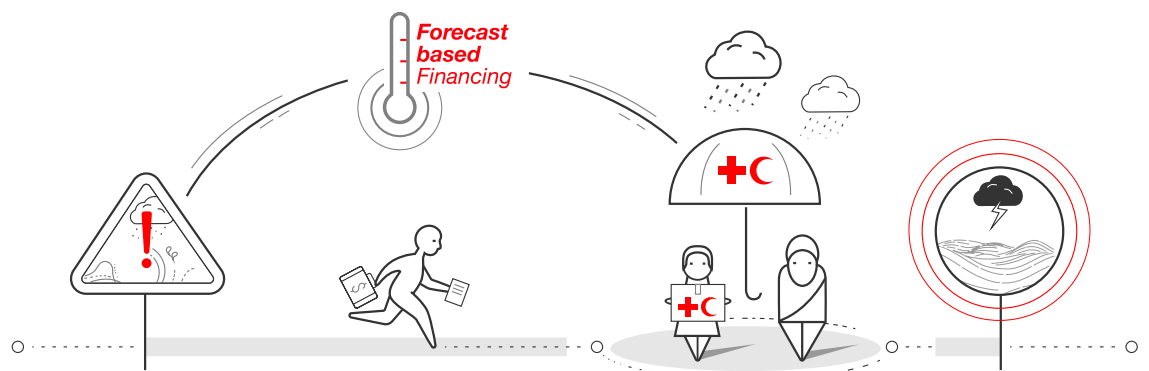


Forecast-based Financing in Mozambique

Guidance and Tools
for Post-activation Evaluation
of the Cyclone Protocol







Implemented by: CEBaP, CVM, GRC, BelgRC



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Contents

Introduction to this Guidance	7
Guide to the Evaluation Documents	8
TOOLS	11
MOZ M&E PE 1: Real-time observation guide	12
Moz M&E PE 2: Stakeholder Semi-Structured Interview Guide	14
Moz M&E O&IE 1: Community Survey	16
Moz M&E O&IE 2: Community focus group guidelines for FbF Beneficiaries and Comparison Communities	28
MOZ M&E O&IE 3: Survey for School Administrators	33
TRIGGER EVALUATION	39
MOZ M&E TE 1: Trigger Evaluation Interviews	40
MOZ M&E TE 2: Trigger Evaluation Workshop Guidance	42
GENERAL GUIDANCE	45
Guidance 1: Tips for conducting a successful semi-structured interview and taking good notes	46
Guidance 2: List of Organizations/Stakeholders to be Considered for Implementation Process Interviews	48
Works Cited	49



Introduction to this Guidance

The tools presented in this document were developed to guide and facilitate post-activation evaluation of the Mozambican Red Cross' Cyclone Early Action Protocol as it was submitted to the Forecast-based Action by the DREF fund in Geneva in February 2019. As with the Early Action Protocols (EAPs) themselves, the guidance and tools outlined here are meant to be living documents; they should therefore be adapted to reflect changes in the protocol as well as the implementation.

The purpose of this document is not to demonstrate the only way to monitor and evaluate EAP activation, but to contribute to the growing field of FbF monitoring and evaluation and to provide an example of an evaluation protocol for other national societies or organizations interested in Forecast-based Financing. Further guidance on Monitoring and Evaluation of FbF projects and activations can be found in the Red Cross Red Crescent Climate Centre's Monitoring and Evaluation Reference ([RCRCCC 2018](#)).

Guide to the Evaluation Documents

Ideally, CVM's MEAL Protocol will combine real-time observation of the intervention, semi-structured key-informant interviews, surveys in intervention and comparison communities, and stakeholder workshops. Each of these components is described below. The degree to which the full M&E protocol can be operationalized will depend upon the funding available. For example, in the case of Mozambique's EAPs, funds not linked to a specific activation are available through the FBF research (March 2019) and the GRC funded FbF Project (through April 2020). After termination of these external projects, additional funds may or may not be available to supplement the M&E funds that come directly from the EAP activation. The prioritization column in Table 1 indicates which elements are essential for any M&E and which can be excluded if there is insufficient funding.

The main objective of each EAP activation is to reduce the suffering and losses of the affected population by acting early, to the extent possible, with the resources available. The results of each component of the evaluations will be synthesized to produce recommendations and lessons learned for future activations and for EAP revisions / improvements to the protocol with a view toward improving the reach and effectiveness of early actions in achieving these goals. The workshops will serve to validate and refine findings and to develop strategies to overcome obstacles, improve implementation and impact, and update the protocol with key partners.

The methods and sources of data for each of these questions are outlined in 1.

Table 1: Data Sources by MEAL Research Objective

MEAL Objective	Key Questions	Data sources/Tools	When data is collected?	Who is responsible for data collection?	Data collection tools developed	Priority for Implementation
Process Evaluation (PE)	Was FbF implemented as intended?	Real-time observation of implementation (if funds allow)	During the activation	One independent consultant, candidates/firms can be screened in advance of activation and selected based upon their commitment to having at least one qualified staff on-hand and able to do the work on short notice ¹	MOZ M&E - PE 1: Real-time observation guide	Priority 3 - only if funds allow, as events can be reconstructed from documents and semi-structured interviews if necessary.
	Did implementation run smoothly?					
	Were the actions/distributions executed on time?					
	If yes, what factors contributed to successful implementation?	Reporting on outputs (materials delivered, people reached etc.)	As soon as reports are available	CVM staff responsible for implementation of activation	Reports should be gathered and qualitatively coded along with other data sources.	Priority 1 - Obligatory
	If not, what challenges or bottlenecks interfered with implementation?	Semi-structured interviews with informants at the national, provincial, and district level involved in or collaborating with the activation	As soon as possible, with a maximum of 2-3 months after activation	One independent research consultant (the same person or firm/team as conducting real-time evaluation above)	MOZ M&E PE 2: Stakeholder Semi-Structured Interview Guide See also: Guidance 1: Semi-structured interviews Guidance 2: Stakeholder interviews - Who should be interviewed?	Priority 1 - Obligatory
	How did FbF work with and contribute to existing disaster management procedures in Mozambique?	Real-time observation of implementation (if funds allow)	During the activation	One independent consultant (the same person or firm/team as conducting real-time evaluation above)	MOZ M&E - PE 1: Real-time observation guide	Priority 3 - only if funds allow, as events can be reconstructed from documents and semi-structured interviews if necessary.
	Semi-structured interviews	A maximum of 2-3 months after activation	One independent consultant (the same person or firm/team as conducting real-time evaluation above)	MOZ M&E PE 2: Stakeholder Semi-Structured Interview Guide See also: Guidance 1: Semi-structured interviews Guidance 2: Stakeholder interviews - Who should be interviewed?	Priority 1 - Obligatory	
Outcome and Impact Evaluation	Do people in FbF-assisted communities experience less adverse impacts on their lives, health, or property (as outlined in the theory of change) than people who were not assisted through FbF?	Surveys in intervention and non-intervention communities (sample size to be determined. Given the large number of uncertainties, the team will do their best to estimate the power needed to measure expected results)	A maximum of 2-3 months after activation	TBD who could do this impartially	MOZ M&E O&IE 1: Community Survey See also: Guidance 3: Sample Size Calculation (in development) For <i>unintended consequences</i> , see also: MOZ M&E PE 2: Stakeholder Semi-Structured Interview Guide	Priority 1 - Obligatory
	Were there any unintended or unforeseen impacts (positive or negative) of the early actions?	Community-level focus groups in at least one community in each district in which activation took place and in comparison communities.	A maximum of 2-3 months after activation	One independent consultant -- TBD who could do this impartially - will be recruited and trained between the activation and the evaluation.	MOZ M&E O&IE 2: Community focus group guidelines See also: Duke University guidance on conducting focus groups MOZ M&E O&IE 3: Survey for School Administrators	Priority 1 - Obligatory
Trigger Analysis	Did we learn something new about the physical world?	Semi-structured, key-informant interviews	Up to 6 months after the activation	One independent consultant and/or CVM's PMER focal person.	See also: Guidance 1: Semi-structured interviews	Priority 2 - Independent interviews before the stakeholder workshop will facilitate planning and discussion, but the workshop can be held without prior consultations.
	Did our models turn out to be accurate? Are the probabilities and risk levels of our original triggers still appropriate?	Stakeholder workshop	Up to 2 months after publication of other M&E findings and with enough time to revise the trigger before the next cyclone season	Workshop facilitated by FbF Project team and CVM PMER Manager	MOZ M&E TE 1: Trigger Evaluation Interviews MOZ M&E TE 2: Trigger Evaluation Workshop Guidance	Priority 1 - Obligatory

¹ While not ideal from the perspective of impartiality, opportunities to have CVM volunteers or designated staff gather information for the real-time evaluation might also be explored.



TOOLS

MOZ M&E PE 1: Real-time observation guide

Purpose of activity:

The purpose of real-time observation is to document the successes and challenges that arise during implementation. Lessons from observation will be combined with data from reports and semi-structured interviews to establish the most complete pic-

ture possible of how FbF activities unfolded. These observations can also be used to revise or update semi-structured interview tools in order to ensure we capture all intended and unintended outcomes and impacts.

Questions to guide observation:

The questions in Table 1 are meant only as a preliminary guide. Implementation may go well or falter in unforeseen ways. It is therefore the responsibility

of the researcher/consultant/participant observer to adapt to emerging situations and capture how events unfold on the ground.

Table 2: Overarching questions for the observation

Overarching questions	Sub-questions	Things to look for in the field
<p>Did implementation of the FbF protocol proceed smoothly?</p> <p>What elements of implementation went well? Which elements need improvement?</p>	<ul style="list-style-type: none"> • Were the funds available on time? • If not, why not? • What elements of the implementation went well? • Which steps were more complicated or confusing? • Did people understand their roles and responsibilities? • Did each step of implementation happen within the estimated times? • Were there any delays? If so, what were they? • Did beneficiaries have enough time to complete the shelter reinforcements? • If/when the implementation went smoothly, what factors contributed to successful implementation? • If/when the implementation faltered, what challenges or bottlenecks interfered with implementation? 	<ul style="list-style-type: none"> • Delays (when, why, for whom?) • Frustration among implementers or beneficiaries • People who were unable to use the shelter materials provided • People who used the material in unintended ways
<p>How did FbF work with and contribute to existing disaster management procedures in Mozambique?</p>	<ul style="list-style-type: none"> • Was there effective communication and collaboration with INGC, INAM, and provincial and district authorities? • Were there any points of tension? • Were there any examples of exceptional collaboration? • Did non-CVM stakeholders understand the FbF process? 	<ul style="list-style-type: none"> • Delays in the communication of the forecasts or early warning • Delays (when, why, for whom?) • Examples of good collaboration • Examples of misunderstandings

Data collection:

Observations should be written or recorded (as audio memos) in real time throughout the implementation process. Times and dates should be included in observations. At the end of each day, the researcher

should type up a memo recalling as many relevant details from the day as possible. Table 2 below might be useful in helping the observer/researcher to take notes.

