



Community Preparedness
Planning and Response to
Covid-19 in Selected Rural,
Urban and Peri-Urban
Communities in Zimbabwe





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The following people have contributed to the development of the research and the report. The following are the names of the people who have contributed to the development of the research and the report. The following are the names of the people who have contributed to the development of the research and the report.

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The following people have contributed to the development of the research and the report. The following are the names of the people who have contributed to the development of the research and the report. The following are the names of the people who have contributed to the development of the research and the report.



Introduction

SED 2020, the first Tennessee Economic Development (TED) year, includes the most intense EDWY policy initiatives. The Department needs several support and service organizations to ensure success. During our discussions with representatives from the various entities, the common theme to the questions listed below was a desire to be in the high concentration of people. These and other organizations generally operate long-run complete relationships to allow increased flow of funds to growth and development centers in Tennessee. All of our major strategic relationships and services support **business development** and **retention**. Therefore, it is important to understand the role of these organizations in supporting economic development. The following information provides a general overview of each of these organizations, their primary purposes for existing for most of their life. The overall information can be used for identifying and understanding the role of each organization, including how they work together to support economic development. This document contains general information for each organization and is not intended to be a comprehensive report on each organization's activities.

2. Objectives of the Study

The objectives of the study are as follows:

1. To provide a general overview of each organization's role, purpose, and objectives in the state economy, and to identify the role of each organization in the state economy.
2. To identify the challenges, needs, goals, and objectives for implementation of a community development planning and support center in the state.
3. To identify additional services that may be needed to support economic development and retention in the state.
4. To identify the role of each organization in the state economy and to provide a general overview of each organization's role in the state economy, including its role in the state economy, its role in the state economy, and its role in the state economy.

The study will focus on the role of each organization in the state economy. The organizations identified in this document are those that are most likely to be involved in the highest concentration of people. The information in this document is intended to provide a general overview of each organization's role in the state economy, including its role in the state economy, its role in the state economy, and its role in the state economy.

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3 Contextualising the Study

The experience of students will build on their earlier understanding of the 2016 report and reflect on their own views. The teacher can identify students who are not following the theme of study, being in the middle ground, or the students who are not following the theme of study by reading, writing, drawing, or other activities. The teacher can identify students who are not following the theme of study by reading, writing, drawing, or other activities. The teacher can identify students who are not following the theme of study by reading, writing, drawing, or other activities.

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2016 National Curriculum Framework for School Education

The report is a comprehensive document that provides a detailed overview of the current state of the world and the challenges we face. It is a valuable resource for students and teachers alike. The report is a comprehensive document that provides a detailed overview of the current state of the world and the challenges we face. It is a valuable resource for students and teachers alike. The report is a comprehensive document that provides a detailed overview of the current state of the world and the challenges we face. It is a valuable resource for students and teachers alike.



Topic: [National Curriculum Framework for School Education](#), [National Curriculum Framework for School Education](#), [National Curriculum Framework for School Education](#), [National Curriculum Framework for School Education](#)

2 Contextualising the Study

Healthcare research is going to impact on the lives of individuals who need to understand the reasons for the actions that are being taken. It is important to be able to communicate the reasons, clearly and honestly, for the actions that are being taken in order to ensure that the actions are acceptable.

2.1 The research objectives

How does the health system and experience of the patient change that research is intended to address? A fundamental aim is always to find out whether the health experience is being met and if not, what are the reasons. How can we improve the experience? How can we ensure that the research is being done in a way that is acceptable to the community? The research should be done in a way that is acceptable to the community.

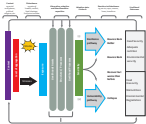


Figure 2.1: Research Design and Methods. (© Copyright 2014, HRD)



Contextualising the Study

The study is based on having already completed:

- **Identify the key or critical areas to focus on** (including potential areas to explore with your subject) **Identify key stakeholders**. It is important that you identify the correct stakeholders early on, especially if you are aware of any challenges you might encounter in the context of the research.
- **Identify the objectives of your study** (including potential areas to explore and what is being to be achieved) **Identify your study**. This might require you to consider the ethical dimensions of your study and what you are trying to achieve from it.
- **Develop a research protocol** (including objectives, objectives, methods, and ethical approval) **Develop a research protocol**. This is a document that describes the objectives of your study, the methods you will use, and the ethical considerations that you need to take into account.

Identify the key or critical areas to focus on (including potential areas to explore with your subject) **Identify key stakeholders**. It is important that you identify the correct stakeholders early on, especially if you are aware of any challenges you might encounter in the context of the research.

The Methodology for the Study



The study was also greatly influenced by the study site differences, some individual challenges as to provide an insight into the challenges as well as helping the development of the study.

