Measuring Psychosocial Wellbeing in Democratic Republic of Congo
Report of a Pilot Study

Working Paper No. 4
April 2014

Rebecca Horn
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Since it began operating in the 1990s in northern Uganda, the LRA has inflict ed enormous suffering on millions of civilians in several countries of the Great Lakes and Central African regions. In the 1990s and early 2000s, successive Ugandan People’s Defence Force (UPDF) operations in northern Uganda largely drove the LRA into the DRC and what is now South Sudan, and after 2008, into the CAR.

Armed conflict negatively affects women and men in different ways and results in gender-specific disadvantages which are not always recognized or addressed in mainstream conflict and reconstruction programs and policies. The ‘Learning on Gender and Conflict in Africa’ Program (LOGiCA) aims to increase gender-specific programming in post-conflict Sub-Saharan Africa, with a focus on demobilization and reintegration (D&R) in the Great Lakes region (GLR), and gender specific issues arising from armed conflict including psychosocial aspects.

During 2011, a LOGiCA initiative sought to develop tools to measure psychosocial wellbeing for the specific population of conflict-affected women in the Acholi sub-region of Northern Uganda. The initiative served to develop: (i) a measure of psychological wellbeing based on local understandings of psychosocial wellbeing & psychological distress, (ii) a measure of social connectedness, (iii) a measure of empowerment, and (iv) various measures of factors hypothesised to influence the psychological wellbeing of women in Northern Uganda. The tools were subsequently piloted and tested in the context of a pilot project designed to strengthen women’s economic associations in Northern Uganda implemented by the Transitional Demobilization and Reintegration Program (TDRP).

The aim of the current project is to replicate this work in LRA-affected areas of DRC, by developing locally relevant tools to measure psychosocial well-being among conflict-affected women in the Orientale province in DRC.

Methodology & Findings

The development of the tool took place in three phases: (1) a qualitative study designed to develop the necessary understanding of the concepts to be included in the tool; (2) an informal testing process; and (3) a formal testing phase.

Six research assistants were recruited and participated in training and data collection throughout the period of the development of this tool.¹

**PHASE 1: QUALITATIVE STUDY**

Three methods were used to collect the information required to develop the assessment tools, in addition to a review of the literature and of relevant surveys/assessment tools developed for the DRC context:

1) Group discussions (with 2 groups of community members, 2 groups of members of women’s groups, and 2 groups of community leaders): A group discussion methodology was used to develop: (a) a list of all the groups that women can be involved in, as members and/or as leaders; (b) a list of all the community activities that women can take part in; and (c) an understanding of what ‘empowerment’ means for women in this context.

2) Freelisting (52 respondents): the freelisting methodology (asking people one or more standardised questions to generate a list) was used to collect data which would be used to develop a measure of current events/circumstances which may contribute to psychological distress.

¹ MDF Management and Consultancy partnered with LOGiCA to manage the data collection in field
3) Case study interviews (44 respondents): this methodology (which involves respondents telling us about a woman they know who has suffered emotionally but has recovered, and another who has suffered emotionally but has not recovered) was used to develop a measure of psychological distress and measures of events and circumstances that contribute to psychological distress.

On the basis of these four types of information, an interview schedule was designed to assess the key elements of psychosocial wellbeing in this context, plus some background and contextual factors. This was translated into French and back-translated into English and any discrepancies in the translation were resolved.

**PHASE 2: INFORMAL TESTING**

The six research assistants tested out the interview schedule informally with five people each. Their feedback led to further revisions of the tool.

The draft version of the tool which was produced at the end of this process consisted of:

- Four measures of social connectedness:
  1) Involvement in community groups
  2) Involvement in community activities over the previous one month (9 items)
  3) Confidence that one could get help from others in a crisis (3 items)
  4) A measure of various forms of support received from others over the last one month (12 items)

- One 19-item measure of psychological distress.

- Three measures of empowerment:
  1) Leadership roles held
  2) A measure of a number of behaviours which indicate empowerment for women (7 items)
  3) A measure of the woman’s power/ influence within the marriage relationship (9 items)

In addition, the tool included a number of demographic factors and information about the woman’s economic situation, as well as her experience of events and situations which may have an impact on psychosocial wellbeing. These include a checklist of distressing events experienced during the conflict; experience of displacement; various aspects of the woman’s current life situation which may contribute to her psychosocial wellbeing; and her experience of domestic violence.

**PHASE 3: FORMAL TESTING**

The general aim of the formal testing phase of the project was to test out the effectiveness of the psychosocial assessment tool and revise it so it could be used to assess the psychosocial wellbeing of women living in the eastern part of DRC which is affected by LRA activity. The specific questions to be addressed included:

- Are the items appropriate/ readily understood? (Acceptability/ usability)
- Does the psychological distress scale distinguish between those who are psychologically distressed and those who are not, as identified by key community members? (Discriminant validity)
- Are the various scales internally consistent? (Internal reliability)
- Do people respond consistently to the measure as a whole? (Test-retest reliability)

In order to test the reliability and validity of the psychological distress and the social connectedness parts of the interview schedule, these sections were administered to a sample of 100 women from the Dungu area.

These women had previously been identified by community leaders as either showing signs of psychosocial distress (N=50) or showing no signs of psychosocial distress (N=50), with their categorisation being confirmed by the data collection team leader and a psychologist from Caritas. The aim
was to find out whether the psychological distress section of the interview was able to distinguish between these groups of women. This is an accepted way of assessing validity, in the absence of a ‘gold standard’ (professional diagnosis of psychological problems).

The interviews were conducted either in French or in Lingala, without the research assistant knowing how the respondent had been categorised. Twenty-two respondents were chosen at random for re-interview 2-3 days after the first visit, to assess the test-retest reliability of the tool.

The analysis of data enabled the psychometric properties of items and scales to be reviewed, and revisions to be made. The psychometric properties of the revised scales were then assessed:

- The revised version of the psychological distress scale was found to have acceptable internal consistency and was able to distinguish between women identified as having psychological problems and those identified as having no such problems. Therefore, it is possible to have some confidence in the scale as a measure of psychological distress with this population.

- The measures of social connectedness were related to each other in predictable ways, other than the measure of ‘confidence in a crisis’. There is good evidence that the measures of involvement in social networks and community activities, along with the measure of supportive relationships, are tapping into a single underlying concept, which can be called social connectedness. There is less evidence for the validity of the measure of ‘confidence in a crisis’.

- There is no relationship between the three measures of empowerment, which suggests they are measuring different aspects of women’s lives. However, those who are less empowered in their marriage were also found to experience higher levels of domestic violence, which is an indication that they are measuring a common factor. The three measures were found to be internally consistent. It seems that they are measuring different aspects of women’s lives, which all contribute to empowerment but do not form a single underlying concept. However, all three appear to be reliable measures in themselves.

The majority of sections had very good levels of test-retest reliability. The high level of stability in responses to the questions in these sections over time indicates that the respondents understood the questions they were asked and responded in a consistent way. This increases confidence that the interview schedule will provide reliable information about these aspects of psychosocial wellbeing. The exception to this is the measure of psychological distress, which has poor test-retest reliability, and that of the domestic violence scale is also relatively low.

**Conclusions**

The results of the pilot study indicate that the psychosocial assessment tool has good reliability and validity with this population, although there are some concerns about two sub-scales: the ‘psychological distress’ measure and the ‘confidence in a crisis’ measure. Since even these two scales demonstrated good psychometric properties in all but one aspect, it is not recommended to remove them at this stage. However, they should be used tentatively, and ideally a qualitative study would be conducted to explore the reasons for the poor test-retest reliability of the psychological distress scale, and the lack of relationship between the ‘confidence in a crisis’ measure and the other measures of social connectedness.

It is also recommended that the lack of relationship between the ‘empowerment’ sub-scales is explored further. Each ‘empowerment’ measure has good psychometric properties, but they were expected to be related in some way, and this was found not to be the case.

In summary, the tool can be recommended for use as a measure of psychosocial wellbeing of women in the north-eastern part of DRC, but the properties of the sub-scales identified above should continue to be explored.
Background

Since it began operating in the 1990s in northern Uganda, the LRA has inflicted enormous suffering on millions of civilians in several countries of the Great Lakes and Central African regions. In the 1990s and early 2000s, successive Ugandan People’s Defense Force (UPDF) operations in northern Uganda largely drove the LRA into the DRC and what is now South Sudan, and after 2008, into the CAR. Several initiatives were undertaken to peacefully resolve the conflict, including efforts to facilitate a negotiated settlement between 2006 and 2008.

In March 2008, after months of intensive efforts by regional and international stakeholders to bring the conflict to an end, representatives of the Government of Uganda and the LRA finalised the Peace Agreement. However, LRA leader Joseph Kony refused to sign the Agreement and in December 2008, Uganda and the DRC launched joint military operations (Operation Lightning Thunder) against the armed group. While these operations dislodged the LRA from several parts of the DRC, they also had severe humanitarian consequences and many of the civilians affected remain displaced.

Following these military operations, which officially ended in March 2009, the LRA is believed to have fragmented into several highly-mobile groups operating across a wide area, from Aba in Haut Uele district across to Ango in Bas Uele district in the DRC; from Birao in Vakaga prefecture to Obo in Haut Mbomou prefecture in the CAR; and into Western Equatoria and occasionally Western Bahr el Ghazal states in South Sudan.

Following Operation Lightning Thunder, the national security forces of the DRC, the CAR and South Sudan have continued to conduct military operations against the LRA in the affected areas of their respective countries. In particular, the UPDF, with the agreement of the relevant Governments and with logistical support from the United States of America, has conducted joint military operations in the CAR, the DRC and South Sudan. These operations have significantly reduced the strength and operational capacity of the LRA over the past three years. Despite the relative success of the military operations, the group continues to pose a serious security threat to civilians, as the capacity of the national security forces in the affected countries is limited.

The LRA’s indiscriminate attacks on civilians constitute serious violations of international humanitarian and human rights law and have caused a serious humanitarian crisis in the affected countries. An estimated 2.5 million people have been displaced by the LRA, either internally or across borders, in Uganda, South Sudan, DRC and CAR over the last 30 years. As of June 2013, more than 440,000 persons were displaced in the central African region due to the LRA; 319,000 were displaced in the DRC alone (Titeca, Vlassenroot & Wissing, 2013).

LRA attacks, committed with impunity, have typically included killings, abductions (especially of children and women), recruitment of and use of boys and girls as combatants and in other roles, sexual violence including rape and sexual slavery, forced marriage, mutilations, looting, and the destruction of property. Many women who were abducted and used as sex slaves face stigmatization and great difficulties in reintegrating in their communities of origin.

Armed conflict negatively affects women and men in different ways and results in gender-specific disadvantages which are not always recognised or addressed in mainstream conflict and reconstruction.
programs and policies. The ‘Learning on Gender and Conflict in Africa’ Program (LOGiCA) aims to increase gender-specific programming in post-conflict Sub-Saharan Africa, with a focus on demobilisation and reintegration (D&R) in the Great Lakes region, and gender specific issues arising from armed conflict including psychosocial aspects.

**Psychosocial considerations in conflict-affected contexts**

Prolonged conflict and displacement such as that experienced in the LRA-affected area erodes normally protective supports, and increases the risk of diverse psychosocial problems. The Psychosocial Working Group (2003) has identified three key domains through which these effects can be understood. Firstly, human capacity may be reduced when people become depressed, withdraw from social life or become physically disabled; and the feeling of having less control over events and circumstances may contribute to people feeling less able to meet the challenges they face. Secondly, conflict often leads to disruption of the social ecology of a community, where relations between families and peers change, or where religious and civic organisations find it difficult to function. Thirdly, the culture and values of communities may be disrupted when common values are challenged and human rights are violated. It may become more difficult for people to follow cultural traditions that have previously provided a sense of unity and identity to communities. The loss of material and economic resources of households, the disruption of infrastructure at local and regional levels, and the degradation of the environment all have an important impact on psychosocial well-being.

Women’s experiences of conflict differ qualitatively from that of men. To some extent, this is a function of their experience of the conflict itself, which can include not only being targets and victims of armed groups in communities, but also serving as combatants, in supportive and domestic roles, and as sexual slaves and ‘wives’ (Annan & Brier, 2010). Women and girls are at increased risk of sexual and gender based violence (SGBV) during and after a war, but conflict also impacts on women differently to men due to their social position and role, and dominant gender discourses (Sideris, 2003; Deacon & Sullivan, 2010). In many communities, women’s relative lack of power limits their access to protective social and material resources, so ‘the emotional response and loss of social belonging/identity, will be felt differently by men and women’ (Sideris, 2003: 722). In some conflict and post-conflict settings (e.g. Afghanistan, Lopes Cardozo et al, 2005; Sudan, Roberts et al, 2010), women have been found to report higher rates of mental illness and psychological distress than men.

In the LRA-affected area, there have been a range of crimes committed against women, girls and children by perpetrators of the war such as rebels, paramilitary groups, and some male relatives among others. These crimes include abductions, killings, mutilations, rape, torture, sexual slavery and domestic violence.

There are, however, significant gaps in locally appropriate, culturally sensitive techniques to measure psychosocial well-being among specific populations and within specific localities of the LRA-affected area. During 2011, a LOGiCA initiative sought to develop such tools for the specific population of conflict-affected women in the Acholi sub-region of Northern Uganda. The initiative served to develop: (i) a measure of psychological wellbeing based on local understandings of psychosocial wellbeing & psychological distress, (ii) a measure of social connectedness, (iii) a measure of empowerment, and (iv) various measures of factors hypothesised to influence the psychological wellbeing of women in Northern Uganda. The tools were subsequently piloted and tested in the context of a pilot project designed to strengthen women’s economic associations in Northern Uganda implemented by the Transitional Demobilization and Reintegration Program (TDRP).

The aim of the current project is to replicate this work in DRC.

**Context in DRC**

The LRA’s presence in north-eastern DRC has been concentrated in the districts of Haut-Uele and Bas-Uele, which make up two of the four
districts of Orientale province. LRA attacks in DRC have been reported mainly in Haut Uele, but also in Bas Uele, particularly north of Ango. These have included large-scale massacres, such as in December 2008 when reports indicated that over 700 people were killed in Faradje, Duru and Doruma, and in December 2009 when more than 300 persons were reportedly killed in Makombo and 206 abducted including at least 80 children. In January and February 2014 there were 32 LRA incidents in Dungu (where the study reported here took place), including looting of food and non-food items, and kidnap.

Since 2011, LRA attacks in the districts of Haut and Bas-Uele have decreased significantly, but the displacement caused by previous attacks, and the fear of new ones, remains high. The history of LRA attacks in DRC’s Orientale province has created far higher levels of fear and psychosocial distress than in other areas. Orientale province hosts the largest number of people displaced due to LRA activity, with an estimated 320,000 IDPs in 2013 (Titeca, Vlassenroot & Wissing, 2013). The arrival of IDPs increases pressure on already scarce resources, and IDPs face particular challenges in accessing education, health care and land, partly due to financial constraints but also due to tensions with host communities. About 85 per cent of the IDPs stay with host families that are already extremely poor, and the remainder live in spontaneous IDP settlements in Dungu and Irumu territories.

**Objective**

The overall aim of this project is to develop locally relevant tools to measure psychosocial well-being among conflict-affected women in the Orientale province in DRC.

**Process of developing the assessment tool**

The development of the tool took place in three phases: (1) a qualitative study designed to develop the necessary understanding of the concepts to be included in the tool; (2) an informal testing process; and (3) a formal testing phase. The schedule of activities is outlined in Annex 1.
B. PHASE 1: QUALITATIVE STUDY

The aim of this phase was to collect the information needed in order to:

- develop a measure of psychosocial well-being based on local understandings of wellbeing and distress
- develop a measure of social connectedness appropriate for the DRC context
- identify experiences believed to contribute to psychological distress, especially conflict-related experiences
- develop a measure of relevant war experiences and environmental/daily stressors salient in this context.

Methodology

Three methods were used to collect the information required to develop the assessment tools, in addition to a review of the literature and of relevant surveys/assessment tools developed for the DRC context:

1) Group discussions (with community leaders, general community members, and members of women’s groups)
2) Freelisting
3) Case study interviews

1. Group discussions (with community leaders, general community members, and members of women’s groups)

A group discussion methodology was used to develop:

- A list of all the groups that women can be involved in, as members and/or as leaders.

The discussions were free-flowing and issues were explored as they came up, but were loosely based on discussion guides which can be found in Annex 2.

2. Freelisting

Paul Bolton and his colleagues (Bass et al., 2006) have created a number of locally relevant instruments to measure mental health problems in Africa using the freelisting process (see, for example, Wilk and Bolton, 2002; Bolton, 2001b). Freelisting interviews involve asking local people one or more standardised questions in order to generate a list of what they perceive as the major problems affecting their community (for example). The problems identified during the freelisting interviews are collapsed into a composite list of the major problems from the community’s perspective, including mental and emotional disorders, and how highly the community prioritises them. This list is used to create an instrument designed to measure the extent to which people are affected by the psychological/emotional problems they listed. Bolton and his colleagues (Bolton et al., 2007) describe the use of an instrument developed in this way (the Acholi Psychosocial Assessment Instrument) in Northern Uganda. The instrument was found to be internally reliable, and to distinguish between youth who were said by themselves and others to suffer from depression-like syndromes, and youth who were said not to suffer from such syndromes.
In the development of the psychosocial assessment tool for use in DRC, the freelisting methodology was used to collect data to develop a measure of current events or circumstances which may contribute to psychological distress. The structured question used was: ‘What are the kinds of things that worry women in this community?’ (see Annex 2 for a copy of the freelisting data collection form).

3. Case study interviews

Jon Hubbard and the Center for Victims of Torture (CVT) developed a means of assessing children’s wellbeing, using locally relevant criteria (Hart et al., 2007). Members of the target group/community are asked to think of a child they know who, in their view, is doing well, and then list the things about this child that indicate to them that he or she is doing well. The characteristics that emerge from this process can then be used as indicators of wellbeing, which can be used to assess individual children. Since participants are asked to describe the characteristics of real children, the indicators are likely to be attainable and realistic, rather than abstract ideals. This method has since been adapted for use with adults, and has been widely used as the first stage of developing culturally valid measures of psychosocial wellbeing (e.g. Fernando, 2008). For example, Miller et al (2006) used individual interviews based on this methodology to identify salient traumatic experiences in Afghanistan, as well as other types of stressors and indicators of psychological distress. They used this information to develop items for a questionnaire which was later validated.

In the development of the psychosocial assessment tool for use in DRC, this methodology (called here ‘case study interviews’) was used to develop a measure of psychological distress and measures of events and circumstances that contribute to psychological distress. The methodology was based on that used by Miller et al (2006) and involved asking the respondent to think of two women they know personally, both of whom have suffered emotionally because of difficult life experiences:

- One woman should be someone who has recovered and is now functioning well despite the hardships she has endured
- The other woman should be someone who has continued to suffer despite the passing of time

The respondent is then asked to tell the interviewer about the two people in detail, focusing particularly on:

- The difficult life events they have experienced
- How they have been affected (thoughts, feelings, behaviour)
- Signs that indicate that the woman is still suffering
- Signs that indicate that the woman has now recovered
- Why they think the first woman recovered, and the second is still having difficulties

The data collection form for the case study interviews can be found in Annex 2.

Recruitment and training of research assistants

Prior to the start of the study, six research assistants (three male and three female) were recruited in Dungu by LOGiCA’s field data collection partner. Following a call for applications, field assistants were interviewed and recruited based on their experience in the psychosocial field.

All six research assistants participated in three days’ training in the two interview methods (freelisting and case-study interviews) prior to the data collection phase. The research also addressed ethical issues associated with the research, and explored how the study had the potential to cause harm, and how this potential could be minimised. The research reviewed and revised the ‘Policies and practical guidelines’ and ‘Code of Conduct’ to ensure that they were appropriate for the DRC context (see Annex 3 and 4 for the final versions), and all research assistants signed a French version of
the Code of Conduct (see Annex 5).

**Procedure**

Between 29th August and 1st September 2013, the research team visited four locations within Haut-Uele district: Dungu, (in quarter Mussa), Kiliwa, Li-May.

**Individual interviews**

A total of 52 freelisting interviews were conducted over this four-day period, and 44 case study interviews.

<table>
<thead>
<tr>
<th>LOCATION</th>
<th>N. FREELISTING</th>
<th>N. CASE STUDY INTERVIEWS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dungu</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Kiliwa</td>
<td>17</td>
<td>8</td>
</tr>
<tr>
<td>Li-May</td>
<td>9</td>
<td>13</td>
</tr>
<tr>
<td>Mussa</td>
<td>21</td>
<td>20</td>
</tr>
</tbody>
</table>

Respondents were selected for the individual interviews on an opportunity basis. The research assistants approached them and explained the study, and what their participation would involve, using an ‘informed consent’ guidance sheet (see Annex 6). If they agreed to participate, interviews were conducted in Lingala or French. Research assistants made notes at the time of the interview, which they then submitted to the team leader. These notes were translated into English and typed up for analysis.

The average (mean) age of respondents was 36 years for the freelisting interviews (minimum age = 19, maximum = 63), and 38.5 years for the case study interviews (minimum age = 20, maximum = 68; missing data for 1 respondent). Freelisting interviews were conducted with 26 women and 26 men; case study interviews were conducted with 22 women and 22 men.

**Group discussions**

Seven group discussions were conducted by the data collection team leader, with the assistance of a translator who had participated in the research assistants’ training so had a good understanding of the aims and objectives of the discussions.

Discussions were conducted with two groups of community members (Dungu, N=10; Mussa, N=13); two groups of community leaders (Li-May, N=13; Dungu, N=7); and three women’s groups (Li-May, N=15; Kiliwa, N=11; Mussa, N=9). A total of 20 community leaders participated in group discussions (19 men and one woman); 23 community members (13 men and 10 women); and 35 members of women’s groups. The community leaders who participated in the discussions included church leaders, health care staff, town chiefs, youth leaders, teachers and other professionals.

**Analysis of data**

**Freelisting data**

Interviewers recorded respondents’ answers to the standardised question (‘What are the kind of things that worry women in this community?’) in the form of lists, with each item on the list being accompanied by a short description.

A table was created and each issue raised by a respondent as a worry or concern for women was recorded on a separate row in that table, along with its short description. Since the same worries recurred in several lists, the frequency with which each worry was stated was recorded, and the description added to those given by other respondents. Whenever new worries (those not mentioned by previous respondents) were stated, they would be added to the table in a new row.

When all data had been analysed, the table was reorganised in order of frequency, so that worries appeared in order of the frequency with which they were mentioned, indicating their importance to the respondents. The final stage was to analyse the descriptions given of each problem to identify the major themes. Throughout the analysis, links were identified and recorded between the items (see Annex 7 for a summary of the findings).
**Case study interview data**

The case study interviews provided information about respondents’ perceptions of:

- Events which contributed to psychological distress (difficult life experiences)
- Signs (indicators) of psychological distress
- Signs (indicators) of recovery
- Factors that contribute to recovery

The data obtained from the 44 respondents were typed up and organised into these four themes. They were then analysed thematically, to identify: the key events believed to contribute to psychological distress; the signs of psychological distress and wellbeing; and the factors which contribute to psychological wellbeing (see Annex 7 for a summary of the findings).

**Group discussion data**

The content of the group discussions was divided into the following subjects:

- Leadership roles available to women
- Decision-making carried out by women
- Groups that women can be part of
- Community activities that women participate in
- The signs of an ‘empowered woman’
- Men’s role in women’s empowerment
- Social connectedness (signs of a woman having a good social network)

The content of each subject was then analysed thematically.

**Development of first draft of interview schedule**

The information from group discussions and individual interviews was combined with information from other studies identified during the development of the Northern Uganda tool to measure psychosocial wellbeing. The sources of information that contributed to each section are outlined below.

- Background/ demographic information: SWAY survey (Annan et al, 2008), BRAC Poverty Scorecard, the SF-8 used by Roberts et al (2010), plus data from group discussions.
- Social Connectedness: data from group discussions; items from Pronyk et al’s (2006) assessment tool; items from the SWAY survey.
- Empowerment: data from group discussions; items from Pronyk et al’s (2006) assessment tool.
- Psychological distress: data from case study interviews; Betancourt et al’s (2009) APYA;
- Events that may contribute to psychological distress: SWAY survey; data from case study interviews
- Current circumstances that could contribute to psychological distress: data from freelisting interviews and case study interviews; items from the SASA! baseline survey (Abramsky et al, 2010).

**Review draft interview schedule with key people and revise**

The draft interview schedule was reviewed by all members of the research team. Those based in DRC (specifically an MDF consultant and the research team leader) identified any aspect of the draft tool that seemed inappropriate in the DRC context, or unclear. The interview schedule was then revised.

**Translation of the interview schedule**

The translation of instruments is a crucial part of the process; if a translation is inaccurate, both reliability and validity will be low. Items designed to measure psychosocial concepts such as ‘social con-
nectedness’ can be especially difficult to translate without changing their meaning because of their cultural specificity (see Verduin et al, 2010). Hubbard and Miller (2004), amongst others (e.g. Bolton, 2001a) have described a rigorous process for the translation of psychosocial evaluation tools. The interview schedule was translated into French, and back-translated into English by a second translator who had no connection with the project. This back-translated version was then compared with the original English, and any discrepancies identified and corrected.
C. PHASE 2: INFORMAL TESTING

The six research assistants were trained to administer the draft version of the interview schedule. They administered the draft assessment tool to five people in their home areas with the aim of getting feedback on the items, response formats, and overall content of the interview schedule. The research assistants recorded their respondents’ feedback on the items and the response formats, along with their own reflections. These feedback documents were translated into English and the interview schedule was revised based on the research assistants’ experience of administering it. In addition, issues which should be clarified during training for administration of the tool and data entry in future were noted.