Data processing:

Audio memos will be transcribed. Notes and memos will be typed.

Data analysis:

Notes, transcription and memos will be qualitatively coded and analyzed for emerging themes.

Table 3: Sample structure for capturing notes during real-time observation

Activity	Place	Date & Time	Involved actors (kind and number)	Other persons involved (kind and number)	Observations
What has happened?	Where did it happen?	When did it happen? On what day and at time did it happen?	Who and how many persons acted?	Who and how many persons were informed/assisted?	Record any other relevant notes here.

Moz M&E PE 2: Stakeholder Semi-Structured Interview Guide

Instructions to interviewers:

As FbF is a new concept, being activated for the first time in Mozambique and in a very short window of time, it is important to conduct a process evaluation to learn lessons regarding challenges and opportunities and to improve and streamline future activations. The overall objective of these interviews is to understand what went well and what could be improved in future activations of FbF in Mozambique, including synergies and conflicts with existing early warning and response systems.

The following is meant as semi-structured interview guide rather than a structured, survey-like tool. The purpose is therefore to guide discussion so that each of the questions is answered, but not necessarily in the order presented here. You may not have to ask every question in order to get answers to all these questions. It is best to start the discussion with general questions, and follow-up with more specific questions as necessary to get sufficient detail. The numbered questions are more general, and the lettered sub-questions may be asked if additional detail is needed to obtain a complete answer. Prompts are also provided should you need to clarify or provide examples. In general, it is best only to use prompts if it becomes clear that additional clarification is needed (the respondent stalls, answers a different question, or asks for clarification). See *Guidance 1: General Guidance for Semi-Structured Interviews* for additional guidance on how to conduct semi-structured interviews.

The wording below was designed not to lead the respondents to particular answers (leading questions). In general, it is best to ask if something happened--for example *if* the respondent received forecasts, or *if* they were able to respond to forecast--and then follow up based on their response rather than launching immediately into: "how did you respond to X

forecast?" The latter assumes there was a response and may lead the informant to attempt to provide the "right" response rather than recounting what actually happened.

Interviewee Name and Title: (Type here)

Organization: (Type here)

Date, Time, & Location: (Type here)

Interviewer Name: (Type here)

Research Permission:

My name is _____ I am conducting an assessment of the Mozambican Red Cross' responses to the recent cyclone. I would like to ask you some questions about your experience working with the Red Cross before, during, and after the cyclone. The interview will take no more than one hour. Only the researchers performing data analysis will have access to your names.

Your name will not be associated with your responses in any public reports and your

responses will not be shared with Red Cross staff or beyond the research team. As this is a research-based program rather than a humanitarian project, we are not able to provide any compensation for your participation. We hope that this analysis will help to improve disaster preparedness and response outcomes in Mozambique. If you agree to participate, you can decide not to answer a question or to stop the interview at any time. You can also contact CVM's Planning, Monitoring, Evaluation, and Reporting focal point (*give them his/her card*) at any time to change your responses or withdraw your participation.

Do you have any questions regarding the purpose of this research?

Do I have your permission to record this interview?
(If applicable)

- a) Yes
- b) No

Semi-structured Interview Questions

A. BACKGROUND

- 1) To begin, please tell me more about your role in your organization, specifically regarding early warning and disaster response.
- 2) Were you involved in the response to cyclone name/month/year in Insert Province?

B. EARLY WARNING & RESPONSE

- 3) Did you or anyone in your organization receive information, forecasts or warnings of name/month/year cyclone in Insert Province?
- 4) When did you first receive warning of cyclone name/month/year in Insert Province?
- 5) From whom did you receive the first warning of cyclone name/month/year in Insert Province?
- 6) What actions did you or your organization take after receiving the forecast? To whom did you communicate the warning?
- 7) Are you aware of or involved in the implementation of any actions taken by CVM based on these forecasts before cyclone name/month/year made landfall?

If not, skip to Section D below.

If yes, continue to Section C. If not, skip to Section D

C. IMPLEMENTATION OF FbF

- 8) Which actions did CVM take before cyclone name/month/year made landfall?
- 9) In your opinion, what were the primary successes, achievements or benefits of FbF in Mozambique, if any?
- 10) What were the primary challenges of FbF in Mozambique?
- a) How could the implementation and impact of FbF be improved in the future?
- b) What were the primary lessons learned?
- 11) If not covered above: Please describe the communication and collaboration between CVM and your organization as it was implementing FbF?

D. CLOSING

- 12) Is there anything else related to the design or implementation of CVM's FbF activities we have not discussed that you think is important for us to understand?
- 13) Anyone else in your organization or other organizations who were involved with the implementation of FbF that you recommend I speak to?
- 14) Do you have any questions for me?

Moz M&E O&IE 1: Community Survey

Note: *this survey is designed to be input and administered via mobile phone or tablet using Open Data Kit or a similar platform.*

Instruction to interviewers (do not read aloud):

As a rule, please:

- Interview one person at a time, without the presence of other people or family members (especially if you are interviewing women, as they may be reluctant to answer in the presence of husbands or other men).
- Ask to speak to the head of household or their spouse if the head is not available (respondents should be above 18 years old). If the head of

household is not available, move to the next household.

- Begin by reading the introduction and consent statement so that people understand the objectives and their rights.
- Read out the question, wait for the respondent to answer, then choose the appropriate answer option.
- If the respondent did not understand the question, offer to clarify.
- If the respondent gives an answer that does not correspond to any of the pre-identified answer options, add a new response to “other”
- Be careful not to read the answers to easily-biased questions aloud (indicated below).

(Questionnaire begins below this line)

Surveyor name: _____

Survey date: _____

Survey start time: _____

Province: _____

District: _____

Locality/Community: _____

(Capture GPS Coordinates)

Interviewer introduction:

Hello, my name is _____. You are invited to participate in a survey about your experience during the recent cyclone. Your household was randomly selected to answer this survey, similar to drawing names out of a hat. The survey is being conducted on behalf of the Mozambique Red Cross Society.

Before beginning the survey, I would like to give you some information: The purpose of the survey is to help the Red Cross to improve their disaster management work. Your answers do not affect whether you or your community receive any Red Cross services in the future. The questions should take approximately 45-60 (time to be tested and revised in survey pre-testing, using the mobile devices to be used during data collection) minutes to complete, and I will collect your answers on this mobile phone. I would like to ask you questions about your household. The survey is anonymous. I will write down your name and phone number to ensure I can follow-up if necessary, but your responses will not be shared with anyone.

You are free to stop answering questions at any time.

Do you have any questions before we begin?

Do you voluntarily consent to participating in this survey?

- a) Yes
- b) No Because _____

(Note to Surveyor: If YES, begin. If NO, stop the survey. Note down the reason for refusal, if given, and thank the respondent. Give household name,

phone number and reason for not participating to supervisor for processing.)

BENEFICIARY PROFILE

- 15) Surname and name of respondent:

- 16) Mobile phone number of respondent:

- 17) Sex:
a) Female
b) Male
- 18) Age of the respondent: ____ years
- 19) Are you the head of the household?
a) Yes
b) No
- 20) What is the sex of the household head?
a) Female
b) Male
- 21) How old is the household head? ____ years
- 22) How many people live in this household (people living and sharing the same food)?
a) ____ males
b) ____ females
- 23) Of the people above, how many are adults over the age of 60?
a) ____ men
b) ____ women
- 24) Are you any of the following? (read aloud)
a) A member of the CLGRC
b) A CVM Volunteer
c) A member of any other community/ government committee or group
d) None of the above
- b) Commercial/cash crop agriculture (such as cashew nuts, coconuts)
c) Fishing
d) Raising cattle
e) Raising goats
f) Raising chickens
g) Salaried job
h) Wages from occasional work/day labor
i) Government pension or assistance
j) Small business
k) Other_____
- 26) What other livelihood activities do you participate in? **(Select all that apply)**
a) Subsistence agriculture (crops whose primary purpose is household consumption, even if surplus is sold, such as maize, sorghum, tomatoes, onions)
b) Commercial/cash crop agriculture (such as cashew nuts, coconuts)
c) Fishing
d) Raising cattle
e) Raising goats
f) Raising chickens
g) Salaried job
h) Wages from occasional work/day labor
i) Government pension or assistance
j) Small business
k) Other_____
- 27) 13. In what range is your average monthly income from all sources?
a) 0 meticaís, I usually have no cash income
b) 1 - 500 meticaís
c) 501- 1900 meticaís
d) 1901-3800 meticaís
e) More than 3801 meticaís

Household Activities:

- 25) What is your household's primary source of livelihood? **(Select one only, do not read aloud)**
a) Subsistence agriculture (crops whose primary purpose is household consumption, even if surplus is sold, such as maize, sorghum, tomatoes, onions)

Note to other FbF projects: income ranges are based on feedback from Mozambican stakeholders. If such a question is applicable, ranges should be adapted to your contexts and needs.