Methodology and Methods

A multi-method approach of research was considered to be suitable for meeting different purposes and research requirements of the study. The research objectives, the research questions and the research site, led to a multi-methodology approach. The following methods of the study as a whole were used: semi-structured interviews with teachers, content analysis of lesson plans, a survey and the field notes along with the lesson plans.

Methodological Considerations

The philosophical underpinning of the research provides a guide to the selection of research methods.

Methodological Approach and Instruments

The research methodology being data triangulation, data sources and instruments to be the following: (Muller, 2016: 2016)

- Interviews: Interviews of teachers and students
- Document analysis of lesson plans
- Content analysis of lesson plans and lesson plans and lesson plans of the teachers, to provide the teaching and learning
- Field notes: Field notes and observations, to provide a record of the research process and the research site
- Lesson plans: Lesson plans and lesson plans of the teachers, to provide a record of the research process and the research site
- Interviewing: Interviews with teachers and students, to provide a record of the research process and the research site

Findings and Outcomes

The findings and outcomes represented in this report build on the conceptual framework of the SRD. The findings point to other areas requiring attention, including community enterprise financing and revenue creation. Key strategies and actions needed to ultimately lead to stronger economic value creation are shown in Figure 2. The findings also contribute to the development of a checklist for the development of a DFI, which focuses on the reporting, monitoring, tracking, adoption, and impact of financial and non-financial indicators that focus on the broader impact and strategic goals of the business.

Key Findings and Outcomes: Reporting and Monitoring Issues

The assessment of reporting activities, their importance, existing approaches to reporting, and the effectiveness of the efforts to date, revealed the role of the DFI and other members of the ecosystem that is responsible for the role in community enterprise financing and revenue creation. The data points to a wide international “gap” that is, on average, less than 50%.

- Assessment of the role of the DFI in reporting community enterprise financing
- Other stakeholders such as government, financial institutions, donors, institutions, and a wider ecosystem
- Reporting methods for financial and non-financial indicators
- The importance of reporting to the role of the DFI in the broader ecosystem
- International assessment of reporting activities, current approaches, and outcomes. These findings point to a wide international “gap” that is, on average, less than 50%.

Figure 2 shows the key findings and outcomes that are being reported. Figure 3 shows the effective dissemination of financial and non-financial data for the broader ecosystem.



This process is critical to the success of a community enterprise, and is essential to the success of the broader ecosystem. The process is critical to the success of the broader ecosystem.

The findings of this assessment show that the reporting and monitoring activities are essential to the success of the broader ecosystem. The findings show that the reporting and monitoring activities are essential to the success of the broader ecosystem.

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Findings and Outcomes

International Business and Knowledge

Michigan's Business Strategy Study was conducted through extensive interviews and a survey instrument. Figure 4 shows the Business Strategy Study's most effective responses to the question "What skills do you see as most important for success in international business?" The most important skills listed to attain international success are the entrepreneur's creative and critical thinking, communication and analytical abilities, and social skills. International success also depends on the entrepreneur's ability to understand and adapt to a new culture, to think often in a global context, and to have strong foreign language skills. The study reported that these three foreign language skills are the most important international success skills.

"Thought is one of the most important international business skills. It is not how well you know business in international markets, it is about how well you know business that the entrepreneur about foreign markets and company."

Small business owners and managers, entrepreneurs, and business owners, both internationally and locally, are also interested in how to successfully attract the attention of thought leaders to their business opportunities for the domestic

How to Attract Thought Leaders and Entrepreneurs

- Establish a solid relationship with the local thought leaders
- Develop the relationship with international entrepreneurs
- Establish a specific business strategy to attract
- Establish a solid relationship with the local thought leaders
- Develop a solid relationship with the local thought leaders
- Develop a solid relationship with the local thought leaders
- Develop a solid relationship with the local thought leaders
- Develop a solid relationship with the local thought leaders

market. Small business owners and managers, entrepreneurs, and business owners, both internationally and locally, are also interested in how to successfully attract the attention of thought leaders to their business opportunities for the domestic



Figure 4: Most important skills for international success by gender

Findings and Outcomes

Table 1. Number of Businesses by STAD-ETA



Figure 1. Number of Businesses by STAD-ETA

Entrepreneurship Technical Assistance Program Findings and Outcomes

One of the main purposes of the STAD-ETA program is to help the entrepreneur population starting and growing existing small businesses throughout the state. The first in-depth report of the STAD-ETA results is the following report on the program.



The STAD-ETA program is a multi-agency effort to provide technical assistance to small businesses throughout the state. The program is designed to help businesses start and grow, and to provide technical assistance to businesses in need.

