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Strengthening the Coaching Component of the Satat Jeevikoprajan Yojana (SJY) Programme in Rural Bihar

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Abstract

While the graduation approach to extreme poverty has historically focused on the economic aspect, there has been an increase in interest in the psychosocial support component. We conducted qualitative field research for a project aiming to strengthen the vital coaching component of Satat Jeevikoprajan Yojana (SJY), a graduation programme run by the state rural livelihoods mission for the government of Bihar called JEEViKA. Through our research, we gained a deeper understanding of the lived experiences, perceptions and preferences of the various stakeholders involved in the SJY programme. Our insights can be categorised under the areas of user journey, barriers and enablers, perceptions of skills coaching and system-level constraints. Based on our findings we aim to work with JEEViKA to strengthen the coaching component of SJY with short-term and long-term changes grounded in behavioural science.

Introduction

Background

The graduation approach aims to build sustainable income sources for extremely poor households. This is achieved by providing these households with an integrated package of interventions, typically comprised of transfers (productive or monetary), training and coaching. While these programmes have historically focused on the economic aspect, interest in psychosocial support has increased greatly. Technical training provides beneficiaries with the know-how to run their enterprises effectively, and personal skills enable them to develop motivation and confidence, as well as plan and execute ideas efficiently.

Evaluation studies have found that the coaching component of the graduation model is essential for programme participants to gain the skills to run a business successfully. Evidence from a study in Uganda found that running the graduation approach without coaching was associated with no impact on income generation or increased savings (Sedlmayr, Shah & Sulaiman, 2019). A randomized trial in Niger found that providing training in both financial and personal skills during the graduation approach was effective (Bossuroy et al., 2021). Several other studies have also highlighted the importance of soft skills coaching for first-time entrepreneurs in low-income or rural settings. The Get Ahead business training program in Kenya which included various skills such as interpersonal communication, goal setting and networking was found to significantly improve firm survival, profitability, growth of the business, and owner well-being (McKenzie & Puerto, 2017). Similarly, Campos et al. (2017) ran a randomized control trial for personal initiative training, which had a significant positive effect on monthly sales, monthly profits, weekly profits, and profits and sales index. They found that the

personal initiative training increased firm profits by 30%, compared with a statistically insignificant 11% for traditional training (Campos et al., 2017). Furthermore, the DOT training program helps inexperienced entrepreneurs to learn basic technology and business skills, while also fostering the self-esteem and entrepreneurial spirit needed to build sustainable livelihoods. Alibhai et al. (2019) found a positive impact of the DOT training on profits, with average monthly profits 30% higher for the treatment group versus the control group. Hence, there is ample evidence from the literature that highlights the importance of coaching and soft skills training for first-time entrepreneurs.

To further increase our understanding of this topic, we have completed qualitative field research for a project aiming to strengthen this vital coaching component of Satat Jeevikoprajan Yojana (SJY), a graduation programme run by JEEVIKA, a wing of the state government of Bihar, India. The SJY programme was launched in 2018 to empower low-income households in Bihar to graduate out of poverty. The beneficiaries of this programme are women from households with no male earning members and earning less than Rs.5000 per month. The SJY programme runs over 24 months from enrollment to graduation and includes cash transfers, asset transfers and coaching for capacity and skill-building.

This field research aims to understand the behavioural barriers and pathways of change to strengthen the entrepreneurial and soft skills of SJY beneficiaries (also known as SJY Didis), with a specific focus on the coaching component. The coaching component is primarily delivered by the Master Resource Persons (MRPs) – a newly recruited community cadre by JEEVIKA – to the programme’s beneficiaries.

Research questions

This study serves as an information-gathering stage to gain a deeper understanding of the lived experiences, perceptions and preferences of the various stakeholders involved in the SJY programme. We specifically focused on the coaching aspect of the SJY programme, with a particular interest in soft skills and leveraging the community

Our method was designed to understand how MRPs can coach beneficiaries in a more supportive and efficient way, specifically regarding skills. We also wanted to explore how the community can be leveraged for sustainable mentorship and problem-solving.

The research questions that guide our research are as follows:

- i. How can MRPs coach beneficiaries in a more supported and efficient way? Specifically, which skills should we focus on to standardize and add media?
- ii. How can community resources be leveraged for sustainable mentorship and problem-solving?

