorced or separated 4 = Widowed 5 = Never married or cohabited  If 3 – 5 >> next member	Does [NAME'S] spouse or partner live in this household?  1 = Yes 2 = No (>> next member)	COPY THE I.D. CODE OF THE SPOUSE  (IF MORE THAN ONE SPOUSE, THE FIRST ONE)


## SECTION 2: EDUCATION OF ALL HOUSEHOLD MEMBERS AGED 5 YEARS OR OLDER

	Ask for household members age 5 and older					
	1	2	3	4	5	6
<b>ID</b>	Can [NAME] read and write in any language? 1=French 2= Swahili 3=Other 4=None	Has [NAME] ever attended a formal school?  1=Yes 2=No (Skip to next Q5)	Did [NAME] attend school during the 2023/2024 school year?  1=Yes 2=No	What is the highest grade [NAME] completed in formal school?  <b>[SEE CODES BELOW]</b>	Has [NAME] ever attended informal school (ex. Quranic school)?  1=Yes 2=No (Skip to next section)	How many years did [NAME] attend informal school (ex. Quranic school)?
<b>Codes for Q3:</b> <b>0 = No education</b> <b>1 = Some primary</b> <b>2 = Completed primary</b> <b>3 = Some secondary</b> <b>4 = Completed secondary</b> <b>5 = More than secondary</b>						

### SECTION 3a: CONSUMPTION QUESTIONS - FOOD

Enumerator reads: *Now I would like to ask you some questions regarding the consumption of food in your household in the last 7 days.*

	Item name	Example	How many days over the last 7 days did your household eat [item], prepared and/or consumed at home?	How was this food acquired?	What is the amount in CASH that your household spent on [item] in the last 7 days?	What is the amount in CREDIT or BORROWING that your household spent on [item] in the last 7 days?	What would be the value of the consumed [item] that came from in-kind gifts or assistance if you were to buy that at the market?	What would be the value of the consumed [item] that you produced, gathered/hunted /fished, or received in exchange of labour if you were to buy that at the market?	Did household members consume [item] during the previous day or night?
		Note: Before asking yes/no questions related to a certain item name, the enumerator should read: <i>now I will ask you about your consumption and expenditures of [item name]. This includes items such as...[Example]</i>	0=Lower limit 7=Upper limit  If 0->Next item	<b>[Write the main source of these foods consumed over the past 7 days. SEE CODES BELOW]</b>	<b>In CDF</b>  <i>If given in USD please convert</i>	<b>In CDF</b>  <i>If given in USD please convert</i>	<b>In CDF</b>  <i>If given in USD please convert</i>	<b>In CDF</b>  <i>If given in USD please convert</i>	0=No 1=Yes
1	Cereals and grains	Barley, buckwheat, corn / maize, millet, oats, rice, rye, sorghum, wheat, or any other grains or foods made from these (e.g. bread, noodles, porridge, pasta or other grain products).							
2	White roots and tubers	Lotus root, parsnip, taro, white potatoes, white yam, white cassava, white sweet							

		potato or other foods made from roots. Other starchy foods such as green bananas and plantains.)							
3	Legumes , nuts and seeds group	Dried beans, chickpeas, lentils, peanuts, nuts (almond, cashew, chestnut, hazelnut, macadamia, pistachio, walnuts), seeds (pumpkin, sunflower, sesame, pine nut, poppy) or foods made from these (e.g. hummus, peanut butter).							
4	Milk/Dairy products	Milk, infant formula, cheese, yogurt or other milk products (e.g. kefir, yogurt).							
5	Meat (includes all four subgroups)	Goat, beef, chicken, pork, blood, fish including canned tuna, snails, and/or other seafood, eggs	If no >> Item 6						
5.1	Flesh meat	Beef, goat, lamb, mutton, pork, rabbit or other large wild (bush meat) or domesticated mammals, chicken, duck, or other wild or domesticated birds, cane rat, guinea pig, rat,							

		agouti or other small wild (bush meat) or domesticated mammals, frogs, snakes, and other reptiles, insects.							
5.2	Organ meat	Liver, kidney, heart or other organ meats or blood-based foods.							
5.3	Fish	Fresh or dried fish, canned fish (anchovies, tuna, sardines), shark, whale, roe / fish eggs, shellfish (clam, crab, lobster, crayfish, mussels, shrimp), octopus, squid, sea snails							
5.4	Eggs	Eggs from chicken, duck, guinea fowl or any other egg							
6	Vegetables (includes all two subgroups)	Cabbage, pepper, tomato, onion, eggplant, zucchini, carrot, pumpkin, cassava leaves, kale, spinach, etc.	If no >> Item 7						
6.1	Vitamin A rich vegetables and tubers	Carrot, red sweet pepper, pumpkin, squash, or sweet potato that are orange inside							

6.2	Dark green leafy vegetables	Dark green leafy vegetables, including wild forms, vitamin A rich leaves such as amaranth, arugula (rocket), cassava leaves, kale, spinach.							
7	Fruits (includes one subgroup)	Mango (ripe, fresh and dried), apricot (fresh or dried), peach, apple, avocados, banana, pineapple, coconut flesh, lemon, orange, wild fruits and 100% fruit juice made from these	If no >> Item 8						
7.1	Vitamin A rich fruits	Mango (ripe, fresh and dried), cantaloupe melon (ripe), apricot (fresh or dried), ripe papaya, passion fruit (ripe), dried peach, and 100% fruit juice made from these.							
8	Oils and fats	Oil, fats, ghee or butter added to food or used for cooking (e.g. vegetable/nut oil made from almond, avocado, canola, coconut, cottonseed, groundnut, maize, olive, rapeseed, safflower, sesame, soybean, sunflower/							



		walnut, ghee, butter, margarine, mayonnaise, palm oil -not red palm oil, shortenings, sour cream)							
9	Sweets	Sugar, honey, sweetened soda or sweetened juice drinks, sugary foods such as chocolates, candies, cookies, sweet biscuits and cakes							
10	Condiments	Salt, spices, cubes, fish powder							
11	Non-alcoholic beverages (including bottled water)	Coffee, tea, herbal infusion; bottled water; soft-drinks; juices							
12	Snacks and meals prepared outside the home	Ready-made meals and snacks prepared outside the home, no matter if consumed inside or outside the home							
13	Specialized nutritious foods	Fortified blended food (CSB, Super Cereal)							
14	Did you or anyone else in	0 = No							

	your household eat (meal or snack) OUT OF THE HOME yesterday?	1 = Yes							
15	Was yesterday a day of celebration in which you ate special foods, or did you eat more or less than usual?	0 = No 1 = Yes							
16	How many meals were consumed by the households on the previous day?	Average # meals consumed by children 0-5 years of age	Average # meals consumed by children 5-17 years of age		Average # meals consumed by adults				
17	What percent of your income from the past 30 days was used to purchase food?								
<b><u>Food acquisition codes</u></b> 100 = Own production (crops, animal)									

200 = Fishing / Hunting  
300 = Gathering  
400 = Loan  
500 = Market (purchase with cash)  
600 = Market (purchase on credit)  
700 = Begging for food  
800 = Exchange labor or items for food  
900 = Gift (food) from family relatives or friends  
999 = Other  
1000 = Food aid from civil society, NGOs, government, WFP etc.

## SECTION 3b: CONSUMPTION QUESTIONS – NON-FOOD

Enumerator reads: *Now I would like to ask you some questions regarding the consumption and use of non-food items in your household in the last **30 days**.*

	Item name	Example	What is the amount in CASH that your household spent on [item] in the last 30 days?  <b>In CDF</b> <i>If given in USD please convert</i>	What is the amount in CREDIT or BORROWING that your household spent on [item] in the last 30 days?  <b>In CDF</b> <i>If given in USD please convert</i>	What would be the value of the consumed [item] that came from in-kind gifts or assistance if you were to buy that at the market?  <b>In CDF</b> <i>If given in USD please convert</i>	What would be the value of the consumed [item] that you received in exchange of labour if you were to buy that at the market?  <b>In CDF</b> <i>If given in USD please convert</i>
	Personal care					
1	Hygiene items and services	Soap, toothbrush, toothpaste, toilet paper, razors, detergents, insecticides, cosmetics; hairdressers/barber, beauty salon				
	Transport					

2	Transport-related goods and services	Public transportation (bus, rail, boat etc.), taxi, rental of vehicles, maintenance of vehicles used for transportation (including lubricant, tyres, spare parts, repairs fees etc.)  DO NOT INCLUDE PURCHASE OF VEHICLES; EXCLUDE FUEL				
3	Fuel	Gasoline, diesel and any other fuel used for vehicles  DO NOT REPORT ON FUEL USED FOR VEHICLES USED EXCLUSIVELY FOR PRODUCTIVE/BUSINESS PURPOSES; DO NOT REPORT ON FUEL USED FOR PURPOSES OTHER THAN TRANSPORTATION				
	<b>Housing</b>					
4	Water supply for domestic use	Water for drinking (not bottled), washing, cooking, bathing etc.				

