



# Research Instruments

## Effects of the UNHCR and UNICEF cash assistance for Syrian refugees in host communities in Jordan

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July 2017

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# 1. Qualitative Research Instruments: Round One

## UNICEF and UNHCR Cash Transfers for Vulnerable Syrian Refugees in non-camp settings: Case Study Guidelines

### General information

Note to interviewer

This table should be completed prior to conducting the interview so that you have a full understanding of why this case was selected.

Case Study number ( )			
Name and Age of Case Study Individual/s*:	Name:	Age:	Gender:
Category of participants for this case study (please select):	1. Female Headed Households 2. Male Headed Households 3. Unaccompanied minors 4. Households with special protection needs (e.g. Child Headed Households, disability), please specify.....		
Governorate & Area:	Governorate:  Municipality:  District:	Area:	Address:
Reason for selecting this case study			
List CT grants that the case receives (and since when) (e.g. UNICEF / UNHCR etc.)			
Prepared by:	Name:	Contact info:	

### Information for interviewer

All evidence generation practices must abide by UNICEF / UNHCR and ODI's ethical guidelines at all times. All interviewees must give informed consent. Any interviews involving children and young people must take into account their competencies, and consent must be sought from a parent or guardian. Where possible, consent must still be given by the individual themselves. The interview must be conducted in a friendly and familiar environment in which the interviewee feels comfortable in order to minimize stress, and in the presence of their parent or guardian.

All participants must be made aware of the voluntary nature of their participation, and the decision whether to participate, including dissent or unwillingness to participate, must be respected. Interviewees must be made aware of their ability to withdraw at any time during the interview. Interviewees must be given the option to have the information they provide remain fully anonymous.

Please read the introduction to the interviewee(s) and answer any questions they may have, and ask the interview to indicate their consent by signing the consent form in Annex A, before conducting the interview.

### Introduction

*Interviewer to read aloud:*

I would like to thank you for accepting to be part of this focus group discussion on UNICEF child cash grant and UNHCR Cash Transfer programmes as well as other cash transfer benefits that you might receive.

My name is.....from.....; and today we are here today to discuss the benefits and effects of Cash transfers that you are receiving.

Your input will help us with the monitoring and evaluation of this programme as well as contributing to the design of similar programmes in the future. You are kindly requested to provide answers about the topic based on your current experience and personal opinion. Giving your opinion with full transparency will help donors understand the benefit of the cash transfers and hence provide further support to refugees like yourself.

There are no right or wrong answers, and you are free to ask for clarification at any time if you do not understand the question. Also, please be assured that the answers you give today will not have any implications for receiving the cash transfers.

Our discussion / house visit will take about four to five hours. The discussion taking place will be kept confidential, and your name will be kept anonymous, unless you don't mind such information being revealed. Please note that, if you don't feel comfortable, you can withdraw from the discussion at any time.

I hope to be able to record our conversation on this tape recorder. This recording will only be used by us, the researchers, during this study and not shared with UNICEF/UNHCR or other people. We will ensure that the transcripts and recordings will be anonymized and that no third parties will have access to the raw research material. Please do inform us if you are uncomfortable with this arrangement.

**Interviewer:** Ask participants to sign Annex A or to acknowledge they have given consent on the tape recording and photography.

## Discussion guide (adults)

**Interviewer:** Use the following questions to guide your information gathering, and encourage the participants to elaborate as much as possible on their answers.

### Details of their story:

1. Where in Syria is your family from?
2. When did you / your family first come to Jordan and why? Did all of your family member come to Jordan or are some still in Syria? Are all of your children still with you?
3. Who do you live with and where? (Get details of the whole family / all people living in the household (including age of children, if they go to school, what livelihoods people engage in, daily activities etc.; also ask about the activities of family members that live in other areas in Jordan or have migrated elsewhere).)
4. Are you able to work? If not – why not? If so – where do you work? Have you worked in Jordan before? What is it like to work here / not being able to work anymore? Is this different for women and men? Why? Was this different from in Syria? What did you do in Syria? How did you make money before?
5. How is your relationship with your neighbours and others in the host communities? (probe around discrimination / economic situation of Jordanian people host communities? Also ask about feelings of isolation and social support structures available / non-available in Jordan?)

### Programme details:

1. Which cash transfer benefits do you receive? When did you start receiving the cash transfer(s) – e.g. from UNICEF / UNHCR / WFP etc.? How often do you receive it? Who goes to collect it? Where do you go to collect it? How is your relationship with the shop owners' / bank owners? Who decides what the funding gets spend on in your household? And is this decision-making different to other income sources? Probe for differences between the UNHCR / UNICEF /WFP systems in delivery, process and amounts available etc.
2. How many children does your family receive the grant for? Do you or your family have any special needs or circumstances? Ask them to give details.
3. Have you faced any challenges regarding the cash transfer (including doesn't come regularly, ATMs not working, distance/cost to travel to ATMs, also probe for issues in the enrollment phase vs. implementation phase etc.)? (differs for the different donors?)

4. How is your relationship with programme implementers of the different programmes (UNICEF vs. UNHCR and WFP?) (including social workers, bank people, etc.)? Do they visit you often? (when was the last time), can you turn to them if you have a problem? Do you feel they listen to you, and can provide you with meaningful support?
5. What do you do if you have a problem with the cash transfer(s)? (probe are there complaints procedures / grievances process, help lines, does this differ for the various transfers etc.)
6. Do you share problems related to the CT with other beneficiaries? If so, when, how, how often?
7. Have you ever made a complaint and/or used a helpline when you were unsatisfied about the cash transfer? If so, what happened? If not, why not (didn't know about complaints procedures, thought might lose cash transfer, etc.).

#### **Ask for exact details and quantitative figures wherever possible.**

1. How has/have the cash transfer(s) had an impact on your life? And on your children's lives? And on the lives of other members in your household? (Probe around food security and nutrition living conditions, financial situation, mental and physical wellbeing, levels of happiness, feelings of housing security, differences for the different programmes / modalities).
2. What has changed when you started receiving the additional CT grant from UNICEF (if the family receives this grant; don't ask if the family does not receive this type of grant)?
3. Who in your family decides what the CT grant(s) get' spend on? Is this always the way money is spent in your household? Has this changed because of the CT grant(s)?
4. Have relationships between you and other members in your household changed as a result of the cash transfer(s)? If so, how? (including decision-making, tensions, etc.)
5. Have relationships between you and other people around you changed because of the cash transfer(s)? *(including other refugees in and out of camps, other refugee groups, host communities)* and how? *(explore positive and negative changes; differences between the different modalities)*
6. Has the cash transfer(s) affected your relationships with Jordanians in the area you live in?
7. Has your access to other services increased because of the cash transfer(s) *(probe for spillover effects on ability to access services – e.g. health or legal aid or educational support for children)*? (what was you not able to do and can do now due to the Cash support mechanisms?)

#### **Ask them to explain how this has happened, who it has affected, and in what ways.**

1. Have these CT programmes had an impact on your / your family's life / lives in the longer term?
2. If the cash transfer(s) stops, how would this affect your lives?
3. If the cash transfer(s) stops, how would you manage your situation? *(Reassure them before asking the question that this does not mean that the grant will stop – state that we are talking about a hypothetical scenario).*
4. Do you have access to or benefit from any other programme or services? What are those services? How do they help you? Have you received vouchers or in-kind assistance now or in the past? Do you prefer the cash, voucher or in-kind approach?

### **Specific exercises and questions to children**

#### **Questions to children**

1. Do you know anything about the cash transfer project(s) your parents / your family is part of? If so, can you share with us what you know?
2. How was your life before your family started receiving the cash transfer(s)? (probe e.g. on household dynamics, nutrition, access to education etc.)
3. What has changed since your family starting receiving the cash transfers (probe e.g. on household dynamics, nutrition, access to education etc.). What has receiving the support/ CT(s) allowed you / your family to do? How does this make you feel?
4. Has anything changed specifically for you and your brothers and sisters since your family has started receiving the cash transfer benefits? When and how?
5. Do you have a say as to what gets purchased? And if so: how? If not: what would you purchase if you had a say about what gets purchased with the money?
6. Have people treated you or your family differently since your family receives the support? And if so: how? (negative and positive changes)

To understand children's main concerns / support structures they have we will also undertake the following child specific exercises with two children in the house:

## Exercises with children

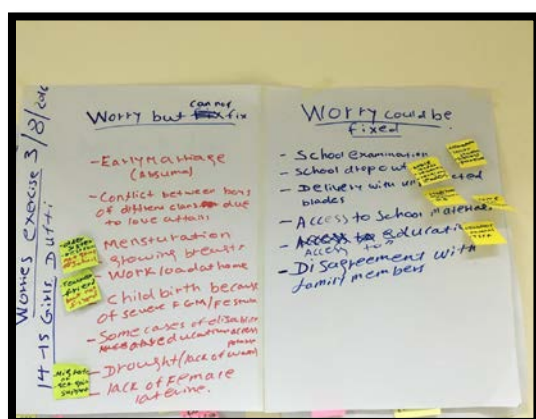
### Worries (concern) exercise

Ask children to list or write down on index cards (or help them to do this), all the things that they have worried about in the last week ('free listing'). These should be worries that are 'local', so it doesn't have to be about ensuring world peace, and it should be relevant to their lives. For example, related to family, friends or environment. Have them sort them into "things that you worry about and can share" and "things that you worry about but can't share", putting them into two different coloured envelopes. We need to either record in the notes or through a photograph which cards went in which envelope (why we are doing this will be explained during the introduction when researchers ask for consent).

After they have generated their own list—then probe with specifics:

- E.g. hunger, not being able to go to school, not having enough school supplies, bullying at school, violence in the broader community, disagreements in the household, body changes, toilets (e.g. in slum areas, schools, communal toilets, mobility, harassment, having to work (boys), in context of menstruation, risk of violence (e.g. for boys and girls)) [although need to take care as to who is present during the interview], etc.
- With each, ask them who could help them with this worry and how—and then find out whether they have ever actually sought support. If they subsequently think of another worry, they can add it to the envelope.
- In the case of intra-household disagreements, ask what sorts of things people do and how the children respond and how do they feel about it.

### Example of a worry exercise

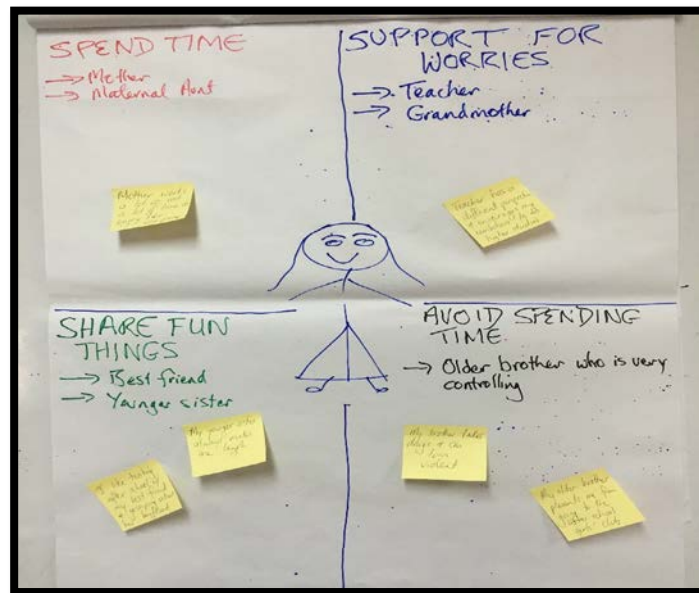


### Social network analysis (to highlight intra household dynamics and support structures for children)

Ask children who they like spending time with and why and what they like to do together, how often they see each other etc. Divide the page into four quarters representing people children spent time with, get support from their worries, share good news, and prefer to avoid. Start with a picture of them in the middle and go through each quarter asking them to list the people who this applies to (this can be done as a group, or individually first ('free listing') and then discussed in a group).

- First ask children to think about the people they spend time with and draw symbols for the activities they enjoy doing together
- Next ask children to think about all the people [teacher/aunt/mother/peer/sibling/friend/other relative – not just name – name + relationship to child] in their lives who could help them if they had a problem. If they answer a peer, then probe 'Is there an adult you would go to as well, if not why not?' and vice versa.
- And if something positive/exciting happened in their life who would you share this with. Then could ask about overlaps in who they would talk to/confide in – same or different and why. Then have them write them down or draw them. When they say that they talk to someone, ask how they do this, for example, face-to-face, on the phone or via the internet.
- Finally, ask the children whether there are any people in your life whom you spend time with that you don't enjoy and why? If this feels too sensitive, please phrase as girls/ boys of your age and ask who don't they like to mix with? (this will keep it from becoming too personal).

**Example of a social support quadrant below (please note that we won't use the visual image when doing this exercise with the older adolescents):**



**Interview impressions and highlights (these are used for all tools, we just include them in the first tool)**

**Quotes**

*Provide 1 to 3 quotes from the individual(s) you are working with. Quotes should be restricted to 2 lines that reflects their feelings/ beliefs etc.*

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**Photographs**

**Interviewer:**

1. Capture 1-4 pictures that effectively portray the story during the course of the interview.
2. Making sure that the participants fully understand the intended use of the pictures, ask the participant to sign the relevant section of Annex A. If there are children in the photographs, the parent or guardian must give permission on their behalf.
3. For each picture give the photographer's name and organization.
4. Write a brief sentence to describe each of the pictures, identifying people in it if their permission to do so is granted.

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## Consent for Participation (this is used for all tools, we just include them in the first tool)

I, ..... hereby consent to the use of the information given during this interview by UNICEF/UNHCR, ODI and KHF in the monitoring and evaluation of the UNICEF / UNHCR Unconditional Cash Transfers for vulnerable Syrian families living in non-camp settings in Jordan.

I understand the purpose of the research, that my participation is voluntary, that all of the information I have given will remain anonymous unless I grant permission otherwise. I understand that I have the right to withdraw my participation and the information I have given at any time until the report is published.

Signed:

.....

Print name:

.....

Date:

.....

## Permission granted on behalf of participant under the age of 18:

Parent/guardian signature:

.....

Parent/guardian name:

.....

On behalf of participant(s):

.....

Date:

.....

## Use of photographs:

I understand the intended use of the pictures that have been taken and hereby consent to the use, printing and dissemination of these pictures by UNICEF / UNHCR, ODI, KHF within the context of the Monitoring and Evaluation of the UNICEF and UNHCR Cash transfers for Syrian families living in non-camp settings in Jordan.

Signed: .....

Date: .....

Print: .....

Contact number: .....

If you have any further questions about the nature of the research or wish to withdraw your participation, please contact Jawad Jawad Aslam Head of Social Inclusion and Policy UNICEF Jordan +962 6 553 9977 [Ext 576] / +962 7 9015 8286.

# Focus Group Discussion Guide

## General Information

1.	Date and time	Time: Date:
2.	Region	
3.	Number of Participants	
4.	Gender	Male [ ..... ], Female [ ..... ]
5.	Category of Participants for this FGD	
6.	Facilitator name	
7.	Translator / Support	

## Research Purpose

Focus Group Discussions (FGD) will be conducted to better understand the perceptions of Syrian refugees benefiting from the cash transfer programme towards the transfers they receive from UNICEF/UNHCR alongside gathering information on grant use, expenditure patterns and adoption of coping mechanisms. The results will elicit qualitative information that will be used to inform a report on the cash transfer as well as to inform future Monitoring and Evaluation work around the cash transfer programmes.

## Focus Groups Selection

The selection of focus group participants will be purposive and stratified, in that individuals will be invited to participate in each discussion based on their vulnerability status determined by their family's level of poverty, gender, number of children and need for protection. Key stakeholders participating in the study included the following groups: heads of Female Headed Households (FHH); heads of Male Headed Households (MHH); women in Male Headed Households – both young women as well as young men in households receiving the cash transfer.

Given the conservative social norms in many of the beneficiary populations, the research team will interview beneficiaries in single sex groups so that participants would feel comfortable to articulate their views freely. Focus group discussions will be held in groups of up to 10 people, allowing all participants the chance to have their opinions heard. Each focus group will last approximately 90 minutes.

## Ethics during the discussions

The facilitator has to keep in mind while listening to the answers of the respondents that the Inter-agency Vulnerability Assessment Framework (VAF) defines vulnerability as:

The risk of exposure of Syrian refugee households to harm, primarily in relation to protection threats, inability to meet basic needs, limited access to basic services, and food insecurity, and the ability of the population to cope with the consequences of this harm.

## Introduction

**To be read out aloud by the facilitator.**

I would like to thank you all for coming,

My name is \_\_\_\_\_ from \_\_\_\_\_; we are here today to discuss the benefits and effects of the Child Cash transfers that you receive from the UNICEF/UNHCR. Your input will help us in designing a demand driven cash programme that will satisfy your emergency needs while providing social protection to your children.

You are kindly requested to provide answers about the topic based on your current experience and personal opinion of this grant. Please feel free to be open and frank with us; all names will be kept anonymous. There are no right or wrong answers, and you are free to ask for clarification at any time if you do not understand the question. Also, please be assured that the answers you give today will not have any implications for receiving the cash grant.

Our discussion will take about 90 minutes. We want this to be a group discussion, so feel free to participate without waiting to be called on. However, we would appreciate it if only one person speaks at a time. Be assured that all of you will have equal opportunity to express your opinions and please be respectful to opposing attitudes/statements expressed by another participant. There is a lot we want to discuss, so at times I may need to keep the discussion moving on to the next topic.

I hope to be able to record our conversation on this tape recorder. This recording will only be used by us, the researchers, during this study to help us with our notes and not shared with UNICEF/UNHCR or other people. We will ensure that the transcripts and recordings will be anonymized and that no third parties will have access to the raw research material. Please do inform us if you are uncomfortable with this arrangement.

The discussion taking place will be kept confidential, and your names will be kept anonymous. You can withdraw from the discussion at any time.

During the discussion it would be good if we could all respect some ground rules.

*Ask all participants to turn their phones on silent – indicating that they are allowed to leave temporarily if there is an urgent call.*

Now I would like to hear from you.

*Ask participants to introduce themselves before you start*

## Questions

The moderator will use four types of questions as needed; open-ended, follow-up, probing and prompted questions. In some cases, the moderator will follow a sequence that consists typically of four parts.

