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Uganda Community Connector Learning Review



FINAL REPORT

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Executive Summary

In 2011 USAID implemented its flagship Feed the Future (FTF) program, which in Uganda focuses on three components: nutrition, agriculture, and connecting nutrition to agriculture. Part of the FTF program, Community Connector (CC) - a five-year activity beginning in January 2012 – has been designed to contribute to reducing poverty, food insecurity, malnutrition, and gender disparity through integrated nutrition and livelihood interventions at community level. CC supports the Agricultural Sector Development Strategy and Investment Plan, and the Uganda Nutrition Action Plan (UNAP). The two main objectives of CC are to improve the nutritional status of women and children, and to improve the livelihoods of vulnerable populations in an equitable and sustainable manner. CC is implemented through a consortium led by Family Health International 360 (FHI 360). Four approaches are used to deliver various activities: behavior change communication (BCC), family life schools, small grants, and agricultural livelihoods training and support. The CC activity has been designed with an intentional effort to use and test USAID's collaborating, learning and adapting (CLA) approach. This approach facilitates continuous evaluation, learning and adaptive management in development programming as one way of enabling and documenting improved progress towards development objectives.

The objective of this learning review is to provide an independent assessment of the current status of CC's implementation approaches so that lessons and recommendations can shape and inform the design of future activities. Particular emphasis has been placed on the key technical approaches of nutrition (Savings with a Purpose and nutrition messaging), agriculture (income generating activities) and livelihoods (entrepreneur program).

The review took place between June and August 2016 and relied on an extensive document review, key informant interviews, focus group discussions and household visits. The 6 research questions were:

- What has been the effectiveness of 'Savings with a Purpose' (SWAP) as an entry point for nutrition messaging?
- To what extent have nutrition-related behavior change communication (BCC) approaches been enhanced and/or mainstreamed through selected entry points?
- How has the choice of income-generating agricultural activities/crops affected the level of success in achieving household financial goals for the beneficiaries? (i.e. onions, potato seed, apiary, etc.)?
- How well have income-generating activities performed in different implementation contexts?
- What has been the effectiveness of the entrepreneur 'jumpstart' program (targeting community knowledge workers (CKWs) and village health technicians (VHTs))?
- How well have various technical components of the program fit with and contributed to broader community development goals?

Overall

All locations visited showed improvements in the lives of the households visited and focus group participants met. Utilizing the CLA management approach, the opportunity to review and adapt the Village Saving and Loan Association (VSLA) and introduce SWAP has been a key achievement in creating savings and improving livelihoods. Not all locations visited implemented all three components of CC (nutrition, agriculture, entrepreneurship); however, this has not been detrimental to the improvements noted in communities and households.

SWAP groups are self-regulating, autonomous groups that provide members regular, consistent support. The peer pressure between members creates better results, keeping members focused on savings and helping them work towards the CC-10 benchmarks.

The majority of SWAP groups visited are functioning well; they had been established for two or more years, which has helped to contribute to the groups' success. Although the number of people with savings accounts has been slightly lower than targeted, the success is evident in terms of ensuring

savings, increased assets, better emergency preparedness and groups meeting regularly. Both primary and secondary data show that women participate more than men in SWAP groups.

Nutrition

SWAP is an effective entry point for providing nutrition messaging to the community, as shown by substantial evidence of positive nutrition behavior change. When target households also participate in a SWAP group, messages are more quickly learned and adopted. Nutrition messages have a greater impact when husbands and wives attend the same group. The CC-10 benchmarks are widely used in all locations visited, however there is no specific benchmark for nutrition.

The BCC messages were developed and tested with CC communities and are therefore context specific. There is a regional divide in preference for nutrition messages entry methods: northern districts prefer visual and group activities; the southwest prefers group activities and face to face meetings. Radio was the least preferred method for CC participants, but seen as useful for the general public. Common messages known were on hand washing, breastfeeding and eating regular meals. Weaknesses existed in messages on food hygiene and sharing workloads.

Primary and secondary data confirm an increase in exclusive breastfeeding knowledge and behavior. Monitoring of nutritional impact showed weakness in measuring stunting in children under-five.

Agriculture

The Income-Generating Activities (IGAs) chosen have shown evidence of achieving household financial goals and improving household income. Both men and women have increased financial ability to buy products, shown by additional assets and food bought. This has resulted in improved household diet and purchase of luxury items. The IGAs supported were reduced to six to provide more focused technical support and greater focus on project deliverables. The options were based on factors that would increase success and enabled women to participate. Out of the reduced list of six, chickens and goats were both successful in the north and southwest. Goats are used as an investment and sold in times of emergencies or for a specific purpose. Apiary has taken longer to establish than other IGAs and few communities have implemented.

The success of IGAs is also attributed to geographic conditions (location, terrain, weather, water) and access to markets. Improved farming practices have led to greater yields, which require outlets to sell the produce, leading to a risk of market saturation.

The focus on six activities has enabled an increase in knowledge and skills development in agricultural practices and animal husbandry, some of which are generic and applicable beyond these activities - such as learning to increase profit margins at markets. Success of produce has led to by-products sold such as amaranth powder or *sim sim*. There was also an awareness of the need to focus on planning for the future, and the knowledge that it is necessary to have food stock reserves as well as having an income source for school fees or emergencies.

There were a number of IGAs chosen by community members beyond the six, and there were differences between the north and southwest. In the north popular activities also included maize, beans, soya beans and sunflower. In the south, popular IGAs extended to beans, Irish potatoes and maize.

Livelihoods

The entrepreneur program (EP) has provided a platform to generate income through different business models for individuals and groups. The variety of activities has opened up opportunities to develop skills in a semi-structured environment. The EP activities have enabled both men and women to earn an income. The success of activities is dictated by the supply chain of products, as well as access to markets.

Effectiveness of the EP activities has been assessed based on feedback received on their implementation and sustainability. Agricultural Services Providers (ASPs) and Community Poultry Vaccinators (CPVs) appear to be the most sustainable. ASPs that are likely to continue after the CC project cycle are

those which have linkages with the six priority IGAs. CPVs have worked well and a demand has now been created for vaccinating poultry. The challenge is for CPVs to have a functional cold chain to ensure vaccines are not damaged and rendered ineffective. Small grants have a more time consuming administrative process. CKWs earn money through payment by results and therefore require a donor, unless they are paid by the government.

The long-term sustainability of EP activities is driven by the business acumen of the individual or group involved. Some people are naturally business minded and are motivated to make a success of an activity; however, most participants need guidance, training and support in business skills and development.

Broader development goals

Communities, government staff, FHI 360 and implementing partners generally agreed that CC has been successful, due to the integrated approach of bringing together nutrition, agriculture and livelihoods. For communities involved with CC there has been a positive change in nutrition, skill and knowledge development in agriculture, as well as increased disposable income. This income has enabled them to become more self-sufficient and provided a sense of empowerment.

The components have contributed to the broader development goals set by the USAID/Uganda results framework. There are clear linkages to how the CC has contributed to the UN Sustainable Development Goals (SDGs). The activities complement government strategy, and have helped to raise awareness among government staff of an integrated approach.

There is opportunity to establish more formal links with CKWs (at the local level), and other development partners (particularly with other FTF initiatives and wider development partners). This would address some of the issues identified such as access to markets, water, transport, and links with health facilities. Having an explicit theory of change may have helped to highlight potential difficulties, as well as explicitly identify linkages.

Gender

CC has empowered women. The majority of SWAP groups are female, although in the groups visited all the chairs elected were men. Giving advice and skills on nutrition has improved the health of women, their children, and the family as a whole. This has reduced visits to the health facilities for curative reasons, saving time and money. The success of the CC has led to an increased demand for better access to health facilities where women can deliver their children. In addition, women have been empowered – and allowed – to stand as candidates in local elections, a number of whom were elected.

Both woman-friendly IGAs and the SWAP approach have enabled women to save, have and income and re-invest. Therefore, they have more autonomy to choose on what and how to spend their money, and are not as reliant on their husbands giving them money.

The household observations showed that the majority of households made joint decisions on how income was spent, what was farmed and what to feed the family. Women still do the majority of domestic work, although field visits show that men now help with some domestic activities, including childcare. The focus on family cohesion has also helped to promote discussions between husbands and wives over how money should be spent, what to farm, and family planning. Domestic violence, while it still exists, has reduced, improving quality of life for women.

Considerations for the future

Any future program could benefit from strengthening the design and monitoring of the CC activity. It could also benefit from improvements to each of the components. Section 5 outlines ten design considerations for future CC activities in Uganda.

1. Develop a theory of change and monitor through the CLA process
2. Evaluate the CLA process
3. Strengthen CC data collection

4. Continue and strengthen SWAP groups, identifying sites of excellence
5. Build on the current nutrition messaging and tools
6. Monitor the agriculture results carefully
7. Continue to build on the agriculture program
8. Strengthen the support functions for livelihoods
9. Continue to develop and improve links with government and other initiatives
10. Continue the focus on gender with increased emphasis on leadership and families.

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Acronyms

AHS	Annual Household Survey
ASP	Agricultural Services Providers
BCC	Behavior Change Communication
BRAC	Building Resources Across Communities
CBO	Community-Based Organization
CC	Community Connector
CCO	Community Connector Officers
CKW	Community Knowledge Worker
CLA	Collaborating, Learning and Adapting
CPV	Community Poultry Vaccinators
DNCC	District Nutrition Coordination Committees
EP	Entrepreneur Program
FGD	Focus Group Discussion
FHI 360	Family Health International 360
FLS	Family Life School
FTF	Feed the Future
IGA	Income-Generating Activities
IHM	Individual Household Method Survey
MUSPH	Makerere University School of Public Health
NGO	Non-Governmental Organization
NILA	Nutrition Innovation Lab Africa
SDG	Sustainable Development Goal
SHA	Self Help Africa
SOW	Scope of Work
SWAP	Savings with a Purpose
UNAP	Uganda Nutrition Action Plan
VE	Village Enterprise
VHT	Village Health Technician
VSLA	Village Saving and Loan Association
WASH	Water, Sanitation, and Hygiene

I. Background

I.1 Overview

Uganda has been successful in exceeding the Millennium Development Goals target of halving poverty by 2015. The country has also made significant progress in reducing hunger, promoting gender equality, and empowering women. However, significant challenges remain because many are at risk of falling back into poverty.¹ There is a high fertility rate of approximately 5.7 children per woman, and over half the population is aged under 15 years old.² Uganda's population is growing at 3.2% per year, which is the second-highest rate in the world.³ Having endured several years of conflict, the northern region of Uganda is particularly vulnerable. As a result, poverty levels in the north were almost double the national average in 2010.⁴ Stunting, which is an indicator of chronic malnutrition in children under-five years of age (under-fives), remains high in Uganda. The Uganda Demographic and Health Survey in 2011 showed that stunting in under-fives had a prevalence rate of 34%; in addition, 14.1% of under-fives are underweight, while 4.8% are wasted.⁵ The rate of thinness among women of reproductive age is 10%.^{6,7}

Overall, the diet of Ugandans in rural areas remains poor in micronutrient-rich foods.⁸ It is mainly composed of bananas, starchy roots such as cassava, sweet potatoes, and cereals (maize, millet, sorghum). Other vegetables such as pulses, nuts, and green leafy vegetables supplement people's diet, but this is also dependent on the geographical area.

USAID in 2011 implemented its Feed the Future (FTF) program, the US government's global hunger and food security initiative. FTF is a flagship program that provides a comprehensive and multi-sectoral approach to poverty, food insecurity and under-nutrition.⁹ It operates in 38 focus districts, with three geographic areas of focus: Northern Uganda, the central "Maize Belt", and Southwest Uganda. The FTF Uganda strategy focuses on three components: nutrition, agriculture, and connecting nutrition to agriculture.¹⁰

I.2 Community Connector

As part of the FTF intervention, the Community Connector (CC), a flagship activity, began in January 2012.¹¹ It was designed to contribute to reducing poverty, food insecurity, malnutrition, and gender disparity through integrated nutrition and livelihood interventions at community level. CC supports the implementation of the Agricultural Sector Development Strategy and Investment Plan, and the Uganda Nutrition Action Plan (UNAP).

The aim of CC is to reduce poverty by enabling vulnerable households in Uganda to improve nutrition and achieve sustainable food and livelihood security. The two main objectives of CC are

¹ www.worldbank.org/en/country/uganda/overview

² *Ibid.*

³ www.usaid.gov/what-we-do/global-health/nutrition/countries/uganda-nutrition-profile#fn-04

⁴ *Ibid.*

⁵ http://globalnutritionreport.org/files/2014/12/gnr14_cp_uganda.pdf

⁶ *Ibid.*

⁷ Women who experience thinness are more likely to have vitamin and mineral deficiencies, possible immune suppression, and reduced wellbeing and productivity.

⁸ www.fao.org/ag/agn/nutrition/uga_en.stm

⁹ usaidearninglab.org/events/learning-adaptation-working-rural-youth-microenterprise-development

¹⁰ www.usaid.gov/what-we-do/global-health/nutrition/countries/uganda-nutrition-profile#fn-06

¹¹ *Ibid.*

to improve the nutritional status of women and children, and to improve the livelihoods of vulnerable populations in an equitable and sustainable manner.¹²

The CC activity is a five-year project ending in December 2016. FHI 360 is the lead implementing partner of a consortium consisting of:

- Self Help Africa (SHA),
- Grameen Foundation,
- Building Resources across Communities (BRAC),
- Communication for Development Foundation Uganda,
- Village Enterprise (VE),
- Gulu University Department of Food Science & Postharvest Technology, and
- Mbarara University of Science & Technology (MUST) Departments of Community Health Education and Development Studies.

CC works with local structures including the local district councils, district nutrition coordination committees (DNCC) and community-based organizations (CBOs). It utilizes local community members including community knowledge workers (CKWs), village health teams (VHTs) and Community Connector Officers (CCOs).

Four approaches are used to deliver various activities: behavior change communication (BCC), family life schools, small grants, and agricultural livelihoods training and support. The table below shows activities delivered by each approach.¹³

Table 1 Approach and activities used at the community level

Approach	Activities
Behavior change communication	<ul style="list-style-type: none"> – Group dialogs – Drama shows – Radio talk shows and radio spots – Household visits – Integrated outreaches/field days – School nutrition clubs
Family life schools	<ul style="list-style-type: none"> – A multi-sectoral approach focused on the 1,000¹⁴ days window of a child's life
Agricultural livelihoods training and support	<ul style="list-style-type: none"> – CC uses agriculture service providers to deliver farming as a business solution to households – Promoting savings with a purpose (SWAP) – CC also enhances micro-enterprise development and market linkages
Small grants	<ul style="list-style-type: none"> – CC provides fixed obligation sub-grants to select, small CBOs and selected community groups

Savings with a purpose (SWAP) is a group-managed fund that encourages members to set aside money and prepare and develop plans to invest in productive assets for their families, such as farming

¹² USAID (2015). *Community Connector Project (December 2011–December 2016) Activity Monitoring, Evaluation and Learning Plan*.

¹³ USAID (2015). *Annual Report, FY15: October 1, 2014–September 30, 2015*.

¹⁴ First 1000 days of a child's life from conception to two years

equipment, school fees or towards health care. It was rolled out and introduced to all districts in 2013.¹⁵

Each CC activity implementation location has a multi-sectoral learning site where community members are shown how to grow a range of produce, including avocados, papayas and onions. Through this they learn improved agricultural and business practices and how to produce more nutritious foods. Community members are also offered the opportunity to attend family life schools (FLS), where there is an integrated curriculum on various topics, including health, Water, Sanitation, and Hygiene (WASH), nutrition, agricultural productivity, savings, and gender.¹⁶

The CC activity has been designed with an intentional effort to use and test USAID's collaborating, learning and adapting (CLA) approach. The approach was initially developed by USAID/Uganda.¹⁷ This approach is designed to enable USAID to become a more effective learning organization and thereby a more effective development organization. The approach helps facilitate local participation and capacity development, promoting country-led development.¹⁸ Specifically for the CC activity, it works with the community to make timely and appropriate adjustments throughout the project design and implementation activities.