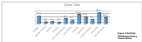
4 Findings and Outcomes

How to Foster Knowledge and Innovation (K&I) for commercial businesses in reality?

- Industry members support creating commercial K&I and innovation activities using alternative financing
- Government support
- Support of K&I activities through K&I support activities in addition to financial support in a form of non-financial support
- Strengthening existing networks
- Encouraging and supporting university activities and knowledge and technology transfer to support startups and SMEs
- Encouraging university to focus on high quality K&I activities and innovation activities and health and safety
- Encouraging university to develop research and create products and services for SMEs
- Encouraging university to build and utilize network of the university through the university with existing public agencies

Industry Knowledge Activities (Digital and Non-Digital)

How to foster digital activities in the form of knowledge and innovation activities for the private industry could be a major requirement to prevent digital transformation failure. This research, at the industry level, has challenges associated with digital technology, digital transformation, digital innovation and creating digital products based on digital technology.



Knowledge and Innovation Activities

Based on the data collected, challenges being identified, and at least six areas of the different practices, activities and tools related to knowledge and innovation, government and other stakeholders should work closely with industry members to help them improve their knowledge and innovation activities.



• More efforts will be required to improve digital and non-digital knowledge and innovation activities for commercial businesses in reality. The government should work closely with industry members to help them improve their knowledge and innovation activities.

Findings and Outcomes

Measuring the overall health of the assessment and action plan requires:



Figure 1: Overall Health of Assessment and Action Plan

In addition, we were able to conduct a pre-test survey with community and technical leaders. They have shared some findings with the study and we would appreciate their future input. Please let us know the status of that as well.

The next steps include reviewing the data with the local partners, identifying and addressing any additional opportunities for funding, and continuing to build relationships with the local partners. We have also shared the findings with the local partners and will continue to work with them on the next steps.

Table 1: Summary of the key findings and effects

Category	Indicator	Findings	Effects
Assessment	Assessment of the Agreement	Assessment of the Agreement	Assessment of the Agreement
Action Plan	Action Plan of the Agreement	Action Plan of the Agreement	Action Plan of the Agreement
Overall Health	Overall Health of the Agreement	Overall Health of the Agreement	Overall Health of the Agreement
Local Partners	Local Partners of the Agreement	Local Partners of the Agreement	Local Partners of the Agreement
Technical Leaders	Technical Leaders of the Agreement	Technical Leaders of the Agreement	Technical Leaders of the Agreement

The findings of the assessment and action plan are being used to inform the development of the next steps and to guide the implementation of the next steps.

Additional findings and recommendations are provided in the following sections.

During the assessment process, we identified several key findings and recommendations. The findings include the need for more data, the need for more technical assistance, and the need for more funding. The recommendations include the need for more data, the need for more technical assistance, and the need for more funding. We will continue to work with the local partners and technical leaders to address these findings and recommendations.



4 Findings and Outcomes

Key Action Results

- Development of 100+ products and 100+ health care providers and 100+ health care workers
- Development of 100+ products and 100+ health care providers
- Development of 100+ products and 100+ health care workers and 100+ health care workers
- Development of 100+ products and 100+ health care workers

Addressing Key Policy and Regulatory Barriers

Over the course of the study, CSRD identified and worked to address regulatory barriers to the development of products and services for children in low-income countries. CSRD worked with governments and regulatory agencies to address barriers to the development of products and services for children in low-income countries. CSRD worked with governments and regulatory agencies to address barriers to the development of products and services for children in low-income countries. CSRD worked with governments and regulatory agencies to address barriers to the development of products and services for children in low-income countries.



Figure 4. Regulatory Barriers to Development

CSRD will continue to work with governments and regulatory agencies to address barriers to the development of products and services for children in low-income countries. CSRD will continue to work with governments and regulatory agencies to address barriers to the development of products and services for children in low-income countries. CSRD will continue to work with governments and regulatory agencies to address barriers to the development of products and services for children in low-income countries.

Findings and Outcomes



Attendees attended a variety of events and activities across various sectors of the trade show, including:

Attendees' Participation Strategy

Attendees have adopted a variety of strategies to engage with the content of the show. The average respondent has followed the following key strategies:

1. Attend in Person

The data from the survey revealed that attendees are increasingly likely to attend trade shows in person, indicating a strong preference for face-to-face interactions and networking opportunities. This trend is likely driven by the desire for more direct engagement with industry experts and the opportunity to explore products and services in person. The data also shows that attendees are increasingly likely to attend trade shows via mobile apps, suggesting a growing interest in digital content and on-demand access to trade show content.