1. Starting with the main question and listening for its answer.
2. Then s/he will follow up and inquire about the answers.
3. And probe to clarify.
4. If necessary, they prompt (cue or aide) the probing questions

Activity/ Subject of Discussion	Question	Tool	Allocat ed Time (minutes)	Notes to the Facilitator
Registration	Ask them to fill their names and information upon their arrival	Registration Form (annex A)	5	
Introduction	<ul style="list-style-type: none"> <li>• Ice breaker</li> <li>• Participants introduce themselves</li> <li>• Outline purpose of the meeting</li> </ul>	<ul style="list-style-type: none"> <li>• Ask them to give an example of one good thing that happened to them in the last few months, then to introduce themselves</li> <li>• Explain the objective of the meeting.</li> </ul>	10	Note down the examples they give. These will be useful for identifying Case Studies and evidence of benefits
Purpose and Satisfaction of Delivery Mechanism and processes	<ul style="list-style-type: none"> <li>• Which grant do you receive? (e.g. UNICEF, UNHCR, WFP, both etc.)</li> <li>• How much is the grant that you received?</li> <li>• For what purpose do you receive the grant?</li> <li>• Why were you selected to receive the grant? (probe – why you and not other people?)</li> <li>• Is it clear why you are receiving a cash transfer grant?</li> <li>• How do you receive the grant? (e.g. process and delivery mechanism related questions)</li> <li>• Is the selection procedure and selection criteria clear?</li> <li>• Have there been any interruptions in receiving the cash transfer? If so, why?</li> <li>• Is the time given to withdraw the money sufficient?</li> <li>• How can someone file a complaint if they have a problem?</li> <li>• Is there clear follow-up when a complaint is made?</li> <li>• To what extent do people share their concerns with other e-cash beneficiaries?</li> </ul>		15	Probe Probe further into questions about regularity of grant – would a different time frame be preferable and why?
Level of Assistance (Amount)  <i>Question to be tested in the pilot</i>	<ul style="list-style-type: none"> <li>• How much assistance do you receive from UNHCR?</li> <li>• How much do you receive from UNICEF? And others?</li> <li>• What has the cash grant / grants enabled you to do which you would not be able to do before?</li> </ul>		15	Stress that the intention of the grant is to cover <b>basic needs</b> (education, food, access to basic health services) only, not every possible need of the child  <b>Explanation of basic needs:</b> the minimum amount of resources your children need to maintain their health and well-being.
Eligibility  <i>Question to be tested in the pilot</i>	<ul style="list-style-type: none"> <li>• To what extent does the cash transfer reach the most vulnerable people in the Syrian refugee community? Ask if there is any difference in the assistance provided under the UNHCR / UNICEF scheme and other programmes?</li> </ul>		15	<b>Take specific examples if possible.</b> Probe for information as to why they think families they mention might not be getting the grant – not registered with UNHCR, UNICEF in poor economic situation but not as bad as them, etc.
Did the cash transfers achieve intended results	<ul style="list-style-type: none"> <li>• To what extent does the cash transfer help meet basic needs/requirements? E.g. for children and other household members? Does this differ per grant?</li> <li>• Which services are e-card beneficiaries able to access that there were not able to access before? e.g. education, health services, quality healthy food, clothes, recreation, shoes, etc. <b>Please explain.</b></li> <li>• Have you experienced difficulties or challenges resulting from the receipt of the CTs? From other members of the household / family, community members, host community, other Syrian refugees, other refugees, government, additional costs, etc. <b>Please explain.</b></li> </ul>		15	



Focus Group Category												
Location				Date			Time					
Name	Gender (M/F)	Age	Mobile No.	Cardholder (yes / no)	Number of Family members	Number of boys < 18	Number of girls < 18	Number of Disable children < 18	Highest education level	Currently employed (formal employment – yes / no)	Received CT since (month)	Signature

## Key Informant Interview Guidelines

### General information

#### Key stakeholders

1. National level – implementing partners: UNICEF / WFP / UNHCR / UNRWA, Care International, Norwegian Refugee Council, Mercy Corps.
2. National level – other service providers: World Bank / Ministry of Social Development / UNRWA
3. Area level – programme implementers: UNICEF / UNHCR – social workers and admin staff + managers
4. Area level – other service providers: social workers, leaders, teachers and clinicians

#### Note to interviewer

*This table should be completed prior to conducting the interview so that you have a full understanding of why this case was selected.*

Key informant interview number ( .... )			
Name and Age of Case Study Individual/s*:	Name:	Age:	Gender:
Category of participants for this case study (please specify):	<ol style="list-style-type: none"> <li>1. National level – implementing partners</li> <li>2. National level – other service providers</li> <li>3. Area level – programme implementers</li> <li>4. Area level – other service providers</li> </ol> <p>Please, specify position of the interviewee.....</p> <p>.....</p> <p>.....</p> <p>.....</p>		
Reason for selecting this key informant			
Prepared by:	Name:	Contact info:	

## Information for interviewer

All evidence generation practices must abide by UNICEF/UNHCR and ODI's ethical guidelines at all times. All interviewees must give informed consent. The interview must be conducted in a friendly and familiar environment in which the interviewee feels comfortable in order to minimize stress, and in the presence of their parent or guardian.

All participants must be made aware of the voluntary nature of their participation, and the decision whether to participate, including dissent or unwillingness to participate, must be respected. Interviewees must be made aware of their ability to withdraw at any time during the interview. Interviewees must be given the option to have the information they provide remain fully anonymous.

Please read the introduction to the interviewee(s) and answer any questions they may have, and ask the interview to indicate their consent by signing the consent form in Annex A, before conducting the interview.

## Introduction

### **Interviewer to read aloud:**

I would like to thank you for your participation in this study.

In this study we hope to support UNICEF/UNHCR in obtaining a more comprehensive and in-depth understanding of the short and longer-term impacts of different social transfer packages being provided to Syrian refugees in host communities in Jordan, including the specific effects on children's poverty and wellbeing.

Your input will help us with the monitoring and evaluation of this programme as well as contributing to the design of similar programmes in the future. You are kindly requested to provide answers about the topic based on your current experience and personal opinion. Giving your opinion with full transparency will help donors understand the benefit of the cash transfers and hence provide further support to refugees.

There are no right or wrong answers, and you are free to ask for clarification at any time if you do not understand the question.

Our discussion will take about 80 minutes, 90 minutes at the most. The discussion taking place will be kept confidential, and your name will be kept anonymous, unless you don't mind such information being revealed. Please note that, if you don't feel comfortable, you can withdraw from the discussion at any time.

I hope to be able to record our conversation on this tape recorder. This recording will only be used by us, the researchers, during this study and not shared with UNICEF/UNHCR or other people. We will ensure that the transcripts and recordings will be anonymized and that no third parties will have access to the raw research material. Please do inform us if you are uncomfortable with this arrangement.

**Interviewer:** Ask participants to sign Annex A or to acknowledge they have given consent on the tape recording.

## Themes for key informant interviews

### **National level interviews (with implementing agencies providing CT services for Syrian refugees)**

**Interviewer:** Use the following themes to guide your information gathering, and encourage the participants to elaborate as much as possible on their answers.

**Objective:** to provide an in-depth understanding of the short and longer-term impacts of different social transfer packages being provided to Syrian refugees in host communities in Jordan, including the specific effects on children's poverty and wellbeing.

### **Introductory questions:**

- What is your position?

- What role do you have in the agency you work in?

**Theme 1: *Object vs absolute poverty***

- How has poverty been defined in the CT programme your agency implements?
- What targeting criteria have been set in the programme you implement?
- Do you feel that the most vulnerable groups have benefited from the CT programme? Why / why not?
- What are some of the challenges related to the targeting criteria?

**Theme 2: *Approaches key implementing agencies***

- What is the objective of the CT programme you implement?
- How does the approach of your agency differ from that of other agencies providing CT services?

**Theme 3: *Coordination mechanisms and challenges***

- Are you aware of the various coordination mechanisms that have been put in place for these CT programmes?
- What is the relation you have to other implementing agencies providing CT to Syrian refugees?
- How do the different agencies providing CT services relate to each other? Is there overlap?
- What are the main challenges related to the coordination between the different agencies?
- What are the effects of these challenges on the beneficiary population?
- What steps have been taken to address these challenges and how is the implementation of these steps going?
- Would you be able to provide recommendations?

**Theme 4: *Politically sensitive issues***

- What are some of the issues that are politically sensitive related to the implementation of cash transfer services in Jordan?
- What effect does this have on the target population?

**Theme 5: *History of the support***

- When did the support for this programme start? How? Why?
- Has the level of support / funding changed over time? Why? How?
- What will be the future of the support? Until when is the funding secured for? And what will happen next?

**Theme 7: *M&E and learning to date on social transfers***

- What M&E systems / mechanisms are being implemented in the programme you implement?
- What are the most telling findings you / your agency have / have found out from M&E data?
- What steps have been taken after the analysis of this data?

**Theme 8: *Vulnerability assessment***

- How do you define vulnerability in your CT programme?
- How do you assess vulnerability within the CT programme you implement?
- To what extent is the assessment targeting the most vulnerable groups?
- Are there any groups that are not being targeted / falling through the net?
- What is going well and what information is missing?

**Theme 9: *Accountability mechanisms***

- How have the beneficiaries been informed about the programme?
- What communication mechanisms exist to inform beneficiaries about the CT services?
- What complain systems and feedback loops have been put in place?
- What are the most received complaints / feedback that your agency has received?
- What follow up mechanisms exist? Or have been done? What will be done if there is a complaint about a staff member of the agency? (ask for e.g. being rude or uncooperative with CT beneficiaries; or wasta?)

**Theme 10: *Support networks and opportunities***

- To what extent are beneficiaries able to access formal support networks (e.g. government support; loans from banks; other NGOs; health services etc.)?
- To what extent are beneficiaries able to access informal support networks (e.g. informal loans from friends or family members?)
- Has beneficiaries' access to formal and informal services changed since they started receiving the cash transfer?

**Theme 11: *Employment / Livelihood opportunities***

- To what extent are Syrian refugees now (post-London Accord) able to access formal employment opportunities?
- To what extent are Syrian refugees able to access non-formal employment opportunities?



- What happens when a beneficiary gets access to short term of unstable work opportunities? (e.g. does this impact on the beneficiary's ability to benefit from the CT programme?)
- What effect does Syrian refugee's ability to work or not to work on relationships with the host community? Why; how?

**Theme 12: Role of the social workers**

- What is the role of the social workers in the cash transfer programme you / your agency implements?
- What services do social workers provide? (probe: just monitoring or also case management services).
- How often do they visit the beneficiaries? (frequency, probe for number of beneficiaries they have to see etc.).

**Theme 13: Relationship with host communities**

- What are some of the key opportunities / success stories related to the relationship between the Syrian refugees and host communities and other refugee groups?
- What are some of the key challenges related to the relationship of Syrian refugees with host communities? (e.g. probe on discrimination because of opportunities available to refugees and not to local population, other refugee groups (e.g. Syrian Palestine / Palestine refugees).

**Theme 14: Impacts on intra-household relations**

- Who gets elected to be the card holder in the family? How does this process work?
- Have women gained more decision making power when / if they have received access to the card?
- How do people with mobility constraints access the cash transfers? Are they provided with additional services? (probe e.g. on how this works; who has spending power?)
- What happens in the case a child is heading the household – is he or she able to access the benefits?

**Theme 15: Benefits levels provided**

- What is the level of benefits that beneficiaries get provided?
- Are they able to access multiple allowances at once?
- Are they able to access different / more allowances during the winter period?

**National level interviews (with other stakeholders, e.g. government officials, agencies providing services to other refugee populations; other donors)**

**Objective:** to provide an in-depth understanding of the short and longer-term impacts of different social transfer packages being provided to Syrian refugees in host communities in Jordan, including the specific effects on children's poverty and wellbeing.

**Introductory questions:**

- What is your position?
- What role do you have in the agency you work in?

**Theme 1: Approaches key implementing agencies**

- Can you name the different CT services available for Syrian refugees in Jordan? (for UNRWA probe for services available for Palestine refugees from Syria).
- What are the objectives of the different CT programmes?
- In what way do the approaches of different organisations differ?

**Theme 2: Abject vs absolute poverty**

- How have agencies defined the targeting criteria for their cash transfer projects? (for UNRWA: how have you defined your targeting criteria?)
- Do you feel that the most vulnerable groups have benefited from the CT programmes (for UNRWA: the services you offer)? Why / why not?
- What are some of the challenges related to the targeting criteria?
- Are there any groups that are not being targeted / falling through the net?
- What is going well and what information is missing

**Theme 3: Coordination mechanisms and challenges**

- What is the relation you have to implementing agencies providing CT to Syrian refugees?
- How do the different agencies providing CT services relate to each other? Is there overlap?
- What are the main challenges related to the coordination between the different agencies?
- What are the effects of these challenges on the beneficiary population (for UNRWA: Palestine refugees from Syria)?

- What steps have been taken to address these challenges and how is the implementation of these steps going?
- Would you be able to provide recommendations?

**Theme 4: History of the support**

- When did the support for these programmes start? How? Why? (for UNRWA for the services you provide to Palestine refugees from Syria)?
- Has the level of support / funding changed over time? Why? How?
- What will be the future of the support? Until when is the funding secured for? And what will happen next?

**Theme 5: Accountability mechanisms**

- How have the beneficiaries been informed about the programme?
- What communication mechanisms exist to inform beneficiaries about the CT services?
- What complain systems and feedback loops have been put in place?
- What are the most received complaints / feedback that you are aware of?
- What follow up mechanisms exist? Or have been done?
- What will be done if there is a complaint about a staff member of the agency? (ask for e.g. what if a beneficiary has been rude to a member of staff; wasta?)

**Theme 6: Support networks and opportunities**

- To what extent are beneficiaries able to access formal support networks (e.g. government support; loans from banks; other NGOs; health services etc.)?
- To what extent are Syrian refugees now (post-London Accord) able to access formal employment opportunities?
- To what extent are Syrian refugees able to access non-formal employment opportunities?

**Theme 7: Relationship with host communities**

- What are some of the key opportunities / success stories related to the relationship between the Syrian refugees and host communities and other refugee groups?
- What are some of the key challenges related to the relationship of Syrian refugees with host communities? (e.g. probe on discrimination because of opportunities available to refugees and not to local population, other refugee groups (e.g. Syrian Palestine / Palestine refugees)?

**Area level interviews (with programme implementers on the field level: social workers, admin staff etc.).**

**Introductory questions:**

- What is your position?
- What role do you have in the agency you work in?

**Theme 1: Abject vs absolute poverty**

- Do you feel that the most vulnerable groups have benefited from the CT programme? Why / why not?
- What are some of the challenges related to the targeting criteria?

**Theme 2: Approaches key implementing agencies**

- What is the objective of the CT programme you implement?
- How does the approach of your agency differ from that of other agencies providing CT services?

**Theme 3: Coordination mechanisms and challenges**

- What is the relation you have to other implementing agencies providing CT to Syrian refugees?
- How do the different agencies providing CT services relate to each other? Is there overlap?
- What are the main challenges related to the coordination between the different agencies?
- What are the effects of these challenges on the beneficiary population?
- What steps have been taken to address these challenges and how is the implementation of these steps going?
- Would you be able to provide recommendations?

**Theme 4: M&E**

- What M&E systems / mechanisms are being implemented in the field? (how often is data collected, how do you go about it; who collects the data? etc.)
- What steps have been taken after the analysis of this data? (e.g. feedback has been taken into account?)

**Theme 5: Vulnerability assessment**

- How do you assess vulnerability on the field?
- To what extent is the assessment targeting the most vulnerable groups?
- Are there any groups that are not being targeted / falling through the net?

- What is going well and what information is missing?

**Theme 6: History of the support**

- Has the level of support / funding changed over time? Why? How? And what effect did this have on the beneficiaries?

**Theme 7: Accountability mechanisms**

- How have the beneficiaries been informed about the programme?
- What communication mechanisms exist to inform beneficiaries about the CT services?
- What complain systems and feedback loops have been put in place?
- What are the most received complaints / feedback that your agency has received?
- What follow up mechanisms exist? Or have been done?
- What will be done if there is a complain about a staff member of the agency? (ask for e.g. wasta?)

**Theme 8: Support networks and opportunities**

- To what extent are beneficiaries able to access formal support networks (e.g. government support; loans from banks; other NGOs; health services etc.)?
- To what extent are beneficiaries able to access informal support networks (e.g. informal loans from friends or family members?)
- Has beneficiaries access to formal and informal services changes since they started receiving the cash transfer?
- To what extent are Syrian refugees now (post-London Accord) able to access formal employment opportunities?
- To what extent are Syrian refugees able to access non-formal employment opportunities?

**Theme 9: Role of the social workers**

- What is the role of the social workers? What services do social workers provide? (probe: just monitoring or also case management services).
- How often do they visit the beneficiaries? (frequency, probe for number of beneficiaries they have to see etc.).

**Theme 10: Relationship with host communities**

- How is the relationship of the beneficiaries with the host communities?
- What are some of the key challenges related to the relationship of Syrian refugees with host communities? (e.g. probe on discrimination because of opportunities available to refugees and not to local population, other refugee groups (e.g. Syrian Palestine / Palestine refugees).

**Theme 11: Impacts on intra-household relations**

- Who gets elected to be the card holder in the family? How does this process work?
- Who decides what the benefits gets spend on? (probe: MHH, FHH, CHH etc.).
- How do people with mobility constraints access the cash transfers? Are they provided with additional services?
- What happens in the case a child is heading the household – is he or she able to access the benefits?

**Theme 12: Benefits levels provided**

- What is the level of benefits that beneficiaries get provided? Is it enough?
- Are they able to access multiple allowances at once?
- Are they able to access different / more allowances during the winter period?

**Area level interviews (with service providers on the local level: e.g. social workers, clinicians, teachers etc.).**

**Introductory questions:**

- What is your position?
- How and why do you engage with the beneficiary population (Syrian refugees)?

**Theme 1: Abject vs absolute poverty**

- What type of cash transfer services are available to Syrian refugee populations?
- Do you feel that the most vulnerable groups have benefited from the CT programme? Why / why not?
- Are there any groups that are not being targeted / falling through the net? What happens to them?

**Theme 2: Coordination**

- Which agencies provide CT programmes for Syrian refugees in your area?
- How do the different agencies providing CT services relate to each other?
- Do you know of cases where some people benefit more than others and cases where some do not benefit at all? How? Why?
- What steps, as far as you can see, have been taken to address these challenges?

- Would you be able to provide some recommendations?

**Theme 3: History of the support**

- Has the level of support / funding changed over time? Why? How? And what effect did this have on the beneficiaries?

**Theme 4: Accountability mechanisms**

- Do you know which people can make use of the programme and how they enrol?
- What communication mechanisms exist to inform beneficiaries about the CT services?
- What complaint systems and feedback loops have been put in place?
- Do you know what the main complaints are in regards to these services in the area you work in?
- Do you feel that if beneficiaries complain – their complaints are being taken seriously?
- Does complaining help change the services provided? And why? And if not – why not?
- What will be done if there is a complaint about a staff member of the agency? (ask for e.g. what if a staff member has been rude to a beneficiary; waste?)

**Theme 5: Support networks and opportunities**

- To what extent are Syrian refugees able to access formal support networks in the area you work in (e.g. government support; loans from banks; other NGOs; health services etc.)?
- To what extent are beneficiaries able to access informal support in the area you work in (e.g. informal loans from friends or family members?)
- Has beneficiaries' access to formal and informal services changed since they started receiving the cash transfer?
- To what extent are Syrian refugees able to access formal employment opportunities?
- To what extent are Syrian refugees able to access non-formal employment opportunities?
- What effect does this have on their lives?

**Theme 6: Role of the social workers**

- What is the role of the social workers in the CT programmes that are implemented in the area you work in?
- What services do social workers provide? (probe: just monitoring or also case management services?).
- How often do the social workers visit the beneficiaries? (frequency, probe for number of beneficiaries they have to see etc.).

**Theme 7: Relationship with host communities**

- How is the relationship of the Syrian refugee with the host community in the area you work in?
- What are some of the key challenges related to the relationship of Syrian refugees with host communities? (e.g. probe on discrimination because of opportunities available to refugees and not to local population, other refugee groups (e.g. Syrian Palestine / Palestine refugees).

**Theme 8: Impacts on intra-household relations**

- Who decides what the benefits get spent on in the household? (probe: MHH, FHH, CHH etc.).
- How do people with mobility constraints access the cash transfers? Are they provided with additional services?
- What happens in the case a child is heading the household – is he or she able to access the benefits?
- Are there any constraints to accessing the benefits due to age? If so, what?

**Theme 9: Benefits levels provided**

- What is the level of benefits that beneficiaries get provided? Is it enough?
- Are beneficiaries able to access multiple allowances at once?
- Are they able to access different / more allowances during the winter period?

## PRA groups with children

### General information

#### Note to interviewer

This table should be completed prior to conducting the interview so that you have a full understanding of why this case was selected.