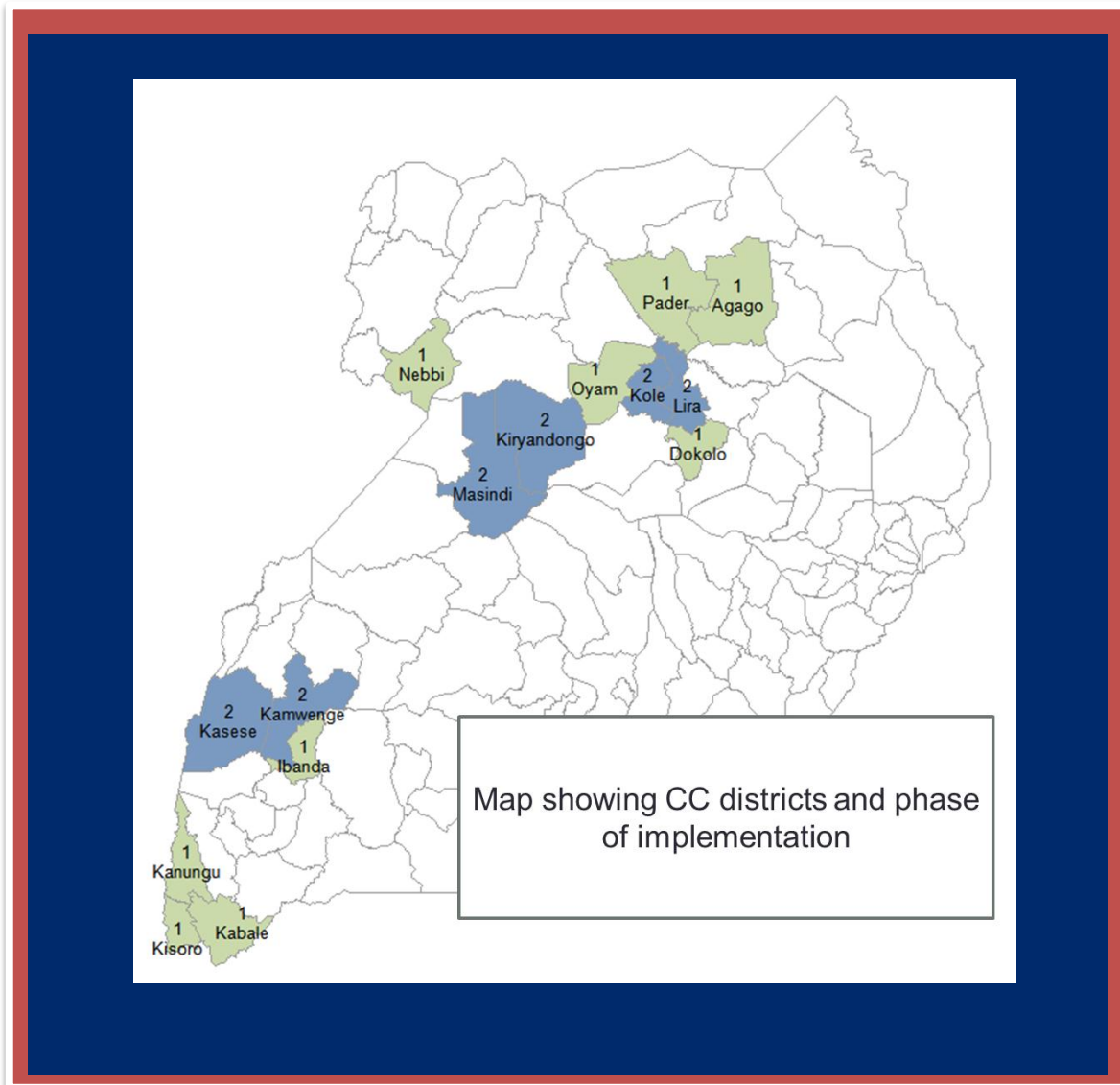
The CC activity is designed to be delivered in three phases, comprising six modules over the project lifecycle, as shown in the diagram below.¹⁹ The six modules are designed for *learning* and *implementation*, allowing for time to pause, reflect and adapt.²⁰

Table 2: Timeline of the CC activity

2012		2013		2014		2015		2016	
Jan- June	Jul- Dec	Jan- June	Jul- Dec	Jan- June	Jul- Dec	Jan- June	Jul- Dec	Jan- June	Jul- Dec
Phase I									
Learning	Implementation								
	Phase II								
	Learning	Implementation							
						Phase III			
						Learning	Implementation		

In Phase I, the pilot phase, the project worked in nine districts, five in the north (Nebbi, Oyam, Pader, Agago, Dokolo) and four in the southwest (Kanungu, Kabale, Kisoro, Ibanda). In Phase II a further six districts were added: four in the north (Masindi, Kiryandongo, Kole, Lira) and two in the southwest (Kasese, Kamwenge). No additional districts were added in Phase III.

Figure I: Map of CC districts



2. Introduction to Learning Review

2.1 Objectives of the learning review

The learning review was undertaken to provide an independent review of the current status of CC's implementation approaches so that lessons and recommendations can shape and inform the design of future activities. A learning review is designed to address how and why questions, and provides an agile approach to understanding program implementation processes and adaptations over time. The learning review will inform verification of documented results through interviews with key stakeholders, and conduct site visits to selected communities. Particular emphasis was placed on the key technical approaches of nutrition, agriculture, and livelihoods modalities.

The primary audience for the review and lessons learned include the USAID/Uganda Vulnerable Population Unit, the nutrition/health-related technical teams (activity management staff), the Program Office and technical office monitoring, evaluation and learning specialists at Uganda Mission. The deliverables have been developed with a view to providing information beyond the main audience, including other technical offices of USAID, the implementing partner (FHI 360) and consortium members. It is hoped that USAID/Uganda will allow this report to be released publicly so other countries may also learn from the intervention.

2.2 Learning review questions

Five assessment questions cover the three components of nutrition, agriculture and livelihoods. The final question focuses on the links between the components and the wider development goals. Table 3 summarizes the questions and provides a more detailed description of the understanding.

Table 3 Scope of work

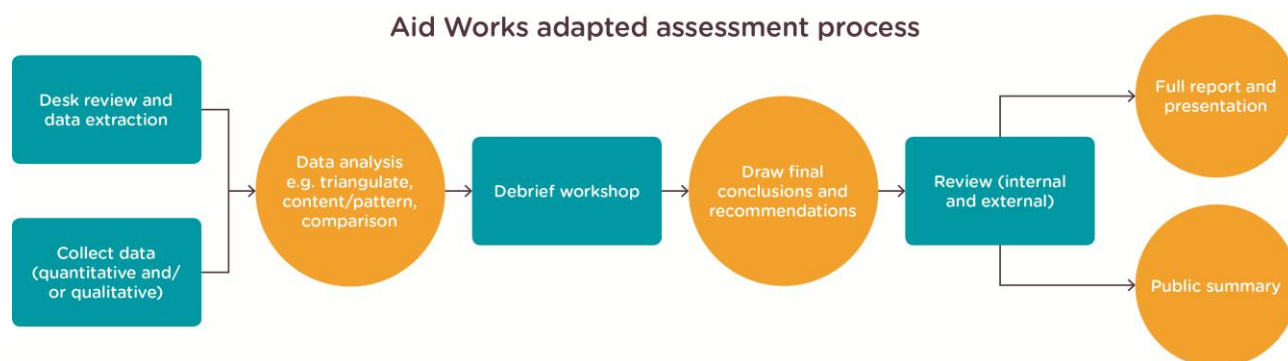
Learning	Question Area	Detailed understanding
Nutrition	1. What has been the effectiveness of 'Savings with a Purpose' (SWAP) as an entry point for nutrition messaging?	In this question we will: <ul style="list-style-type: none"> – Explain SWAP and explore the rationale of the approach; – Compare SWAP objectives and intended results with actual results; – Look at strengths and weaknesses of SWAP in nutrition messaging and – Corroborate success stories.
	2. To what extent have nutrition-related behavior change communication (BCC) approaches been enhanced and/or mainstreamed through selected entry points?	This question will: <ul style="list-style-type: none"> – Outline the BCC approaches adopted; – Describe the methods of delivery used (e.g. activities, training, announcements); – Identify which specific methods of delivery have improved the quality of nutrition-related BCC; and – Look at changes in nutritional behavior (e.g. increase in exclusive breastfeeding, number of food groups consumed, and knowledge in nutrition).
Agriculture	3. How has the choice of income-generating	The question will <ul style="list-style-type: none"> – List the different income-generating activities;

Learning	Question Area	Detailed understanding
	agricultural activities/crops affected the level of success in achieving household financial goals for the beneficiaries? (i.e. onions, potato seed, apiary, etc.)?	<ul style="list-style-type: none"> – Compare goals set with those reached; – Identify positive results when goals are reached; – Look at changes in income (e.g. number of people with a savings account, % increase in income); and – Look at the types of activities/interventions selected by communities (e.g. type of crops or agricultural activities, new technologies applied by farmers, gender differences in activities).
	4. How well have income-generating activities performed in different implementation contexts?	<p>In this question we will:</p> <ul style="list-style-type: none"> – Identify which activities were more successful (e.g. differences in approach between the north and southwest); – Look at changes in income (e.g. number of people with a savings account, % increase in income); and – Compare and contrast income-generating activities across the districts (observing any differences between north and southwest) during visits.
Livelihoods	5. What has been the effectiveness of the entrepreneur 'jumpstart' program (targeting community knowledge workers (CKWs) and village health technicians (VHTs))?	<p>In this question we will:</p> <ul style="list-style-type: none"> – Explain the entrepreneur program and potential links to other community or government public health structures; – Compare entrepreneur objectives and intended results with actual results; – Roles of/support to CKWs and VHTs; – Look at strengths and weaknesses of the entrepreneur program; and – State any observed differences by gender.
Linkages	6. How well have various technical components of the program fit with and contributed to broader community development goals?	<p>This question will;</p> <ul style="list-style-type: none"> – Explain the broader community development goals; – Explore how the technical components (nutrition, agriculture and livelihoods) have enhanced these goals; – Make general observations about gender; and – Enquire among the community what worked well/less well. <p>The question will also explore changes in health status:</p> <ul style="list-style-type: none"> – For example, stunting in children, anemia in women, improved sanitation. <p>Finally, an indirect output may be an exploration into the monitoring process and CC tools used.</p>

3. Approach and Methodology

3.1 Approach

Figure 2: Process for completing the learning review²¹



The learning review process followed the above approach to assessments and learning reviews. An extensive desk review was conducted with of all relevant project-specific documents, progress reports, national documents, and other supporting documentation available.²² The country visit focused predominantly on collecting qualitative and quantitative data through semi-structured key informant interviews, focus group discussions, and household visits, in selected communities. Nine key informant interviews were conducted with USAID, FHI 360, consortium partners, and government representatives at district level. The learning team visited communities in seven districts across the north and southwest, and the learning review team conducted 19 focus group discussions and 20 household visits.

Data analysis drew out key findings from the primary data, trends between districts, and triangulated findings between secondary and primary data. A debrief meeting was held with USAID/Uganda to present initial findings and discussion points. This report presents the findings, conclusions, and recommendations. It has been reviewed internally to check alignment with findings, conclusions and recommendations prior to review by USAID/Uganda.

Table 4: Summary of methods and data collection tools

Activity	Completed	Data collection tool
Document review	<ul style="list-style-type: none"> – All relevant project documents – Progress reports – National documents 	Key findings template
Key informant interviews	<ul style="list-style-type: none"> – 9 interviews covering USAID, FHI 360, consortium partner, government representatives at district level 	Semi-structured interview guides
Focus group discussions	<ul style="list-style-type: none"> – 19 focus groups in 7 districts across north and southwest 	In-depth focus group template
Household visits	<ul style="list-style-type: none"> – 20 household visits in 5 districts across north and southwest 	Household observation checklist

²¹ Adapted Aid Works process

²² See Annex I

3.2 Data collection

The majority of the primary data was collected through the FGDs and household visits, supplemented by the interviews. Quantitative and qualitative data were collected. The FGDs were conducted across the north and southwest, and the majority of participants were female (244/359, 68%). Visits to 20 households provided a snapshot of the situation at household level. Key informant interviews were also conducted using semi-structure interview guides.²³

The selection of sites was coordinated with the contracted implementer (FHI 360). Site selection was based on ensuring a range of activities were visited, logistical access was possible, and a balance between northern and southwestern sites.

Table 5: Summary of data collection

District (north or south west)	Number of FGDs	Number of FGD participants (male)	Number of FGD participants (female)	Number of household visits
Kabale (S)	3	16	40	2
Kisoro (S)	1	10	38	5
Ibanda (S)	6	31	42	5
Kole (N)	2	14	29	4
Oyam (N)	2	14	49	4
Lira (N)	2	10	16	-
Kiryadongo (N)	3	27	30	-
Total	19	122	244	20

Tools were designed based on the learning areas, gaps and issues identified during the desk review and to ensure data analysis was collated as quickly as possible after the visit. Translators were used, therefore all questions were made simple, and advice sought from FHI 360 and consortium partners on appropriate local wording to refine tools.

A mixture of quantitative and qualitative data was collected. The household observation checklist²⁴ was a short survey consisting of specific checks and answers, which collected a snapshot rapidly. It was not intended to be an in-depth household survey, and the data was triangulated with the in-depth focus group.

When designing the FGD tool²⁵ it was known the size of the groups would vary and the types of activities conducted would not be the same at each site. Therefore, the tool was made to cover all components of the learning review, in the knowledge that not every focus group would discuss all questions, as shown in Table 6. The table shows substantial coverage of each learning area. Due to

²³ See Annex 2 for list of key informants and Annex 3 for interview guide summary

²⁴ See Annex 4

²⁵ See Annex 5

the need for rapid analysis, data collection focused on ranking and voting methodologies, complemented by specific discussion questions to draw out more detailed feedback. The mixed approach meant that rapid analysis was possible.

Table 6: Learning areas covered in FGDs

Learning area	Number of FGDs questioned
Savings with a Purpose (SWAP)	14
Nutrition Behavior Change Communication (BCC)	13
Agricultural activities	12
Income-generating activities	14
Entrepreneur scheme	13
Broader development goals	20

3.3 Analysis and reporting

The learning review team analyzed the primary data collected, drew out trends between districts, and triangulated findings between secondary and primary data. The main data analysis methods employed were:

1. Triangulation for community data (in-depth focus groups, observation checklist), with key informant interviews and the secondary data.
2. Comparison analysis, mainly focusing on planned versus actual results, where appropriate to the question (see Table 7).
3. Content/pattern analysis across the districts and north–southwest geographic areas.
4. Findings, conclusions, and recommendations framework.

A debrief meeting was held to present initial findings and discussion points. This report represents the findings, conclusions and recommendations that will help USAID/Uganda to shape and inform the design of future activities.

Table 7 Identified areas of consultation

Question	USAID	FHI 360	Consortium partners	Site visits
1. Savings with a Purpose (SWAP)				
Rationale/objectives of SWAP in 2013	X	X	X	X
Intended results	X	X	X	–
Actual results	–	–	–	X
Strengths and weaknesses of activity	X	X	X	–
Corroborate successes	–	–	X	X
2. Nutrition behavior change communication (BCC) approaches				
BCC approaches	X	X	X	X
Methods of delivery	–	X	X	X
Improved nutrition behavior	–	–	–	X
3. Agricultural activities/crops				
Types of activities/crops offered	X	X	X	–

Question	USAID	FHI 360	Consortium partners	Site visits
Types of activities/crops implemented	–	–	–	X
Geographic differences	–	–	X	X
4. Income-generating activities				
Income-generating activities adopted/successful	X	X	X	X
Changes in income	–	–	–	X
Geographic differences	–	–	X	X
5. Effectiveness of entrepreneur program				
Program overview and objectives	X	X	–	–
Actual results	–	–	X	X
CKWs and VHTs	–	–	X	X
Strengths and weaknesses	X	X	X	X
6. Program technical components and broader development goals				
Broader development goals in Uganda	X	X	–	–
Technical components linkage	–	X	X	–
Gender equity observations	–	–	X	X
Changes in health status observations	–	–	–	X
Monitoring process observations	X	X	X	–
Worked well/less well	–	–	–	X

3.4 Limitations

The learning review was a rapid assessment, collecting data from a large geographic area. Convenience sampling was used to select locations, with a heavy reliance on FHI 360 for selection. Therefore, it was not randomly determined. Constraints of time restricted the number of sites visited and number of household observations. Unfortunately, the more remote CC supported communities were not reached. These are not a critical limitation: the learning review is to validate key results collated by the project and compare with interviews and site visits; it is not an evaluation of the program. The data collection also relied on the use of translators, which meant some specific or finer details may have been lost in translation; however, the design of tools kept the lines of enquiry straightforward.

3.5 Team composition

Table 8 Team members and identified roles

Team member	Role
Kate Hutton (Aid Works)	Lead consultant
Mo Ali (Aid Works)	Remote analysis and support
Stuart Belle (Learning Contract)	Liaison support and data collection
Ruth Ankunda (Learning Contract)	Data collection support

4. Findings

4.1 Evidence available

The desk review looked at relevant project-specific documents, progress reports, national documents, and other supporting documentation available.²⁶ The documents were analyzed against the question in terms of availability and strength of evidence creating the below table. The analysis was not an exact science, it was developed to help drive the data collection tool development and priorities. The analysis showed potentially weak areas of evidence, listed below.

- Strengths and weaknesses of the SWAP
- Documentation on specific nutrition messages have been most useful
- Geographical differences toward agricultural activities
- Success of IGAs and geographical differences
- Results, strengths and weaknesses of the entrepreneur program
- Linkages between the CC and broader development goals
- Gender equity observations and comparisons by gender.

