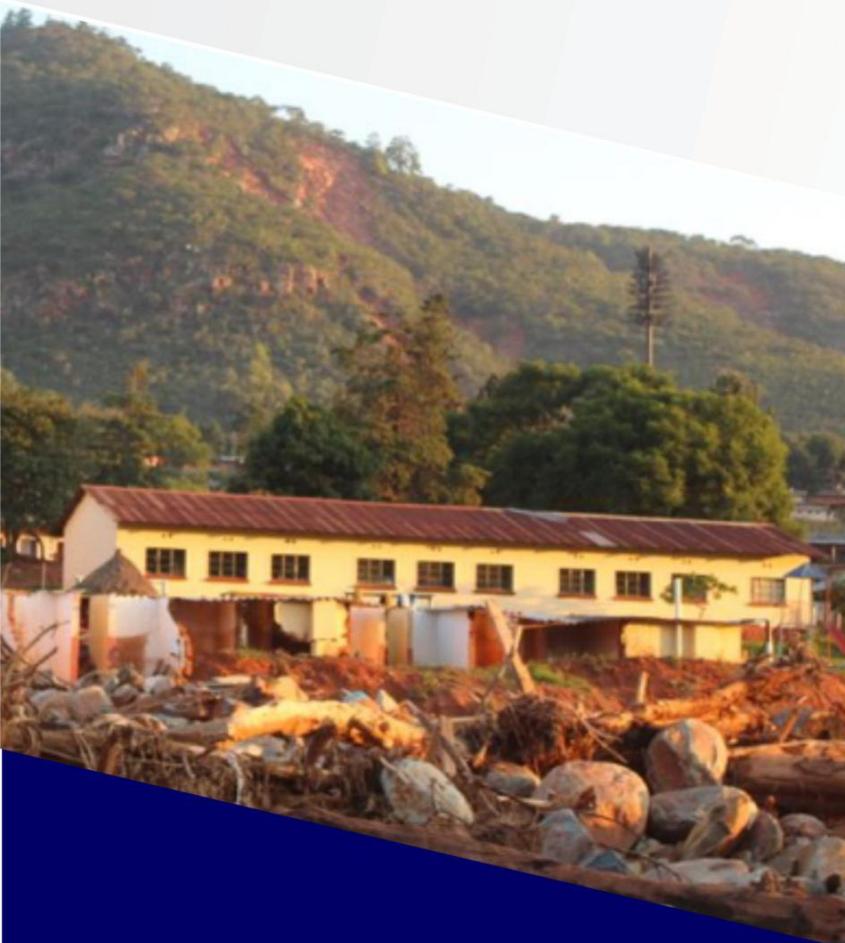


World Vision®



**FINAL EVALUATION OF THE
CYCLONE RESPONSE PROGRAM**



**FINAL
REPORT**

Acknowledgments

This evaluation was commissioned by World Vision Zimbabwe Office.

The evaluation team wishes to express its appreciation to the World Vision Zimbabwe Disasters Emergency Committee (DEC) Cyclone Response Programme team for their role in guiding the evaluation. The evaluation team also thanks all key informants, respondents and stakeholders for their role in making the evaluation a success.

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Acronyms

BOQ: Bill of Quantities

CHS: Core Humanitarian Standards

CIENPS: Cyclone Idai Emergency Nutrition and Protection Services

CIRPS: Cyclone Idai Preparedness and Resilience Services in Schools and Communities

CPU: Civil Protection Unit

DEC: Disaster Emergencies Committee

ECW: Education Can't Wait

GoZ: Government of Zimbabwe

IDP: Internally Displaced People

IMF: International Monetary Fund

KIIs: Key Informant Interviews

RBZ: Reserve Bank of Zimbabwe

SDCs: School Development Committee(s)

SI: Statutory Instrument

VfM: Value for Money

WVZ: World Vision Zimbabwe

Executive Summary

Cyclone Idai struck Zimbabwe in March 2019 destroying houses, schools, bridges and roads. The cyclone led to loss of life and livelihoods for people in Chipinge and Chimanimani districts of Zimbabwe. The Government of Zimbabwe (GoZ) estimated that the cyclone affected 270,000 people. World Vision Zimbabwe (WVZ), together with several Non-Governmental Organizations (NGOs) and the GoZ responded to the disaster. World Vision Zimbabwe responded with support in the education, food security and nutrition, livelihoods, shelter, protection and water and sanitation sectors. With funding from Disaster Emergencies Committee (DEC), WVZ supported affected schools with infrastructure rehabilitation, water and sanitation facilities, learning materials and psychosocial support. WVZ commissioned an evaluation of the DEC funded education program and other complementary grants in education, food security and nutrition implemented in Chimanimani. This report outlines findings, conclusions and recommendations from the evaluation.

World Vision Zimbabwe commissioned the evaluation for learning and accountability purposes. Although World Vision implemented over nine projects in response to the cyclone, this evaluation mainly focused on the DEC phase 1 and 2 projects and its complementary projects; namely the ECHO Cyclone Idai Education in Emergencies, Education Can't Wait (ECW), Cyclone Idai emergency Nutrition and Protection Services (CIENPS) and the Cyclone Idai preparedness and resilience services in schools and communities ES (CIPRS) project. In order to evaluate accountability, the evaluation focused on the accountability for resources and results. On the learning side, the evaluation looked at what the response did right and what could have been done differently. The evaluation focused on performance of the program against the eight Core Humanitarian Standards (CHS).

The evaluation employed a cross section snapshot design. The evaluation used a cross-section of informants and communities across the response districts as the main respondents. The evaluation team conducted key informant interviews with 50 GoZ technical and coordination officers, School headmasters or their deputies, members of School Development Committees (SDCs), and World Vision staff. In addition to key informants, the evaluation carried out 205 household interviews.

Key informants were purposively selected, targeting informants who interacted with the activities under evaluation as beneficiaries or stakeholders. Interviewed households were drawn from a beneficiary database provided by WVZ. The evaluation attempted to interview all beneficiaries of the livelihoods activity on the database and reached 65.9 percent of the people.

The evaluation was conducted in the middle of the COVID 19 pandemic in Zimbabwe. The pandemic prevented any face to face interviews, as such, the evaluation team conducted all interviews over the phone and via an online survey for some WVZ staff.

Findings per Core Humanitarian Standard

CHS 1 & 4: (1) Communities and people affected by crisis receive assistance appropriate to their needs; (4) Communities and people affected by crisis know their rights and entitlements have access to information and participate in decisions that affect them

The program was in line with GoZ priorities in the education, livelihoods, water and sanitation sectors. The program was based on sound assessment of needs which involved the GoZ, beneficiary communities and school authorities. The main school needs included rehabilitation of destroyed classroom blocks, teacher houses, toilets, school furniture and learning materials. World Vision Zimbabwe addressed the needs of special population groups including providing disability accessible classrooms and latrines, separate toilets for boys and girls, and sanitary materials of adolescent girls. In terms of toilet ratios, the program however appears to have provided less toilets for girls.

CHS 2: Communities and people affected by crisis have access to the humanitarian assistance they need at the right time.

The program met most of its outputs and contributed towards achievement of program objectives. The program met SPHERE and GoZ standards in the response sectors. All infrastructure designs were approved by the GoZ with completed structures inspected and certified by the GoZ department of public works, Ministry of Health and Child Care and Ministry of Primary and Secondary Education. Interventions in the water and sanitation sector reduced queueing times at water points significantly and met the SPHERE users to water point ratios. Although schools appreciated the support, they stated that because of the scale of the disaster and underlying economic problems within the country, they would have preferred more support with rebuilding teacher houses and learning materials. Changes in currency in the middle of the response, shortages of supplies on the local market were the main challenges faced by the program. Participation of stakeholders like Headmasters, School Development Committees (SDCs) and GoZ district officials enabled smooth implementation of the response.

CHS 3: Communities and people affected by crisis are not negatively affected and are more prepared, resilient and less at-risk as a result of humanitarian action.

World Vision Zimbabwe assisted communities to build back better through rebuilding of infrastructure, training and working with local structures. The program rebuilt classroom blocks using strong and certified materials. The program provided training in technical skills such as horticulture, poultry and building that the affected community will continue to use after the response. To ensure sustainability, the program worked with local structures like traditional leaders, SDCs, local extension officers, village health workers and councillors. Members of SDCs however stated they would have preferred more formal training. The

sloppy terrain in Chimanimani restricted the siting of new infrastructure on less vulnerable locations.

CHS 5: Communities and people affected by crisis have access to safe and responsive mechanisms to handle complaints.

The program had several feedback and complaints handling procedures. Project stakeholders mostly used and preferred face to face interaction with WVZ staff because they would get instant responses. The affected community stated that they felt safe with the complaints handling mechanisms. The program also had a WhatsApp platform with headmasters of all beneficiary schools. Headmaster liked the platform because it was collaborative. In household interviews however, twenty four percent of respondents didn't know of the feedback or complaints mechanisms. Some key informants also felt that WVZ field staff needed to promote higher level feedback mechanisms where stakeholders could contact senior level WVZ staff with issues.

CHS 6: Communities and people affected by crisis receive coordinated, complementary assistance.

District coordination officials stated that the program was well coordinated with other responses in the operational district. The CPU and Ministry of Primary and Secondary Education allocated operational areas to NGO responding to the cyclone avoiding overlaps. World Vision Zimbabwe participated in regular Civil Protection Unit coordination meetings and submitted weekly and monthly updates to the District Development Coordinator. In some instance however more than one NGO would support a school with different interventions. Although such a scenario didn't result in overlap, headmasters noted that they would have preferred a situation where one NGO would cater for all the needs of one school than working with several NGOs as this places more coordination burden on the schools. Headmaster felt that the response was internally coherent with multiple interventions that contributed to improving schools and students' welfare.

CHS 7: Communities and people affected by crisis can expect delivery of improved assistance as organisations learn from experience and reflection.

The major changes in the operating environment during the response were the introduction of a new currency and changes in GoZ working modalities. Beneficiary needs also changed with time. The program was designed to respond to the changing needs and was able to shift from emergency interventions like temporary learning spaces to classrooms rehabilitation and construction and livelihoods interventions. To respond to shifts in currency WVZ negotiated with suppliers and the GoZ at local and national level.

CHS 8: Communities and people affected by crisis receive the assistance they require from competent and well managed staff and volunteers.

World Vision Zimbabwe staff felt they could perform their duties well. Staff mentioned that they received training in handling Sexual Abuse and Sexual Exploitation issues. The program had all functions staffed and support from national level advisers. Staff however felt that procurement process delayed program implementation and thought that there was need for presence of the procurement function at district level and need for having an emergency response dedicated procurement role at national level.

CHS 9: Communities and people affected by crisis can expect that the organisations assisting them are managing resources effectively, efficiently and ethically.

Most program costs were for humanitarian supplies. World Vision Zimbabwe reduced the cost of construction by using local labour and local raw materials were feasible. World Vision had internal control mechanisms in place including segregation of roles, expenditure limits and timelines for retiring floats. The program conducted monthly expenditure reviews that would inform budget realignment and budget change requests. Reviews enabled comparison of expenditure with program implementation. Staff mentioned that WVZ had a whist blower process and staff felt safe using it.

Based on the findings, the evaluation team drew the following recommendations:

Recommendation 1: Consider the differential needs of girls and boys in provision of toilets

Findings from the evaluation show that boys and girls were allocated equal number of toilets. Similarly, World Vision Zimbabwe constructed 10 squat holes toilets at each school they supported. In future emergency and even development programming, WVZ needs to consider the different required ratio of students per toilet for boys and girls. Girls require more toilets than boys and the allocation and building standards should cater for this need. The program also needs to examine schools' enrolment in deciding the number toilets to construct instead of treating all schools the same.

Recommendation 2: Plan for inaccessibility issues in contingency planning

Accessing affected communities and institutions was a big challenge for WVZ. Inaccessibility delayed provision of support and transportation of building materials to Chimanimani district. In making contingency plans, WVZ should consider how support can be delivered with limited accessibility including provisions for air support. In coordination forums such as the CPU, the World Vision Zimbabwe Emergency coordinator should advocate for national

or provincial contingency plans that consider the possibility of restricted access to affected households and planning for air drops support.

Recommendation 3: Adequately staff procurement function in emergencies

One of the major evaluation findings was that procurement processes delayed program implementation to a large extent. A major challenge with procurement was cited as inadequate staffing of the procurement role at district level. Additionally, respondents suggested that at national level, WVZ should have a procurement person specifically dedicated to the emergency program from the onset of the response. In future emergencies, the WVZ human resources and emergency team needs to assess the adequacy of procurement staff at the onset of a response the same way other functions like programs are considered. At national level, WVZ should consider having a person specifically working on emergencies procurement from the start of the response especially for fast paced and quick onset disasters like a cyclone. The role should be filled by personnel with experience in emergency settings procurement.

Recommendation 4: Promote higher level feedback mechanisms

The program had several complaints and feedback mechanisms. Most of the methods mentioned by key informants involved interacting directly with WVZ field staff. Whilst these channels worked well and are good for interaction between stakeholders, beneficiaries and staff, there is need for stakeholders and beneficiaries to be aware of mechanisms in which they can contact higher level WVZ staff if they can't get recourse from field staff. Whilst WVZ had whistle blower mechanisms in the field, WVZ field staff and coordinators should promote mechanisms such as toll-free numbers among stakeholders and communities.

Recommendation 5: Promote child centered feedback and complaints mechanisms

Whilst respondents in the survey and key informants extensively mentioned other feedback and complaints mechanisms, child centered methods didn't come up. The final beneficiaries of the education program were students in affected schools. Although the evaluation team could not triangulate this finding with the children themselves due to the data collection environment during the COVID 9 pandemic, the WVZ accountability coordinator and child protection officers should institute a child specific feedback mechanism in emergencies.

Recommendation 6: Train community level structures in basic project management

One of the most important community structures when working with schools is the SDC. In the WVZ cyclone program, SDCs were responsible for prioritising school needs, liaising with WVZ field staff, mobilising the community to contribute local building materials, fundraising,

managing builders and managing the building inventory among other things. In interviews, SDC members stated that they did not receive any formal training on these functions from the program. School Development Committee members learnt on the job and used their prior experience to execute these tasks. In future emergency responses WVZ field coordinators should look at the possibility of providing some basic short training on topics like project management, bookkeeping, warehousing and fundraising to SDCs. This may improve SDCs performance and increase sustainability.

Recommendation 7: Guard against politicisation of aid

The program worked extensively with local leadership and local structures. This approach is good for building back better and for sustainability. Some key informants were however worried about the possibility of local structures selecting benefiting households based on political affiliation, especially for components that involve handouts like the livelihood project and food aid. When selecting beneficiaries, WVZ field officer should be aware of this possibility and put in place mechanisms to prevent it. Field managers should institute verification procedures given the heightened risk of politicisation.

Recommendation 8: Fundraise for longer term programming in affected areas

The cyclone affected the eastern more than the western part of Chimanimani district. Non-Governmental Organizations including WVZ usually implement programs in the western parts of the district. Headmasters noted that the cyclone hit already old and fragile school infrastructure. The cyclone affected farmers' horticultural and farming livelihood system. Given the devastating impacts of the cyclone, households and schools will require longer term support in re-establishing livelihoods and rebuilding. World Vision Zimbabwe country management should fundraise to support longer term development initiatives in the affected areas in the livelihoods and education sector.

Recommendation 9: Include Value for Money metrics at program inception and in regular monitoring and evaluation

The evaluation team mainly used qualitative and proxy measures to make conclusions on the program VfM. The program had no agreed inbuilt measures for VfM and therefore was not specifically tracking VfM. In future responses, especially after the initial acute emergency response phase, WVZ management, finance, Monitoring and evaluation teams should consider designing VfM measurements that can be used as the response is implemented. This would assist in real time course correction and adaptation of the response based on current information. Whilst ex-post VfM measures are important for

future planning, real time measures assist current programming and make end of project VfM judgements easier and more systematic and quantitative.

Recommendation 10: Sensitise communities on potential negative environmental impacts in sourcing construction raw materials.

Whilst the WVZ sourced raw materials from EMA approved sites the program had no control of how and where local communities got their inputs. These included bricks and quarry stones. If unchecked, this is a potential source of environmental degradation. In future responses, WVZ field staff need to sensitize local communities on environmentally friendly sourcing of local raw materials such as bricks. Programs should be aware of how local materials are obtained, assess if there are potential negative environmental impacts and, working with local communities, put in place mitigation measures if need be.