		EXCLUDE BOTTLED DRINKING WATER				
5	Electricity	Electricity  DO NOT REPORT ELECTRICITY USED FOR BUSINESS/PRODUCTIVE PURPOSES ONLY				
6	Other sources of energy for cooking, heating, lighting etc.	Gas, kerosene, other liquid fuels; wood, charcoal, candles, other solid fuels.  DO NOT INCLUDE ELECTRICITY; DO NOT INCLUDE FUEL FOR TRANSPORTATION				
7	Services related to dwelling	Waste collection, sewage collection, maintenance charge in collective buildings, security services, services of helpers like maids and lawn workers.				
	<b>Communication</b>					
8	Communication-related goods and services	Mobile top-up, internet, landline charges, postal services.  DO NOT INCLUDE PURCHASE OF DEVICES				

		LIKE PHONES, RADIOS, COMPUTERS, TVs...				
	<b>Recreation, sport and culture</b>					
9	Goods and services related recreation, sport and culture	Entertainment, sports, lottery, gambling, newspapers, magazines, books, toys, hobbies, hotels  DO NOT INCLUDE EXPENDITURES FOR LARGE/SPECIAL CEREMONIES LIKE WEDDINGS AND FUNERALS				
	<b>Others</b>					
10	Alcohol, Tobacco					

### SECTION 3c: CONSUMPTION QUESTIONS – Non-FOOD (6 months)

Enumerator reads: "Now I will ask you again about the consumption and use of non-food items in your household. However, this time I will ask you about the last **6 months**"

	Item name	Example	What is the amount in CASH that your household spent on [item] in the last 6 months? <b>In CDF</b> <i>If given in USD please convert</i>	What is the amount in CREDIT or BORROWING that your household spent on [item] in the last 6 months? <b>In CDF</b> <i>If given in USD please convert</i>	What would be the value of the consumed [item] that came from in-kind gifts or assistance if you were to buy that at the market? <b>In CDF</b> <i>If given in USD please convert</i>	What would be the value of the consumed [item] that you received in exchange of labour if you were to buy that at the market? <b>In CDF</b> <i>If given in USD please convert</i>
	<b>Health</b>					
1	Health services	Outpatient and hospital services, doctor fees, traditional healing				
2	Medicines & Health products	Medicines, other medical products and equipment like glasses, syringes, crutches etc.				
	<b>Clothing</b>					
3	Clothing and footwear	Clothes, shoes, and repair, tailor and laundry services  DO NOT INCLUDE SCHOOL UNIFORMS				



	Education					
4	Education services	Tuitions fees, Exam fees, other fees				
5	Education goods	Other education costs including uniforms, books, canteen, transport and other education material				
	Housing					
6	Rent	Rent paid for housing				
7	Household non-durable furniture and utensils	Textiles (like bed sheets, blankets, pillows, curtains, carpets), utensils (like bowls, plates, silverware, cookpots, brooms, brushes, umbrellas, torches, lamps etc.)  DO NOT INCLUDE DURABLE FURNITURE, EQUIPMENT AND APPLIANCES LIKE BEDS, TABLES, CHAIRS, FRIDGE, TV, PHONES, FANS, STOVES, GAS COOKER...				
8	Household routine maintenance	Goods and services for household routine maintenance (like repairs to dwelling, repairs to appliances and furniture etc.).				

#### SECTION 4: SHOCKS

		1
SHOCK ID		<p>During the last 12 months, was your household affected negatively by any of the following [SHOCK]?</p> <p>Yes=1</p> <p>No=2 (&gt;&gt;<b>NEXT SHOCK</b>)</p>
101	Drought/irregular rains	
102	Floods/Landslides	
103	Winds/Thunderstorm/Storm surge	
104	Unusually high level of crop/livestock pests or disease	
105	Crop/harvest destroyed (ex. Fire)	
106	Livestock died	
107	Unusually low prices for agricultural output	
108	Unusually high costs of food or agricultural inputs	
109	End of regular assistance/aid remittances from outside household	
110	Serious illness or accident of household member(s)	
111	Damage to stored products	

112	Death of household income earner	
113	Break-up of household (divorce/separation/death/migration)	
114	Payment of labolo (brideprice)	
115	Theft of money/valuables/assets/agricultural output	
116	High education costs	
117	Business bankruptcy/Job loss	
118	Inability to repay a loan	
119	Severe water shortage	
120	Displacement	
121	House destroyed (for example, burning, flood, winds)	
122	Conflict in the community	
123	Poor fishing season	
999	Other, specify	

## SECTION 5: FOOD SECURITY

		<i>In the last 12 months, was there a time when:</i>  0=No 1=Yes 99=Don't know	<i>IF YES, In the last 4 weeks/30 days, was there a time when:</i>  0=No 1=Yes 99=Don't know	<i>IF YES, How often did this occur in the last 4 weeks/30 days?</i>  1 = Rarely (1-2 times) 2 = Sometimes (3-10 times) 3 = Often (more than 10 times)
1	You or someone else in your household has been worried about not getting enough food due to lack of money or other resources?			
2	You or someone else in your household has not been able to eat healthy and nutritious food due to lack of money or other resources?			
3	You or someone else in your household has eaten food with little variety due to lack of money or other resources?			
4	You or someone else in your household had to skip a meal because you didn't have enough money or other resources to buy food?			
5	You or someone else in your household ate less than you thought you should eat because of a lack of money or other resources?			
6	Was there ever no food to eat of any kind in your house because of lack of resources to get food?			

7	Has there been a time when you or someone else in your household went hungry and didn't eat because there wasn't enough money or other resources to get food in the past 12 months?			
8	Did you or any household member go to sleep at night hungry because there was not enough food?			
9	Has there been a time when you or other members of your household went an entire day without eating due to a lack of money or other resources in the past 12 months?			

## SECTION 6: FOOD SECURITY – COPING STRATEGIES

	During the past <b>30 days</b> , did anyone in your household have to engage in any of the following activities <b>due to a lack of food or money to buy food?</b>	1 = No, because we did not need to 2 = No, because we already sold those assets or have engaged in this activity within the last 12 months and cannot continue to do it 3= Yes 99= Not applicable (don't have access to this strategy)
1.1	Sold household assets/goods (radio, furniture, television, jewellery, etc.) <i>due to lack of food</i>	_
1.2	Borrowed money to cover food needs	_
1.3	Spent savings <i>due to lack of food</i>	_
1.4	Sent household members to eat elsewhere <i>due to lack of food</i>	_
1.5	Sold productive assets or means of transport (sewing machine, wheelbarrow, bicycle, car, etc.) <i>due to lack of food</i>	_
1.6	Reduced expenses on health (including drugs) <i>due to lack of food</i>	_
1.7	Withdrew children from school <i>due to lack of food</i>	_
1.8	Mortgaged/sold the house where the household was permanently living in or land <i>due to lack of food</i>	_
1.9	Begged (i.e., asked strangers on the streets for money or food) and/or scavenged <i>due to lack of food</i>	_

1.10	Engaged in socially degrading, illegal, high-risk, exploitive or life-threatening jobs or income-generating activities (e.g., smuggling, theft, joining armed groups, prostitution) <i>due to a lack of food</i>	_
	<p><i>Now I will ask you questions about the past 7 days; please respond with the frequency in days that you engaged in each strategy</i></p> <p><i>[Note: If the HH responds “always”, clarify that this means every day for the past 7 days. If the HH responds “none”, clarify if this means 0 times in the last 7 days (0), or if the HH never engages in this strategy (99).</i></p>	
	In the past 7 days, if there have been times when you did not have enough food or money to buy food, how often has your household had to:	0-7 99 = Never
5.1	Rely on less preferred and less expensive foods?	
5.2	Borrow food, or rely on help from a friend or relative?	
5.3	Limit portion size at mealtimes?	
5.4	Restrict consumption by adults in order for small children to eat?	
5.5	Reduce number of meals eaten in a day?	

## SECTION 7a: INCOME

	<i>Now I would like to ask you about where you and members of your household get money.</i>	<i>In the past 6 months, did the household receive income from the following sources: (0: no; 1: yes)</i>  [If no, go to next source]	MONTH 1/May (current month)  0=No 1=Yes  888= Don't know/ refuse to answer	MONTH 2/April  0=No 1=Yes  888= Don't know/ refuse to answer	MONTH 3/March  0=No 1=Yes  888= Don't know/ refuse to answer	MONTH 4/February  0=No 1=Yes  888= Don't know/ refuse to answer	MONTH 5/January  0=No 1=Yes  888= Don't know/ refuse to answer	MONTH 6/December  0=No 1=Yes  888= Don't know/ refuse to answer
1	Agriculture							
2	Livestock							
3	Fishing							
4	Hunting/Gathering							
5	Daily work (in kind)							
6	Salaried daily work (labourer)							
7	Skilled worker (plumber, mechanic, carpenter...)							
8	Trade/Business							
9	Public Servant							
10	Small businesses (shop windows, hairdressing salons, etc.)							



11	Employee/Contractor							
12	Scholarship/Pension							
13	Transport							
14	Money Transfer							
15	uses natural resources (Coal)							
16	Paid informal family collaboration (housewife, driver, gardener, etc.)							
17	Other (specify)							
18	Other (specify)							
19	Other (specify)							
20	What is considered the main source of income for the household	[Enter code 1-19 corresponding to income source]						

## SECTION 7b: INCOME

	<p><i>In the past 12 months, what percentage of overall household income was generated by [SOURCE]?</i></p> <p>Use 20 grains of beans and ask the household to divide the 20 grains of beans to the activities. Enter the number of matching beans in each field.</p> <p>99= don't know/refuses</p>	<p><i>[Internal logic control: The sum of 1.1-1.6 must equal 100%.]</i></p>
1.1	Agriculture/élevage/pêche	
1.2	Family business (other than farming)	
1.3	Public Service Activity/Salary	
1.4	Private Sector Activity/Salary	
1.5	Cash transfer and social assistance	
1.6	Other	
2	Have you or anyone in your household received a loan in the last 12 months?	<p>0=No &gt;&gt; Q4</p> <p>1=Yes</p>
3	What is the total amount of loan(s) received in the last 12 months by the members of the household?	
4	Have you or anyone in your household received a formal cash transfer in the past 12 months? (relief food, cash assistance, livestock, safety net programs, pension schemes, etc)	<p>0=No &gt;&gt; Q6</p> <p>1=Yes</p>
5	What is the total amount of formal cash transfers received in the last 12 months by household members? (relief food, cash assistance, livestock, safety net programs, pension schemes, etc)	

6	Have you or anyone in your household received an informal cash transfer in the past 12 months? (cash, remittances, food or grain gift, seed gift, free use of animals, etc.)	0=No >> Q8 1=Yes
7	What is the total amount of informal transfers received in the last 12 months by household members? (cash, remittances, food or grain gift, seed gift, free use of animals, etc.)	
8	Are any members of this household formally participating in a group/ local association, such as farmers' groups, women's support groups, youth groups, professional associations, trade unions, solidarity mutuals etc.?	0=No >> Q10 1=Yes
9	How many of these associations can contribute to the support your household in times of need?	
10	How many relatives/friends/family members who reside outside of the household can household members rely on in case of need?	