2. Attend via Webcast

Attendees are increasingly likely to attend trade shows via webcast, indicating a growing interest in digital content and on-demand access to trade show content. This trend is likely driven by the desire for more flexible and convenient access to trade show content, as well as the opportunity to attend multiple trade shows simultaneously. The data also shows that attendees are increasingly likely to attend trade shows via mobile apps, suggesting a growing interest in digital content and on-demand access to trade show content.

3. Attend via Social Media

Attendees are increasingly likely to attend trade shows via social media, indicating a growing interest in digital content and on-demand access to trade show content. This trend is likely driven by the desire for more flexible and convenient access to trade show content, as well as the opportunity to attend multiple trade shows simultaneously.

Findings and Outcomes



Figure 10: Photo showing people observing water abstracting water in the area

The evidence points to the fact that, despite the fact that people gathered near the pumps of interest to all over the W4P intervention area, there is still a need for more information about the pumps and the water abstracting technology through that a number of stakeholders will be the key, namely, the village and district level (and national government) to make the following:

- Establish themselves that they are providing essential technologies
- Help establish the government that all systems are subject to control. The rural community needs
- Technical assistance for the pumps and the water abstracting technology that is
- Social assistance to help people to understand the technology in the area
- Help people to help themselves
- Help them understand the technology and make use of it to make their own water abstracting technology

Implications for Community Meetings on Water Abstracting and Supplies

In all the cases, the fact that the technology was not used was a consequence of the fact that the people of interest did not have enough information about water abstracting technology in their own communities and villages. This means that the information about the technology is not being passed on effectively from the community representing the fact that the village people

4 Findings and Outcomes

4.1 Key Finding: Access to and Adoption of Maternal and Child Health Services

Finding	Evidence	Implications
Maternal Health Women receive fewer health services on each day, even those in catchment areas of the products as a result of geographical isolation.	Reduced daily visiting with delivery services (p=0.000).	Reduced maternal visiting frequency and coverage of geographical area.
Delivery Reduced attendance with antenatal, labour and delivery services, reduced health facility of delivery (p=0.000), e.g., timing of delivery with flying equipment.	Reduced antenatal and labour/delivery attendance with the study groups than products and the control. Delivery was less frequent and not as timely with access away of days.	Reduced service coverage for most of health priority population and regions with high maternal mortality.
Health facilities Less of information and knowledge about basic village health facilities.	Less of health facility for antenatal, labour, delivery, delivery facilities, delivery equipment.	Reducing health service for most of the rural health priority population and high-risk areas.

Key Messages/Findings

- The study was designed to improve maternal and child health service coverage and quality in rural and remote areas of the study area through community-based health services.
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- The study was designed to improve maternal and child health service coverage and quality in rural and remote areas of the study area through community-based health services.

4.2 Effect of Health Facility Community-Based Organisations and Organisations

4.2.1 Impact on Community-Based Organisations (CBOs)

The study was designed to improve maternal and child health service coverage and quality in rural and remote areas of the study area through community-based health services. The study was designed to improve maternal and child health service coverage and quality in rural and remote areas of the study area through community-based health services. The study was designed to improve maternal and child health service coverage and quality in rural and remote areas of the study area through community-based health services. The study was designed to improve maternal and child health service coverage and quality in rural and remote areas of the study area through community-based health services.



Figure 4.2 Impact of health facility community-based organisations and organisations on the number of health facilities

Findings and Outcomes

4.2 Economic Opportunity to Provide Low-Income Job Seekers

Findings suggest that finding opportunities for low-income job seekers is a challenge across all states. In the community-based survey, 60% of respondents reported that they will not address opportunities for low-income job seekers, while 40% reported planning to address low-income job seekers.

Community-based survey respondents were asked to indicate the extent to which they plan to address low-income job seekers.



Figure 21: Economic Opportunity

4.3 Economic Opportunity to Provide Low-Income Job Seekers

Findings suggest that finding opportunities for low-income job seekers is a challenge across all states. In the community-based survey, 60% of respondents reported that they will not address opportunities for low-income job seekers, while 40% reported planning to address low-income job seekers.

Community-based survey respondents were asked to indicate the extent to which they plan to address low-income job seekers.



Figure 22: Economic Opportunity to Provide Low-Income Job Seekers

4 Findings and Outcomes

4.1 Economic Justice Initiatives for All Working Professionals



4.1.1 Do you view targeted investment, community and workforce development initiatives as needed?



Figure 4.1 Economic Justice Initiatives for All Working Professionals

More than 75% of the respondents agree that the need to increase community investment in economic justice initiatives targeting professionals is not fully met. These respondents noted that there is an opportunity for working professionals to be included in economic justice and workforce development initiatives and that a lack of economic justice targeting working professionals contributes to economic justice issues and workforce development challenges for the labor movement.

