

# SELF-RELIANCE INDEX

Version 2.0:  
User Guide





**Refugee  
SELF-RELIANCE  
Initiative**

## Acknowledgements

The Self-Reliance Index was developed jointly by members of the Refugee Self-Reliance Initiative ([www.refugeeselfreliance.org](http://www.refugeeselfreliance.org)), with leadership from RefugePoint and Women's Refugee Commission. Primary drafters were Kellie Leeson (consultant, RSRI), Dale Buscher (Women's Refugee Commission) and Amy Slaughter (RefugePoint). Primary sources drawn on include the Self-Reliance Measurement Tool created by RefugePoint and the Well-Being and Adjustment Index created by the Women's Refugee Commission. Special thanks to Dr. Lindsay Stark and Ilana Seff for their expert guidance and advice throughout the process of creating and testing the tool.

Special appreciation also goes to the agencies and staff of the four testing locations for invaluable feedback provided, particularly Reilly Ross, Ahmad Hiyari (Danish Refugee Council/Jordan), Galo Quizanga Zambrano, Adriana Monar, Oswaldo Aguilar, Manuel Pozo (HIAS/Ecuador), Paul Karanja, Walter Gitau (RefugePoint/Kenya), Maria Angelica Montesinos and Alejandra Macias (Asylum Access/Mexico). Earlier versions of the Self-Reliance Index were presented for input at the Oxford Refugee Studies Centre's 2017 workshop "Livelihoods, Self-Reliance, and the 'Refugee Entrepreneur': Rethinking Refugee Self-Reliance" as well as the 2019 Refugee Self-Reliance Initiative partner convening in Amman, Jordan. Finally, we thank the many contributors to the development of this tool through its multiple iterations, notably: William Axinn (University of Michigan), Ziad Ayoubi (UNHCR), Prem Bhandari (University of Michigan), Stefanie Barratt (Samuel Hall), Theresa Beltramo (UNHCR), Christina Boehm (Danish Refugee Council), Jacob Bonyo (RefugePoint), Sasha Chanoff (RefugePoint), Frank Chege (Mercy Corps), Nell Compornolle (University of Michigan), Jaime Costigan (International Rescue Committee), Khadra Elmi (Joint IDP Profiling Service), Christine Forster (Mercy Corps), Lori Fried (Trickle Up), Walter Gitau (RefugePoint), Alisha Guffey (US State Dept/PRM), Erica Harper (West Asia-North Africa Institute), Janet Heisey (Trickle Up), Alison Hemberger (Mercy Corps), Paul Karanja (RefugePoint), Patience Kiara (Regional Durable Solutions Secretariat), Shezane Kirubi (Regional Durable Solutions Secretariat), John Lakeman (Danish Refugee Council), George Lehner (RefugePoint), Nassim Majidi (Samuel Hall), Ned Meerdink (RefugePoint), Karene Melloul (Solutions Alliance), Sasha Muench (Mercy Corps), Elizabeth Mukami (International Rescue Committee), Sophia Mungai (Danish Refugee Council), Ly Nguyen (Ikea Foundation), Robert Nyambaka (UNHCR), Tendayi Nyanhete (Trickle Up), Rebecca Gathu Nyokabi (RefugePoint), Naohiko Omata (Refugee Studies Centre, University of Oxford), George Oduor (UNHCR), Katherine Perkins (US State Dept/PRM), Patrick Poulin (International Rescue Committee), Simar Singh (RefugePoint), Roger Swartz (RefugePoint), and Pauline Vidal (Samuel Hall).

For inquiries, please contact [betterlivesnow@refugepoint.org](mailto:betterlivesnow@refugepoint.org).



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# BACKGROUND

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## History of the Self-Reliance Index

Recognizing the need to support refugees to achieve better living standards while awaiting durable solutions, as well as the need to gauge the collective impact of all aid programs and services on refugees' lives, RefugePoint and the Women's Refugee Commission (WRC) joined forces in early 2016 to begin examining these issues.

They noted that there were no established standards on measuring the progress of refugee households towards self-reliance and a lack of an evidence-base on what constitutes effective self-reliance programming. Recognizing these gaps, in June 2016, RefugePoint and WRC convened a global Community of Practice (CoP) of entities interested in and/or working on refugee self-reliance programming and measurement. This CoP has since grown into a larger effort – the Refugee Self-Reliance Initiative (RSRI). The RSRI is built around three mutually reinforcing strategies to achieve its goals, including programming, measurement, and advocacy, with the aim of building an evidence base for effective programming, and promoting successful refugee self-reliance strategies among key decision-makers and responders. The RSRI is committed to working to transform the current momentum on the concept of refugee self-reliance, including through the Global Compact on Refugees and the 2030 Agenda for Sustainable Development, into concrete actions to enable refugees to live in a dignified independent manner without delay. This work is built on the core

foundation of international refugee law, the 1951 Convention on the Status of Refugees and its 1967 Protocol. These documents codify the fundamental right to seek asylum, along with other refugee rights including access to basic services and the ability to pursue gainful employment that should undergird all refugee responses.

Led by RefugePoint and the WRC, the CoP held quarterly calls to map tools and share learning on practical ways towards enabling refugees to meet their essential needs in a sustainable manner in their temporary or permanent homes.

This was followed by an in-person workshop that was held in Nairobi in March 2017, which brought together 25 participants from 15 organizations, including: Danish Refugee Council, the IKEA Foundation, International Rescue Committee, the Joint IDP Profiling Service, Mercy Corps, Oxford Refugee Studies Centre, RefugePoint, Regional Durable Solutions Secretariat, Samuel Hall, Solutions Alliance, Trickle Up, UNHCR, US State Department/PRM, the West Asia and North Africa Institute, and WRC.

The Nairobi workshop focused on building a collaborative approach and common understanding of refugee self-reliance. Participants debated and ultimately agreed on a definition of self-reliance, principles for refugee self-reliance programming and measurement, and critical assessment domains for measuring self-reliance.

The definition adopted by the workshop participants is a slightly modified version of that included in [UNHCR's 2005 Handbook on Self-Reliance](#) namely:

## Self-Reliance:

The social and economic ability of an individual, a household or a community to meet its essential needs in a sustainable manner.

The participants felt strongly that “social” considerations should be part of the definition and measurement of self-reliance, examining broader aspects of well-being beyond economic independence.

Following the workshop, RefugePoint and WRC consolidated the input and drafted indicators for a measurement tool, hereafter known as the Self-Reliance Index (SRI).

## Purpose of the SRI



The SRI was created to track refugee household progress toward self-reliance.

As such, it is envisioned as a support to programming, both at the case level (improving assistance to individuals and households), and at the program level to inform and improve program design. It can be useful in targeting/screening of clients for assistance, as well as tracking their progress over time, and potentially in support of responsibly “graduating” clients from assistance when it is no longer needed. The SRI can support all types of programming, whether the focus is a sector-based intervention, such as health care or livelihoods, or a broader spectrum of services. As the SRI is meant to track progress or the lack thereof over time, it can assist organizations in prioritizing services and referrals in those domains where progress is slow or lacking.

Beyond monitoring outcomes for individuals and households, the SRI can aid in program-level monitoring to better detect the combined impact of all supports and services provided to the household. If the majority of client needs are catered for by a single agency, the SRI might indicate the effectiveness of those programs, which might inform management decisions. If instead assistance is provided through a network of multiple providers, it might indicate the collective effectiveness of that network, which could encourage greater coordination among

local service providers. It is important to note that, in many cases, the SRI may serve as a complement to deeper sector-specific monitoring tools. The SRI could also be useful for donors to better gauge the effectiveness of existing programs or a collection of programs that they fund. It can also point to gaps requiring additional resources. Finally, aggregated data from the SRI across multiple contexts might be useful in detecting trends and providing comparisons among populations, regions and the relative effectiveness of different types of programming in leading to self-reliance.



## Methodology

### SRI Development (2017)

In the first stage of SRI development, RefugePoint and WRC consolidated inputs from the Self-Reliance Community of Practice March 2017 workshop, conducted interviews with experts in survey design and data collection, reviewed existing tools related to self-reliance, and referred to established sector-based standards. While developing the first set of SRI indicators, the team drew extensively on lessons from the creation and implementation of RefugePoint's Self-Reliance Measurement Tool and the creation and piloting of WRC's Well-Being and Adjustment Index. Draft indicators were shared with CoP partners in July 2017, input was integrated, and the first draft of Self-Reliance Index (SRI) was created. This was followed by pre-testing, interviews and focus groups with practitioners from RefugePoint/Kenya

and Mercy Corps/Jordan and with refugees in both locations. The SRI was presented for input at the Oxford Refugee Studies Centre's 2017 workshop "Livelihoods, Self-Reliance, and the 'Refugee Entrepreneur': Rethinking Refugee Self-Reliance".

### SRI Pilot (2018-19)

During the pilot phase, RefugePoint, WRC, along with academic advisors adjusted the SRI for improved understanding through an iterative learning process with Asylum Access, the Danish Refugee Council and Mercy Corps, and RefugePoint in Mexico, Jordan and Kenya respectively. Select staff members from each organization participated in a 2-3-day training on how to use the tool. Staff were then tasked with administering the tool to clients with two objectives in mind: (1) to provide general feedback on the tool and its ease-of-use, and (2) to conduct various reliability tests as assigned. Specifically, teams were given instructions to carry out three primary types of reliability tests: test-retest, inter-rater reliability, and intrahousehold reliability. Through this process each organization shared reactions to the tool and their experience administering the SRI. Data generated from reliability tests were analyzed, with a focus on assessing reliability for each domain and the tool in its entirety. The academic team spent one week in each site repeatedly testing the tool in the field and, in consultation with RP and WRC leadership, making edits and adjustments as needed. To improve the overall validity and reliability of the tool, certain domains were ultimately added and deleted, question phrasing was altered, and certain response items changed.





# Reliability

is a critical feature of any useful tool

## Instrument Reliability

Reliability, or the degree to which an instrument generates consistent and stable results, is a critical feature of any useful tool. Ideally, instruments will be reliable across a number of factors, including interviewer, time of day at which the instrument was administered, and mood of the respondent. For instruments collecting information at the household level, a reliable tool should also generate consistent responses across household members. Ensuring an instrument's reliability is particularly crucial for one that is meant to be used at multiple time points, assessing changes in respondents' circumstances over time. If a tool is not reliable, the tool's user cannot be sure whether changes in responses from one time point to another signal actual change for the respondent or are simply a function of the tool's unreliability. As such, testing and confirming the SRI's reliability was a fundamental part of its development, and three types of reliability were assessed:

**Test-retest reliability:** The degree to which an instrument generates the same results for the same respondent and the same interviewer, with minimal time between interviews. Test-retest reliability can be tested by having an interviewer interview a respondent twice, with as little as five minutes between interviews.

