**THE DANISH EMERGENCY RELIEF FUND**

**improved food security in lupane, zimbabwe**

**Engineers without Borders Denmark & Christian Youth Volunteers Association Trust**

Application 2020

APPLICATION FORM – humanitarian Intervention: EARLY ACTION

Yes: reference no.: 17-83-OC Financial ceiling:

No – if no, an OCA application must be submitted together with the intervention application.

xXxXX

Has your organization prequalified for DERF funding?

## The humanitarian intervention

* **What is the overall purpose, including the objectives, activities, expected results and indicators to be applied?**

The **overall purpose** of the intervention is *to strengthen food security conditions for vulnerable children at four selected primary schools in Lupane, Zimbabwe.* This will be achieved through the following 3 objectives, expected results, activities and indicators:

1. **Establishment of sustainable garden production**

Expected results:

* 1. School Development Committees (SDC), school management, teachers at the 4 schools and local authorities have built up capacity on sustainable gardening
  2. Gardens have been supplied with nutritious vegetables seeds and plants, facilities and relevant equipment and garden production is ongoing
  3. Improved food security among vulnerable children at the 4 schools has been established

Indicators:

* + 1. 80% of selected participants have attended capacity building workshops on garden production
    2. 1 school attendant has been identified and hired at each school as caretaker for garden production
    3. Garden production has been established at all four schools
    4. SDCs at all four schools have formulated plans for additional equipment and/or facilities
    5. School children at the 4 schools are receiving a daily nutritious meal

Activities:

* Initial communication and approval by Zimbabwean authorities to launch the intervention
* Alignment of the concept with official national programmes on garden production
* Initial and final survey of on-school food production
* Selection of participants and establishment of responsibility structure for garden production
* Participatory workshops[[1]](#footnote-1) on sustainable food production: focus on water saving and nutrients recycling, eco sanitation, selection of crops and livestock, preparation of meals
* Purchase and distribution of seeds, plants, fertilizers and tools for school gardens
* Preparation of daily meals based on the on-school production

1. **Distribution of livestock**

Results:

* 1. The four schools have been supplied with poultry/goats and feed
  2. 1 school attendant has been identified and hired at each school as caretaker for livestock and facilities
  3. Production of meat/eggs for a balanced diet for the school children is on-going.

Indicators:

* + 1. All four schools have poultry and/or goats
    2. All four schools have established secure facilities for their livestock
    3. All four schools have a production from livestock for preparation of meals for school children

Activities:

* Purchase and distribution of poultry/goats, facilities and feed
* Securing of facilities for livestock
* Initiation of production of meat/eggs for preparation of meals

1. **Rehabilitation and/or establishment of watering points**

Results:

* 1. Watering points for livestock have been established at all four schools

Indicators:

* + 1. Functioning watering points for livestock established at all four schools

Activities:

* Identification of needs for rehabilitation and/or establishment of watering points conducted at all schools
* Purchase of relevant equipment in accordance with identified needs
* Identification and hiring of contractor for rehabilitation and/or construction
* Training workshops for livestock caretakers in use and maintenance of equipment and installations
* **How is the context of your selected response, considering the recommended Early Actions in the FAO report. Is the intervention appropriate and relevant (CHS 1), effective and timely (CHS 2) and are the resources managed and used in an effective, efficient and ethical manner (CHS 9)?**

Zimbabwe has been experiencing deteriorating food insecurity over the past several years, and the FAO report indicates that 5.5 million people in the rural areas of Zimbabwe, including Matabeleland where the four selected schools are located, are in need of food and livelihood assistance. Weather conditions such as extreme drought and cyclones have further decreased overall food security in the country. Conditions out in the rural areas are dire and in Lupane, food insecurity has been high for a long time. As also explained in the FAO report, substantial rainfall deficits have also created rough conditions for livestock, further decreasing the food security in the rural areas. In the first quarter of 2019, EWB-DK and local partner CYVAT initiated a DERF funded emergency relief intervention[[2]](#footnote-2), providing school meals at the same schools described in this application. Reports from this intervention indicate a clear and remaining need for improved food security and, despite the distributed porridge showing some improvement, a need for more sustainable solutions such as garden production. The activities in this application thereby directly address a reported and expressed need for improved food security for the rural population of Zimbabwe, making it appropriate, timely and relevant. Food insecurity is mitigated by establishment of a sustainable food production, and will focus on a nutritious diet and establishment of possibilities for off-season crop production through greenhouse facilities. Targeting the schools provides an efficient framework for reaching a particularly vulnerable demographic group in the rural areas, namely children, and provides security and protection in an otherwise uncertain situation. Furthermore, reaching and protecting the school children of the rural areas in this way will mitigate the pressure on the most vulnerable families’ budgets. The response is effective as the intervention involves local partners and the target group – rural households – in the decision-making and implementation. To ensure successful implementation, local authorities and stakeholders[[3]](#footnote-3) will be contacted and included in the intervention. This will ensure a positive establishment of production and access for the target group. The target group will furthermore have access to the assistance through already existing structures, more precisely the School Development Committees (SDC) at the selected schools. Through the CISU grant 19-2481-MI-okt, EWB-DK and CYVAT are already cooperating on strengthening their capacities and establishing well-functioning SDCs at the schools. Resources will thus be managed responsibly for their intended purpose through the already established close cooperation with school administration, the SDCs and other stakeholders.