Methods

Study site

To apply behaviour science solutions to strengthen coaching, we first studied the implementation of coaching, and identified the user journey, system constraints, and behavioural barriers and enablers.

The diagnostic study was conducted in the Gaya district of Bihar in July 2022. We covered the blocks of Bankebazar, Mohanpur and Wazirganj. The district and blocks were selected after discussion with the JEEViKA team. A majority of the interviews were conducted in the cluster level forum offices at the blocks. The MRP interviews mostly took place in their offices. We also interacted with some SJY Didis during a group coaching session in Wazirganj.

Sampling

The primary inclusion criteria for our research was engagement with the SJY programme in Bihar in various capacities. The inclusion and exclusion criteria of the sample are drawn out in greater detail in the Appendix (Annexure 1).

The CSBC team interacted with a total of 52 individuals involved in the SJY programme including 20 MRPs, 14 VO members and 18 SJY Didis. The breakdown of the number of individuals we interacted with through individual interviews and focus group discussions are shown in Table 1.

TABLE 1: OVERVIEW OF FIELD STUDY SAMPLE IN GAYA DISTRICT

STAKEHOLDER	BANKE BAZAR	MOHANPUR	WAZIRGANJ	TOTAL
MRPS (INDIVIDUAL INTERVIEWS AND FOCUS GROUP DISCUSSIONS)	4	10	6	20
VO MEMBERS (INDIVIDUAL INTERVIEWS)	4	7	3	14
SJY DIDIS (FOCUS GROUP DISCUSSIONS)	4	11	3	18
			<i>TOTAL:</i>	<i>52</i>

Discussion procedures

The research leveraged a mix of different qualitative research methods and human-centred design tools. The data collection exercise was facilitated by researchers from our team with extensive qualitative research experience. We employed the use of in-depth interviews as well as focus groups. Discussion guides were created to help the facilitators guide loosely structured discussions around various topics of interest.

Consent was obtained from the respondents and the interviews were recorded after gaining consent. No personally identifiable information was present in the recordings to enable the respondents to talk freely. At times there was a 2:1 ratio, with two researchers and one respondent. Some interviews had observers present. In some instances, JEEViKA staff was present in the room but most could not directly see the interview. However, most respondents were aware of the presence of others nearby.

Materials

In addition to the discussion guides, we used four activities during our qualitative research. This included journey mapping, narrative vignettes, card sorting and McArthur's Social Ladder. The use of these activities allowed us to gain a better understanding of the programme, beliefs around important skills and social standing. Further details have been included in the Appendix (Annexure 2).

Results

The results section includes four sections to provide a deep understanding of our findings surrounding the areas of the user journey, barriers, perception of skills coaching and system constraints.

User journey and programme experience

Through our research, we gained a deep understanding into the 24 month long programme experience of SJY Didis. We mapped the user journey from enrollment to graduation, along with the challenges faced at every stage of the programme. This includes considering joining the programme, enrolling and joining, gaining skills, starting a business, overcoming setbacks and finally graduating. Table 2 highlights these various stages and their challenges in detail.