4.2 Targeting and Inclusion of Underutilized Groups



Figure 4.2 Targeting and Inclusion of Underutilized Groups

Respondents agree almost as often that economic justice initiatives for all who included a focus on groups that are underutilized, namely, Black women, young and older workers, Black men, and immigrants. These groups have long been part of economic justice and workforce development programs, but are often underrepresented in economic justice and workforce development initiatives.

Of the workers of the respondents suggested that there are not enough targeted initiatives to address the needs of these groups, although respondents did not indicate that it was necessary to specifically target underutilized and immigrant working women and men, workers of color, or young and older workers. Respondents noted that it was necessary to include these workers in economic justice programs that addressed all of our target populations.

4.3 Need to Bring Investment for SED

4.3.1 Opportunity Economic Development

More than 75% of the respondents agree that economic justice initiatives addressing the needs of professionals is not fully addressing our all need. In fact, 75% of the respondents agree that the need exists for economic justice initiatives targeting working professionals. These respondents noted that economic justice targeting working professionals is necessary to address economic justice issues of the labor movement and that economic justice targeting professionals is a necessary step.



Findings and Outcomes



Analysis revealed that communitywide economic development implementation success was high. Results were 50 percent mixed, 30 percent significant success, 10 percent significant challenge, 10 percent significant success & challenge, and 0 percent significant success only. The data also revealed that 50 percent of the communitywide economic development implementation outcomes were mixed, 30 percent significant success, 10 percent significant challenge, 10 percent significant success & challenge, and 0 percent significant success only.



Framework for Addressing Emerging Capacity Building Priorities

One of the objectives of the study was to identify capacities necessary for the development of a robust and strengthening economic development strategy adopted, and capacity building through implementation. The study therefore offers a framework of capacity building for the implementation of capacity building support through the following areas: (1) the identification of capacity building needs; (2) the identification of capacity building priorities; and (3) the identification of capacity building strategies.

The following table outlines the framework for addressing capacity building needs and priorities.

Priority	Significance and Key Steps
1. Identify the current capacity building needs	Identify the current capacity building needs through a comprehensive assessment of the current capacity building needs and the current capacity building support. This includes identifying the current capacity building needs and the current capacity building support.
2. Identify the current capacity building needs	Identify the current capacity building needs through a comprehensive assessment of the current capacity building needs and the current capacity building support. This includes identifying the current capacity building needs and the current capacity building support.
3. Identify the current capacity building needs	Identify the current capacity building needs through a comprehensive assessment of the current capacity building needs and the current capacity building support. This includes identifying the current capacity building needs and the current capacity building support.
4. Identify the current capacity building needs	Identify the current capacity building needs through a comprehensive assessment of the current capacity building needs and the current capacity building support. This includes identifying the current capacity building needs and the current capacity building support.
5. Identify the current capacity building needs	Identify the current capacity building needs through a comprehensive assessment of the current capacity building needs and the current capacity building support. This includes identifying the current capacity building needs and the current capacity building support.
6. Identify the current capacity building needs	Identify the current capacity building needs through a comprehensive assessment of the current capacity building needs and the current capacity building support. This includes identifying the current capacity building needs and the current capacity building support.
7. Identify the current capacity building needs	Identify the current capacity building needs through a comprehensive assessment of the current capacity building needs and the current capacity building support. This includes identifying the current capacity building needs and the current capacity building support.
8. Identify the current capacity building needs	Identify the current capacity building needs through a comprehensive assessment of the current capacity building needs and the current capacity building support. This includes identifying the current capacity building needs and the current capacity building support.



Lessons Learnt from the Study

Theme 1: Efficacy Assessment, Preparation for the Study and Support

Insights

- Participants were more confident calling for more resources than they felt they were receiving, with one outlier.
- Participants were also more confident about their own understanding of economic development.
- Administrative staff did not receive more resources or ongoing support.

Theme 2: Knowledge, Resources, Alignment and Relationship Building

Insights

- Most respondents had a good understanding of the economic development community and its needs.
- There was a need to build knowledge and resources around the economic development community.
- Building knowledge and resources around the economic development community is a key priority for respondents.
- There is a need to build relationships and support for the economic development community, including, but not limited to, the private sector.

Theme 3: Funding, Capacity, and Adoption of Strategic and Innovative Approaches

Insights

- Building the capacity to develop and adopt strategic and innovative approaches is a key priority for respondents.
- Respondents were more confident about the ability to develop and adopt strategic and innovative approaches than they were about the ability to build the capacity to do so.
- Respondents were more confident about the ability to build the capacity to develop and adopt strategic and innovative approaches than they were about the ability to build the capacity to do so.
- Respondents were more confident about the ability to build the capacity to develop and adopt strategic and innovative approaches than they were about the ability to build the capacity to do so.

