



**USAID**  
FROM THE AMERICAN PEOPLE



# EVALUATION

## Tanzania Financial Crisis

### Initiative Performance Evaluation

**September 26, 2012**

This publication was produced for review by the United States Agency for International Development. It was prepared by Deloitte Consulting LLP, for the Tanzania Financial Crisis Initiative Performance Evaluation Task Order, under Contract No. EEM-I-00-07-00005-00.

# Tanzania Financial Crisis Initiative Performance Evaluation

**Program Name:** USAID Leadership in Public Financial Management (LPFM)

**Sponsoring USAID Office:** USAID/Tanzania

**Contract Number:** EEM-I-00-07-00005-00                      Task Order: 11

**Contractor:** Deloitte Consulting LLP

**Date of Publication:** September 26, 2012

Authors	
Rebecca Hoffman Senior Specialist  USAID/LPFM rhoffman@deloitte.com	Ka Vang Evaluation Specialist  USAID/LPFM kavang@hotmail.com

## Disclaimer

This publication was produced for review by the United States Agency for International Development. It was prepared by Deloitte Consulting LLP.

**Photo Credit Front Cover:** Taken by Ka Vang – Evaluation Specialist, Deloitte Consulting LLP. Photo is of Nyangaka Nanai at Ikona Wildlife Management Area Visitor’s Center

## Table of Contents

I.	EXECUTIVE SUMMARY .....	1
II.	INTRODUCTION .....	5
III.	BACKGROUND .....	5
IV.	METHODOLOGY .....	8
V.	FINDINGS, CONCLUSIONS AND RECOMMENDATIONS.....	10
	FOOD FOR EDUCATION .....	12
	FOOD FOR ASSETS.....	21
	CASH FOR WORK.....	26
	CASH TRANSFER.....	37
VI.	LIMITATIONS .....	40
VII.	LESSONS LEARNED.....	41
	ANNEX 1. REFERENCES .....	43
	ANNEX 2. FFA and C4W Questionnaire – English .....	55
	ANNEX 3. FFA and C4W Questionnaire – Swahili .....	62
	ANNEX 4. FFE Questionnaire – English .....	72
	ANNEX 5. FFE Questionnaire – Swahili .....	83
	ANNEX 6. Key Informant Questionnaire – District/Ward Level.....	92
	ANNEX 7. Key Informant Questionnaire – Village Level .....	100
	ANNEX 8. Sample Design .....	108
	ANNEX 9. Sample Villages .....	116
	ANNEX 10. Persons Interviewed.....	120
	ANNEX 11. The Benefits of FCI.....	121

## List of Acronyms and Abbreviations

Acronym	Definition
<b>AA</b>	Authorized Association
<b>C4W</b>	Cash for Work
<b>CSB+</b>	Corn Soya Blend
<b>DED</b>	District Executive Director
<b>DEO</b>	District Education Officer
<b>DOI</b>	Department of Interior
<b>FCI</b>	Financial Crisis Initiative
<b>FFA</b>	Food for Asset
<b>FFE</b>	Food for Education
<b>GDP</b>	Gross Domestic Product
<b>GoT</b>	Government of Tanzania
<b>KI</b>	Key Informant
<b>KG</b>	Kilogram
<b>LPFM</b>	Leadership in Public Financial Management
<b>MASHA</b>	Mtwara Action for Self Help Activities
<b>MCHN</b>	Mother and children health nutrition
<b>MoEVT</b>	Ministry of Education and Vocational Training
<b>NCC</b>	National Construction Council
<b>PFP</b>	Purchase for Progress
<b>PSSN</b>	Productive Social Safety Net
<b>TZS</b>	Tanzanian Shillings
<b>USAID</b>	United States Agency for International Development
<b>USG</b>	United States Government
<b>VAT</b>	Value added tax
<b>VGS</b>	Village Game Scout
<b>WEC</b>	Ward Education Coordinator
<b>WFP</b>	World Food Program
<b>WMA</b>	Wildlife Management Area
<b>WWF</b>	World Wildlife Fund

## I. EXECUTIVE SUMMARY

In response to the financial crisis of 2008, the United States Government (USG) provided a stimulus package, known as the Financial Crisis Initiative (FCI), to complement actions by the Government of Tanzania (GoT) to stimulate the Tanzanian economy, increase food production, and provide social protection and safety nets to vulnerable groups. The United States Agency for International Development (USAID) contributed a total of \$52.7 million over two phases to the FCI, intended as a rapid response to assist the rural poor affected by the financial crisis. Organizations already conducting similar programs in Tanzania were identified and their programs expanded to targeted vulnerable communities. The bulk of the USAID FCI support consisted of four safety net components implemented from 2009 to 2012 by the World Food Programme (WFP), the World Wildlife Fund (WWF), and the United States Department of Interior (DOI). These four components included:

- Food for Education (FFE) implemented by WFP to provide school meals to primary school students in coordination with the Ministry of Education and Vocational Training (MoEVT),
- Food for Assets (FFA) implemented by WFP to enable community members to receive food while working on infrastructure construction projects to improve food production and/or access to markets,
- Cash for Work (C4W) implemented by WWF and DOI to provide temporary income while building infrastructure for communities in Wildlife Management Areas (WMA) that may have suffered from a reduction in tourism, and
- Cash Transfer implemented by WFP to provide training on nutritional practices to mothers with young children along with a monthly cash transfer to enable these mothers to better feed their children.

Deloitte's Leadership in Public Financial Management (LPFM) FCI Evaluation Team undertook a performance evaluation on behalf of USAID, focusing largely on the effectiveness and sustainability of the FCI. Performance measurement centers on whether a program has achieved its objectives, expressed as measurable performance standards.<sup>1</sup>

### **Evaluation Findings and Recommendations**

The main value of this performance evaluation comes from participant perceptions and key informant opinions. The two central questions forming the basis of the evaluation along with responses, based on findings from the evaluation, are as follow:

- I. To what extent did the FCI program activities directly address the overall goal of providing a safety net and reaching intended vulnerable populations affected by the financial crisis?

The FCI programs were carried out in vulnerable communities, although individual participation was not always equal in terms of gender or villages due to selection processes and work involved. Clear guidelines and the presence of implementing agencies during the

---

<sup>1</sup> GAO-11-646SP, "Program evaluations typically examine a broader range of information on program performance and its context than is feasible to monitor on an ongoing basis. Alternatively, evaluations may assess the program's effects beyond its intended objectives, or estimate what would have occurred in the absence of the program, in order to assess the program's net impact."

selection of activities and participants in some instances helped to ensure equal participation and transparency. The short-term benefits of supplemental food or income allowed families to mitigate the damage that loss of income or crops brings to vulnerable families and allowed households to continue working on local economic activities. The Cash for Work, Food for Asset projects and school feeding program may improve the long-term resilience of the communities to future shocks by addressing infrastructure problems, improving health and education of children, and increasing tourism. There is a balance between the work required for long-term benefits and provision of short-term benefits to the most vulnerable persons, who may not be able to directly participate in programs. However the setting of wages according to local market conditions and the exchange of food or income for work helped self-select those most in need of assistance. The proper trade-off between short-term benefit and long-term impact can only be assessed when the long-term benefits become apparent.

2. What key factors are contributing to or limiting the sustainability of all three safety net components?

Interviews with key informants at the local level show that there was not a clear understanding that FCI programs are short-term solutions. The surveys revealed a strong desire for continuation of the programs without the understanding that administrative authorities (GoT, WMA leadership, or MoEVT) would need to maintain and manage the projects in the long-term. Significant community involvement was a key factor in guiding the selection of projects most important to the community, smooth implementation, and promoting ownership. In programs where there was a close relationship between the community leaders and local government combined with strong leadership, projects ran with fewer difficulties and a greater understanding of the need for communities to actively participate for program success. In programs where there were many players and projects were not chosen in close collaboration with community leaders, there were no clear roles and responsibilities which made the communities feel that these were government programs and not their responsibility. Key informants and participants stated that more awareness and community outreach should be conducted at the start of these types of programs and throughout implementation to ensure greater understanding of benefits and support.

While it is understood that safety nets are designed to provide temporary support to vulnerable populations quickly, the lack of detailed reporting during implementation limited the information available for monitoring and informed decision making regarding program success. Detailed FCI reporting guidelines would have allowed for monitoring and evaluation of programs according to USAID's current Evaluation Policy. This was especially true of implementing partner subcontractors, who often did not use the same format or provide detailed records of payments.

Key recommendations based on findings from each FCI component are included below and explained in further detail in the body of the report.

### ***Food for Education (FFE)***

The FCI FFE program provides nutritious mid-morning snacks and lunches to students in districts most affected by the financial crisis, as well as some health and sanitation. With assistance from FCI, WFP was able to expand the FFE program from 350 schools benefitting 213,752 students to 1,167 schools supporting 619,933 students. Significant findings include:

- Reporting by schools needs to be strengthened for planning and management purposes. When reviewing FFE records provided by schools, the Evaluation Team noticed mistakes such as totals not equal to the figures cited for boys and girls individually and total passed exceeding the number enrolled.
- More training on food management is needed to help schools properly utilize the food they receive. The Evaluation Team noted that some schools have insufficient food to last until the next delivery and others are not utilizing food according to expiration date.
- Stronger coordination and awareness is needed at the community level so that food stores and kitchens are built to avoid waste. Key informants also mentioned that more parents needed to understand the benefits of FFE so that they would allow children to attend school and help contribute to maintaining the program for their children.

### ***Food for Assets (FFA)***

The FCI FFA program engages vulnerable communities in asset creation activities to contribute to increased crop yields, reduced post-harvest losses, diversified crop production, reduced costs of food transportation from farms to markets, and increased household access to water. Participating households receive a family food ration. FCI assistance enabled WFP to expand the FFA program from 25,211 participating households in eight regions in 2009 to nine regions, benefitting 54,500 households in 2010, 38,008 in 2011, and 59,270 households in 2012. FFA evaluation findings reveal the following:

- Activities should be clustered both geographically and programmatically to improve program cost effectiveness as well as overall benefits to vulnerable communities. WFP stated that implementation and management of programs could be improved if integrated into other WFP programs, which would also potentially reduce costs.
- Strong partnerships with districts are critical to ensuring the sustainability of the FFA infrastructure projects completed through the provision of technical expertise, guidance, and maintenance. The Evaluation Team found that projects had great success in terms of community involvement and completion where these partnerships are strong.
- Smaller work projects using labor-based technology, along with an emphasis on districts and villages working together to implement community led projects, resulted in transparent projects with clear roles and accomplishments, well understood by the communities. KIs stated village empowerment as an additional benefit of the FFA program, with communities becoming more aware of what they can accomplish through cooperation.

### ***Cash for Work (C4W)***

C4W was a new program created with USAID FCI assistance. The C4W program was implemented in five WMAs with the intent of generating jobs to help these communities through small infrastructure projects to improve access and enhance tourism. Like FFE and FFA, C4W target areas were affected by the financial crisis. However, participants in C4W were not necessarily selected based on need. Due to the nature of the infrastructure projects, participants were self selected, though emphasis was placed on the inclusion of women. WWF stated that a total of 3,168 (551 women and 2,617 men) participated in Phase I of the C4W program and as of June 30, 2012, participants of Phase II totaled 8,639 (1,841 women and 6,798 men). DOI trained a further 271 participants. Information gathered by the Evaluation Team on the C4W component indicates the following:

- More awareness raising and involvement of WMA and local leadership is needed to ensure clear information and expectations. Interviews at the community level revealed confusion about ownership and duration of the C4W program.
- Clear roles and responsibilities of all actors should be defined and re-iterated throughout program implementation to help mitigate potential management and coordination problems. Given that this is a safety net program, the selection of projects and work locations should attempt to balance long-term needs with short-term benefits for the most vulnerable. Interviews with implementing partners, local government officials, and beneficiaries revealed the complexity of this FCI component, with partners on the ground feeling that projects were too spread out geographically and many actors involved, causing confusion regarding ownership and responsibilities and making management more difficult.
- Careful selection of contractors, bolstered by constant monitoring is important in future programs of this nature. Contractors should use consistent and detailed accounting sheets for transparency and accountability. With this type of complex program, standardized and detailed reports by actors would enable the tracking of short-term as well as long-term program objectives. The main source of dissatisfaction with the C4W component expressed by beneficiaries, and acknowledged by WWF, was with the performance of contractors.

### ***Cash Transfer***

At the time of the evaluation, WFP was beginning the Cash Transfer pilot in Mtwara Region, with the intention of reaching 2,000 beneficiaries. As a result, the FCI Evaluation team was not able to carry out a review of this component using the methodology designed. Instead, a review of documents provided by WFP was undertaken and information drawn from these documents to provide insights on where benefits can be expected. To fully understand the benefits of this component, further examination will be required.

## II. INTRODUCTION

The USAID/Tanzania Mission with support from USAID's Economic Growth, Agriculture and Trade (EGAT) Bureau requested Deloitte's LPFM Team to conduct an evaluation of the four FCI components to inform future safety net support. The Evaluation Team used qualitative and quantitative information gathered from implementing partners, program beneficiaries and key informant interviews to answer the following questions:

### Relevance and effectiveness

1. To what extent did the FCI program activities directly address the overall goal of providing a safety net and reaching intended vulnerable populations affected by the financial crisis? More specifically,
  - a) To what extent did the FFE program increase enrollment, attendance, concentration span and learning capacity, and reduce drop-out and gender disparity? Strengthen capacity of districts in data collection and management?
  - b) To what extent did the FFA program contribute to strengthen institutions and stimulate food and service markets along supply chains?
  - c) To what extent did the CFW program through WWF/DOI generate employment opportunities in rural areas and increase local households' incomes in the WMAs? Contribute to improvement of infrastructure in the WMAs?
  - d) What were the components' strengths and weaknesses?

### Sustainability

2. What key factors are contributing to or limiting the sustainability of all three safety net components?
  - a) To what extent did the above activities reach women vs. men or girls vs. boys, and what were the reasons for the patterns in targeting?
  - b) How can the components be made more cost effective?
  - c) (*For Cash for Work*) Were there any significant differences in how men and women utilized their earned cash for work incomes?
  - d) What were the unintended effects as a result of the Cash for Work implementation?

## III. BACKGROUND

In 2008, the global financial crisis slowed economic growth in Tanzania mainly through lower commodity prices, decline in tourism, reduction of foreign direct investment, and reduction of remittances. Tanzania's annual inflation rate rose from 7% in 2007 to 10.3% in 2008,<sup>2</sup> eroding household incomes and purchasing power. In 2009 the World Bank and IMF estimated a 2-3% drop in Tanzania's GDP due to the financial crisis.

The USG provided Tanzania with a stimulus package from 2009-2012 to complement GoT initiatives to stimulate the economy, increase food production, and provide social protection and safety nets for vulnerable groups and the rural poor. In 2009, USAID contributed \$52.7 million to FCI using supplemental funds, the bulk of which was used for safety net programs as shown in Table I.

---

<sup>2</sup> *CIA World Factbook*

**Table I. FCI Safety Net Support**

FCI implementing Partner	Component	Amount
<b>WFP</b>		<b>\$34,600,00</b>
	Food for Education	\$22,499,040
	Food for Assets	\$10,486,534
	Cash Transfer	\$79,184
	Other (nutrition component and studies)	\$1,510,331
<b>WWF</b>	Cash for Work	<b>\$8,800,000</b>
<b>DOI</b>	Cash for Work	<b>\$2,000,000</b>
<b>TOTAL</b>		<b>\$45,400,000</b>

### **Food for Education – Implemented by WFP**

USAID/Tanzania supported school feeding programs, aiming to i) increase enrollment, attendance, concentration span and learning capacity, and reduce drop-out and gender disparity; ii) reduce the use of wood and increase awareness and knowledge of environment-friendly practices and technology in schools and communities; iii) strengthen the capacity of districts in data collection and management; and iv) increase knowledge and awareness of the cost and impact of the Food for Education program.

Prior to FCI assistance, WFP supported 350 schools in drought-prone food insecure areas where children were given two meals a day: a mid-morning snack and a school lunch. Using FCI funds, WFP expanded this program to an additional 1,167 schools. The MoEVT coordinated the FFE program, and District Education Officers (DEO) supervised food deliveries and monitored activities together with teachers and school committees in the communities. About 150 wood saving stoves and 50 rainwater harvesting tanks were planned to be constructed during 2009-2010 in schools which did not have access to safe water sources for the preparation of school meals.<sup>3</sup>

Additionally, the program provided capacity building to the GoT, schools, and community based organizations, with training in FFE program management, environment-friendly practices, water management, sanitation, and hygiene. A new joint GoT/WFP data management system was being piloted to further transfer data management responsibilities to the districts as part of a more sustainable FFE program. WFP also supported the establishment of a national school feeding program to mobilize resources for a home-grown FFE program in Tanzania. Through Purchase for Progress (PFP; local procurement of food for FFE), the FFE program also aimed to stimulate local agricultural development.

### **Food for Assets – Implemented by WFP**

With FCI assistance, WFP increased the FFA program to 151,778 people (54,500 in 2010, 38,008 in 2011 and 59,270 as of June 2012) in nine regions from 25,211 beneficiaries in eight regions in 2009. FFA was implemented at the village level and typical asset creating projects included construction/rehabilitation of irrigation systems or canals, tree planting, construction of improved food storage facilities, rehabilitation/construction of access roads, and provision of

<sup>3</sup> FCI Evaluation Statement of Work, April 5, 2012

potable water supply for people. In pastoral communities, the FFA program supported earth dams for livestock, stock routes to markets, and feedlots. Participating households received a ration of 3 kilograms (kg) maize, 0.45 kg pulses, and 0.225 kg vegetable oil for each day worked.

In the implementation of the FFA component, WFP worked directly with districts and to some extent, with village leaders. Training was provided by WFP to district and village officials on program implementation and supervision, which included guidelines on the identification of activities to implement, selection of participants, and food distribution. In addition to raising awareness of the FFA activity, the training helped build capacity for planning at both the district and village levels. While WFP provided inputs for the FFA activity, the districts' role was to help villages identify appropriate FFA activities to carry out and provide technical support. During implementation, district technical personnel provided support and oversight for projects and once completed, assisted with maintenance, expansion, and/or improvements to the infrastructure built. This arrangement served to strengthen the link between district and village, particularly for more remote villages. At the village level, the FFA activity enhanced cooperation among villagers, as they are brought together to work towards improving their villages.

### **Cash for Work – Implemented by WWF and DOI**

FCI provided a social safety net to vulnerable poor living around the WMAs, whose livelihoods were impacted by the declines in tourism revenue streams. The C4W component targeted five WMAs which had been identified as most affected by the decline in tourism. These were geographical areas already receiving USG assistance through programs implemented by both WWF and the African Wildlife Foundation (AWF). As of June 30, 2012, 12,078 individuals had taken part in the C4W activities implemented by WWF and DOI.

The main objective of the C4W component was to generate employment opportunities in rural areas. Longer term objectives included i) improvement of infrastructure, ii) enhancement of the conservation of biodiversity, iii) increased accessibility, and iv) the attraction of investors and visitors. The component also aimed to create an environment conducive for local households to invest earned revenue from C4W employment in local productive activities.

WWF and DOI carried out the Cash for Work program. WWF was responsible for implementing and coordinating the labor based component of the program using labor based technology, which emphasized the use of manpower over equipment/machinery, supplementing equipment where necessary. The use of labor based technology in construction served to increase the number employed, decrease overall costs, and minimize impacts to the environment.

**Table 2. C4W Activities by WMA**

<b>WMA</b>	<b>Phase I</b>	<b>Phase II</b>
<b>Burunge</b>	Visitors center, Village game scout posts, entry gates, roads	Roads
<b>Enduimet</b>	Village game scout posts, entry gates, roads, observation posts	Roads
<b>Ikona</b>	Visitors center, entry gates	Entry gates, roads
<b>Ipole</b>	Natural resource facility, Village game scout posts, water supply, boundary marking	Honey collection center
<b>Mbomipa</b>	Village game scout post, construction of Lunda entrance gate and improvement of Lunda camp, installation, game viewing track	Roads

DOI provided technical assistance and capacity building for the C4W program. This included the identification of C4W infrastructure activities through feasibility assessments, training, and employment of local laborers for signage development, biological assessments, development of interpretive designs for visitor centers, and maintenance training for facilities and roads. The infrastructure activities identified are listed in Table 2. The National Construction Council (NCC), the body responsible for construction in Tanzania, supervised the construction activities.

### **Cash Transfer – Implemented by WFP**

In addition to FFE and FFA, a Cash for Work component was to be carried out by WFP. The original intent of the WFP C4W component was to help restore purchasing power to rural households that have lost incomes as a result of the 2008 financial crisis. The component, with a budget of \$1.2 million, was modified due to its complex nature and limited implementation period. WFP decided to use \$200,000 of the original budget to pilot a Cash Transfer project, shifting the remaining \$1 million to the FFE program.

The Cash Transfer project aimed to provide conditional cash transfers for health and nutrition awareness-raising in order to directly address the causes of mother and child undernutrition in 26 villages in the region of Mtwara. The target number of beneficiaries was 2,000. The pilot project had the following three main goals: i) examine the use of cash transfers to address chronic food insecurity and achieve nutritional objectives through improved feeding practices and consumption of nutritious foods, ii) analyze the advantages of cash versus food-based mother and child health nutrition (MCHN) interventions, and iii) explore the use of an e-money system to channel funds to beneficiaries. The pilot project also documented lessons learned and best practices to inform the feasibility of a cash transfer modality under Tanzania's National Productive Social Safety Net Programme in 2013.

## **IV. METHODOLOGY**

The Evaluation Team designed a mixed method (quantitative and qualitative) evaluation approach to provide a valid and reliable performance evaluation within the constraints of time and budget. The Team worked with implementing partners to compile information on each program site to form a sampling frame and make logistical arrangements for data collection. The selected unit of analysis was the school for the FFE program, the household for the FFA program, and individuals in WMA villages for the C4W program, disaggregated by gender.

Questionnaires were designed and pre-tested at sites containing FCI components<sup>4</sup> to minimize bias and collect comparable quantitative data across participants according to program objectives and evaluation questions. Three separate questionnaires were developed and translated into Swahili, along with control forms and instructions. For the C4W component, the questionnaires developed by the Evaluation Team focused on the WWF portion of the C4W program, rather than DOI's. As DOI did not have a presence in Tanzania and does not have trainings underway, it was not possible to meet with DOI staff in country. However, a meeting did take place in Washington, DC. Information gathered from this meeting, along with

---

<sup>4</sup> The pilot was carried out in Losirwa Village in Arusha to test the FFA and FFE questionnaires and in Burunge WMA in Manyara to test the C4W questionnaire.



sites in 10 regions as shown on the map above. A comprehensive list of sites is available in Annex 9. Each team consisted of an experienced survey lead and a data collection assistant/translator. In addition to administering questionnaires, the sub-teams conducted interviews and gathered administrative records from implementing agencies to compare reported results and examine the cost effectiveness of each program.

**Table 4. Number of Target and Actual Interviews**

Sites	FFA	C4W	FFE
<b>Target</b>	30	20	50
<b>Actual</b>	28	20	48
<b>Interviews</b>			
<b>Target</b>	300	280	50
<b>Actual</b>	276	158	48

The Evaluation Team obtained data for 96 of the 100 FCI sample sites selected. Two FFA sites in Dodoma Region and two FFE sites in Arusha Region were not visited due to their remote location and the limited time for data collection.<sup>5</sup> The Evaluation Team also substituted three villages from the original sample with replacements.<sup>6</sup> In total, 482 FFA, C4W and FFE questionnaires were completed, along with 189 key informant (KI) questionnaires across the three FCI components. Of the C4W questionnaires, which disaggregated respondents by gender, 101 of the interviewees were men and 57 were women.

The number of interviews completed for the FFA and C4W components were fewer than expected. This was due to discrepancies between the number of participants provided by the implementing partners and the lists available at the village level. In addition, because WFP and WWF were not able to provide lists of participants by name and village, the Evaluation Team was not able to randomly pre-select participants and share with local officials in advance; instead the Team drew randomized samples on-site using a selection program. Often, this meant that selected participants, or sufficient numbers of participants, were not available, since many live outside the village centers with limited transportation and communication means.

Overall, the geographic coverage was representative of the three main FCI components, except FFE, where a small part of the frame was excluded in Ngorongoro District. It is important to note that the responses from the sampled sites were weighted relative to the numbers of participants reported by WFP and WWF to represent the population of the FCI components included in the sampling frame, since they were selected with a probability proportional to this size. All tables in the analysis use weighted data, except where noted.

## V. FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

<sup>5</sup> The sites not visited include the FFA villages of Sanzawa in Kondoa District and Kizi in Mpwapwa District along with two schools in Didodigo Village and Olemishiri Village in Ngorongoro District.

<sup>6</sup> Kiyika Village in Mbomipa WMA was replaced by Malinzanga Village due to the low number of participants at this site; Minjingu Village in Burunge WMA was replaced by Olasti Village due to an incorrect listing of the village name; and Usiulize Village in Meatu District was replaced by Mwabuzo Village, due to the lack of FFA implementation in Usiulize.

All participants and key informants expressed appreciation for FCI support. FFE respondents indicated that school was the only place where children were guaranteed food, which encouraged attendance. The food provided by FFA helped to relieve food shortages, enabling families to stay closer to home and spend time on other economic activities. For many in the WMA villages, C4W was one of the few opportunities to earn an income. Findings from interviews with key informants and program participants, led the Evaluation Team to conclude that FCI support through FFE, FFA, and C4W has helped to alleviate, in the short term, food shortages and loss of income related to the 2008 financial crisis.

Each FCI program had different objectives, target groups, and activities and while a direct comparison of all costs and benefits was outside the scope of this evaluation, the following table shows the number of participants, level of funding, and the costs of pay or food received by participants in each program

**Table 5. Comparison of FCI Program Costs**

	FFE	FFA	C4W WWF	C4W DOI
Target number of participants	388,000	52,000	50,000	
Actual number of participants	406,181 <sup>7</sup>	151,778	11,807	271
USAID Funding <sup>8</sup>	\$23,254,206	\$11,241,700	\$8,800,000	\$2,000,000
Cost/person	\$57.25	\$74.07	\$745.32	\$7,380.07
Pay or food/participant/day	\$0.08	\$0.24	\$4.67	\$77.05
Pay or food/participant	\$31.36	\$58.42	\$46.81	\$125.39
Total cost of pay or food <sup>9</sup>	\$12,737,836	\$8,867,408	\$552,631	\$33,980

Table 5 is not intended to be a comparative cost-benefit analysis of programs. A rigorous cost-benefit analysis would require the defining and quantifying of indirect benefits and opportunity costs, which is well beyond the scope of this effort. Such analysis may provide more insight on whether these programs are appropriate in their current context. It is imperative, however, to reiterate that these programs have achieved many of their desired short-term benefits and that their design is consistent with the design of similar programs by other donors.

To increase benefits of similar future safety net programming as well as the potential for sustainability, the following recommendations should be factored into program design:

- Safety net activities should be clustered geographically and implemented in conjunction with other programs/partners to maximize benefits,
- The temporary nature of the program should be made clear to local partners and beneficiaries and a handover strategy should be developed in conjunction with local partners at the onset of implementation to avoid leaving vulnerable communities and partners with an abrupt end to support,

<sup>7</sup> The number of FCI student participants is the June 2012 interim enrollment figures for FCI schools minus the 2009 official enrollment figures for the same schools.

<sup>8</sup> The WFP “other” category funding amount (\$1,510,331) reported in Table 1 of this report is split equally between FFA and FFE program funding.

<sup>9</sup> These costs include only pay or food given directly to participants and exclude all other costs such as transportation, training, management, reporting, etc.

- Institutional capacity building at the district (even village) level should be provided to strengthen the ability of the partner to manage and maintain the assets provided in the long term, and
- While responding to current shocks, safety net programs should also aim to bolster the resiliency of a community towards future shocks and reduce dependency by focusing on integration into longer term national or local plans and programs. The relative merit of social safety net programs designed to provide both short and long-term benefits to help communities become independent and mitigate future shocks are difficult to determine without examining the long-term impact. There is evidence that social safety net programs built within national programs for longer term sustainability and eventual adoption by the host country are successfully sustained once the country understands the value of assisting communities to become economically independent. Linking social safety net benefits to services designed to help households and communities become independent is a relatively new area of experimentation that is promising in terms of potential long-term impacts and the ability to reduce work disincentives.<sup>10</sup>

USAID FCI assistance to vulnerable communities in Tanzania is consistent with the recommendations of other donors on safety net support.<sup>11</sup> The FCI safety net programs are effective and should be continued, but emphasis should be placed on governance, institution building, and monitoring.<sup>12</sup> Additional recommendations specific to each of the FCI components are made in the relevant sections below.

## FOOD FOR EDUCATION

The data gathered from the 48 FFE schools visited by the Evaluation Team provide a vivid picture of how the school feeding program is benefiting vulnerable children and their communities. Overall, findings reveal that the FFE program does guarantee that children receive meals, encouraging attendance and relieving household burdens related to feeding children, helping to mitigate future shocks to the household as well as enhance the coping capability of children.<sup>13</sup> In addition, interviews with WFP, local government officials and school staff identified several areas for improvement.