TABLE 2: PROGRAMME EXPERIENCE OF AN SJY DIDI OVER 24 MONTHS

CONSIDERS	JOINS THE PROGRAM	GAINS SKILLS	STARTS A BUSINESS	OVERCOMES SETBACKS	GRADUATION
Hears about SJY from VO members and friends.	<p>Committee of VO members recommend, make home visits; and VO endorses the poorest.</p> <p>JEEViKA Block team finalises the list, ensuring they meet selection criteria.</p> <p>Reluctant Didis are encouraged to join.</p>	<p>Complete confidence building and enterprise development training, in batches of 25 at a training centre.</p> <p>MRPs help SJY Didis make a business microplan.</p>	<p>Asset transfer funds released from District to VO.</p> <p>MRP handholding and problem-solving to set up a business are high initially.</p> <p>MRP continues to give weekly coaching (group and individual).</p>	<p>SJY Didis face setbacks in running the enterprise, and may sell assets to manage shocks.</p> <p>SJY Didis become part of self help groups (SHG).</p> <p>SJY Didis trained in the same batch of 25 at training centre (M2-M3-M4).</p> <p>SJY Didis purchase market supplies together.</p>	<p>SJY Didis meet the criteria and complete the M5 training.</p> <p>OR</p> <p>SJY Didis don't meet the criteria and are given an extension of MRPs support of 6 more months.</p>
CHALLENGES	<p>Low confidence of SJY Didi.</p>	<p>Delays in MRP training.</p> <p>Knowledge based-training (not skill-based).</p> <p>Recall of information reduces over time.</p>	<p>Delay in funds.</p> <p>Financial skills are low.</p> <p>Personal and interpersonal skills are low.</p> <p>MRPs not equipped with the tools necessary to build skills.</p>	<p>Demotivated by setbacks, and may not have an eye on long-term gains.</p> <p>SJY Didis do not have the means and knowledge to diversify (depending on MRP).</p>	<p>Most do not gain record-keeping skills; uncertain how many will sustain their livelihood.</p>

Behavioural barriers and enablers to strengthen coaching through MRP training curriculum and execution

Currently the training for MRPs contains five modules over the span of the programme duration to support SJY Didis to graduate out of poverty. This totals around 175 hours of training time that could be reviewed and refocused in light of the identified barriers.

Barrier: MRPs have a handholding mindset rather than a coaching mindset

One barrier is that MRPs focus on handholding to make SJY Didis succeed, rather than skilling them up. We found that MRPs prefer to problem solve for the Didis rather than coaching them on how to solve the issue. The approach of the MRPs is paternalistic as they classified their relationship as that of a parent-child.

“When a child is born - then the parents care for them - like that MRP takes care of the Didi” - MRP

Further insights on this topic include the finding that MRP training emphasises their role as providing extensive support to Didis and does not clarify their role as coaches. Additionally, Didis do require support in the beginning due to their socio-economic background but MRPs lack a framework to identify when to progress from handholding to coaching.

However, there are enablers such as MRPs are cognisant that Didis learn better when they learn by doing. They also recognise that well-performing Didis eventually develop skills while running their enterprise and agree that Didis' interest is important for business success. MRPs recognise that problem-solving (along with some technical business skills) is an essential aspect of their job, and they are highly invested in the success of the SJY Didis.

Barrier: MRPs lack a framework to customise and personalise content for SJY Didis

Another barrier involves the lack of a framework for MRPs to customise and personalise content for SJY Didis. Asking Didis about the problems that they are facing and co-solutioning is not a stage in the group meeting. MRPs view these group meetings as an opportunity to compare Didis, often encouraging competitiveness between them. Moreover, during individual visits, MRPs fill the book of records which can take 30-60 minutes per Didi thus limiting the time they have to mentor or coach the Didi. Hence, the fact that MRPs are more focused on monitoring than coaching during home visits is a barrier to the Didis building of personal and interpersonal skills.

“[During home visits] we record everything, maintain the book of records.” - MRP

At the same time, MRPs do recognise that not all Didis are at the same level. They use household visits to address specific problems that Didis face. Another enabler is that MRPs have local support from fellow MRPs, BRPs and VO members to help them.

Barrier: MRPs lack the tools to effectively transfer skills to SJY Didis

While MRPs have a general idea of non-financial skills, they do not have a specific approach or tools to pass on these skills. Currently, MRPs teach skills primarily through lectures, thus SJY Didis are not

given the opportunity to use real experiences and self-reflection. Skills such as problem-solving, peer networking and vertical networking require practice. MRPs are aware of these features but are not sure how to coach someone to acquire these skills. Hence, SJY Didis do not build an entrepreneurial mindset.

Behavioural barriers and enablers to strengthen coaching through quality management

Across a year the MRP Coaches will participate in various training modules led by master-trainers, and each month MRPs will have some in-field coaching from the Block Resource Person (BRP), and sometimes from the District Resource Person (DRP). There are also regular review meetings at the block and district level led by the SJY Block Nodal, and SJY District Nodal officer. The JEEViKA District Project Manager conducts higher-level reviews of the programme. The SJY trainers and various managers and nodals can contribute to improving the quality of the coaching implementation.