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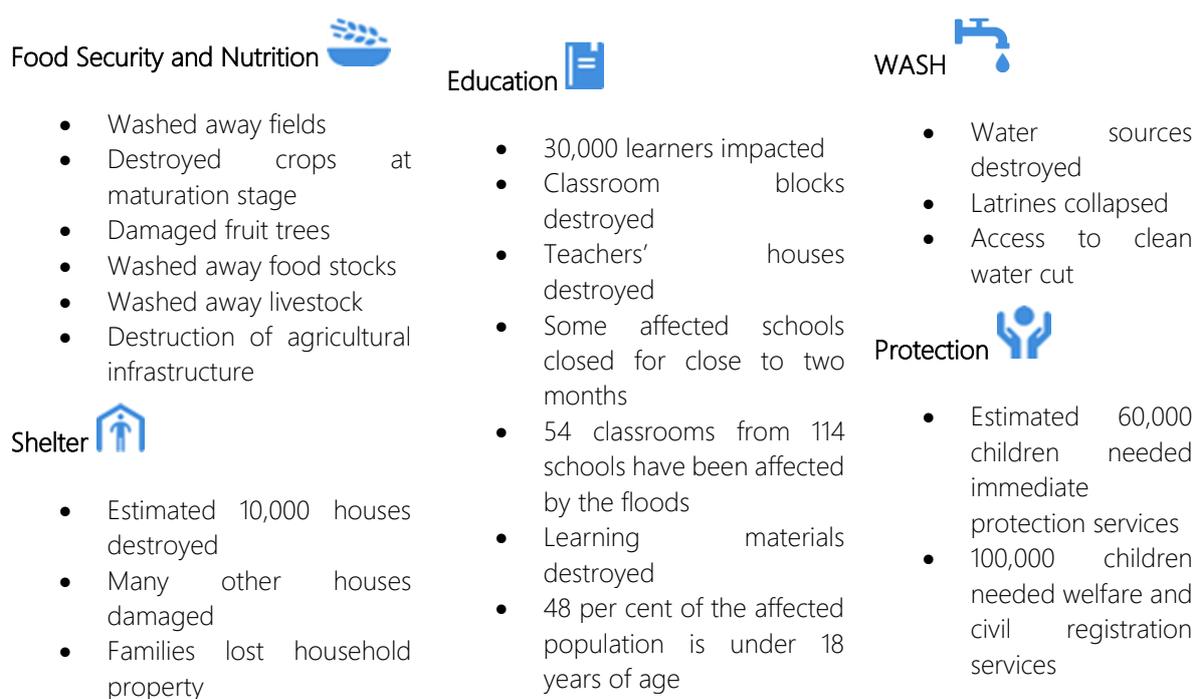
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1. Background

Cyclone Idai struck Zimbabwe on March 17, 2019 leaving behind a trail of destruction. Heavy rains and strong winds triggered mudslides, riverine and flash flooding leading to deaths, injuries and destruction of property. The cyclone damaged houses, bridges, roads and swept away fields. Cyclone Idai destroyed productive assets like irrigation schemes, water points and schools. The Government of Zimbabwe (GoZ) estimated that about 270,000 people were affected by the cyclone with 299 deaths, 10,000 houses destroyed, and 15,270 people displaced as of the end of June 2019. The eastern parts of Zimbabwe were the most affected, particularly Chimanimani and Chipinge districts. World Vision Zimbabwe (WVZ) among several organisations responded to the cyclone with assistance to communities in Chimanimani and Buhera in the food security, livelihoods, water and sanitation, nutrition, education and protection sectors. Figure 1 below illustrates the impacts of the cyclone in Zimbabwe.

Figure 1: Impacts of Cyclone Idai



Source: DEC Cyclone Idai Real time review, 2019:

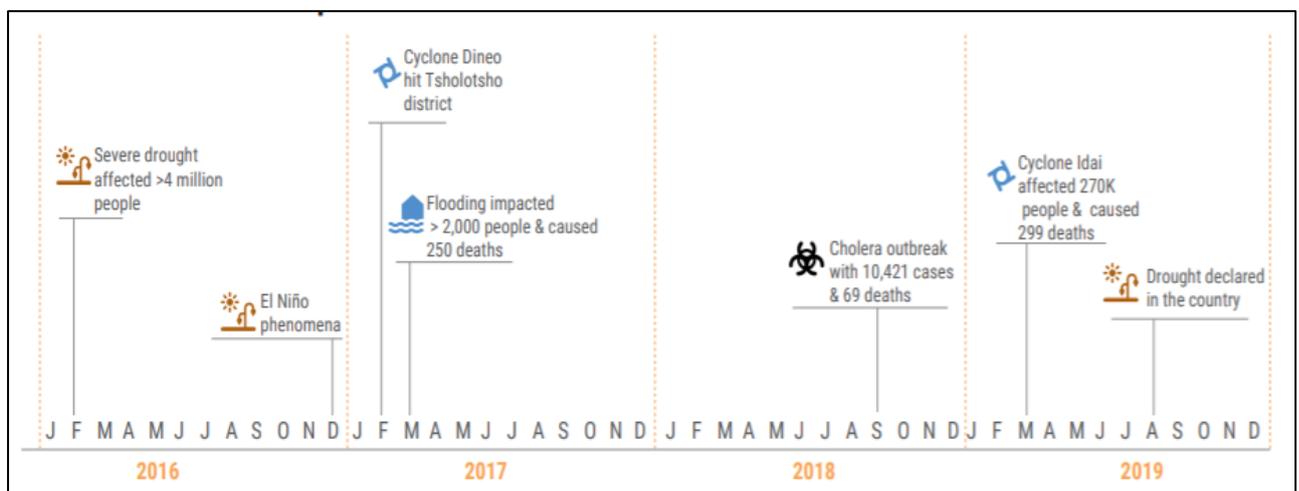
https://reliefweb.int/sites/reliefweb.int/files/resources/DEC%20Cyclone%20Idai%20Response%20Review_Zimbabwe.pdf

¹ https://reliefweb.int/sites/reliefweb.int/files/resources/DEC%20Cyclone%20Idai%20Response%20Review_Zimbabwe.pdf

2. Humanitarian Context

Zimbabwe faces a humanitarian emergency superimposed on chronic economic challenges. The nation has had a series of emergencies amid an underperforming economy. The Reserve Bank of Zimbabwe (RBZ)² estimated that the Zimbabwean economy shrunk by 6.5 percent in 2019. Year on year inflation was 737 percent in June 2020³ and the local currency continues to depreciate⁴. The rising inflation has negatively affected poor households with food and other prices going up. The economic crisis is negatively affecting social indicators in education and health (IMF, 2020)⁵. Although Zimbabwe has a relatively low number of COVID 19 cases compared to global figures, the impact of the current worldwide pandemic may exacerbate the humanitarian and economic challenges. Figure 2 below shows a timeline of humanitarian crises since 2016.

Figure 2: Timeline of humanitarian emergencies in Zimbabwe



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⁷Source: Zimbabwe Humanitarian Response Plan https://reliefweb.int/sites/reliefweb.int/files/resources/Zimbabwe_HumanitarianResponsePlan_2020.pdf

As of March 2020, the UN estimates that seven million people in urban and rural areas are in urgent need of humanitarian assistance, compared to 5.5 million in August 2019. Nutritional needs remain high; over 1.1 million children and women require nutrition assistance with 95,000 children under age 5 being acutely malnourished (3.6 per cent of children under age five). On the education front, approximately 1.2 million school-age children are facing challenges accessing education⁸. Figure 3 below illustrates Zimbabwe 's humanitarian needs without considering the COVID 19 pandemic.

² <https://rbz.co.zw/index.php/22-monetary-policy/828-february-2020-monetary-policy-statement>

³ Reserve Bank of Zimbabwe June 2020 Inflation tables

⁴ <https://rbz.co.zw/index.php/22-monetary-policy/828-february-2020-monetary-policy-statement>

⁵ IMF Zimbabwe country report, March 2020

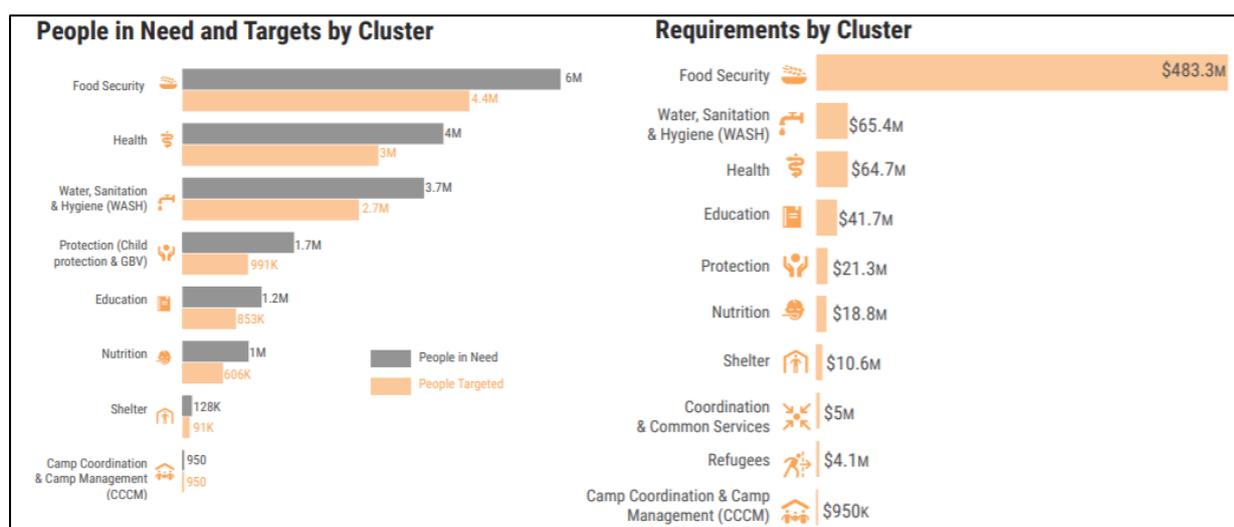
⁶ K in the figure means 1000

⁷ Zimbabwe Humanitarian Response Plan

https://reliefweb.int/sites/reliefweb.int/files/resources/Zimbabwe_HumanitarianResponsePlan_2020.pdf

⁸ <http://www.zw.one.un.org/resources/publication/2020-humanitarian-response-plan-zimbabwe>

Figure 3: Zimbabwe Humanitarian needs, March 2020



⁹Source: Zimbabwe Humanitarian response Plan https://reliefweb.int/sites/reliefweb.int/files/resources/Zimbabwe_HumanitarianResponsePlan_2020.pdf

The impacts of cyclone Idai are still being felt more than a year after the disaster with 25,160 households requiring shelter support. According to the UN, in March 2020, ninety-seven percent of the displaced people stay with host families with the remaining 3 percent staying at four Internally Displaced People (IDP) camps. Due to the extensive nature of infrastructure damage, not all destroyed infrastructure has been replaced. Temporary infrastructure has been built in some places to enable access to areas. The recent United Nations humanitarian appeal stated that 128,270 people across the 12 districts affected by the cyclone still require humanitarian assistance. Sixty eight percent of these people are in the most affected districts of Chipinge, Chimanimani and Buhera¹⁰.

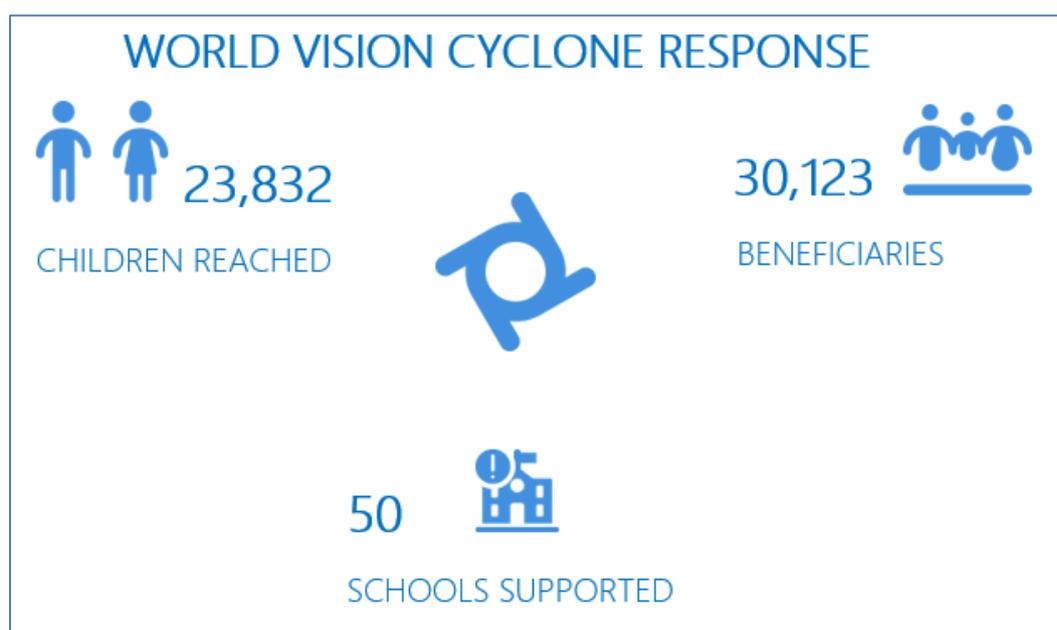
3. World Vision Response

With funding from the DEC, World Vision responded to the Cyclone Idai disaster with interventions in the Education sector. Using other funding sources, World Vision also responded with programs in various sectors like Food Security, Livelihoods, Nutrition and Protection. Figure 4 below summarises the World Vision responses evaluated under this study. The focus was on the DEC supported education activities and other complementary interventions in education and livelihoods.

⁹ Source: Zimbabwe Humanitarian response Plan https://reliefweb.int/sites/reliefweb.int/files/resources/Zimbabwe_HumanitarianResponsePlan_2020.pdf

¹⁰ <http://www.zw.one.un.org/resources/publication/2020-humanitarian-response-plan-zimbabwe>

Figure 4: World Vision Zimbabwe Response



Source: World Vision Zimbabwe project document estimates

4. Evaluation purpose and scope

World Vision Zimbabwe commissioned the evaluation for learning and accountability purposes. In order to evaluate accountability, the evaluation focused on the accountability for resources and results. On the learning side, the evaluation looked at what the response did right and what could have been done differently. The evaluation focused on the DEC funded education and complementary livelihoods activities implemented in Chimanimani and Buhera districts as listed in Table 1.

Table 1: List of evaluated activities

Activity	Sectors	Geographical location
DEC 1 and 2 Cyclone Idai Response	Education, WASH in Schools	Buhera Chimanimani
ECHO Cyclone Idai Education in Emergencies	Education	Chimanimani
Education Can't Wait (ECW)	Education	Chimanimani Buhera
Cyclone Idai emergency Nutrition and Protection Services (CIENPS)	Nutrition, Protection and food security	Chimanimani
Cyclone Idai preparedness and resilience services in schools and communities ES (CIPRS) project	Education; DRR	Chimanimani

The evaluation used the Core Humanitarian Standards (CHS) as a framework for analysis. For each relevant CHS, the evaluation used the following three dimensions:

- **Process Evaluation:** Explored the implementation and delivery of the program with special focus on the extent to which the Core Humanitarian Standards were adhered

to and the implication on the overall quality of the humanitarian action and its outcomes.

- **Outcome Evaluation:** Documented the outcomes (positive/negative) and the intended/unintended impacts produced by the program, in order to identify what worked and what were the most appropriate approaches.
- **Economic Evaluation:** Assessed if the program made the best use of available resources.

5. Methodology

5.1 Evaluation design

The evaluation used a cross-section of informants and communities across the response districts as the main respondents. The design entailed studying several variables across a cross-section of key informants, program beneficiaries and WVZ in June 2020. The evaluation looked at the response across Chimanimani and Buhera districts using common tools capturing data and related qualitative information from the selected districts on similar questions. The strength of the cross-sectional design is that it captured variables across several study subjects and allowed for comparison across the subjects and for analysis based on more than one subject. This improved the validity and generalization of the data. A detailed evaluation matrix with evaluation questions and performance indicators and guiding questions is in Annexe 1.

5.2 Sampling and data collection methods

The evaluation team used secondary data from the WVZ response, key informant interviews (KIIs), WVZ staff and beneficiary household interviews as data sources. GoZ technical and coordination officers, school headmasters or their deputies and members of School Development Committees (SDCs) constituted the key informants. School Development Committees are parents' representative bodies in the running of schools. In Zimbabwe SDCs spearhead the development of schools and are involved in fundraising and managing school projects.

Due to travel restrictions and risks related to the COVID-19 pandemic, the evaluation team didn't conduct face-to-face interviews across the study areas. All interviews were done remotely using phones and a Survey Monkey online survey.

The COVID-19 pandemic also affected sampling procedures, especially for the household survey. The WVZ program team provided the evaluation team with a database containing phone numbers for beneficiary households, key informants and relevant WVZ staff. The evaluation team used this database as the sample frame for the various groups of respondents and tried to contact all the respondents that could be reached via phone or through other online means. The census approach was necessitated by uncertainty around response rates using phone and online interviews.

Table 2 below shows that data collection methods and sample size.