Number of PRA group:
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<b>Names and ages of Case Study Individual/s*:</b>	Names:	Ages:	Gender breakdown:
<b>Category of participants for this case study (please select):</b>	5. Female Headed Households 6. Male Headed Households 7. Unaccompanied minors 8. Households with special protection needs (e.g. Child Headed Households, disability), please specify.....		
<b>Governorate &amp; Area:</b>	Governorate:  Municipality:  District:	Area:	Address:
<b>List CT grants that the case receives (and since when) (e.g. UNICEF / UNHCR etc.)</b>			
<b>Prepared by:</b>	Name:	Contact info:	

## Information for interviewer

All evidence generation practices must abide by UNICEF / UNHCR and ODI's ethical guidelines at all times. All interviewees must give informed consent. Any interviews involving children and young people must take into account their competencies, and consent must be sought from a parent or guardian. Where possible, consent must still be given by the individual themselves. The interview must be conducted in a friendly and familiar environment in which the interviewee feels comfortable in order to minimize stress, and in the presence of their parent or guardian.

All participants must be made aware of the voluntary nature of their participation, and the decision whether to participate, including dissent or unwillingness to participate, must be respected. Interviewees must be made aware of their ability to withdraw at any time during the interview. Interviewees must be given the option to have the information they provide remain fully anonymous.

Please read the introduction to the interviewee(s) and answer any questions they may have, and ask the interview to indicate their consent by signing the consent form in Annex A, before conducting the interview.

### Introduction

*Interviewer to read aloud:*

I would like to thank you for accepting to be part of this focus group discussion on UNICEF child cash grant and UNHCR Cash Transfer programmes as well as other cash transfer benefits that you might receive.

My name is.....from.....; and today we are here today to discuss the benefits and effects of Cash transfers that you are receiving.

Your input will help us with the monitoring and evaluation of this programme as well as contributing to the design of similar programmes in the future. You are kindly requested to provide answers about the topic based on your current experience and personal opinion. Giving your opinion with full transparency will help donors understand the benefit of the cash transfers and hence provide further support to refugees like yourself.

There are no right or wrong answers, and you are free to ask for clarification at any time if you do not understand the question. Also, please be assured that the answers you give today will not have any implications for receiving the cash transfers.

Our discussion / house visit will take about two hours. The discussion taking place will be kept confidential, and your name will be kept anonymous, unless you don't mind such information being revealed. Please note that, if you don't feel comfortable, you can withdraw from the discussion at any time.

I hope to be able to record our conversation on this tape recorder. This recording will only be used by us, the researchers, during this study and not shared with UNICEF/UNHCR or other people. We will ensure that the transcripts and recordings will be anonymized and that no third parties will have access to the raw research material. Please do inform us if you are uncomfortable with this arrangement.

**Interviewer:** *Ask participants to sign Annex A or to acknowledge they have given consent on the tape recording and photography.*

## Group discussion questions

1. Do you know anything about the cash transfer project(s) your parents / your family is part of? If so, can you share with us what you know?
2. How was your life before your family started receiving the cash transfer(s)? (probe e.g. on household dynamics, nutrition, access to education etc.)
3. What has changed since your family starting receiving the cash transfers (probe e.g. on household dynamics, nutrition, access to education etc.). What has receiving the support/ CT(s) allowed you / your family to do? How does this make you feel?
4. Has anything changed specifically for you and your brothers and sisters since your family has started receiving the cash transfer benefits? When and how?
5. Do you have a say as to what gets purchased? And if so: how? If not: what would you purchase if you had a say about what gets purchased with the money?
6. Have people treated you or your family differently since your family receives the support? And if so: how? (negative and positive changes)

To understand children's main concerns / support structures they have we will also undertake the following child specific exercises with two children in the house:

## Group exercises

### Worries (concern) exercise

Ask children to list or write down on index cards (or help them to do this), all the things that they have worried about in the last week ('free listing'). These should be worries that are 'local', so it doesn't have to be about ensuring world peace, and it should be relevant to their lives. For example, related to family, friends or environment. Have them sort them into "things that you worry about and can share" and "things that you worry about but can't share", putting them into two different coloured envelopes. We need to either record in the notes or through a photograph which cards went in which envelope (why we are doing this will be explained during the introduction when researchers ask for consent).

After they have generated their own list—then probe with specifics:

- E.g. hunger, not being able to go to school, not having enough school supplies, bullying at school, violence in the broader community, disagreements in the household, body changes, toilets (e.g. in slum areas, schools, communal toilets, mobility, harassment, having to work (boys), in context of menstruation, risk of violence (e.g. for boys and girls)) [although need to take care as to who is present during the interview], etc.
- With each, ask them who could help them with this worry and how—and then find out whether they have ever actually sought support. If they subsequently think of another worry, they can add it to the envelope.
- In the case of intra-household disagreements, ask what sorts of things people do and how the children respond and how do they feel about it.

### Example of a worry exercise (see tool 1)

### Social network analysis (to highlight intra household dynamics and support structures for children)

Ask children who they like spending time with and why and what they like to do together, how often they see each other etc. Divide the page into four quarters representing people children spent time with, get support from their worries, share good news, and prefer to avoid. Start with a picture of them in the middle and go through each quarter asking them to list the people who this applies to (this can be done as a group, or individually first ('free listing') and then discussed in a group).

- First ask children to think about the people they spend time with and draw symbols for the activities they enjoy doing together
- Next ask children to think about all the people [teacher/aunt/mother/peer/sibling/friend/other relative – not just name – name + relationship to child] in their lives who could help them if they had a problem. If they answer a peer, then probe 'Is there an adult you would go to as well, if not why not?' and vice versa.
- And if something positive/exciting happened in their life who would you share this with. Then could ask about overlaps in who they would talk to/confide in – same or different and why. Then have them write them down or draw them. When they say



- that they talk to someone, ask how they do this, for example, face-to-face, on the phone or via the internet.
- Finally, ask the children whether there are any people in your life whom you spend time with that you don't enjoy and why? If this feels too sensitive, please phrase as girls/ boys of your age and ask who don't they like to mix with? (this will keep it from becoming too personal).

**Example of a social support quadrant below (please note that we won't use the visual image when doing this exercise with the older adolescents) (see tool 1).**

## 2. Qualitative Research Instrument: Round two

### UNICEF and UNHCR Cash Transfers for Vulnerable Syrian Refugees in non-camp settings: In-depth Interview guidelines

#### General information

##### Note to interviewer

This table should be completed prior to conducting the interview so that you have a full understanding of why this case was selected.

IDI number ( )			
Name and Age of IDI Individual/s*:	Name:	Age:	Gender:
Category of participants for this IDI	9.		
Governorate & Area:	Governorate:  Municipality:  District:	Area:	Address:
Reason for selecting this IDI participant			
List assistance that the case receives (and since when) (e.g. UNICEF / UNHCR etc.)			
Prepared by:	Name:	Contact info:	

##### With whom will conduct IDIs:

Breadwinners that have gone through the application process but have not received a work permit
Breadwinners that have received a temporary or long-term, non-specific or specific sector working permit from the Ministry of Labour
Refugees that have stayed on the berm (new arrivals)* <i>Only to be included when they have not come in via Azraq camp.</i>
Children who are part of family unification programme
Foster children



## Information for interviewer

All evidence generation practices must abide by UNICEF / UNHCR and ODI's ethical guidelines at all times. All interviewees must give informed consent. Any interviews involving children and young people must take into account their competencies, and consent must be sought from a parent or guardian. Where possible, consent must still be given by the individual themselves. The interview must be conducted in a friendly and familiar environment in which the interviewee feels comfortable in order to minimize stress, and in the presence of their parent or guardian.

All participants must be made aware of the voluntary nature of their participation, and the decision whether to participate, including dissent or unwillingness to participate, must be respected. Interviewees must be made aware of their ability to withdraw at any time during the interview. Interviewees must be given the option to have the information they provide remain fully anonymous.

Please read the introduction to the interviewee(s) and answer any questions they may have, and ask the interviewee to indicate their consent by signing the consent form in Annex A, before conducting the interview.

## Introduction

**Interviewer to read aloud:**

I would like to thank you for accepting to be part of this discussion on UNICEF/ UNHCR assistance programmes.

My name is.....from.....; and today we are here today to discuss the benefits and effects of assistance that you are receiving.

Your input will help us with the monitoring and evaluation of this programme as well as contributing to the design of similar programmes in the future. You are kindly requested to provide answers about the topic based on your current experience and personal opinion. Giving your opinion with full transparency will help donors understand the benefit of the assistance and hence provide further support to refugees like yourself.

There are no right or wrong answers, and you are free to ask for clarification at any time if you do not understand the question. Also, please be assured that the answers you give today will not have any implications for receiving the assistance.

Our discussion / house visit will take about four to five hours. The discussion taking place will be kept confidential, and your name will be kept anonymous, unless you don't mind such information being revealed. Please note that, if you do not feel comfortable, you can withdraw from the discussion at any time.

I hope to be able to record our conversation on this tape recorder. This recording will only be used by us, the researchers, during this study and not shared with UNICEF/UNHCR or other people. We will ensure that the transcripts and recordings will be anonymized and that no third parties will have access to the raw research material. Please do inform us if you are uncomfortable with this arrangement.

**Interviewer:** Ask participants to sign Annex A or to acknowledge they have given consent on the tape recording and photography.

## Discussion guide (adults)

**Interviewer:** Use the following questions to guide your information gathering, and encourage the participants to elaborate as much as possible on their answers.

### Details of their story:

1. Where in Syria is your family from?
2. When did you / your family first come to Jordan and why? Did all of your family member come to Jordan or are some still in Syria? Are all of your children still with you?
3. Who do you live with and where? (*Get details of the whole family / all people living in the household (including age of children, if they go to school, what livelihoods people engage in, daily activities etc.; also ask about the activities of family members that live in other areas in Jordan or have migrated elsewhere)*)
4. Are you able to work? If not – why not? If so – where do you work? Have you worked in Jordan before? What is it like to work here / not being able to work anymore? Is this different for women and men? Why? Was this different from in Syria? What did you do in Syria? How did you make money before?
5. How is your relationship with your neighbours and others in the host communities? (probe around discrimination / economic situation of Jordanian people host communities? Also ask about feelings of isolation and social support structures available / non-available in Jordan?)

### Programme details:

1. Which assistance do you receive? When did you start receiving the assistance – e.g. from UNICEF / UNHCR / WFP etc.? How often do you receive it? Who goes to collect it? Where do you go to collect it? How is your relationship with the shop owners' / bank owners? Who decides what the funding gets spent on in your household? And is this decision-making different to other income sources? Probe for differences between the UNHCR / UNICEF / WFP systems in delivery, process and amounts available etc.
2. How many children does your family receive the assistance for? Do you or your family have any special needs or circumstances? *Ask them to give details.*
3. Have you faced any challenges regarding the assistance (including does not come regularly, ATMs not working, distance/cost to travel to ATMs, also probe for issues in the enrollment phase vs. implementation phase etc.)? (differs for the different donors?)
4. How is your relationship with programme implementers of the different programmes (UNICEF vs. UNHCR and WFP?) (including social workers, bank people, etc.)? Do they visit you often? (when was the last time), can you turn to them if you have a problem? Do you feel they listen to you, and can provide you with meaningful support?
5. What do you do if you have a problem with the assistance? (probe are there complaints procedures / grievances process, help lines, does this differ for the various transfers etc.)
6. Do you share problems related to the assistance with other beneficiaries? If so, when, how, how often?
7. Have you ever made a complaint and/or used a helpline when you were unsatisfied about the assistance? If so, what happened? If not, why not (didn't know about complaints procedures, thought might lose cash transfer, etc.).

### Ask for exact details and quantitative figures wherever possible.

1. How has/have the assistance had an impact on your life? And on your children's lives? And on the lives of other members in your household? (Probe around food security and nutrition living conditions, financial situation, mental and physical wellbeing, levels of happiness, feelings of housing security, differences for the different programmes / modalities).
2. Who in your family decides what the assistance is spent on? Is this always the way money is spent in your household? Has this changed because of the assistance?
3. Have relationships between you and other members in your household changed as a result of the assistance? If so, how? (including decision-making, tensions, etc.)
4. Have relationships between you and other people around you changed because of the assistance? (*including other refugees in and out of camps, other refugee groups, host communities*) and how? (*explore positive and negative changes; differences between the different modalities*)
5. Has the assistance affected your relationships with Jordanians in the area you live in?
6. Has your access to other services increased because of the assistance (*probe for spillover effects on ability to access services – e.g. health or legal aid or educational support for children*)? (what were you not able to do and can do now due to the assistance?)

**Ask them to explain how this has happened, who it has affected, and in what ways.**

1. Has this assistance had an impact on your / your family's life / lives in the longer term? If so, how?
2. If the assistance stops, how would this affect your lives?
3. If the assistance stops, how would you manage your situation? (*Reassure them before asking the question that this does not mean that the assistance will stop – state that we are talking about a hypothetical scenario*).
4. Do you have access to or benefit from any other programme or services? What are those services? How do they help you? Have you received vouchers or in-kind assistance now or in the past? Do you prefer the cash, voucher or in-kind approach?

**Specific exercises and questions to children**

**Questions to children part of a reunification programme**

***Worries (concern) exercise (as an icebreaker and contextual setting tool)***

Ask children to list or write down on index cards (or help them to do this), all the things that they have worried about in the last week ('free listing').

These should be worries that are 'local', so it doesn't have to be about ensuring world peace, and it should be relevant to their lives. For example, related to family, friends or environment. Have them sort them into "things that you worry about and can share" and "things that you worry about but can't share", putting them into two different colored envelopes. We need to either record in the notes or through a photograph which cards went in which envelope (why we are doing this will be explained during the introduction when researchers ask for consent).

After they have generated their own list—then probe with specifics:

- E.g. not being able to go to school bullying at school, violence in the broader community, disagreements in the household, mobility, harassment, having to work (boys), missing family members, getting separated from their family, living with host families, being mistreated by host family mothers / aunts etc. [although need to take care as to who is present during the interview!!]
- With each, ask them who could help them with this worry and how—and then find out whether they have ever actually sought support. If they subsequently think of another worry, they can add it to the envelope.
- In the case of intra-household disagreements, ask what sorts of things people do and how the children respond and how do they feel about it.

***Example of a worry exercise (see tool 1)***

1. Do you know anything about the family reunification programmes(s) you / your family is part of? If so, can you share with us what you know?
2. How was your life before your family started receiving the assistance (probe e.g. on PSS well-being, happiness, relations with host family etc.)
3. What has changed since your family starting receiving the assistance? What has receiving the assistance / CT(s) allowed you / your family to do? How does this make you feel?
4. Has anything changed specifically for you and your brothers and sisters since your family has started receiving the assistance? When and how?
5. Do you have a say as to what happens with you and your family? And if so: how? If not: what would you do if you had a say about what happens?
6. Have people in your host family treated you or your family differently since you receive the assistance? And if so: how? (negative and positive changes)

**Questions to children in foster families**

***Social network analysis (to highlight intra household dynamics and support structures for children)***

Ask children who they like spending time with and why and what they like to do together, how often they see each other etc.

Divide the page into four quarters representing people children spent time with, get support from their worries, share good news, and prefer to avoid. Start with a picture of them in the middle and go through each quarter asking them to list the people who this applies to (this can be done as a group, or individually first ('free listing') and then discussed in a group).

- First ask children to think about the people they spend time with and draw symbols for the activities they enjoy doing together
- Next ask children to think about all the people [teacher/aunt/mother/peer/sibling/friend/other relative – not just name – name + relationship to child] in their lives who could help them if they had a problem. If they answer a peer, then probe 'Is there an adult you would go to as well, if not why not?' and vice versa.
- And if something positive/exciting happened in their life who would you share this with. Then could ask about overlaps in who they would talk to/confide in – same or different and why. Then have them write them down or draw them. When they say that they talk to someone, ask how they do this, for example, face-to-face, on the phone or via the internet.
- Finally, ask the children whether there are any people in your life whom you spend time with that you don't enjoy and why? If this feels too sensitive, please phrase as girls/ boys of your age and ask who don't they like to mix with? (this will keep it from becoming too personal).

**Example of a social support quadrant below (please note that we won't use the visual image when doing this exercise with the older adolescents)(see tool 1)**

### Follow up questions:

1. When did you come to Jordan? Are you going to school in Jordan? Which school? Since when? If not – do you go to any programme offered by an NGO for girls / boys?
2. Do you know anything about a family reunification programmes(s) that UNHCR offers? If so – are you able to share what you know with us?
3. Have people in your host family treated you or your family differently since you received the assistance? And if so: how? (negative and positive changes)
4. What additional support would be helpful for young people like you and where would it be easiest for you to get information about such support – e.g. at school, in a letter/brochure, on the internet, through a home visit by a counsellor?

## Focus Group Discussion Guide

### General Information

1.	Date and time	Time: Date:
2.	Region	
3.	Number of Participants	
4.	Gender	Male [ ..... ], Female [ ..... ]
5.	Category of Participants for this FGD	
6.	Facilitator name	
7.	Translator / Support	

### Research Purpose

The main purpose of this second round of qualitative research is to explore further issues arising from the first round of data collection. Similarly, it will provide more in-depth and nuanced findings for some of the patterns emerging in the first round of both quantitative and qualitative data collection. Focus Group Discussions (FGDs) will be conducted to better understand the perceptions of Syrian refugees benefiting from the assistance programmes (UNICEF/UNHCR and

WFP) and on the impact of these programmes on their lives. Amongst other things, information gathered will include how they use this assistance, expenditure patterns, coping strategies. Findings from this qualitative study will be woven together with findings from the quantitative survey and will be used to inform future Monitoring and Evaluation work around the assistance programmes.

### **Focus group discussions will be held with:**

- WFP beneficiaries to further understand the effects / impacts of the additional UNICEF cash grant and the differences between the impact of the benefits received by WFP with the benefits received from UNHCR.
- People benefiting from UNICEF/UNHCR cash transfer programmes to learn from their experiences in receiving the CTs, the impacts they have had on their lives, etc.; especially in Ma'an where the research team has not been and where there are many fewer refugees in each host community.
- FDG with Syrian community based leaders i.e. teachers, health workers and others that can help us further understand educational, health and (child) labour conditions and services available.
- Girls and boys part of Makani programmes

## **Focus Groups Selection**

The selection of focus group participants will be purposive and stratified, in that individuals will be invited to participate in each discussion based on the kind of assistance they are receiving, the role they take in in the community (i.e. teachers, local leaders) and the kind of household in which they are living. Additionally, FGDs with Syrian leaders will be conducted to get their views on these issues as well as with girls and boys taking part in the Makani programme (for further details see proposal for second round of qualitative fieldwork).

Given the conservative social norms in many of the beneficiary populations, the research team will interview beneficiaries in single sex groups so that participants will feel comfortable to articulate their views freely. FGDs will be held in groups of up to 10 people, allowing all participants the chance to have their opinions heard. Each FGD will last approximately 90 minutes.

## **Introduction**

*To be read out aloud by the facilitator.*

I would like to thank you all for coming,

My name is \_\_\_\_\_ from \_\_\_\_\_; we are here today to discuss the benefits and effects of the assistance that you receive from the UNICEF / UNHCR/WFP (please amend according to the kind of respondents/assistance they receive). Your input will help us in improving the design of the assistance programmes.

You are kindly requested to provide answers about the topic based on your current experience and personal opinion of this assistance. Please feel free to be open and frank with us; all names will be kept anonymous. There are no right or wrong answers, and you are free to ask for clarification at any time if you do not understand the question. Also, please be assured that the answers you give today will not have any implications for receiving the assistance.

Our discussion will take about 90 minutes. We want this to be a group discussion, so feel free to participate without waiting to be called on. However, we would appreciate if only one person speaks at a time. Be assured that all of you will have equal opportunity to express your opinions and please be respectful to opposing attitudes/statements expressed by another participant. There is a lot we want to discuss, so at times I may need to keep the discussion moving on to the next topic.

I hope to be able to record our conversation on this tape recorder. This recording will only be used by us, the researchers, during this study to help us with our notes and will not be shared with UNICEF/UNHCR/WFP or any other people. We will ensure that the transcripts and recordings will be anonymized and that no third parties will have access to the raw research material. Please do inform us if you are uncomfortable with this arrangement.

The discussion taking place will be kept confidential, and your names will be kept anonymous. You can withdraw from the discussion at any time.