EARLY WARNING

- 28) Were you living in this same location when cyclone (INSERT NAME; DATE of cyclone in question) hit the area? **(If no, stop the questionnaire and find another respondent.)**
- Yes
 - No
- 29) Were you affected by the cyclone that hit (INSERT NAME; DATE of cyclone in question)?
- Yes
 - No (If no, stop and move on the next respondent)
- 30) Did you receive any early warning that a cyclone would be coming?
- Yes
 - No **(If no, skip to question C1)**
- 31) When did you first learn that there would be a cyclone?
- More than three days before the cyclone hit
 - 3 days before the cyclone hit
 - 2 days (48 hours) before the cyclone hit
 - 1 day (24 hours) before the cyclone hit
 - less than 12 hours before the cyclone hit
 - Less than 6 hours before the cyclone hit
 - I did not receive a warning
- 32) From whom did you receive that first warning? **(Select one only, do not read aloud)**
- From community leaders
 - Via SMS
 - Via Data-winners
 - Warning on the local radio
 - Warning on the television
 - From SDPI
 - From a neighbor or friend
 - From Red Cross staff or volunteers
 - CLGRC
 - Based on my own local knowledge or experience
 - Other: _____
- 33) Did you receive any additional warnings from other sources? **(Select all that apply, do not read aloud)**
- From community leaders
 - Via SMS
 - Via Data-winners
 - Warning on the local radio
 - Warning on the television
 - From SDPI
 - From a neighbor or friend
 - From Red Cross staff or volunteers
 - From a member of the local disaster risk reduction committee
 - Based on my own local knowledge or experience
 - Other: _____
- 34) Did you take any action to prevent impacts of the cyclone?
- Yes
 - No **(If no, skip to question B9)**
- 35) Which early actions did you take? **(Select all that apply, do not read aloud, advance to C1)**
- Told someone else
 - Reinforced my house
 - Secured my boat
 - Secured agricultural equipment
 - Stored food in a safe place for after the cyclone
 - Harvested crops
 - Took shelter in a secure building. If so, where
 - school
 - health center
 - church/mosque
 - my home
 - neighbor's home
 - other government building
 - other _____
 - Other: _____
- 36) **(If the answer on 7 was no)** Why did you not take any early actions to prepare for the cyclone? **(Do not read aloud)**
- We did not know the cyclone would be coming
 - The warning arrived too late for us to do anything
 - We did not know what to do
 - We did not have the money or resources to take early action
 - We did not have enough able-bodied family members to take early actions
 - We did not think we needed to do anything
 - We did not believe the warning
 - Other: _____

Shelter questions

Note: For this section, include pictures and use other aids where helpful. These questions were designed in consultation with shelter experts in order to attempt to assess the quality of the house before the storm hit. The relevance of these questions will depend upon techniques for housing construction in your area. Methodologies and questions in this section will likely evolve significantly upon further testing.

Structure, Foundation & Walls:

- 37) What shape best describes your house before the cyclone?
- Round
 - Square
 - Rectangle
 - L-shaped
- 38) Before the cyclone, what type of construction was your house?
- Cement blocks (Bloco de cimento)
 - Burned bricks (Bloco de tijolo)
 - Adobe bricks (tijolo “burro”, Bloco de adobe)
 - Wood /Zinc sheets (Madeira / Zinco)
 - Grass/sticks/bamboo/palm leaves (Caniço/ Paus / Bambu / Palmeira)
 - Wooden frame covered in mud (Paus maticados (Pau-a-pique))
 - (Lata / Cartão / Papel / Saco / Casca)
 - Other (Outros)

Note: The answers to questions 2, 13, and 27 were taken directly from the Mozambique Census questionnaire to ensure uniformity with other data sources.

- 39) Did your house have any supporting poles?
- Yes
 - No
- 40) If yes, what were the poles made of?
- Local wood
 - Local wood with reinforcing nails (for stability)
 - Milled wood
 - Milled, treated wood
 - Local wood treated with burned oil (oleo quemado)

- 41) If yes, what was the depth of the posts before the cyclone?
- 0-30 cm (half arm)
 - 30-60 cm
 - More than 60 cm (arm’s length)
- 42) Did the walls of your house have any kind of diagonal bracing before the cyclone? (Show picture)
- Yes
 - Store-bough wood or beams
 - Poles made of locally cut wood
 - Other diagonal bracing_____
 - No
- 43) Before the cyclone, what was the condition of your walls?
- Fully intact
 - Small cracks in the walls/barely noticeable
 - Major cracks: water or wind easily entered the house
 - One or more walls collapsed

Fastenings:

- 44) Were any kinds of fastenings used to attach the roof to the walls?
- Yes
 - No
- 45) If yes, which kinds of fastenings were used? (select all that apply)
- Kero (coconut fiber rope)
 - Matanusaca (machine-made sisal)
 - Rope made of old tires
 - Mosquito net
 - Artisanal sisal
 - Nails
 - Other_____
- 46) Were any kinds of fastenings used within the walls or structure itself (as in pau-a-pique, for example)?
- Yes
 - No
- 47) If yes, which kinds of fastenings were used? (select all that apply)
- Kero (coconut fiber rope)
 - Matanusaca (machine-made sisal)
 - Rope made of old tires
 - Mosquito net
 - Artisanal sisal
 - Nails

g) Other_____

Roof:

- 48) What type of roof construction did your house have before the cyclone? **(show picture if there is not local terminology)**
- Single-sloped
 - Two slopes
 - Four slopes
 - Round
 - Other_____
- 49) What was the material of your roof before the cyclone?
- Concrete slab
 - Roof tiles
 - Zinc metal sheets
 - Asbestos sheets
 - Thatch
 - Other_____
- 50) How large was the overhang on your house before the cyclone? **(use visual aids or reference body parts as necessary)**
- less than 45cm (1.5 ft, approximately half an arm's length)
 - greater than 45 cm
- 51) Which picture most accurately depicts the slope of your roof before the storm? **(use pictures)**
- Flat - (below 30 degrees)
 - Medium - (30 degrees)
 - Steep - (above 45 degrees)
- 52) What was the condition of your roof before the storm?
- Fully intact
 - Small holes/leakage barely noticeable
 - Large holes - interior gets wet
 - Roof completely missing

Damages from the cyclone:

- 53) Was your house damaged during the cyclone?
- Yes
 - No **(Skip to section D)**

Note: For questions 15-19, consider using a diagram and checklist to ask people to draw the areas of the house that were damaged and have the survey enumerator record the extent of the damage on a standardized checklist. How best to measure

damages without the assessment of a technical expert remains a key challenge.

- 54) Were any of the supporting posts of your house broken during the storm?
- yes
 - No
- 55) Were any of the supporting posts of your house ripped out of the ground during the storm?
- Yes
 - No
- 56) What was the condition of your roof after the storm?
- Fully intact
 - Small holes/leakage barely noticeable
 - Large holes - interior gets wet
 - Roof completely missing
- 57) After the cyclone, what was the condition of your walls?
- Fully intact
 - Small cracks in the walls/barely noticeable
 - Major cracks/water or wind easily enter the house
 - One or more walls collapsed
- 58) Did your house sustain any damage from a fallen tree/branch or any other large object during the cyclone?
- Yes (specify)_____
 - No

Recovery:

- 59) How long did it take for your family to rebuild or repair your primary home after the cyclone? **(Do not read aloud, check the appropriate box based upon the answer)**
- 1-5 days
 - 5-10 days
 - 10-15 days
 - 15-30 days
 - 1-2 months
 - I have still not finished rebuilding my house
- 60) Who rebuilt or repaired your home after the cyclone? **(Check all that apply)**
- I did
 - My husband/wife
 - My son
 - My daughter
 - Neighbor(s)

- f) Community members
 g) Members of the CLGRC
 h) Red Cross Volunteers
 i) Members of my church
 j) External organization/NGO
 k) I paid someone to do it
 l) Other_____
- 61) Where did you get the materials to rebuild your house?
 a) I purchased them from someone in my community Amount: _____ MNT
 b) I purchased them from someone in the nearest large town Amount: _____ MNT
 c) I gathered them from the natural environment
 d) Days required_____
- e) Distance traveled (distance from home) _____
- f) I used materials distributed by an aid organization other than the Red Cross
- g) I used materials distributed before the storm by the Red Cross (as part of FbF)
 h) Other_____
- 62) After the cyclone, did you or anyone in your household have to forego your normal activities (school, work, or other daily activities) in order to rebuild your house?
 a) Yes
 b) No
 c) I don't remember
- 63) If yes, please list which people and how many days of school or work they missed in order to repair your house:

Person	Number of days worked

WASH questions

- 64) What was your household's main source drinking water before the cyclone? **(Do not read aloud)**
 a) Protected well without a manual pump
 b) Protected well with manual pump
 c) Bottled water
 d) Surface water (from a river, stream, or lake)
 e) Water from a public tap
 f) Rain water
 g) Water from water trucks
 h) Water from a natural spring
 i) Piped water from a neighbor's home
 j) Piped water outside my home
 k) Piped water inside my home
 l) Other_____
- 65) Did you treat your drinking water to make it safer before the cyclone? If so, how? **(Do not read aloud)**
 a) Yes. I treated all of it. **(proceed to question D3)**
 b) Yes. I treated Some of it. **(proceed to question D3)**
 c) No. I did not treat any of it. **(skip to question D4)**
- 66) You indicated that you treated your water, what methods of treatment did you use? **(Select all that apply, proceed to D5 after question in answered)**
 a) Certeza (or other brand) drops
 b) Certeza (or other brand) tablets
 c) Chlorine
 d) Strain it through a cloth
 e) Let it settle
 f) Solar disinfection
 g) Other_____
- h) don't know
- 67) You indicated that you did not treat your water, why not?
 a) My water source was safe
 b) I didn't have the capacity to treat it
 c) Other_____
- 68) What was your household's main source of drinking water after the cyclone?
 a) Protected well without a manual pump
 b) Protected well with manual pump
 c) Bottled water
 d) Surface water (from a river, stream, or lake)
 e) Water from a public tap
 f) Rain water
 g) Water from water trucks

- h) Water from a natural spring
 i) Piped water from a neighbor's home
 j) Piped water outside my home
 k) Piped water inside my home
 l) Other _____
- 69) Did you treat your water to make it safer after the cyclone? **(Do not read aloud)**
 a) Yes. I treated all of it. **(proceed to question D7)**
 b) Yes. I treated Some of it. **(proceed to question D7)**
 c) No. I did not treat any of it. **(skip to question D8)**
- 70) You indicated that you treated your water, what methods of treatment did you use? (Select all that apply)
 a) Certeza (or other brand) drops
 b) Certeza (or other brand) tablets
 c) Chlorine
 d) Strain it through a cloth
 e) Let it settle
 f) Solar disinfection
 g) Other _____
 h) don't know
- 71) You indicated that you did not treat your water, why not?
 a) My water source was safe
 b) I didn't have the capacity to treat it
 c) Other _____
- 72) How many children below 5 years of age live in this household? _____
- 73) In the month after the cyclone, how many children in your household below 5 years old had diarrhea? _____
- 74) In the month after the cyclone, how many children in your household below 5 years old had to vomit? _____
- 75) In the month after the cyclone, how many children in your household below 5 years of age living in this household have been limited in their activities (school, work, or other daily activities) due to diarrheal illness? _____
- 76) In the month after the cyclone, how many children in your household below 5 years of age living in this household have sought medical help with a family doctor, general practitioner, traditional healer or other medical doctor due to diarrheal illness? _____
- 77) In the month after the cyclone, how many children in your household below 5 years of age living in this household have been a patient overnight in a hospital or health center due to diarrheal illness? _____
- 78) How many people above 5 years of age live in this household? _____
- 79) In the month after the cyclone, how many children/adults in your household above 5 years old had diarrhea? _____
- 80) In the month after the cyclone, how many children/adults in your household above 5 years old had to vomit? _____
- 81) In the month after the cyclone, how many children/adults in your household above 5 years of age living in this household have been limited in their activities (school, work, or other daily activities) due to diarrheal illness?
- 82) In the month after the cyclone, how many children/adults in your household above 5 years of age living in this household have sought medical help with a family doctor, general practitioner, traditional healer or other medical doctor due to diarrheal illness?
- 83) In the month after the cyclone, how many children/adults in your household above 5 years of age living in this household have been a patient overnight in a hospital or health center due to diarrheal illness? _____

Note to interviewer: *for the following questions please inform the respondents of the following definitions before asking for their answers. You may remind them of the definitions at any time.*

Read aloud: We will now ask you some health-related questions. To answer these questions it is important to know that:

Diarrhea is defined as 2 or more watery stools per day or more frequent than is normal for the household member;

Vomiting is defined as the ejection of matter from the stomach through the mouth or nose due to disease. Vomiting due to substance abuse is not included.