Barrier: SJY Didis tend to be present biased and focus on short-term gains instead of long-term ones

During our fieldwork, we learned that SJY Didis get dejected after early setbacks while running their enterprise. They expect quick returns on their efforts, but in reality they must wait for a significant return on their investment.

In order to tackle this issue, patience can be developed as a mindset. We found that peer influence is strong and Didis feel inspired when they see someone like them succeeding. SJY Didis are motivated by hearing stories of other SJY Didis and SHG members who worked hard and succeeded. Moreover, early successes give Didis the belief that they can succeed.

"We like the group meetings more because they tell us stories, they tell us things." - SJY Didis

Barrier: Withdrawing MRP support is difficult as SJY Didis do not have an alternate support system

SJY Didis become dependent on the MRP. This is especially true when they do not have the support of family or friends and do not feel strongly connected to the SHG or VO yet. Moreover, a successful Didi may also find it harder to make connections if the community members feel she has gained an extra advantage to start a livelihood.

"Only the MRP can provide support, no one else in the village - because they are jealous of SJY Didi's who are doing well." - MRP

An enabler to this barrier is that SJY Didis can talk to each other when they need. They reported enjoying meeting during coaching and refresher training sessions. This suggests that peer-to-peer support can offer emotional support and help with self-motivation. Furthermore, MRPs recognise that Didis become more confident over time.

Barrier: Graduated SJY Didis lack the skills and mindset to diversify their enterprise by themselves

We found that SJY Didis rely on MRPs to tell them how to solve problems, including how to diversify the business. Even graduated Didis reported relying on MRPs for approval on their choices prior to making them.

However, we also see that graduated SJY Didis have a strong desire to diversify. Graduated Didis have better recognition in the community and have saved funds that could be used to start new livelihood options.

“Need to teach diversification of business and how to do that - how to increase the business by keeping different kinds of things etc.” - MRP

Behavioural barriers and enablers to strengthen coaching through village organisations

The Village Organisation (VO) is a part of the JEEViKA ecosystem and already has a role in endorsing the selection of ultra-poor households in a village for the SJY Programme. Given the formal involvement of the VO Members, there is potential for VO Members to be coaches for the SJY Didis.

The VO Members we met in Gaya District did express an interest in supporting the SJY Didis. However, they did not have experience in running businesses themselves, so they would need training on how to coach and motivate SJY Didis in this context, and they would need to be introduced and connected to the SJY Didis. The VO Members we met did have a social network and were confident to speak with others in the community.

Barrier: VO members have good personal skills but not business skills

VO members lack crucial business skills. Many of the VO Didis suggested that graduated SJY Didis knew more about enterprise development than them.

Nevertheless, VO members are desirous of developing skills. They have self-reported skills such as confidence, optimism and peer networking. They also attend JEEViKA workshops on livelihood activities.

Barrier: SJY Didis do not have a strong connection with VO members

While SJY Didis do not have a strong connection with VO members, they do make friends with other SJY Didis. SJY Didis are more comfortable talking to each other than to VO members.