Table 9 Strength of evidence

Question	Evidence Available ²⁷	Strength ²⁸
1. Savings with a Purpose (SWAP)		
Rationale/objectives of SWAP in 2013	Y	M
Intended results	Y	M
Actual results	Y	H
Strengths and weaknesses	-	-
Corroborate successes	Y	M
2. Nutrition behavior change communication (BCC) approaches		
BCC approaches	Y	M
Methods of delivery	Y	M
Improved nutrition behavior	Y	L/M
3. Agricultural activities/crops		
Types of activities/crops offered	Y	M
Types of activities/crops implemented	Y	H
Geographical differences	-	-
4. Income-generating activities		
Income-generating activities adopted/successful	Y	L
Changes in income	Y	L
Geographical differences	-	-
5. Effectiveness of entrepreneur program		
Program overview and objectives	Y	H
Actual results	-	-
CKWs and VHTs	Y	M
Strengths and weaknesses	Y	L
6. Program technical components and broader development goals		
Broader development goals in Uganda	Y	L

²⁶See Annex I

²⁷ Yes/No

²⁸ Indicative strength of desk review evidence (High, Medium, Low, none if no evidence)

Technical components linkage	-	-
Gender equity observations	Y	L
Changes in health status observations	Y	M
Monitoring process observations	-	-
Worked well/less well	-	-

4.2 Nutrition

Key learning points:

- SWAP has been effective in saving towards pre-determined purposes as well as emergencies.
- Nutrition messages have a greater impact when husbands and wives attend the same group.
- Messages are more quickly adopted when targeted households also participate in a SWAP group.
- Group support and peer pressure help with accepting messages and adopting change.
- There has been wide exposure and understanding of CC-10 benchmarks; however, there is no benchmark for nutrition in the CC-10.
- There is a north/southwest difference in preference for receiving BCC messages; northern groups prefer group activities and visual materials; southwestern groups prefer group activities and face-to-face meetings.
- Common messages have been learned on hand washing, breastfeeding and eating regular meals.
- Less common messages have been learned on food hygiene and sharing workloads.
- Secondary data on stunting in children under-five is inconclusive.
- FGD participants have adopted positive nutrition related behavior change as a result of CC.

Rationale of SWAP

CARE International introduced the village saving and loan association (VSLA) to Uganda in 1988. Over 22,000 VSLA groups have been established. VSLAs provide a structured system for saving in rural areas that have no access to banks or other savings accounts.²⁹ Groups operate independently and are self-regulating with rules and regulations that each group member must sign up to and abide by. Fines can be imposed if a group member is in breach of the rules and regulations. It is through these established VSLA groups that CC chose to enter communities.

CC recognized that the VSLA groups were good at saving and learning about loan risk. However, after working with VSLA groups, CC staff identified a pattern whereby savings were accessed and spent during the Christmas period and by February individuals had no savings.³⁰ Therefore if an emergency arose - such as a health issue, shortage of food or school fees needing paying - there was no money to cover these expenses.³¹

Through the CLA process, VSLAs were reviewed and redesigned whereby group members would commit to saving for a predetermined purpose such as a agriculture asset like a farming tool.³² The focus was adapted from saving to wealth creation and improving livelihoods.³³ The revised approach

²⁹ CARE (2014), Village Saving and Loan Association Report, www.care.org.au/wp-content/uploads/2014/12/CARE-VSLA-Report-Uganda-Eco-Devel.pdf

³⁰ USAID (2014). *Uganda Community Connector Technical Note Series I*.

³¹ Interview with FHI 360 partner.

³² USAID (2015) Community Connector Annual Report

³³ Interview with FHI 360.

was called saving with a purpose - SWAP - and rolled out across CC districts in June 2013. It was acknowledged that CC would need to be sensitive to the communities it was working with therefore SWAP was introduced to run alongside VSLAs. SWAP groups operate in all 15 CC districts, delivered by two consortium members BRAC and VE, whose methodologies are said to differ slightly; however, CC-10³⁴ is generic across all groups.³⁵

SWAP results

CC aims to have all groups practicing saving with a purpose, building on the VSLA model. The Annual Household Survey (AHS)³⁶ reported 80% of households were part of a VSLA group, of which 96% were saving with a pre-determined purpose. Of the households that had practiced SWAP, 90% reported they had successfully achieved their savings goal.³⁷ Examples of goals include purchasing livestock, paying school fees, or rent, or purchasing land. The 2015 target for the number of people with savings account or insurance policy was 5,000, the CC reached 4,459, of whom 66% were women.³⁸ The FGDs corroborated the results shown, with 91% of FGD participants questioned being members of a SWAP,³⁹ of whom 56% were women. The majority of the FGD participants in SWAP groups had been in groups for two or more years, with most meeting on either on a weekly (50%) or monthly (42%) basis.⁴⁰ FGDs held in the north and southwest unanimously demonstrated that those who were involved with SWAP had been successful in saving and increasing their assets.

SWAP works better, before I was in the group I saved for a whole year and spent at Christmas with no tangible assets. Katoma Community, Kabale District⁴¹

SWAP and nutrition messaging

SWAP groups are the backbone of CC, and an entry point for various activities, including integrating nutrition messaging. The SWAP groups have helped to facilitate dialog meetings, drama groups, and opportunities for CKWs speak to groups and conduct follow-up household visits. In addition to SWAP, groups encourage each other to adopt positive behaviors, and work toward CC-10. Targeting households directly, without having the support of groups to reinforce behavior change, appears to have limited impact. This was highlighted by the small grant scheme in which groups targeted households to promote CC-10; however, there was limited adoption by individuals.⁴²

FGDs showed that SWAP groups can be single sex or mixed. The single-sex groups have usually been established through an FLS.⁴³ FGDs also showed the mixed groups vary in the gender split, with some having more couples (husband and wives) than others. For couples who are in the same group the nutrition messages are stated to make a greater impact because they hear and discuss the message together, leading to joint changes. If couples are in different groups or the husband is not in any group, then it can dilute the message and take longer to accept and adopt new practices. Women in the FGDs highlighted that this can be a problem for them:

³⁴ CC-10: these 10 outputs were selected based on existing evidence, reflecting improved nutrition and agricultural production, livelihood activities, general hygiene, and gender-equitable practices at household level. Therefore, if any are observed within a household, this serves as evidence that CC has been successful.

³⁵ Interview with FHI 360.

³⁶ The AHS is conducted by CC staff targeting activity households.

³⁷ USAID (2015), Community Connector Annual Report.

³⁸ Ibid

³⁹ Total asked 215 from 14 FGDs,

⁴⁰ Ibid.

⁴¹ FGDs.

⁴² USAID (2015), USAID Community Connector Technical Notes Series No. 7.

⁴³ FLS comprise courses focusing on the first 1,000 days of a child's life, from conception through to two years of age. FLS have mainly targeted women, but men are also encouraged to participate.

Husbands and wives in the same group are able to save more and get a higher amount as well as getting trainings at the same time.

My husband may not believe me when I tell him what I have learned so then I have to get the CKW to visit to help convince him.⁴⁴

Table 10 Measurable outputs to be observed in households

CC-10	
1.	Women/family are saving (Savings with a Purpose)
2.	Water, sanitation and hygiene (WASH) facilities (e.g. toilet, safe drinking water, utensil drying rack, hand washing facility with flowing water) exist
3.	Homestead compound is clean and neat
4.	Pumpkin and amaranth, or other traditional vegetables are planted near the homestead
5.	At least one pawpaw tree, an avocado tree or other fruit trees is seen near the homestead
6.	Family has chicken, and goats, or apiary
7.	Family has an agricultural income-generating activity
8.	Production assets (e.g. hoes, pangas, spray pumps, ox/oxen, plow, watering cans, wheelbarrows) have recently been acquired
9.	Signs of family having enough food stocks to last 3 months (e.g. in the garden or a store)
10.	Signs that family members support each other in production and feeding decisions

Strengths and weaknesses

The table below summarizes the strengths and weaknesses of using SWAP as a mechanism for nutrition messaging collected from the FGDs and key informant interviews.

Table 11: Strengths and weaknesses of using SWAP for nutrition messaging

Strengths	Weaknesses
<ul style="list-style-type: none"> – The group structure provides a support network to facilitate behavior change – SWAP groups are autonomous, meet regularly and stay active for long periods – SWAP groups help to develop accountability to each other and work towards common goals – All groups work towards the CC-10 benchmarks – Groups are based in the community where people live – Groups facilitate the promotion of numerous messages, including nutrition – Groups are better at increasing nutrition knowledge and behavior change when couples are in the same group 	<ul style="list-style-type: none"> – Effectiveness of message is diluted if spouse is in a different SWAP group – When spouses are in different groups, it also delays acceptance and adoption of messages – Messages are not standardized across different groups – Regularity of meetings may affect messaging: FGDs showing 42% of SWAPs meeting monthly and 50% meeting weekly. – Targeting households with CC-10 without group support limits adoption of messages.

⁴⁴ FGDs.

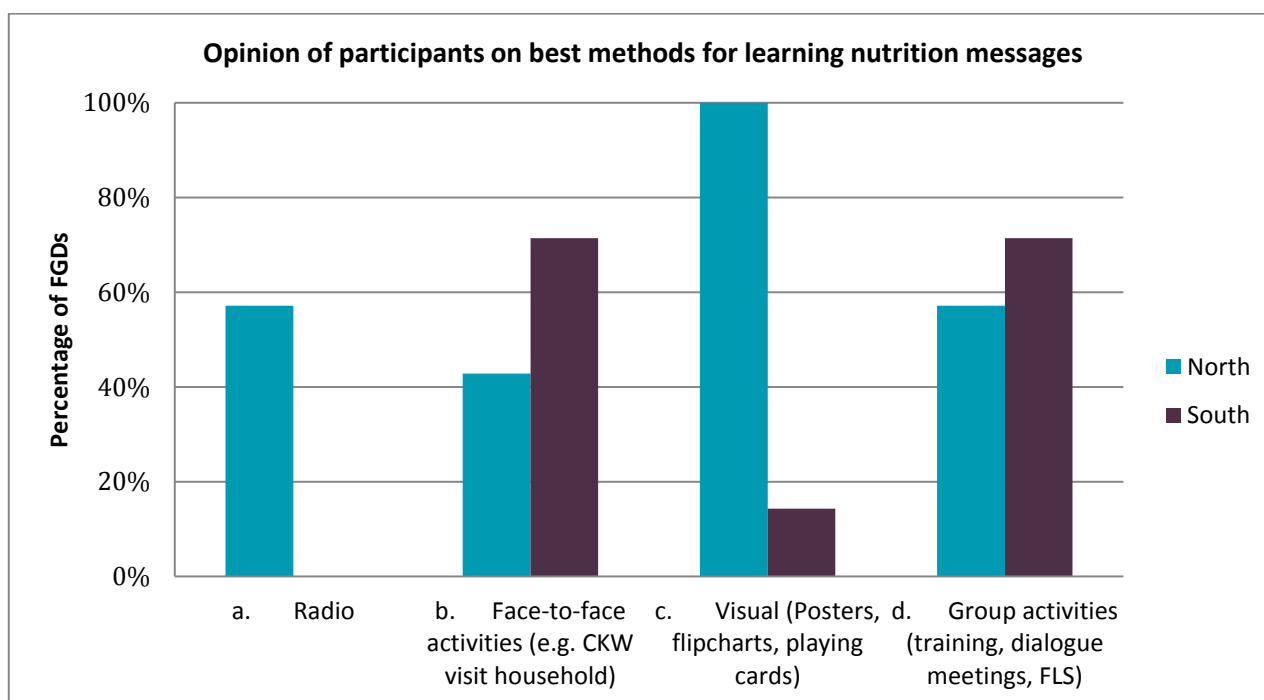
Behavior change communication messaging

CC developed BCC messages with the communities specifically around nutrition, livelihoods, and gender. These were then pre-tested with the support of district nutrition and coordination committees (DNCCs). The four main approaches were media, face-to-face, visual, and group activities. The various methods used were radio, CKWs visiting households, visual materials such as flipcharts, playing cards, throw boxes, and group activities (see Table 12).⁴⁵ Through FGDs it emerged there was a north/southwest divide in preference of approach, as seen in Figure 3. In the north it was for a mix of group activities and face-to-face support, as well as visual materials. In the southwest participants preferred group activities and face-to-face support. Radio was mentioned and had greater preference in the north; however, both regions felt that it was better for those outside the CC activities, or “for men who have time to listen to the radio”; “radio you can’t see and observe. FLS you can see, touch and observe”.⁴⁶

Table 12 BCC approaches and methods adopted by CC

Approach	Method
Media	Radio spots and discussions
Face to face	CKW visiting household
Visual	Flipcharts, playing cards, throw box
Group activities	Dialog discussion, drama, FLS

Figure 3 Preferred method of learning nutrition messages



Source: Focus group discussions

In discussion with CC staff, the preference differences were explained. Due to a prolonged period of conflict the north has had greater exposure to NGOs that use visual information, and education

⁴⁵ USAID (2015, 2014) Community Connector Annual Reports

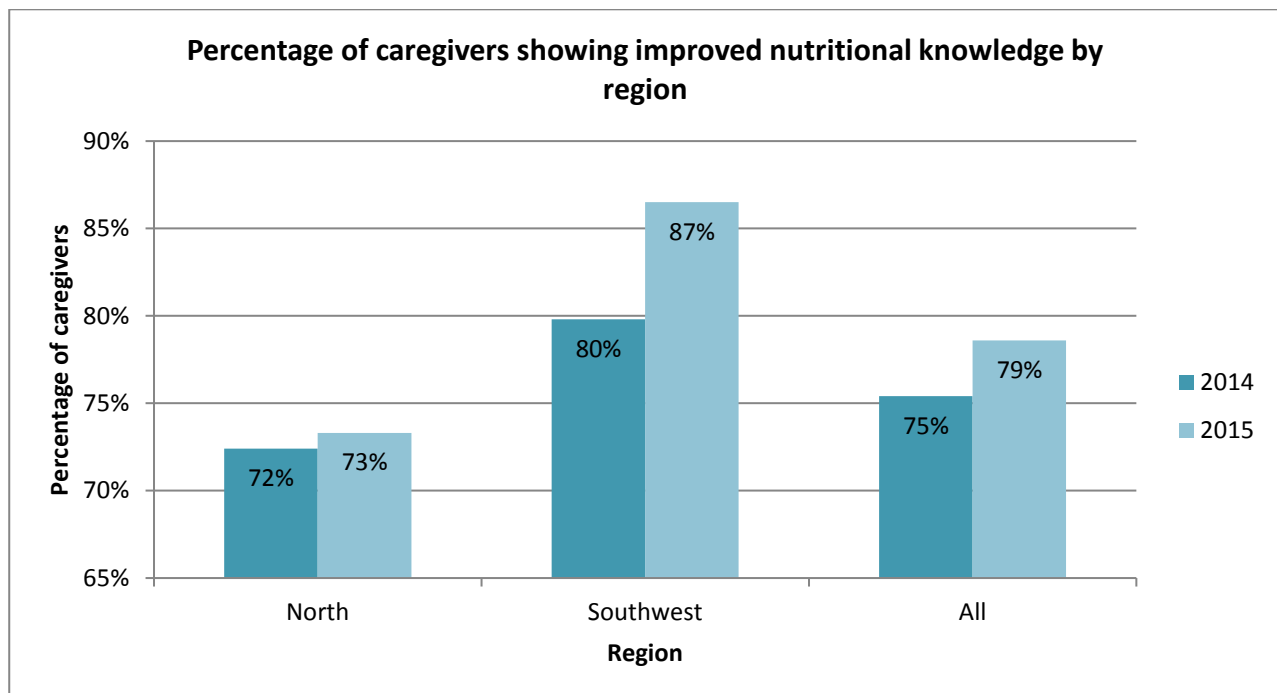
⁴⁶ Quotes from FGDs

and communication materials as a training aid; whereas in the southwest there has been less of an NGO presence. The preference in the southwest for group activities was a result of stronger informal networks, which are oriented toward group support. For example, for many place in the southwest the terrain makes accessing services difficult, and Ngozi groups support sick community member and carry them from their home to transport or a health facility. These groups do not exist in the north.

Changes in nutrition behavior

The 2015 AHS shows that 78.6% caregivers for children under five years of age (under-5s) demonstrated good nutritional knowledge, and 53% demonstrated proper food hygiene behavior.⁴⁷ The data also shows that there are regional differences with the southwest demonstrating greater increase knowledge between 2014 and 2015 (see Figure 4).