## SECTION 8: ASSISTANCE QUESTIONS

1	<p><b>Did your household receive WFP cash assistance over the last 3 months?</b></p> <p>CASH ASSISTANCE INCLUDES CASH AS WELL AS VALUE VOUCHERS, IN PAPER OR ELECTRONIC; IF RESPONDENT ANSWERS “NO”, PROBE REGARDING VALUE VOUCHERS</p>	<p>1. Yes</p> <p>0. No -&gt; Question 3</p>
2	<p><b>How much cash assistance have you received from WFP over the last 3 months?</b></p> <p>REPORT IN LOCAL CURRENCY (in CDF – if given in USD, make sure to convert)</p>	
3	<p><b>Did your household receive cash assistance from other UN agencies or NGOs over the last 3 months?</b></p> <p>CASH ASSISTANCE INCLUDES CASH AS WELL AS VALUE VOUCHERS, IN PAPER OR ELECTRONIC; IF RESPONDENT ANSWERS “NO”, PROBE REGARDING VALUE VOUCHERS</p>	<p>1. Yes</p> <p>0. No -&gt; Next section</p>
4	<p><b>How much cash assistance have you received from other UN agencies or NGOs over the last 3 months?</b></p> <p>REPORT IN LOCAL CURRENCY (in CDF – if given in USD, make sure to convert)</p>	
5	<p><b>Thinking only of the last time that you received cash assistance, approximately, which share did you use for purchasing food and non-food goods and services intended for the regular consumption your household?</b></p> <p>Please <u>exclude</u> the cash used to:</p> <ul style="list-style-type: none"> <li>- purchasing inputs, assets, and hired labour for productive activities like farming and family businesses</li> <li>- sending cash or making gifts to other households</li> <li>- repaying debts or putting aside for future needs</li> <li>- paying for ceremonies, vehicles, big furniture or other large expenditures</li> <li>- paying taxes</li> </ul>	

## SECTION 9: ASSETS

	Asset	Do you own [item]? 1= Yes 0=No >> Next item	How many do you own?
1	Car		
2	Bicycle		
3	Gas/electric cooker		
4	Mobile phone		
5	Machete		
6	Cows/calves		
7	Sheep/goats		
8	Chickens		

## SECTION 10: AGRICULTURAL OUTPUTS AND INPUTS

Agricultural Production						
1	Have you or any member of your household been involved in any farming activity in the past 12 months? 0. No >> NEXT MODULE 1. Yesi>> O2			[1 = Yes 0 = No]		
2	What is the total land area available to your household for farming in the last 12 months?			VALUE	UNIT [1 =Hectares 2 = Square Meters]	
3	What proportion of the land that you farm do you own?					
4	What proportion of the land that you farm do you rent or lease?					
5	What seasons did you grow in?			[1 = Season A; 2 = Season B; 3 = Season C]		
6	What was the total area planted in Crop Season A?			VALUE	UNIT [1 =Hectares 2 = Square Meters]	
7	What was the total area planted in Crop Season B?			VALUE	UNIT [1 =Hectares 2 = Square Meters]	
8	What was the total area planted in Crop Season C?			VALUE	UNIT [1 =Hectares 2 = Square Meters]	
9	Have you received fertilizer for free from an international organization?			[1 = Yes 0 = No]		
10	Have you received pesticides for free from an international organization?			[1 = Yes 0 = No]		
11	Have you received training in agricultural techniques (seeding, fertilization, etc.)?			[1 = Yes 0 = No]		
12	Have you received training in irrigation techniques (water management, water conservation)?			[1 = Yes 0 = No]		
Agricultural Season A. Use and Sale of Crops						
<i>[Only ask this module if household grew crops in Season A]</i>						
List all crops grown in season A.  Crop Codes [See Codes]  Record only crops.	How much [CROP] did you harvest in the last 12 months of Crop Season A?		How much have you received from the sale of [CROP] in the last 12 months of crop season A?  (in CDF (if given in USD please convert))	How much of [CROP] harvested in crop season A in the last 12 months has been given as a reimbursement in total?  (in CDF (if given in USD please convert))	How much of [CROP] harvested during the last 12 months was consumed by the household in total? (in CDF (if given in USD please convert))	How much of [CROP] harvested in the last 12 months has been stored (e.g. for animal feed)?  (in CDF (if given in USD please convert))
	Unit (kg)	(in CDF (if given in USD please convert))				

13.1							
13.2							
13.3							
13.4							
<b>Agricultural Season B. Use and Sale of Crops</b> <i>[Only ask this module if household grew crops in Season B]</i>							
List all crops grown in season B.  Crop Codes [See Codes]  Record only crops.		How much [CROP] did you harvest in the last 12 months of Crop Season B?		How much have you received from the sale of [CROP] in the last 12 months of crop season B?  (in CDF (if given in USD please convert))	How much of [CROP] harvested in crop season B in the last 12 months has been given as a reimbursement in total?  (in CDF (if given in USD please convert))	How much of [CROP] harvested during the last 12 months was consumed by the household in total? (in CDF (if given in USD please convert))	How much of [CROP] harvested in the last 12 months has been stored (e.g. for animal feed)?  (in CDF (if given in USD please convert))
		Unit (kg)	(in CDF (if given in USD please convert))				
13.1							
13.2							
13.3							
13.4							
<b>Agricultural Season C. Use and Sale of Crops</b> <i>[Only ask this module if household grew crops in Season C]</i>							
List all crops grown in season C.  Crop Codes [See Codes]  Record only crops.		How much [CROP] did you harvest in the last 12 months of Crop Season C?		How much have you received from the sale of [CROP] in the last 12 months of crop season C?  (in CDF (if given in USD please convert))	How much of [CROP] harvested in crop season C in the last 12 months has been given as a reimbursement in total?  (in CDF (if given in USD please convert))	How much of [CROP] harvested during the last 12 months was consumed by the household in total? (in CDF (if given in USD please convert))	How much of [CROP] harvested in the last 12 months has been stored (e.g. for animal feed)?  (in CDF (if given in USD please convert))
		Unit (kg)	(in CDF (if given in USD please convert))				
13.1							
13.2							

13.3							
13.4							

**Crop codes:**

101 Cassava  
102 Plantains  
103 Maize  
104 groundnuts/peanuts  
105 tobacco  
106 coffee  
107 sugar cane  
108 cocoa  
109 rice

110 Palm oil  
111 Sweet potato/yams  
112 Banana  
113 Mango/papaya/orange  
114 Pineapple  
114 Beans  
115 Potato  
116 Tea  
117 Natural rubber  
118 Sorghum/Millet  
119 Corn

999 Other, specify



## SECTION 11: AGRICULTURAL INPUTS AND EQUIPMENT

1	In the past 12 months, have you or any member of your household used any agricultural inputs?		0 = No 1 = Yes
2	Does your household have access to a farm input shop?		0 = No 1 = Yes
3	How far (IN MINUTES) is your household from the input shop?		
<b>Agricultural Equipment</b>			
Code	ITEM	4a. Over the past 12 years months, have you used or bought [ITEM]?	4b. How many [ITEM] does your household have ?
201	Cart	[1 = Yes 0 = No]	
202	Donkey cart	[1 = Yes 0 = No]	
203	Plough	[1 = Yes 0 = No]	
204	Traditional Ox Plough	[1 = Yes 0 = No]	
205	Sickle	[1 = Yes 0 = No]	
206	Axe	[1 = Yes 0 = No]	
207	Hoe	[1 = Yes 0 = No]	
208	Artificial insemination	[1 = Yes 0 = No]	
209	Hammer	[1 = Yes 0 = No]	
210	Millstone	[1 = Yes 0 = No]	
211	Shovel	[1 = Yes 0 = No]	
212	Hand Pump	[1 = Yes 0 = No]	
213	Veterinary Service	[1 = Yes 0 = No]	
214	Seed Storage / Bags	[1 = Yes 0 = No]	
215	Tractor	[1 = Yes 0 = No]	
216	Crop transport	[1 = Yes 0 = No]	
217	Other (Specify)	[1 = Yes 0 = No]	
218	Seed coating	[1 = Yes 0 = No]	
219	Irrigation system	[1 = Yes 0 = No]	
220	Pickaxe	[1 = Yes 0 = No]	
221	Sprayer	[1 = Yes 0 = No]	
222	Watering can	[1 = Yes 0 = No]	
223	Wheelbarrow	[1 = Yes 0 = No]	
224	Rake	[1 = Yes 0 = No]	
<b>Agricultural Inputs</b>			

Code	Inputs	5a. Over the past 12 years months, have you used or purchased [INPUT]?	5b. How much [INPUT] has your household used during the Agricultural seasons of the last 12 Months? [In Kg] (888= don't know)
205	Inorganic fertilizers	[1 = Yes 0 = No]	
206	Organic fertilizers	[1 = Yes 0 = No]	
206	Better Quality Seeds Purchased	[1 = Yes 0 = No]	
207	Herbicides	[1 = Yes 0 = No]	
208	Insecticides	[1 = Yes 0 = No]	
213	Hybrid seeds purchased	[1 = Yes 0 = No]	
214	Purchased local seeds	[1 = Yes 0 = No]	

## SECTION 12: FARMING PRACTICES

	During the last harvest of cereals and/or legumes, did you use any of the following preservation techniques:	
1.1	Drying	Yes .....1 No .....2
1.2	Milling	Yes .....1 No .....2
1.3	Triage	Yes .....1 No .....2
1.4	Storage	Yes .....1 No .....2
	During the last harvest of cereals and/or legumes, did you use any of the following food marketing techniques:	
2.1	Collective selling	Yes .....1 No .....2
2.2	Quality control	Yes .....1 No .....2
2.3	Transformation	Yes .....1 No .....2
2.4	Sale with temporal speculation (in period when prices are higher)	Yes .....1 No .....2
2.5	Use of pricing information	Yes .....1 No .....2
3	Does your household have access to food storage infrastructure (communal or private) within a 30 minute walk?	Yes .....1 No .....2
4	Does your household have access to market infrastructure (communal or private) with stalls, shelves and cleanable supports within a 30 minute walk?	Yes .....1 No .....2

### SECTION 13: ACCESS TO AND SATISFACTION WITH JRP AGRICULTURAL SERVICES

DO NOT PROMPT OR PROVIDE ANSWERS, ALLOW RESPONDENT TO ANSWER AND THEN MARK ALL THAT APPLY

	Question	Answers	Skip
1	Have you or someone in your household <u>received</u> any agricultural/farming ADVICE and or INFORMATION from the government or any other organizations in the past 12 months?	Yes 1 No 2 Don't Know 99	If 2 or 99 >> Q 3
2	What type of ADVICE or INFORMATION did you or someone in your household receive in the past 12 months? [SELECT ALL THAT APPLY]	Agricultural production of nutritious crops through farmer field business schools 1 Trainings on preservation techniques 2 Trainings on food marketing techniques 3 Other, specify 4 Don't know 99	
3	Have you or someone in your household received any agricultural/farming-related SERVICES in the past 12 months?	Yes 1 No 2 Don't Know 99	If 2 or 99 >> skip to next section
4	What type of SERVICES did you or someone in your household receive in the past 12 months? [SELECT ALL THAT APPLY]	Provision of seeds or planting material of for production of nutritious crops 1 Provision of animals for household production (ex. Poultry or sheep) 2 Provision of fertilizer of other inputs for agricultural production 3 Don't know 99	