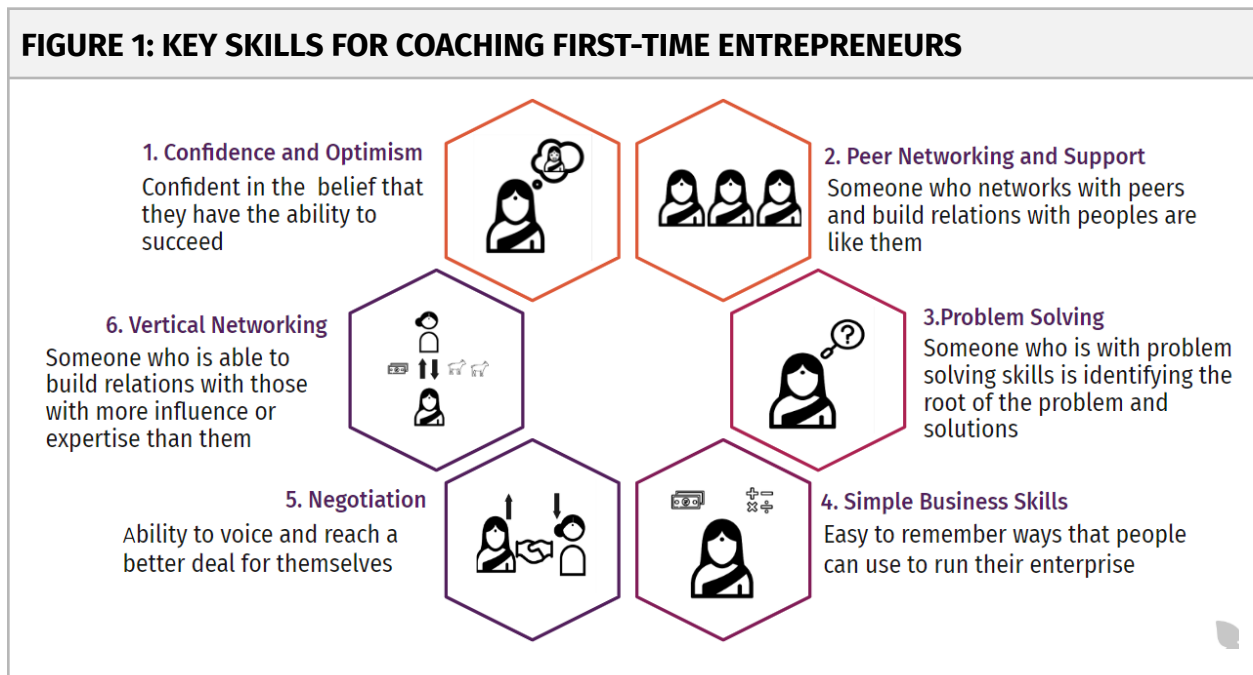
“If there is a problem, when I need your help you give me, when you need help I'll give you.” - SJY Didi

Currently, VO Didis are mainly seen as individuals that can provide financial support rather than technical, social or emotional support. Since interactions between VO and SJY Didis is mainly for loans, their relationship has some degree of friction, especially when credit recovery is involved.

However, some SJY Didis who are outgoing and have better interpersonal skills maintain good relationships with VO Didis. VO Members have a strong peer network, particularly with SHGs.

Coaching skills and perspective of coaches

To identify key skills that may be important for the SJY coaching component, we reviewed the existing literature on entrepreneurship for first-time entrepreneurs. Figure 1 below describes the six skills including confidence and optimism, peer networking and support, problem solving, simple business skills, negotiation and vertical networking.



Additionally, MRPs and VO Members were asked to rank the six skills on (a) their importance for business success, and (b) how easy the skill is to teach an SJY Didi. See Table 3 for the rankings.

TABLE 3: VIEW OF MRPS AND VO MEMBERS ON SKILLS FOR COACHING

#	SKILL FOR ENTREPRENEURSHIP	RANKED BY MRPS AND VO MEMBERS (1 BEING MORE IMPORTANT/EASIER)	
		MOST IMPORTANT	EASIEST TO TEACH
1	Confidence and Optimism	1	3
2	Peer Networking and Support	2	1
3	Problem Solving	3	5

4	Simple Business Skills	4	2
5	Negotiation	5	4
6	Vertical Networking	6	6

Confidence and optimism: In relation to confidence and optimism we found that MRPs and VOs believe that confidence is the building block of every business and that if beneficiaries believe they can achieve something, they will be able to achieve it. Confidence was one of the few skills that was said to be needed throughout the journey of the beneficiaries. It is also inculcated throughout the journey - at multiple touchpoints and through various actors. Currently, confidence is built by telling the beneficiaries and reinforcing that they can do it, and telling them stories of successful SJY Didi. Beneficiaries slowly build confidence by running the business. They start off with several doubts, but the more they do it, the more confident they feel.

Peer networking: Peer networking was viewed as vital by our respondents. This was especially the case for microenterprise beneficiaries as they need to interact with customers on a more regular basis.

"I have learned how to speak to people, maintain relations. Keep your customers. Keep supplies properly." - SJY Didi

The skill of peer networking was seen as easy to teach and inculcate in Didis, through group meetings. SJY didis are also part of the SHGs and VO meetings from the time of getting assets. While they are shy initially, most said they eventually open up. In our interactions with beneficiaries, we did notice some group dynamics along caste lines being played out.