**School Reporting.** Schools are required to report on a monthly basis, using a form developed by the MoEVT. A section of this form captures information on the FFE program and is used by WFP for planning purposes. Reports are sent monthly to the District Education Office. The

---

<sup>10</sup> Margaret Grosh, Carlo del Ninno, Emil Tesliuc, and Azedine Ouerghi, *The Design and Implementation of Effective Safety Nets for Protection and Promotion* (2008 The International Bank for Reconstruction and Development/The World Bank), 127.

<sup>11</sup> See the World Bank's discussion on recent safety net trends (<http://go.worldbank.org/VQNNNYVN20>)

<sup>12</sup> See <http://ieg.worldbankgroup.org/content/ieg/en/home/reports/ssn.html>

<sup>13</sup> According to the FCI Evaluation Statement of Work, improved household food security was not a main objective of the FFE program. This could be considered for future evaluations, including broadening the unit of analysis from schools and children to include children's households. For more precise information on the short-term nutritional benefits to children, periodic anthropomorphic measures are recommended. A broader study of children's households disaggregated by the participating children's sex, age and grade would yield a more complete picture of impact at the household level.

main types of information sent are on school attendance and food stocks; head teachers reported that they use the data mainly for daily and monthly management.

Ninety six percent of schools state that they received training from WFP on how to implement and maintain the program; the training was provided in 2010 and 2011, with an average training group size of six persons. Those usually trained are school committee members, school administrators, cooks, and storekeepers. All head teachers also reported receiving monitoring training, usually once per year. Those, who are responsible for reporting, are mainly head teachers and storekeepers, with any other teacher, assistant storekeeper, head teacher, vice-head teacher, or storekeeper assisting when the primary reporter is absent.

A review of school records indicated that the quality of reporting at the schools is poor and is often without controls. This is an area that needs strengthening not only for the school's own management, but to enable WFP to correctly predict food needs for the program. Future training efforts should be expanded to include other teachers who will be involved in the reporting process and include a component on how to strengthen reporting/data collection for head teachers and officials at the ward and district levels to ensure that quality data were gathered for management and planning purposes. There should also be spot checks to review the data collected and maintained at the school to verify accuracy and comprehension of how to use the data at least for programmatic purposes.<sup>14</sup>

### Providing a safety net and reaching vulnerable populations

In 2012, the total number of students benefitting from the FCI school feeding program in the 48 schools included in the FCI Evaluation was 31,115. This number increased slightly from the previous year, in which the reported total was 30,727.

**Table 6. Student Enrollment in FCI FFE Schools**

Data Source	Total Students	Boys	Girls
<b>WFP Sample Frame (Oct 2011)</b>	30,078	15,438	15,640
<b>FCI Interviews 2012 enrollment*</b>	31,115	15,475	15,734
<b>FCI Interviews 2011 enrollment*</b>	30,727	15,142	15,585

\* Unweighted numbers

The FFE program increased dramatically in 2009 with USAID support from 350 schools in four regions to 1,167 schools in five regions. WFP provided guidelines to GoT officials in these regions on the selection criteria for schools to be included in this expansion. It was then the

<sup>14</sup> WFP acknowledges the issue of poor reporting at schools. Although WFP periodically conducts trainings; staff turnover and the large number of schools limits the number of trainings conducted during the year. WFP's current focus is to sensitize WECs on program management. Starting August 2012, WECs will give feedback to the DEO on a monthly basis and through a school feeding forum meeting, on progress and challenges in all aspects of the program. This initiative will begin in all wards in Arusha and Manyara regions and will be expanded to the remaining three regions, if effective. Monitoring visits are planned to coincide with food delivery plan preparation to verify beneficiaries, food distributed and closing stocks. Spot checks are prioritized in schools that are not consuming food according to plan.

responsibility of each participating district to identify schools for inclusion in the FFE program. Based on interviews with 89 key informants, who included DEOs, WECs, head teachers, members of school committees, and village leaders, the following were provided as the main reasons for the selection of schools: i) food shortages, ii) poor enrollment and performance, iii) location of school in food insecure area, iv) disadvantaged households, and v) schools located in remote regions. These explanations indicate that the intended beneficiaries, children attending schools located in vulnerable communities, were likely selected. In drought prone and food insecure districts, WFP included all schools in the FFE program. Additionally, all key informants perceived the FFE program as improving conditions in participating childrens' homes, with 90% recognizing improvements in food consumption for these families. Without the FFE program, 85% of key informants believed the food consumption of these families would be worse, resulting in fewer meals and/or less food consumed.

The responses from head teachers on the effects of the FFE on families mirror those from the KI interviews. For example, all schools reported that FFE provided benefits to the students' households. The main reasons cited include: food from FFE eases the burden on families (31%), families cannot afford food otherwise (28%), families are able to save money (20%), and children have a guaranteed meal (12%).

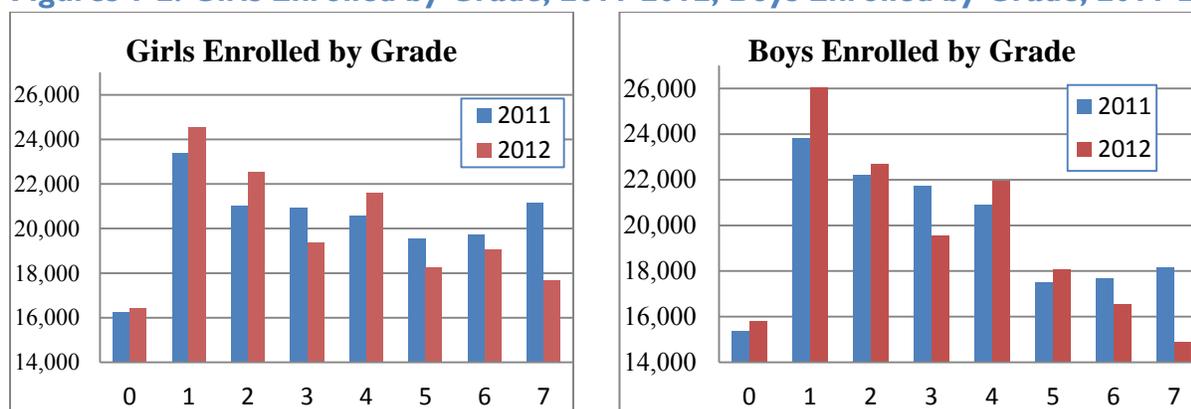
When head teachers were asked how they thought households would cope without the FFE program, the main answers cited, from most common coping mechanisms to least, included:

1. Eating fewer/smaller meals,
2. Migration of family member,
3. Selling livestock,
4. Seeking local wage labor,
5. Eating less desirable/quality food, and
6. Diversifying livelihood with informal sector activities.

Another benefit of FFE identified by community leaders was a reduction in the rate of separation of families from the man of the house, who typically would leave in search of work to support the family and often did not return. The FFE program also enabled families to spend time normally devoted to gathering and preparing food on other economic activities. If additional information is desired regarding the impact of the FFE program on student's households, future safety net programs should include participant household surveys to determine changes in household consumption and/or economic patterns.

**Enrollment trends at FFE schools.** Based on school records, approximately 56% of the schools had pre-primary classes in 2008. In 2011, this number increased to 81% and to 99% in 2012. The schools stated that they added pre-primary classes in response to demand with the presence of FEE, which is in support of MoEVT's efforts to expand pre-primary education.

**Figures 1-2. Girls Enrolled by Grade, 2011-2012; Boys Enrolled by Grade, 2011-2012**



All schools reported that, in general, attendance has improved since the start of FFE. The main reasons cited by head teachers were: food attracts children to attend school (76%), truancy after lunch has decreased since children do not have to go home (18%), and children can concentrate more on studies after having been fed (6%). As with improved attendance, all schools reported that student focus has improved because of the FFE program. Examples cited for improved focus were: students are more attentive in class (39%), better attendance throughout the day (23%), children are less sleepy and healthier (20%), and improved academic performance (18%).

It appears that there were more girls and boys entering the earlier grades since the FCI program began in 2010 as shown in Figures 1-2 above.<sup>15</sup> A more accurate description would be possible if records were available on drop-outs and successful completion by grade and gender at the schools. WFP currently only collects data by gender and school, not grade; however they plan to collect information by grade in August 2012 through the WECs. In order to gain an accurate picture of program impacts, the schools should be provided guidance on how to record and check data in their record books and how to use the information for planning.

**Efforts to increase the participation of female students.** Only 36% of KI respondents stated that special efforts were made to encourage the participation of girls in the FFE program, generally in the form of community awareness raising, whereas 61% indicated that no special efforts were made, but that the food provided by FFE was enough to attract girls to attend school. Based on data provided by WFP (see Table 6), the overall number of female students surpasses that of male students. However the school reported data by grade do not always support a similar conclusion. Without better quality records by grade and gender, enrollment changes are not clear.

### **FFE Program Strengths and Weakness**

<sup>15</sup> Figures 1-2 should only be used as a rough estimation of trends and not exact figures by grade or gender since the school records were often found to be inaccurate.

Several key strengths and weaknesses were identified in the course of the FCI evaluation and listed below. Future FFE programs should seek to build upon current FFE strengths and improve on weaknesses.

### **Strengths of FFE**

**Building capacity of communities to manage the FFE program.** In many of these communities, FFE support is the only assistance received. According to key informants, the training provided through FFE contributes towards building the community's capacity to carry out school feeding.

**Improving the health of children at FCI schools.** Key informants also state that there has been improvement in the health of students. Examples cited to confirm this improvement include less fainting by children while at school and the increased participation of students in sports.

**Increasing the rate of attendance for pre-primary school children.** The food provided through FFE attracts more students, especially pre-primary age children. In many communities across Tanzania, FFE schools are the only places where food is guaranteed. KIs report that not only has enrollment for these young children increased, they are staying at school longer than



the half day program for pre-primary students, in order to benefit from the food being provided.

Pre-primary children having lunch at Mwagwila Primary School (Meatu District, Shingyanga)



Lunch time for primary school students at Mwagwila Primary School

### **Weaknesses of FFE**

**Water continues to be a challenge for many schools.** With FCI funding, WFP has supported 50 FCI schools in the construction of 100 water harvesting tanks (two per school) and purchased 1,084 hippo rollers (a device to increase the amount of water collected from water sources at far distances) to support 538 schools. However, this support is limited and many schools visited by the Evaluation Team reported the lack of safe and nearby water sources. Given the amount of water required for cooking school meals as well as to promote health and sanitation, without addressing the issue of water, proper implementation of the FFE program remains a challenge.

**Community involvement varies.** The main contributions from the community include the construction of proper kitchens with wood saving stoves and stores, water, firewood, and wages for cooks. Other community support can include the construction of communal eating places and pit latrines as well as wages for security guards. In the majority of the schools visited by the Evaluation Team, proper kitchens and stores had yet to be built. KIs said that lack of ownership was the main reason for limited involvement and community members in many areas still do not realize the full benefits of the program and thus are not contributing. Another attributed reason is the drought, which reduces the community's ability to contribute as resources are limited.<sup>16</sup>

**More adequate kitchens and stores are needed.** Proper kitchens outfitted with wood saving stoves have not been constructed in many FCI FFE schools. Because of this, large amounts of firewood are being used daily for food preparation. If the construction of appropriate kitchens continues to be delayed, this could have negative impacts on the environment. Additionally, at some schools, the task of collecting firewood falls to students, which is a large burden.



Kitchen without wood saving stove, Kitete Kcu Primary School (Karatu District, Arusha)



Wood saving stove at Nkoma Primary School (Meatu District, Shinyanga)

**Variations in food quantities.** The Evaluation Team observed that some schools had large amounts of food supplies in storage, where others were close to running out of food ahead of the next food distribution. Possible explanations for this occurrence by WFP and KIs are the misuse of food by schools, mistakes in reporting from schools for planning, and the movement of families in pastoralist communities, which reduces attendance. Related to this, several schools indicated that some food items were delivered expired or close to expiration. WFP explained that some items, especially the Corn Soya Blend+ (CSB+) mid-morning snack has a

---

<sup>16</sup> In the first half of the 2012 FFA cycle, WFP began supporting meetings where district and ward officials assist communities in preparing action plans on how/when to construct and finish pending work. These meetings are attended by village leaders, school committee members and WFP staff. This forum is used to sensitize the community on the importance of education and its direct linkage to food and nutrition. Roles and responsibilities of all stakeholders are also emphasized. Positive changes in program management and community contribution have been noted and such meetings will be prioritized in future cycles, especially in poor performing districts or schools.

short shelf life and, if purchased internationally, can take time to be delivered to Tanzania and to schools. Due to time and the limited scope of the evaluation, the Team was not able to delve deeper into the variations in food supplies, but recommends further investigation into this matter as there could be implications on program cost effectiveness as well as benefits to students.



Empty store at Mundemu Primary School (Bahi District, Dodoma)



Store at Longido Primary School (Longido District, Arusha)

***Increasing the rate of attendance for pre-primary school children.*** While an increase in the number of children attending school can be positive, there are a few potentially negative effects as well. First, food distribution by WFP is planned according to the figures provided by schools. Given that food delivery only occurs three times a year and requires planning months in advance, drastic increases in the number of pre-primary students that occur outside of the planning period can result in less than adequate quantities of food available for primary school students, especially if pre-primary students stay at school beyond their normal half day session. Second, the rise in pre-primary age students can also strain limited school resources. At the majority of FCI schools visited, the number of classrooms and teachers were not adequate to meet the needs of the primary school students. The increase in pre-primary students adds to this burden.

### **FFE Cost effectiveness**

Total FCI funding for the FFE component was nearly 22.5 million dollars to target 600,000 students (388,000 new). The number of beneficiaries increased from 213,752 in 2009 (pre-FCI) to 634,208 in 2010, 626,923 in 2011, and to 619,933 as of June 2012. Based on findings from the FCI evaluation, this assistance has met the intended objectives of increasing enrollment, attendance, and gender disparity; however more detailed record keeping on concentration span, learning capacity and drop out, is required to ascertain if FFE support has improved these areas. The FFE program has reached the intended number of total and new participants in target areas and provided immediate nutritional assistance to these schoolchildren through meals.

With the introduction of wood saving stoves, the amount of wood being used to prepare school meals should be reduced; but given that districts are behind in this construction, the

impact in this aspect has not been fulfilled. The final objectives of strengthening the capacity of districts in data collection and management as well as raising awareness of cost and impact of FFE appear to be minimal, with visible errors in reporting and emphasis by communities for more awareness raising on the FFE activity. These environmental and capacity building components of the FFE program have not reached their intended goals

Suggestions for improvement in program cost effectiveness include better reporting for improved planning, training on food management, and increased community involvement, especially in the construction of proper facilities for food storage. First, the quality of the data currently gathered and reported by schools needs to be improved for planning purposes. Using correct information, WFP can purchase and deliver food amounts that correspond to the actual needs of schools, preventing cost overruns. Second, training on food management can help schools ensure that food supplies last until the next delivery and that older food items are used before they expire. Training on how to manage and use food prior to expiration is critical to ensuring that resources are not wasted. Third, implementing agencies should work more closely with districts to ensure that proper stores are constructed in a timely manner. This is crucial to keep food from spoiling and being consumed by rodents. In many of the schools visited, proper stores still had not been constructed; instead classrooms or offices were being used as storage areas.

## **FFE Sustainability**

The GoT is currently working towards developing a national school feeding program with assistance from WFP. WFP indicated that internal discussions and consultations with MoEVT have begun on a handover strategy for school feeding beyond 2013. This includes reviewing rations, community contributions towards the program, and the provision of technical support to both WFP-supported districts as well some non-WFP supported districts which implement a community-led school meals program. In the meantime, without continued donor support, it is not likely that the FFE program can be sustained, especially at its current level of assistance.

First, with FCI funds, the school feeding program expanded drastically; without the same level of continued support, the program will be scaled down. WFP plans to start reducing rations in the near future. Discussions with district, ward, and village officials indicated that the temporary nature of this assistance was not clearly understood. For future safety net planning, donors and implementing agencies must ensure understanding at all levels: national, regional, district, and village, of the timeframe of the support. Also, implementing partners should develop a handover strategy for safety net programs to avoid leaving communities without any form of support.

Second, some communities may have the capacity to manage a school feeding program, but they do not have the resources. Even with financial support from the district, the food provided by WFP is costly, especially the CSB+ for the mid-morning snack. As a result, it will not be possible for communities to maintain the same level of nutritional value as the current program.<sup>17</sup>

---

<sup>17</sup> WFP and other stakeholders are also exploring local capacity for food fortification and the use of micronutrient powders made locally that can contribute to the nutritional portfolio.

Third, community participation in the FFE program is not consistent. Some communities are upholding their responsibilities, while others are not. To keep the FFE program running, communities need to provide the basic support required. Continuous awareness raising campaigns are needed to help families understand the benefits of education and the FFE program, especially since many FFE schools are located in pastoralist communities, in which families move during the dry season and education is often not prioritized.

Observations from the Evaluation Team reveal that in areas where the community members (head teachers, school committee members, and village leaders) are proactive, the program runs well. Strong leadership is a critical component in maintaining the momentum built thus far from the FFE program. Consideration should be given towards greater capacity building for district, ward, and village level leaders to be more involved and knowledgeable in the management of the program to foster both leadership and ownership. Aside from capacity building, material support in the form of desks, cabinets and school materials should be considered for teachers to enhance record keeping and monitoring.

## **FFE CONCLUSIONS/RECOMMENDATIONS**

Support through the FFE program is consistent with current donor trends and is appropriate as a safety net. Investing in the FFE program as a response to the 2008 financial crisis has provided temporary relief for vulnerable communities throughout Tanzania. The immediate benefits of FFE were apparent to the Evaluation Team in the sheer number of pre-primary school students as well as in the contented faces of the children as they received their food. The GoT is working on a national school feeding program, but it is unclear when they will be able to provide assistance and at what level. Additionally, WFP support is limited by funding and if a similar level of funds is not available; it will not be possible to provide continued assistance to all FFE schools.

Given that safety net programs are meant to be short term, more thought needs to be put into program design. For example, instead of expanding the FFE program in its current form, a modified version with a short-term focus, emphasizing building institutional capacity, utilizing more local resources, and transferring skills to enable communities to be more resilient to future shocks would be more appropriate. Furthermore, this type of social safety net assistance could yield greater benefits if the geographic focus was smaller and resources used to not only provide food, but ensure good program maintenance in all communities (such as the construction of appropriate kitchens and stores, improved access to water, increased community participation, and alternative means to sustain the program, like community gardens) are addressed.

In addition, to enhance program implementation, the below recommendations are provided based on site visits and responses by KIs:

- Work with districts/villages to ensure proper kitchens and storage facilities are constructed before the start of the program,
- Include recording keeping in trainings to school officials and provide spot checks on reports during monitoring visits,

- Increase site visits for more regular monitoring of program implementation and management to address potential challenges (i.e. reporting, food management, etc.) before they become unmanageable.
- Deliver food more timely to avoid any disruptions with implementation (the Evaluation Team notes that better reporting and utilization of food at the school level could also assist with this perceived problem),
- Increase assistance to improve access to water in remote areas should be provided,
- Increase community awareness and participation,
- Include more training for school and community leaders on their roles for FFE as well as increase skills such as monitoring for all individuals tasked with that responsibility, and
- Provide more support for activities aimed at helping schools become more self-sufficient, i.e. gardens, income generating activities.

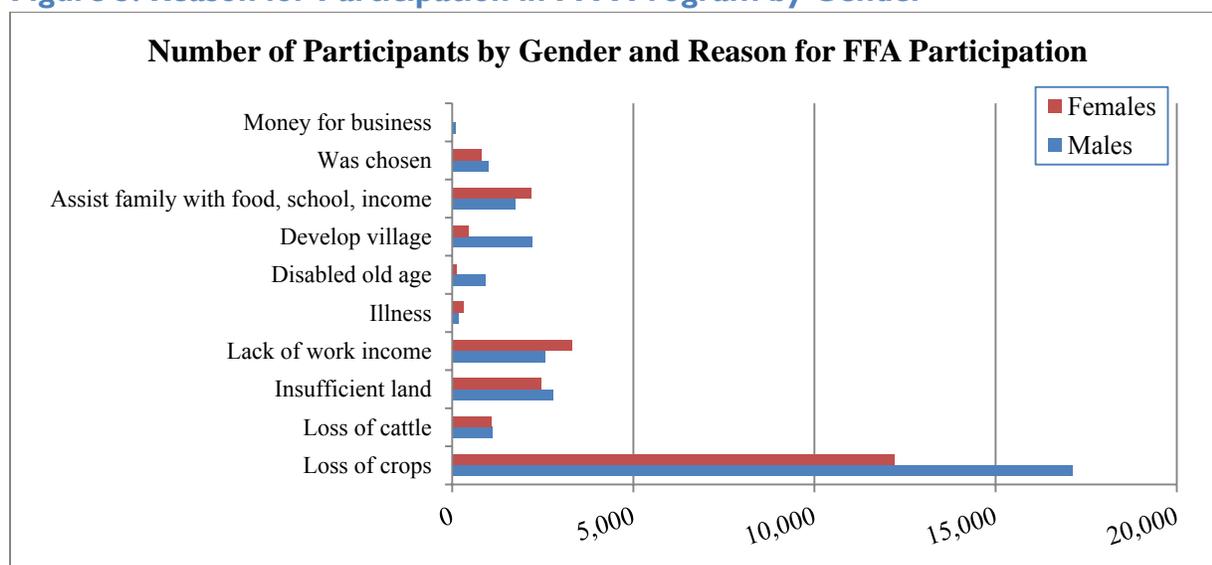
## FOOD FOR ASSETS

The provision of food for work by WFP provided temporary relief for families throughout rural Tanzania in the aftermath of the 2008 Financial Crisis. This approach was effective in targeting areas that have high levels of acute food insecurity and the food provided has enabled households to cope with shortages. At the time of the evaluation a report on the number of projects completed, ongoing or in need of repair was not available. Given that some asset projects were incomplete and needed repairs, it is too early to determine the long term benefits of the assets created in these communities, however it is recommended that routine FFA reports to USAID should contain a comprehensive list of asset projects and status to allow USAID/Tanzania to accurately document and evaluate the long-term benefits to communities beyond food distribution.

FFA activities are extended to households. Each participating household is given a family ration for five persons, the average family size in Tanzania. Therefore, FFA beneficiaries include the household and evaluation interviews were generally conducted with heads of households. When heads were not available, another participating member of the household was interviewed. Among respondents, 21% were the female head of household and 56% were the male head of household. The age of FFA respondents ranged from 18 to 80 years of age. The mean age of female and male respondents was 38 and 44 years respectively. The percentage of male and female respondents with an education beyond primary school was extremely low (3%). Nineteen percent of females and 29% of males had no education.

The majority of both male and female FFA respondents usually earn income from self-employment (47%) or subsistence agriculture (47%). Ninety one percent of female respondents and 90% of males also stated that their households did not have another source of income in addition to the FFA program. When asked to list their reasons for participation, with the possibility of listing multiple reasons, the majority of both male and female respondents indicated that loss of crops was the main reason as shown in the following figure. These results emphasize the effectiveness FFA interventions to help build community resilience in areas where the ability of livelihood systems to maintain productivity is weak.

**Figure 3. Reason for Participation in FFA Program by Gender**



### **Providing a safety net and reaching vulnerable populations**

The majority of key informants stated that villages prone to drought and food insecurity were selected for participation in the FFA program. Thirty six percent stated that vulnerable households were given highest priority, 37% responded that selection was made during a village meeting (which, if properly conducted, was to identify the most vulnerable households with the help of the village), and roughly 2% responded that all able bodied individuals were welcomed to participate. The majority of key informants (87%) confirmed that special attention was given to female headed households.

Without food provided through the FFA program, key informants indicated that households would have coped with the economic crisis in the following ways (starting with most common):

1. Migration of a family member to seek wage labor,
2. Seeking local wage labor,
3. Eating fewer meals/smaller quantities,
4. Selling cattle or other livestock for money,
5. Diversifying livelihood with informal sector activities,
6. Eating less desirable/lower quality food, and
7. Cultivating more crops/different crops.

### **FFA contribution to strengthening institutions and stimulating food and service markets.**

The FFA activities in the majority of villages visited by the Evaluation Team included the construction/rehabilitation of roads, charco dams (small catchment dams), and irrigation canals. The roads constructed through the FFA component aim to improve movement to and from isolated villages as well as improve access to markets by facilitating the movement of goods. The charco dams and irrigation canals built have increased access to water and more effective water management for many communities, enabling villagers to increase the production of their own food and provide drinking water for livestock. According to key informant responses, 86% affirm that the impact of the assets built through FFA are visible and have contributed to expanding food production and/or market access.

The majority of participants also stated that the FFA program increased their ability to feed their family and improved their household's access to water. However, the respondents were split fairly evenly as to whether FFA improved their access to markets and services.

When FFA respondents were asked to compare their ability to feed their families after participation in the FFA program as compared to before participation, the majority of both males and females said they felt better able to feed their families after participation. Only 2% of all respondents said they felt worse. In addition, 83% of females and 76% of males stated the food items received for work was sufficient to feed their family, while 24% of males said it was not sufficient. Respondents who stated the food was insufficient to feed their families have six household members on average, which is less than the seven household members on average for those who said the food received is sufficient.

### **FFA Program Strengths and Weaknesses**

Visits to FFA sites during the data collection phase of the FCI evaluation revealed the assets to be in various states of completion and use. Some assets, such as charco dams and irrigation canals were well constructed and have been improved further by districts to provide villages with greater benefits. Others require more support to maximize benefits, such as roads and canals that were damaged by rain; a few were not completed during the intended 2011-2012 FFA cycle and were thus not benefitting the communities. Those projects that were not completed due to implementation challenges within the intended time frame have been prioritized for inclusion in WFP's 2012-2013 FFA cycle to ensure the intended asset benefits the targeted community.



Irrigation canal in Losirwa Village, Monduli District (Arusha)



Eroded irrigation canal in Gong'homa Village, Meatu District (Shinyanga)

### **Strengths of FFA**

**Empowering communities.** FFA interventions have increased community empowerment by allowing communities to have a voice in the type of activity that will be carried out in their villages.

**Contributing towards re-building.** Community participation in the selection of FFA projects also provides them with an opportunity to contribute towards re-building and re-habilitating their community's infrastructure.

**Perceived benefits.** The strengths of the FFA program as identified by KIs included: assets created (41%), food provided which enables family members to stay close to home (25%), allowing them to tend their farms and produce food for the coming harvest, and high level of community participation in FFA (17%).

The immediate benefit of food assistance from the FFA program has allowed villagers to remain close to home and work on economic activities despite food shortages. When asked to list the benefits received from participation in the FFA program, the majority of those who responded stated training, improved access to water, and development of new skills.

### **Weaknesses of FFA**

Discussions with WFP, district and village officials and participants of the FFA component revealed the following as weaknesses. In some of these areas, WFP is currently undertaking measures to improve; these efforts are highlighted below.

**Activities spread out.** According to WFP, the FFA activities are scattered and not located near other programs, making them difficult and expensive to manage.<sup>18</sup>

**Limited technical and human capacity to implement and monitor FFA.** The FFA program relies solely on the GoT for technical expertise and the capacity of some districts is better than others, which can affect overall outcomes of the projects. In addition to the local government, WFP depends on some NGOs for implementation. Success depends on strong partnerships. WFP recognizes the need to identify more capable NGOs to work with to help build district capacity.

In addition, according to WFP, communities lack the institutional capacity to monitor program implementation. Village officials requested more trainings as well as numbers to be trained to enable them to maintain the activities.<sup>19</sup>

**Targeting of participants needs to be more defined.** As said by village leadership, the selection of participants varied, not always based on need/most vulnerable. WFP needs to play a larger role to ensure that the most vulnerable benefit.

**Implementation delays.** There were delays in the most recent FFA cycle, which meant that projects started late due to late arrival of food and tools. In some villages, tools did not arrive until after the food/project was finished. For those villages that experienced delays, WFP has extended these activities to ensure asset completion and will supply more food to allow for the completion of these projects.

Many projects in the last cycle were implemented during the rainy season as a result of internal delays in administrative processes from both WFP and the District partners. The rainy season

---

<sup>18</sup> Part of WFPs future strategy is to find implementing partners who are willing to work in those areas and support village needs which can help complement WFP FFA interventions.

<sup>19</sup> According to WFP, it is challenging to increase the numbers trained due to logistics. Currently three officials are trained per village and some of those trained are not taking up their responsibilities.

made construction difficult and caused many of the projects (roads and irrigation canals) to be damaged soon after completion. Participants expressed a desire for implementation to be changed to avoid the rains. WFP is moving towards a multi-year approach which will allow for continued implementation in the same area beyond one programming cycle, to scale-up the magnitude of its FFA interventions to build and re-habilitate more assets within the target area.

### **FFA Cost Effectiveness**

USAID provided 10.5 million dollars to WFP to expand the FFA activity to reach 52,000 participants in target areas. In 2010, 54,500 participants benefitted from FFA assistance; this number dropped to 38,008 in 2011, and rose to 59,270 in 2012. Aims of this FCI component included the provision of food to participants to assist with seasonal food insecurity as they worked building community assets to buffer against future shocks. In addition, WFP planned to strengthen the institutional capacity of the GoT to address food insecurity. According to evaluation findings, the FFA component has been cost effective. WFP was successful in reaching the target number of beneficiaries with FCI support. The food rations provided to participants enabled them to take part in community projects to help combat against future food shortages. The last objective towards capacity building has not yet been realized and remains a focus for WFP.