- 72) How many children below 5 years of age live in this household? _____

- 84) After the storm, other than purifying your water, what other measures did you consistently take to protect your family from getting diarrhea? (Select all that apply, do not read answers aloud)
- a) Use a latrine
 - b) Wash hands with water and/or soap/or ash
 - c) Eat safe food: Boil, wash, peel, and/or cover food for storage
 - d) Other
 - e) None
 - f) I don't know

FBF / OTHER ASSISTANCE RECEIVED AND USED

- 85) Did you receive any assistance before the cyclone? (Select all that apply)
- a) No (Skip to question E4)
 - b) Yes, FbF assistance from Red Cross (Skip to question E4 if option c or e is not selected)
 - c) Yes, assistance from the CLGRC (local DRR committee) (Proceed to question E2)
 - d) Yes, other assistance from Red Cross (specify, e.g. DREF etc.): _____ (Skip to question E4 if option c or e is not selected)
 - e) Yes, assistance from another organization or individual (Proceed to question E2)
- 86) You indicated you received assistance from other organizations before the cyclone. What other assistance did you receive from other organizations (only non-Red Cross) before the cyclone and how many weeks did it last? (select all that apply, do not read aloud, fill in answers and only probe the responses provided)
- a) Food
Sufficient for ___ (#) people, lasted for ___ (#) weeks
 - b) Water purification (or similar)
Sufficient for ___ (#) people, lasted for ___ (#) weeks
 - c) Shelter kits
Sufficient for ___ (#) people
 - d) Hygiene kits
Sufficient for ___ (#) people, lasted for ___ (#) weeks
 - e) Dignity kits ("Kits de dignidade")
Sufficient for ___ (#) people, lasted for ___ (#) weeks
 - f) Other: _____
- 87) When before the storm did you receive assistance from other organizations
- a) 3 days before the cyclone hit
 - b) 2 days (48 hours) before the cyclone hit
 - c) 1 day (24 hours before the cyclone hit)
 - d) less than 12 hours before the cyclone hit
 - e) Less than 6 hours before the cyclone hit
- 88) Did you receive any assistance after the cyclone? (Select all that apply)
- a) No (Skip to question E8, if FbF recipient, or Section F if not)
 - b) Yes, from the Red Cross
 - c) Yes, assistance from another organization or individual (select all that apply)
 - i. Government/INGC
 - ii. The CLGRC (local DRR committee)
 - iii. Non-governmental organization
 - iv. Friend or neighbour
 - v. Other _____
- 89) You indicated you received assistance from other organizations after the cyclone. When after the storm did you receive assistance from other organizations?
- a) ___ days after the storm
- 90) What other assistance did you receive from other organizations (only non-Red Cross) after the cyclone and how many weeks did it last? (select all that apply, do not read answers aloud and only probe for the items that are mentioned)
- a) Food
Sufficient for ___ (#) people, lasted for ___ (#) weeks
 - b) Water purification (or similar) Sufficient for ___ (#) people, lasted for ___ (#) weeks
 - c) Shelter kits
Sufficient for ___ (#) people
 - d) Hygiene kits
Sufficient for ___ (#) people, lasted for ___ (#) weeks
 - e) Dignity kits ("Kits de dignidade")
Sufficient for ___ (#) people, lasted for ___ (#) weeks
 - f) Other: _____

--- ↓↓ QUESTIONS E7-E31 **ONLY FOR FBF HOUSEHOLDS** (Question E1.b = yes) ↓↓ ---

You indicated that you received assistance before the cyclone from the Mozambique Red Cross. Now I would like to ask you some questions about the kind of assistance you received from the Red Cross and how you used it. There are no right or wrong answers, the assistance you received was yours to use to help your family.

- 91) What materials did you receive from the Red Cross team before the storm?
- Materials to strengthen my house (skip to E27 after E18)
 - Certeza & Bucket to purify water (skip to E27 after E9)
 - Both a and b
 - Other _____ (skip to section F after E9)
- 92) From whom did you receive the materials? **(Select all that apply)**
- Member of the CLRG
 - CVM Volunteer
 - Local government representative
 - Other _____
- 93) When did you first receive the materials to strengthen your house?
- 3 days before the cyclone hit
 - 2 days (48 hours) before the cyclone hit
 - 1 day (24 hours) before the cyclone hit
 - less than 12 hours before the cyclone hit
 - Less than 6 hours before the cyclone hit
- 94) Did you receive any demonstration and/or instruction leaflet on how to use the materials to strengthen your house? **(Select all that apply)**
- Yes, a demonstration from CVM during a simulation, months before the event
 - Yes, a demonstration from _____ when the materials were distributed
 - Yes, an instruction leaflet from _____ when the materials were distributed
 - No **(Skip to question E14)**
- 95) Please rate the quality of the demonstration/training? How well were you able to follow the instructions provided in the demonstration/training?
- Very helpful/clear
 - Helpful/clear
 - Neither helpful nor unhelpful
 - Unhelpful/unclear
 - Very unhelpful/very unclear
- 96) Please rate the quality of the instruction leaflet? How well were you able to follow the instructions provided in the leaflet?
- Very helpful/clear
 - Helpful/clear
 - Neither helpful nor unhelpful
 - Unhelpful/unclear
 - Very unhelpful/very unclear
- 97) Was someone in your household or community able to use the materials before the cyclone to try to strengthen your house?
- Yes, all the materials **(Skip to E16)**
 - Yes, some of the materials
 - No
 - I don't know
- 98) You indicated you were not able to use some or all the materials before the cyclone to strengthen your house. Why not? **(Select all that apply)**
- We did not know how to use them
 - We were not strong enough to use them
 - We did not have enough time to use them before the storm came
 - We did not have the tools necessary to complete the work
 - We did not have enough people to complete the work
 - We had other priorities
 - Other _____
- 99) How many people, including yourself (if applicable), were needed to use these materials to strengthen your house?
- _____ people
 - I don't know
 - We did not use them
- 100) You indicated that you were able to use the housing materials to reinforce your house long did it take you to reinforce your home?
- _____ (hours)
 - I don't know
 - We did not use them
- 101) Were you able to use any of the shelter materials to repair your home or provide shelter after the event?
- Yes
 - No

- c) I don't know
- 102) When did you first receive the Certeza and buckets?
- 3 days before the cyclone hit
 - 2 days (48 hours) before the cyclone hit
 - 1 day (24 hours) before the cyclone hit
 - less than 12 hours before the cyclone hit
 - Less than 6 hours before the cyclone hit
- 103) Did you receive any training on how to use the Certeza when the material was distributed?
- Yes, from _____
 - No
- 104) Did you use the Certeza to purify your water? (Check all that apply)
- Yes, before and after the storm
 - Yes, for all my water needs after the storm only
 - Yes, for some of my water needs after the storm only
 - No _____ (Skip to E23)
- 105) How long did the supply of Certeza last your household?
- _____ weeks (Skip to E24)
- 106) You indicated you did not use the Certeza to purify your water after the cyclone. Why not? (Select all that apply)
- We started, but we did not have enough supply
 - We did not know how to use them
 - The materials were lost in the storm
 - We gave it to someone else
 - The materials were stolen in the storm
 - We were afraid to use it/thought it was poison
 - We did not like the taste
 - We did not like the smell
 - We did not need to purify our water after the cyclone/our water was safe
 - Other _____
- 107) Did you have to pay a fee or give a favor in order to receive the materials from the Red Cross?
- No (skip to E26)
 - Yes _____ (specify the fee or the favor)
- 108) If yes, to whom did you pay this fee or give this favor to?
- (specify) _____
 - Prefer not to say
- 109) Overall how useful did you find each item that you received from the FbF Project?