The revised version of the interview schedule was translated into French ready for formal testing.

Description of the draft psychosocial wellbeing tool

MEASURES OF PSYCHOSOCIAL WELLBEING

The measures of psychosocial wellbeing included in the draft version of the tool (see Annex 8) are:

A. Social connectedness

There are four measures of social connectedness:

1) Involvement in community groups

2) Involvement in community activities over the previous one month (9 items)

3) Confidence that one could get help from others in a crisis (3 items)

4) A measure of various forms of support received from others over the last one month (12 items)

Plus: attendance at religious services.

B. Psychological distress

One 19-item measure of psychological distress.

Plus: whether woman takes alcohol

C. Empowerment

There are three measures of empowerment:

1) Leadership roles held

2) A measure of a number of behaviours which indicate empowerment for women (7 items)

3) A measure of the woman’s power/influence within the marriage relationship (9 items)

Plus: whether the woman is head of her household share of household income she provides role in decision-making about economic activities

ASPECTS OF WOMEN’S LIVES WHICH MAY CONTRIBUTE TO PSYCHOSOCIAL WELLBEING

Demographic factors

- Age
- Marital status
- Level of education and reading ability
- Whether the woman feels part of her community or an outsider
- Whether the woman considers herself to be a displaced person
• Number of people in household
• Number of biological children
  ○ Whether children live with her
  ○ Whether children’s father(s) are alive
  ○ Whether father(s) help to provide for children’s needs
  ○ Whether anyone else helps to provide for children’s needs
  ○ Children’s ages
  ○ Number of female/ male children in school, and reasons for absence from school
• Number of non-biological children the woman is caretaker for
• Physical health
• Economic situation
• Number of times woman went to bed hungry in the last week
• Whether the woman works, and if so what she does and how much she earned in the past 7 days
• Financial situation of household at the end of the month (in debt/ break even/ in credit)
• Whether the woman has received assistance from an NGO/ CBO
• Distressing events and circumstances
  • A checklist of distressing events experienced during the conflict (33 items)
• Experience of displacement
  • Various aspects of the woman’s current life situation which may contribute to her psychosocial wellbeing (identified through qualitative interviews)
• Experience of domestic violence (16 items)
• Other events that may have an impact on psychosocial wellbeing
  • Number of children who died, were miscarried, aborted or stillborn
  • Whether husband gets drunk often
  • Whether the woman has problems related to cultivation, and, if so, the reasons for the problems
  • Whether the woman has problems accessing water
D. PHASE 3: FORMAL TESTING OF THE DRAFT TOOL TO MEASURE PSYCHOSOCIAL WELLBEING

The general aim of the formal testing phase of the project was to test out the effectiveness of the psychosocial assessment tool and revise it so it can be used to assess the psychosocial wellbeing of women living in the eastern part of DRC which is affected by LRA activity. The specific questions to be addressed include:

- Are the items appropriate/ readily understood? (Acceptability/ usability)
- Does the psychological distress scale distinguish between those who are psychologically distressed and those who are not, as identified by key community members? (Discriminant validity)
- Are the various scales internally consistent? (Internal reliability)
- Do people respond consistently to the measure as a whole? (Test-retest reliability)

It would also be desirable to assess the tool’s sensitivity to change, but this was not possible due to time constraints.

Assessing validity and reliability of a tool to measure psychosocial wellbeing

The difficulties of evaluating the validity and reliability of a locally developed instrument to measure psychological/ emotional wellbeing are discussed by Bolton (2001a). The most important form of validity for cross-cultural work, according to Bolton, is criterion validity, which is the performance of the instrument against some criterion. This criterion should be an accepted measure of the presence of the factor targeted by the new instrument. Ideally, the criterion against which the new instrument is compared would be a professional diagnosis (if measuring a psychological/ psychiatric problem), or another instrument that has been validated in the same setting, with the same population. However, in conflict and post-conflict settings it is common for neither of these criteria to be available, so alternative measures of criterion validity must be found. Bolton (2001a) and his colleagues (e.g. Bolton et al, 2004; Bolton et al, 2007) have addressed this difficulty by using local input. They ask local people to identify those in their community who have the psychological/ emotional problem of interest, and also to identify those who do not have such a problem. Blind interviewing of these groups is carried out, and the scores of the two groups compared. If the instrument is effective, one would expect those identified as having a psychological/ emotional problem to score more highly than those without such a problem.

The identification of those with and without the psychological problem of interest is not straightforward, and efforts must be made to ensure that the categorisation is valid. Bolton (2001a) addressed this by supervisors initially visiting knowledgeable community members to collect the names of those who currently had and did not have the psychological problem being studied. Interviewers (who were unaware of the respondent’s reported status) administered the interview and then asked respondents themselves if they had the psychological problem of interest. If the knowledgeable community member and the respondent disagreed on whether they had the problem, the data from that interview were not used in the analysis. In Bolton’s study, this process resulted in 131 interviews being included in the analysis, and 38 being discarded. However, Bolton notes that it was still unclear how accurately local people identified the psychological problem he was interested in.
Description of process

The pilot study took place in Dungu between 16 and 22 March 2014. The data collection team worked in liaison with community leaders and a psychologist from Caritas, an organisation which had been based in the area for some time, to identify suitable respondents.

The research team leader worked with a team of six research assistants, who participated in two days of training prior to the data collection phase. Four of these staff were involved in Phases 1 and 2 of the project, and two were newly recruited. The recruitment process involved a call being made for applications, and interview of qualified candidates.

The research design was to interview 100 women, half of whom had been identified by community leaders as having psychosocial problems, and half of whom were identified by the same community leaders as not having psychosocial problems. The research assistants would conduct the assessment interview without knowing which category their respondents belonged to. In Dungu, the head of the village made the initial selection of women in each category, and the categorisation was confirmed by the research team leader and the Caritas psychologist.

The interviews were conducted either in French (see Annex 9) or in Lingala (see Annex 10 for the translation developed by research assistants during their training).

Twenty-two respondents were chosen at random for re-interview 2-3 days after the first visit. In some cases, the selected respondent was not available, in which case the research assistant would attempt to arrange another appointment, or an alternative respondent was selected. The data from the repeat interviews was necessary to assess the test-retest reliability of the tool.

Ethical issues

A number of ethical issues had the potential to affect this pilot study, and attempts were made to address these before the study began. The main issues are summarised below, along with a description of the procedures put in place to minimise any potential harm to individuals or communities.

1. Discussing Sensitive Issues

The psychosocial wellbeing assessment tool touches on a number of sensitive issues, which could cause distress. During the training of research assistants, the team discussed the parts of the interview schedule likely to be particularly sensitive, and how the research assistants should manage any distress (see Policies and Practical Guidelines, Annex 3).

2. Informed Consent

To enable respondents to make a considered decision about whether to participate or not, they were provided with information about the research and what the interview would involve. The informed consent form can be found in Annex 8 (and the French version in Annex 9).

3. Confidentiality

Sensitive information (names, incidents, locations, details, violations witnessed or suffered by respondents, etc.) collected during the assessment were kept confidential, except where the respondent gave permission for her case to be referred for further assistance.

Research assistants were given guidance on confidentiality during the training (see Annex 3) and procedures were put in place to ensure that the data collection forms were stored in such a way that the identities of the respondents were protected.

4. Ensuring the Welfare of Respondents
Where a research assistant had concerns about the welfare of a respondent, she or he would first ask the respondent if she wanted help with the issue. If she did, the research assistant could refer her to the Caritas psychologist. This was necessary in two cases during the pilot study.

5. Code of Conduct

All the research assistants were required to sign a Code of Conduct (see Annex 4 and 5), following explanation and discussion during the training period.

Compensation

All respondents, and the leaders who assisted with the selection of respondents, were compensated for the time they spent participating in this study with a bag of salt (costing locally around 250 Congolese Francs, or $0.27).

Description of participants

Interviews were conducted with 100 women in seven quartiers of Dungu: Eti (3), Li-Ika (7), Li-May (46), Li-Ungwa (2), Ngilima (28), Uye (12). Of these, 50 women were categorised as having no psychosocial problems, and 50 as having psychosocial problems. The age of the respondents ranged from 18 to 76, with a mean of 37.8 (standard deviation = 15.2).

Twenty-three of the women had no education; the educational level of the others ranged from P1 right through to S6, with one woman having tertiary education. Sixteen respondents had secondary education, and the median stage at which respondents’ education ended was P4.

The women’s marital status is described below:

- Married: 36
- Co-habiting: 9
- Widowed: 20
- Separated: 31
- Divorced: 4
- Single (never married/ co-habited): 0

Review and revision of items

The first stage of the analysis of the pilot study data was to review responses and identify those items which did not work well, and should be removed. This process is described in Annex 12. The revised version of the psychosocial assessment tool can be found in Annex 13 (English).

ASSESSMENT OF RELIABILITY AND VALIDITY

A. Psychological Distress

Cronbach’s alpha for the test version of the psychological distress scale was .63, indicating lower than expected internal consistency. Review of the item statistics resulted in the removal of eleven items; the final 8-item scale has a Cronbach’s alpha of .65, which is slightly more acceptable, and less burdensome to complete.

Discriminant validity was evaluated by comparing the scores on the revised 8-item scale of women identified as having psychosocial problems, and those identified as having no such problems. It was predicted that those identified as having psychosocial problems would score more highly on the scale than those without. The mean score of those with psychosocial problems was 14.86 (sd=3.97) and for those without it was 9.38 (sd=3.46). This difference was found to be significant \(^3\); therefore our prediction was supported. The psychological distress scale was able to distinguish between those who had psychosocial problems and those who did not.

\(^3\) \( T (df=98) = 7.36, p<.001 \)

SUMMARY: The revised version of the psychological distress scale has acceptable internal consistency and is able to distinguish between women identified as having psychosocial problems and those identified as having no such problems. Therefore, the scale can be used with some confidence as a measure of psychological distress with this population.
B. Social Connectedness

Social connectedness was assessed by four separate measures: two measures of quantity of connections (involvement in groups and participation in community activities) and two measures of quality of connections (confidence that people would help in a crisis, and support received from family and friends over the previous one month). Assessment of internal consistency only applied to the two measures of quality of connections. Cronbach’s alpha for the revised ‘supportive relationships’ scale was .77, and for the ‘confidence in a crisis’ scale, it was .72. Both indicate good internal consistency.

It was predicted that involvement in groups and activities would be related (quantity of social connections) and that experience of supportive relationships and confidence that someone would help in a crisis would be related (quality of social connections). Some relationship between quality and quantity of social connections was also expected, although it was difficult to predict what form this would take.

The results are summarised below:

- Involvement in groups and community activities were significantly related to each other (r=.38, p=<.001), as expected.

- Confidence that people would help out in a crisis was not significantly related to any of the other measures of social connectedness. This is surprising; the expectation was that it would be related to the amount of support received from others in the last month, if not all three other measures. This finding reduces confidence in this measure of social connectedness, and as more data is collected using this tool it may be decided to remove this measure.

- Both measures of quantity of connections were related to the support received from others in the last month (Groups, r=.23, p=.02; Activities, r=.24, p=.01). This is as predicted; women who are more involved in community activities and groups would be expected to have more opportunities to develop supportive relationships.

C. Empowerment

Empowerment was assessed by three measures: number of leadership positions held; a measure of behaviours indicating empowerment; and influence within the marital relationship. Assessment of internal consistency only applied to the second two. Cronbach’s alpha for the revised 5-item ‘empowered behaviour’ scale was .76, and for the revised 7-item ‘marital influence’ scale it was .67, both of which indicated adequate-to-good internal consistency. As an additional check on the ‘marital influence’ scale its relationship with the ‘domestic violence’ scale was explored. Those who are less empowered in their marriage were expected to report higher levels of domestic violence, and this is, in fact, what was found4.

The three measures of empowerment (‘empowered behaviour’, leadership and marital influence) were expected to be related. In fact, none of these relationships were found to be statistically significant. The relationship between leadership roles and other forms of ‘empowered behaviour’ approached significance5, as did the relationship between leadership roles and marital influence6, but there was no relationship between marital influence and ‘empowered behaviour’.

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4 r=-.31, p=.04
5 r=.19, p=.06
6 r=.29, p=.06

SUMMARY: There is no relationship between the three measures of empowerment, which suggests they are measuring different aspects of women’s lives. Those who are less empowered in their marriage were also found to report higher levels of domestic violence. The three measures were found to be internally consistent. They may be measuring different aspects of women’s lives, which all contribute to empowerment but do not form a single underlying concept. More data would be needed, and some qualitative study, to further explore the meaning of these variables. However, all three appear to be reliable measures in themselves.
D. Test-Retest Stability

If very marked changes in scores were found over a short period of time, this would suggest problems with the assessment tool. Twenty-two respondents were randomly selected to be interviewed for a second time, and were interviewed 2-3 days after the first interview. The test-retest data for each section are shown in Table 2.

The majority of sections had very good levels of test-retest reliability, ranging from .60 to .80. The high level of stability of responses to the questions in these sections over time indicates that the interviewees understood the questions they were asked and responded in a consistent way. This increases confidence that the interview schedule will provide reliable information about these aspects of psychosocial wellbeing.

The exception to this is the measure of psychological distress, which had poor test-retest reliability. The mean score on the scale increased by 0.5 between the first and second interview, and the reasons for this are unclear. When the individual items making up the scale were explored, four of the eight were found not to be correlated at first and second interview. The four are:

1. Do you cry frequently?
7. Do you often feel afraid?
8. Do you think a lot about bad things that have happened to you?
19. How much did emotional problems limit your daily activities?

These items have been found to have good test-retest reliability in other settings, so it is difficult to explain why they did not in this pilot study. It could be that the translation of the items was unclear, or that they were understood in a way differently to that intended. The fact that women did not respond consistently to these items suggests that they were not well understood, or that there were other factors influencing accurate reporting.

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Table 2. Summary of test-retest data for the Psychosocial Assessment tool.

<table>
<thead>
<tr>
<th>Section</th>
<th>N</th>
<th>Time 1 Mean (SD)</th>
<th>Time 2 Mean (SD)</th>
<th>Pearson’s correlation (r)</th>
<th>Significance (probability)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social connectedness - Groups</td>
<td>22</td>
<td>2.27 (1.69)</td>
<td>1.91 (2.07)</td>
<td>.68</td>
<td>&lt;.001</td>
</tr>
<tr>
<td>Social connectedness - Activities</td>
<td>22</td>
<td>3.05 (2.01)</td>
<td>2.73 (1.72)</td>
<td>.80</td>
<td>&lt;.001</td>
</tr>
<tr>
<td>Social connectedness - Confidence in a crisis</td>
<td>22</td>
<td>1.14 (1.52)</td>
<td>1.0 (1.20)</td>
<td>.66</td>
<td>.001</td>
</tr>
<tr>
<td>Social connectedness – Supportive relationships</td>
<td>22</td>
<td>11.95 (4.50)</td>
<td>11.55 (4.68)</td>
<td>.75</td>
<td>&lt;.001</td>
</tr>
<tr>
<td>Empowerment - behaviour</td>
<td>22</td>
<td>4.50 (3.11)</td>
<td>4.45 (2.87)</td>
<td>.63</td>
<td>.002</td>
</tr>
<tr>
<td>Empowerment - Marital influence</td>
<td>10*</td>
<td>11.40 (3.10)</td>
<td>10.20 (4.32)</td>
<td>.68</td>
<td>.03</td>
</tr>
<tr>
<td>Empowerment – leadership roles</td>
<td>22</td>
<td>0.23 (0.61)</td>
<td>0.14 (0.64)</td>
<td>.65</td>
<td>.001</td>
</tr>
<tr>
<td>Psychological distress</td>
<td>22</td>
<td>10.45 (4.32)</td>
<td>10.95 (5.02)</td>
<td>.13</td>
<td>.56</td>
</tr>
<tr>
<td>War events</td>
<td>22</td>
<td>8.91 (3.46)</td>
<td>8.59 (4.13)</td>
<td>.75</td>
<td>&lt;.001</td>
</tr>
<tr>
<td>Domestic violence</td>
<td>10*</td>
<td>6.17 (5.18)</td>
<td>8.18 (4.62)</td>
<td>.60</td>
<td>.05</td>
</tr>
</tbody>
</table>

* The numbers here are lower because these sections only apply to married respondents

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7 The closer the ‘r’ is to 1, the more closely related respondents’ scores are at Time 1 and Time 2.
It would be necessary to carry out further study to understand this, especially since repeat interviews were only conducted with 22 women. It should be noted that measures of ‘states’ (i.e. variables which commonly change over time, such as anxiety) are commonly found to have lower levels of reliability than are measures of more stable traits or abilities.

A relatively low test-retest correlation was also found for the section relating to domestic violence, with mean scores increasing on the second occasion. Since domestic violence is typically under-reported in surveys such as this, it is likely that the second time the research assistant met with the respondent, more incidents of domestic violence were disclosed, as trust increased.
The psychometric properties of the psychosocial assessment tool are considered under the four aims of the formal testing phase of the project.

**Acceptability/usability**

Are the items appropriate/readily understood?

In general, items were appropriate and readily understood. There were minimal levels of missing data. The test-retest data raises some doubts about whether four items from the measure of psychological distress were clearly understood, but the fact that these items, and the scale as a whole, clearly distinguishes between respondents categorised as having good psychosocial wellbeing and those categorised as having poor psychosocial wellbeing gives some confidence that they were understood, and that they measured what they were intended to measure.

**Discriminant validity**

Does the psychological distress scale distinguish between those who are psychologically distressed and those who are not, as identified by key community members?

Discriminant validity was evaluated by comparing the scores on the psychological distress scale of women identified by community leaders as having psychosocial problems, and those who had no such problems. It was predicted that those identified as having psychosocial problems would score more highly on the scale than those without, and this was found to be the case. The psychological distress scale was able to distinguish between those who have psychosocial problems and those who do not.

**Internal reliability**

Are the various scales internally consistent?

Internal reliability was assessed for the five scales included in the psychosocial assessment tool, and was found to range between .65 and .77 (mean internal consistency = .71). This finding that the women interviewed responded consistently to the questions suggests that they understood them (random responses would have suggested a lack of understanding and/or a lack of engagement with the process).

**Test-retest reliability**

Do people respond consistently to the measure as a whole? (Test-retest reliability)

One scale (psychological distress) had poor test-retest reliability ($r=.13$); the test-retest reliability of the other nine sections assessed ranged between .60 and .80 (mean = .69). The high level of stability of responses over time indicates that the interviewees understood the questions they were asked and responded in a consistent way. This increases confidence that the interview schedule will provide reliable information about psychosocial well-being. The exception to this is the scale measuring psychological distress. Four items were found to have poor test-retest reliability, and it is difficult to explain this without further exploration.

**Conclusion**

The results of the pilot study indicate that the psychosocial assessment tool has good reliability and validity with this population, although there are some concerns about two sub-scales: the 'psychological distress' measure and the 'confidence in a crisis' measure. However, even these two scales demonstrated good psychometric properties in all but one aspect, so it is not recommended to remove them at this stage. However, they should be used tentatively, and ideally a qualitative study would be conducted to explore the reasons for the
poor test-retest reliability of the psychological distress scale, and the lack of relationship between the ‘confidence in a crisis’ measure and the other measures of social connectedness.

It is also recommended that the lack of relationship between the ‘empowerment’ sub-scales is explored further. Each ‘empowerment’ measure has good psychometric properties, but they would be expected to be related in some way, and this was found not to be the case.

In summary, the tool is recommended for use as a measure of psychosocial wellbeing of women in the north-eastern part of DRC, but the properties of the sub-scales identified above should continue to be explored.
F. REFERENCES


Verduin, F.; Scholte, W.; Rutayisire, T. & Richters, A. (2010) How qualitative information helped to shape quantitative research instruments in Rwanda. Intervention8 (3), 233-244

H. ANNEXES

1. Schedule of activities
2. Research tools for qualitative study (Phase 1)
3. Policies and practical guidelines
4. Code of Conduct (English)
5. Code of Conduct (French)
6. Informed consent for Phase 1
7. Summary of findings from the qualitative study (Phase 1)
8. Draft assessment tool for testing (English)
9. Draft assessment tool for testing (French)
10. Draft assessment tool for testing (Lingala)
11. Preparation of database
12. Review and revision of items
13. Final version of psychosocial wellbeing assessment tool (English)
14. Data entry and database preparation guide
# ANNEX 1

## Schedule of activities

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>TASKS INVOLVED</th>
<th>DATES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PRELIMINARY</strong></td>
<td>Recruit 6 researchers and one team leader.</td>
<td></td>
</tr>
<tr>
<td><strong>PHASE 1: QUALITATIVE STUDY</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>REMOTE TRAINING OF TEAM LEADER</td>
<td>RH gives team leader information and exercises to complete, until methodology for Phase 1 is fully grasped.</td>
<td>15-23 Aug 2013</td>
</tr>
<tr>
<td>TRAINING OF RESEARCH ASSISTANTS</td>
<td>Discuss and define key concepts. Train in methodologies – including practice sessions.</td>
<td>26-28 Aug</td>
</tr>
<tr>
<td>INITIAL COMMUNITY GROUP DISCUSSIONS</td>
<td>Groups discussions with:</td>
<td>29 Aug-1 Sept</td>
</tr>
<tr>
<td>a) Community leaders</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) General community members</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c) Members of women’s groups</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CASE STUDY INTERVIEWS (20 men and 20 women)</td>
<td>Individual interviews to identify: signs and causes of psychosocial distress.</td>
<td></td>
</tr>
<tr>
<td>FREELISTING INTERVIEWS (approx 70 people – men and women)</td>
<td>What are the normal things a woman is expected to do in this community?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>What are the kinds of things that worry people in this community?</td>
<td></td>
</tr>
<tr>
<td>TRANSLATION OF PHASE 1 DATA</td>
<td>Data from group discussions, freelisting and case study interviews to be translated and sent to RH</td>
<td>2-21 Sept</td>
</tr>
<tr>
<td>DEVELOP DRAFT SCALES</td>
<td>RH to do remotely, based on data collected, and other scales obtained.</td>
<td>21-24 Sept</td>
</tr>
<tr>
<td>REVIEW OF DRAFT SCALES</td>
<td>The research team meet to review the draft scales and suggest changes/ revisions.</td>
<td>25 Sept – 15 Oct</td>
</tr>
<tr>
<td></td>
<td>The team leader identifies key informants (people knowledgeable about psychosocial wellbeing in this context) and meets with them in groups or as individuals to review the draft scales and suggest changes/ revisions.</td>
<td></td>
</tr>
<tr>
<td>REVISION OF DRAFT SCALES</td>
<td>RH revises draft scales based on feedback from research team.</td>
<td>15-16 Oct</td>
</tr>
<tr>
<td>TRANSLATION AND BACK-TRANSLATION</td>
<td>Translated into French and back-translated into English by someone not involved in the project up to now.</td>
<td>17-24 Oct</td>
</tr>
<tr>
<td><strong>PHASE 2: INFORMAL TESTING OF DRAFT ASSESSMENT TOOL</strong></td>
<td>Training of research assistants in the administration of the tool</td>
<td>28-30 Oct</td>
</tr>
<tr>
<td>SMALL-SCALE PILOT AND REVISE</td>
<td>Each RA administers the interview to 5 people in their home areas with the aim of getting feedback on the items, response formats, and overall content of the interview schedule.</td>
<td>31 Oct-2 Nov</td>
</tr>
<tr>
<td></td>
<td>Feedback translated and emailed to RH</td>
<td>3-21 Nov</td>
</tr>
<tr>
<td></td>
<td>RH revises assessment tool, ready for formal testing</td>
<td>22-23 Nov</td>
</tr>
<tr>
<td></td>
<td>Translation of the revised assessment tool</td>
<td>24 Nov-16 Dec</td>
</tr>
</tbody>
</table>
### PHASE 3: FORMAL TESTING OF DRAFT ASSESSMENT TOOL

**LARGER PILOT** to establish reliability and validity of the draft tool.

1. **Training of research assistants to administer revised assessment tool**
   - 14-15 March 2014

2. **Identify key informants in pilot site who can identify women in the community who clearly have a psychological problem and those who clearly do not. Develop list of 50 women in each category. Caritas psychologist and MFD team leader confirm that women have been correctly categorised.**
   - 16-22 March

3. **Blind interviewing of those who do/ do not have psychological problems**

4. **Repeat interviews with a sample of 24 randomly selected women.**

5. **Data entered and checked, and emailed to RH**
   - 27 March-4 April

6. **Data analysed by Rebecca and tool finalised.**
   - 5-XX April
ANNEX 2
Research tools for qualitative study (Phase 1)

GROUP DISCUSSION GUIDES

KEY PEOPLE IN COMMUNITY (LEADERS): DISCUSSION GUIDE

• What services are generally available to people in this area? (e.g. water, sanitation, education, health)
• Who makes the main decisions in this community? (Give some examples)
• Who are the leaders in this community? Can women hold these positions?
• What groups/organisations are there here? What groups can women join/participate in?
• Are there activities that the whole community takes part in?
• Are there activities that certain groups take part in?
• What kinds of power do women have in this community? Can you describe a ‘strong woman’ you know?
• What do you think the difference is between a woman who is a leader/speaks out in meetings, and one who is shy and stays at home? Why are they different?