Problem-solving: Problem-solving was seen as necessary only after the business has been set up, with peer networking, and confidence and optimism being more useful for the set-up period. Some MRPs said that problem-solving is not that important a skill for Didis as they can problem solve using other skills or they do not need it because MRPs are there to problem solve for them. However, few MRPs said it is most important as they need to find solutions first. The general consensus of the respondents was that the Didis cannot solve problems alone, apart from some "talented" ones. This reaffirms our findings of a paternalistic and handholding approach.

"Problem-solving comes to Didis through experience from practical situations, which is why it takes time to develop." - MRP

Simple business skills: MRPs thought they must teach business skills in great detail for beneficiaries to learn. In the first few days, the MRPs extensively help the beneficiaries set up and teach them these rules of thumb. These are reinforced in every group meeting.

Negotiation: Negotiation was given less importance by MRPs and VOs. This is because prices were seen as mostly competitive and fixed by markets. Tips such as not buying from one vendor, collecting information about prices from several shops, setting prices for goods and maintaining them, timing and use of discounts are told to SJY Didis as part of the simple business skills - and not included in negotiation skills. Sometimes MRPs go to talk to vendors if they think Didis are being cheated.

Negotiation was reported to be less important for livestock Didis as they only have to buy/sell assets periodically.

“MRP should go and talk to suppliers once. MRPs should never allow their Didis to give any advance as they have very less capital. In my case, I haven’t allowed anyone.” - MRP

Vertical networking: MRPs rated vertical networking as the least important skill. This is because they believe that it only becomes relevant and can be developed after the SJY Didi has been running the business successfully for some time. Vertical relationships are a two-way street, hence powerful or influential people need to be ready to make relationships with SJY didi, which is not currently the case. They also think it is very hard to maintain such relations, no matter the skill level.

“Least [important] is vertical networking as it is hard to maintain. Also, people in power won’t make relations with them.” - MRP

Other skills: Some additional skills mentioned by MRPs and VOs were diversification of business and future-looking preferences. Other factors for success included feelings of ownership of assets, family support, hardwork, time management and sales skills.

System-level constraints

We have prepared an analysis of the system constraints for the coaching implementation based on interviews and observations.

In relation to the training of MRPs, managing the training timing is difficult given that thousands of MRPs are spread across Bihar. Coordinating across multiple training centres is a challenge. Additionally, MRPs do not have tools to use in the field to coach SJY Didis to develop skills.

For managing coaching quality, we have found that MRPs perceive they are underpaid as per their travel and effort. Thus MRP attrition and replacement disrupt coaching for SJY Didi. MRPs have clear incentives to complete the books of records (extra payment), and not for giving quality coaching.

In the past, some SJY Didis experienced gaps between receiving the first training and the asset to start. However, this year fund release and training delays were largely solved through specific post-COVID catch-up drives.

Lastly, regarding the system aspect of support from community institutions (i.e. VOs), we observed that SJY Didis and VO members are not in the same social circles. However, SJY Didis joining SHGs is a good step for networking. VO members do not have the role or expertise in coaching business skills but could be beneficial in personal skills.

Discussion

The user journey of SJY Didis includes considering joining the programme, enrolling, gaining skills, starting a business, overcoming setbacks and finally graduating. However, we found challenges along the way, beginning with the low confidence of SJY Didis at the start of the programme. Since the current programme involves knowledge-based training, MRPs are not equipped with the tools to build skills and have a handholding mindset. Hence financial, personal and interpersonal skills remain low in

the SJY Didis. Early setbacks can demotivate SJY Didis due to high short-term expectations. By graduation, most SJY Didis do not gain record-keeping skills or the knowledge and means to diversify their enterprise. SJY Didis can become heavily reliant on MRPs due to their social isolation and lack of other strong connections. Thus, withdrawing MRP support is difficult as SJY Didis do not have an alternative support system.