* **How you will start your activities within 7 days of the Danish CSO receiving the first transfer?**

Main coordination partners, school authorities and SDCs, will be contacted and involved under facilitation of CYVAT within the first week. The partners will produce a survey for mapping existing conditions and needs at the selected schools, CYVAT will complete these and gather information regarding garden production, kitchen facilities and watering points. The survey will also be the baseline for M&E. CYVAT will also initiate contact with local authorities and coordinate with potential other initiatives or responses in the area.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Planned target population** (direct target group only) | | | | | | | |
| Type of Activity | **Female** (by age) | | | **Male** (by age) | | | Total |
| Under  18 | Between  18-50 | Over  50 | Under  18 | Between  18-50 | Over  50 |  |
| Manganganga Primary School | 127 |  |  | 124 |  |  | 251 |
| Phumakanye Primary School | 108 |  |  | 99 |  |  | 207 |
| Mzola 27 Primary School | 92 |  |  | 99 |  |  | 191 |
| Sitshongo Primary School | 80 |  |  | 80 |  |  | 160 |
| School Development Committees |  | 12 |  |  | 16 |  | 28 |
| Administration & teachers |  | 12 |  |  | 13 |  | 25 |
| Total: | 407 | 24 |  | 402 | 29 |  | 862 |
| Total adjusted for double counting\*: | 407 | 24 |  | 402 | 29 |  | 862 |
| Total vulnerable persons of the above | 407 | 24 |  | 402 | 29 |  | 862 |

* **How do you calculate the number of people who shall be assisted through the various activities?**

The above table indicates the calculation of direct beneficiaries included in the activities. Regarding secondary beneficiaries (see the next question), rural households in the area are estimated to consist of two adults (over 18) and four children, of which two are attending school, gender equally distributed.

* **Which particularly vulnerable groups are you specifically targeting amongst the crisis affected population?**

Given that the conditions are as dire, all beneficiaries (direct and secondary) are considered particularly vulnerable. The direct target group of this intervention includes children, administration, staff and SDCs at the four schools. The SDCs and staff at each school are also included in the direct target group, as they will build experience in managing and monitoring this intervention, hence gain valuable experience in parents’ involvement and local mobilisation. Secondary beneficiaries of the intervention include rural families with children at the four schools. The food production will mitigate the pressure on the most vulnerable families’ budgets and food supply and hopefully increase their food security.

* **Source of goods: X In country / locally**

CYVAT will purchase seeds and garden inputs, livestock and other equipment needed to implement the concept for all schools from national suppliers. CYVAT and the SDCs will involve relevant local agricultural stakeholders such as 4H Zimbabwe, Lupane Women’s Development Trust, Lupane State University and private companies to give input to the workshops on development of the concept of on-school production: greenhouse, livestock, management and organisation of garden production etc.