COMMUNITY MEMBERS: DISCUSSION GUIDE

• What services are generally available to people in this area? (e.g. water, sanitation, education, health)
• Who makes the main decisions in your community?
• Who are the leaders in this community? Can women hold these positions?
• What groups/organisations are there here?
• Are there activities that the whole community takes part in?
• Are there activities that certain groups take part in?
• What groups can women join/participate in?
• Do women take part in meetings? What kind?
• Do they participate in campaigns, marches or rallies?
• How are women active in this community?
• What kind of decisions do women make in the home? Outside the home?
• Describe an empowered woman – personal qualities, at home, in the community
  o Why do you think some women get involved in community activities, and become leaders, but other women stay at home and are shy?
• What makes it difficult for women to become empowered? What stops them?
• How do men support women to become empowered?
• How do men block women from becoming empowered?
WOMEN’S GROUPS: DISCUSSION GUIDE

• Who makes the main decisions in your community?
• Who are the leaders in this community? Can women hold these positions?
• What groups/organisations are there here?
• Are there activities that the whole community takes part in?
• Are there activities that certain groups take part in?
• What groups can women join/participate in?
• Do women take part in meetings? What kind?
• Do they participate in campaigns, marches or rallies?
• How are women active in this community?
• What kind of decisions do women make in the home? Outside the home?

Empowerment

• Are any of you leaders? [If so discuss what, how, why, challenges – what enables them to be leaders.]
• What makes it difficult for women to become empowered? What stops them? (Why do you think you are a leader, and other women aren’t? What is the difference between you?)
  o Why do you think some women get involved in community activities, and become leaders, but other women stay at home and are shy?
• How do men support women to become empowered?
• How do men block women from becoming empowered?
• Would a husband ever ask his wife for advice about a difficult decision or issue?
• When women bring money home, how do their husbands view this money? (her money? his? important/not important?)

Social connectedness

• What are the signs that a woman has a good social network?
• How do people here help each other out?
• Who would women here go to if they needed help?
• What groups can women join/participate in?


**FREELISTING DATA COLLECTION FORM**

<table>
<thead>
<tr>
<th>Interviewee information:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Male/ female</strong></td>
</tr>
<tr>
<td><strong>Age</strong></td>
</tr>
</tbody>
</table>

Researcher’s name ........................................................................................................... Date of interview .........................

QUESTION: What are the kinds of things that worry women in this community?

*(PROMPTS: what are the things that stress them day-to-day? What kind of problems do women face?)*
CASE STUDY INTERVIEW FORM

Interviewee information:

<table>
<thead>
<tr>
<th>Male/ female</th>
<th>Village:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>District:</td>
</tr>
</tbody>
</table>

Researcher’s name ................................................................. Date of interview ...............

WOMAN 1: someone who has recovered and is now functioning well
I’d like you to think of a woman you know personally, who has suffered emotionally because of difficult life experiences but has recovered and is now functioning well despite the hardships she has endured.
I don’t need to know her name, but I’d like to ask you some questions about her.
   a) The difficult life events she has experienced

   b) How she has been affected (thoughts, feelings, behaviour)

   c) Signs that indicate that she has now recovered

WOMAN 2: someone who has continued to suffer despite the passing of time
Now I’d like you to think of another woman you know who has suffered emotionally because of difficult life experiences, but who has continued to suffer despite the passing of time.
Again, I don’t need to know her name, but I’d like to ask you some questions about her.
   a) The difficult life events she has experienced

   b) How she has been affected (thoughts, feelings, behaviour)

   c) Any change in her emotional or psychological state up to now?

REASONS FOR THE DIFFERENCE BETWEEN THEM: Why do you think the first woman recovered, and the second is still having difficulties?

---

More space should be provided for responses on the actual data collection form.
Safeguarding Policy

The researchers and any support staff (e.g., drivers, translators) will adhere to the policy and procedures below, designed to safeguard all those involved with the research.

Specific steps to take include:

- Adhere to national laws and policies.
- Avoid all actions that could count as abuse, exploitation, violence and neglect in relations with participants.
- Ensure that we do not interview children (i.e. below 18 years)

Supporting People’s Dignity

The way in which researchers conduct themselves and interact with people in the course of the research can support or undermine people’s dignity and well-being. It is vital to respect individuals and communities, and to avoid behaviour, dress, or attitudes that people may regard as demeaning or inappropriate.

Specific steps for supporting people’s dignity are to:

- Treat each individual in a respectful manner.
- Be friendly and kind in all interactions.
- Dress and behave in ways that are locally appropriate.
- Be aware of and respect gender norms.
- Avoiding passing judgment on beliefs or practices.
- Be sensitive to people’s schedule. Try to schedule interviews for time that are convenient for people.
- Avoid political debates, criticising others, or imposing your own views.

Informed Consent

Participation in research must be voluntary, and people must be free to decline or end participation without any negative consequences. Decisions to participate should be informed by an understanding of the purpose of the research, how and what information will be collected, how the information will be used, and potential risks and benefits to participants.

Obtaining informed consent is inherently difficult for many reasons such as the power imbalance between researchers and participants, the pervasive expectations that participation will bring material improvements now or subsequently, the prevailing norms of hospitality, and the perceptions of local people about community leaders’ ‘s expectations, among others. In many situations, obtaining written consent is not feasible because of low literacy levels and prospective participants’ fears that written documents will be used against them. Because of the fluid, unforeseeable nature of the situation, it is important to treat informed consent as an ongoing process rather than a one-off action.
Specific steps to insure informed consent are to:

- Use a friendly approach in explaining the purpose of the research, what and how information will be used, their right to say ‘no’ without negative consequences, etc.
- We will not ask individuals to sign to indicate consent, due to low literacy levels and fears that written documents might be used against them. The researcher will indicate on the form that the participant has consented.
- Do not accept a community leader’s statement that everyone will participate as informed consent. The process of obtaining informed consent must be implemented for each individual.
- Manage expectations by explaining in simple, clear language that no material benefits will come through participation in the research. Add, however, that the information collected will be used by the World Bank and other organisations to make sure that programmes are having a positive effect on people’s lives.

Confidentiality

The research participants will be informed that the information they provide is confidential. The researchers will not share publicly information such as names that could be used to identify specific individuals or sources of information.

Names will be recorded on the interview schedule so we can ensure that we have traced all the people we want to interview. However, completed forms will be kept in a locked file and will only be accessed by the Lead Researcher. The page containing the name will be detached from the data and kept separately, in a locked file.

Specific steps to ensure confidentiality are to:

- Conduct discussions in a private setting. If this is not possible, make sure the participant knows who else is present and gives their informed consent to continue.
- Keep any records of names and other identifying information in a safe, locked place that is not open for public access.
- Do not leave confidential papers anywhere. Always put them out of public access even if you leave where you are working for a minute or two.
- Share non-personal information (i.e. about your experience of conducting the interview, but not about the content of the interview) with members of the research team but not with people outside the research team.
- Hold in strict confidence information about specific cases of abuse, exploitation, violence, and neglect, sharing information only with the Lead Researcher.

Psychosocial Support

It is possible that in the course of discussions, a participant might become upset because she recalls painful events. Key steps in preventing and handling such a situation are to:

- Identify in advance of the research a natural helper or social worker who could provide psychosocial support to someone who is distressed by the discussions.
- Attend to people’s nonverbal reactions, and discontinue the discussion if the participant becomes upset.
- Provide compassionate listening and accompaniment to someone who is distressed. Give her the option to have a break or discontinue the interview.
- If a participant has been distressed by a discussion conducted as part of the research, notify the natural helper or social worker so that they can provide follow up support for the participant.
ANNEX 4
Code of conduct

To maintain the highest standards of conduct, and to enable us to conduct an accurate and sensitive assessment of the issues affecting women in DRC, we will adhere to the following Code of Conduct.

1. Statement of Values
Any code of conduct is built on a foundation of shared values. The values of this assessment project include:

• All children and adults are of equal value;
• Inclusiveness and social justice;
• Respect for pluralism and diversity;
• Transparency, integrity and honesty;
• Responsible stewardship of resources; and,
• Commitment to carrying out our responsibilities to the best of our ability.

These values have informed the development of the Code of Conduct. The Code of Conduct should help guide your behaviour whilst engaged on this assessment project. However, because it is not possible to set forth an all-inclusive or exhaustive Code of Conduct, you are expected to use your own good judgment to conform to the intent and spirit of The Code in all matters not specifically addressed.

2. Your Responsibilities

• It is your responsibility to read and understand the Code of Conduct. You must comply with The Code in both letter and spirit. Ignorance of The Code will not excuse you from its requirements. Seek guidance for whatever questions you may have.
• Follow the law wherever you are and in all circumstances.
• Never engage in behavior that harms the reputation of the assessment team.
• Some situations may seem ambiguous. Exercise caution when you hear yourself or someone else say, “Everybody does it,” “No one will ever know,” or “It won’t matter in the end.” These are signs to stop, think things through and seek guidance. Ultimately, you are responsible for YOUR actions.
• You are obliged to report violations, and suspected violations, of The Code. This includes situations where a supervisor or a colleague asks you to violate The Code. In all cases, there will be no retaliation for making any reports, and every effort will be made to maintain confidentiality.
• You can report violations of The Code to your supervisor.
• You are obliged to cooperate with investigations into violations of The Code and must always be truthful and forthcoming in the course of these investigations.
3. Code of Conduct (The Code)

A. Personal Conduct and Professional Integrity
Members of the assessment team must act with honesty, integrity and openness in all their dealings as representatives of the project. You should:

- Treat colleagues and participants professionally and with courtesy and respect;
- Avoid any action which may be viewed as harassment, verbal or physical abuse;
- Avoid behavior that may create an atmosphere of hostility or intimidation;
- Do not engage in any illegal activity;
- Avoid the abuse of alcohol or controlled substances whilst engaged on this project.

B. Confidentiality and disclosure of information
- Ensure that participants give informed consent to their involvement in the assessment
- All information collected in the course of your work must be safeguarded, and must not be shared with anybody outside the project.
- Do not make copies of any of the data collection forms, or keep any record of them, other than those required for the research project.
- Do not use confidential information to attempt to identify or make unauthorised contact with any individual, or provide information to another person for those purposes.
- Observe confidentiality procedures, including in casual conversation with others in the assessment team.

C. Sexual abuse and exploitation
- Exchange of money, employment, goods or services for sex, including sexual favours or other forms of humiliating, degrading or exploitative behaviour is prohibited.
- Sexual activity with children (persons under the age of 18) is prohibited. Mistaken belief in the age of a child is not an excuse.

D. Use of project assets
- You may not use project assets for your own personal benefit or the benefit of anyone other than the project.
- You should refrain from damaging project property or using it in an inappropriate manner.

4. Disciplinary Actions
The project leader will take appropriate disciplinary action for violations of The Code, including termination without payment.

4. Signature and Acknowledgment
I certify that I have read and understand the Code of Conduct and agree to comply with it,

__________________________________________ (Printed Name)

__________________________________________ (Signature) _____________ (Date)
ANNEX 5
Code of Conduct (French)

CODE DE BONNE CONDUITE DE L’ÉVALUATION PSYCHOSOCIALE

Pour maintenir les normes les plus élevées de conduite, et pour nous permettre de procéder à une évaluation précise et sensible des questions qui touchent les femmes dans la région de Dungu et environ, nous allons respecter le code de conduite suivant.

1. Enoncé des valeurs

Tout code de bonne conduite repose sur un socle de valeurs partagées. Les valeurs de ce projet d'évaluation sont les suivants :

• Tous les enfants et les adultes sont de valeur égale;
• L'inclusion et la justice sociale;
• Le respect du pluralisme et de la diversité;
• Transparence, intégrité et honnêteté;
• La gestion responsable des ressources et,
• Engagement à l'exercice de vos responsabilités au mieux de vos capacités.

Ces valeurs ont guidé l'élaboration du Code de bonne conduite. Le code de bonne conduite devrait aider à guider votre comportement tout engagé sur ce projet d'évaluation. Toutefois, parce qu'il n'est pas possible d'énoncer un code de bonne conduite tout-inclus ou exhaustive, vous êtes censés utiliser votre bon jugement pour se conformer à l'esprit et la lettre du code dans toutes les questions non abordées.

2. Votre responsabilité

• Il est de votre responsabilité de lire et de comprendre le code de bonne conduite. Vous devez respecter le code en la lettre et l'esprit. L'ignorance du code ne vous excusez pas de ses exigences. Demandez conseil à toutes les questions que vous pourriez avoir.
• Suivre le droit où que vous soyez et en toutes circonstances.
• Ne jamais s'engager dans un comportement qui nuit à la réputation de l'équipe d'évaluation.
• Certaines situations peuvent paraître ambiguës. Soyez prudent lorsque vous vous-même ou quelqu'un d'autre dit, entendez «Tout le monde le fait», «Personne ne le saura jamais», ou «Il ne sera pas question à la fin." Ce sont des signes qui demandent de s'arrêter, réfléchir et demander des conseils. En fin de compte, vous êtes responsable de vos actes.
• Vous êtes dans l'obligation de signaler les infractions et les violations présumées du Code. Ceci inclut les situations où un superviseur ou un collègue vous demande de violer le code. Dans tous les cas, il n'y aura pas de représailles pour avoir tous les rapports et tous les efforts seront faits pour assurer la confidentialité.
• Vous pouvez signaler les violations du code à votre superviseur.
• Vous êtes dans l'obligation de coopérer avec les enquêtes sur les violations du Code et doit toujours être honnête et à venir dans le cadre de ces enquêtes.
• L'activité ne couvre aucune assurance pour les risques ou maladies.
3. Code de bonne Conduite

A. Conduite personnelle et intégrité professionnelle

Les membres de l’équipe d’évaluation doivent agir avec honnêteté, intégrité et transparence dans toutes leurs relations en tant que représentants du projet. Vous devez:

- Traiter les collègues et les participants avec professionnalisme et courtoisie et respect;
- Éviter toute action qui peut être considérée comme harcèlement, violence verbale ou physique;
- Évitez les comportements qui peuvent créer une atmosphère d’hostilité ou d’intimidation;
- Ne pas se livrer à une activité illégale;
- Évitez l’abus d’alcool ou de substances contrôlées tout en participant à ce projet.

B. Confidentialité et divulgation de l’information

- S’assurer que les participants donnent leur consentement éclairé à leur participation à l’évaluation
- Tous les renseignements recueillis dans le cadre de votre travail doit être protégés, et ne doit pas être partagés avec quiconque en dehors du projet.
- Ne pas faire de copies de toutes les formes de collecte de données, ou de garder une trace d’elles, autres que celles requises pour le projet de recherche.
- Ne pas utiliser de renseignements confidencels pour tenter d’identifier ou de prendre contact avec une personne non autorisée, ou fournir des renseignements à une autre personne à ces fins.
- Respecter les procédures de confidentialité, y compris dans une conversation informelle avec les autres dans l’équipe d’évaluation.

C. Abus et exploitation sexuelle

- Échange d’argent, d’emploi, de biens ou de services pour le sexe, y compris des faveurs sexuelles ou d’autres formes de comportement humiliant, dégradant ou d’exploitation sont interdites.
- L’activité sexuelle avec des enfants (personnes de moins de 18 ans) est interdite. La méconnaissance de l’âge d’un enfant n’est pas une excuse.

D. Usage des biens du projet

- Vous ne pouvez pas utiliser les biens du projet pour votre propre avantage personnel ou au profit de quelqu’un d’autre que le projet.
- Vous devriez vous abstenir d’endommager la propriété du projet ou de l’utiliser de façon inappropriée.

4. Actions disciplinaires

Le chef de projet aura des mesures disciplinaires appropriées en cas de violation du Code, y compris le licenciement sans paiement.

4. Signature et Reconnaissance

Je certifie que j’ai lu et compris le code de bonne conduite et je m’engage à le respecter,

__________________________________________
Noms

__________________________________________
Signature

__________________________________________
Date
MDF are conducting research in this community. They want to find out more about the situation of women who live here and I am helping them to do this. We are here today, and are just selecting people by chance and asking them to help us by answering some questions. If you agree to help, I would like to talk to you for about 30 minutes.

**Benefits**

This information will help organisations working in this area to provide the best possible support. However, there may be no direct benefit to you personally.

**Confidentiality**

During the interview I will write down what you tell me, because this is the information we will use for our study. The form will not have any information which can be used to identify you, and I will not record your name.

**Voluntariness**

It is your decision whether or not to participate in this interview. This will not affect any assistance you get from any organisation.

**Do you agree to take part in this interview?**

*If yes, continue*
## ANNEX 7
Summary of findings from qualitative study (Phase 1)

### SIGNS OF DISTRESS

#### SADNESS (41)

<table>
<thead>
<tr>
<th>Description</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cries a lot</td>
<td>32</td>
</tr>
<tr>
<td>Sad</td>
<td>2</td>
</tr>
<tr>
<td>Doesn’t want to work</td>
<td>3</td>
</tr>
<tr>
<td>Doesn’t want to live</td>
<td>4</td>
</tr>
</tbody>
</table>

#### SHAME (35)

<table>
<thead>
<tr>
<th>Description</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ashamed</td>
<td>26</td>
</tr>
<tr>
<td>Doesn’t like to look at people in face</td>
<td>7</td>
</tr>
<tr>
<td>Feels less important than others</td>
<td>2</td>
</tr>
</tbody>
</table>

#### WITHDRAWAL (60)

<table>
<thead>
<tr>
<th>Description</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stays alone/ isolated</td>
<td>23</td>
</tr>
<tr>
<td>Doesn’t want to talk to people</td>
<td>18</td>
</tr>
<tr>
<td>Stays away from groups of people</td>
<td>6</td>
</tr>
<tr>
<td>Believes people are afraid of her</td>
<td>4</td>
</tr>
<tr>
<td>Refuses to eat</td>
<td>12</td>
</tr>
<tr>
<td>Wouldn’t eat with others</td>
<td>3</td>
</tr>
<tr>
<td>Refuses sexual relationships/ marriage</td>
<td>4</td>
</tr>
</tbody>
</table>

#### ANGER (39)

<table>
<thead>
<tr>
<th>Description</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Angry quickly/ easily</td>
<td>19</td>
</tr>
<tr>
<td>Aggressive</td>
<td>12</td>
</tr>
<tr>
<td>Provokes fights/ arguments</td>
<td>3</td>
</tr>
<tr>
<td>Unkind</td>
<td>5</td>
</tr>
</tbody>
</table>

#### AVOIDANCE (15)

<table>
<thead>
<tr>
<th>Description</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Avoids certain places/ people because they remind of bad events</td>
<td>9</td>
</tr>
<tr>
<td>Refuses to eat meat</td>
<td>6</td>
</tr>
</tbody>
</table>

#### FEAR (13)

<table>
<thead>
<tr>
<th>Description</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Afraid of people</td>
<td>8</td>
</tr>
<tr>
<td>Startled at noise</td>
<td>5</td>
</tr>
</tbody>
</table>

#### REEXPERIENCING (9)

<table>
<thead>
<tr>
<th>Description</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thinking a lot</td>
<td>7</td>
</tr>
<tr>
<td>Nightmares</td>
<td>2</td>
</tr>
</tbody>
</table>

#### DOESN’T CARE ABOUT SELF (13)

<table>
<thead>
<tr>
<th>Description</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doesn’t wash/ take care of herself or clothes</td>
<td>9</td>
</tr>
<tr>
<td>Has sex with anybody</td>
<td>2</td>
</tr>
<tr>
<td>Not afraid of anything</td>
<td>2</td>
</tr>
</tbody>
</table>
SIGN OF WELLBEING

POSITIVE SIGNS

Social
Married/ has children 13
Cooperates well with others 10
Talks with others 7
Likes to spend time with people 5
Member of an association/ involved in church (social connections) 4
Good relationships with family and neighbours 2
Walks around community freely and comfortably 2

Achievement
Works (business) 8
Studies 7

Personal care
Eats well 4
Dresses well/ keeps self clean 3
Cooks well 2

Confidence
Looks at people directly 3
Brave 2

FACTORs CONTRIBUTING TO DISTRESS (in priority order)  N
Cost of education 21
Poverty 21
Cost of health care 20
Challenges with cultivation 18
Fear of LRA/ FARDC 17
Marital problems 14
Sexual violence 12
Lack of access to land 11
Lack of food 9
Problems related to humanitarian aid 9
Access to water 6
Lack of material goods 6
Flooding 5
No empowerment 5
Unwanted pregnancy 5
Early marriage 4
Interpersonal problems 4
Too much responsibility 4
Alcohol 3
<table>
<thead>
<tr>
<th>Condition</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Land conflict</td>
<td>3</td>
</tr>
<tr>
<td>Abandoned by man</td>
<td>2</td>
</tr>
<tr>
<td>HIV</td>
<td>2</td>
</tr>
<tr>
<td>Instability</td>
<td>2</td>
</tr>
<tr>
<td>Lack of employment</td>
<td>2</td>
</tr>
<tr>
<td>Lack of health care facilities</td>
<td>2</td>
</tr>
<tr>
<td>Lack of shelter</td>
<td>2</td>
</tr>
<tr>
<td>Problems with children</td>
<td>2</td>
</tr>
<tr>
<td>Abduction of children</td>
<td>1</td>
</tr>
</tbody>
</table>
SOCIAL CONNECTEDNESS

Membership of groups
- Agricultural organisation
- Women’s Forum
- ‘Ristourne/likelemba’ groups (rotating credit)
- Family associations
- Association of widows
- Breeders Association
- Church group – singing
- Church group – welcoming
- Church group – prayer
- Church group – other [describe]
- Sports association

Involvement in community activities
- Communal farming
- Community meetings to resolve conflicts
- Maintenance of streets
- Maintenance of water source
- Mutual construction of houses
- Family meetings
- A meeting to contribute to somebody in need

Behaviours indicating social connectedness
- Visits others in the evening
- Keeps stories of other confidential
- Lending/borrowing things like salt and soap
- Sharing products of fields
- Has a lot of friends
- Enjoys spending time with people
- Shares food
- Helps out when someone is sick

MEASURE OF EMPOWERMENT

Leadership positions
- Association leader (president of an association)
- Councillors (or counsellors?) in the church
- Women’s advisors
- Religious leadership role
- Supervisor of Women’s Forum
- Leading the mourning at funerals
Characteristics of empowered women [INDICATORS]
• Resolving conflict between women
• Giving advice.
• Travelling outside the local area.
• Earns her own money.
• Has good relationships with most people
• ‘Brave’ (confident)

Women’s role in decision making
• Make decisions about family planning
• Contribute to decisions on how to spend household resources
• Contribute to decision-making within associations
• Contribute to decisions about agricultural production
• Contribute to decisions about their children’s education

Extent to which marital relationship is empowering
• Whether husband prevents woman joining organisations
• Whether husband prevents woman participating in community activities
• Whether husband prevents woman doing income-generating activities
• Whether husband support woman financially to start up income-generating activities
• Whether husband asks wife for advice about difficult issues.
• Whether husband and wife decide together what to do with money.
ANNEX 8
Draft assessment tool for testing

<table>
<thead>
<tr>
<th>District</th>
<th>Village</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respondent name/ ID</td>
<td></td>
</tr>
</tbody>
</table>

A. INTRODUCTION

NAME: I am [name] from [town]. World Bank Logica Trust fund are conducting research on psychosocial wellbeing in this community and we are here to ask if you will participate in our research study.

STUDY PURPOSE: We have developed an interview which will help us to understand psychosocial wellbeing in communities in this area. The purpose of this study is to test out this interview schedule to check it works well.

NO BENEFITS: The study findings will directly inform Logica on the best ways to assess psychosocial wellbeing in this region. There are no direct benefits to individuals participating in this research.

TYPES OF QUESTIONS: I will ask you some questions about your life, work, feelings, experiences in the past and your current situation.

CAN SKIP QUESTIONS OR STOP ANYTIME: You can decide not to answer the entire survey, or you can tell us when a question makes you uncomfortable and we will skip that question. There is no need to answer any question that makes you uncomfortable. If you like, you can end the interview at any time and this will not affect any assistance you get from any organisation.

CONFIDENTIAL: All your answers will be kept private and confidential, and the only people that will have access to this information are the lead researchers for this study.

CONTACT: If you have any questions, or if problems arise, you may contact Etienne Mbale, Caritas psychologist, or go directly to the Caritas office in Dungu.

May we have your permission to ask these questions, and are you willing to participate? **Yes/ No**

If respondent **DECLINES TO PARTICIPATE**: Why? 

If respondent agrees to complete questionnaire, the interviewer should sign below and continue.

I confirm I have given all the information above to the respondent, and she has agreed to participate.

Signature of interviewer: .................................................................
Do not ask these questions to the respondent.

A1. Date / Time of interview:  
   A. (DD/MM/YY) | ___ | ___ | ___ | ___ | ___ | ___ |
   B. (24 hr clock) | ___ | ___ | ___ | ___ |

A2. Interviewer ID / First name:  
   A. ___ | ___ | ___ | ___ | ___ | ___ | ___ | ___ | ___ |
   B. ________________________________

A3. Are you suspicious that the woman you are interviewing is not the one we sought for an interview?  | ___ |
   1 = Not at all suspicious  
   2 = A bit suspicious  
   3 = Moderately Suspicious  
   4 = Very suspicious  
   1. **If 2, 3, or 4 (suspicious):** Use any information you have about the woman (household members, etc) to double check. Feel free to discontinue the interview if necessary.