**Inter-rater reliability:** The degree to which an instrument generates the same results for the same respondent, across interviewers. Inter-rater reliability can be tested by having two different interviewers interview the same individual, one right after the other.

**Intrahousehold reliability:** The degree to which a household-level instrument generates the same results for two people within the same household, when interviewed by the same interviewer. Intrahousehold reliability can be tested by having one interviewer interview two household members, separately, one right after the other.

**Internal consistency:** Internal consistency refers to "the extent to which all the items in a test measure the same concept or construct" (Tavakol & Dennick, 2011). Cronbach's alpha is a common statistical measure of internal consistency. It may take a value from 0 to 1, with higher values reflecting greater internal consistency.

**Source:** Tavakol, M., & Dennick, R. (2011). Making sense of Cronbach's alpha. *International Journal of Medical Education*, 2, 53

## Soft Launch Phase (2019-20)

From August 2019 to March 2020, the SRI was made available for a limited release with select partners to implement well-defined learning objectives aimed at assessing the tool’s internal consistency and validity as well as building an appropriate scoring schema for the tool. During the Soft Launch phase, additional validity tests and assessments of internal consistency were conducted with 183 refugee households in Kenya and Mexico. Data from these households were also analyzed to inform development of the final scoring rubric for the SRI. Finally partner feedback on various combinations of user guide-only, remote, and in-person training – conducted in Ecuador (HIAS), Mexico (Asylum Access), Jordan (Danish Refugee Council and Mercy Corps), and Kenya (RefugePoint) – were used to improve training processes and refine this user guide. The SRI was also presented for input at the 2019 Refugee Self-Reliance Initiative partner convening in Amman, Jordan.

## Use of the SRI



### Target Population

The SRI was designed primarily for use with urban and non-camp-based refugee populations in countries or regions of first asylum. Though untested, it might also prove useful with other displaced populations, including internally displaced,

camp- or rural-based refugees, economic migrants, and potentially even non-displaced nationals of the country in question. It might also be tested with resettled or repatriated refugees. Given the focus on tracking progress over time, the SRI is not envisioned for use with transitory populations (e.g. refugees briefly passing through transit points on their way elsewhere). Rather, it is envisioned for use with populations that are fairly stable in terms of their location, whether or not they have legal residency. It is understood that the SRI may not be suitable for use in every situation and that there may be times when measuring progress at the household level is not appropriate.



### Intended User

The SRI is “open source” and may be used by anyone. It is issued under a Creative Commons license, which allows anyone to use the tool for non-commercial purposes and requires users to credit the source. Service providers assisting non-camp-based refugees with any form of support (e.g. livelihoods, cash, food, health care, child protection, case management, etc.) are expected to find the SRI most useful. These providers may include NGOs, intergovernmental agencies and governments. Within these entities, it is anticipated that case managers, project officers, or M&E specialists would be tasked with administering the SRI with clients.

It is expected that agencies using the SRI will measure clients on all assessment domains, regardless of their specific project focus or sector. In this way, the SRI may encourage closer coordination among humanitarian, development, grassroots and government services to ensure holistic support for refugee households. Even for agencies providing sector-specific support (e.g. only child protection), they are likely to find the holistic view of household status provided by the SRI useful in tailoring their services and the questions do not require specialized technical knowledge to answer. As noted above, donors and researchers may also find the SRI useful.

While the SRI may be used by anyone, users are encouraged to thoroughly review the User Guide and to enter into a simple partner agreement with the RSRI in order to receive any available training, to benefit from updates as they are released, to participate in a user community, and also to foster global learning through data aggregation and analysis.



## Data Collection Platform

Currently, the SRI is available in CommCare

and Kobo data collection platforms. The RSRI will continue to explore expanding availability of the SRI in additional data collection platforms in the future.



## Frequency

It is anticipated that the SRI will be administered with the same clients

every 3 or 6 months for the duration of time they receive services or assistance. Humanitarian funding is usually short term in nature so if funding comes to an end before a client has achieved self-reliance, the agency is encouraged to continue to find a way for client monitoring to be integrated into other programming or through other sources. In addition, if clients are “graduated” from assistance, the agency is encouraged to continue monitoring the household using the SRI for some period after assistance ends to ensure sustained self-reliance outcomes, given the fragility of refugee situations. Time periods and frequency of monitoring may of course be adjusted by the user.

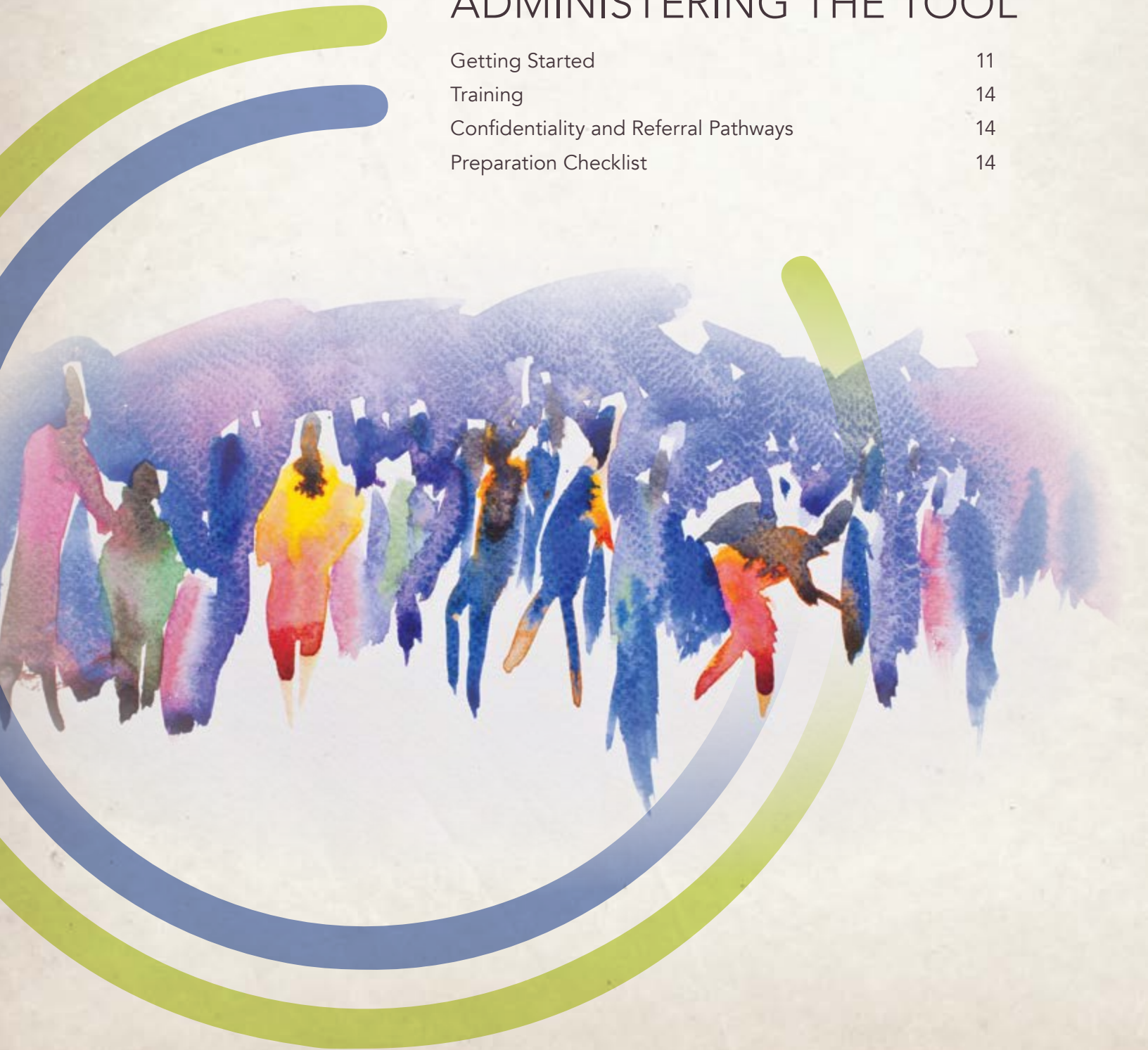


This user manual is designed to guide users, like you, through the process of administering the SRI.

# GENERAL GUIDANCE:

## ADMINISTERING THE TOOL

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## Getting Started

The SRI is not designed to be implemented as a questionnaire to read verbatim and simply record clients' responses (i.e. self-evaluation). Rather, it is a tool to aid you, the user, in making an educated evaluation of the household's status across the domains. It provides the opportunity to have a conversation with the refugee household and learn more about their circumstances in order to inform program responses. To administer this tool, you will use a combination of discussion with the clients, direct observation (during a home visit if one takes place), knowledge of local conditions, and any prior knowledge of the household's circumstances, to arrive at an evaluation.

The conversational approach that should be taken when administering this tool can also be used to develop rapport with a household and to establish an initial relationship between practitioners and new clients. Interviewers should not simply ask questions directly and record the first answer voiced by respondents. Response options for many of the domains in this tool can only be

distinguished after gathering information about multiple factors within a given domain. **You should not read off the answer choices to the respondent. Having enough information about a household in order to select a valid response item will require the interviewer to facilitate a back-and-forth dialogue with the respondent that may be accompanied by several probing questions.**



# Household

A household is a unit that includes one or more individuals, who may or may not be related, living within the same dwelling structure.

## Defining a Household

This tool should be implemented at the *household level*. A household is a unit that includes one or more individuals, who may or may not be related, living within the same dwelling structure. Household members share housekeeping and eating arrangements and will likely consider one adult member (male or female) to be the head of the household (though it is not necessary for you to identify who this member is).

Households may include parts of families or more than one nuclear family. For example, a household might consist of:

- A male adult, his wife, their two children, and the wife's mother and father
- A female adult, her husband, her son from a previous relationship, and her brother's daughter
- A female adult, her child, and her sister
- A male adult, his wife, his daughter-in-law, and his two grandchildren
- An older sibling of any age caring for younger siblings
- Same sex partners with or without kids
- A single person living alone

Individuals that live in the same dwelling but do not share housing arrangements (e.g., they do not manage their food sources or incomes together) should not be considered as one household. Rather, they should be interviewed as two separate households.

