

USAID
FROM THE AMERICAN PEOPLE



NORTH-WEST UNIVERSITY
YUNIBESITHI YA BOKONE BOPHIRIMA
NOORDWES UNIVERSITEIT
POTCHEFSTROOM CAMPUS

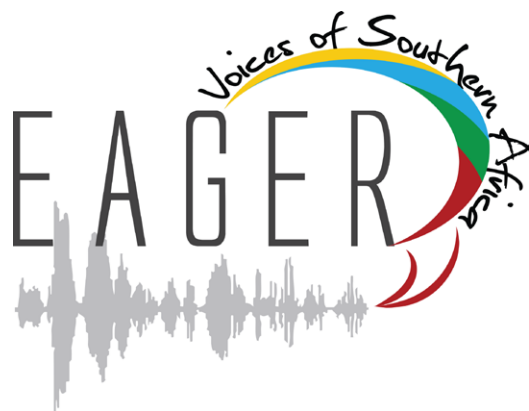




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We would also like to use the opportunity to acknowledge the support and assistance of the North-West University with resources and facilities for the project.

The EAGER team as part of the ACDS would also like to acknowledge the time and efforts of all the in-country local role players and organisations. Thank you for making time to listen to the EAGER idea, helping to identify local resources and giving your support for the project.

Finally, we would like to acknowledge each individual in each of the communities who is part of the EAGER project. It is your enthusiasm to address disaster risks and climate change issues for the youth that motivates a project like this and makes it successful.

Thank you!

Why is a project like EAGER important?

Differences in gender roles lead to differing risk profiles for both women and men, and girls and boys during disasters. The commitment to consider gender in disaster risk reduction is rarely explicit in policy and/or practice and, as a result, is often overlooked. It is therefore specifically important to engage both male and female individuals in communities in risk reduction initiatives. The international community in disaster and humanitarian agencies have also focused their attention much more on youth in conflict zones. Due to this, the focus on youth in peaceful countries has been quite limited. Projects like the EAGER project aim to decrease the livelihood challenges that the youth experience in pre- and post-disaster situations (and by extension, overall community risk of poor risk reduction, disaster mitigation and climate variability).

This objective can be reached by better integrating education, capacity building and the participation of youth, and other marginalised segments of the population, into community-based disaster risk reduction and resilience. Today there are a large variety of issues and challenges that increase risks in the life of youth and lessen their resilience to certain hazards in the Southern African Region. Some of these include:

Why?

THE WHY

Focus on children in conflict zones has captured global attention.



Limited focus on children in peaceful countries.



Various **environmental challenges** like for example the ever present human wildlife conflict, land degradation and pollution.



Political challenges specifically for the youth regarding the say they have in their communities, the access they have to power structures and the opportunity to be heard.



Economic challenges such as limited access to opportunities for the youth in their communities. The huge impact of poverty on the youth's education and wellbeing in many countries.



Social challenges that are created and maintained in communities like human trafficking, trans-generational sexual relationships, prostitution and drug and alcohol abuse.

Why?

EAGER Origins

The implementation of the EAGER project is lead by The African Centre for Disaster Studies (ACDS) at the North-West University, South Africa.

The EAGER project builds on the findings of two projects done in previous years by the ACDS. These two projects are the Girls In Risk Reduction Leadership (G.I.R.R.L, 2008-2011) project and the Integrating Adolescent Girls (IAG, 2012/2013) in Community Based Disaster Risk Reduction in Southern Africa Project.

The G.I.R.R.L project started in 2008 with four local projects being done in South Africa's North-West Province. The project's structure was developed to address inherent problems related to the social vulnerability of adolescent girls living in both peri-urban informal settlements and poor, rural communities. This was done by developing a programme with concise, locally-relevant information and encouraging the development of effective decision-making skills.

Following the G.I.R.R.L project's success CARE International/USA expressed an interest to become involved, and in 2012 the IAG project started with implementation in Zambia, Zimbabwe, Lesotho and Malawi.

Where did it start?

ORIGINS

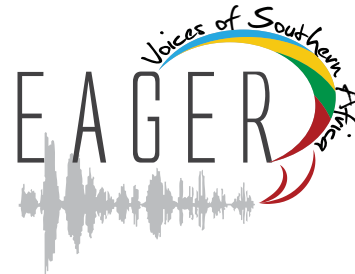
GIRRL Project

Girls in Risk Reduction Leadership

IAG Project

Integrating Adolescent Girls

The success and findings of these projects led to



PRACTICAL EXAMPLE

Because of a low income situation the youth will be more willing to get involved in negative behaviour like prostitution, crime and drug abuse thus making them vulnerable to certain threats.