Item (select one option per item)	very useful	Somewhat useful	neither useful nor not useful	Somewhat not useful	Very not useful	I did not receive this
Certeza/ Chlorine						
Bucket						
Soap						
Floor mat						
Black Plastic (30m)						
Tarp						
Nylon Cord						
Hoe (community use)						
Shovel (community use)						
Pliers						
Machete						
Saw						
Hammer						
Nails						
Treated metal wire						

- 110) In the future, are there other materials that would be useful to receive in advance of a cyclone?
- a) Yes, specify _____ for _____ purpose
 - b) No
 - c) I don't know
- 111) Overall, were you satisfied with the process for receiving the distribution (shelter/WASH kits)?
- a) Completely satisfied (Skip to E30)
 - b) Somewhat satisfied (Skip to E30)
 - c) Neither satisfied nor dissatisfied (Skip to E30)
 - d) Somewhat dissatisfied
 - e) Completely dissatisfied
- 112) Why were you not satisfied with the kit distribution process? (select all that apply, do not read aloud)
- a) The materials were not useful
 - b) I would have preferred other materials
 - c) Long distance to travel to the distribution point
 - d) I had to wait a long time to get the materials
 - e) I did not get all the materials I needed
 - f) I had to wait to use tools
 - g) Safety and security concerns at the distribution point or during travel (Specify _____)
- h) The process for beneficiary selection was unfair (specify _____)
- i) Other (specify _____)
- 113) Were you informed about how you can report problems or ask for help regarding the shelter and WASH kits you received?
- a) Yes
 - b) No
 - c) Don't know
- 114) Did you receive a contact phone number to make complaints or ask for help from the Red Cross Red Crescent?
- a) Yes
 - b) No
 - c) Don't know
- 115) Did you sell any materials from the housing or WASH kits (in order to get something you needed more)?
- a) Yes, I sold the _____ from the shelter kit for _____ (Amount earned, optional) Meticais
 - b) Yes, I sold the _____ from the WASH kit for _____ (Amount earned, optional) Meticais
 - c) No
 - d) I prefer not to say
 - e) I don't remember

--- ↑↑ QUESTIONS E7-E31 **ONLY FOR FBF HOUSEHOLDS** (Question E1.b = yes) ↑↑---

1.1 PSYCHOLOGICAL WELL-BEING

Now I would like to ask you about your feelings and thoughts during the last month. For each question, please tell me whether you have felt the following more than usual in the last (insert time since cyclone):

Note: *These questions are from the World Health Organization Self-reporting Questionnaire because of their previous use in Mozambique. Please consult Beusenber & Orley (1994) for instructions on the analysis. The Cohen Perceived Stress Scale (Cohen et al 1994) has been used in other FbF evaluations and may be more appropriate for your context.*

Question (select one response per question)	Yes	No	I don't know
1. Do you often have headaches?			
2. Is your appetite poor?			
3. Do you sleep badly?			
4. Are you easily frightened?			
5. Do your hands shake?			
6. Do you feel nervous, tense or worried?			
7. Is your digestion poor?			
8. Do you have trouble thinking clearly?			

9. Do you feel unhappy?			
10. Do you cry more than usual?			
11. Do you find it difficult to enjoy your daily activities?			
12. Do you find it difficult to make decisions?			
13. Is your daily work suffering?			
14. Are you unable to play a useful part in life?			
15. Have you lost interest in things?			
16. Do you feel that you are a worthless person?			
17. Do you feel tired all the time?			
18. Do you have uncomfortable feelings in your stomach?			
19. Are you easily tired?			

FINAL QUESTION, ONLY FOR FBF HOUSEHOLDS (question E1.b = yes):

- 1) Has this assistance programme changed your opinion of the Red Cross? How?
 - a) No, my opinion has not changed
 - b) Yes, I think more favorably of the Red Cross
 - c) Yes, I think less favorably of the Red Cross

We have now come to the end of the survey, this concludes our interview. Thank you very much for having taken the time to speak with me and answer all my questions.

Good bye.

Note interview end time: _____

(122 interview questions total including all skips.)

Moz M&E O&IE 2: Community focus group guidelines for FbF Beneficiaries and Comparison Communities

The focus group guidance below was adapted from Red Cross Red Crescent Climate Centre (2018), Monitoring and Evaluation reference manual.

Resources needed:

- 2 moderators (1 facilitator, 1 note-taker)
- Audio recorder (tape or digital; can be a smartphone)
- Notepads, pens for note-taker

Moderators:

The ideal focus group **facilitator** has the following traits:

- Can listen attentively with sensitivity and empathy
- Can listen and think at the same time
- Believes that all group participants have something to offer no matter what their education, experience, or background
- Has adequate knowledge of the topic
- Can keep personal views and ego out of the facilitation
- Is someone the group can relate to but also give authority to
- Can appropriately manage challenging group dynamics

The **note-taker** must be able to do the following:

- Set up a tape recorder and check that it is recording well (if applicable)
- Run a tape recorder during the session (if applicable)
- Take notes; this is very important in case the recorder fails or the tape is inaudible (which is often the case because some participants speak very quietly)
- Note/record body language or other subtle but relevant clues
- Allow the facilitator to focus on moderating the group and do all the talking during the discussion

Participants:

In each community (FbF intervention and comparison), 3 FGDs should be organized:

- 1 FGD with community leaders (5-10 participants):
 - Village leader
 - Members of the local disaster risk reduction committee
 - Representatives of women's groups
- 1 FGD with men (6-10 participants)
 - Male beneficiaries of FbF in intervention communities
 - A combination of more and less impacted families in the comparison community
- 1 FGD with women (6-10 participants)
 - Female beneficiaries of FbF in intervention communities

- A combination of more and less impacted families in the comparison community

A discussion group should **not exceed** the maximum of **10** participants. **Bystanders should not be present**, meaning the group should have a quiet space to discuss undisturbed among themselves.

Group composition:

FGD participants should be **selected by the researchers in consultation with** CVM and community leaders to ensure the participation of male and female beneficiaries in each community. Selection of participants should *not* only rely on willing community members volunteering to participate as this may lead us to miss the voices of the most vulnerable / less vocal community members.

Priority groups to be included in FGDs: those most vulnerable to or most impacted by recent cyclones (indicators TBD by previous data collection).

Discussion groups should be demographically **homogeneous**: FGD participants usually feel most comfortable sharing their views if they speak among peers. This means a group should not be too diverse regarding the **age range** of participants (avoid putting very young and very old persons together in the same group) and their **vulnerability** (avoid mixing very poor and well-to-do individuals in the same group). To ensure we capture the views of all relevant demographic groups, we need to balance participation across communities: if you have spoken to a group of mostly elderly women in community A, try to speak to a group of mostly younger women in community B.

FOCUS GROUP SCRIPT

(Welcome)

The moderators introduce themselves to the participants.

- Name
- Background

(Purpose)

We are speaking with you today to learn about your experiences during cyclone Name/Month/year. This will help us and others to be better prepared to provide assistance in the future.

Your answers will **not** impact whether your community receives Red Crescent/Red Cross aid in the future, so it is important to be honest with us and tell us how you really feel and what is most important to you.

Our discussion today will last about 60 to 90 minutes (one-and-a-half hours).

(Ground rules)

Our role will be to ask several questions and listen to your answers.

We would like you to do the talking. We would like everyone to participate and will make sure everyone has time to speak. We may call on you if we haven't heard from you in a while.

There are no right or wrong answers. Every person's experiences and opinions are important. Please speak up whether you agree or disagree. Some people might not think the same things as you do, and that is OK. We would like to hear a wide range of experiences. We hope that all of you will share their views and tell us what you think.

If you have any questions while we are talking, please let us know.

(Voluntary)

You do not have to talk with us today. It is okay to choose not to talk with us. If you choose to talk with us today, you can decide not to answer every question. Also, you can stop talking when you want to.

(Confidentiality)

We will not share your specific answers with anybody. It is important that you do not share anything that is said by anyone in this group with anybody outside of the group. Our research team will share the information from this discussion in a way that does not let people know who came to this group today or who said what. Your name will not be on any reports or presentations that we produce.

(Audio recording etiquette)

You may see us writing things down; this is so we don't forget anything we talked about.

If applicable: We are also recording our talk today so that we will be able to remember exactly what you tell us. For the recording to work well, only one person can talk at a time so that we can hear everything that everyone says.

Does anyone have any questions? Let's begin...

FOCUS GROUP DISCUSSION PROTOCOL

Date: _____

Community name: _____

Focus Group moderator names:

- 1. _____
- 2. _____

Group type:

- Men - FbF Communities
- Men - Comparison Communities
- Women - FbF Communities
- Women - FbF Comparison Communities
- Community Leaders - FbF Communities
- Community Leaders - FbF Comparison Communities

Group composition: The majority of this group is composed of (check all that apply or note down any other relevant properties of the group):

- FbF beneficiaries
- Elderly
- Physically disabled
- Other: _____
- Other: _____
- Other: _____

Number and age of participants:

Participant	Age
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

Discussion start time: _____

IMPORTANT:

WHEN ASKING A QUESTION, do not READ OUT PROBES IN (PARENTHESES) IN THE BEGINNING; THESE ARE PROMPTS TO BE USED IN CASE PARTICIPANTS Do not MENTION THESE ISSUES DURING THE DISCUSSION.

(Icebreaker question (5-10 minutes) :)

- 2) To begin, I would like to go around and have everyone share briefly what was the first thought that crossed your mind as you woke up this morning?

- (Ask a volunteer to start, then go around the group and make sure everyone speaks.)
- (Keep answers brief.)

(Core questions (50-70 minutes) :)

- 3) Tell us about the recent cyclones that hit your community.
 - a) When was it?
 - b) What happened?
 - c) What were the impacts?
 - d) Was there anything different in how you experienced the most recent event compared to previous cyclones? Was it more or less severe?

(Probe - in case participants do not bring this up during the discussion:)

- e) (If participants mention more or less severe, ask them HOW and WHY they say it was more or less severe.)
 - f) (Probe for differences in timing, severity, scale)
- 4) Compared to past cyclones of similar magnitude, how damaging were the effects of this cyclone?
 - a) More severe damages?
 - b) Less severe damages?
 - c) Which damages were most critical during this event?
 - d) If more severe, why?
 - e) If less severe, why?
 - 5) Before the cyclone reached your community, did you learn in advance that it was coming?

(Probe - in case participants do not bring this up during the discussion:)

- a) (Probe whether an early warning was received?)
 - b) (Probe who provided the early warning?)
 - c) (When was information / warning received? How many days in advance?)
 - d) (Were people warned earlier / later than usual? Did this make a difference?)
 - e) (How was weather or warning information obtained? Through which channels? From whom?)
- 6) Did you take any actions to prepare and protect yourself, your homes, your livestock or your farms against the impact of the cyclone?

(Probe - and note whether actions were taken BEFORE or DURING the cyclone:)

- a) Before it happened? What did you do?
- b) After the cyclone had already made landfall? What did you do?

(Potential actions include storing food and or water, securing boats, reinforcing their housing, hiding or securing valuables, taking livestock to safety, selling assets to get cash, borrowing money, harvesting crops.)

- 7) Where did you take shelter during the cyclone?
 - a) (Did you stay in your house or seek shelter somewhere else/evacuate?)
 - b) (Where did you evacuate to/seek shelter?)
 - c) (How far away was that location from your home?)
 - d) (Why did you choose that location?)
 - e) (When did they evacuate?)
 - f) (Were there any challenges when evacuating?)
 - g) (If they did not evacuate, why not?)
 - h) (Were you able to immediately return home after the cyclone? If not, where did you stay?)
- 8) Did you receive any outside assistance before the cyclone made landfall?

(Probe - in case participants do not bring this up during the discussion:)

- a) (What type of assistance was received? Was it different from what you usually receive?)
- b) (What was the assistance used for?)
- c) (Who provided the assistance?)
- d) (When was assistance received? Was it early enough?)
- e) (Was assistance received earlier / later than usual? Did this make a difference?)