**Note:** This definition of a household is drawn from standard protocol in the *Demographic and Surveys*. Please see: ICF International. (2012) *Demographic and Health Survey Sampling and Household Listing Manual*. MEASURE DHS. Calverton, Maryland, US: ICF International

Consider the following when first introducing the SRI to a household:

1. Depending on your relationship with the respondent and your organization's protocol, you may or may not need to call the respondent ahead of time to schedule the interview.
2. Before asking if the respondent is willing to answer the SRI questions, be sure to introduce yourself, the tool, and the purpose of your visit
3. Assure the respondent that all information shared will be kept strictly confidential within the organization, unless the respondent has explicitly given permission otherwise, and will be anonymized if released as public data.<sup>1</sup>

## Selecting the Chief Respondent(s)

When selecting the chief respondent(s), note that more than one person may be involved in the conversation; your decision to interview one household member v. two may depend on whether you are conducting a home or office visit and whether or not you believe interviewing more than one person might cause conflict. Efforts should be made to select as the chief respondent the household member(s) that know(s) the most about the household's current situation. This person (or people) will typically be an adult and will likely, but not always, be the one(s) who handle(s) the household's finances. While it is up to your organization to decide who

should be selected for the interview, it is important that you prioritize selecting the same respondent(s) within a household for all follow-up interviews. By interviewing the same respondent(s) over time, you can more confidently assert that changes in responses are reflective of changes in the household's situation rather than changes in the respondent. Note that circumstances may prevent a previous respondent from being available for follow-up visits; in such a case, be sure to note in the tool that the chief respondent has changed when conducting the follow-up. Finally, you may come across a household in which two members (such as a husband and wife) want to be interviewed together. In such a case, encourage the two respondents to come to a consensus on responses where they disagree, and be mindful of sensitive topics and ensuring respondents' safety and comfort in the event of a serious disagreement or revelation of sensitive information.

## Data Collection Platforms

In most cases, the SRI will be administered via a mobile device using a data entry platform. We highly recommend that you employ data collection platforms for data collection as they are capable of automatically calculating the final and domain-specific scores when the interview is complete. The SRI is currently available in CommCare and Kobo, but plans to expand data entry platform availability are underway.



Employ data collection platforms

<sup>1</sup> Per best ethical practices, also inform the respondent that he or she has the right to stop the interview at any time or to skip questions as preferred without penalty.

There are four main sections in the SRI; **Part 1** collects basic biographic information and composition of the household; **Part 2** comprises the domains of self-reliance; **Part 3** includes a few open-ended questions for the respondent and, finally; **Part 4** provides space for the interviewer to share reflections on the household's circumstances and self-reliance.



## Training

Please contact the RSRI team at: [betterlivesnow@refugepoint.org](mailto:betterlivesnow@refugepoint.org) and provide an email address to receive the latest training guidance and learn of any available training opportunities.



## Confidentiality and Referral Pathways

Use of the SRI should be governed by organizational protocols on confidentiality. In the event that these protocols do not exist, please follow UNHCR confidentiality protocols, which can be found at: <https://www.unhcr.org/en-us/data.html>.

**Utilization of this tool with refugee households may alert you to a variety of unmet needs facing your clients. In order to ensure ethical administration of this tool, it is strongly recommended that your organization has verified, reliable, and appropriate referral pathways in place for the following services: food aid, education access or assistance, healthcare support, psychosocial support, issues around protection, and legal needs whenever possible.**



## Preparation Checklist

Before you begin administering the SRI with clients, it is recommended that your team review the following checklist and ensure all items have been addressed.

### ✓ Agreeing on Shared Definitions

As you read through the guidance for **Part 2**, you will notice a few places in the domain-specific instructions where you will be asking questions as they relate to the specific regulations and conditions relevant in your setting. Before you administer this tool with client households, you and your team must decide on definitions for the following:

- The documentation from which you will collect the "Case/Identity Number" for **Part 1**. For example, you may elect to use the UNHCR case number, the household's ID number within your organization, or their ID from the country-of-origin. Decide on which you will collect beforehand so there is no confusion after data collection.
- The local definition of "school-age". This definition is needed for Domain 3 and should represent the age at which children are required/expected to attend school based on host government regulations.
- Legal documentation for employment (Domain 7). This question is less about the actual documents and more about legal authorization for employment or business activities. In some locations, documentation (i.e. work or business permits) may be required; in other locations, just knowing



that a refugee's work or business is legally authorized or sanctioned by the government is sufficient (without documentary proof).

The question aims to understand whether clients are working legally or illegally, which in the latter case might make them vulnerable.

### ✓ Confidentiality Protocols

Review the protocols your team will follow and confirm all team members understand the importance of these rules.

### ✓ Referral Pathways

Ensure all referral pathways for existing services in the area have been agreed upon and shared with the team.

### ✓ Disclosure of Trauma

Refugee households have often been through harrowing experiences in their countries of origin, on their migratory journey, or in their new foreign surroundings. As such,

the interview process may involve the disclosure of traumatic events and corresponding distress for the respondents. It is critical that your team be prepared to address such events appropriately and sensitively.

Interviewers should remember to administer this tool with the "Do no harm" imperative in mind. During the interview, be mindful of the respondent's demeanor and attuned to potential signs of distress. If discussion of a particular topic appears to be distressing, offer to take a break. NEVER insist on continuing the interview if the respondent requests a break and avoid aggressive questioning that might make the respondent uncomfortable. A respondent may ask to discuss a particular issue in private, without other family members or children present. Always honor such a request and offer that option if you sense there is a sensitivity. Do your best to make the respondent feel comfortable at all times.



Discuss your team's protocol prior to administering any interviews with clients. We recommend that you practice role playing the disclosure of traumatic events and interviewer responses with staff. Importantly, review how the disclosure of certain traumatic events might trigger a referral to protection or psychosocial support services, if necessary.

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# PART 1 BIOGRAPHIC INFORMATION

The biographic data collected in Part 1 is generally straightforward and most of the information can and should be obtained by copying it over from the household's government-issued, UNHCR or other relevant documentation. Following the introduction described above, if you do not already have the households' basic bio data information on file, you should request to see the household's documents so that you (or a colleague) may copy the information into Part 1. **Remind the respondent that all identifying information gathered for Part 1 will be anonymized when shared outside the organization.**

Some items in Part 1, such as 'Sex of Assessor', are collected for potential future analyses of the tool and implementation processes. Additionally, please consider the following when completing Part 1:

## Case/Identity Number

**The organization utilizing this tool should come to a consensus on the preferred source for this**

**item beforehand.** Some locations will prioritize UNHCR documents or documents issued by the host country (such as an alien card), while others may prefer to include documents from countries of origin, or to assign a new case number by the agency conducting the assessment. Be sure all interviewers from the same organization have been consistently trained on what number to use.

## Primary Language of Household

Primary language refers to the language that most or all household members use most frequently to communicate with one another. Consider the languages of your client households prior to using this tool. Be sure to engage the appropriate staff for interviews such that the interviewer and client can communicate well in the same language, or through an appropriate interpreter.



## Dependency Ratio

Dependency Ratio =  
 (Population (0-17) +  
 Population (60+)) :  
 Population (18-59)

Information on household composition is collected in order to calculate a “dependency ratio,” the ratio of individuals not of working age to those of working age. While these age ranges might not correspond to the reality of whether individuals are working or not, this ratio might provide useful insight into the family’s situation.

## Address

This information is collected for follow-up by the assessing organization. It is left up to each organization to decide how much detail to collect; an organization may choose to use GPS coordinates, record the street and house number (if applicable), or simply write the neighborhood name and nearby landmarks – whatever information would be necessary to locate this household again. In addition to facilitating practitioner follow up, this information will be helpful to determine trends, and client access to services. For example, this information can help assess whether there are more safety concerns in certain neighborhoods as compared to others.

## Contact Information

The interviewer should attempt to collect information for multiple points of contact in the household to facilitate client follow up.



In some locations, the SRI may integrate with other organizational or governmental assessment and evaluation systems; this may mean that the biographic information will need to be expanded to ensure data integration. This can be managed through the different data collection platforms.

# PART 2 DOMAIN-SPECIFIC GUIDANCE

This section provides guidance on how to gather information and score each domain of **Part 2**.

Specifically, you will find information on the purpose of each domain, suggested guiding questions, how and when to probe further, and how to distinguish between response options. Hypothetical responses and how they should be scored are also included.

The guiding question included in each domain can serve as a useful way to start the dialogue on the given topic, but you should let the conversation flow naturally when possible. For example, if, when asking the respondent about healthcare access in Domain 4, the respondent starts discussing a member's disability, there is no need to pause the conversation and formally ask the guiding question for Domain 5 on health status. Allow the respondent to continue discussing this household member's health condition, using probing questions as needed to capture the information needed for Domain 5. Relatedly, **if you come to a question that you have already discussed with the respondent, you do not need to ask the question again**; simply select the appropriate response. Making space for this natural progression of dialogue, while trying not to veer too off topic, will make the

respondent feel more comfortable and forthcoming with responses. It is not expected that you will read every word of the tool to the client. If you are able to make your assessment based on your conversation with the client without specifically posing the questions and response options, feel free to do that. It will make the process feel more natural, less "clinical," and will likely lead to more accurate scores.

## Probing Questions

As you use this tool, you may come across respondents who tend to give short, "yes-no", responses to questions. There may be a variety of reasons that the respondent provides terse responses but, sometimes, the respondent may simply not be reflecting deeply enough on the question posed. This is where probing questions can help. Probing questions are optional, but they can be a great tool to employ when a respondent does not answer, claims she does not know the answer, or seems to answer quickly without really thinking about the question. When asked respectfully, a probing question can also usefully help to address any inconsistencies



There may be a variety of reasons that the respondent provides terse responses

(e.g., when the respondent claims the household has no income in Domain 8, but he or she reported doing part-time work in Domain 7). Your utilization of probing questions (or “probes”) will vary greatly according to the respondent and the domain; some domains are relatively straightforward, and others may require a lot of discussion to gain a complete picture of the household’s situation. Potential probing questions are included below where relevant, but you can always ask additional questions whenever you feel doing so would be helpful. You will also find examples below that demonstrate how to probe effectively.



### Important Comments

At the end of each domain, there is space for you to include observations, notes, and/or

questions for later. These notes are critical, particularly for practitioners that will be using the tool to track households’ changes in self-reliance over time or to plan programmatic responses or make referrals for services.

For each domain, you can use the available space to make note of any important, unusual or contradictory reflections, explain why you think a household might actually fall in between two response items, or flag the need for a relevant referral. Be sure to review your notes when the interview is complete and connect the household to the appropriate resources as necessary. Also ensure that your comments are clear; you should provide enough detail so that another interviewer or staff member can clearly follow your comment and understand why you included it.