Given these challenges, we considered the main implementation channels for strengthening the coaching aspect of the SJY programme. The first is MRP training curriculum and execution; the next is the management of the quality of coaching delivery; and lastly community support through village organizations. While these challenges were listed as barriers under each of these three channels, we also identified enablers that can be leveraged to facilitate positive behaviour change. MRPs are highly invested in the success of the SJY Didis. They know the importance of different skills but are not sure how to coach a Didi to acquire these skills. Interventions that provide MRPs with the tools and framework to impart skills to SJY Didis are imperative as they are keen and willing to do so. Peer influence amongst Didis is strong and they feel inspired when they see someone like them succeeding. SJY Didis also report enjoying meeting each other during coaching and refresher training sessions, which suggests that peer-to-peer support can offer emotional support and help with self-motivation. VO members have good personal skills and a strong peer network, particularly with SHGs, which can be utilised.

Furthermore, after studying the literature on first-time rural entrepreneurs, we identified six important skills, which we used in our discussion with MRPs and VOs. This included confidence and optimism, peer networking and support, problem-solving, simple business skills, negotiation and vertical networking. We found that confidence and optimism, peer networking and support, and problem-solving were ranked as the top three most important skills. Additionally, negotiation, problem-solving and vertical networking were viewed to be skills that are hardest to teach. This is in line with our field findings that MRPs prefer to problem solve for the Didis rather than coaching them on how to solve the issue.

Based on our field research findings we aim to work with JEEViKA to strengthen the coaching component of SJY with short-term and long-term changes, while taking the system-level constraints into account. In the short-term, we suggest refocusing the SJY coaching effort to increase focus on building skills and independence in SJY Didis through a structured curriculum covering specific skills. Additionally, reducing the frequency and time that MRPs use for monitoring and reporting income and asset gains, could help with increasing focus on the quality of group coaching to build skills. In the long-term, we will develop solutions to sustain coaching support through a behaviourally informed and tested intervention to reduce the number of in-person coaching interactions for SJY Didis. We also aim to create a framework for how the village organisations or peers could provide some coaching support, particularly after SJY Didis have graduated and no longer have support from an MRP.

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Appendix

Annexure 1: Population Selection Criteria

Population	Inclusion criteria	Exclusion criteria
SJY Didis (beneficiaries)	<p>SJY status: Currently enrolled in programme for at least 8 months or those considered graduated</p> <p>Age: 18 years and above</p> <p>Gender: Female</p> <p>Consent: All those who provide consent to our study</p> <p>Availability: All those available to participate in our study during the allotted date and timeslot</p>	<p>Beneficiaries who enrolled in the programme less than 8 months ago</p> <p>Individuals below age 18 years</p> <p>People who do not consent for our study</p>
Master Resource Persons	<p>SJY status: Have been associated with the programme for over 6 months</p>	<p>MRPs for the SJY programme for less than 6 months</p>

	<p>Age: 18 years and above</p> <p>Gender: Female & Male</p> <p>Consent: All those who provide consent to our study</p> <p>Availability: All those available to participate in our study during the allotted date and timeslot</p>	<p>Individuals below age 18 years</p> <p>People who do not consent for our study</p>
Village Organization Members	<p>JEEViKA status: Part of the VO for more than a year</p> <p>Age: 18 years and above</p> <p>Gender: Female</p> <p>Consent: All those who provide consent to our study</p> <p>Availability: All those available to participate in our study during the allotted date and timeslot</p>	<p>VO members for less than a year</p> <p>Individuals below age 18 years</p> <p>People who do not consent for our study</p>

Annexure 2: Field Activities

A. JOURNEY MAP

Journey Mapping is an exercise which helps researchers visualise the different steps involved in a particular process. It helps researchers develop a clear idea of the different steps involved and the different stakeholders involved at every stage.