Figure 4 Nutrition knowledge by region

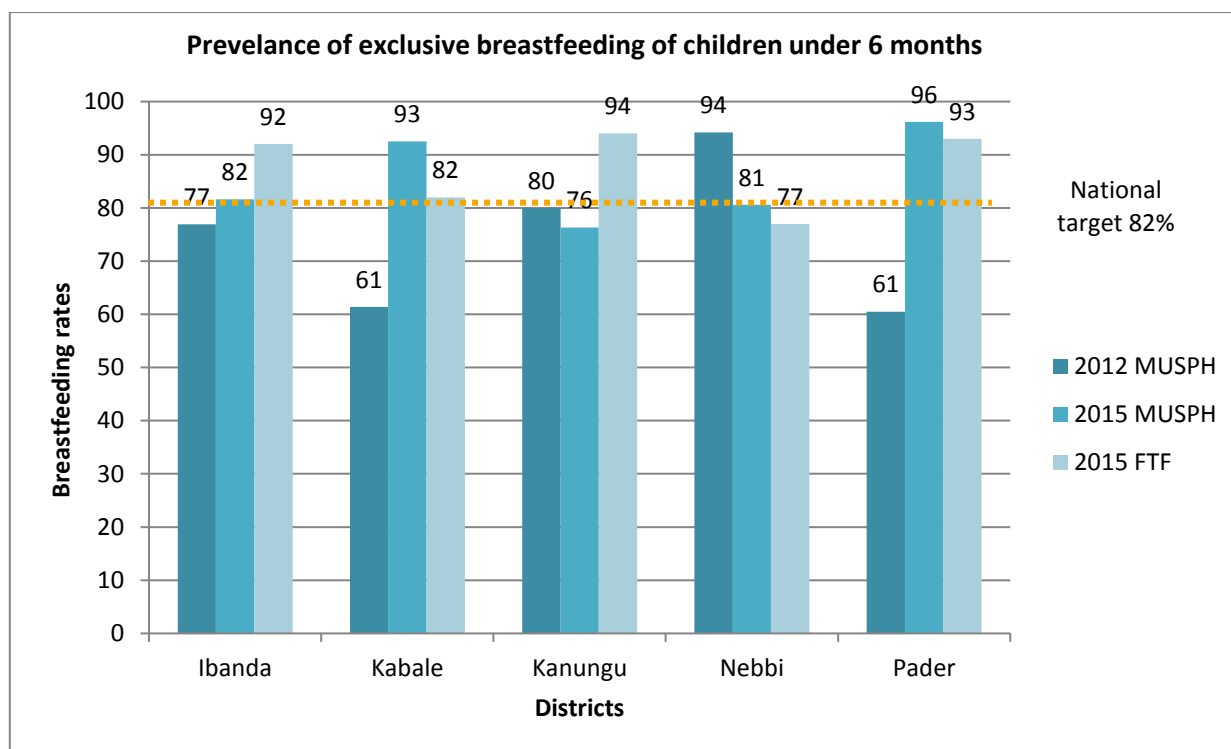


Source: Community Connector Annual Reports (2014, 2015)

The prevalence of breastfeeding was also shown to have increased in the CC districts. The 2015 AHS showed that from 2014 to 2015 there had been a 5% increase from 81% to 86% in the number of women reporting exclusive breastfeeding. MUSPH and FTF data also show that there has been an increase in breastfeeding rates shown in Figure 5. In the communities visited all the women said that they breastfed exclusively for 6 months.

⁴⁷ USAID (2015). *Community Connector Annual Report*

Figure 5 Exclusive breastfeeding rates for children under 6 months (2012 and 2015)



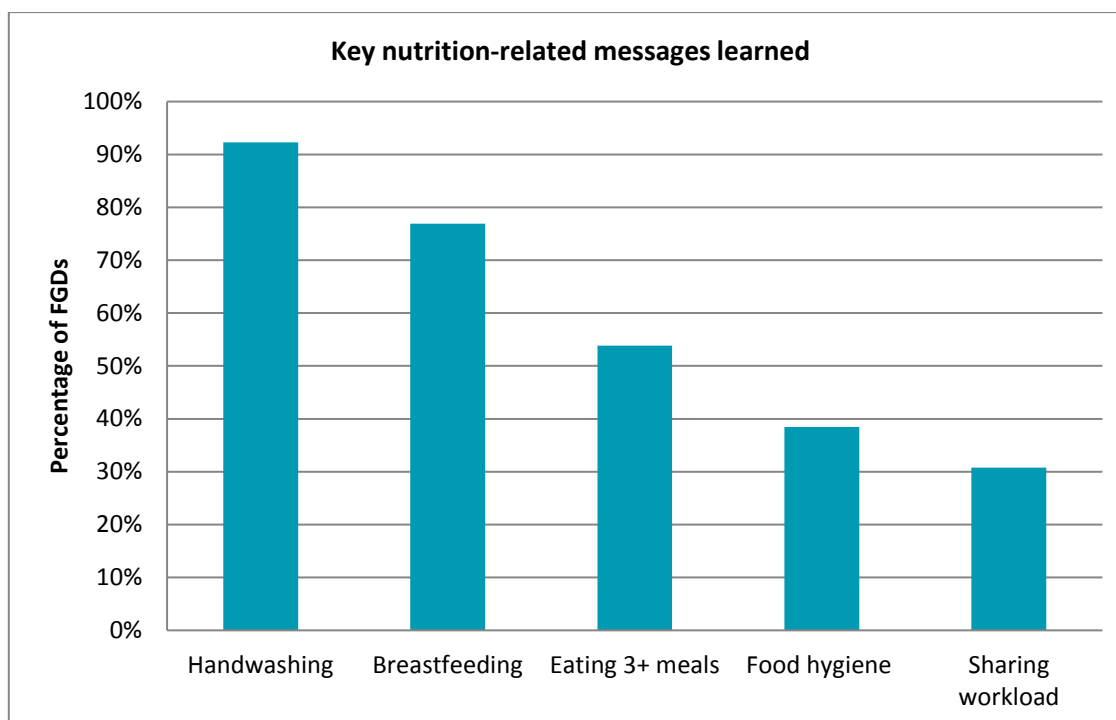
Source: MUSPH and FTF

A standard indicator to measure improved nutritional status is stunting in children under-five however secondary data on stunting is inconclusive. The data collected by Nutrition Innovation Lab Africa (NILA) at the district level shows that there has been no change in rates of stunting since 2012⁴⁸, whereas MUSPH shows that overall that in five districts there is downward trend in stunting.⁴⁹

⁴⁸ USAID (2015), *Community Connector Annual Report*

⁴⁹ MUSPH (2015), *Food Security and Nutrition Assessment in Ibanda, Kabale, Kanungu, Nebbi and Pader districts*

Figure 6 Most common nutrition messages reported



Source: Focus group discussions

The key messages learned by FGD participants were breastfeeding, eating a variety of foods and hand washing. Less common were messages on food hygiene and sharing workload. This was corroborated by household visits in which mothers stated they had breastfed for up to 24 months, kitchen gardens had been established, and a variety of fruit and vegetables were being grown. The majority of households had basic WASH facilities available.

FGD participants stated the following behavior changes were a result of the CC:

- Colostrum is no longer expressed and discarded but is given to the baby.
- Women now exclusively breastfeed for six months.
- Good weaning practices using a variety of nutritious foods have been introduced.
- The incidence of diarrhea for both adults and children has reduced.
- Chickens no longer live in households with families.
- Fewer visits are made to health facilities, saving time and money.
- Kitchen gardens have been established and people are growing and eating more fruit and vegetables.
- People are washing hands at appropriate times (e.g. before food preparation, after going to the toilet).



Photo1 FGD participant breastfeeding

4.3 Agriculture

Key learning points:

- Reducing the list of income-generating activities (IGAs) to six has provided focused technical support.
- The reduced list consists of chickens, goats, apiary (beekeeping), onions, passion fruit, and potato seed
- Poultry rearing has been successful through the north and southwest.
- The most popular IGAs in the north are chickens, maize, goats, beans, soya beans and sunflower.
- The most popular IGAs in the southwest are beans, Irish potatoes, chickens, maize, onions and goats.
- IGAs have increased knowledge and skills development in agricultural practices and animal husbandry.
- Goats are used as an investment and sold in times of emergencies or a specific purpose.
- The success of IGAs has enabled increased financial ability to buy products for both men and women
- Women friendly IGAs have supported women to increase skills and income.
- Apiary has taken longer to establish than other IGAs and few communities have implemented
- Increased produce has created demand for access to markets and water.
- Factors that enable success include access to: sufficient land, weather, water, markets, and group leadership.
- Changes in household income have been inconsistently measured; field visits showed it has increased.

Income-generating activities

When CC first introduced IGAs there was a large menu of activities to choose from.⁵⁰ It was realized that CC could not offer sufficient technical support and the choice of activities was narrowed to focus on six: chickens, goats, apiary (beekeeping), onions, passion fruit, and potato seed. All activities were women friendly, enabling them to participate in one or more of the IGAs.⁵¹ The six IGAs were chosen because they:

1. Did not require a lot of land;
2. Had low inputs and high-value returns;
3. Were not labor intensive; and
4. Had a longer shelf life, so did not need to be sold immediately after harvesting.

Apart from potato seed, which was only available in the southwest, the remaining five IGAs were available in the north and southwest. Training and support on IGAs was delivered to multiple groups using learning sites and agricultural services providers (ASPs).

Given the cost of the intervention the target was for 40% of CC households to be trained in IGAs.⁵² The results from the 2015 annual report show that 60,128 individuals (61% women) were trained in farming as a business and have learned about sustainable agriculture technologies such as mulching, line planting, inter cropping, crop spacing, and crop rotation.⁵³ Results from the AHS show that 80% of households were trained in at least one IGA.⁵⁴

The learning review visited groups specifically with poultry, passionfruit, onions or potato seed income generation. No group visited was generating income through an apiary. All groups had been successful in developing skills, and growing and selling their produce. Some groups worked together

⁵⁰ Interview with FHI 360 partner.

⁵¹ Interview with FHI 360.

⁵² FGD with FHI 360 and partners.

⁵³ USAID (2015). *Community Connector Annual Report*.

⁵⁴ *Ibid*.

and sold their produce in bulk, while others worked independently. One group in the southwest, in addition to growing and selling potato seed, has expanded to growing and selling Irish potatoes.

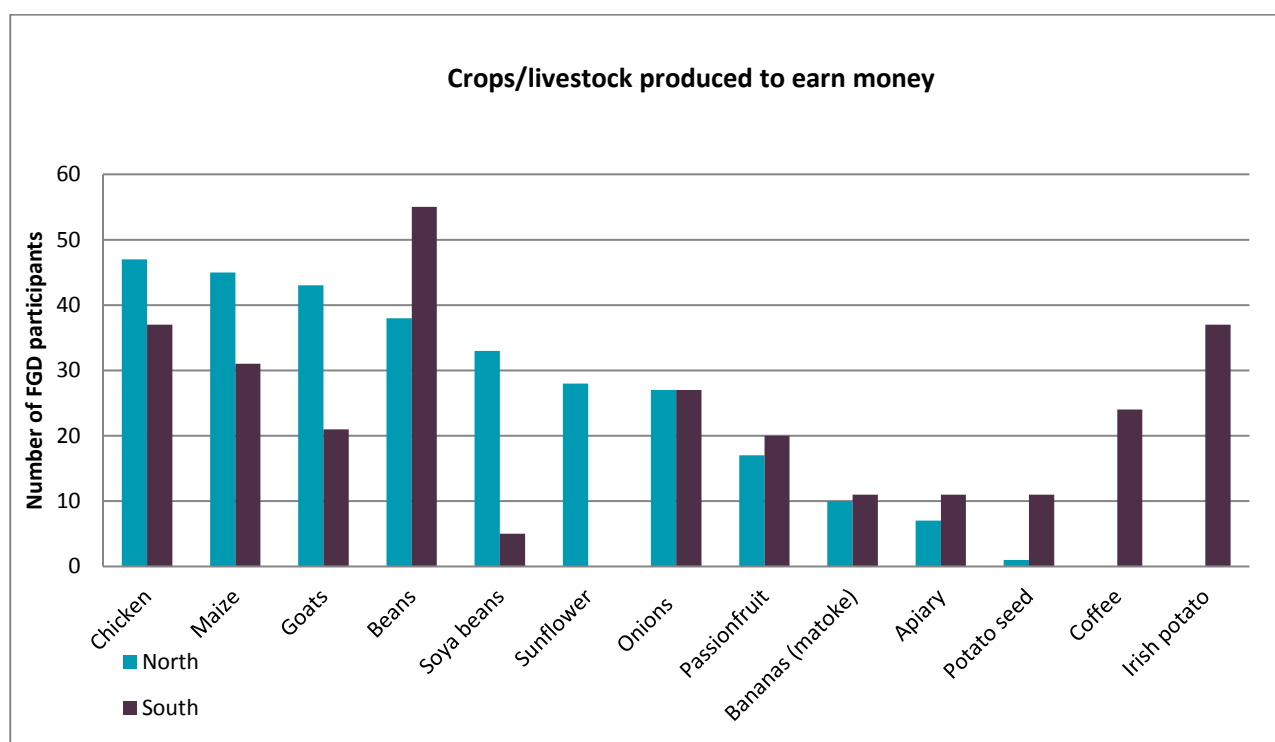
Groups have also learned to maximize their profits. Previously farmers would pick and sell produce before it had matured, or sell all their produce immediately after harvesting. Now farmers allow the produce to mature before harvesting, and also to keep stocks back until the market price has increased, thereby increasing their profit.⁵⁵

“Before we would sell immediately after harvest, but now sell 1-2 months later when prices are higher Nyakabungo, Ibanda District”

The 2015 annual report showed that 70% of households owned chickens compared to 54% reported in 2013.⁵⁶ Poultry was seen as a success because there was little input from CC as vaccines were purchased by beneficiaries⁵⁷ and there were greater returns compared to other IGAs. It was also the most successful of all the ASPs.⁵⁸ The FGDs showed that more chickens than goats had been sold to raise money. While goats are purchased, they are used as a ‘bank’ and sold to raise cash for emergencies, school fees, or medical treatment.

In addition to the six IGAs the FGDs and site visits also demonstrated that other animals – such as pigs, sheep, and rabbits – and various crops were grown for income generation. Figure 7 shows also that the most popular cash crops in the north were maize and beans, and in southwest were beans, Irish potatoes and maize. Soya beans and sunflower were grown mainly in the north. Coffee, Irish potatoes and potato seed were predominantly only grown in the southwest.

Figure 7 Crops and livestock produced for income



Source: Focus group discussions

⁵⁵ FGDs.

⁵⁶ USAID (2015). *Community Connector Annual Report*.

⁵⁷ FGD with FHI 360 and partners.

⁵⁸ USAID (2016) *Quarterly Report, April 1–June 30*.



Photo 2 Passionfruit growers



Photo 3 By-products, sim sim, pumpkin seeds



Photo 4 Chicken

Household visits showed that animals were well maintained, and some people had provided them with appropriate shelter such as chicken coops, pigsties, or goat shelters. In the southwest, one man had purchased a hybrid ram to improve his own flock, as well as using it as an income stream to service other goats in the area. In another community one woman started with six goats and now has a flock of approximately 100. In addition, by-products were prepared as amaranth powder, *sim sim* (sesame) powder, and pumpkin seeds.

Although there were examples of successes in all communities visited, there were mixed responses from FHI 360 and partners about which were the most successful IGAs. Apiary had taken longer to establish⁵⁹, but a recent review of ASPs described it as the next most successful ASP after poultry.⁶⁰ Apiary has been integrated into some schools so that pupils learn a skill as well as a business.⁶¹

A common theme from the FGDs was that the focus on agriculture (and WASH activities) had increased the demand for water, particularly since crops from the previous harvest had failed due to the lack of rains and limited access to water sources to irrigate crops.^{62 63}

Success and sustainability of an IGA is dependent upon:

- Location and terrain: farmers need sufficient land to grow crops; however, some mountainous areas in the southwest are difficult to cultivate. Therefore, some farmers have to rent land, which has a cost implication. Other areas both in the north and southwest are more prone to low rainfall.
- Weather: lack of rain affects harvests, meaning low or no yields, resulting in no profit. Farmers can potentially end up in debt as they have no income to pay for loans taken out for inputs such as seeds, renting land, and fertilizer.
- Water: limited or no access to water can result in low yields or failed crops.

⁵⁹ Interview with FHI partner.

⁶⁰ USAID (2016). *Quarterly Report, FY16: April 1 – June 30, 2016*

⁶¹ Interview with 1. FHI partner and 2. District Administration Officer

⁶² FGD.

⁶³ USAID (2016) *Quarterly Report, April 1 – June 30*

- Access to markets: improved farming practices have led to greater yields, which require outlets to sell produce. Transport is needed to get the produce to market, particularly from remote areas. Once identified, middlemen can help to facilitate transport and identify buyers.
- Leadership and business acumen of the group: if a group has good leadership skills and understanding of business it is more likely the IGA will succeed and increase profits, as well as diversify and look at alternative funding streams.

Changes in income

Measuring income has been a challenge for CC because no baseline was taken at the start of the activity, and various methods of collecting data have not been standardized across all 15 CC districts:

- NILA collected district wide data on six districts and results have been shown per capita.
- SHA undertook Individual Household Method (IHM) survey - an annual survey of two northern sub- counties in Oyam district.
- BRAC stated that a survey was conducted on what communities have acquired in 2015 – however no data is available.⁶⁴
- The AHS, conducted via CKWs, uses a proxy⁶⁵ to measure the value of assets in the household.

The NILA data showed that in the six districts surveyed there had been a reduction in income per household.⁶⁶ The IHM survey and AHS showed an increase in income. The 2014 IHM survey revealed that in the two sub-counties of Oyam there had been on average a 51.8% increase in household disposable income of beneficiary households compared to non-beneficiary households since the inception of the activity.⁶⁷ The AHS in 2015 showed that the value of household assets had increased by 35% from the 2014 average of UGX 521,614⁶⁸ (approx. USD 150):

*SWAP with husband for three years, we got a grinding machine for maize, sorghum and use it as an
“IGA... Money is also used for school fees”.*

Odoro Youth Group, Lira District

“Through SWAP I bought a pig at 50,000 and sold it at 150,000”.

Kiogoma 2 Community, Kiryandongo District

Household observations showed that income has increased. Out of the 20 households visited, all interviewed stated that their income had increased over the past 12 months, enabling them to improve their lives; examples given included purchasing land, building a permanent house, or purchasing livestock.