Table 2: Data collection methods and sampling

Data Collection methods	Sampling frame size	Sample size achieved		
		Female	Male	Total
Key Informant interviews	47	11	17	28 (59.5%)
World Vision Zimbabwe staff phone interviews	13	5	8	13 (100 %)
World Vision Zimbabwe staff online survey	12	4	5	9 (75%)
Household (phone) phone survey	311	115	90	205 (65.9%)

As shown in Table 2 the response rates were highest for WVZ staff, followed by the household survey and lastly the key informants. Overall, the response rate was higher than anticipated for the beneficiary household survey given cellular network and electricity challenges faced by rural communities in Zimbabwe. Prior to the interviews, WVZ staff had alerted program stakeholders on the evaluation and held a virtual inception meeting. This awareness could have also contributed to the high response rates. Although no statistical inferences were done, the response rate was high enough across the respondents to give a clear picture of the program.

The evaluation had a different data collection tool for each of the respondents. The evaluation team categorised key informants with each category having a slightly different data collection tool. Table 3 below shows the categorisation of the key informants. Data collection tools are attached in annexe 2.

Table 3:Key informant categories

Key Informant group	Category
GoZ officials	District Coordination officials
	District Technical officials
School Authorities	Headmasters and deputy headmasters
	School Development Committee members
World Vision Staff	Management staff
	Field staff
	Administration and finance staff

6. Findings

6.1 CHS 1 & 4: (1) Communities and people affected by crisis receive assistance appropriate to their needs; (4) Communities and people affected by crisis know their rights and entitlements have access to information and participate in decisions that affect them

Evaluation question(s): To what extent did the program's objectives and design respond to beneficiaries' needs and government priorities?
Are beneficiary voices represented in the design and implementation of the various interventions?



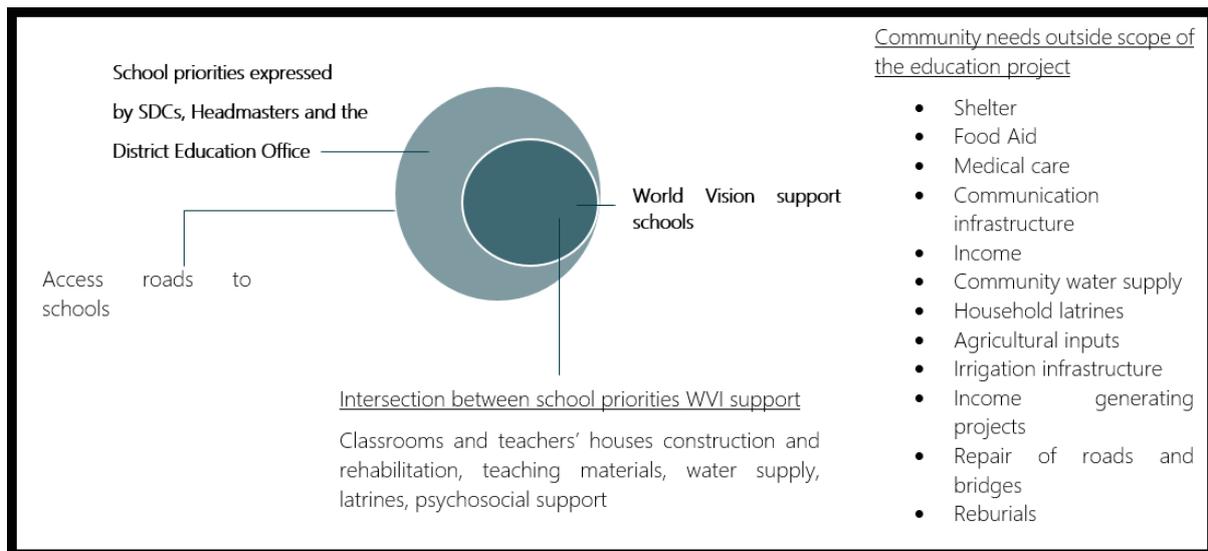
The WVZ education cyclone response program conducted two levels of assessments. World Vision Zimbabwe participated in an Inter-Agency Assessment led by the GoZ. The program conducted follow up and detailed assessments at every school targeted for support. The broader assessment gave the program a higher-level idea of support required in the education sector across the affected districts whilst the individual school level assessments enabled the program to get minute details at local level. All interviewed headmasters indicated that they actively participated in prioritising school needs requiring urgent attention. According to KIIs the assessments consulted local communities through School Development Committees, school staff members and district education officials.

100%

The proportion of headmasters that actively participated in prioritising urgent school needs for WVZ support after the cyclone

As illustrated by Figure 5, a comparison of school needs just after the cyclone as expressed by school headmasters, School Development Committees and District education officials with support provided by WVZ shows that the program targeted the most common needs by schools.

Figure 5: Community priorities and WVZ support



Schools' main crucial needs were rehabilitation and construction of classroom blocks, teachers' houses, toilets and water supply infrastructure destroyed by the cyclone. In addition, schools prioritised needs in school furniture and learning materials. The WVZ cyclone response program provided that same support schools deemed important. School headmasters felt that although the program aided in teachers' houses rehabilitation and construction, the program prioritised classroom infrastructure. Teacher houses construction was not adequate to meet the school needs. Government of Zimbabwe district education and other technical officials stated that the program targeted priorities as expressed by the GoZ, school heads and local communities. Access roads repair was the only priority raised by schools that the program did not address.

As a result of destruction caused by the cyclone, besides education related priorities, communities had numerous other needs. Figure 5 above shows the needs mentioned in Key Informant Interviews and reviewed secondary data. The GoZ, World Vision and other NGOs responded to these needs with WVZ supporting in food assistance, shelter, and livelihoods recovery. The evaluation reviewed WVZ 's response in the education and parts of the livelihoods' recovery sectors.

The livelihood recovery component of the WVZ cyclone response provided households with gardening and poultry inputs. The intervention was based on an interagency assessment of livelihood needs and traditional livelihood strategies in the response area, Chimanimani district. Ninety nine percent of respondents in the household survey indicated that they would continue using the type of gardening inputs they received from WVZ in future and 94.5 percent of respondents stated that the inputs they received from WVZ filled needs they had from between an average to a great extent.

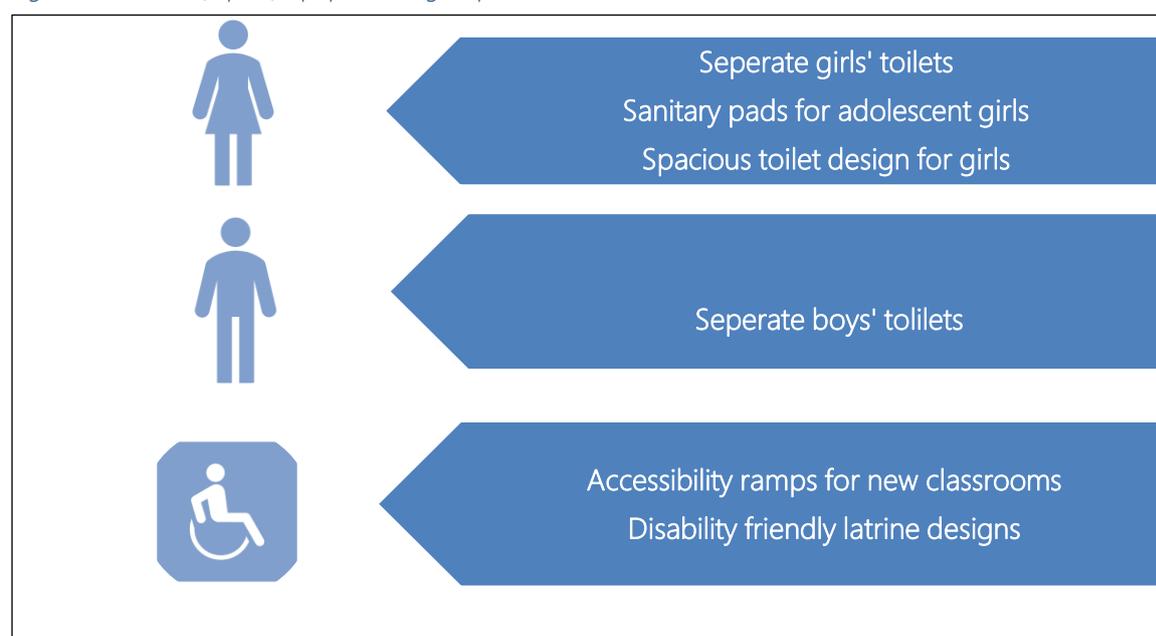
An important community priority that the livelihoods support program did not address was marketing of produce. Key informants mentioned that Chimanimani is a horticultural area producing bananas, avocados and other produce to markets in Harare, Mutare and Chipinge. The cyclone destroyed important transport links for market access. The WVZ

response focused on production capacity but did not directly respond market access concerns.

6.1.1 Needs of specific population groups

Based on interviews with the GoZ public works department specialists, school headmasters and SDCs, the program catered for the specific needs of girls, boys and disabled students. Figure 6 show the measures the program put in place for the differential needs.

Figure 6: Needs of specific population groups



Key informants greatly appreciated the efforts by the program to meet the different needs of various population groups, but they identified gaps. The program had a standard of supporting schools with 10 squat hole toilets. The 10 squat holes would be divided equally among boys and girls. The sphere standards recommend a ratio of one toilet for 30 girls and one toilet for 60 boys. Key informants felt that although the allocation of squat holes was equal, the allocation disadvantaged girls as they require a higher ratio of squat holes. Interviewed key informants also stated that schools were getting the same number of squat holes regardless of the school student enrolment.

6.2 CHS 2: Communities and people affected by crisis have access to the humanitarian assistance they need at the right time.

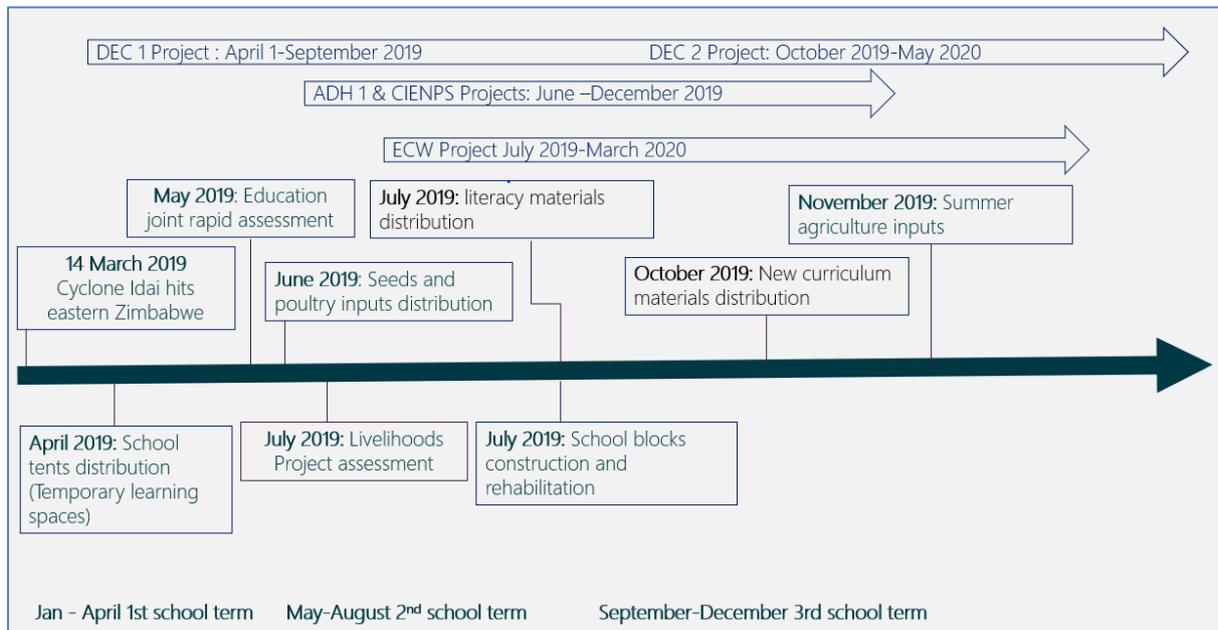
Evaluation question(s): To what extent have program objectives been achieved? What aspects of the program or context led to the attainment of objectives or lack thereof? Which interventions or components of interventions worked well, for whom, under what circumstances? How appropriate are the processes compared with minimum standards as outlined in SPHERE, INEE etc?



To answer the evaluation questions, the evaluation team concentrated more on the quality of outcomes and satisfaction of beneficiary communities with outcomes than the

quantitative achievements. The program final report can easily answer the question on quantitative achievement of project outputs. The evaluation team however had access to the DEC funded activities interim reports. The project timeline depicted in figure 7 shows the timing of response activities.

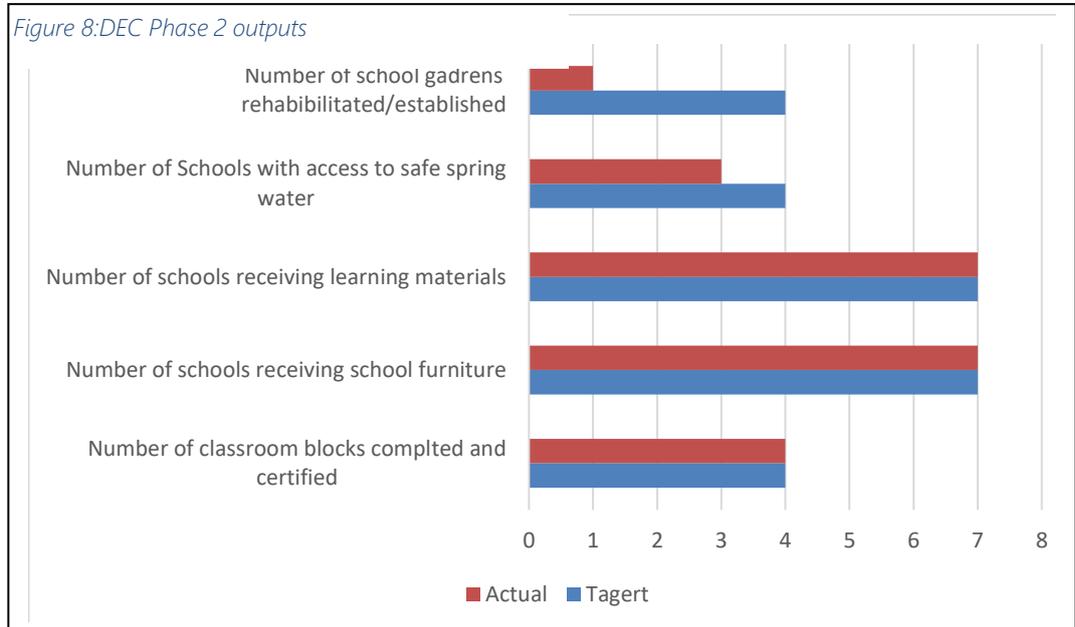
Figure 7: World Vision response timeline



The timeline shows that WVZ was able to quickly provide temporary learning spaces (tents) to schools two weeks into the response and started working on more permanent structures four months into the response. The sequencing of support enabled emergency support to get to schools whilst WVZ was putting up durable infrastructure. Schools received literacy materials in the second school term and additional new curriculum learning materials during the third school term.

The WVZ Cyclone Idai program met most output achievements. Figure 8 shows selected outputs as reported at month 6 of the DEC phase 2 funded activities. The program had managed to achieve 100 percent of targeted outputs for schools receiving learning materials, furniture, and school classrooms blocks completed and certified. The progress report stated

that although the other targets had not yet been met, WZV was on track to meeting them by the end of the program



The support from WVZ with temporary learning spaces and classrooms construction enabled the affected schools to open for the second term hence enabling access to education for the affected learners. World Vision Zimbabwe progress reports stated that 777 learners benefited from the classroom blocks under the DEC supported interventions. According to headmasters, learning materials and furniture distributed to schools were essential to improve access to education after the destruction by the cyclone. Additionally, headmasters pointed out that WVZ distributed new curriculum books, which schools had not yet been able to purchase with their own resources.

Water point rehabilitation and toilet construction interventions contributed to the increased access to education objectives. Headmasters and SDC members mentioned to the evaluation team that the availability of potable water and sanitation facilities enabled schools to operate after the cyclone. Headmasters particularly noted that without adequate sanitation facilities, they may have been forced to suspend classes. The Zimbabwe Public Health Act Chapter [15:17] requires all public institutions to have adequate water and sanitation facilities failure to which an authorized public health official may order closure.

As shown in Figure 8, the program achieved its outputs in the access to education and improving resilience of schools to future shocks. Given the project timing the evaluation could not ascertain the achievement at outcome level. However, in interviews, headmasters and SDCs members stated that their schools will have improved availability of horticultural

produce due to the support in garden establishment and rehabilitation coupled with improved water availability.

Although the evaluation team couldn't quantify the degree to which this would improve learning outcomes or improve school resilience, headmaster stated that teacher houses were important in improving schools. Headmasters stated that teacher houses, among other factors like availability of electricity, drinking water, accessibility and proximity to an urban centre, were an important factor in attracting and retaining quality teaching staff. As such, work on rehabilitating teacher houses contributed to longer term attractiveness of schools to prospective teachers.