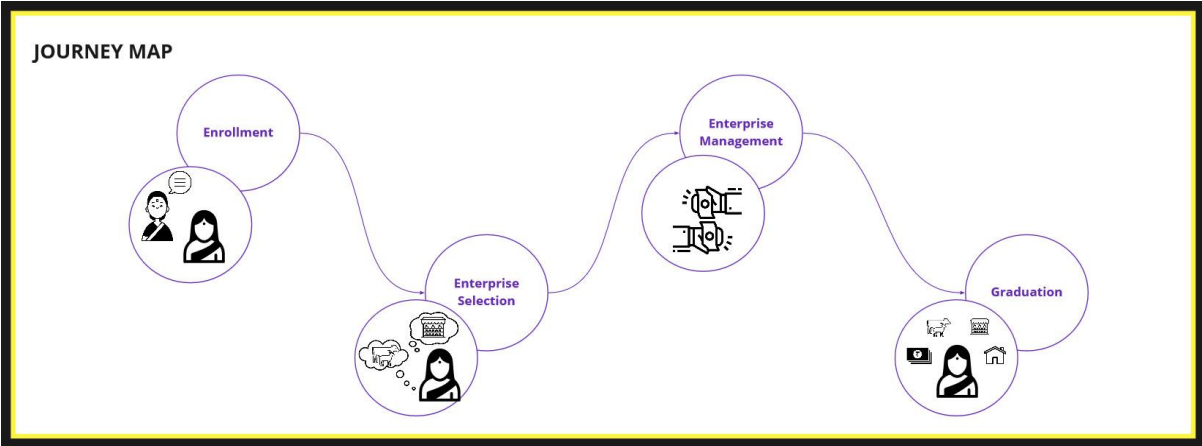


Image 1: Journey Map of the SJY Program

B. SKILLS CARD SORTING

Card Sorting is an exercise that involves providing the respondents with a number of cards that depict different options. The respondents are then asked to arrange the cards in a particular order or select a few cards from the rest. This exercise allows researchers to study preferences and how respondents structure information.

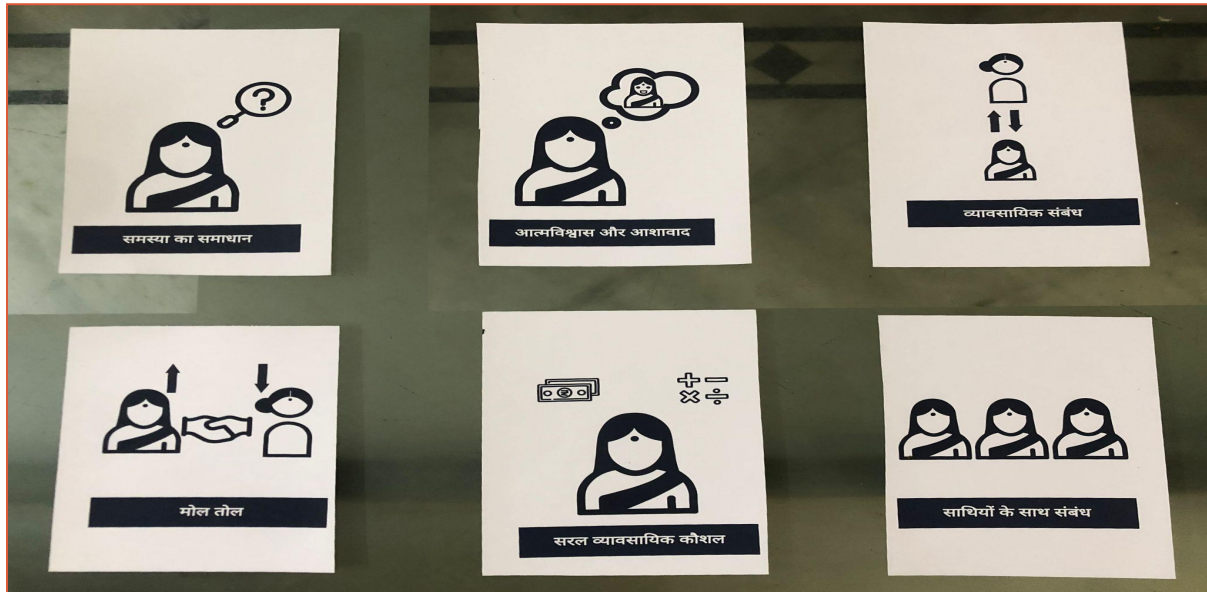


Image 2: Card sorting

C. NARRATIVE VIGNETTES

Narrative Vignettes are a tool that involves using stories or scenarios to study the beliefs, attitudes and social norms. Narrative vignettes can also provide a pathway to unearth insights regarding sensitive topics.

D. MCARTHUR'S LADDER

McArthur's Social Ladder is an exercise that involves using an image of a ladder to study social status. Those at the top of the ladder are ones with high status while those at the bottom are with low status. It also helps provide a pathway to navigate difficult conversations regarding inclusion and exclusion in the community.