Figure 8 shows that 18 out of 20 households had all purchased assets (tools), demonstrating increased disposable income and savings used for a purpose. The most popular tool acquired in both the north and southwest was a hand hoe.

⁶⁴ No details were available.

⁶⁵ Proxy measure used is value of goats and chickens owned, plus the amount of savings in the past year.

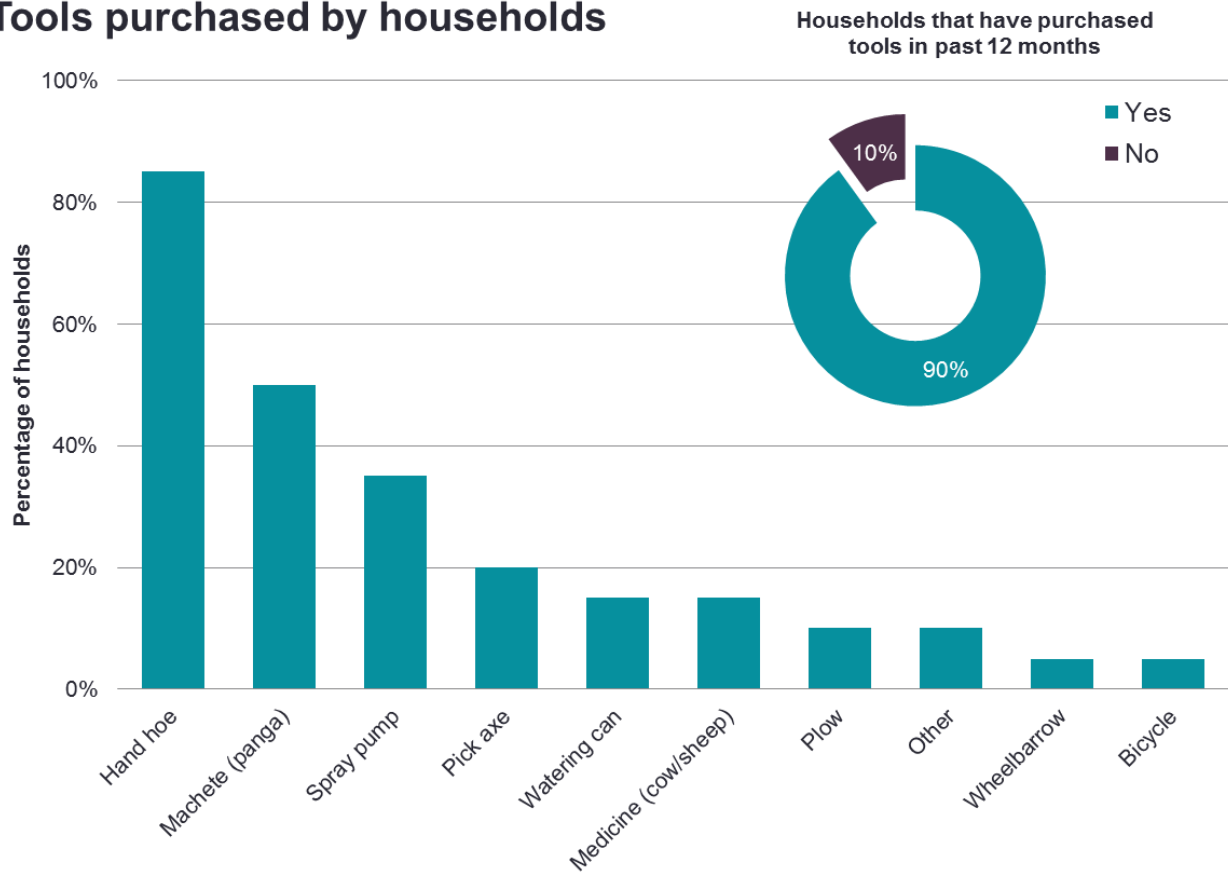
⁶⁶ USAID (2015). *Community Connector Annual Report*

⁶⁷ Self Help Africa (2015) *Oyam mid-term review report Individual household methods*

⁶⁸ USAID (2015). *Community Connector Annual Report*

Figure 8 Assets purchased by households

Tools purchased by households



Source: Household observation

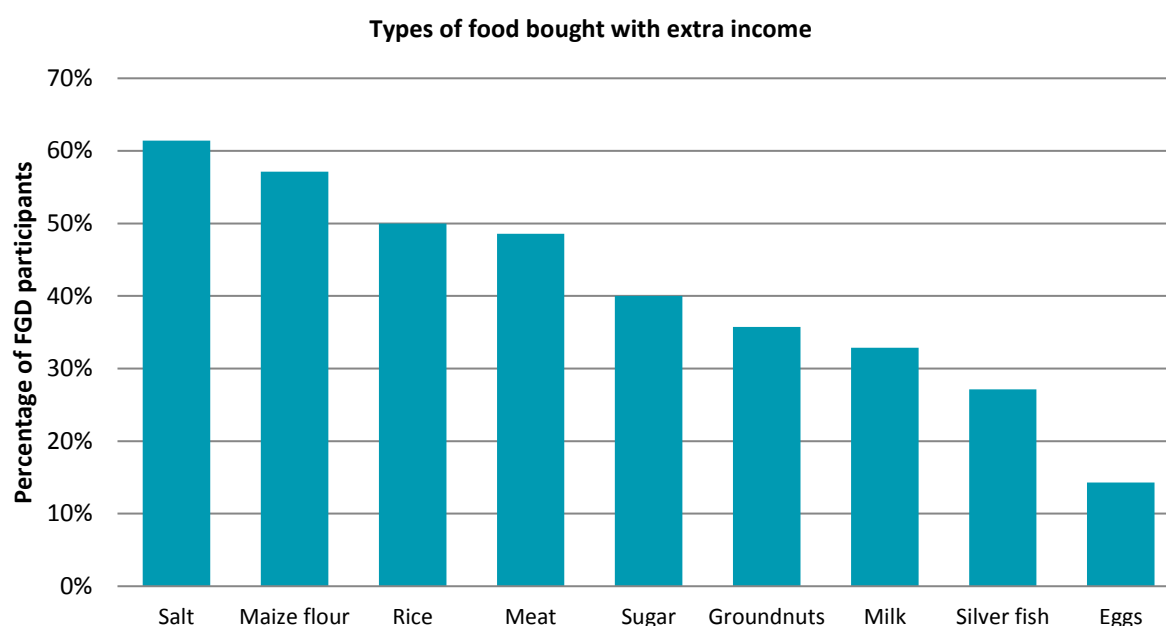
“Last year I saved for a bicycle which I now have”.

Ogoro Oyere, Oyam District

Households stated they are now able to purchase food during a hunger gap when household stocks are depleted, as well as nutrient-rich foods to help improve diets such as fish, meat, and oil, as Figure 9 shows. In addition, perceived luxury items such as sodas, sugar, sweets, and soap have also been purchased.⁶⁹

⁶⁹ FGDs.

Figure 9 Food types purchased with increased income



Source: Focus group discussions

4.4 Livelihoods

Key learning points

- The Entrepreneur Program (EP) comprises Goods for Life, ASPs, community poultry vaccinators, community knowledge workers (CKWs), and small grants.
- There is need for further training in leadership and business skills development.
- Agricultural services providers are more sustainable when linked to six IGAs.
- Community poultry vaccinators have been successful, but a cold chain for vaccines needs to be identified.
- Further investigation is needed to identify how successful CKWs have been with the EP.

Entrepreneur Program

In general, community development programs often involve volunteers who are incentivized through gifts in kind such as bicycles, t-shirts, soap, or food items such as oil or maize. CC sought to implement its activities without incentives.⁷⁰ The aim of the Entrepreneur Program (EP) was to generate income continuously, thereby motivating activities through the success of program.⁷¹ Using entrepreneur volunteers, EP uses a variety of business models to increase income among individuals and groups to contribute towards project results.⁷² The EP comprises Goods for Life, ASPs, community poultry vaccinators (CPVs), CKWs, and small grants. CC provides the structure and support to undertake the activities, but no specific training on business skills and development.

More in-depth discussion and recommendations have been conducted on Goods for Life, ASPs, and small grants, all of which can be seen in the CC technical note series. It is difficult to make

⁷⁰ Interview with FHI 360.

⁷¹ Ibid.

⁷² USAID (2015) *Community Connector Annual Report*

comparisons between each entrepreneur activity because there has been no cost benefit analysis. When looking at the strengths and weaknesses, comparisons are based on the implementation process and the sustainability of each activity.

Table 13, below, gives a brief outline of the strengths and weaknesses of each EP activity.

Goods for Life

Goods for Life trains individuals, called promoters, in business skills and relevant health messages. Promoters are supplied with a bag of quick-selling goods such as low-cost improved seeds, soap, salt, cooking oil, and renewable energy products, such as solar lamps. Promoters have been able to earn an income through selling directly in their community, as well as visiting households and having opportunities to discuss, encourage, or demonstrate relevant messages, as promoted by CC-10. Weaknesses have been in maintaining a regular supply chain; the community's assumption that goods would be given for free; and, initially, the presence of too many promoters, saturating the local market.⁷³

Agricultural service providers^{74 75}

There are 36 ASPs that have specific business interests in the six IGAS, and which have been recruited to support farmers with training, resources, loans, and access to markets.⁷⁶ ASPs have been helpful in making links to markets or middlemen to sell produce, training in agricultural practices or animal husbandry; helping with storage for produce, or supplying labels and packing for honey. The ASPs work best when they are able to support or link with groups promoting the same produce. A recent survey showed that the best-performing ASPs were those supporting poultry, followed by apiary. ASPs supporting passion fruit and onions performed least well. ASPs attributed poor performance to the lack of business incentives; for example, with onions, not sourcing seed, mobilizing farmers, or identifying a market.⁷⁷

Community poultry vaccinators

CPVs are individuals from CC who have been trained in poultry keeping, and in vaccinations. CPVs provide training to community members on feeding, care, and treatment of chickens. CPVs earn an income through vaccination outreach, and by charging individuals in the range of 100-200 per dose. The strength of CPVs is that they improve quality and longevity of poultry at community level by promoting good poultry-keeping practices, and providing vaccines in a cost-effective manner. Providing CPVs are motivated, supported by an ASP, and have ready access to vaccine, they are self-sustaining and can earn a good income. CPVs and ASPs work well together because ASPs stock and provide the relevant vaccines. The challenge for CPVs is having a cold chain for the poultry vaccine. Currently CPVs may travel for one day to acquire vaccine, only to find it is ineffective due to inappropriate storage.⁷⁸

⁷³ USAID (2015) *Community Connector Technical Notes Series No. 4*.

⁷⁴ A comprehensive report on ASP performance will be reported in FY16 Q4.

⁷⁵ FGDs.

⁷⁶ USAID (2015) *Community Connector Technical Notes Series No. 5*.

⁷⁷ USAID (2016) *Community Connector Quarterly Report, April 1 – June 30*.

⁷⁸ FGD.

Small grants⁷⁹

Community groups can apply for a small grant of up to USD 2000 once they have implemented CC-10 in their households.⁸⁰ To receive the small grant each group must promote CC-10 to 300 households. The group is paid on completion of the outreach activities. Groups used drama and music to reach households. Some drama groups have increased their income further as they have gained exposure through being hired by district councils for outreach activities, developing their own CD/DVD for sale, and by doing radio slots. The small grants have proved difficult to administer due to the time-consuming administrative process.⁸¹ In addition, receipt of the grant also caused issues of jealousy among other groups and community members.⁸² Groups have also said it has been difficult to get households to make changes through the outreach.⁸³

Community knowledge workers

CKWs are incentivized community-based volunteers who have been selected by the community in which they live, and are interviewed and appointed by local government staff at sub-county level. In 2015, 313 CKWs were trained and provided with an incentive such as a solar charger. Some 41% of CKWs were women.⁸⁴ CKWs were paid a monthly performance-based allowance linked to the number of household visits, which they recorded on a mobile phone. CKWs have also been involved with income-generating activities such as selling MTM mobile airtime, as mobile money agents and helped to build energy-saving stoves.

As part of Uganda's national health strategy, village health teams (VHTs) act as the community's initial point of contact for health. VHTs are volunteers whose role is to relay basic health information and conduct basic case management, as well as signposting other services.⁸⁵ VHTs often work with other partners and receive financial reimbursement for their work. A CC survey in 2016 showed that 91 CKWs (41%) are part of a VHT.⁸⁶ However, it is unclear how well established or linked CKWs are with formal structures and with other partners. One interviewee said that lack of formal links with any local institution was an issue for sustainability.⁸⁷

In February 2016 there were national and local elections. It transpired that a number of CKWs had put themselves forward as candidates. A recent survey by CC showed that 50 (22%) of the 224 CKWs who responded competed in the national elections at either parish or sub-county level. Some 36 CKWs were successfully elected to office. One CKW said he was successful due to his exposure to communities through his nutrition and livelihood activities.⁸⁸

Strengths and weaknesses

Implementing the EP has enabled CC to work with individuals and groups, not only to increase income but also to raise awareness of nutrition and agriculture among communities outside of CC. CKWs, Promoters and small grants recipients have all been trained to promote CC-10, although there is discussion on how ready households are to adopt and make behavior change. All of the EPs have been encouraged to provide some income for individuals and groups. Each of the EP has

⁷⁹ A grant of up to USD 20,000 was also available to community-based organizations; however, this was not reviewed as part of the entrepreneur program.

⁸⁰ Criteria for grants was simplified after a learning review.

⁸¹ USAID (2015) *Community Connector Technical Notes Series No. 7*

⁸² FGD.

⁸³ USAID (2016) *Quarterly Report, April 1 – June 30*.

⁸⁴ Interview with FHI 360.

⁸⁵ <http://www.pathfinder.org/publications-tools/pdfs/VHT-Report-with-District-Analyses-1.pdf>

⁸⁶ USAID 2016 Quarterly Report, (April 1 – June 30)

⁸⁷ Interview with FHI 360.

⁸⁸ USAID 2016 Quarterly Report, (April 1 – June 30)

strengths and weaknesses, but those that are likely to be most sustainable without ongoing support are ASP and CPV.

Table 13 Strengths and weaknesses of entrepreneur program activities

Entrepreneur program	Strengths	Weaknesses
Overall	<ul style="list-style-type: none"> – ASPs support IGAs and CPVs – Promoters, small grant recipients and CKWs inform and encourage households on CC-10 – Provide income – Individuals and groups work in remote communities not always accessed by other service providers 	<ul style="list-style-type: none"> – Adoption by households limited – Supply chain – Sustainability limited to how entrepreneurial or business minded individual or group is – No specific training on business skills/development – Small grants difficult to administer – Managing community expectations
Promoter (Goods for Life) Individual is trained in business skills and health messages, and given a bag with fast-moving goods	<ul style="list-style-type: none"> – Low cost to individual promoter – Promoters work in own communities – Able to make HH visits and pass on relevant messages, supporting CC-10 	<ul style="list-style-type: none"> – Challenges to supply chain, therefore implementation limited to certain areas – Saturation of market – Supply chain supported by CC which is not sustainable
Agricultural service providers (ASPs) Contracted to deliver agriculture and livelihoods activities to farmer households	<ul style="list-style-type: none"> – Business knowledge – Link groups to markets/middlemen – Provide training on IGAs – Help with storage, labelling etc. – Able to sustain beyond life of CC 	<ul style="list-style-type: none"> – Cost of management – Not all ASPs business focused – No links to formal structures
Community poultry vaccinators (CPVs) Individuals trained in poultry-keeping and in vaccinations	<ul style="list-style-type: none"> – Supported by ASPs – CPVs train and inform communities – Easy access/low cost for individuals at community level to vaccinate chickens 	<ul style="list-style-type: none"> – Barriers to accessing vaccine – Safe storage of vaccine
Community knowledge workers (CKWs)	<ul style="list-style-type: none"> – Selected by community – Trained in CC messages – Links with CCO, promoters, ASPs, CPVs 	<ul style="list-style-type: none"> – Payment by results, therefore no incentive to continue CC activities

Entrepreneur program	Strengths	Weaknesses
Incentivized volunteers selected by community in which they live. Trained in CC messages. Responsible for approx. 10 groups in a parish.	<ul style="list-style-type: none"> – Work across parishes – Will remain in communities after CC closes 	<ul style="list-style-type: none"> – Lack of any formal links to government/other agencies – Limited business experience
Grants Grants of up to USD 2,000 made available to CC groups that have made significant progress on CC-10. Grant released after 300 households have been targeted with CC messages.	<ul style="list-style-type: none"> – Increased purchasing power to groups – Incentive to work towards CC-10 – Passed on messages beyond CC households 	<ul style="list-style-type: none"> – Limited grants available – created tensions with other communities that could not access grant – Difficult to administer/monitor – Not sustainable – Not all groups reached 300 households