### Pro tip: Confirming an Answer

When you feel you have discussed a given domain sufficiently, you will review the response options and select the item(s) (depending on the domain) that best fit the household’s situation. Even when you have used several probing questions and facilitated a two-sided conversation on a given domain, you may miss something relevant regarding the domain. It is recommended that, prior to selecting item(s) in the tool, you confirm your selection with the respondent. For example, after discussing the household’s food consumption in Domain 2, you might conclude response option #3 best matches the household’s food situation. Prior to selecting option #3, you might say to the respondent, *“It sounds like your children had two full meals yesterday, while you had lunch only. Would you agree with that?”* Asking this question prompts the respondent to consider any relevant factors they may have inadvertently overlooked during the discussion.

## Domain 1: Housing



The purpose of this domain is to determine the household's type of housing and its adequacy, i.e. whether it is of adequate size and quality, and whether it is affordable for the household. To achieve all of these objectives, this domain is divided into two questions, with information on the dwelling size and quality collected in Domain 1a, and data on dwelling affordability captured in Domain 1b.

### Domain 1a: Housing Adequacy

#### DOMAIN 1A: HOUSING ADEQUACY

**Purpose:** To determine the household's type of housing and its adequacy (size and quality).



#### Guiding question:

How would you describe your current housing situation?

1. No shelter
2. Makeshift shelter (shack, kiosk, vehicle)/  
Shelter not fit for safe habitation
3. Temporarily hosted by friends, family,  
community/faith group, or emergency shelter
4. Apartment or house, not adequate
5. Apartment or house, adequate

**Include any important comments here (include relevant information about quality or size of housing):**



.....  
If the household lives in an apartment or house, ask the respondent whether or not he/she feels the housing is adequate.  
.....

The objective of Domain 1a is to determine the household's type of housing and its adequacy in terms of size and quality. You can use the **following guiding question** to get the conversation started, "*How would you describe your current housing situation?*"

Selecting between options 1, 2, and 3, will be relatively straightforward:

1. No shelter
2. Makeshift shelter (shack, kiosk, vehicle)/shelter not fit for safe habitation
3. Temporarily hosted by friends, family, community/faith group, or emergency shelter

In contrast, if the household lives in an apartment or house, you will need to select between options 4 and 5:

4. Apartment or house, not adequate
5. Apartment or house, adequate



The distinction between “adequate” and “not adequate” will be made by the respondent.

To maintain consistency in how this domain is scored across contexts, if the household lives in an apartment or house, the tool prompts you to ask the respondent *directly* whether he or she feels the housing is adequate. The respondent may take into consideration questions of size of dwelling relative to household size and composition, ability of dwelling to protect from weather and intruders, presence of (or close access to) running water, toilet, bathing and cooking facilities, etc. It is also recommended that your organization discuss and agree on what types of local housing are considered adequate and inadequate, in order to help guide the respondent if necessary. Housing types vary greatly globally so these are decisions that need to be made locally.

Home Visit: If you are conducting this assessment in the context of a home visit, in some cases, you might not need to ask any questions about the housing, but rather can simply make direct observations. For example, if you are conducting the interview in a church or mosque that is currently hosting the household, you can simply select #3. However, if the household is being temporarily hosted by friends or family, that will be necessary to ascertain.

If, however, you are unable to visit the refugees’ home and are meeting in an office or another location, you will need to ask the guiding and/or probing questions.

## Domain 1b: Rent

### DOMAIN 1B: RENT

**Purpose:** To determine the household’s ability to afford housing.



#### Guiding question:

How many months in the last 3 months have you **not** been able to pay rent?

1. 2-3 times
2. 1 time
3. None
4. Not applicable

**Include any important comments here:**



This question focuses on the ability to cover rent, regardless of where the money comes from.



The objective of Domain 1b is to determine the household’s ability to afford housing; and, in most cases, the answer can be obtained using the direct guiding question: *“How many months in the last three months have you NOT been able to pay rent?”*

This sub-domain may not be applicable in all locations or with all households in the same location. In those locations and with those households where paying rent and potentially falling behind in paying rent are relevant, this sub-domain is important for two reasons. First, it speaks to the household’s financial stability and capacity to secure the funds for rent on a monthly basis. Second, the question gives the user some insight into how vulnerable the household’s living situation is, and whether or not they may be at risk of being evicted. For example, a household that has been unable to pay rent for two of the last three months likely faces extreme financial pressures AND may face imminent risk of eviction and the vulnerabilities that come from that.

Help from others, formal assistance, and debt will be addressed in subsequent domains. Rent that was paid late should also not be counted as unpaid rent. If the household has not had shelter or has lived with a friend for free over the last 3 months, you should select option ‘4’: not applicable.

**!** Note that any month in which the household has paid rent – even if this rent was covered using a loan or gift – is not counted toward the total for this domain.



## Domain 2: Food

### DOMAIN 2: FOOD

**Purpose:** To determine whether the household is eating sufficiently.



**Guiding question:**

How would you describe your household’s food intake **yesterday**?

1. Household did not eat yesterday
2. Household was able to eat, but not even a full meal
3. Household was able to eat 1 full meal
4. Household was able to eat 2-3 full meals



- If you are not sure if food consumed constitutes a full meal, ask respondent whether household members felt the meal was enough.
- Score the household according to the lowest scoring member.

**Include any important comments here (including if yesterday’s food intake was not typical of the household’s food access):**

The purpose of this domain is to ascertain whether the household is eating sufficiently. This topic can be sensitive for some households, particularly if they find themselves in a position where they are eating much less than other families around them and less than their nutritional requirements. Be sure to broach the topic of food sensitively and reassure the respondent that you are not trying to pry into their personal affairs, but rather are hoping to better understand the household's situation so that you can serve them more effectively. The question, *"How would you describe your household's food intake yesterday?"* can be used to start the conversation. However, there are a few additional factors you will need to determine and consider in order to select the appropriate response option:

- 'Full meal': The concept of a 'full meal' can vary significantly by context. As such, when you are not sure whether the consumed food described constitutes a full meal or not, the tool relies on the respondent's own assessment of the adequacy of the meal. For example, if the respondent indicates that household members consume one simple meal a day, ask the respondent whether household members felt satiated after the meal. If they did feel the meal was enough, you can select response option #3; if they did not, select option #2.
- Score based on the lowest scoring member: Note that household members may consume a different number of meals each day. For example, a respondent may note that her children eat twice per day while she and her husband eat only once. For this question, you should default to the lowest number of meals per day consumed by a household member; in the example provided above, the adults only consumed 1 meal per day, so the appropriate response would be #3.



In some cases, households may have variable food consumption from day to day. If the respondents say that the prior day was not typical of their food consumption (e.g. perhaps they were fasting, feasting, or had greater or lesser access to food that day than usual), **utilize the comments section to note the discrepancy and to describe a typical day's food intake.**

## Domain 3: Education



### DOMAIN 3: EDUCATION

**Purpose:** To determine whether school-aged children are in school.

The Education score refers to primary and secondary formal education and aims to capture whether children are attending school, regardless of the nature of the barrier(s) to their attendance. The assessor will likely want to probe the reasons for non-attendance or irregular attendance.



#### Guiding question:

In the last 3 months, have the school-aged children in your household been attending school?

0. No school-aged children in household
1. None are in school
2. Some are in school
3. All are in school



- "In school" is defined as more than 50% of the time that school is in session.
- School-aged should be defined according to local regulations and norms.

**Include any important comments here, especially any details as to why children are not in school (working, prohibitive fees, safety, etc.):**

The purpose of this domain is to assess whether school-aged children are attending school. When necessary, you may start the conversation with the following guiding question: *"In the last 3 months, have the school-aged children in your household been attending school?"* You should know how many school-aged children are in the household from Part 1; be sure the respondent addresses the schooling situation for all children.

Take the following into account when discussing children's education:

- No school-aged children: You do not need to ask the guiding question for Domain 3 if you did not record any children of school age in Part 1. Select item #0.



**'School age': This should be defined based on local laws or norms. Agree on these ages internally at your organization before using this tool with clients.**

- In school: Being in school is defined as attending school more than 50% of the time that school has been in session in the last 3 months. Obtaining this information may require prompting, “Has [child’s name] ever missed school during the last 3 months?” “Approximately how many days and why?” The goal is not to gather the precise number of days absent from school, but rather to assess whether the child attends regularly and if not, why not. If school has not been in session in the last 3 months (i.e. vacation period), and this is the only reason the children have not been in school, mark them as ‘in school.’ Additionally, this domain is interested specifically in *formal* schooling. If a child is attending informal schooling for whatever reason, please *do not* consider this as formal schooling (but do explain the situation in the comments section).
- Past 3 months: If a child’s schooling situation has fluctuated over the last 3 months, ask the respondent about the child’s current schooling situation and whether this situation is expected to continue. If the current situation is expected to continue, select the response that matches the child’s current schooling situation.

**Include notes in the comments section explaining why any children are not attending school.** Pay attention to the reasons given for not attending school as many may relate to later domains and should be explored further during the conversations around those domains. For example, a child may not attend school because she is working (Domain 7: Employment) or because she is harassed by men on the journey to school (Domain 6: Safety). For school-age children not in school, you might discuss a plan with the family to address this and use the opportunity to encourage school attendance.



## Domain 4: Health Care

### DOMAIN 4: HEALTH CARE

**Purpose:** To determine whether the household is able to access the health care it needs.



**Guiding question:**

In the last 3 months, has your household been able to get the health care needed?

0. Have not needed health care in last 3 months
1. Did not receive the needed health care
2. Received some of the needed health care
3. Received all of the needed health care



The Health Care score includes primary and specialized health care, including acute and chronic conditions for all family members.

**Include any important comments here:**

The purpose of this domain is to determine whether household members have been able to access needed health care over the last 3 months. You can use the following guiding question if needed: *“In the last 3 months, has your household been able to get the health care needed?”* However, obtaining the answer for this domain will likely require you to use one or two probing questions as well. Please consider the following as you discuss this domain with the respondent:

- Option '0': This option is to be selected when the respondent claims that no household member has needed health care in the last 3 months. If the respondent gives this answer right away, it is recommended that you still probe the respondent to ensure he or she has given ample thought to the health care needs of all household members. For example, if the household includes a two-year child, you might consider asking: Has [child's name] needed any vaccinations or nutrition services in the last 3 months? Households with infants should be prompted to reflect on any antenatal, delivery, or postnatal care the child or mother might have accessed. Similar probing questions should be used for households with elderly or visibly ill members.
- Household roster: As this domain aims to capture whether or not household members have been able to access any needed health care, you may need to prompt the respondent about each household member to ensure he or she has not forgotten about a certain member's health needs.