Several measures have been identified as follows to further increase program cost effectiveness. Current FFA activities are spread out; some are located closer to towns while others can take up to three hours to reach. Villages further away are isolated, with little presence of other forms of assistance, whether national or international. While it is important to provide assistance to hard to reach villages, the efforts and resources it takes to do so can be greater and may not yield as much benefit. One way to reduce costs and increase overall cost effectiveness (especially for an agency such as WFP, which is implementing numerous assistance programs) is to cluster activities both geographically and programmatically. WFP recognizes this need and is looking for ways to harmonize with other WFP activities and focus activities geographically.

The main suggestion from key informants on improving cost effectiveness involves closer monitoring of the program by WFP to improve transparency. This will help to ensure the food is distributed to those who worked.

### **FFA Sustainability**

The current approach towards investing in a partnership with districts is the key to ensuring sustainability of the FFA program. Districts contribute technical assistance and can build FFA projects into their budgets for future maintenance and possible expansion/improvement. The teams observed that the success of FFA depends largely on the level of involvement of the districts and this can be applicable for long term sustainability as well.



Road to Isanjandugu Village in Sikonge District, Tabora constructed from 2011-2012.



Road to Budushi Village in Nzega District, Tabora, constructed in 2011-12. This road is in better shape, the District recently added a culvert.

In addition to focusing on the districts, trainings should also be provided to the villages on maintenance of the assets built to ensure that villages benefit beyond one season. Maintenance on a smaller scale can be done by villages and should be done routinely to avoid large scale damage that will be costly to repair.

## **FFA CONCLUSIONS/RECOMMENDATIONS**

The FFA program, with its focus on practical short term activities provides immediate benefits to households and possible benefits to villages in the long run. The emphasis on building a partnership with districts throughout program implementation is also a good model, enhancing the role of local government as a service provider and improving the possibility for sustainability. Because of the temporary nature of this safety net program, future FFA support should include capacity building training for district officials, and village officials to both empower and enable them to maintain assets to ensure longer term impact. The Evaluation Team also recommends that USAID and WFP continue to monitor the perceptions of the villages regarding the impact of completed assets on their households. Recommendations from key informants and participants are also provided below for consideration in future planning.

- Continued assistance to both improve upon current assets built and additional support for the creation of new assets;
- Training for community leaders so they can contribute more effectively in FFA implementation;
- More awareness for local communities to increase participation;
- Timely delivery of food to avoid disruption of implementation; and
- Beginning the FFA planning process earlier so as to start on time and complete FFA interventions during the lean season and before the rainy season starts.

## **CASH FOR WORK**

Cash for Work is an established safety net approach for vulnerable communities. In Tanzania, the FCI C4W projects often provided the only opportunity for participants to earn an income and increased community knowledge of the income generating potential of the VMAs.

Participants also gained construction knowledge and skills and used income earned to buy food and non-food items for their households.

The Evaluation Team completed 158 interviews covering 16 villages and five WMAs. An effort was made to oversample females to capture any gender differences among program participants. The weighted distribution of interviews included 78% male respondents and 22% female. The age of respondents ranged from 18 to 73 years. For female respondents, the maximum age was 53 and the median age was 27, whereas for males the median age was 30. Beyond primary school, male respondents had higher educational attainment than females, with 10% of males and 25% of females having no education. The literacy rate of male respondents was higher than that for female respondents.

### **Providing a safety net and reaching vulnerable populations**

According to WWF, the five WMAs (Burunge, Enduimet, Ikona, Ipole, and Mbomipa) were selected for the FCI C4W program due to their current or future potential for tourism. The activities carried out were to provide income to WMA villagers to offset the decrease in tourism caused by the 2008 financial crisis. Of the five WMAs, Ikona in Serengeti District was the busiest due its location near Serengeti National Park, which is abundant in wildlife and has well established tourism infrastructure. Ipole WMA in Tabora Region had the fewest number of visitors. It is questionable if the inclusion of these two WMAs were the most appropriate for the C4W program. Based KI interviews, Ikona WMA was not affected by the 2008 financial crisis and may even have profited due to a wealthy investor and abundant wildlife. Ipole WMA attracts few tourists and was engaged in a boundary conflict with the Forestry Department.<sup>20</sup>

Village participation in the C4W program was often limited due to the poor performance of contractors, perceived low wage (in comparison to the workload), delayed payments, cultural traditions, and other local economic opportunities. The majority of those who participated stated that the money earned was helpful, but the short time for work limited the benefits. Based on discussions with key informants and participants, the safety net benefits would have been greater if coverage of the program was wider (including more villagers as well as villages in the WMAs), work periods were longer, and payments were made in full and on time.

**Participant selection.** C4W targeted areas were affected by the financial crisis, but did not necessarily select participants based on need. Due to the nature of the infrastructure projects, participation was on a voluntary basis, though emphasis was placed on the inclusion of women. According to WWF, efforts were made to sensitize communities on the C4W program and participation in the program. Key informant interviews revealed that participant selection for the WWF-implemented C4W program occurred in the following ways, from most common to least:

1. Individuals registered or requested to participate due to own interest and availability,
2. Individuals possessing the skills required were employed,
3. Individuals were selected by village leaders/committees, and

---

<sup>20</sup> Since the Evaluation Team visited Ipole WMA, WWF informed that the boundary dispute between the WMA and the Forestry Department has been resolved with a Memorandum of Understanding (MoU) between the two parties. The MoU indicates the continued right for the WMA to exist and to benefit from the resources found in the WMA.

4. Villagers were selected due to their vulnerable status.

Eighty six percent of key informants reported that households most affected by the 2008 financial crisis were targeted for inclusion and that without income received from the C4W program, the following coping mechanisms would be employed, in order of the likelihood of occurrence:

1. Seeking local wage labor,
2. Diversifying livelihood with informal sector activities,
3. Selling cattle or other livestock for money,
4. Migration of a family member to seek wage labor,
5. Cultivating more crops/different crops,
6. Eating less desirable/lower quality food, and
7. Eating fewer meals/smaller quantities.

According to DOI, the selection of participants for their two-three week long trainings was done by the WMA leadership with assistance from the partner NGOs. Prior to each training, DOI provided selection guidance, which largely targeted those with appropriate skills for the training and those with less opportunities to be involved in the WWF component, including women, youth, and the elderly.

**Women's participation in C4W.** DOI, WWF and their NGO partners reported that attempts were made to increase the participation of women. However, all acknowledge that the number of women participants was still quite low. Key informants stated that cultural objections to women working, especially if work sites were located far from the home, led to low participation rates by women. Also, many female respondents reported fewer employment opportunities since many C4W activities involved heavy workloads typically not suitable for women. Women participants generally served as cooks or were given lighter work tasks, which were few. Female participants also cited poor treatment by contractors as compared to male participants, such as not being paid in full or being asked to work longer hours.

Less than half (41%) of the key informants interviewed listed efforts that were made to increase the participation of women, which include: sensitization campaigns, the identification of jobs specifically for women (lighter work, requiring less skill), and attempts to motivate women, citing the example of a woman who did participate as proof.

One key informant stated that attempts were made to educate husbands to allow their wives to work, and another indicated that contractors were asked specifically to increase the number of women hired. Different approaches such as these, if employed more, may contribute towards changing current behaviors which currently limit women's participation.

When asked to list their reasons for participating in the C4W program, with the possibility of listing multiple responses, the three main reasons given by women (from highest to lowest) were: lack of work income (51%), loss of crops (15%), and selection by community leaders (10%). Though participation in the C4W program was on a voluntary basis, this last reason provided by women can be interpreted as a conscious effort to increase female participation.

**Generating employment in WMAs.** Feasibility assessments led by DOI and WWF informed the type of tourism facilities to construct as well as the guidelines on the daily wage and work period for laborers. Tanzanian contractors were hired to construct these facilities using labor

based technology. Minimal outside skilled labor was permitted with the majority of workers hired from the WMA villages. Fixed wages were determined and applied in all five WMAs. These wages were: 5,000 Tanzanian Shillings (TZS) for one day's work, which included three meals, or 7,000 TZS without meals. Skilled laborers were paid more, ranging from 10-15,000 TZS per day. To ensure more people benefitted, participants worked for two week periods and then were rotated out. Though both men and women were encouraged to participate in the C4W program, participation was on a voluntary basis.

In interviews, the majority of participants in all five WMAs reported that they felt the daily wage for C4W participation was low. These same participants also indicated that prior to the C4W program, they were not employed (86% of males and 88% of females). Of the small number that did work, many stated that the pay received was less than C4W pay (91% males and 90% females). As a social safety net program, setting wages equal to or slightly lower than the market average for comparable work allows for self-selection of the neediest segments of the population assuming selection is equal regardless of skill, gender, or age. According to participant responses, the C4W wages received were higher than wages for previously employed persons or were an opportunity to earn wages for the first time. The participant's perception of low wages was directly linked to their perception of the workload, therefore it would be useful to examine working conditions and set standards across all implementing partners and contractors to ensure safe and acceptable working conditions.

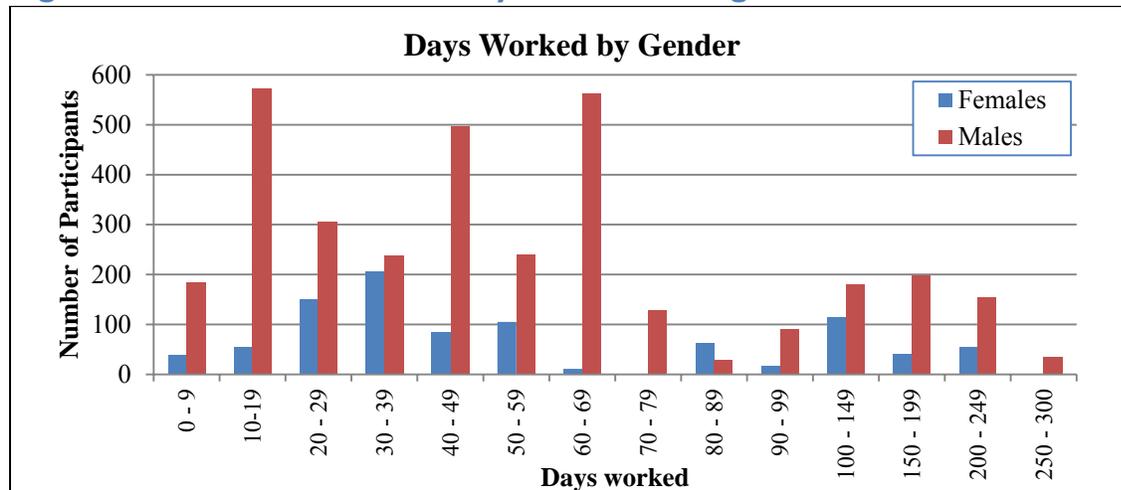
The majority of both male and female respondents also reported that before C4W, income was commonly earned from self-employment (42%) or subsistence agriculture (52%). Those who were usually engaged in self-employment or subsistence agriculture had higher participation rates and worked more days on average. When asked if their household had another source of income in addition to the C4W program, 27% of female respondents stated that they did while only 17% of males had another source of income. Among the 19% of respondents who stated that they had another source of income, the majority (98% male and 81% female) stated they received income from other household members. The main gender differences in other sources of income are that 19% of females receive national aid as compared to 2% of male respondents. A small number of males (0.6%) reported receiving remittances while no female respondents did.

When asked to compare their ability to feed their families after participation in the C4W program as compared to before participation, the majority of both males and females said they felt better able to feed their families after participation. Roughly 3% of all respondents said they felt worse, these were all males.

Data from the questionnaires also show that the mean number of days worked by participants appears to be related to the start year in the program, with those working the most days having begun earlier. This indicates retention of program participants over time. Overall, female participants have worked an average of 64 days while males have worked an average of 66 days. There have been a greater number of male C4W participants overall, especially among those working 70 days or less in the program. Similarly, based on data gathered, as presented in Figure 4, the following conclusions can be made: i) the two week period for work was either not well understood by contractors or ignored, and ii) many people worked more than one rotation. Both of which may have added to confusion over the short term nature of the program by the targeted communities. WWF explained that due to delays in payment caused

by poor contractor performance, some workers were engaged for longer periods. Also, there was the possibility of a workers being recruited for the second time after a short resting period.

**Figure 4. C4W Work Duration by Gender and Age**



The main reason for participation cited by males was lack of work (50%); however, those who participated because of insufficient land for agricultural activities worked the most days on average followed by those who were participating to assist with family finances. Similarly, females who participated due to insufficient land for agricultural activities worked the most days on average, as opposed to the majority who stated lack of work as the main reason for participation. Women who participated due to loss of cattle worked the second highest number of days followed by those who participated because they were chosen by community leaders. There was no correlation between number of days worked and the type of work done by either men or women. In general, women served as cooks or carried out lighter tasks.

**Improving infrastructure to promote tourism.** The activities implemented in Phase I had mixed results, ranging from early completion of construction in few cases to construction delays in most and incompleteness in one case. Some of the completed facilities, such as entry gates and Village Game Scout (VGS) posts, are being used, while others, including the visitor centers in Ikona and Burunge sat empty at the time of data collection. Phase II of the program largely focuses on construction of roads, a honey collection center in Ipole WMA and on completing activities from Phase I.



Ikona WMA Visitors Center



Trained VGSs at the post near Msuva Village in  
facili pole WMA

to tell whether these facilities will actually help to increase tourism. Constructing facilities alone will not improve tourism, additional and continued support is necessary to ensure that the facilities built through FCI assistance will have the impact intended. As WMA leadership and NGOs advocated, there should be additional focus on building the capacity of the WMAs to manage their resources (including facilities) and enhance their ability to promote tourism.

### **C4W Program Strengths and Weaknesses**

The intent of the C4W component is clear, but perhaps too ambitious for a safety net program, especially given that unlike the WFP-implemented components of FFE and FFA, which were in existence and expanded with FCI support, the C4W component was newly created. The short time period allotted for FCI meant that sufficient time was not available to fully plan and implement, which led to delays with the majority of the activities from Phase I. In addition, the multiple projects spread across five WMAs located in fairly remote areas across Tanzania presented challenges for program implementation, management, and monitoring.

### **Strengths of C4W**

**Perceived benefits.** Key informants describe the strengths of C4W to be the immediate benefits visible in the WMA. These benefits are listed below and some elaborated further in this section. The list below ranks these benefits in order from highest to lowest.

1. Improvements to the environment, including wildlife,
2. Enhanced security for wildlife,
3. Increased access to water,
4. Improved infrastructure,
5. Increased food security,
6. Income gained through C4W employment or from supplying materials to contractors,
7. Benefits to the local economy, and
8. Enhanced future opportunities to attract business and employment.

In addition, 54% of KIs interviewed state that there has been an increase in visitors to the WMAs. Fifty one percent mentioned that there has been an increase in fees paid to the WMAs.

However, it is not likely that these increases are due to the C4W program, as the benefits of the infrastructure activities have yet to be fully realized. Related to this, 78% of KIs stated that there were positive changes to the economy, including the improvement of current businesses and the emergence of new businesses, as well as increased tourism and trading opportunities.

Participants and key informants identified several areas in which the C4W program has had a positive influence on the target communities. First, while income earned by WMAs does not always benefit villages and villagers equally, the C4W program provides direct benefits to households. Second, the facilities constructed can provide long term benefits to the WMA and boost tourism. An added benefit of these facilities is the pride that is being instilled in the WMAs through the realization that villagers are contributing to their own development. The C4W program is also helping to raise awareness of wildlife in the WMAs and the value that wildlife can bring. Key informants perceive that there is a greater appreciation now for wildlife by villagers and with the completion of the VGS posts; they feel that poaching has been reduced.

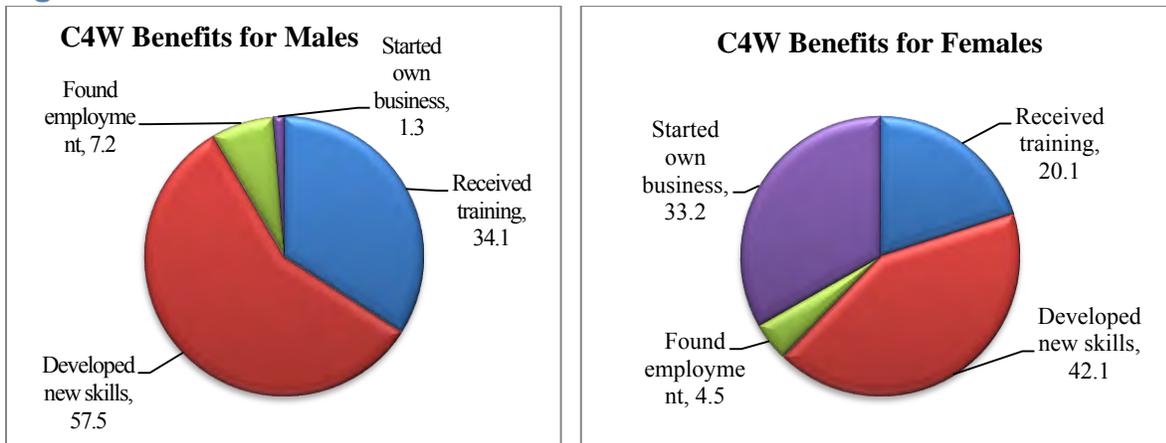
**Utilization of cash earned from C4W by men and women.** Aside from the benefits of C4W listed above, it is interesting to note how men and women used income earned from the C4W program. The majority of respondents stated that they purchased food for the family with money earned, followed by buying non-food items for the home. The table below provides other uses of money earned from C4W participation; note that respondents could list multiple uses.

**Table 7. C4W Money Use by Gender**

Use of C4W Money	Total	Male	Female
Buy food for family	31%	33%	26%
Buy non-food items for home	18%	18%	20%
Pay school fees for children	11%	9%	14%
Improve my house	9%	9%	9%
Buy inputs for agricultural production	7%	7%	7%
Savings	7%	8%	2%
Buy supplies for livestock	6%	6%	5%
Start a new business	4%	2%	7%
Buy supplies for existing business	3%	2%	6%

**Unintended effects of C4W.** In addition to the intended benefits of C4W, such as income generation, other benefits were noted. According to WWF, a total of 3,168 (551 women and 2,617 men) participated in Phase I of the C4W program and as of June 30, 2012, participants of Phase II totaled 8,639 (1,841 women and 6,798 men). The breakdown of financial benefits of the C4W program at the end of Phase I include 500 million TZS in labor costs (benefitting participants) and 300 million TZS in construction materials (benefitting local suppliers). Figures are not available for Phase II as it is currently underway. Based on Phase I estimates, both individual participants and local suppliers benefited financially from the C4W program.

**Figure 5-6. C4W Benefits for Males and Females**



Other benefits at the individual level, aside from monetary, are depicted in the graphs above, which varied by gender. Both men and women responded overwhelmingly that they received training from the C4W program, while it is interesting to note that women also indicated that another benefit was the ability to start their own business as a result of participation in the program. Training received by participants was largely related to the type of work that was performed. The vast majority of participants who stated that they were trained explained that they now have a better understanding of how roads or buildings are constructed and could use these skills in future construction activities.

The Evaluation Team also met with suppliers in various WMAs to ask about benefits to the local economy. Responses were mixed as indicated below:

- Benefits were limited to few businesses. Those that benefited most were large suppliers in town with the ability to provide the quantities required for the construction projects or businesses located near work sites, such as shops, restaurants, and guest houses.
- Some individuals, providing local supplies (bricks, gravel, fuel, and water) also benefitted.
- For those who did benefit, many were able to expand their businesses with the additional capital gained.
- A tourist camp in Ikona WMA stated that access is now better with improvement to roads through C4W, and C4W participants now provide a labor pool to draw from.
- In some WMAs, such as Ikona, local businesses are confident they will continue to do well even after C4W, whereas in Ipole, individual suppliers who benefitted are worried that once C4W ends, they will no longer benefit.

Some businesses, especially in Ipole WMA, expressed resentment over their transactions with contractors who took supplies on credit and did not pay. These contractors have left the area and businesses have not been successful in following up as written agreements were not in place to substantiate their claims.

### **Weaknesses of C4W**

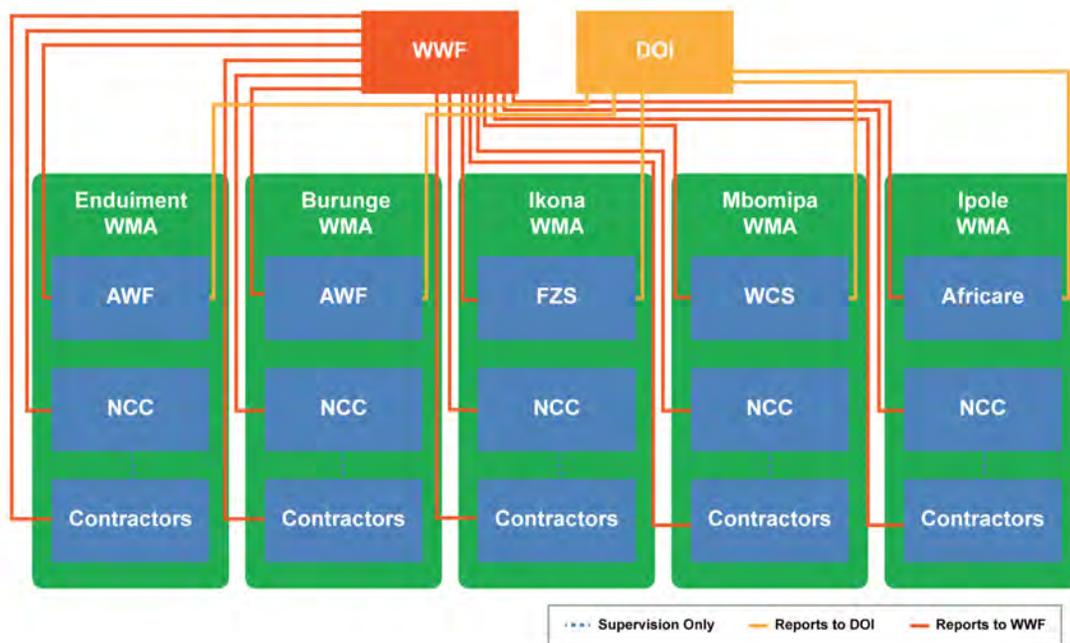
The below weaknesses identified by participants, key informants, partners (NGOs, NCC, contractors), and the Evaluation Team continue to challenge the implementation of the C4W program and limit the benefits of the program.

**Too many actors, coordination/supervision is challenging, unclear roles.** The C4W program is complex with projects spread out and many actors involved, presenting challenges when it comes to managing, coordinating, and implementing the program. General sentiment from all involved, ranging from implementing partners to contractors and local leaders include confusion over the roles and responsibilities of each actor. For example, some felt others were not doing enough, others stated they played a larger role than originally anticipated, and some expressed frustration over their limited role and inability to do more. In WMAs where the relationship between the NGO, NCC engineer, contractor and WMA leadership is strong, implementation appears to be smoother and the benefits to the communities more obvious, with greater numbers of village residents participating in C4W.

The complicated C4W relationships between partners is illustrated by the fact that while NCC, NGOs, and contractors may work together at the same site, they all report to WWF separately and have contractual obligations only to WWF and not each other, despite oversight roles.<sup>21</sup>

Implementing partners also stated that the reporting requirements for both WWF and DOI were tedious and in some cases duplicated. Measures to streamline would allow more time to focus on program implementation.

**Figure 7. C4W Reporting and Supervisory Structure**



**Time, program design, and budget constraints.** Meetings with WWF and NCC reveal that the planning stage for the C4W program was tedious and time consuming, which reduced the overall time available for implementation. In addition, the projects identified are scattered and

<sup>21</sup> According to WWF, the nature of the industry calls for such a set up in which different players are required to report to one central point to ensure activities are done. WWF also notes that given the scale and magnitude of the work and activities, it would not have been possible to have fewer actors and expect to finish the work in time.

often located in remote places, which present many implementation challenges (high costs, difficulty in finding workers). The use of labor intensive efforts also limited the available contractors, many of whom did not have the capacity to meet the demands of the C4W program. Some contractors explained that to be selected, they submitted lower bids, which did not take into account VAT, inflation, and the higher cost of operating in the WMAs, and numerous contractors faced difficulty in completing their projects on time.

**Weak supervision of construction projects.** According to NCC, their capacity to supervise contractors in all five WMAs was stretched, which led to poor compliance with specifications and ultimately, delays with construction. In addition, though NCC is tasked with supervising the construction activities, they do not have a contractual relationship with contractors (contractual agreement is between contractors and WWF), which limits the authority and role of NCC.

**Poor performance of contractors.** It was clear from all involved in the C4W program that the poor performance of the majority of contractors, especially from Phase I, was a great hindrance to the program. Not only were the technical abilities of these contractors questioned, participants complained about mistreatment (long hours, no camps for remote work sites, heavy workloads, women not given same opportunities as men in work and pay, particularly in Enduimet and Mbomipa WMAs) and payment delays, all of which resulted in delays in project completion or, in the extreme case of Ipole WMA, in incompleteness.

**Payment delays.** The main grievance of participants in the C4W program was the delay of payment by contractors in all five WMAs, though this experience was worse in some WMAs than in others. WWF acknowledged that timely payment of workers was a challenge from the start due to the inability of many contractors to pay. During tendering, all contractors were required to demonstrate their financial capacity to carry out the C4W projects, which included payment of participants after 14 days. In actuality, most contractors relied on payments by WWF to implement projects, including paying participants. As a result, participants were not paid after 14 days of work, but rather, when the contractor received payment from WWF.

A payment process was put into place by WWF and partners to facilitate payment, which consisted of the use of job cards for worker identification and confirmation by NCC (as well as WMA leaders and NGO partners) of those who worked, prior to payment; despite this, delays persisted. In Phase II, additional measures were put in place, including the requirement that contractors keep lists of participants and log books for workers to sign in and out. The pervasive problem of timely pay has contributed to reduced participation in the program.

### **C4W Cost Effectiveness**

Between WWF and DOI, 10.2 million dollars was dedicated to the C4W component. The main objective of the C4W component was to generate employment opportunities in rural areas targeting 50,000 beneficiaries. In the long term, the C4W program seeks to improve infrastructure, enhance conservation of biodiversity, increase accessibility, and attract investors and visitors to the WMAs. Based on figures from WFP and DOI, 3,168 participants were employed in 2010 and 8,639 in 2011, along with an additional 271 trained by DOI during the life span of the activity. The C4W program did generate jobs, but only benefiting a small fraction of the targeted total and it is too early to evaluate the long term objectives of the component. As a result, the C4W program has not proven to be cost effective in light of program objectives.

Three recommendations were abstracted from meetings with key informants to improve upon program cost effectiveness for C4W:

- **Running the C4W program as a series of small projects as opposed to a national program to enable the program to adapt to meet the needs of each WMA.** The training program can be an illustration of the benefits of this approach. As mentioned, WWF is responsible for the construction aspect of the C4W program, whereas DOI provides training. Because DOI is not present in Tanzania, trainings for all WMAs need to be coordinated and take place around the same time. However, as the conditions in each WMA are different, with some WMAs completing projects before others, the lack of flexibility to conduct trainings as needed (at the completion of projects) may result in lost opportunities and increase program costs.
- **Cost sharing with WMAs.** Despite the 2008 financial crisis, the WMAs have access to resources (income from tourism and local materials) and should be encouraged to contribute to assistance programs. In addition, contributions from the WMAs towards their own development could instill a greater sense of ownership, improving benefits in the long run and reducing dependency. For future planning, opportunities for cost sharing should be identified from the beginning and agreements reached prior to implementation.
- **Better selection/closer monitoring of contractors.** Given the challenges of implementing a program such as C4W, better measures need to be put into place for the selection and supervision of contractors. Aside from the presence of NCC, as the lead actor, WWF should have individuals on staff with the technical ability to provide oversight for construction activities, to ensure that bids are realistic and implementation is consistent with the specifications outlined. WWF presence on the ground should also increase, to allow for difficulties to be dealt with in a timely manner. WWF should also put in place a system for involving local leadership in monitoring of project activities. And lastly, contractors who perform well should be encouraged to stay engaged in the program.

### **C4W Sustainability**

Key Informants in several of the WMAs revealed that the number of visitors has increased, though the reasons are not certain, providing WMAs with visitor survey forms might help them determine reasons why visitors come to their WMA as well as collect recommendations for improvements. With income from tourism, it is possible for the five WMAs to sustain the achievements made through the FCI. The larger question, according to implementing partners on the ground, is whether the WMAs would be willing to put forth resources to do so. It was clear from visiting the WMAs that ownership of the infrastructure built through C4W is uncertain. Community members, including WMA leadership and village heads indicate that while they were consulted prior to the start of the program, they are not fully engaged during implementation. Whereas WWF's assumption is that because projects are in WMAs, these villages will feel ownership. NCC on the other hand explained that villagers see these projects as government projects and not their own. As the program is ending, it is critical that the issue

of ownership is addressed soon and plans are put in place for the maintenance of the infrastructure for longer term benefits.<sup>22</sup>

In addition to resolving the ownership issue, additional training is required to ensure sustainability of assets created. While the current trainings have been helpful, other trainings are needed to enable the WMAs to fully utilize the facilities built, including business trainings (especially for visitor's centers, the natural resource facility and honey collection center) and capacity building for the WMA leadership to help them better manage their resources. More efforts also need to be made to involve the districts to provide technical expertise for the upkeep of these facilities, especially the roads.