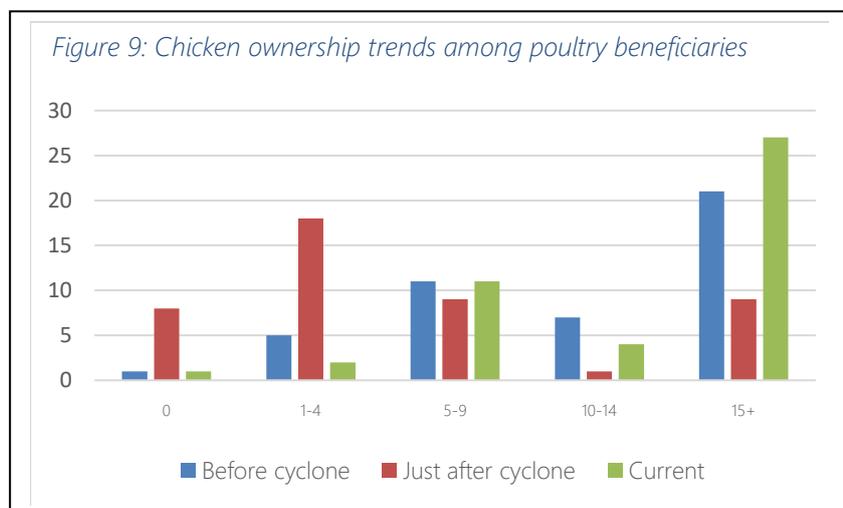
The cyclone livelihoods project aimed to increase food availability, increase income earning opportunities and build back livelihood options for affected households through distribution of gardening and poultry inputs coupled with training. The evaluation relied on household survey data to ascertain whether there was any movement towards meeting program outcomes. Given the sudden onset of the cyclone there was no comprehensive comparable baseline study of the affected population. The evaluation reviewed changes in ownership of chickens, own garden production and consumption of own garden and poultry produce.

Among the garden inputs beneficiaries interviewed, 68 percent increased the area on which they grew vegetables after support from WVZ. Sixty-four percent reported an increase in consumption of their own production.

Twenty-seven percent of households benefiting from poultry inputs mentioned that since receiving support from WVZ, they had not consumed any chickens

from their production with 57 percent having consumed between one and nine chickens and 16 percent consumed more than nine chickens.

Due to currency changes and volatility in Zimbabwe, the evaluation team couldn't ascertain the average earnings from vegetable and poultry sales among interviewed beneficiaries. The evaluation team however noted from the survey that 59 percent of interviewed garden inputs beneficiaries managed to sell part of their garden produce and 33 percent of poultry inputs beneficiaries sold some chickens.



An analysis of chicken ownership among project beneficiaries depicted in Figure 9 shows that just after the cyclone there were more households with between zero and nine chickens. Currently chicken ownership improved with an increased number of households owning from five to more than 15 chickens. The trend shows households' chicken ownership recovering to pre cyclone levels.

Using information from key informant interviews and the household survey the evaluation reviewed how the program performed against sphere humanitarian standards and the various GoZ certification processes. Below, Figure 10 is an analysis showing how WVZ met various quality standards.

Figure 10: Program quality standards

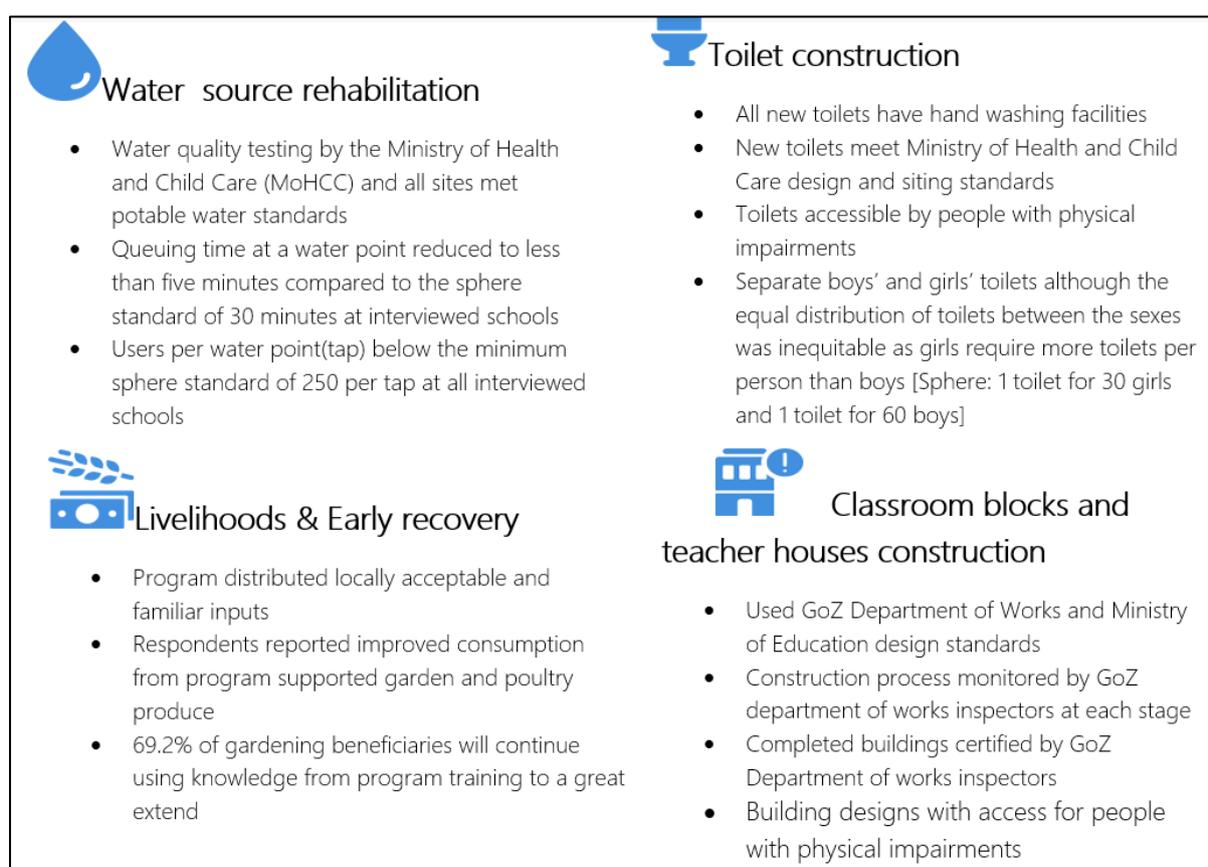


Figure 10 shows that by and large the program met GoZ and sphere standards.

6.2.1 Key program enablers

Key informant interviews suggested that success factors for the program included engagement of the GoZ, community participation and in-built program adaptation to a changing context. The GoZ enabled program success through coordinating all organisations responding to the cyclone. In interviews, key informants opined that coordination enabled better targeting, quick upstart of responses and optimization of support from various bodies. Through the Civil Protection Unit (CPU), GoZ coordination enabled conducting of an Inter-Agency Assessment that quantified and qualified priority needs of the affected population. In the WVZ education response the GoZ provided sites

for extraction of pit and river sand and in some cases provided trucks to ferry the sand. The availability of sand had been a bottleneck for the program and GoZ intervention alleviated the problem.

Another key success factor identified by key informants was community participation. Communities provided local raw materials such as bricks and in cases labour in the construction and rehabilitation of infrastructure. The program employed local builders and artisans in the rebuilding process. Interviewees indicated that community participation reduced costs and increased local ownership of the project and infrastructure.

The WVZ cyclone response program was designed to respond to emergency needs, whilst assisting recovery and looking at reconstruction. The response anticipated and planned for emerging needs whilst addressing current needs. An example is the phasing of school support. World Vision Zimbabwe focused on temporary learning spaces and materials, then moved to rehabilitation of classroom blocks and teachers' houses, water and latrines provision followed by construction of new infrastructure and providing schools with new furniture and learning materials. The timelines in Figure 7 and Figure 12 shows this deliberate design.

6.2.2 Program challenges

From the key informant interviews, the main challenges for the response was the sheer scale of community needs, inaccessibility of affected area in Chimanimani district, underlying vulnerabilities within the community, increasing prices and unavailability of supplies on the market.

The scale of the destruction caused by the cyclone overwhelmed communities and the GoZ's ability to respond. As much as the program was appreciated, key informants felt gaps still existed in infrastructure construction especially teachers' houses. The program was implemented in the backdrop of underlying poverty, rising inflation and economic hardships among the beneficiary community. This made community needs more acute. Headmasters stated that current school buildings are old and even those not destroyed by the cyclone would need attention.

Changes in currency in the middle of the response delayed procurements, payments and delivery of services. Local builders and artisans demanded payments in US dollars or increased their prices dramatically. All these issues delayed implementation.

After the cyclone, several NGOs required supplies for response. The spike in demand was unanticipated and came at a time there was confusion on currency issues in the country. World Vision International Zimbabwe stated that local supply chains were overwhelmed by the requirements. Regional procurement by the program alleviated this challenge to some extent.

Access to affected communities was problematic due to the rugged terrain and destruction of roads and bridges. Inaccessibility delayed detailed school assessments and delivery of supplies and construction raw materials.

6.2.3 Environmental considerations

In interviews, WVZ staff and district technical officers stated that the main environmental consideration in the response was around the sourcing of building raw materials. World Vision Zimbabwe staff and school authorities said the program sourced raw materials such as sand and quarry stone from Environmental Management Agency (EMA) approved sites. The program however had no control on where local communities obtained construction raw materials such as bricks. According to interviewed WVZ staff, if unchecked, this is a potential source of environmental degradation.

6.3 CHS 3: Communities and people affected by crisis are not negatively affected and are more prepared, resilient and less at-risk as a result of humanitarian action.

Evaluation question(s): Did the program strengthen the capacity of local communities to bounce back better, prepare and respond to future shocks?



According to key informants, the program built local community capacity to be better prepared for future disasters in several ways.

In preparation for future disasters, the program conducted cyclone drills and trained school authorities in disaster risk reduction. The training included evacuations and simulations in case another cyclone or storm would occur.

Local bodies such as the SDCs, local councillors, traditional leaders and school authorities were involved in the running of program components. Local councillors and traditional leaders were responsible for mobilising the communities. Local councillors and traditional leaders were responsible for mobilising the communities. School Development Committees managed the day to day construction activities at schools and together with headmasters, supervised program builders. Headmasters and school authorities were responsible for receiving, storage and dispensing of building materials. They managed the construction process and liaised with WVZ field staff. According to SDC members, this work improved their confidence in managing future school activities. Although the School Development Committee members stated that their participation in the construction activities build their capacity in managing projects, they mentioned that they would have preferred additional formal training in project management to increase their knowledge.

According to headmasters and district education officials, a significant number of buildings in affected schools in Chimanimani were old and built before Zimbabwe 's independence in 1980. The new classroom blocks and latrines built by the program are relatively stronger and met the GoZ design and construction standards as specified in Figure 9. The new buildings will be better able to withstand future cyclones than the pre-independence structures.

In addition to infrastructural support, the program supported schools with classroom furniture, textbooks and other learning materials. Zimbabwe moved to a new curriculum in

2017. Interviewed headmasters noted that their schools had challenges in obtaining new curriculum textbooks. The program supported schools with new curriculum textbooks as part of the cyclone response, supporting schools to build back better.

Key informants in the education sector pointed out that the only gap they could point out on building back better was the rehabilitation of old classroom blocks. The program built new classroom blocks and rehabilitated mostly roofs that had been blown away by the cyclone. Given that the classroom blocks were old, three interviewed SDCs members mentioned that they would have preferred to have completely new building than rehabilitation of old ones. The SDC members indicated that they were not sure how the old buildings would be able to withstand another cyclone.

Given the hilly terrain in Chimanimani district, some schools mentioned that they had no better spaces to locate new buildings. This affected siting of new structures in a way that would make them less vulnerable to future cyclones. The only consideration that would help in with standing future cyclones was the strength of the new buildings.

The livelihood recovery component of WVZ 's response built back better through providing production training, agricultural inputs and utilising local structures to facilitate the training. All respondents in the household survey mentioned that they received some form of agricultural production training together with the agricultural inputs. The program distributed garden inputs and chickens to affected households in Chimanimani district. Seventy percent of surveyed households stated that they will continue to apply new skills gained from program training in future whilst 55 percent noted that the training had filled gaps in knowledge and skills they had to a great extent.

The household survey showed that WVZ involved local structures in implementation of the livelihood component of the cyclone response. Seventy-nine percent of interviewed households stated that WVZ worked with community level structures, bodies or institutions. Government of Zimbabwe agricultural extension officers, together with WVZ field officers, conducted farmer training and capacity building. Respondents from the household survey named local councillors and headman as the other local structures involved in the intervention. These local institutions existed before the program and will continue to operate.

Whilst working with local structures is beneficial for program sustainability, some key informants felt that the program needed to guard against politicisation of aid. Key informants couldn't identify specific politicisation during the WVZ program but stated that given the political polarisation in some communities, field staff need to be proactive especially when working in activities that involve individual beneficiary households' selection and free handouts.

6.4 CHS 5: Communities and people affected by crisis have access to safe and responsive mechanisms to handle complaints.

Evaluation question(s): Did beneficiaries have access to safe and responsive mechanisms to handle complaints?

Were the most effective solutions applied in addressing different complaints?

How satisfied were program beneficiaries/clients/participants with both implementation processes and outcomes?



In the education response, key informants gave five methods that the program used to receive and address complaints. The methods were face to face meetings with WVZ field staff, a WhatsApp group with all participating school heads, calls to the WVZ field officer, comment books and suggestion boxes. The most used method was face to face interaction with WVZ staff and the least used by the education program was suggestion boxes. Table 4 details a ranked presentation of the complaints and feedback mechanisms and comments from KIIs on each method. The ranking was based on the number of times a non WVZ key informant mentioned a mechanism in an interview.

Table 4: Complaints and feedback mechanisms

Complaints/feedback mechanism	Comment
Face to face interaction with WVZ field staff	<ul style="list-style-type: none"> The most used method by Key informants, program stakeholders preferred the method because WVZ field staff were approachable The method enabled more rigorous interaction between program stakeholders and WVZ field staff
WhatsApp group with all school heads	<ul style="list-style-type: none"> Allowed for easy access and collaboration between school heads in the program Enabled WVZ to broadcast program updates Allowed school heads and WVZ field staff to analyse most common issues raised
Phone call with WVZ field staff	<ul style="list-style-type: none"> Enabled quick one on one conversation between school heads, SDCs and WVZ staff Enabled quick resolution of issues especially around logistics, payments and deliveries
Comments book	<ul style="list-style-type: none"> Mostly used by other stakeholders other than WVZ staff and school authorities to provide their feedback on construction activities progress
Suggestion box	<ul style="list-style-type: none"> Rarely used in the education program Most issues raised were to do with the Food Aid programs

Universally, interviewed KIIs in the education response had no problems accessing WVZ field staff to give feedback or lodge complaints. Key informants stated that WVZ staff were very approachable and took feedback and suggestions seriously. In all the key informant interviews, only one had issues with the late resolving of a complaint.

Key informants felt safe and were happy with the existing complaints and feedback mechanisms. One key informant however felt that the feedback and complaints mechanisms were not child centric. According to them, the program did not have clear ways of collecting feedback from school children who were an important beneficiary in the process.

Respondents in the livelihoods beneficiaries' household survey mostly knew available feedback and complaints mechanisms. Seventy-six percent of respondents knew of at least a feedback or complaints mechanisms and 24 percent didn't know any mechanism. Sixty three percent of survey respondents didn't think there was any additional feedback or complaints mechanism that should have been added to the program whilst 38 percent thought there was need to add additional mechanisms. Perceptions among respondents on WVZ 's responsiveness to feedback and complaints was mixed with sixty one percent feeling that WVZ generally addressed complaints raised. Thirty nine percent however thought that WVZ was not responsive to complaints.

The evaluation team could not ascertain the number of complaints and feedback given but key informants stated that they mostly used the systems for pointing out logistics issues with deliveries, payment request from local builders and additional supplies requests.