As a reminder, probing may be a useful and necessary tool for this domain. **Please review the following dialogues for examples of how to probe effectively. You do not need to follow this conversation pattern verbatim; rather, these examples are meant to demonstrate how an interviewer should follow-up on responses and promote free-flowing conversation.**

**Example 1:**

**Interviewer:**

*In the last 3 months, has your household been able to get the health care needed?*

**Respondent:**

*No one has needed health care in the last 3 months.*

**Interviewer:**

*Okay. What about the 5-year-old? Has she needed any vaccines?*

**Respondent:**

*No, she finished her vaccinations over a year ago.*

**Interviewer:**

*Okay, and I see you are pregnant. Have you received any antenatal care for the pregnancy?*

**Respondent:**

*Oh, yes. I went to the clinic a couple weeks ago to check that the baby was okay.*

**Interviewer:**

*That's great. Where did you go for this check-up?*

**Respondent:**

*To the free clinic at the city center.*

**Interviewer:**

*Wonderful. And have you been able to get all of your pregnancy care at this facility in the last 3 months?*

**Respondent:**

*Yes, but they didn't have the iron pills I need to take and we couldn't afford them at the pharmacy. So I don't take those.*

**Interviewer:**

*Okay. And no one else has needed health care? Your mom? Your husband?*

**Respondent:**

*No, that is all.*

**Considerations:**

Only one household member has required health care and she was able to cover part of this care through health services. However, some of her healthcare needs were not met.

**Score: 2.**

Received some of the needed health care

**Example 2:****Interviewer:**

*In the last 3 months, has your household been able to get the health care needed?*

**Respondent:**

*Yes.*

**Interviewer:**

*Who has needed health care?*

**Respondent:**

*My father. He is very sick with cancer. We go to the hospital so he can receive pain medication.*

**Interviewer:**

*I'm sorry to hear that. And you were able to pay for this medication?*

**Respondent:**

*The hospital provides this for free.*

**Interviewer:**

*I see. And were there any services your father was not able to receive?*

**Respondent:**

*No he gets all the treatment he needs at the hospital.*

**Interviewer:**

*And what about you? Or your children? Have they accessed health care?*

**Respondent:**

*Yes. My 2-year-old son just received a vaccine from the clinic down the road last week.*

**Interviewer:**

*Anyone else?*

**Respondent:**

*No.*

**Considerations:**

Two members have needed health care and both have been able to receive it in full.

**Score: 3.**

Received all of the needed health care

**Example 3:**

**Interviewer:**

*In the last 3 months, have the members of your household been able to get the health care you need?*

**Respondent:**

*No, my wife is always very tired and weak but we don't have money for the doctor.*

**Interviewer:**

*Has she ever been to a free clinic or government-subsidized hospital for an appointment?*

**Respondent:**

*No, we don't know where such a place is.*

**Interviewer:**

*I can provide you with some information on this when the interview is over. What about you? Have you needed any health care in the last 3 months?*

**Respondent:**

*No, I am healthy.*

**Considerations:**

Only one household member has needed health care and she was not able to access it. This means that no household members that have needed health care have been able to access it.

**Score: 1.**

Did not receive the needed health care



Note that this domain refers only to access to health care for households that have *needed* or *tried to access* health care. If only one household member has needed healthcare, and she was able to access all required services, you would select item #3. If one household member was only able to access some of the needed health care, you would select item #2.



## Domain 5: Health Status



### DOMAIN 5: HEALTH STATUS

**Purpose:** To determine the presence of a health condition (mental or physical) that might negatively impact the household's ability to become self-reliant.



**Guiding question:**

Does anyone in your household *currently* have a physical or psychological health condition that interferes with income-generating activities?

1. Adult(s) in household has health condition that interferes with adult employment
2. Dependent(s) in household has health condition that interferes with adult employment
3. None of the above

**Include any important comments here:**



.....  
If two or more options fit the household's circumstance, select the lowest applicable score.  
.....

The purpose of this domain is to determine the presence of a physical or psychological health condition that negatively impacts the household's ability to become self-reliant. Specifically, this domain looks at two ways in which a health condition might interfere with a household's journey toward self-reliance. First, an adult household member of working age may have a condition that interferes with (either completely or partially) his or her ability to generate an income and support the household. Second, a child or adult may have a condition that requires a degree of care from an adult member that interferes with (either completely or partially) the adult's ability to generate an income. By the time you reach this domain, you may already have a sense of health conditions faced by household members from Domain 4. If you are not already able to answer this question based on information you have obtained up to this point, you can begin the conversation on this topic by asking the guiding question, "Does anyone in your household have a physical or psychological health condition that interferes with income-generating activities?"

Please consider the following when scoring this domain:



**Dependent:** For the purposes of the Self-Reliance Index, a "dependent" is defined as someone who is less than 18 years old or 60 or older. **Adult:** As above, an "adult" is defined as 18-59 years old.

- 'Psychological condition': You may need to explain what is meant by this term, as mental health is understood differently across various cultures and some respondents may associate a degree of stigma with reporting a mental health or psychological condition. A psychological condition can either be a congenital, intellectual or developmental disability or an acquired condition that causes mental, emotional, and sometimes even physical distress, and may include depression, post-traumatic stress disorder, anxiety or any other psychiatric condition, regardless of whether or not the individual has received a formal diagnosis from a clinician. However, the condition should be of a level of severity that it prevents either the individual's or the household's employment in some way.

The following descriptions provide a few examples of households in which a member faces a psychological condition, along with how these households would be scored.

*Example 1:* A male adult has severe anxiety and depression from trauma he experienced in his country of origin. He sleeps much of the day, has nightmares, and is too anxious to leave the house. Because of these symptoms, he has not worked in over 6 months and has no plans to start working.

**Score: 1.** Adult(s) in household has condition that interferes with employment

*Example 2:* A female adult has been severely depressed since giving birth five months ago. Before giving birth, she used to teach at a local school for refugees, but now she just works at the school a couple of times per week when she feels well enough.

**Score: 1.** Adult(s) in household has condition that interferes with employment

- 'Physical condition': A physical health condition may include a disease or chronic condition, such as diabetes, heart disease, cancer, HIV, etc., as well as an injury or permanent disability. The following descriptions provide a few examples of households in which a member faces a physical condition, along with how these households would be scored.

*Example 3:* A 5-year old child, who lives alone with his mother, recently suffered an accident that has left him partially paralyzed. He requires full-time care. His mother can't afford to hire help and so must take care of him instead of working.

**Score: 2.** Dependent(s) has health condition that interferes with adult employment

*Example 4:* A female adult lives alone with her son and elderly mother. Her mother recently broke her hip and was told she cannot walk for the next 2 months. As a result, the female adult has had to temporarily stop selling vegetables in the local market in order to care for her mother.

**Score: 2.** Dependent(s) has health condition that interferes with adult employment

- Response option #3: Household members with health conditions that do not interfere with their ability to work (and dependents with conditions that do not require care that interferes with adults' work) should be marked as option #3 for this domain. Households in which no members have any health conditions should also be marked as option #3.
- Score the household according to the lowest number response option that applies. For example, imagine a household that includes: a male adult with a permanent back injury that precludes him from working, a son with severe developmental delays that require full-time care, and a wife who takes care of the son full-time. Both response options #1 and #2 apply to this household, and so you should select option #1, which will assign a lower score.



## Domain 6: Safety

### DOMAIN 6: SAFETY

**Purpose:** To determine whether the household's perception of safety impedes the *pursuit* of opportunities. Opportunities refer to activities that could help lead to self-reliance, such as going to school or work, attending meetings, etc. See User Guide for more examples.



#### Guiding question:

Does your household currently feel safe enough to pursue all of the social, economic and educational opportunities you want?

1. Don't feel safe enough to pursue any opportunities
2. Feel safe enough to pursue some opportunities
3. Feel safe enough to pursue all opportunities

**Include any important comments here:**



.....  
Score for the  
lowest-scoring  
household member.  
.....

The purpose of Domain 6 is to ascertain whether the household's perception (NOT the interviewer's perception) of safety impedes the pursuit of opportunities. Use the following guiding question to initiate the discussion: *Does your household currently feel safe enough to pursue all of the social, economic and educational opportunities you want?* For Domain 6, respondents might require some probing from the interviewer in order to thoughtfully reflect on their day-to-day activities and safety threats.

- Some respondents might struggle with the word “opportunities” since they might feel that there are few if any opportunities available to them. By opportunity, we simply mean activities that could help lead to self-reliance, including developing social networks.



Safety concerns need not necessarily be only physical in nature; verbal threats to safety, harassment, and intimidation all fall under the definition of safety concerns, if they are severe enough to prevent the household members from moving around freely. In order to be counted within this domain, respondents need to indicate that these safety concerns impede their pursuit of “opportunities,” such as taking children to school, applying for jobs, traveling to work, etc.

Consider the following points for Domain 6:

- ‘To pursue all the social, economic, and educational opportunities you want’: Safety concerns that impede a household member’s ability to pursue opportunities might include:
  - A child that stops going to school due to harassment or fear of abduction faced on her walk to school.
  - A woman may no longer sell scarves at the market after experiencing harassment there by vendors or fellow shoppers.
  - An adult female without any social ties in her refugee community might want to attend a weekly meeting where neighbors contribute to an informal savings account and discuss their daily life, but she doesn’t feel safe walking to this meeting at night and so she does not attend.
- *Perception of safety*: This domain aims to capture the presence and influence of safety threats as *felt* by the household members, NOT as identified by you, the interviewer. For example, a respondent may discuss a current situation that he claims makes him feel unsafe to go to work, but you may not perceive this situation to be a safety threat. However, as long as the respondent can share how he feels this situation threatens his ability to safely get to work, it should be counted as a safety threat.
- Score for the lowest-scoring household member: Even if only one member of the household feels unsafe and all other members feel safe, response option #1 or #2 should be selected.

Some respondents will be forthcoming in discussing safety concerns, but others may be quick to answer ‘no’ without giving much thought to the question. As noted, you can and should probe these respondents to think through their current activities and any individuals, places, or situations that might hinder engaging in these activities safely. The following examples of probing questions can be used as appropriate, but be sure to adapt the questions to meet the situation of the household:

- *Do you and other members of your household feel safe going to work?  
Have you had to miss work due to these threats?*
- *Do your children face any safety concerns at school?  
What about on the walk to school or when they go to play outside?*
- *Have you ever felt unsafe living in this dwelling or another dwelling in the last 3 months?*



## Domain 7: Employment

### DOMAIN 7: EMPLOYMENT

**Purpose:** To determine whether the household is engaged in income-generating activities.

The Employment score should consider any income-generating activity: self, wage, formal/informal employment, seasonal, part-time, small businesses, etc. Score the highest possible score attained by any adult member of the household (e.g. if one adult is employed full-time and another part-time, score full-time). Part-time or full-time employment could be made up of a number of different jobs.