* **Does the intervention include cash-based programming?** No.
* **Financial localization of the intervention**

% of DERF intervention funding which is spent by local or national partner CSOs, from the intervention budget: **87 %**

% Funding spent on activities & goods for crisis affected persons, from the intervention budget: **72%**

## The implementing organization

* **What is the capacity, experience and expertise of the proposed partner organisation(s) (CHS 8) undertaking the proposed intervention substantiating whether the Early Action can be delivered up to standard and to the needs of particularly vulnerable** **persons?**

The Danish partner Engineers without Borders Denmark (EWB-DK) was established in 2001 and has since gained vast experience in implementing technical humanitarian development efforts in the framework of local partnerships. All EWB-DK’s activities take point of departure in the delivery of strategic services, and encompass community development work with a strong focus on leaving behind sustainable change in the behaviour of targeted groups to improve their livelihoods, also after the immediate intervention is completed. EWB-DK has since 2016 been working with Zimbabwean partners on development and emergency activities, which have given a thorough insight into the context. This, in combination with specific members’ experience, makes EWB-DK a relevant and resourceful partner for development and humanitarian efforts in Zimbabwe. In Lupane, EWB-DK has been working with CYVAT regarding the DERF grant 19-448-M2 and CISU grant 19-2481-MI-okt and is therefore already present and active in the area. The EWB-DK project group contributes with technical knowledge on the organisation of the on-school food production, solid experience with administration, finance, project management, organisational knowledge and experience from the Zimbabwean context. The project team includes members with many years of working experience in Zimbabwe. Areas of experience are educational projects, infrastructure, community mobilisation and outreach.

Christian Youth Volunteers Association Trust (CYVAT) is a non-profit, non-governmental, non-political organisation based mainly on voluntary development and humanitarian work. The organisation was established in 1995 and its core mission is to promote local resilience to poverty and make vulnerable groups directly engaged actors in charge of their own development. CYVAT’s work and engagement in the past years has been focused in rural and most vulnerable communities within the provincial districts like Matobo, Binga and Lupane. The local communities that CYVAT works in experience high levels of food insecurity and a fragile political situation where local authorities have very few means and capacity to fulfil their responsibilities of delivery of basic service for the local population. In spite of the very challenging local situation, CYVAT has managed to continue to work with the local communities promoting community mobilisation and local capacity building and thus has access to the target group/people at risk regarding this DERF call. CYVAT assists communities in infrastructural and social development and always involves community leaders and a broad stakeholder engagement in all its activities. For several years, CYVAT has been working with the same SDCs, and is in a well-placed position to initiate and implement the activities included in this application. CYVAT has several years of experience with the four schools selected for this project.

The organisation has extensive experience with small-scale project management and meeting the needs of particularly vulnerable people. In the last years, CYVAT has completed several projects at schools in the Lupane district, which forms the base for the selection of schools for this project. In 2017, the organisation got a merit award from the Ministry of Education for its “Better Schools” program in Lupane. CYVAT has implemented and cooperated on projects with funding from among other the Embassy of the Czech Republic, Japanese Embassy and DCA. CYVAT has implemented an Early Childhood Development program in 2015-2017 funded by the Roger Federer Foundation, which targeted 60 schools in Binga and Lupane, including the four schools selected for this project. Staff has been trained in supervising, financial management, administration, coordination, communications, advocacy and policy dynamics, and more. Regarding the DERF grant 19-448-M2, CYVAT has proven to be an efficient and reliable partner both regarding timely coordination with relevant authorities, stakeholders and beneficiaries, and timely implementation of the intervention.

* **Is the Danish CSO proposing to self-implement?** No.
* **Partnership:**

EWB-DK has a partnership agreement with CYVAT since 2018, focusing on preparation and implementation of development and relief projects in western part of Zimbabwe. For this intervention, roles and responsibilities are divided as followed:

CYVAT – local implementing partner:

* will be responsible for the implementation of the garden production at the four selected schools in cooperation with SDCs
* will communicate with local stakeholders and participate in meetings with external local, regional and national stakeholders within the agricultural sector, private as well as public and with authorities working in the field of food production and education
* will monitor the project to enable EWB-DK and CYVAT to identify challenges and adjust strategies that will improve the intervention
* reporting to EWB-DK, initially on a weekly basis and later on a monthly basis

EWB-DK – Danish partner:

* will supervise project implementation and be responsible for reporting on progress to donors and for financial management in DK
* will through EWB-DK’s thematic group on food security support the project team on technical advice and input on workshops on gardening, livestock, watering points, eco-sanitation and the financial sustainable set up of the garden production

Financial management will be pursued through a shared online drive in order to have full access and transparency in management of funds.