## **C4W CONCLUSIONS/RECOMMENDATIONS**

Supporting a C4W initiative to provide a safety net for vulnerable communities is an effective solution, however when the incentive for participation is cash, there are bound to be challenges. It is clear that various organizations were engaged in the C4W program from design to implementation. However, despite the many actors involved and the numerous measures put in place (i.e. to address payment delays), challenges persisted. One recommendation for future programming is to simplify and take an approach similar to that of the FFA program utilizing existing WMA village and management structures. It is important to engage WMA structures to identify practical, small scale projects and involve them during implementation and oversight, improving ownership and institutional capacity of these permanent structures to meet the needs of the people they serve.

In addition, planning for a program of this scale requires time, both for the implementers and the local communities. Some villages stated that low participation was due to the limited time they had to raise awareness in their community. Key informants also recommended the following as areas for improvements:

- Increasing the involvement of community leaders,
- More training, especially on maintenance, and
- Increasing the number of participants from villages and including more villages.

The respondents most commonly stated that the C4W programs should continue (26%), with the following recommendations for improvement such as: more timely pay (12%), increased wages (9%), proper selection and monitoring of contractors (9%), improved working conditions (8%) and longer term employment (6%).

## **CASH TRANSFER**

According to the Cash Transfer Pilot document, several assessments, including the 2010 Comprehensive Food Security and Vulnerability Assessment (CFSVA) carried out by WFP, the Transfer Modality Review in Tanzania (January 2011) undertaken by WFP's Programme Design and Support Division, the district-level Market Assessment (February 2011) and the Programme Response Identification Study (May 2011) provided the rationale behind piloting a cash transfer

---

<sup>22</sup> Since the data collection phase of the FCI Evaluation, WWF has indicated that plans are in place for WMAs and the districts (in which WMAs are located) to contribute to the maintenance and running of the facilities after completion.

pilot. This pilot is aimed at changing current food consumption practices to increase the nutritional intake of mothers and their children and in the long term, improve food security for the communities involved.

At the time of the evaluation, the Cash Transfer pilot was just getting underway. As a result, the FCI Evaluation team was not able to carry out a review of this component using the methodology designed. Instead, a review of documents provided by WFP was undertaken and information drawn from these documents to address the underlying questions of the FCI performance evaluation. To fully understand the benefits of this component, further examination will be required.

### **Providing a safety net and reaching vulnerable populations**

The region of Mtwara was identified for the pilot due to the high occurrence of households with less than desirable food consumption, which leads to malnutrition and stunting in children. WFP partnered with an NGO, MASHA or Mtwara Action for Self Help Activities, to carry out the pilot project. The intervention intends to cover 26 villages in four wards, reaching a total of 2,000 beneficiary women. According to WFP, intervention villages were selected in consultation with the Mtwara District Council. The villages selected included protein deficit villages in rural areas and villages with access to Vodacom's network coverage. In all 26 villages, participants will include women who are pregnant, lactating, and have children below the age of two. These children will also be included in the pilot.

The amount to be transferred monthly is 16,500 TZS or 10 USD for each household. This monthly transfer amount supports the proposed amount the GoT has set for its own cash transfer modality under the National Social Safety Net Programme which is planned for future implementation

## **Cash Transfer Strengths and Weaknesses**

There are many positive outcomes that the Cash Transfer component can have on the female participants and their young children. As the cash transfers are contingent upon participation in awareness raising sessions focused on health and nutrition, the program can help promote the consumption of more nutritious food items and crop choices in the short term to increase the nutritional intake. The WFP baseline results identified poor nutritional knowledge, especially regarding the identification and importance of consuming protein and vitamin A-rich foods, among pregnant and lactating mothers who were surveyed. Proper nutrition for pregnant mothers and their children, from conception to the age of two, is critical to a child's long term health and adequate development. This message is the foundation of WFPs cash transfer pilot project.

The Cash Transfer component is a pilot project to test a particular food assistance modality and its effect on extending health education and services to rural areas. A cash transfer modality does face one risk, namely the timely availability of cash to support the monthly disbursements. Therefore, a negative outcome could be increased dependence on donor support to provide the funding for the cash transfer.

Project monitoring will be critical to gauge the feasibility of such a cash transfer modality under a National Programme. WFPs training of trainers (i.e. the Community Change Agents in each intervention ward and the Community Health Workers in each intervention villages) on key nutritional messages and project implementation will be fundamental for the project's success. WFP will collect monthly monitoring data to measure the direct impact on beneficiary women and children. Monitoring data will collect information related to the use of cash transfers at household level, intra-household dynamics around the use of the cash transfer and any changes in nutritional knowledge and feeding practices among beneficiaries and their communities.

***Contributing factors for achievement in Tanzania.*** According to WFP, the Tanzanian context was identified as one conducive for market-based transfers in addressing food insecurity, based on an earlier assessment carried out by their Regional Bureau. A second study initiated by WFP Headquarters, the Transfer Modality Review in January 2011, included Tanzania and provided the WFP Tanzania Country Office additional information on the requirements needed in carrying out a new means of resource transfer. Based on these studies and the favorable conditions in Tanzania, WFP initiated the Cash Transfer pilot to help inform the feasibility of cash transfer modality under Tanzania's National Productive Social Safety Net Programme (PSSN) in 2013.

Similar to the Cash Transfer pilot, the PSSN will explore health interventions that link cash transfers in service poor areas to the attendance in village meetings where basic messages on health and nutrition will be transmitted.

Through the pilot, WFP hopes to gain a better understanding of the requirements to strengthen and support the Governments health coverage through low cost community-based health networks. This particular set-up will help demonstrate solutions to strengthen health services to targeted communities.

In addition the pilot had the following learning objectives: i) assess behavioral change in terms of dietary diversification and caring practices; ii) use of mobile money platforms to channel funds to beneficiaries; iii) build WFP staff experience on implementation of cash transfer modality; and

iv) analyze advantages of cash versus food-based MCHN interventions in terms of the ratio of resources spent to effect a change in food security indicator values.

If the objectives for the pilot are met, the information gathered can provide valuable insights to both WFP and the GoT for future cash transfer programming.

### **Cash Transfer Cost effectiveness**

To determine the cost effectiveness of undertaking a Cash Transfer program, WFP compared the costs of delivering the highly nutritious CSB to areas in which current support to mothers with young children are taking place, with the costs of purchasing locally produced CSB. The CSB was selected for comparison purposes only. Based on this comparison, the cost for purchasing local CSB was less than the cost of delivery of CSB purchased regionally. As a result, cash transfers will eliminate the high logistical costs associated with food delivery. However, given that WFP is piloting the Cash Transfer component for the first time, a significant portion of the budget will be allocated towards awareness raising, the verification of target beneficiaries, the monitoring of markets, cash transfers, use of cash by beneficiaries, and a final evaluation of the pilot led by the WFP Tanzania Country Office. WFP expects that if the pilot is successful and scaled up, the administrative costs will be reduced.

### **Cash Transfer Sustainability**

Given the GoT's interest in carrying out a similar cash transfer program in service poor areas, it is possible the findings of this pilot will provide the Government with the information it requires to continue support for this or a similar type of project. In addition, the nutritional trainings provided to Community Change Agents, Community Health Workers and the targeted beneficiaries have the potential to improve nutritional knowledge among both Community Health workers and beneficiaries and promote improved feeding practices among beneficiaries. In the long run, the pilot project will help contribute to raising awareness and promoting behavioral practices that help address chronic food insecurity.

## **VI. LIMITATIONS**

The original intent in assessing the USAID Financial Crisis Initiative was to better understand the impacts and to inform future safety net programming. The lack of baseline data and a counterfactual altered the assessment to a review of the effectiveness and sustainability of FCI support. Even so, attempting to address the questions that form the basis of the FCI Performance Evaluation was not without constraints. These are listed below to help inform future evaluations of this nature, and general programming overall.

**Poor quality and lack of detailed records for FCI components.** One of the main challenges of the FCI Evaluation for the FFA and C4W components was the lack of detailed records on participants for planning purposes and for FFE, the poor data from the schools. This hindered the sample selection process, slowing down fieldwork and resulting in fewer interviews and in challenges during analysis.

**Time and budget constraints.** Timing of future evaluations should take into consideration seasonal factors as well as implementation calendars to ensure that weather will not obstruct fieldwork and that evaluation teams can visit sites while implementation is underway to gather observations. This will also ensure that the number of interviews to be conducted can be met

through easier access to participants. Given the rainy season and difficult to reach areas, time available for fieldwork was limited to stay within the allocated budget; meaning that hard to reach sites could not be covered.

**Areas for further investigation.** Due to limitations of the scope of the evaluation, several issues arose during data collection that were not examined further but should be investigated.

1. The discrepancy in food supplies found at various schools should be examined. A study should be undertaken to better understand how planning for food distribution takes place and identify the weaknesses and gaps in this process that need to be addressed. Doing so would also help to build the capacity of the schools to better collect and use data.
2. The main issue raised from participants in the C4W program was on wages, both the low amount and the delays in pay. As mentioned previously, wages for safety net programs are set slightly lower than the market average for comparable work to allow for self-selection of the neediest segments of the population and thus are appropriate in this case. The issue of payment delays, however, is serious. To get a better sense of how this process is taking place to inform future programming, further review should be done.
3. In order to obtain a better understanding of the intended and unintended impacts of these programs, a study of changes in local markets of program sites before, during, and after implementation would be informative. These markets may be affected by locally purchased food and supplies by the programs, as well as increased production by participants. Government of Tanzania data sources, if available at village or even district level, may be useful in this regard. Some benefits of the programs may extend well beyond their completion, especially if they are continued at the local or national level.
4. As the Cash Transfer pilot only recently got underway, the benefits of this FCI component are not yet known. One of the main intentions of the pilot focused on lesson learning, particularly on how to carry out this type of support and the potential benefits cash transfers may have in both the short and long term in enhancing the abilities of communities to resist shocks associated with food shortages. Further review of the Cash Transfer component would be informative.

## VII. LESSONS LEARNED

There are many lessons that can be drawn from the implementation of USAID's Financial Crisis Initiative, which can contribute towards improving future safety net programming. It is also important to note that the conditions under which the implementing agencies operated were quite challenging, and their experiences, both positive and negative, have much value to add. Some of these challenges include time constraints, seasonal challenges, difficulties of operating in remote locations, and budget limitations. The below lessons were common themes identified by KIs, participants, and in some cases implementing agencies.

First, the USAID FCI safety net components of FFE, FFA, and C4W are appropriate and have provided assistance to meet food shortages and loss of income resulting from the 2008 financial crisis. However, more careful selection of participants in target communities will increase benefits. Though guidelines or processes for selection were provided by partners to local communities, in numerous cases these were not followed. In addition, the selection of outside

participants, whether these are from neighboring villages or other regions needs to be kept at a minimum to ensure that the target communities benefit.

Second, institutional capacity building is provided in all three components; however, based on feedback from participants, key informants, and partner NGOs, more is needed. More training focused on relevant issues during different stages of implementation and with community members are needed to ensure that implementation of safety net programs runs smoothly and that benefits to the community are greater. While these are short term programs, experience has shown that building these programs within a larger framework that includes long-term benefits for households and communities can potentially reduce the need for these programs in the future. Sustainability is increased if the host country recognizes the benefit of including these programs in their national budget to build the economic independence of vulnerable populations. Examples of training that should be an essential part of the FCI components are listed below:

- For all three components, record keeping/reporting and awareness raising prior to the start of implementation,
- FFE - food management prior to implementation,
- FFA and C4W - infrastructure maintenance for FFA and C4W after construction is completed, and
- C4W - business skills training with a focus on tourism, after construction is completed.

Third, all FCI programs should maintain better records of participants for internal monitoring and control as well as program evaluation.

Fourth, for all three components, more follow-up needs to take place, especially at the completion of projects, to identify lessons learned to help with planning for the next phase.

Fifth, success depends on strong leadership and capacity at the local level as demonstrated at some FEE and FFA program sites visited. Where possible, identifying key change agents to partner with can better ensure program success. Implementing partners should also consider building their own technical abilities to enable them to transfer this knowledge to local partners.

And last, sustainability requires community involvement. All three components should increase efforts at awareness raising campaigns. For future programs, agreements with local partners (be it national, district, or village governments) on local contributions should be identified to cost share in terms of labor and resources, as well as improve the feeling of community ownership.

## ANNEX I. REFERENCES

### WFP References

Response Analysis Project Consultant, *Transfer Modality Review (TMR) for the United Republic of Tanzania, Pilot Country One* (January 2011)

WFP and Savannas Forever Tanzania, *2011 FFA Baseline Survey* (April 2011)

Professor Amani, ESRF, *Poverty and Human Development Report, Geographic Diversity of Poverty PowerPoint Presentation*

Ministry of Finance and Economic Affairs, *MKUKUTA Annual Implementation Report 2009/10* (November 2010)

Mkenda A.F, Luvanda E.G, Rutasitara L and A. Naho, *Poverty in Tanzania: Comparisons across Administrative Regions, Interim Report* (April 2001)

Research and Analysis Working Group, *Poverty and Human Development Report* (2003)

Vera Mayer and Domina Kambarangwe, WFP Tanzania, *Response Identification for Cash Pilot Project in Mtwara Region of Tanzania* (May 2011)

WFP, *Summary of School Feeding Programme Baseline Survey*

B. Ndaw, *A Rapid Analytical Review of Food Markets in Mtwara* (March 2011)

Ministry of Agriculture Food Security and Cooperatives, Tanzania National Bureau of Statistics, Disaster Management Department (PMO), Tanzania Food and Nutrition Centre, Ministry of Industry, Trade and Marketing, and United Nations World Food Programme, *Comprehensive Food Security and Vulnerability Analysis (CFSVA)* (May 2010)

Tanzania Food Security and Nutrition Analysis System – MUCHALI, *Integrated Food Security and Nutrition Assessment Report of the 2010/11 Vuli Season Report* (March 2011)

USAID/Tanzania, *WFP FCI Indicator Worksheet* (June 2010)

USAID/Tanzania, *World Food Program Grant Award Number 621-A-00-10-00006-00* (December 2009)

WFP Tanzania Office in Collaboration with the Tanzania Ministry of Education and Vocational Training (MoEVT), *Report of the Impact Assessment of the WFP-Supported Food-For-Education Programme in Tanzania* (October 2009)

WFP, *Federal Financial Report for Grant No.: 621A-00-10-00006* (September 2011)

WFP, *World Food Programme (WFP) USAID Cooperative Agreement No. 621-A-00-10-00006-00 Fourth Quarter Report – Q4 FY 2011 (October 2011)*

WFP, *World Food Programme (WFP) USAID Cooperative Agreement No. 621-A-00-10-00006-00 Third Quarterly Report – Q4 FY 2010 (October 2010)*

WFP, *World Food Programme (WFP) USAID Cooperative Agreement No. 621-A-00-10-00006-00 Third Quarterly Report – Q2 FY 2011 (April 2011)*

WFP, *World Food Programme (WFP) USAID Cooperative Agreement No. 621-A-00-10-00006-00 Third Quarterly Report – Q3 FY 2011 (July 2011)*

Juvenal Kisanga, *WFP National Programme Officer, WFP Safety Net Programme PowerPoint Presentation (November 2011)*

WFP, Ministry of Agriculture, Food Security and Cooperatives, and the Alliance for a Green Revolution in Africa, *Brief on Training of Trainers for Smallholder Farmers on Warehouse Management and Competitive Market Skills Held at Kibaiwa Centre (April 2010)*

WFP, *WFP Progress Report on FCI Beneficiaries*

WFP, *World Food Programme (WFP) USAID Cooperative Agreement No. 621-A-00-10-00006-00 First Quarterly Report – Q2 FY 2010 (April 2010)*

WFP, *Tanzania Country Strategy 2011-2015 (May 2010)*

Tanzania Food Security and Nutrition Analysis System – MUCHALI, *Comprehensive Food Security and Nutrition Assessment Report of the 2010/11 Main (Msimu & Masika) Season Report (October 2011)*

World Food Programme (WFP) USAID Cooperative Agreement No. 621-A-00-10-00006-00 *Third Quarterly Report – Q3 FY 2010, July 2010, WFP*

WFP, *Report on Commodity Management Training at Kibaiwa Market Catchment Area to Farmers, Market Board and Traders (November 2009)*

USAID/Tanzania, *USAID Food Expenditure Report Grant Award Number 621-A-00-00006-00 for the Period Ended 30TH September 2010 (September 2010)*

WFP, *Federal Financial Report for Grant No.: 621A-00-10-00006 (December 2011)*

WFP, *USAID Supported Schools (FFE) (March 2012)*

WFP, *World Food Programme (WFP) USAID Cooperative Agreement No. 621-A-00-10-00006-00 First Quarter Report – Q4 FY 2011 (January 2012)*

WFP, *Comprehensive Food Security and Vulnerability Analysis (CFSVA)* (September 2010)

WFP, *WFP School Meals Expansion Program Diagram* (January 2012)

WFP, *Map of Districts Targeted Under FCI Funds* (March 2012)

WFP, *WFP Presentation to USAID* (September 2010)

WFP, *WFP 2008 – 2013 Purchase for Progress (P4P) Initiative: A Strategic Evaluation (mid-term)*

WFP, *World Food Program Grant Award Number 621-A-00-10-00006-00* (December 2009)

WFP, *Summary of School Feeding Programme Baseline Survey* (February 2012)

WFP, *Cash Transfer Pilot Project Safety Net to Promote Mother Child Health and Nutrition in Mtwara Rural District of Tanzania Plan of Operation* (May 2012)

WFP, *Cash Transfer Pilot Project Safety Net to Promote Mother Child Health and Nutrition in Mtwara Rural District of Tanzania* (January 2012)

WFP, *Cash Transfer Pilot Project Safety Net to Promote Mother Child Health and Nutrition in Mtwara Rural District of Tanzania Logical Framework* (January 2012)

### **WWF References**

WWF, *CFW Success Story* (March 2012)

WWF, *CFW – Combined Contractor’s Workplan* (December 2010)

WWF, *WMA Program Site Data* (January 2012)

WWF, *Map of Protected Areas and WMAs* (March 2012)

WWF, *World Wildlife Fund (WWF) USAID Cooperative Agreement No. 623-A-00-06-00003-00-GCP (CFW/FCI) Quarterly Report* (May 2011)

WWF, *World Wildlife Fund (WWF) USAID Cooperative Agreement No. 623-A-00-06-00003-00-GCP (CFW/FCI) Quarterly Report* (October 2011)

WWF, *World Wildlife Fund (WWF) USAID Cooperative Agreement No. 623-A-00-06-00003-00-GCP (CFW/FCI) Semiannual Report* (August 2011)

WWF, *World Wildlife Fund (WWF) USAID Cooperative Agreement No. 623-A-00-06-00003-00-GCP (CFW/FCI) Semiannual Report* (January 2011)

WWF, *World Wildlife Fund (WWF) USAID Cooperative Agreement No. 623-A-00-06-00003-00-GCP (CFW/FCI) Quarterly Report* (January 2011)

WWF, *The Wma Conservation Corps: Infrastructure Support Program in Wildlife Management Areas (WMAs) through the Cash-for-Work Program: January 2010 – June 2011* (August 2009)

WWF, *The Wma Conservation Corps: Infrastructure Support Program in Wildlife Management Areas (WMAs) through the Cash-for-Work Program: June 2011 – June 2012* (September 2011)

WWF, *Cash for Work Phase One Labour Deployment Information* (October 2011)

COSEP Company Limited, *Environmental and Social Impact Statement for the Proposed Infrastructure Development in the Burunge Wildlife Management Area (WMA), Babati District, Manyara Region* (November 2010)

National Construction Council (NCC) and Department of Interior (DOI) US, in association with Ben Fort Consultancy and LOMO Consult Limited, *Proposed Visitors Centre to be Built in Burunge Wildlife Management Area (WMA), At Babati District, Manyara Region* (April 2010)

National Construction Council and Department of Interior (DOI) US, in association with Ben Fort Consultancy and LOMO Consult Limited, *Exhibition Elevations for Burunge Wildlife Management Area (WMA), At Babati District, Manyara Region* (April 2010)

National Construction Council and Department of Interior (DOI) US, in association with Ben Fort Consultancy and LOMO Consult Limited, *Exhibition Plans for Burunge Wildlife Management Area (WMA), At Babati District, Manyara Region* (April 2010)

National Construction Council and Department of Interior (DOI) US, in association with Ben Fort Consultancy and LOMO Consult Limited, *Kitchen Ground Floor for Burunge Wildlife Management Area (WMA), At Babati District, Manyara Region* (April 2010)

National Construction Council and Department of Interior (DOI) US, in association with Ben Fort Consultancy and LOMO Consult Limited, *Kitchen Elevations for Burunge Wildlife Management Area (WMA), At Babati District, Manyara Region* (April 2010)

National Construction Council and Department of Interior (DOI) US, in association with Ben Fort Consultancy and LOMO Consult Limited, *Picnic Shelter Ground Floor for Burunge Wildlife Management Area (WMA), At Babati District, Manyara Region* (April 2010)

National Construction Council and Department of Interior (DOI) US, in association with Ben Fort Consultancy and LOMO Consult Limited, *Flushing Toilet Ground Floor for Burunge Wildlife Management Area (WMA), At Babati District, Manyara Region* (April 2010)

National Construction Council and Department of Interior (DOI) US, in association with Ben Fort Consultancy and LOMO Consult Limited, *Flushing Toilet Elevations for Burunge Wildlife Management Area (WMA), At Babati District, Manyara Region* (April 2010)

National Construction Council and Department of Interior (DOI) US, in association with Ben Fort Consultancy and LOMO Consult Limited, *Gift Shop Ground Floor for Burunge Wildlife Management Area (WMA), At Babati District, Manyara Region (April 2010)*

National Construction Council and Department of Interior (DOI) US, in association with Ben Fort Consultancy and LOMO Consult Limited, *Gift Shop Elevations for Burunge Wildlife Management Area (WMA), At Babati District, Manyara Region (April 2010)*

National Construction Council and Department of Interior (DOI) US, in association with Ben Fort Consultancy and LOMO Consult Limited, *Pit Toilets Ground Floor for Burunge Wildlife Management Area (WMA), At Babati District, Manyara Region (April 2010)*

National Construction Council and Department of Interior (DOI) US, in association with Ben Fort Consultancy and LOMO Consult Limited, *Pit Toilets Elevations for Burunge Wildlife Management Area (WMA), At Babati District, Manyara Region (April 2010)*

National Construction Council and Department of Interior (DOI) US, in association with Ben Fort Consultancy and LOMO Consult Limited, *Store Ground Floor for Burunge Wildlife Management Area (WMA), At Babati District, Manyara Region (April 2010)*

National Construction Council and Department of Interior (DOI) US, in association with Ben Fort Consultancy and LOMO Consult Limited, *Store Elevations for Burunge Wildlife Management Area (WMA), At Babati District, Manyara Region (April 2010)*

National Construction Council and Department of Interior (DOI) US, in association with Ben Fort Consultancy and LOMO Consult Limited, *Information Ground Floor for Burunge Wildlife Management Area (WMA), At Babati District, Manyara Region (April 2010)*

National Construction Council and Department of Interior (DOI) US, in association with Ben Fort Consultancy and LOMO Consult Limited, *Information Elevations for Burunge Wildlife Management Area (WMA), At Babati District, Manyara Region (April 2010)*

National Construction Council and Department of Interior (DOI) US, in association with Ben Fort Consultancy and LOMO Consult Limited, *Reception Ground Floor for Burunge Wildlife Management Area (WMA), At Babati District, Manyara Region (April 2010)*

National Construction Council and Department of Interior (DOI) US, in association with Ben Fort Consultancy and LOMO Consult Limited, *Reception Elevations for Burunge Wildlife Management Area (WMA), At Babati District, Manyara Region (April 2010)*

WWF, *Cash for Work Phase One Labour Deployment Information (October 2011)*

WWF, *Burunge VC Labour Names with Money Earned - NCC (October 2011)*

WWF, *Nela Labour Data for IPC1-CM22 Burunge I – NCC (October 2010)*

WWF, *Nela Labour Data IPCs for CM22 Buruge 2 – NCC (October 2010)*

WWF, *Enduimet Labour information (October 2011)*

WWF, *Mbomipa CM 31 Labour Records as of December 2011 – NCC (March 2012)*

WWF, *Mbomipa Labour Data CM 30 – NCC (October 2011)*

WWF, *Mbomipa Labour Data CM 32 – NCC (October 2011)*

WWF, *Cash For Work Labor Payments by Village – FZS (March 2011)*

WWF, *Ikona Labour Data for IPC No. 1 – NCC (October 2011)*

WWF, *Ipole Labour Data CM 25 – NCC (October 2011)*

WWF, *Ipole Labour Data CM 26 – NCC (October 2011)*

WWF, *Ipole Labour Data CM 27 – NCC (October 2011)*

WWF, *Ipole Labour Data CM 28 – NCC (October 2011)*

WWF, *Ipole Labour Data CM 29 – NCC (October 2011)*

DOI-ITAP in collaboration with WWF, NCC and AWF, *Burunge Wildlife Management Area, Babati District, Tanzania, Plan for Recommendations to Improve Activities, Services and Infrastructure (2010)*

DOI-ITAP in collaboration with WWF, NCC and AWF, *Enduimet WMA, Longido District, Tanzania, Plan for Recommendations to Improve Activities, Services and Infrastructure (2010)*

DOI-ITAP in collaboration with WWF, NCC and AWF, *Ikona Wildlife Management Area, Serengeti District, Tanzania, Plan for Recommendations to Improve Activities, Services and Infrastructure (2010)*

DOI-ITAP in collaboration with WWF, NCC and AWF, *Ipole Wildlife Management Area, Sikonge District, Tanzania, Plan for Recommendations to Improve Activities, Services and Infrastructure (2010)*

DOI-ITAP in collaboration with WWF, NCC and AWF, *Pawaga – Idodi Wildlife Management Area, Tungamalenga District, Tanzania, Plan for Recommendations to Improve Activities, Services, and Infrastructure (2010)*

WCS, WWF and NCC, *WMA Monthly Site Visit Reporting Sheet (April 2011)*

WCS, WWF and NCC, *Mbomipa WMA Monthly Site Visit Reporting Sheet (August 2011)*

WCS, WWF and NCC, *Mbomipa WMA Monthly Site Visit Reporting Sheet* (December 2011)

WCS, WWF and NCC, *Mbomipa WMA Monthly Site Visit Reporting Sheet* (February 2011)

WCS, WWF and NCC, *Mbomipa WMA Monthly Site Visit Reporting Sheet* (January 2012)

WCS, WWF and NCC, *Mbomipa WMA Monthly Site Visit Reporting Sheet* (February 2012)

WCS, WWF and NCC, *Mbomipa WMA Monthly Site Visit Reporting Sheet* (July 2011)

WCS, WWF and NCC, *Mbomipa WMA Monthly Site Visit Reporting Sheet* (June 2011)

WCS, WWF and NCC, *Mbomipa WMA Monthly Site Visit Reporting Sheet* (March 2011)

WCS, WWF and NCC, *Mbomipa WMA Monthly Site Visit Reporting Sheet* (May 2011)

WCS, WWF and NCC, *Mbomipa WMA Monthly Site Visit Reporting Sheet* (November 2011)

WCS, WWF and NCC, *Mbomipa WMA Monthly Site Visit Reporting Sheet* (October 2011)

WCS, WWF and NCC, *Mbomipa WMA Monthly Site Visit Reporting Sheet* (February 2012)

WCS, WWF and NCC, *Mbomipa WMA Monthly Site Visit Reporting Sheet* (September 2011)

Wildlife Conservation Society (WCS), *Mbomipa Labour Records for Phase One* (March 2012)

WCS, WWF and NCC, *Mbomipa WMA Monthly Site Visit Reporting Sheet – Phase II* (January 2012)

WCS, WWF and NCC, *Mbomipa WMA Monthly Site Visit Reporting Sheet – Phase II* (February 2012)

WCS, WWF and NCC, *Mbomipa WMA Monthly Site Visit Reporting Sheet – Phase II* (April 2012)

COSEP Company Limited, *Environmental and Social Impact Report for the Proposed Infrastructure Development in Enduimet Wildlife Management Area, Longido District Tanzania* (November 2010)

Frankfurt Zoological Society (FZS), *WWF Technical Progress Report for Ikona WMA, January – December 2010*

Frankfurt Zoological Society (FZS), *WWF Technical Progress Report for Ikona WMA, January – March 2011*

Frankfurt Zoological Society (FZS), *WWF Technical Progress Report for Ikona WMA* (2010)

Frankfurt Zoological Society (FZS), *WWF Technical Progress Report for Ikona WMA* (2011)

Frankfurt Zoological Society (FZS), *WWF Technical Progress Report for Ikona WMA (July 2011)*

Frankfurt Zoological Society (FZS), *WWF Technical Progress Report for Ikona WMA, January – March 2011*

Frankfurt Zoological Society (FZS), *WWF Technical Progress Report for Ikona WMA, July – September 2011*

Frankfurt Zoological Society (FZS), *WWF Technical Progress Report for Ikona WMA, January – June 2010*

Frankfurt Zoological Society (FZS), *WWF Technical Progress Report for Ikona WMA, January – March 2012*