Sub-questions f-j and questions 8 and 9 In FbF-assisted communities only:

- f) (Did people receive FbF Shelter materials? FbF water purification supplies?)
- g) (When did they receive the materials?)
- h) (Any challenges in accessing the FbF materials? How long did they have to wait in line?)
- i) (What were the materials used for?)

- j) (Did the FbF materials influence whether people borrowed money / took out loans?)
- 9) Were you/or people in your community able to use the FbF materials to benefit your family?
- (Did you have enough time to reinforce your house?)
 - (Did you use the water purification tablets?)
 - (How and when did you use the materials?)
 - (What were the most significant benefits, if any, from receiving those materials?)
 - (If not, why not?)
- 10) If a cyclone like that were to happen again in the future, what type of assistance would be most helpful for you to reduce cyclone impacts?

(Probe - let participants respond on their own. Do not provide any suggestions)

(Closing question (5-10 minutes) :)

- 11) Is there anything else you would like to share with us regarding your experiences with the recent cyclone?

(Closing)

Thank you for sharing your experiences and opinions with us. You have been very helpful, and we appreciate you taking the time to speak with us.

Discussion end time: _____

Total duration: _____ minutes

(Immediately after all participants leave, the moderators debrief while the audio recorder is still running and label all recordings and notes with the date, time (if more than one group per day), and name of the group.)

1.2 ADDITIONAL TIPS FOR THE FGD FACILITATOR

Keep time: The focus group moderator has a responsibility to adequately cover all prepared questions within the time allotted.

Probe for more: S/he also has a responsibility to get all participants to talk and fully explain their answers. Some helpful probes include:

- “Can you talk about that more?”
- “Help me understand what you mean”
- “Can you give an example?”

Summarize: It is good moderator practice to paraphrase and summarize (repeat in your own words) long, complex or ambiguous comments. It demonstrates active listening and clarifies the comment for everyone in the group.

Remain neutral: Because the moderator holds a position of authority and perceived influence, s/he must remain neutral, refraining from nodding/raising eyebrows, agreeing/disagreeing, or praising/denigrating any comment made.

Actively moderate: A moderator must tactfully deal with challenging participants. Here are some appropriate strategies:

- Self-appointed experts: “Thank you. What do other people think?”
- The dominator: “Let’s have some other comments.”
- The rambler (doesn’t stop talking): Stop eye contact; look at your watch; jump in when they inhale.
- The shy participant: Make eye contact; call on them; smile at them.
- The participant who talks very quietly: Ask them to repeat their response more loudly.

Additional guidance on focus group discussions can be found at the Duke University website: <https://guides.library.duke.edu/c.php?g=289813&p=1934019>.

MOZ M&E O&IE 3: Survey for School Administrators

Note: this survey is designed to be input and administered via mobile phone or tablet using Open Data Kit or a similar platform.

As a rule, please:

- Interview one person at a time, without the presence of other people or family members (especially if you are interviewing women, as they may be reluctant to answer in the presence of husbands or other men).
- Begin by reading the introduction and consent statement so that people understand the objectives and their rights.
- Read out the question, wait for the respondent to answer, then choose the appropriate answer option.
- If the respondent did not understand the question, offer to clarify.
- If the respondent gives an answer that does not correspond to any of the pre-identified answer options, add a new response to “other”
- Be careful not to read the answers to easily-biased questions aloud (indicated below).

Interviewer introduction:

Hello, my name is _____. You are invited to participate in a survey about your school’s experience during the recent cyclone. You are being asked to respond upon behalf of your school district because your schools was randomly selected among the schools affected by the most recent tropical cyclone. The survey is being conducted on behalf of the Mozambique Red Cross Society.

Before beginning the survey, I would like to give you some information: the purpose of the survey is to help the Red Cross to improve their disaster management work. Your answers do not affect whether you or your community receive any Red Cross services. The questions should take approximately 15-30 minutes to complete, and I will collect your answers on this mobile phone. I would like to ask you questions about your school. The survey is anonymous. I will write down your name and phone number to ensure I can follow-up if necessary, but your individual responses will not be shared with anyone.

You are free to stop answering questions at any time.

Do you have any questions before we begin?

Do you voluntarily consent to participating in this survey?

Yes

No Because _____

(Note to Surveyor: If YES, begin. If NO, stop the survey. Note down the reason for refusal, if given, and thank the respondent. Give school name, district, phone number and reason for not participating to supervisor for processing.)

(Capture GPS Coordinates if possible)

RESPONDENT PROFILE

1) Surname and name of respondent:

2) Mobile phone number of respondent:

- 3) District_____
- 4) Name of the school_____
- 5) Position of respondent
 - a) School principal
 - b) Member of school committee
 - c) Teacher
 - d) Other_____
- 6) Were you present and working at the same school before, during, and after the cyclone?
 - a) Yes, all three
 - b) Before only
 - c) After only
 - d) Before and after (if not there before and after the event, stop the survey and find another informant who was)

SCHOOL PROFILE

- 7) 1. Please provide an overview of the number of classrooms and the type of construction at your school.

Number of Classrooms	Type of construction	Type of roof	Number of stories

C. EARLY WARNING

- 8) Was the primary school you are affiliated with affected by the cyclone that hit (INSERT NAME; DATE of cyclone in question)?
 - a) Yes
 - b) No (If no, stop and move on to the next respondent)
- 9) Did you receive any early warning that a cyclone would be coming?
 - a) Yes
 - b) No (Skip to D1)
- 10) When did you first learn that there would be a cyclone?
 - a) More than three days before the cyclone hit
 - b) 3 days before the cyclone hit
 - c) 2 days (48 hours) before the cyclone hit
 - d) 1 day (24 hours before the cyclone hit)
 - e) Less than 12 hours before the cyclone hit
 - f) Less than 6 hours before the cyclone hit
 - g) I did not receive a warning
- 11) How/from whom did you receive that first warning? (Select one only)
 - a) From community leaders
 - b) Via SMS
 - c) Via Data-winners
 - d) Warning on the local radio
 - e) Warning on the television
 - f) From SDPI
 - g) From a neighbor or friend
 - h) From Red Cross staff or volunteers
- i) From a member of the local disaster risk reduction committee
- j) Based on my own local knowledge or experience
- k) Other: _____
- 12) Did you receive any additional warnings from other sources? (Select all that apply)
 - a) From community leaders
 - b) Via SMS
 - c) Via Data-winners
 - d) Warning on the local radio
 - e) Warning on the television
 - f) From SDPI
 - g) From a neighbor or friend
 - h) From Red Cross staff or volunteers
 - i) From a member of the local disaster risk reduction committee
 - j) Based on my own local knowledge or experience
 - k) Other: _____
- 13) Did you take any action to prevent impacts of the cyclone on your school buildings or property?
 - a) Yes
 - b) No (Skip to C8)
- 14) 7. Which early actions did you take to prevent impacts of the cyclone on your school buildings or property? (Select all that apply, skip to section D after question is answered)

- a) Told someone else to protect the school
 b) Reinforced the school structure
 c) Moved books and educational materials to safer locations
 d) Moved or secured the furniture to try to prevent damage
 e) Other: _____
- 15) 8. Why did you not take any early actions to prepare for the cyclone?
 a) We did not know the cyclone would be coming
 b) The warning arrived too late for us to do anything
 c) We did not know what to do
 d) We did not have the money or resources to take early action
 e) We did not have enough able-bodied family members to take early actions
 f) We did not think we needed to do anything
 g) We did not believe the warning
 h) Other: _____

D. CYCLONE IMPACT

- 16) For this study, we are interested only in damage to school rooms made of locally available materials (not cement). You indicated that your classrooms sustained some damage during the storm. To the best of your knowledge, please indicate the number of classrooms that were damaged and the characteristics of construction for each damaged classroom:

Classroom Number	Was this classroom being used for teaching before the storm?	Number of students who were using the classroom before the storm	What is the current status of this classroom?
1 (continue the list for all classrooms at the school)			In use Not in use In partial use Other_____ I don't know

- 17) Was there any damage to educational materials or school materials as a result of the storm?
 a) Yes
 b) No (Skip to section E)
- 18) You indicated that your school lost educational materials or supplies, please indicate what was lost and how many:
 a) Desks or tables _____(Number)
 b) Chairs_____(number)
 c) School books_____(number)
 d) Other_____

E. FBF / OTHER ASSISTANCE RECEIVED AND USED

- 19) Did your school receive any assistance before the cyclone? (Select all that apply)
 a) No (Skip to E4)
 b) Yes, FbF assistance from Red Cross (Proceed to E2 if option c or e is not selected)
 c) Yes, assistance from the CLGRC (local DRR committee) (Proceed to E2)
 d) Yes, other assistance from Red Cross (specify, e.g. DREF etc.): _____ (Proceed to E2 if option c or e is not selected)
 e) Yes, assistance from another organization or individual (select all that apply) (Proceed to E2)
- 20) When did you receive assistance from other organizations (only non-Red Cross before the cyclone)?
 a) 3 days before the cyclone hit
 b) 2 days (48 hours) before the cyclone hit
 c) 1 day (24 hours) before the cyclone hit
 d) less than 12 hours before the cyclone hit
 e) Less than 6 hours before the cyclone hit

- f) I only received help from the Red Cross before the cyclone **(Skip to E4)**
- 21) What assistance did your school receive from other organizations (only non-Red Cross) before the cyclone?
- Assistance securing educational materials
 - Assistance storing desks and tables
 - Assistance reinforcing the schools structure
 - Other: _____
- 22) Did your school receive any assistance after the cyclone? **(Select all that apply)**
- No **(Skip to E7 or Section F as determined by answer to E1)**
 - Yes, from the Red Cross
 - Yes, assistance from another organization or individual (select all that apply)
 - Government/INGC
 - The CLGRC (local DRR committee)
 - Non-governmental organization
 - International organization
 - Friend or neighbor
- vi. Other _____
- 23) What other assistance did you receive from other organizations (only non-Red Cross) after the cyclone? (select all that apply)
- New educational materials
Sufficient for ___ (#) students
 - New school desks or tables
Sufficient for ___ (#) students
 - Assistance repairing or rebuilding for ___ (#) of classrooms
 - Temporary shelter for _____ (#) of classrooms
 - Other: _____
- 24) When did you receive assistance from other organizations (only non-Red Cross before the cyclone)?
- 3 days before the cyclone hit
 - 2 days (48 hours) before the cyclone hit
 - 1 day (24 hours before the cyclone hit)
 - less than 12 hours before the cyclone hit
 - Less than 6 hours before the cyclone hit

--- ↓↓ **QUESTIONS E7-E25 ONLY FOR FBF SCHOOLS (E1.b = Yes)** ↓↓ ---

You indicated that your school received assistance before the cyclone from the Mozambique Red Cross. Now I would like to ask you some questions about the kind of assistance you received from the Red Cross and how you used it. There are no right or wrong answers, the assistance you received was yours to use to help your family.