## Local strengthening

* **How does the intervention strengthen local capacities and avoid negative effects (CHS 3)?**

Local capacities for resilience are identified as the SDCs and school administrations. The EWB-DK and CYVAT project team members’ different background and experience will ensure that identified capacities will be strengthened in their project management, communication and professional skills in food production. All SDCs and teachers involved in the workshops will be strengthened as capacities for guidance in sustainable farming and can advise families who want to replicate the ideas from the on-school garden production. CYVAT has already implemented projects and has shown the capacity to manage funds and implement activities. CYVAT will through the project work strengthen their financial- and project management capacities and will be a strong actor in the area, able to support the beneficiaries when needed. The SDCs and school administrations will increase their capacity to engage in school development project through the activities in this project, and hopefully be able to spread the concept further out in the rural area. All partners involved are familiar with risks and hazards as they already are engaged in common development project. Building upon existing structures avoids negative effects of the intervention, as they play well into the actual purpose of the SDCs. An exit strategy and transition will be developed at the initial participatory workshops as part of the final concept for on-school food production to secure resilience in the activities.

* **How are the local actors including the target group informed and involved (CHS 4)?**

The first step in the intervention is consultations with Zimbabwean authorities to gain approval of the intervention and to secure that the activities are in line with local and national priorities. It should be noted that garden production is a national priority in Zimbabwe. A second step is to secure ownership of the intervention by a series of participatory workshops, concluded with an agreement on a concept for each school’s garden production. The details and the specific items for procurement[[4]](#footnote-4) will be decided after needs evaluation at the schools, and be based on conclusions from the participatory workshops, thus involving the target group from the very first steps. A third step will be to hire staff or engage volunteers for start up and coordination of the garden production, livestock caretaking and procurement of the decided items.

All families with children in the four schools are targeted, either as direct or indirect beneficiaries. To reach the direct target group, the project partners will work with the SDCs, who consist of parents in the area and thereby represent the rural population. Through these levels, it is expected that the activities in this intervention will reach the particularly vulnerably group, as described in the FAO report. The project partners and target group are already familiar with each other from the on-going projects and CYVAT will easily and timely be able to use existing communication lines. The administrations and the SDCs will be informed about the project within the first week of the intervention, and will therefore be included from day one. The SDCs will as mentioned ensure that parents are informed about the project to offer the possibility for parents who are not current members of the SDCs to be involved, either as volunteers or successors to the SDC members, who are only elected for one year at a time. This will secure that the intervention runs smoothly also during a potential shift in SDC members. The methods and technologies developed during the project will be communicated to all families and can be duplicated by marginalised farmers/households. The final workshop will have as a result to produce posters with information material for all schools.

* **Is a no regret approach applied to ensure that the intervention will be beneficial for the target group in the unexpected event that the anticipated crisis does not arise?**

Increased food production will be a benefit for the community also if a (increased) crisis does not occur. Children having a meal at school will improve the economy in the families and increase the children’s nutrition standard. The local families will also benefit from new knowledge on food production. In case of an abundant production the economy for the schools will be strengthened. Regardless of an occurrence of a crisis, school gardens can show the whole community including children how to grow a variety of foods (vegetables, fruits, legumes, small animals) with a good diet in mind. This can promote or re-establish horticultural skills in an agriculture-dependent economy, foster entrepreneurial skills in the area of market gardening and raise awareness of the need for environmental protection and soil conservation.

## M&E, LEARNING AND ACCOUNTABILITY

* **How are risk management systems applied in the appropriate context?**

Expected risks include system security (theft and misuse), increase in demand for more facility without funding, burnout from SDC members (as volunteers this may affect motivation), or slow adoption of the activities. To mitigate, partners will engage with schools to extend duties of their local security system towards the initiative, and ensure schools create reserves and introduce marketing components as part of the concept for the on-school food production if the gardens experience abundant production. Intervention failure is minimised by training the SDCs and fully equipping them with knowledge of sustaining the intervention as well as promoting replications of the concept at other schools and at family level as a way of strengthening the household nutrition. At local level, CYVAT will as main implementing partner ensure risk and safety for beneficiaries and staff involved. A network with the SDCs, the persons responsible for the food production and national and regional organisations with experiences in gardening and livestock will be set up to secure knowledge sharing. On an overall level, EWB-DK will continuously monitor risk and safety conditions through its risk management policies and procedures, for protection and safekeeping of own volunteers and partners. Lastly it should be noted that Lupane is a low-risk area, which has experienced stability even with the latest political turmoil in other parts of Zimbabwe.