Vulnerability is the traits of a community and situations that expose the community to the negative impact of issues, challenges and stresses.

1 to reduce vulnerability

FOR WHAT PURPOSE?

2 to improve resilience

Resilience is the ability of youth and community to resist, accommodate & recover from any issue, stress or challenge faced in shortest time possible.

PRACTICAL EXAMPLE

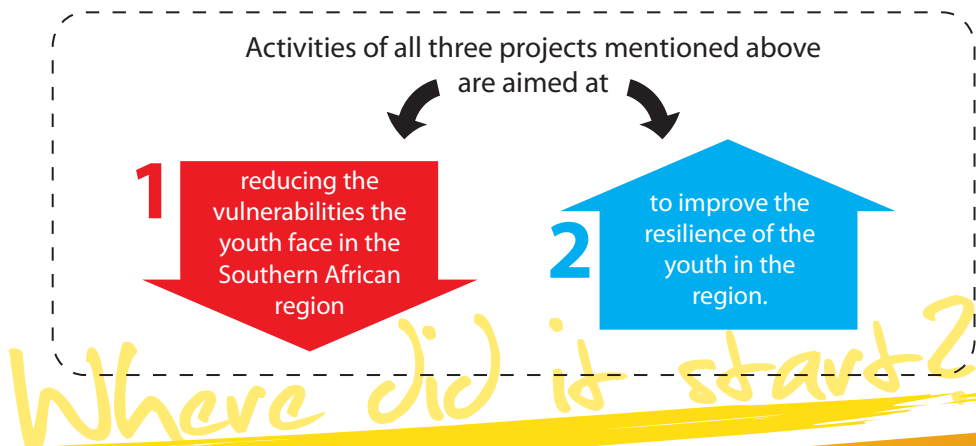
In a low income situation, engage youth in training workshops to develop skills that empower them to create better opportunities and therefore increase resilience.



EAGER Origins

The difference between these two projects was that the ACDS had been the implementing agency for the G.I.R.R.L project, whereas in the IAG project the development and implementation was the responsibility of in country teams. These teams were trained by the ACDS in project methodology and then adapted the methodology to suite their specific country context and implemented the project.

The EAGER project relies therefore on the G.I.R.R.L project methodology, but in-country teams are responsible for the adaptation of the methodology and the implementation of the project, supported by the ACDS.



The Purpose of EAGER

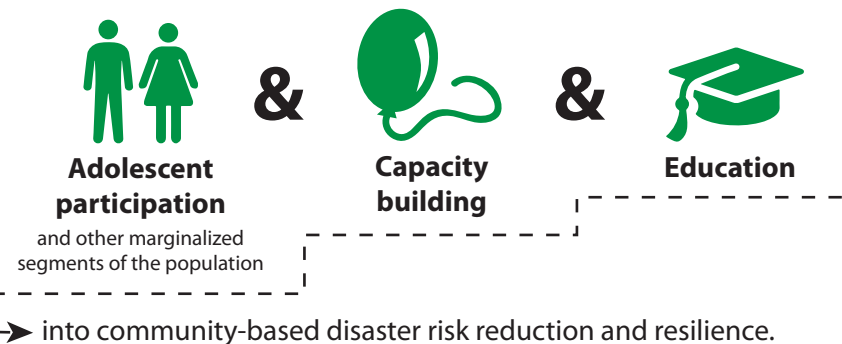
The EAGER project therefore fills the identified knowledge gap and aids in designing and piloting programs specifically aimed at reducing the **vulnerability** of the youth in the region. This contributes to unlocking the potential of **resilience** of border communities in the participating countries of the project.



The Objective of EAGER

The main objective of the EAGER project is to decrease the livelihood challenges that adolescents experience in pre- and post-disaster situations (and by extension overall community risk of poor risk reduction, disaster mitigation and climate variability).