A4. Is the interview being conducted with the interviewee alone (excepting survey staff)?  | ___ |
   (1=Yes, 0=No)

*If NO, politely ask to be allowed to interview the respondent alone. Stress that the interview is private and confidential.*
B. BACKGROUND INFORMATION

B1. What is your age? years |___|___|

B2. What is your current marital status? |___|
1 = Currently married 4 = Separated
2 = Currently living with a man 5 = Divorced
3 = Widowed 6 = Never married/ never lived with a man
7 = Other marital status [describe] ........................................................................................................

B3. Who is the head of the household? |___|
1 = Interviewee 2 = Husband/ Partner 3 = Other

B4. At this time, what is the highest level of education you have reached? |___|
1 = P1 5 = P5 9 = S2 13 = S6
2 = P2 6 = P6 10 = S3 14 = Tertiary level (certificate, diploma, degree)
3 = P3 7 = P7 11 = S4 0 = None or nursery
4 = P4 8 = S1 12 = S5

B5. Can you read well enough to read a book or a newspaper? [1=Yes, 0=No] |___|

B6. Do you attend religious services? |___|
1 = Weekly 3 = During festivals and special occasions only (excluding burials)
2 = Monthly 4 = Not at all/ only for burials

B7. Do you feel a part of this community or an outsider? |___|
1 = Part of community 2 = Outsider 3 = Don’t know

B8. Do you consider yourself to be a displaced person? [1=Yes, 0=No] |___|

B9. How many people are in your present household? We mean only the |___|
people that usually sleep in the same place and have the same head of
household as you.

B9. How many biological children do you have who are living now? |___|

B10. How many have died, miscarried, aborted or were stillborn? |___|

B11. How many non-biological children are you presently the principal caretaker for? |___|
If ANY BIOLOGICAL CHILDREN:

B12. Do your children live with you? (0=None, 1=Some, 2=All) | ___ |
B13. Is the father (or fathers) of your children alive? (1=Yes, 0=No) | ___ | ___ | ___ |
B14. Does the father (or fathers) of your children help to provide for their needs (e.g., food, clothes)? (1=Yes, 0=No) | ___ | ___ | ___ |
B15. Does anyone, other than yourself and the children’s father(s), help to provide for your children’s needs? (1=Yes, 0=No) | ___ |

If YES: Who? ____________________________________________

B16. How old are your children? | ___ | ___ | ___ | ___ | ___ | ___ | ___ | ___ |
B17. How many of these children are in school? | ___ |
B18. How many of these children are not currently enrolled in school? | ___ |
B19. For ANY children not in school: Why are they not in school (check all that apply)? | ___ | ___ | ___ | ___ | ___ | ___ | ___ |
1 = Too young
2 = No money for fees or uniforms
3 = They have paying/earning jobs
4 = Work in garden for household
5 = Stigmatized by school teacher or peers
6 = They are from another relationship and the husband or family will not support them
7 = The child is too sick to attend school
8 = Other: __________________________

Read: Now I would like to ask you some questions about your eating and drinking habits.

B20. How many times did you go to bed hungry in the past week? | ___ |
B21. Do you take alcohol? (1=Yes, 0=No) | ___ |
B22. Does your husband/partner ever drink alcohol? (1=Yes, 0=No, 88=don’t know) | ___ |
B23. If YES, DRINKS: Does your husband/partner get drunk often, sometimes or never? | ___ |
(1=Often, 2=Sometimes, 3=Never)

Read: Now I would like to ask you some questions about the economic situation of you and your household.

B24. Do you do any work that you earn money from? [1=Yes, 0=No] | ___ |
   a. IF YES: what work do you do to earn money? .................................................................
      .................................................................................................................................
      .................................................................................................................................

   b. About how much money did you earn in the past 7 days? | _______ | Francs

B25. What share of the household income do you provide? | ___ |
   1=None
   2=Less than half
   3=More than half
   4=All
B26. Who makes the decisions about your economic activities?

1 = Someone else makes all the decisions
2 = I make some of the decisions
3 = I decide jointly with someone else
4 = I make all the decisions

B27. At the end of the month which of these statements applies to your household?

1 = Usually have to borrow
2 = Rely on family money transfer
3 = Usually have to use past savings
4 = Usually break-even
5 = Usually have money left over

B28. Do you have challenges related to cultivation? [1 = Yes, 0 = No]

B29. If YES: What are the reasons? (check all that apply)?

1 = Do not have access to any land
2 = Wild animals destroy crops
3 = Land is very far from home
4 = Fear of attack
5 = Land is not fertile
6 = Lack of tools

B30. Do you have problems accessing water? [1 = Yes, 0 = No]

IN THE LAST 3 MONTHS: (1 = Yes, 0 = No)

B31. Have you received any food items from an NGO or CBO?

B32. Have you received any seeds or other farming equipment from an NGO or CBO?

B33. Have you received any non-food household items from an NGO or CBO?

B34. Have you received any cash from an NGO or CBO? [ ]

B35. Have you received any medical services or drugs from an NGO or CBO?

B36. Have you received any counseling from an NGO or CBO?

B37. Have you received any school assistance or training from an NGO or CBO?

READ: Now I’d like to ask you about your health over the last ONE MONTH.

B38. How would you rate your health?

1 = Very bad
2 = Bad
3 = Good
4 = Excellent
C. SOCIAL CONNECTEDNESS

READ: I’d like to ask you some questions about any groups you are involved in.

C1. Are you a member or leader of any of the following groups:

Read out the groups below and ask whether the respondent is a member or leader

(No=0; Member=1; Leader=2)

a) Business group
b) Savings group\ ‘Ristourne/likelemba’ group
c) Agricultural group
d) Group for raising animals\ birds
e) Women’s Forum
f) Family associations
g) Association of widows
h) Breeders Association
i) Church group – singing
j) Church group – welcoming
k) Church group – prayer
l) Church group – other [describe]
m) Any other group (type .........................)

C2. Do you hold any other kind of positions of responsibility? [Yes=1, No=0]  |___|

C3. If yes, what positions? Probe and indicate all.  |___| |___| |___| |___| |___|

If ‘other’, describe ........................................................................................................

a= Church leader/ religious leader (including Church Councillor)
b= Association leader (president of an association)
c= Women’s advisor
d= Supervisor of Women’s Forum
e= Leader of farming/ digging group
f= Leader of Savings group
g= Traditional healer
h= Leader of burial group
j= Youth leader
k= Other (specify)
READ: Now I’d like to ask you some questions about the types of activities you’ve taken part in over the last ONE MONTH. (Check respondent understands time period – use an event that happened one month ago as marker)

C4. In the last ONE MONTH have you taken part in:

(1 = Yes, 0 = No)

a) Comforting and supporting bereaved relatives & neighbours  | ___ |

b) Helping to clean and maintain water sources (well/ borehole) | ___ |

c) Helping to maintain the streets | ___ |

d) Helping to develop a school (e.g. build classrooms) | ___ |

e) Helping to construct a house | ___ |

f) Community meeting (e.g. to resolve a conflict) | ___ |

g) Family meeting | ___ |

h) Group farming | ___ |

i) Any other community activity (specify _____________________________) | ___ |

INTRODUCE THE JERRY CAN PICTURES HERE – USE YOUR OWN EXAMPLES TO EXPLAIN UNTIL YOU ARE SURE THE RESPONDENT UNDERSTANDS.

Imagine that your house has been completely destroyed by a fire. I want you to think about how confident are you that you could get different kinds of help.

To decide how confident you are, think of yourself as a jerry can. The more water there is in the jerry can, the more confident you would feel in each situation I ask you about:

<table>
<thead>
<tr>
<th>Not at all (0)</th>
<th>A little (1)</th>
<th>Quite a bit (2)</th>
<th>Extremely (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Use jerry can pictures to illustrate response options]</td>
<td>Not at all confident</td>
<td>A little confident</td>
<td>Quite confident</td>
</tr>
<tr>
<td>C5. Find people in your community to shelter you for two weeks</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>C6. Borrow money to help you buy some clothes after the fire</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>C7. Raise enough money to feed your family for 4 weeks</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>
**READ:** Now I would like to ask you some questions about your relationships with family, friends and other community members. Thinking about the last ONE MONTH...

<table>
<thead>
<tr>
<th>Question</th>
<th>1=Yes</th>
<th>0=No</th>
<th>If YES: sometimes (1) or often (2)?</th>
<th>If NO: (0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>C8. Is there someone who comforted you when you were feeling distressed or lonely?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C9. Have you visited someone in the evening?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C10. Have you borrowed small items, such as salt or soap, from somebody?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C11. Have you lent small items, such as salt or soap, to somebody?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C12. Is there someone who gave you advice to help you in a situation?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C13. Is there someone who listened to you talk about your thoughts and feelings?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C14. Has somebody shared the products of their field with you?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C15. Have you enjoyed spending time with friends?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C16. Is there someone who helped you do something that needed to be done, such as chores around the home, digging, or some other activity?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C17. Have you shared your food with somebody who is not a member of your family?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C18. Has somebody who is not a member of your family shared their food with you?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C19. Have you helped a sick person who is not a member of your family?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
D. EMPOWERMENT

**READ: Now I’d like to ask you some questions about whether you have done some other things in the last ONE MONTH.**

<table>
<thead>
<tr>
<th>1=Yes</th>
<th>0=No</th>
<th>If YES: sometimes (1) or often (2)?</th>
<th>If NO: (0)</th>
</tr>
</thead>
</table>

E1. Have you helped to resolve a conflict between women? | ____ | ____ |
E2. Have you given advice to someone? | ____ | ____ |
E3. Have you travelled outside your village? | ____ | ____ |
E4. Have you spoken out at a meeting? | ____ | ____ |
E5. Have you contributed to decisions on how to spend your family’s resources? | ____ | ____ |
E6. Have you contributed to decision-making within an association? | ____ | ____ |
E7. Have you contributed to decisions about your family’s agricultural production? | ____ | ____ |

*IF THE WOMAN HAS NO HUSBAND/ PARTNER – GO TO SECTION F.*

If the woman has no husband/ partner, write ‘99’ here: | ____ | and go straight to Section F.

**READ: Now I’d like to ask you some questions about your role in the family and about your husband. We know these questions are personal and can be difficult to answer. If you would rather not answer any of these questions, just say ‘I’d prefer to go to the next question’.*

[0=No, 1=Sometimes, 2=Yes, 99=SKIP if declines to answer]

E8. Do you plan together with your husband how to use household resources (e.g. money, land)? | ____ |
E9. Does your husband ask for your advice when he is faced with a difficult decision or situation? | ____ |
E10. Do you tell your husband if you think he’s making a mistake? | ____ |
E11. Does your husband encourage you to attend meetings and groups? | ____ |
E12. Does your husband encourage you in your income-generating activities? | ____ |
E13. Does your husband encourage you to take on leadership positions? | ____ |
E14. Does your husband listen to your suggestions? | ____ |

*In the last ONE MONTH, has your husband:*

[0=No, 2=Yes, 99=SKIP if declines to answer]

E15. Refused to allow you to join a savings or business group? | ____ |
E16. Refused to allow you to participate in community activities? | ____ |
### F. PSYCHOLOGICAL DISTRESS

_I am going to read you some statements about your general feelings and behaviour. For each one I am going to ask you how much you have experienced it IN THE LAST WEEK, including today._

_To decide how much you have experienced each feeling or behaviour, think of yourself as a jerry can. The more water there is in the jerry can, the more you have experienced this feeling or behaviour:_

<table>
<thead>
<tr>
<th></th>
<th>Not at all (0)</th>
<th>A little (1)</th>
<th>Quite a bit (2)</th>
<th>Extremely (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>F1. Do you cry frequently?</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>F2. Do you feel ashamed?</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>F3. Do you find you become angry very quickly?</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>F4. Have there been times when you have been violent, or threatened to be violent to someone?</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>F5. Do you stay away from other people?</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>F6. Do you avoid certain places or people because they remind you of painful things?</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>F7. Do you often feel afraid?</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>F8. Do you think a lot about bad things that have happened to you?</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>F9. Do you like to spend time with others?</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>F10. Do you study or work, for example doing agriculture or a small business?</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>F11. Do you have a good appetite for food?</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>F12. Do you take care of your personal hygiene and appearance?</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>F13. Do you feel that you are less important than other people?</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>F14. Do you eat with other people?</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>F15. Do you have bad dreams at night?</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>F16. How much did physical health problems limit your daily work?</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>F17. How much bodily pain have you had?</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>F18. How much energy did you have?</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>F19. How much did emotional problems limit your daily activities?</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>
G. EVENTS THAT MAY CONTRIBUTE TO PSYCHOLOGICAL DISTRESS

Read: Now I would like to ask you about your experiences related to the LRA. Some of these experiences are upsetting to think or talk about. If so, feel free not to answer. Say, “I prefer to go to the next question” or “I prefer to stop talking about the conflict and move on”. Also, remember that your answers are very confidential.

Read: I am going to mention several events. Please tell me if you have ever experienced any of these events.

(1=Yes, 0=No, 99=Skip if declines to answer)

G1. Someone shot bullets at you or your home  
G2. You received a severe beating to the body, or part of your body was cut  
G3. Someone attacked you with a panga or other weapon  
G4. You were tied up or locked up as a prisoner  
G5. You were forced to carry heavy loads or do other forced labour  
G6. You witnessed beatings, cuttings or torture of other people  
G7. You witnessed a killing  
G8. You witnessed the rape or sexual abuse of a woman  
G9. Your husband was murdered or died violently  
G10. One or more of your children was murdered or died violently  
G11. Another family member or friend was murdered or died violently  
G12. You heard gun fire regularly  
G13. You received a serious physical injury from rebels or soldiers  
G14. Rebels looted your property  
G15. You witnessed a massacre  
G16. You witnessed the setting of houses on fire with people inside  
G17. You were abducted  
G18. Your husband disappeared or was abducted  
G19. One or more of your children disappeared or was abducted  
G20. Another family member or friend was abducted  
G21. A family member received a serious physical injury from combat  
G22. You were forced to steal or destroy someone else’s property or possessions  
G23. You were forced to kill an opposing soldier in battle  
G24. You were forced to take drugs  
G25. You were forced to beat or cut someone who was a family member or friend  
G26. You were forced to beat or cut a civilian who was not a family member or friend  
G27. You were forced to kill a family member or friend
G28. You were forced to kill a civilian who was not a family member or friend |___|
G29. You were forced to have sex with a man |___|
G30. You became pregnant from rape and had a child |___|
G31. You were forced to step on or otherwise abuse the bodies of dead persons |___|
G32. You were forced to betray a family member or friend, placing them at risk of death or injury |___|
G33. Were there any other frightening or dangerous situations we have not discussed, or other things that you were forced to do? |___|

G34. **If Yes**: Describe:

____________________________________________________________________________________

____________________________________________________________________________________

G35. Did you ever leave your home area in order to avoid abduction or the war? |___|

G36. **If Yes**, where did you go?

<table>
<thead>
<tr>
<th>LOCATION</th>
<th>N. MONTHS</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) IDP camp (1)</td>
<td></td>
</tr>
<tr>
<td>b) IDP camp (2)</td>
<td></td>
</tr>
<tr>
<td>c) IDP camp (3)</td>
<td></td>
</tr>
<tr>
<td>d) Town (1)</td>
<td></td>
</tr>
<tr>
<td>e) Town (2)</td>
<td></td>
</tr>
<tr>
<td>f) Town (3)</td>
<td></td>
</tr>
<tr>
<td>g) Different district (1)</td>
<td></td>
</tr>
<tr>
<td>h) Different district (2)</td>
<td></td>
</tr>
<tr>
<td>i) Different district (3)</td>
<td></td>
</tr>
<tr>
<td>j) Other</td>
<td></td>
</tr>
</tbody>
</table>
H. OTHER TYPES OF EVENTS AND CURRENT CIRCUMSTANCES

READ: Now I’d like to ask you whether you have experienced certain events not related to the LRA. Again, some of these experiences are upsetting to think or talk about. If so, feel free not to answer. Say, “I prefer to go to the next question”. Also, remember that your answers are very confidential.

(1= Yes, 0 = No, 99=SKIP if declines to answer)

H1. Have you lost your house?  
H2. Have you lost access to your land?  
H3. Have you lost property because of flooding?  
H4. Have you been abandoned by your husband?  
H5. Have you lost your parents or other close relatives?  
H6. Have you had a dispute over land access in the last 3 months?  
H7. Has your husband or a child died of a disease or accident?

Read: Now I would like to ask you about your life now and over the last ONE MONTH.

(0=No, 1=Sometimes or Some, 2=Yes, 99=SKIP if declines to answer)

H8. Do you have a good relationship with most of your neighbours?  
H9. Are you ever abused or insulted by neighbours?  
H10. Do you have a good relationship with your own family members?  
H11. In the last one month, have you felt that you have so many responsibilities that you are unable to cope with them all?  
H12. Are any of your children, or your husband, mentally ill?  
H13. Do you fear that you or your family may experience an LRA attack in the future?  
H14. Do you fear that your land or property will be destroyed by floods?

SKIP THE FOLLOWING QUESTIONS IF THE RESPONDENT HAS NO HUSBAND – THANK THE RESPONDENT AND END THE INTERVIEW.

If the woman has no husband/partner, write ‘99’ here:  

(0=No, 1=Sometimes or Some, 2=Yes, 99=SKIP if declines to answer)

H15. Do you have a good relationship with your husband’s family?  
H16. Do your in-laws ever abuse or insult you?  
H17. In the last one month, has your husband provided for you and your children?  
H18. Do you fear that your husband may abandon or divorce you?  
H19. Do you fear or know that your husband has had sex with other women?
**Please tell me if your husband/partner has done the following things IN THE LAST ONE MONTH:**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>H20. Slapped you or thrown something at you that could hurt you</td>
<td></td>
</tr>
<tr>
<td>H21. Pushed you or shoved you or pulled your hair</td>
<td></td>
</tr>
<tr>
<td>H22. Hit you with his fist or with something else that could hurt you</td>
<td></td>
</tr>
<tr>
<td>H23. Kicked you, dragged you or beat you up</td>
<td></td>
</tr>
<tr>
<td>H24. Choked or burnt you on purpose</td>
<td></td>
</tr>
<tr>
<td>H25. Threatened to use or actually used a gun, knife or other weapon against you</td>
<td></td>
</tr>
<tr>
<td>H26. Threatened or intimidated you into having sexual intercourse even when you did not want to</td>
<td></td>
</tr>
<tr>
<td>H27. Physically forced you to have sexual intercourse even when you did not want to</td>
<td></td>
</tr>
<tr>
<td>H28. Become very angry if you talked to other men</td>
<td></td>
</tr>
<tr>
<td>H29. Insisted on knowing where you are at all times</td>
<td></td>
</tr>
<tr>
<td>H30. Tried to keep you from seeing your friends</td>
<td></td>
</tr>
<tr>
<td>H31. Done things to scare or intimidate you on purpose (e.g. by the way he looks at you, by yelling and smashing things)</td>
<td></td>
</tr>
<tr>
<td>H32. Threatened to hurt you or someone you care about</td>
<td></td>
</tr>
<tr>
<td>H33. Refused to give you money for household expenses, even when he had money for other things?</td>
<td></td>
</tr>
<tr>
<td>H34. Taken your earnings or savings from you against your will?</td>
<td></td>
</tr>
<tr>
<td>H35. Have you hidden your money so your husband/partner wouldn’t take it?</td>
<td></td>
</tr>
</tbody>
</table>

(1=Yes, 0=No, 99=SKIP if declines to answer)
ANNEX 9
Draft assessment tool for testing (French)

<table>
<thead>
<tr>
<th>Localité/ quartier</th>
<th>Village/ Avenue</th>
</tr>
</thead>
<tbody>
<tr>
<td>Répondent nom/ ID</td>
<td></td>
</tr>
</tbody>
</table>

E. INTRODUCTION

NOM: Je m’appelle [nom] de Dungu. Caritas effectue une recherche sur le bien-être psycho-social dans cette communauté et nous sommes ici pour vous demander si vous allez participer à notre étude.

OBJECTIF DE L’ETUDE: Nous avons développé une interview qui va nous aider à comprendre le bien-être psycho-social dans les communautés dans cette région. Le but de cette étude est de tester cette grille d’interview pour vérifier si ça fonctionne bien.

PAS DE BENEFICE: Les résultats de l’étude nous permettrons de développer les meilleures façons d’évaluer le bien-être psychosocial dans cette région. Il n’y a pas de bénéfices directs aux personnes participant à cette recherche.

TYPES DE QUESTIONS: Je vais vous poser quelques questions sur votre vie, votre travail, vos sentiments, expériences dans le passé et votre situation actuelle.

VOUS POUVEZ SAUTER LES QUESTIONS OU ARRETER A TOUS MOMENT: Vous pouvez décider de ne pas répondre à toute l’enquête, ou vous pouvez nous dire quand une question vous rend mal à l’aise, et nous allons sauter cette question. Il n’est pas nécessaire de répondre à une question qui vous rend mal à l’aise. Si vous le voulez, vous pouvez mettre fin à l’interview à tout moment et cela ne vas pas influencer l’aide que vous obtenez de n’importe quelle organisation.

CONFIDENTIALITE: Toutes vos réponses demeureront privées et confidentielles, et les seules personnes qui auront accès à cette information seront les chercheurs principaux de cette étude.

CONTACT: Si vous avez des questions, ou si des problèmes surviennent, vous pouvez contacter Etienne Mbale, le psychologue de Caritas, ou passer directement au bureau de Caritas à Dungu.

Nous permettez-vous de poser ces questions, et êtes-vous prêt à participer? OUI/ NON

Si le répondant REFUSE DE PARTICIPER ? Pourquoi? ______________________________________________

Si la répondante accepte de remplir le questionnaire, l’enquêteur doit signer ci-dessous et continuer.

Je confirme avoir donné toutes les informations ci-dessus à la répondante, et elle a accepté de participer

Signature de l’enquêteur .................................................................
Questions à l'intervieweur. Ne pas poser ces questions au répondant.

A1. Date / Heure de l'interview:  
   A. (JJ/MM/AA) | __ | __ | __ | __ | __ | __ | __ | __ | __ | __ |
   B. (24 hr Heure) | __ | __ | __ | __ | __ | __ |

A2. ID de l’interviewer / Prénom :  
   A. |__| __ | B. ____________________________

A3. Etes-vous incertain que la femme que vous interviewez n’est pas celle que nous cherchions pour une interview? |__|
   1 = Pas du tout incertain
   2 = Un peu incertain
   3 = modérément incertain
   4 = Très incertain

2. **Si 2, 3, or 4 (incertain):** Utilisez toute information dont vous avez sur la femme (des membres de la famille, etc.) pour une double vérification. N’hésitez pas à mettre fin à l’interview, si nécessaire.

A4. Est-ce que l’interview est menée uniquement avec la personne interrogée (à l’exception du personnel de l’enquête)? |__|
   (1=Oui, 0=Non)

A5. Est-ce que l’interview était menée à l’extérieur en ciel ouvert, ou dans un abri ouvert (sauf pour deux personnes du même sexe)? |__|
   (1=Oui, 0=Non)

*En cas de NON, demander poliment de pouvoir interroger la répondante seul. Insistez sur le fait que l’interview doit se faire en privé et confidentiellement.*
F. INFORMATION GENERALE

B1. Quel est votre âge?  

B2. Êtes-vous mariée, célibataire, veuve ou séparée?  

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Actuellement mariée</td>
<td>4</td>
<td>Séparée/ Divorcée</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Actuellement je vis avec un homme</td>
<td>5</td>
<td>Célibataire (jamais mariée/jamais vécu avec un homme)</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Veuve</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Autre état civil (décrivez)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B3. Au moment actuel, quel est le niveau d’étude le plus élevé que tu as atteint?  

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>P1</td>
<td>5</td>
<td>P5</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>S3</td>
<td>13</td>
<td>enseignement supérieur (diplôme, License, maîtrise)</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>P2</td>
<td>6</td>
<td>P6</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>S4</td>
<td>0</td>
<td>pas d’étude ou école gardienne</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>P3</td>
<td>7</td>
<td>S1</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>S5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>P4</td>
<td>8</td>
<td>S2</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>S6</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B4. Pouvez-vous lire assez bien pour pouvoir lire un livre ou un journal? [1=Oui, 0=Non]  

B5. Participes-tu aux services religieux?  

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>une fois par semaine</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>pendant les fêtes et occasions spéciales uniquement</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Sans compter les funérailles)  

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>une fois par mois</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>pas du tout/seulement pour les funérailles</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B6. Vous sentez-vous comme faisant partie de cette communauté ou comme un étranger?  

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>partie de communauté</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Étranger</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Je ne sais pas</td>
<td></td>
</tr>
</tbody>
</table>

B7. Vous considérez-vous comme une personne déplacée? [1=Oui, 0=Non]  

B8. Qui est le chef du ménage?  