**Guiding question:**

How would you describe the income-generating activities that household members are engaged in, in the last 3 months?

1. No employment
2. Temporary, irregular, seasonal
3. Regular part-time (including self-employment)
4. Full-time (including self-employment), without necessary legal documentation
5. Full-time (including self-employment), with legal documentation, if necessary



- If two or more options fit the household's circumstance, select the highest applicable score.
- "Part-time" is defined as less than 35 hours per week. Full-time is 35+ hours per week.

**Include any important comments here especially if there is a situation of child labor:**

The purpose of Domain 7 is to ascertain whether household members are engaged in income-generating activities. Income-generating activities are defined as any activity or service performed by a household member that results in financial payment of some kind; relevant activities may be informal or formal, involve working for others or self-employment, and may be compensated through cash, check, electronic methods, or with in-kind payments (such as covering the cost of rent or food). There are a multitude of ways in which someone might be employed or generate income; be sure to read carefully through the considerations below when selecting the response item for this domain. To start, use the guiding question, “How would you describe the income-generating activities that household members are engaged in, in the last 3 months?” Again, you will be familiar with the members of the household from Part 1; ask specifically about each member that could reasonably work to make sure you are accurately capturing the household’s situation. Keep in mind what you have heard from the responses to previous domains. For example, if the respondent noted that a child in the house does not go to school due to work or begging, be sure to prompt the respondent about the child’s work at this time.

Carefully consider the following points when discussing the household members’ employment:



#### Temporary/irregular/seasonal:

This type of work includes any income-generating activity that is not consistent or reliable on a weekly or monthly basis.

- For example, temporary, irregular, or seasonal work might include occasional construction work, work moving boxes for a store as-needed, or farm labor during harvest season, respectively. **Importantly, temporary/irregular/seasonal work does not provide a reliable source of income for the long-term.** Additionally, if an individual had a regular part- or full-time job within the last 3 months, but is no longer employed in this position (and does not have any job currently), you should select option 2.



#### Regular part-time:

Regular part-time work differs from temporary, irregular, or seasonal work, in that **regular part-time work is consistent over time.**

- An individual with regular part-time work can assume that he will be able to rely on this job for at least the next several months; the job is not contingent on the season or a time-limited project. Additionally, part-time work does not exceed 35 hours/week. Selling coffee as a street vendor for four hours/day, washing neighbors' clothes three days/week, or working at a barbershop five mornings/week would all be considered part-time work.



### Full-time:

Full-time work follows the same criteria as part-time work, but comprises at least 35 hours/week. These 35 hours/week may comprise hours from multiple jobs.

- Note that many refugees will not have this documentation and it might be a sensitive subject as they might fear penalties from the local government. Alternatively, the local context might be such that it is considered normal and uncontroversial to work without legal documentation. If necessary, you can reassure them that this question is only asked in the interest of assessing whether their work is stable or whether they fear having their source of income cut off by the authorities. As described above in "Preparation Checklist" on p. 14, in some contexts it might be understood that refugees are authorized to work legally even without documentary proof. If this is the case and the client's work is authorized or 'legal' but they don't have a document to prove it, select option #5.
- Past 3 months: *As noted above, if an individual had a regular part- or full-time job within the last 3 months, but is no longer employed in this position (and does not have any job currently), you should select option 2.*
- This domain should be scored according to the highest scoring household member. If one household member has a seasonal job and another has full-time work without documentation, option 4 should be selected.

Differentiating between response items for this domain will require probing. The following dialogue provides an example of how to probe the respondent, ensuring you capture all forms of employment within the household. Again, you do not need to repeat the below conversation verbatim, but rather use the conversation as an example of how to probe.

**Example 1:**

**Interviewer:**

*How would you describe the income-generating activities that household members are engaged in, in the last 3 months?*

**Respondent:**

*No one works.*

**Interviewer:**

*How do you pay your rent?*

**Respondent:**

*My husband does some construction sometimes.*

**Interviewer:**

*Okay, does he do this regularly?*

**Respondent:**

*No, it's a few days here and there. Last time they needed him was a month ago.*

**Interviewer:**

*And you? Is there any work you've done in the last 3 months?*

**Respondent:**

*No, I always stay home with the kids.*

**Considerations:**

Only one household member works, and he has an irregular job. However, be sure to confirm your assessment of the household's situation by asking the respondent, "So it sounds like only one person in this household works, and he does temporary, irregular work. Is that correct?"

**Score: 2.**

Temporary, irregular, seasonal



**Example 2:****Interviewer:**

You mentioned that your 16-year old daughter stopped going to school last year so that she could work. What kind of work does she do?

**Respondent:**

She sells clothes on the street.

**Interviewer:**

At a kiosk?

**Respondent:**

Yes, she has a small kiosk on the corner. She goes there every morning.

**Interviewer:**

I see. And how many hours a day does she spend there selling clothes?

**Respondent:**

She leaves at about 9 am and comes home around 7 pm.

**Interviewer:**

So she works 10 hours a day? Does she have a permit for this kiosk?

**Respondent:**

No.

**Interviewer:**

And do you work? What about your 14-year-old son?

**Respondent:**

No, just my daughter. She is the only one that works.

**Considerations:**

Only one household member works, and she has a consistent job that takes up more than 35 hours/week. Because she does not have a permit for her self-employment business and refugees are not allowed to obtain such permits in her host country.

**Score: 4.**

Full-time (including self-employment), without necessary legal documentation



**Necessary legal documentation/permits: Defined as per host country regulations for employment, self-employment or business licensing, and as agreed upon by your agency.**

## Domain 8: Resources



### DOMAIN 8: FINANCIAL RESOURCES

**Purpose:** To determine sources for covering household's basic needs.

Households may use a variety of sources to cover their basic needs, such as remittances, rent support, cash assistance, wages and earnings from income-generating activity, or in-kind contributions, among others.



**Guiding question:**

In the last 3 months, how is your household supporting itself to meet its basic needs?  
[select as many as apply]:

1. Assistance
2. Borrowing money
3. Selling assets
4. Previous savings
5. Remittances/money/in-kind contributions given by friends or relatives
6. Work (including formal and informal work, petty trade, handicrafts, services, etc.)

**Include any important comments here:**



- Ask about each item in the list.
- The term 'assistance' refers to formal assistance or aid (cash or in-kind) provided by an organization, religious institution, the government or another formal entity; food or cash received from family members or close friends should not be considered 'assistance'.

The purpose of this domain is to understand the various sources a household has drawn on in the last three months to cover members' basic needs. Domain 8 is scored differently from the previous domains. For this domain, you will not select one response option that best reflects the household's situation; rather, **you will ask the household about each response option listed and select all that apply.** To start the conversation, you may ask the following guiding question, *"in the last 3 months, how is your household supporting itself to meet its basic needs?"* However, in addition to encouraging a free-flowing dialogue, you should also ask the respondent about each response option separately for this domain (however, you can skip asking about sources that you may already know the household uses from previous discussions, to avoid excessive repetition).



## This domain has six response options:

1. **Assistance:** This can include any assistance provided by a local organization, aid agency, religious institution, or government. Assistance may comprise cash given directly to a household, but it may also include assistance received in the form of food or food vouchers, direct payment of or waived school fees, health care provided by an aid agency, or rent support. Money given by friends or family does not qualify as assistance; this source of support should be scored as option #5.
2. **Borrowing money for food/and or money:** This can include both formal loans from a financial institution, informal debt with a grocer or other service provider, or cash borrowed from friends or family.
3. **Selling assets:** This option should be selected if a household has sold an asset in the last 3 months for the sole purpose of generating income (i.e. it is not something that they would have sold anyway because they no longer needed it).
4. **Previous savings:** Depending on how long ago the household came to the host country, they may still be relying on savings from the country of origin. If the household has relied on their savings to meet basic needs in the last 3 months, this option should be selected even if the savings is currently depleted; you will capture this change in savings reserve the next time you interview the household.
5. **Remittances/money/in-kind contributions given by family/friends:** A remittance is a sum of money sent by mail, through a bank transfer, through individuals, or other cash transfer arrangements (including mobile apps, such as Mpesa, PayPal, Venmo, etc.). Remittances typically come from individuals living in another country. For the purposes of this response option, you should also include any money given to the household by local family or friends. Note that remittances and gifts differ from borrowed money, as the recipient is not expected to repay the amount. In-kind contributions from friends or family, such as staying in someone else's house, rent-free, or donations of food should be counted in this option as well.
6. **Work: This option should be selected if the household answered 2, 3, 4, or 5 for Domain 7.**

The following dialogue provides an example of how to administer Domain 8.

## Example

**Interviewer:**

*Now I'd like to ask you about the last 3 months, and how your household is supporting itself to meet its basic needs. I remember you mentioned something about assistance when we discussed food consumption earlier. Do you have UNCHR/WFP food vouchers?*

**Respondent:**

*Yes, we have a food card from UNCHR/WFP that we use to buy food.*

**Interviewer:**

*Okay, and have you had to borrow any money from friends or family? Maybe to pay rent? Or to pay for healthcare?*

**Respondent:**

*No, we can't borrow money because we can't pay it back. No one would lend to us. I wouldn't even ask.*

**Interviewer:**

*Has anyone in your household sold any asset in the last 3 months to cover basic needs?*

**Respondent:**

*What do you mean?*

**Interviewer:**

*For example, maybe you had a tv or a stove that you sold so you could use the money to buy food?*

**Respondent:**

*Oh, I see. We sold our fan last month to help with rent.*

**Interviewer:**

*And have you drawn from any savings in the last three months?*

**Respondent:**

*No, we don't have savings.*

**Interviewer:**

*Has anyone given you money that you don't have to pay back? Family from back home, or friends? Even friends here?*

**Respondent:**

*No, no one has money to give us.*

**Interviewer:**

*I see; I'm sorry to hear that.*

*[Interviewer does not ask about #6 because the respondent indicated that he performed temporary construction jobs in Domain 7.]*

**Score: 1, 3, and 6**

## Domain 9: Assistance



### DOMAIN 9: ASSISTANCE

**Purpose:** To determine whether the household relies on assistance to cover any basic needs.



#### Guiding question:

Have you relied on assistance for any of the following in the last 3 months? [select as many as apply]:

0. No assistance
1. Food
2. Utilities/Housing
3. Healthcare
4. Education (primary and/or secondary education)
5. Other (include a description in Comments section)

**Include any important comments here:**



- Ask about each item in the list.
- See definition of 'assistance' above.