6.5 CHS 6: Communities and people affected by crisis receive coordinated, complementary assistance.

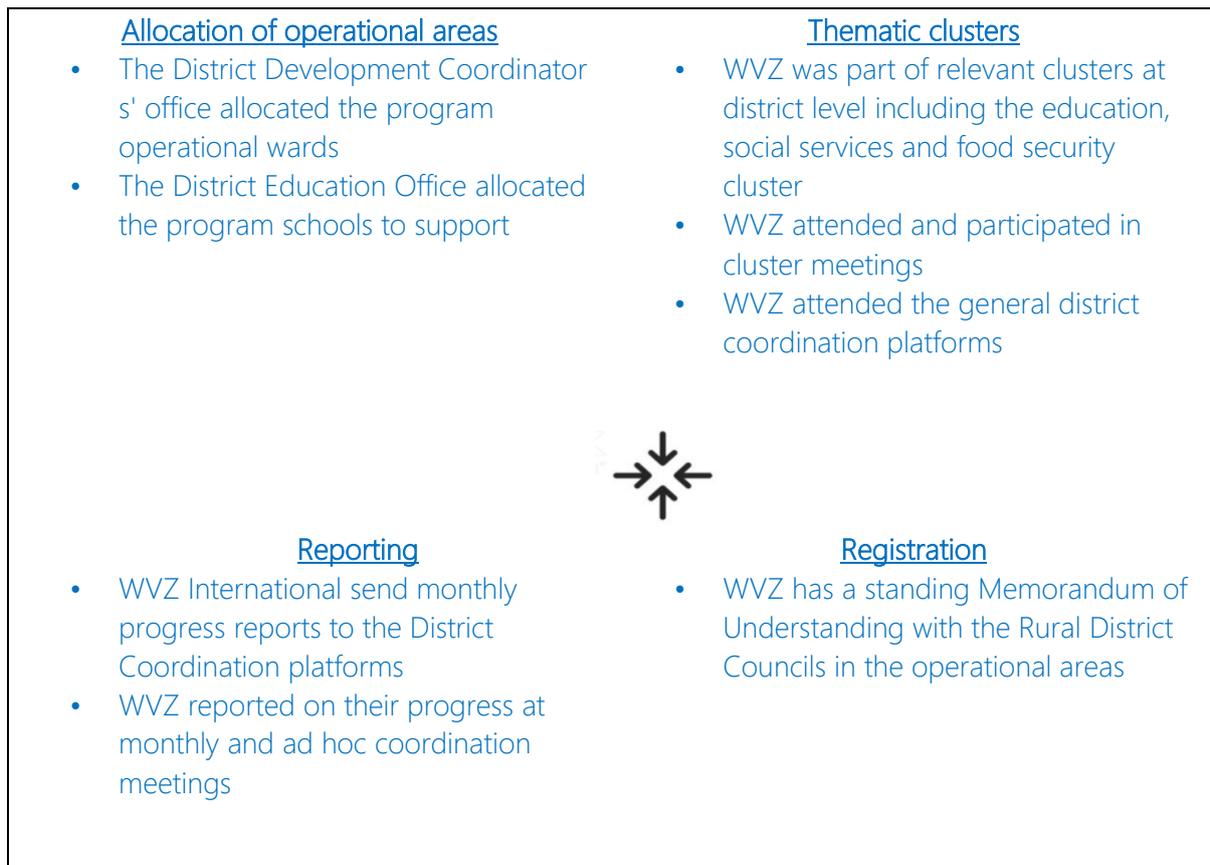
Evaluation question(s): Was the program internally and externally coherent?
Were beneficiaries/participants reached as intended?



Government of Zimbabwe district coordination and technical staff indicated that at the beginning of the cyclone, NGOs scrambled to access the affected population. This led to a kind of "turf war" as NGOs jostled to get allocated to operational wards or schools. The District Authorities through the District Civil Protection Unit (CPU) managed to coordinate the relief efforts by handling all allocations of operational areas.

Based on interviews with GoZ district coordination and technical officials in Buhera and Chimanimani districts, the program coordinated well with other cyclone response and developmental efforts. Figure 11 below shows the various ways in which the program linked with GoZ and other donors' efforts.

Figure 11: Program coordination



Based on the KIIs WVZ actively participated in the coordination platforms at national, provincial and district level. At national level WZV was active in the education cluster and in the allocation of operational districts and schools at that level. Interviews with senior staff indicated that WZV participated in shaping the technical aspects and priorities of the education response in coordination with other cluster members and the GoZ.

According to KIIs, the coordination mechanisms prevented duplication of efforts by Non-Governmental Organizations (NGOs) and enabled collaboration between programs. The allocation of operational areas and schools to NGOs by the District Education Office ensured equitable support to affected schools. Schools affected by the cyclone forwarded their needs and priorities to the District Education Office. As NGOs approached the District Education Office, the office would ensure that schools' priority needs were addressed. Most NGOs concentrated their responses to Chimanimani district which was the most affected location. World Vision Zimbabwe decided to move some school interventions to Buhera district in order to prevent activities overlap and duplication in Chimanimani district.

Key Informants including headmasters, SDC members and WVZ staff however noted that in some instances there would be more than one NGO supporting a school with different types of interventions. An example would be World Vision supporting a school with classroom block rehabilitation whilst another NGO would be working with the same school

on latrines construction. Whilst this was not duplication of efforts, key informants noted that it would be better had one NGO been allocated to support all the needs of a school to ease coordination and ensure comprehensive assistance. Key informants however stated that the issue could have been brought about because of the different funding streams of the NGOs and the different times the NGOs approached the District Education Office with aid offers.

At village level, 93 percent of respondents to the household survey stated that the timing of WVZ meeting and activities didn't clash with other NGOs programs and activities. The remaining seven percent noted that although WVZ meetings were sometimes held at the same time as other emergency programs, this only happened at most twice a month.

Internally headmasters stated that the response was coherent. In interviews, the headmasters mentioned that the response had complementary interventions. According to them the main element of the response was classroom blocks construction, but this was complemented with toilet construction, furniture and learning materials provision. Some headmasters mentioned psychosocial support and emergency drills as being complementary. The key informants stated that the program looked at education in the broader sense rather than just the infrastructure. Although there were not statistics yet, the headmaster thought the multiple interventions would improve school attendance and reduce the negative impacts of the cyclone on learning outcomes.

6.6 CHS 7: Communities and people affected by crisis can expect delivery of improved assistance as organisations learn from experience and reflection.

Evaluation question(s): How well did the program adapt to changing context?



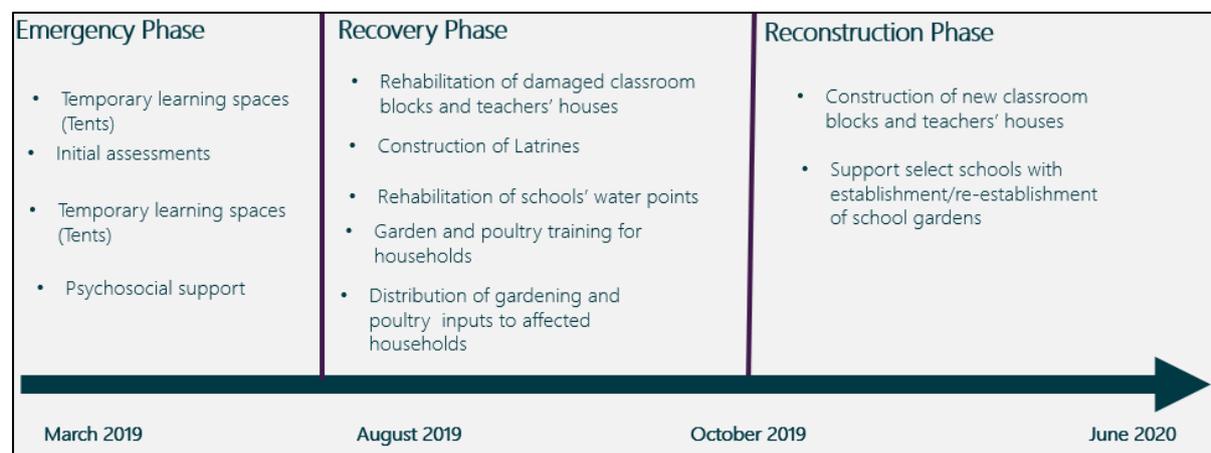
The major context change during the response was the introduction of *Statutory Instrument (SI) 212 of 2019*. The SI outlawed the use of the US dollar and other foreign currencies for local transactions. Zimbabwe had used a multi-currency system in which the US dollar was the dominant currency since April 2009. Other shifts were the unavailability of local raw materials like river and pit sand for construction, changing needs of the population and the assertion by local governments that cyclone affected population should not be asked to contribute materially to the rehabilitation and construction efforts. Table 5 below outlines how the program managed to adapt to the changing context whilst delivering services.

Table 5: Program adaptation

Context changes	How the program adapted
SI 212 banning the use of US dollars for local transactions	Affected timely program implementation and prices of local goods and services went up with local contractors demanding payment in US dollars. WVZ obtained waivers from the GoZ to use US dollars for transactions and negotiated with local service providers like builders for fair pricing of services.
Unavailability of river and pit sand in Chimanimani	Negotiated with the GoZ to supply trucks and loads of pit and river sand from Environmental Management Agency approved sites.
GoZ rules on community material contributions	Negotiated with the GoZ and communities to allow communities to contribute materially. The model is good practice for community ownership and longer-term sustainability.
Changing needs over time	Design that shifted from emergency to recovery with time (from provision of temporary learning tents, rehabilitation of damaged classrooms, construction of new infrastructure like classroom blocks and provision of learning materials and furniture) as outlined in the timeline below.
Constrained local supply chains	Regional procurement

The timeline below shows how WVZ designed the program to suit the changing needs of the affected population.

Figure 12: Timeline of program activities



As shown in table 5 and the timeline above, the program was able to adapt to shifts in the context because of inbuilt design decisions, communication and negotiation with local authorities and communities and national level advocacy.

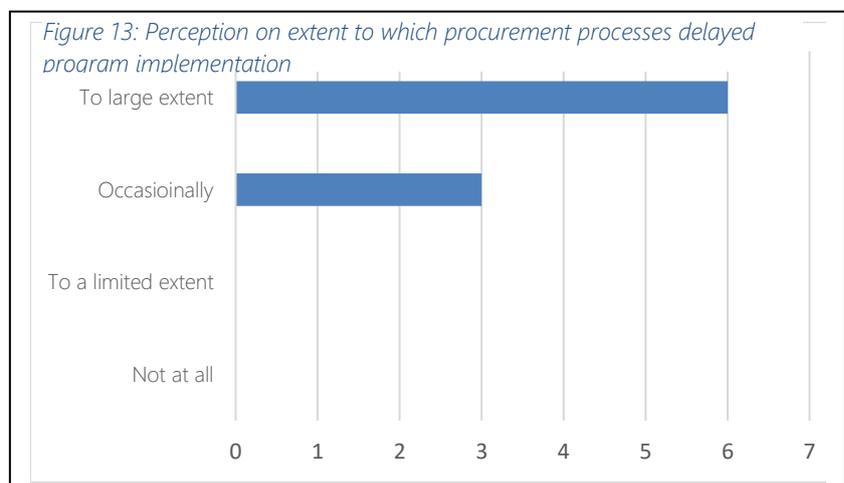
6.7 CHS 8: Communities and people affected by crisis receive the assistance they require from competent and well managed staff and volunteers

Evaluation question(s): How well equipped were program staff? (prompt on training, tools, guidance) , What were the strengths and weaknesses of the management structure and internal communication processes in the response? , How well prepared were program staff and senior management teams to handle protection risks, (i.e. sexual allegations, fraud, corruption, security risks and response)?
How well did World Vision organizational processes enhanced or inhibited timely support for program implementation?



According to interviews with WVZ field and management staff, the management structure of the program was conducive to responding to the cyclone. The program was supported at national level by a WVZ longstanding team of advisors in the education, disaster response, monitoring and evaluation, finance, administration and procurement sectors. National advisors led the start-up of the program performing program design, proposal writing and staff recruitment functions. Having a long-term national team enabled the cyclone response to get off the ground in days and in mobilising subsequent funding resources. World Vision Zimbabwe participated in the initial interagency rapid assessments a week after the cyclone and subsequent Education rapid assessment in early May. Key informant interviews with GoZ district coordination and technical officials and WVZ staff in Chimanimani and Buhera suggested that the program also got to a quick start and had minimal operational challenges because of its long-term presence in the districts. The long-term relationships with communities and development stakeholders coupled with knowledge of the affected areas was a key factor that enabled a quick and coherent response.

At field level the response was staffed in relevant technical, financial and managerial roles. Based on interviews with WVZ staff the only function that was missing at field level was procurement. Three out of nine interviewees responding to an online survey felt that having a procurement officer at district level could have accelerated the procurement process for the program. In the WVZ online staff survey depicted in Figure 13, 6 out of 9 respondents felt the



procurement process delayed programming to a large extent whilst 3 out of nine percent thought processes occasional delayed field activities.

Based on interviews with WVZ staff, the program was prepared to handle protection risks through staff training in prevention of Sexual Abuse and Sexual Exploitation (SASE) and ethical conduct, staff signing of a code of conduct, placing suggestion boxes at project sites, having a protection officer among staff and a whistle blowing procedure. The emergency cyclone response program had a child protection component for all school-based activities. Other protection measures mentioned included informing beneficiaries about the available feedback and complaints mechanisms, strengthening reporting mechanisms within WVZ and the GoZ social services department.

In the online survey, seventy-eight percent of WVZ staff indicated that they had signed a

'VERY SAFE'
67 percent of respondents felt very safe using the whistle blowing procedure

code of conduct with 22 percent saying they were 'not sure' if they signed. World Vision Zimbabwe management staff stated that the organization has anonymous whistle blowing procedures in place. In a subsequent online survey with staff, 100 percent of respondents said they knew the procedure. Of these

respondents, 67 percent mentioned that if the need arose, they would feel "very safe" using the procedure and 33 percent said they felt somewhat safe using it. No incidences of SASE were reported in any of the key informant or WVZ staff interviews.

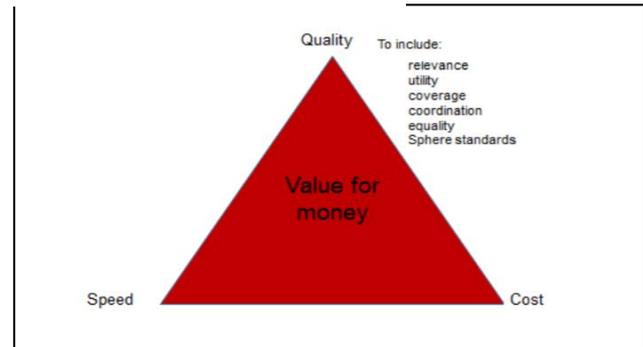
6.8 CHS 9: Communities and people affected by crisis can expect that the organisations assisting them are managing resources effectively, efficiently and ethically.

Evaluation question(s): Were the modalities and mechanisms of implementation cost-effective and efficient? Were adequate human and financial resources applied to deliver the project outputs and outcomes? Were program outcomes produced efficiently/Do program outcomes reflect value for money? Were the modalities and mechanisms of implementation cost-effective and efficient? Were adequate human and financial resources applied to deliver the project outputs and outcomes? Were program outcomes produced efficiently/Do program outcomes reflect value for money?



The evaluation team didn't have information to adequately answer the specific evaluation questions. The evaluation team didn't use a specific calculation for making a judgement on Value for Money (VfM). Setting up VfM metrics for a quick onset disaster is challenging given the pace of response. No prior metrics were factored in the response. Given the circumstances, VfM conclusions were made using cost, time and quality. The team also used the presence of internal financial controls, the tracking of financial expenditure and the use of financial reporting as proxies. Figure 14 shows the

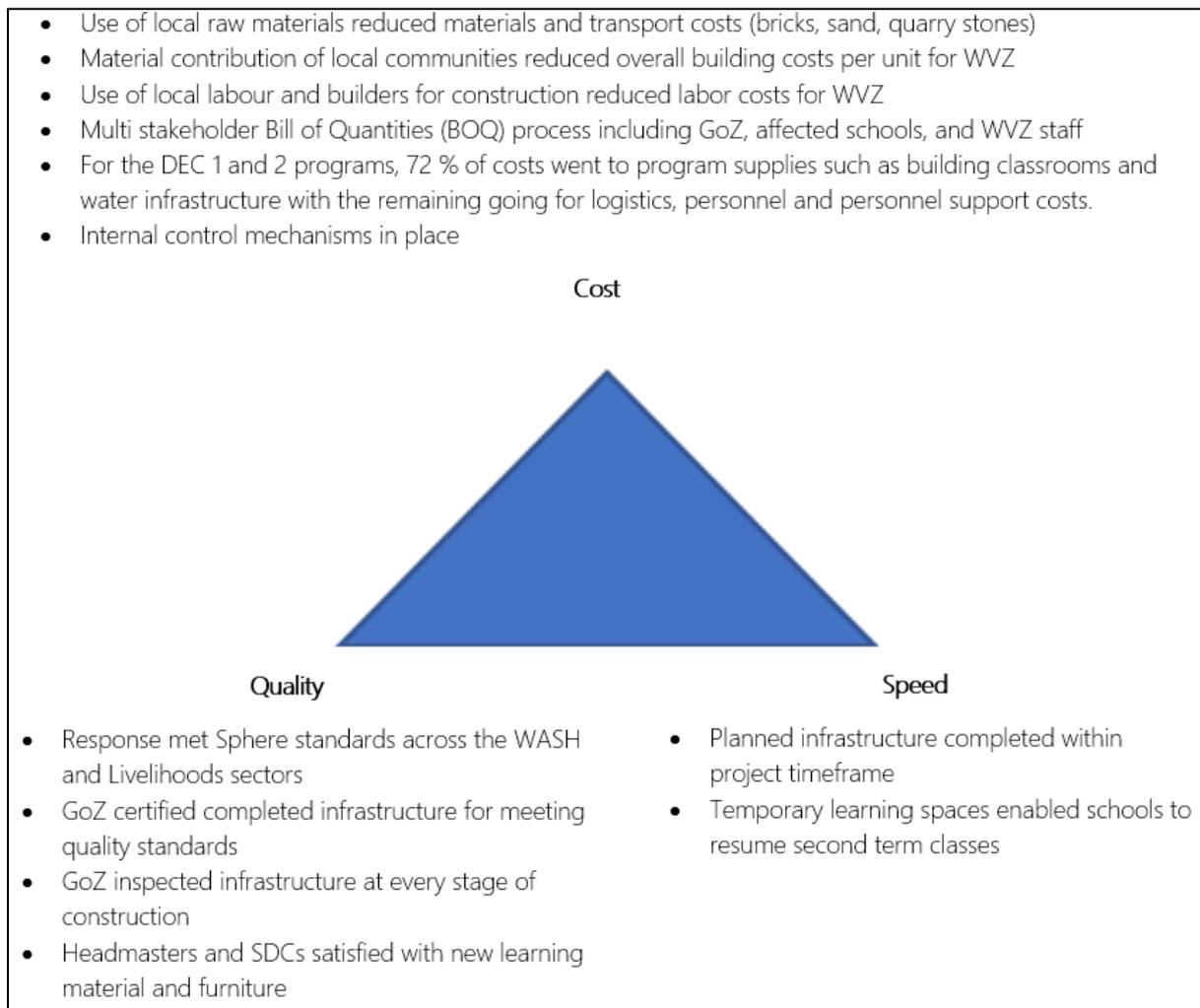
Figure 14: Speed, Cost and Quality tool



DFID VfM tool for quick emergencies. Using the cost, time and quality model, the evaluation team drew mainly on qualitative information from the evaluation and secondary data from WVZ. The issue of quality has been discussed under the previous sections touching on how the program met the several CHS indicators.