During the discussion it would be good if we could all respect some ground rules.

*Ask all participants to turn their phones on silent – indicating that they are allowed to leave temporarily if there is an urgent call.*

Now I would like to hear from you. *Ask participants to introduce themselves before you start*

## Questions

The moderator will use four types of questions as needed: open-ended, follow-up, probing and prompted questions. In some cases, the moderator will follow a sequence that consists typically of four parts.

1. Starting with the main question and listening for its answer.
2. Then s/he will follow up and inquire about the answers.
3. And probe to clarify.
4. If necessary, they prompt (cue or aide) the probing questions.

Please note the guide below is the draft to be used with respondents receiving some form of assistance. The guide for Syrian leaders will be adapted from this one, but will follow the basic outline and will focus on getting their views on the refugees receiving different kinds of assistance. Questions guide

Activity/ Subject of Discussion	Question	Tool	Allocated Time (minutes)	Notes to the Facilitator
<b>Registration</b>	Ask them to fill their names and information upon their arrival	Registration Form (annex A)	5	
<b>Introduction</b>	<ul style="list-style-type: none"> <li>• Ice breaker</li> <li>• Participants introduce themselves</li> <li>• Outline purpose of the meeting</li> </ul>	<ul style="list-style-type: none"> <li>• Ask them to give an example of one good thing that happened to them in the last few months, then to introduce themselves</li> <li>• Explain the objective of the meeting.</li> </ul>	10	Note down the examples they give. These will be useful for identifying Case Studies and evidence of benefits
<b>Purpose and Satisfaction of Delivery Mechanism and processes</b>	<ul style="list-style-type: none"> <li>• Which assistance do you receive? (e.g. UNICEF, UNHCR, WFP, both etc.)</li> <li>• How much is the assistance that you received?</li> <li>• For what purpose do you receive the assistance?</li> <li>• Why were you selected to receive the assistance? (probe – why you and not other people?)</li> <li>• Is it clear why you are receiving the assistance?</li> <li>• How do you receive the assistance? (e.g. process and delivery mechanism related questions)</li> <li>• Is the selection procedure and selection criteria clear?</li> <li>• Have there been any interruptions in receiving the assistance? If so, why?</li> <li>• Is the time given to withdraw the money sufficient?</li> <li>• How can someone file a complaint if they have a problem?</li> <li>• Is there clear follow-up when a complaint is made?</li> <li>• To what extent do people share their concerns with other assistance cash beneficiaries?</li> <li>• To what extent to UNHCR / UNICEF / WFP staff provide assistance beneficiaries with support? How often do they visit?</li> </ul>		15	Probe Probe further into questions about regularity of the assistance – would a different time frame be preferable and why?
<b>Level of Assistance (Amount)</b>	<ul style="list-style-type: none"> <li>• How much assistance do you receive from UNHCR?</li> <li>• How much do you receive from UNICEF? And others?</li> <li>• What has the assistance enabled you to do which you would not be able to do before?</li> </ul>		15	<b>Explanation of basic needs:</b> the minimum amount of resources a family needs to maintain their health and well-being.



<b>Eligibility</b>	<ul style="list-style-type: none"> <li>To what extent does the assistance reach the most vulnerable people in the Syrian refugee community? Ask if there is any difference in the assistance provided under the UNHCR / UNICEF and WFP scheme and other programmes?</li> </ul>	15	<b>Take specific examples if possible.</b> Probe for information as to why they think families they mention might not be getting
<b>Did the assistance achieve intended results</b>	<ul style="list-style-type: none"> <li>To what extent does the assistance help meet basic needs/requirements? E.g. for children and other household members? Does this differ according to the type of assistance received?</li> <li>Which services are e-card beneficiaries able to access that there were not able to access before? e.g. education, health services, quality healthy food, clothes, recreation, shoes, etc. <b>Please explain.</b></li> <li>Have you experienced difficulties or challenges resulting from the receipt of the assistance? From other members of the household / family, community members, host community, other Syrian refugees, other refugees, government, additional costs, etc. <b>Please explain.</b></li> <li>How was your life before receiving the assistance? How was your life after receiving the assistance? What has been the biggest change on your life after receiving the assistance?</li> </ul>	15	
<b>Coping mechanisms</b>	<ul style="list-style-type: none"> <li>If the assistance was stopped, in what ways would it affect the family including children? How would they cope? <b>Please explain – would it impact on food/education/health/ other.</b></li> </ul>	10	Moderators need to start this question with: ‘For the purpose of this evaluation, let me ask you a theoretical question so that we can better understand their impact.....if the assistance was
<b>Intra-Family Decision Making</b>	<ul style="list-style-type: none"> <li>Has the assistance enabled women to have a bigger say in what gets purchased within the household?</li> <li>Has the assistance enabled other family members to have a bigger say in what gets purchased within the household (that did not have a say before)?</li> </ul>	10	Note if decision maker is different person to the one who collects the assistance.  Notice gender of collector/decision maker.
<b>Concluding/ Ending Question</b>	<ul style="list-style-type: none"> <li>To what extent was the assistance helpful in improving children’s and Syrian refugee household’s standard of living?</li> <li>What are some of the things that people now purchase with the assistance) that they would not have been able to purchase before?</li> <li>We have talked a lot about different benefits of the assistance. What has been the single most important change you have experienced?</li> </ul>	10	
<b>Recommendations / Way Forward</b>	<ul style="list-style-type: none"> <li>Do you have any recommendation for how the assistance could work better for Syrian Refugee families?</li> </ul>	10	Ask in terms of amount, cash/ kind, duration, criteria for eligibility, delivery
<b>Specific questions for community leaders</b>	<ul style="list-style-type: none"> <li>In your community, what do you think the impact of cash transfer programmes is? How does the cash transfer assist those in need? What are they able to do now, that they could not do before?</li> <li>Who are, according to you, the most vulnerable in your community? What kind of needs do these households have? Do you think the most vulnerable in your community access the cash transfer support programmes?</li> <li>How do you, as a community leader, mobilize response for these people in need? Are you able to influence decision making processes in your community and how?</li> <li>Can you name five successes and five challenges from the cash transfer programmes available in your community?</li> <li>How do you, in your community, mediate between CT beneficiaries and others in case of a conflict? What happens when a CT beneficiary is unsatisfied with the services offered?</li> <li>What additional support would it be useful to provide highly vulnerable refugee families?</li> </ul>	10	Ideally, speak with both male and female leaders – but talk with them separately.

<b>Specific questions for girls and boys in Makani centers</b>	<ul style="list-style-type: none"> <li>• How did you first hear of the center? How often do you go here? What are the main activities you do? What do you enjoy most? Any dislikes?</li> <li>• How did your parents / caregivers react when you said you wanted to attend the Makani programme? Did you have to convince to let you visit the Makani center?? And if so – who? (probe, parents, father, brothers etc.)?</li> <li>• How does the Makani programme impact on you and your family? Can you name five positive aspects?</li> <li>• And do there exist any challenges related to getting access to the Makani center?</li> <li>• How far is the class/training from where you live/work? How do you get there? How much time and money does it take to get there?</li> <li>• How does the teacher/trainer treat you? How do the other students treat you in the center?</li> </ul>		
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**Thank the participants for their participation– end with a positive note**

## Group exercises with Makani students

### Worries (concern) exercise

Ask children to list or write down on index cards (or help them to do this), all the things that they have worried about in the last week ('free listing'). These should be worries that are 'local', so it doesn't have to be about ensuring world peace, and it should be relevant to their lives. For example, related to family, friends or environment. Have them sort them into "things that you worry about and can share" and "things that you worry about but can't share", putting them into two different coloured envelopes. We need to either record in the notes or through a photograph which cards went in which envelope (why we are doing this will be explained during the introduction when researchers ask for consent).

After they have generated their own list—then probe with specifics:

- E.g. hunger, not being able to go to school, not having enough school supplies, bullying at school, violence in the broader community, disagreements in the household, body changes, toilets (e.g. in slum areas, schools, communal toilets, mobility, harassment, having to work (boys), in context of menstruation, risk of violence (e.g. for boys and girls)) [although need to take care as to who is present during the interview], etc.
- With each, ask them who could help them with this worry and how—and then find out whether they have ever actually sought support. If they subsequently think of another worry, they can add it to the envelope.
- In the case of intra-household disagreements, ask what sorts of things people do and how the children respond and how do they feel about it.

*Example of a worry exercise (see tool 1)*

### Social network analysis (to highlight intra household dynamics and support structures for children)

Ask children who they like spending time with and why and what they like to do together, how often they see each other etc. Divide the page into four quarters representing people children spent time with, get support from their worries, share good news, and prefer to avoid. Start with a picture of them in the middle and go through each quarter asking them to list the people who this applies to (this can be done as a group, or individually first ('free listing') and then discussed in a group).

- First ask children to think about the people they spend time with and draw symbols for the activities they enjoy doing together
- Next ask children to think about all the people [teacher/aunt/mother/peer/sibling/friend/other relative – not just name – name + relationship to child] in their lives who could help them if they had a problem. If they answer a peer, then probe 'Is there an adult you would go to as well, if not why not?' and vice versa.
- And if something positive/exciting happened in their life who would you share this with. Then could ask about overlaps in who they would talk to/confide in – same or different and why. Then have them write them down or draw them. When they say that they talk to someone, ask how they do this, for example, face-to-face, on the phone or via the internet.
- Finally, ask the children whether there are any people in your life whom you spend time with that you don't enjoy and why? If this feels too sensitive, please phrase as girls/ boys of your age and ask who don't they like to mix with? (this will keep it from becoming too personal).



Example of a social support quadrant below (please note that we won't use the visual image when doing this exercise with the older adolescents) (see tool 1)

## Key Informant Interview Guidelines

### General information

#### Key stakeholders

1. National level – implementing partners of assistance/CT programmes both from within and outside the UN system. Particularly: UNHCR Heads of Departments – health, child protection, psychosocial, family unification.
2. National level – other service providers and key government officials
3. Area level – programme implementers: UNICEF / UNHCR – social workers and admin staff + managers
4. Area level – other service providers: social workers, leaders, teachers and clinicians

#### Note to interviewer

This table should be completed prior to conducting the interview so that you have a full understanding of why this case was selected.

Key informant interview number ( .... )			
Name and Age of key informant*:	Name:	Position:	Gender:
Category of key informant (please specify):	<ol style="list-style-type: none"> <li>1. National level – implementing partners</li> <li>2. National level – other service providers</li> <li>3. Area level – programme implementers</li> <li>4. Area level – other service providers</li> </ol> <p>Please, specify position of the interviewee.....</p> <p>.....</p> <p>.....</p>		
Reason for selecting this key informant			
Prepared by:	Name:	Contact info:	

### Information for interviewer

All evidence generation practices must abide by UNICEF/UNHCR and ODI's ethical guidelines at all times. All interviewees must give informed consent. The interview must be conducted in a friendly and familiar environment in which the interviewee feels comfortable in order to minimize stress, and in the presence of their parent or guardian.

All participants must be made aware of the voluntary nature of their participation, and the decision whether to participate, including dissent or unwillingness to participate, must be respected. Interviewees must be made aware of their ability to withdraw at any time during the interview. Interviewees must be given the option to have the information they provide remain fully anonymous.

Please read the introduction to the interviewee(s) and answer any questions they may have, and ask the interview to indicate their consent by signing the consent form in Annex A, before conducting the interview.

## Introduction

*Interviewer to read aloud:*

I would like to thank you for your participation in this study.

In this study we hope to support UNICEF/UNHCR in obtaining a more comprehensive and in-depth understanding of the short and longer-term impacts of different assistance being provided to Syrian refugees in host communities in Jordan.

Your input will help us with the monitoring and evaluation of this programme as well as contributing to the design of similar programmes in the future. You are kindly requested to provide answers about the topic based on your current experience and personal opinion. Giving your opinion with full transparency will help donors understand the benefit of the assistance / cash transfers and hence provide further support to refugees.

There are no right or wrong answers, and you are free to ask for clarification at any time if you do not understand the question.

Our discussion will take about 80 minutes, 90 minutes at the most. The discussion taking place will be kept confidential, and your name will be kept anonymous, unless you do not mind such information being revealed. Please note that, if you do not feel comfortable, you can withdraw from the discussion at any time.

I hope to be able to record our conversation on this tape recorder. This recording will only be used by us, the researchers, during this study and not shared with UNICEF/UNHCR or any other people. We will ensure that the transcripts and recordings will be anonymized and that no third parties will have access to the raw research material. Please do inform us if you are uncomfortable with this arrangement.

**Interviewer:** Ask participants to sign Annex A or to acknowledge they have given consent on the tape recording.

## Themes for key informant interviews

### National level interviews (with implementing agencies providing CTs for Syrian refugees)

**Interviewer:** Use the following themes to guide your information gathering, and encourage the participants to elaborate as much as possible on their answers.

*Who? UNHCR Heads of Departments – health, child protection, psychosocial, family unification. We will select questions from the following themes depending upon the area of expertise.*

**Objective:** to provide an in-depth understanding of the short and longer-term impacts of different social transfer packages being provided to Syrian refugees in host communities in Jordan.

#### **Introductory questions:**

- What is your position?
- What role do you have in the agency you work in?

#### **Theme 1:** Abject vs absolute poverty

- How has poverty been defined in the programmes your agency implements for vulnerable groups within the refugee population?
- What targeting criteria have been set in the programme you implement?
- Do you feel that the most vulnerable groups have benefited from the CT programme? Why / why not?
- What are some of the challenges related to the targeting criteria?

#### **Theme 2:** Approaches key implementing agencies

- What is the objective of the CT programme the agency you work for implements?
- How does the approach of your agency differ from that of other agencies providing CT and related services?

**Theme 3: Coordination mechanisms and challenges**

- Are you aware of the various coordination mechanisms that have been put in place for these CT programmes (in particular related to coordination between services you offer and that which the CT programme(s) offer)?
- What is the relation you have to other implementing agencies providing CT to Syrian refugees?
- How do the different agencies / departments providing CT services relate to each other? Is there overlap?
- What are the main challenges related to the coordination between the different agencies / departments (select which ever one is relevant)?
- What are the effects of these challenges on the beneficiary population?
- What steps have been taken to address these challenges and how is the implementation of these steps going?
- Would you be able to provide recommendations?

**Theme 4: Politically sensitive issues**

- What are some of the issues that are politically sensitive related to the implementation of cash transfer services / other service (depending on the role of the programme implementer) in Jordan?
- What effect does this have on the target population?

**Theme 5: History of the support**

- When did the support for this programme start? How? Why?
- Has the level of support / funding changed over time? Why? How?
- What will be the future of the support? Until when is the funding secured for? And what will happen next?

**Theme 7: M&E and learning to date on social transfers**

- What M&E systems / mechanisms are being implemented in the programme you implement?
- What are the most telling findings you / your agency have / have found out from M&E data?
- What steps have been taken after the analysis of this data?
- What sorts of feedback loops are there between community level workers, beneficiaries and national level workers?

**Theme 8: Vulnerability assessment**

- How do you define vulnerability in your programme?
- Are CT beneficiaries able to access your programme (if it is a different department in UNHCR)?
- How do you assess vulnerability within the programme you implement?
- To what extent is the assessment targeting the most vulnerable groups?
- Are there any groups that are not being targeted / falling through the net?
- What is going well and what information is missing?

**Theme 9: Accountability mechanisms**

- How have the beneficiaries been informed about the programme?
- What communication mechanisms exist to inform beneficiaries about the services you offer?
- What complaint systems and feedback loops have been put in place?
- What are the most received / most common complaints / feedback that your agency has received?
- What follow up mechanisms exist? Or have been done? What will be done if there is a complaint about a staff member of the agency? (ask for e.g. being rude or uncooperative with CT beneficiaries; or wasta?)

**Theme 10: Support networks and opportunities**

- To what extent are beneficiaries able to access formal support networks (e.g. government support; loans from banks; other NGOs; health services etc.)?
- To what extent are beneficiaries able to access informal support networks (e.g. informal loans from friends or family members?)
- Have beneficiaries' access to formal and informal services changed since they started receiving the cash transfer?

**Theme 11: Employment / Livelihood opportunities**

- To what extent are Syrian refugees now (post-London Accord) able to access formal employment opportunities?
- To what extent are Syrian refugees able to access non-formal employment opportunities?
- What happens when a beneficiary gets access to short term or unstable work opportunities? (e.g. does this impact on the beneficiary's ability to benefit from the CT programme?)
- What effect does Syrian refugee's ability to work or not to work on relationships with the host community? Why; how?

**Theme 12: Role of the social workers**

- What is the role of the social workers in the cash transfer programme you / your agency implements?
- What services do social workers provide? (probe: just monitoring or also case management services).

How often do they visit the beneficiaries? (frequency, probe for number of beneficiaries they have to see etc., geographical locations where they are deployed etc.).

**Theme 13: Relationship with host communities**

- What are some of the key opportunities / success stories related to the relationship between the Syrian refugees and host communities and other refugee groups?
- What are some of the key challenges related to the relationship of Syrian refugees with host communities? (e.g. probe on discrimination because of opportunities available to refugees and not to local population, other refugee groups (e.g. Syrian Palestine / Palestine refugees).

**Theme 14: Impacts on intra-household relations (specific questions for those who are implementing CT programmes or are offering CT and other assistance related services)**

- (for WFP beneficiaries) who gets elected to be the card holder in the family? How does this process work? (for UNHCR / UNICEF beneficiaries): Who determines in the households what the money of the CT gets spend on?
- Have women gained more decision making power when / if they have received access to the card?
- How do people with mobility constraints access the cash transfers? Are they provided with additional services? (probe e.g. on how this works; who has spending power?)
- What happens when a child is heading the household – is he or she able to access the benefits?

**Theme 15: Benefits levels provided**

- What is the level of benefits / services that beneficiaries get provided within your programme?
- Are they able to access multiple allowances / services at once?
- Are they able to access different / more allowances during the winter period?

**National level interviews (with other stakeholders, e.g. government officials, agencies providing services to other refugee populations; other donors)**

**Objective:** to provide an in-depth understanding of the short and longer-term impacts of different social transfer packages being provided to Syrian refugees in host communities in Jordan, including the specific effects on children's poverty and wellbeing.

**Who:** Ministry of Transport, Ministry of Labour and Ministry of Internal Affairs officials relating to refugees in host communities

**Introductory questions:**

- What is your position?
- What role do you have in the agency you work in?
- In what way is your agency involved in the Syria refugee response?

**Theme 1: Approaches of key implementing agencies**

- Can you name the different CT programmes available for Syrian refugees in Jordan? (for UNRWA probe for services available for Palestine refugees from Syria).
- What are the objectives of the different CT programmes?
- In what way do the approaches of different organisations differ?

**Theme 2: Abject vs absolute poverty**

- How have agencies defined the targeting criteria for their CT programmes?
- Do you feel that the most vulnerable groups have benefited from the CT programmes? Why / why not?
- What are some of the challenges related to the targeting criteria?
- Are there any groups that are not being targeted / falling through the net?
- What is going well and what information is missing?

**Theme 3: Coordination mechanisms and challenges**

- What is the relation you have to implementing agencies providing CT to Syrian refugees (for example, UNHCR, UNICEF)?
- How do the different agencies providing CT services relate to each other? Is there overlap in the response / services they offer?
- What are the main challenges related to the coordination between the different agencies? What is the role of the government in this coordination?
- What are the effects of these challenges on the beneficiary population?

- What steps have been taken to address these challenges and how is the implementation of these steps going?
- Would you be able to provide recommendations on how to improve coordination mechanisms?

**Theme 4: History of the support**

- When did the support for these programmes start? How? Why
- Has the level of support / funding changed over time? Why? How?
- What will be the future of the support? Until when is the funding secured for? And what will happen next?