COSEP Company Limited, *Environmental and Social Impact Assessment Report for the Proposed Infrastructure Development in Ikona WMA, Serengeti District, Mara Region (November 2010)*

Sheq Consult Tanzania Ltd, *Environmental and Social Impact Assessment Report for the Proposed Construction of Various Infrastructures in Ipole Wildlife Management Area, Sikonge District, Tabora Region (October 2010)*

Sheq Consult Tanzania Ltd, *Environmental and Social Impact Assessment of the Proposed Development of Various Infrastructures in Mbomipa Wildlife Management Area in Iringa Rural District, Iringa Region (August 2011)*

Health and Development International Consultants, *Socio-Economic Baseline Studies in Selected Wildlife Management Areas under the Financial Crisis Initiative/Cash-for-Work Program, Burunge WMA Report (October 2010)*

Health and Development International Consultants, *Socio-Economic Baseline Studies in Selected Wildlife Management Areas under the Financial Crisis Initiative/Cash-for-Work Program, Enduimet WMA Report (October 2010)*

Health and Development International Consultants, *Socio-Economic Baseline Studies in Selected Wildlife Management Areas under the Financial Crisis Initiative/Cash-for-Work Program, Ikona WMA Report (October 2010)*

Health and Development International Consultants, *Socio-Economic Baseline Studies in Selected Wildlife Management Areas under the Financial Crisis Initiative/Cash-for-Work Program, Ipole WMA Report (October 2010)*

Health and Development International Consultants, *Socio-Economic Baseline Studies in Selected Wildlife Management Areas under the Financial Crisis Initiative/Cash-for-Work Program, Mbomipa WMA Report (October 2010)*

*Daben Construction Co. Ltd, Project: Package I-CM20: Construction of Visitors Centre at Burunge Planned Work Programme*

*Rubedy Company Limited, Project: Package II: Proposed Construction of Two (2) Village Game Scouts (VGS) Posts and Four (4) Entry Gates at Burunge Wildlife Management Area (WMA) Planned Work Programme for Four (4) Entry Gates*

*Nela Construction Company and Timira Enterprises, Project: Package I construction of Tarangire road in Burunge WMA, Babati District, Manyara Region*

*Work Schedule for Package: No 1 Construction of One Gate in Enduimet, Wmalongido District, Arusha Region*

*Work Schedule for Package: No 1 Construction of One VGS in Enduimet, Wmalongido District, Arusha Region*

*National Construction Council (NCC), Work Programme Form for Package I Labourers and Work Description for Construction of Visitors Centre and Two Entry Gates at Ikona Wildlife Management Area, Serengeti District in Mara Region- Tanzania*

*Jambocon BC Company Limited, Project: Proposed Construction of Natural Resource Facility at Ipole, Contract Agreement No. CM 27*

*Monmar & Sons Co. Limited, Project: Package I-Cm25: Construction of Ikanjagala VGS Post – Contract Agreement No. 25*

*Bangili and Company General Services Ltd, Project: Proposed Construction of Utimule Village Game Scouts (VGS) Post in Ipole WMA, Sikonge District-Tabora Region*

*MGALANG'OMBE, Package II Boundary Marking of 115 Km of Ipole Wildlife Management Area (WMA)*

*Itegamatu Co Ltd and Timira Enterprises, Project: Package I Water Supply for Ipole WMA by Labour Based Methods in Sikonge District – Tabora Region*

*Ramne Investments Limited, Contract Agreement No. CM 30 for Construction of Nyamayungi VGS Post and Works at Mbomipa Headquarters in Ipole WMA*

*Work Programme for Proposed Construction of Lunda Entrance Gate Facilities and Improvement of Lunda Camp at Mbomipa Wildlife Management Area*

*Work Programme for Construction of Chalivindi Game Viewing Track at Mbomipa*

*Africare, Cash for Work Report for Project No: 25 00 43 4104, February 2010 – December 2011 (January 2012)*

*Africare, Cash for Work Report for Project No: 25 00 43 4104, February 2010 – March 2012 (April 2012)*

*Africare, Labor Data, January 2011 – March 2012 (April 2012)*

*Africare, Labor Data, November 2010 – December 2010 (April 2012)*

*Africare, Cash for Work Report for Project No: 25 00 43 4104, September 2009 – June 2011 (December 2010)*

*APEX, Schedule of Visits to the Projects Sites by Technical Assistant and Support Experts (March 2012)*

*APEX, Construction of VGS Posts, Observations Posts and Entry Gates at Enduimet Wildlife Management Area (WMA) Progress and Quality Assessment Report (July 2011)*

*APEX, Construction of Visitor Center and Two Entry Gates in Ikona Wildlife Management Area (WMA) Quality Assessment Report (July 2011)*

*APEX, Technical Assistance to WWF for Construction and Civil Works in Five (5) Wildlife Management Areas (WMA's) Of Burunge, Enduimet, Ikona, Ipole and Mbomipa Inception Report (January 2011)*

*APEX, Marking of Boundary at Ipole Wildlife Management Area (WMA) Progress and Quality Assessment Report (July 2011)*

*APEX, Construction of Ikanjagala VGS Posts at Ipole Wildlife Management Area (WMA) Progress and Quality Assessment Report (July 2011)*

*APEX, Construction of Natural Resources Facility at Ipole Wildlife Management Area (WMA) Progress and Quality Assessment Report (July 2011)*

*APEX, Construction of Utimule VGS Posts at Ipole Wildlife Management Area (WMA) Progress and Quality Assessment Report (July 2011)*

*APEX, Construction of Utimule VGS Posts at Ipole Wildlife Management Area (WMA) Progress and Quality Assessment Report (July 2011)*

*APEX, Construction of Chalivindi Game Viewing Track in Mbomipa Wildlife Management Area (WMA) Progress and Quality Assessment Report (July 2011)*

*APEX, Construction of Lunda Entrance Gate and Improvement of Lundacamp at Mbomipa Wildlife Management Area (WMA) Progress and Quality Assessment Report (July 2011)*

*APEX, Construction of Nyamayungi Vgs Post at Mbomipa Wildlife Management Area (WMA) Progress and Quality Assessment Report (July 2011)*

*APEX, Construction of Facilities at Pawaga – Idodi (Mbomipa) WMA Technical Assistant’s Report (February 2011)*

*APEX, Construction of Facilities at Burunge WMA Technical Assistant’s Report (January 2011)*

*APEX, Construction of Four Village Game Scouts (VGS) / Ranger Posts, Four Entry Gates and Three Observation Posts in Enduimet Wildlife Management Area (WMA) Technical Assistant’s Report (January 2011)*

*APEX, Construction of Visitor Center and Two Entry Gates in Ikona Wildlife Management Area (WMA) Technical Assistant’s Report (January 2011)*

*African Wildlife Foundation (AWF), Monthly Site Visit Monthly Report (May 2011)*

*African Wildlife Foundation (AWF), Cash for Work Quarterly Report, January – March 2012*

*African Wildlife Foundation (AWF), Cash for Work Progress Report, January – June 2011*

*African Wildlife Foundation (AWF), Cash for Work Progress Report, January – March 2011*

*National Construction Council (NCC), Progress Report for the Period Between 1st October - 30th November 2010 (January 2011)*

*National Construction Council (NCC), Progress Report for the Month of December 2010 (January 2011)*

*National Construction Council (NCC), Progress Report for the Month of February 2011 (April 2011)*

*National Construction Council (NCC), Progress Report for the Month of December 2011 (January 2012)*

*National Construction Council (NCC), Progress Report for the Month of January 2011 (February 2011)*

*National Construction Council (NCC), Project Progress Report for the Month of March 2011 (May 2011)*

*National Construction Council (NCC), Actual Physical Progress (April 2012)*

*National Construction Council (NCC), Progress Report for the Month of April 2012 (May 2012)*

*National Construction Council (NCC), Progress Report for the Month of February 2012 (March 2012)*

*National Construction Council (NCC), Progress Report for the January 2012 (February 2012)*

National Construction Council (NCC), *Progress Report for the Month of March 2012* (April 2012)

WWF, *Annual Budget report for 2012*

WWF, *Cash for Work Financial Reports January 2010 – March 2012*

WWF, *Project Technical Progress Report, Project: The WMA Conservation Corps: Infrastructure Support Program in Wildlife Management Areas (WMAS) Through the Cash-for-Work Program: January 2010 – June 2011*

WWF, *Semi-Annual Progress Report, January-June 2011* (August 2011)

WWF, *Q4 Progress Report, July – September 2011* (October 2011)

WWF, *Q1 Progress Report, October – December 2011* (January 2011)

WWF, *Q2 Progress Report, January – March 2012* (April 2012)

### **DOI References**

DOI-ITAP, *Trip Report for Dennis Waheed for DOI-ITAP Signage Fabrication & Installation Follow-Up Master Program Burunge WMA* (September 2011)

DOI-ITAP, *Financial Crisis Initiative: Cash-for-Work Activities and Technical Assistance in Selected Wildlife Management Areas Progress Report July 1 – September 30, 2010* (April 2010)

DOI-ITAP, *Directional & Orientation Signage Design, Fabrication & Installation Work In Mbomipa WMA* (September 2011)

DOI-ITAP, *IAA ENV-P-00-00-0003-00- Support to Livelihood Driven Conservation in Tanzania-(USDOI), Quarterly Report* (August 2011)

DOI-ITAP, *Trip Report for Dennis Waheed for DOI-ITAP Signage Fabrication & Installation Follow-Up Master Program Enduimet WMA* (September 2011)

DOI-ITAP, *Financial Crisis Initiative: Cash-for-Work Activities and Technical Assistance in Selected Wildlife Management Areas Progress Report October 1 – December 31, 2010* (April 2010)

DOI-ITAP, *Trip Report for Dennis Waheed for DOI-ITAP Signage Fabrication & Installation Follow-Up Master Program Ikona WMA* (September 2011)

DOI-ITAP, *IAA ENV-P-00-00-0003-00- Support to Livelihood Driven Conservation in Tanzania-(USDOI), Quarterly Report* (April 2011)

DOI-ITAP, *IAA ENV-P-00-00-0003-00- Support to Livelihood Driven Conservation in Tanzania-(USDOI), Quarterly Report* (November 2011)

DOI-ITAP, *Trip Report for Ray Paterra and Doug Staller under the U.S. Agency for International Development (USAID) Financial Crisis Initiative (FCI) in Burunge Wildlife Management Areas (WMA)*

DOI-ITAP, *Trip Report for Department of Interior International Technical Assistance Program Signage Design, Construction, and Installation Team in Enduimet WMA under the U.S. Agency for International Development (USAID) Financial Crisis Initiative (FCI) in Selected Wildlife Management Areas (WMAs)*

DOI-ITAP, *Trip Report for DOI-ITAP Signage Program under the U.S. Agency for International Development (USAID) Financial Crisis Initiative (FCI) in Ikona Wildlife Management Area (WMA)*

DOI-ITAP, *Interpretive Planning and Graphic Design under the U.S. Agency for International Development (USAID) Financial Crisis Initiative (FCI) for Ikona Wildlife Management Area (November 2010)*

DOI-ITAP, *Trip Report for Ipole WMA Signage Team under the U.S. Agency for International Development (USAID) Financial Crisis Initiative (FCI) in Ipole Wildlife Management Area (WMA)*

DOI-ITAP, *Trip Report for Tanzania WMA Conservation Corps: DOI-ITAP Signage Design, Fabrication and Installation Master Program under the U.S. Agency for International Development (USAID) Financial Crisis Initiative (FCI) in Mbomipa Wildlife Management Area (WMA) (April 2011)*

DOI-ITAP, *Trip Report for Ipole WMA Signage Team under the U.S. Agency for International Development (USAID) Financial Crisis Initiative (FCI) in Ipole Wildlife Management Area (WMA)*

DOI-ITAP, *Directional & Orientation Signage Design, Fabrication & Installation Work In Mbomipa WMA (September 2011)*

## **ANNEX 2. FFA and C4W Questionnaire – English**



### **EVALUATION OF THE FINANCIAL CRISIS INITIATIVE: FOOD FOR ASSET AND CASH FOR WORK**

USAID/Tanzania is conducting an evaluation of its Financial Crisis Initiative (FCI) programs which are implemented by the World Food Program (WFP), World Wildlife Fund (WWF) and the United States Department of Interior (DOI) as well as other implementing partners at project sites. You have been selected from a random sample of program participants to be included in the evaluation. Your participation is voluntary. The individual answers you give will be kept confidential and only shared in summary statistics which do not identify individual

respondents. Your honest participation is very important to learn how these types of programs can be improved and to understand the intended and unintended effects of the program on beneficiaries.

Thank you for your participation.

(Complete Section A beforehand, using information supplied by the implementing partner)

**SECTION A: QUESTIONNAIRE INFORMATION**

1. ID Number (team number + sequential number. Ex: Team 1, survey 1: 1001): \_\_\_\_\_ . \_\_\_\_\_ . \_\_\_\_\_ . \_\_\_\_\_ . \_\_\_\_\_ .

2. FCI program: 1. FFA, 2. C4W \_\_\_\_\_  
\_\_\_\_\_ .

3. Implemented by: 1. WFP, 2. WWF, 3. DOI, 4. Other (specify) \_\_\_\_\_  
\_\_\_\_\_ .

4. Region: \_\_\_\_\_

5. District: \_\_\_\_\_

6. Ward: \_\_\_\_\_  
\_\_\_\_\_

7. Village: \_\_\_\_\_

8. Date (DD/MM): \_\_\_\_\_ / \_\_\_\_\_

9. Name of Participant: \_\_\_\_\_

10. Gender of Participant: (1. Male, 2. Female) \_\_\_\_\_  
\_\_\_\_\_ .

11. Age: (Years) \_\_\_\_\_  
\_\_\_\_\_ .

**SECTION B: CHARACTERISTICS OF BENEFICIARY INTERVIEWED**

(For each question below, circle the number for the response given OR write in the response as appropriate.)

1. What is your relationship with the Head of Household where you live?	
---	--

Head	1
Spouse	2
Son/Daughter	3
Father/Mother (in-law)	4
Grandparent (in-law)	5
Grandchild	6
Sibling	7
Other relative	8
Non-relative	9
2. Do you know how to read and write a simple sentence in Kiswahili or any other language?	1 Yes 2 No
3. Have you ever attended school?	1 Yes 2 No
4. If yes, how many years did you attend school?	_____.
5. What is the highest educational level you completed?	
Primary	1
Secondary, Form 2	2
Secondary, Form 4	3
Post O level	4
Adult education program	5
None	6
6. Prior to participating in the FFA/C4W program, what was your household's main source of income?	
Income from paid employment (in cash)	1
Income from paid employment (in kind/goods)	2
Income from self-employment	3
Income from household subsistence agriculture	4
Assistances	5
Remittances	6
Tourism	7
Other	8
7. Does your household have another source of income?	1 Yes 2 No
8. If yes, what are the additional source(s) of income?	
Income from other household members	1 Yes 2 No
National aid (government, religious organizations)	1 Yes 2 No
International aid	1 Yes 2 No
Remittances	1 Yes 2 No

**SECTION C: ABOUT THE FCI PROGRAM***(For each question below, circle the number for the response given OR write in the response as appropriate.)*

1. Why did you request to participate in the FFA/C4W program? <i>(Circle all that apply)</i>	
Loss of crops <i>(Due to natural disasters, climate change, insects, animal invasion, etc.)</i>	1 Yes 2 No
Loss of cattle <i>(Due to natural disasters, climate change, insects, animal invasion, etc.)</i>	1 Yes 2 No
Insufficient land <i>(Not enough land for cultivation to feed family)</i>	1 Yes 2 No
Lack of work <i>(If usually employed was not able to find work)</i>	1 Yes 2 No
Illness	1 Yes 2 No
Disabled, old age	1 Yes 2 No
Other, specify:	1 Yes 2 No
2. When did you first start participating in the FFA/C4W program? <i>(MM/YY)</i>	
	_____.
3. When did you last participate in the FFA/C4W program? <i>(MM/YY)</i>	
	_____.
4. How many days have you (or your household) participated in the FFA/C4W program in total?	
	_____.
5. Do you feel your ability to feed your family has improved since you started participating in the FFA/C4W program compared to before you participated?	
Better now	1
Same	2
Worse	3
Don't Know	4
6. Are you/were you a participant of the FFA program? <i>(If yes, continue with question 7. If no, skip to question 14)</i>	
	1 Yes 2 No

**The following questions address the FFA program****FOOD FOR ASSET PROGRAM:***(For each question below, circle the number for the response given OR write in the response as appropriate.)*

7. Are the food items that you received for the work you perform(ed) sufficient to feed your family?	1 Yes 2 No
8. Has the FFA program increased your ability to feed your family?	1 Yes 2 No 3 Don't know
9. Has the FFA program increased your household's access to water?	1 Yes 2 No 3 Don't know
10. Has the FFA program contributed towards improving your access to markets and services?	1 Yes 2 No
11. In addition to the food you received from the FFA program, what else did you and your household gain from your participation in the program?	
Received training	1 Yes 2 No
Developed new skills	1 Yes 2 No
Was able to find other employment after participation	1 Yes 2 No
Was able to start own business after participation	1 Yes 2 No
12. Aside from food benefits, what are other advantages you and or your household have gained from your	

participation in the FFA program?

\_\_\_\_\_

\_\_\_\_\_

13. Do you have one recommendation for how this program or similar programs can better help your family cope with food shortages?

\_\_\_\_\_

\_\_\_\_\_

**Skip to question Section D**

**The following questions address the C4W program**

<b>CASH FOR WORK PROGRAM:</b>	
<i>(For each question below, circle the number for the response given OR write in the response as appropriate.)</i>	
14. Prior to your participation in the C4W program, were you employed? (If no, skip to question 19)	1 Yes 2 No
15. How did your previous income compare to the income you receive(d) from the C4W program?	
More than C4W	1
Same as C4W	2
Less than C4W	3
Don't know	4
16. When you are/were working on the C4W program, how are/were you paid? (There are two types of payment options, if food was provided, payment was 5000 TZS. If food was not provided, payment was 7000 TZS)	
With food?	1
Without food?	2
17. How have you used the money you have earned from the C4W program?	
Buy food for my family	1 Yes 2 No
Buy non-food items for the home	1 Yes 2 No
Improve my house	1 Yes 2 No
Pay school fees for children	1 Yes 2 No
Buy supplies for own existing business	1 Yes 2 No
Start a new business	1 Yes 2 No
Buy supplies for livestock	1 Yes 2 No
Buy inputs for agricultural production	1 Yes 2 No
Other: specify	1 Yes 2 No
18. In addition to the income you earned from the C4W program, what else did you gain from your participation in the program?	
Received training	1 Yes 2 No
Developed new skills	1 Yes 2 No
Was able to find other employment after participation	1 Yes 2 No
Was able to start own business after participation	1 Yes 2 No
19. Aside from economic benefits, what are other advantages you have gained from your participation in the C4W program?	

20. Do you have one recommendation for how this program or similar programs can be changed to better help you cope with economic crises?

**SECTION D: CHARACTERISTICS OF THE HOUSEHOLD**

*(For each question below, circle the appropriate number for the response given.)*

1. What is the main material used to construct the roof of the house?	
Mud	1
Thatch, grass, plastic tarp	2
Iron sheets, asbestos	3
Other	4
2. What is the main material used to build the walls of the house?	
Concrete, backed brick	1
Mud, mud brick, clay	2
Timber, grass	3
Other	4
3. What kind of material is used for flooring?	
Baked brick, cement, processed wood	1
Mud, earth	2
Other	3
4. What is your household's main source of water for cooking and drinking?	
Pipe borne	1
Bore hole/hand pump	2
Unprotected well	3
Protected well, rain water	4
River, lake, pond	5
Other	6
5. What is the main source of lighting for your dwelling?	
Electricity, battery lamp, Solar energy from aid program	1
Gas, oil, kerosene lamp	2
Firewood, resin torches	3
Other	4

6. What kind of fuel is most often used by your household for cooking?	
Wood, leaves/grass/stubble/straw/thatch/stems	1
Coal/charcoal	2
Bottled gas, electricity, kerosene.	3
Other	4

**SECTION E: HOUSEHOLD FOOD SECURITY PATTERN**

*(For each question below, circle the appropriate number for the response given.)*

1. Which category below, best describes your family? <i>(Read the options to the respondent and ask him/her to choose the response that best describes his/her family.)</i>	
Not enough food to eat	1
Food sometimes, but not all the time	2
Enough food to eat	3
Almost always have food to eat	4
Never short of food	5
2. Were there changes in the family's food consumption while your household was participating in the FFA/C4W program?	
Yes, improved food consumption (more frequent and/or more quantity)	1
Yes, worse food consumption in the household (less frequency and/or quantity)	2
No, same food consumption (no difference in home food consumption)	3
Don't know	4
3. In the absence of a program like FFA/C4W, how does your family normally cope with food shortages?	
Migration of a family member to seek wage labor	1
Selling cattle or other livestock for money	2
Eating fewer meals/smaller quantities	3
Eating less desirable/lower quality food (foraging food and hunting/capture of non-traditional foods/meat)	4
Diversifying livelihood with informal sector activities (selling liquor, firewood, etc. not usual economic activity)	5
Seeking local wage labor	6
Cultivating more crops/different crops	7
Other	8
4. How many meals did your household have yesterday?	
	1
	2
	3
	4
5. Do you feel satisfied with the quantity and quality of food your family eats now?	1 Yes 2 No
6. Before the FFA/C4W program began, was your family short of food? <i>(If no, skip to question 9)</i>	1 Yes 2 No
7. If yes, how many months was your family short of food prior to the program?	
	1
	2
	3
	More than 3
8. If yes, why was your family short of food prior to the program?	

Loss of crops (Due to natural disasters, climate change, insects, animal invasion, etc.)	1
Loss of cattle (Due to natural disasters, climate change, insects, animal invasion, etc.)	2
Insufficient land (Not enough land for cultivation to feed family)	3
Lack of work ( If usually employed was not able to find work)	4
Illness	5
Disabled, old age	6
Other	7
9. Have any of your family members migrated to seek wage labor during the last 12 months?	1 Yes 2 No

**SECTION F: HOUSEHOLD ECONOMIC ACTIVITY**

(For each question below, circle the number for the response given OR write in the response as appropriate.)

1. What type of livestock is owned by the household? (Circle all answers that are given.)	
Oxen, Cows	1 Yes 2 No
Sheep, Goats, Pigs	1 Yes 2 No
Chickens, Ducks	1 Yes 2 No
None	1 Yes 2 No
2. What is the size of the land worked by the family?	
Less than 1 acre	1
1-1.99 acres	2
2-4.99 acres	3
5-9.99 acres	4
10-19.99 acres	5
20-49.99 acres	6
50 or more acres	7
N/A	8
3. Did you use chemical fertilizers last year?	1 Yes 2 No
4. Have you used new/additional land to grow crops for the household?	1 Yes 2 No
5. Did you have less difficulty transporting crops/goods to markets in 2011 than before program?	
Yes, better now	1
Same as before	2
No, worse now	3
Don't know	4
6. How far away are the following services from your house: (0 =less than 1 hour, 1 = 1-1.9 hours, 2 =2-4.9 hours, 5=more 5 hours)	
Food market	_____.
Primary school	_____.

**SECTION G: FAMILY ROSTER**

1. How many members there are in your household?	. ____ . ____ .
2. How many of these are children under the age of 6?	. ____ . ____ .
3. Identification number of participant (after completing the roster, please write the member ID No. in the column 1 into the next cell)	. ____ . ____ .

**Ask only of members 6 years and older** (See code list on the right for codes for questions 3, 7, and 9)

1. ID No.	2. Name	3. Relation to HH	4. Gender 1. Male 2. Female	5. Age (Years)	6. Read/write? 1. Y 2. N	7. Highest educational level completed?	8. FCI participant? 1. C4W 2. FFA 3. FFE 4. No	9. Secondary economic activity (other than FFA/C4W) (Only for age 12>)
01		I						
02								
03								
04								
05								
06								
07								
08								
09								
10								
11								
12								
13								
14								
15								

- Relation to HH**
1. Head
  2. Spouse
  3. Son/Daughter
  4. Father/Mother (in-law)
  5. Grandparent (in-law)
  6. Grandchild
  7. Sibling
  8. Other relative
  9. Non-relative
- Educational levels**
1. Primary
  2. Secondary, Form 2
  3. Secondary, Form 4
  4. Adult education program
  5. None
- Secondary economic activity**
1. None
  2. Farmer, self-employed
  3. Farmer, employed
  4. Pastoralist
  5. Tourism
  6. Other, salaried employee
  7. Other, unstable salary
  8. Other, self-employed

## ANNEX 3. FFA and C4W Questionnaire – Swahili



### EVALUATION OF THE FINANCIAL CRISIS INITIATIVE: CASH FOR WORK AND FOOD FOR ASSET

USAID/Tanzania inafanya tathmini ya mpango wake wa Financial Crisis Initiative (FCI) unaotekelezwa na World Food Program (WFP), World Wildlife Fund (WWF), United States Department of Interior (DOI) pamoja na washirika wengine katika maeneo ya miradi. Hivyo umeteuliwa kati ya washiriki wengine ili kufanikisha tathmini hii. Majibu yako yatakuwa siri na yatumika katika majumuisho ya takwimu ambapo majina hayatawekwa wazi. Ushiriki wako wakiaminifu ni muhimu ili kuweza kufahamu jinsi mipango ya namna hii inaweza kuboreshwa na pia kuweza kufahamu namna madhara yaliyokusudiwa na yasiyotarajiwa kwa wanufaikaji wa mpango huu.

Tunashukuru kwa ushiriki wako.

(Malizia sehemu A ifuatayo, kwa kutumia taarifa zilizotolewa na wadau watekelezaji)

#### **SEHEMU A: TAARIFA ZA DODOSO**

1. Namba ya utambulisho (namba ya timu + namba ya mtirikose.Mf:Timu 1,Tafiti 1: 1001):\_\_\_\_.\_\_\_\_.\_\_\_\_.\_\_\_\_.