4.5 Broader development goals

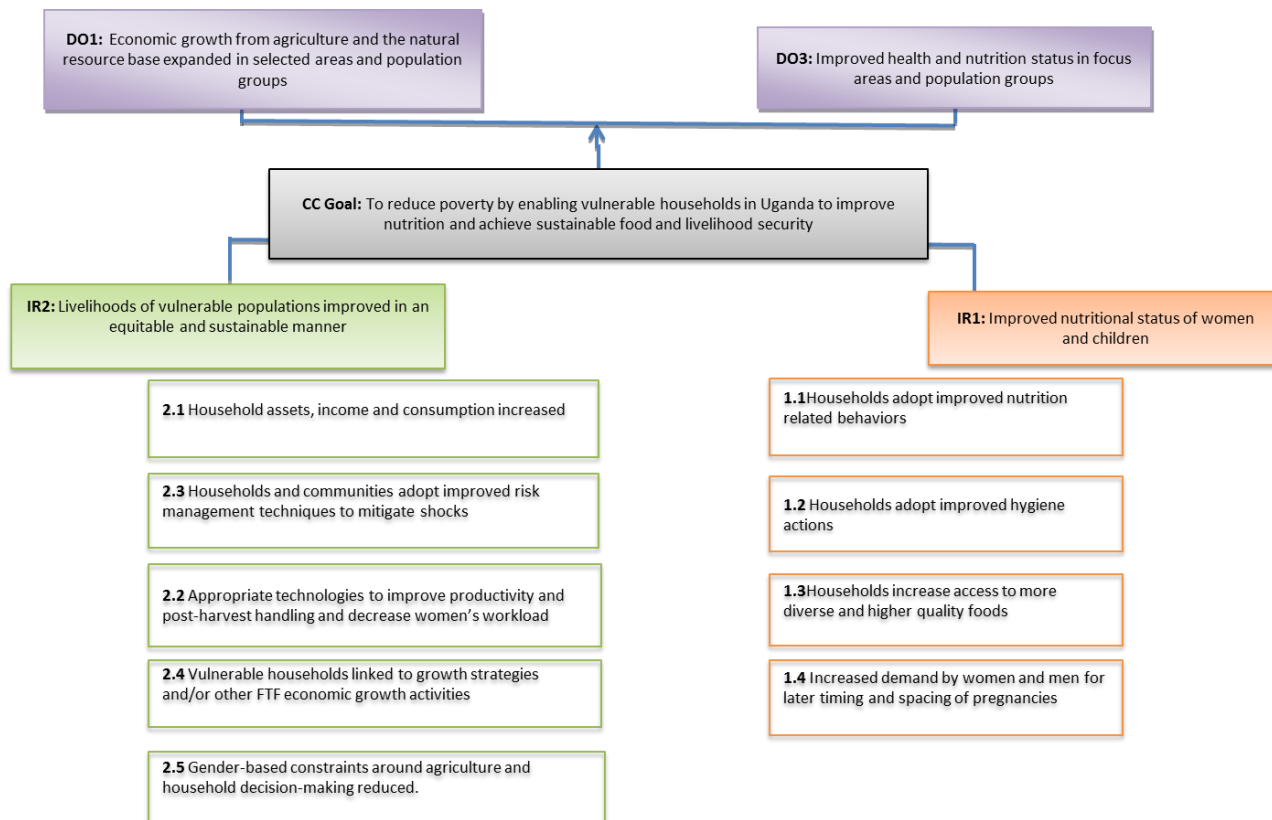
Key learning points:

- The success of CC is due to its integrated approach.
- There is a lack of a clear theory of change
- The CC has attempted to link/coordinate with government.
- District offices visited agreed that CC had made a difference to the communities in which it was involved. Districts would like support to coordinate projects and reduce duplication.
- Opportunities exist to strengthen links with other FTF activities and development partners.
- CC communities, district staff, FHI 360, and implementing partners agreed that CC has been successful.
- FHI 360 and partners to capture relevant learning to help focus future programming.

Overall goals

The broader development goals shared by USAID/Uganda are to improve: 1) nutritional status of women and children; and 2) livelihoods of vulnerable populations in an equitable and sustainable manner, as shown in the CC results framework. The development goals have been implemented through a range of activities covering the three main components (nutrition, agriculture and livelihoods). This has included training and support to SWAP groups and FLS on nutrition, improving agricultural practices and increasing income to save for assets and a specific purpose. The focus groups showed that not all locations implemented all three components.

Figure 10: CC results framework



The framework follows the logic of a theory of change; however, it does not explicitly show the assumptions or the interlink ages between the different results, and may benefit from linking to the UN Sustainable Development Goals (SDGs). The program directly supports the following SDGs:

- End poverty in all its forms everywhere (SDG 1)
- End hunger, achieve food security and improved nutrition and promote sustainable agriculture (SDG 2)
- Ensure healthy lives and promote well-being for all at all ages (SDG 3).⁸⁹

Several FGDs spoke of decreasing need to take sick adults and children to health facilities, and increasing demand from women to deliver their children. For deliveries, women stated a need for shorter distances and access to appropriate level of service (i.e. a maternity ward). The findings also show evidence that the CC is decreasing barriers for children to attend schools, supporting SDG 4 (Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all) and empowering women, supporting SDG 5 (Achieve gender equality and empower all women and girls).

In practice, there is clear linkage that the success of the IGAs (Result 2.4) has led to increased income (Result 2.1), which has led to increased breadth of food groups purchased and therefore changes in nutritional behavior.

The assumptions noted during field visits that are needed in order for successful CC implementation include:

⁸⁹ <https://sustainabledevelopment.un.org/?menu=1300>

- Reliable access to markets in terms of supply chain and logistics, to purchase and sell products continuously;
- Markets do not become saturated due to overproduction from the program;
- There is availability of school student spaces and health facilities services to meet increased demand created;
- IGAs remain varied and beneficial in the local economy;
- Climate change has minimal effects on livelihoods; and
- There is access to water for irrigation and household WASH activities.

Linkages

CC has linked with government and national structures in several ways:

- It was designed to support and complement the government's Agricultural Sector Development Strategy and Investment Plan, and the UNAP, although when the National Agricultural Advisory Services closed in 2013 it resulted in ASPs not being linked to any specific formal structures. This was also the case for CKWs.⁹⁰
- In addition to regular monitoring and outreach activities, FHI 360 and partners have sought to support government staff at district and sub-county levels through the district operational plan. The consortium has also supported the DNCC and development of the nutrition action plans.
- In the north, CC staff members have worked directly through formal government structures. In the southwest, while formal structures have been supported, informal networks are much stronger, therefore much of the interaction has been with groups and leaders at the community level.⁹¹
- It has linked to the education activities through school gardens and establishing apiary sites to teach about nutrition and business.

One of the challenges presented to CC was that it was implementing activities without incentives. In the north and southwest a number of other programs and initiatives are run by the government, Feed the Future and other NGOs, some of which are providing free assistance and support to communities, such as provision of free coffee plants, and soya beans for planting.

CC has formalized partnerships with UNICEF, which has helped to facilitate and support BCC, as well as undertaking nutritional surveys in five districts. Opportunities exist to link with other agencies and programs, in particular Feed the Future. Key to CC's successes has been its presence on the ground, with both communities and government staff aware of it and acknowledging the benefits created.

CC has been facilitated by at community level by CKWs, CCOs, ASPs, CBOs as well as FHI 360 and partners. Formal links between these staff and government structures have not occurred. This reduces the potential to sustain the activity once it has closed. In addition, competing priorities from other programs and initiatives will further reduce the long-term sustainability of CC. Officers from both districts who were interviewed were very aware of the issue of competing priorities. They were keen for further support on how various actors can be integrated to work alongside and support government structures, thereby minimizing duplication of projects.

⁹⁰ Interview with FHI staff.

⁹¹ FGD with FHI and partners.

All staff at both district offices visited agreed that CC had made a difference to the communities in which it was involved. In addition, it had also raised their awareness of integrating activities, with one district official saying an ‘integrated approach has wakened us up’.⁹² In Ibanda district, nutrition gardens are now being integrated into the school curriculum; the deputy district administration officer said they would like to ensure that this is built into the performance review of head teachers. In Kabale district training was provided to health staff, but that they lacked necessary equipment, such as baby weighing scales, and were therefore unable to fulfil their duties. While there was a good understanding expressed by staff in both district offices regarding integration of how agriculture can impact nutrition it was unclear how well agriculture was integrated into the DNCC. This may need further investigation.

CC communities, district staff, FHI 360, and implementing partners agreed that CC has been successful. The CC activities have increased demand for wider services and markets, where there was transportation and access to markets, health facilities and schools. FHI 360 and partners have started to implement an integrated approach into their other programs.⁹³ Much has been learned and documented through the life of CC; however, there is still a potential that future projects will suffer as a result of the loss of institutional memory. Throughout the FGDs, participants were keen to state that there had been improvements in health, agriculture, and livelihoods and they would like this knowledge to extend to their neighbors and surrounding communities through the continuation of CC.

Gender

Key learning points:

- Women have been empowered.
- Income-generating activities and SWAP have helped to increase women’s savings and income.
- Women have increased autonomy on how the money is spent.
- Training in family cohesion has increased discussion between spouses including family planning.
- There has been a reduction in domestic violence.

Gender has been a cross-cutting theme and described by one interviewee as ‘the lens through which everything is looked at’.⁹⁴ The gender lens has made such an impression on FHI 360 that within their Uganda office the agency has implemented a breastfeeding-friendly policy, procured women-friendly motorbikes, and has an annual review on gender so the organization reflects gender equity.⁹⁵

At the community level CC has worked with more women than men. The majority of SWAP groups are female, although in the groups visited all the chairs elected were men. Women were represented in other positions such as vice-chairs, treasurers and secretaries. Training on agriculture and animal husbandry has been provided to men and women, and the IGAs have been specifically tailored to be accessible to women. Traditionally women worked on the non-profit gardens for consumption in the home, and men worked on the cash crops, which often resulted in the women not seeing any

⁹² Interview with deputy chief administration officer.

⁹³ Interviews with FHI partners.

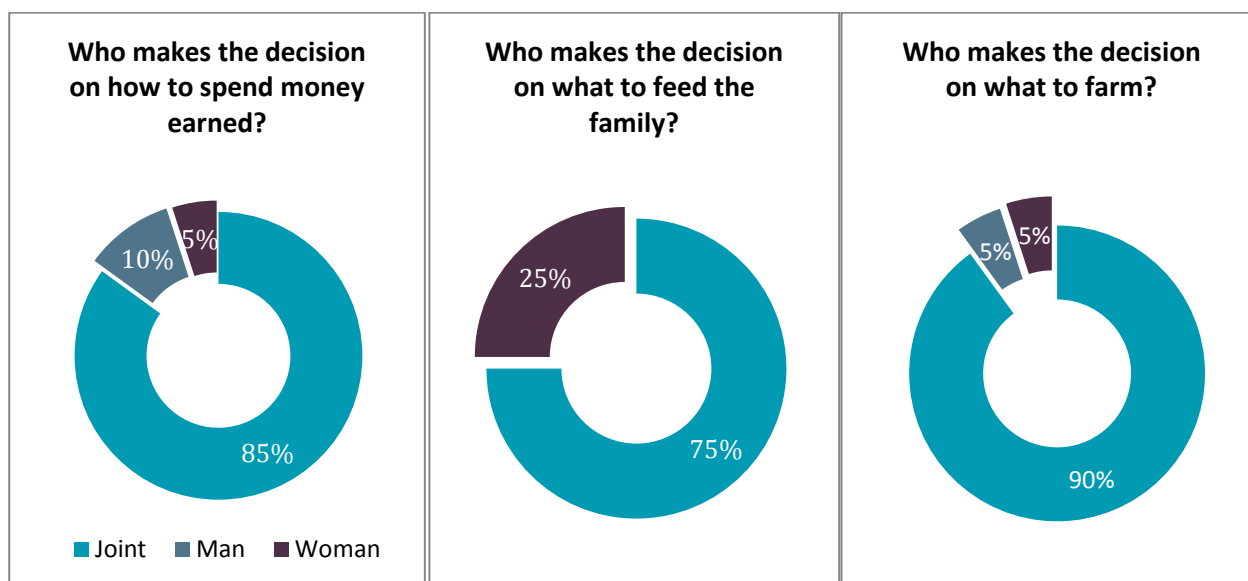
⁹⁴ Interview with FHI staff.

⁹⁵ Interview with FHI staff.

of the income earned. During the FGDs men and women said they now work on non-profit and cash crops together, and there is more discussion on how money is spent.⁹⁶

The household observations showed that the majority of households made joint decisions on how income was spent, what was farmed and what to feed the family (see Figure 11). However, in FGDs women said that if meat was to be purchased or eaten, this was the man's decision. FGD participants also said that domestic chores and household activities were still the women's domain, yet changes were noted that men will now help with some domestic chores, and also help with childcare. In a few communities it was observed that men were holding children and one FGD participant said he now makes regular time to play ball with his children; before CC this was an uncommon event.

Figure 11: Decision making in the household



Source: Household Observation Checklist

In the north and southwest women said that their health had improved and their income had increased.⁹⁷ Increased income had not only enabled them to purchase extra food for their children, but helped with paying for school fees, health care, and buying household objects, as well as earning respect with their husbands. It also gave them some degree of autonomy, so if their husbands could not earn, they could still pay school fees.

“Before I would wait for my husband to go to get casual labor for school fees but now I save for the fees”

Katoma Community, Kabale

“I sold a goat to buy a mattress for my children “

Kiogoma 2 Community, Kiryandongo District

“In the past men had control over the cash crops... men would carry produce to the market, therefore the woman wouldn't see money from crops. But now we see money from the market – so it has improved”

Konaapii Community, Kole District

⁹⁶ FGDs.

⁹⁷ Ibid.

CC has delivered training on family cohesion, which has succeeded in reducing domestic violence and promoting discussions on family planning. In the north, domestic violence has been a significant issue.⁹⁸ FGD participants in the north and southwest said that domestic violence had reduced.⁹⁹ One interviewee said that the data collected at the district level showed a dramatic reduction in the north,¹⁰⁰ which was supported by a sub-county councillor.¹⁰¹ An unexpected consequence was the involvement of women in the February 2016 local council elections. Some 23 women from CC stood in the elections, of whom 18 were elected.¹⁰²

“Overdrinking and violence in the home, though still there, has totally reduced”
Kiogoma 2, Kiryandongo



Photo 5 entrepreneur and newly appointed local councillor



Photo 6 Father holding his son

“I have had five other children and this is the first time that he has helped with caring for the twins, before CC he wouldn’t have helped... also before he would not have let anyone into the compound, but now we are hosting the SWAP meeting”

Ogoro Oyere, Oyam District

⁹⁸ USAID (2012), *Situational Analysis*, FHI 360.

⁹⁹ FGD with 1) FHI 360 and partners; and 2) communities.

¹⁰⁰ FGD with FHI 360 and partners.

¹⁰¹ FGD

¹⁰² Interview with FHI 360.

5. Conclusions and Recommendations

5.1 Conclusions

Overall

All locations visited showed improvements in the lives of the households visited and focus group participants met. Utilizing the CLA management approach, the opportunity to review and adapt the VSLA and introduce SWAP has been a key achievement in creating savings and improving livelihoods. Not all locations visited implemented all three components of CC (nutrition, agriculture, entrepreneurship); however, this has not been detrimental to the improvements noted in communities and households.

SWAP groups are self-regulating, autonomous groups that provide members regular, consistent support. The peer pressure between members creates better results, keeping members focused on savings and helping them work towards the CC-I0 benchmarks.

The majority of SWAP groups visited are functioning well; they had been established for two or more years, which has helped to contribute to the groups' success. Although the number of people with savings accounts has been slightly lower than targeted, the success is evident in terms of ensuring savings, increased assets, better emergency preparedness and groups meeting regularly. Both primary and secondary data show that women participate more than men in SWAP groups.

Nutrition

The SWAP is an effective entry point for providing nutrition messaging to the community, as shown by substantial evidence of positive nutrition behavior change. When target households also participate in a SWAP group, messages are more quickly learned and adopted. Nutrition messages have a greater impact when husbands and wives attend the same group. The CC-I0 benchmarks are widely used in all locations visited, however there is no specific benchmark for nutrition.

The BCC messages were developed and tested with CC communities and are therefore context specific. There is a regional divide in preference for nutrition messages entry methods: northern districts prefer visual and group activities; the southwest prefers group activities and face to face meetings. Radio was the least preferred method for CC participants, but seen as useful for the general public. Common messages known were on handwashing, breastfeeding and eating regular meals. Weaknesses existed in messages on food hygiene and sharing workloads.

Primary and secondary data confirm an increase in exclusive breastfeeding knowledge and behavior. Monitoring of nutritional impact showed weakness in measuring stunting in children under-five.

Agriculture

IGAs chosen have shown evidence of achieving household financial goals and improving household income. Both men and women have increased financial ability to buy products shown by additional assets and food bought. This has resulted in improved household diet and purchase of luxury items. The IGAs supported were reduced to six to provide more focused technical support and greater focus on project deliverables. The options were based on factors that would increase success and enabled women to participate. Out of the reduced list of six, chickens and goats were both successful in the north and southwest. Goats are used as an investment and sold in times of emergencies or for a specific purpose. Apiary has taken longer to establish than other IGAs and few communities have implemented.

The success of IGAs is also attributed to geographic conditions (location, terrain, weather, water) and access to markets. Improved farming practices have led to greater yields, which require outlets to sell the produce, leading to a risk of market saturation.

The focus on six activities has enabled an increase in knowledge and skills development in agricultural practices and animal husbandry, some of which are generic and applicable beyond these activities - such as learning to increase profit margins at markets. Success of produce has led to by-products sold such as amaranth powder or *sim sim*. There was also an awareness of the need to focus on planning for the future, and the knowledge that it is necessary to have food stock reserves as well as having an income source for school fees or emergencies.