**Theme 5: Accountability mechanisms**

- How have the beneficiaries been informed about the programme?
- What communication mechanisms exist to inform beneficiaries about CT services?
- What complaint systems and feedback loops have been put in place?
- What are the most received / most common complaints / feedback that you are aware of?
- What follow up mechanisms exist? Or have been done?
- What will be done if there is a complaint about a staff member of the agency? (ask for e.g. what if a beneficiary has been rude to a member of staff; wasta?)

**Theme 6: Support networks and opportunities**

- To what extent are beneficiaries able to access available formal support networks (e.g. government support; loans from banks; other NGOs; health services etc.)?

**Theme 7: Relationship with host communities**

- What are some of the key opportunities / success stories related to the relationship between the Syrian refugees and host communities and other refugee groups?
- What are some of the key challenges related to the relationship of Syrian refugees with host communities? (e.g. probe on discrimination because of opportunities available to refugees and not to local population, other refugee groups (e.g. Syrian Palestine / Palestine refugees)?)

**Theme 8: Transport**

- We understand it is somewhat challenging for refugee families to obtain a drivers permit. Has this meant increased demand for public transport services and how have you dealt with this?
- Where are services working well? What are the challenges related to providing transport services for refugees?
- If there are new services, who uses these transport services?
- Are there any measures taken to ensure safety of passengers, especially given tensions in some communities between Jordanians and refugees? And especially girls and women?
- In the case of obtaining a drivers' license, what steps are needed to do this? What paperwork is required etc.?
- What are the alternatives to getting around? Are there adequate taxi services? Are these affordable?
- How does the ministry assess demand for services, satisfaction for services, any complaints? Are there challenges in this?

**Theme 9: Work permits and prosecution**

- To what extent are Syrian refugees now (post-London Accord) able to access formal employment opportunities? To what extent are Syrian refugees able to access non-formal employment opportunities?
- Can you tell us about the current process for getting a work permit? Who is eligible? How are people made aware of the process (e.g. brochures, lectures at mosques, online, at government employment offices in local communities etc.)? How do they apply? Do they need a reference / specific paperwork etc. and how are these references assessed? How long does it take to get an application? Can you walk us through the steps?
- Do you have statistics on how many work permits have been issued to whom, by class of permit, by gender, age, governorate, sector, duration, type of work permit?
- Due to social norms, our understanding is that far fewer women are applying for work permits. Is the government doing anything to support women applicants, especially in the case of female-headed households? Why/why not?
- What about outreach to refugees living in remote areas? Are there special efforts to ensure they are aware of the permit process?
- In general are the work permits helping to fill roles that were previously vacant or is the influx of refugees leading to crowding out of locals in some occupational areas? How is this ministry dealing with possible tensions in this area?

- Is the government investing in creating new employment opportunities? Did the London Compact help with this – if so in what ways? What sort of timeframe are you planning to given that the end of the Syrian crisis is so uncertain?
- What are your views about social assistance programmes – do you think they act as a deterrent to households applying for work permits or is the assistance too low to make a difference in household calculi? (probe also on funds available for Jordanians that live under the poverty line).
- What happens if a refugee gets caught working illegally in Jordan? What steps are taken in terms of prosecution and how is the provision for legal aid arranged?
- What are the challenges for the Ministry of Interior Affairs and Ministry of Transport in relation to the issuing of work permits? (probe for relations with the host community etc.).

## **Area level interviews (with programme implementers on the field level)**

**Who: UNHCR and UNICEF community level staff**

### ***Introductory questions:***

- What is your position?
- What role do you have in the agency you work in?

### **Theme 1: Abject vs absolute poverty**

- Do you feel that the most vulnerable groups have benefited from the CT programme? Why / why not?
- What are some of the challenges related to the targeting criteria?

### **Theme 2: Approaches key implementing agencies**

- What is the objective of the CT programme you implement?
- How does the approach of your agency differ from that of other agencies providing CT services?

### **Theme 3: Coordination mechanisms and challenges**

- What is the relation you have to other implementing agencies providing CT to Syrian refugees?
- How do the different agencies providing CT services relate to each other? Is there overlap?
- What are the main challenges related to the coordination between the different agencies?
- What are the effects of these challenges on the beneficiary population?
- What steps have been taken to address these challenges and how is the implementation of these steps going?
- Would you be able to provide recommendations?

### ***Theme 4: M&E***

- What M&E systems / mechanisms are being implemented in the field? (how often is data collected, how do you go about it; who collects the data? etc.)
- What steps have been taken after the analysis of this data? (e.g. feedback has been taken into account?)

### ***Theme 5: Vulnerability assessment***

- How do you assess vulnerability on the field?
- To what extent is the assessment targeting the most vulnerable groups?
- Are there any groups that are not being targeted / falling through the net?
- What is going well and what information is missing?

### ***Theme 6: History of the support***

- Has the level of support / funding changed over time? Why? How? And what effect did this have on the beneficiaries?

### ***Theme 7: Accountability mechanisms***

- How have the beneficiaries been informed about the programme?
- What communication mechanisms exists to inform beneficiaries about the CT services?
- What complaint systems and feedback loops have been put in place?
- What are the most received / most common complaints / feedback that your agency has received?
- What follow up mechanisms exist? Or have been done?
- What will be done if there is a complaint about a staff member of the agency? (ask for e.g. wasta?)

### ***Theme 8: Support networks and opportunities***

- To what extend are beneficiaries able to access formal support networks (e.g. government support; loans from banks; other NGOs; health services etc.)?



- To what extent are beneficiaries able to access informal support networks (e.g. informal loans from friends or family members)?
- Do beneficiaries have access to formal and informal services changes since they started receiving the cash transfer?
- To what extent are Syrian refugees now (post-London Accord) able to access formal employment opportunities?
- To what extent are Syrian refugees able to access non-formal employment opportunities?

**Theme 9: Role of the social workers**

- What is the role of the social workers? What services do social workers provide? (probe: just monitoring or also case management services).
- How often do they visit the beneficiaries? (frequency, probe for number of beneficiaries they have to see etc.).

**Theme 10: Relationship with host communities**

- How is the relationship of the beneficiaries with the host communities?
- What are some of the key challenges related to the relationship of Syrian refugees with host communities? (e.g. probe on discrimination because of opportunities available to refugees and not to local population, other refugee groups (e.g. Syrian Palestine / Palestine refugees).

**Theme 11: Impacts on intra-household relations**

- Who gets elected to be the card holder in the family? How does this process work?
- Who decides what the benefits gets spent on? (probe: MHH, FHH, CHH etc.).
- How do people with mobility constraints access the cash transfers? Are they provided with additional services?
- What happens when a child is heading the household – is he or she able to access the benefits?

**Theme 12: Benefits levels provided**

- What is the level of benefits that beneficiaries get provided? Is it enough?
- Are they able to access multiple allowances at once?
- Are they able to access different / more allowances during the winter period?

**Area level interviews (with service providers on the local level)**

**Who: health workers, teachers, employers and formal and informal institutions.**

**Introductory questions:**

- What is your position?
- How and why do you engage with the beneficiary population (Syrian refugees)?

**Theme 1: Abject vs absolute poverty**

- What type of cash transfer services are available to Syrian refugee populations?
- Do you feel that the most vulnerable groups have benefited from the CT programme? Why / why not?
- Are there any groups that are not being targeted / falling through the net? What happens to them?

**Theme 2: Coordination**

- Which agencies provide CT programmes for Syrian refugees in your area?
- How do the different agencies providing CT services relate to each other?
- Do you know of cases where some people benefit more than others and cases where some do not benefit at all? How? Why?
- What steps, as far as you can see, have been taken to address these challenges?
- Would you be able to provide some recommendations?

**Theme 3: History of the support**

- Has the level of support / funding changed over time? Why? How? And what effect did this have on the beneficiaries?

**Theme 4: Accountability mechanisms**

- Do you know which people can make use of the programme and how they enrol?
- What communication mechanisms exists to inform beneficiaries about the CT services?
- What complaint systems and feedback loops have been put in place?
- Do you know what the main complaints are in regards to these services in the area you work in?
- Do you feel that if beneficiaries complain – their complaints are being taken serious?
- Does complaining help change the services provided? And why? And if not – why not?

- What will be done if there is a complaint about a staff member of the agency? (ask for e.g. what if a staff member has been rude to a beneficiary; wasta?)

**Theme 5: Support networks and opportunities**

- To what extent are Syrian refugees able to access formal support networks in the area you work in (e.g. government support; loans from banks; other NGOs; health services etc.)?
- To what extent are beneficiaries able to access informal support in the area you work in (e.g. informal loans from friends or family members?)
- Has beneficiaries' access to formal and informal services changed since they started receiving the cash transfer?
- To what extent are Syrian refugees able to access formal employment opportunities?
- To what extent are Syrian refugees able to access non-formal employment opportunities?
- What effect does this have on their lives?

**Theme 6: Role of the social workers**

- What is the role of the social workers in the CT programmes that are implemented in the area you work in?
- What services do social workers provide? (probe: just monitoring or also case management services?).
- How often do the social workers visit the beneficiaries? (frequency, probe for number of beneficiaries they have to see etc.).

**Theme 7: Relationship with host communities**

- How is the relationship of the Syrian refugee with the host community in the area you work in?
- What are some of the key challenges related to the relationship of Syrian refugees with host communities? (e.g. probe on discrimination because of opportunities available to refugees and not to local population, other refugee groups (e.g. Syrian Palestine / Palestine refugees).

**Theme 8: Impacts on intra-household relations**

- Who decides what the benefits gets spent on in the household? (probe: MHH, FHH, CHH etc.).
- How do people with mobility constraints access the cash transfers? Are they provided with additional services?
- What happens when a child is heading the household – is he or she able to access the benefits?
- Are there any constraints to accessing the benefits due to age? If so, what?

**Theme 9: Benefits levels provided**

- What is the level of benefits that beneficiaries get provided? Is it enough?
- Are beneficiaries able to access multiple allowances at once?
- Are they able to access different / more allowances during the winter period?

**Theme 10: Teaching/ education for refugees**

- What are the challenges that you face as a teacher (either makani, Islamic centre, formal school) in teaching children from refugee communities? (probe drop-out of school for long time, psychosocial support challenges of students, bullying by children in the host communities)
- What are your views on the double shift system? (and what do you think a solution could be?)
- What training if any have you been provided so as to be able to better support children who have likely gone through at a minimum very disruptive and likely traumatic changes as a result of their family's refugee status? Do you think the training was adequate? What else would be helpful in terms of training?
- Are there counsellors or psychiatrists to whom you can refer children with more serious concerns? Have you made any referrals? Why/why not? (probe gender dimensions)
- Have you encountered any situations where refugee children are experiencing bullying/ exclusion at school or on the way to/from school? How do you tackle issues of bullying/ exclusion between local children and refugee children? (probe gender dimensions)
- What sort of relationship do you have with students' parents? Are there good communication channels/ spaces?
- What are the main reasons for children to drop out of school / informal education services? What are the main barriers for parents and children? (probe: transport, quality of teaching, bullying, child marriage, gender dimensions, etc.).
- How do you tackle dropout risks – e.g. poverty and pressures to engage in child labour in the case of boys and pressures to marry in the case of teen girls?

**Theme 11: Employers**



- What experience have you had with the work permit system for refugees? Why did you engage with it? How many work permits have you secured for employees (men/women)? What is the profile of the refugee employees you have?
- What is working well with the system?
- What are some of the challenges? (probe: permit duration, scope of permit, accountability mechanisms etc.)
- Is there a good feedback system for queries or complaints to the Ministry of Labour?
- In your experience, what changes when Syrian refugee families are in a better financial position? (Probe on child labour – could be an entry point).

**Theme 12: Healthcare providers**

- What proportion of your clientele are refugees? Since when have refugees been using your services? What type of Syrian refugees can access your services (probe, UNHCR registration, registered with MoIA)? What are the typical health problems they present with? What proportion of the health-seeking is related to mental health?
- Are patients self-referred or referred from other agencies? Is there any information outreach about health services provided? Where and how?
- Do you think cost barriers are significant deterrents to health-seeking behaviour among refugee populations? Why/why not? And which health related expenses do they cut when their financial situation becomes tighter?
- Which other barriers exist for Syrian refugees in relation to accessing health care services? (probe: distance to services, fear of authorities, quality of services)
- Have health resources – staff and others – kept apace with increased demand since the onset of the Syrian refugee crisis? What has changed since the influx of Syrian refugees?
- Have health providers been provided with any training on how to best to engage with refugee populations? (probe, mental health issues, not wanting to declare a specific ailment, fear for authorities etc.)
- What do refugees do when they find themselves unable to access health services? What about reliance on traditional forms of healthcare? Do you see this among local populations? Among refugee populations? What are your views on this? Is it complementary? Detrimental? Indifferent?

### 3. Quantitative Research Instrument: Beneficiaries' Questionnaire



UNHCR Cash Transfer Programme and UNICEF Child Cash Grant  
Programme for Syrian Refugee Families in the Host Communities in  
Jordan

#### Beneficiaries' Questionnaire



<b>I1-Interviewer's name:</b>	-----	<b>I2-Interviewer's No</b>	-----
<b>I3-Field Supervisor's name:</b>	-----	<b>I4-Supervisor's No</b>	-----
<b>I5-Date of interview:</b> .....			
<b>I6-Time of start interview:</b> .....: .....			
<b>I7-Governorate</b>	1-Amman	2-Irbid	3-Mafraq
			4-Zarqa
<b>I8-Name of district</b> -----	<b>I9-Name of locality:</b> -----		<b>I10- Name of municipality</b> -----
			-
<b>I11-Type of locality</b>	1- Rural	2-Urban	3-Camp
<b>I12-GPS Coordinates: Latitude</b> ----- <b>Longitude</b> ----- (use tablets)			

**Questionnaire serial number:** -----

Hello I am ..... working with information and research center- King Hussein Foundation and Overseas Development Institute (ODI)-a UK based organization- on a study about the UNICEF and UNHCR cash transfer assistance for Syrian refugee families in the host communities in Jordan.

The study is a commissioned by UNICEF and UNHCR, and implemented by the ODI through local and international researchers. I am collecting data for this study, which focuses on the cash transfers currently existing to support Syrian refugees in Jordan. This study examines the dynamics, processes, use and effectiveness of the UNHCR and UNICEF unconditional cash assistance including the Child Cash Grant. The study will help us learn more about cash transfers from the perspectives of the rights and well-being of children and their families. The results of the study will help decision makers learn more about ways to improve the cash transfer programme.

You have been randomly selected to participate in this study as you met the inclusion criteria; therefore we conduct this visit to your household. The purpose of this visit is to gather information that will help us as independent researchers better understand the effects of the cash transfers on the overall living conditions and the wellbeing of the household and especially children. We are seeking to gather information about your household status, members especially children, livelihood conditions including housing conditions, assets you have, health, education, nutrition, working status, expenditure, coping, the effects of assistance on the HHs members' wellbeing and etc.

Although participation in this study is voluntary and you can choose not to answer any question and/or all the questions, we would very much appreciate your participation since your answers are important. Participation in the study requires answering a set of questions and we will enter your responses into tablets directly. The questionnaire will require around 45 minutes to be completed. Whatever information you provide will be kept strictly confidential and will be seen only by the research team, and your name will not be shared with authorities. Again, this is voluntary and you may agree to answer the questionnaire but reject to participate -- completely or partially.

There will be no cost implication on you as a result of your participation and the information obtained about you and your family in this study will not affect services/support you receive; your data will be handled as confidential.

#### **Interview related information (information are filled from records and verified by interviewees)-Rod-I changed locations**

<b>Do you agree to participate in this study?</b>			
1-Agreed to participate	2-Refused participation	3-Ask for postponing	4-Others (specify)

Interviewer: (If participant agrees, please go ahead with questionnaire. If not, thank her/him and end the interview)

<b>C1-Type of Household according to the kind of assistance scheme (also verify from beneficiaries' lists) –from the list provided below, which category of CT beneficiaries do you belong to in reference to the form of the assistance you are currently receiving</b>	
1-Receiving full assistance package (UNICEF, UNHCR, and full WFP)	2- Receiving UNICEF, UNHCR and WFP half assistance
3-Receiving UNHCR and WFP full assistance only- No UNICEF	4-Receiving UNHCR and WFP half assistance only-- No UNICEF
5-Receiving UNHCR Only	6-Receiving UNICEF Only
7- Receiving WFP full assistance only	8- Receiving only WFP half assistance
9- Didn't receive anything-end the interview	10- Others specify ----- --

**I13-Household exact address** (mention a remarkable place like a supermarket, a mosque):

## Household Questionnaire

*This section should be answered by the household main caregiver, caretaker preferably a woman*

### General information

<b>G1</b>	<b>Household Number in UNHRC registry/card:</b> -----		<b>G2-Household number in Ministry of Interior (MOI Card)</b> -----	
<b>G3</b>	<b>Name of main caregiver</b> _____			
<b>G4</b>	<b>Name of the head of household as registered at UN agencies</b> _____			
<b>G5</b>	<b>Caregiver/household telephone/mobile numbers</b> Tel _____ ; Mobile _____			
<b>G6</b>	<b>Respondent</b>	1-Mother/wife 4-Grandmother/grand mother	2-Father/husband 5-Other relatives	3-Siblings/son or daughter 6-Others specify----- -----
<b>G7</b>	<b>Gender of respondent (watch and record)</b>		1-Male	2-Female
<b>G8</b>	<b>Age of respondent (in full years)</b>		-----	
<b>G9</b>	<b>Are you a Syrian refugee?</b>		1-Yes	2-No –end the interview
<b>G10</b>	<b>Date of arrival of your HH members to Jordan</b>		Date: Day ----- month ----- year -----	
<b>G11</b>	<b>Total number of household members (including the respondent)</b>		<b>Males</b>	<b>Females</b>
<b>G12</b>	<b>Total number of household member up to 2 years old</b>			
<b>G13</b>	<b>Total number of household members up to less than 5 years old</b>			
<b>G14</b>	<b>Total number of members up to less than 12 years old</b>			
<b>G15</b>	<b>Total number of household members up to less than 15 years old</b>			
<b>G16</b>	<b>Total number of household members up to less than 18 years old</b>			
<b>G17</b>	<b>Total number of household member from 18 up to 40 years</b>			
<b>G18</b>	<b>Total number of household member &gt;40 up to 65 years</b>			
<b>G19</b>	<b>Total number of household members &gt; 65</b>			
<b>G20</b>	<b>Do you have other people living with you who are not from your close family who share the HH livelihood resources?</b>		1-Yes, go to G 21	2-No
<b>G21</b>	<b>If yes, how many</b>	-----	<b>G22-Who are they?</b>	1-Sponsored children 2-People who lost their families other than your own family 3-Other members of your extended family 4- Others specify -----

*Now, let us talk more about your household characteristics and living conditions*