2. Mpango wa FCI: 1. FFA, 2. C4W \_\_\_\_\_  
\_\_\_\_\_.

3. Mtekelezaji: 1. WFP, 2. WWF, 3. DOI, 4. Mengineyo (eleza) \_\_\_\_\_  
\_\_\_\_\_.

4. Mkoa: \_\_\_\_\_

5. Wilaya: \_\_\_\_\_

6. Kata: \_\_\_\_\_

7. Kijiji: \_\_\_\_\_

8. Tarehe: (DD/MM/YYYY) \_\_\_\_/\_\_\_\_/\_\_\_\_

9. Jina la mshiriki: \_\_\_\_\_

10. Jinsia ya mshiriki: (1. Mume, 2. Mke) \_\_\_\_\_ .\_\_\_\_\_.

11. Umri: (Miaka) \_\_\_\_\_

### **SEHEMU B: SIFA ZA MHOJIWA**

*(Kwa kila swali hapo chini, zungushia namba ya jibu husika.)*

1. Nini uhusiano wako na mkuu wa kaya unapoishi?	
Mkuu wa kaya	1
Mwenza	2
Mtoto	3
Baba/Mama(mkwe)	4
Babu/ Bibi (mkwe)	5
Wajukuu	6
Ndugu tumbo moja	7
Ndugu wengine	8
Wasio ndugu	9
2. Je, unaweza kusoma na kuandika sentensi ya kiswahili au kwa lugha nyingine yeyote?	
Ndiyo	1
Hapana	2
3. Umeishawahi kuhudhuria shule?	
Ndiyo	1
Hapana	2
4. Kama ndiyo, umehudhuria shule kwa muda gani? (Andika jibu )	._____.
5. Ni hatua gani ya juu ya elimu uliyofikia?	
Shule ya Msingi	1
Sekondari, Kidato cha pili	2
Sekondari, Kidato cha nne	3
Baada ya kidato cha nne	4
Elimu ya utu uzima	5
Hakuna	6
6. Kabla ya kushiriki katika mpango wa FFA/C4W, ni shughuli ipi ya kijipatia kipato ulikuwa unajihusisha nayo zaidi?	
Ajira za kulipwa (kwa fedha taslimu)	1
Ajira za kulipwa (kwa mali zinginezo)	2
Kwa kujiari mwenyewe	3
Kipato kutokana na kilimo cha kaya	4
Misaada	5
Mapato kutoka nje ya kaya	6
Utalii	7
Mengineyo	8
7. Je, kaya yako ina chanzo kingine cha kipato?	1, Ndiyo. 2, Hapana
8. Kama ni ndiyo, ni aina gani nyingine:	

Kipato kutoka kwa wana kaya wengineyo	I, Ndiyo. 2, Hapana
Misaada ya kitaifa (serikalini, mashirika ya kidini)	I, Ndiyo. 2, Hapana
Misaada ya kimataifa	I, Ndiyo. 2, Hapana
fedha kutoka nje ya kaya	I, Ndiyo. 2, Hapana

**SEHEMU C: KUHUSU MPANGO WA FCI***(Kwa kila swali hapo chini, zungushia namba ya jibu husika.)***1. Kwanini uliomba kushiriki katika mpango wa FFA/C4W?**

Upotevu wa mazao ( <i>Kutokana na majanga ya asili, mabadiliko ya hali ya hewa, wadudu, uvamizi wa wanyama, n.k</i> )	I, Ndiyo. 2, Hapana
Upotevu wa mifugo ( <i>Kutokana na majanga ya asili, mabadiliko ya hali ya hewa, wadudu, uvamizi wa wanyama, n.k</i> )	I, Ndiyo. 2, Hapana
Ardhi isiyotosheleza ( <i>kwa kilimo cha kulisha familia</i> )	I, Ndiyo. 2, Hapana
Ukosefu wa ajira ( <i>Kama kwa kawaida huwa ni muajiriwa na kushindwa kupata ajira nyingine</i> )	I, Ndiyo. 2, Hapana
Ugonjwa	I, Ndiyo. 2, Hapana
Ulemavu, Uzee	I, Ndiyo. 2, Hapana
Mengineyo, eleza:	I, Ndiyo. 2, Hapana
2. Ni lini ulianza kushiriki katika mpango wa FFA/C4W? (MM/YY)	
3. Ni lini kwa mara ya mwisho ulishiriki katika mpango wa FFA/C4W?	
4. Je ni siku ngapi kwa ujumla ulizofanya kazi (au kaya yako ilifanyakazi) kwenye mpango wa FFA/C4W ?	
5. Je unahisi uwezo wako wa kulisha familia umeboreshwa toka kujiunga na mpango wa FFA/C4W ukilinganisha na kabla ya kushiriki? ( <i>linganisha kabla na baada ya ushiriki</i> )	
Bora sasa	1
Sawa	2
Mbaya zaidi	3
Sijui	4
6. Je wewe ni mshiriki wa mpango wa FFA? ( <i>kama ndiyo, endelea na swali la 7, kama hapana, ruka mpaka swali la 16</i> )	

*Maswali yafuatayo yanalenga mpango wa FFA (Kwa washiriki wa C4W, endelea sehemu inayofuata)***FOOD FOR ASSEST PROGRAM:***(Kwa kila swali lifuatalo, zungushia jibu husika AU andika jibu husika kwenye eneo palipo elekezwa.)*

7. Je, kiasi cha chakula ulichopokea kwa kazi uliyofanya (unayofanya) kinatosheleza kulisha familia yako?	I, Ndiyo. 2, Hapana
---	---------------------

8. Je, mpango wa FFA umeongeza uwezo wako wa kuzalisha chakula cha kulisha familia?	1, Ndiyo. 2, Hapana 3, Sijui
9. Je, mpango wa FFA umeongeza upatikanaji wa maji kwa kaya yako?	1, Ndiyo. 2, Hapana 3, Sijui
10. Je, mpango wa FFA umechangia katika kuboresha uwezo wako wa kupata masoko na huduma?	1, Ndiyo. 2, Hapana
11. Zaidi ya chakula ulichopata kutokana na mpango wa FFA, ni kitu gani kingine wewe na kaya yako ilifaidika kutokana na ushiriki wako?	
kupata mafunzo	1, Ndiyo. 2, Hapana
Kujenga ujuzi mpya	1, Ndiyo. 2, Hapana
kufanikiwa kupata ajira nyinginezo baada ya kushiriki mpango.	1, Ndiyo. 2, Hapana
Kufanikiwa kufungua biashara	1, Ndiyo. 2, Hapana
12. Zaidi ya chakula ulichopata kutokana na mpango wa FFA, ni faida gani nyingine wewe na kaya yako ilifaidika kutokana na ushiriki wako?	
13. Je, una wazo gani juu ya namna mpango huu au unaofanana na huu utakavoweza kukusaidia wewe na familia yako kukabiliana na uhaba wa chakula?	
<b>Ruka mpaka sehemu D</b>	

Maswali yafuatayo yanahusu mpango wa C4W

**CASH FOR WORK PROGRAM:**

*(Kwa kila swali lifuatalo, zungushia jibu husika AU andika jibu husika kwenye eneo palipo elekezwa.)*

14. Je, ulikuwa umeajiriwa kabla ya kushiriki katika mpango wa C4W? (kama ni hapana, hamia swali la 19)	1 Ndiyo 2 Hapana
15. Unaonaje mapato yako kabla na baada ya kuanza kushiriki katika mpango wa C4W??	
Zaidi ya C4W	1
Sawa na C4W	2
Chini ya C4W	3
Sijui	4
16. Unapofanya kazi, ni kiasi gani unalipwa kwa siku kutokana na mpango wa C4W? (Kuna aina mbili za malipo, aina mojawapo inatoa chakula wakati wa muda wa kazi na hivyo kulipa TZS 5000,, aina ya pili haitoi chakula na kulipa TZS 7000.)	
Na chakula?	1
Bila chakula?	2
17. Umetumiaje fedha ulizolipwa na mpango wa C4W?	
Kununua chakula kwa ajili ya familia	1, Ndiyo. 2, Hapana
Kununua visivo chakula kwa ajili ya familia	1, Ndiyo. 2, Hapana
Kukarabati nyumba	1, Ndiyo. 2, Hapana
Kulipa karo za shule za watoto	1, Ndiyo. 2, Hapana

Kununua bidhaa za biashara	I, Ndiyo. 2, Hapana
Kuanzisha biashara mpya	I, Ndiyo. 2, Hapana
Kununua bidhaa kwa ajili ya mifugo	I, Ndiyo. 2, Hapana
Kununua mahitaji kwa ajili ya kilimo	I, Ndiyo. 2, Hapana
Mengineyo:eleza	I, Ndiyo. 2, Hapana
18. Zaidi ya mapato uliyopata kutokana na mpango wa C4W, ni kitu gani kingine ulichopata kutokana na ushiriki wako katika mpango??	
Kupata mafunzo	I, Ndiyo. 2, Hapana
Kuongeza ujuzi mpya	I, Ndiyo. 2, Hapana
Kuweza kupata ajira nyingine	I, Ndiyo. 2, Hapana
Kuweza kufungua biashara yangu	I, Ndiyo. 2, Hapana
19. Zaidi ya faida za kiuchumi,umeweza kupata faida gani nyingine kutokana na kushiriki katika mpango wa C4W?	
20. Je, una wazo gani kuhusu jinsi ya kuboresha mpango huu au inayofanana nao katika kusaidia familia yako kukabiliana na changamoto za kiuchumi?	

#### **SEHEMU D: SIFA ZA KAYA**

*(Kwa kila swali linalofuata,zungushia jibu husika kwa kila jibu linatolewa.)*

1. Ni malighafi gani iliyotumika katika kujengea paa la nyumba?	
Tope	1
Makuti, Nyasi, vipande vya plastiki	2
Mabati, Vigae	3
Mengineyo	4
2. Ni malighafi gani iliyotumika katika kujengea kuta za nyumba?	
Saruji, Matofali ya kuchoma	1
Tope, matofali ya udongo, udongo mfinyanzi	2
Mbao, Nyasi	3
Mengineyo	4
3. Ni malighafi gani iliyotumika katika kusakafia?	
Tofali za kuchoma, saruji, mbao zilizopigwa dawa	1
Tope, Ardhi ya eneo	2
Mengineyo:	3
4. Ni chanzo gani maalumu cha maji ya kunywa na kupikia kwa kaya yako?	
Maji ya bomba	1
Visima	2
Kisima kisichotunzwa	3
Kisima kinachotunzwa, Maji ya mvua	4
Mito, Ziwa, bwawa	5

Mengineyo	6
5. Ni nini chanzo kikuu cha taa kwa ajili ya makazi yako??	
Umeme,, taa ya betri, Umeme wa jua kutokana na mipango ya misaada	1
Gesi, mafuta, taa ya mafuta ya taa	2
Kuni, mienge	3
Mengineyo	4
6. Ni aina gani ya nishati inayotumika kwa kupikia na kaya yako?	
kuni,nyasi/makuti/shina/	1
Makaa ya mawe/mkaa	2
Gesi za mitungi, umeme, mafuta ya taa.	3
Mengineyo	4

### **SEHEMU E: UPATIKANAJI WA CHAKULA KATIKA KAYA**

*(Kwa kila swali lifuatalo, zungushia jibu husika AU andika jibu husika kwenye eneo palipo elekezwa.)*

1. Ni kundi lipi kati ya haya yafuatayo, linaelezea kwa ufasaha zaidi familia yako? (Soma majibu kwa mhojiwa, na muombe achague jibu linalo faa zaidi kwa kuelezea familia yake.)	
Hakuna chakula cha kutosha	1
Chakula kinapatikana ila siyo wakati wote	2
Kuna chakula cha kutosha	3
Karibu wakati wote kuna chakula cha kutosha	4
Hakuna upungufu wa chakula	5
2. Je, kuna mabadiliko yoyote katika matumizi ya chakula wakati kaya yako inashiriki katika mpango wa FFA/C4W?	
Ndiyo, kuongezeka kwa matumizi ya chakula (mara nyingi zaidi na/au kiwango kingi zaidi)	1
Ndiyo, kupungua kwa matumizi ya chakula (mara chache zaidi na/au kiwango pungufu zaidi)	2
Hapana, matumizi yale yale ya chakula (hakuna tofauti)	3
Sijui	4
3. Kama usingeshiriki katika mpango huu, familia yako ingekabiliana vipi na upungufu wa chakula?	
Kuhama kwa mwanafamilia kusaka ajira za kulipwa	1
Kuuza ng'ombe au mifugo mingine kwa ajili ya kupata fedha	2
Kula milo michache zaidi au kiasi kidogo	3
Kula chakula kisichopendelewa/chenye kiwango cha chini (chakula cha kuokota na kuwinda/chakula kisicho cha kitamaduni)	4
Kubadili mfumo wa maisha kwa shughuli zisizo rasmi (uuzaji wa pombe kali, kuni, n.k. shughuli za kiuchumi zisizo za kawaida)	5
Utafutaji wa ajira	6
Kulima mazao zaidi/ mazao tofauti	7
Mengineyo	8
4. Je,ni milo mingapi imeweza kuliwa na kaya siku ya jana?	
5. Je,unaridhika na kiasi na kiwango cha chakula cha familia yako kwa sasa?	1
	2
	3
	4

6. Kabla ya kuanza kwa mpango wa FFA/C4W Kuanza, ulikuwa unapta uhaba wa chakula?? (kama hapana, hamia swali la 7)	1, Ndiyo. 2, Hapana
7. Kama ndiyo, ni kwa miezi mingapi familia yako ilikosa chakula kabla ya mpango?	1
	2
	3
	Zaidi ya 3
8. Kama ndiyo, kwanini familia yako ilipata uhaba wa chakula kabla ya mpango ?	
Upotevu wa mazao (Kutokana na majanga ya asili, mabadiliko ya hali ya hewa, wadudu, uvamizi wa wanyama, n.k)	1
Upotevu wa mifugo (Kutokana na majanga ya asili, mabadiliko ya hali ya hewa, wadudu, uvamizi wa wanyama, n.k)	2
Ardhi isiyotosheleza (kwa kilimo cha kulisha familia)	3
Ukosefu wa ajira (Kama kwa kawaida huwa ni muajiriwa na kushindwa kupata ajira nyingine)	4
Ugonjwa	5
Ulemavu, Uzee	6
Mengineyo, eleza:	7
9. Je, kuna mwanafamilia yako yoyote alihama kusaka ajira ya kulipwa kwa mda wa miezi 12 iliyopita?	
Ndiyo	1
Hapana	2

#### **SECTION F: SHUGHULI ZA KIUCHUMI ZA KAYA**

(Kwa kila swali lifuatalo, zungushia jibu husika AU andika jibu husika kwenye eneo palipo elekezwa.)

1. Ni aina gani ya mifugo inamilikiwa na kaya? (Zungushia majibu yote yaliyotolewa na mshiriki, halafu chukua jumla ya majibu yaliyozungushiwa na kuandika katika nafasi inayofuata.)	_____.
Ng'ombe	1
Kondoo, Mbuzi, Nguruwe	2
kuku, bata	4
2. Ni kiasi gani cha eneo la ardhi linalotumiwa na familia?	
Chini ya ekari moja	1
1-1.99 ekari	2
2-4.99 ekari	3
5-9.99 ekari	4
10-19.99 ekari	5
20-49.99 ekari	6
50 Ekari au zaidi	7
N/A	8
3. Je, ulitumia mbolea ya viwandani mwaka uliopita?	
Ndiyo	1
Hapana	2
4. Je, umetumia eneo jipya kupanda mazao kwa ajili ya kaya?	
Ndiyo	1
Hapana	2
5. Je, ulipata ugumu wowote katika kusafirisha mazao au bidhaa kwenye masoko mwaka 2011 (au kabla ya mpango)?	
Ndiyo	1

Hapana	2
Mbaya zaidi	3
Sijui	4
6. Huduma zifuatazo zipo umbali gani kutoka kwenye nyumba yako: (0 =chini ya saa 1, 1 = masaa 1-1.9, 2 = masaa 2-4.9, 5=zaidi ya masaa 5)	
Soko la chakula	_____.
Shule ya msingi	_____.
Shule ya sekondari	_____.
Huduma za afya	_____.

**SEHEMU F: ORODHA YA FAMILIA**

1. Kuna wanakaya wangapi katika kaya yako?	_____
2. Ni wangapi kati ya hao ni watoto wenye umri chini ya miaka 6?	_____
3. Namba ya utambulisho ya mshiriki (Baada ya kukamilisha orodha, tafadhali andika utambulisho wa mshiriki eneo linalofuata)	_____

**Ulizia wanafamilia wenye umri wa miaka 6 na zaidi (Zingatia vielelezo kulia kwa kipengele cha 3, 8, na 10)**

1. ID No.	2. Jina	3. Uhusiano na MK	4. Jinsia 1. Mme 2. Mke	5. Umri (Miaka)	6. Kusoma /Kuandika? 1. N 2. H	7. Kiwango cha juu cha elimu kukamilisha?	8. Mnufaikajia wa mpango wa FCI? 1. N 2. H	9. Shughuli ya kiuchumi (Kwa umri wa miaka 12>)
01		I						
02								
03								
04								
05								
06								
07								
08								
09								
10								
11								
12								
13								
14								
15								

**Relationship w/HH**

1. Head
2. Spouse
3. Son/Daughter
4. Father/Mother (in-law)
5. Grandparent (in-law)
6. Grandchild
7. Sibling
8. Other relative
9. Non-relative

**Educational levels**

1. Primary
2. Secondary, Form 2
3. Secondary, Form 4
4. Adult education program
5. None

**Economic Activity**

1. None
2. Farmer, self-employed
3. Farmer, employed
4. Cattle, self-employed
5. Cattle, employed
6. Fisherman/ woman, self-employed (owns boat)
7. Fishing, employed
8. Trade, formal
9. Trade, informal
10. Craftsman
11. Unpaid family worker
12. Other, salaried employee
13. Other, unstable salary (day worker)
14. Other, self-employed

## ANNEX 4. FFE Questionnaire – English



### EVALUATION OF THE FINANCIAL CRISIS INITIATIVE: FOOD FOR EDUCATION

USAID/Tanzania is conducting an evaluation of its Financial Crisis Initiative (FCI) programs which are implemented by the World Food Program (WFP), World Wildlife Fund (WWF) and the United States Department of Interior (DOI) as well as other implementing partners at project sites. This school has been selected from a random sample of FCI program beneficiaries to be included in the evaluation. Your participation is voluntary. The individual answers you give will be kept confidential and only shared in summary statistics which do not identify individual respondents. Your honest participation is very important to learning how these types of programs can be improved and to learn about the intended and unintended effects of the program on beneficiaries.

**Thank you for your participation.**

*(NOTE: do not read response categories but categorize respondent's answers as best you can based on their answers to questions)*

#### A. IDENTIFICATION

*This information can be completed before the interview from the WFP listing information*

<b>1. ID Number:</b>	____ - ____ - ____ - ____
<b>2. School Name:</b>	
<b>3. Region:</b>	
<b>4. District:</b>	
<b>5. Ward:</b>	
<b>6. Village:</b>	
<b>7. Date (dd/mm):</b>	_____ - _____
<b>8. Person Interviewed:</b>	

## B. SCHOOL INFORMATION

(Circle one answer)

<b>9. Geographic area covered by this school?</b> (wards or villages if part of a ward)	<b>1 District</b> <b>2 Ward</b> <b>3 Village</b>
<b>10. Levels taught at this school?</b> (Write the total number of levels taught)	_____.
a. Write the beginning and ending levels	____. / ____.
<b>11. Are there any other schools that serve the same population/areas?</b> (private or religious schools)	<b>1 Yes</b> <b>2 No</b>
a. If yes, please list number and type:	
<b>12. Does this school participate in any other national or international programs to improve education</b> such as by the Government or UNESCO?	<b>1 Yes</b> <b>2 No</b>
a. If yes, please list:	

**13. Current Enrollment:** How many students are currently enrolled by grade and gender:

(Note that pre-primary and extra rows are included for non-standard Primary Schools):

GRADE	TOTAL	BOYS	GIRLS
Pre-Primary			
1			
2			
3			
4			
5			
6			
7			

**14. Enrollment Last Year (2011):** Now I'd like to ask you about the number of students by gender for each grade last year:

GRADE	TOTAL	BOYS	GIRLS
Pre-Primary			
1			
2			
3			
4			
5			
6			
7			

<b>15. Do you keep attendance records?</b>	<b>1 Yes</b> <b>2 No</b>
a. If yes, how are they kept? (by day/pupil/grade, etc.)	
<b>16. Do you keep records of students who sleep or are disruptive in class, such as detention records?</b>	<b>1 Yes</b> <b>2 No</b>
a. If yes, how are they kept? (by day/pupil/grade, etc.)	
<b>17. What was the total number of school days last year?</b>	_____ . _____ . _____ .

**18. Student performance last year (2011):** Now I'd like to ask for information from last year about the number of students by gender who successfully completed each grade, students who dropped out of each grade, absent days and days spent in detention by grade and gender, if possible: *Depending on how they keep records try to get totals by grade or at the very least totals for the year*

GRADE	SUCCESSFULLY COMPLETED EACH GRADE			DROPPED OUT OF EACH GRADE		
	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS
Pre-Primary						
1						
2						
3						
4						
5						
6						
7						

(2011 School year)

GRADE	ABSENT DAYS FOR EACH GRADE			DETENTION DAYS FOR EACH GRADE		
	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS
Pre-Primary						
1						
2						
3						
4						
5						
6						
7						

### C. FCI FFE PROGRAM INFORMATION

<b>19. When did this school begin participation in the FCI program (dd/mm/yyyy)?</b>	. ____/____/____.
<b>20. What FCI activities are implemented at this school?</b>	<i>Circle all that apply</i>
a. Mid-morning snack	<b>1</b>
b. Lunch	<b>2</b>
c. Hand washing/health education	<b>3</b>
d. Water catchment education	<b>4</b>
e. Other (specify)	<b>5</b>
<b>21. Has class attendance improved because of the FCI Program?</b>	<b>1 Yes</b> <b>2 No</b>
a. Please explain why ( <i>for yes or no</i> )	
<b>22. Has student attention/focus improved because of the FCI Program?</b>	<b>1 Yes</b> <b>2 No</b>
a. Please explain why ( <i>for yes or no</i> )	
<b>23. In your opinion, has the FCI Program benefitted the student's households?</b>	<b>1 Yes</b> <b>2 No</b>
a. Please explain why ( <i>for yes or no</i> )	
<b>24. How do you think households would have managed food in the household if the FCI not available?</b>	<i>Circle all that apply</i>
a. Migration of a family member to seek wage labor	<b>1</b>
b. Selling cattle or other livestock for money	<b>2</b>
c. Eating fewer meals/smaller quantities	<b>3</b>
d. Eating less desirable/lower quality food (foraging food and hunting/capture of non-traditional foods/meat)	<b>4</b>
e. Diversifying livelihood with informal sector activities (selling liquor, firewood, etc. not usual economic	<b>5</b>

activity)	
f. Seeking local wage labor	<b>6</b>
g. Cultivating more crops/different crops	<b>7</b>

**25. School enrollment and student performance for 2008:** For comparison, I'd like to ask the same questions regarding student enrollment and performance for the 2008 school year.

<b>GRADE</b>	<b>TOTAL</b>	<b>BOYS</b>	<b>GIRLS</b>
<b>Pre-Primary</b>			
<b>1</b>			
<b>2</b>			
<b>3</b>			
<b>4</b>			
<b>5</b>			
<b>6</b>			
<b>7</b>			

(2008 School Year)

GRADE	SUCCESSFULLY COMPLETED EACH GRADE			DROPPED OUT OF EACH GRADE		
	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS
Pre-Primary						
1						
2						
3						
4						
5						
6						
7						

(2008 School Year)

GRADE	ABSENT DAYS FOR EACH GRADE			DETENTION DAYS FOR EACH GRADE		
	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS
Pre-Primary						
1						
2						
3						
4						
5						
6						
7						

**D. DATA COLLECTION AND MONITORING**

<b>26. Were there data collection and monitoring training sessions conducted by WFP?</b>	<b>1 Yes</b> <b>2 No</b>
<p>a. <b>If yes</b>, please list number of attendees by date if possible.</p> <p>Date (mm/yyyy) ____/____, Number: _____</p> <p>Date (mm/yyyy) ____/____, Number: _____</p> <p>Date (mm/yyyy) ____/____, Number: _____</p>	
<p>b. If not possible, at least get number of training sessions and approximate number of attendees.</p>	<p># Trainings: _____</p> <p>Avg. # Trainees: _____</p>
<b>27. Do you use data collection/monitoring forms or specific reporting as part of the FCI program? (if answers to 26 and 27 are both no, stop interview)</b>	<b>1 Yes</b> <b>2 No</b>
<b>28. If there were trainings held, who was trained?</b>	Circle all that apply:
a. Ward Education Coordinators	<b>1</b>
b. School committee members	<b>2</b>
c. School administrators/management	<b>3</b>

d. Teachers	<b>4</b>
e. School storekeepers	<b>5</b>
f. School Cooks	<b>6</b>
g. Village Chairpersons	<b>7</b>
h. Village leaders/Village Chief	<b>8</b>
<b>29. How do you use the information from the school reports here at your school?</b>	<i>Circle all that apply:</i>
a. Day to day management	<b>1</b>
b. Monthly management	<b>2</b>
c. Semester reviews and management	<b>3</b>
d. Financial management/reporting	<b>4</b>
e. To examine trends on an annual basis	<b>5</b>
f. For district and national reporting	<b>6</b>
g. Other (specify) _____	<b>7</b>
<b>30. Who is responsible for preparing the reports (position/title)? (ask to speak to this person for following questions)</b>	
a. When this person is on leave or absent, who keeps the records (position/title)?	
<b>31. What system do you use to keep FFE records?</b>	<i>Circle only one response:</i>
a. Notes	<b>1</b>
b. Standard paper reporting form (visually confirm and obtain copy)	<b>2</b>
c. Standard data entry form in computer (visually confirm and obtain copy)	<b>3</b>
<b>32. Where are records kept?</b>	<i>Circle only one response:</i>
a. In a notebook, or on a desk/drawer	<b>1</b>
b. In a filing cabinet, in order (visually confirm)	<b>2</b>
c. In a computer with a back-up (visually confirm)	<b>3</b>
<b>33. Where are reports sent (location/office)?</b>	
a. To whom by title/responsibility?	
<b>34. How often are reports sent?</b>	<i>Circle only one response:</i>

a. Weekly	1
b. Monthly	2
c. Quarterly	3
d. Annually	4
e. When requested – irregularly	5
<b>35. How are reports sent?</b>	Circle only one response:
a. Paper report from notes summary	1
b. Standard reporting form on paper ( <i>visually confirm and obtain copy</i> )	2
c. Non-standardized report sent by computer	3
d. Standard reporting form on computer ( <i>visually confirm and obtain copy</i> )	4
<b>36. What information is reported?</b>	
a. Standard reporting form sent every time ( <i>copy obtained</i> )	1 Yes 2 No
b. <b>If No to 36a, meaning standard reporting forms are not used</b> briefly list types of information sent regularly ( <i>for example: financial records, student enrollment, etc.</i> )	
<b>37. Have you ever been unable to submit a FFE report or data?</b>	1 Yes 2 No
a. If yes, why?	
<b>38. Do you have any problems collecting FFE data?</b>	1 Yes 2 No
a. If yes, what?	
<b>39. Have you received any supervision or assistance in preparing reports?</b>	1 Yes 2 No
a. From whom ( <i>position and title, name is not important</i> )?	

<b>40. Do you think your current reporting system from FCI is an improvement over the previous system?</b>	<b>1 Yes</b> <b>2 No</b>
a. Please explain why or why not:	

## ANNEX 5. FFE Questionnaire – Swahili



### TATHIMINI YA UANZISHWAJI YA KUKABILIANA NA JANGA KIUCHUMI MPANGO WA CHAKULA MASHULENI

USAID/Tanzania inafanya tathimini ya mpango wa kukabiliana na majanga Financial Crisis initiative (FCI). Ambao ulianzishwa na World Food Programme (WFP), World Wildlife Fund (WWF), United States Department of Interior (DOI) pamoja na washika dau wengine wa mpango huu. Shule hii imechaguliwa miongoni mwa shule zinazonufaika na mpango huu kwa ajili ya tathimini. Majibu ya tathimini hii ni ya siri na yatumika katika uandaaji wa taarifa bila kubainisha ushiriki wako. Ushiriki wako kikamilifu ni muhimu sana ili kujua ni njia zipi bora za kuboresha faida na kutatua madhara anazopata mnufaikaji wa mpango huu.

Asante kwa ushiriki wako .

(KUMBUKA: usimsomee majibu bali oanisha majibu yanayotelewa na kila kundi lililopo kwenye dodosodo)

#### E. UTAMBULISHO

Taarifa hizi zijazwe kabla ya mahojiano ya kukusanya taarifa za WFP

1. Namba ya kitambulisho (Namba ya timu + Namba ya mtiririko. Mfano: Timu 1, shule 1: 100)	
2. Jina la shule:	
3. Mkoa:	
4. Wilaya:	
5. Kata:	
6. Kijiji:	
7. Tarehe (siku/mwezi/mwaka):	
8. Jina la Mhojiwa:	

## F. TAARIFA ZA SHULE

(Zungushia duara jibu lako)

<b>9. Mahali shule ilipo</b> (kijiji au kata)	<b>1 Wilaya,</b> <b>2 Kata,</b> <b>3 Kijiji</b>
<b>10. Shule in Madaraja/Madarasa</b> (Andika idadi kamili ya madaraja yanayofundishwa, Shule ya msingi 1-7, ambayo yatakua “7”)	_____.
a. Ainisha kama shule haifati mfumo wa kawaida (mfano 3-6)	____./____.
<b>11. Kuna shule zingine zinazotoa huduma katika hili eneo?</b> (shule za serikali au za kidini?)	<b>1 Ndiyo</b> <b>2 Hapana</b>
a. Kama Ndio, Taja idadi na Aina:	
<b>12. Je? Shule hii inajihusisha katika mpango wowote wa kitaifa au kimataifa wa kuboresha elimu?</b> kama wa kiserikali au UNESCO?	<b>1 Ndiyo</b> <b>2 Hapana</b>
a. kama Ndiyo, Ainisha:	

**13. Usahili wa mwaka huu:** ni wanafunzi wangapi wamesahiliwa, kwa madaraja na jinsia zao:

(kumbuka, madarasa ya awali na ya ziada yanajumuishwa katika shule zisizo na mfumo rasmi)

DARAJA	JUMLA	WAVULANA	WASICHANA
<b>Elimu ya awali</b>			
<b>1</b>			
<b>2</b>			
<b>3</b>			
<b>4</b>			
<b>5</b>			
<b>6</b>			
<b>7</b>			

**14. Usahili wa mwaka jana (2011):** Kwa sasa ningependa kujua idadi ya wanafunzi walioandikishwa mwaka jana kwa jinsia zao kwa kila daraja :

DARAJA	JUMLA	WAVULANA	WASICHANA
Darasa la awali			
1			
2			
3			
4			
5			
6			
7			

<b>15. Je? Unahifadhi rekodi/kumbukumbu ya mahudhurio?</b>	<b>1 Ndiyo</b> <b>2 Hapana</b>
a. kama ndio, unahifadhi kwa mfumo gani? (kwa siku/wanafunzi/daraja, n.k.)	
<b>16. Je, Unahifadhi kumbukumbu za wanafunzi wanaolala au kusumbua darasani kama adhabu?</b>	<b>1 Ndiyo</b> <b>2 Hapana</b>
a. kama ndio, unahifadhi vipi? (kwa siku/wanafunzi/daraja, n.k.)	
<b>17. Ni siku ngapi mlizohudhuria shule kwa mwaka jana?</b>	.....

**18. Kiwango cha ufaulu wa wanafunzi mwaka (2011):** Ningependa kufahamu idadi ya wanafunzi kwa jinsia ambao wamefanikiwa kumaliza masomo kwa kila daraja, wanafunzi waliokatisha masomo kwa kila daraja, siku ambazo hawakuhudhuria na walizotumia kwa adhabu, kama inawezekana:

Kutokana na wanavyohifadhi kumbukumbu jaribu kupata idadi kamili kwa madaraja au idadi ya mwaka mzima.