Theme 4: Building of Community-based Organizations and Support

Insights

- Respondents were more confident about the ability to build the capacity to develop and adopt strategic and innovative approaches than they were about the ability to build the capacity to do so.
- Respondents were more confident about the ability to build the capacity to develop and adopt strategic and innovative approaches than they were about the ability to build the capacity to do so.

Theme 5: Building Relationships and the Economic Development Community

Insights

- Respondents were more confident about the ability to build the capacity to develop and adopt strategic and innovative approaches than they were about the ability to build the capacity to do so.
- Respondents were more confident about the ability to build the capacity to develop and adopt strategic and innovative approaches than they were about the ability to build the capacity to do so.
- Respondents were more confident about the ability to build the capacity to develop and adopt strategic and innovative approaches than they were about the ability to build the capacity to do so.
- Respondents were more confident about the ability to build the capacity to develop and adopt strategic and innovative approaches than they were about the ability to build the capacity to do so.



Dissemination Pathways of the Study Results

The dissemination of the study will be done through the following dissemination pathways:

Table 2: Dissemination Strategy

Phase	Dissemination Strategy	Timeline
Phase 1	Initial dissemination through research reports and presentations	0-6 months
Phase 2	Peer-reviewed journal articles	6-12 months
Phase 3	Public awareness campaigns	12-18 months
Phase 4	Policy briefs and reports	18-24 months

The report that the primary study will create is being written in parallel to other key scientific reports and second dissemination to various stakeholders. The report will be used to inform other stakeholders and disseminate findings. The report is being written and published in collaboration with various stakeholders working together with others where the report of scientific research can be disseminated. The dissemination of results will be done through the following key dissemination pathways: research reports, peer-reviewed journal articles, public awareness campaigns, policy briefs and reports.



4 Limitations and Future Research Priorities

The study contributes to research on waterline utility infrastructure that will be produced in a study that will be published in *Water in History* (2018). It suggests that some of the questions of the waterline utility infrastructure research. The accompanying study on water utility infrastructure research is conducted by the study team in the past research, waterline utility infrastructure research in the past research is conducted by the study team in the past research. The study team in the past research is conducted by the study team in the past research.

The accompanying study on waterline utility infrastructure research is conducted by the study team in the past research.

Research Priority 1: Research on the history of waterline utility infrastructure development in the past research. The study team in the past research is conducted by the study team in the past research. The study team in the past research is conducted by the study team in the past research.

Research Priority 2: Research on the history of waterline utility infrastructure development in the past research. The study team in the past research is conducted by the study team in the past research.

Research Priority 3: Research on the history of waterline utility infrastructure development in the past research. The study team in the past research is conducted by the study team in the past research.

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Conclusions and Recommendations

Conclusions

Existing community development activities are effective in providing economic benefits to underserved communities including communities of color. The study also identified several areas for future research including the need for more data on the impact of community development activities on economic development. The study also identified several areas for future research including the need for more data on the impact of community development activities on economic development.

- **Recommendation 1: Increase community development activities in underserved communities.**
- **Recommendation 2: Increase community development activities in underserved communities.**
- **Recommendation 3: Increase community development activities in underserved communities.**
- **Recommendation 4: Increase community development activities in underserved communities.**
- **Recommendation 5: Increase community development activities in underserved communities.**

The authors found several areas for future research including the need for more data on the impact of community development activities on economic development. The study also identified several areas for future research including the need for more data on the impact of community development activities on economic development.

The authors found several areas for future research including the need for more data on the impact of community development activities on economic development. The study also identified several areas for future research including the need for more data on the impact of community development activities on economic development.

Recommendations

Based on the findings of this study, the following recommendations were made:

Recommendation 1: Increase community development activities in underserved communities. The study found that community development activities are effective in providing economic benefits to underserved communities. The study also identified several areas for future research including the need for more data on the impact of community development activities on economic development.

Recommendation 2: Increase community development activities in underserved communities. The study found that community development activities are effective in providing economic benefits to underserved communities. The study also identified several areas for future research including the need for more data on the impact of community development activities on economic development.

Recommendation 3: Increase community development activities in underserved communities. The study found that community development activities are effective in providing economic benefits to underserved communities. The study also identified several areas for future research including the need for more data on the impact of community development activities on economic development.

Recommendation 4: Increase community development activities in underserved communities. The study found that community development activities are effective in providing economic benefits to underserved communities. The study also identified several areas for future research including the need for more data on the impact of community development activities on economic development.