- 25) What materials did you receive from the Red Cross to strengthen schools before the cyclone? **(Select all that apply)**
- Materials to strengthen our classrooms
 - Tools to help in the strengthening of classrooms
 - Other _____
- 26) From whom did you receive the materials to strengthen schools? **(Select all that apply)**
- Member of the CLGRC
 - CVM Volunteer
 - Local government representative
 - Other _____
- 27) When did you first receive the Red Cross materials to strengthen your school?
- 3 days before the cyclone hit
 - 2 days (48 hours) before the cyclone hit
 - 1 day (24 hours before the cyclone hit)
 - less than 12 hours before the cyclone hit
- e) Less than 6 hours before the cyclone hit
- 28) Did you receive any demonstration or instruction on how to use the materials to strengthen your school? **(Select all that apply)**
- Yes, a demonstration from CVM during a simulation, months before the event
 - Yes, a demonstration from _____ when the materials were distributed
 - Yes, an instruction leaflet from _____ when the materials were distributed
 - No **(Skip to E13)**
- 29) Please rate the quality of the demonstration/training? How well were you able to follow the instructions provided in the demonstration/training?
- Very helpful/clear
 - Helpful/clear
 - Neither helpful nor unhelpful
 - Unhelpful/unclear
 - Very unhelpful/very unclear
- 30) Please rate the quality of the instruction leaflet? How well were you able to follow the instructions provided in the leaflet?
- Very helpful/clear
 - Helpful/clear
 - Neither helpful nor unhelpful

- d) Unhelpful/unclear
e) Very unhelpful/very unclear
- 31) Was someone in your community able to use the materials before the cyclone to try to strengthen your school?
a) Yes, all the materials (Skip question E16)
b) Yes, some of the materials
c) No (Skip to E16)
d) I don't know
- 32) How many people in total participated in using these materials to strengthen the schools?
a) ____ People
b) I don't know
- 33) Who participated in using these materials to strengthen the schools? (Select all that apply)
a) Students
b) Parents
c) Other community members
d) Members of the school committee
e) Myself
f) Teachers
g) Other _____
- 34) You indicated you were not able to use some or all of the materials before the cyclone to strengthen your school. Why not? (Select all that apply)
a) We did not know how to use them
b) We were not strong enough to use them
c) We did not have enough time to use them before the storm came
d) We did not have the tools necessary to complete the work
e) We did not have enough people to complete the work
f) We had other priorities
g) Other _____
- 35) Did you use any of the school reinforcement materials to repair your school after the event?
a) Yes
b) No
c) I don't know
- 36) Overall how useful did you find each item that you received from the FbF Project?

Item (select one option per item)	very useful	Somewhat useful	neither useful nor not useful	Somewhat not useful	Very not useful	I did not receive this
Black Plastic (30m)						
Tarp						
Nylon Cord						
Hoe (community use)						
Shovel (community use)						
Pliers						
Machete						
Saw						
Hammer						
Nails						
Treated metal wire						

- 37) Did you have to pay a fee or give a favor in order to receive the materials from the Red Cross?
a) No
b) Yes _____ (specify the fee or the favor, optional)
- 38) If yes, to whom did you pay this fee or give this favor to?
a) (specify) _____ (optional)
- b) Prefer not to say
- 39) Overall, were you satisfied with the process for receiving the school reinforcement kits?
a) Completely satisfied (Skip to E23)
b) Somewhat satisfied (Skip to E23)
c) Neither satisfied nor dissatisfied (Skip to E23)
d) Somewhat dissatisfied
e) Completely dissatisfied

- 40) If not satisfied (d or e above), why were you not satisfied with the kit distribution process? **(select all that apply, do not read aloud)**
- a) The materials were not useful
 - b) I would have preferred other materials
 - c) Long distance to travel to the distribution point
 - d) I had to wait a long time to get the materials
 - e) I did not get all the materials I needed
 - f) I had to wait to use tools
 - g) Safety and security concerns at the distribution point or during travel (Specify _____)
 - h) The process for beneficiary selection was unfair (specify _____)
 - i) Other (specify) _____
- 41) Were you informed about how you can report problems or ask for help regarding the school reinforcement kits you received?
- a) Yes
 - b) No
 - c) I don't know
- 42) Did you receive a contact phone number to make complaints or ask for help from the Mozambique Red Cross?
- a) Yes
 - b) No
 - c) I don't know
- 43) Did your family sell any materials from the shelter kits (in order to get something you needed more)?
- a) Yes, we sold the _____
 - b) No
 - c) I prefer not to say
 - d) I don't remember

1.2.1 --- ↑↑ **QUESTIONS E7-E25 ONLY FOR FBF SCHOOLS (E1.b = Yes)** ↑↑---

1.3 F. SECONDARY IMPACTS

- 1) 1. Was your school required to cancel classes as a result of the cyclone?
- a) Yes
 - b) No
- 2) 2. How many days did your school have to cancel classes as a result of the cyclone?
- a) _____ days
 - b) I don't know
- 3) 3. What was the reason for these closures (rank)? **(Select all that apply)**
- a) To allow students time to be with their families to help them recover
 - b) To have time to rebuild the school
 - c) Because students had evacuated and needed time to return
 - d) Because teachers had evacuated and needed time to return
 - e) To allow teachers time to rebuild/recover their homes
 - f) Other _____

1.3.1 FINAL QUESTION, ONLY FOR FBF Schools (question E1.b = yes):

- 1) Has this assistance programme changed your opinion of the Red Cross? How?
- a) No, my opinion has not changed
 - b) Yes, I think more favorably of the Red Cross
 - c) Yes, I think less favorably of the Red Cross
- Note interview end time: _____

We have now come to the end of the survey, this concludes our interview. Thank you very much for having taken the time to speak with me and answer all my questions.

Good bye.

TRIGGER EVALUATION

MOZ M&E TE 1: Trigger Evaluation Interviews

Semi-structured interview guide

Objective:

Triggers are based on historical impact data, DREF fund requirements for magnitude and return period, and stakeholder appetite for acting in vain. According to protocol rules, triggers need to be evaluated after each activation. Answers to the interview questions below should be qualitatively coded. The themes and key findings will be used to facilitate the stakeholder meeting outlined in tool MOZ M&E TE 2.

Target Informants:

These questions should be asked of at least one key representative of each of the following organizations. These informants should be identified in collaboration with the CVM FbF team.

- INAM (the national meteorological agency)
- INGC (the national institute for disaster management)
- DNGRH (the national water resources management agency)
- HCT (the humanitarian country team)
- CVM (Mozambique Red Cross)

These questions should take no more than 25 minutes to discuss (note that the time is still to be tested, but this would be ideal). If informants are also being asked to respond to Process Evaluation Questions (regarding implementation or integration with existing structures), these questions can be added to the end of the interview to avoid the need for duplicate visits. Answers to some of these questions may emerge from questions regarding successes and challenges. In such cases, only follow-up or ask these questions as necessary to fill gaps. Take care to respect people's time by trying to adhere to the time agreed upon with the informant (usually no

more than one hour); however, if the conversation is going well and the informant is genuinely amenable, the interview may be longer.

Problems with the Trigger

The current trigger is set at and based upon (describe the most recent trigger and justification). As of February 2019, the trigger was a 72-hour cyclone forecast of wind speeds exceeding 120 km/hour at landfall. This trigger was based upon historical analysis of cyclone impacts and storm return periods. (Bring visual aids as necessary).

- 2) How is the idea of beginning response actions (FbF activation) based on forecasts exceeding the current trigger level perceived within your organization?
- 3) Do you have any concerns regarding using the same triggers for future activations?
 - a) If not covered above, was there enough time to complete the activation?
 - b) In your opinion, did the storm do enough damage or harm to justify early action?

New Forecast Products

- 4) 3) Are you aware of any new products or data (impact data, new forecast or hydrological models, longer lead times) that could be used to improve the trigger? (Are the models described above still the best approximation of reality available in Mozambique?)
 - a) If yes, who should we speak to regarding these models?
- 5) 4) To your knowledge, are there any challenges or problems with existing models (in general or specific to their use for FbF)?

Future Research

- 6) Even if the products are not currently available, are there new products or improvements to existing products that could be created or tested to help improve the trigger and facilitate FbF activation?
- 7) Who is best positioned to develop these products?
- 8) 7) What kinds of external support would be needed to develop these products?
- 9) 8) How long do you think it would take to develop and test these products?

MOZ M&E TE 2: Trigger Evaluation Workshop Guidance

Objective:

Triggers are based on historical impact data, DREF fund requirements for magnitude and return period, and stakeholder acceptance of acting in vain. According to protocol rules, triggers need to be evaluated after each activation. The stakeholder process described below should take place after individual stakeholder interviews (if resources allow) to focus discussion of key themes that emerged from the interviews and an update of the existing trigger, if necessary.

Format:

The trigger evaluation workshop should be conducted during a small (maximum 15 people) stakeholder meeting involving appropriate technical and decision-making personnel from the following agencies in Mozambique:

- INAM (the national meteorological agency)
- INGC (the national institute for disaster management)
- DNGRH (the national water resources management agency)
- HCT (the humanitarian country team)
- CVM (Mozambique Red Cross)

Other key organizations may be identified in the course of the process or impact evaluations and may be included in this review.

Key questions to be addressed by this review:

- Are there any major problems with the trigger that would require it be redefined? (One false alarm is not enough to warrant reevaluation of the trigger. Acting in vain is to be expected on occasion).
 - Did we have enough time to activate?
 - Was there enough damage to justify action?
 - Were any erroneous assumptions underlying the trigger identified?
- Are there any new products or data (impact data, new forecast or hydrological models, longer lead times) in existence that could be used to improve the trigger? This question is more likely to be relevant in the long-term but should be addressed after each activation.
 - Did the activation (or other analyses) reveal any problems with the models?
 - Are the models being used the best approximation of reality available?
- Are there new products that could be created or tested to help improve the trigger and facilitate FbF activation? This question can help to direct future research, development, and partnership efforts.