Figure 15 below shows how the response addresses some of the VfM issues.

Figure 15: WVZ Program VfM



In interviews and from the online survey, WVZ staff felt that the program had adequate internal financial controls to manage funds accountably. World Vision Zimbabwe staff also stated that they felt finances were managed ethically. Table 6 below lists control measures mentioned by staff.

Table 6: Internal control measures mentioned by staff

Program internal control mechanisms	Program ethical resources management provisions
<ul style="list-style-type: none"> • Segregation of duties • Stipulated authorization levels • Weekly reporting of project activities • Use of a centralised procurement system • Adherence to WVZ procurement and finance guidelines • Acquittal of funds within stipulated time frames • Having an administration and finance staff member in the district field office 	<ul style="list-style-type: none"> • Anti-corruption Tip offs • Anonymous toll-free numbers • Presence of accountability focal point staff • Training on safeguarding • Sector program progress reviews

To facilitate effective use of program funds, interviewed WVZ staff stated that programming and finance teams conducted monthly expenditure review meetings. The sessions would discuss actual expenditure compared to planned expenditure for pertinent budget lines. Expenditure patterns would be juxtaposed to program implementation milestones and programming targets. World Vision Zimbabwe management, finance and administration staff indicated that they used information from the budget review process for budget realignment and budget change request to donors. Budget changes were done every quarter. Other examples of the use of financial management mentioned included decisions on prioritizing program actions and moving funds from budget lines with savings.

6 Conclusions

The evaluation team drew summary conclusions based on the findings discussed above. Figure 16 outlines these conclusions.

Figure 16: Summary conclusions

CHS 1 & 4

The WVZ response was based on assessed needs and considered needs of vulnerable and special needs groups. The response was in line with community and GoZ priorities. Given the scale of the disaster the response could not cover all community needs and priorities but worked with other NGOs and the GoZ. Communities participated in planning and executing the response.

CHS 3

The program built back better through working with local structures, providing training, and building stronger infrastructure in affected communities. Longer term support will enhance communities' recovery.

CHS 6

The response was well coordinated through the District CPU and District Education Office. No program overlaps were reported. WVZ actively participated in shaping the education cluster response.

CHS 8

WVZ staff were trained and had tools to handle protection risks. The management structure and staffing enabled programming. WVZ needs to give more attention to the procurement function in emergencies.

CHS 2

Program components met GoZ and Sphere standards in terms of quality. Program beneficiaries were satisfied with support from WVZ. The program met most of its outputs and contributed to achievement of objectives. Attention needs to be given to equity between boys and girls in provision of toilets.

CHS 5

WVZ provided safe feedback and complaints mechanisms. Beneficiaries were satisfied with the manner complaints were addressed. There is need to promote higher level complaints channels.

CHS 7

Despite changes in the operating context including currency changes, the program was able to adapt. Program design enabled shifts from emergency to recovery and reconstruction.

CHS 9

Internal controls seemed adequate and resources were managed effectively by the program. The program devoted most funds to program implementation and humanitarian supplies. The use of local resources and labour reduced construction costs.

7 Recommendations

Given the findings and conclusions, the evaluation team drafted several recommendations. The WVZ cyclone response program is ending in July 2020. Recommendations can be taken as learning points for future emergency response programs and can be applicable to WVZ 's current longer-term programming and fundraising efforts.

Recommendation 1: Consider the differential needs of girls and boys in provision of toilets

Findings from the evaluation show that boys and girls were allocated equal number of toilets. Similarly, World Vision Zimbabwe constructed 10 squat holes toilets at each school they supported. In future emergency and even development programming, WVZ needs to consider the different required ratio of students per toilet for boys and girls. Girls require more toilets than boys and the allocation and building standards should cater for this need. The program also needs to examine schools' enrolment in deciding the number toilets to construct instead of treating all schools the same.

Recommendation 2: Plan for inaccessibility issues in contingency planning

Accessing affected communities and institutions was a big challenge for WVZ. Inaccessibility delayed provision of support and transportation of building materials to Chimanimani district. In making contingency plans, WVZ should consider how support can be delivered with limited accessibility including provisions for air support. In coordination forums such as the CPU, the World Vision Zimbabwe Emergency coordinator should advocate for national or provincial contingency plans that consider the possibility of restricted access to affected households and planning for air drops support.

Recommendation 3: Adequately staff procurement function in emergencies

One of the major evaluation findings was that procurement processes delayed program implementation to a large extent. A major challenge with procurement was cited as inadequate staffing of the procurement role at district level. Additionally, respondents suggested that at national level, WVZ should have a procurement person specifically dedicated to the emergency program from the onset of the response. In future emergencies, the WVZ human resources and emergency team needs to assess the adequacy of procurement staff at the onset of a response the same way other functions like programs are considered. At national level, WVZ should consider having a person specifically working on emergencies procurement from the start of the response especially for fast paced and quick onset disasters like a cyclone. The role should be filled by personnel with experience in emergency settings procurement.

Recommendation 4: Promote higher level feedback mechanisms

The program had several complaints and feedback mechanisms. Most of the methods mentioned by key informants involved interacting directly with WVZ field staff. Whilst these channels worked well and are good for interaction between stakeholders, beneficiaries and staff, there is need for stakeholders and beneficiaries to be aware of mechanisms in which they can contact higher level WVZ staff if they can't get recourse from field staff. Whilst WVZ had whistle blower mechanisms in the field, WVZ field staff and coordinators should promote mechanisms such as toll-free numbers among stakeholders and communities.

Recommendation 5: Promote child centered feedback and complaints mechanisms

Whilst respondents in the survey and key informants extensively mentioned other feedback and complaints mechanisms, child centric methods didn't come up. The final beneficiaries of the education program were students in affected schools. Although the evaluation team could not triangulate this finding with the children themselves due to the data collection environment during the COVID 9 pandemic, the WVZ accountability coordinator and child protection officers should institute a child specific feedback mechanism in emergencies.

Recommendation 6: Train community level structures in basic project management

One of the most important community structures when working with schools is the SDC. In the WVZ cyclone program, SDCs were responsible for prioritising school needs, liaising with WVZ field staff, mobilising the community to contribute local building materials, fundraising, managing builders and managing the building inventory among other things. In interviews, SDC members stated that they did not receive any formal training on these functions from the program. School Development Committee members learnt on the job and used their prior experience. In future emergency responses WVZ field coordinators should look at the possibility of providing some basic short training on topics like project management, bookkeeping, warehousing and fundraising to SDCs. This may improve SDCs performance and increase sustainability.

Recommendation 7: Guard against politicisation of aid

The program worked extensively with local leadership and local structures. This approach is good for building back better and for sustainability. Some key informants were however worried about the possibility of local structures selecting benefiting households based on political affiliation, especially for components that involve handouts like the livelihood project and food aid. When selecting beneficiaries, WVZ field officer should be aware of this possibility and put in place mechanisms to prevent it. Field managers should institute verification procedures given the heightened risk of politicisation.

Recommendation 8: Fundraise for longer term programming in affected areas

The cyclone affected the eastern more than the western part of Chimanimani district. Non-Governmental Organizations including WVZ usually implement programs in the western parts of the district. Headmasters noted that the cyclone hit already old and fragile school infrastructure. The cyclone affected farmers' horticultural and farming livelihood system. Given the devastating impacts of the cyclone, households and schools will require longer term support in re-establishing livelihoods and rebuilding. World Vision Zimbabwe country management should fundraise to support longer term development initiatives in the affected areas in the livelihoods and education sector.

Recommendation 9: Include Value for Money metrics at program inception and in regular monitoring and evaluation

The evaluation team mainly used qualitative and proxy measures to make conclusions on the program VfM. The program had no agreed inbuilt measures for VfM and therefore was not specifically tracking VfM. In future responses, especially after the initial acute emergency response phase, WVZ management, finance, Monitoring and evaluation teams should consider designing VfM measurements that can be used as the response is implemented. This would assist in real time course correction and adaptation of the response based on current information. Whilst ex-post VfM measures are important for future planning, real time measures assist current programming and make end of project VfM judgements easier and more systematic and quantitative.

Recommendation 10: Sensitise communities on potential negative environmental impacts of sourcing raw materials.

Whilst the WVZ sourced raw materials from EMA approved sites the program had no control of how and where local communities got their inputs. These included bricks and quarry stones. If unchecked, this is a potential source of environmental degradation. In future responses, WVZ field staff need to sensitize local communities on environmentally friendly sourcing of local raw materials such as bricks. Programs should be aware of how local materials are obtained, assess if there are potential negative environmental impacts and, working with local communities, put in place mitigation measures if need be.

Annexe 1: Evaluation Matrix

Performance indicators	Guiding questions for monitoring Key Actions	Data Sources and tools
<p>Communities and people affected by crisis receive assistance appropriate to their needs.</p> <p>Overall guiding questions: To what extent did the program's objectives and design respond to beneficiaries' needs and government priorities?</p>		
<p>1. Communities and people affected by crisis consider that the response takes account of their specific needs and culture.</p> <p>2. The assistance and protection provided correspond with assessed risks, vulnerabilities and needs.</p> <p>3. The response takes account of the capacities (e.g. the skills and knowledge) of people requiring assistance and/or protection</p>	<p>Has a comprehensive needs assessment been conducted and used to inform response planning?</p> <p>Are multiple sources of information, including affected people and communities, local institutions and other stakeholders consulted when assessing needs, risks, capacities, vulnerabilities and context?</p> <p>Are assessment and monitoring data disaggregated by sex, age and ability?</p> <p>How have vulnerable groups been identified? Does the response include different types of assistance and/or protection for different demographic groups?</p> <p>What actions are taken to adapt the response strategy based on changing needs, capacities, risks and the context?</p>	<p>Household Interviews</p> <p>KII</p> <p>Secondary data</p>
<p>Communities and people affected by crisis have access to the humanitarian assistance they need at the right time.</p> <p>Overall guiding questions: To what extent have program objectives been achieved? What aspects of the program or context led to the attainment of objectives or lack thereof? Which interventions or components of interventions worked well, for whom, under what circumstances? How appropriate are the processes compared with minimum standards as outlined in SPHERE, INEE etc?</p>		
<p>1. Communities and people affected by crisis, including the most vulnerable groups, consider that the timing of the assistance and protection they receive is adequate. 2. Communities and people affected by crisis consider that their needs</p>	<p>Are constraints and risks regularly identified and analysed, and plans adapted accordingly?</p> <p>Does planning consider optimal times for activities, accounting for factors such as weather, season or conflict?</p> <p>Are delays in implementing plans and activities monitored and addressed?</p>	<p>Household Interviews</p> <p>KII</p> <p>Secondary data</p>

<p>are met by the response. 3. Monitoring and evaluation reports show that the humanitarian response meets its objectives in terms of timing, quality and quantity.</p>	<p>Are early warning systems and contingency plans used? Are globally recognised technical standards used and achieved? Are unmet needs identified and addressed? Are monitoring results used to adapt programmes?</p>	
<p>Communities and people affected by crisis are not negatively affected and are more prepared, resilient and less at-risk as a result of humanitarian action. Overall guiding questions: Did the program strengthen the capacity of local communities to bounce back better, prepare and respond to future shocks?</p>		
<p>1. Communities and people affected by crisis consider themselves better able to withstand future shocks and stresses as a result of humanitarian action. 2. Local authorities, leaders and organisations with responsibilities for responding to crises consider that their capacities have been increased. 3. Communities and people affected by crisis (including the most vulnerable) do not identify any negative effects resulting from humanitarian action.</p>	<p>Have local capacities for resilience (i.e. structures, organisations, leadership figures and support networks) been identified and do plans exist to strengthen these capacities? Is existing information on risks, hazards, vulnerabilities and related plans used in programming activities? Are strategies and actions to reduce risk and build resilience designed in consultation with affected people and communities? In what ways (both formal and informal) are local leaders and/or authorities consulted to ensure response strategies are in line with local and/or national priorities? Are equitable opportunities promoted for participation of all groups in the affected population, especially marginalised and vulnerable people? Is the response designed to facilitate early recovery? Are globally recognised technical standards used by staff? Has a clear transition and/or exit strategy been developed in consultation with affected people and other relevant stakeholders?</p>	<p>Household Interviews KII Secondary data</p>
<p>Communities and people affected by crisis know their rights and entitlements have access to information and participate in decisions that affect them. Overall guiding questions: Are beneficiary voices represented in the design and implementation of the various interventions?</p>		

<p>1. Communities and people affected by crisis (including the most vulnerable) are aware of their rights and entitlements. 2. Communities and people affected by crisis consider that they have timely access to relevant and clear information. 3. Communities and people affected by crisis are satisfied with the opportunities they have to influence the response.</p>	<p>Is information about the organisation and response provided in accessible and appropriate ways to different affected groups?</p> <p>Can women, men, girls and boys (especially those who are marginalised and vulnerable) access the information provided, and do they understand it?</p> <p>Are crisis-affected people’s views, including those of the most vulnerable and marginalised, sought and used to guide programme design and implementation? Do all groups within affected communities feel they have equitable opportunities to participate in decisions about the response that affect them?</p> <p>Are all groups within the affected community aware of how to give feedback on the response, and do they feel safe using those channels?</p> <p>Are barriers to giving feedback identified and addressed?</p> <p>Is data provided through feedback mechanisms disaggregated by age, gender and other relevant categories?</p>	<p>Household Interviews KII Secondary data</p>
<p>Communities and people affected by crisis have access to safe and responsive mechanisms to handle complaints.</p> <p>Overall guiding questions: Did beneficiaries have access to safe and responsive mechanisms to handle complaints? Were the most effective solutions applied in addressing different complaints? How satisfied were program beneficiaries/clients/participants with both implementation processes and outcomes?</p>		
<p>1. Communities and people affected by crisis, including vulnerable and marginalised groups, are aware of complaints mechanisms established for their use. 2. Communities and people affected by crisis, consider the complaints mechanisms accessible, effective, confidential and safe. 3. Complaints are investigated, resolved and results fed back to the complainant within the stated timeframe.</p>	<p>Are communities and people affected by crisis consulted about the design of complaints mechanisms?</p> <p>Are the preferences of all demographic groups taken into account, particularly those related to safety and confidentiality, in the design of complaints processes? Is information about how complaints mechanisms work and what kind of complaints can be made through them provided to and understood by all demographic groups?</p> <p>Are there agreed and respected timeframes to investigate and resolve complaints? Is the time between a complaint is filed and its resolution recorded? Are complaints</p>	<p>Household Interviews KII Secondary data</p>

	about sexual exploitation and abuse investigated immediately by staff with relevant competencies and an appropriate level of authority?	
<p>Communities and people affected by crisis receive coordinated, complementary assistance.</p> <p>Overall guiding questions: Was the program internally and externally coherent? Were beneficiaries/participants reached as intended?</p>		
<p>1. Communities and people affected by crisis do not identify gaps and overlaps in the response. 2. Responding organisations share relevant information through formal and informal coordination mechanisms. 3. Organisations coordinate needs assessments, delivery of humanitarian aid and monitoring of its implementation</p>	<p>Is information about the organisation’s competences, resources, geographical areas and sectors of work shared with others responding to the crisis in a timely way?</p> <p>Is information about the competences, resources, areas and sectors of work of other organisations, including local and national authorities, accessed and used?</p> <p>Have existing coordination structures been identified and supported?</p> <p>Are the programmes of other organisations and authorities taken into account when designing, planning and implementing programmes?</p> <p>Are gaps in coverage identified and addressed?</p>	<p>Household Interviews</p> <p>KII</p> <p>Secondary data</p>
<p>Communities and people affected by crisis can expect delivery of improved assistance as organisations learn from experience and reflection.</p> <p>Overall guiding questions: How well did the program adapt to changing context?</p>		
<p>1. Communities and people affected by crisis identify improvements to the assistance and protection they receive over time. 2. Improvements are made to assistance and protection interventions as a result of the learning generated in the current response. 3. The assistance and protection provided reflects learning from other responses.</p>	<p>Are evaluations and reviews of responses of similar crises consulted and incorporated as relevant in programme design?</p> <p>Are monitoring, evaluation, feedback and complaints-handling processes leading to changes and/or innovations in programme design and implementation?</p> <p>Is learning systematically documented?</p> <p>Are specific systems used to share learning with relevant stakeholders, including affected people and partners?</p>	<p>Household Interviews</p> <p>KII</p> <p>Secondary data</p>
<p>Communities and people affected by crisis receive the assistance they require from competent and well managed staff and volunteers.</p>		