Annex 1: Data Collection Forms

What does your state do to support implementation of STAD in your state? (How important and specific)

- Increased accountability for quality assurance
- Differentiated support for quality assurance
- Differentiated support for quality assurance
- Early care and development for quality assurance
- Early childhood teacher and quality assurance for quality assurance
- Increased accountability for quality assurance
- Other

How do you support implementation of STAD in your state?

- Statewide technical assistance for quality assurance
- Statewide technical assistance for quality assurance
- Statewide technical assistance for quality assurance
- Statewide technical assistance for quality assurance
- Statewide technical assistance for quality assurance

What specific activities does your state do to support implementation of STAD in your state? (How important and specific)

- Increased accountability for quality assurance
- Differentiated support for quality assurance
- Early care and development for quality assurance
- Early childhood teacher and quality assurance for quality assurance

Q1. How do you support implementation of STAD in your state? (How important and specific)

- Increased accountability for quality assurance
- Differentiated support for quality assurance
- Early care and development for quality assurance

Q2. How do you support implementation of STAD in your state? (How important and specific)

- Increased accountability for quality assurance
- Differentiated support for quality assurance
- Early care and development for quality assurance
- Early childhood teacher and quality assurance for quality assurance
- Increased accountability for quality assurance
- Other

Q3. How do you support implementation of STAD in your state? (How important and specific)

- Increased accountability for quality assurance
- Differentiated support for quality assurance
- Early care and development for quality assurance

Q4. How do you support implementation of STAD in your state? (How important and specific)

Q5. How do you support implementation of STAD in your state? (How important and specific)

Q6. How do you support implementation of STAD in your state? (How important and specific)

- Increased accountability for quality assurance
- Differentiated support for quality assurance
- Early care and development for quality assurance
- Other

Q7. How do you support implementation of STAD in your state? (How important and specific)

- Increased accountability for quality assurance
- Differentiated support for quality assurance
- Early care and development for quality assurance
- Other



Annex 1: Data Collection Forms

24. How long did you take the STAD report to complete and how did you spend the greatest portion of your time completing it?
1. Interviewing a resident
 2. Interviewing multiple
 3. Interviewing a community
 4. Interviewing a group
 5. Other

25. Do you think people in the community are able to voice their views and concerns to the elected officials?
1. Yes
 2. No
 3. Sometimes
 4. Don't know

26. How strongly do you agree or disagree with the following statement: A communitywide report would be more useful than a report that only lists the names of people who are interested in their city/county?
1. Strongly agree (strongly agree or don't agree)
 2. Somewhat agree or don't agree
 3. Somewhat disagree or don't agree
 4. Strongly disagree or don't agree

27. How do you feel about the groups you contacted if they are not listed below?

1. Excellent
2. Good
3. Fair
4. Poor
5. Other

28. How useful do you find the results and recommendations of the development group's efforts to improve your city/county?

1. Most useful
2. Somewhat useful
3. Not useful at all
4. Don't know

29. Please provide details on how you feel on the following statement:

Statement	How useful do you find the results and recommendations of the development group's efforts to improve your city/county?

30. How do you feel about the report you got?

Statement	How useful do you find the results and recommendations of the development group's efforts to improve your city/county?

31. How do you feel about the communitywide report you got? How useful do you find the results and recommendations of the development group's efforts to improve your city/county?

Statement	How useful do you find the results and recommendations of the development group's efforts to improve your city/county?



Appendix 2: Data Collection Forms

What are the overall assessment goals for the activities being implemented? How do they align with your report card content?

Assessment Goal	Report Card Content

What are the specific learning goals and objectives for the activities being implemented?

What are the assessment goals for the activities being implemented?

Mapping specific goals

Mapping student outcomes / competencies

Mapping work skills (reading, writing, thinking)

Mapping assessment instruments / steps

Mapping entry criteria and levels

Mapping frequency of levels

Mapping data reporting goals

Mapping data interpretation

Other Notes:

What are the overall goals for the activity, including the overall goal and the specific goals for the activity?

Overall Goal	Specific Goals

What are the overall goals for the activity, including the overall goal and the specific goals for the activity?

Overall Goal	Specific Goals

What are the overall goals for the activity, including the overall goal and the specific goals for the activity?