### Household characteristics

<b>H1-How long have you been living in your current place of residency?</b>	1-Less than a month	2-Between 1-3 months
	3-Over 3 months but less than 6 months	4-6 months to a year
	5-Over a year	6-No stable house
<b>H2-Why did you move to another house?</b>	1-To be closer to services	2-Moved to a cheaper house
	3-Moved to a bigger house	4-Moved to a house with better conditions
	5-Others specify -----	6-I didn't move to another house since my arrival to Jordan
<b>H3-What kind of dwelling unit does the family currently live in?</b> 1. House 2. Apartment 3. Separated room 4. Tent 5. Caravan 6. Other/ specify-----		
<b>H4-Type of household as a whole</b> 1- Permanent shelter (structurally durable building with permanent materials) 2- Transitional shelter (Caravan, mud hut, tin or wood structure, scarp materials) 3- Temporary emergency shelter (tent)		
<b>H5-Type of occupancy</b>	1-For rent (Go to Q H6)	2-Shelter provided by humanitarian assistance/donation
	3-Owned by household -----	3-Owned by extended family -----
	4-Shelter provided in return for work	5-Squatter (illegal occupation of someone else house/land)
	6-Others specify -----	
<b>H6-In case it is rented, how much do you pay monthly</b>		-----
<b>H7-Since arriving in Jordan, have you ever been evicted from lodging because you could not pay the rent?</b> 1-Yes, how many times 2-No		
<b>H8-How satisfied are you about the overall conditions of your current residency?</b> 1-Satisfied 2- Uncertain 3-Not satisfied		
<b>H9-If you had adequate resources, would you think of moving to another house with better conditions?</b> 1-Yes 2- Uncertain 3-No 4. I don't know		
<b>H10-How many sleeping rooms are used in your dwelling (Exclude Kitchen and living room even if it is used for sleeping)?</b>		
<b>H11-What is the main source of drinking water for your household?</b> 1. Public network 2. Private vendor 3.Public wells 4.Springs 5. Tank 6-Informal 7-UN agency 8- Bottled water 9- Private well 10-Rain 11. Other, specify.....		
<b>H12-How many days did your HH not have water in the past month? -----</b>		
<b>H13-What are the reason for not having water at your HH? (More than one option allowed)</b>		
1.Landlord/water authority cut supply		2. Broken pipes in the area
3.Not having adequate storage tanks		4. No more shop credit
5.Inability to pump water to the roof tanks		6. Exceptional overconsumption
7. Others specify -----		
<b>H14-Did you undertake any improvements to the home (refurbishment), in the last year using the cash assistance money? (more than one option allowed)</b> 1-No 2-Yes, floor 3-Yes, roof 4-Yes, walls 5-Yes, others specify -----		
<b>H15-What is your dwelling's main source of electricity?</b> 1. No electricity (Skip to H20) 2. Individual meter connection to Public network 3. Shared meter connected to Public Network 4. Individual Private generator 5. Shared Private Generator 6. UPS-new technology 7. Solar panel 8.Others specify -----		
<b>H16-How do you describe the regularity of electricity supply to your HH?</b> 1-Regular 2-sometimes regular 3-not regular		
<b>H17-How many full days was your HH without any electricity in the past month? -----</b>		
<b>H18-Have you experienced electricity cuts for several days (more than 3 days) in the past 6 months?</b> 1-Yes 2-No (Skip to H20)		
<b>H19-If yes, what are the reason for the electricity cuts? (More than one option allowed)</b>		
1-Landlord/power authority cut supply		2-Damage of the network
3-In ability to pay bills		4-Others specify-----
<b>H20-Are you connected to the public sewage network?</b> 1. None 2. Public network 3. Cesspit 4. Septic tank		
<b>H21-In case you are not connected to the sewage public network? Have you experienced any sewage overflow in the past year?</b> 1-Yes, indicate frequency ----- 2-No		
<b>H22-Is there any problem with pests in your household? (rats, flies, mosquitos, etc)</b> 1-None 2-Infrequently, 3-Frequently/weekly		

<b>H23-Solid waste disposal method used at your HH</b> 1-Burnt 2- Collected by municipality 3-Collected by UN agencies 4-Collected by people in the area									
<b>H24-Availability of a kitchen?</b>			1. No kitchen 2. Yes, individual in the house 3. Yes, individual out of the house						
<b>H25-Availability of a toilet?</b>			1. No Toilet (go to H31) 2. Yes						
<b>H26-Type of toilet</b>			1. Toilet with piped water 2. Toilet without piped water 3- Others specify -----						
<b>H27-Is the toilet your HH is using shared with other HHs?</b>			1-Yes, how many -----HHs 2-No						
<b>H28-Is the toilet your HH is using located in safe environment?</b>			1-Yes			2-No			
<b>H29-Is it accessible to all HH members?</b>			1-Yes			2-No			
<b>H30-Does it guarantee privacy?</b>			1-Yes			2-No			
<b>H31-What is the main source of energy in your dwelling for: (More than one option allowed)</b>									
<b>1. Cooking</b>		1.Gas 2.Kerosene 3.Electricity 4.Wood/coal 5.Solar 6.Other (specify).....							
		Have you experience any shortage in energy sources needed for cooking in the past 6 months 1-Yes, how many times ----- 2-No							
<b>2. Heating</b>		1. No heating 2.Gas 3.Kerosene 4.Electricity 5.Wood/coal 6.Solar 6. Other (specify).....							
		Have you experienced shortage in energy sources need for heating in the past 12 months? 1-Yes, how many times ----- 2-No							
<b>3. Water heater</b>		1. No heating 1. Sun 2. Gas 3. Kerosene 4. Electricity 5. Wood 6. Coal 7. Other/ specify.....							
		Have you experienced shortage in energy sources need for water heating in the past 12 months? 1-Yes, how many times ----- 2- No							
<b>H32-Ownership of ‘functioning durables goods’ – read options, more than one option allowed</b>  <b>1. No</b> <b>2. Yes</b>		Electric fridge		TV		Radio		Microwave	
		Washing machine		Mobile phone		Generator		Telephone (landline)	
		Computer/laptop		Internet services/smart phone mobile internet services		Enough blankets for all family members		Enough mattresses for all family members	
<b>H33-Does the HH have books and/or toys for the children 12 or under?</b> 1. None 2.Books 3.Toys 4. Both 5. Not applicable									
<b>H34-Do your children have a space to do their school homework? (specifically designated)</b> 1. No 2.Yes 3. Not applicable									
<b>H35-Do your children have their own bedroom?</b> <b>Girls:</b> 1. No 1.Yes 3. Not applicable <b>Boys:</b> 1. No 1.Yes 3. Not applicable									
<b>H36-In the past year, were you always able to pay in full for the following?</b> 1. Not at all 2. Not in full 3. Yes (subsidized) 4. Yes (own money) 5. Not applicable		Drinking water		Water other than drinking		Electricity		School/education fees	
		School supplies		School transportation		University fees		Health care expenses	
		Medicine		Rent		Food		Sewage disposal	
		Fuel		Non-food items		Internet		Heating	
		Mobile		Clothes for children		Shoes for children			
<b>H37-Do you have enough resources to pay for health services in case any member of the family needed to seek health care?</b> 1. Less than enough 2.Just enough 3. More than enough 4. I don't need transportation									
<b>H38-Do you have enough resources to use transportation in case any member of the family needed to seek health care?</b> 1. Less than enough 2.Just enough 3. More than enough 4. I don't need transportation									
<b>H39-Which is true about the status of the family overall living conditions?</b> 1. Bad 2. Acceptable (50/50) 2. Good									

## Household sources of income

Now I would like to ask you about the sources of support and income that the household may receive. This information will help us understand how families are surviving. The information that you give me will be kept confidential and will not have any consequences for future decisions on your eligibility for receiving the UNICEF and UNHCR cash assistance.

<b>S1-In the past year, did your <u>household</u> obtain income from any of the following sources?</b> (Interviewer: read each row, fill in columns)						<b>Received by household?</b> 1. No (Skip to next item) 2. Yes	<b>Monthly amount in JD (total)</b>
1- Paid job with an organization/businesses (salaries, wages, bonuses, allowances, commissions, gratuities)						In case yes,	
<b>Indicate by whom</b>	1- Father,	2- Mother	3-Child,	4-Adult	5-Other		
2- Profit from rental property you own							
3- Domestic service job in someone else's house							
4- Payment for self-employment (selling or making things, doing repairs, providing service, etc.)							
5- Selling of your own agricultural production							
6- End of service payment							
7- Remittances from family (abroad or employed elsewhere)							
8- Gift from family/friend/other person							
9- Micro-credit							
10- UNICEF Child Cash Grant							
11- UNHCR Cash Transfer							
12- WFP assistance							
13- Cash Transfer from an NGO, CBOs , or religious organization							
14- Cash transfer from government of Jordan (MOSD, Zakat fund)							
15- Loan (family, friend)							
16- Loan (bank, other financial institution or organization)							
17- Sale of assets (including livestock, land)							
18- Income (or goods) from household enterprise (profit or otherwise)							
19- Any other source? (specify) -----							

Now, I would like to ask some questions related to social protection and work

<b>S2-Since April 2016, Syrian refugees holding an MOI card can apply for a work permit to legally access the labour market. Were you aware that Syrian refugees can now legally work in Jordan?</b>	1-Yes	2-No
<b>S3- If yes, have you or any of your family registered for a work permit</b>	1-Yes	2-No
<b>S4- If no, Why have you not registered for a work permit, please indicate reason for not registering for a work permit (don't read reasons)</b>		
1. I don't know where to go to apply for a work permit		
2. Application process is too complicated		
3. I do not hold the MOI card needed to apply for a work permit		
4. My MOI card is registered to a camp		
5. I would rather keep on working without a permit		
6. Fear of losing cash		
7. I am here for a short period		
8. I can't work because of health reasons		
9. Fear of getting trouble with host community		
10. I don't want to work (neither formally or non-formally)		
11. Other (specify) -----		
<b>S5- Does having a work permit affect your sense of security or your social and economic condition</b>	1-Yes	2-No
<b>S7- If yes, how do you think will be the impact of having a working permit on your economic and social condition</b>		

- 1-Improve
- 2-Worsen
- 3-No impact
- 4-Don't know

Now, I would like to ask you about the type of assistance you received in the past 6 months from all sources

S7-What type of assistance received in the past six months? (Interviewer: read each row, fill in columns)		Since when you started receiving this assistance in months?	How many times did the HH receive such assistance in the past 6 months?	What was the source of this assistance? 1. UNICEF 2. UNHCR 3. WFP 4. NGOs, religious organizations and CBOs 5. Other INGO (not UN related) 6. Relatives/friends/neighbours 7. Other specify 8. DK	How important was the support to your family wellbeing? 1. Not important 2. Of little importance 3. Important
1-No 2-Yes					
1 Food assistance in-kind support					
2 Food assistance vouchers					
3 Food assistance for children					
4 Cash assistance					
5 Child cash grant					
6 Voucher					
7 School feeding					
8 School material					
9 Child education grant					
10 Informal education					
11 Health medical services					
12 Training					
13 Psychosocial services					
14 Job opportunities					
15 Winterization assistance					
16 None of the above					
17 DK					

## Expenditure

Now, I want to ask you about the use of the cash transfer that you receive from all sources (UNHCR and UNICE together)

E1-Expenditure in the past month (Interviewer: read each row, fill in columns)	For each one in the list, please tell me if you spend the Cash assistance (UNICEF and UNHCR) on it or not? 1-No 2-Yes, UNICEF assistance 3-Yes, UNHCR assistance 4-Yes, other sources	Monthly amount of expenditure on this item in JD	Is this your typical spending pattern in the past 6 months 1-yes 2-no, it is used to be more on this item 3- no it is used to be less on this item
<b>Household level</b>			
1. Rent			
2. Electricity, water bills and gas			
3. Telecommunication, internet and mobile subscription			
4. Water			
5. Wash items-NFI			



6. Food excluding WFP			
7. Fresh produce (vegetables, fruits, meat, etc			
8. Clothes for adults			
9. Health insurance			
10. Health care services adults			
11. Medicine adults			
12. Transportation			
13. Fuel			
14. Debt repayment			
15. Emergency savings			
16. Furniture			
17. Beddings			
18. Bought livestock			
19. Invested			
20. House renovation			
21. Recreation and socialization			
22. Work related expenses/work permit			
23. Gifts, ceremonies			
24. Buying jewellery			
25. Giving loans to others			
26. Others specify -----			
<b>Now I would like to ask questions related to the expenditure focusing on Children</b>			
<b>Education expenditures</b>	<b>Boys</b>	<b>Girls</b>	
1-School fees			
2-School transportation			
3-School uniform			
4-Snacks for school			
5-Pocket money for the school			
6-Other school related –specify expenses (books, stationary)			
<b>Heath care expenditures</b>			
1-Transportation to health crecilities			
2-Doctor fees			
3-Medicine			
4-Special food			
<b>Food expenditures</b>			
1-Infant/ Children milk			
2-Infant/ Children food			
<b>Other expenditures on children</b>			
1-Children clothes			
2-Shoes for children			
3-Diapers/ girls sanitation 4roducts			
3-Toys			
5-Infants needs such as a trolley/ cot			
6-Recreation for children	Boys-----	Girls -----	
7-I didn't spend it on any of the above			

## Household nutrition

<b>N1-In the last month, did household members eat different food than usually consumed because you couldn't afford the usual food?</b> 1-Yes 2-No (Skip to N3) 3-Dont remember (Skip to N3)		<b>N2-If yes, who among the HH member affected</b>		
		1-Girls 0-5	2-Boys 0-5	3-Girls 6-18
		4-Boys 6-18	5-Adults	6-PWDs
		7-> 65		
<b>N3-In the last month, did household members have to reduce the usual number or size of their meals because you couldn't afford the usual number or size of food?</b>		1-Yes, 2-No (Skip to N5) 3-Don't remember (Skip to N5)	<b>N4-If yes, If yes, who among the HH member affected?</b> 1-Male children 2-Female children 3-Adults 4-Others specify -----	
<b>N5-Have you experienced any food shortage at your HH in the past month</b>		1-Yes, how many times -----		2-No
<b>N6-Yesterday, how many meals were eaten by your family? (Meals comparable to breakfast, lunch, dinner)</b>				-----
<b>N7-Yesterday, how many snacks were eaten by the children of your family?</b>				-----
<b>N8-In the past week, how many meals were skipped by your family because food was unaffordable</b>				-----
<b>N9-I would like to ask you about your food consumption pattern in the past week,</b>				
item code	<b>Consider only meals consumed at home or in public kitchen but not in private restaurants or street food. do not count food consumed in very small amounts;</b> i.e. less than a teaspoon per person or consumed by only one member of case.	<b>Consumption pattern over the last 7 days, how many days did your family consume the following foods?</b> 0 = Not eaten, 1 = 1 day, 2 = 2 days, 3 = 3 days, 4 = 4 days, 5 = 5 days, 6 = 6 days, 7 = everyday	<b>Food sources what was the main source of the food eaten by your case the past 7 days?</b> 0= Not consumed, 1 = Own production, 2 = Bought with cash I receive from UNHCR and UNICEF, 3 = Bought on credit, 4 =Exchanged/borrowed, 5 = Received as gift, 6 =WFP food assistance, 7 = In-kind food assistance from other sources such as charity, NOGs, 8= Hunting/gathering/fishing)	
	1-Cereals (bread, pasta, wheat flour, bulghur)			
	2-White tubers and roots (potato, sweet potato)			
	3-Vegetables, leaves			
	4-Fruits			
	5-Meat (organ and flesh meat)			
	6-Eggs			
	7-Fish and other seafood			
	8-Pulses, nuts and seeds (beans, chickpeas, etc)			
	9-Milk and dairy products			
	10-Oil and fats			
	11-Sweets (sugar, honey, jam, cakes, candy, etc)			
	12-Spices and condiments			
<b>N10-During the past 7 days, how many times did your family have to employ one of the following strategies to cope with a lack of food or money to buy it (0-7)</b>				
1-Relying on cheaper lower quality food -----		2-Borrow food or relied on help from relatives -----		
3-Reduce number of meals eaten a day -----		4-Limit portion size at a mealtime -----		
5-Restrict consumption by adults in order for small children to eat -----				
<b>N11-In the past 30 days has your family applied any of the following strategies to meet basic food needs?</b> <i>(Interviewer: read each row, fill in columns)</i> 1-Yes 2-No 3-No, I have exhausted this option and can't do it anymore				
1-Spent savings			2-Sell productive assets	



<b>P16-How often you receive the cash assistance?</b>	<b>UNHCR</b>	1-Monthly	2-Bimonthly	3-Quarterly	4-Others-----
	<b>UNICEF</b>	1-Monthly	2-Bimonthly	3-Quarterly	4-Others -----
	<b>WFP</b>	1-Monthly	2-Bimonthly	3-Quarterly	4-Others -----
<b>P17-Have you ever not been able to access your payment at all and therefore you lost it?</b>	1. No		2. Yes UNICEF	3. Yes UNHCR	3.Dont remember
<b>P18-Did it happen ever that you willingly didn't with draw the cash assistance after the payment is done?</b>			1-Yes, UNICEF cash	2-Yes, UNHRC cash	3-No (Skip to P20)
<b>P19-If yes, indicate why?</b>	1-Unable to access the Bank or ATM		2-Family problem prevented you from going to bank		3-Administrative issues at UN agencies
	4-Administrative issues at bank		5-Don't know		6-Others -----
<b>P20-Do you know your entitlements as a beneficiary of this cash assistance?</b>	1.Yes	2.No			
<b>P21-How much cash are you currently receiving monthly?</b>	UNICEF		-----	UNHCR	-----
<b>P22-Since arriving to Jordan, for how many years have you received cash transfers?</b>	----- in years		UNHCR -----	UNICEF -----	
<b>P23-How would you describe the regularity of payment?</b> 1-Always on time 2-Sometimes on time 3-Always delayed 4-DK	UNHRC				
	UNICEF				
<b>P24-Was there any interruption in the cash program?</b> UNICEF assistance:      1-Always      2.Frequently      3. Sometimes      4. Rarely      5. Never(Skip toP27) UNHCR assistance:      1-Always      2.Frequently      3. Sometimes      4. Rarely      5. Never(Skip toP27)					
<b>P25-In case of experiencing interruption or cut, why was there any interruption of the services?</b>	1-Cash discontinued and then resumed after reassessment			2-Someone provided false information about my family	
	3-Administrative issues led to suspension of the assistance			4-Delay in verification processes	
	5-Change in vulnerability status of the HH			6-Lack of resources at UN agencies	
	7- Haven't been told/DK			8-Others specify -----	
<b>P26-Do you know the sources of the regular fund you are getting (the regular amount)</b>	Yes No (Skip toP29)		<b>P27-If yes, indicate who provided that</b> 1-UNICEF 2-UNHCR 3-WFP 4-DK 5-Others specify -----		
<b>P28-Have you ever received any additional amount to your monthly UNHCR cash grant?</b>	1-No (Skip toP32) 2-Yes	<b>P29-If yes, how many times</b> -----	<b>P30-Indicate who provided that</b> 1-UNICEF 2-UNHCR 3-WFP 4-DK 5-Others specify		
<b>P31-Are you aware that you can get an additional amount other than your monthly UNHCR cash assistance?</b>			1-Yes 2-No		
<b>P32-If yes, are you aware about the purpose of receiving the additional amounts-what is the money is meant by?</b>	1-No(Skip to P35) 2-Yes	<b>P33-If yes,</b>	1-Promoting child wellbeing in particular 2-Winterization/storm allowance 3-Promoting nutrition status of the family 4-Promting Wash and hygienic conditions 5-Others Specify -----		