DARAJA	WALIOMALIZA KWA KILA DARAJA			WALIOKATISHA MASOMO		
	JUMLA	WAVULANA	WASICHANA	JUMLA	WAVULANA	WASICHANA
Elimu ya awali						
1						
2						
3						
4						
5						
6						
7						

(mwaka 2011)

DARAJA	WASIOHUDHURIA KWA KILA DARAJA			SIKU ZA ADHABU KWA KILA DARAJA		
	JUMLA	WAVULANA	WASAICHANA	JUMLA	WAVULANA	WASICHANA
Elimu ya awali						
1						
2						
3						
4						
5						
6						
7						

**G. TAARIFA YA PROGRAMU/ MPANGO WA FCI FFE**

19. Ni lini shule imejiunga na mpango wa chakula mashuleni (siku/mwezi/mwaka)?	.....
20. Ni shughuli gani za FCI zinazotekelezwa hapa shuleni?	
a. Mlo wa asubuhi	I Ndiyo 2 Hapana
b. Mlo wa mchana	I Ndiyo 2 Hapana
c. Elimu ya usafi na Afya	I Ndiyo 2 Hapana
d. Elimu ya vyanzo vya maji	I Ndiyo 2 Hapana
e. Mengineyo (elezea)	I Ndiyo 2 Hapana
21. Je mahudhurio ya wanafunzi yameongezeka kutokana na mpango ya FCI?	I Ndiyo 2 Hapana
a. elezea sababu (jibu Ndiyo au Hapana)	
22. Unadhani uelewa na ufanisi wa wanafunzi darasani umeongezeka kutokana na mpango ya FCI?	I Ndiyo 2 Hapana
a. elezea sababu (jibu Ndiyo au Hapana)	
23. Kwa mtazamo wako, mpango ya FCI imenufaisha familia ya wanafunzi?	I Ndiyo 2 Hapana
a. elezea sababu (jibu Ndiyo au Hapana)	
24. Unadhani/ni kwa jinsi gani kaya ingeweza kupata chakula kama mpango wa FCI usingekuepo?	Zungusha duara kwenye jibu sahihi
a) Moja ya wanafamilia kuhama kufwata kazi	1
b) Kuuza mifugo kwaajili ya kupata fedha	2
c) Kula milo michache/ kwa kiwango kidogo	3
d) Kula chakula kisicho na ubora	4
e) Kujihusisha na shughuli zisizo rasmi (mf. Uuzaji wa pombe,kuni.. shughuli za kiuchumi zisizo rasmi)	5
f) Kutafuta vibarua wa kipato cha chini	6
g) Kulima mazao zaidi/ mazao tofauti	7

**25. Usahili wa wanafunzi na ufaulu wao kwa mwaka 2008:** Kwa kulinganisha, ningependa kuuliza maswali yanayohusu usahili na kiwango cha ufaulu kwa mwaka 2008.

DARAJA	JUMLA	WAVULANA	WASICHANA
Elimu ya awali			
1			
2			
3			
4			
5			
6			
7			

(mwaka 2008)

DARAJA	WALIOFANIKIWA KUMALIZA KWA KILA DARAJA			WALIOKATISHA MASOMO KWA KILA DARAJA		
	JUMLA	WAVULANA	WASICHANA	JUMLA	WAVULANA	WASICHANA
Elimu ya awali						
1						
2						
3						
4						
5						
6						
7						

(mwaka 2008)

DARAJA	SIKU AMBAZO HAWAKUHUDHURIA KWA KILA DARAJA			SIKU ZA ADHABU KWA KILA DARAJA		
	JUMLA	WAVULANA	WASICHANA	JUMLA	WAVULANA	WASICHANA
Elimu ya awali						
1						
2						
3						
4						
5						
6						
7						

#### H. UKUSANYAJI NA UHAKIKI WA TAARIFA.

<b>26. Je, kuna mafunzo yeyote ya uksanyaji na uhakiki wa taarifa yaliyofanywa na WFP?</b>	<b>1 Ndiyo 2 Hapana</b>
a. kama ndiyo,taja idadi ya wahusika na tarehe ikiwezekana. terehe _____, Namba: _____ terehe _____, Namba: _____ terehe _____, Namba: _____	
b. Ikiwezekana kadiria namba ya waliohudhuria na siku walizohudhuria. Idadi ya siku za mafunzo ._____. Wastani wa mahudhurio ._____.	
<b>27. Je unatumia mfumo wa ukusanyaji/ uhakiki au uwasilishaji maalumu kama sehemu ya mpango ya FCI? (kama jibu la 26, 27 na 28 yote ni hapana,simamisha mahojiano)</b>	<b>1 Ndiyo 2 Hapana</b>
<b>28. Kuna mafunzo yeyote yaliyowahi kufanyika, nani alifundishwa?</b>	
a. Mratibu wa Elimu kata	<b>1</b>
b. Kamati ya shule	<b>2</b>
c. Uongozi/ utawala wa shule	<b>3</b>
d. Walimu	<b>4</b>
e. Maboharia wa shule	<b>5</b>
f. Wapishi wa shule	<b>6</b>
g. Wenyekiti wa kijiji	<b>7</b>
h. Uongozi wakijiji/ chifu	<b>8</b>

<b>29. Ni jinsi gani unatumia taarifa za ripoti za shule hapa shuleni kwako?</b>	
a. Uongozi wa kila siku	1
b. Uongozi wa kila mwezi	2
c. Ukaguzi na uongozi wa muhula	3
d. Usimamizi wa fedha na kutoa ripoti	4
e. Kuhakiki mabadiliko ya kila mwaka	5
f. Kwa ripoti za mkoa na za kitaifa	6
g. Nyingine (elezea) _____ =	7
<b>30. Nani anahusika na uaandaaji wa ripoti (wadhifa/cheo) (omba kuuliza swali linalofwata)</b>	
a. Ukiwa haupo, nani anakaimu nafasi yako?	
<b>31. Unatumia mfumo gani kuhifadhi kumbukumbu/taarifa za FFE?</b>	
a. Muhtasari wa taarifa (notes)	1
b. Fomu rasmi ya taarifa (chukua nakala ya fomu)	2
c. Fomu rasmi ya kuingiza taarifa kwenye kompyuta (chukua nakala ya fomu)	3
<b>32. Unahifadhi kumbukumbu wapi?</b>	
a. Kwenye daftari, dawati/deski/ droo?	1
b. Kwenye kabati la mafaili/makabrasha, kwa mpangilio (hakikisha)	2
c. Kwenye kompyuta yenye mfumo nakilishi (hakikisha)	3
<b>33. Taarifa zinatumiwa wapi (mahali/ofisi)?</b>	
a. Eleza wadhifa wa anayetumiwa tarifa/wajibu wake	
<b>34. Taarifa zinatumiwa mara ngapi?</b>	
a. Kwa wiki	1
b. Mwezi	2
c. Nusu mwaka	3
d. Kwa mwaka	4
e. zinapohitajika – bila mpangilio	5
<b>35. Taarifa zinatumiwaje?</b>	
a. Muhtasari wa dodoso (notes)	1
b. Fomu rasmi ya karatasi (hakikisha na chukua nakala)	2
c. Fomu rasmi ya kompyuta (hakikisha na chukua nakala)	3

<b>36. Taarifa gani zinaripotwa?</b>	
a. Fomu rasmi ya taarifa inayotumwa kila mara (hakikisha na uichukue nakala)	<b>1 Ndiyo</b> <b>2 Hapana</b>
b. Kama sawali la 36a ni hapana, inaamanisha hawatumiia fomu rasmi (elezea kifupi aina za taarifa zinazotumwa, kama: taarifa za kifedha, usahili wa wanafunzi, n.k.)	
<b>37. Umewahi kushindwa kuwasilisha taarifa/ripoti ya FFE?</b>	<b>1 Ndiyo</b> <b>2 Hapana</b>
a. Kama ndio, eleza sababu.	
<b>38. Unapata matatizo yoyote katika ukusanyaji wa taarifa za FFE?</b>	<b>1 Ndiyo</b> <b>2 Hapana</b>
a. Kama ndio, matatizo yapi?	
<b>39. Umeshawahi pata usaidizi au usimamizi katika kuandaa ripoti/ taarifa?</b>	<b>1 Ndiyo</b> <b>2 Hapana</b>
a. Kutoka kwa nani (wadhifa/cheo chake, jina sio la muhimu)?	
<b>40. Unafikiri mfumo wa kutoa taarifa/ripoti wa FCI umeboreshwa kuliko mifumo uliowahi kutumia?</b>	<b>1 Ndiyo</b> <b>2 Hapana</b>
a. Eleza sababu ya ndiyo au hapana:	

## ANNEX 6. Key Informant Questionnaire – District/Ward Level



### EVALUATION OF THE FINANCIAL CRISIS INITIATIVE: Key Informant Questionnaire – District/Ward Level

*These questions should be asked of community leaders to gain their perceptions of FCI program impacts. Examples include district authorities, implementing agencies, NCC project staff, village governments and WMA management (specifically Authorized Associations, which are elected officials that manage the WMAs on behalf of the villages) for C4W programs in WMAs. For WFP FFA programs, members of District Council or ward level authority (WEO) and local NGOs who were responsible for implementation should be interviewed. For WFP FFE programs, the village government, school committees, District Education Officers should be interviewed for their impact perceptions.*

USAID/Tanzania is conducting an evaluation of its Financial Crisis Initiative (FCI) programs which are implemented by the World Food Program (WFP), World Wildlife Fund (WWF) and the United States Department of Interior (DOI) as well as other implementing partners at project sites. To enable USAID to have a better understanding of the effects this support may have had on these communities, you have been selected to be interviewed, based on your knowledge of USAID’s support as well as the target communities. Your participation is voluntary. The individual answers you give will be kept confidential and only shared in summary statistics which do not identify individual respondents. Your honest participation is very important to learning how these types of programs can be improved and to learn about the intended and unintended effects of the program on beneficiaries.

#### Identification:

<b>1. ID number</b> (team number + sequential number. Ex: Team 1,survey1: 1001)	
<b>2. Region:</b>	
<b>3. District:</b>	
<b>4. Ward:</b>	
<b>5. Village:</b>	
<b>6. Date (DD/MM):</b>	
<b>7. Person Interviewed:</b>	
<b>8. Title/Organization or Agency:</b>	

**A. FFE PROGRAM QUESTIONS:**

<b>1. When did the FFE program first begin in this district (MM/YY)?</b>	
<b>a) How many schools are participating in the program?</b>	
<b>b) How were schools selected for program implementation?</b>	
<b>2. USAID's assistance was in response to the 2008 financial crisis. Based on your familiarity with the school feeding program, did this assistance improve conditions in the home for families in which kids participated?</b>	Circle one: <b>1 Yes 2 No</b>
<b>3. What efforts, if any, were taken to increase the participation of girls in the school feeding program?</b>	
<b>4. Were there changes in the food consumption for these families while the school feeding program was taking place? (Overall household patterns)</b>	Circle one response below that best describes the change noted:
a. Improved food consumption (more frequent and/or more quantity)	<b>1</b>
b. Same food consumption (no difference in home food consumption)	<b>2</b>
c. Worse food consumption in the household (less frequency and/or quantity)	<b>3</b>
d. Cannot say, don't know	<b>4</b>
<b>5. If children had not received these benefits, how would these families have changed their food consumption patterns?</b>	Circle one response below that best describes the change noted:
a. Improved food consumption (more frequent and/or more quantity)	<b>1</b>
b. Same food consumption (no difference in home food consumption)	<b>2</b>
c. Worse food consumption in the household (less frequency and/or quantity)	<b>3</b>
d. Cannot say, don't know	<b>4</b>
<b>6. What type of training has the community received to maintain the school feeding program after WFP leaves?</b>	
<b>a) If training has been provided, to whom and how often in the last two years has this been provided?</b>	
<b>b) What other support has been provided to build the community's capacity to manage the school feeding program? I.e. equipment, other materials, etc...</b>	

7. How can the school feeding program be better organized to ensure that program funds are largely spent on participants?	
8. What has worked well in the school feeding program and how can this be built upon by the ward/district?	
9. With the assistance the communities in the district have received in the last two years, does the community have the ability to manage and maintain the school feeding program? If no, why not?	
10. What changes would you make to improve the school feeding program in the district?	

**B. C4W PROGRAM QUESTIONS:**

1. How many individuals in total (Phase 1 + Phase 2) have participated in the C4W program in the WMA?	
a) How were individuals chosen for participation in C4W activities (i.e. by need, by skill, by availability/interest)?	
b) What is the gender breakdown of the beneficiaries?	Male _____ Female _____
c) (For projects in which there was a significant difference in male/female beneficiaries ONLY)  What are the reasons behind the lower participation of men/women?  What efforts, if any, were taken to increase the involvement of women?	
2. Has the C4W program been able to assist those households most affected from the reduction in tourism?	Circle one: 1 Yes 2 No

<b>3. The C4W program was meant to increase income for participating households, if this program did not take place how would households have coped with the reduction in tourism?</b>	<i>Circle one response below that best describes the coping action noted:</i>
a. Migration of a family member to seek wage labor	<b>1</b>
b. Selling cattle or other livestock for money	<b>2</b>
c. Eating fewer meals/smaller quantities	<b>3</b>
d. Eating less desirable/lower quality food (foraging food and hunting/capture of non-traditional foods/meat)	<b>4</b>
e. Diversifying livelihood with informal sector activities (selling liquor, firewood, etc. not usual economic activity)	<b>5</b>
f. Seeking local wage labor	<b>6</b>
g. Cultivating more crops/different crops	<b>7</b>
<b>4. Aside from cash received by participants, what have been some of the benefits for participants/households of the C4W program?</b>	
<b>5. In addition to benefits to the households, what do you view as some of the benefits for the WMA as well as the District?</b>	
a) For the WMAs, has there been an increase in the number of visitors?  If yes, has this resulted in an increase in fees paid to the Authorized Association by tourist camp investors?	<i>Circle one: 1 Yes 2 No</i>  <i>Circle one: 1 Yes 2 No</i>
b) For the district (including WMA and neighboring villages), has there been noticeable change in the local economy (i.e. new businesses, more jobs, increased access to goods?)	
<b>6. What kind of support has been provided to enable the WMA to maintain the infrastructure built through C4W?</b>	
a) If trainings, what kind, how often, to whom and by whom?	
b) If equipment, what kind, how often, to whom and by whom?	
<b>7. With the assistance the WMA has received in the last two years, does the WMA have the ability to manage and maintain a program similar to the C4W program? If not, why?</b>	<i>Circle one: 1 Yes 2 No (if no, write why)</i>

8. How can the C4W program be better organized to ensure that program funds are largely spent on participants?	
9. What has worked well in the C4W program and how can this be built upon by the WMA and district?	
10. What changes would you make to improve the C4W program for your community?	

**C. FFA PROGRAM QUESTIONS:**

1. When did the FFA program first begin in this district (MM/YY)?	
a) How many villages are participating in the program in this district?	
b) How were villages selected for program implementation?	
2. How many households in total (Cycle 1 + Cycle 2) have participated in the FFA program?	
3. How were households selected to participate in this program?	
a) Was special attention given to female headed households?	
4. The FFA program engaged participants to work on small community infrastructure projects to help expand food production/access to markets/etc...have you seen any impacts of these projects thus far?	Circle one: 1 Yes 2 No
a) If yes, which infrastructure projects had impacts? <i>Ask respondent to list good projects</i>	<i>Please circle all that apply:</i>
a. Construction/rehabilitation of irrigation systems or canals	1
b. Tree planting	2
c. Construction of food storage facilities	3
d. Rehabilitation/construction of roads	4
e. Provision of potable water supply	5
f. Construction/rehabilitation of dams	6
g. Construction/rehabilitation of stock routes to markets	7
h. Construction/rehabilitation of feedlots	8
i. Other:	9

<b>5. If the FFA program did not exist, how would households have coped with the economic crisis?</b>	<i>Circle one response below that best describes the coping action noted:</i>
a. Migration of a family member to seek wage labor	<b>1</b>
b. Selling cattle or other livestock for money	<b>2</b>
c. Eating fewer meals/smaller quantities	<b>3</b>
d. Eating less desirable/lower quality food (foraging food and hunting/capture of non-traditional foods/meat)	<b>4</b>
e. Diversifying livelihood with informal sector activities (selling liquor, firewood, etc. not usual economic activity)	<b>5</b>
f. Seeking local wage labor	<b>6</b>
g. Cultivating more crops/different crops	<b>7</b>
<b>6. What kind of support has been provided to enable the district to maintain the FFA activity?</b>	
a) If trainings, what kind, how often, to whom, by whom?	
b) If equipment, what kind, how often, to whom by whom?	
<b>7. With the FFA assistance communities in the district have received in the last two years, do the communities have the ability to manage and maintain the resulting infrastructure? If not, why?</b>	
<b>8. How can the FFA program be organized to ensure that program funds are largely spent on participants?</b>	
<b>9. What has worked well in the FFA program and how can this be built upon by the district?</b>	
<b>10. What changes would you make to improve the FFA program in this district?</b>	

**4. C4W and FFA PROGRAM QUESTIONS:**

<b>1. Were there data collection and monitoring training sessions conducted by WFP/WWF?</b>	Circle one: <b>1 Yes 2 No</b>
a) If yes, please list number of attendees by date if possible.  Date (mm/yyyy) ____/____, Number: ____ Date (mm/yyyy) ____/____, Number: ____ Date (mm/yyyy) ____/____, Number: ____	
b) If not possible, at least get number of training sessions and approximate number of attendees.	# Trainings: _____ Avg. # Trainees: _____
c) (If trainings were held) <b>Who was trained?</b>	
<b>2. Do you use data collection/monitoring forms or specific reporting as part of the FCI program?</b>	Circle one: <b>1 Yes 2 No</b>
<b>(If answers to 1 and 2 are no, stop interview)</b>	
<b>3. How do you use the information from the reports here in your district?</b>	
a) Day to day management	<b>1</b>
b) Monthly management	<b>2</b>
c) Quarterly/semi-annual reviews and management	<b>3</b>
d) Financial management/reporting	<b>4</b>
e) To examine trends on an annual basis	<b>5</b>
f) For district and national reporting	<b>6</b>
g) Other (specify)	<b>7</b>
<b>4. Who is responsible for preparing the reports (position/title)? (ask to speak to this person for following questions)</b>	
a) When this person is on leave or absent, who keeps the records (position/title)?	
<b>5. What system do you use to keep FFA/C4W records?</b>	
a) Notes	Circle one: <b>1 Yes 2 No</b>
b) Standard paper reporting form (visually confirm and obtain copy)	Circle one: <b>1 Yes 2 No</b>
c) Standard data entry form in computer (visually confirm and obtain copy)	Circle one: <b>1 Yes 2 No</b>

<b>6. Where are records kept?</b>	
a) In a notebook, or on a desk/drawer	Circle one: <b>1 Yes 2 No</b>
b) In a filing cabinet, in order ( <i>visually confirm</i> )	Circle one: <b>1 Yes 2 No</b>
c) In a computer with a back-up ( <i>visually confirm</i> )	Circle one: <b>1 Yes 2 No</b>
<b>7. Where are reports sent (location/office)?</b>	
a) To whom by title/responsibility?	
<b>8. How often are reports sent?</b>	
a) Weekly	Circle one: <b>1 Yes 2 No</b>
b) Monthly	Circle one: <b>1 Yes 2 No</b>
c) Quarterly	Circle one: <b>1 Yes 2 No</b>
d) Annually	Circle one: <b>1 Yes 2 No</b>
e) When requested – irregularly	Circle one: <b>1 Yes 2 No</b>
<b>9. How are reports sent?</b>	
a) Paper report from notes summary	Circle one: <b>1 Yes 2 No</b>
b) Standard reporting form on paper ( <i>visually confirm and obtain copy</i> )	Circle one: <b>1 Yes 2 No</b>
c) Non-standardized report sent by computer	Circle one: <b>1 Yes 2 No</b>
d) Standard reporting form on computer ( <i>visually confirm and obtain copy</i> )	
<b>10. What information is reported?</b>	
a) Standard reporting form sent every time ( <i>copy obtained</i> )	Circle one: <b>1 Yes 2 No</b>
b) <b>If No to 36a, meaning standard reporting forms are not used</b> briefly list types of information sent regularly ( <i>for example: financial records, student enrollment, etc.</i> )	
<b>11. Have you ever been unable to submit a FFA/C4W report or data?</b>	Circle one: <b>1 Yes 2 No</b>
a) If yes, why?	
<b>12. Do you have any problems collecting FFA/C4W data?</b>	Circle one: <b>1 Yes 2 No</b>
a) If yes, what?	
<b>13. Have you received any supervision or assistance in preparing reports?</b>	Circle one: <b>1 Yes 2 No</b>
a) From whom ( <i>position and title, name is not important</i> )?	

## ANNEX 7. Key Informant Questionnaire – Village Level



### EVALUATION OF THE FINANCIAL CRISIS INITIATIVE: Key Informant Questionnaire – Village Level

*These questions should be asked of community leaders to gain their perceptions of FCI program impacts. Examples include district authorities, implementing agencies, NCC project staff, village governments and WMA management (specifically Authorized Associations, which are elected officials that manage the WMAs on behalf of the villages) for C4W programs in WMAs. For WFP FFA programs, members of District Council or ward level authority (WEO) and local NGOs who were responsible for implementation should be interviewed. For WFP FFE programs, the village government, school committees, District Education Officers should be interviewed for their impact perceptions.*

USAID/Tanzania is conducting an evaluation of its Financial Crisis Initiative (FCI) programs which are implemented by the World Food Program (WFP), World Wildlife Fund (WWF) and the United States Department of Interior (DOI) as well as other implementing partners at project sites. To enable USAID to have a better understanding of the effects this support may have had on these communities, you have been selected to be interviewed, based on your knowledge of USAID’s support as well as the target communities. Your participation is voluntary. The individual answers you give will be kept confidential and only shared in summary statistics which do not identify individual respondents. Your honest participation is very important to learning how these types of programs can be improved and to learn about the intended and unintended effects of the program on beneficiaries.

#### Identification:

<b>1. ID number</b> (team number + sequential number. Ex: Team 1,survey1: 1001)	
<b>2. Region:</b>	
<b>3. District:</b>	
<b>4. Ward:</b>	
<b>5. Village:</b>	
<b>6. Date (DD/MM):</b>	
<b>7. Person Interviewed:</b>	
<b>8. Title/Organization or Agency:</b>	

**FFE PROGRAM QUESTIONS:**

<p><b>1. USAID’s assistance was in response to the 2008 financial crisis. Based on your familiarity with the school feeding program, did this assistance improve conditions in the home for families in which kids participated?</b></p>	<p>Circle one:    <b>1 Yes</b>    <b>2 No</b></p>
<p><b>2. What efforts, if any, were taken to increase the participation of girls in the school feeding program?</b></p>	
<p><b>3. Were there changes in the food consumption for these families while the school feeding program was taking place? (Overall household patterns)</b></p>	<p>Circle one response below that best describes the change noted:</p>
<p>a. Improved food consumption (more frequent and/or more quantity)</p>	<p><b>1</b></p>
<p>b. Same food consumption (no difference in home food consumption)</p>	<p><b>2</b></p>
<p>c. Worse food consumption in the household (less frequency and/or quantity)</p>	<p><b>3</b></p>
<p>d. Cannot say, don’t know</p>	<p><b>4</b></p>
<p><b>4. If children had not received these benefits, how would these families have changed their food consumption patterns?</b></p>	<p>Circle one response below that best describes the change noted:</p>
<p>a. Improved food consumption (more frequent and/or more quantity)</p>	<p><b>1</b></p>
<p>b. Same food consumption (no difference in home food consumption)</p>	<p><b>2</b></p>
<p>c. Worse food consumption in the household (less frequency and/or quantity)</p>	<p><b>3</b></p>
<p>d. Cannot say, don’t know</p>	<p><b>4</b></p>
<p><b>5. What type of training has the community received to maintain the school feeding program?</b></p>	
<p><b>a) If training has been provided, to whom and how often in the last two years has this been provided?</b></p>	
<p><b>b) What other support has been provided to build the community’s capacity to manage the school feeding program? I.e. equipment, other materials, etc...</b></p>	

6. How can the school feeding program be better organized to ensure that program funds are largely spent on participants?	
7. What has worked well in the school feeding program and how can this be built upon by the village?	
8. With the assistance your community has received in the last two years, does the community have the ability to manage and maintain the school feeding program? If no, why not?	
9. What changes would you make to improve the school feeding program for your community?	

**D. C4W PROGRAM QUESTIONS:**

1. How many individuals in total (Phase 1 + Phase 2) have participated in the C4W program?	
a) How were individuals chosen for participation in C4W activities (i.e. by need, by skill, by availability/interest)?	
b) What is the gender breakdown of the beneficiaries?	Male _____ Female _____
c) (For projects in which there was a significant difference in male/female beneficiaries ONLY)  What are the reasons behind the lower participation of men/women?  What efforts, if any, were taken to increase the involvement of women?	
2. Has the C4W program been able to assist those households most affected from the reduction in tourism?	Circle one: 1 Yes 2 No
3. The C4W program increased income for participating households, if this program did not take place how would households have coped with the reduction in tourism?	Circle one response below that best describes the coping action noted:

a. Migration of a family member to seek wage labor	<b>1</b>
b. Selling cattle or other livestock for money	<b>2</b>
c. Eating fewer meals/smaller quantities	<b>3</b>
d. Eating less desirable/lower quality food (foraging food and hunting/capture of non-traditional foods/meat)	<b>4</b>
e. Diversifying livelihood with informal sector activities (selling liquor, firewood, etc. not usual economic activity)	<b>5</b>
f. Seeking local wage labor	<b>6</b>
g. Cultivating more crops/different crops	<b>7</b>
<b>4. Aside from cash received by participants, what have been some of the benefits for participants/households of the C4W program?</b>	
<b>5. In addition to benefits to the households, what do you view as some of the benefits for the WMA as well as the community?</b>	
a) For the WMAs, has there been an increase in the number of visitors? If yes, has this resulted in an increase in fees paid to the WMA by tourist camp investors?	
b) For the community (including WMA and neighboring villages), has there been noticeable change in the local economy (i.e. new businesses, more jobs, increased access to goods?)	
<b>6. What kind of support has been provided to enable the WMA to maintain the infrastructure built through C4W?</b>	
a) If trainings, what kind, how often, to whom by whom?	
b) If equipment, what kind, how often, to whom by whom?	
<b>7. With the assistance the WMA has received in the last two years, does the WMA have the ability to manage and maintain a program similar to the C4W program? If no, why not?</b>	Circle one: <b>1 Yes 2 No</b>

<b>8. How can the C4W program be better organized to ensure that program funds are largely spent on participants?</b>	
<b>9. What has worked well in the C4W program and how can this be built upon by the WMA and surrounding villages?</b>	
<b>10. What changes would you make to improve the C4W program for your community?</b>	

**E. FFA PROGRAM QUESTIONS:**

<b>1. How was this village selected to participate in this FFA program?</b>	
<b>2. How were households selected to participate in this program?</b>	
<b>a) Was special attention given to female headed households?</b>	<i>Circle one: 1 Yes 2 No</i>
<b>3. The FFA program engaged participants to work on small community infrastructure projects to help expand food production/access to markets/etc...have you seen any impacts of these projects thus far?</b>	<i>Circle one: 1 Yes 2 No</i>
<b>a) If yes, which infrastructure projects had impacts? Ask respondent to list good projects</b>	<i>Please circle all that apply:</i>
a. Construction/rehabilitation of irrigation systems or canals	<b>1</b>
b. Tree planting	<b>2</b>
c. Construction of food storage facilities	<b>3</b>
d. Rehabilitation/construction of roads	<b>4</b>
e. Provision of potable water supply	<b>5</b>
f. Construction/rehabilitation of dams	<b>6</b>
g. Construction/rehabilitation of stock routes to markets	<b>7</b>
h. Construction/rehabilitation of feedlots	<b>8</b>
i. Other:	<b>9</b>
<b>4. If the FFA program did not exist, how would households have coped with the economic crisis?</b>	<i>Circle one response below that best describes the coping action noted:</i>
a. Migration of a family member to seek wage labor	<b>1</b>
b. Selling cattle or other livestock for money	<b>2</b>

c. Eating fewer meals/smaller quantities	<b>3</b>
d. Eating less desirable/lower quality food (foraging food and hunting/capture of non-traditional foods/meat)	<b>4</b>
e. Diversifying livelihood with informal sector activities (selling liquor, firewood, etc. not usual economic activity)	<b>5</b>
f. Seeking local wage labor	<b>6</b>
g. Cultivating more crops/different crops	<b>7</b>
<b>5. What kind of support has been provided to enable the village to maintain the FFA project?</b>	
<b>a) If trainings, what kind, how often, to whom by whom?</b>	
<b>b) If equipment, what kind, how often, to whom by whom?</b>	
<b>6. With the FFA assistance your community has received in the last two years, does the community have the ability to manage and maintain this program (infrastructure built, trees planted, etc...)? If no, why not?</b>	Circle one: <b>1 Yes 2 No</b>
<b>7. How can the FFA program be organized to ensure that program funds are largely spent on participants?</b>	
<b>9. What has worked well in the FFA program and how can this be built upon by the village?</b>	
<b>10. What changes would you make to improve the FFA program for your community?</b>	

**4. C4W and FFA PROGRAM QUESTIONS:**

<b>1. Were there data collection and monitoring training sessions conducted by WFP/WWF?</b>	Circle one: <b>1 Yes 2 No</b>
a) If yes, please list number of attendees by date if possible. Date (mm/yyyy) ____/____/____, Number: ____ Date (mm/yyyy) ____/____/____, Number: ____ Date (mm/yyyy) ____/____/____, Number: ____	
b) If not possible, at least get number of training sessions and approximate number of attendees.	# Trainings: _____ Avg. # Trainees: _____
c) (If trainings were held) <b>Who was trained?</b>	
<b>2. Do you use data collection/monitoring forms or specific reporting as part of the FCI program?</b>	Circle one: <b>1 Yes 2 No</b>
<b>(If answers to 1 and 2 are no, stop interview)</b>	
<b>3. How do you use the information from the reports here in your village/WMA?</b>	
a. Day to day management	<b>1</b>
b. Monthly management	<b>2</b>
c. Quarterly/semi-annual reviews and management	<b>3</b>
d. Financial management/reporting	<b>4</b>
e. To examine trends on an annual basis	<b>5</b>
f. For district and national reporting	<b>6</b>
g. Other (specify)	<b>7</b>
<b>4. Who is responsible for preparing the reports (position/title)? (ask to speak to this person for following questions)</b>	
a) When this person is on leave or absent, who keeps the records (position/title)?	
<b>5. What system do you use to keep FFA/C4W records?</b>	
a. Notes	Circle one: <b>1 Yes 2 No</b>
b. Standard paper reporting form	Circle one: <b>1 Yes 2 No</b>
c. (visually confirm and obtain copy)	Circle one: <b>1 Yes 2 No</b>
d. Standard data entry form in computer	Circle one: <b>1 Yes 2 No</b>
e. (visually confirm and obtain copy)	Circle one: <b>1 Yes 2 No</b>
<b>6. Where are records kept?</b>	
a. In a notebook, or on a desk/drawer	Circle one: <b>1 Yes 2 No</b>
b. In a filing cabinet, in order (visually confirm)	Circle one: <b>1 Yes 2 No</b>
c. In a computer with a back-up (visually confirm)	Circle one: <b>1 Yes 2 No</b>

<b>7. Where are reports sent (location/office)?</b>	
a) To whom by title/responsibility?	
<b>8. How often are reports sent?</b>	
1. Weekly	Circle one: <b>1 Yes 2 No</b>
2. Monthly	Circle one: <b>1 Yes 2 No</b>
3. Quarterly	Circle one: <b>1 Yes 2 No</b>
4. Annually	Circle one: <b>1 Yes 2 No</b>
5. When requested – irregularly	Circle one: <b>1 Yes 2 No</b>
<b>9. How are reports sent?</b>	
a. Paper report from notes summary	Circle one: <b>1 Yes 2 No</b>
b. Standard reporting form on paper ( <i>visually confirm and obtain copy</i> )	Circle one: <b>1 Yes 2 No</b>
c. Non-standardized report sent by computer	Circle one: <b>1 Yes 2 No</b>
d. Standard reporting form on computer ( <i>visually confirm and obtain copy</i> )	
<b>10. What information is reported?</b>	
1. Standard reporting form sent every time ( <i>copy obtained</i> )	Circle one: <b>1 Yes 2 No</b>
2. <b>If No to 36a, meaning standard reporting forms are not used</b> briefly list types of information sent regularly ( <i>for example: financial records, student enrollment, etc.</i> )	
<b>11. Have you ever been unable to submit a FFA/C4W report or data?</b>	Circle one: <b>1 Yes 2 No</b>
a) If yes, why?	
<b>12. Do you have any problems collecting FFA/C4W data?</b>	Circle one: <b>1 Yes 2 No</b>
a) If yes, what?	
<b>13. Have you received any supervision or assistance in preparing reports?</b>	Circle one: <b>1 Yes 2 No</b>
a) From whom ( <i>position and title, name is not important</i> )?	