Sample Meeting Agenda

Resources permitting, the discussions in the agenda below should be informed by an analysis of 6-9 Key Informant Interviews (see tool MOZ M&E TE:1).

Time	Activity	Description/Facilitation
8:00-9:00	Registration	NA
9:00-9:15	<p>Welcome & Introduction to the day - introduce the purpose:</p> <ul style="list-style-type: none"> - Are there any major problems with the trigger? - Are there new produces in existence or new data that should be incorporated into the trigger calculation? - Are there new products that need to be developed to address challenges with the trigger? 	CVM - Presentation
9:15-9:30	<p>Review of protocol basics:</p> <ul style="list-style-type: none"> - What were trigger levels? - What were actions? - What were anticipated results/ToCs? 	CVM Project Manager - Presentation
9:30-10:00	Presentation of results of process and outcome/impact evaluations	Evaluation Consultant or CVM PMER focal point - Presentation
10:00-10:30	Presentation of trigger evaluation interview results	Evaluation Consultant or CVM PMER focal point - Presentation
10:30-11:00	Coffee Break	
11:00-12:00	<p>Discussion of theme 1:</p> <p>Are there any major problems with the trigger? (Emphasize that one false alarm is not enough to warrant reevaluation of the trigger. Acting in vain is to be expected on occasion).</p> <ul style="list-style-type: none"> • Did we have enough time to activate? • Was there enough damage to justify action? 	<p>Group discussion facilitated by CVM (and/or INGC focal point)</p> <p>This could be facilitated in plenary or discussed in small groups, depending on the number of people in the audience. The key is to determine whether there is agreement on the findings from the interviews or whether there are additional concerns to be raised.</p>
12:00-12:30	<p>Discussion of theme 2:</p> <p>Are there any new products or data (impact data, new forecast or hydrological models, longer lead times) in existence that could be used to improve the trigger? This question is more likely to be relevant in the long-term but should be addressed after each activation.</p> <ul style="list-style-type: none"> • Did the activation (or other analyses) reveal any problems with the models? • Are the models being used the best approximation of reality available? 	<p>Group discussion facilitated by CVM (and/or INAM & DNGRH focal points)</p> <p>Part 1 Discussion (15 minutes): Group brainstorm/listing of new products and/or</p> <p>Discussion of whether there are any new products not captured in the interviews?</p> <p>If appropriate, it might be useful to have someone present on the new products that were mentioned in the interviews to make sure all parties are aware of them.</p> <p>Part 2 Action Plan (15 Minutes): If there are new data and models, agree upon a preliminary plan to incorporate those into the trigger. CVM will likely have to take the lead on this, but it would be good to have agreement on which data/models should be the focus of future capacity building.</p>
12:30-13:30	Lunch	

Time	Activity	Description/Facilitation
13:30-14:30	<p>Discussion of theme 3:</p> <p>Are there new products that could be created or tested to help improve the trigger and facilitate FbF activation? This question can help to direct future research, development, and partnership efforts.</p>	<p>Group discussion facilitated by CVM (and/or INAM & DNGRH focal points)</p> <p>Part 1 Discussion (15 Minutes): Group brainstorm/listing of new products and/ or discussion of whether there are products that did not come out of the interviews that might be useful.</p> <p>Part 2 Discussion (15 Minutes): Which products should be prioritized?</p> <p>Part 3 Discussion (15 Minutes):</p> <p>Which partners, funding sources might be appropriate to target for support for development?</p> <p>Part 4 Action Plan (15 minutes): Who/how can future funding and collaborations be sought? What are the next steps?</p>
14:30-14:45	<p>Wrap Up - Summary of agreements and next steps</p>	<p>CVM - Presentation</p>

Key considerations:

Acting in vain once, is not in and of itself a reason to revise the trigger. There will always be some risk of acting in vain. That is accepted within the mechanism. In the case of having acted in vain, this should be made clear in the presentations.

GENERAL GUIDANCE

Guidance 1: Tips for conducting a successful semi-structured interview and taking good notes

Beginning the interview:

- Record any key details upfront (or immediately at the end):
 - date,
 - place of interview (as much detail as possible will help jog your memory)
 - age,
 - sex,
 - other relevant demographic information
 - If more than one person, note this;
- Also note who did the majority of the talking and whether your informants were able to speak freely given the other people present.
- When possible, indicate who was providing the answers, particularly if there was disagreement.
- If someone is giving an interview in front of government officials or others in positions of power, note this and be sensitive in the questions you ask. Don't ask them to provide criticisms if they cannot speak freely.
 - Any observations about the home they live in, appearance etc. if talking to individuals about their livelihoods
- **Always start by asking the person/people to introduce themselves** and tell you more about their organization (what it does etc., if applicable) and their responsibilities within it. If interviewing a farmer or other individual, ask them about themselves, for how long they have been in the community or some other culturally appropriate way of breaking the ice. The answer to this question will help you determine which questions to ask and omit.
- Remember, your interview guide is **just a guide**. You are trying to have a conversation that covers what you need to know. It should not be an interrogation. Follow the conversation's flow, keeping track of aspects that can be followed up later.
 - It is up to you to decide when, where and how to ask questions given the situation, who you are talking to, their time constraints and attitudes.
 - If a question isn't working well, try different ways of asking (perhaps with different people) until you find a way that works.
 - Only ask questions that the informant can be expected to have an answer to or a valid opinion about.
 - After each interview, take time to note how well it went and how the tools and techniques could be improved in subsequent interviews.
 - As you progress through your interviews, identify key themes, knowledge gaps, or responses you would like to triangulate and be sure to seek answers to those questions in subsequent interviews.
- Get quotations when you can but focus on points that are particularly poignant or themes that are very well articulated.
- Record body language when possible, particularly when making particularly poignant, provocative, or important statements.
- You are going for triangulation and saturation.

Triangulation is: confirming information from multiple sources (people) and data collection methods (primary interviews, surveys, observation and secondary reports documents) as possible. To this end, do not assume that one person will tell you the full story. Each respondent will have their own perspective on events, particularly if they work for different organizations or have different levels of power, positions within an org etc. Related to this, be aware that you should be looking to capture dif-

ferent perspectives. People will not describe the same events in the same way, and that is okay. You don't need them to agree, you need to put together the most complete picture of events possible.

Saturation: The point at which new respondents are not yielding any new information
This will also be when you start to be able to predict people's responses based upon their organizations, positions, and contexts they act in.

- Always ask WHY?
 - We want to understand why people do things the way they do.
- **Do not make assumptions. This means asking follow-up questions.** Even if you think you know the answer, ask. If you feel silly asking, you might say something like:

"I understand that this may seem obvious, but could you please explain quickly why...X... I want to be sure I am not making bad assumptions."

Ask for clarification of any inconsistencies.

- **Listening to answers is important**, as otherwise you will not know what follow-up questions to ask.
- Make note of your prompts in the notes.
 - If you ask a specific question, particularly if it may have influenced or prompted a particular response or a topic to come up that might not have otherwise, make a note of it in your notes.
- Keep sensitive questions or topics until the end,
 - For example, do not start off by asking about challenges, as this might color the entire interview.
- End the interview with the following:
 - By asking if there is anything important they feel you have missed but should understand. This gives them the chance to tell you (and maybe reiterate) what is most important to them.

- Asking if there is anyone else you should speak to (and if they can provide a connection if appropriate)
- Asking if you can follow-up with questions or clarifications.
- Remind them to provide any secondary data mentioned or ask if they have any they can share.
- Thanking them for their time.
- Optional/depending on context:
 - Take photos (of the context, not of the informant). If conducting a community visit asking about disaster impacts, take as many photos of the event and impacts as possible.
 - Get a recording to supplement your notes if you do not think it will influence the quality of responses.

Always ask if you can record and get permission before doing so. If the respondent declines or appears uncomfortable with the idea of recording, do not do it. Rely instead on your notes.

Guidance 2: List of Organizations/Stakeholders to be Considered for Implementation Process Interviews

The purpose of these interviews is to speak to people involved in the activation at the national, provincial, district, and community level to determine how different organizations worked together and how the activation process transpired. As who was involved in each activation will vary depending on the scenario and who is available for activation, it is impossible to provide names in advance. The most recent version of the Early Action Protocol will have a list of key contact who were meant to be part of the communication chain. These contacts should be discussed with FbF personnel at CVM to identify initial informants. People from the following organizations should be considered at each administrative level:

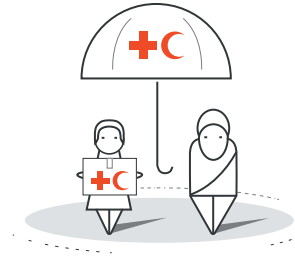
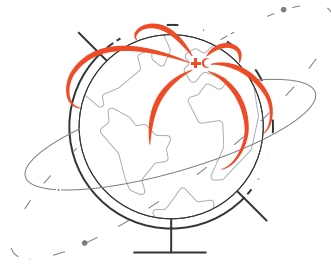
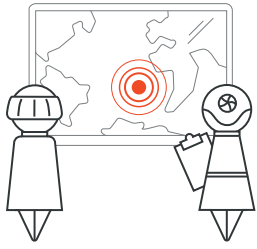
- CVM
 - FbF headquarter staff
 - Provincial and district staff responsible for the activation
 - One or two CVM volunteers involved in the distribution
- INGC
 - Representatives of INGC and the government (SDPI) who were involved in helping with the activation at each administrative level
- HCT
 - Start with high level officials to understand their involvement with the activation, if any, and ask for additional informants if applicable
 - CLRGs (local disaster risk reduction committees)
 - This may be done through the focus groups discussions as part of the impact evaluation

- INAM
 - To understand when the forecasts were received and communicated at the national level.
 - Unless INAM was actively communicating forecasts for FbF at the provincial and district level, there is no need to go beyond the national level.
- DNGRH
 - To understand when the forecasts were received and communicated at the national level.
 - Unless DNGRH was actively communicating forecasts for FbF at the provincial and district level, there is no need to go beyond the national level.

You may also use snowball sampling to identify new informants. Snowball sampling involves identifying a few key interviewees (start with key individuals from the organizations above) and asking them at the end of their interview for the names and contact details of additional essential informants who can speak to the questions you have asked them at various administrative levels. Stop sampling when you have reached saturation in responses or new people are being suggested, whichever comes first.

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