* **How do the implementing partners apply monitoring, feedback and accountability systems (CHS 5), including a complaint mechanism that works in the specific** **context? Include here a description of how you monitor results (e.g. by formulating indicators), how you report back to the target population (feedback) and describe how you will receive, handle, and address complaints.**

To assess and evaluate the activities, an M&E system for monitoring the progress will be constructed. Standard monitoring and accountability templates (project monitoring overview) will be developed specifically to this response, and records will be archived. Set goals will clearly mark desired results and their indicators. The initial survey will create the basis for the monitoring template. The monitoring templates will be evaluated and adjusted after the conclusive workshop and before the physical implementation of the garden production. Checklists for in-field monitoring will be constructed and instructed to EWB-DK and CYVAT staff and volunteers. A beneficiary database will be kept in office (online), and shared with all partners involved. The intervention and checklist to guide actions will be formulated based on the core principles of CHS with the objective to secure participation and active engagement of the affected communities and also to ensure maximum protection for the vulnerable groups and known access points in respect to claims. As part of its standard program approach, EWB-DK and CYVAT will hold monthly online meetings. CYVAT will hold monthly meetings with the SDCs to review progress on ground as well as feedback on success. In the first phase, the intervention will be “hand held” and each school will be visited several times a week in order to secure successful launch of the program. Registers on purchased goods and installed hardware will be available to all schools to ensure transparency and accountability. All schools will be encouraged and obtain assistance if needed in order to secure goods and installations.

As an already existing structure, the SDCs are the entry point for children and parents for any feedback or complaints regarding school related matters. In this way, the direct target group has access to a feedback mechanism already in place, and any complaints can be shared with the SDCs directly, or through parents in the local community. Should any such feedback occur, CYVAT’s local team will be the first responder on any complaints presented from community level or from other stakeholders. All stakeholders will from the beginning of the initiative be informed of how to secure transparency in activities and where to direct complaints (to project management). CYVAT’s management must record all complaints and how they have been addresses/resolved. The main responsible is project management, however if a complaint/query cannot be resolved, EWB-DK is to be informed and the leadership of CYVAT will need to address the issues. Information on EWB-DK’s complaint mechanism will also be provided to local stakeholders. In order to secure full transparency and fluent communication at community level, local leaders will be engaged. Participation and approval of the local leaders is crucial in case of conflict or complaints, as they will form part of the potential on-ground mediating measures to be applied.

* **How will learning and reflection be applied in terms of improving humanitarian action (CHS 7)?**

The development of a concept for garden production and distribution of livestock at the four schools will be based on a number of workshops with participation from local stakeholders and organisations with relevant experiences in food production. The results of the workshops and the developed concept will be incorporated in the monitoring and documentation of the activities, to highlight changes in the program design and implementation if relevant. The learning will be documented with minutes, reports and pictures from the workshops and will be used for knowledge sharing. The lessons learned will be part of the future strategy for EWB-DK projects in Zimbabwe, and CYVAT will incorporate the experiences from the project in their strategy. CYVAT and EWB-DK will be able to disseminate the results to other organisations upon request.

## Coordination

* **Is the implementing organisation(s) involved in a coordination mechanism?** No.

CYVAT coordinates continuously with local authorities and stakeholders in their efforts in the Lupane district, yet as of the time of this application, no coordination mechanism relevant to this intervention has been identified.

* **How does the intervention contribute towards coordination and complementarity of humanitarian assistance (CHS 6)?**

The intervention will be coordinated by CYVAT and EWB-DK. As the two organisations are already involved in several joint projects in the area they can ensure that the targeted families do not experience a big gap in food security efforts, and coordinate the efforts to strengthen capacity at the rural schools and communities, to avoid overlap from one intervention with another. All activities will build on previous and continuous learning from all joint activities. The intervention is coordinated also with the SDCs, school management and authorities in order to gain local ownership, secure transparency, accountability and official approval of the intervention. No overlaps from other organizations in humanitarian assistance are foreseen.

1. For SDCs, administration representative, teacher representatives, representatives from implementing partners. Input from external actors and organizations. [↑](#footnote-ref-1)
2. 19-448-M2 [↑](#footnote-ref-2)
3. Ministry of Agriculture and Mechanization, Agricultural extension services, the Ministry of Health, local district offices, veterinarian services and others in the agricultural sector, including organisations working with gardening and livestock [↑](#footnote-ref-3)
4. Seeds and plants, supplementary equipment for gardening, green house facilities, livestock, feed for livestock, rehabilitation of watering points, eco-sanitation and kitchen facilities [↑](#footnote-ref-4)