	Question	Answers	Skip
5	For each one of the SERVICES selected in 4, what was your level of satisfaction with the SERVICES that you or someone in your household receive in the past 12 months?	Highly unsatisfied 1 Somehow unsatisfied 2 Indifferent 3 Somehow satisfied 4 Highly satisfied 5 Don't Know 99	
6	Who provided these SERVICES to you or someone in your household in the past 12 months?  [SELECT ALL THAT APPLY]	Nutritionist 1 Nurse 2 Physician/doctor 3 Community Health Volunteers 4 Community Health Workers 5 Community Development Social Worker 6 Agricultural extensionist 7 A member from this community 8 Community-based organization (FFBS, VSLAs, Women groups, producer groups) 9 Other, specify 10 Don't know 99	

## SECTION 14: CONFLICTS

W. Conflicts: Part One		
Past Conditions	Conditions Futures	Movement
W1	W2	W3
Looking back 12 months ago, your living conditions were  1 = better than now 2 = same quality 3 = worse than now 999 = I don't know / I don't want to answer	How do you envision your Living conditions in one year from now?  1 = better than now 2 = same quality 3 = worse than now 999 = I don't know / I don't want to answer	When did you come to this region?  [YEAR OF ARRIVAL REPORT FOR HHH] [0 = never moved]

W. Conflicts: Part 2							
NATURE OF THE INCIDENT/DISPUTE (WITNESS)	NATURE OF THE INCIDENT/DISPUTE (EXPERIENCE)	ACTORS INVOLVED	INTENSITY/ TYPE OF VIOLENCE	FREQUENCY	CAUSE	ADAPTATION MECHANISMS	
W4	W5	W6a	W6b	W6c	W6d	W6e	W6f
Have you or a member of your household witnessed any of the following incidents in the last 12 months  1=Yes, 2=No  999 = Don't know/don't want to respond	In the last 12 months, have you or a member of your household experienced any of the following incidents?  1=Yes, 2=No>> if W4 & W5 are "no" next dispute)	If the response to any of the options under W4 or W5 is yes, these types of disputes/incidents happened between  1: People from this community  2: Newcomer to this community	If the response to any of the options under W4 or W5 is yes, what was the intensity of the dispute or the incident?  1= Verbal conflict or intimidation	If the response to any of the options under W4 or W5 is yes, what is the frequency of the conflict/incident 1=Frequent (more than once per month), 2=Infrequent (less than once a month) 3 = Very infrequent	If the response to any of the options under W4 or W5 is yes, what is the principal cause of the conflict/incident?  1 = livestock; 2 = land; 3 = water;	If the answer is YES to any of the options under W4 or W5, has anyone in your household taken any of the following actions after witnessing any incidents or disputes in the past 12 months?	If the answer is YES to one of the options under W4 or W5, please describe the institution or institution that was contacted to resolve the conflict. a. Informal (made up of

		999 = Don't know/don't want to respond		3: People from other communities  4: People from communities in other countries		2 = Use of physical (but unarmed) force  3 = Armed violence  999 = don't know / I don't want to answer		(less than once every six months)  999 = I don't know / I don't want to answer		4 = Other (please specify)  999 = I don't know / I don't want to answer				traditional/religious leader) b. Informal (made up of local community leaders) c. Formal (a state/government institution) d. Formal (Police/Military/Security Agencies) e. CD f. CVP g. CAC h. Other (please specify)	
a- Land disputes		a- Land disputes										a. Didn't do anything			
b- Livestock conflicts		b- Livestock conflicts										b. Displaced place of residence			
c- Conflicts over access to water		c- Conflicts over access to water										c. Household member has moved			
d- Customary conflict internal to the community		d- Customary conflict internal to the community										d. Other members of the family joined my household			
e- Customary conflict external to the community		e- Customary conflict external to the community										e. Reduction in the number of visits to local markets			

f- Conflict based on community difference		f- Conflict based on community difference						f. Became a more active member of the community		
g- Conflict between internally displaced persons and host community		g- Conflict between internally displaced persons and host community						g. Became a less active member of the community		
h- Conflict between herders and farmers		h- Conflict between herders and farmers						Official Police/ Military Joint		
i- Conflict over access to community grazing land		i- Conflict over access to community grazing land						i. Joined Community Watch Group / Neighborhood Watch		
j- Conflict of access to another community asset (warehouse, school, hospital, road)		j- Conflict of access to another community asset (warehouse, school, hospital, road)						j. Improved security around the home		
k. Rumors		k. Rumors						k. Joined another armed group		
l. Ethnic Contempt		l. Ethnic Contempt						l. Contacted someone to help resolve the conflict		



m. Ethnic conflicts		m. Ethnic conflicts					m. Indemnity Paid		
n. Armed conflict or fighting between groups		n. Armed conflict or fighting between groups					n. Other (please specify)		
o. Banditry and/or criminal activity		o. Banditry and/or criminal activity							

W. Conflicts: Part 3						
ATTITUDE TO VIOLENCE				SOCIAL COHESION		
W7a	W7b	W8a	W8b	W9a	W9b	W9c
Which of the following statements do you agree with?  1 = The use of violence is never justified  2 = The use of violence is justified for  A good cause	How much do you agree with this statement?  1 = strongly agree  2 = agree	Which of the following statements do you agree with ?  1 = It is never justified to steal  2 = It is justified to steal if you or your family hungry	How much do you agree with this statement?  1 = strongly agree  2 = agree	Over the past few months, have your interactions with other communities :  1 = increased  2 = remained the same  3 = decreased	Do you feel safe when travelling around your community at night?  1 = yes  2 = Yes, with caution  3 = no	If you answered YES , please indicate if the women in your household would also feel safe  1 = Yes  2 = Yes, with caution  3 = no
[SIGNAL 999 = is not I don't know / I don't		[REPORT 1 or 2 or 0. None of the above		[REPORT 1 or 2 or 3 999 = I don't know / I don't want to	[REPORT 1 or 2 or 3 999 = I don't know / I don't want to	[REPORT 1 or 2 or 3 999 = I don't know

W. Conflicts: Part 3						
ATTITUDE TO VIOLENCE				SOCIAL COHESION		
W7a	W7b	W8a	W8b	W9a	W9b	W9c
want to answer]		999 = I don't know / I don't want to answer]		answer]	answer]	/ I don't want to answer]

## SECTION 15: WEAI (women's empowerment in agriculture index)

*This section requires a female respondent. If new respondent, please ask consent.*

MODULE G2: ROLE IN HOUSEHOLD DECISION-MAKING ON INCOME GENERATION AND USE						
Is there a female respondent present to answer these modules: 1=Yes, 2=No						
<i>To enumerators: Please ask a female respondent, with consent, to answer this module.</i>						
<i>-99 = Don't know/refused</i>						
I would like to ask you a few questions about your participation in decision-making regarding certain household activities.		Have you (singular) participated in [ACTIVITY] in the last 12 months (during the last harvest season), from [PRESENT MONTH] last year to [PRESENT MONTH] this year?	When decisions are made about [ACTIVITY], who normally makes the decision?  <b>CIRCLE ALL APPLICABLE ANSWERS [Use code G2.02]</b>  <b>IF G2.02 == 7 → G2.05</b>	To what extent were you involved in decision-making about [activity]?  <b>USE DECISION CODES FOR G2.03/G2.05;</b>  <b>IF NO DECISION IS MADE, ENTER 98 AND MOVE ON TO THE NEXT ACTIVITY</b>	To what extent do you think you can make your own personal decisions about [ACTIVITY] if you want to?  <b>USE DECISION CODES FOR G2.04</b>	To what extent have you been involved in decisions about the use of the income generated by [ACTIVITY]?  <b>USE CODES FOR G2.03/G2.05</b>
ACTIVITY CODE	DESCRIPTION OF ACTIVITIES	G2.01	G2.02	G2.03	G2.04	G2.05
A	Subsistence agriculture: crops mainly for household consumption	Yes..... 1 No ..... 2→B				
B	Commercial crop: crops to sell in the market mainly	Yes..... 1 No ..... 2→C				

<b>C</b>	Livestock	Yes.....1 No ..... 2 → D				
<b>D</b>	Non-agricultural economic activities: as a small business, self-employed, buying and selling	Yes.....1 No..... 2 → E				
<b>E</b>	Paid work: wages in kind or in cash in agriculture or otherwise.	Yes.....1 No..... 2 → F				
<b>F</b>	Fishing or fish farming	Yes.....1 No..... 2 → G				
<b>G</b>	Major household expenses (such as a bicycle, land, etc.)	Yes.....1 No..... 2 → H				
<b>H</b>	Minor household expenses (such as food for daily consumption or other household needs)	Yes.....1 No..... 2 → MODULE G3				

**G2.03/G2.05 CODES:**

No input or contribution to few decisions..... 01

Contribution to some decisions.....02

Contribution to many or all decisions..... 03

No decision made..... 98

**G2.02**

Principal adult man or husband... ..1

Leading adult female.....	2
Husband and wife jointly.....	3
Someone else in the household... ..	4
Together with someone else in the household... ..	5
Jointly with someone else outside the household.....	6
Self .....	7
No decision made.....	98

**G2.04**

Not at all... ..	1
A little... ..	2
To an average extent.....	3
To a large extent.....	4