This objective is reached by better integrating



The Purpose Objective

The EAGER Role-players



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Local Facilitator: _____

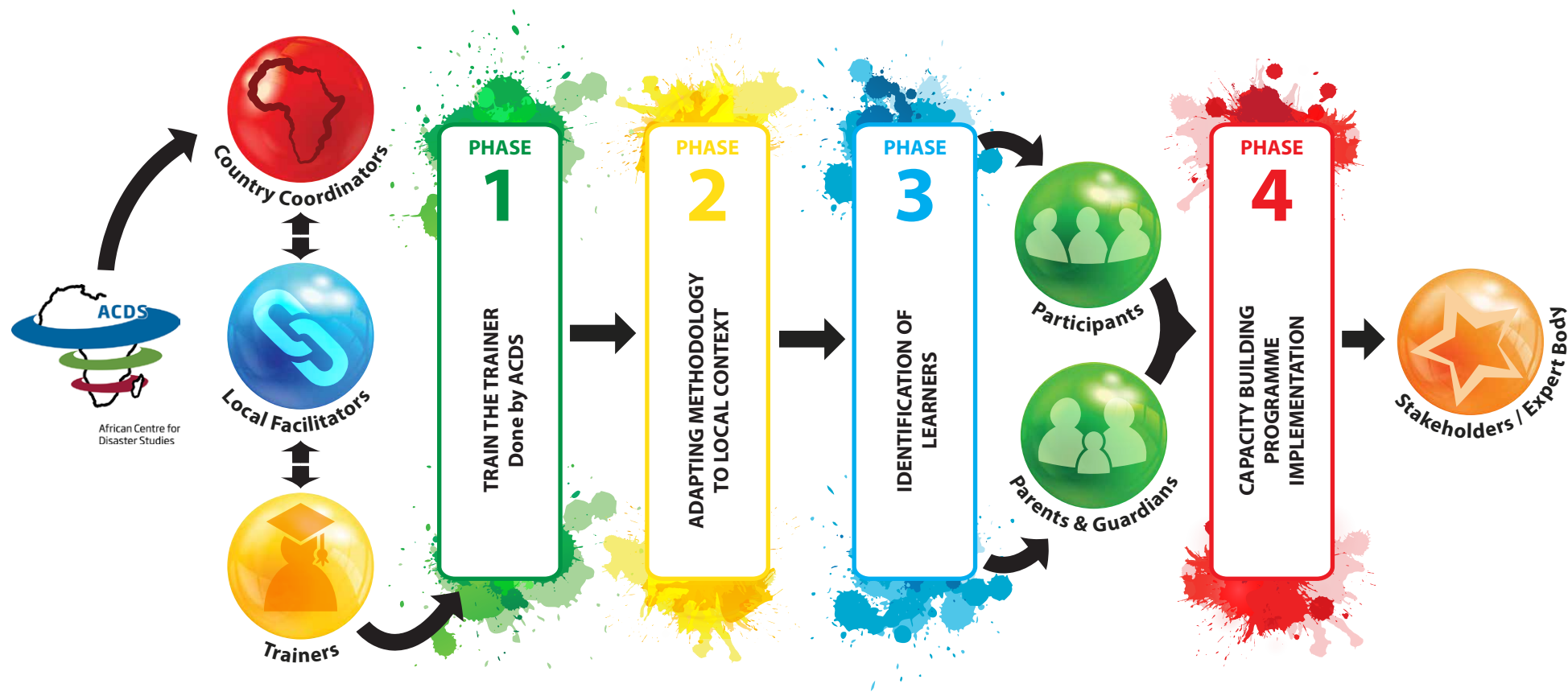
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The Role-players

PROJECT DESIGN



The EAGER Role-players



Trainer: _____

Tel: _____

Email: _____

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Trainer: _____

Tel: _____

Email: _____

Fax: _____



Trainer: _____

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The EAGER Role-players

African Centre for Disaster Studies (ACDS)



The ACDS is a research centre based at the North-West University (NWU), Potchefstroom Campus in South-Africa. The ACDS was established in January 2002 at the NWU and formed part of the Research Focus Area: Social Transformation from 2006. As of 2016 the ACDS forms part of the Unit for Environmental Sciences and Management in the Faculty of Natural Sciences. The ACDS aims to address the research as well as training and education needs in disaster risk within southern Africa and the wider African continent. Since 2002 the Centre has embarked on various research, training and consultancy projects at local, provincial, national as well as international level. The process lead to the development of a considerable network of professionals in the multi-disciplinary field of disaster risk reduction. In 2015 the African Centre for Disaster Studies submitted a proposal for the EAGER project to USAID. This proposal was granted and since then the ACDS has embarked on getting the necessary role players involved to implement the project in the 18 month period.

Responsibility: The Centre's responsibility in general is to assist country coordinators by offering support so that they might fulfil their coordination role in the project.

Country Coordinators



There are currently four countries involved in the EAGER project: Botswana, Namibia, Swaziland and Mozambique.

A country coordinator has been selected for each country. These are staff members at the ACDS.

Role: Each country coordinator's role will be to link up with the Local Facilitator of each country.