There were a number of IGAs chosen by community members beyond the six, and there were differences between the north and southwest. In the north popular activities also included maize, beans, soya beans and sunflower. In the south, popular IGAs extended to beans, Irish potatoes and maize.

Livelihoods

The EP has provided a platform to generate income through different business models for individuals and groups. The variety of activities has opened up opportunities to develop skills in a semi-structured environment. The EP activities have enabled both men and women to earn an income. The success of activities is dictated by the supply chain of products, as well as access to markets.

Effectiveness of the EP activities has been assessed based on feedback received on their implementation and sustainability. ASPs and CPVs appear to be the most sustainable. ASPs that are likely to continue after the CC project cycle are those which have linkages with the six priority IGAs. CPVs have worked well and a demand has now been created for vaccinating poultry. The challenge is for CPVs to have a functional cold chain to ensure vaccines are not damaged and rendered ineffective. Small grants have a more time consuming administrative process. CKWs earn money through payment by results and therefore always require a donor, unless they are paid by the government.

The long-term sustainability of EP activities is driven by the business acumen of the individual or group involved. Some people are naturally business minded and are motivated to make a success of an activity; however, most participants need guidance, training and support in business skills and development.

Broader development goals

Communities, government staff, FHI 360 and implementing partners generally agreed that CC has been successful, due to the integrated approach of bringing together nutrition, agriculture and livelihoods. For communities involved with CC there has been a positive change in nutrition, skill and knowledge development in agriculture, as well as increased disposable income. This income has enabled them to become more self-sufficient and provided a sense of empowerment.

The components have contributed to the broader development goals set by the USAID/Uganda results framework and there are linkages to how the CC contributed to the SDGs. The activities complement government strategy, and have helped to raise awareness among government staff of an integrated approach.

There is opportunity to establish more formal links with CKWs (at the local level), and other development partners (particularly with other FTF initiatives and wider development partners). This would address some of the issues identified such as access to markets, water, transport, and links with health facilities. Having an explicit theory of change may have helped to highlight potential difficulties, as well as explicitly identify linkages.

Gender

CC has empowered women. The majority of SWAP groups are female, although in the groups visited all the chairs elected were men. Giving advice and skills on nutrition has improved the health of women, their children, and the family as a whole. This has reduced visits to the health facilities for curative reasons, saving time and money. The success of the CC has led to an increased demand for better access to health facilities where women can deliver their children. In addition, women have been empowered – and allowed – to stand as candidates in local elections, a number of whom were elected.

Both woman-friendly IGAs and the SWAP approach have enabled women to save, have and income and re-invest. Therefore, they have more autonomy to choose on what and how to spend their money, and are not as reliant on their husbands giving them money.

The household observations showed that the majority of households made joint decisions on how income was spent, what was farmed and what to feed the family. Women still do the majority of domestic work, although field visits show that men now help with some domestic activities, including childcare. The focus on family cohesion has also helped to promote discussions between husbands and wives over how money should be spent, what to farm, and family planning. Domestic violence, while it still exists, has reduced, improving quality of life for women.

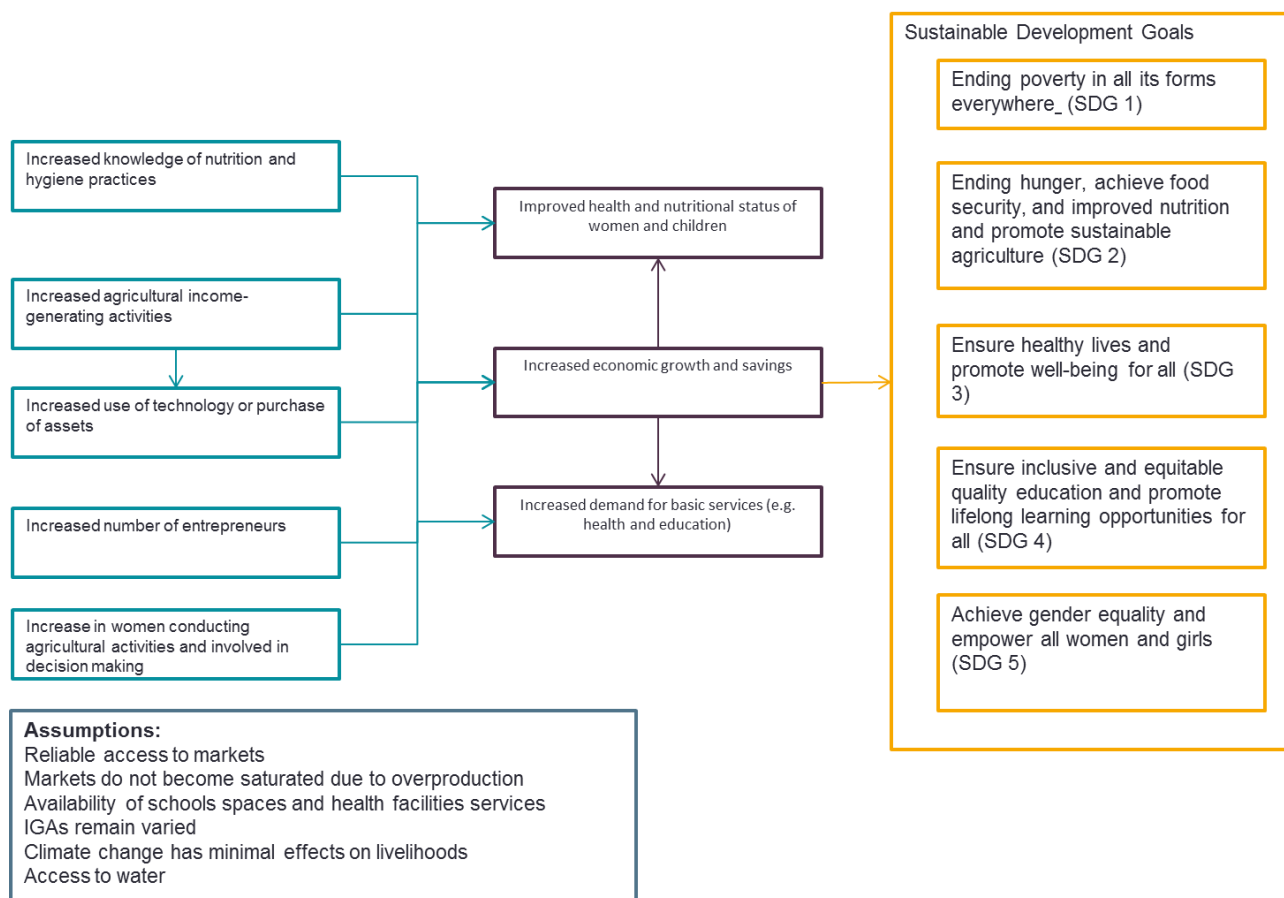
5.2 Considerations for the future

1. Develop a theory of change and monitor through the CLA process

Strengthen future activities by developing an explicit theory of change (TOC) to help with wider participation and planning, and any future impact evaluations. The development will help identify links between activities and achievement of long-term goals, as well as other development partners indirectly linked to the CC. If future programming uses the CLA approach, the TOC should be tested during the learning module in each phase, and therefore adapted.

A draft version TOC for further discussion has been developed below, based on the learning review areas of nutrition, agriculture, and livelihoods. This is not complete and serves as a basis for future discussion on program design.

Figure 12: Theory of change for discussion



2. Evaluate the CLA process

Adaptive management is becoming a more recognized development tool. With USAID embarking on a new project on Global Learning for Adaptive Management,¹⁰³ the CC is an opportunity to review the CLA process in more depth. A process assessment could include: detailing key success factors (e.g. culture, context), use of adaptive results frameworks, identifying risk, defining evidence and the reasons for CC's suitability to adaptive management. The output of such an exercise would benefit USAID and USAID/Uganda.

3. Strengthen data collection

The learning review has highlighted the need to have a systematic and joined up approach to strengthen data collection in particular:

- Standardize data collection methods and tools. A particular priority is to develop an agreed proxy to measure changes in income, which can be rapidly measured.
- Monitor specific indicators that affect demand for other services where SWAP groups operate (e.g. reduction in malaria cases, increased deliveries in health facilities, continuous school enrolment).
- Identify common cross-sectoral monitoring, such as measuring demand for services.

¹⁰³ USAID and DFID (2015) Global Learning for Adaptive Management project announcement, August 2015

4. Continue and strengthen SWAP groups, identifying sites of excellence

- Continue to use SWAP approach. Review SWAP methodologies of BRAC and Village Enterprise to share key lessons.
- Use the same monitoring tools as used in this learning review for SWAP groups established less than a year ago, and compare critical results.
- Continue to work with established community groups, providing peer support, accountability, and sustainability.
- Ensure groups are established within a community before targeting individual households. Without a group structure to join households are unlikely to make any sustained change. .
- Encourage spouses to participate in the same SWAP group.
- Foster a culture of learning between SWAP groups to share successes and peer-to-peer learning.
- Identify sites of excellence that can be used to promote learning among communities, government, and development partners.

5. Build on the current nutrition messages and tools

- Continue nutrition messaging. The less common messages, such as food hygiene and sharing workloads, should be strengthened.
- Continue to use group, face-to-face and visual materials to deliver BCC messages.
- Review if radio is a cost-effective method of delivering nutrition messages.
- Ensure DNCCs in all districts are connected and involved with delivery of BCC.
- Create CC-II, by adding a benchmark on diet/nutrition (e.g. mother undertakes exclusive breastfeeding for at least six months).
- Ensure regular checks with communities on messages learned or messages missed, and adapt according to learning.

6. Monitor the agriculture results carefully

- Revise and extend the list of IGAs, specific to north and the southwest, ensuring a mixture of IGAs or market saturation will be a risk with six IGAs; such risks should be regularly assessed.
- Further investigation is needed to consistently measure the increased income attributed by the CC, in a standardized approach.

7. Continue to build on the agriculture program

- Continue with IGA training and support, particularly for poultry being careful not to saturate the market with too many CPVs.
- In addition to quantity and variety, the quality of products should also be addressed.
- Foster spin-offs of by-products, and investigate new tiers of goods (by-products), or vocational skills beyond agriculture (e.g. crafts), in areas of high motivation/successes.
- Foster sharing of good practice among groups.
- Potentially provide more focus on the most common technologies used.

8. Strengthen the support functions for livelihoods

- Review impact of CKWs. Involvement of CKWs in EP is not conclusive.
- Strengthen business skills through developing a business training package (including developing business plans, identifying and understanding markets, book keeping, quality of products, leadership skills).

9. Continue to develop and improve links with government (especially districts and sub-counties) and other initiatives

- Ensure knowledge and experience of FHI and partners is captured before closure of CC specifically focusing on recommendations to focus and strengthen future programming.
- Review opportunities for regular meetings and information sharing across health and education service providers.
- Establish more formal links with government structures such as CKWs and VHTs, or in the national plans.

10. Continue the focus on gender with increased emphasis on leadership and families

- Continue to focus on gender equity activities, and promote good practices across all projects.
- Continue to promote women friendly IGAs.
- Provide leadership skill training, particularly to women newly elected as councilors.
- Ensure that more women are elected as SWAP chairperson.
- Continue to provide training to men specifically on family cohesion, sharing workload, and family planning.

6. Annexes

Annex 1 Desk review documents

Question	Documentation reviewed
How effective has 'Savings with a Purpose' (SWAP) been as an entry point for nutrition messaging?	<ul style="list-style-type: none"> – Annual reports (FY13–FY15) – FHI 360 Request for Proposal – Health, Nutrition and Food Security Assessment in Ibanda, Kabale, Kanungu and Pader Districts, 2012 – Health, Nutrition and Food Security Assessment in Kasese, Kiryandongo and Masindi Districts, 2012 – Food Security and Nutrition Assessment in Ibanda, Kabale, Kanungu and Pader Districts, 2013 and 2015 – Activity Monitoring, Evaluation and Learning Plan – CC annual reports, 2013, 2014 and 2015 – CC quarterly reports, 2016 – CC Excel spreadsheet indicators against performance (FY13–FY15, quarterly data for 2016) – Technical Notes series
To what extent have nutrition-related behavior change communication (BCC) approaches been enhanced and/or mainstreamed through selected entry points?	<ul style="list-style-type: none"> – Annual reports (FY13–FY15) – Health, Nutrition and Food Security Assessment in Ibanda, Kabale, Kanungu and Pader Districts, 2012 – Food Security and Nutrition Assessment in Ibanda, Kabale, Kanungu and Pader districts, 2013 and 2015 – Activity Monitoring, Evaluation and Learning Plan – BCC training materials, CC Excel spreadsheet indicators against performance (FY13–FY15, quarterly data for 2016) – Case studies – Technical Notes series
How has the choice of income-generating agricultural activities/crops affected the level of success in achieving household financial goals for the beneficiaries? (i.e. onions, potato seed, apiary, etc.)?	<ul style="list-style-type: none"> – Baseline survey for agriculture and livelihoods in Kasese, Masindi and Kiryandongo districts – NILA baseline report for Uganda Situational Analysis Reports (Phases I, II and III) – Annual reports (FY13–FY15) – CC Excel spreadsheet indicators against performance (FY13–FY15, quarterly data for 2016) – Case studies – Technical Notes series
How well have income-generating activities performed in different implementation contexts?	<ul style="list-style-type: none"> – Situational analysis reports (Phases I, II and III) – CC Excel spreadsheet indicators against performance (FY13–FY15, quarterly data for 2016) – Annual reports (FY13–FY15) – Case studies – Technical Notes series
What has been the effectiveness of the entrepreneur 'jumpstart' program (targeting community knowledge workers and village health technicians)?	<ul style="list-style-type: none"> – Baseline survey for agriculture and livelihoods in Kasese, Masindi and Kiryandongo districts – CC Excel spreadsheet indicators against performance (FY13–FY15, quarterly data for 2016) – Annual reports (FY13–FY15) – Case studies – Technical Notes series
How well have various technical components of the program fit	<ul style="list-style-type: none"> – Annual reports (FY13–FY15) – FHI 360 Request for Proposal – Health, Nutrition and Food Security Assessment in Ibanda, Kabale, Kanungu and Pader Districts, 2012

Question	Documentation reviewed
with and contributed to broader community development goals?	<ul style="list-style-type: none"> – Health, Nutrition and Food Security Assessment in Kasese, Kiryandongo and Masindi Districts 2012 – Food Security and Nutrition Assessment in Ibanda, Kabale, Kanungu and Pader Districts, 2013 and 2015 – Activity Monitoring, Evaluation and Learning Plan – CC annual reports, 2013, 2014 and 2015 – CC quarterly reports, 2016 – CC Excel spreadsheet indicators against performance (FY13–FY15, quarterly data for 2016) – Technical Notes series.