# **MODULE G3(A): ACCESS TO PRODUCTIVE CAPITAL**

*This section requires same female respondent from G2.*

"Now, I'd like to ask you about your household's access to and ownership of a number of things that could be used to generate income."		Is there anyone in your household who owns [GOOD]?	Do you currently own this property?  <b>CIRCLE <u>ALL</u> APPLICABLE</b>
<b>Access to productive capital</b>		<b>G3.01</b>	<b>G3.02</b>
<b>A</b>	Agricultural land (plots, plots of land)	[Autopopulate 1 if AGRICULTURE INPUT_Q2 != -98   != 0] Yes.....1 No.....2 → ARTICLE B Don't know/refused.....-99 → ARTICLE B	Yes, yourself.....1 Yes, self and partner/spouse together.....2 No.....3 Don't know/refused.....-99
<b>B</b>	Large livestock (oxen, horse, donkey, camels)	Autopopulate 1 if ASSETS_Q6 == 1] Yes.....1 No.....2 → ARTICLE C Don't know/refused.....-99 → ARTICLE C	Yes, yourself.....1 Yes, self and partner/spouse together.....2 No.....3 Don't know/refused.....-99
<b>C</b>	Small livestock (goats, pigs, sheep)	[Autopopulate 1 if ASSETS_Q7 == 1] Yes.....1 No.....2 → ARTICLE D Don't know/refused.....-99 → ARTICLE D	Yes, yourself.....1 Yes, self and partner/spouse together.....2 No.....3 Don't know/refused.....-99
<b>D</b>	Poultry (chicken, ducks, turkeys, pigeons)	[Autopopulate 1 if ASSETS_Q8 == 1] Yes.....1 No.....2 → ARTICLE E Don't know/refused.....-99 → ARTICLE E	Yes, yourself.....1 Yes, self and partner/spouse together.....2 No.....3 Don't know/refused.....-99
<b>E</b>	Fish Ponds & Equipment	Yes.....1 No.....2 → ARTICLE F Don't know/refused.....-99 → ARTICLE F	Yes, yourself.....1 Yes, self and partner/spouse together.....2 No.....3 Don't know/refused.....-99
<b>F</b>	Agricultural equipment (non-mechanized)	[Autopopulate 1 if any of AGRICULTURE INPUT_Q201-207, any of AG INPUT_Q209-212 == 1 or any of AG INPUT_Q220-Q224 == 1] Yes.....1	Yes, yourself.....1 Yes, self and partner/spouse together.....2 No.....3 Don't know/refused.....-99

"Now, I'd like to ask you about your household's access to and ownership of a number of things that could be used to generate income."		Is there anyone in your household who owns [GOOD]?	Do you currently own this property?  <b>CIRCLE ALL APPLICABLE</b>
<b>Access to productive capital</b>		<b>G3.01</b>	<b>G3.02</b>
		No.....2 → <i>ARTICLE G</i> Don't know/refused.....-99 → <i>ARTICLE G</i>	
<b>G</b>	Farm Equipment (Mechanized)	[Autopopulate 1 if any of <i>AGRICULTURE INPUT_Q215</i> == 1   <i>AG INPUT_Q219</i> == 1]  Yes.....1 No.....2 → <i>ARTICLE H</i> Don't know/refused.....-99 → <i>ARTICLE H</i>	Yes, yourself.....1 Yes, self and partner/spouse together.....2 No.....3 Don't know/refused.....-99
<b>H</b>	Non-agricultural commercial equipment (solar panels used for charging, sewing machine, brewing equipment, fryers, etc.)	Yes.....1 No.....2 → <i>ARTICLE I</i> Don't know/refused.....-99 → <i>ARTICLE I</i>	Yes, yourself.....1 Yes, self and partner/spouse together.....2 No.....3 Don't know/refused.....-99
<b>I</b>	House (and other structures)	[Autopopulate 1 if <i>HOUSING_2</i> == 100   <i>HOUSING_2</i> == 102] Yes.....1 No.....2 → <i>ARTICLE J</i> Don't know/refused.....-99 → <i>ARTICLE J</i>	Yes, yourself.....1 Yes, self and partner/spouse together.....2 No.....3 Don't know/refused.....-99
<b>J</b>	Large durable goods (refrigerator, TV, sofa)	[Autopopulate 1 if <i>ASSETS_Q3</i> == 1]  Yes.....1 No.....2 → <i>ARTICLE K</i> Don't know/refused.....-99 → <i>ARTICLE K</i>	Yes, yourself.....1 Yes, self and partner/spouse together.....2 No.....3 Don't know/refused.....-99
<b>K</b>	Small durable goods (radio, pots and pans)	Yes.....1 No.....2 → <i>ARTICLE L</i> Don't know/refused.....-99 → <i>ARTICLE L</i>	Yes, yourself.....1 Yes, self and partner/spouse together.....2 No.....3 Don't know/refused.....-99
<b>L</b>	Cell phone	[Autopopulate 1 if <i>ASSETS_Q4</i> == 1]  Yes.....1 No.....2 → <i>ARTICLE M</i>	Yes, yourself.....1 Yes, self and partner/spouse together.....2 No.....3 Don't know/refused.....-99

"Now, I'd like to ask you about your household's access to and ownership of a number of things that could be used to generate income."		Is there anyone in your household who owns [GOOD]?	Do you currently own this property?  <b>CIRCLE <u>ALL</u> APPLICABLE</b>
<b>Access to productive capital</b>		<b>G3.01</b>	<b>G3.02</b>
		Don't know/refused.....-99 → <i>ARTICLE M</i>	
<b>M</b>	Other non-agricultural land (residential, commercial)	Yes.....1 No.....2 → <i>ARTICLE N</i> Don't know/refused.....-99 → <i>ARTICLE N</i>	Yes, yourself.....1 Yes, self and partner/spouse together.....2 No.....3 Don't know/refused.....-99
<b>N</b>	Means of transportation (bicycle, motorcycle, car)	[Autopopulate 1 if <i>ASSETS_Q1</i> == 1   <i>ASSETS_Q2</i> == 1]  Yes.....1 No.....2 → <i>MODULE G3(B)</i> Don't know/refused.....-99 → <i>MODULE G3(B)</i>	Yes, yourself.....1 Yes, self and partner/spouse together.....2 No.....3 Don't know/refused.....-99

<sup>7</sup> The examples given in the categories of productive capital are not complete and should be adapted to the local context either by adding or replacing suggestions in parentheses.



## MODULE G3(B): ACCESS TO CREDIT

Note to enumerators: skip this module if  $INCOME\_Q2 == 0$

This section requires same female respondent from G2.

"Now, I'd like to ask you about your household's experience with borrowing money or other assets in the last 12 months."		Is there anyone in your household who has taken out a cash or in-kind loan from [SOURCE] in the last 12 months?  <b>CIRCLE AN ANSWER</b>	Who made the decision to borrow from [SOURCE]?  <b>CIRCLE <u>ALL</u> APPLICABLE ANSWERS</b>	Who makes the decision on what to do with [SOURCE]'s money/borrowed property most of the time?  <b>CIRCLE <u>ALL</u> APPLICABLE ANSWERS</b>
SOURCES OF CRÉDIT8		G3.06	G3.07	G3.08
<b>A</b>	Non-Governmental Organization (NGO)	Yes, cash..... 1 Yes in kind.....2 Yes, in kind and cash.....3 No ..... 4 → B Don't know/refused.....97 → B	Self..... 1 Partner/Spouse..... 2 Other household member.....3 Someone out of the household.....4 Non applicable/Don't know/refused..... 98	Self..... 1 Partner/Spouse..... 2 Other household member.....3 Someone out of the household.....4 Non applicable/Don't know/refused.....98
<b>B</b>	Formal Lender (Bank/Financial Institution )	Yes, cash..... 1 Yes in kind.....2 Yes, in kind and cash.....3 No ..... 4 → C Don't know/refused.....97 → C	Self..... 1 Partner/Spouse..... 2 Other household member.....3 Someone out of the household.....4 Non applicable/Don't know/refused..... 98	Self..... 1 Partner/Spouse..... 2 Other household member.....3 Someone out of the household.....4 Non applicable/Don't know/refused.....98
<b>C</b>	Informal lender	Yes, cash..... 1	Self..... 1	Self..... 1

"Now, I'd like to ask you about your household's experience with borrowing money or other assets in the last 12 months."		Is there anyone in your household who has taken out a cash or in-kind loan from [SOURCE] in the last 12 months?  <b>CIRCLE AN ANSWER</b>	Who made the decision to borrow from [SOURCE]?  <b>CIRCLE <u>ALL</u> APPLICABLE ANSWERS</b>	Who makes the decision on what to do with [SOURCE]'s money/borrowed property most of the time?  <b>CIRCLE <u>ALL</u> APPLICABLE ANSWERS</b>
		Yes in kind.....2 Yes, in kind and cash.....3 No ..... 4 → D Don't know/refused.....97 → D	Partner/Spouse..... 2 Other household member.....3 Someone out of the household.....4 Non applicable/Don't know/refused... 98	Partner/Spouse..... 2 Other household member.....3 Someone out of the household.....4 Non applicable/Don't know/refused.....98
<b>D</b>	Friends or family	Yes, cash..... 1 Yes in kind.....2 Yes, in kind and cash.....3 No ..... 4 → E Don't know/refused.....97 → E	Self..... 1 Partner/Spouse..... 2 Other household member.....3 Someone out of the household.....4 Non applicable/Don't know/refused .....98	Self..... 1 Partner/Spouse..... 2 Other household member.....3 Someone out of the household.....4 Non applicable/Don't know/refused.....98
<b>E</b>	Formal groups such as microfinance or credit	Yes, cash..... 1 Yes in kind.....2 Yes, in kind and cash.....3 No ..... 4 → F Don't know/refused.....97 → F	Self..... 1 Partner/Spouse..... 2 Other household member.....3 Someone out of the household.....4 Non applicable/Don't know/refused... 98	Self..... 1 Partner/Spouse..... 2 Other household member.....3 Someone out of the household.....4 Non applicable/Don't know/refused.....98

"Now, I'd like to ask you about your household's experience with borrowing money or other assets in the last 12 months."		Is there anyone in your household who has taken out a cash or in-kind loan from [SOURCE] in the last 12 months?  <b>CIRCLE <u>AN</u> ANSWER</b>	Who made the decision to borrow from [SOURCE]?  <b>CIRCLE <u>ALL</u> APPLICABLE ANSWERS</b>	Who makes the decision on what to do with [SOURCE]'s money/borrowed property most of the time?  <b>CIRCLE <u>ALL</u> APPLICABLE ANSWERS</b>
<b>F</b>	Informal credit/savings groups such as tontines, cyclical loans, etc.	Yes, cash..... 1 Yes in kind.....2 Yes, in kind and cash .....3 No ..... 4 → D Don't know/refused.....97 → D	Self..... 1 Partner/Spouse..... 2 Other household member.....3 Someone out of the household.....4 Non applicable/Don't know/refused .....98	Self..... 1 Partner/Spouse..... 2 Other household member.....3 Someone out of the household....4 Non applicable/Don't know/refused.....98