## **ANNEX 8. Sample Design**

### **Sample Design and Weighting Procedures for the Performance Evaluation Surveys of the Financial Crisis Initiative (FCI) Programs**

#### **1. Survey Objectives**

A performance evaluation was conducted for the following Financial Crisis Initiative (FCI) programs funded by USAID: Food for Assets (FFA), Cash for Work (C4W) and Food for Education (FFE). A survey was conducted to collect data from a representative sample of participants of each program, in order to estimate various indicators for measuring the effectiveness of the program, and determine whether the program's objectives are being achieved. Some indicators are tabulated by gender as well as other classification groups.

#### **2. Sampling Frames**

A two-stage sample design was used for the FFA and C4W surveys. For these surveys the primary sampling units (PSUs) selected at the first stage were the individual villages where the participants of each program live. The sampling frame for each program had information on the number of participant households (FFA) or individual participants (C4W) in each village, which were used as the measure of size. For the second sampling stage a list of participant households was obtained for each sample village selected for the FFA survey, and a sample of households was selected from this list at the second stage. In the case of the C4W, a list of individual participants by gender was obtained for each sample village, and separate samples of male and female participants were selected at the second stage. For the C4W sampling frame, in many cases the number of participants was available only at the WMA level, but not for individual villages. In this case the average number of participants per village was assigned to each village in the WMA as the measure of size, which made the sampling process less efficient. During the sampling implementation for the C4W survey a list of participants was not always available for a sample village. In such cases a local official assisted in identifying participants by gender to be interviewed, and a random process was attempted for the selection of participants by gender as much as possible.

For the FFE Survey, a one-stage sample of participant schools was selected, since the unit of analysis was the individual school. The sampling frame consisted of a list of schools participating in the FFE program. The sampling frame included 639 schools participating in the FFE program, but excluded another 178 schools (about 22%) that were considered inaccessible.

Table I shows the distribution of the sampling frame for the FFA, C4W and FFE that was used for selecting the sample for each program.

Table 1. Distribution of First and Second Stage Units in the Sampling Frames for the FFA, C4W and FFE Programs

Program	Type of PSUs	No. PSUs in Frame	Type of Second Stage Units	No. Second Stage Units in Frame
FFA	Villages	104	Households	42,851
C4W	Villages	49	Participants	2,607
FFE	Schools	639	Students*	346,048

\* Individual schools were interviewed for the FFE program, representing all the students in each sample school.

The sampling frame of villages or schools for each survey was sorted by geography in order to provide implicit stratification when systematic sampling is used. This will ensure that the sample is representative of the different geographic areas covered by each program.

### 3. Sample Size and Allocation

The sample size for each program was determined taking into account the analytical requirements of the performance evaluation and the distribution of the corresponding frames, as well as the budget and time constraints for the four teams conducting the interviews.

A two-stage sample design was used for the FFA and C4W surveys in order to increase the cost-effectiveness of the design and facilitate the logistics of the fieldwork. In this case the village is defined as the cluster or PSU. The number of villages selected at the first stage should ensure that the sample is representative across the different areas covered by each program, and the number of sample participants interviewed in each sample village should ensure that the fieldwork is cost-effective.

For the FFA survey the target sample size was 300 participant households. At the first sampling stage a sample of 30 villages was selected systematically with probability proportional to size (PPS), where the measure of size was based on the number of participating households in each village. At the second sampling stage a sample of 10 participant households was selected in each sample village to be interviewed.

In the case of the C4W survey, the sampling frame only has 48 villages. A sample of 20 villages was selected at the first sampling stage with PPS based on the total number of participants (including both male and female), and a sample of 14 participants was selected at the second stage within each sample village, for a target sample size of 280 participants. Overall there were a higher percentage of male participants in most villages. Therefore in general a higher sampling rate was used for the female participants in each village; the initial target was to select 6 female and 8 male participants in each sample village. If the number of female participants in the list for a village was less than 6, all were selected to be interviewed, and the remaining sample participants were selected from the list of males, for a total sample of 14 participants in the village.

For the FFE survey a one-stage sample of 50 participant schools was selected. In this case the sample schools were selected systematically with PPS based on the number of students in each school. This gave a higher probability to the larger schools and improved the precision for the estimates of the total number of students by school characteristics.

Table 2 shows the distribution of the target number of sample PSUs and second stage units as well as the final number of completed interviews for each program.

Table 2. Allocation of Sample PSUs, Target Sample Size and Number of Completed Interviews for the FFA, C4W and FFE Surveys

Program	Type of PSUs	No. PSUs Selected	Target Sample Size	No. Interviews Completed
FFA	Villages	30	300	276
C4W	Villages	20	280	158
FFE	Schools	50	50	48

In the case of the FFA survey, two of the sample villages were not enumerated because of problems of accessibility, and one sample village was replaced. However, all of the districts in the sampling frame were covered.

One reason why the number of completed interviews for the C4W survey was much lower than expected is that in some sample villages the participants had all dropped out of the program after two days because they were not being paid. The sampling frame for the C4W survey was also more problematic, and in many cases no list of participants was available for the sample village. However, the 158 interviews for the C4W have a good geographic distribution, and an attempt was made to randomize the selection of sample participants as much as possible to ensure a representative sample.

For the FFE survey two sample schools were not interviewed because of distance and time constraints; both of these schools were in Ngorongoro District. This is the only geographic area that is not represented in the survey.

Overall the representativeness of the sample for each survey was very good considering the limitations of the sampling frames and other challenges during the data collection.

#### 4. Sample Selection Procedures

At the first sampling stage, the sample PSUs for each program were selected systematically with PPS. The measure of size for the FFA villages was the number of participating households in each village; for the C4W the number of individual participants was used; and for the FFE the measure of size was the number of students in each school.

The following procedures were used for selecting the sample PSUs from the sampling frame for each program systematically with PPS, after ordering the PSUs geographically:

1. The measures of size for the PSUs in each sampling frame were cumulated down the ordered list of PSUs. The final cumulated measure of size for each sampling frame was the total number of units (households, participants or students) in the corresponding program ( $M_h$ ).
2. To obtain the sampling interval for each program  $h$  ( $I_h$ ),  $M_h$  was divided by the total number of PSUs to be selected for program  $h$  ( $n_h$ ):  $I_h = M_h/n_h$ .
3. A random number ( $R_h$ ) between 0 and  $I_h$  was used as the random start for each program. The sample PSUs in program  $h$  were identified by the following selection numbers:

$$S_{hi} = R_h + [I_h \times (i - 1)], \text{ rounded up,}$$

where  $i = 1, 2, \dots, n_h$

The  $i$ -th selected PSU is the one with a cumulated measure of size closest to  $S_{hi}$  that is greater than or equal to  $S_{hi}$ .

In the case of the sampling frames for the FFA and the C4W, the measure of size for a few PSUs was greater than the sampling interval. These PSUs were selected with certainty, and they were separated from the sampling frame. The remaining sample PSUs were selected systematically with PPS from the rest of the sampling frame using the procedures described above.

At the second sampling stage the sample households in each FFA sample village were selected systematically with equal probability from the list of participating households. A selection spreadsheet was developed for this purpose. The total number of participating households in the listing for each village was entered into this spreadsheet, which then generated a random start and the serial numbers of the 10 selected households.

In the case of the C4W sample villages, a separate sample of male and female participants was selected in each sample village. Once the number of sample male and female participants was determined, a sample selection spreadsheet similar to that used for selecting the sample households for the FFA was used. A different table in the selection spreadsheet was used depending on the specific number of male and female participants to be selected. The total number of males (or females) was entered in this table, and the spreadsheet generated the random start and the serial numbers of the selected participants.

In cases where some of the sample households or participants could not be interviewed, replacement households or participants were randomly selected in order to maintain the effective sample size. When a list of selected households or participants was sent to a village prior to the team visit for a local official to set up the interviews, a reserve list of random replacements was also identified so that they could be notified prior to the interviews. In such cases the number of sample households or participants to be selected was doubled, and then

the odd sample numbers were randomly assigned to be interviewed or to be reserves for possible replacements.

## 5. Weighting Procedures

In order for the sample estimates from the FCI performance evaluation survey for each program to be representative of the population, it is necessary to multiply the data by a sampling weight. The basic weight for each sample school, household or participant would be equal to the inverse of its overall probability of selection (calculated by multiplying the probabilities at each sampling stage). A weight is attached to each record in the data files for the tabulations and analysis. The sampling probabilities at each stage of selection were calculated in an Excel spreadsheet for each survey, with information from the sampling frame for each sample PSU, so that the overall probabilities and corresponding weights could be calculated. Following the data collection it was necessary to enter in the weighting spreadsheets for the FFA and C4W the total number of households or participants by gender in the list for each village, the number selected, and the number of interviews completed. In the case of the C4W program, two weights were calculated for each sample village: one for male participants and one for females.

Based on the two-stage sample design, the probability of selection for the FFA sample households in each sample village was calculated as follows:

$$p_{FFAi} = \frac{n_{FFA} \times M_{FFAi}}{M_{FFA}} \times \frac{m_{FFAi}}{M'_{FFAi}},$$

where:

$p_{FFAi}$  = probability of selection for the FFA sample households in the i-th sample village

$n_{FFA}$  = number of sample villages selected for the FFA survey

$M_{FFAi}$  = measure of size (number of participant households) in the FFA sampling frame for the i-th sample village

$M_{FFA}$  = cumulated total measure of size (total number of participant households) in the FFA sampling frame

$m_{FFAi}$  = number of FFA sample households selected in the i-th sample village (10)

$M'_{FFAi}$  = actual number of FFA participant households in the list for the i-th sample village

The two components of this probability correspond to the two sampling stages. In the case of the FFA villages selected with certainty at the first sampling stage, the first stage probability of selection is 1.

The weights for the FFA sample households were calculated as the inverse of these probabilities of selection, expressed as follows:

$$W_{FFAi} = \frac{M_{FFA}}{n_{FFA} \times M_{FFAi}} \times \frac{M'_{FFAi}}{m_{FFAi}},$$

where:

$W_{FFAi}$  = basic weight for the FFA sample households in the i-th sample village

The weights for the FFA sample households were adjusted for missing sample EAs and non-interview households as follows:

$$W'_{FFAi} = \frac{M_{FFA}}{n_{FFA} \times M_{FFAi}} \times \frac{M'_{FFAi}}{m_{FFAi}} \times \frac{n_{FFA}}{n'_{FFAi}} \times \frac{m_{FFAi}}{m'_{FFAi}} = \frac{M_{FFA}}{n'_{FFA} \times M_{FFAi}} \times \frac{M'_{FFAi}}{m'_{FFAi}},$$

where:

$W'_{FFAi}$  = final (adjusted) weight for the FFA sample households in the i-th sample village

$n'_{FFA}$  = number of sample villages actually enumerated for the FFA survey

$m'_{FFAi}$  = number of FFA sample households with completed interviews in the i-th sample village

In the case of the C4W sample participants, a similar two-stage sample design was used. However, the probability of selection in each sample village varies by participant gender. Therefore the probability can be expressed as follows:

$$p_{C4Wig} = \frac{n_{C4W} \times M_{C4Wi}}{M_{C4W}} \times \frac{m_{C4Wig}}{M'_{C4Wig}},$$

where:

$p_{C4Wig}$  = probability of selection for the C4W sample participants of gender g (male or female) in the i-th sample village

$n_{C4W}$  = number of sample villages selected for the C4W survey

$M_{C4Wi}$  = measure of size (total number of participants) in the C4W sampling frame for the i-th sample village

$M_{C4W}$  = cumulated total measure of size (total number of participants) in the C4W sampling frame

$m_{C4Wig}$  = number of C4W sample participants of gender g selected in the i-th sample village

$M'_{C4Wig}$  = actual number of C4W participants of gender g in the list for the i-th sample village

In the case of the C4W villages selected with certainty at the first sampling stage, the first stage probability of selection is 1. The weights for the C4W sample households were calculated as the inverse of these probabilities of selection, expressed as follows:

$$W_{C4Wig} = \frac{M_{C4W}}{n_{C4W} \times M_{C4Wi}} \times \frac{M'_{C4Wig}}{m_{C4Wig}},$$

where:

$W_{C4Wig}$  = basic weight for the C4W sample participants of gender g in the i-th sample village

The weights for the C4W sample households were adjusted for missing sample EAs and non-interview participants as follows:

$$W'_{C4Wig} = \frac{M_{C4W}}{n_{C4W} \times M_{C4Wi}} \times \frac{M'_{C4Wig}}{m_{C4Wig}} \times \frac{n'_{C4W}}{n_{C4W}} \times \frac{m'_{C4Wig}}{m_{C4Wig}} = \frac{M_{C4W}}{n'_{C4W} \times M_{C4Wi}} \times \frac{M'_{C4Wig}}{m'_{C4Wig}},$$

where:

$W'_{C4Wig}$  = final (adjusted) weight for the C4W sample participants of gender g in the i-th sample village

$n'_{C4W}$  = number of sample villages actually enumerated for the C4W survey

$m'_{C4Wig}$  = number of C4W sample participants of gender g with completed interviews in the i-th sample village

The FFE sample was based on a one-stage sample of schools, selected with PPS based on the number of students in each school. Therefore the probability of selection of each school can be expressed as follows:

$$p_{FFEi} = \frac{n_{FFE} \times M_{FFEi}}{M_{FFE}},$$

where:

$p_{FFEi}$  = probability of selection for the i-th FFE sample school

$n_{FFE}$  = number of sample schools selected for the FFE survey

$M_{FFEi}$  = measure of size (number of students) in the sampling frame for the i-th sample village

$M_{FFE}$  = cumulated total measure of size (total number of students) in the FFE sampling frame

The weights for the FFE sample schools were calculated as the inverse of these probabilities of selection, expressed as follows:

$$W_{FFEi} = \frac{M_{FFE}}{n_{FFE} \times M_{FFEi}},$$

where:

$W_{FFEi}$  = basic weight for the i-th FFE sample school

The weights for the FFE sample schools were adjusted for missing sample schools as follows:

$$W'_{FFEi} = \frac{M_{FFE}}{n_{FFE} \times M_{FFEi}} \times \frac{n_{FFE}}{n'_{FFE}} = \frac{M_{FFE}}{n'_{FFE} \times M_{FFEi}},$$

where:

$W'_{FFEi}$  = adjusted weight for the i-th FFE sample school

$n'_{FFE}$  = number of sample schools with completed interviews for the FFE survey

## ANNEX 9. Sample Villages

### C4W Sites

	Region	District	WMA (C4W only)	Ward	Village
1	Arusha	Longido	Enduimet	Kamwanga	Iraswa
2	Arusha	Longido	Enduimet	Kamwanga	Kamwanga
3	Arusha	Longido	Enduimet	Olmolog	Lerang'wa
4	Arusha	Longido	Enduimet	Olmolog	Olmolog
5	Arusha	Longido	Enduimet	Tingatinga	Sinya
6	Arusha	Longido	Enduimet	Tingatinga	Tingatinga
7	Iringa	Iringa Rural	Mbomipa	Ilolo Mpya	Mkombilenga
8	Iringa	Iringa Rural	Mbomipa	Itunundu	Itunundu
9	Iringa	Iringa Rural	Mbomipa	Idodi	Mapogoro
10	Iringa	Iringa Rural	Mbomipa	Mulowa	Malinzanga
11	Manyara	Babati	Burunge	Magara	Magara
12	Manyara	Babati	Burunge	Mwada	Ngolei
13	Manyara	Babati	Burunge	Nkaiti	Kakoi
14	Manyara	Babati	Burunge	Nkaiti	Minjingu
15	Mara	Serengeti	Ikona	Natta Ward	Natta-Mbisso
16	Mara	Serengeti	Ikona	Robanda	Robanda
17	Tabora	Sikonge	Ipole	Ngoywa	Idekamiso
18	Tabora	Sikonge	Ipole	Ipole	Ipole
19	Tabora	Sikonge	Ipole	Ngoywa	Msuva
20	Tabora	Sikonge	Ipole	Ngoywa	Utimule

**FFA Sites**

	<b>Region</b>	<b>District</b>	<b>Ward</b>	<b>Village</b>
1	Arusha	Arusha DC		Bwawani
2	Arusha	Karatu		Dumbechand
3	Arusha	Karatu		Langhangarer
4	Arusha	Meru		Kikuletwa
5	Arusha	Meru		Kwaugoro
6	Arusha	Monduli		Losirwa
7	Dodoma	Chamwino		Chalinze
8	Dodoma	Chamwino		Chinangali
9	Dodoma	Chamwino		Mvumi Makulu
10	Dodoma	Chamwino		Mvumi Mission
11	Dodoma	Kondoa		Orolomo
12	Dodoma	Kondoa		Sanzawa
13	Dodoma	Mpwapwa		Kizi
14	Dodoma	Mpwapwa		Nghambi
15	Dodoma	Mwitikira	Ibugule	Ibugule/Chidilo
16	Dodoma	Bahi		Lubala
17	Kilimanjaro	Mwanga		Kambi ya Simba
18	Kilimanjaro	Same	Hedaru	Mabilioni
19	Manyara	Simanjiro		Gunge
20	Shinyanga	Maswa	Kulimi	Gong'homa
21	Shinyanga	Maswa	Nyabubinza	Kidabu
22	Shinyanga	Maswa	Malampaka	Mwatigi
23	Shinyanga	Meatu	Imalaseko	Imalaseko
24	Shinyanga	Meatu	Mwabuzo	Usiulize (Mwabuzo)
25	Singida	Manyoni		Idodyandole
26	Tabora	Nzega	Budushi	Budushi
27	Tabora	Nzega	Mboogwe	Mboogwe
28	Tabora	Sikonge	Usungu	Isanjangugu
29	Tabora	Sikonge	Mpombwe	Mpombwe
30	Tanga	Handeni		Kwadoya

## FFE Sites

	<b>Region</b>	<b>District</b>	<b>Ward</b>	<b>Village</b>
1	Arusha	Karatu	Buga / Endabash / Kansai	Barakta
2	Arusha	Karatu	Buga / Endabash / Kansai	Endagesh
3	Arusha	Karatu	Endamarariiek	Mangola chini
4	Arusha	Karatu	Endamarariiek	Shauri Awaki
5	Arusha	Karatu	Karatu / Ganako / Qurus	Gyekrumlambo
6	Arusha	Karatu	Karatu / Ganako / Qurus	Kitete Kcu
7	Arusha	Longido	Longido	Longido
8	Arusha	Monduli	Makuyuni	Mbuyuni
9	Arusha	Monduli	Makuyuni	Naiti
10	Arusha	Monduli	Mto wa Mbu	Kingongoni
11	Arusha	Ngorongoro	Digodigo	Didodigo
12	Arusha	Ngorongoro	Orgosorok	Olemishiri
13	Dodoma	Bahi	Bahi	Nagulo Bahi
14	Dodoma	Bahi	Chipanga	Sulungai
15	Dodoma	Bahi	Mtitaa	Nhyinila
16	Dodoma	Bahi	Mundemu	Mundemu
17	Dodoma	Chamwino	Haneti	Haneti
18	Dodoma	Chamwino	Manzase	Jitegemee
19	Dodoma	Chamwino	Mvumi Misheni	Mvumi Misheni
20	Dodoma	Kondoa	Pahi	Kiteo
21	Dodoma	Kondoa	Paranga	Cheku
22	Dodoma	Mpwapwa	Kibakwe	Lukole
23	Dodoma	Mpwapwa	Kimagai	Makutupa
24	Dodoma	Mpwapwa	Luhundwa	Kidenge
25	Dodoma	Mpwapwa	Mazae	Idilo
26	Manyara	Kiteto	Bwagamoyo	Msente
27	Manyara	Kiteto	Dongo	Chang'ombe
28	Manyara	Kiteto	Namelock	Kinua
29	Manyara	Kiteto	Partimbo	Oloimugi
30	Manyara	Simanjiro	Komolo	Komolo
31	Manyara	Simanjiro	Naberera	Namalulu
32	Shinyanga	Kishapu	Kishapu	Lubaga
33	Shinyanga	Meatu	Mwanhuzi	Mwagwila
34	Shinyanga	Meatu	Nkoma	Nkoma
35	Shinyanga	Shinyanga rural	Iselemagazi	Mwambasha
36	Singida	Iramba	Kaselya	Mugungia
37	Singida	Iramba	Kiomboi	Kiomboi Hospitali
38	Singida	Iramba	Shelui	Mgongo
39	Singida	Iramba	Ulemo	Misigiri
40	Singida	Manyoni	Aghondi	Njirii
41	Singida	Manyoni	Heka	Sasilo
42	Singida	Manyoni	Itigiti	Pentagon

	<b>Region</b>	<b>District</b>	<b>Ward</b>	<b>Village</b>
43	Singida	Manyoni	Manyoni	Tambukareli
44	Singida	Manyoni	Rungwa	Rungwa
45	Singida	Singida rural	Ikungi	Mahambe
46	Singida	Singida rural	Ilongero	Mwakiti
47	Singida	Singida rural	Msihi	Ntondo
48	Singida	Singida rural	Ntuntu	Lighwa
49	Singida	Singida rural	Puma	Nkuninkana
50	Singida	Singida rural	Sepuka	Masweya

## ANNEX 10. Persons Interviewed

<b>Name</b>	<b>Title</b>	<b>Affiliation</b>	<b>Contacts</b>	<b>FCI program</b>
Zuberi Mhina Samataba	Dir of Primary Education	MoEVT	zsamataba@yahoo.com, samataba0708@gmail.com	FFE
Fortunatus Kagoro	FFE Coordinator	MoEVT	255754566355	FFE
Marina Negro Ponte	Program Officer, FFA	WFP	mara.negro Ponte@wfp.org	FFA
Vera Mayer	Program Officer, FFA	WFP	vera.mayer@wfp.org	FFA
Tomoko Maeda	Program Officer, FFE	WFP	tomoko.maeda@wfp.org	FFE
Hussein Sosovele	Chief of Party	WWF	hsosovele@wwftz.org	C4W
Dr. Yusef Fundi	C4W Focal Person	NCC	yfundu@ncc.co.tz	C4W
Mr. Levi White	Project Manager International Technical Assistance Program (DOI-ITAP)	DOI	Levi_White@ios.doi.gov	C4W

## ANNEX II. The Benefits of FCI

### Nyangaka Nanai

Nyangaka Nanai is from Robanda Village, which is the largest village in Ikona WMA. He is 25 years old and is a current participant of the C4W program, working to repair one of the roads in the WMA. Nyangaka had a difficult childhood and was forced to quit school after standard three, because his mother could not afford a school uniform for him. He chose to leave home as a teenager because of family problems and moved in with his aunt. He managed to obtain training as a tailor in a nearby village and plans to open his own tailoring shop one day. With the money he is earning from the C4W program, he has been saving for a sewing machine, which costs 170,000 TZS. He currently has saved 100,000 of the 170,000 needed. He also uses some of his earnings to contribute to food and other household items. Aside from being closer to realizing his goal of opening his own business, Nyangaka states that the C4W program has enabled him to meet people from other villages and make friends. One recommendation for the program is that training will be provided to help participants better utilize their earnings. He also hopes that once the program is complete, participants will be brought together to discuss their future plans and how they will use their money so that they can learn from each other and help each other in the future.



Nyangaka Nanai at Ikona WMA Visitor's Center

## Lubaga Village

Lubaga Village in Kishapu District is isolated and not easily reached. The village's primary school was constructed in 1976, and currently students attend from four villages. The nearest water source is more than seven kilometers away. Hippo rollers provided by WFP have helped to collect water for preparation of school meals and for health and sanitation purposes.

The school is very proud of their participation in the FFE program. Both school and village leaders report that children are healthier and their performance has improved greatly. Inspired by the program, the village leadership and the school committee has contributed plastic buckets to serve as water dispensers for students to use to wash their hands to promote better health.



Students lining up for the morning snack



Village Executive Officer showing hand washing station provided by village

### **Mwatigi Village**

Upon meeting the village leadership of Mwatigi Village in Maswa District, Shinyanga, one of the first comments on the FFA component was of the benefits the village has received from the first activity they participated in. Village leaders explained that rice has not grown in Mwatigi Village for the past nine years. This year, with the construction of the irrigation canal, for the first time in a long time, they were able to grow rice.



### **Lwenge Ngwegwe**

During the first phase of the C4W program in Ipole WMA, only two people participated in the program. When asked as to the low participation, the village leadership mentioned several reasons, including: (1) the people of Idekamiso are pastoralists and move throughout the year with their cattle. Older men, who remain in the village, are culturally not permitted to work as they age. The young men who are seen as the work force of the community move with the cattle and are not available; (2) village leaders carried out awareness raising campaigns to inform the community of the C4W activities, however people hesitated and decided to wait to see what benefits would be gained before deciding to participate. Once they saw the benefits, it was too late to participate as the application process was long and cumbersome and contractors had already found the required number of workers; and (3) the long distance to work sites also discouraged people from participating as villagers prefer to remain closer to home.

Both C4W participants from Idekamiso were asked to meet with the FCI Evaluation Team, but only one, Lwenge Ngwegwe, appeared to be interviewed. When asked why he decided to participate in C4W when the vast majority of his village did not, Mr. Ngwegwe simply stated “I saw an opportunity and I took it.”



### **Chalinze Village**

Through FFA support, villagers in Chalinze Village (Chamwino District, Dodoma Region) worked to expand a grape farm. In Dodoma, grapes are becoming a profitable cash crop. Participating villagers work one acre of the farm and can benefit from their harvest.



### **Shinyanga Rural District**

Representatives from 10 schools in Shinyanga Rural District, Shinyanga Region were brought together at the time of data collection for the FCI Evaluation to learn how to build appropriate kitchens with wood saving stoves and stores with adequate space to better support the FFE program. This was the second round of trainings in Shinyanga Rural District to provide all 20 FFE schools with the proper knowledge to construct these facilities. Given that the FFE program is new to Shinyanga Region, these efforts by the district and local communities are very positive and suggest that the benefits of FFE are clear.



U.S. Agency for International Development  
1300 Pennsylvania Avenue, NW  
Washington, DC 20523