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Interviewée</td>
</tr>
<tr>
<td>2</td>
<td>Mari/ Partenaire</td>
</tr>
<tr>
<td>3</td>
<td>Autre</td>
</tr>
</tbody>
</table>

B9. Combien de personnes sont dans votre ménage actuelle? Nous voulons dire les gens qui dorment habituellement dans le même endroit et qui ont le même chef de ménage que vous  

B9. Combien d’enfants biologiques avez-vous qui vivent maintenant?  

B10. Combien sont morts, des fausses couches, avorté ou sont mort-né?  

B11. De combien d’enfants non biologiques êtes-vous actuellement le responsable principal?  

**SI VOUS AVEZ DES ENFANTS BIOLOGIQUES:**

<table>
<thead>
<tr>
<th>Question</th>
<th>Réponse</th>
<th>Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>B12. Est-ce que vos enfants vivent avec vous? (0=Aucun, 1=Quelques, 2=Tous)</td>
<td><img src="image" alt="" /></td>
<td><img src="image" alt="" /></td>
</tr>
<tr>
<td>B13. Est-ce le père (ou les pères) de vos enfant est (sont) en vie? (1-Oui, 0=Non)</td>
<td><img src="image" alt="" /></td>
<td><img src="image" alt="" /></td>
</tr>
<tr>
<td>B14. Est-ce que le père (ou les pères) de vos enfants contribuent pour leurs besoins (par exemple nourriture, vêtements)? (1 = Oui, 0 = Non)</td>
<td><img src="image" alt="" /></td>
<td><img src="image" alt="" /></td>
</tr>
<tr>
<td>B15. Est-ce que il y a quelqu’un d’autre à part vous et le père (s) des enfants qui contribue pour les besoins de vos enfants?</td>
<td><img src="image" alt="" /></td>
<td><img src="image" alt="" /></td>
</tr>
</tbody>
</table>

**SI OUI** Qui? __________________________________________________________

<table>
<thead>
<tr>
<th>Question</th>
<th>Réponse</th>
<th>Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>B16. Quel l’âge ont vos enfants?</td>
<td><img src="image" alt="" /></td>
<td><img src="image" alt="" /></td>
</tr>
<tr>
<td>B17. Combien d’enfants de sexe féminin sont actuellement à l’école? Disponible</td>
<td><img src="image" alt="" /></td>
<td><img src="image" alt="" /></td>
</tr>
<tr>
<td>B18. Combien d’enfants de sexe masculin sont actuellement à l’école? Disponible</td>
<td><img src="image" alt="" /></td>
<td><img src="image" alt="" /></td>
</tr>
<tr>
<td>B19. <strong>Pour tous les enfants qui sont scolarisés</strong>: Pourquoi ne sont-ils pas à l’école? (cochez les cases appropriées)</td>
<td><img src="image" alt="" /></td>
<td><img src="image" alt="" /></td>
</tr>
<tr>
<td>1 = Trop jeune</td>
<td>6 = Stigmatisé par enseignant ou par leurs amis</td>
<td></td>
</tr>
<tr>
<td>2 = pas d’argent pour les frais ou les uniformes</td>
<td>7 = Ils sont de mes relations antérieures et mon mari ou la famille ne vont pas les soutenir</td>
<td></td>
</tr>
<tr>
<td>3 = Ils font de travail/emplois payant</td>
<td>8 = L’enfant est trop malade pour aller à l’école</td>
<td></td>
</tr>
<tr>
<td>4 = Travail au champ pour le ménage</td>
<td>9 = Autre: ____________________________</td>
<td></td>
</tr>
</tbody>
</table>

Lisez: Maintenant, je voudrais vous poser quelques questions sur vos habitudes alimentaires et ceux de consommation d'alcool

<table>
<thead>
<tr>
<th>Question</th>
<th>Réponse</th>
</tr>
</thead>
<tbody>
<tr>
<td>B20. Combien de fois êtes-vous allé au lit affamé la semaine dernière?</td>
<td><img src="image" alt="" /></td>
</tr>
<tr>
<td>B21. Prenez-vous l’alcool? (1=Oui, 0=Non)</td>
<td><img src="image" alt="" /></td>
</tr>
<tr>
<td>B22. Est-ce que votre mari / partenaire consome quelque fois de l'alcool? (1=Oui, 0=Non, 88=je ne sais pas)</td>
<td><img src="image" alt="" /></td>
</tr>
<tr>
<td>B23. <strong>SI OUI, BOIT</strong>: Est-ce que votre mari / partenaire s'envire souvent, parfois ou jamais?</td>
<td><img src="image" alt="" /></td>
</tr>
</tbody>
</table>

**Explication de B23**: Si le mari ne boit pas, pas besoin de poser cette question. Codez ça comme ‘3’ / ‘jamais’.

Lisez: Maintenant, je voudrais vous poser quelques questions sur votre situation économique (survivir) et de votre ménage

<table>
<thead>
<tr>
<th>Question</th>
<th>Réponse</th>
</tr>
</thead>
<tbody>
<tr>
<td>B24. Avez-vous un travail qui vous permet de gagner de l’argent? (1=Oui, 0=Non)</td>
<td><img src="image" alt="" /></td>
</tr>
</tbody>
</table>

**SI OUI**: quel travail faites-vous pour gagner de l’argent? ______________________________________________________________

b. combien d’argent environ avez-vous gagné pendant les 7 derniers jours passés?
| ![](image) | Francs |

62 |
**Montrez les photos des bidons ici - Utilisez vos propres exemples pour bien expliquer jusqu'à ce que vous êtes sure que la répondante comprenne.**

_Prennez tous le temps nécessaire ici pour expliquer les photos des bidons et rassurez vous que la répondante comprenne avant de poursuivre. Une compréhension insuffisante à ce stade apportera des problèmes plus tard dans l’interview._

Les photos des bidons doivent être reproduites sur une carte plastifiée (une pour chaque intervieweur), afin qu’ils puissent être présentés à la répondante, et qu’elle puisse pointer vers l’image qui représente le mieux sa réponse.

![Bidons](image)

<table>
<thead>
<tr>
<th>Aucun (0)</th>
<th>Moins de la moitié (1)</th>
<th>Plus de la moitié (2)</th>
<th>Tout (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>25. Quelle est la part du revenu du ménage que vous fournissez?</td>
<td>[___]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0=Aucun</td>
<td>2=Plus de la moitié</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1=Moins de la moitié</td>
<td>3=Tout</td>
<td></td>
<td></td>
</tr>
<tr>
<td>26. Qui prend les décisions sur vos activités économiques?</td>
<td>[___]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1=Quelqu’un d’autre prend toutes les décisions</td>
<td>3= Je décide ensemble avec quelqu’un</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2=Je prends certaines décisions</td>
<td>4=Je prends toutes les décisions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>27. A la fin du mois lesquelles parmi ces déclarations s’appliquent à votre ménage?</td>
<td>[___]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1=Habituellement je dois emprunter</td>
<td>4=Habituellement c’est équilibré entre recette et dépense</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2=Compter sur le transfert de l’argent de la famille</td>
<td>5=Habituellement il y a de l’argent qui restent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3=Généralement je dois utiliser les économies antérieures</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>28. Avez-vous des problèmes liés à l’agriculture? [1=Oui, 0=Non]</td>
<td>[___]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>29. <strong>Si OUI:</strong> Quelles sont les raisons? (cocher les cas appropriées)?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[<em><strong>]/[</strong></em>]/[<em><strong>]/[</strong></em>]/[___]</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1=Je ne pas d’accès à la terre</td>
<td>5=La terre n’est pas fertile</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2=Les animaux sauvages détruisent les plantes</td>
<td>6=Manque d’outils</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3=La terre est très loin de la maison</td>
<td>7=Découragé à cultiver et que les rebelles viennent pour la récolte</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4=Crainte d’une attaque</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30. Avez-vous des problèmes d’accès à l’eau? [1=Oui, 0=Non]</td>
<td>[___]</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
DANS LES 3 DERNIERS MOIS (Référez-vous à un événement qui s'est déroulé il y trois mois et que tout le monde connaît dans le milieu) : (1=Oui, 0=Non)

B31. Avez-vous reçu des produits alimentaires d'une ONG ou CBO?  
B32. Avez-vous reçu des semences ou autre matériel agricole d'une ONG ou CBO?  
B33. Avez-vous reçu des articles ménagers non alimentaires d’une ONG ou CBO?  
B34. Avez-vous reçu de l'argent d'une ONG ou CBO?  
B35. Avez-vous reçu des services médicaux ou des médicaments d'une ONG ou CBO?  
B36. Avez-vous reçu des conseils d'une ONG ou CBO ?  
B37. Avez-vous reçu de l'aide scolaire ou de la formation d'une ONG ou CBO?  

LISEZ: Maintenant, je voudrais vous poser des questions sur votre état de santé au cours du dernier MOIS.

B38Comment évalueriez-vous votre état de santé?  
1=Très mal  3=Bien  
2=Mal  4=Parfait

APPARTEINANCE SOCIALE

LISEZ: Je voudrais vous poser quelques questions sur les groupes dans lesquelles vous êtes impliqué.

C1.Êtes-vous membre ou chef d’un des groupes suivants:

Lisez les groupes ci-dessous et demander si l'interviewée est membre ou chef

(Non=0; Membre=1; Chef=2)

- n) Groupe d’affaires  
- o) Groupe d’épargne ‘Ristourne/ groupe de likelemba’  
- p) Groupe agricole  
- q) Groupe pour l’élevage d’animaux/oiseaux  
- r) Forum des Femmes  
- s) Associations familiales  
- t) Association de veuves  
- u) Association des éleveurs  
- v) Groupe de l’Eglise – chante  
- w) Groupe de l’Eglise-Accueil  
- x) Groupe de l’Eglise-Prière  
- y) Groupe de l’Eglise – Légionnaires  
- z) Groupe d’Eglise – autre (décrivez …………………………….)  
- aa) Tout autre groupe (décrivez …………………………….)
C2. Quels sont les autres postes de responsabilité que vous avez ? [Oui=1, Non=0]  |   
Commentaire: Une question ouverte devrait être posée et la répondante est permise de répondre spontanément. Ne lisez pas les options ci-dessous, mais enregistrez le numéro dans les cases en réponses selon le code cité ou mentionné. Jusqu'à quatre postes de responsabilité peuvent être inclus.


Si ‘autre’, décrivez : ............................................................................................................................

a= Chef de l'Eglise / chef religieux (y compris Conseiller de l'Eglise)
b= Chef d'une association (président d'une association)
c= La conseillère des femmes
d= Encadreur du Forum des femmes
e= Chef de groupe de l'agriculture
f = Leader du groupe d'épargne
g = Soignant traditionnel
h = leader du groupe de sépulture
j = chef de la jeunesse
k = Autre (précisez)
LISEZ: Maintenant, je voudrais vous poser quelques questions sur les types d’activités auxquelles vous avez participé le mois dernier. (Vérifiez si la répondante comprend la période de temps - utilisez un événement qui s’est passé il ya un mois comme référence = Assurez-vous que l’équipe de recherche ont identifié un cas bien connu qui a eu lieu environ il y a un mois, et l’utiliser pour orienter la répondante à la période qui nous intéresse)

C4. Au cours de dernier mois avez-vous participé à: (1 = Oui, 0 = Non)
   j) Réconforter et soutenir les parents et voisins endeuillées |___|
   k) Aider à nettoyer et à entretenir les sources d’eau (puits / forage) |___|
   l) Aider à maintenir les rues |___|
   m) Aider à aménager une école (par exemple, construire des salles de classe) |___|
   n) Aider à construire une maison |___|
   o) Réunion de la communauté (par exemple pour résoudre un conflit) |___|
   p) Réunion familiales |___|
   q) Groupe d’agriculture |___|
   r) Toute autre activité communautaire (précisez………………………………….) |___|

Introduisez les photos des bidons ENCORE ICI - Utilisez vos propres exemples pour expliquer jusqu’à ce que vous soyez certain que la répondante comprenne.

Imaginez que votre maison a été complètement détruite par un incendie. Je veux que vous pensiez à quel point êtes-vous confiance que vous pouvez obtenir différents types d’aide.

Pour décider à quel point êtes-vous confiance, considérez-vous comme un bidon. Le plus d’eau il ya dans le bidon, le plus confiance vous êtes dans chaque situation que je vous cite:

![Bidons](image)

<table>
<thead>
<tr>
<th>Pas du tout (0)</th>
<th>Un peu (1)</th>
<th>Assez (2)</th>
<th>Extrêmement (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Utilisez les photos des bidons pour illustrer les options de réponse" /></td>
<td>Pas du tout confiant</td>
<td>Un peu confiant</td>
<td>Assez confiant</td>
</tr>
<tr>
<td>C5.Trouver des gens de votre communauté pour vous abriter pendant deux semaines</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>C6. Emprunter de l’argent pour vous aider à acheter des vêtements après l’incendie</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>C7. Rassembler d’argent pour nourrir votre famille pendant 4 semaines</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>
**LISEZ: Maintenant, je voudrais vous poser quelques questions sur vos relations avec la famille, les amis et d'autres membres de la communauté. Pensez au dernier mois ... Rappelez les répondantes de la période en vous référant sur le cas bien connu identifié précédemment.**

<table>
<thead>
<tr>
<th>1=Oui</th>
<th>0=Non</th>
<th>Si OUI: Parfois (1): une ou deux fois par semaine</th>
<th>Souvent (2): Plus de deux fois par semaine</th>
<th>Si NON: (0) (pas 99 ou vide)</th>
</tr>
</thead>
<tbody>
<tr>
<td>C8. Y avait-il quelqu’un qui vous a réconforté quand vous vous sentais angoissée ou solitaire?</td>
<td></td>
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<tr>
<td>C9. Avez-vous visité quelqu’un dans la soirée?</td>
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<tr>
<td>C10. Avez-vous emprunté de petits choses, tels que le sel ou du savon chez quelqu’un?</td>
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</tr>
<tr>
<td>C11. Avez-vous prêté des petits choses, tels que le sel ou le savon, à quelqu’un?</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>C12. Y a-t-il quelqu’un qui vous a donné des conseils pour vous aider dans une situation?</td>
<td></td>
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<tr>
<td>C13. Y a-t-il quelqu’un qui vous écoutait parler de vos pensées et vos sentiments?</td>
<td></td>
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<tr>
<td>C14. Est ce qu’il y a quelqu’un qui a partagé les produits de son champ avec vous?</td>
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<tr>
<td>C15. Avez-vous apprécié passer du temps avec des amis?</td>
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<tr>
<td>C16. Y a-t-il quelqu’un qui vous a aidé à faire quelque chose qui devait être fait, comme les travaux autour de la maison, creuser, ou une autre activité?</td>
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<tr>
<td>C17. Avez-vous partagé votre nourriture avec quelqu’un qui n’est pas un membre de votre famille?</td>
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<tr>
<td>C18. Quelqu’un qui n’est pas un membre de votre famille a-t-il partagé sa nourriture avec vous?</td>
<td></td>
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<tr>
<td>C19. Avez-vous aidé une personne malade qui n’est pas le membre de votre famille?</td>
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</tbody>
</table>
AUTONOMISATION

**LISEZ: Maintenant je voudrais vous poser quelques questions pour savoir si vous avez fait d'autres choses au cours de DERNIERE MOIS.**

<table>
<thead>
<tr>
<th></th>
<th>1=Oui</th>
<th>0=Non</th>
<th><strong>SI OUI:</strong> parfois (1) ou souvent (2)?</th>
<th><strong>SI NON:</strong> (0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>E1. Avez-vous aidé à résoudre un conflit entre les femmes?</td>
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<tr>
<td>E2. Avez-vous donné des conseils à quelqu'un?</td>
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<tr>
<td>E3. Avez-vous voyagé hors de votre village?</td>
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<tr>
<td>E4. Avez-vous parlé dans une réunion?</td>
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<tr>
<td>E5. Avez-vous contribué à la prise des décisions sur la manière de dépenser les ressources de votre famille?</td>
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<tr>
<td>E6. Avez-vous contribué à la prise de décision au sein d'une association?</td>
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<tr>
<td>E7. Avez-vous contribué à la prise des décisions sur la production agricole de votre famille?</td>
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</tbody>
</table>

DÉTRESSE PSYCHOLOGIQUE

Je vais vous lire quelques énoncés concernant vos sentiments généraux et les comportements. Pour chacun d'eux, je vais vous demander à quel point vous l'avais expérimenté la semaine dernière, y compris aujourd'hui.

Clarifiez la période du temps ici en rappelant à la répondante quel jour on est, et en lui demandant ce qu'elle faisait il ya une semaine. Il peut être nécessaire de contrôler la période de temps tout au long de cette section.

Par exemple: R: «Je faisais beaucoup de mauvais rêves le mois dernier», I: «Et avez-vous eu de mauvais rêves la semaine dernière ? ; R:« Non, je n'en ai pas eu ».

Pour décider à quel point vous avez vécu chaque sentiment ou le comportement, imaginez-vous comme un bidon. Plus d’eau il ya dans le bidon, plus vous avez connu ce sentiment ou le comportement:

- Pas du tout (0)
- Un peu (1)
- Assez (2)
- Extrêmement (3)

Souvent, initialement les répondants répondent «oui» à ces questions. L’enquêteur doit ensuite sonder, en utilisant les photos des bidons, pour identifier à quel point elle a ressenti ces choses au cours des dernières semaines.
ÉVÉNEMENTS qui peuvent mener à la détresse psychologique

Lire: Maintenant, je voudrais vous poser des questions sur vos expériences liées à la LRA. Certaines de ces expériences sont dérangeants d’y penser ou d’en parler. Si c’est le cas, n’hésitez pas à ne pas répondre. Dites: “Je préfère répondre à la question suivante” ou “Je préfère arrêter de parler du conflit et de passer à autre chose”. Aussi, n'oubliez pas que vos réponses sont très confidentielles.

Explication de la section: Cette section est la plus susceptible de causer la détresse. L’enquêteur doit être très sensible à tout changement dans l’humeur de la répondante et doit poser des questions avec sensibilité. Attention de ne pas tamber dans le mode «liste de contrôle», posant des questions sans tenir compte de leur impact sur la répondante. Il est important de rappeler aux répondantes qu’elles sont libres de refuser de répondre à une question, si elles ne se sentent pas à l’aise.

Lisez: Je vais vous citer plusieurs événements. Dites-moi, s’il vous plaît si vous avez déjà vécu un de ces événements.

<table>
<thead>
<tr>
<th>Questions</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
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</thead>
<tbody>
<tr>
<td>F1. Pleurez-vous souvent?</td>
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<td>F2. Avez-vous honte?</td>
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<td>F3. Pensez-vous que vous mettez en colère très rapidement?</td>
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<td>F4. Y a-t-il eu des moments où vous avez été violent, ou menacé d’être violent envers quelqu’un?</td>
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<td>F5. Restez-vous loin (isolez-vous) des autres personnes?</td>
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<tr>
<td>F6. Évitez-vous certains endroits ou les gens parce qu’ils vous rappellent des choses douloureuses?</td>
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<td>F7. Avez-vous peur souvent?</td>
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<tr>
<td>F8. Pensez-vous beaucoup aux mauvaises choses qui vous sont arrivées?</td>
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<tr>
<td>F9. Aimez-vous passer le temps avec les autres?</td>
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<td>F10. Est-ce que vous étudiez ou travaillez, par exemple faîte-vous de l’agriculture ou un petit commerce?</td>
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<td>F11. Avez-vous un bon appétit pour manger?</td>
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<td>F12. Prenez-vous soin de votre hygiène personnelle et de l’apparence?</td>
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<td>F13. Sentez-vous que vous êtes moins importante que les autres?</td>
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<tr>
<td>F14. Mangez-vous avec les autres gens?</td>
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<tr>
<td>F15. Avez-vous des mauvais rêves la nuit?</td>
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<tr>
<td>F16. Jusqu’à quel niveau les problèmes de santé physique vous limitent dans votre travail quotidien?</td>
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<tr>
<td>F17. A quel point avez-vous senti la douleur physique ?</td>
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<td>F18. Combien d’énergie aviez-vous?</td>
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<tr>
<td>F19. Jusqu’à quel point les problèmes émotionnels vous limitent dans vos activités quotidiennes</td>
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</table>
**Procédure:** Si la répondante raconte une histoire qui intègre plusieurs des événements ci-dessous, vous pouvez mettre (1) à côté de celles qui s'appliquent dans n'importe quel ordre. Vous n'avez pas à écouter l'histoire puis continuer à demander à chaque point, même ceux qu'elle a déjà dit que ça lui est arrivé. Il suffit de demander au sujet de ceux qu'elle n'a pas mentionnés.

**Comment marquer les réponses:** Sauter seulement si le répondant refuse de répondre à une question particulière, sinon mettez ‘0’, même si la question ne s'applique pas. Par exemple, des questions sur les événements qui sont arrivés à un mari pendant la guerre - si la femme était célibataire, marquez ‘0’ plutôt que ‘99’, parce qu'elle n'a pas vécu ces événements.

(1=Oui, 0=Non, 99=Sauter si elle refuse de répondre)

G1. Quelqu'un a-t-il tiré des balles sur vous ou sur votre domicile

G2. Vous avez été sévèrement battu ou une partie de votre corps a été coupé

G3. Quelqu'un vous a attaqué avec une machette ou une autre arme

G4. Vous étiez ligoté ou enfermé comme prisonnier

G5. Vous avez été obligé de transporter de poids lourds ou de faire autre travail forcé

G6. Vous avez assisté aux coups ou des tortures d'autres gens

G7. Vous avez été témoin d'un meurtre

G8. Vous avez été témoin d'un viol ou d'un abus sexuel d'une femme

G9. Votre mari a été assassiné ou est mort violemment
   Si la répondante n'a pas eu de mari pendant la guerre, la réponse doit être '0' car elle n'a pas vécu cela. De même pour tous les éléments suivants dans la présente section qui se réfèrent à l'époux de la répondante

G10. Un ou plusieurs de vos enfants a été assassiné ou est mort violemment
    Si la répondante n'a pas eu d'enfants pendant la guerre, la réponse doit être '0' car elle n'a pas vécu cela. De même pour tous les éléments suivants dans la présente section qui se réfèrent à des enfants de la répondante

G11. Autre membre de la famille ou un ami a été assassiné ou est mort violemment.

G12. Vous avez entendu régulièrement des coups de feu

G13. Vous avez été sérieusement blessée par de rebelles ou les soldats

G14. Les rebelles ont pillé vos biens

G15. Vous avez été témoin d'un massacre=Meurtre collectif des non-combattants.

G16. Vous avez été témoin d'incendie d'une maison avec des gens à l'intérieur

G17. Vous avez été enlevé.

G18. Votre mari avait disparu ou a été enlevé

G19. Un ou plusieurs des vos enfant avait disparu(s) ou a été enlevé

G20. Un autre membre de la famille ou un ami a été enlevé

G21. Un membre de la famille a été sérieusement blessé lors de combat

« Membre de la famille » peut inclure n'importe quel membre de la famille élargie de la répondante. Il n'est pas nécessaire de sonder pour identifier qui il était.
G22. Vous étiez obligé de voler ou de détruire des biens ou des propriétés de quelqu’un d’autre

Notes: Plusieurs de ces points s’appliquent seulement aux répondantes qui étaient avec les rebelles pour une période. Cependant, vous devez demander toutes les répondantes, car il est difficile de savoir a qui ils pourraient s’appliquer et a qui pas.

G23. Vous étiez obligée de tuer un soldat adverse dans la bataille

G24. Vous étiez forcée à prendre des drogues

G25. Vous étiez forcée de battre ou de couper quelqu’un qu’était membre de la famille ou un ami

G26. Vous étiez forcée de battre ou de couper un civil qui n’était pas membre de la famille ou un ami

G27. Vous étiez obligée de tuer un membre de la famille ou un ami

G28. Vous étiez forcée à tuer un civil qui n’était pas membre de la famille ou un ami

G29. Vous avez été forcée à avoir des relations sexuelles avec un homme

G30. Vous êtes tombée enceinte après le viol et vous avez eu un enfant

Notes: Vous pouvez sauter cette question si la femme n’était pas violée, mais rassurez vous d’enregistrer ‘0’ ici, pas ‘99’ dans ces cas

G31. Vous étiez obligée de marcher sur ou abuser autrement des corps des personnes décédées

G32. Vous étiez obligée de trahir un membre de la famille ou un ami, en les exposant au danger de la mort ou des blessures

G33. Y avait il d’autres situations effrayantes ou dangereuses que nous n’avons pas discutés

G34. Si OUI: Décrivez:

G35. Avez-vous jamais quitté votre région d’origine afin d’éviter l’enlèvement ou la guerre?

G36. Si OUI, ou êtes-vous allée?

Notes: demander à la répondante de vous citer tous les endroits où elle est allée afin d’éviter l’enlèvement ou la guerre. Ecrivez le nombre des mois qu’elle a passé dans chaque emplacement à côté de la case approprié (camp de personnes déplacées, ville, communauté différente). Il existe trois options pour chaque cas où la répondante a passé du temps dans 2 ou 3 camps de personnes déplacées ou dans 2 ou 3 villes).

Si moins d’un mois, écrivez ‘1 ‘.

Si la répondante a passé plusieurs années dans un lieu de déplacement, vous pouvez écrire le nombre d’années à côté de la case puis à la fin de l’interview revenir à ce point et calculer le nombre de mois - ce chiffre doit être inséré dans la case.