The purpose of this domain is to determine whether the household relies on assistance to cover any of its basic needs.




In the SRI, the term 'assistance' refers to formal assistance or aid (in cash or in-kind) provided by an organization or other formal entity (government, religious institution, etc.); food or cash received from family members or close friends should not be considered 'assistance'.

This domain is scored similarly to Domain 8 in that you will select as many options as apply to the household's situation. You can introduce the domain by asking, "Have you relied on assistance for any of the following in the last 3 months?" **You should ask the respondent about each basic need in the list**, though if you have already covered some of the items in the discussions of previous domains, you do not need to ask again. Select each basic need for which the household has used assistance to cover, either in part or in full, in the last 3 months.

- **Food:** Food assistance includes any form of food support provided from the host government, community-based organizations, UNHCR, World Food Program, religious institutions, or any organization. This support may come in the form of actual food, food coupons/vouchers, cash that can only be used with a food supplier, or general cash assistance that the household uses for food. Food or cash to purchase food given by friends or family does not count as assistance; only formal sources of assistance apply for this question.
- **Rent/utilities:** Assistance in this category might include cash assistance provided by an organization to be used for rent, a rent voucher, direct payment to a landlord, or in-kind provision of a dwelling or shelter by an organization.
- **Healthcare:** Healthcare assistance includes any care provided for free by the government, a health clinic, a local organization, or any other entity that did not require the household to pay for services. It also includes care that is not entirely free but is heavily subsidized, leaving a small portion for the households to pay. A household that receives cash assistance from UNHCR or another organization, and uses this cash assistance to pay for health services, should also be considered to have used assistance. Health insurance provided by the government or any other entity should not be considered assistance.
- **Education:** Education assistance may come in the form of help with school fees or other costs associated with schooling (such as required uniforms or textbooks). Again, school assistance must come from a formal organization in order to be counted in this domain. Assistance or financial aid provided for tertiary education or vocational school should not be considered for this item option.
- **Other \_\_\_\_\_ (mandatory to include a description):** If a respondent shares that his or her family has relied on assistance to meet other basic needs, such as transport, in the last 3 months, you should also select option 5. Please note that you must provide a description of the basic needs for which the client used assistance in order to select this option.
- **'No assistance':** If, after asking about each basic need in the list, you learn the household has not relied on assistance for any basic need, select option #0.

---

 **Important note:** After entering responses for Domain 9, check to make sure the information about assistance is consistent between Domains 8 and 9. If, for some reason, you missed including '1- Assistance' in Domain 8 but the household reported receiving a form of assistance in Domain 9, go back to check '1' in Domain 8.

---

## Domain 10: Debt



### DOMAIN 10: DEBT

**Purpose:** To determine whether the household has incurred debt to cover any basic needs.



#### Guiding question:

Do you currently have any debt (no matter how small) for any of the following? [select as many as apply]:

0. No debt
1. Food
2. Utilities/Housing
3. Healthcare
4. Education (primary and secondary education)
5. Transport
6. Investment (include a description in Comments section)



- Ask about each item in the list.
- 'Investment' refers to a loan taken to improve one's standard of living in the long-term, e.g. for business, tertiary education, a home or car, etc.

**Include any important comments here:**

The purpose of this domain is to assess whether the household has incurred any outstanding debt to meet its basic needs, as well as to understand which basic needs are currently being met using borrowed money. This domain is scored similarly to Domains 8 and 9 in that you will select as many options as apply to the household's situation. **If the household does not have any outstanding debt, you should select response option #0.** You may use the following guiding question to start the conversation: *"Do you currently have any debt (no matter how small) for any of the following [select as many as apply]:"* You should **ask the respondent specifically about each category, unless you already covered some of the items in the discussions of previous domains, in which case you do not need to ask again.** The household may not have borrowed money with a specific category in mind, but you should ask the respondent to reflect on whether they have used an outstanding loan for each purpose.

Please also consider the following when scoring Domain 10:

- Defining debt: Money that has been borrowed and is expected to be returned (with or without interest), no matter how small the amount, should be considered a debt. Debts can include formal loans taken from a financial institution as well as informal loans taken from a friend or credit from a local grocer.

- Option 6: Investment: When discussing this domain with a respondent, he or she may share that the household has taken a loan to invest in their standard of living. For example, the respondent may have taken a loan to invest in a business, higher education, a home mortgage, a car loan, etc. Any current debt held by the household that has been taken to improve the household’s standard of living, as opposed to debt that has been taken for survival/to cover basic needs, should be marked within Option 6. Given that debt for an investment is taken as a proactive step to improve self-reliance (as opposed to taking on debt to pay for basic needs), this type of debt will not be counted against a household when calculating the domain score. However, it is still encouraged that you mark when a household has such a loan in order to track a household’s progress over time. For example, you might find it useful to assess a household’s self-reliance three months after they noted taking out a business loan.
- Option ‘0’: Select response option ‘0’ if the household does not currently have any outstanding debt.

## Domain 11: Savings



### DOMAIN 11: SAVINGS

**Purpose:** To determine whether the household has any current savings.



**Guiding question:**

Do you currently have any money you have saved or put aside, or assets you could sell if needed?

1. No, no savings or sellable assets
2. Yes, but not enough to cover one month’s expenses (basic needs)
3. Yes, enough to cover one month’s expenses (basic needs)
4. Yes, enough to cover one month’s expenses (basic needs) plus enough to purchase an asset, or reinvest into one’s business, or to sustain a moderate health crisis

**Include any important comments here:**

This domain captures information on whether the household has any current savings. To start the conversation on savings, you can ask the respondent, *“Do you currently have any money you have saved or put aside, or assets you could sell if needed?”*



This question is relatively straightforward and will not necessarily require much probing. However, you should be sure to remind the respondent that savings may include money put aside through a number of different mechanisms, including a formal institution, a box under one's bed, or informal group savings accounts, among others.



Note, assets or other investments (such as appliances, equipment, inventory, etc.) that households *could* sell in the case of an emergency, may also be considered savings.

## Domain 12: Social Capital



The purpose of this domain is to understand the household's support networks and relationships and the ways in which those might help bolster the household's living conditions. To capture the different dimensions of social capital, this domain is divided into two sub-domains.

### Domain 12a: Financial social capital

#### DOMAIN 12A: FINANCIAL SOCIAL CAPITAL

**Purpose:** To determine the financial networks available to the household.



#### Guiding question:

If someone in your household were to have an emergency, do you know people that would be able to lend you money to cover the associated costs?

1. Knows no one who could lend money
2. Knows someone/ has community support that could lend money


**Include any important comments here:**



Answer for the highest scoring household member.

The purpose of this sub-domain is to understand the household's financial support networks and relationships. Specifically, this domain helps to assess whether the household has networks that are in a position to lend money. **For this sub-domain, you should ask the guiding question provided in the tool verbatim:** "If someone in your household were to have an emergency, do you know people that would be able to lend you money to cover the associated costs?"

It is important to remind the respondent that this is a hypothetical question; you are not asking the respondent if he has ever borrowed money from someone else, but rather if such a person or community exists that he could rely on. After asking the initial question from above, you may need to probe the respondent to consider all possible networks that might be able to lend him money in an emergency. For example, if the respondent immediately answers that he does not know any such individuals, you can probe by asking, “*What about any family? Neighbors? Maybe any friends on another street? Your pastor or religious community?*” Additionally, be sure to ask about individuals that might have been referenced in the discussions around previous domains. For example, in Domain 1a, a respondent might have mentioned that her household stayed rent-free with a woman they met at the market. When asking the question for Domain 12a, you can ask the respondent, “And what about the woman who let you stay in her house? Do you think she would be able to lend you money in an emergency?”

 **Note that this domain should be scored based on the highest scoring household member. If only one member of the household has someone she could turn to in an emergency, option 2 should be selected.**

## Domain 12b: Relational social capital

### DOMAIN 12B: RELATIONAL SOCIAL CAPITAL

**Purpose:** To determine the networks and relationships available to the household.



**Ask two questions:**

Are there people that you or your household members ask for advice and/or information?

Are there people that ask you or your household members for advice and/or information?

- 0. Neither
- 1. Household members ask others for advice/information ONLY
- 2. People ask household members for advice/information ONLY
- 3. Both 1 and 2

**Include any important comments here:**



By ‘people’ we mean friends, family, neighbors, etc. but not institutions or organizations.

The purpose of this sub-domain is to understand the household's relational social capital network. **This is the only domain that has two guiding questions, and you should ask them both verbatim:** *"Are there people that you or other household members go to for advice and/or information? Are there people that come to you or other household members for advice and/or information?"* However, you can wait for an answer to the first question before asking the second. If the respondent indicates he has no one to turn to for advice and no one asks him for advice either, you will select option 0.

Clients may ask for clarification such as "what sort of advice or information?" You can provide examples relevant to your location. These could be, for example, information about work opportunities, or where to shop to get the best prices, or what areas to avoid that might be unsafe, or which agencies are providing assistance, etc. Basically, this domain aims to assess whether the clients are "on their own" (isolated from their surrounding communities) or connected through networks of trust, friendship, or neighborliness in ways that give them social capital that might help improve their living conditions.

# PART 3 OPEN QUESTIONS



Refugees' lives are nuanced and complex, and not all relevant information can be captured in within the domains of the SRI.

Part 3 provides the respondent with the opportunity to share feedback or any pertinent information the tool may have missed, especially as it relates to their path to self-reliance.

You may ask the respondent, *"Do you have anything else you want to share?"* or *"Is there something that I should have asked you that I did not?"* Allow the respondent ample time to feel heard and address any concerns he or she may have. You can help the respondent to feel heard by asking, *"Is there anything that would help you and your household to achieve self-reliance?"*

During this part of the interview, you may also discuss any referrals you want to share with the respondent as well as coordinate any follow-up visits your organization may provide. You may also wish to thank the respondents for their time. Part 3 completes your interaction with the client.

# PART 4 INTERVIEWER ASSESSMENT



The last part of the SRI, Part 4, is to be completed by you *after* the interview; you do not complete this part of the tool in conjunction with the respondent.

When answering these questions, you should consider not only the answers you entered for questions in Parts 1 and 2, but also your observations during the interview and your overall impressions from interacting with the respondent. It is important to note that the answers you provide in Part 4 do not count toward the household's Self-Reliance Index score. Rather, the questions in Part 4 can be used by both (i) your organization, to provide a more qualitative assessment of the household's self-reliance and; (ii) the RSRI, more broadly, to examine the predictive validity of the SRI.