<b>P34-Did you hear about the Child cash grant from UNICEF?</b>	1-Yes 2-No (Skip to P41)		<b>P35-If yes, How did you hear about the Child Cash Grant from UNICEF?</b> 1-When registered at the UNHCR 2-When visited UNHCR 3-From family/neighbours 4-From NGOs/CBOs 5-Via text (SMS) message 6-Other (Specify)-----		<b>P36-How much the child cash grant from the UNICEF per each child?</b> -----	<b>P37-What is the purpose of child cash assistance?</b> 1-Extra help to the entire HH 2-Specific support to the children 3.Others
<b>P38-How much cash do you receive per each child and in total?</b>	----- for each child		<b>P39-In total for all children</b> -----		<b>P40-Didn't receive at all</b>	
<b>P41-How do you regard the adequacy of the cash assistance to meet your needs?</b> 1-Adequate (Skip to P43) 2-Hardly adequate 2-Not adequate	<b>UNHCR</b>	<b>UNICEF</b>	<b>P42-In case it is not adequate how do you manage</b>	1-Get loans 2-Receive assistance from other organizations 3-Utilize income from other sources 4-Children drop out from school 5-Get support from relatives or friends 6-Reduce consumption 7-Child marriage (girls) 8-Join risky jobs 9-Begging 6-others specify -----		
<b>P43-Do you know the initial duration of the UNICEF Child Cash Gant?</b>	1-Yes 2-No		If yes, indicate duration -----			
<b>P44-How you know that the payment can be retrieved?</b>	1-I receive SMS		2-I check periodic		3.Other people tell me	4-Others specify
<b>P45-In case you receive SMS, how reliable and regularity was that?</b>	1-Reliable, every time		2-Sometime reliable		3-Occasionally reliable	
<b>P46-How do you withdraw the cash assistance monthly payment from the bank?</b>	1-From the bank-Iris scan 2-ATM card		<b>P47-Are you satisfied with the method by which the money is paid out?</b>		1-Yes 2-No	
<b>P48-Did you ever face problems related to withdrawing your cash assistance?</b>					1-Yes, 2-No (Skip to P50)	
<b>P49-If yes, what are these problems? (Don't read – multiple responses allowed)</b>	1. The bank/cash machine is too far 2. Transportation costs to reach the ATM machine are expensive 3. I don't know how to use the ATM Machine 4. The machine is out of service most of the time 5. Wrong pin number 6. Wrong balance 7. Most of the time, cash machine is out of money 8. I don't feel safe using the ATM machine 9. The machine swallowed the Card 10. Long line to reach the ATM machine/have to go to the bank more than once to able to withdraw the money because of the crowds 11. There is only one ATM in the whole area			<b>P50-How do you usually reach the bank/ATM?</b>		Bus
						Service care
						Taxi
						Foot
				<b>P51-How long it takes you to reach the bank/ATM in minutes</b>		-----
				<b>P52-How much it costs in JD to go to the bank/ATM and return home?</b>		-----

12. The iris scan didn't work 13. Many attempts to scan the eye 14. Didn't know how to use scanner 15. Didn't feel safe scanning my eye 16. It took too much time to receive the ATM card 17. The head of family is not always available to withdraw the money 18. The allowed period of time to withdraw the cash grant is not sufficient 19. Other, specify	<b>P53-Do you share the cost with others</b>		1-Yes 2-No
<b>P54-Do you share your ATM card/or pin code with someone else?</b>		1-Yes	2-No (Skip to P56)
<b>P55-If yes, with who do you share it?</b>	1-Family member	2-Acquaintance (friends, neighbour)	3-Distinct member
	4-Stranger	5-Others specify -----	
<b>P56-Which part of the day do you withdraw the assistance?</b>	1-Morning	2-Afternoon	3-Night 4-When receive SMS (go to P58)
<b>P57-Why do you prefer to withdraw the assistance at that time?</b>	1-Less crowd in front of the ATM	2-Easier to find a transportation mean	
	3-After you finish your work	4-before you go to work	
	5-Fear of theft	6-When kids are at schools	
	7-Fear of being in contact with the host community	8-Fear of harassment	
	9-Others	10- It's just a habit-no clear reason	
<b>P58-Which part of the week do you withdraw the assistance at that time?</b>	1-Weekdays	2-Weekends	3-When receive SMS (go to P60)
<b>P59-Why do you prefer to withdraw the assistance at that time?</b>	1-Go for shopping with the family	2-Don't have time in other days	
	3-Can meet the landlord during weekends	4-Easy to find a transportation mean	
	5-Fear of theft	6-Fear in being in contact with the host community	
	7- Others specify		
<b>P60-How do you describe the way in which the following people treated/interacted with you?</b> 1-Very good 2-Good 3-Neutral 4-Bad 5-Very bad 6-No interaction with these people 7-DK	Staff working at the bank		
	UNICEF staff		
	UNHCR staff		
	Social workers visiting you at HH		
	Customers of the bank		
	Local community		
<b>P61-Since you started receiving the cash, has your household been approached/visited by the UNHCR/UNICEF staff?</b>	1-Yes, Vis phone indicate number ----- 2-Yes, field visit indicate number----- 3-No 4-Don't remember		
<b>P62-When did you last interact with UNHCR/UNICEF staff?</b>	UNHCR ----- months ago UNICEF----- months ago		
<b>P63-In case you have been approached by UNHCR/UNICEF, what was the purpose of the visit?</b>	1-Havent been told 2-To check vulnerability status 3-To check spending pattern 4-To check adequacy of cash 5-To provide other services such as counselling and awareness 6-Others specify -----	UNICEF	UNHRC

Now I am going to ask you about your right to make complaints.

### Appeal system and procedures

<b>A1-Are you aware about the availability of a complaints system?</b>	1-Yes 2- No 3-Not sure	<b>A2-Has anyone talked to you or provided you verbal or written information</b>	1-Yes 2-No 3-Don't remember
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		<b>about your right to complain?</b>	
<b>A3-Are you aware of the procedure to be taken to lodge a complaint?</b>	1-Yes, 2- No	<b>A4- Did you file a complaint?</b>	1-Yes 2- No (Skip to A6) 3-There was no need
<b>A5-If you have ever lodged a complaint, what was the outcome?</b>	1-My complaint was Ignored 2-I don't Know 3-Appropriate measures were taken including talking to me	<b>A6-Do you think the complaint process is fair?</b>	1-Yes, sure 2-Uncertain 3-No 4-Don't know
<b>A7-If you think you are unfairly treated, would you make a complaint?</b>	1-Yes, sure 2-Uncertain 3-No(Skip to A9) 4-Don't know (Skip to A9)	<b>A8-In the previous question, if your answer is No, why didn't you make a complaint?</b>	-I don't think it will change anything 2-I don't know the procedures 3-I prefer to talk directly to the manager face to face 4-I am afraid of losing the cash 5-Fear of retaliation 6-Others specify -----
<b>A9-Are you satisfied with the complaint system?</b>	1-Satisfied	2-Uncertain	3-Not satisfied 4- Haven't tried it
<b>A10-Are you a member of any forum for CT beneficiaries?</b>	1-Yes	2-No	
<b>A11-If yes, indicate</b>	1-Formal beneficiaries committee formed by UN agencies 3-Others -----	2- Informal group of beneficiaries	
<b>A12-If yes, how often you meet every year?</b>	-----		

## Effects of the CT program and Coping Mechanisms

Now, let's talk about the effect of the cash assistance on your family. I'd like to ask you some questions about your living conditions

<b>Ef1-Did the Cash assistance you are receiving help in improving your family's wellbeing?</b>  1-Yes, go to next column 2-No, not at all , go the last column	<b>If answered "yes" –you can choose more than one (do not read options)</b> 1- Moved to a better house/ area 2- Able to pay the rent 3- No more in need of sharing costs with the host family 4- Able to pay your debts/less debts 5- Less in need of remittances 6- Less in need of cash assistance from NGOs/CBOs 7- Less in need to sell properties/assets 8- No more need to sell food voucher 9- Less in need to borrow money 10- The children stopped working (boys) 11- The children stopped working (girls) 12- The children stopped asking for money (begging) 13-Improvement in food quality/food quantity for the children 14- Ability to buy more food quantities for the family 15-Increased ability to diversify food 16- Ability to buy clothes/shoes 17- Ability to buy milk for infants and children/ability to buy more quantities of milk 18- Ability to buy diapers/infants items 19- Ability to give allowance for the children 20- Ability to pay water and electricity bills	<b>If answered "no"</b> <b>Why didn't the cash improve your family's overall living conditions? (Don't read – multiple responses allowed)</b> 1- The landlord increased the rent 2- We stopped receiving food vouchers/or reduction in the value of food vouchers 3- We stopped receiving assistance from other organizations 4- We stopped receiving cash assistance from other UN organization 5- It causes problems among family members, 6- We stopped receiving supported health care 7- The amount is not enough/the amount is small/it is not enough to cover basic expenses 8- Some in the HH stopped working 9- We share the cash with other families 10- Demand has increased/family expectations increased 11- Other families envy us after receiving the cash 12- Still, we just started receiving the cash 13- We prioritize paying debts 14- HH size has increased 15- Household head abusing it, smoking/drugs
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	21- Ability to buy medicine/to pay for doctors' visits/ to pay for medical services 22- Improvement in the overall house condition/buying home equipment 23- Ability to pay for transportation 24- Ability to pay for children's' (boys) education 25- Ability to pay for children's' (girls) education 26- Improved access to recreational activities for children 27- Improved access to recreational activities for adults 28- Improved psychosocial wellbeing of family members 29- Other, specify-----	16- Other (specify-----)	
<b>Ef2-Despite receiving the cash what types of family needs are you still unable to meet</b>		<b>For the listed items,</b> 1-Yes 2-No	<b>Please rank the selected need from (1) biggest need (9) lowest need</b>
<b>Item</b>	<b>Adults</b>	<b>children</b>	
1- Rent			
2- Food			
3- Household items/apparatuses			
4- Wash			
5- Health			
6- Education			
7- Recreation and socialization			
8- Clothes			
9- Other (specify -----)			
<b>Ef3-What was the most significant change you have experienced as a result of receiving the cash assistance (from UNHCR and UNICEF)? (Don't read – multiple responses allowed)</b>	1. Feeling more in control 2. Facing less stress 3. Eating better 4. Sending children (boys) to school regularly, 5. Sending children (girls) to school regularly, 6. Found better lodging 7. Accessing medical care 8. Others specify	<b>Ef4-What was the most significant change your children have experienced as a result of receiving the cash assistance (from UNHCR and UNICEF)? (Don't read – multiple responses allowed)</b>	1. Feeling more in control 2. Experiencing less stress 3. Eating better 4. Sending children (boys) to school regularly, 5. Sending children (girls)to school regularly, 6. Found better lodging 7. Accessing medical care
<b>Ef5-How far did your life improve since you came from Syria?</b> 1-To high extent      2. To some extent      3. Not at all      4.Don't know			
<b>Ef6-Did any of your children sent back to school after receiving the cash?</b> 1-Yes indicate number ----- 2- No -----			
<b>Ef7-Can you attribute that to receiving the cash grant?</b> 1. No      2. Partly      3. Totally      4. DK			
<b>Ef8-Compared to you, do you think that your children will have fewer, the same or better opportunities than you have had?</b> 1. Fewer    2. Same    3. Better    4. DK			
<b>Ef9-Generally, does receiving the cash assistance improve your children's chances for the future?</b> 1. Worsens chances for future    2. No    3. Yes, a little better    4. Yes, a lot better    5. Don't know    6.NA			

## Coping approaches with economic hardship conditions

C1-Coping approach (Read the list)		Which of these coping measures are you currently using, if any?  (Read the list) 1-Yes 2-No	Rank of coping  Could you please mention three coping measures you are adopting using a scale from 1 to 3? 1 means first adopted strategy, and 3 is the last adopted strategy?	Which of the following measures were you using before receiving the cash grant and have now stopped or avoided using it after receiving the cash assistance? 1-Yes 2- No
1. Reduce accommodation costs by any means				
2. Reducing food intake (portion size or no. of meals)				
3. Choosing less preferred but cheaper food options				
4. Receiving cash assistance from extended family members (remittances)				
5. Receiving humanitarian assistance from				
6. Selling properties/assets				
7. Selling food voucher				
8. Working more than one job				
9. Borrowing money				
10. Using your savings				
11. Asking for money				
12. Dropping children (boys) out of school				
13. Dropping children (girls) out of school				
14. Let your children work (child labour)				
15. Let your children ask for money				
16. Marrying young girls to reduce spending				
17. Reduction of essential expenditure on health				
18. Reduction of essential expenditure on education				
19. Engaging in illegal trade or business				
20. Thinking about immigration to another country				
21. Thinking about moving back to the refugee camp				
22. Other (Specify)				
<b>C2-What do you think will be your coping strategies if the CA is stopped? (Don't read – multiple responses allowed)</b>	1-Living together with host family	2-Sharing costs with host family		
	3-Support from family members (remittances)	4-Humanitarian assistance (NGOs, CBOs, etc.)		
	5-Selling properties/household assets	6-Selling food vouchers		
	7-Borrowing money	8-Dropping children out from school		
	9-Begging	10-Child labour (boys)		
	11-Child labour (girls)	12-Return to Country of Origin		
	13-Savings	14-Go to the camp		
	15-I have no other options	16-Other (specify)-----		

Now, I am going to ask some specific questions for families which receive the child cash Gant (UNICEF)

<b>CCG1-How far has the JD 20 per child per month helped to cover the basic needs of children?</b> 0- Significantly	<b>CCG2-ince receiving the Child Cash Grant, were you able to cover expenses for your children that were not a priority before?</b>	<b>CCG3-What were these expenses that you cover now after receiving the CCG? (read options – multiple responses allowed)</b> 0- Buy clothes/shoes
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1- Moderately 2- Slightly 3- Not at all	0- No 1- Yes	1- Pay for medical treatments/paying for doctors' visits/buy medicine for the children 2- Buy more quantities of food for the children 3- Buy fruits and vegetables/buy meat and poultry for the children 4- Buy milk for infants and children/buy more milk 5- Buy diapers 6- Pay for school transportation (boys) 7- Pay for school transportation (girls) 8- Pay for school expenses/school allowance (boys) 9- Pay for school expenses/school allowance (girls) 10- Pay for education fees (boys) 11- Pay for education fees (girls) 12- Buy toys 13- Paying for child recreational activities (boys) 14- Paying for child recreational activities (girls) 15- Other, specify
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Now I would like to ask you about the shocks or problems that your household might have experienced over the past year.

<b>Sh1-Over the past year, has your household experienced a shock or problem?</b> (more than one option allowed) 1. No (go to Sh5)    2. Yes death in the family    3- Yes, serious illness in the family    4- Yes, accident    5- Yes, serious family problems    6- Others specify -----				
<b>Sh2-If yes, how did you cope?</b> 1. Turned to formal support services    2-Turn to informal and family support    3-Managed yourself    4-Did nothing-lived with it    5-Others specify -----				
<b>Sh3-Is the problem resolved now?</b> 1. No    2. Yes    3. Don't know				
<b>Sh4-Has the cash assistance helped you to resolve the problem?</b> 1. No    2. Yes				
<b>Sh5-If you felt overwhelmed and distressed, is there someone you could ask for help?</b> 1. No    2. Yes				
<b>Sh6-If yes, who provides help</b> 1-Family members    2- Member/s of extended family    3-Friends    4-Formal services    5-Others ----- --				
<b>Sh7-If yes, kind of help provided</b> 1-Financial support    2-In-kind support    3-Psychsocial support    4-Counsleing    5-Others ----				

## Experiencing cash assistance cut

<b>Cut1-Have you ever received any assistance that was stopped/or suspended later on?</b> 1-No-go to next section 2-Yes	<b>Cut2-If yes, What was that</b> (more than one option allowed) 1-UNICEF/CCG 2-UNHCR 3-WFP 4-Others	<b>Cut3-Were you informed about the decision to stop the assistance?</b> 1-No (go to Cut6) 2-Yes	<b>Cut4-In case yes, how long was the interval between the notification and the actual stoppage of the assistance?</b>	----- Days ----- Weeks ----- Months
<b>Cut5-How were you informed of the decision to stop the assistance?</b> 1- SMS 2- Home visit from UN staff 3-Other (Specify)	<b>Cut6-What were the reasons behind stopping the assistance?</b> (multiple responses allowed)	1-Shortage of funding 2-Improvement in your living conditions in comparison to the other refugee families 3-You have not withdrawn the last cash grant amount 4-Other (Specify) 5-Don't know the reasons why	<b>Cut7-How did the cash assistance cut affect your family life?</b> 1-Deterioration (affecting all members) 2-Deterioration affecting children in particular 3-No effect 4-Better for the family	<b>Cut8-How do you perceive the decision of stopping the assistance?</b> 1-Fair enough 2-Uncertain 3-Not fair 3-Don't Know 4-Refuse to answer

## Decision making and family and community dynamics

<b>D1-Are you able to make decisions about the use of the money coming from the cash transfer programme?</b> 1. No      2. Yes      3. Do not receive cash transfers/ Not applicable					
<b>D2-Who decides how to use the cash assistance?</b> 1-Yourself      2-Husband      3-Wife (in case the caregiver is someone else)      4-Children boys 5-children girls,      6-Older people in the family      7- Mutual decision      8-Others specify -----					
<b>D3- Do you yourself ( for female caregiver-usually the mother), control the money needed to buy the following things? (Interviewer: read each row, fill in columns)</b>				1-Yes	2-No
Food and/or toiletries					
Clothes for yourself					
Clothes for the family					
Medicine					
Items for children					
WASH related items					
<b>D4- As a female (caregiver), are you usually permitted to go to the following spaces on your own, only if someone accompanies you, or not at all? (Interviewer: read each row, fill in columns)</b>			1-Never	2-Not Alone	3-Alone
To the local market to buy things					
To the health centre					
To the community centre or other nearby meeting place					
To a nearby religious place (like a mosque or a church)					
Just outside your house or compound					
Going to the bank to collect money from any source including the cash transfer					
<b>D5- As a female, are you able to make decisions about the use of the money coming from the cash transfer program?</b>			1-Yes	2-No	3-NA
<b>D6-How did the family dynamics and decision making in your HH have changed after receiving the cash</b> 1-It didn't change      2-Improved      3-Deteriorated					
<b>D7-Are you / your spouse sometimes (more than once every six months) invited to social/religious events by people in the community?</b> 1. No      2. Yes					
<b>D8-Are you or other members of your family able to participate in community / social/religious events?</b> 1. No      2. Yes (go to D10 )					
<b>D9-If not, why? Choose the most important reason</b> 1. Not enough money to purchase necessary items to participate 2. Do not have the right clothes to wear 3. Do not feel welcome by community / hosts (discrimination) 4. Children and other members of hh not invited 5. Others, specify.....					
<b>D10-In the past year, have you or someone else in your household joined any social groups?-more than one option</b> 1. No      1. Yes					
1. Religious organization		2. Savings/ credit group		3. Trade organization	4. Women's association
5. Youth association		6. Peasants association		7. Labour union	8. Self-help group
9. Other – please specify .....					
<b>D11-In the past month, have you been able to take your children (under 18 years old) to social/entertainment activities?</b> 1. No      2. Yes (Skip to D13)      3. Not applicable (Skip to D13)					
<b>D12-If yes, if you are not a CT beneficiary, would you be able to secure the resources you need to take your children to social activities?</b> 1. No      2. Yes      3. Not applicable					
<b>D13-Which of the below statements best describes how the cash assistance affects your relationships with other people in the community?</b> <b>1-Cash assistance causes a lot of problems for me with the other people</b>					

<b>2-Cash assistance improves my relationships with other people</b> (Skip to D15) <b>3-No effect</b> (Skip to D15) <b>4-DK</b> (Skip to D15) <b>5-Others</b> -----								
<b>D14-In case yes, what are these problems? (Read options-multiple responses allowed)</b>	1-Feeling at risk (harassment, restriction on mobility, security as a result of receiving the cash			2-Landlord increased the rent				
	3-Increased tensions within or between communities as a result of the intervention			4-Problems within my nuclear family				
	5-Problems within my extended family			6-Other families ask us more than before to support them (financially and in-kind)				
	7-Increased envy in within the community			8-Others specify -----				
<b>D15-Did the income earner stop working after receiving the cash?</b>							1-Yes	2-No
<b>D16-Was the rent raised after you received the cash?</b>							1-Yes	2-No (Skip to D19)
<b>D17-If yes, why</b> The landlord thinks that UNHCR is paying it Rental fees are increased in general							1-Yes	2-No
							1-Yes	2-No (Skip to D19)
<b>D18-If the rental fees have increased, was the increase a result of receiving the cash?</b>							1-Yes	2-No
<b>D19-Which of the below statements best describes how the cash assistance has affected the prices (food, clothes, furniture) at the local markets</b> <b>1-Cash assistance has exceptionally increased the prices</b> <b>2-Cash assistance has somewhat increased the prices</b> <b>3-No effect</b> <b>4-DK</b> <b>5-Others specify</b> -----								
<b>D20-Do you find the items or goods that you need to get from the cash assistance in the market</b> UNHCR assistance UNICEF assistance							1-Yes	2-No (Skip to D22)
							1-Yes	2-No (Skip to D22)
<b>D21-If no, indicate kind of items or goods</b>	1-Food adults	2-NFI	3-Clothes	4- School items	5-Food children	6-Energy sources	7-Others specify	
<b>D22-Is the market close to your house</b>							1-Yes	2-No
<b>D23-Do you use the CT to support people other than those listed in your UNHCR card/certificate</b>							1-Yes	2-No (Go to next section)
<b>D24-If yes, how many</b> -----		<b>D25-Who are they?</b>		1-Sponsored children 2-People who lost their families other than your own family 3-Other members of your extended family 4- Others specify -----				
<b>D26-How often you support them per month?</b>		----- days		<b>D27-Why you support them?</b> 1-They are highly vulnerable, poor or very poor 2-They don't have a breadwinner 2-They don't receive adequate assistance from humanitarian agencies 3-They have health issues 4-Others –specify				