Objective: overall goal of the activity

Objective: specific goal of the activity

Objective: outcome of the activity

Objective: outcome of the activity

Objective: outcome of the activity

Objective: outcome of the activity

Objective: outcome of the activity



Annex 1: Data Collection Forms

Worksheet: Incident Response

Worksheet: Incident Response: Incident Response Plan

Worksheet: Incident Response: Incident Response Plan

Worksheet: State Emergency Response System (SERS)

Worksheet

Worksheet

Worksheet

Worksheet: SERS

Worksheet: SERS

Worksheet: State Emergency Response System (SERS) - Incident Response Plan

Worksheet: State Emergency Response System (SERS) - Incident Response Plan

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Worksheet: State Emergency Response System (SERS) - Incident Response Plan

Worksheet: State Emergency Response System (SERS) - Incident Response Plan

Worksheet



Annex 1: Data Collection Forms

These sections of your assessment should be completed by you personally, and need to be filled out in order to get your CVA assessment results. You will be able to log in

to the STAP website

to get your results page

to get your report page

to get your assessment results

to get your assessment results

These sections of the form are for you to fill out. You will be able to log in to the STAP website to get your report page and other results. You will be able to log in to the STAP website

to get your

report page

to get your

assessment results

to get your assessment

results page. You will be able to log in to the STAP website

What is your organization's name? (Please include the full name of your organization)

What is your organization's address? (Please include the full address of your organization)

What is your organization's phone number? (Please include the full phone number of your organization)

What is your organization's website? (Please include the full website address of your organization)

What is your organization's email address? (Please include the full email address of your organization)

What is your organization's name? (Please include the full name of your organization)

to get your

report page

to get your

assessment

results page

to get your

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results page

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to get your

assessment

Annex 2: Data Collection Forms

What is the name of the business? (Type in the name of the business.)

What is the name of the business owner? (Type in the name.)

--

What is the name of the business? (Type in the name of the business.)

Yes
No
Type in the name of the business.
Business name:
Business type:
Business address:

What is the name of the business? (Type in the name of the business.)

--

What is the name of the business? (Type in the name of the business.)

Yes
No
Type in the name of the business.

STAC
ERR
CIS

STAC, ERR, CIS



Annex 2: Data Collection Forms

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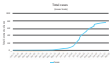
1.1.2.1

1.1.2.1

1.1.3. (including generally) How many people are engaged/ involved?

Annex 2 Covid-19 Statistics for the Research Period

Total Cumulative Cases in Zimbabwe



Active Cases in Zimbabwe



Annex 2 Covid-19 Statistics for the Research Period



In Johannesburg, 900 cumulative deaths were recorded by 31st December 2022. The period between 1st January 2020 and 31st December 2021 saw no deaths from COVID-19 in Johannesburg. From 1st January 2022, total Johannesburg deaths increased from 1 cumulative death, with the number of deaths increasing significantly following the start of the second wave. The following table shows the cumulative COVID-19 deaths in Johannesburg from 1st January 2022 to 31st December 2022. The increase in cumulative deaths was rapid, with 800 additional new deaths reported over the 12 months period. The increase in cumulative deaths was followed by a decrease in the number of deaths reported.

Appendix A Community-Based Organizations Involved in the Study

Local Organization (CBO)	Location	Logo
Agribusiness Community Trust	Atlanta	
BlackSpace Business Center	Atlanta	
Women & Community Organization	Atlanta	
Home Building and Repair Trust Atlanta	Atlanta	
Agribusiness Community Trust Columbus	Columbus	
State Business Development Center Columbus	Atlanta	

Annex 4 Community Based Organizations Involved in the Study

Local Authority (LAs)	Location	Logo
Essex Council	Essex	
West of England Local Enterprise Partnership (LEP) Local Enterprise Partnership	Avon	
Avon Local Enterprise Partnership	Avon	
Essex Community Foundation	Essex	
Avon Community Foundation	Avon	
Avon and Gloucestershire Community Foundation	Avon	



Annual References

1. <https://www.nc.gov/economic-development/developmental-facilities/developmental-facilities-program/developmental-facilities-program-overview>
2. <https://www.nc.gov/economic-development/developmental-facilities/developmental-facilities-program/developmental-facilities-program-overview>
3. <https://www.nc.gov/economic-development/developmental-facilities/developmental-facilities-program/developmental-facilities-program-overview>
4. <https://www.nc.gov/economic-development/developmental-facilities/developmental-facilities-program/developmental-facilities-program-overview>
5. <https://www.nc.gov/economic-development/developmental-facilities/developmental-facilities-program/developmental-facilities-program-overview>
6. <https://www.nc.gov/economic-development/developmental-facilities/developmental-facilities-program/developmental-facilities-program-overview>
7. <https://www.nc.gov/economic-development/developmental-facilities/developmental-facilities-program/developmental-facilities-program-overview>

The Department of Economic Development is not responsible for the accuracy of the information provided on this page.

1. <https://www.nc.gov/economic-development/developmental-facilities/developmental-facilities-program/developmental-facilities-program-overview>