Ca peut arriver que aucune de ces situations ne s’appliquent pas, ou seulement un ou deux. Mettez ‘0 ‘dans tous les autres, plutôt que de ‘99 ‘, pour indiquer qu’elle n’a pas été dans ces lieux.
«Ville» correspond à vivre dans une zone urbaine, mais pas dans un camp de personnes déplacées (soit chez des proches ou à la location d’un logement en ville).

«Communauté Différente» correspond à déménager dans une autre communauté perçue comme plus sécurisée - mais ne pas vivre dans un camp de déplacés. «Différent communauté» doit être enregistré que si la répondante vivait indépendamment - si elle vivait dans un camp de déplacés, enregistrez-la sous "camp de personnes déplacées»

<table>
<thead>
<tr>
<th>LOCATION</th>
<th>Nbre de MOIS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>[Pas applicable = 0]</td>
</tr>
<tr>
<td>k) Camp de déplacés (1)</td>
<td>______</td>
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<tr>
<td>l) Camp de déplacés (2)</td>
<td>______</td>
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<tr>
<td>m) Camp de déplacés (3)</td>
<td>______</td>
</tr>
<tr>
<td>n) Ville (1)</td>
<td>______</td>
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<tr>
<td>o) Ville (2)</td>
<td>______</td>
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<tr>
<td>p) Ville (3)</td>
<td>______</td>
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<tr>
<td>q) Communauté différente (1)</td>
<td>______</td>
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<tr>
<td>r) Communauté différente (2)</td>
<td>______</td>
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<tr>
<td>s) Communauté différente (3)</td>
<td>______</td>
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<tr>
<td>t) Autres</td>
<td>______</td>
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</tbody>
</table>

**F. Autres types d’événements et des circonstances actuelles**

*LISEZ: Maintenant, je voudrais vous demander si vous avez vécu certains événements qui ne sont pas liés à la LRA. Encore une fois, certaines de ces expériences sont dérangeantes d'y penser ou d'en parler. Si c'est le cas, n'hésitez pas à ne pas répondre. Dites: "Je préfère passer à la question suivante". Aussi, n'oubliez pas que vos réponses sont très confidentielles.*

(1 = Oui, 0 = Non, 99 = si elle refuse de répondre)

| H1. Avez-vous perdu votre maison? | ______ |
| H2. Avez-vous perdu l’accès à votre terrain? | ______ |
| H3. Avez-vous perdu des biens à cause des inondations? | ______ |
| H4. Avez-vous été abandonné par votre mari? | ______ |
| H5. Avez-vous perdu vos parents ou d'autres proches? | ______ |
| H6. Avez-vous eu un litige concernant l’accès au terrain au cours de 3 derniers mois? | ______ |
| H7. Est-ce que votre mari ou votre enfant est mort d'une maladie ou d'un accident? | ______ |
**Le dernier mois, votre mari, a t-il:**

(0=Non, 2=Oui, 99=Sauter si elle refuse de répondre)

E15. Refusé de vous permettre de rejoindre un groupe d'épargne ou d'affaires?

|___|

E16. Refusé de vous permettre de participer à des activités communautaires?

|___|

*Note: Utilisez « oui » et « non » lorsque cela est possible, mais « parfois ou certain » peut être utilisé lorsque la répondante ne sent pas que « oui » ou « non » peut vraiment refléter sa situation.*

(0=Non, 1=Parfois or Certain(Quelques), 2=Oui, 99=si elle refuse de répondre)

H15. Avez-vous de bonnes relations avec la famille de votre mari?

|___|

H16. Est-ce que vos beaux-parents vous ont déjà abusé ou insulté?

|___|

H17. Au cours du dernier mois, votre mari a-t-il apporté de l'aide financière pour vous et vos enfants?

|___|

*Les deux points suivants se rapportent à la perception ou à la peur de la femme, plutôt que la réalité. Si elle dit « je ne sais pas, c'est à lui de dire », expliquez que nous voulons connaître ses pensées sur ces sujets.*

H18. Avez-vous peur que votre mari peut vous abandonner ou divorcer avec vous?

|___|

H19. Avez-vous peur ou savez-vous que votre mari a eu des rapports sexuels avec d'autres femmes?

|___|

**Dites-moi s'il vous plaît si votre mari / partenaire a fait les choses suivantes au cours de dernier mois:**

(1=Oui, 0=Non, 99=si elle refuse de répondre)

H20. Vous a giflé ou jeté quelque chose sur vous qui pourrait vous blesser

|___|

H21. Vous a poussé ou bousculé ou a tiré vos cheveux

|___|

H22. Vous a donné un coup de poing ou frappé avec quelque chose d'autre qui pourrait vous blesser

|___|

H23. Vous a donné un coup de pied, vous a trainé ou vous a battu

|___|

H24. Vous a étranglé ou vous a brûlé expressément

|___|

H25. A menacé d'utiliser ou a réellement utilisé un pistolet, un couteau ou une autre arme contre vous

|___|

H26. Vous a menacé ou intimidé à avoir une relation sexuelle, même lorsque vous ne voulait pas.

|___|

H27. Vous a forcé physiquement à avoir des relations sexuelles, même si vous ne voulez pas

|___|

H28. Est devenu très en colère quand vous avez parlée à d'autres hommes

|___|

H29. A insisté pour savoir où vous êtes à tout moment

|___|

H30. A essayé de vous empêcher de voir vos amis

|___|

H31. A fait des choses pour vous effrayer ou intimider expressément (par exemple par la façon dont il vous regarde, en criant et brisant des choses)

|___|
H32. A menacé de faire mal à vous ou à quelqu’un qui est proche de vous | ___ |
H33. A refusé de donner l’argent pour les dépenses de ménage, même quand il avait de l’argent pour d’autres choses? | ___ |
H34. A pris vos revenus ou vous économies contre votre volonté? | ___ |
H35. Avez-vous caché votre argent pour que votre mari / partenaire ne saurait pas les prendre? | ___ |

Remerciez la répondante et terminez l’INTERVIEW
ANNEX 10
Draft assessment tool for testing (French)

Conversion de questionnaire en lingala

A. Ebandela

Tozali kosala bolukaluki mpo na kobongisa maye matali lisungi ya kobika malamu na makanisi mpe na lisanga nakati ya mboka mpe tozali awa mpo na na kotuna soki bokolinga kosangana na biso na bolukaluki oyo. Tozali kosala elongo moko na Caritas na mosala oyo.

*TINA YA BOLUKALUKI OYO :* Toutaki kofungola mituna oyo ekosunga bisos kosala lolenge ya kobika malamu na makanisi mpe na lisanga na kati ya mboka.

Tina ya bolukaluki oyo ezali mpo na koyebe soki mituna oyo ezali kotambola malamu.

*LITOMBA EZALI TE :

Biyano na bolukaluki ekosalisa bisa kofungola lolenge ya kobika malamu na makanisi mpe na lisanga na kati ya mboka. Tozali na eloko te ya kopesa mbala moko na bato bakosangana na biso na bolukaluki wana.

*LOLENGE YA MITUNA :

Nakotuna bino mituna likolo na bomoi, misala nayo, komiyoka, lolenge obikaki kala mpe sikawa.

*Okoki kopimbwa mituna to kotika ngonga nyoso :* Okoki kozwa mokano ya koboya koyanola na mituna nyoso, to okoki koloba ntango mituna moko ezali kosala yo mabe mpe okopumbuka yango.Ezali na litomba te koyanola na mituna nyoso mpe yango ekoki kosala mabete na lisungi oyo bakoki kozwa na lisanga songolo.

*SEKELE :

biyano binso ekotikala sekele ya ngai na yo, mpe kaka bakonzi

Ya mosala oyo nde bakoka koyebe.

*Soki ozali na motuna to matungisi okoki kokuta to koyebisa ndeko Etienne NBALE ya Caritas to koya na bureau ya Caritas. Okoki kopesa bisa ndakisa ya kotuna mituna? Soki te, mpo na nini?

B. Sango Mobimba

-2-

B1. Oza na mbula boni

B2. Osi obala ?

1= sikoyo obali ? 2=sikoyo oza kobika na mobali ?

3= okufeli mobali ? 4= bozali esika moko ? 5= bokabwana ? 6= Obala te ?, obikaka mpe na mobali te ?

7= sango mosusu ?

B3. Nani nde mokolo mboka ?

1= bino 2= mobali na yo 3= mato mosusu

B4. Osuka na kelasi nini?

B5. Okoki kotangana mokanda nto buku malamu?

B6. Okendaka na losambo?

1= mokola moko kati na mposo 2= mbala boni na sanza 3= kaka mokolo ya festo 4= nyoso te/kaka matanga

B7. Omiyokaka lokola mwana mboka nto mopaya?
1=mwana ya mboka  2=mopaya  3=nayebi te
B8. Ozali komimona lokola mokimi?
B10. Oboti bana boni?, Banso bazali na bomoi?
B11. Bana boni nde bakufi?
B12. Ozali na bana boni ya bandeko oyo ozali kobokola
   -3-.
Soki ozali na bana oboti
B13. Bana oboti bafandaka na yo elongo?
B14. Tata na bana nay o azali na bomoi?
B15. Tata na bana na yo, asungaka yon a mokumba (charge) ya bana?
B16. Kolongola yon a Tata na bana, moto mosusu asungaka yon a charge ya bana?
Soki iyo: nani
B17. Oyebi mbula ya bana na yo banso?
B18. Boni bazali na kelsi sikoyo?
B19. Bana boni bazotanga te?
B20. Mpo na nini?
   1=aza nano elenge (moke) 2=mbongo ezangi mpo na kafuta kelasi, kosomba uniforme
   3=basala mosala o ya lifuti 4=babatelaka mboka/mosala ezanga lifuti 5=akimi matungisi ya baninga
   6=bana na ngai na oyo, naboraki na tata nto libala mosusu, mobali na ngai na libota na ye bakoka
te kozwa banga na charge. 7=mwana abelaka belaka mungi 8=mosusu
Sikoyo nalingaki na tuna mwa matuna likolo ya maye matali bilei na komela.
B21. Mposo boni eleki olalaki nzala?
B22. Omelaka masanga?
B23. Mobali nay o amelaka masanga?
B24. Soki ndiyo amelaka, alangwaka ngonga nyoso, mbala mosusu to te
   -3-.
Sikoyo nalingaki natuna mwa matuna likolo ya maye matali kobika nayo na libota:
B25. Ozali na mosala oyo esungaka yo kozwa mbongo?
a. Soki ndiyo :mosala nini nde osalaka mpo na kozwa mbongo
b. Mbongo boni ozwi sima ya mikolo nsambo
B26. Opesaka mbongo boni mpo esunga ndako?
   1=Eloko te  2=moke  3=koleka katikati  4=nyoso
B27. Nani nde azwaka mokolo likolo ya maye matali mombongo?
   1=moto mosusu nde azwaka mokano nyosi
2=ngai mpe nazalaka elongo na baye bazwaka mokano
3=tozwaka mokano na moto mosusu
4=nazwaka mobeka nyoso

B28. Na suka ya sanza makambo maye ekokani na ndako na yo?
  1=odefaka
  2=ozelaka libota batindela mbongo
  3=osalelaka biloko nayo ya kala
  4=osalelaka na momeseno
  5=osalaka na mbongo te

B29.Ozali na mikakatano na oyo etali misala ya bilanga ?
B30.Soki ndiyo : Ntina nayango nini ?
  1=bozangi mabele ya kolona
  2=ban yama ya zamba bazali kobebisa milona
  3=bilanga ezali mosika na mboka
  4=bobangi banguna
  5=mabele elmib
  6=bozangi bisaleli ya mosala
  7=bobangi kasala bilanga mpo na banguna (batomboki)

B31.Bozali na kpoposyo ya bozwi mai ?
Kati na sanza misato eleki na ngonga oyo bozalaki kobimisa nguba
B32.Bozwaki biloko ya kolia kouta na ONG nto Association songolo?
B33.Bozwaki mbuma ya kolona to bisaleli ya misala ya bilanga kouta na ONG to association?
B34.Bozwaki biloko oyo ya kolía te, kouta na ONG to association?
B35.Bozwaki lisungi yam bongo kouta na ONG to association?
B36.Bozwaki lisungi ya ba minganga to nkisi kouta na ONG to association?
B37.Bozwaki mateya kouta na ONG to association?
B38.Bozwaki lisungi ya kotangisa bana to mateya kouta na ONG?
Sikoyo, nalingaki natuna motuna oyo etali bokolongono bwa nzoto kati ya sanza eleki
B39.Sante na yo ezalaki ndenge nini na sanza eleki?
  1=mabe mingi  2=mabe  3=malamu  4=kitoko

C. Nalingingaki na tuna motuna na makambo etali lisanga na bino (te=o)
C1.Ozali moko na bakambi to mokambi ya lisanga :
  a) Lisanga ya basaleli
  b) Lisanga ya likelemba
  c) Lisanga ya baloni
  d) Lisanga ya babokoli bibwete
  e) Lisanga ya ba maman
f) Lisanga ya libota (famille)
g) Lisanga ya basi bakufeli mibali
h) Lisanga ya bayembali
i) Lisanga ya bayambi
j) Lisanga ya baye basambelaka
k) Lisanga ya légionnaires
l) Lisanga mosusu

-5-

C2. Mosala nini lisusu oyo okambaka na kati ya lisanga ?
Soki ndiyô
Soki mosusu, okoloba.............................

a=mokambi a lingomba ya Nzambe
b=mokambi ya association
c=maman conseillères
d=molakisi ya lisanga ya ba maman
e=mokonzi ya misala ya bilanga/ya batimoli mabanga ya talo
f=mokambi ya masanga ya likelemba
g=minganga ya nkisi ya bakoko
h=mokambi ya ba matanga
i=mokambi ya bilenge
j=mosusu
Sikayo nalingaki na tuna mwa motuna likola ya lole ne ya misala oyo osalaki uta bana bazangi na kelasi:

C4. Kobanda bana bazangi na kelasi osali ninâ?
a) Kolendisa mpe kosunga mabota oyo ezwamaki na likama ya liwa ya ba voisín
b) kosala salongo pene ya mai (puît, pompe...)
c) kasalisa na salongo ya nzela
d) kosala salongo ya kobongisa ndako ya kelasi
e) kosalisa na kotonga ndako
f) lisanga ya mboka
g) lisanga ya libota (famille)
h) lisanga ya baloni bilanga to elanga ya lingomba i) lisanga mosusu na kati ya mboka

Soki ndako na yo eziki mobimba na moto, okanisi ndenge ya lisungi kani nde okoki kozwa.

<table>
<thead>
<tr>
<th>-</th>
<th>Nazali na confiance te</th>
<th>Nazali na confiance moke</th>
<th>Mwa confiance ezali</th>
<th>Ndiyo nazali na confiance nyoso</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS okoki kozwa bato na kati na mboka oyo okoka kofanda epai na bango mpo na poso</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
TANGA: Nalingaki na tuna sikoyo motuna likolo ya bofandi na yo katì na libota, banana mpe bato mosusu na kati ya mboka.

C8. Na sanza eleki, ezalaki na moto moko alendisaki yo na ngonga oyo ozalaki na mawa to ntango ozalaki yo moko?

C9. Na sanza eleki, okendek kotala moto moko na mpokwa?

C10. Na sanza eleki, osengake biloko moke moke lokola sabuni, mungwa epai ya moto?

C11. Na sanza eleki, odefake biloko moke moke lokola sabuni to mungwa epai ya moto?

C12. Na sanza eleki, ezali na moto moko alendisaki yo, mpo na kosalisa yen a likambo moko?

C13. Na sanza eleki, ezalaki na moso moko oyo ayokaki yo ntango ozalaki kosolola makambo ya makanisi na yo?

C14. Na sanza eleki, moto moko akabelaki yo biloko ya bilanga na ye?

C15. Na sanza eleki, osapelaki kolekisa ngonga na baninga?

C16. Na sanza eleki, moto asalisaki yo na elo oyo esengalaki osala, lokola misala pene ya ndako, kotimola WC to misala mosusu?

C17. Na sanza eleki, osili obela bile na moto oyo azali na libota na yo te?

C18. Na sanza eleki, moto oyo azali na libota nay o te, osili obela na ye bilei elongo?

C19. Na sanza eleki, osili osungi moto na mpasi oyo azali na libota nay o te?

D. KOMIKOKA:

Kotanga: Nalingaki natuna mwa mituna ya koyeba soki osalaki makambo mosusu na sanza eleki:

D1. Osalisaki kotia kimia na kati ya basi?

D2. Opesaki toil na moto moko?

D3. Na sanza eleki osalaki mobembo?

D4. Na sanza eleki, ozwaki maloba na lisanga?

D5. Na sanza eleki, osangisaki mikano lolengya ko salo ko bilo ywa libota lya bino?

D6. Na sanza eleki, osangisaki mikano kati na association?

D7. Na sanza eleki, osangisaki mikano likolo lya mbuma ya bilanga ya libota na bino?

KOTANGA: Sikoyo, nalingaki na tuna mwa mituna likolo na misala mya yo kati kati ya libota mpe mobali na mobali na ya:

D8. Boyokana mala, yo na mobali na yo lolengya ko salo ko bilo ywa ndako, ndakisa: mbongo to mbele?

D9. Mobali atunaka makanisi na yo na ngonga azwamaka na kpoposo?

D10. Ongisisaka mobali na yo na nwela mala mto ntango asalaka mbe?
D 11. Mobali na yo asepelaka mpo okende kosangana na lisanga?
D 12. Mobali na yo asepelaka osala mwa mombongo?
D 13. Mobali nay o asepelaka ozala mokambi na lisanga?
D 14. Mobali na yo ayokaka yo?
D 15. Na sanza eleki,mobali nay o aboyaki te’ okota na likelemba?
D 16. Na sanza eleki,mobali na yo aboyaki okende na mosala ya lisanga ya mboka?

E. Nalingi na natuna likolo lya makambo ya bizaleti na yo mpenza.Kobanda mikolo mya mitano eleki tereo lelo:

E1. Kobanda mikolo mya mitano eleki kino lelo, olelaka ntango nyoso? -8-
E2. Kobanda mikolo mya mitano eleki kino lelo, oyokaka nsoni?
E3. Kobanda mikolo mya mitano eleki kino lelo, nkanda noki noki?
E4. . Kobanda mikolo mya mitano eleki kino lelo, otumolaka bato mingi?
E5. Kobanda mikolo mya mitano eleki kino lelo, ofandaka mosika na bato?
E6. Kobanda mikolo mya mitano eleki kino lelo, oboyaka bisika bato bazali, mpo elamusaka bapasi oyo ozwaka?
E7. Kobanda mikolo mya mitano eleki kino lelo, ozalaka kaka na kobanga?
E8. Kobanda mikolo mya mitano eleki kino lelo, okanisaka mingi likolo lya makambo oyo ekemelaka yo?
E9. Kobanda mikolo mya mitano eleki kino lelo, olingaka kolekisa ngonga nay o na baninga?
E10. Kobanda mikolo mya mitano eleki kino lelo, otangaka to osalaka mosala, ndakisa: mosala ya bilanga to ya mombongo?
E11. Kobanda mikolo mya mitano eleki kino lelo, oyokaka mposa ya bilei solo (appétit)?
E12. Kobanda mikolo mya mitano eleki kino lelo, osalaka bopeto na nzoto nay o solo?
E13. Kobanda mikolo mya mitano eleki kino lelo, okanisaka te ’ozali na tina te koleka basusu?
E14. Kobanda mikolo mya mitano eleki kino lelo, oliaki nabato basusu?
E15. Kobanda mikolo mya mitano eleki kino lelo, olotaki ba ndoto ya mabe mabe?
E16. Kobanda mikolo mya mitano eleki kino lelo, opekisamaki na makambo ya nzoto na mosala nay o lokola mumeseno?
E17. Kobanda mikolo mya mitano eleki kino lelo, oyokaka kolumaluma na nzoto?
E18. Kobanda mikolo mya mitano eleki kino lelo, ozalaka na makasi?
E19. Kobanda mikolo mya mitano eleki kino lelo, opekisamaki na makambo ya makanisi na mosala lokola mumeseno?

KOTANGA: Sikoyo nalingi natuna mituna likolo lya makambo oyo obikelaki na ba LRA.
F1. Moto moko abetaki yo masasi to na mboka na yo? -9-
F2. Obetamaki makasi to bakataki eteni ya nzoto na yo?
F3. Mikolo mileki, moto moko alandaki bino na mopanga (mbeli) to elo ko mosusu?
F4. Bakangaka yon a boloko?
F5. Bamemisaka yo mikumba ya kilo to osalaka misala na makasi?
F6. Babetaka moto to bayokusaka bato mpasi o miso ma yo?
F7. Babomaki moto omiso ma yo?
F8. Batambolaki na mwasi na makasi o miso ma yo?
F9. Babomaki mobali na yo?
F10. Babomaki mwana to bana ba yo?
F11. Babomaki ndeko ya libota lya yo to moninga?
F12. Masasi elelaki ngonga nyoso?
F13. Bazokisaki yo pota makasi na batomboki?
F14. Batomboki babotolaki biloko bya yo?
F15. Ozalaki temoin na esika oyo bazalaki koboma bato?
F16. Ozalaki temoin na esika oyo batumbaki baton a ndako?
F17. Bakangki yo lokola?
F18. Bakangaki mobali nay o to abunga?
F19. Mwana to bana ba yo bakangaka mpe bango to babunga?
F20. Bakangaka ndeko nay o to moninga na yo?

KOTANGA: Nalingi kotangelo yo makambo wana soki olingi, yebisa ngai makambo maye
F21. Ndeko na yo azokaka pota makasi na bitumba?
F22. Bayaka koyiba to kobevisa biloko ya baton a mboka?
F23. Bakangaki yon a makasi koboma basoda na bitumba?
F24. Bakangaki yon a makasi komela bangi?
F25. Bakangaki yon a makasi obeta to okata ndeko na yo to moninga nay o?
F26. Bakangaki yo na makasi obeta to okata moto mosusu?
F27. Bakangaki yo na makasi oboma ndeko na yo to moninga nay o?
F28. Bakangaki yo na makasi oboma moto mosusu oyo azalaki ndeko na yo te?
F29. Bakangaki yo na makasi kosangisa nzoto na yo na mobali?
F30. Tango batambolaki na yo na makasi omemaki zemi mpe obotaki mwana?
F31.
F32. Bakangaki yo na makasi oteka ndeko na yo to moninga mpo baboma to bazokisa ye?
F33. Makambo mosusu ezali oyo tosoli te?
F34. Soki ezali, loba
F35. Okima mboka na yo te mpo na bitumba?
F36. Soki ndiyo, okendaka nde wapi?
G27. Na sanza eleki, mobali na yo akangaki yo na makasi mpo na kosangisa nzoto ata nko olingaki te?
G28. Na sanza eleki, mobali na yo akomaki na kanda soki osololi na mobali mosusu?
G29. Na sanza eleki, mobali na yo alingaka kotiana mpo na koyeba wapi nde ozali na ngonga nyoso?
G30. Na sanza eleki, mobali na yo amekaki kopekisa yo okende kotala baninga?
G31. Na sanza eleki, mobali na yo abangisaki yo to agangelaki yo?
G32. Na sanza eleki, mobali na yo atungisaki yo to mosusu oyo afandi epai na yo?
G33. Na sanza eleki, mobali na yo aboyaki kopesa yo mbongo mpo na lisungi ya ndako ata nko azalaki na mbongo mpona makambo mosusu?
G34. Na sanza eleki, mobali na yo, azwaki eloko to mbongo na yo ata nko olingaki te?
G35. Na sanza eleki, obombaki mbongo nay o na somo ya kobanga mobali na yo mpo azwa te?
ANNEX 11
Preparation of database

BACKGROUND VARIABLES
Create new variable from marital status (B2) to indicate whether the respondent is with a partner or not. ‘With partner’ (1) includes married and co-habiting; ‘without partner’ (0) includes divorced, separated, widowed and single.

RECODE question about whether respondent is head of household (B8) to indicate only whether the respondent is head of household, or someone else is head of household (to include ‘husband/partner’, and ‘other’).

RECODE question about monthly finances (B27) to indicate whether at the end of the month the household is usually in debt (to include ‘usually have to borrow’; ‘rely on family money transfer’; usually have to use past savings’); break even; or are in credit (‘usually have money left over’).

Create new variable (‘NGO help’) by summing responses to B31-B37, to indicate the extent to which they have received assistance from NGOs/ CBOs.

SOCIAL NETWORKS
Recode responses to (C1) Social Networks (a) to (n) so that No=0 and Member or Leader=1. Calculate total ‘Social networks’ score by summing respondent’s recoded score on Social Networks (a) to (n). Total score can range between 0 and 14.

Calculate a total ‘confidence in a crisis’ from respondent’s scores on the three questions about how confident she would be that she could get assistance in a crisis situation (C5-7). Total score can range from 0-9.

Calculate a total ‘relationship’ score from the respondent’s scores on twelve questions about the types of support she has received from others over the previous month (C8-19) (0=no, 1=sometimes, 2=often). Total score can range from 0-24.

EMPOWERMENT
RECODE items E15 and E16 so that a higher score indicates higher levels of influence/ equality in the marital relationship (no=1; yes=0).

Calculate a total ‘marital influence’ score from respondent’s scores on the 9 items relating to her relationship with her husband/partner (E8-16). Total score can range from 0-18.