## MODULE G4: TIME ALLOCATION

*This section requires same female respondent from G2.*

<p>G4.01 Now I'd like to ask you how you spent the last 24 hours. How many hours did you spend on each of these activities?</p> <p><i>Note to enumerator: If the responses do not add up to 24 hours, readminister this section. If respondent doesn't know/refuses to answer, fill category out as 0</i></p>		
Activity		Time (in hours)
<b>A</b>	Farm work (tending to crops, livestock management, etc.)	
<b>B</b>	Non-agriculture income generating activities (running a business, working for private company, etc.)	
<b>C</b>	Education/schooling	
<b>D</b>	Unpaid domestic chores/childcare	
<b>E</b>	Leisure (socializing, exercising, religious activities, etc.)	
<b>F</b>	Sleeping/eating/drinking	
<p>G4.02 During the past 24 hours did you work (at home or outside the home) more than usual, about the same as usual, or less than usual?</p>		<p>More than usual ..... 1</p> <p>Approximately the same duration as usual..... 2</p> <p>Less than usual..... 3</p> <p>Don't know/refused..... -99</p>
<p>G4.03 Were these last 24 hours a typical workday for you?</p>		<p>Yes..... 1</p> <p>No..... 2</p> <p>Don't know/refused.....-97</p>
<p>G4.04 Are you satisfied with the amount of time you have for leisure?</p>		<p>Yes..... 1</p> <p>No..... 2</p> <p>Don't know/refused.....-97</p>

## MODULE G5: GROUP MEMBERSHIP AND LEADERSHIP

*This section requires same female respondent from G2.*

Now I'm going to ask you about community groups. These can be either formal or informal and customary groups.		Is there a [GROUP] in your community?	Are you an active member of [GROUP]?	To what extent are you involved in decision-making in this [group]?
<b>GROUP CATEGORIES</b>		<b>G5.03</b>	<b>G5.04</b>	<b>G5.05</b>
<b>A</b>	Agriculture/Livestock/Fish Farming Producer Group (including Marketing Groups)	Yes ..... 1 No..... 2 → ARTICLE B Don't know/refused.....-98 → ARTICLE B	Yes..... 1 No..... 2 → ARTICLE B Don't know/refused.....-98 → ARTICLE B	No input or contribution to few decisions..... 01 Contribution to some decisions.....02 Contribution to many or all decisions.....03 No decision made.....98
<b>B</b>	Water Users Group	Yes ..... 1 No..... 2 → ARTICLE C Don't know/refused.....-98 → ARTICLE C	Yes..... 1 NO..... 2 → ARTICLE C Don't know/refused.....-98 → ARTICLE C	No input or contribution to few decisions..... 01 Contribution to some decisions.....02 Contribution to many or all decisions.....03 No decision made.....98
<b>C</b>	Forest User Group	Yes ..... 1 No..... 2 → ARTICLE D Don't know/refused.....-98 → ARTICLE D	Yes..... 1 No..... 2 → ARTICLE D Don't know/refused.....-98 → ARTICLE D	No input or contribution to few decisions..... 01 Contribution to some decisions.....02 Contribution to many or all decisions.....03 No decision made.....98
<b>D</b>	Credit group or micro-	Yes ..... 1	Yes..... 1 No..... 2 →	No input or contribution to few decisions..... 01

Now I'm going to ask you about community groups. These can be either formal or informal and customary groups.		Is there a [GROUP] in your community?	Are you an active member of [GROUP]?	To what extent are you involved in decision-making in this [group]?
<b>GROUP CATEGORIES</b>		<b>G5.03</b>	<b>G5.04</b>	<b>G5.05</b>
	finance (Tontines, revolving loans, etc.)	No..... 2 → ARTICLE E Don't know/refused.....-98 → ARTICLE E	ARTICLE E Don't know/refused.....-98 → ARTICLE E	Contribution to some decisions.....02 Contribution to many or all decisions.....03 No decision made.....98
<b>E</b>	Insurance group or mutual insurance company (funeral home included)	Yes ..... 1 No..... 2 → ARTICLE F Don't know/refused.....-98 → ARTICLE F	Yes..... 1 No..... 2 → ARTICLE F Don't know/refused.....-98 → ARTICLE F	No input or contribution to few decisions..... 01 Contribution to some decisions.....02 Contribution to many or all decisions.....03 No decision made.....98
<b>F</b>	Trade & Business Association	Yes ..... 1 No..... 2 → ARTICLE G Don't know/refused.....-98 → ARTICLE G	Yes..... 1 No..... 2 → ARTICLE F Don't know/refused.....-98 → ARTICLE F	No input or contribution to few decisions..... 01 Contribution to some decisions.....02 Contribution to many or all decisions.....03 No decision made.....98
<b>G</b>	Civic group (to improve the community) and charity group (to help others)	Yes ..... 1 No..... 2 → ARTICLE H Don't know/refused.....-98 → ARTICLE H	Yes..... 1 No..... 2 → ARTICLE F Don't know/refused.....-98 → ARTICLE F	No input or contribution to few decisions..... 01 Contribution to some decisions.....02 Contribution to many or all decisions.....03 No decision made.....98

Now I'm going to ask you about community groups. These can be either formal or informal and customary groups.		Is there a [GROUP] in your community?	Are you an active member of [GROUP]?	To what extent are you involved in decision-making in this [group]?
<b>GROUP CATEGORIES</b>		<b>G5.03</b>	<b>G5.04</b>	<b>G5.05</b>
<b>H</b>	Religious group	Yes ..... 1 No..... 2 → ARTICLE I Don't know/refused.....-98 → ARTICLE I	Yes..... 1 No..... 2 → ARTICLE F Don't know/refused.....-98 → ARTICLE F	No input or contribution to few decisions..... 01 No input or contribution to few decisions..... 01 Contribution to some decisions.....02 Contribution to many or all decisions.....03 No decision made.....98
<b>I</b>	Other group [women/men] (only if they don't fit into one of the other categories)	Yes ..... 1 No..... 2 → ARTICLE J Don't know/refused.....-98 → ARTICLE J	Yes..... 1 No..... 2 → ARTICLE F Don't know/refused.....-98 → ARTICLE F	No input or contribution to few decisions..... 01 Contribution to some decisions.....02 Contribution to many or all decisions.....03 No decision made.....98
<b>J</b>	Other, specify <hr/>	Yes ..... 1 No..... 2 → NEXT MODULE Don't know/refused.....-98 → NEXT MODULE	Yes..... 1 No..... 2 → NEXT MODULE Don't know/refused.....-98 → NEXT MODULE	No input or contribution to few decisions..... 01 Contribution to some decisions.....02 Contribution to many or all decisions.....03 No decision made.....98

## SECTION 16: MATERNAL AND CHILD HEALTH

*This module applies to households in which there is a child aged 0-23 months. If there are multiple children aged 0-23 months, select the youngest for which the mother is also available as the reference child. The questions should be asked to the birth mother of this child. If this is a new respondent, please ask consent. This may be a different woman than who answered the previous sections.*

1	2	3	4	5	6	7	8
<p><i>Now I would like to talk about your pregnancy with [CHILD].</i></p> <p>During your pregnancy, did you attend antenatal visits?</p> <p>1=Yes 2=No&gt;&gt; Q3 9=Don't Know</p>	<p>How many antenatal visits did you attend?</p>	<p>During the pregnancy of [CHILD], did you receive iron folic acid supplements?</p> <p>1=Yes 2=No 9=Don't Know</p>	<p>During the pregnancy of [CHILD], did you receive zinc supplements?</p> <p>1=Yes 2=No 9=Don't Know</p>	<p>During the pregnancy of [CHILD], did you receive micronutrient powder?</p> <p>1=Yes 2=No 9=Don't Know</p>	<p>Since giving birth to [NAME], have you attended any post-natal sessions?</p> <p>1=Yes 2=No (&gt;&gt;Q8) 9=Don't Know</p>	<p>Since giving birth to [NAME], how many post-natal sessions have you attended?</p>	<p>Have you ever taken [CHILD] to a growth monitoring session?</p> <p>1=Yes 2=No (&gt;&gt;Q10) 9=Don't Know</p>
9	10	11	12	13	14	15	



Since [NAME] was born, how many times did you take [NAME] to growth monitoring sessions?	How many total Vitamin A doses has [NAME] received?  If 0, skip to Q12	Has (NAME) received a Vitamin A dose within the last 6 months?  1=Yes 2=No 9=DK	Are you still breast-feeding (NAME)?  1=Yes>>Q14 2=No	At what age did you stop breast-feeding (NAME)?  <b>[Record age in completed months]</b>	At what age (in months) did you first give (NAME) water or other fluids besides breast milk?  [00=LESS THAN ONE MONTH]  [97=NOT YET]	At what age (in months) did you first give (NAME) solid or semi-solid food?  [00=LESS THAN ONE MONTH]  [97=NOT YET]			

## SECTION 17: Infant and Young Child Feeding Minimum Acceptable Diet

This section is also for the mother of the reference child aged 0-23 months.