Responsibilities:

- The Country Coordinator must coordinate project activities with the Local Facilitator.
- The Country Coordinator must also ensure that project activities in the country aligns with those of the overall objective of the EAGER project.
- To give regular feedback to the EAGER project management about project progress.
- Communicate on a regular basis with the Local Facilitator on project activities.
- Communicate needs for support raised by the Local Facilitator, to the EAGER project management.
- Arrange meetings and visits in collaboration with the Local Facilitator.
- Supply information that the Local Facilitator might need to fulfil their role.
- Coordinate support needed by the Local Facilitator.

Local Facilitators



The Local Facilitator is a central focal point identified in each country that will assist with project coordination and offer support to the project trainers. These are locally based persons that can apply their local knowledge to coordinate activities and support project trainers. Local Facilitators are not responsible for project implementation.

Role: The Local Facilitator's role is to be the link between the project Trainers and the Country Coordinator.

Responsibilities:

- Coordinate closely with both the Country Coordinator and the Trainers to ensure implementation activities run smoothly.
- Arrange meetings with relevant stakeholders, committees in collaboration with Country Coordinator and Trainers.
- Communicate needs that Trainers might have to the Country Coordinator.
- Assist in communication between the Country Coordinator and Trainers.
- Offer administrative support to Trainers where needed.

Trainers



In each country involved in the EAGER project two to four project Trainers will be identified. The project Trainers may be anyone familiar with the identified communities and have a special insight into the country context. The project Trainers must also have a specific insight and understanding of gender issues, social welfare and youth empowerment. The project Trainers can be any person from a guidance teacher at a school to a role model in the community to a community based organisation.

Role: The Trainers will implement the project activities.

Responsibilities:

- Attend the train-the-trainer workshop held by the ACDS to become familiar with the project methodology.
- Determine the themes to be addressed by the EAGER project with the support of the Local Facilitator as well as the train-the-trainer facilitators.
- Develop a project plan with the assistance and support of the Local Facilitator as well as the Country Coordinators and train-the-trainer facilitators.
- Identify the stakeholders within the local area that might assist with the themes addressed in the project.
- Guide project sessions.
- Observe any changes in behaviour of participants.
- Liaise with school officials and family members on project related aspects or when a participant does not show up for sessions.
- Trainers must mediate personal or emotional discussions to protect participants.
- Guide and encourage good behavior.
- Be a role model for participants.

The Role-players

Parents and Guardians



The EAGER projects focus is on young girls and boys but in order to be successful a project like this needs the involvement and understanding of parents and guardians. Hosting an initial meeting with parents/guardians along with school officials (if relevant), community leaders and potential participants allows parents to meet the project teams as well as to hear first hand what the project is about and what expectations and outcomes are being sought.

Participants



The selection of participants is focused on identifying adolescent girls and boys with common characteristics. These characteristics have been highlighted in order to focus on the participants that are in the greatest need and have the most to contribute to their community. For the EAGER project 20 adolescent girls and 20 adolescent boys in each participating country need to be identified based on the following criteria.

- Between the ages of 13-16 years.
- Live in a common community.
- Currently attend school (to show ties to the community).
- Have basic literacy (to read documents).
- To be without children (to ensure that the participant do not have commitments).

Stakeholder / Expert Body



Stakeholders or experts' participation serves many functions including the ability to help guide entry to the community, to give insight into the needs and issues in the community and to provide support for the project's implementation. The stakeholder body needs to be a representational mix of public sector agencies, private sector entities and local organisations.

Stakeholders or experts can be drawn in to present sessions on certain themes addressed by the project sessions.

The Role-players

Phases in the process

PHASE

1

Train-the-trainer Workshop

This workshop is arranged to train trainers in the G.I.R.R.L project methodology. This workshop will be held by the ACDS.

Who will attend:



PHASE

2

Adapting methodology to local context

Right after the workshop is complete Train-the-Trainer facilitators, Local Facilitators and Country Coordinators will work with Trainers to adapt the methodology to suite the local context and develop a project plan accordingly.

Who will be involved:



PHASE

3

Identification of learners

The first step of project implementation is to identify the learners that will participate in the project. This should be done by the Trainers according to the criteria established during the workshop. The Trainers also need to arrange a meeting with the Parents or Guardians of the participants as well as the selected learners. During this meeting the expectations should be discussed by Trainers, Participants and Parents/Guardians. All aspects of the project should be discussed thoroughly with Parents/Guardians and Participants to ensure that before the project sessions start everyone understands the structure of the project and their role in it.

Who will be involved:



PHASE

4

Capacity building programme implementation

This process refers to part of the project where full implementation is done. At this stage sessions on various themes to be addressed by the project commence according to the project plan developed by Trainers and other role players.

Who will be involved:



Some notes

More notes

Some notes

More notes