Annex 2 Key Informants

Organisation	Title	Name
BRAC Uganda	CC Project Manager	Bindi Jhaveri
FHI 360	Community Connector Officer	Arnold Arnold Nuwagaba
FHI 360	Chief of Party	Robert Mwadime
FHI 360	Monitoring, Evaluation and Learning Manager	Benjamin Aisya
FHI 360	Regional Co-ordinators (North)	Lois Kateebire
FHI 360	Regional Co-ordinators (Southwest)	Beatrice Okware
FHI 360	Community Connector Officer	Alice Akello
FHI 360	Gender Specialist	Pamela Kampire
Grameen Foundation	Data Manager	Felix Walyawula
Ibanda District	Deputy County Office Administrator	Kamba Kharuna
Ibanda District	District Planner & DNCC	Joan Ayebare
Kabale District	County Office Administrator	Musiko Albert
Kabale District	Deputy COA & DNCC chair,	Nassar Mukibi
Kabale District	Senior Economist	Evarist Niwagaba
Self Help Africa	Evaluation Officer	Monica Alowo
Self Help Africa	Country Director	Robert Gensi
Village Enterprise	Country Director	Winnie Babra Auma
USAID/Uganda	Contracting Officers Representative	Ruth Sempa
USAID/Uganda	Agricultural Officer	Amber Lilly Kenny
USAID/Uganda	Program management specialist /Nutrition	Sheila Nyakwezi

Annex 3 Key informant interview master sheet

Key informant Interview Master Sheet	USAID	FHI 360	Consortium partners	Site visits (community)
Introduction	x	x	x	
Introduce the evaluation and provide the 1-page summary (mobile phone silent)	X	X	X	
Can you tell me about the program?	X	X	X	
Can you tell me about how the program activities link together?	X	X	X	
What is the comparative advantage and drawbacks of the program?	X	X	X	
Question 1: How effective has 'Savings with a Purpose' (SWAP) been as an entry point for nutrition messaging?	x	x	x	x
1.1 Rationale	X	X	X	
Can you explain the rationale of SWAP and why this was adopted?	x	x	X	
What are the objectives of SWAP? Is there any documentation or guidelines?	x	x	X	
What is the difference between VSLA and SWAP? What was the rationale for change?	x	x	X	
1.2 1.3 Compare SWAP objectives with intended/actual results	X	X	X	
What were the intended results of SWAP? What have been the achievements?	x	x	x	
1.4 Strengths and weaknesses of SWAP in nutrition messaging	X	X	X	
What would you identify as the strengths of SWAP	x	x	X	
What would you say are the weaknesses of SWAP?	x	x	x	
How do you measure the success of SWAP?		x	X	
How do you measure if SWAP has improved nutrition messaging?		x	X	
How do you think that SWAP has improved nutrition messaging?		x	X	
Is there a difference in results of SWAP between districts in north and south west? Please explain answer		x	X	
1.5 Success Stories	X	X	X	
What are the key successes and in what districts?		x	X	
Question 2: To what extent have nutrition-related behavior change communication (BCC) approaches been enhanced and/or mainstreamed through selected entry points?	x	x	x	x
2.1 BCC Approaches	X	X	X	
What are objectives of BCC? (Please can you provide copy?) What do you see as the CC's comparative advantage?	x	x	X	
What BCC approaches were identified for Community Connector?		x	X	
As part of CC activity was BCC integrated into government structures? How was this operationalized? E.g. Across all districts? Was CC staff embedded into local govt office? How well has this approach worked?	x	x	X	
2.2 Methods of delivery for BCC	X	X	X	
What are the methods of delivery for BCC? (e.g. family life schools, integrated community outreach, community dialogues, nutrition clubs, radio programs, educational dramas, mobile phone messaging ?)		x	X	

Can you explain a little about each method? (E.g. what is a FLS and how are these established? What is the rationale? How does the integrated community outreach work?		x	X	
To what extent were/are the same methods used in all districts? Explain answer		x	X	
To what extent were/are there any difference between delivery of BCC north and south-west?		x	X	
Has any specific method of delivery improved the quality of nutrition-related behavior (e.g. radio, FLS, etc.)?		x	X	
What methods have you used to measure each method? What is the evidence for this? Did any prove to be more successful in improving knowledge of nutrition?		x	X	
Question 3: How has the choice of income-generating agricultural activities/crops affected the level of success in achieving household financial goals for the beneficiaries? (I.e. onions, potato seed, apiary, etc.)?	x	x	x	x
3.1 Activities offered	X	X	X	
What were the goals / objectives of the income generating activities e.g. target group, gender, families)	x	x	X	
What are the different income-generating activities?		x	X	
What training schemes have supported income-generation?		x	X	
Why were these activities identified as being the most appropriate for CC?		x	X	
3.2 Activities implemented	X	X	X	
What are the differences between the planned activities and actual activities implemented?		x	X	
What the differences are between take up of activities in different districts (north/south-west)?		x	X	
3.3 Geographic differences	X	X	X	
In remote communities how have agricultural activities been accessed by community?		x	X	
Were there any differences between take up of activities in different districts (north/south-west)?		x	X	
Question 4: Income-generating activities	x	x	x	x
4.1 Income generating activities	X	X	X	
What do you perceive are the successes of the incoming generating activities?	x	x	X	
What income-generating activities have been implemented by CC?		x	X	
What Income-generating activities have been adopted in different areas?		x	X	
Which Income-generating activities have been the most successful in increasing income? What have you observed?		x	X	
How do you measure changes in income and how often do you collect this information? Who collects this information?		x	X	
4.2 Actual results	X	X	X	
What changes in income have you observed overall?		X	X	
4.3 Geographical differences	X	X	X	
Do you know what the average increase income is between the different districts / north and south-west?		x	X	

Question 5: What has been the effectiveness of the entrepreneur 'jumpstart' program (targeting community knowledge workers (CKWs) and village health technicians (VHTs))?	x	x	x	x
5.1 Overview and Objectives	X	X	X	
What are the objectives of the entrepreneur program?	x	x	X	
5.2 Actual Results	X	X	X	
What activities are delivered through the entrepreneur program? (Goods for Life, ASPs, Youth Entrepreneurs, poultry?)		x	X	
5.3 Support to CKW and VHT	X	X	X	
Were CKWs/VHTs in place before CC or new to CC community sites?		x	X	
What support has CC provided to CKWs and VHTs? (E.g. training, ongoing support, regular check-ups?)		x	X	
How successful has each entrepreneur activity been?		x	X	
How do you measure the success of each activity? Can you make comparisons between the different activities? (I.e. is one more successful than another?)		x	X	
5.4 Strengths and Weaknesses	X	X	X	
What are the strengths of the entrepreneur program? What are the weaknesses?		x	X	
What are the actual results compared with intended results? Are there any geographical differences north/s-west		x	X	
Are there any links to other community activities or government structures (e.g. health)	X	x	X	
5.5 Gender comparison	X	X	X	
What activities have women tended to participate with the entrepreneur program?		x	x	
Question 6: Program technical components and broader development goals	x	x	x	
What are the broader development goals? Can you define these?	x	A	X	
What are the links between the technical components and the broader development goals?		x	X	
What observations can be made about gender equity?		x	X	x
What has changed in the health status? What evidence is available?		x	X	
How have you monitoring the program?		x	X	
What would you say are the major achievements? Major lessons learnt?		x	x	x

Annex 4: Community Connector observation survey checklist

The observation survey is based on the Community Connector CC-10, which is a checklist devised by the activity to assess if households have made any changes to their behavior.

Please take photos of households and label each photo with the checklist survey number

Observation Checklist Community Connector Draft v.2		Survey	
Number _____			
<p>1. Name of community _____</p> <p>2. District Name _____</p> <p>3. Is this a CC household? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>4. Number of people in household (tick one) <input type="checkbox"/> 1-4 <input type="checkbox"/> 5-8 <input type="checkbox"/> 9-12 <input type="checkbox"/> 13+</p> <p>5. Head of household? <input type="checkbox"/> male <input type="checkbox"/> female</p> <p>6. Number of children under 2 years (tick one) <input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5+</p> <p>7. If yes, how long did you breastfeed your last child for? (answer in months e.g. 9 months)</p>	<p>8. Name of assessor</p> <p>9. Name of supporting partner</p> <p>10. Date of observation _____</p>		
See 10 Checklist		Y	N
11. Are you part of SWAP group? (Yes/no)			
12. If yes, who is responsible for the saving account? Male <input type="checkbox"/> Female <input type="checkbox"/>			
13. Are there water, sanitation and hygiene (WASH) facilities available (Yes/No)			
14. If yes, what WASH facilities are available? (tick all that apply) <ul style="list-style-type: none"> <input type="checkbox"/> latrine <input type="checkbox"/> drinking water is kept in appropriate container, safe and covered <input type="checkbox"/> utensil drying rack <input type="checkbox"/> handwashing facility with flowing water <input type="checkbox"/> handwashing soap <input type="checkbox"/> garbage/rubbish pit 			
15. Homestead compound is clean and neat (yes/no)			
16. Does homestead have a vegetable patch in compound (yes/no)			
17. If yes, is garden protected from animals (yes/no)			
18. Traditional vegetables are near the homestead (yes/no)			
19. If yes, what type of vegetables are available (tick all that apply) <ul style="list-style-type: none"> <input type="checkbox"/> pumpkin <input type="checkbox"/> malakwang <input type="checkbox"/> amaranth <input type="checkbox"/> eshwiga <input type="checkbox"/> cabbage <input type="checkbox"/> eggplant <input type="checkbox"/> cowpeas 			

Others (please specify) _____		
20. Fruit trees are near the homestead (yes/no) 21. If Yes, what type of fruit is available (tick all that apply) <input type="checkbox"/> avocado <input type="checkbox"/> pawpaw <input type="checkbox"/> mango <input type="checkbox"/> oranges <input type="checkbox"/> tree tomatoes Others (please specify) _____		
22. Does the family have livestock (yes/no) 23. If yes, what type of livestock is available (tick all that apply) <input type="checkbox"/> chickens <input type="checkbox"/> goats <input type="checkbox"/> apiary (bees/hives) <input type="checkbox"/> sheep <input type="checkbox"/> Pigs <input type="checkbox"/> rabbits other (please specify) _____		
24. Does the household undertake any of the Community Connector agricultural income generating activity (yes/no) 25. If yes, what of 6 income generating activities undertake (tick all that apply) <input type="checkbox"/> chickens <input type="checkbox"/> goats/sheep <input type="checkbox"/> apiary (bees/hives) <input type="checkbox"/> onions <input type="checkbox"/> passionfruit <input type="checkbox"/> potato seeds 26. Has family sold any IGA crops (onions, passionfruit, potato seed) in last 6 months (yes/no) 27. Has family sold any IGA animals (honey, goats, chickens) in the last 6 months (yes/no) 28. Do you think your income has increased over the past 12 months? (yes/no)		
29. Have any production assets (tools) been acquired in the last 12 months? (Yes/No) 30. If yes, what production (tools) have been purchased (tick all that apply) <input type="checkbox"/> Hand hoes <input type="checkbox"/> Pangas (machetes) <input type="checkbox"/> Spray pumps <input type="checkbox"/> Plough <input type="checkbox"/> Watering can <input type="checkbox"/> Wheelbarrow <input type="checkbox"/> Bicycle Other (specify) _____		

<p>31. Signs of family having enough food stocks to last three months, e.g., in the garden or a store. Yes/no (or to last until the next harvest)</p> <p>32. Do you think you now eat a better/more varied diet? (yes/no)</p> <p>comment_____</p> <p>_____</p>		
<p>Signs that family members support each other in production and feeding decisions. Yes/no</p> <p>33. Who makes the decision on how to spend money earned</p> <p><input type="checkbox"/> Man</p> <p><input type="checkbox"/> Woman</p> <p><input type="checkbox"/> Joint decision with man and woman</p> <p>34. who makes decision on what to feed the family</p> <p><input type="checkbox"/> man</p> <p><input type="checkbox"/> Woman</p> <p><input type="checkbox"/> Joint decision with man and woman</p> <p>35. Who makes the decision on what to farm</p> <p><input type="checkbox"/> Man</p> <p><input type="checkbox"/> Woman</p> <p><input type="checkbox"/> Joint decision with man and woman</p>		
<p>36. Do you think that you and your family have been helped by Community Connector? (yes/no)</p> <p>Please explain your answer</p> <p>_____</p> <p>_____</p> <p>_____</p>		
<p>37. BCC posters on display in community [e.g. local language, pictorial] (yes/no)</p>		

Annex 5: Focus group discussion

Name of Community _____

Name of assessor _____

District Name _____

Name of supporting partner _____

Number of FGD men _____

Number of FGD women _____

Date of observation _____

#	Question	Answers
Saving with a Purpose		
I.1	1. Raise your hand if you are a member of 'Savings with a Purpose' (SWAP)?	Count a. Men _____ b. Women _____
I.1	2. How long have you approximately been a member?	Count a. Less than 1 _____ b. 1 year _____ c. 2 years _____ d. 3 years _____
I.1	3. How often do you meet as a group?	Count a. Weekly _____ b. Bi-weekly _____ c. Monthly _____ d. Quarterly _____
I.2	4. As a SWAP group what other discussions do you have?	Tick all that are appropriate Nutrition a. How to cook meals b. Child/infant feeding c. Breastfeeding d. Complementary food e. Meal composition f. Number of meals for a household Agriculture g. Bee keeping h. planting crops i. inputs (fertilizer, tools, manure) j. irrigation k. farming as a business l. selecting markets m. pricing

1.3	5. How many of you save through a VSLA/SWAP?	Count a. Total number _____
	6. Why did you join a SWAP?	
Split group into male and female		
Nutrition Behavior Change Communication		
2.1	7. Can you tell me how you learned or discovered messages/information on nutrition?	Count a. Radio b. Face-to-face activities (e.g. CKW visit household) c. Visual (Posters, flipcharts, playing cards) d. Group activities (training, dialogue meetings, FLS) e. Other (specify)
2.2	8. In your opinion what was the best way of receiving messages/information on nutrition (ranking)	Count a. Radio b. Face-to-face activities (e.g. CKW visit household) c. Visual (Posters, flipcharts, playing cards) d. Group activities (training, dialogue meetings, FLS) e. Other (specify)

2.3	9. Can you tell me about are key nutrition messages that you have learnt?	<p>Select one or more (group answer)</p> <ul style="list-style-type: none"> a. Eating 3+ meals b. Eating a variety of foods c. Breastfeeding d. Sharing workload (domestic/working) e. Handwashing f. Food hygiene (eating from clean plates, cover left over food) g. Other (specify)
2.1	10. So you know what foods have a longer shelf life?	<p>Select one or more (group answer)</p> <ul style="list-style-type: none"> a. Cassava b. Yam c. Sweet Potato d. Pigeon Peas e. Pumpkins f. Other (specify)
2.3	11. How long should a baby be breast fed for?	<p>Count (voting)</p> <ul style="list-style-type: none"> a. 1 month _____ b. 3 months _____ c. 6 months _____ d. 12 months (1 year) _____ e. 24 months (2 years) _____
2.3	12. When can you start feeding babies solid food?	<p>Count (voting)</p> <ul style="list-style-type: none"> a. 1 month _____ b. 3 months _____ c. 6 months _____ d. 12 months (1 year) _____ e. 24 months (2 years) _____

Agricultural activities		
3.1	13. Do you grow anything?	Count a. Yes _____ b. No _____
3.1	14. What crops/livestock do you produce for eating?	Select one or more (voting): a. Apiary _____ b. Cassava _____ c. Fruit trees _____ d. Goats _____ e. Irish Potato _____ f. Onions _____ g. Pigeon Peas _____ h. Poultry _____ i. Pumpkins _____ j. Sweet Potato _____ k. Yam _____ l. Other (specify) _____
3.1	15. Does your household produce crops/livestock for earning money?	Count (voting) a. Yes _____ b. No _____

3.3 or 3.5	16. Do you have any of the following crops/livestock which you produce for earning money?	Select one or more (voting): a. Apiary (bees) _____ b. Bananas/matoke _____ c. Beans _____ d. Chicken _____ e. Coffee _____ f. Goats _____ g. Irish potato _____ h. Maize _____ i. Onions _____ j. Passionfruit _____ k. Potato seed _____ l. Soya beans _____ m. Sunflower _____
3.3	17. Did the crops/livestock grow or fail?	Count a. Yes grew _____ b. No failed _____
4.1	18. Which crops/livestock were successful?	Select one or more (voting): a. Apiary (bees) _____ b. Bananas/matoke _____ c. Beans _____ d. Chicken _____ e. Coffee _____ f. Goats _____ g. Irish potato _____ h. Maize _____ i. Onions _____ j. Passionfruit _____ k. Potato seed _____

		l. Soya beans _____ m. Sunflower _____
3.4	19. Have you purchased new tools to help farm in the last 12 months?	Select one or more (voting): a. Yes _____ b. No _____
3.5	20. What tools have you purchased	Select one or more (voting): a. Hand hoe _____ b. Bicycle _____ c. Wheelbarrow _____ d. Spray pumps _____ e. Ox ploughs _____ f. Panga (machete) _____ g. Watering can _____ h. Other _____
Income-generating activities		
4.2	21. How many goats have you sold in the last 12 months?	Count Number _____
4.2	22. How many chickens have you sold in the last 12 months?	Count Number _____
4.2	23. How many people have sold their own honey in the last 12 months?	Count Number _____

4.3	24. What food do you buy with your extra income (asking those who have produce)?	Select one or more (voting): a. Meat _____ b. Rice _____ c. Silver fish _____ d. Maize flour _____ e. Milk _____ f. Salt _____ g. Sugar _____ h. Groundnuts _____ i. Eggs _____ j. Other (specify) _____
Entrepreneur Program		
5.2	25. Have you been involved in any income generation activities (entrepreneur program)?	Count a. Yes _____ b. No _____
5.2	26. Are any of you involved as one of the following?	Select one or more (voting): a. Promoter (Goods for Life) _____ b. Community Poultry vaccinators _____ c. Village Enterprise Youth _____ d. Agriculture Service Provider (ASP) _____ e. Community Knowledge Worker (CKW) _____
5.3	27. Do you have a CKW in your community?	Count a. Yes _____ b. No _____

5.3	28. How often does the CKW visit your group?	a. Weekly _____ b. Bi-weekly _____ c. Monthly _____ d. Quarterly _____
5.3	29. What is the role of the CKW?	Select one or more (group answer) a. Mobilize groups _____ b. Coordinate interventions _____ c. Reinforce behavior change messages _____ d. Support skills/practice _____ e. Gather project data _____ f. Visit households _____ g. Training _____ h. Nutrition assessment _____ i. Other (specify) _____
	Question 30 continued CKW	
Broader development goals		
6.1	30. Do you think that your community has achieved the following?, please state agree/disagree/not sure a. Improved livelihoods (income, VSLA/SWAP, food security, etc.) for communities which is done in a fair and long lasting way	Count Agree Disagree Not sure
6.2	31. What has worked well? What hasn't worked well?	a. Nutrition messages through groups b. Agriculture activities and crops c. Entrepreneur program d. Other ()
	Question 31 & 32 continued	

6.1	32. Have the following community development goals been achieved, please state agree/disagree/not sure a. Improved nutrition for both women and children	Count Agree Disagree Not sure
6.2	33. What has worked well? What hasn't worked well?	a. Nutrition messages via SWAP b. Agriculture activities and crops c. Entrepreneur programme d. Other ()
	Question 33 & 34 continued	
<p style="text-align: center;">Ending</p> <p style="text-align: center;">Ask them if they have any comments/suggestions to give the donor?</p>		

Annex 6: Community Connector results framework