Now, I would like to ask you few questions related to you and your family security

<b>Sec1-Do you have security concerns about your children when they are outside the house</b>	1-Yes	2-No
<b>Sec2-Because of security concern do you put some restrictions on girls mobility outside the house</b>	1-Yes	2-No

<b>Sec3-Do you or your household members still face serious challenges because of the conflict and displacement from Syria</b>	1-Yes	2-No
<b>Sec4-Do you or any of your family members suffer because you are experiencing a sense of feeling a refugees</b>	1-Yes	2-No
<b>Sec5-As a result of the conflict and displacement (from Syria), how would you describe your psychosocial status</b>		
<b>1-Bad</b>	<b>2-Uncertain</b>	<b>3-Good</b>

**Given the focus of this study on children, I am interested to know more about children living in this HH. Please provide me with information about all the household members as indicated per each question.**

## Individual Questionnaire

**Education: Please ask for child more than 5 years old up to 18 years old**

Ch1-Child's name	Ch2-Gender 1- Male 2- Female	Ch3-Age in years	Ch4-Has name ever enrolled in education 1-Yes 2-No	Ch5-Are name currently attending school or education institution 1-yes 2-no (go Ch9)	Ch6-If yes, Type of education 1-Formal 2- Informal 3-Non-formal	Ch7-Type of school 1-Public 2-Private 3-Charity	Ch8-What grade is name attending this school year	Ch9-Did XX miss more than 10 days of school during the previous school semester 1-yes 2 No	Ch10-Generally, how CT assistance affected name education 1-Supportive 2-No effect 3-Hindering 4-DK	Ch11-In comparison to the period before receiving the cash, how would you describe child academic performance 1-Improved 2-Same 2-Deteriorated		
									UNICEF	UNHCR	UNICEF	UNHCR

**NB: Formal Education:** free education is available to Syrian children in Jordanian public schools. Syrian children would gain an MOE certified education. **Non-formal Education:** UNICEF in collaboration with the MOE and Quest-scope run a certified program for girls from the ages of 13-20 and boys from the ages of 13-18 that are out of school for a period of 16-24 months, once the program is complete, the graduate earns a MOE certificate equivalent to a 10<sup>th</sup> grade education that qualifies him/her to continue on to other forms of learning such as vocational training. **Informal Education:** educational activities that take place at local CBOs and are facilitated by a teacher. These educational activities are not certifiable by the Ministry of Education.

Ch12-Did you know that UNICEF supports centres providing free alternative education for all out-of-school children?	1-No 2-yes	Ch13-Would you send your child to one of these centres?	1-No 2-yes	
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**Continued education (also, for children 5-18 years)**

Child number (Previous page)	<b>Ch14-Why is name not attending formal education or never attended a school? (three options the first more important) – Don't read options</b> 1-Family was unable to pay school transportation costs 2- Family was unable to pay school fees / donation 3- Family was unable to pay for uniforms, supplies, or other materials. 4- Child has a disability or Health reasons 5- No school was available close by 6- No transportation was available to go to school 7- Education is not considered a good investment 8- Child needs to work outside the home to generate income 9- Child needs to work in the home to help with chores, and care of siblings 10- Child did not want to go to school-lost motivation 11-No space in public school 12-Violence at school 13-Low quality of teaching 14-lack of safety-fear of kidnapping 15- Child was out of school for too long, he couldn't enrol again in formal education 16- Was rejected by school 17-Family refused their child to enrol in school 18- No identity papers 19- Other (specify)			<b>Ch15-Why XX didn't attend alternative education)-informal or non-formal? (three options the first more important) – Don't read options</b> 1-No certificate is provided 2-Not trusting entities providing informal education 3-Family was unable to pay transportation costs 2- Family was unable to pay fees 3- Family was unable to pay for the materials. 4- Child has a disability or Health reasons 5- No centre was available close by 6- No transportation was available to go to centre 7- in formal Education is not considered a good investment 8- Child needs to work outside the home to generate income 9- Child needs to work in the home to help with chores, and care of siblings 10- Child did not want to go to centre -lost motivation 11-was rejected by the centre 12-Violence at the centre 13-Low quality of teaching 14-lack of safety-fear of kidnapping on the way to school 15- Child was out of school for too long, he couldn't enrol again in education 16- Family refused their child to enrol in school 18- No identity papers 19- Other (specify) 20- Doesn't hear about informal education			<b>Ch16-Why did NAME miss more than 10 days of school? (three options the first more important) – Don't read options</b> 1- Family was unable to pay school transportation costs 2- Family was unable to pay school fees / donation 3- Family was unable to pay for uniforms, supplies, or other materials. 4- Child has a disability or Health reasons 5- No transportation was available to go to school 6- Child needs to work outside the home to generate income 9- Child needs to work in the home to help with chores, and care of siblings 10- Child did not want to go to school-lost motivation at these days 11-Violence at school 12-Lack of safety at these days 13- School penalized the child 14- Bad school performance 15- Family problems 18- 19- Other (specify)		
	1	2	3	1	2	3	1	2	3

### Work and leisure time (for children 5-18)

[illegible]

### Health ask for all children 0-5 years

Name	Ch25-Age in years	Ch26-Gender 1-Male 2-Female	Ch27-Does name have health insurance? 1-Yes 2-No 3-Not required 4-DK	Ch28-Who provided health insurance 1-You paid the fees 2-Free from UNHCR 3-Free from government 4-Others specify	Ch29-Has any child had any of the following diseases 1-Respiratory infection in the past 2 weeks 2-Diarrhea in the past two weeks 3-Chronic illnesses 4-Others specify ----- 5-No disease (go to Ch 34) Tick all that apply					Ch30-Has NAME been given any medicine for his sickness-in reference to the four mentioned illnesses?  1. No (go to Ch32) 2. Yes				Ch31-If name was given no medicine was it because: 1. It was not needed 2. Medicine wasn't unavailable 3. Medicine was too expensive 4. Given home remedies				Ch32-During sickness, from where did you seek advice or consultation? 1-physician/nurse 2-Pharmacist 3-Relatives/friends 4-Traditional healer 5- Other (specify) 6-No one				Ch33-Who prescribed the medicine for the child 1-Physician 2-Pharmacist 3-Relatives 4-Friends 5-Traditional healer 6-Yourself 7- Other (specify)				Ch34-Generally, how did CT assistance affect child health at your HH 1-Improved 2-Same 3-Deteriorated	
					1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	UNICEF	UNHCR

### Immunization for children below 5 years

<b>Name</b>	<b>Ch35-Age in years</b>	<b>Ch36-Gender</b> 1-male 2-female	<b>Ch37-Has (name) received any type of vaccination?</b> 1-yes (go to X) 2. Not needed as he completed his/her vaccination 3- Not at all	<b>Ch38-If not at all (Don't read- multiple responses allowed)</b> 1. Don't know where to go to vaccinate my child 2. Unavailability of accessible service delivery point in my area 3. Inability to reach service delivery point. 4. Not having monetary resources 5. Child sickness 6. Unfamiliarity with immunization schedule 7. Fear of travel risks to service point 8. Unavailability of transportation 9. Presence of medical risks 10. High cost of transportation 11. Fear of immunization side effects 12. Inappropriate time for immunization 13. Immunization is unnecessary 14. Others -----	<b>Ch39-Do you have a vaccination card/record for (child's name)?</b> 1. Yes, seen 2. Yes, not seen 3. No	<b>Ch40-Have all the children &lt; 5 in the HH received all their vaccinations? (ask for each child)</b> 1. No 2. Yes 3. I don't know	<b>Ch41-Have you missed an immunization dose for your child (name) that you are aware of?</b> 1. Yes 2. No (go to) 3. DK	<b>Ch42-If yes, indicate reason/s for the last time you missed your child's immunization (Don't read- multiple responses allowed)</b> 1. Don't know where to go 2. Vaccine not available 3. Vaccination service is unavailable at centre 4. Lack of qualified staff 5. Inappropriate vaccination schedule 6. Inappropriate location of service 7. Inability to reach service point 8. Unable to reach facility for lack of transportation 9. Money unavailable for transportation 10. Inability to pay for vaccine 11. Lack of interest or not understanding the immunization schedule 12. Child sickness 13. Fear of side effects of vaccine 14. Fear of travel risks 15. Immunization are unimportant 16. Others, specify----- -----
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## Health other family members-

<b>HA1- Is there any family member who has a disability?</b>  1-No 2-Yes	<b>HA2- And out of those who have a disability, how many are of children under 18 years old?</b> -----	<b>HA3- After receiving the cash assistance, have you noticed a change in the general wellbeing of PWDs (adults)</b>  1. Improved 2. Stayed the same 3. Deteriorated 4-never thought about that		<b>HA4- After receiving the cash assistance, have you noticed a change in the general wellbeing of CWDs</b>  1. Improved 2. Stayed the same 3. Deteriorated 4-never thought about that	
<b>HA5- Has any member in the HH been ill for more than 3 months in the past year?</b> 1-No 2-Yes	<b>HA6- Is the household able to provide care to the chronically ill person?</b>  1-No 2-Yes 3-Not needed	<b>HA7- If no, why</b> 1-Lack of health facilities in the area 2-Too expensive 3-Not a priority 4-Used to it	<b>HA8- Is there any HH member aged over 65 years old?</b>  1-No (Skip to HA10) 2-Yes	<b>HA9- Are you able to provide adequate care to the person aged over 65 years old?</b> 1-No 2-Yes 3-Not needed	<b>HA10- Generally, how would you describe the effect of cash on the health of the entire HH members</b> <b>1- Positive effect UNICEF</b> <b>2- Positive effect UNHCR</b> <b>3- No effect</b> <b>4- Negative effect UNICEF</b> <b>5- Negative UNHCR</b>

## Wellbeing questionnaire for adults (over 18 up to 65 years)

The World Health Organization Quality of Life (WHOQOL) -BREF (for adults over 18 years old-we can take males and females-one from each HH-alternatively). This tool measures the overall wellbeing of adults.

W01-Name of the interviewee ----- W02-Age ----- W03-Gender -----

The following questions ask how you feel about your quality of life, health, or other areas of your life. I will read out each question to you, along with the response options. Please choose the answer that appears most appropriate. If you are unsure about which response to give to a question, the first response you think of is often the best one.

Please keep in mind your standards, hopes, pleasures and concerns. We ask that you think about your life in the last four weeks.

		Very poor	Poor	Neither poor nor good	Good	Very good
W1.	How would you rate your quality of life?	1	2	3	4	5
		Very dissatisfied	Dissatisfied	Neither satisfied nor dissatisfied	Satisfied	Very satisfied
W2.	How satisfied are you with your health?	1	2	3	4	5
The following questions ask about how much you have experienced certain things in the last four weeks.						
		Not at all	A little	A moderate amount	Very much	An extreme amount
W3.	To what extent do you feel that physical pain prevents you From doing what you need to do?	5	4	3	2	1
W4.	How much do you need any medical treatment to function in your daily life?	5	4	3	2	1
W5.	How much do you enjoy life?	1	2	3	4	5
W6.	To what extent do you feel your life to be meaningful?	1	2	3	4	5

		Not at all	A little	A moderate amount	Very much	Extremely
W7.	How well are you able to concentrate?	1	2	3	4	5
W8.	How safe do you feel in your daily life?	1	2	3	4	5
W9.	How healthy is your physical environment?	1	2	3	4	5
The following questions ask about how completely you experience or were able to do certain things in the last four weeks.						
		Not at all	A little	Moderately	Mostly	Completely
W10.	Do you have enough energy for everyday life?	1	2	3	4	5
W11.	Are you able to accept your bodily appearance?	1	2	3	4	5
W12.	Have you enough money to meet your needs?	1	2	3	4	5
W13.	How available to you is the information that you need in your day-to-day life?	1	2	3	4	5
W14.	To what extent do you have the opportunity for leisure activities?	1	2	3	4	5
		Very poor	Poor	Neither poor nor good	Good	Very good
W15.	How well are you able to get around?	1	2	3	4	5
		Very dissatisfied	Dissatisfied	Neither satisfied nor dissatisfied	Satisfied	Very satisfied
W16.	How satisfied are you with your sleep?	1	2	3	4	5
W17.	How satisfied are you with your ability to perform your daily living activities?	1	2	3	4	5
W18.	How satisfied are you with your capacity for work?	1	2	3	4	5
W19.	How satisfied are you with yourself?	1	2	3	4	5
W20.	How satisfied are you with your personal relationships?	1	2	3	4	5
W21.	How satisfied are you with your sex life?	1	2	3	4	5
W22.	How satisfied are you with the support you get from your friends?	1	2	3	4	5
W23.	How satisfied are you with the conditions of your living place?	1	2	3	4	5
W24.	How satisfied are you with your access to health services?	1	2	3	4	5
W25.	How satisfied are you with your transport?	1	2	3	4	5
The following question refers to how often you have felt or experienced certain things in the last four weeks						
		Never	Seldom	Quite often	Very often	Always
W26.	How often do you have negative feelings such as blue mood, despair, anxiety, depression?	5	4	3	2	1

## Child questionnaire children for children 12 up to 18 years –

<b>K01- For Parents- do you agree of the participation of your son/daughter in the study?</b>	<b>1. Yes</b>	<b>2. No (Go to I14)</b>
<b>K02- For children- do agree to participate in the study?</b>	<b>1. Yes</b>	<b>2. No (Go to I14)</b>

**K03-Child Serial Number (in the children education table) -----**

**K04-Name:** \_\_\_\_\_

**K05-Gender** 1. Male 2. Female \_\_\_\_\_ **K04-Age** \_\_\_\_\_

## Quality of life questionnaire for children 12-18

<b>1. Physical Activities and Health</b>						
K1	<b>In general, how would you say your health is?</b>	1. Excellent	2. Very Good	3. Good	4. Fair	5. Poor
<b>Thinking about the last week...</b>						
K2	Have you felt fit and well?	1. Not at all	2. Slightly	3. Moderately	4. Very	5. Extremely
K3	Have you been physically active	1. Not at all	2. Slightly	3. Moderately	4. Very	5. Extremely
K4	Have you been able to exercise well?	1. Not at all	2. Slightly	3. Moderately	4. Very	5. Extremely
K5	Have you felt full of energy?	1. Never	2. Seldom	3. Quite Often	4. Very Often	5. Always
<b>2. General Mood and Feelings about Yourself</b>						
K6	Has your life been enjoyable?	1. Not at all	2. Slightly	3. Moderately	4. Very	5. Extremely
K7	Have you been in a good mood?	1. Never	2. Seldom	3. Quite Often	4. Very Often	5. Always
K8	Have you had fun?	1. Never	2. Seldom	3. Quite Often	4. Very Often	5. Always
K9	Have you felt sad?	1. Never	2. Seldom	3. Quite Often	4. Very Often	5. Always
K10.	Have you felt so bad that you didn't want to do anything?	1. Never	2. Seldom	3. Quite Often	4. Very Often	5. Always
K11	Have you felt lonely?	1. Never	2. Seldom	3. Quite Often	4. Very Often	5. Always
K12	Have you been happy with the way you are?	1. Never	2. Seldom	3. Quite Often	4. Very Often	5. Always
<b>3. Family and Free Time</b>						
K13	Have you had enough time for yourself?	1. Never	2. Seldom	3. Quite Often	4. Very Often	5. Always
K14	Have you been able to do the things that you want to do in your free time?	1. Never	2. Seldom	3. Quite Often	4. Very Often	5. Always
K15	Have your parent(s) had enough time for you?	1. Never	2. Seldom	3. Quite Often	4. Very Often	5. Always
K16	Have your parent(s) treated you fairly?	1. Never	2. Seldom	3. Quite Often	4. Very Often	5. Always
K17	Have you been able talk to your parent(s) when you wanted to?	1. Never	2. Seldom	3. Quite Often	4. Very Often	5. Always
K18	Have you had enough money to do the same things as your friends?	1. Never	2. Seldom	3. Quite Often	4. Very Often	5. Always
K19	Have you had enough money for your expenses?	1. Never	2. Seldom	3. Quite Often	4. Very Often	5. Always
<b>4. Friends</b>						
K20	Have you spent time with your friends?	1. Never	2. Seldom	3. Quite Often	4. Very Often	5. Always
K21	Have you had fun with your friends?	1. Never	2. Seldom	3. Quite Often	4. Very Often	5. Always
K22	Have you and your friends helped each other?	1. Never	2. Seldom	3. Quite Often	4. Very Often	5. Always
K23	Have you been able to rely on your friends?	1. Never	2. Seldom	3. Quite Often	4. Very Often	5. Always
<b>5. School and Learning</b>						
K24	Have you been happy at school?	1. Not at all	2. Slightly	3. Moderately	4. Very	5. Extremely
K25	Have you got on well at school?	1. Not at all	2. Slightly	3. Moderately	4. Very	5. Extremely
K26	Have you been able to pay attention?	1. Never	2. Seldom	3. Quite Often	4. Very Often	5. Always



K27	Have you got along well with your teachers?	1. Never	2. Seldom	3. Quite Often	4. Very Often	5. Always
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## Use of the CT by children

<b>U1-When your parents get additional income (e.g. cash), do you get any benefit?</b> 1. No (go to) 2. Yes 3. Not applicable						
<b>U2-Have you personally benefited from the UNICEF Child Cash Grant (only for CCG recipients)</b> 1-Yes 2-No 3-I don't know about it						
<b>U3-If the answer is yes in the above two questions, Which kind of benefit children usually get? (Read All)</b> 1. No 2. Yes						
1. More food		2- School materials		3- Pocket Money		4>Returns back to school (boys)
5>Returns back to school (girls)		6- Gifts		7-Less engagement in work		8- Clothes
9-School transportation		10-Girls continue attending school-less girls early marriage		4- Entertainment		7- Others (specify)
<b>U4-Who do you think gets the greatest benefit from the increased income? (Read all)</b> 1. We are all the same 2. Brothers 3. Sisters 4. Older siblings 5. Younger sibling 6. Other specify -----						
<b>U5-Do your parents consult you about HH expenditure?</b> 1-Yes 2-Sometimes 3-No						
<b>U6-As a young person, how far did your quality of life (your wellbeing) improve since you came from Syria?</b> 1-To high extent 2. To some extent 3. Not at all 4.Don't know						
<b>U7-Can you attribute that to receiving the UNICEF Child Cash Grant?</b> 1. No 2. Partly 3. Totally 4. DK						
<b>U8-From your point of view as a young person, generally, does receiving the cash assistance improve your chances for the future?</b> 1. Worsens chances for future 2. No 3. Yes, a little better 4. Yes, a lot better 5. Don't know 6.NA						

Write down any additional comments

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-----

Interviewer's observations

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Supervisor's remarks

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<b>I14-Result of the interview</b>	1.Completed	2-Partially completed	3. Caregiver travelled/ nobody at home	4. House not found	5. Refused	6. Other specify----- -----
<b>I15-How many times you visited the HH to conduct the interview -----</b>						
<b>I16-Time of interview end .....: .....</b>						

Thank You