<p>Overall guiding questions: How well equipped were program staff? (prompt on training, tools, guidance) , What were the strengths and weaknesses of the management structure and internal communication processes in the response? , How well prepared were program staff and senior management teams to handle protection risks, (i.e. sexual allegations, fraud, corruption, security risks and response)? , How well did World Vision organizational processes enhanced or inhibited timely support for program implementation?</p>		
<p>1. Male and female staff feel supported by their organisation to do their work. 2. Staff satisfactorily meet their performance objectives. 3. Communities and people affected by crisis assess staff to be effective (i.e. in terms of their knowledge, skills, behaviours and attitudes).</p>	<p>Are the organisation’s mandate and values communicated to new staff? Is staff performance managed, under-performance addressed and good performance recognised? Do staff sign a code of conduct or similarly binding document? If so, do they receive orientation on this and other relevant policies which allows them to understand it properly? Are complaints received about staff or partners’ staff? How are they handled? Are staff aware of support available for developing the competences required by their role and are they making use of it?</p>	<p>Household Interviews KII Secondary data</p>
<p>Communities and people affected by crisis can expect that the organisations assisting them are managing resources effectively, efficiently and ethically.</p> <p>Overall guiding questions: Were the modalities and mechanisms of implementation cost-effective and efficient? Were adequate human and financial resources applied to deliver the project outputs and outcomes? Were program outcomes produced efficiently/Do program outcomes reflect value for money?</p>		
<p>1. Communities and people affected by crisis are aware about community-level budgets, expenditure and results achieved. 2. Communities and people affected by crisis consider that the available resources are being used: a. for what they were intended; and b. without diversion or wastage. 3. The resources obtained for the response are used and monitored according to agreed plans,</p>	<p>Are staff following organisational protocols for decisions regarding expenditure? Is expenditure monitored regularly and the reports shared across programme management? Are services and goods procured using a competitive bidding process? Are potential impacts on the environment (water, soil, air, biodiversity) monitored, and actions taken to mitigate them? Is a safe whistle-blowing procedure in place and known to staff, affected communities and other stakeholders?</p>	<p>Household Interviews KII Secondary data</p>

targets, budgets and timeframes. 4. Humanitarian response is delivered in a way that is cost effective	Are cost-effectiveness and social impact monitored?	
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Annexe 2: Data Collection tools

School authorities KII guide

World Vision Cyclone Idai response Evaluation

Key Informant Interview guide (record responses in a notebook)

NB: We plan to request World Vision to send questions on Whatsapp and email in advance to KIIs

Introduction: My name is XXXX from JIMAT consultants; we have been contracted by World Vision International to carry out an evaluation of their Cyclone Idai Education program. As part of the evaluation we are talking to Government stakeholders, program beneficiaries and World Vision staff. I would like to talk to you for about 45 minutes about the World Vision program. Your responses will be treated as confidential and won't be attributed to you directly.

Demographic Information

Date of Interview:

Interviewer:

Name of KII:

Organization:

Position:

Gender :

District:

Are you familiar with the World Vision cyclone Idai response?

What components are you familiar with?

To what extent did the program's objectives and design respond to beneficiaries' needs and government priorities?

What were your priority needs as a school after cyclone Idai?

What were the priority needs of the community around the school (parents, teachers and students)?

To what extent were World Vision interventions in line with the school's priorities and plans?

How did World Vision consult you on the interventions they supported the school with?

Which other population groups did World Vision engage to determine needs and approaches in designing the response?

How did the response consider the needs of different population groups?

Women and girls

Boys

The disabled

Other vulnerable groups

Did the school needs change over time?

Was the World Vision program able to shift and support the emerging needs?

In infrastructure programs how did World Vision source local raw materials?

Overall guiding questions: To what extent have program objectives been achieved? , What aspects of the program or context led to the attainment of objectives or lack thereof? Which interventions or components of interventions worked well, for whom, under what circumstances? How appropriate are the processes compared with minimum standards as outlined in SPHERE, INEE etc?

What support did your school get from the World Vision Program?

To what extent did the support meet your needs after the cyclone?

What other support would you have preferred from the program (in the education sector and in other sectors?)

If World Vision or another organisation were to conduct a similar program, what aspects would you change?

Did completed infrastructure (school blocks/water points/latrines) meet government expectations and standards?

What certification processes took place after completion of the infrastructure?

Questions ONLY for schools that had Water Points Rehabilitation

What kind of water points were rehabilitated by the World Vision program?

How many water points were functional at the school after the rehabilitation?

How many people relied on the rehabilitated water points?

After water points rehabilitation what was the approximate furthest distance school users would walk?

How long would school users have to wait/queue to fetch water after the rehabilitation?

Was water quality of rehabilitated springs tested, what were the results?

Did the program provide any treatment for the water?

Overall guiding questions: Did the program strengthen the capacity of local communities to bounce back better, prepare and respond to future shocks? (Research on sustainability in Education programs)

- What school/community level structures were involved in the World Vision program?
- Which roles did school/these community structures play?
- What kind of capacity building did the structures or beneficiaries receive from World Vision?
- Are there any capacities gaps you feel exist with the community structures?
- How did the intervention consider medium to longer term needs of school?
- To what extent did the program consider future cyclones/in planning and execution of activities (stronger infrastructure)?
- Do you think the intervention had any negative impacts on the school?

Overall guiding questions: Are beneficiary voices represented in the design and implementation of the various interventions?

- In which ways did you get information about the goals, objectives and activities of the program (form of delivery, language, and nature of people delivering the message)
- Did World Vision officers' clearly state what your school was entitled to under the program?
- To what extent did World Vision consider your input and ideas in the program?

Overall guiding questions: Did beneficiaries have access to safe and responsive mechanisms to handle complaints? Were the most effective solutions applied in addressing different complaints? How satisfied were program beneficiaries/clients/participants with both implementation processes and outcomes?

- Which channels existed for you to give feedback or complaints on the program to World Vision or the Government?
- Which channels did you normally use?
- Why did you prefer these complaints and feedback channels?
- Did you have challenges using any of the channels?
- Are there any feedback and complaints mechanisms you think were missing from the program?
- Did you feel safe using the complaints and feedback channels?
- In which ways did World Vision respond to complaints and feedback?
- Were there agreed and respected timeframes to investigate and resolve complaints?
- Was the time between a complaint is filed and its resolution recorded?

Have you ever heard of any complaints about sexual exploitation and abuse in the program?

If yes please give details (what the issues were, weather they were reported and to whom, what kind of action was taken by World Vision)

Communities and people affected by crisis receive coordinated, complementary assistance.

Overall guiding questions: Was the program internally and externally coherent? Were beneficiaries/participants reached as intended?

How did the World Vision program coordinate with the other development activities at your school?

Government technical officers KII guide

World Vision Cyclone Idai response Evaluation

Key Informant Interview guide (record responses in a notebook)

Introduction: My name is XXXX from JIMAT consultants; we have been contracted by World Vision International to carry out an evaluation of their Cyclone Idai Education program. As part of the evaluation we are talking to Government stakeholders, program beneficiaries and Wold Vision staff. I would like to talk to you for about 45 minutes about the World Vision program. Your responses will be treated as confidential and won't be attributed to you directly.

Demographic Information

Date of Interview:

Interviewer:

Name of KII:

Organization:

Position:

Gender :

District:

Are you familiar with the World Vision cyclone Idai response?

What components are you familiar with?

Overarching question: To what extent did the program's objectives and design respond to beneficiaries' needs and government priorities?

What were the GoZ priorities in responding to the cyclone in your district?

What were the affected populations' priority needs after cyclone Idai?

To the best of your knowledge to what extend where World Vision interventions in line with government priorities and plans

How did World Vision consult affected communities on the interventions?

Which population groups did World Vision engage to determine needs and approaches in designing the response?

How were you involved in the choice of operational areas for the World Vision program and did World Vision chose the most affected geographical areas?

In your observation how did the World Vision response consider the needs of different population groups?

Women and girls/Boys/The disabled/Other vulnerable groups

Overarching questions: Was the program internally and externally coherent? Were beneficiaries/participants reached as intended?

What coordination mechanisms exist at district level?

To what extent did World Vision participate in the coordination mechanisms?

Did the program have any overlaps with other programs in the district?

Overarching questions: To what extent have program objectives been achieved? , What aspects of the program or context led to the attainment of objectives or lack thereof? Which interventions or components of interventions worked well, for whom, under what circumstances? How appropriate are the processes compared with minimum standards as outlined in SPHERE, INEE etc?

To what extent did the support from World Vision meet the district needs after the cyclone?

What other support would you have preferred from the program (in the education sector and in other sectors?)

If World Vision or another organisation were to conduct a similar program, what aspects would you change...and why?

Did completed infrastructure (school blocks/water points) meet government expectations and standards?

What certification processes took place after completion of the infrastructure?

Overarching questions: Did the program strengthen the capacity of local communities to bounce back better, prepare and respond to future shocks? (Research on sustainability in Education programs)

How did the intervention consider medium to longer term needs of affected communities?

What community level structures were involved in the response and what roles did these structures play?

Are there any capacities gaps you feel exist with the community structures?

To what extent did the program design and work consider future cyclones/in planning and execution of activities? (E.g. stronger infrastructure etc.)

Do you think the intervention had any negative impacts on the communities?

Overarching questions: Did beneficiaries have access to safe and responsive mechanisms to handle complaints? Were the most effective solutions applied in addressing different complaints? How satisfied were program beneficiaries/clients/participants with both implementation processes and outcomes?

Which channels exist to give feedback or complaints on the program?

Are there any feedback and complaints mechanisms you think were missing from the program?

In which ways does World Vision respond to complaints and feedback?

Have you ever heard of any complaints about sexual exploitation and abuse in the program?

If yes please give details (what the issues were, whether they were reported and to whom, what kind of action was taken by World Vision)

Government Coordination officials KII tool

World Vision Cyclone Idai response Evaluation

Key Informant Interview guide (record responses in a notebook)

Introduction: My name is XXXX from JIMAT consultants; we have been contracted by World Vision International to carry out an evaluation of their Cyclone Idai Education program. As part of the evaluation we are talking to Government stakeholders, program beneficiaries and World Vision staff. I would like to talk to you for about 45 minutes about the World Vision program. Your responses will be treated as confidential and won't be attributed to you directly.

Demographic Information

Date of Interview:

Interviewer:

Name of KII:

Organization:

Position:

Gender :

District:

Are you familiar with the World Vision cyclone Idai response?

What components are you familiar with?

Overarching question: To what extent did the program's objectives and design respond to beneficiaries' needs and government priorities?

What were the GoZ priorities in responding to the cyclone in your district?

What were the affected populations' priority needs after cyclone Idai?

To the best of your knowledge to what extent were World Vision interventions in line with government priorities and plans

How were you involved in the choice of operational areas for the World Vision program?

Overarching questions: Was the program internally and externally coherent? Were beneficiaries/participants reached as intended?

What coordination mechanisms exist at district level?

To what extent did World Vision participate in the coordination mechanisms?

Did the program have any overlaps with other programs in the district?

Overarching questions: To what extent have program objectives been achieved? , What aspects of the program or context led to the attainment of objectives or lack thereof? Which interventions or components of interventions worked well, for whom, under what

circumstances? How appropriate are the processes compared with minimum standards as outlined in SPHERE, INEE etc?

If World Vision or another organisation were to conduct a similar program, what aspects would you change...and why?

Did completed infrastructure (school blocks/water points/latrines) meet government expectations and standards?

Overarching questions: Did the program strengthen the capacity of local communities to bounce back better, prepare and respond to future shocks? (Research on sustainability in Education programs)

How did the intervention consider medium to longer term needs of affected communities?

What Government structures were involved in the response and what roles did these local structures play?

To what extent did the program design and work consider future cyclones/in planning and execution of activities? (E.g. stronger infrastructure etc.)

Do you think the intervention had any negative impacts on the communities?

Overarching questions: Did beneficiaries have access to safe and responsive mechanisms to handle complaints? Were the most effective solutions applied in addressing different complaints? How satisfied were program beneficiaries/clients/participants with both implementation processes and outcomes?

Which channels exist to give feedback or complaints on the program and do you have challenges using any of the channels?

Are there any feedback and complaints mechanisms you think were missing from the program?

Have you ever heard of any complaints about sexual exploitation and abuse in the program?

If yes please give details (what the issues were, whether they were reported and to whom, what kind of action was taken by World Vision)

World Vision Management staff KII guide

World Vision Cyclone Idai response Evaluation

Key Informant Interview guide WVI staff (record responses in a notebook)

Introduction: My name is XXXX from JIMAT consultants; we have been contracted by World Vision International to carry out an evaluation of their Cyclone Idai Education program. As part of the evaluation we are talking to Government stakeholders, program beneficiaries and World Vision staff. I would like to talk to you for about 45 minutes about the World Vision program. Your responses will be treated as confidential and won't be attributed to you directly.

Demographic Information

Date of Interview:

Interviewer:

Name of KII:

Organization:

Position:

Gender :

District:

What was your official role in the cyclone response program

For how long did you work on the cyclone program

To what extent did the program's objectives and design respond to beneficiaries' needs and government priorities?

Prompts

What assessments did World Vision conduct in response to cyclone Idai?

Which population groups did World Vision engage to determine needs and approaches in designing the response?

How did World Vision consult affected communities on the interventions?

What were the priority needs of the affected population?

To what extent were World Vision interventions in line with government priorities and plans?

How did World Vision choose to work in the sectors they responded in?

How did World Vision choose to work in the geographical areas they did?

How did the response consider the needs of different population groups?

Women and girls

Boys

The disabled

Other vulnerable groups

Did beneficiary community needs change over time?

What program changes did world Vision institute with the shifting beneficiary need?

What environmental factors did World Vision consider in their programing?

In infrastructure programs how did World Vision source local raw materials?

Overall guiding questions: To what extent have program objectives been achieved? , What aspects of the program or context led to the attainment of objectives or lack thereof? Which interventions or components of interventions worked well, for whom, under what circumstances? How appropriate are the processes compared with minimum standards as outlined in SPHERE, INEE etc?

Prompts

What issues presented challenges in attainment of project plans and goals?

What enabling factors supported the attainment of program plans and goals?

If World Vision or another organisation were to conduct a similar program, what aspects would you change?

Did completed infrastructure (school blocks/water points etc.) meet government expectations and standards?

What certification processes took place after completion of the infrastructure?

Overall guiding questions: Did the program strengthen the capacity of local communities to bounce back better, prepare and respond to future shocks? (Research on sustainability in Education programs)

Prompts

What community level structures were involved in the response?

Which roles did these structures play?

What kind of capacity building did the structures or beneficiaries receive from World Vision?

Are there any capacities gaps you feel exist with the community structures?

How did the intervention consider medium to longer term needs of affected communities

To what extend did the program consider future cyclones/in planning and execution of activities (stronger infrastructure)

Did the intervention have any exit plans/sustainability plans?

Do you think the intervention had any negative impacts on the communities?

What program design aspects would you have changed to improve sustainability and resilience?

Overall guiding questions: Did beneficiaries have access to safe and responsive mechanisms to handle complaints? Were the most effective solutions applied in addressing different complaints? How satisfied were program beneficiaries/clients/participants with both implementation processes and outcomes?