## Part 4a

Part 4a allows you, the interviewer, to provide notes detailing any other topics that arose during the interview but were not captured in previous parts of the tool. Keep in mind that these notes can be used to help guide your organization's engagement with the household and to reference during follow-up SRI interviews.

## Part 4b

Part 4b provides space to summarize any critical needs of the household identified during the interview, along with detailed information regarding the appropriate referrals you will provide for the household. As a reminder, to the extent possible, **you should have clearly delineated, appropriate, and reliable referral pathways established to available services in your location prior to administering this tool.**



Areas in which you may need to provide referrals might include (but are not limited to): food aid, education access or assistance, healthcare support, psychosocial support, issues around protection, and legal needs. While not all of these services will be readily available in all locations, efforts should be made to connect the respondents with suitable services whenever possible.

# SCORING

One of the primary objectives of the SRI is to produce a measure of self-reliance that can be tracked over time. This SRI score is derived from Part 2 of the tool and signals a household's level of self-reliance at the time of the interview.

After piloting the SRI in Jordan, Kenya, and Mexico, the RSRI team employed the pilot data, in-field experiences, and the structure of the tool itself, to develop a robust scoring system (see Appendix A).

This system generates domain-specific scores and an overall score of self-reliance that is calculated from all twelve domains. Each domain, and Part 2 in its entirety, is assigned a final score from 1 to 5, where a higher score signals greater self-reliance. A scoring

template is provided for organizations using paper and pen to administer the tool (see Appendix A), but the calculations underlying the template are automatically programmed into the digital versions of the tool. It is highly advised to use the digital version of the tool if at all possible. Users will likely find it challenging to score the SRI manually as different domains are scored using different techniques and the final, aggregate score factors in the various domains differently.

# PRACTICE

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Now that you have read the User Guide and have an initial understanding of the SRI, it's time to put your new knowledge to work! Organizations using the SRI find that they are more successful in using the SRI with clients when they first devote at least 2-3 days to practice among staff. Practicing strategies that work well for some organizations may not necessarily be appropriate for your team, but previous piloting and testing has shown the following techniques to be helpful in becoming adept at SRI administration:

## Practice Scenarios

As a first step in further familiarizing yourself with the SRI domains and range of responses, we recommend reading through the two example households detailed in Appendix B. Each interviewer-in-training should read through each of the two examples and select responses for the domains in Part II of the SRI, as they see fit. Interviewers should be sure to take notes during this process, documenting any domains for which they were not confident in their response option selections. Then, all interviewers should come together and discuss the scenarios and response options (see Appendix C for answer keys), further strengthening the team's understanding of the domains and nuances in responses.

## Roleplay with the Group

Next, select two volunteers to act as interviewer and client. The two volunteers will stand in front of the rest of the staff and roleplay an example interview. To make the exercise as realistic as

possible, the staff member acting as the client should have a real client in mind when answering the questions. The first couple of times your organization tries this exercise, allow staff members to interrupt and ask questions whenever necessary; encourage staff to make suggestions for additional probes or alternative ways of asking questions. The third and fourth times conducting this exercise, have all staff members hold their questions to discuss until the end of the interview. During the discussion, point out missed opportunities for further probing, instances of too much probing, and any domains that still remain unclear.

## Roleplay in Pairs and the "Probing Police"

Next, have your staff break into groups of three and take turns roleplaying interviews with two staff members at a time. While one person acts as the interviewer, and one person acts as the client, have the third member of each group serve as the "probing police". One of the keys to having SRI

interviews run smoothly is mastering probing; interviewers must be comfortable probing when more information is needed as well as knowing when sufficient information has been gathered to answer the domain and stop probing. The probing police should observe the practice interview and interject when her or she feels that additional probing is needed, that the interviewer does not need to continue probing, or that there are better more effective probes that can be used for a given domain. Have each person

take turns assuming each of the three roles until everyone is comfortable with probing effectively and efficiently.

## Testing Knowledge

Appendix B provides stimulated interviews one might encounter when using the SRI with clients. Staff members should read the transcripts and practice filling out the SRI for these example households. Answer keys, with explanations, are provided in Appendix C.



## ADDITIONAL RESOURCES

For more information about the Refugee Self-Reliance Initiative, visit <https://www.refugeeselfreliance.org/>

For questions or comments about the use of the SRI, please contact [betterlivesnow@refugeepoint.org](mailto:betterlivesnow@refugeepoint.org)

For guidance on working with refugee populations, along with particularly vulnerable refugee subgroups, please visit <https://www.unhcr.org/en-us/resources-and-publications.html> for resources.

# APPENDICES

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# APPENDIX A SCORING TEMPLATE

Following the calculation of all domain scores (see figure below), the final aggregate SRI score will be calculated. First, all scored domains, excluding domains 2, 5, and 9 (Food, Health status, and Assistance), will be averaged together. Next, the following amounts will be subtracted from this average as follows:

Domain 2: Subtract  $(5 - \text{score}_2) * 0.15$

Domain 5: Subtract  $(3 - \text{score}_5) * 0.1$

Domain 9: Subtract  $(5 - \text{score}_9) * 0.2$

Finally, final scores below 1 and above 5 will be recoded as 1 and 5, respectively.



# APPENDIX B PRACTICE SCENARIOS

## Scenario #1: Celestin



“One of the worst parts of being a refugee here is trying to find schooling for my kids. We have four children that should be in school. The two boys attend, but the girls do not attend because I don’t have money for fees. Health care is also troubling us lately. I have a lung condition and I can’t get enough money to see a specialist. However, my wife needed to have her appendix removed in a hospital last month, and I was able to borrow money to get her the care and pay it back later.

At least we are all well enough to work. My daughters, my wife, and I all spend part of the day selling gum and candy at traffic lights.

For us, our best option now is doing small work for cash, as it is not visible to the community and doesn’t make us feel at risk of getting robbed. If we had a bigger business or people thought we were making money, we’d be afraid of break-ins to the house because our neighborhood is dangerous and there are break-ins all the time.

We live in a small shelter made of iron sheeting. You can see that it is too small for all six of us and that the door doesn’t even lock properly. Each month I struggle to pay rent to the person who leased us this land where I built the shelter. I think I’ve missed rent payments twice in the last three months, although I eventually paid the arrears owed. Yesterday we had two cooked meals. We had porridge in the morning and beans and ugali (a cornmeal paste) in the evening, it is not like what we used to eat before but it is enough.

As I mentioned, our only source of income is selling candy at traffic lights. We do this nearly every day except Sunday, when we go to church. We aren't allowed to do it and would be in trouble if we were caught working without a permit, so we try to move around from place to place to avoid being caught.

To cover our basic needs, we get small amounts of money from work. We also get UNHCR food rations. Sometimes when this is not enough, I go borrow and then pay back. However, I haven't had to do this in over a year. Aid agencies help us with a lot. Usually we just find a way to not buy things we can't afford. Most months, we don't have enough to get by very well.

I don't pay for water or electricity at my shelter, so that is something I don't have to worry about too much. I do not have any savings. We don't have any assets in the house that really could be sold for any good money at all. So, we are worried about what we would do if we had an emergency. I was able to get a loan a month ago to pay hospital expenses, but it's not likely I can do it again because I made the lender struggle to get his money back, although I did eventually pay him so we don't have any debt to anyone.

As I said, we are relatively new in this neighborhood. Because it is dangerous here and we are not close with anybody, I tell my family to keep to themselves. We don't know who we can trust to help us resolve our issues. Maybe after we have stayed here for a long time we will make friends, but not now."

## Scenario #2: Malik



“My wife and our child who is seven years old stay in the back room of a shop that I rent. Because we have to pay rent for the shop, we don’t have another place to sleep. It’s bad because there is no toilet or running water, so we have to use facilities located at a neighbor’s house nearby.

At least I’m able to pay rent needed for the shop each month. I’m worried that if the landlord learns we are sleeping here he may kick us out, but for now I’m able to meet the rent requirement. We are worried about security here in general. Since in this country a refugee is not allowed to have a rental property, we rented this shop through a local agent that rents places to refugees. However, he sometimes says that he’ll call immigration police if we don’t give him extra money and we don’t feel like we have the right to say no. He also sometimes sends people to the shop to take things for free from us, and they threaten us if we say no.

Yesterday we ate only the evening meal. In the past month, we were able to eat twice a day, but yesterday it was just the one meal in the evening. Each month a charity provides us with dry food rations, which is a great help.

Earlier this year I heard on the radio that the law is that children over age five have to attend free primary education, but when I brought my son to the school, the Head Teacher asked for money as a bribe to enroll him. I couldn’t pay that and so my child has never gone to school even though at his age he should be attending.

One big issue here is getting health care, mostly for my wife. My wife is diabetic and as of yet has not been able to get the medicine she needs. For my son and me, we haven’t had any health issues that needed care. I work and feel fine enough to do it. My wife feels tired all of the time and sometimes says she is too depressed to get out of bed. So she’s not able to do much to help at the shop these days. I work every



day. I'm not sure how long I will be able to because refugees here are not allowed to have work permits so technically these activities are not permitted. I'll continue to do them all day every day, however, until someone stops me because this is our only way to make some money and survive here.

Like I said, we receive dry food rations each month from a charity, and other than that I'm able to buy small things we need with money I make selling things in the shop. I also sold the bicycle I arrived with to buy my son clothes last month.

I don't have any debt now at least. I must pay rent each month and buy everything we need, but we aren't borrowing money to do that. I don't make enough to save anything, and I sold our main asset, the bike, which I told you about, last month, to cover our basic needs.

If I wasn't able to meet our needs, I'm not sure what I would do. No one from home can send us any money. I do think that because I have the shop, if I had an emergency, I might be able to get credit from the refugee association that was started. I wouldn't try unless it was a matter of life or death though. The refugee association is helpful to me. They have meetings and give advice and I am known to them. In addition, there is a WhatsApp group that we use for security information and letting each other know when new assistance becomes available."

# APPENDIX C PRACTICE SCENARIO SCORES

## Answer Key

### Scenario #1:

1a: 2

1b: 1

2: 4

3: 2

4: 2

5: 3

6: 2

7: 4

8: 1, 2, 6

9: 1

10: 0

11: 1

12a: 1

12b: 0

### Scenario #2:

1a: 2

1b: 3

2: 3

3: 1

4: 1

5: 1

6: 2

7: 4

8: 1, 3, 6

9: 1

10: 0

11: 1

12a: 2

12b: 3



Refugee  
**SELF-RELIANCE**  
Initiative