	Question	Answers
<b>1</b>	Was [NAME] ever breastfed?  <i>Note: If answer is "no", skip to Q5. Do not record any answers for Q2, Q3, or Q4.</i>	Yes..... 1 No..... 2 Don't Know..... 99
<b>2</b>	How long after birth was [NAME] first put to the breast?  If immediately, write "000" hours If less than one hour, record "00" hours If less than 24 hours, record number of hours Otherwise, record number of days	<b>HOURS</b>  <b>DAYS</b>
<b>3</b>	In <b>the first 2 days after delivery</b> , was [NAME] given anything other than breastmilk to eat or drink – anything at all like water, sweetened water, or replacement milk or breastmilk substitute?	Yes..... 1 No..... 2 Don't Know..... 99
<b>4</b>	Was [NAME] breastfed yesterday during the day or night?	Yes..... 1 No..... 2 Don't Know..... 99
<b>5</b>	Did [NAME] drink anything from a bottle with a nipple yesterday during the day or at night?	Yes..... 1 No..... 2 Don't Know..... 99
<b>6</b>	Now I would like to ask you about liquids that [NAME] may have had yesterday during the day or at night. Please tell me about all drinks, whether [NAME] had them at home, or somewhere else.  Yesterday during the day or at night, did [NAME] have...	
<b>6A</b>	Plain water?	Yes..... 1 No..... 2 Don't Know..... 99
<b>6B</b>	Breast milk substitute, such as Guigoz, Nan, France Lait, or Nursie?	Yes..... 1 No..... 2 Don't Know..... 99

	Question	Answers
<b>6Bnum</b>	IF YES: How many times did [NAME] drink infant formula? (IF 7 OR MORE TIMES, RECORD '7').	
<b>6C.25</b>	Milk from animal origin, including fresh, liquid, or powdered?	Yes..... 1 No..... 2 Don't Know..... 99
<b>6Cnum</b>	IF YES: How many times did [NAME] drink milk? (IF 7 OR MORE TIMES, RECORD '7').	
<b>6Cswt.26</b>	IF YES: Was any of the milk a sweet or flavoured type of milk?	Yes..... 1 No..... 2 Don't Know..... 99
<b>6K</b>	Soymilk or groundnut milk?	Yes..... 1 No..... 2 Don't Know..... 99
<b>6Kswt</b>	IF YES: Was it a sweet or flavored type of drink?	Yes..... 1 No..... 2 Don't Know..... 99
<b>6E</b>	Hot cocoa drinks like Nesquik or Milo?	Yes..... 1 No..... 2 Don't Know..... 99
<b>6F.27</b>	Fruit juice, fruit drinks, hibiscus drink, ginger drink, lemon juice, or sugar cane juice?	Yes..... 1 No..... 2 Don't Know..... 99
<b>6G.28</b>	Soft drinks such as Coca-Cola, Fanta, or Festa, Maltina, Djino, Vitalo, or energy drinks such as Red Bull?	Yes..... 1 No..... 2 Don't Know..... 99
<b>6H</b>	Tea, coffee, or herbal drinks?	Yes..... 1 No..... 2 Don't Know..... 99
<b>6Hswt.26</b>	IF YES: Was the drink sweetened?	Yes..... 1 No..... 2 Don't Know..... 99
<b>6I</b>	Clear broth or clear soup?	Yes..... 1 No..... 2 Don't Know..... 99
<b>6J</b>	Any other liquids?	Yes..... 1 No..... 2 Don't Know..... 99
<b>6Jx</b>	IF YES: What was the liquid or what were the liquids?	
<b>6Jswt</b>	IF YES: Was the drink sweetened?	Yes..... 1 No..... 2 Don't Know..... 99
<b>7</b>	Now I would like to ask you about foods that [NAME] had yesterday during the day or at night. I am interested in foods your child ate	

	Question	Answers
	<p>whether at home or somewhere else. Please think about snacks and small meals as well as main meals.</p> <p>I will ask you about different types of foods, and I would like to know whether your child ate the food even if it was combined with other foods. Please do not answer 'yes' for any food or ingredient used in a small amount to add flavour to a dish.</p> <p>Yesterday during the day or at night, did [NAME] eat:</p>	
<b>7.15</b>	Yogurt or fermented milk?	Yes..... 1 No..... 2 Don't Know..... 99
<b>7.15num</b>	IF YES: How many times did [NAME] have yogurt or fermented milk?	
<b>6D</b>	IF YES: Did [NAME] have any drinkable yogurt or fermented milk as a drink?	Yes..... 1 No..... 2 Don't Know..... 99
<b>6Dswt</b>	IF YES: Was it a sweet or flavoured type of drink?	Yes..... 1 No..... 2 Don't Know..... 99
	<b>Yesterday, did [NAME] eat any of the following foods:</b>	
<b>7.1</b>	Rice, bread, macaroni, spaghetti, maize fufu, maize porridge, or rice porridge?	Yes..... 1 No..... 2 Don't Know..... 99
<b>7.2</b>	Roasted or boiled maize, millet, sorghum, or masoso-kwa?	Yes..... 1 No..... 2 Don't Know..... 99
<b>7.3</b>	Boiled or grilled cassava, chikwangue/kwanga, cassava fufu, yam, white sweet potato, potatoes, taro, or plantain?	Yes..... 1 No..... 2 Don't Know..... 99
<b>7.4</b>	Beans, cowpeas, peas, vouandzou, porridge enriched with soy, or soy flour?	Yes..... 1 No..... 2 Don't Know..... 99
	<b>Yesterday, did [NAME] eat any of the following vegetables:</b>	
<b>7.5</b>	Carrots, sweet potatoes that are orange inside, or red pepper?	Yes..... 1 No..... 2 Don't Know..... 99

	Question	Answers
7.6.1	Cassava leaves, pondu/sombe, amaranth leaves, hibiscus leaves, sweet potato leaves, spinach, mfumbwa, or moringa powder?	Yes..... 1 No..... 2 Don't Know..... 99
7.6.2	Bilolo, pumpkin leaves, bean leaves, kikalakasa, nkofi, pointe-noire, or other leaf sauce?	Yes..... 1 No..... 2 Don't Know..... 99
7.7.1	Tomatoes, eggplant, cabbage, or cucumber?	Yes..... 1 No..... 2 Don't Know..... 99
7.7.2	Okra/dongo dongo, green pepper, green beans, or mushrooms?	Yes..... 1 No..... 2 Don't Know..... 99
	<b>Yesterday, did [NAME] eat any of the following fruits:</b>	
7.8	Ripe mango, ripe papaya, passion fruit, or maracudja?	Yes..... 1 No..... 2 Don't Know..... 99
7.9	Orange, mandarin, or grapefruit?	Yes..... 1 No..... 2 Don't Know..... 99
7.10.1	Sweet banana, pineapple, safou, avocado, sour sop, guava, or apple?	Yes..... 1 No..... 2 Don't Know..... 99
7.10.2	Watermelon, coconut, mangosteen, tondolo, makalakonki, or any other wild fruit?	Yes..... 1 No..... 2 Don't Know..... 99
	<b>Yesterday, did [NAME] eat any of the following sweets:</b>	
7.11	Cake, sweet biscuits, sweet galettes, croquettes, or ndazi?	Yes..... 1 No..... 2 Don't Know..... 99
7.12	Candy, chocolates, sweet groundnuts, ice cream, or niampoul?	Yes..... 1 No..... 2 Don't Know..... 99
	<b>Yesterday, did [NAME] eat any of the following foods of animal origin:</b>	
7.13	Eggs?	Yes..... 1 No..... 2 Don't Know..... 99
7.14	Cheese or La Vache Qui Rit?	Yes..... 1 No..... 2 Don't Know..... 99
7org	Liver, heart, or kidney?	Yes..... 1 No..... 2 Don't Know..... 99

	Question	Answers
7.16	Saucisson, smoked meat, ham, or corned beef?	Yes..... 1 No..... 2 Don't Know..... 99
7.17	Beef, goat, or sheep?	Yes..... 1 No..... 2 Don't Know..... 99
7.18	Pork, guinea pig, rabbit, or bush meat?	Yes..... 1 No..... 2 Don't Know..... 99
7.19	Chicken, turkey, duck, guinea fowl, quail, or pigeon?	Yes..... 1 No..... 2 Don't Know..... 99
7.20	Fish, smoked fish, salted fish/makayabu, ndakala, canned sardines, cossa cossa, or shrimp?	Yes..... 1 No..... 2 Don't Know..... 99
7insect	Makelele, mbembe, caterpillars, termites, mayflies, palm worms, ants, or little eels?	Yes..... 1 No..... 2 Don't Know..... 99
	<b>Yesterday, did [NAME] eat any of the following other foods:</b>	
7.21	Groundnut butter/muamba, groundnut sauce, groundnut powder, squash seeds/mbika, or sesame?	Yes..... 1 No..... 2 Don't Know..... 99
7.22	Chips such as Yoyo, Lays, or Doritos?	Yes..... 1 No..... 2 Don't Know..... 99
7.24	Fries from potato, fried cassava, fried sweet potato, mikaté, fried banana, fried chicken, or fried fish?	Yes..... 1 No..... 2 Don't Know..... 99
7red	Red palm oil or red palm stew/mosaka?	Yes..... 1 No..... 2 Don't Know..... 99
7R	Any other solid, semi-solid, or soft food?	Yes..... 1 No..... 2 Don't Know..... 99
7Rx	IF YES: What was the food?	
	<b>Yesterday, did [NAME] eat food from any place like...</b>	
7.29	Places that serve burgers, pizza, or shawarma	Yes..... 1 No..... 2 Don't Know..... 99
	<i>Note:</i>	

	Question	Answers
	<p><i>If not a single "yes" for foods is recorded (7-7R), ask 7S.</i></p> <p><i>If at least one "yes" for foods (7-7R), skip to 8.</i></p>	
<b>7S</b>	Did [NAME] eat any solid, semi-solid, or soft food yesterday during the day or night?	Yes..... 1 No..... 2 Don't Know..... 99
<b>8</b>	How many times did [NAME] eat any solid, semi-solid, or soft foods yesterday during the day or night? ( <i>If 7 or more times, record "7"</i> ).	

## SECTION 18: ACCESS TO AND SATISFACTION WITH JRP NUTRITION SERVICES

DO NOT PROMPT OR PROVIDE ANSWERS, ALLOW RESPONDENT TO ANSWER AND THEN MARK ALL THAT APPLY.