Prompts

What were the most common complaints from the beneficiary community?

Which channels existed for beneficiaries to give feedback or complaints on the program?

Which feedback and complaints channels did beneficiaries most use?

Which feedback and complaints mechanisms do you think were missing from the program?

In which ways does World Vision respond to complaints and feedback?

Are there agreed and respected timeframes to investigate and resolve complaints?

Is the time between a complaint is filed and its resolution recorded?

Have you ever heard of any complaints about sexual exploitation and abuse in the program?

If yes please give details (what the issues were, weather they were reported and to whom, what kind of action was taken by World Vision)

Communities and people affected by crisis receive coordinated, complementary assistance.

Overall guiding questions: Was the program internally and externally coherent? Were beneficiaries/participants reached as intended?

Prompts

To what extend did World Vision participate in district and school coordination mechanisms?

Did the program have any overlaps with other programs in the district?

Overall guiding questions: How well did the program adapt to changing context?

Prompts

What major changes occurred in the operating context during the cyclone response?

How did the program adapt to the changing environment?

What evaluations or assessments were done during implementation of the response?

How did the program us recommendations and findings from these evaluations/assessments?

What enabled the program to adapt to the changes?

What challenges did the program face in adapting to the changes?

Overall guiding questions: How well equipped were program staff? (prompt on training, tools, guidance) , What were the strengths and weaknesses of the management structure and internal communication processes in the response? , How well prepared were program staff and senior management teams to handle protection risks, (i.e. sexual allegations, fraud, corruption, security risks and response)? , How well did World Vision organizational processes enhanced or inhibited timely support for program implementation?

Prompts

Did you sign a code of conduct or similarly binding document?

What measures did world Vision Zimbabwe put in place for protection and Prevention of Sexual abuse and sexual exploitation during the cyclone response?

Overall guiding questions: Were the modalities and mechanisms of implementation cost-effective and efficient? Were adequate human and financial resources applied to deliver the project outputs and outcomes? Were program outcomes produced efficiently/Do program outcomes reflect value for money?

Prompts

What internal control mechanisms exist in Wold Vision cyclone response programs?

What internal control mechanisms do you feel need to be improved?

Do you feel procurement processes and procedures hamper timely delivery of inputs to the program?

World Vision Field staff KII guide

World Vision Cyclone Idai response Evaluation

Key Informant Interview guide WVI staff (record responses in a notebook)

Introduction: My name is XXXX from JIMAT consultants; we have been contracted by World Vision International to carry out an evaluation of their Cyclone Idai Education program. As part of the evaluation we are talking to Government stakeholders, program beneficiaries and World Vision staff. I would like to talk to you for about 45 minutes about the World Vision program. Your responses will be treated as confidential and won't be attributed to you directly.

Demographic Information

Date of Interview:

Interviewer:

Name of KII:

Organization:

Position:

Gender :

District:

of month working in cyclone program

To what extent did the program's objectives and design respond to beneficiaries' needs and government priorities?

Prompts

What assessments did World Vision conduct in response to cyclone Idai?

Which population groups did World Vision engage to determine needs and approaches in designing the response?

How did World Vision consult affected communities on the interventions?

What were the priority needs of the affected population?

To what extent were World Vision interventions in line with government priorities and plans?

How did World Vision choose to work in the sectors they responded in?

How did World Vision choose to work in the geographical areas they did?

How did the response consider the needs of different population groups?

Women and girls

Boys

The disabled

Other vulnerable groups

What environmental factors did World Vision consider in their programming?

In infrastructure programs how did World Vision source local raw materials?

Overall guiding questions: To what extent have program objectives been achieved? , What aspects of the program or context led to the attainment of objectives or lack thereof? Which interventions or components of interventions worked well, for whom, under what circumstances? How appropriate are the processes compared with minimum standards as outlined in SPHERE, INEE etc?

Prompts

What issues presented challenges in attainment of project plans and goals?

What enabling factors supported the attainment of program plans and goals?

If World Vision or another organisation were to conduct a similar program, what aspects would you change?

Did completed infrastructure (school blocks/water points etc.) meet government expectations and standards?

What certification processes took place after completion of the infrastructure?

Overall guiding questions: Did the program strengthen the capacity of local communities to bounce back better, prepare and respond to future shocks? (Research on sustainability in Education programs)

Prompts

What community level structures were involved in the response and which roles did they play?

What kind of capacity building did the structures or beneficiaries receive from World Vision?

Are there any capacities gaps you feel exist with the community structures?

How did the intervention consider medium to longer term needs of affected communities

To what extent did the program consider future cyclones/in planning and execution of activities (stronger infrastructure)

Did the intervention have any exit plans/sustainability plans?

Do you think the intervention had any negative impacts on the communities?

What program design aspects would you have changed to improve sustainability and resilience?

Overall guiding questions: Did beneficiaries have access to safe and responsive mechanisms to handle complaints? Were the most effective solutions applied in addressing different

complaints? How satisfied were program beneficiaries/clients/participants with both implementation processes and outcomes?

Prompts

What were the most common complaints from the beneficiary community?

Which channels existed for beneficiaries to give feedback or complaints on the program?

Which feedback and complaints channels did beneficiaries most use?

Which feedback and complaints mechanisms do you think were missing from the program?

Have you ever heard of any complaints about sexual exploitation and abuse in the program?

If yes please give details (what the issues were, whether they were reported and to whom, what kind of action was taken by World Vision)

Overall guiding questions: How well did the program adapt to changing context?

Prompts

What major changes occurred in the operating context during the cyclone response?

How did the program adapt to the changing environment?

What evaluations or assessments were done during implementation of the response?

How did the program use recommendations and findings from these evaluations/assessments?

What enabled the program to adapt to the changes?

What challenges did the program face in adapting to the changes?

Overall guiding questions: How well equipped were program staff? (prompt on training, tools, guidance) , What were the strengths and weaknesses of the management structure and internal communication processes in the response? , How well prepared were program staff and senior management teams to handle protection risks, (i.e. sexual allegations, fraud, corruption, security risks and response)? , How well did World Vision organizational processes enhanced or inhibited timely support for program implementation?

Prompts

Did you sign a code of conduct or similarly binding document?

If so, did you receive orientation on this and other relevant policies which allows them to understand it properly?

What qualifications related to your job do you possess?

How much experience do you have in your sector?

What other training did you receive that is relevant to this job?

Please tick if you have received training in any of the following training (SASE, SPHERE, CHS, Protection, Personal security)

Do you feel you had enough guidance and supervision to do your job properly in the cyclone response program?

What measures did world Vision Zimbabwe put in place for protection and Prevention of Sexual abuse and sexual exploitation during the cyclone response?

World Vision Finance and Administration staff KII guide

World Vision Cyclone Idai response Evaluation

Key Informant Interview guide WVI staff (record responses in a notebook)

Introduction: My name is XXXX from JIMAT consultants; we have been contracted by World Vision International to carry out an evaluation of their Cyclone Idai Education program. As part of the evaluation we are talking to Government stakeholders, program beneficiaries and World Vision staff. I would like to talk to you for about 45 minutes about the World Vision program. Your responses will be treated as confidential and won't be attributed to you directly.

Demographic Information

Date of Interview:

Interviewer:

Name of KII:

Organization:

Position:

Gender :

District:

of months working in the program

Overall guiding questions: Were the modalities and mechanisms of implementation cost-effective and efficient? Were adequate human and financial resources applied to deliver the project outputs and outcomes? Were program outcomes produced efficiently/Do program outcomes reflect value for money?

Prompts

What internal control mechanisms exist in World Vision cyclone response programs?

What internal control mechanisms do you feel need to be improved?

What procurement processes do the programs follow to ensure quality products?

Do you feel procurement processes and procedures hamper timely delivery of inputs to the program?

In what ways do you think the processes can be changed/adapted to improve timely delivery?

Do you know of provisions of whistle blowing if you suspect fraud abuse or waste?

Do you feel safe in using available reporting channels if you suspect fraud, abuse or waste?

How does the cyclone response monitor expenditure?

How is expenditure information used by the cyclone response?

Overall guiding questions: To what extent have program objectives been achieved? , What aspects of the program or context led to the attainment of objectives or lack thereof? Which interventions or components of interventions worked well, for whom, under what

circumstances? How appropriate are the processes compared with minimum standards as outlined in SPHERE, INEE etc?

Prompts

What issues presented challenges in attainment of project plans and goals?

What enabling factors supported the attainment of program plans and goals?

If World Vision or another organisation were to conduct a similar program, what aspects would you change?

Overall guiding questions: How well equipped were program staff? (prompt on training, tools, guidance) , What were the strengths and weaknesses of the management structure and internal communication processes in the response? , How well prepared were program staff and senior management teams to handle protection risks, (i.e. sexual allegations, fraud, corruption, security risks and response)? , How well did World Vision organizational processes enhanced or inhibited timely support for program implementation?

Prompts

Did you sign a code of conduct or similarly binding document?

If so, do they receive orientation on this and other relevant policies which allows them to understand it properly?

What qualifications related to your job do you possess?

How much experience do you have in your sector?

What other training did you receive that is relevant to this job?

Please tick if you have received training in any of the following training (SASE, SPHERE, CHS, Protection, Personal security)

Do you feel you had enough guidance and supervision to do your job properly in the cyclone response program?

What measures did world Vision Zimbabwe put in place for protection and Prevention of Sexual abuse and sexual exploitation during the cyclone response?

Household Questionnaire



CYCLONE IDAI WORLD VISION LIVELIHOODS PROGRAMME

Questionnaire ID	
Enumerator Name	

Introduction: My name is from JIMAT consultants; we have been contracted by World Vision International to carry out an evaluation of their Cyclone Idai livelihood response program. As part of the evaluation we are talking to Government stakeholders, program beneficiaries and World Vision staff. I would like to talk to you for about 45 minutes about the World Vision program. Your responses will be treated as confidential and won't be attributed to you directly.

A. Demographics/General

1. District		2. Ward			
3. Respondents age		4. Household size			
5. Sex of the respondent	(M/F)	Age of Household head			
5a. Sex of Household Head	(M/F)				
6. Marital status of the Household head (tick)	Married	Single	Widowed	Divorced	Other (specify)
7. Did you participate in the WVI cyclone Idai livelihoods program? (If no discontinue the interview)	Yes		No		

B. Participation in WVI Livelihoods Interventions, resilience and building back better

8. In which livelihood intervention did you participate?	Gardening	Poultry

Extent to which you have so far used the gardening inputs you acquired from the training?		
Extent to which the gardening inputs have improved quality of life of your household?		
Extent to which you will continue to use this type of gardening inputs in future?		

9.c) Evaluation of Poultry inputs	Rating 5=very high (exceeded expectations) 4=high (met expectations) 3=average 2=low 1=very low / none	Explain your rating
Extent to which poultry inputs filled needs that you had?		
Extent to which you have so far used the poultry inputs you acquired from the training?		
Extent to which the poultry inputs have improved quality of life of your household?		

Extent to which you will continue to use this type of poultry inputs in future?		
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10. Did you receive any training from the livelihoods project?	Yes	No
10. b) If yes, please specify the type of training:		
10. c) Of this training, which ones will you be able/have you been able to use after the end of the WVI cyclone Idai Livelihoods program?		

11. Who delivered the training (tick all that apply)?	WVI Staff	AREX Staff	Other farmers	Other (please specify)	
12. Did you learn any new skills from participating in the WVI program?				Yes	No
12. a) If yes...what new skills did you learn?					

12.b) Evaluation of training	Rating 5=very high (exceeded expectations) 4=high (met expectations) 3=average 2=low 1=very low / none	Explain your rating
Extent to which training filled gaps in knowledge and skills you had?		

Extent to which you have so far used the new knowledge/skills you acquired from the training?		
Extent to which the new skills have improved quality of life of your household?		
Extent to which you will continue to apply new skills in future?		

13. Did the World Vision Cyclone Idai livelihoods program work with any community level structures, bodies or institutions?	Yes	No
13. a) If yes, can you name the structures, bodies or institutions (open question)		

13. b) What roles did these structures, bodies or institutions play in the program (a line for each body mentioned above)?

Community structures, bodies or institutions	Role in the program

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For participants of the poultry component only

14. What type/variety of chickens did you receive (open)?.....

14.a Were you familiar with the type of chickens you received?	Yes	No

15. Did you receive the chicken as an individual or as part of a collectively group managed scheme?	Individual capacity	Group Activity

If Households received chickens as an individual household go to **question 16**, if they received as part of a group go to **question 19**.

Question for beneficiaries who received chicken as individuals

16.	Number
How many chickens did you own before the cyclone?	
How many chickens did you own just after the cyclone before the WVI livelihood support?	
How many chickens did you receive from the WVI cyclone Idai livelihoods program?	
How many chickens do you currently own?	
From the initial support from the WVI cyclone Idai livelihoods project, how many chickens have you produced to date?	
How many of your own chickens did you consume since you received chickens from the World Vision cyclone Idai livelihoods program?	

17. Did you sell any chickens since you received chickens from the World Vision cyclone Idai livelihoods program?	Yes	No
17a) If yes how much did you realise from all the sales (ZWL)?		

18. Would you have preferred to receive and manage the chickens as a group?	Yes	No
18 a) Why?		

Question for beneficiaries who received chicken as part of a collectively managed scheme

19.	Number	
19.a) Did your group exist before the cyclone WVI livelihoods program?	Y	N
If no, how was the group constituted (open)		
19.b) As a group how many chickens did you receive from the WVI cyclone Idai livelihoods program?		
19.c) Is the group still functional	Y	N
19. d) If yes how many chickens do you currently own as a group?		
19. e) From the initial support from the WVI cyclone Idai livelihoods project, how many chickens have you produced to date?		
19.f) Since the start of the WVI livelihoods program, how many chickens from the scheme did you consume as an individual household?		

20. Did you sell any chickens since you received chickens from the World Vision cyclone Idai livelihoods program?	Yes	No
20. a) If yes how much did you realise from all the sales as group (ZWL)?		
20. b) How much did you receive as an individual (ZWL)?		

21. Would you have preferred to receive and manage the chickens individually at household level?	Yes	No
21. a) Why?		

22. Did the World Vision cyclone livelihoods program help you in any other way (poultry)?	Yes	No

22.a) If yes please specify?

23. If a similar poultry support program would be introduced in your area, what do you think should be done different or improved (open)?

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For participants of the gardening component only

24. Were you familiar with the type of seeds you received?	Yes	No

25. How does the area you grew vegetables before support from the World Vision cyclone livelihoods program (just after the cyclone) compare to the area you grew after the support?	Less area	Same area	More area	Don't know

26. How does your consumption of vegetables from your own production before support from the World Vision cyclone livelihoods program (just after the cyclone) compare to consumption after the support?	Consumed less	Consumed the same	Consumed more area	Don't know

27. Did you sell any of garden produce from since participating in the World Vision Cyclone Idai livelihoods program?	Yes	No
27. a) If yes how much did you realise from all the sales (ZWL)?		

28. Did the World Vision cyclone livelihoods program help you in any other way (garden inputs)?	Yes	No
28. a) If yes please specify?		

29. If a similar gardening support program would be introduced in your area, what do you think should be done differently or improved (open)?

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D. Relevance and appropriateness

30. Were you consulted on the types of support you were receiving from World Vision (tick all that apply)?	Yes	No

31. If yes, In which ways were you consulted?	Group community meeting	Individual consultation	Through traditional leaders or other reps	Other (please specify)

32. What were your priority needs just after the cyclone (starting with the most important)?	What support did you receive from the Gvt and other NGOs then?

33. What assistance did you receive from WVI (if any). List all that apply.

34. What were your priority needs 3 months after the cyclone (starting with the most important)?	What support did you receive from the Gvt and other NGOs then?

35. What assistance did you receive from WVI then (if any) List all that apply.

36. What were your priority needs 9 months after the cyclone (starting with the most important)?	What support did you receive from the Gvt and other NGOs then?

37. a) What assistance did you receive from WVI then, (if any)? List all that apply.

E. Coordination

38. Did the timing of any World Vision meetings or activities sometimes clash with other NGO activities in the area?	Yes	No
39. a) If Yes, how often per month?		

40. Are you aware of people in your community who were getting similar livelihoods support assistance from both World Vision and other NGOs	Yes	No
41.a If yes how many		

F. Complaints and feedback mechanism

42. Did you know of any channels to air feedback or complaints about the program?	Yes	No

43. Please mention the channels you knew (list all mentioned methods, don't read out to the interviewee)?

44. b Of the complaints/feedback channels mentioned above, which one did you prefer most (Open)?

45.c Why was it your most preferred method (open)?

46. Do you think there was any additional complaints mechanism/s that should have been added to the program?	Yes	No
46. a) If yes which one/s?		

47. What were the major complaints raised by the community about the WVI program?

48. Generally do you feel WVI addressed the complaints raised?	Yes	No

49. If No, what specific complaints were never addressed (open)?

THANK YOU FOR YOU TIME

END