Recode responses to (C1) Social Networks (a) to (n) so that No or Member=0 and Leader=1. Calculate total ‘Group leader’ score by summing respondent’s recoded score on (a) to (n). Total score can range between 0 and 14. Calculate a total score for C3 to indicate the number of leadership positions held. Calculate a total ‘Leadership’ score by summing the ‘Group leader’ and C3 scores.

PSYCHOLOGICAL DISTRESS
RECODE items F9, F10, F11, F12, F14 AND F18 so a higher score indicates a higher level of psychological distress (not at all=3; a little=2; quite a bit=1; extremely=0).

Calculate a total ‘psychological distress’ score from respondent’s scores on the 19 items in the scale. Total scores can range from 0-57.
EXPERIENCES POTENTIALLY INFLUENCING PSYCHOSOCIAL WELLBEING

Conflict related issues

Calculate a total ‘war experiences’ score from the number of distressing experiences respondents said they had experienced during the conflict (G1-33). Total scores can range from 0-33.

Calculate the total number of months that respondents were displaced (G36).

Post conflict challenges

RECODE items H8, H19, H15 and H17 so that a higher score indicates more challenges experienced (no=2; sometimes=1; yes=0).

Calculate total ‘domestic violence’ score from respondent’s scores on the 16 items about domestic violence experiences (H20-35). Total scores can range from 0-16.
ANNEX 12
Review and revision of items

The first stage of the analysis of the pilot study data was to review responses and identify those items which were not working well, and should be removed. This stage of the analysis involved the following procedures:

- A review of the missing data for each item. High levels of missing data suggest that the item is not applicable to a large proportion of respondents, or the respondents are declining to answer it because it is inappropriate.
- A check for endorsement frequency of items. If everyone responds the same way to an item, it will tell us very little about change. Where one alternative has a very high (or low) endorsement rate, it is removed.
- A check on the internal consistency of items (how well each item correlates with other items and the total score).
- A check on the discrimination ability of items (which items best discriminate between respondents who score above the median on the scale as a whole, and those who score below the median). Those which discriminate best between these two groups are more likely to be sensitive to change.
- In some cases, where the number of items and respondents allowed, a factor analysis was conducted to assess whether the scale consists of one single factor or a number of factors. Items which do not load onto any factor highly are removed.

PSYCHOLOGICAL DISTRESS

This 19-item scale was designed to assess emotional and psychological distress experienced over the previous one week. Cronbach’s alpha for the full scale was 0.63; an alpha of .70 is generally considered acceptable, so the internal consistency of this scale was lower than anticipated. There was no missing data.

Review of item statistics indicated that items 2, 4, 6, 9, 10, 12, 13 and 14 (on the original version) did not correlate well with the scale as a whole; and items 3, 4, 9, 10, 11, 13, 14 and 15 did not discriminate well between those who scored above and below the median on the scale. Items 4 and 5 had very low endorsement rates (indicating that almost everybody said they did not apply to them). A factor analysis indicated that a single factor explained 18.36% of the variance (eigenvalue=3.49), and the items which loaded most highly on this were those which related to physical wellbeing (16, 17 and 18). A second factor accounted for 11.70% of the variance (eigenvalue=2.22) and items focusing on psychological distress loaded highly on this second factor (1, 3, 4, 8, 11, 19). As a result, a decision was made not to include the items measuring physical wellbeing in the psychological distress scale, since they seemed to be measuring a different underlying factor. The items for which multiple problems were identified (2, 4, 9, 10, 12, 13, 14) were also removed from the scale.

The revised version of the scale consists of eight items:

1. Do you cry frequently?
2. Do you find you become angry very quickly?
3. Do you stay away from other people?
4. Do you avoid certain places or people because they remind you of painful things?
5. Do you often feel afraid?
6. Do you think a lot about bad things that have happened to you?
7. Do you have a good appetite for food? (reverse scoring)
8. How much did emotional problems limit your daily activities?

The Cronbach’s alpha of the revised 8-item scale is .65, which is closer to an acceptable level. It should be noted that measures of ‘states’ (i.e. variables which commonly change over time, such as
anxiety) are commonly found to have lower levels of reliability than are measures of more stable traits or abilities.

SOCIAL CONNECTEDNESS

Social networks

This measure was created by calculating the total number of groups each respondent was involved with. Since two points were allocated for a leadership role, and one point for membership, the total score indicates level of involvement, as well as the number of groups she belongs to. Some of the groups were found to have a low endorsement rate (i.e. very few women said they belonged to such groups), so they were deleted or combined with others. The final list of groups was:

a) Business group  
b) Savings groups/ ‘Ristourne/ likelemba’ group  
c) Agricultural group or livestock breeding group  
d) Women’s Forum  
e) Family associations  
f) Association of widows  
g) Church group – including prayers, preaching, singing and Legionnaires  
h) Any other group

Activities

This measure was created by calculating the total number of community activities the respondent had participated in over the previous month. Since very few women said they had participated in ‘Group farming’ in the previous month, this option has been removed from the final version of the measure. Review of the other data in this section indicates a good distribution of scores.

Confidence in a crisis

This measure was designed to assess how confident a respondent is that she could obtain help from those around her in a crisis (if her house burned down). The measure consists of three questions asking how confident the respondent would be of obtaining different kinds of support, with a higher score indicating higher levels of confidence. There was no missing data. The responses were added together to create a total score, and this scale was found to have acceptable reliability (Cronbach’s alpha = .72). No changes were made to this section.

Relationships

This scale was designed to measure the respondent’s experience of supportive relationships over the previous month. Cronbach’s alpha for the full 12-item scale was 0.76, indicating it has good internal consistency. There was no missing data. However, review of the items indicated that a question about whether someone has ‘helped you do something that needed to be done, such as chores around the home, digging, or some other activity’ over the previous month had a very low endorsement rate and did not correlate well with the scale as a whole. Therefore, this item was removed. The Cronbach’s alpha of the revised 11-item scale was .77.

EMPOWERMENT

Empowered behaviour

This 7-item scale was designed to assess the extent to which respondents have engaged in behaviours identified as indicative of empowerment during the qualitative stage of this study. Cronbach’s alpha for the full scale was .75, indicating it has good internal consistency.

There was no missing data for these items, but one of the items (‘Have you contributed to decision-making within an association?’) had a low endorsement rate, indicating that very few women had done this in the previous month. A second item (‘Have you travelled outside your village?’) had a
fairly low endorsement rate and correlated weakly with the scale as a whole, indicating that this was measuring a different issue (perhaps related to economic empowerment). These two items were removed, and the Cronbach’s alpha for the revised 5-item scale was .76.

Leadership

Each respondent was asked (C2 and C3) if she had any positions of responsibility in addition to those she had already mentioned when we asked about groups she belonged to (C1). Only seven women said they had leadership positions other than those already identified in her responses to C1, and in some cases they would have fitted within the C1 responses. Therefore, C3 was revised to become an open question, asking women who hold an additional leadership position to state what it is.

The number of leadership roles women have in both settings (i.e. responses to C1 and C2/3) can be added together to create a total ‘leadership’ score. In the pilot sample, the majority of women did not hold leadership roles, so the distribution of scores for this measure was skewed.

Marital relationship

This 9-item scale was designed to assess the woman’s role within her marital relationship, with a higher score indicating that she plays a more active role. Cronbach’s alpha for the full scale was 0.66, indicating it had adequate internal consistency. These questions only apply to those who are married or cohabiting, so data was only available from 45 respondents for this section.

A review of the items showed that two items (‘Does your husband encourage you to attend meetings and groups?’ and ‘Does your husband encourage you in your income-generating activities?’) had high endorsement rates, and were weakly correlated with other items in the scale. These items were removed from the revised version of the scale. Cronbach’s alpha for the revised 7-item scale was .67.

CONTRIBUTING FACTORS

War events

This 33-item checklist was developed for use in Northern Uganda, where children and young people were commonly abducted by the LRA and used as combatants. It appears that this is less common in DRC, since very few respondents (2-4) said they had experienced events associated with forced engagement in combat (G22-28). Only one respondent said she had been forced to betray a family member or friend, placing them at risk of death or injury (G32). Therefore, these eight items were removed from the checklist for use with women in DRC.

All the remaining events were experienced by between 12 and 85 respondents, which indicates that they were relevant. There was no missing data for this section.

Displacement

The majority of respondents (93) had left their home area in order to avoid abduction or the war. They were then asked to list all the places they went, and the number of months they spent in each location. Only two respondents lived in more than two IDP camps or towns, or in more than one ‘different community’. Therefore these additional options (the third IDP camp, the third town, and the second and third ‘different community’) were removed from the revised version of the interview schedule. Additional displacement experiences can continue to be recorded under ‘other’.

Other types of events and current circumstances

In order to simplify the administration of the interview schedule, the questions about other types of events and current circumstances which may contribute to psychological wellbeing/distress were divided into sections: those which apply to all respondents (H1-H14), and those which only apply to women living with a partner (H15-H19).
Of those items which apply to all respondents, one had a very high endorsement rate (H1. Have you lost your house?) and one had a very low endorsement rate (H6. Have you had a dispute over land access in the last 3 months?). These two items were removed from the revised version of the interview schedule. A third item was removed, ‘Are any of your children, or your husband, mentally ill?’, because the qualitative data associated with this item indicated that respondents did not have a common understanding of the term ‘mentally ill’.

**Domestic violence**

The 16 items in this checklist were experienced by at least 4 respondents (range = 4-31) and there was no missing data. Therefore, no changes were made to this section. Responses to the 16 items can be summed to create a total ‘domestic violence’ score.
ANNEX 13
Final version of psychosocial wellbeing assessment tool (English)

**PSYCHOSOCIAL WELLBEING ASSESSMENT INTERVIEW SCHEDULE (DRC):**

<table>
<thead>
<tr>
<th>Localite/ quartier</th>
<th>Village/ Avenue</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respondent Research ID</td>
<td></td>
</tr>
</tbody>
</table>

G. **INTRODUCTION**

**NAME:** I am [name] from [location]. [Organisation] are conducting research on psychosocial wellbeing in this community and we are here to ask if you will participate in our research study.

**STUDY PURPOSE:** We have developed an interview which will help us to understand psychosocial wellbeing in communities in this area. The purpose of this study is [insert as applicable].

**NO BENEFITS:** The study findings will allow us to develop better ways to assess psychosocial wellbeing in this region. There are no direct benefits to individuals participating in this research.

**TYPES OF QUESTIONS:** I will ask you some questions about your life, work, feelings, experiences in the past and your current situation.

**CAN SKIP QUESTIONS OR STOP ANYTIME:** You can decide not to answer the entire survey, or you can tell us when a question makes you uncomfortable and we will skip that question. There is no need to answer any question that makes you uncomfortable. If you like, you can end the interview at any time and this will not affect any assistance you get from any organisation.

**CONFIDENTIAL:** All your answers will be kept private and confidential, and the only people that will have access to this information are the lead researchers for this study.

**CONTACT:** If you have any questions, or if problems arise, you may contact [insert name, organisation and contact details].

May we have your permission to ask these questions, and are you willing to participate? **Yes/ No**

If respondent DECLINES TO PARTICIPATE: Why?  

If respondent agrees to complete questionnaire, the interviewer should sign below and continue.

I confirm I have given all the information above to the respondent, and she has agreed to participate.

Signature of interviewer: .................................................................
Questions to the interviewer. Do not ask these questions to the respondent.

A1. Date / Time of interview:  
   A. (DD/MM/YY) | __ | __ | / | __ | __ | / | __ | __ |
   B. (24 hr clock) | __ | __ | : | __ | __ |

A2. Interviewer ID / First name: A. | __ | __ | / B. ________________

A3. Are you suspicious that the woman you are interviewing is not the one we sought for an interview? | __ |
   1 = Not at all suspicious  3 = Moderately Suspicious
   2 = A bit suspicious       4 = Very suspicious

   **If 2, 3, or 4 (suspicious):** Use any information you have about the woman (household members, etc) to double check. Feel free to discontinue the interview if necessary.

A4. Is the interview being conducted with the interviewee alone (excepting survey staff)? | ___ |
   (1=Yes, 0=No)

A5. Was the interview conducted outside in an open area, or in an open shelter (except for two people of the same gender)? | ___ |
   (1=Yes, 0=No)

   **If NO, politely ask to be allowed to interview the respondent alone. Stress that the interview is private and confidential.**
H. BACKGROUND INFORMATION

B1. What is your age? 
years | ___ | ___ |

B2. Are you married, single, widowed or separated? 
| ___ |
1 = Currently married 4 = Separated/ Divorced
2 = Currently living with a man 5 = Single (never married/ never lived with a man)
3 = Widowed
6 = Other marital status [describe] ............................................................................................... 

B3. At this time, what is the highest level of education you have reached? 
| ___ |
1 = P1 5 = P5 9 = S3 13 = tertiary level (certificate, diploma, degree)
2 = P2 6 = P6 10 = S4 0 = None or nursery
3 = P3 7 = S1 11 = S5
4 = P4 8 = S2 12 = S6

B4. Can you read well enough to read a book or a newspaper? [1=Yes, 0=No] 
| ___ |

B5. Do you feel a part of this community or an outsider? 
| ___ |
1 = Part of community 2 = Outsider 3 = Don’t know

B6. Do you consider yourself to be a displaced person? [1=Yes, 0=No] 
| ___ |

B7. Who is the head of the household? 
| ___ |
1 = Interviewee 2 = Husband/ Partner 3 = Other

B8. How many people are in your present household? We mean only the 
| ___ | people that usually sleep in the same place and have the same head of household as you.

B9. How many biological children do you have who are living now? 
| ___ |

B10. How many have died, miscarried, aborted or were stillborn? 
| ___ |

B11. How many non-biological children are you presently the principal caretaker for? 
| ___ |
**If ANY BIOLOGICAL CHILDREN:**

<p>| | |</p>
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<tbody>
<tr>
<td>B12. Do your children live with you? (0=None, 1=Some, 2=All)</td>
<td>___</td>
</tr>
<tr>
<td>B13. Is the father (or fathers) of your children alive? (1=Yes, 0=No)</td>
<td><em><strong>/</strong></em>/<em><strong>/</strong></em>/<em><strong>/</strong></em></td>
</tr>
<tr>
<td>B14. Does the father (or fathers) of your children help to provide for their needs (e.g. food, clothes)? (1=Yes, 0=No)</td>
<td><em><strong>/</strong></em>/<em><strong>/</strong></em>/<em><strong>/</strong></em></td>
</tr>
<tr>
<td>B15. Does anyone, other than yourself and the children’s father(s), help to provide for your children’s needs? (1=Yes, 0=No)</td>
<td>___</td>
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</table>

**If YES:** Who? ______________________________________________________

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<tbody>
<tr>
<td>B16. How old are your children?</td>
<td><em><strong>/</strong></em>/<em><strong>/</strong></em>/<em><strong>/</strong></em>/<em><strong>/</strong></em></td>
</tr>
<tr>
<td>B17. How many female children are currently in school?</td>
<td>Available I___I Attendance I___I</td>
</tr>
<tr>
<td>B18. How many male children are currently in school?</td>
<td>Available I___I Attendance I___I</td>
</tr>
<tr>
<td>B19. <strong>For ANY children not in school:</strong> Why are they not in school (check all that apply)?</td>
<td><em><strong>/</strong></em>/<em><strong>/</strong></em>/<em><strong>/</strong></em>/<em><strong>/</strong></em></td>
</tr>
<tr>
<td>1 = Too young</td>
<td>4 = They have paying/earning jobs</td>
</tr>
<tr>
<td>2 = No money for fees or uniforms</td>
<td>5 = Too old/ finished school</td>
</tr>
<tr>
<td>3 = Work in garden for household</td>
<td>6 = The child is too sick to attend school</td>
</tr>
<tr>
<td>7 = Other: ______________________________________________________</td>
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</table>

**Read:** Now I would like to ask you some questions about your eating and drinking habits.

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<tr>
<td>B20. How many times did you go to bed hungry in the past week?</td>
<td>___</td>
</tr>
<tr>
<td>B21. Do you take alcohol? (1=Yes, 0=No)</td>
<td>___</td>
</tr>
<tr>
<td>B22. Does your husband/ partner ever drink alcohol? (1=Yes, 0=No, 88=don’t know)</td>
<td>___</td>
</tr>
<tr>
<td>B23. <strong>If YES, DRINKS:</strong> Does your husband/ partner get drunk often, sometimes or never?</td>
<td>___</td>
</tr>
<tr>
<td>(1=Often, 2=Sometimes, 3=Never)</td>
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</table>

**Explanation of B23:** If the husband does not drink, no need to ask this question. Code it as ‘3’ for ‘never’.

**Read:** Now I would like to ask you some questions about the economic situation (‘survival’) of you and your household.

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<tbody>
<tr>
<td>B24. Do you do any work that you earn money from? (1=Yes, 0=No)</td>
<td>___</td>
</tr>
<tr>
<td>b. <strong>IF YES:</strong> what work do you do to earn money? ____________________________</td>
<td></td>
</tr>
<tr>
<td>____________________________ ____________________________ ____________________________</td>
<td></td>
</tr>
</tbody>
</table>
| c. About how much money did you earn in the **past 7 days?** |___| Francs
INTRODUCE THE JERRY CAN PICTURES HERE – USE YOUR OWN EXAMPLES TO EXPLAIN UNTIL YOU ARE SURE THE RESPONDENT UNDERSTANDS.

Spend as much time as necessary here explaining the jerry can pictures and checking that the respondent understands before proceeding. An inadequate understanding at this stage will bring problems later in the interview.

The pictures of the jerry cans should be reproduced on a laminated card (one for each interviewer), so they can be shown to the respondent, and she can point to the picture that best represents her response.

```
None (0)    Less than half (1)    More than half (2)    All (3)
```

B25. What share of the household income do you provide?  |  ___ |
0= None  2= More than half
1= Less than half  3= All

B26. Who makes the decisions about your economic activities?  |  ___ |
1= Someone else makes all the decisions  3= I decide jointly with someone else
2= I make some of the decisions  4= I make all the decisions

B27. At the end of the month which of these statements applies to your household?  |  ___ |
1= Usually have to borrow  3= Usually break-even
2= Usually have to use past savings  4= Usually have money left over

B28. Do you have problems related to cultivation? [1= Yes, 0= No]  |  ___ |

B29. If YES: What are the reasons? (check all that apply)  |  ___ |
1= Do not have access to any land  5= Land is not fertile
2= Wild animals destroy crops  6= Lack of tools
3= Land is very far from home  7= Discouraged to cultivate and that the rebels come to harvest
4= Fear of attack

B30. Do you have problems accessing water? [1= Yes, 0= No]  |  ___ |

IN THE LAST 3 MONTHS (refer to a well-known event that happened three months ago to clarify timeframe): (1= Yes, 0= No)

B31. Have you received any practical or financial assistance from an NGO or CBO?  |  ___ |
(This includes food, seeds, tools, non-food household items, medical or school assistance)

B32. Have you received any counseling from an NGO or CBO?  |  ___ |

READ: Now I’d like to ask you about your health over the last ONE MONTH.

B33. How would you rate your health?  |  ___ |
1= Very bad  3= Good
2= Bad  4= Excellent
I. SOCIAL CONNECTEDNESS

READ: I’d like to ask you some questions about any groups you are involved in.

C1. Are you a member or leader of any of the following groups:

Read out the groups below and ask whether the respondent is a member or leader

(No=0; Member=1; Leader=2)

bb) Business group | ___ |
cc) Savings group/ ‘Ristoune/lkelemba’ group | ___ |
dd) Agricultural or livestock breeding group | ___ |
ee) Women’s Forum | ___ |
f) Family associations | ___ |
g) Association of widows | ___ |
h) Church group (singing, prayer, Legionnaires, or other) | ___ |
i) Any other group (describe ..............................................) | ___ |

C2. Do you hold any other positions of responsibility? [Yes=1, No=0] | ___ |
C3. If yes, what positions? Total number of leadership positions | ___ |
Describe .................................................................................................
READ: Now I’d like to ask you some questions about the types of activities you’ve taken part in over the last ONE MONTH. *(Check respondent understands time period – use an event that happened one month ago as marker = Make sure that the research team have identified a well-known event that occurred about a month earlier, and use this to orient the respondent to the timeframe we are interested in.)*

C4. In the last ONE MONTH have you taken part in:

*(1 = Yes, 0 = No)*

s) Comforting and supporting bereaved relatives & neighbours  |   ___ |

t) Helping to clean and maintain water sources (well/ borehole)  |   ___ |
u) Helping to maintain the streets  |   ___ |
v) Helping to develop a school (e.g. build classrooms)  |   ___ |
w) Helping to construct a house  |   ___ |
x) Community meeting (e.g. to resolve a conflict)  |   ___ |
y) Family meeting  |   ___ |
z) Any other community activity (specify ..........................)  |   ___ |
Imagine that your house has been completely destroyed by a fire. I want you to think about how confident are you that you could get different kinds of help.

To decide how confident you are, think of yourself as a jerry can. The more water there is in the jerry can, the more confident you would feel in each situation I ask you about:

<table>
<thead>
<tr>
<th></th>
<th>Not at all (0)</th>
<th>A little (1)</th>
<th>Quite a bit (2)</th>
<th>Extremely (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>C5. Find people in your community to shelter you for two weeks</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>C6. Borrow money to help you buy some clothes after the fire</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>C7. Raise enough money to feed your family for 4 weeks</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>
**READ:** Now I would like to ask you some questions about your relationships with family, friends and other community members. **Thinking about the last ONE MONTH...** Remind the respondent of the time frame here by using the well-known event identified earlier.

<table>
<thead>
<tr>
<th>Question</th>
<th>1=Yes</th>
<th>0=No</th>
<th><strong>If YES:</strong> Sometimes (1): once or twice a week</th>
<th><strong>Often (2):</strong> more than twice a week</th>
<th><strong>If No:</strong> (0) (not 99 or blank)</th>
</tr>
</thead>
<tbody>
<tr>
<td>C8. Is there someone who comforted you when you were feeling distressed or lonely?</td>
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<tr>
<td>C9. Have you visited someone in the evening?</td>
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<tr>
<td>C10. Have you borrowed small items, such as salt or soap, from somebody?</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C11. Have you lent small items, such as salt or soap, to somebody?</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>C12. Is there someone who gave you advice to help you in a situation?</td>
<td></td>
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</tr>
<tr>
<td>C13. Is there someone who listened to you talk about your thoughts and feelings?</td>
<td></td>
<td></td>
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<tr>
<td>C14. Has somebody shared the products of their field with you?</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>C15. Have you enjoyed spending time with friends?</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>C16. Have you shared your food with somebody who is not a member of your family?</td>
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<tr>
<td>C17. Has somebody who is not a member of your family shared their food with you?</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>C18. Have you helped a sick person who is not a member of your family?</td>
<td></td>
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</tbody>
</table>
### J. EMPOWERMENT

*READ: Now I’d like to ask you some questions about whether you have done some other things in the last ONE MONTH.*

<table>
<thead>
<tr>
<th></th>
<th>1=Yes</th>
<th>If YES:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0=No</td>
<td>sometimes (1)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>or often (2)?</td>
</tr>
<tr>
<td><strong>If NO:</strong> (0)</td>
<td></td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Question</th>
<th>Code</th>
<th>Code</th>
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</thead>
<tbody>
<tr>
<td>D1. Have you helped to resolve a conflict between women?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D2. Have you given advice to someone?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D3. Have you spoken out at a meeting?</td>
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<tr>
<td>D4. Have you contributed to decisions on how to spend your family’s</td>
<td></td>
<td></td>
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<tr>
<td>resources?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D5. Have you contributed to decisions about your family’s agricultural</td>
<td></td>
<td></td>
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<tr>
<td>production?</td>
<td></td>
<td></td>
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</tbody>
</table>
K. PSYCHOLOGICAL DISTRESS

I am going to read you some statements about your general feelings and behaviour. For each one I am going to ask you how much you have experienced it IN THE LAST WEEK, including today.

Clarify the time frame here by reminding the respondent what day it is, and asking her what she was doing one week ago. It may be necessary to keep checking the time period throughout this section.

For example: R: ‘I was having a lot of bad dreams last month’; I: ‘And have you had any bad dreams in the last week?’; R: ‘No, I haven’t’.

To decide how much you have experienced each feeling or behaviour, think of yourself as a jerry can. The more water there is in the jerry can, the more you have experienced this feeling or behaviour:

![Jerry can images]

Not at all (0)  A little (1)  Quite a bit (2)  Extremely (3)

Often, respondents initially answer these questions with ‘yes’. The interviewer then needs to probe, using the jerry can pictures, to identify how strongly she has felt these things over the last weeks.

<table>
<thead>
<tr>
<th></th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
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</thead>
<tbody>
<tr>
<td>E1. Do you cry frequently?</td>
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<tr>
<td>E2. Do you find you become angry very quickly?</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>E3. Do you stay away from other people?</td>
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<tr>
<td>E4. Do you avoid certain places or people because they remind you of painful things?</td>
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<tr>
<td>E5. Do you often feel afraid?</td>
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<tr>
<td>E6. Do you think a lot about bad things that have happened to you?</td>
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</tr>
<tr>
<td>E7. Do you have a good appetite for food?</td>
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<tr>
<td>E8. How much did emotional problems limit your daily activities?</td>
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L. EVENTS THAT MAY CONTRIBUTE TO PSYCHOLOGICAL DISTRESS

Read: Now I would like to ask you about your experiences related to the LRA. Some of these experiences are upsetting to think or talk about. If so, feel free not to answer. Say, “I prefer to go to the next question” or “I prefer to stop talking about the conflict and move on”. Also, remember that your answers are very confidential.