	Question	Answers	Skip
1	Have you or someone in your household <u>received</u> any nutrition ADVICE and or INFORMATION from the government or any other organizations in the past 12 months?	Yes 1 No 2 Don't Know 99	If 2 or 99 >> Q 3
2	What type of ADVICE or INFORMATION did you or someone in your household receive in the past 12 months? [SELECT ALL THAT APPLY]	Healthy diets, balanced diets, and/or diet diversity1 Nutrient supplementation 2 Food fortification 3 Maternal, infant, and young child feeding nutrition4 Social norms around nutrition and diets (e.g., gender biases or barriers) 5 Use of financial resources to improve the consumption of nutritious foods by strengthening women groups such as VSLAs 6 Preschool consultation 7 Other, specify 8 Don't know 99	
3	Have you or someone in your household received any nutrition-related SERVICES in the past 12 months?	Yes 1 No 2 Don't Know 99	If 2 or 99 >> skip to next section
4	What type of SERVICES did you or someone in your household receive in the past 12 months? [SELECT ALL THAT APPLY]	Nutrition education and counselling 1 Deworming 2 Vitamin A supplementation 3 Iron supplementation 4 Other types of supplementation 5 Basic environmental hygiene, and disease prevention 6 Regular nutrition assessment both at antenatal and postnatal 7 Child growth monitoring 8 Other maternal or child health services 9 Nutrition referral for critical malnutrition 10 Community-based nutrition support 11 WASH infrastructure, such as toilet facilities or handwashing facilities 12	



	Question	Answers	Skip
		School feeding services 13 Other nutrition-related services, specify 14 Don't know 99	
5	For each one of the SERVICES selected in 4, what was your level of satisfaction with the SERVICES that you or someone in your household receive in the past 12 months?	Highly unsatisfied 1 Somehow unsatisfied 2 Indifferent 3 Somehow satisfied 4 Highly satisfied 5 Don't Know 99	
6	Who provided these SERVICES to you or someone in your household in the past 12 months?  [SELECT ALL THAT APPLY]	Nutritionist 1 Nurse 2 Physician/doctor 3 Community Health Volunteers 4 Community Health Workers 5 Community Development Social Worker 6 Agricultural extensionist 7 A member from this community 8 Community-based organization (FFBS, VSLAs, Women groups, producer groups) 9 Other, specify 10 Don't know 99	

## SECTION 19: HOUSING

1	Type of dwelling	What kind of dwelling unit does the family live in? <i>(If possible, do not ask, answer based on observations)</i>	100. House 200. Flat/apartment 300. Straw hut 400. Tent 500. Substandard shelter (factory/warehouse/garage/shop/worksite/unfinished building) 600. Collective shelter 700. No shelter (sleeping in open) 999. Other  __
2	Tenure status of household (ownership)	What is your housing occupation status?	100. Owner 102. Co-owner 201. Tenant/Written agreement 202. Tenant/No written agreement 203. Co-tenant with other households 300. Staying in family owned house 400. Tied / Employment related accommodation 500. Plot/permit holder 600. Staying for free 999. Other, specify  __
4	Size	How many rooms does the house or apartment have that your household occupies? Exclude kitchen and bathrooms.	__
5	Type of wall	What is the major construction material of the exterior walls? <i>(If possible, do not ask, answer based on observations)</i>	100. Bricks 200. Cement 300. Stones 400. Wood 500. Mud 600. Semi-rigid 700. Palm 800. Straw 900. Iron

			999. Other  __
6	Type of roof	What is the major material of the roof?  <i>(If possible, do not ask, answer based on observations)</i>	100. Bricks 200. Cement/Concrete 300. Stones 400. Wood 500. Mud 600. Corrugated materials 700. Plastic sheets 800. Straw/bamboo/thatched roof 900. Iron sheet 1000. Roofing Tile 1100. Tent 1200. No roof 1300. Pelts, skin 999. Other  __
7	Type of floor (main component)	What is the major material of the floor?	100. Bricks 200. Cement/Concrete 300. Stones 400. Wood 500. Dirt floor 600. Corrugated materials 700. Plastic sheets 800. Straw/bamboo/thatched 900. Sand 1000. Tiles 1100. Tent 999. Other  __
8	Source of energy for cooking	What is the main source of energy that you use for cooking?	0. None 100. Firewood 200. Charcoal 300. Gas 400. Electricity 500. Animal dung

			600. Paraffin 700. Kerosen 800. Solar Energy 900. Straw 999. Other  __
9	Source of energy for lighting	What is the main source of lighting for this dwelling?	0. None 100. Fire (wood, straw, etc.) 200. Charcoal 300. Gas 401. Public Electricity provider 402. Private Electricity provider 500. Candles 600. Generator 701. Simple solar lantern 702. Solar energy kit (several lamps) 703. Full solar home system (sufficient for several lamps and electric appliances) 800. Torch 900. Oil 999. Other  __
		Where do members of your household normally go to the toilet?  <i>Improved sanitation includes sanitation facilities that hygienically separate human excreta from human contact<sup>11</sup></i>	<b>Improved facility</b> 10100. Flush toilet 10200. Pour-flush to pit 10300. Composting/dry latrine 10400. Improved Pit Latrine 10500. Ventilated Improved Pit <b>Not improved facility</b> 20100. Flush or pour-flush elsewhere 20200. Service or bucket latrine 20300. Hanging toilet/latrine 20400. No facility, field, bush, plastic bag 20500. Non ventilated/improved pit (VIP) latrine <b>Other</b>

<sup>11</sup> WHO definition : [https://www.who.int/water\\_sanitation\\_health/monitoring/jmp2012/key\\_terms/en/](https://www.who.int/water_sanitation_health/monitoring/jmp2012/key_terms/en/)

			999. Other  __
11	WASH, Toilet Users	Who uses this toilet usually?	0. No toilet 1. Individual (in the household) 2. Shared with other households 3. Community (public)  __
12	WASH, Water source	What is the MAIN source of drinking water for your household?	<b>Improved facility</b> 100. Piped water (inside or outside the dwelling) 200. Public tap/standpipe 300. Tubewell/borehole (& pump) 400. Protected source (dug well, protected spring, rainwater collection) <b>Not improved facility</b> 500. Unprotected source (dug well, protected spring, rainwater collection) 600. Tanker truck 700. Small water vendor 800. Bottled water <b>Other</b> 999. Other  __
		<i>Improved drinking water source is a source that, by nature of its construction, adequately protects the water from outside contamination<sup>12</sup></i>	
13	WASH, Handwashing	We would like to learn about where members of this household wash their hands. Can you please show me where members of your household <u>most often</u> wash their hands? [Record result and observation]	<b>OBSERVED</b> Fixed facility observed (sink/tap) in dwelling 1 Fixed facility observed (sink/tap) in yard/plot 2 Mobile object observed (bucket/jug/kettle) ..... 3 <b>NOT OBSERVED</b> No handwashing place in dwelling/yard/plot .... 4 No permission to see 5 Other, specify 6
14		[Enumerator: Observe presence of water at the place for handwashing, verify by checking the tap/pump, or basin, bucket water container or similar objects for presence of water]	Water is available ..... 1 Water is not available ..... 2

<sup>12</sup> WHO definition : [https://www.who.int/water\\_sanitation\\_health/monitoring/jmp2012/key\\_terms/en/](https://www.who.int/water_sanitation_health/monitoring/jmp2012/key_terms/en/)

15		<p>Is there soap or detergent, or ash/mud/sand present at the place for handwashing or in the house?</p> <p>[Enumerator: observe, only ask if it is unclear]</p> <p>[Mark all that apply]</p>	<p>Bar or liquid bath/hand soap..... 1</p> <p>Detergent (powder/liquid/paste/bar) ..... 2</p> <p>Ash/Mud/Sand..... 3</p> <p>None ..... 4</p>
16		Who uses this handwashing place usually?	<p>0. No handwashing place</p> <p>1. Individual (in the household)</p> <p>2. Shared with other households</p> <p>3. Community (public)</p>
17		How far (one way) is the household dwelling from the closest accessible/ functioning [SERVICE] in minutes?	
17.1		Water source	
17.2		Primary school	
17.3		Public hospital/health facility	
17.4		Livestock market	
17.5		Agricultural/crops market	
17.6		Public means of transport	

# Annex 13. Bibliography

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# Annex 14. Acronyms

<b>ADF</b>	Allied Democratic Forces
<b>AFEDM</b>	Appui aux Femmes Démunies et Enfants Marginalisés en République Démocratique du Congo
<b>AIR</b>	American Institutes for Research
<b>ALNAP</b>	Active Learning Network for Accountability and Performance
<b>ARCC</b>	Alternative Responses to Communities in Crises
<b>BMZ</b>	BMZ Bundesministerium für wirtschaftliche Zusammenarbeit und Entwicklung - Federal Ministry for Economic Cooperation and Development of Germany
<b>CAAP TUJENGE</b>	Comite d'Appui a l'Autopromotion
<b>CAC</b>	Community Action Committee
<b>CEDERU</b>	Centre de Developpement Rural de Kibututu
<b>COPA</b>	Parents' committees
<b>CSP</b>	Country Strategic Plan
<b>DAC</b>	Development Assistance Commission
<b>DEQAS</b>	Decentralized Evaluation Quality Assurance System
<b>DRC</b>	Democratic Republic of Congo
<b>EA</b>	Evaluability Assessment
<b>EC</b>	Evaluation Committee
<b>EM</b>	Evaluation Manager
<b>EQ</b>	Evaluation Question
<b>ERG</b>	Evaluation Reference Group
<b>ET</b>	Evaluation Team
<b>FAO</b>	Food and Agriculture Organization of the United Nations
<b>FCS</b>	Food Consumption Score
<b>FFS</b>	Farmer Field Schools
<b>FGD</b>	Focus group discussions
<b>FIES</b>	Food Insecurity Experience Scale
<b>FO</b>	Farmers Organizations
<b>HDDS</b>	Household Dietary Diversity Score
<b>IDP</b>	Internally displaced person
<b>IFA</b>	Iron and folic acid
<b>IGA</b>	Income generating activities
<b>IRB</b>	Institutional Review Board
<b>JRP</b>	Joint Resilience Programme/ Program Conjoint de Resilience WFP-FAO-UNICEF
<b>JSD</b>	Jeunesse pour la Solidarité et le Développement dans les Grands Lacs
<b>kfW</b>	<i>German Credit Institution for Reconstruction</i>

<b>KII</b>	Key informant interviews
<b>M23</b>	March 23 Movement
<b>MAM</b>	Moderate Acute Malnutrition
<b>NAP</b>	National Action Plan
<b>NGOs</b>	Non-governmental organizations
<b>OEV</b>	Office of Evaluation
<b>PACIF</b>	Paysans Actifs Contre l'Ignorance et la Faim
<b>PNEVA</b>	National Healthy Villages and Schools Programme
<b>QA</b>	Quality Assurance
<b>QuIP</b>	Quality Impact Assessment Protocol
<b>SAM</b>	Severe Acute Malnutrition
<b>TOC</b>	Theory of Change
<b>UNCDF</b>	United Nations Capital Development Fund
<b>UNEG</b>	United Nations Evaluation Group
<b>UNHCR</b>	United Nations High Commissioner for Refugees
<b>UNICEF</b>	United Nations Children's Fund
<b>UPDDHE</b>	Union pour la Promotion, la Défense des Droits Humains et l'Environnement
<b>VSLA</b>	Village Savings and Loan Association
<b>WASH</b>	Water, Sanitation, and Hygiene
<b>WEAI</b>	Women's Empowerment in Agriculture Index
<b>WFP</b>	World Food Programme

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