Explanation of the section: This is the section that is most likely to cause distress. The interviewer should be very sensitive to any change in the respondent’s mood and should ask the questions sensitively. Be careful not to lapse into ‘checklist’ mode, asking the questions without any regard for their impact on the respondent. It is important to remind the respondent that she is free to decline to answer any question she isn’t comfortable with.
Read: I am going to mention several events. Please tell me if you have ever experienced any of these events.

Procedure: If the respondent tells a story which incorporates several of the events below, you can put (1) next to those that apply in any order. You do not have to listen to the story then continue to ask every item, even those which she has already said happened to her. Just ask about those she has not mentioned.

How to mark answers: Only skip if the respondent declines to answer a particular question, otherwise put ‘0’ even if the question does not apply. For example, questions about events that happened to a husband during the war – if the woman was unmarried, record ‘0’ rather than ‘99’, because she did not experience these events.

(1=Yes, 0=No, 99=SKIP if declines to answer)

F1. Someone shot bullets at you or your home

F2. You received a severe beating to the body, or part of your body was cut

F3. Someone attacked you with a panga or other weapon

F4. You were tied up or locked up as a prisoner

F5. You were forced to carry heavy loads or do other forced labour

F6. You witnessed beatings, cuttings or torture of other people

F7. You witnessed a killing

F8. You witnessed the rape or sexual abuse of a woman

F9. Your husband was murdered or died violently
   If the respondent didn’t have a husband during the war, the response should be ‘0’ – since she did not experience this. The same for all following items in this Section which refer to the respondent’s husband.

F10. One or more of your children was murdered or died violently
    If the respondent didn’t have any children during the war, the response should be ‘0’ – since she did not experience this. The same for all following items in this Section which refer to the respondent’s children.

F11. Another family member or friend was murdered or died violently

F12. You heard gun fire regularly

F13. You received a serious physical injury from rebels or soldiers

F14. Rebels looted your property

F15. You witnessed a massacre (Collective killing of non-combatants.)

F16. You witnessed the setting of houses on fire with people inside

F17. You were abducted

F18. Your husband disappeared or was abducted

F19. One or more of your children disappeared or was abducted

F20. Another family member or friend was abducted

F21. A family member received a serious physical injury from combat
   Family member can include any member of the respondent’s extended family. There is no need to probe to identify who it was.

F22. You were forced to have sex with a man
F23. You became pregnant from rape and had a child | ___ |

*You can skip this question if the woman wasn’t raped, but make sure you record ‘0’ here, not ‘99’ in these cases*

F24. You were forced to step on or otherwise abuse the bodies of dead persons | ___ |

F25. Were there any other frightening or dangerous situations we have not discussed, or other things that you were forced to do? | ___ |

F26. **If YES:** Describe:

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</tbody>
</table>

F27. Did you ever leave your home area in order to avoid abduction or the war? | ___ |

F28. **If YES,** where did you go?

*Notes: ask the respondent to tell you all the places she went to in order to avoid abduction or the war. Write the number of months she spent in each location next to the appropriate place (IDP camp, town, different community). There are three options for each, in case a respondent spent time in 2 or 3 IDP camps or 2 or 3 towns).

*If less than one month, write ‘1’.*

*If the respondent spent several years in a displacement location, you can write the number of years next to the box, then at the end of the interview come back to that item and calculate the number of months – this figure should be inserted in the box.*

*It may be that none of these apply, or only one or two. Put ‘0’ in all others, rather than ‘9’ or ‘99’, to indicate she spent no time in these places.*

*‘Town’ refers to living in an urban area but not in an IDP camp (i.e. staying with relatives or renting own accommodation in town).*

*‘Different community’ refers to moving to another community perceived to be safer – but not living in an IDP camp. ‘Different community’ should only be recorded if the respondent was living independently – if she was living in an IDP camp, record it under ‘IDP camp’ instead.*

<table>
<thead>
<tr>
<th>LOCATION</th>
<th>N. MONTHS</th>
</tr>
</thead>
<tbody>
<tr>
<td>u) IDP camp (1)</td>
<td>___</td>
</tr>
<tr>
<td>v) IDP camp (2)</td>
<td>___</td>
</tr>
<tr>
<td>w) Town (1)</td>
<td>___</td>
</tr>
<tr>
<td>x) Town (2)</td>
<td>___</td>
</tr>
<tr>
<td>y) Different community (1)</td>
<td>___</td>
</tr>
<tr>
<td>z) Other</td>
<td>___</td>
</tr>
</tbody>
</table>
M. OTHER TYPES OF EVENTS AND CURRENT CIRCUMSTANCES

READ: Now I’d like to ask you whether you have experienced certain events not related to the LRA. Again, some of these experiences are upsetting to think or talk about. If so, feel free not to answer. Say, “I prefer to go to the next question”. Also, remember that your answers are very confidential.

(1= Yes, 0 = No, 99=if declines to answer)

G1. Have you lost access to your land?   [___]
G2. Have you lost property because of flooding?   [___]
G3. Have you been abandoned by your husband?   [___]
G4. Have you lost your parents or other close relatives?   [___]
G5. Has your husband or a child died of a disease or accident?   [___]

Read: Now I would like to ask you about your life now and over the last ONE MONTH.

Remind of the time period by referring to the event that happened one month ago.

Use ‘yes’ and ‘no’ where possible, but ‘sometimes or some’ can be used where the respondent does not feel that either ‘yes’ or ‘no’ truly reflects her situation.

(0=No, 1=Sometimes or Some, 2=Yes, 99=if declines to answer)

G6. Do you have a good relationship with most of your neighbours?   [___]
G7. Are you ever abused or insulted by neighbours?   [___]
G8. Do you have a good relationship with your own family members?   [___]
G9. In the last one month, have you felt that you have so many responsibilities that you are unable to cope with them all?   [___]
G10. Do you fear that you or your family may experience an LRA attack in the future?   [___]
G11. Do you fear that your land or property will be destroyed by floods?   [___]

IF THE RESPONDENT HAS NO HUSBAND – THANK HER AND END THE INTERVIEW.

If the woman has no husband/partner, write ‘99’ here:   [___]
READ: Now I’d like to ask you some questions about your role in the family and about your husband. We know these questions are personal and can be difficult to answer. If you would rather not answer any of these questions, just say ‘I’d prefer to go to the next question’.

(0=No, 1=Sometimes, 2=Yes, 99=Skip if declines to answer)

Use ‘yes’ and ‘no’ where possible, but ‘sometimes or some’ can be used where the respondent does not feel that either ‘yes’ or ‘no’ truly reflects her situation.

D6. Do you plan together with your husband how to use household resources (e.g. money, land)?

   | ___ |

D7. Does your husband ask for your advice when he is faced with a difficult decision or situation?

   | ___ |

D8. Do you tell your husband if you think he’s making a mistake?

   | ___ |

D9. Does your husband encourage you to take on leadership positions?

   | ___ |

D10. Does your husband listen to your suggestions?

   | ___ |

In the last ONE MONTH, has your husband:

(0=No, 2=Yes, 99=Skip if declines to answer)

D11. Refused to allow you to join a savings or business group?

   | ___ |

D12. Refused to allow you to participate in community activities?

   | ___ |

Note: Use ‘yes’ and ‘no’ where possible, but ‘sometimes or some’ can be used where the respondent does not feel that either ‘yes’ or ‘no’ truly reflects her situation

(0=No, 1=Sometimes or Some, 2=Yes, 99=if declines to answer)

G12. Do you have a good relationship with your husband’s family?

   | ___ |

G13. Do your in-laws ever abuse or insult you?

   | ___ |

G14. In the last one month, has your husband provided financially for you and your children?

   | ___ |

The following two items refer to the woman’s perception or fear, rather than reality. If she says ‘I don’t know, it’s for him to say’, explain that we want to know her thoughts on these issues.

G15. Do you fear that your husband may abandon or divorce you?

   | ___ |

G16. Do you fear or know that your husband has had sex with other women?

   | ___ |
Please tell me if your husband/partner has done the following things IN THE LAST ONE MONTH:

(1=Yes, 0=No, 99=if declines to answer)

G17. Slapped you or thrown something at you that could hurt you | ___ |
G18. Pushed you or shoved you or pulled your hair | ___ |
G19. Hit you with his fist or with something else that could hurt you | ___ |
G20. Kicked you, dragged you or beat you up | ___ |
G21. Choked or burnt you on purpose | ___ |
G22. Threatened to use or actually used a gun, knife or other weapon against you | ___ |
G23. Threatened or intimidated you into having sexual intercourse even when you did not want to | ___ |
G24. Physically forced you to have sexual intercourse even when you did not want to | ___ |
G25. Become very angry if you talked to other men | ___ |
G26. Insisted on knowing where you are at all times | ___ |
G27. Tried to keep you from seeing your friends | ___ |
G28. Done things to scare or intimidate you on purpose (e.g. by the way he looks at you, by yelling and smashing things) | ___ |
G29. Threatened to hurt you or someone you care about | ___ |
G30. Refused to give you money for household expenses, even when he had money for other things? | ___ |
G31. Taken your earnings or savings from you against your will? | ___ |
G32. Have you hidden your money so your husband/partner wouldn’t take it? | ___ |

THANK THE RESPONDENT AND CLOSE THE INTERVIEW
### ANNEX 14

**Data entry guide and database preparation**

<table>
<thead>
<tr>
<th>A. INTERVIEW CONTEXT</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A1 - A</td>
<td>Enter the date the interview took place in the following format: DD.MM.YY</td>
</tr>
<tr>
<td>A1 - B</td>
<td>Enter the time of the interview using 24-hour clock (e.g. 14:30)</td>
</tr>
<tr>
<td>A3</td>
<td>Enter the single-digit number entered in the box (1-4). There should be no missing data (MD).</td>
</tr>
<tr>
<td>A4</td>
<td>Enter the single-digit number entered in the box (0-1). There should be no MD.</td>
</tr>
<tr>
<td>A5</td>
<td>Enter the single-digit number entered in the box (0-1). There should be no MD.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B. BACKGROUND INFORMATION</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>B1</td>
<td>Enter age in years using two digits</td>
</tr>
<tr>
<td>B2</td>
<td>Enter the single-digit number written in the box (1-6). There should be no MD.</td>
</tr>
<tr>
<td>B2_other</td>
<td>If option 6 is chosen for B2, enter the text describing marital status in this cell</td>
</tr>
<tr>
<td>B3</td>
<td>Enter the single-digit number entered in the box (0-13). There should be no MD.</td>
</tr>
<tr>
<td>B4</td>
<td>Enter the single-digit number entered in the box (0-1). There should be no MD.</td>
</tr>
<tr>
<td>B5</td>
<td>Enter the single-digit number entered in the box (1-3). There should be no MD.</td>
</tr>
<tr>
<td>B6</td>
<td>Enter the single-digit number entered in the box (0-1). There should be no MD.</td>
</tr>
<tr>
<td>B7</td>
<td>Enter the single-digit number entered in the box (1-3). There should be no MD.</td>
</tr>
<tr>
<td>B8</td>
<td>Enter the number written in the box (2 digits)</td>
</tr>
<tr>
<td>B9</td>
<td>Enter the number written in the box (2 digits)</td>
</tr>
<tr>
<td>B10</td>
<td>Enter the number written in the box (2 digits)</td>
</tr>
<tr>
<td>B11</td>
<td>Enter the number written in the box (2 digits)</td>
</tr>
<tr>
<td>B12</td>
<td>Enter the single-digit number entered in the box (0-2). MD=99.</td>
</tr>
<tr>
<td>B13a</td>
<td>Enter the single-digit number entered in the box (0-1) to indicate whether Father(a) is alive. Missing data = 99.</td>
</tr>
<tr>
<td>B13b</td>
<td>Enter the single-digit number entered in the box (0-1) to indicate whether Father(b) is alive. MD=99.</td>
</tr>
<tr>
<td>B13c</td>
<td>Enter the single-digit number entered in the box (0-1) to indicate whether Father(c) is alive. MD=99.</td>
</tr>
<tr>
<td>B13d</td>
<td>Enter the single-digit number entered in the box (0-1) to indicate whether Father(d) is alive. MD=99.</td>
</tr>
<tr>
<td>B13e</td>
<td>Enter the single-digit number entered in the box (0-1) to indicate whether Father(e) is alive. MD=99.</td>
</tr>
<tr>
<td>B14a</td>
<td>Enter the single-digit number entered in the box (0-1) to indicate whether Father(a) provides for children’s needs. MD=99.</td>
</tr>
<tr>
<td>B14b</td>
<td>Enter the single-digit number entered in the box (0-1) to indicate whether Father(b) provides for children’s needs. MD=99.</td>
</tr>
<tr>
<td>B14c</td>
<td>Enter the single-digit number entered in the box (0-1) to indicate whether Father(c) provides for children’s needs. MD=99.</td>
</tr>
<tr>
<td>B14d</td>
<td>Enter the single-digit number entered in the box (0-1) to indicate whether Father(d) provides for children’s needs. MD=99.</td>
</tr>
<tr>
<td>B14e</td>
<td>Enter the single-digit number entered in the box (0-1) to indicate whether Father(e) provides for children’s needs. MD=99.</td>
</tr>
<tr>
<td>B15</td>
<td>Enter the single-digit number entered in the box (0-1). MD=99.</td>
</tr>
<tr>
<td>B15_a</td>
<td>If option 1 is chosen for B15, enter the text describing who helps provide for</td>
</tr>
</tbody>
</table>

---

9 The term ‘missing data’ refers to a space left blank – presumably accidentally. Where an item is deliberately skipped, either because it does not apply to the respondent (e.g. items about marriage do not apply to an unmarried respondent) or the respondent has declined to answer, the code 99 is used.
<table>
<thead>
<tr>
<th>B16a</th>
<th>Enter two-digit number to indicate first child’s age. MD=99.</th>
</tr>
</thead>
<tbody>
<tr>
<td>B16b</td>
<td>Enter two-digit number to indicate second child’s age. MD=99.</td>
</tr>
<tr>
<td>B16c</td>
<td>Enter two-digit number to indicate third child’s age. MD=99.</td>
</tr>
<tr>
<td>B16d</td>
<td>Enter two-digit number to indicate fourth child’s age. MD=99.</td>
</tr>
<tr>
<td>B16e</td>
<td>Enter two-digit number to indicate fifth child’s age. MD=99.</td>
</tr>
<tr>
<td>B16f</td>
<td>Enter two-digit number to indicate sixth child’s age. MD=99.</td>
</tr>
<tr>
<td>B16g</td>
<td>Enter two-digit number to indicate seventh child’s age. MD=99.</td>
</tr>
<tr>
<td>B16h</td>
<td>Enter two-digit number to indicate eighth child’s age. MD=99.</td>
</tr>
<tr>
<td>B17  _F_available</td>
<td>Enter two-digit number to indicate number of girls available for school. MD=99.</td>
</tr>
<tr>
<td>B17  _M_attend</td>
<td>Enter two-digit number to indicate number of girls attending school. MD=99.</td>
</tr>
<tr>
<td>B18  _M_available</td>
<td>Enter two-digit number to indicate number of boys available for school. MD=99.</td>
</tr>
<tr>
<td>B18  _M_attend</td>
<td>Enter two-digit number to indicate number of boys attending school. MD=99.</td>
</tr>
<tr>
<td>B19a</td>
<td>Enter the single digit number written in the first box to show why child(a) is not in school. MD=99</td>
</tr>
<tr>
<td>B19b</td>
<td>Enter the single digit number written in the second box to show why child(b) is not in school. MD=99</td>
</tr>
<tr>
<td>B19c</td>
<td>Enter the single digit number written in the third box to show why child(c) is not in school. MD=99</td>
</tr>
<tr>
<td>B19d</td>
<td>Enter the single digit number written in the fourth box to show why child(d) is not in school. MD=99</td>
</tr>
<tr>
<td>B19e</td>
<td>Enter the single digit number written in the fifth box to show why child(e) is not in school. MD=99</td>
</tr>
<tr>
<td>B19_other</td>
<td>If option 7 is chosen for B19a-e, enter the text describing the reason</td>
</tr>
<tr>
<td>B20</td>
<td>Enter the single-digit number entered in the box (0-7). There should be no MD.</td>
</tr>
<tr>
<td>B21</td>
<td>Enter the single-digit number entered in the box (0-1). There should be no MD.</td>
</tr>
<tr>
<td>B22</td>
<td>Enter the number entered in the box (0, 1 or 88). There should be no MD.</td>
</tr>
<tr>
<td>B23</td>
<td>Enter the number entered in the box (1-3). MD=99</td>
</tr>
<tr>
<td>B24</td>
<td>Enter the single-digit number entered in the box (0-1). There should be no MD.</td>
</tr>
<tr>
<td>B24a</td>
<td>If option 1 is chosen for B24, enter the text describing what she does to earn money.</td>
</tr>
<tr>
<td>B24b</td>
<td>If option 1 is chosen for B15, enter the amount in Francs earned over the last 7 days.</td>
</tr>
<tr>
<td>B25</td>
<td>Enter the single-digit number entered in the box (0-3). There should be no MD.</td>
</tr>
<tr>
<td>B26</td>
<td>Enter the single-digit number entered in the box (1-4). There should be no MD.</td>
</tr>
<tr>
<td>B27</td>
<td>Enter the single-digit number entered in the box (1-4). There should be no MD.</td>
</tr>
<tr>
<td>B28</td>
<td>Enter the single-digit number entered in the box (0-1). There should be no MD.</td>
</tr>
<tr>
<td>B29a</td>
<td>If option 1 is chosen for B28, enter the number entered in the first box (1-7) to indicate reason for cultivation problem. MD=99.</td>
</tr>
<tr>
<td>B29b</td>
<td>If option 1 is chosen for B28, enter the number entered in the second box (1-7) to indicate reason for cultivation problem. MD=99.</td>
</tr>
<tr>
<td>B29c</td>
<td>If option 1 is chosen for B28, enter the number entered in the third box (1-7) to indicate reason for cultivation problem. MD=99.</td>
</tr>
<tr>
<td>B29d</td>
<td>If option 1 is chosen for B28, enter the number entered in the fourth box (1-7) to indicate reason for cultivation problem. MD=99.</td>
</tr>
<tr>
<td>B29e</td>
<td>If option 1 is chosen for B28, enter the number entered in the fifth box (1-7) to indicate reason for cultivation problem. MD=99.</td>
</tr>
<tr>
<td>B30</td>
<td>Enter the single-digit number entered in the box (0-1). There should be no MD.</td>
</tr>
<tr>
<td>B31</td>
<td>Enter the single-digit number entered in the box (0-1). There should be no MD.</td>
</tr>
<tr>
<td>B32</td>
<td>Enter the single-digit number entered in the box (0-1). There should be no MD.</td>
</tr>
</tbody>
</table>
## C. SOCIAL CONNECTEDNESS

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1</td>
<td>Enter the number circled (0-3). MD=99</td>
<td></td>
</tr>
<tr>
<td>C1 describe</td>
<td>If option h is chosen for C1, enter the text describing the type of group.</td>
<td></td>
</tr>
<tr>
<td>C2</td>
<td>No = 0; Yes = 1 (MD=99)</td>
<td></td>
</tr>
<tr>
<td>C3</td>
<td>If option 1 is chosen for C2, enter the number written into the box. MD=99</td>
<td></td>
</tr>
<tr>
<td>C3 describe</td>
<td>If option 1 is chosen for C2, enter the text describing the type of leadership position(s)</td>
<td></td>
</tr>
<tr>
<td>C4</td>
<td>No = 0; Yes = 1 (MD=99)</td>
<td></td>
</tr>
<tr>
<td>C4 describe</td>
<td>If option h is chosen for C4, enter the text describing the type of activity.</td>
<td></td>
</tr>
<tr>
<td>C5 – C7</td>
<td>Enter the number circled (0-3). MD=99</td>
<td></td>
</tr>
<tr>
<td>C8 – C18 (column 1)</td>
<td>Enter the single-digit number entered in the box (0-1). MD=99</td>
<td></td>
</tr>
<tr>
<td>C8a – C18a (column 2)</td>
<td>Enter the single-digit number entered in the box (0-2). MD=99</td>
<td></td>
</tr>
</tbody>
</table>

## D. EMPOWERMENT

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>D1-D5 (column 1)</td>
<td>Enter the single-digit number entered in the box (0-1). MD=99</td>
<td></td>
</tr>
<tr>
<td>D1a-D5a (column 2)</td>
<td>Enter the single-digit number entered in the box (0-2). MD=99</td>
<td></td>
</tr>
<tr>
<td>D6-D10</td>
<td>Enter the single-digit number entered in the box (0-2). MD=99</td>
<td></td>
</tr>
<tr>
<td>D11-D12</td>
<td>Enter the single-digit number entered in the box (0 or 2). MD=99</td>
<td></td>
</tr>
</tbody>
</table>

## E. PSYCHOLOGICAL DISTRESS

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>E1-E8</td>
<td>Enter the number circled (0-3). MD=99</td>
<td></td>
</tr>
</tbody>
</table>

## F. EVENTS THAT MAY CONTRIBUTE TO PSYCHOLOGICAL DISTRESS

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>F1-F25</td>
<td>Enter the single-digit number entered in the box (0-1). MD=99</td>
<td></td>
</tr>
<tr>
<td>F26</td>
<td>If option 1 is chosen for F25, enter the text describing the experience.</td>
<td></td>
</tr>
<tr>
<td>F27</td>
<td>Enter the single-digit number entered in the box (0-1). MD=99</td>
<td></td>
</tr>
<tr>
<td>F28: a-f</td>
<td>Enter number of MONTHS. Not applicable=0. If displaced for less than one month enter ‘1’.</td>
<td></td>
</tr>
</tbody>
</table>

## G. POST CONFLICT EVENTS AND CURRENT CIRCUMSTANCES

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>G1-G5</td>
<td>Enter the single-digit number entered in the box (0-1). MD=99</td>
<td></td>
</tr>
<tr>
<td>G6-G11</td>
<td>Enter the single-digit number entered in the box (0-2). MD=99</td>
<td></td>
</tr>
<tr>
<td>G12-G16</td>
<td>Enter the single-digit number entered in the box (0-2). MD=99</td>
<td></td>
</tr>
<tr>
<td>G17-G32</td>
<td>Enter the single-digit number entered in the box (0-1). MD=99</td>
<td></td>
</tr>
</tbody>
</table>

### DATABASE PREPARATION

*Identify scores of ‘99’ as missing data for all variables.*

### Background variables

RECODE question about whether respondent is head of household (B7) to indicate only whether the respondent is head of household, or someone else is head of household (to include ‘husband/partner’, and ‘other’).

RECODE question about monthly finances (B27) to indicate whether at the end of the month the household is usually in debt (to include ‘usually have to borrow’; ‘rely on family money transfer’; usually have to use past savings’); break even; or are in credit (‘usually have money left over’).
Social networks

Recode responses to (C1) Social Networks (a) to (h) so that No=0 and Member or Leader=1. Calculate total ‘Social networks’ score by summing respondent’s recoded score on Social Networks (a) to (h). Total score can range between 0 and 8.

Calculate a total ‘Activity’ score by summing respondent’s recoded score on C4 a-h, to indicate how many types of community activities she has participated in over the last month. Total score can range from 0-8.

Calculate a total ‘confidence in a crisis’ from respondent’s scores on the three questions about how confident she would be that she could get assistance in a crisis situation (C5-7). Total score can range from 0-9.

Calculate a total ‘relationship’ score from the respondent’s scores on eleven questions about the types of support she has received from others over the previous month (C8-19) (0=no, 1=sometimes, 2=often). Total score can range from 0-22.

Empowerment

Calculate a total ‘Empowered behaviour’ score from the respondent’s scores on five questions about whether she has acted in ways indicative of empowerment over the previous month (D1-5) (0=no, 1=sometimes, 2=often). Total score can range from 0-10.

RECODE items D11 and D12 so that a higher score indicates higher levels of influence/equality in the marital relationship (no=1; yes=0).

Calculate a total ‘marital influence’ score from respondent’s scores on the seven items relating to her relationship with her husband/ partner (D6-D12). Total score can range from 0-14.

Recode responses to (C1) Social Networks (a) to (h) so that No or Member=0 and Leader=1. Calculate total ‘Group leader’ score by summing respondent’s recoded score on (a) to (h). Total score can range between 0 and 8. Add this score to the number of leadership positions held (C2) to create a total ‘Leadership’ score.

Psychological distress

RECODE item E7 so a higher score indicates a higher level of psychological distress (not at all=3; a little=2; quite a bit=1; extremely=0).

Calculate a total ‘psychological distress’ score from respondent’s scores on the eight items in the scale. Total scores can range from 0-24.

Experiences potentially influencing psychosocial wellbeing

Conflict related issues

Calculate a total ‘war experiences’ score from the number of distressing experiences respondents said they had experienced during the conflict (F1-25). Total scores can range from 0-25.

Calculate the total number of months that respondents were displaced (F28).

Post conflict challenges

RECODE items G6, G8, G12 and G14 so that a higher score indicates more challenges experienced (no=2; sometimes=1; yes=0).

Calculate total ‘domestic violence’ score from respondent’s scores on the 16 items about domestic violence experiences (G17-G32). Total scores can range from 0-16.